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**National Incidence Studies of  
Missing, Abducted, Runaway, and  
Thrownaway Children (NISMAART),  
1999**

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Household Survey Interviewer Manual

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# **NISMART-2 HOUSEHOLD SURVEY**

**THE SECOND NATIONAL INCIDENCE STUDIES OF MISSING,  
ABDUCTED, RUNAWAY, AND THROWN-AWAY CHILDREN**

**STUDY # 31-191**

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## **Interviewer Training Manual**

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# NISMART-2 INTERVIEWER TRAINING MANUAL

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## I. INTRODUCTION

This Interviewer's Manual has been prepared for interviewers selected to work on the *Second National Incidence of Missing, Abducted, Runaway and Thrownaway Children Study*, more commonly known as *NISMART-2*. The study is being conducted for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in Washington, D.C. The manual describes procedures to be followed in completing each task of your interviewing assignment.

Every interviewer is expected to be familiar with the Interviewer's Manual as a requirement for completing this assignment according to ISR standards. Most of the manual will be reviewed during interviewer training, but there will be some sections that you will need to read on your own outside of training. Please make sure that you have read the entire manual before you report for your first interviewing shift. This manual will be a useful reference for the duration of data collection. You must follow all procedures and specifications detailed in the manual as you complete your data collection activities.

As questions or problems arise, refer to this manual to be sure that you apply ISR approved resolutions before proceeding. Whenever you need additional help, speak to the telephone center Supervisor or to the Study Field Administrator.

## II. OVERVIEW OF SURVEY RESEARCH

A survey involves the collection of data by interviewing a specific group of people. Each person (respondent) in the group (sample) is asked the same series of questions. The person's answers to these questions are recorded by interviewers and then organized by the researcher for later analyses. The researcher will draw conclusions about the issues examined in the study based upon these analyses.

There are several steps involved in a survey project. A general outline to follow in conducting a typical study would be:

1. Define the study objectives
2. Determine the study design (phone, in-person, mail, fax, etc.)
3. Select a sample (list sample, Random Digit Dial, etc.)
4. Construct and pretest the questionnaire(s)
5. Train interviewers
6. Interview respondents
7. Code and key the information that has been collected
8. Tabulate and analyze the results
9. Write the study report
10. Deliver the study report and data files to the client or funding agency

Every step in this process is important to the success of the study. If a mistake is made in any of these steps, it will have an effect on the final results and conclusions.

At this point, the success of our study rests in your hands. The manner in which you carry out your assignment, ask the questions, and record information will determine the reliability of the information gathered.

Precise interviewing procedures are critical to ensure complete and accurate data collection. **Your responsibility as an interviewer is to follow the procedures described in this manual as well as any additional information that you are given during and after training.**

### III. THE TEMPLE UNIVERSITY INSTITUTE FOR SURVEY RESEARCH

#### A. The Institute for Survey Research

Temple University's Institute for Survey Research is one of only three university-based research facilities equipped to carry out national surveys using either telephone interviews or in-person interviews. ISR conducts studies initiated by its own Study Directors, as well as providing services to researchers and social scientists in other universities, foundations, and private and governmental agencies. Within Temple University, the Institute also provides training opportunities for graduate students and faculty. ISR consists of four functional units: **Study Direction, Field Administration, Data Processing, and Sampling.**

The **Study Direction Department** houses the survey research specialists who initiate studies, interact with clients, design studies and survey instruments, and oversee data tabulation and analysis. Study Directors are also responsible for writing reports and providing oral briefings when appropriate. The department incorporates researchers from a number of academic disciplines, principally psychology and sociology.

The **Field Department** maintains a national field and telephone interviewing force of Coordinators, Supervisors and approximately 1,300 experienced interviewers. The department manages the day-to-day data collection efforts, oversees interviewers, coordinates interviewer training, and assures uniformly high standards of interviewer performance. The Field Department houses experts in both in-person and telephone interviewing.

The **Data Processing and Programming Department** oversees editing, coding, data entry, data cleaning, and data table and data tape production activities within ISR. The department also programs instruments for Computer-Assisted Telephone/Personal Interviewing (CATI/CAPI) and participates in training interviewers to use CATI and CAPI programs.

The **Sampling Department** houses the statistical expertise needed to establish and maintain ISR's national probability sample, as well as providing custom designs for specific studies. The department maintains an array of census and other demographic data to support its work in both sample design and post-stratification weighting of study data.

