Attachment 2 – Instrument to be tested in English

Comparative Cognitive Test
Interview Guide

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. First, some questions from the European Social Survey looking at opinions towards public services and attitudes towards different age groups. 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, coordinated analysis to see if questions are processed similarly across the countries.

Using this protocol

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.

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.

The text in bold in the actual protocol sections shows the survey questions that could be included in the final questionnaire and which we want to test. These questions should be read verbatim as in a survey interview. These questions are then followed by 2 suggested generic probes to start the cognitive interviewing after each question.

There are then a series of areas which you are asked to cover in the interview and which you will need to record in the charts used for analysis which have the text 'INTERVIEWER FIND OUT:' before them. 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.

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.

Introducing the study (not to be read to the respondent)

Use this time to establish an informal discussion—stressing 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 re-worded. 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 respondent's household
- Number of people in respondent's 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

ESS Questions

ESS and Budapest sections to be rotated

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.

INTERVIEWER – READ OUT…**First of all I am going to ask you some questions about tax.**

1. **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

6. (None of these)
7. (Don't know)

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

Explanation of response codes (to check understanding):

• 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.

• 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.

• 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.

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

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.

2. **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.**

Extremely inefficiently 0	1	2	3	4	5	6	7	8	9	Extremely efficiently 10	(Don't know) 88

Question aim: 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).

How did you come up with this answer? AND/OR What were you thinking? AND / OR Why did you pick that number?

INTERVIEWER - FIND OUT:

➢ What the respondent chose the number they did (i.e. 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

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

3. **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)

Question aim: 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?

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

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 think 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.

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4. **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)

Question aim: 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.

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

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.

5. **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)

Question aim: 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.

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

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'
>
> ➢ Does the respondent think about the question solely in the context of their personal circumstances or do they think about it in an abstract way (i.e. 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 four questions one after the other. After I have asked all four questions, I will go back and ask you about how you answered them.

COGNITIVE INTERVIEWER: PLEASE ASK QUESTIONS 7-10 THEN PROBE RETROSPECTIVELY.

7. Some people say that certain age groups have a high or low status, while other people say there is no real difference. By <u>status</u> 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.

CARD 4. Firstly, using this card, please tell me how you think most people in [country] would rate the status of those aged 15-29?

Extremely low status										Extremely high status	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10	88

8. 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?

Extremely low status										Extremely high status	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10	88

9. 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?

Extremely low status										Extremely high status	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10	88

10. 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?

Very unfair										Completely fair	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10	88

Question 7 to 9 aim: 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.

INTERVIEWER PROBE QUESTIONS 6 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

Question 10 aim: 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.

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

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

11. 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?'

They will have a much lower status										They will have a much higher status	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10	88

Question 11 intention: 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.

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

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

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 <u>other people</u> in [country] view those aged 15 to 30 as…READ...

		Not at all likely						Extremely likely	(Don't Know)
12.	...competent?	0	1	2	3	4	5	6	88
13.	...sincere?	0	1	2	3	4	5	6	88
14.	...capable?	0	1	2	3	4	5	6	88
15.	...moral?	0	1	2	3	4	5	6	88

Questions 12-15 intention: 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 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 <u>other people</u> 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.

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

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

The Budapest Initiative
General Health Status Testing Protocol

Version: October 5, 2007

This document contains a cognitive testing protocol for use with items developed by the working group of the UNECE/WHO/EUROSTAT Task Force on the Measurement of Health Status. The items relate to the following set of eight health domains:

- Walking
- Cognition
- Affect
- Pain
- Fatigue
- Hearing

Budapest Initiative Questions

Interviewer read to Respondent:

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.

