

Experimenters Use Only					
Participant ID:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>	Gender:	<input style="width: 20px; height: 20px;" type="text"/>	Age:	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>

Interruption and Strategy Questionnaire

The following 11 questions relate to your subjective experience of being interrupted during the experiment. Interruptions were when the primary scenario was replaced temporarily with the additional ATC sector. When answering these questions, think back to your experiences in both the first and second day. All the scales below range from strongly disagree, to strongly agree. Please indicate how much you agree or disagree with each of the following statements by ticking the appropriate box:

	strongly disagree	disagree	neither agree or disagree	agree	strongly agree
1. I felt stressed and/or anxious during an interruption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I felt stressed and/or anxious in the time soon after an interruption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I was irritated, frustrated and/or annoyed by the interruptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Being interrupted had no effect on my stress or anxiety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Being interrupted made it harder to complete tasks on the primary scenario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I got better at dealing with interruptions over time (i.e. with more experience).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I had to work harder to maintain my level of performance if I was interrupted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Interruptions made me feel more fatigued, tired and/or exhausted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Interruptions made remembering task goals more difficult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I felt the interruptions were boring, irrelevant and/or unimportant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Being interrupted made me feel confused and/or disorientated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next 8 questions relate to any strategies or techniques which you may have used to remember task goals (such as the arrow key handoff task). When answering these questions, think back to your experiences in both the first and second day. Answer the open ended questions in the space provided. The scales below range from strongly disagree, to strongly agree. Please indicate how much you agree or disagree with each of the following statements by ticking the appropriate box:

	strongly disagree	disagree	neither agree or disagree	agree	strongly agree
1. I used rehearsal techniques to accomplish task goals (e.g. repeating objectives or aircraft names in my head).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I did not use any special techniques or strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I used spatial or visual memory to help me remember important task goals (e.g. remembering the approximate location of an aircraft).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I used physical space to help me remember task goals (e.g. putting a finger on the special key or moving hands/feet to serve as reminders).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I was more cautious or conservative in my behaviours (e.g. taking more time to respond to an aircraft handoff).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If you used another form of strategy, please specify:

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7. What was the most difficult task for you to do (overall)?

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8. What task did you feel was made most difficult by the interruption?

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