**Supplementary File**: **Comparing Performance Across In-person and Videoconference-based Administrations of Common Neuropsychological Measures in Community-based Survivors of Stroke**

**Acceptability Measure Questions and Response Options**

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| --- |
| Questions and Response Options |
| 1 & 3. Overall how satisfied were you with the ­­\_\_\_\_\_\_\_\_\_ testing session?   * Completely dissatisfied * Moderately dissatisfied * Neutral * Moderately satisfied * Completely satisfied |
| 2 & 4. How easy was it to understand task instructions during the \_\_\_\_\_\_\_\_\_ testing session?   * Completely difficult * Moderately difficult * Neutral * Moderately easy * Completely easy |
| 5. Overall how comfortable did you feel with the videoconference equipment?   * Completely uncomfortable * Moderately uncomfortable * Neutral * Moderately comfortable * Completely comfortable |
| 6. I would recommend videoconference-based neuropsychological testing to others.   * Yes * No |
| 7. Which testing session did you like better?   * In-person assessment * No preference * Videoconference assessment |
| 8. Please provide a reason for providing the above response (i.e., if you selected in-person assessment as your preference, explain why). |
| 9. How would you rate your comfort in the videoconference session in comparison with your comfort in the in-person assessment?   * I was more comfortable in the in-person assessment * I was equally comfortable in the videoconference and in-person based assessment * I was more comfortable in the videoconference assessment |
| 10. What factors did you consider an advantage of in-person assessment in comparison to the videoconference session? (select all that apply)   * It was easier to establish a personal connection with the examiner * It was easier to communicate with the examiner when in the same room * It was easier to understand how to use the test materials * The videoconference equipment had poor quality sound * It was hard to hear the examiner in the videoconference session * The videoconference equipment had poor visual quality * It was hard to see the examiner in the videoconference session * It was hard to comprehend the examiners instructions using videoconference * Other (please specify) |
| 11. What factors did you consider an advantage of videoconference-based assessment in comparison to the in-person assessment? (select all that apply)   * It was easier to establish a personal connection with the examiner * It was easier to communicate with the examiner over videoconferencing * I felt less anxious/nervous without the examiner in the room * I found it easier to concentrate without the examiner in the room * Videoconferencing made the session more interesting and/or fun * I felt more in control in the videoconference-based assessment * Other (please specify) |
| 12. If you needed to see a psychologist for this type of testing in the future, how long would you be willing to travelbefore choosing videoconference-based assessment?   * Less than 1 hour * 1-3 hours * 3-6 hours * I would travel as far as it takes and stay the night, if needed * I would prefer videoconference-based testing |
| 13. If you needed to see a psychologist for this type of testing in the future, how long would you be willing to wait for in-person assessment before choosing videoconference-based assessment?   * Less than 1 month * 1-3 months * 3-6 months * I would wait as long as it takes to see a psychologist in person * I would prefer videoconference-based testing |
| 14. If you needed to see a psychologist for this type of testing in the future, and a more experienced/qualified professional was available via videoconference, would you prefer videoconferencing-based assessment over in-person assessment with a less experienced/qualified professional?   * Yes * No |

Note. \_\_\_\_\_\_\_\_\_ appears in place of the specific condition that was being asked about (i.e., in-person or videoconference). Where this appears, these questions were asked with reference to both conditions. Where no response options are provided, questions were open-ended.

**Bland-Altman Plots**

**Test of Premorbid Function (TOPF)**

*Supplementary Figure 1.* Bland-Altman plot demonstratingTOPF difference scores (videoconference – in-person) plotted against average TOPF scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, large dots represent *n* = 2.

**Weschler Adult Intelligence Scale – Fourth Edition (WAIS-IV)**

**Block Design**

*Supplementary Figure 2.* Bland-Altman plot demonstratingWAIS-IV Block Design difference scores (videoconference – in-person) plotted against average WAIS-IV Block Design scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, medium small dot represents *n* = 2, medium large dot represents *n* = 3, large dot represents *n* = 5.

**Similarities**

*Supplementary Figure 3.* Bland-Altman plot demonstratingWAIS-IV Similarities difference scores (videoconference – in-person) plotted against average WAIS-IV Similarities scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, large dots represent *n* = 2.

**Digit Span Total**

*Supplementary Figure 4.* Bland-Altman plot demonstratingWAIS-IV Digit Span Total difference scores (videoconference – in-person) plotted against average WAIS-IV Digit Span Total scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, large dots represent *n* = 2.

**Digit Span Forward**

*Supplementary Figure 5.* Bland-Altman plot demonstratingWAIS-IV Digit Span Forward difference scores (videoconference – in-person) plotted against average WAIS-IV Digit Span Forward scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, medium small dots represent *n* = 2, medium large dots represent *n* = 3, large dot represents *n* = 5.

