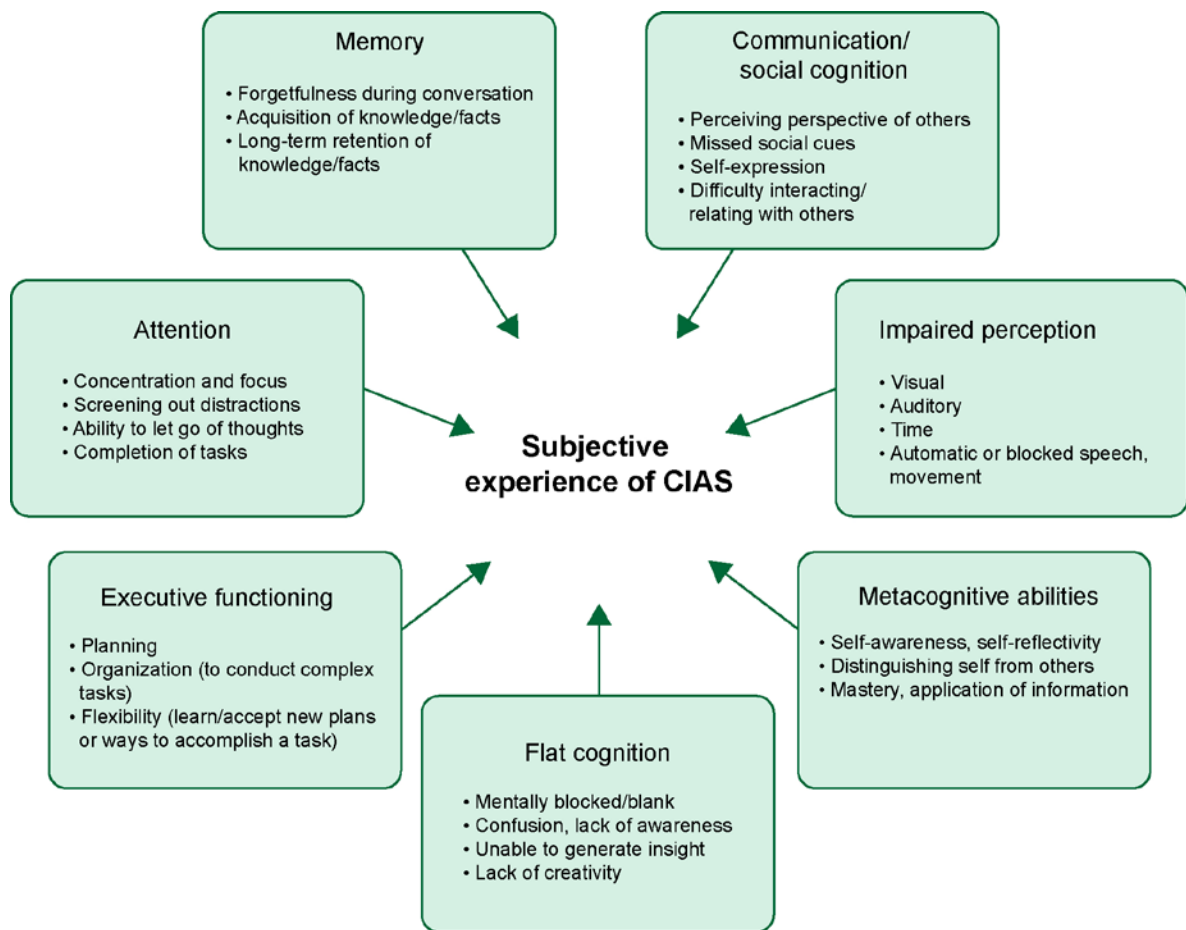


Initial development of a patient-reported outcome measure of experiences with cognitive impairment associated with schizophrenia



Supplemental Figure (S1) Initial conceptual model based on existing knowledge.

Table S1 Patient-Reported Experience of Cognitive Impairment in Schizophrenia (PRECIS): item tracking grid

ITEMS

Domain/ subdomain	Illustrative respondent description	Original item pool (v1.0; 7/10/2014)	Expert review of Version 1.0 (v1.1; 7/15/2014)	Revisions based on cognitive debriefing (v2.0; 9/4/2014)	Expert review of Version 2.0 (v2.1; 9/12/2014)	Final item for psychometric testing (9/15/2014)
Memory Location of items	<p>“I’m notorious for putting my keys down and forget where I put them.” (222035)</p> <p>“Yeah, ‘cuz I was looking for this phone for three days and it was right by the bed and I couldn’t see it, and it was right there.” (333024)</p> <p>“I mean, a lot of times, I might be just difficult on myself, but like trying to remember where I put things, like my glasses, I can’t find my glasses sometimes.” (222040)</p>	Remembering where I put things (like my keys, phone, glasses, or other items) was...	<i>unchanged</i>	Remembering where I put things (for example, my keys, phone, glasses, or other items) was... <i>-Replaced “like” with “for example” to enhance clarity that the specific items are examples of the broader concept</i>	<i>unchanged</i>	Remembering where I put things (for example, my keys, phone, glasses, or other items) was...
Memory Acquisition of information	<p>“Like today. I read something; I forget what I read...It’s not a problem. I just forget what I read... I mean, it bothers me because, you know, if, if, people ask questions, about the paper and all that and they read the same paper, no conversation there because I don’t remember what I read. So papers and everything else, short-term memory. ...” (444001)</p> <p>“I can tell you what show I, I watched the next day, but if you have to tell me what the show is about, I wouldn’t be able to remember.” (444017)</p> <p>“I can usually focus on the movie but for</p>	Remembering information from a short time ago, (like what I read or watched in a movie or TV show) was...	<i>unchanged</i>	When I wanted to remember information from a <u>short time</u> ago (for example, what I read or watched in a movie or TV show), it was... <i>-Replaced “like” with “for example” to enhance clarity that the specific items are examples of the broader concept</i>	<i>unchanged</i>	When I wanted to remember information from a <u>short time</u> ago (for example, what I read or watched in a movie or TV show), it was...

