Date:  

Interviewer ID:  

National Health and Aging Trends Study

Activities Booklet

nhats
# ACTIVITIES TO SET UP AND DEMONSTRATE

Transfer information from laptop screen. Mark administration for each activity "YES" or "NO" and copy to the administration box on the page listed for each activity.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ADMINISTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BALANCE STANDS</td>
<td>□ YES</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>□ NO</td>
<td></td>
</tr>
<tr>
<td>2. WALKING COURSE</td>
<td>□ YES</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>□ NO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ WA3a. Doesn’t use cane/walker around home</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>□ WA3b. Sometimes uses cane/walker around home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ WA3c. Always uses cane/walker around home</td>
<td></td>
</tr>
<tr>
<td>3. CHAIR STANDS</td>
<td>□ YES</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>□ NO</td>
<td></td>
</tr>
<tr>
<td>4. GRIP STRENGTH</td>
<td>□ YES RIGHT</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>□ NO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ YES LEFT</td>
<td></td>
</tr>
<tr>
<td>5. WAIST CIRCUMFERENCE</td>
<td>YES</td>
<td>34</td>
</tr>
<tr>
<td>6. PEAK AIR FLOW</td>
<td>YES</td>
<td>38</td>
</tr>
</tbody>
</table>
GENERAL INSTRUCTIONS

- Administer activities in the order presented in booklet
- Read/say **bold blue text** to SP EXACTLY as written
- Check that SP is wearing appropriate shoes (tennis shoes or shoes with less than 1-inch heels, but not slippers). If not, request SP to change shoes or put shoes on
- Check lighting to see if adequate for SP to see. If not, ask if there is a light you can turn on
- Identify place for SP to sit while watching you demonstrate activities
Now I would like to ask you to try to perform a few simple movements, that is to move your body in different ways.

For each movement, I will first describe it and show it to you. Then I'd like you to try to do it.

If you feel it would be unsafe to try it, tell me, and we'll move on to the next one.

Do you have any questions before we begin?
### BALANCE STANDS

**Balance Stands Administration:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>GO TO WALKING COURSE p.16</th>
</tr>
</thead>
</table>

- Clear space for balance stands activity
- Get out stopwatch
SIDE BY SIDE STAND

*Reset stopwatch to 0:00'00"00*

Now I'll show you the first movement.

*Demonstrate with inside edges of your feet touching at the heels and toes*

I want you to try to stand with your feet together, side-by-side, for about 10 seconds. You may use your arms, bend your knees, or move your body in order to keep your balance, but try not to move your feet. Try to hold this position until I tell you to stop.

Do you think it would be safe to try this?

- [ ] YES
- [ ] NO

BA2

Help SP into position:
- Support SP's elbow with one hand while standing slightly behind and to the side
- Hold stopwatch behind SP's back
- Check SP's feet position

Are you ready?

- [ ] YES
- [ ] NO

Ready, begin.

- Start stopwatch
- Remove support hand
- Step back half a step. Keep your hands near SP's elbow and back

After 10 seconds if SP is still holding position, say:

Stop.
# SIDE BY SIDE STAND — RESULTS

<table>
<thead>
<tr>
<th>1. COMPLETED, HELD FOR 10 SEC</th>
<th>2. ATTEMPTED, NOT HELD FOR 10 SEC</th>
<th>3. NOT ATTEMPTED</th>
</tr>
</thead>
</table>

**Time held:**

- [ ] SECS
- [ ] 1/100

**Reasons not attempted:**

Mark all that apply:

- [ ] 1. SP felt unsafe
- [ ] 2. Proxy felt unsafe for SP
- [ ] 3. You felt unsafe for SP/SP
- [ ] 4. SP unable to understand directions
- [ ] 9. Other, specify:

Next Page
SEMI-TANDEM STAND

Now I'll show you the second movement.

Demonstrate with inside edge of one foot touching the big toe of the other

I want you to try to stand with the side of the heel of one foot touching the big toe of the other foot for about 10 seconds. You may put either foot in front, whichever is more comfortable for you.

You may use your arms, bend your knees, or move your body in order to keep your balance, but try not to move your feet. Again, try to hold this position until I tell you to stop.

Do you think it would be safe to try this?

