**APPENDIX 1. Extended version of the Cognitive Scale for Basic and Instrumental**

**INSTRUCTIONS TO ANSWER THIS SCALE**

Below you will find a series of sentences that describe different aspects of daily activities. Please mark the frequency with which the patient currently performs these aspects of the activities by him-/herself, as follows:

1= Never, 2 = Sometimes, 3= Frequently, 4 = Always.

**Brushing teeth**

(1) He/she knows what the utensils are and what they are for (toothbrush, toothpaste, towel, etc.).

(2) He/she knows how to grab the toothbrush with his/her hand and brush, and how to put toothpaste on the toothbrush.

(3) He/she knows the necessary steps to brush his/her teeth and performs them in the right order (i.e., putting the toothpaste on the toothbrush, brushing his/her teeth and finally rinsing out).

(4) He/she gets distracted with (touches or grabs) some other object in the bathroom that is not necessary for brushing his/her teeth.

(5) He/she confuses some other object for the toothbrush and uses it to brush his/her teeth.

(6) He/she is able to notice if he/she has got toothpaste on him-/herself, if he/she got

wet, if he/she has put too much or too little toothpaste or has not rinsed out enough

(i.e., ability to detect that there has been an error).

(7) He/she is able to find a solution if there is no toothpaste left, if he/she does not have a towel or if a problem arises (e.g., looking for another toothpaste tube).

(8) He/she remembers to brush when necessary (e.g., after meals and before going to bed).

(9) He/she puts all the utensils back and closes the toothpaste tube and the water tap.

**Having a shower**

(1) He/she knows what the utensils are and what they are for (gel, shampoo, water, sponge, etc.).

(2) He/she knows how to grab the sponge and rub his/her skin with it or how to apply the soap by hand.

(3) He/she knows the necessary steps to have a shower and performs them in the right order (i.e., undressing, getting into the shower, getting wet, applying soap (body and head), rinsing, drying).

(4) He/she gets distracted with (touches or grabs) some other object in the bathroom that is not necessary for having a shower.

(5) He/she mistakes some object in the shower for another one that has nothing to do with it and uses it to have a shower.

(6) He/she is able to notice if he/she is not applying soap, rinsing or drying a part of his/her body (i.e., ability to detect that there has been an error).

(7) He/she is able to find solutions if there is no soap or shampoo left, if he/she does not have a towel or if a problem has occurred.

(8) He/she remembers to have a shower when necessary.

(9) He/she puts all the utensils back and closes the bottles and the water tap.

**Putting on makeup/shaving (choose depending on the gender)**

(1) He/she knows what the utensils are and what they are for (blusher, makeup, eyeshadow, lipstick, cream, shaving cream, blade, etc).

(2) He/she knows how to grab the makeup utensils or the shaver.

(3) He/she knows the steps to put on makeup or shave and performs them in the right order (makeup: e.g., it she puts on cream, this must always be done before applying makeup or rouge; shaving: applying shaving cream, shaving, rinsing, drying his face).

(4) He/she gets distracted with (touches or grabs) some other object in the bathroom.

(5) He/she mistakes some other object for the makeup/shaving object and uses it for applying makeup/shaving.

(6) He/she knows the steps for applying makeup or shaving and performs them in the right order (makeup: if she puts on cream, this must always be done before applying makeup or rouge; shaving: applying shaving cream, shaving, rinsing, drying his face).

(7) He/she can tell if he/she has not put on makeup/shaved well (e.g., if there are areas

left without makeup/shaving or if only one part of the face has makeup/has been shaved).

(8) He/she is able to find a solution if there is no foam or makeup left or if he/she faces other problems.

(9) He/she remembers to put on makeup/shave when it is necessary.

**Getting dressed**

(1) He/she knows what the different clothes are and what they are for (coats, pullovers, short-sleeve shirts, etc).

(2) He/she knows how to put on the clothes correctly (the pants on the legs, the pullover on the upper body, sleeves well and not inside out, etc).

(3) He/she knows the steps to get dressed and performs them in the right order (first underwear, then interior garments and finally a coat; socks before shoes).

