Data S2: Recall scoring instructions, related to STAR Methods

1. **Setup**
   a. Open the transcript in Word
   b. Download the sub00v00_Blank.xlsx excel sheet and rename the file to match the subject/version of the original transcript and add your initials at the end [transcript filename]_[your initials].xlsx (e.g., sub06_v05_BICS.xlsx).
2. **Segment transcript**
   a. First, read all sections of the transcript
   b. For each section, segment into detail units
      i. Levine et al. [S1]: "the scorer […] divides the entire response (including information external to the main event) into small segments (details). These segments are assigned various category labels. Finally, several qualitative ratings are assigned."
      ii. Copy what you consider to be the smallest meaningful unit possible from the word document onto the excel sheet under **Units**
         1. Levine et al. [S1]: "A segment, or detail, is an information bit; it is a unique occurrence, observation, fact, statement, or thought. This will usually be a grammatical clause -- a sentence or part of a sentence that independently conveys information (i.e., a subject and a predicate), although a single clause may contain more than one detail. For each clause, consider whether its constituent parts convey additional information. If so, the parts can be separated and scored as separate segments. For example, the statement "he had an old, brown fedora" would receive two perceptual details because the term "old" significantly alters the meaning of the brown fedora, which on its own would receive one detail. If it is hard to do that (i.e. if multiple meaningful units are mixed in one section), highlight the larger group of units, but annotate that there are multiple details (next step…)"
      iii. Once you've segmented the text into units and copied all units onto the excel sheet, close the word document. The rest will be completed using the excel sheet.
   c. Note: When the participant does not speak, simply type "…" in place of the unit.
   d. For each unit, both research assistants who are assigned the transcript must agree before moving on to the following section.
3. **Timestamps**
   a. Refer to the audioclips and mark the start and end times for each of the units. The timestamps must match the timing of the audioclip.
   b. StartTime marks the beginning of the first word of the unit/segment.
   c. EndTime marks the end of the last word of the unit/segment.

d. Note: There may be times where the participant does not speak and will create gaps in between each segment. Just keep in mind the definition of StartTime and EndTime above.

4. **Coding/Scoring**

   a. For each section, refer to the correct sideplot and mainplot versions in the original narrative. Go row by row, count, and type the **number of details** for the columns:

      i. **VerifiableDetails:** Detail that can be directly verified within the narrative.

      ii. **LowConfidenceDetail:** Verifiable details that expresses lack of confidence (e.g., "I think," "I guess," or "maybe").

      iii. **ExternalVerifiableDetail:** Details that pertain to a character that is not the character prompted (e.g. talking about events/details involving Charles when Melvin is the cue), but verifiable from other parts of the story. Although this is not exactly "external," when coding for Charles or Karen, please mark details about interactions with other cued side-characters (e.g. Melvin) as External.

      iv. **Repetitions:** Details that is redundant with previous detail units. From Levine et al. [S1]: "Repetitions. A detail is a repetition if it is an unsolicited repetition of a prior information-containing detail. It does not have to be a verbatim repetition, but it should not add any new information to the prior detail ("I hoped for the best. I kept my fingers crossed" -- second sentence is a repetition). Score all repetitions, even if they are part of normal discourse […] Repetitions must convey information (as opposed to just words that are repeated). In the example below, "… and stuff" is repeated, but there is no information in this utterance, so it is not considered a repetition. As well, only score repetitions when they convey the same information as in an earlier detail. In the example below, "They really liked me" is not a repetition of "They were happy with my work." Similarly, "I was a carpenter's helper", "I helped them", and "They could depend on me" are all different. "They liked what I did" however is the same as "They liked my work." Then he repeats this repetition straight away. Note that repetitions are scored across the three cueing conditions. In other words, details mentioned in free recall are scored as repetitions if they are repeated in specific probing (unless they were clearly prompted by the examiner's query).

      v. **Other:** Any remaining "details" which could not be coded (e.g., inferences, unverifiable details, etc.). **Important:** If participants simply restate the relation of the characters to other characters (as given in the cued recall prompt), count as "Other."

      vi. **CharacterSwitch:** Details that mistakenly describes another character other (e.g., "Melvin wears a purple scarf" is a character switch with Charles).

      vii. **Comments:** Write down character switches or anything that is unusual or you are unsure about.

   b. You may have certain details within a segment which are verifiable, certain which aren't, etc. You can separate these out by adding a column underneath it and coding/scoring it as you would above.

   c. **Do NOT leave anything blank!** Add *0*s instead.

5. **Complete the remaining cells**

a. Fill out SUBID and Version. This should be the same for every row for each excel sheet.
b. Go row by row and complete the following columns:
    i. **Character:** e.g., Beatrice, Melvin, Sandra, Johnny, Charles, or Karen
    ii. **PlotVersion:** 1A, 2A, 1B, 2B, 1A/2A, 1B/2B, 1A/2B, 1B/2A, 1A, 1C, 2F, etc.
    iii. **EventNo.**: 1, 2, Either, or Integrated
        1. If the detail can be verified *within either* section, mark both sideplots (e.g. "1, either 1B or 2A"). If detail is verifiable, but incorporates information from *both* sideplots, mark as Integrated (e.g. "1, integrated")
            a. If coding Charles or Karen, can apply this scheme to which Charles or Karen segment is involved (e.g. 1A, either 1B or 2C, integrated, etc).
            b. If a detail is "Either" or "Integrated," be sure to indicate whether that pertains to multiple segments within a specific story, or across both stories for that main character (e.g. "Either 1," "Integrated 1+2").

Supplemental References

S1. Levine, B., Svoboda, E., Hay, J.F., Winocur, G., and Moscovitch, M. (2002). Aging and autobiographical memory: dissociating episodic from semantic retrieval. Psychol. Aging 17, 677–689.