During its thirty-year history, ISR has conducted hundreds of studies about such topics as mental health, adaptations to stress, drug and alcohol use, sexual practices and their role in the transmission of disease, child development, health care, and patterns of domestic violence.

In addition, ISR has evaluated numerous programs for disadvantaged people of all ages.

## **B. Research Conducted by ISR**

The Institute has experience in research involving a wide range of disciplines. The following examples demonstrate the diverse sizes, methods, and complexity of studies conducted during recent years:

### ***Long-term Services and Outcomes in Rural Drinkers Study***

Problem drinkers were identified in this National Institute on Alcohol Abuse and Alcoholism (NIAAA) funded study.

### ***Evaluating Family Experiences with Clients and Services in Ohio***

Funded by the Ohio Department of Mental Health, this study sought to evaluate family experiences in caring for a relative with a serious mental illness.

### ***Twin Family Study***

The purpose of this NIAAA-funded pilot study was to determine the feasibility of a full-scale investigation of the role of genetic and family environmental influences in the development of alcoholism. CATI interviews were conducted nationwide with one of a pair of VETR (Vietnam Era Twin Registry) twins.

### ***Ohio LEAP Survey***

Sponsored by the Manpower Demonstration Research Corporation, this study was the second wave of a longitudinal study of teen parents (between the ages of 17 and 21) in seven counties in Ohio.

### ***Survey Mode Effects in Epidemiological Drug Use Studies***

This survey was funded by NIDA to evaluate the impact of computer-assisted, self-administered interviewing (CASI) techniques on self-reporting of drug usage. About 3,000 randomly selected respondents aged 12 through 34 in primarily urban areas of the United States were interviewed.

### ***Harvard Twin Study***

This study of drug use and dependence, conducted for the Harvard Medical School, involved contacting the Vietnam Era Twins for a one- to two-hour telephone survey. Special attention was devoted to describing drug use specific to the Vietnam experience.

### ***Comprehensive Legal Needs Study***

The purpose of this study for the American Bar Association was to collect data on the incidence of problems of low- and moderate-income Americans that may constitute legal needs, steps that people take to solve such problems, and public perceptions of lawyers and the legal/judicial system.



## IV. OVERVIEW OF THE NISMART-2 STUDY

The Second National Incidence of Missing, Abducted, Runaway, and Thrownaway Children Study (NISMART-2) is sponsored by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the Department of Justice. This is a Random Digit Dial (RDD) national study with data collection being done using Computer Assisted Telephone Interviewing (CATI).

The first NISMART study (NISMART-1) was funded in 1986 and was undertaken in response to the mandate of the 1984 Missing Children Act. NISMART-1 was a landmark study that provided the first national estimates of the number of missing, abducted, runaway, and thrownaway children in America. The study laid an important foundation for thinking about the missing children issue and setting the stage for future incidence studies. Overall:

1. It provided a conceptual framework for dividing the missing children's issue into separate problems;
2. It constructed precise definitions so that the various problems could be measured;
3. It provided the first national estimates for some elements of the missing children issue; and
4. It gave support to the idea that parents or caretakers can provide accurate information when interviewed in such incidence studies.

A number of important weaknesses and serious gaps in knowledge were identified in NISMART-1. We hope to be able to resolve those problems in the NISMART-2 Study. Some of those items are listed below:

- There is still a need for a *single aggregate estimate* of the number of missing children. NISMART-1 only provided estimates of the different types of "Missing Children" categories, but did not provide the single combined figure. We will attempt to provide that single aggregate from data collected in NISMART-2.
- It is thought that some of the estimates from NISMART-1 may have been flawed. It was suggested that interviewing parents alone, as was done in NISMART-1, created some bias. For example, parents would be less likely than children to provide information regarding a "thrownaway" incident. In NISMART-2 we will be including interviews from children 10 to 18 years old in addition to the adult interviews in each household.
- The "rare population" problem (low incidence) works against the achieving of accurate information. In an attempt to achieve more accuracy, we will be using a larger household sample this time, with the goal being to select a sample large enough to permit the inclusion of a sufficient number of subject children.

The NISMART-2 Study poses many challenges. One of the most difficult challenges is that we will be asking about a "sensitive topic." Whether the respondent is the parent or the youth, it must be recognized that the subject of this survey is a socially sensitive topic and special care must be taken to ensure that you do not in any way prompt answers that are socially desirable rather than accurate. The importance of you, the interviewer, remaining objective while interviewing must be stressed. Because we are concerned that youths in particular may not be candid when answering sensitive questions in the presence of a parent or another household member, you will be telling both parents and youths that interviews are best done in private. In addition, most answer choices to sensitive questions are limited to "yes" or "no" in order to hide from outside listeners any episodes being discussed. Participating in an interview, particularly on the telephone, will probably be a new experience for most of the youths. You will need to be sensitive to their possible discomfort and put them at ease.