Walking

1. [W1a] **Do you use any aids or equipment for walking?**

       1. Yes
       2. No
       3. Don't know
       4. Refused

2. [W1b] *If yes:* **Which of the following types of aids or equipment do you use?**

      Interviewer: Read the following list and record all affirmative responses:

       A. **a cane or walking stick?**   1. Yes 2. No 3. Don't know 4. Refused
       B. **a walker?**   1. Yes 2. No 3. Don't know 4. Refused
       C. **crutches?**   1. Yes 2. No 3. Don't know 4. Refused
       D. **a wheelchair?**   1. Yes 2. No 3. Don't know 4. Refused
       E. **a white cane or stick (for the blind)?**
             1. Yes 2. No 3. Don't know 4. Refused
       F. **someone's assistance?**   1. Yes 2. No 3. Don't know 4. Refused
       G. **something else?**   (Specify: _____)

3. [W2] *If no aid:* **Do you have any difficulty walking?**

      If aid: **Do you have any difficulty walking without using your** [mention aid(s) in W1b]?

       1. Yes
       2. No
       3. Don't know
       4. Refused

4. [W3] *If no aid:* **How much difficulty do you have walking 100 metres on level ground that would be about _____ (***insert country-specific example)***? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

If aid: **How much difficulty do you have walking 100 metres on level ground that would be about _____ without using your _____ [mention aid(s) in W1b]? 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
- 6. Refused

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

Interviewer record:

- ➢ 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 <u>without</u> the use of his/her aids or specialized 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 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?

5. [W4]   *If no aid:* **How much difficulty do you have walking 500 metres on level ground that would be about _____ (***insert country-specific example)***? Would you say: no difficulty, a little difficulty, a lot of difficulty, or are you unable to do this?**

If aid: **How much difficulty do you have walking 500 metres on level ground that would be about _____ without using your _____ [mention aid(s) in W1b]? 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
    6. Refused

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

Interviewer record:

➢ 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 <u>without</u> the use of his/her aids or specialized 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 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?

6. [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
  6. Refused

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

Interviewer record:

  ➢ 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 or 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 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?

7. [C2]   **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
> 6. Refused

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

Interviewer record:

> ➢ 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 or 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 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?

Affect

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

8. [A1]   **Overall, during the past week, how worried, nervous, or anxious did you feel?**

   Record open-ended response:
   _____

9. [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
   7. Refused

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

Interviewer record:

   ➢ 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 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 mood-related conditions? If so, how did the respondent incorporate this into their answer?

10. [A3] **Overall, during the past week, how sad, low, or depressed did you feel?**

Record open-ended response:

_____

11. [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
7. Refused

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

Interviewer record:

- ➢ 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 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 mood-related conditions? If so, how did the respondent incorporate this into their answer?

Pain

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

12. [P1] **Overall, during the past week, how much physical pain or discomfort did you have?**

> *Record open-ended response*:

> _____

13. [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
> 7. Refused

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

Interviewer record:

> ➢ 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?

14. [P3] **How many days during the past week did you have physical pain or discomfort?**

Record number of days:

_____

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

Interviewer record:

➢ 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?

15. [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
   6. Refused

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

Interviewer record:

   ➢ 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?

16. [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:

_____

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

Interviewer record:

➢ 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 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?

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

       Record number of days:

       _____

18. [F2]   *If F1 > 0*:   **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
       6. Refused

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

Interviewer record for both questions:

➤ 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 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?

19. [F3]   *If F1 > 0*:   **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
      6. Refused

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

Interviewer record:

➢ 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 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?

20. [F4]   *If F1 > 0*: **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
> 6. Refused

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

Interviewer record:

> ➢ 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 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?

21. [F5]   **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
> 4. Refused

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

Interviewer record:

- ➤ 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 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?

22. [H1] **Do you wear a hearing aid?**

      1. Yes
      2. No
      3. Don't know
      4. Refused

23. [H2] *If no aid:* **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?**

      If aid: **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
      5. Don't know
      6. Refused

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

Interviewer record:

➢ 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 conceptualize the different responses?