	some reason sometimes I can't remember all the parts in the movie." (333026)					
Memory Acquisition of information	<p>"That has been a problem. Sometimes like I, I can meet somebody and you always want to make sure you don't forget somebody's name, but sometimes it's hard to remember people's name when you meet them." (222034)</p> <p>"I've always had difficulty remembering, umm people's names with their faces." (222015)</p>	Recalling people's names was...	<i>unchanged</i>	<i>unchanged</i>	<i>unchanged</i>	Recalling people's names was...
Memory Long-term retention	<p>I: "So, in your own words can you explain any difficulties that you might have with memory?" R: "Um, remembering stuff... You know, like remembering stuff from like a couple years ago." (111004)</p> <p>"I can't remember 100% like all the math that I had learned. And maybe some of the science, all of that too." (222031)</p> <p>"Like, like another thing is...remembering just events and places; I don't remember my last birthday." (444013)</p>	Recalling something from a couple years ago when I wanted to (like information I used to know or an important event) was...	<i>unchanged</i>	Recalling something from a couple <u>years ago</u> when I wanted to (for example, information I used to know or an important event) was... <i>-Replaced "like" with "for example" to enhance clarity that the specific items are examples of the broader concept. Added underlining to "years ago" as a contrast to "short time" ago in the previous item</i>	Recalling something from a couple of <u>years ago</u> when I wanted to (for example, information I used to know or an important event) was... <i>-Made a minor grammatical change</i>	Recalling something from a couple of <u>years ago</u> when I wanted to (for example, information I used to know or an important event) was...
Memory Agenda/tasks	<p>"But sometimes, like if I'm supposed to do something, somebody reminds me to do something, and I do forget. Like if they tell me, 'You have to buy this' or 'You have to do this within a certain time,' I may forget. I do have a forgetful memory." (111010)</p> <p>"Well, going to the store sometimes,</p>	Remembering what I was supposed to do or buy was...	<i>unchanged</i>	<i>unchanged</i>	<i>unchanged</i>	Remembering what I was supposed to do or buy was...

	sometimes I have a hard time trying to remember what to, what to get.” (222025)					
Memory Forgetfulness during conversation	“I, I tend to forget sometimes with where I’m, with what I was talking about and what I was gonna say.” (333025) Like every other conversation I guess, something like that. But I’ll just forget. Like, ‘Oh, wait, what, what was I going to say?’” (333012)	Remembering what I wanted to say was...	<i>unchanged</i>	<i>unchanged</i>	<i>unchanged</i>	Remembering what I wanted to say was...
Memory Forgetfulness during conversation	“Like if I, if somebody’s talking and I want, I want to think of a response sometimes like if, if when I’m multi, multitasking in my mind like that, I’ll, I’ll lose, lose information. That happens...when I’m listening to somebody. ...” (333018) “Sometimes when my girlfriend of mine starts talking a lot, it could be hard to remember everything they were saying.” (222010)	Remembering what someone else was saying or asking me was...	<i>unchanged</i>	Remembering what someone else was saying was... <i>-Removed the phrase “asking me” because three respondents appeared to interpret that as someone trying to persuade them to do something, which was not the intended meaning</i>	<i>unchanged</i>	Remembering what someone else was saying was...
Memory Directions	“I, I did, I try to get to Walmart and I had to ask somebody. I, I remembers Georges, we have to take Georges Road but I took, I took Livingston so I forgot how to get to Walmart.” (333004)	Remembering how to get somewhere when I wanted to was...	<i>unchanged</i>	Remembering how to get someplace that I wanted to go was... <i>-Replaced the word “somewhere” with “someplace” because two respondents interpreted “to get somewhere” to mean a personal goal rather than a physical place</i>	<i>unchanged</i>	Remembering how to get someplace that I wanted to go was...
Memory Agenda/tasks	“Well, I was gonna do something and I forgot what I was gonna do.” (222026)	Remembering what I was doing or going to do was...	<i>unchanged</i>	Remembering what I was just about to do was... <i>-Modified to clarify the intent</i>	<i>unchanged</i>	Remembering what I was just about to do was...

	<p>“Say I was cooking and after I put my stuff in the oven I went to do laundry, and then I come back...from laundry, I sat down for a while to do my schoolwork. And then the bell rings for the oven and I do the oven, and laundry is only 36 minutes and I forgot it.” (222012)</p>				<p>of remembering what I was just about to do because four respondents interpreted the phrase “going to do” as referring to remembering what is on one’s agenda or to-do list</p>
<p>Memory General</p>	<p>R: “It’s hard for me to remember certain things and how to express myself on it.” I: “Okay. What kind of things?” R: “I don’t know, it could be anything.” (333001)</p>	<p>Remembering things in general was...</p>	<p><i>unchanged</i></p>	<p><i>dropped</i> <i>-Item dropped because most respondents (18 of 19) reported that they interpreted it to refer to the same memory difficulties reflected in the other questionnaire items</i></p>	
<p>Communication/ social cognition Difficulty interacting/ relating with others</p>	<p>“I mean I, they’ll talk about something, I respond, but then they keep on talking about different things and it’s like I’m trying to race to, to catch up to what they’re talking about because I’m still thinking about the first thing we were talking about.” (444014)</p> <p>“I guess if I’m you know sort of concerned about a specific thing, it just sort of makes it a little more difficult to like keep up with the conversation or something like that.” (222035)</p>	<p>Keeping up with a conversation when I wanted to was...</p>	<p><i>unchanged</i></p>	<p><i>dropped</i> <i>-Item dropped because 4 respondents interpreted it as asking about a different concept (having sufficient conversation skills to keep a conversation going) and there was not an apparent revision that would reduce the ambiguity without increasing the reading comprehension level</i></p>	
<p>Communication/ social cognition Difficulty interacting/ relating with others</p>	<p>“Sometimes like when people are talking to me, it’s like they’re talking at me, rather than me being able to ascertain what they’re talking about. And so it’s important for me to stop and say, ‘Can you tell me that again please?’” (222011)</p>	<p>Understanding what someone was talking about even when I heard the words was...</p>	<p><i>unchanged</i></p>	<p>Understanding what someone was talking about was... <i>-Modified because the phrase “even when I heard the words” caused confusion and was not needed to maintain the</i></p>	<p>Understanding what someone was talking about was...</p>

			<i>item's meaning</i>			
	<p>"Sometimes I could understand them but sometime it's hard to understand what they, what they're saying and what they, what they mean. ... Sometimes when, when I'm at home and my parents, they talk, I don't understand what they're talk [chuckles]; so I just, you know, keep to myself." (444017)</p>					
<p>Communication/ social cognition Difficulty interacting/ relating with others</p>	<p>"Uh, sometimes I feel blocked. Um, I don't, I'm not able to express myself as I, I'd like to. ... Um, um, it's just like, can't really explain it. It's just like I, I feel like I can't communicate properly...Hard time coming up with something." (222036)</p> <p>"I like communicating when I got something to say and we could talk about it. Now I get upset if I see people who talk and I can't find, get into the conversation with, that bothers me....I be saying, well I wanted to say something too but don't nothin' pop up, you know?" (222019)</p>	<p>Coming up with something to say when I wanted to was...</p>	<i>unchanged</i>	<i>unchanged</i>	<i>unchanged</i>	<p>Coming up with something to say when I wanted to was...</p>
<p>Communication/ social cognition Difficulty interacting/ relating with others</p>	<p>"It's hard to meet new people too, for them to understand what I'm trying to say or where, understand where I'm coming from. With old people, older, well not, old people, it's easier because I, I grew up with them and they know me and so they know what I'm trying to say or how I'm trying to say it." (222017)</p> <p>I: "It sounds like you have, sometimes there are challenges when you're talking to people in your family and people outside of your family, both of</p>	<p>Interacting with people I don't know well was...</p>	<i>unchanged</i>	<i>unchanged</i>	<i>unchanged</i>	<p>Interacting with people I don't know well was...</p>