It is also important to recognize that interviewing children creates a number of new challenges. At the very least you will be obtaining verbal consent from all parents and caretakers to interview the selected child in the household. In addition, you must take extra care to try to make sure that all terms and questions are fully understood by the younger respondents. We will be providing you with regular feedback from Supervisors/Monitors whose job will be to monitor interviews and make suggestions for improvement. We will also provide a "NISMART-2 Interviewer Newsletter" on a regular basis that will include helpful tips that come from monitoring any changes to procedures that may have occurred after data collection begins, and information regarding study progress.

This study will be conducted with a Random Digit Dial (RDD) sample. This means that, unlike "list samples" where names of respondents are provided, you will only have telephone numbers when you begin calling. The sample goal for NISMART-2 is specified in number of completed household interviews. You, the interviewers, will need to call between 180,000-190,000 telephone numbers to reach the sample goal.

In addition to the adult interviews, you will also interview one randomly-selected 10 to 18 year-old in each screened-in household. The main objective will be to produce estimates of missing children incidents and their classification, but it is expected that the large sample size will allow us to obtain reliable and useful information about other factors related to the missing children phenomenon as well.

The questionnaire is designed to determine whether there have been any children 18 or younger living in the household for at least two weeks during the past twelve months. If there have been children in the household, a series of questions regarding "missing children" episodes will be asked of the Adult respondent. If there are any episodes reported, detailed information will be gathered about each one.

In addition to the Adult Interview and regardless of whether there were any “missing child” events reported in the adult interview, a separate “Youth Interview” will be conducted if there is currently a 10 to 18 year-old youth living in the household. If more than one youth is currently living in the household, the CATI program will randomly select one to be the “Youth” respondent.

The types of missing children episodes that we will be collecting data about are:

- Nonfamily Abductions (e.g., kidnapped or assaulted by a stranger)
- Family Abductions (e.g., custody problems of a family member keeping, concealing, not returning child, etc.)
- Runaways (e.g., a child chooses to leave home)
- Throwaways (e.g., a child is forced to leave home by the parent or other adult household member)
- General Missing (e.g., any other “missing children” episodes such as lost)

An average interview will take approximately 10 minutes for the screening section and then up to 45 additional minutes for the episodes, if any are reported. Because of the importance of the survey data, OJJDP insists on a very high response rate. Thus, it is critical that the utmost effort is given to interviewing every appropriate respondent.

The NISMART-2 Study represents a challenging, but interesting, interviewing assignment. The sensitive nature of the study, and the need to interview children both contribute to the challenge. Respondents may not always remember dates or details or even be willing to respond to certain questions. Despite these challenges, we know that when interviewers are thoroughly knowledgeable and comfortable with a study, they are able to complete the interviews successfully. Interviewers who are professional, who maintain an objective viewpoint and steady pace, and who are interested and patient with respondents will be able to complete interviews smoothly while still being able to collect high quality data.

## V. INTERVIEWER'S ROLES AND RESPONSIBILITIES

### A. Interviewer's Role

Each interviewer is a valuable and vital member of the research team. The interviewers are the eyes and ears of the project. They serve as a link between those who seek information and the respondents who provide it. As an interviewer, you are involved in a very important act of communication. Your responsibility includes making sure that each person interviewed hears the questions exactly the way they appear on the screen. You are also responsible for entering responses that accurately reflect what the respondent said. The information obtained and recorded during an interview must be accurate and complete to avoid bias or distortion of the data.

### B. Ethics and Survey Research

Many of the questions we ask respondents elicit information that even their closest friends or relatives do not know about them. Revealing that information could cause harm—financial, emotional, or social—to a respondent. A survey researcher's commitment to protecting the confidentiality of the information respondents provide reflects a respect and an appreciation for those respondents. Their willingness to answer questions makes our research possible. The commitment to confidentiality also constitutes the cornerstone of our success in collecting data. The data we collect from *each respondent* are combined with data from *all other respondents* so that only percentages and totals appear; no individual respondent's answers can be identified.