HAND CARD 1

Higher earners should pay a greater proportion in tax than lower earners

Everyone should pay the same proportion of their earnings in tax

High and low earners should pay exactly the same amount in tax

HAND CARD 2

Extremely
Inefficiently

0   **1**   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**

Extremely
efficiently

HAND CARD 3

Agree strongly

Agree

Neither agree or disagree

Disagree

Disagree strongly

HAND CARD 4

Extremely low status   **Extremely high status**

0   1   2   3   4   5   6   7   8   9   10

HAND CARD 5

Very unfair										**Completely fair**
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

HAND CARD 6

Much lower status

Much higher status

0   1   2   3   4   5   6   7   8   9   10

HAND CARD 7

Not at all
likely
Extremely
likely

0   1   2   3   4   5   6   7   8   9   10

Attachment 2 – Instrument to be tested in Spanish

Comparative Cognitive Test
Interview Guide

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. First, some questions from the European Social Survey looking at opinions towards public services and attitudes towards different age groups. 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, coordinated analysis to see if questions are processed similarly across the countries.

Using this protocol

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.

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.

The text in bold in the actual protocol sections shows the survey questions that could be included in the final questionnaire and which we want to test. These questions should be read verbatim as in a survey interview. These questions are then followed by 2 suggested generic probes to start the cognitive interviewing after each question.

There are then a series of areas which you are asked to cover in the interview and which you will need to record in the charts used for analysis which have the text 'INTERVIEWER FIND OUT:' before them. 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.

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.

Introducing 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 re-worded. 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).

- Gracias por aceptar participar en esta entrevista.
- El proyecto se está haciendo para la Encuesta Social Europea y la Iniciativa de Budapest (un grupo de trabajo de la OMS/UN/Eurostat).
- El propósito de este proyecto es desarrollar preguntas que en un futuro se harán a muchas personas de todas las edades en todo el mundo. Necesitamos asegurarnos de que todos entiendan las preguntas y de que las entiendan de la misma forma.
- Si bien estamos interesados en su respuesta a las preguntas, lo que más nos interesa es saber cómo decidió qué contestar. Por eso, tendremos muchas preguntas sobre la pregunta – y sobre cómo decidió qué contestar. Posiblemente algunas veces le parezcan repetitivas y a veces hasta algo personales. Eso se debe a que estamos probando cómo funcionan las preguntas, y necesitamos entender lo que las personas tienen en cuenta cuando formulan una respuesta.
- La entrevista durará más o menos una hora e incluirá preguntas sobre sus posibilidades de hacer ciertas actividades así como también sobre sus actitudes respecto a programas de asistencia pública, los servicios sociales, y diferentes grupos de edad.
- Todas las respuestas que usted nos dé se mantendrán confidenciales y los resultados se reportarán anónimamente en los informes que se publiquen. El acceso a los datos estará restringido a miembros de los equipos del estudio y sólo se usarán para analizarlos.
- Cuando comencemos le haré algunas preguntas de encuesta, tal como aparecerían en una encuesta normal. Después le haré algunas preguntas más sobre cómo hizo para contestar la pregunta de la encuesta. Por favor recuerde que puede hablar con toda libertad, ya que no hay respuestas correctas o incorrectas.
- Si hay alguna pregunta en particular que usted prefiere no contestar, por favor dígamelo y pasaremos a la siguiente.
- Por favor no dude en hacer cualquier comentario sobre las preguntas y avíseme si hay algo que no entiende.
- ¿Tiene alguna pregunta antes de que empecemos?

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

ESS Questions

ESS and Budapest sections to be rotated

INTERVIEWER – READ OUT…

Ahora voy a hacerle algunas preguntas que tratan sobre sus actitudes respecto a los impuestos, los servicios sociales y los programas de asistencia pública, y de las actitudes hacia las personas de diferentes grupos de edad. Cuando conteste estas preguntas, por favor recuerde que no hay respuestas correctas o incorrectas. Nos interesa saber cómo entiende las preguntas y el proceso que sigue para llegar a la respuesta que nos da. No nos interesan tanto las respuestas en sí.

La estructura de esta parte de la entrevista será mayormente la misma que la parte que recién completamos – Yo le voy a hacer las preguntas de la encuesta, usted las va a contestar y luego volveremos a cada pregunta para averiguar el proceso que usted siguió para contestarla. Salvo en dos ocasiones en esta parte de la entrevista, en que le voy a preguntar varias preguntas de la encuesta una detrás de otra. Igualmente voy a querer que volvamos a mirarlas después y le voy a preguntar sobre ellas, pero lo haré después. Ya se lo voy a aclarar antes de que lleguemos a eso.