	<p>them. Is there a particular, is it harder with one of those two groups?"</p> <p>R: "Mostly harder with outside of the family. ...Like, like, for me like if I ever met a person, anybody, you know, I don't know what to say." (333004)</p>					
<p>Communication/ social cognition Difficulty interacting/ relating with others</p>	<p>"When I mingle with people, sometimes I think I can't mingle because I might not say the right things to people." (111001)</p> <p>"Sometimes I don't know what to say...I say the wrong things." (444012)</p>	<p>Talking with people when I thought I might not say or do the right things was...</p>	<p><i>unchanged</i></p>	<p><i>dropped</i> <i>-Item dropped because it did not meet comprehension threshold</i></p>		
<p>Communication/ social cognition Self-expression: meaning</p>	<p>"I think that it's hard, it's hard to get the, your point across. Always, in any conversation it's going to be difficult to explain exactly what you mean." (333019)</p> <p>"I have a hard time explaining myself so somebody can understand what I'm saying. Like some people could speak in front of a general population and they can do it clearly. And sometimes if I do it, I couldn't, I think you can't understand what I'm saying. ...It makes me think that if I don't get my point across, I think that makes me like crazy or I'm more depressed. I just, I don't know. ... I can't explain myself that good." (111002)</p>	<p>Explaining what I meant in a way that other people knew what I was trying to say was...</p>	<p><i>unchanged</i></p>	<p>Explaining myself well so that other people know what I mean was... <i>-Item modified to simplify the language in response to respondent comments that the wording was complicated and made the item difficult to understand</i></p>	<p>Explaining myself well so that other people knew what I meant was... <i>-Minor grammatical change in tense</i></p>	<p>Explaining myself well so that other people knew what I meant was...</p>
<p>Communication/ social cognition Self-expression: speech</p>	<p>"Yeah, it's sometimes hard to find words, yeah. ...Like sometimes you'll be talking to a guy and then like you, you know the word's like on the tip of your tongue and you just can't get it out." (333026)</p>	<p>Finding the words to say what I meant to was...</p>	<p><i>unchanged</i></p>	<p>Finding words to say what I mean was... <i>-Minor grammatical change</i></p>	<p><i>unchanged</i></p>	<p>Finding words to say what I mean was...</p>

	<p>“In terms of usage, there were times I couldn’t even, I couldn’t use the proper term because I couldn’t remember the, the right, the correct words. And I’m not talking about like, you know, an advanced vocabulary. I’m talking about simple words. I do it today.” (444003)</p>					
<p>Communication/ social cognition Self-expression: speech</p>	<p>“Like I can have together what I’m going say in groups, like when it’s my turn, and then when it’s my turn to say, it’s like I get, you know, I can’t express, I can’t say what I had been thinking the whole time while everybody else was sharing. I know my turn is coming and I had it all together and ready to say it and then I can’t get it out the way I want to say it. I don’t know why that is.” (333008)</p> <p>“But I know I want to say specific words, but they just don’t come out quick enough sometimes. ...Umm, embarrassed because I, I know what I’m trying to say; it just doesn’t surface.” (222004)</p>	<p>Getting my words to come out even though I knew what I wanted to say was...</p>	<p><i>unchanged</i></p>	<p><i>dropped</i> <i>-Item dropped because it did not meet comprehension threshold</i></p>		
<p>Communication/ social cognition Self-expression: speech</p>	<p>“Like, that’s what I’m saying... like my words be slurred or something like that. I don’t even know why though, but that’s how they be. I don’t know why.” (111003)</p> <p>“I can’t speak that well. I, I mumble up my words.” (444014)</p>	<p>Getting my words out clearly was...</p>	<p><i>unchanged</i></p>	<p><i>Dropped</i> <i>-Item dropped because it did not meet comprehension threshold</i></p>		
<p>Communication/ social cognition Missed social cues</p>	<p>“But actually like interpreting like body language and stuff like that, I’m, I’m, I have very little understanding.” (333007)</p> <p>“I’m not good at like certain social</p>	<p>Understanding body language, gestures, or other hints from people without them telling me in words was...</p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p>Understanding body language, gestures, or other hints from people without them telling</p>	<p>Understanding body language, gestures, or other hints from people without them telling me how they</p>

	<p>situations. I'm not good also at like reading cues and getting the hint about things. I mean unless someone says it." (222031)</p> <p>"It's like a look somebody would give you sometimes or a gesture. Or sometimes I could take it wrong and that they could just be doing that, too." (222023)</p>				<p>me how they felt in words was... <i>-The phrase "how they felt" was added for clarity</i></p>	<p>felt in words was...</p>
<p>Metacognitive abilities Self-control</p>	<p>R: "They know generally what it is, but then they'll say something and it's like poke a prod at me, and I'll say something else but it's kind of inappropriate." I: "You say it to sort of get them angry or?" R: "No, no, no. It just slips. ...Just I don't want them to know anything at all, but sometimes it comes out even if I don't want it to." (444009)</p> <p>"When I'm pretty much saying something that I don't want to say." (222008)</p>	<p>Keeping things from slipping out when I didn't want to say it was...</p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p>Keeping things from slipping out when I didn't want to say it was...</p>
<p>Metacognitive abilities Self-control</p>	<p>"Well with me I have a problem with judgment. Like I don't always, like I can't think clearly before I act, and so that can get you into trouble... You can make, like it's better to think things through and also to be accurate, you know." (222031)</p> <p>"Yeah, that's how, that's also happened, making, just letting the first thing that comes to your mind just come right out instead of really thinking about it and processing what you're going to say. I'm working, as you see, I'm working on that</p>	<p>Thinking through things before saying or doing them was...</p>	<p><i>unchanged</i></p>	<p>Stopping to think through things before saying or doing them was... <i>-Modification was made to emphasize the concept of self-control, which four respondents did not gather from the original wording</i></p>	<p><i>unchanged</i></p>	<p>Stopping to think through things before saying or doing them was...</p>