☐ YES  ☐ NO  GO TO BA7  3. Not attempted

Help SP into position:
   ▶ Support SP's elbow with one hand while standing slightly behind and to the side
   ▶ Hold stopwatch behind SP's back
   ▶ Check SP's feet position

Are you ready?

YES  NO  GO TO BA7  3. Not attempted

Ready, begin.

   ▶ Start stopwatch
   ▶ Remove support hand
   ▶ Step back half a step. Keep your hands near SP's elbow and back

After 10 seconds if SP is still holding position, say:

Stop.
### SEMI-TANDEM STAND — RESULTS

<table>
<thead>
<tr>
<th>1. COMPLETED, HELD FOR 10 SEC</th>
<th>2. ATTEMPTED, NOT HELD FOR 10 SEC</th>
<th>3. NOT ATTEMPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Time held:**

- 3 SECS
- 1/100

**Reasons not attempted:**

- Mark all that apply

- 1. SP felt unsafe
- 2. Proxy felt unsafe for SP
- 3. You felt unsafe for SP/SP unsteady with support
- 4. SP unable to understand directions
- 9. Other, specify:

  [Insert field for other reasons]

[Go to Walking Course p.16]

**Next Page**

---

**SCS SECS**

56797
FULL TANDEM STAND

- Reset stopwatch to 0:00'00"00

Now I'll show you the third movement.

- Demonstrate with heel of one foot in front of and touching toes of the other

I want you to try to stand with the heel of one foot in front of and touching the toes of the other foot for about 10 seconds. You may put either foot in front, whichever is more comfortable for you.

You may use your arms, bend your knees, or move your body in order to keep your balance, but try not to move your feet. Try to hold this position until I tell you to stop.

Do you think it would be safe to try this?

☐ YES  ⇒  ☐ NO  ⇒  GO TO BA11  ✗ 3. Not attempted

Help SP into position:
- Support SP’s elbow with one hand while standing slightly behind and to the side
- Hold stopwatch behind SP’s back
- Check SP’s feet position

Are you ready?

☐ YES  ⇒  ☐ NO  ⇒  GO TO BA11  ✗ 3. Not attempted

Ready, begin.

- Start stopwatch
- Remove support hand
- Step back half a step. Keep your hands near SP’s elbow and back

After 10 seconds if SP is still holding position, say:

Stop.
### FULL TANDEM STAND — RESULTS

<table>
<thead>
<tr>
<th></th>
<th>ONE LEG EYES OPEN</th>
<th>Time held:</th>
<th>Reasons not attempted: Mark all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. COMPLETED, HELD FOR 10 SEC</td>
<td>![SECS] 1/100</td>
<td></td>
<td>1. SP felt unsafe</td>
</tr>
<tr>
<td>2. ATTEMPTED, NOT HELD FOR 10 SEC</td>
<td>![SECS] 1/100</td>
<td></td>
<td>2. Proxy felt unsafe for SP</td>
</tr>
<tr>
<td>3. NOT ATTEMPTED</td>
<td>![SECS] 1/100</td>
<td></td>
<td>3. You felt unsafe for SP/SP unsteady with support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. SP unable to understand directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. Other, specify:</td>
</tr>
</tbody>
</table>

**Reasons not attempted:**

- 1. SP felt unsafe
- 2. Proxy felt unsafe for SP
- 3. You felt unsafe for SP/SP unsteady with support
- 4. SP unable to understand directions
- 9. Other, specify:

**GO TO WALKING COURSE p.16**
Now I'll show you the fourth movement.

I want you to try to stand on one leg, whichever one you want, and raise the other leg off the ground a few inches. Stand for as long as you can. I will stop you at 30 seconds.

You may use your arms, bend your knees, or move your body to keep your balance. Try not to move the foot on which you are standing and try not to let your legs touch each other. Try to hold this position until I tell you to stop. If you feel you are losing your balance take a step. I'll hold you up until you feel stable.

Do you think it would be safe to try this?

Yes  NO

Help SP into position:
- Support SP's elbow with one hand while standing slightly behind and to the side
- Hold stopwatch behind SP's back
- Check SP's feet position: 1 foot raised

Are you ready?

Yes  NO

Ready, begin.

