Table 1

*Description of the vignettes manipulating pain source and verbal ability, depicting a ten year old child with CI receiving respite care.*

| Pain Source | Vignette |
|---|---|
| No source of pain given | Jordan is a 10-year-old child who receives respite care. Jordan has a cognitive impairment and is (V/NV). While in respite care, Jordan and his/her support worker usually go swimming or play at the park. While doing either of these activities, Jordan usually smiles and appears to be very relaxed. Today, after entering a relatively crowded pool, Jordan suddenly exits the water and becomes very restless: lifting his/her hands and holds them to his/her head. Soon after, Jordan begins to scream. |
| Potential recurrent source of pain (headaches) | Taylor is a 10-year-old child who receives respite care. Taylor has a cognitive impairment and is (V/NV). Taylor suffers from occasional headaches which develop suddenly and last for a few hours at a time. When experiencing a headache, Taylor usually squinches his/her eyes and whimpers. Taylor also becomes withdrawn from others. While getting ready for bed with her/his respite provider, Taylor stops what she/he is doing and begins to groan. Taylor also appears restless and uninterested in completing his/her bedtime routine. |
| Source of pain provided (flu shot) | Sam is a 10-year-old child who receives respite care. Sam has a cognitive impairment and is (V/NV). Today Sam needs to receive a flu shot from a nurse. Sam does not like to get needles. While waiting, Sam appears very anxious, rocking back and forth on his/her feet. During the injection, Sam closes his/her eyes tightly, winces, and clenches his/her hands into fists. After the injection, Sam holds his/her arm and continues to rock for a few minutes before relaxing. (adapted from Shinde and Symons, 2007) |
| Source of pain provided (falling down) | Jayden is a 10-year-old child who receives respite care. Jayden has a cognitive impairment and is (V/NV). Jayden likes to spend time at the local community centre. While walking down a hallway with a support |

worker, Jayden loses her/his balance. Jayden then trips, falls and hits her/his face against the floor. Jayden's face is red and a bit bruised. Jayden cries briefly, and sits on the floor for a few minutes. Shortly after, Jayden continues as if nothing has happened. (adapted from Shinde and Symons, 2007)

| | |
|---|---|
| Potential source of chronic pain (arthritis) | Alex is a 10-year-old child who receives respite care. Alex has a cognitive impairment and is (V/NV).  Alex has juvenile arthritis in his/her wrists and hands. When the arthritis flares up, Alex winces, holds his/her breath, and stops what he/she is doing. When it passes, Alex resumes his/her ongoing activity. Alex's parents think Alex is often uncomfortable. When playing catch with his/her respite worker at the park, Alex stops catching the ball for a few minutes before continuing to play. (adapted from Shinde and Symons, 2007) |
| Recurrent source of pain provided (insulin injection) | Riley is a 10-year-old child who receives respite care. Riley has a cognitive impairment and is (V/NV).  Like every day, today Riley needs to receive an insulin injection. But Riley does not like to get needles. While waiting for the injection, Riley appears very anxious, rocking back and forth on his/her feet. During the injection, Riley closes his/her eyes tightly, winces, and clenches his/her hands into fists. After the injection, Riley relaxes quickly and continues to play with his/her toys. (adapted from Shinde and Symons, 2007) |

*Note:* All vignettes were 80 or 81 words in length. Pain source and verbal ability (V = verbal; NV = nonverbal) were manipulated across vignettes.