(4) He/she gets distracted with (touches or grabs) some other object in the closet or in the place where he/she gets dressed.

(5) He/she mistakes some other object for the garment and uses it to get dressed.

(6) He/she is able to notice if he/she has put on the right clothes.

(7) He/she corrects the situation if he/she detects an error.

(8) He/she remembers to get dressed when it is necessary.

**Cooking**

(1) He/she knows what the different ingredients and cooking utensils are and what they are for.

(2) He/she knows how to use a spoon, fork, cut with the knife, close pots, put covers with his/her hands.

(3) He/she knows the steps to cook simple meals (e.g., omelet, salad, toast, sandwich, coffee) and performs them in the correct order.

(4) He/she knows the steps to cook complex meals (e.g., stews, casseroles, meat dishes, rice, pasta) and performs them in the right order.

(5) He/she gets distracted with (touches or grabs) some other object in the kitchen that is not necessary for what he/she is cooking.

(6) He/she mistakes some other object for those required to prepare meals and uses it to cook.

(7) He/she is able to notice if he/she has skipped an essential step, or if he/she has made a mistake in the order of steps or has used a wrong ingredient for this meal (i.e., ability to detect that there has been an error).

(8) He/she is able to find solutions to the errors that he/she has made (e.g., adding the missing ingredient or spices).

(9) He/she remembers to cook when it is necessary.

(10) He/she put all the utensils back and cleans after cooking.

**Managing domestic finances/shopping**

(1) He/she knows what the different currencies and bills are and what their value is.

(2) He/she remembers the steps to go shopping and get money from the ATM or the bank.

(3) He/she gets distracted with (touches or grabs) some other object in the supermarket/store or the bank/ATM that is not necessary.

(4) He/she confuses some object related to money (mistakes a bill/coin for a different one) or products of the purchase for other unrelated objects.

(5) He/she is able to realize if the change he/she is given is correct, if he/she lacks money to go shopping or if the amount withdrawn from the ATM is incorrect (i.e., ability to detect that there has been an error).

(6) He/she is able to find solutions to the mistakes he/she has made or to the problems that may have occurred (e.g., not carrying enough money to go shopping, asking for the change if it has been given incorrectly, etc.).

(7) He/she remembers to go shopping when necessary.

**Home care: cleaning, washing up, hanging out the laundry, and setting the table**

(1) He/she knows what the different objects and cleaning utensils are and what they are for (broom, mop, tablecloth, clothesline, washing machine, rags, etc).

(2) He/she knows how to grab the mop and the broom correctly.

(3) He/she remembers the steps to operate the washing machine and performs them in the

right order (i.e., introduce the clothes, add detergent and softener, select a program).

(4) He/she remembers the steps to clean, scrub, sweep and set the table properly.

(5) When he/she is cleaning, setting the washing machine or the table, he/she gets distracted with (touches or grabs) some other object that is not necessary for what he/she is doing.

(6) He/she mistakes some unrelated object for the necessary one and uses it for what he is doing.

(7) He/she is able to realize if he/she has not cleaned properly, or if he/she has missed a step when setting the washing machine or the table (i.e., ability to detect that there has been an error).

(8) He/she is able to find solutions to the mistakes he/she has made or the problems that may have occurred (e.g., clean more if something is still dirty).

(9) He/she remembers to start cleaning or set the washing machine or the table when necessary.

(10) He/she puts the utensils back after cleaning (he/she throws the water from the mop bucket into the toilet, throws the dust he/she has collected with the broom in the trash, stores the cleaning products).

**Medication management**

(1) He/she knows what the different pills/syrups are and what they are for.

(2) He/she remembers the steps to take the medication in order.

(3) When taking the medication, he/she gets distracted with (touches or grabs) some other object that is not necessary.

(4) He/she mistakes some pills or syrups for others.

(5) He/she is able to realize if the correct pill/syrup has not been taken or if it has not been taken at the correct time (i.e., ability to detect that there has been an error).

(6) He/she is able to find solutions to the mistakes he/she has made or to the problems that may have occurred (e.g., taking the correct pill, asking the doctor what to do if he/she has forgotten to take the correct medication).

(7) He/she remembers to take the medication when it is time to do so.