Start stopwatch
Remove support hand
Step back half a step. Keep your hands near SP's elbow and back

After 30 seconds if SP is still holding position, say:

Stop.
### ONE LEG STAND EYES OPEN — RESULTS

<table>
<thead>
<tr>
<th>1. COMPLETED, HELD FOR 30 SEC</th>
<th>2. ATTEMPTED, NOT HELD FOR 30 SEC</th>
<th>3. NOT ATTEMPTED</th>
</tr>
</thead>
</table>

**Time held:**

- [ ] SECS
- [ ] 1/100

**Reasons not attempted:**

Mark all that apply

- [ ] 1. SP felt unsafe
- [ ] 2. Proxy felt unsafe for SP
- [ ] 3. You felt unsafe for SP/SP unsteady with support
- [ ] 4. SP unable to understand directions
- [ ] 9. Other, specify:

  [ ]

**GO TO WALKING COURSE p.16**
Now I'll show you the last of these movements.

This time I want you to close your eyes and try to stand on one leg, whichever one you want, and raise the other leg off the ground a few inches. Stand for as long as you can. I will stop you at 30 seconds.

You may use your arms, bend your knees, or move your body to keep your balance. Try not to move the foot on which you are standing and try not to let your legs touch each other. Try to hold this position until I tell you to stop. If you feel you are losing your balance take a step. I'll hold you up until you feel stable.

Do you think it would be safe to try this?

Please close your eyes. When you are ready, lift one leg off the ground a few inches. I will not let go until you say you are ready.

Help SP into position:
- Support SP’s elbow with one hand while standing slightly behind and to the side
- Hold stopwatch behind SP’s back
- Check SP’s feet position: 1 foot raised and eyes closed

Are you ready?

Ready, begin.

Start stopwatch
Remove support hand
Step back half a step. Keep your hands near SP’s elbow and back
After 30 seconds if SP is still holding position, say:
# ONE LEG STAND EYES CLOSED — RESULTS

<table>
<thead>
<tr>
<th>1. COMPLETED, HELD FOR 30 SEC</th>
<th>2. ATTEMPTED, NOT HELD FOR 30 SEC</th>
<th>3. NOT ATTEMPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>WALKING COURSE Next Page</td>
<td>Time held:</td>
<td>Reasons not attempted: Mark all that apply</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. SP felt unsafe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Proxy felt unsafe for SP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. You felt unsafe for SP/SP unsteady with support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. SP unable to understand directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Other, specify:</td>
</tr>
<tr>
<td></td>
<td>WALKING COURSE Next Page</td>
<td>Next Page</td>
</tr>
<tr>
<td></td>
<td>SECS 1/100</td>
<td>56797</td>
</tr>
</tbody>
</table>
**WALKING COURSE**

Walking Course Administration:

[ ] YES

[ ] NO [GO TO CHAIR STANDS p.22]

- Get out walking course chain & masking tape
- Look for appropriate space for course (16' x 3'), you may need to use a hallway or nearby room
- Find as smooth a surface as possible to lay out the course. Avoid high-pile carpet
- Do not lay course out over the edge of a rug, a throw rug, or any irregular surface
- Clear any obstacles from activity area (move small furniture, only with permission)

Is there an appropriate space to set up the walking course?

[ ] YES

[ ] NO [GO TO WA5 3. Not attempted]

- Lay out chain straight down center of course area. Tape each end to the floor
- Using an arm's length of masking tape, place tape lengths under the two colored links of chain
- Untape chain from floor, leaving only taped start and finish lines
This is our walking course. I want you to walk to the other end of the course at your usual speed, just as if you were walking down the street to go to the store. Walk all the way past the other end of the tape before you stop. I will walk with you.

### WA3a
Do you think it would be safe to try this?
- **YES**
- **NO**

*GO TO WA3* 3. Not attempted

### WA3b
Do you think it would be safe to try this without a cane or walker?
- **YES**
- **NO**

ASK *WA3c*

### WA3c
You may use a cane or walker if you need to. Do you think it would be safe to try this?
- **YES**
- **NO**

*GO TO WA5* 3. Not attempted

#### Help SP into position:
- **Stand slightly behind and to the side**
- **Hold stopwatch behind SP’s back**
- **Check SP’s feet position: both feet on start line**

When I want you to start, I will say "Ready, begin."