	too. ..." (333008)					
Metacognitive abilities Self-control	<p>"One thing that I'm known for is saying inappropriate things, and it has to do with what's in the back of my head, the inappropriate thought. It's telling me 'Don't say it, don't say it, don't say it,' and it comes out." (444003)</p> <p>"But I keep making the same silly mistakes doing stupid things. I would stand there doing stupid stuff and I can't help it. It's like the devil made me do it all the time." (333024)</p> <p>"I can be mad at somebody and I'll call them a name and I'll say, you know, 'I, I, I, why didn't I just keep my mouth shut?'...I wish, you know, just can't keep my mouth shut, it was the wrong thing to say." (333009)</p>	Stopping myself from saying or doing something wrong or inappropriate was...	<i>unchanged</i>	<i>unchanged</i>	<i>unchanged</i>	Stopping myself from saying or doing something wrong or inappropriate was...
Metacognitive abilities Self-control	<p>"I regret some things that I would say just because it came out as an, when I was upset... Uh sometimes yeah, once I get going and everything just starts coming out, and then I'm, 'Oh my God, did I just say that?'" (222017)</p> <p>"When I get mad I get impulsive and I'll come out and I'll say something stupid." (444011)</p>	When I was upset, stopping myself from saying or doing something I wish I hadn't was...	<i>unchanged</i>	<i>dropped</i> <i>-Item dropped because it did not meet comprehension threshold</i>		
Metacognitive abilities Understanding/ distinguishing self from others	<p>"Well I understand they're saying to save their money, but I wouldn't understand their point of view, I would understand mine." (444007)</p> <p>"... I'm so focused on my own way of thinking, I just allow people to think</p>	Seeing someone else's point of view, especially if I didn't agree with it, was...	<i>unchanged</i>	<i>dropped</i> <i>-Item dropped because a revision to address the confusion of some respondents was not identified</i>		

	whatever they want to think, and just go through it that way. Because trying to take on somebody else's view, viewpoints, especially if I don't necessarily agree with them, is impossible." (444009)			
Metacognitive abilities Understanding/ distinguishing self from others	I: "Can you understand their perspective, why they were mad at each other?" R: "Yeah, because he said that she has too many clothes. Men do that to women sometimes. My ex-husband did the same thing to me." I: "Okay, what about the woman's perspective, can you understand where she was coming from?" R: "No, because I don't do that." (333002)	When people disagreed, seeing it from both sides was...	<i>unchanged</i>	<i>dropped</i> <i>-Item dropped because a revision to address the confusion of some respondents was not identified</i>
Metacognitive abilities Understanding/ distinguishing self from others	I: "Like somebody told me that they planned actually similar to what you're saying, they planned a birthday party for someone. ...And then the day before...the party, the person called to say, "Oh, my mom got sick, she's in the hospital, I have to cancel..." How would you do with something like that, how would you handle it?" R: "I would cry. ...because it is, I would feel that it was my fault that something happened." I: "To his mother?" R: "I don't know. I would blame myself." (444014)	When other people had problems that I didn't cause, believing that it wasn't my fault was...	<i>unchanged</i>	<i>dropped</i> <i>-Item dropped because it did not meet comprehension threshold</i>
Metacognitive abilities Understanding/	"I, I do take things people say very personally, even, like say the situation with my parents about them saying	To avoid taking what other people did or said personally was...	<i>unchanged</i>	<i>dropped</i> <i>-Item dropped because it did not meet comprehension</i>

distinguishing self from others	about my sister not meaning that she was calling me a bad parent. In my head she was calling me a bad parent. And that really, really upset me." (444009)			<i>threshold</i>		
Executive functioning Planning and organization of steps	<p>"I don't, I don't know. I don't really know how, how to plan things out. ...I, I think, I think that would be hard for me to do. I, I don't think I would be able to do that very well. I mean, I, I, if I had someone else to do that with and let them do all the work [LAUGHTER], that would be the best thing." (111010)</p> <p>R: "...Planning, uh, it's very difficult for me..." I: "What do you think makes it difficult?" R: "Planning it You have to be a step ahead, I guess Everything has to be like ahead of things, I guess." (444017)</p> <p>"For my husband's birthday, I tried to plan something for him. But it seems difficult. It's like I can't do it. ...I wanted to make him a little party and have a little dinner and whatever. But I don't, I, I just can't seem to get around to doing it. I, I, I told my daughter to help me." (444014)</p>	Without someone's help, planning ahead of time for an event or to get to a goal was...	<i>unchanged</i>	Without someone's help, planning ahead for an event or how to get to a goal was... <i>-Modification made to simplify the language</i>	<i>unchanged</i>	Without someone's help, planning ahead for an event or how to get to a goal was...
Executive functioning Planning/ organization of steps	R: "It's, it's trouble organizing it sometimes... I'll give you an example of making Thanksgiving Dinner. Yeah, I cook it, okay, but the day you've got, I've got to prepare certain, certain stuff. And like prepare the sweet potatoes, peel them and all that stuff. And I'll, you know, I have prob, you know, problems with when to put stuff	Organizing things that had a lot of steps was...	<i>unchanged</i>	<i>dropped</i> <i>-Item dropped because it did not meet comprehension threshold</i>		

	<p>in and get it all out on the table at the same time.”</p> <p>I: “I mean do you miss some steps of doing things?”</p> <p>R: “Yeah. Putting the butter in or the milk in for the sweet potatoes when I’m cooking it. Or forgetting to preheat the oven.” (444011)</p>					
<p>Executive functioning Flexibility</p>	<p>“It’s not a good thing. Like, it’s like your whole life is being thrown off balance... Because you’re used to things happening a certain way and then when something is out of place, it’s not good.” (333024)</p> <p>“I’m not don’t get me wrong, I mean, I don’t fly off the handle and smash things and break them [LAUGHS] like a child, but I’m, I’m, I am definitely a creat, a creature of habit.” (222034)</p>	<p>When things that usually happen in a certain way got changed, it was...</p>	<p><i>unchanged</i></p>	<p>When things don’t happen the way they usually do, it was... <i>-Modification was made in response to respondents commenting that the wording was confusing</i></p>	<p><i>unchanged</i></p>	<p>When things don’t happen the way they usually do, it was...</p>
<p>Executive functioning Flexibility</p>	<p>“Well, I hate when they change at the last minute. I, that’s when, it’d get me upset. It’s be like, “Look, I thought we supposed to be doin’ this. Wait a minute, what?! We have something else to do.” And he says he’s going to change the plans right like that in the last second of the minute? I don’t know, I don’t know, it’s been like that.” (333023)</p> <p>“She’d come over at work...to visit us because we used to work together, and she would, you know, said we’ll go to the restaurant. ... And you know I put aside; I put aside, then wouldn’t bring in my lunch and all that stuff. And then all of a sudden she calls me last minute and cancels, you know, because she</p>	<p>When someone I know changed our plans at the last minute, it was...</p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p>When someone I know changed our plans at the last minute, it was...</p>