INTERVIEWER – READ OUT…**Primeramente le voy a hacer algunas preguntas sobre impuestos.**

2. **TARJETA 1. Usando esta tarjeta, por favor dígame con cuál de estas tres afirmaciones está usted más de acuerdo, sobre cuánto paga en impuestos la gente que trabaja.**
   CODE ONE ANSWER ONLY

   1. Las personas que ganan más deberían pagar una mayor proporción de impuestos que la gente que gana menos

   2. Todos deberían pagar la misma proporción de sus ingresos en impuestos

   3. Las personas que ganan más y las personas que ganan menos deberían pagar exactamente la misma cantidad de impuestos

   6. (Ninguna)
   7. (Don't know)

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

Explanation of response codes (to check understanding):

- 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.

- 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.

- 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.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

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 theese' - 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.

2. TARJETA 2. Usando esta tarjeta, por favor dígame, en una escala del 0-10, ¿qué tan eficientes piensa usted que son las autoridades impositivas en [country] en el desempeño de su trabajo? 0 significa extremadamente ineficientes, y 10 significa extremadamente eficientes.

Extremadamente ineficientes 0		1	2	3	4	5	6	7	8	9	Extremadament e eficientes 10	(Don't know) 88

Question aim: 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).

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando? AND / OR ¿Por qué eligió ese número?

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

INTERVIEWER – READ OUT…**Las siguientes preguntas son acerca de los programas de asistencia pública y de los servicios sociales en [country].**

3. TARJETA 3. Usando esta tarjeta, por favor dígame qué tan de acuerdo o en desacuerdo está con que "el sistema de servicios sociales de [country] previene la pobreza en gran escala?

1. Muy de acuerdo

2. De acuerdo

3. Ni de acuerdo ni en desacuerdo

4. en desacuerdo

5. muy en desacuerdo

6.	(Don't know)

Question aim: 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?

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando cuando dio esa respuesta?

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 quesiton.

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4. **TARJETA 3. Usando la misma tarjeta, por favor dígame qué tan de acuerdo o en desacuerdo está con que el sistema de servicios sociales en [country] encarece demasiado los costos de los salarios?**

1. Muy de acuerdo

2. De acuerdo

3. Ni de acuerdo ni en desacuerdo

4. En desacuerdo

5. Muy en desacuerdo

6. (Don't know)

Question aim: 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.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

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.

---

5. **TARJETA 3. Y otra vez, usando la misma tarjeta, por favor dígame qué tan de acuerdo o en desacuerdo está con que el sistema de servicios sociales en [country] hace más fácil lograr un equilibrio entre el trabajo y la vida familiar.**

1. Muy de acuerdo

2. De acuerdo

3. Ni de acuerdo ni en desacuerdo

4. en desacuerdo

5. muy en desacuerdo

6. (Don't know)

Question aim: 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.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

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'

> ➤ Does the respondent think 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

En esta parte de la entrevista, estamos interesados en su punto de vista acerca de la edad de la gente. En todas estas preguntas, nos referimos a personas de 15 años de edad o más. Las preguntas se refieren a los grupos de distintas edades; los de 15 a 29 años, los de 30 a70 años de edad, y los de más de 70 años de edad.

Ahora voy a hacerle cuatro preguntas, una detrás de la otra. Después de preguntar las cuatro, voy a volver y hacer preguntas sobre cómo las contestó.

COGNITIVE INTERVIEWER: PLEASE ASK QUESTIONS 7-10 THEN PROBE RETROSPECTIVELY.

12. Alguna gente dice que las personas de una cierta edad tienen estatus alto o bajo, mientras otra gente dice que no hay ninguna diferencia. Cuando digo estatus, me refiero a la posición o ubicación que la gente de cierta edad tiene en la sociedad. Voy a preguntarle qué tan alto o qué tan bajo piensa que la mayoría de la gente en [country] diría que los grupos de distintas edades están con respecto a estatus.