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*GO TO WA5* 3. Not attempted

**Ready, begin.**

- **Start stopwatch when either of SP’s feet moves**
- **Walk slightly behind and to the side of SP**
- **Stop timing when one of SP’s feet completely crosses end line**
# WALKING COURSE 1 — RESULTS

## Aid used:

- [ ] 1. None
- [ ] 2. Cane
- [ ] 3. Walker or rollator
- [ ] 9. Other, specify:

## Reasons not attempted:

Mark all that apply

- [ ] 1. SP felt unsafe
- [ ] 2. Proxy felt unsafe for SP
- [ ] 3. You felt unsafe for SP/SP unsteady with support
- [ ] 4. SP unable to understand directions
- [ ] 5. No appropriate space
- [ ] 9. Other, specify:

## Completion time:

[ ] 1. COMPLETED
[ ] 2. ATTEMPTED
[ ] 3. NOT ATTEMPTED

### GO TO CHAIR STANDS p.22

## WALKING COURSE 2

Next Page
**WALKING COURSE 2**

- Reset stopwatch to 0:00'00"00

Now I want you to repeat the walk. Remember to walk at your usual pace, and go all the way past the tape at the other end of the course.

Help SP into position:
- Stand slightly behind and to the side
- Hold stopwatch behind SP's back
- Check SP's feet position: both feet on start line

When I want you to start, I will say "Ready, begin."

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>GO TO WA9 × 3. Not attempted</th>
</tr>
</thead>
</table>

Ready, begin.

- Start stopwatch when either of SP's feet moves
- Walk slightly behind and to the side of SP
- Stop timing when one of SP's feet completely crosses end line
## WALKING COURSE 2 — RESULTS

### Aid used:
- [ ] 1. None
- [ ] 2. Cane
- [ ] 3. Walker or rollator
- [ ] 9. Other, specify: 

### Completion time:

<table>
<thead>
<tr>
<th>SECS</th>
<th>1/100</th>
</tr>
</thead>
</table>

### Reasons not attempted:
Mark all that apply

- [ ] 1. SP felt unsafe
- [ ] 2. Proxy felt unsafe for SP
- [ ] 3. You felt unsafe for SP/SP
- [ ] 4. SP unable to understand directions
- [ ] 9. Other, specify: 

---

Next Page
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Chair Stands Administration:

[ ] YES [ ] NO

- Look for appropriate chair(s) for activity (hard back and preferably no arms), you may need to look in a hallway or nearby room
- An SP in a wheelchair can use it as a chair if SP can get up from it without help

Is there an appropriate chair available?

[ ] YES [ ] NO

- Place chair for SP with its back against a wall or other solid vertical surface
- Get out measuring tape
- When measuring chair height, ignore plush removable cushions, and always round down to nearest inch

GO TO GRIP STRENGTH p.28

GO TO CH7 ✗ 3. Not attempted
SINGLE CHAIR STAND

Next I'm going to ask you to stand up, keeping your arms folded across your chest. I want you to fold your arms across your chest and sit so that your feet are on the floor. Then, I'll ask you to stand up, keeping your arms folded across your chest.

Demonstrate standing from a seated position with your arms folded across your chest

Do you think it would be safe to try this?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>CH3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

› Check SP's chair is secure against wall
› Stand in front of SP
› Check SP's position: sitting with arms folded over chest

Are you ready?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>CH4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stand.

Let's try again, this time using your arms.

› Check SP's position: sitting

Are you ready?

› Confirm SP is ready

Stand.
SINGLE CHAIR STAND — RESULT

Chair Height:

- [ ] WHEELCHAIR USED

 arm Use:

- [ ] 1. With arms
- [ ] 2. Without arms

Reasons not attempted:
Mark all that apply

- [ ] 1. SP felt unsafe
- [ ] 2. Proxy felt unsafe for SP
- [ ] 3. You felt unsafe for SP/SP
- [ ] 4. SP unable to understand directions
- [ ] 5. No appropriate chair
- [ ] 9. Other, specify:

REPEATED CHAIR STANDS
Next Page
Now, I'm going to ask you to do the same movement, but this time as **QUICKLY** as you can 5 times without stopping in between. After standing up each time, sit back down and then stand up again. Remember to keep your arms folded across your chest. I will count out loud as you stand "1, 2, 3, 4, 5" and time you with a stopwatch.