In the NISMART-2 Study, as with other studies, our promise to our respondents is never to reveal information that they have provided that could be connected with their names in any way. Because we make this promise, you will be asked to sign a pledge of confidentiality. Your duty is to keep that pledge and never reveal the names of respondents, divulge facts about them, or repeat their opinions to anyone other than members of the study team—people under the same obligation to maintain the confidentiality of the data as you are.

### C. Interviewer's Responsibilities

#### 1. *Read the Interviewer's Manual*

Being familiar with the Interviewer's Manual is of prime importance. The manual was written to provide important instructions, guidelines and information you need in order to complete your work according to specifications. You are required to read it and be familiar with all of the specifications before you begin data collection.

#### 2. *Understand the Question Style and Intent*

You must be familiar with the organization, structure, and purpose of the questionnaire used in the study. The instrument has been tested and refined to adapt to telephone administration. Surveys by

telephone require special attention to ensure that the information elicited from respondents is accurate. Misunderstanding, particularly about the meaning of a question, can occur more easily in a phone conversation than in person because the visible cues are missing. That is why you must read all questions exactly as they are worded, as well as listen to make sure that the respondent has heard and understood what you are asking.

In the NISMART-2 Study you will encounter three basic types of questions in CATI. They are: closed-end, open-end, and dates.

- Closed-end questions have all acceptable responses already specified and listed. These are usually "Yes/No" questions. Preceding each response category will be a number that you will type at the prompt. Closed-end questions with "Other (SPECIFY:)" response categories allow for the possibility that a respondent may answer in a way that does not fit an already specified response category. Only when no other category fits would you choose the "SPECIFY" field. At that point, the CATI system will prompt you to type in a response at the "TEXT" prompt.
- Open-end questions require that you record the respondent's answers word for word ("RECORD VERBATIM"). You will be presented with a prompt for each available line of text. Type in the response carefully. When recording verbatim responses, be prepared to slow the respondent down by repeating the response as you type it. Tell the respondent that you are typing his or her answer.
- Dates are entered as 2-digit numbers for the month and for the day, and as 4-digit numbers for the year, with each component entered separately. For example, May 12, 1999 would be entered as "5" (the computer will zero-fill), "12," "1999."

ISR CATI instruments have a standard format for ease of administration. Questions and statements that are always to be read to respondents are **in upper and lower case letters**. For example:

Your telephone number was randomly selected and will be erased after we complete the interview process. We do not have your last name or address. Any answers you provide are completely confidential and anonymous. Your answers will help us to better protect children nationwide.

Questions and statements that are read to respondents only in specific situations are enclosed in **parentheses**. It may be necessary to read statements in parentheses when a respondent needs to be lead back on track after straying from the question, or to help clarify a question. For example:

In case you move or are traveling when we try to recontact you, could you please give me the name and phone number of a friend or relative who would know how to reach you.  
(IF NECESSARY, READ: This information will be kept completely confidential. It won't be used as part of the study in any way. It's just so we can get back in touch with you.)

Interviewer instructions that are never to be read to respondents are in **capital letters enclosed in parentheses**. For example:

(CODE ALL THAT APPLY)

**Question marks** indicate points at which you should stop when reading a question; **colons and commas** separate portions of a question but do not indicate stopping points. When a question ends with a question mark, stop at that point without reading the listed choices. For example:

Was this person a family member?  
<1> YES  
<5> NO  
<8> DON'T KNOW  
<7> REFUSED

When a question stem ends with a **colon**, read each response category that appears in lower case letters, again, stopping at the question mark. For example:

Was it:  
<1> Less than \$25,000,  
<2> From \$25,000 up to \$30,000,  
<3> From \$30,000 up to \$40,000, or  
<4> \$40,000 or more?  
<8> DON'T KNOW  
<7> REFUSED

When the categories end with **commas**, continue reading all the lower case response categories, pausing briefly at the commas, until you reach a question mark. With these questions, be sure to read every choice, even if the respondent interrupts you with an answer. Respondents often find answers that are more appropriate later in the list. For example:

Which of the following best describes your current marital status? Would you say:  
<1> married and living with your spouse,  
<2> married and not living with your spouse,  
<3> legally separated,  
<4> divorced,  
<5> widowed, or  
<6> have you never been married?

When there is no "Other (SPECIFY):" category in a question, the question must be answered in terms of the categories given. If necessary, repeat the categories and say, for example: "Which of these comes closest to describing your marital status?"

When "Other (SPECIFY):" is one of the categories, use it to record a response that does not fit into one of the pre-coded categories. Handle it like an open-ended question and probe for a complete response.