Table 2

*Means, Standard Deviations, and Range for Participant Pain Intensity, Difficulty, Need for Medical Attention, and Need for Other Attention Ratings*

| | Vignettes | | | | | |
|---|---|---|---|---|---|---|
| | No Source | Headache | Flu Shot | Falling Down | Arthritis | Insulin Injection |
| Pain Intensity Ratings *(n = 76)* | | | | | | |
| Verbal *M*(SD) | 4.86 (2.76) | 6.48 (2.16) | 3.86 (2.56) | 4.74 (2.14) | 5.27 (1.93) | 3.27 (2.17) |
| Nonverbal *M*(SD) | 5.13 (2.68) | 5.14 (2.51) | 3.77 (1.98) | 4.50 (1.95) | 5.19 (2.36) | 3.27 (2.17) |
| Full Sample *M*(SD) | 4.97 (2.71)[a,c] | 5.69 (2.45)[a] | 3.83 (2.32)[b,c] | 4.60 (2.02)[a,c] | 5.24 (2.10)[a] | 3.24 (2.09)[b] |
| Full Sample Range | 0 - 10 | 0 - 10 | 0 – 10 | 0 - 9 | 0 – 10 | 0 – 10 |
| Difficulty Ratings *(n = 75)* | | | | | | |
| Verbal *M*(SD) | 4.93 (3.09) | 4.32 (2.64) | 2.79 (2.70) | 3.68 (3.16) | 4.00 (2.90) | 2.87 (2.88) |
| Nonverbal *M*(SD) | 6.16 (2.27) | 4.30 (2.81) | 3.26 (2.98) | 2.84 (2.66) | 4.19 (3.04) | 2.56 (2.83) |
| Full Sample *M*(SD) | 5.45 (2.81)[d] | 4.31 (2.71)[d,e] | 2.99 (2.81)[f,e] | 3.19 (2.89)[f,e] | 4.08 (2.94)[d,e] | 2.69 (2.88)[f] |
| Full Sample Range | 0 – 10 | 0 – 10 | 0 -9 | 0 – 9 | 0 – 10 | 0 – 10 |
| Need for Medical Attention Ratings *(n = 76)* | | | | | | |
| Verbal *M*(SD) | 3.17 (2.91) | 4.06 (2.41) | 1.27 (1.73) | 3.69 (2.62) | 2.73 (2.09) | 1.00 (1.87) |
| Nonverbal *M*(SD) | 3.94 (2.56) | 3.85 (2.50) | 1.28 (2.19) | 3.22 (2.17) | 3.00 (3.04) | 1.27 (1.73) |
| Full Sample *M*(SD) | 3.51 (2.78)[g] | 3.95 (2.44)[g] | 1.27 (1.93)[h] | 3.42 (2.37)[g] | 2.85 (2.54)[g] | 1.15 (1.79)[h] |
| Full Sample Range | 0 – 10 | 0 – 10 | 0 – 8 | 0 – 10 | 0 – 10 | 0 - 7 |
| Need for Other Attention Ratings *(n = 76)* | | | | | | |
| Verbal *M*(SD) | 7.80 (2.25) | 6.97 (2.43) | 4.85 (2.58) | 4.97 (2.92) | 3.66 (2.42) | 3.26 (2.92) |
| Nonverbal *M*(SD) | 7.94 (6.15) | 6.15 (2.40) | 4.77 (3.05) | 5.00 (2.46) | 4.61 (2.81) | 3.05 (2.59) |
| Full Sample *M*(SD) | 7.86 (2.25)[i] | 6.50 (2.43)[j] | 4.82 (2.78)[k] | 4.99 (2.65)[k] | 4.07 (2.62)[k,m] | 3.14 (2.72)[l,m] |
| Full Sample Range | 0 – 10 | 0 – 10 | 0 – 10 | 0 – 10 | 0 – 10 | 0 – 9 |

*Note.* Superscripts in the "Full Sample *M*(SD)" rows for each type of rating (pain intensity, difficulty, need for medical attention, need for other attention) indicate which vignettes differ significantly from each other. Specifically, vignettes which share a superscript for a

given rating type do not differ significantly from each other, whereas those that do not share a superscript differ significantly (based on Bonferroni-corrected paired-samples t-tests). For example, for need for medical attention ratings, the reader can see that although the insulin and flu shot scenarios did not differ from each other, they differed significantly from the remaining four vignettes. The reader can also understand that the remaining four vignettes did not differ from each other.