	can't make it out or whatever, and I get frustrated." (444011)					
Executive functioning Creativity in problem solving/ thinking "outside the box"	"Sometimes I don't come up with the solutions so it's kind of frustrating." (333004) "No, I don't solve problems. I don't." (444016)	Coming up with solutions to problems was...	<i>unchanged</i>	<i>unchanged</i>	<i>unchanged</i>	Coming up with solutions to problems was...
Executive functioning Creativity in problem solving/ thinking "outside the box"	"I don't come up with new ideas, solve problems." (111011)	Coming up with a new or different way to get something done was...	<i>unchanged</i>	Figuring out a new way to get something done was... <i>-Replaced "coming up with" with "figuring out" to more closely reflect the intended meaning of "thinking outside the box"; the word "different" was interpreted as any change (rather than something new) and therefore was dropped</i>	<i>unchanged</i>	Figuring out a new way to get something done was...
Executive functioning Seeing the full picture	"I get stuck with the details sometimes." (444006) "I can't always see the bigger picture, but I think if my parents were around, they, they really have good perception so they would, they'd be able to understand everything that's kind of going on." (222031)	Seeing beyond the details of a situation and understanding the bigger picture or broad view was...	Seeing the overall causes or bigger picture of a situation rather than focusing on just one detail of it was... <i>-Modified to replace "broad view" with the more common phrase "overall causes" and to clarify that "focusing on just one detail" is the opposite</i>	<i>dropped</i> <i>-Item was dropped owing to low comprehension and no apparent way to revise the wording to reflect a complicated concept in a short statement</i>		

<i>of the main concept</i>						
Executive functioning Seeing the full picture	“Usually I don’t even think about it. I just, I, I do it anyway. So I don’t, I wouldn’t think that further down the line how it would affect me in the future.” (222036)	Understanding how something happening now would affect me in the future was...	<i>unchanged</i>	Understanding how something happening now will affect me in the future was... <i>-Replaced the word “would” with “will” to avoid suggesting a hypothetical situation</i> <i>Note: Item was retained with the goal of maintain the concept in the survey; however, given the difficulty of the concept and the confusion among some respondents, the item requires special attention during the quantitative phase to assess consistency</i>	<i>unchanged</i>	Understanding how something happening now will affect me in the future was...
Attention Mind wandering	“Even if I like a person if they start talking sometimes my mind just drifts off to something else.” (222019) “And I’m afraid of going [to college] because of staying focused. When I try to, you know, I’m sure, I think college is going to be a lot of reading and writing. ...And I’m, I’m afraid because I can’t focus, my mind just drifts off in so many different places. ...” (333008)	My mind drifted off when I wanted to pay attention.	<i>unchanged</i>	<i>unchanged</i>	<i>unchanged</i>	My mind drifted off when I wanted to pay attention.
Attention Screening out distractions	“And like when I take tests, I really do much better when there’s less sounds ‘cause I won’t be, I can focus enough; even if I don’t study, I can make a good grade. ... But it’s like if I know that I	I got distracted by things around me, like noises or people talking.	<i>unchanged</i>	I got distracted by things going on around me (for example, other people talking or making noise). <i>-Replaced “like” with “for</i>	I got distracted by things going on around me (for example, other people talking or	I got distracted by things going on around me (for example, other people talking or

	<p>didn't stu, I, I, I hear the sound, hear the voices of other people as I'm trying to take the test, and that really distracts me. Even though it's supposed to be quiet, I still hear the pencils moving." (333013)</p> <p>"...Say if I was doing something like reading a book and I might hear a song, and the song might trigger me. I might start reading a book, turn on the radio, listen to the song, and my, my thing is I want to get back to reading that book but I might go start doing something else." (333006)</p>			<p><i>example" to enhance clarity that the specific items are examples of the broader concept. Added the word "other" to clarify that the item refers to external stimuli (ie, people in the respondent's environment making noises or talking)</i></p>	<p>making noise, or the radio or TV playing). <i>-Additional examples added to further clarify that the item is referring to external stimuli</i></p>	<p>making noise, or the radio or TV playing).</p>
<p>Attention Mind wandering</p>	<p>"Well, well, usually like my roommate, she'll talk to me and I keep saying 'What? Wait, say that again. What?' You know, I'm interested in what she's saying. I just wander off for the moment. And then I turn around and I say, 'What? What did you?'" (333003)</p> <p>"Usually when somebody's talking to me, I would say 50% of the time I'm thinking about something else and I catch parts of their words in the sentences, and I try to put it all together at the end, you know, while I'm thinking about something else. And usually I get in trouble because sometimes when I put it together, it becomes that's not what they said." (444003)</p>	<p>When I was talking with people, my mind wandered off to other things even when I wanted to stay in the conversation.</p>	<p><i>unchanged</i></p>	<p><i>dropped</i> <i>-Item dropped because the phrase "wandered off" was interpreted by a respondent to mean physically wandering off, there was duplication with another item, and the conditional phrase increased the complexity of the sentence</i></p>		
<p>Attention Completion of tasks</p>	<p>"My difficulty's staying focused and concentration, sometimes setting out goals and staying on task. Like trying to do it by myself and staying on task and</p>	<p>It was hard to stay on task to finish things.</p>	<p><i>unchanged</i></p>	<p>It was hard to focus on something so I could finish it. <i>-Item modified to explicitly mention staying focused</i></p>	<p><i>unchanged</i></p>	<p>It was hard to focus on something so I could finish it.</p>

	<p>trying to do it is a little bit difficult.” (222027)</p> <p>“Late, lately it’s my writing and poetry. Like I get stuck. And I’m trying to get into, to this contest, but it’s really hard for me to, to sit down and write, so I, so like I get preoccupied and I don’t really stay on task with that.” (444013)</p>					<p><i>because two respondents did not interpret the original item as about focus</i></p>
<p>Attention Ability to let go of thoughts</p>	<p>“You know, a lot of stuff gets in my head and all, it’s kind of hard to let go.” (111008)</p> <p>“Yeah, sometimes things would just bother me. It would keep like on my mind. Like something bothers me, I wouldn’t be able to let it go. I wouldn’t be able to like sleep and stuff.” (333019)</p>	<p>I kept thinking about things even when I wanted to let them go.</p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p>I kept thinking about things even when I wanted to let them go.</p>
<p>Attention Racing/ disorganized thoughts</p>	<p>“I’ll be thinking about one thing and several other things are racing through my mind at the same time.” (111011)</p> <p>“It’s very upsetting and especially if you’ve been lying down most of the night and you look at the clock and it’s like 4 or 5 AM and you haven’t slept. You’re like why can’t I go to sleep, and then you go right back to thinking and it’s just like speeding, and speeding, and speeding. You can’t get out of it.” (333007)</p>	<p>I had trouble with my thoughts racing and speeding through my mind.</p>	<p>I had trouble with my thoughts racing and speeding through my mind faster than I wanted. <i>-Modified to clarify that the item is asking about an experience that is counter to what the person would like to have (i.e., some element of bother).</i></p>	<p>My thoughts were racing and speeding through my mind faster than I wanted. <i>- Deleted the phrase “I had trouble with” because four respondents interpreted having “trouble with” something as different than something being “hard/difficult”</i></p>	<p><i>unchanged</i></p>	<p>My thoughts were racing and speeding through my mind faster than I wanted.</p>