▶ **Demonstrate standing from a seated position with your arms folded across your chest**

**Do you think it would be safe to try this?**

- [ ] YES
- [ ] NO  **GO TO CH12  ✗ 3. Not attempted**

▶ **Stand in front of SP**
▶ **Reset stopwatch to 0:00’00"00.**
▶ **Check SP’s position: sitting with arms folded over chest**

**Are you ready?**

- [ ] YES
- [ ] NO  **GO TO CH12  ✗ 3. Not attempted**

**Stand.**

▶ **Start stopwatch**
▶ **Count the number of stands out loud (1, 2, 3, 4, 5) each time SP rises**

▶ **Stop timing when SP has stood up the 5th time**  **GO TO CH12  ✗ 1. Completed**

▶ **Stop timing if: SP uses his/her arms, has not completed 5 stands in 1 minute, or you become concerned for SP’s safety**  **GO TO CH12  ✗ 2. Attempted**

**If SP becomes tired, short of breath, or stops before completing 5 stands, ask:**

**Can you continue?**

- [ ] YES
- [ ] NO  **GO TO CH12  ✗ 2. Attempted**

▶ **Continue counting & timing**
### REPEATED CHAIR STANDS — RESULTS

<table>
<thead>
<tr>
<th></th>
<th>1. COMPLETED</th>
<th>2. ATTEMPTED</th>
<th>3. NOT ATTEMPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Completion time:**

```
+-----------------+-----------------+-----------------+-----------------+
| SECS            | 100             |
+-----------------+-----------------+-----------------+-----------------+
```

**# of stands completed:**

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

**Reasons not attempted:**

Mark all that apply

- ☐ 1. SP felt unsafe
- ☐ 2. Proxy felt unsafe for SP
- ☐ 3. You felt unsafe for SP/SP unsteady with support
- ☐ 4. SP unable to understand directions
- ☐ 9. Other, specify:

**Reasons not completed:**

Mark all that apply

- ☐ 1. SP became tired or short of breath
- ☐ 2. SP used SP's arms
- ☐ 3. All stands not completed in 1 min
- ☐ 4. You were concerned for SP's safety
- ☐ 5. SP stopped and was unable to continue
- ☐ 9. Other, specify:

**GRIP STRENGTH**

Next Page
Grip Strength Administration:

- Remove the dynamometer from its case. If the display shows no numbers, press ON/OFF to turn on.
- As marked in grip strength administration box, set "L" for left hand, or "R" for right hand. Press SELECT until the correct letter appears.
- Set the number of trials to 1. If needed, press # OF TRIALS until 1 appears.
- Wipe dynamometer handle with an antibacterial cloth.
- Make sure readings are displaying in KG.
- If SP has a very large hand, you can adjust the grip position to 3.
- If no numbers appear on the dynamometer display when you turn it on, check that the batteries are connected properly, and replace them if necessary.

Grip Strength
Next, I'm going to ask you to try to squeeze this handle using your (right/left) hand.

First, bend your elbow with your arm against your side. Then grab the two pieces of metal together like this and squeeze as hard as you can. The metal will not move, but the display will give me a measure of your grip. I will ask you to do this 2 times with the same hand. If you feel any pain or discomfort, tell me, and we will stop.

Do you think it would be safe to try this?

- [ ] YES
- [ ] NO

Press the "TEST" button and then hand dynamometer to SP

Please get in position, but don't squeeze until I say "begin." Hold the handle while you bend your elbow with your arm against your side.

Check SP's position: sitting with arm in L shape

Are you ready?

- [ ] YES
- [ ] NO

Begin.

When SP begins squeezing, say:

Squeeze, squeeze, squeeze!

When the numbers on the display stop changing, say:

Stop.
**GRIP STRENGTH 1 — RESULTS**

<table>
<thead>
<tr>
<th>Hand tested:</th>
<th>GRIP POSITION SET TO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] RIGHT</td>
<td>[ ] LEFT</td>
</tr>
<tr>
<td></td>
<td>[ ] GRIP POSITION SET TO 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. COMPLETED</th>
<th>2. ATTEMPTED</th>
<th>3. NOT ATTEMPTED</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Display reading:</th>
<th>GO TO WAIST CIRCUMFERENCE p.34</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] [ ] [ ] [ ] [ ] KG</td>
<td></td>
</tr>
</tbody>
</table>

**Reasons not attempted:**

Mark all that apply

- [ ] 1. SP felt unsafe
- [ ] 2. Proxy felt unsafe for SP
- [ ] 3. You felt unsafe for SP/SP
- [ ] 4. SP unable to understand directions
- [ ] 9. Other, specify:

[ ]

**GO TO WAIST CIRCUMFERENCE p.34**

---

**GRIP STRENGTH 2**

Next Page
Now let's try a second time. Remember to hold the handle while you bend your elbow and with your arm against your side, but don't squeeze until I say "begin."