TARJETA 4. Primero, usando esta tarjeta, por favor dígame cómo piensa usted que la gente en [country] evaluaría el status de la gente de 15 a 29 años.

Estatus extremadamente bajo										Estatus extremadamente alto	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10	88

---

13. TARJETA 4. Usando la misma tarjeta otra vez, por favor dígame cómo piensa que la mayoría de la gente calificaría el estatus de quienes tienen entre 30 y 70 años de edad?

Estatus extremadamente bajo										Estatus extremadamente alto	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10	88

---

14. TARJETA 4. Usando la misma tarjeta, por favor dígame como piensa que la mayoría de la gente calificaría el estatus de aquellos mayores de 70 años de edad?

Extremadament e bajo estatus										Extremadament e alto estatus	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10	88

---

15. TARJETA 5. Usando la tarjeta 5 y pensando en el estatus de esos tres grupos de edades, por favor dígame, en general, qué tan justo le parece eso.

Muy injusto										Totalmente justo	(Don't Know)
0	1	2	3	4	5	6	7	8	9	10	88

Question 7 to 9 aim: 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.

INTERVIEWER PROBE QUESTIONS 6 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

Question 10 aim: 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.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

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

16. TARJETA 6. 'En los próximos cinco años, ¿cómo piensa que podría cambiar el estatus de las personas menores de 30 años, comparando con el de las personas mayors de 30? Escoja su respuesta usando esta tarjeta donde 0 quiere decir que tendrán un estatus mucho más bajo y 10 quiere decir que tendrán un estatus mucho más alto.'

Tendrán un estatus mucho más bajo										**Tendrán un estatus mucho más alto**	**(Don't Know)**
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	88

Question 11 intention: 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.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

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

TARJETA 7. Ahora voy a hacerle algunas preguntas sobre cómo ve otra gente en [country] a quienes tienen entre 15 y 30 años de edad. Usando esta tarjeta, por favor dígame qué tan probable es que <u>otra gente</u> vea a aquellos de entre 15 y 30 años de edad como …READ...

	Nada Probable						Extremadamente probable	(Don't Know)
12. ...competentes?	0	1	2	3	4	5	6	88
13. ...sinceros(as)?	0	1	2	3	4	5	6	88
14. ...capaces?	0	1	2	3	4	5	6	88
15. ...personas con sentido moral?	0	1	2	3	4	5	6	88

Questions 12-15 intention: 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 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 <u>other people</u> 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.

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

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

The Budapest Initiative
General Health Status Testing Protocol

Version: October 5, 2007

This document contains a cognitive testing protocol for use with items developed by the working group of the UNECE/WHO/EUROSTAT Task Force on the Measurement of Health Status. The items relate to the following set of eight health domains:

- Walking
- Cognition
- Affect
- Pain
- Fatigue
- Hearing

Budapest Initiative Questions

Interviewer read to Respondent:

Ahora voy a hacerle algunas preguntas más acerca de su estado físico y mental general. Estas preguntas son sobre su capacidad para hacer distintas actividades diarias, así como también sobre cómo se ha estado sintiendo.

Walking

1. [W1a]   **¿Usa alguna ayuda o equipo para caminar?**

       1. Sí
       2. No
       3. Don't know
       4. Refused

2. [W1b]   *If yes:* **¿Cúales de los siguientes tipos de ayuda o equipo usa?**

    Interviewer: Read the following list and record all affirmative responses:

    A. **¿un bastón?**   1. Yes   2. No   3. Don't know   4. Refused
    B. **¿un andador?**   1. Yes   2. No   3. Don't know   4. Refused
    C. **¿muletas?**   1. Yes   2. No   3. Don't know   4. Refused
    D. **¿una silla de ruedas?**   1. Yes   2. No   3. Don't know   4. Refused
    E. **¿un bastón blanco?**

                                1. Yes   2. No   3. Don't know   4. Refused
    F. **¿ayuda de alguien?**   1. Yes   2. No   3. Don't know   4. Refused
    G. **¿otra cosa?**   (Specify: _____)

3. [W2]   *If no aid:* **¿Tiene alguna dificultad para caminar?**

    If aid: **¿Tiene alguna dificultad para caminar cuando no usa su** [mention aid(s) in W1b]?