<p>Sharpness of thought Fogginess/ cloudiness/lack of clarity</p>	<p>“Well, actually, I’m, sometimes my head gets all cloudy and foggy.” (111008)</p> <p>“Oh, it, it’s just like a bunch of clouds that’s going through my head. A hazy morning, because I’m not wearing my glasses. That’s the cloudiness. When I put them back on that’s the clearness. You know?” (333023)</p>	<p>My thinking was unclear, cloudy, or foggy.</p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p>My thinking was unclear, cloudy, or foggy.</p>
<p>Sharpness of thought Fogginess/ cloudiness/lack of clarity</p>	<p>“Up until now, up until now since I got on the Abilify, it’s been better. But precursor to that, I’ve had, I would describe my, my way of thinking as a crowded train station, and I’m the only person with directions. ...If, if you ever went to like Times Square and the Information Booth, I feel like I’m in the Information Booth and everybody’s lost, and I’ll feel that way in conversation. Like there’s just too much stuff going on in my own head for me to even focus on what people are saying. ...Let’s, let’s say if I’m doing something, everybody has input in what I’m doing. So the, the, yeah, um hmm, being bombarded with a lot of information, yeah.” (444009)</p> <p>“I don’t like letting a lot of information inside, but right now it’s kind of cluttered.” (222008)</p>	<p>My thinking felt crowded or cluttered with thoughts going on in the background.</p>	<p><i>unchanged</i></p>	<p><i>dropped</i> <i>-Item dropped because it did not meet comprehension threshold</i></p>		
<p>Sharpness of thought Slow processing</p>	<p>“Yeah, I feel like sometimes I’m in slow motion. When I went out on that date, I had to think about things to talk about and it, it felt like, it went quick but it felt in my mind forever. It felt forever because I had to, I had to think of what I was going to say.” (444011)</p>	<p>My thoughts were coming to me slower than I wanted.</p>	<p>My thoughts were coming to me more slowly than I wanted.</p> <p><i>-Grammatical revision made to</i></p>	<p><i>dropped</i> <i>-Item dropped because it did not meet comprehension threshold</i></p>		

			<i>enhance clarity</i>		
	<p>"I can't think that fast, do it like that. So, it's like I know, I memorized the thing, but trying to do it, I get blanked sometimes." (333020)</p>				
<p>Sharpness of thought Slow processing</p>	<p>"Yes. It's like, it's like, it's like if I'm thinking, if I'm around certain people, you know, a group of people, whatever, and we're talking and having a good time or whatever, my thoughts would not catch on to some of the things they thinkin' about, because I don't catch it as fast as they do... I, I would say it's, it's slower when I'm around a lot of people you know what I'm saying?" (333025)</p> <p>"Now I could remember why I say I'm slow thinking sometimes. ...Like right now I'm doing cashiering, and so I feel like I get into a custom more where I would be like counting... real slow. Can you go faster, you know, like this." (222013)</p>	<p>I felt like I was not thinking as fast as other people.</p>	<i>unchanged</i>	<p>I felt like my thinking was not as fast as other people's. <i>-Item modified because a respondent interpreted the phrase "was not thinking" to mean that someone was not considering the consequences rather than the intended meaning of the process of thinking</i></p>	<p><i>unchanged</i></p> <p>I felt like my thinking was not as fast as other people's.</p>
<p>Sharpness of thought Slow processing</p>	<p>"Uh, words do come up slower than I want them to come up. 'Cause I have to think about it first." (222017)</p> <p>I: "Okay. What about feeling like your thinking is slower than usual or it's just taking longer for your thoughts to come together?" R: "Yeah, that's what I have. It's quite a bit. ...Yeah, like when I want to tell... my boss something and I was, I thought, thought it over for a couple days and just took a couple days to get my thoughts organized. And it was still wasn't as, as,</p>	<p>I couldn't get my thoughts together fast enough because I had to really think about it first.</p>	<i>unchanged</i>	<p><i>dropped</i> <i>-Item dropped because the concept is addressed by another item and there was no apparent revision to address respondent's confusion about the phrase "because I had to really think about it first"</i></p>	

	good as I had hoped, you know.” (222036)					
Sharpness of thought Slow processing	“Sometimes when I get tired things stop...Umm, everything just slow down.” (222012) “I’m a slow thinker. ... I, the only time I’ve really been like that is if I’m tired and I guess that would be the reason why I’m thinking slowly.” (444005)	When I was tired, I had trouble with my thinking slowing down.	<i>unchanged</i>	When I was tired, my thinking slowed down more than I wanted it to. <i>- Modified to avoid using the phrase “I had trouble with” because four respondents interpreted having “trouble with” something as different than something being “hard/difficult.” The phrase “more than I wanted it to” was added to communicate that the item is asking about an experience that is counter to what the person would like to have (ie, some element of bother)</i>	<i>unchanged</i>	When I was tired, my thinking slowed down more than I wanted it to.
Sharpness of thought Mentally blocked/ blank	“The block is like, what happens is that you’re just not, like for me, I guess, I just don’t know what to say next. I am just, I’m just definitely just out there. I mean like nothing is coming.” (222013) I: “And it does sound like when you said it does sound like it makes it harder to carry on a conversation sometimes.” R: “Yeah, because nothing really comes to mind, so you really don’t like know what to say sometimes.” (333020)	It was hard to think of what to say, as if my thoughts were blocked and nothing was coming to my mind.	<i>unchanged</i>	I felt like my thoughts were blocked and nothing was coming to my mind. <i>-The phrase “it was hard to think of what to say” was deleted to simplify the item and maintain focus on the idea of blocked thinking rather than communicating</i>	<i>unchanged</i>	I felt like my thoughts were blocked and nothing was coming to my mind.
Metacognitive abilities Unmooring of	“Sometimes I’m not there, out somewhere in the universe. But lately I’ve been, I, I, I’ve been focused on my	I felt like I wasn’t really there in my surroundings; I was awake, but I felt like I	<i>unchanged</i>	<i>dropped</i> <i>-Item dropped because many of low rates of</i>		