Press the "RESET" button to set display back to 0.0
Press the "TEST" button and then hand dynamometer to SP

Check SP's position: sitting with arm in L shape

Are you ready?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Begin.

When SP begins squeezing, say:

Squeeze, squeeze, squeeze!

When the numbers on the display stop changing, say:

Stop.
# GRIP STRENGTH 2 — RESULTS

**Hand tested:**
- [ ] RIGHT
- [ ] LEFT

- [ ] GRIP POSITION SET TO 3

<table>
<thead>
<tr>
<th>1. COMPLETED</th>
<th>2. ATTEMPTED</th>
<th>3. NOT ATTEMPTED</th>
</tr>
</thead>
</table>

**Display reading:**

![Select Display Reading](GR8)

- [ ] RIGHT
- [ ] LEFT

**Reasons not attempted:**
Mark all that apply

- [ ] 1. SP felt unsafe
- [ ] 2. Proxy felt unsafe for SP
- [ ] 3. You felt unsafe for SP/SP unsteady with support
- [ ] 4. SP unable to understand directions
- [ ] 9. Other, specify:

![Select Other Reason](GR9)

**WAIST CIRCUMFERENCE**

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WAIST CIRCUMFERENCE

- Wipe down flexible measuring tape with antibacterial cloth.

- Determine position for SP to perform activity:
  - If SP can stand unassisted, perform activity with SP **standing up**
  - If SP cannot stand or has difficulty, perform activity with SP **sitting**
  - If SP cannot sit unassisted, perform activity with SP **lying down**

- When administering activity, check that measuring tape:
  - Is horizontal all the way around SP's waist
  - Is lined up with SP's navel
  - Is snug but not tight
  - Has large numbers facing out
  - Has end that starts with 1" overlapping end with higher numbers
Next I'm going to measure your waist circumference. While standing up, I will ask you to place this soft measuring tape around your waist, over your clothing, holding it securely at the level of your navel or belly button.

Once the tape measure is in place, I will ask you to take a normal breath and exhale, holding your breath at the end of the exhale. I will then record the measurement.

Do you think it would be safe to try this?

[ ] YES  [ ] NO

GO TO WC3 3. Not attempted

Please point to your navel. Now take this measuring tape and place it around your waist at the level of your navel.

If SP cannot wrap measuring tape around waist by self, have SP hold one end at navel while you bring around other end, then hand to SP.

Please take a normal breath and exhale, holding your breath at the end of the exhale.

Record measurement on the tape to the nearest ¼ inch after SP exhales

You can stop now.
### WAIST CIRCUMFERENCE — RESULTS

**Measurement difficulties (mark all that apply):**

- [ ] 1. None
- [ ] 2. SP had breathing difficulties
- [ ] 3. SP unable to hold breath at end of exhale
- [ ] 4. SP gave less than full effort due to illness, pain, or other symptoms or discomfort
- [ ] 5. SP gave less than full effort for non-health reason
- [ ] 6. SP had difficulty or unable to locate navel
- [ ] 9. Other, specify: 

**Reasons not attempted:**

Mark all that apply

- [ ] 1. COMPLETED
- [ ] 2. ATTEMPTED
- [ ] 3. NOT ATTEMPTED

<table>
<thead>
<tr>
<th>Tape measure reading:</th>
<th>Reasons not attempted: Mark all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] [ ] [ ] INCHES</td>
<td>[ ] 1. SP felt unsafe</td>
</tr>
<tr>
<td>Bulky clothing worn</td>
<td>[ ] 2. Proxy felt unsafe for SP</td>
</tr>
<tr>
<td>Measured by:</td>
<td>[ ] 3. You felt unsafe for SP/SP unsteady with support</td>
</tr>
<tr>
<td>[ ] 1. You [ ] 2. SP</td>
<td>[ ] 4. SP unable to understand directions</td>
</tr>
<tr>
<td>Activity position:</td>
<td>[ ] 5. SP Refused</td>
</tr>
<tr>
<td>[ ] 1. Standing</td>
<td>[ ] 9. Other, specify:</td>
</tr>
<tr>
<td>[ ] 2. Sitting</td>
<td></td>
</tr>
<tr>
<td>[ ] 3. Lying down</td>
<td></td>
</tr>
</tbody>
</table>