**Digit Span Backward**

*Supplementary Figure 6.* Bland-Altman plot demonstratingWAIS-IV Digit Span Backward difference scores (videoconference – in-person) plotted against average WAIS-IV Digit Span Backward scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, medium small dots represent *n* = 2, medium large dots represent *n* = 3, large dot represents *n* = 4.

**Digit Span Sequencing**

*Supplementary Figure 7.* Bland-Altman plot demonstratingWAIS-IV Digit Span Sequencing difference scores (videoconference – in-person) plotted against average WAIS-IV Digit Span Sequencing scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, medium small dots represent *n* = 2, medium large dot represents *n* = 3, large dot represents *n* = 4.

**Weschler Memory Scale – Fourth Edition (WMS-IV)**

**Visual Reproduction I**

*Supplementary Figure 8.* Bland-Altman plot demonstratingWMS-IV Visual Reproduction I difference scores (videoconference – in-person) plotted against average WMS-IV Visual Reproduction I scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, large dots represent *n* = 2.

**Visual Reproduction II**

*Supplementary Figure 9.* Bland-Altman plot demonstratingWMS-IV Visual Reproduction II difference scores (videoconference – in-person) plotted against average WMS-IV Visual Reproduction II scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement.

**Visual Reproduction Recognition**

*Supplementary Figure 10.* Bland-Altman plot demonstratingWMS-IV Visual Reproduction Recognition difference scores (videoconference – in-person) plotted against average WMS-IV Visual Reproduction Recognition scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, larger dots (from smallest to largest) represent, *n* = 2, 3, 4, 5, 8, and 10, respectively.

**Boston Naming Test (BNT)**

*Supplementary Figure 11.* Bland-Altman plot demonstratingBNT difference scores (videoconference – in-person) plotted against average BNT scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, medium small dots represent *n* = 2, medium large dots represent *n* = 3, large dot represents *n* = 4.

**Hopkins Verbal Learning Test – Revised (HVLT-R)**

**HVLT-R Total Recall**

*Supplementary Figure 12.* Bland-Altman plot demonstratingHVLT-R Total Recall difference scores (videoconference – in-person) plotted against average HVLT-R Total Recall scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, large dots represent *n* = 2.

**HVLT-R Trial 4**

*Supplementary Figure 13.* Bland-Altman plot demonstratingHVLT-R Trial 4 difference scores (videoconference – in-person) plotted against average HVLT-R Trial 4 scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, medium dots represent *n* = 2, large dot represents *n* = 4.

**HVLT-R Discrimination Index**

*Supplementary Figure 14.* Bland-Altman plot demonstratingHVLT-R Discrimination Index difference scores (videoconference – in-person) plotted against average HVLT-R Discrimination Index scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, larger dots (from smallest to largest) represent, *n* = 2, 3, 4, and 6, respectively.

**Letter Fluency (FAS)**

*Supplementary Figure 15.* Bland-Altman plot demonstratingFAS difference scores (videoconference – in-person) plotted against average FAS scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, large dot represents *n* = 2.

**Rey Complex Figure Test (RCFT)**

**RCFT Copy Time**

*Supplementary Figure 16.* Bland-Altman plot demonstratingRCFT Copy Time difference scores (videoconference – in-person) plotted against average RCFT Copy Time scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement.

**RCFT Copy**

*Supplementary Figure 17.* Bland-Altman plot demonstratingRCFT Copy difference scores (videoconference – in-person) plotted against average RCFT Copy scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, medium dots represent *n* = 2, large dots represent *n* = 3.

**RCFT Delay**

*Supplementary Figure 18.* Bland-Altman plot demonstratingRCFT Delay difference scores (videoconference – in-person) plotted against average RCFT Delay scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, large dots represent *n* = 2.

**Semantic Fluency (Animals)**

*Supplementary Figure 19.* Bland-Altman plot demonstratingAnimals difference scores (videoconference – in-person) plotted against average Animals scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, large dots represent *n* = 2.

**Symbol Digit Modalities Test (SDMT)**

*Supplementary Figure 20.* Bland-Altman plot demonstratingSDMT difference scores (videoconference – in-person) plotted against average SDMT scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement. Small dots represent *n* = 1, large dot represents *n* = 2.

**Stroop (Victoria Version) Interference**

*Supplementary Figure 21.* Bland-Altman plot demonstratingStroop (Victoria Version) difference scores (videoconference – in-person) plotted against average Stroop (Victoria Version) scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement.

**Trail Making Test (TMT)**

**TMT A**

*Supplementary Figure 22.* Bland-Altman plot demonstratingTMT A difference scores (videoconference – in-person) plotted against average TMT A scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement.

**TMT B**

*Supplementary Figure 23.* Bland-Altman plot demonstratingTMT B difference scores (videoconference – in-person) plotted against average TMT B scores. The solid line represents the average difference (bias). Dashed lines represent the upper and lower 95% limits of agreement.