<p>thought from context</p>	<p>surroundings and things. I know what's going on and I'm aware of my surroundings, too." (111012)</p> <p>"You know, sometimes things are pleasant to think about, you know, outside. Sometimes trying to like, to sort of leave reality." (222008)</p> <p>"It was like I, like I was walking on the street and like I felt I wasn't even there. Like I could feel my body moving but it's like I wasn't there." (333007)</p> <p>"...a lot of times when I'm in a fog...it's like I'm lost. I'm already thinking different scenarios of things happening, you know... I'm like dreaming. My, my mind is like dreaming." (444003)</p>	<p>was dreaming or had left reality.</p>		<p><i>comprehension and similarity to positive symptoms</i></p>		
<p>Metacognitive abilities Unmooring of thought from context</p>	<p>"And I got disoriented like, like I was talking and I couldn't understand what he was saying. I just like, 'Yeah, yeah, okay;' I'm not hearing what he said." (222008)</p> <p>"...Like when I'm so spent, like, like, like I'm so, so, so, so tired. Yeah, that's a point of disorientation completely. That's part of the problem, you know, 'cuz that's when you start to feel like, um, altered is such a different feeling, you know. Your brain isn't working." (222034)</p>	<p>I felt disoriented and I couldn't understand what was going on around me, like I was in an altered state.</p>	<p><i>unchanged</i></p>	<p><i>dropped</i> <i>-Item dropped because many of low rates of comprehension and similarity to positive symptoms</i></p>		
<p>N/A</p>	<p>N/A</p>	<p>Overall in the past week, how much have your experiences with thinking</p>	<p><i>unchanged</i></p>	<p>Overall in the past week, how much have your experiences with the items in this survey</p>	<p><i>unchanged</i></p>	<p>Overall in the past week, how much have your</p>

		bothered you?		bothered you? <i>-Item modified because some respondents did not focus on the types of thinking in the questionnaire with the original wording of the item</i>		experiences with the items in this survey bothered you?
N/A	N/A	If your current experiences with thinking stayed the same for the rest of your life, how much would that bother you?	<i>unchanged</i>	If your recent experiences with the items in this survey <u>stayed the same</u> for the rest of your life, how much would that bother you? <i>-Item modified because some respondents did not focus on the types of thinking in the questionnaire with the original wording of the item. The word "current" was replaced with "recent" to better align with the 1-week recall period of the questionnaire. The words "stayed the same" were underlined for emphasis</i>	<i>unchanged</i>	If your recent experiences with the items in this survey <u>stayed the same</u> for the rest of your life, how much would that bother you?

INSTRUCTIONS

Original wording (v1.0; 7/10/2014)	Expert review (v1.1; 7/15/2014)	Cognitive debriefing (v2.0; 9/4/2014)	Expert review (v2.1; 9/12/2014)	Final item for psychometric testing (9/15/2014)
<p>People with schizophrenia have different types of symptoms or experiences related to the condition. The following questions are about experiences with your thinking – positive or negative. Any difficulties with thinking that you might experience can be part of schizophrenia or a reaction to other things.</p>	<p><i>unchanged</i></p>	<p><i>unchanged</i></p>	<p>People with schizophrenia have different types of symptoms or experiences related to the condition. The following questions are about experiences with your thinking – positive or negative. Please answer based on your experience with each question, whether or not you think it is related to schizophrenia. <i>-Modified the last sentence to more directly state the intended meaning of asking respondents to answer the questions regardless of whether they attribute symptoms to schizophrenia</i></p>	<p>People with schizophrenia have different types of symptoms or experiences related to the condition. The following questions are about experiences with your thinking – positive or negative. Please answer based on your experience with each question, whether or not you think it is related to schizophrenia.</p>
<p>Please note: For this survey, “experiences with thinking” do <u>not</u> include delusions, hallucinations, or paranoia. These types of symptoms are very important but are not part of this survey.</p>	<p><i>unchanged</i></p>	<p>Please note: For this survey, “experiences with thinking” <u>do not include experiences caused by paranoia, delusions, or hallucinations</u> (for example, do not include “hearing voices” that no one else can hear). These types of symptoms are very important but are not part of this survey. <i>-Modified to further clarify that the survey is not asking about positive symptoms. This change was in response to a subset of respondents mentioning the experience of hearing voices in relation to their thinking</i></p>	<p>Please note: For this survey, “experiences with thinking” <u>do not include experiences caused by paranoia, delusions, or hallucinations</u> (for example, “hearing voices” that no one else can hear). These types of symptoms are very important but are not part of this survey. <i>-Modified to simplify language</i></p>	<p>Please note: For this survey, “experiences with thinking” <u>do not include experiences caused by paranoia, delusions, or hallucinations</u> (for example, “hearing voices” that no one else can hear). These types of symptoms are very important but are not part of this survey.</p>
<p>Please read or listen to each item</p>	<p><i>unchanged</i></p>	<p>Please read or listen to each item</p>	<p><i>unchanged</i></p>	<p>Please read or listen to each item</p>

<p>carefully and choose the ONE number that best describes you.</p>	<p>carefully and choose the ONE number from easiest (1=not at all hard) to hardest (5=very hard) that best describes you. If an item does not apply to you or asks about an experience you have not had, “choose “not at all hard.” <i>-Modified because a respondent did not initially understand that the response categories were orderable. The instruction on how to answer if an item does not apply was added for clarity and to communicate to respondents that it is expected that each item may not apply to every person (particularly in Section 2 regarding difficulties with attention or sharp thinking)</i></p>	<p>carefully and choose the ONE number from easiest (1=not at all hard) to hardest (5=very hard) that best describes you. If an item does not apply to you or asks about an experience you have not had, “choose “not at all hard.”</p>
<p>Section 1 In this section, please tell us whether the following situations have been hard for you in the past week. Take into account your <u>overall</u> experience during the week.</p>	<p><i>unchanged</i></p>	<p>Section 1 In this section, please tell us whether the following situations have been hard for you in the past week. Take into account your <u>overall</u> experience during the week.</p>
<p>Section 2 In this section, please tell us how much each statement has applied to you in the past week. Take into account your <u>overall</u> experience during the week. For each item, choose ONE number.</p>	<p>Section 2 In this section, please tell us how much each statement has applied to you in the past week. Take into account your <u>overall</u> experience during the week. Please read or listen to each item carefully and choose the ONE number from lowest (1=not at all) to highest (5=very much) that best describes you. If an item does not apply to you or asks about an experience you have not had, choose “not at all.” <i>Please note: For this survey, <u>do not</u></i></p>	<p>Section 2 In this section, please tell us how much each statement has applied to you in the past week. Take into account your <u>overall</u> experience during the week. Please read or listen to each item carefully and choose the ONE number from lowest (1=not at all) to highest (5=very much) that best describes you. If an item does not apply to you or asks about an experience you have not had, choose “not at all”.</p>