PEAK AIR FLOW

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PEAK AIR FLOW

- Remove peak air flow meter from case and wipe with antibacterial cloth
- Attach interviewer cardboard mouthpiece to meter

- Determine position for SP to perform activity:
  - If SP can stand unassisted, perform activity with SP **standing up**
  - If SP cannot stand or has difficulty, perform activity with SP **sitting**
  - If SP cannot sit unassisted, perform activity with SP **lying down**

- Allow for **at least 30 seconds** between SP attempts

- When reading peak air flow meter, if the sliding marker falls between two hash marks, round **down** to the next number
Now I'm going to ask you to perform a simple activity that will measure how fast you can push out air from your lungs. When you blow into this instrument, the value of the biggest, fastest "huff" of air will be recorded. It is important that you blow as hard and as fast as you can. I would like you to perform the activity 2 times.

When we are ready to begin, I'll ask you to get into position. Take as deep a breath as possible. Open your mouth and close your lips firmly around the outside of the mouthpiece, and then blow as hard and as fast as you can into the mouthpiece. Like this.

- **Demonstrate activity position and movement**

Do you think it would be safe to try this?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

GO TO PK4 3. Not attempted

- **Remove interviewer mouthpiece from meter**
- **Help SP into position, hand meter to SP**
- **Open sealed bag with SP mouthpiece**

Please take this new mouthpiece out of the bag and fit it into the meter. Tap it lightly with the palm of your hand to make sure it is firmly attached.

- **Check SP's position: mouthpiece attached, meter in hands, fingers clear of sliding marker and air holes**
- **Reset meter to 0**

Please take a deep breath, place your lips around the outside of the mouthpiece, and blow as hard and as fast as you can into the mouthpiece.
### PEAK AIR FLOW 1 — RESULTS

**Activity position:**
- 1. Standing
- 2. Sitting
- 3. Lying down

**Effort given:**
- 1. Full effort
- 2. SP gave less than full effort due to illness, pain, or other symptoms or discomfort
- 3. SP gave less than full effort for non-health reason

<table>
<thead>
<tr>
<th>1. COMPLETED</th>
<th>2. ATTEMPTED</th>
<th>3. NOT ATTEMPTED</th>
</tr>
</thead>
</table>

**Meter reading:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th><strong>L/MIN</strong></th>
</tr>
</thead>
</table>

**Reasons not attempted:**
Mark all that apply
- 1. SP felt unsafe
- 2. Proxy felt unsafe for SP
- 3. You felt unsafe for SP/SP
- 4. SP unsteady with support
- 9. Other, specify:

GO TO CLOSING p.44
Now let's try a second time. Again, place your lips around the outside of the mouthpiece, and blow as hard and as fast as you can into the mouthpiece.
PEAK AIR FLOW 2 — RESULTS

Activity position:
1. Standing
2. Sitting
3. Lying down

Effort given:
1. Full effort
2. SP gave less than full effort due to illness, pain, or other symptoms or discomfort
3. SP gave less than full effort for non-health reason

1. COMPLETED
2. ATTEMPTED
3. NOT ATTEMPTED

Meter reading: ____________________________ L/MIN

Reasons not attempted: Mark all that apply
1. SP felt unsafe
2. Proxy felt unsafe for SP
3. You felt unsafe for SP/SP unsteady with support
4. SP unable to understand directions
9. Other, specify:

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CLOSING

Record end time:

<table>
<thead>
<tr>
<th>HRS</th>
<th>MINS</th>
</tr>
</thead>
</table>

AM  PM

Put away all equipment:

- Remove SP mouthpiece from peak flow meter and put in trash bag
- Place peak flow meter and dynamometer in proper cases
- Remove all tape from floor
- Gather up all trash, put in bag
- Put all equipment in NHATS tote bag
- Return any borrowed chairs to original area
- Rearrange any moved furniture to original position

GO TO CAPI