       1. Sí
       2. No
       3. Don't know
       4. Refused

4. [W3]   *If no aid:* **¿Qué tanta dificultad tiene para caminar 100 metros sin desniveles, es decir unos _____** (*insert country-specific example)***? ¿Diría que nada de dificultad, un poco de dificultad, mucha dificultad, o no lo puede hacer?**

If aid: **¿Qué tanta dificultad tiene para caminar 100 metros en un mismo nivel, es decir unos _____ sin usar su _____** [mention aid(s) in W1b]? **¿Diría que nada de dificultad, un poco de dificultad, mucha dificultad, mucha dificultad, o no lo puede hacer?**

1. Nada de dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No lo puede hacer
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➢ 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 <u>without</u> the use of his/her aids or specialized 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 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?

5. [W4]   *If no aid:* **¿Qué tanta dificultad tiene para caminar 500 metros sin desniveles, es decir unos _____** (*insert country-specific example)***? ¿Diría que nada de dificultad, un poco de dificultad, bastante dificultad, mucha dificultad, o no lo puede hacer?**

If aid: **¿Qué tanta dificultad tiene para caminar 500 metros en un mismo nivel, es decir unos _____ sin usar su _____** [mention aid(s) in W1b]? **¿Diría que nada de dificultad, un poco de dificultad, bastante dificultad, mucha dificultad, o no lo puede hacer?**

1. Nada de dificultad
2. Un poco de dificultad
3. Mucha dificultad
4. No lo puede hacer
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➤ 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 <u>without</u> the use of his/her aids or specialized 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 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?

6. [C1]   **¿Debido a problemas físicos o emocionales, tiene dificultad para concentrarse, recordar cosas o tomar decisiones? ¿Diría que nada de dificultad, un poco de dificultad, bastante dificultad, mucha dificultad, o no lo puede hacer?**

>   1. Nada de dificultad
>   2. Un poco de dificultad
>   3. Mucha dificultad
>   4. No lo puede hacer
>   5. Don't know
>   6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➢ 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 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?

7. [C2]   **¿Qué tanta dificultad tiene para recordar cosas importantes? ¿Diría que nada de dificultad, un poco de dificultad, bastante dificultad, mucha dificultad, o no lo puede hacer?**

> 1. Nada de dificultad
> 2. Un poco de dificultad
> 3. Mucha dificultad
> 4. No lo puede hacer
> 5. Don't know
> 6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

> ➢ 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 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?

Affect

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

8. [A1] **En general, durante la última semana, ¿qué tan preocupado(a), nervioso(a) o ansioso(a) se sintió?**

Record open-ended response:

_____

9. [A2] **Ahora voy a hacerle las mismas preguntas, pero le voy a dar una lista de opciones de respuesta para que usted elija. Generalmente, durante la última semana, ¿qué tan preocupado(a), nervioso(a) o ansioso(a) se sintió? ¿Diría que nada, apenas, moderadamente, muy o extremadamente preocupado(a), nervioso(a) o ansioso(a)?**

1. Nada
2. Apenas
3. Moderadamente
4. Muy
5. Extremadamente
6. Don't know
7. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➢ 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 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 mood-related conditions? If so, how did the respondent incorporate this into their answer?

10. [A3] **En general, durante la última semana, ¿qué tan triste, decaído(a) o deprimido(a) se sintió?**

Record open-ended response:

_____

11. [A4] **Ahora voy a hacerle las mismas preguntas, pero le voy a dar una lista de opciones de respuesta para que usted elija. En general, durante la última semana, ¿qué tan triste, decaído(a) o deprimido(a) se sintió?   ¿Diría que nada, apenas, moderadamente, muy o extremadamente triste, decaído(a) o deprimido(a)?**

1. Nada
2. Apenas
3. Moderadamente
4. Muy
5. Extremadamente
6. Don't know
7. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➢ 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 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 mood-related conditions? If so, how did the respondent incorporate this into their answer?