		<p>include experiences caused by paranoia, delusions, or hallucinations (for example, do not include “hearing voices” that no one else can hear).</p> <p><i>-Modified to include a reminder that the survey is not asking about positive symptoms because this section asks about attention (which was the most common point in the survey in which the experience of hearing voices was mentioned by respondents) and to be consistent with earlier instruction about the orderable nature of the response items</i></p>		<p><i>Please note: For this survey, <u>do not include experiences caused by paranoia, delusions, or hallucinations</u> (for example, do not include “hearing voices” that no one else can hear).</i></p>
<p>Section 3 For this section, please take into account your experiences with thinking as a group and tell us how much they bother you overall. For this survey, being “bothered” by your experience means that you feel <u>annoyed</u> or <u>concerned</u> about them.</p>	<p>Section3 For this section, please take into account your experiences with all the types of thinking asked about in this survey and tell us how much they bother you overall. For this survey, being “bothered” by your experience means that you feel <u>annoyed</u> or <u>concerned</u> about them.</p> <p><i>-Modified to specify that the phrase “as a group” meant types of thinking asked about in the survey</i></p>	<p>Section3 For this section, please take into account your experiences with all the types of thinking asked about in this survey and tell us how much they bother you overall. For this survey, being “bothered” by your experience means that you feel <u>annoyed, uncomfortable, or concerned</u> about them.</p> <p><i>Please note: For this survey, <u>do not include experiences caused by paranoia, delusions, or hallucinations</u>.</i></p> <p><i>-Added the word “uncomfortable” because a respondent suggested this meaning of “bother”; added the reminder that the survey does not include positive symptoms in order to be consistent with other instructions</i></p>	<p><i>unchanged</i></p>	<p>Section3 For this section, please take into account your experiences with all the types of thinking asked about in this survey and tell us how much they bother you overall. For this survey, being “bothered” by your experience means that you feel <u>annoyed, uncomfortable, or concerned</u> about them.</p> <p><i>Please note: For this survey, <u>do not include experiences caused by paranoia, delusions, or hallucinations</u>.</i></p>

Table S2 Draft Patient-Reported Outcome Instrument

People with schizophrenia have different types of symptoms or experiences related to the condition. The following questions are about **experiences with your thinking**—positive or negative. Please answer based on your experience with each question, whether or not you think it is related to schizophrenia.

Please note: For this survey, “experiences with thinking” do not include experiences caused by paranoia, delusions, or hallucinations (for example, hearing voices that no one else can hear). These types of symptoms are very important but are not part of this survey.

Please read or listen to each item carefully and **choose the ONE number** from easiest (1=not at all hard) to hardest (5=very hard) that best describes you. If an item does not apply to you or asks about an experience you have not had, choose “not at all hard.”

Section 1

In this section, please tell us whether the following situations have been hard for you in the past week. Take into account your overall experience during the week.

MEMORY: Remembering what I want to

Overall, in the past week...	Not at all hard	A little bit hard	Somewhat hard	Quite hard	Very hard
Recalling people's names was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Remembering what I was supposed to do or buy was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Remembering where I put things (for example, my keys, phone, glasses, or other items) was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
When I wanted to remember information from a <u>short time</u> ago (for example, what I read or watched in a movie or TV show), it was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Recalling something from a couple of <u>years ago</u> when I wanted to (for example, information I used to know or an important event) was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Remembering what I wanted to say was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Remembering what someone else was saying was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Remembering how to get someplace that I wanted to go was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Remembering what I was just about to do was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

COMMUNICATION: Talking and interacting with others

Overall, in the past week...	Not at all hard	A little bit hard	Somewhat hard	Quite hard	Very hard
Understanding what someone was talking about was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Coming up with something to say when I wanted to was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Interacting with people I don't know well was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Explaining myself well so that other people knew what I meant was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Finding words to say what I mean was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Understanding body language, gestures, or other hints from people without them telling me how they felt in words was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

CONTROL: Saying and doing what I mean

Overall, in the past week...	Not at all hard	A little bit hard	Somewhat hard	Quite hard	Very hard
Keeping things from slipping out when I didn't want to say it was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Stopping to think through things before saying or doing them was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Stopping myself from saying or doing something wrong or inappropriate was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

PLANNING: Making and changing plans

Overall, in the past week...	Not at all hard	A little bit hard	Somewhat hard	Quite hard	Very hard
Without someone's help, planning ahead for an event or how to get to a goal was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
When things don't happen the way they usually do, it was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
When someone I know changed our plans at the last minute, it was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

HANDLING PROBLEMS: Coming up with solutions & taking the future into account

Overall, in the past week...	Not at all hard	A little bit hard	Somewhat hard	Quite hard	Very hard
Coming up with solutions to problems was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Figuring out a new way to get something done was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Understanding how something happening now will affect me in the future was...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Section 2

In this section, please tell us how much each statement has applied to you in the past week. Take into account your overall experience during the week.

Please read or listen to each item carefully and choose the **ONE number** from lowest (1=not at all) to highest (5=very much) that best describes you. If an item does not apply to you or asks about an experience you have not had, choose “not at all”.

Please note: For this survey, do not include experiences caused by paranoia, delusions, or hallucinations (for example, do not include “hearing voices” that no one else can hear).

ATTENTION: Paying attention to what I want to

Overall, in the past week...	Not at all	A little bit	Somewhat	Quite a bit	Very much
My mind drifted off when I wanted to pay attention.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I got distracted by things going on around me (for example, other people talking or making noise, or the radio or TV playing).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
It was hard to focus on something so I could finish it.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I kept thinking about things even when I wanted to let them go.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
My thoughts were racing and speeding through my mind faster than I wanted.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

SHARP THINKING: Thinking that is clear, fast, and easy

Overall, in the past week...	Not at all	A little bit	Somewhat	Quite a bit	Very much
My thinking was unclear, cloudy, or foggy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I felt like my thinking was not as fast as other people's.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
When I was tired, my thinking slowed down more than I wanted it to.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
I felt like my thoughts were blocked and nothing was coming to my mind.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Section 3

For this section, please take into account your experiences with all the types of thinking asked about in this survey and tell us how much they **bother you overall**. For this survey, being bothered by your experiences means that you feel annoyed, uncomfortable, or concerned about them.

Please note: For this survey, do not include experiences caused by paranoia, delusions, or hallucinations.

	Not at all	A little bit	Somewhat	Quite a bit	Very much
Overall in the past week, how much have your experiences with the items in this survey bothered you?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
If your recent experiences with the items in this survey <u>stayed the same</u> for the rest of your life, how much would that bother you?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>