Pain

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

12. [P1]   **En general, durante la última semana, ¿qué tanto dolor o molestias físicas tuvo?**

        Record open-ended response:

        _____

13. [P2]   **Ahora voy a hacerle las mismas preguntas, pero le voy a dar una lista de opciones de respuesta para que usted elija. En general, durante la última semana, ¿qué tanto dolor o molestias físicas tuvo? ¿Diría que nada, un poco, moderado, mucho o extremo dolor o malestar físico?**

        1. Nada
        2. Un poco
        3. Moderado
        4. Mucho
        5. Extremo
        6. Don't know
        7. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➢ 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?

14. [P3]   **¿Cuántos días de la última semana tuvo dolor o molestias físicas?**

Record number of days:

_____

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➢ 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?

15. [P4] **Durante los momentos en que tuvo dolor o molestias físicas, ¿como describiría su nivel de dolor o molestias físicas? ¿Diría que fue suave, moderado, severo, o extremo?**

> 1. Suave
> 2. Moderado
> 3. Severo
> 4. Extremo
> 5. Don't know
> 6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

> ➢ 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?

16. [P5] **Piense en la última vez que tuvo dolor o molestias físicas. En una escala del 1 al 100, ¿qué tan intenso fue el dolor? 0 quiere decir ningún dolor ni molestia, y 100 es el peor dolor o molestia imaginable.**

Scale: 0 -- 100

Record response:

_____

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➢ 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 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?

17. [F1]   **Durante la última semana, ¿cuántos días se sintió cansado(a) o con poca energía?**

Record number of days:

_____

18. [F2]   *If F1 > 0*:   **En esos días, ¿qué proporción del día se sintió cansado(a) o con poca energía? ¿Diría que todo el día, gran parte del día, más o menos la mitad del día, o sólo unas pocas horas?**

1. Todo el día
2. Gran parte del día
3. Más o menos la mitad del día
4. Sólo unas pocas horas
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record for both questions:

➢ 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 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?

19. [F3]   *If F1 > 0*:   **Durante los momentos en que se sintió cansado(a) o con poca energía, ¿cómo describiría su nivel de cansancio o poca energía? ¿Diría que leve, moderado, severo, o extremo?**

> 1. Leve
> 2. Moderado
> 3. Severo
> 4. Extremo
> 5. Don't know
> 6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➢ 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 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?

20. [F4]   *If F1 > 0*: **¿Qué tanto problema tuvo por sentirse cansado(a) o con poca energía? ¿Diría que ninguno, muy poco, algo, o mucho?**

1. Ninguno
2. Muy poco
3. Algo
4. Mucho
5. Don't know
6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

➢ 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 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?

21. [F5]   **Durante la última semana, ¿se ha sentido tan cansado(a) o con tan poca energía que tuvo que esforzarse para hacer las cosas?**

> 1. Sí
> 2. No
> 3. Don't know
> 4. Refused

¿Cómo llegó a esta respuesta?   AND/OR ¿Qué estaba pensando?

Interviewer record:

- ➢ 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 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?

22. [H1]   **¿Usa un aparato auditivo?**

> 1. Sí
> 2. No
> 3. Don't know
> 4. Refused

23. [H2]   *If no aid:* **¿Qué tanta dificultad tiene para escuchar lo que se dice en una conversación con otra persona en una habitación ruidosa donde hay otras conversaciones al mismo tiempo? ¿Diría que nada de dificultad, un poco de dificultad, mucha dificultad, o que no puede hacerlo?**

> *If aid:* **¿Qué tanta dificultad tiene para escuchar lo que se dice en una conversación con otra persona en una habitación ruidosa donde hay otras conversaciones al mismo tiempo usando su aparato auditivo? ¿Diría que nada de dificultad, un poco de dificultad, mucha dificultad, o que no puede hacerlo?**

> 1. Nada de dificultad
> 2. Un poco de dificultad
> 3. Mucha dificultad
> 4. No puede hacerlo
> 5. Don't know
> 6. Refused

¿Cómo llegó a esta respuesta? AND/OR ¿Qué estaba pensando?

Interviewer record:

> ➢ 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 conceptualize the different responses?