For example:

Interviewer: Where else did [CHILD] live?  
(CODE ALL THAT APPLY)  
<1> CAMP  
<2> FOSTER CARE  
<3> BOARDING SCHOOL  
<4> JUVENILE DETENTION CENTER  
<5> MENTAL HEALTH FACILITY  
<6> HOSPITAL / MEDICAL FACILITY  
<s> OTHER (SPECIFY, END WITH ///)  
<98> DON'T KNOW  
<97> REFUSED

Respondent: "There was a live-in learning center that Jamie went to for three weeks. It really wasn't a camp or a boarding school; it was kind of a combination of the two."

In this instance, you would enter a code <s> and record this response verbatim.

Follow instructions in open-ended questions carefully, probing as much as necessary to obtain a complete answer. Enter an "X" each time you probe. For example:

Interviewer: What type of facility did this child live in?  
<s> SPECIFY (RECORD VERBATIM, END WITH ///)  
<998> DON'T KNOW  
<997> REFUSED

Respondent: He lived in a boarding school most of the time but he moved around a lot.

Interviewer: What other facility did this child live in?

Respondent: He also lived in foster homes.

Interviewer: Where else?

Respondent: And in the summer he lived at camp.

Interviewer: Where else?

Respondent: That's all.

You would enter:

He lived in a boarding school most of the time but he moved around a lot. X He also lived in foster homes. X And in the summer he lived at camp. X That's all.

### 3. *Be Familiar With ISR's CATI System*

The telephone interviews on the NISMART-2 Study will be completed using Computer-Assisted Telephone Interviewing (CATI). CATI introduces a number of efficiencies into telephone surveys by reducing errors, eliminating a data-entry step, and by carrying out logic checks so that less time and effort need to be spent on data cleaning at the end of the study.

CATI offers three distinct advantages over paper-and-pencil questionnaire administration. The CATI system's primary advantage comes from its ability to take care of the "housekeeping" involved in interviewing. The system keeps track of all the data needed to determine which questions apply to the current respondent and which questions should be skipped. That means that you can proceed seamlessly through the interview without having to watch for skip instructions or flipping several pages ahead to the next applicable question. And, because CATI handles skips automatically, your chance of missing appropriate items is eliminated. As a result, you will not be faced with having to re-contact a respondent to retrieve missing information.

Second, CATI incorporates logic checks to prevent the recording of inconsistent answers. Thus problems will be identified during the interview while you are still speaking to the respondent, avoiding the need to call back to resolve them later.

And third, the CATI program is written to select the appropriate word choices for reading the questions. In a paper questionnaire, all word choices are included in parentheses and the interviewer must choose the right words to read for the situation. For example, a question would be written "What is (his/her/your) race?" in a hardcopy questionnaire. This same question in CATI would be displayed with only the appropriate word choice, for example "What is his race?"

Despite the many advantages of CATI, you should be mindful of one drawback. Because CATI offers only one question at a time, you often do not have a sense of the overall structure of the questionnaire. Do not become complacent and think that you are totally familiar with the instrument. Because some questions come up infrequently, you should never assume that you know what the next question will be.

For those of you who have worked with paper questionnaires, recording responses in CATI does not differ significantly. The primary difference is that you are using a keyboard instead of a pen. Just as with a paper questionnaire, CATI allows you to change answers when a respondent changes his or her mind or if you realize that you recorded a response incorrectly. Using the technique you will be shown in training, you simply move backward through the questionnaire until you reach the question that must be changed.

Also, when a respondent makes an important comment that might alter the coding of the response, or if you are not sure you have recorded the appropriate response category, you can write a note in the margin of a paper instrument. CATI has the same ability to capture notes. However, instead of writing in the margin, you enter the command to go into "TEXT" mode and type the note. When you have completed the note, you will be returned to the question. Be aware that you still must record an answer to the question before you can move on to the next one.



A Computer-Assisted Telephone Interviewing (CATI) system enables interviewers to skip past any inapplicable questions automatically. In addition, the CATI system checks to make sure that answers fall within appropriate ranges, that appropriate logic is followed, and it also makes the interviewer's job easier by displaying the correct words in a question (such as pronouns, dates, etc.). ISR uses a CATI software package that was developed at the University of California at Berkeley. The CATI software is called CASES (Computer-Assisted Survey Execution System). With some practice during training, you should have no difficulty learning the few commands that allow you to correct a response, stop an interview, etc.

You must be familiar with the operation of CATI in order to avoid awkward silences or an unnecessary lengthening of the interview, either of which could lead the respondent to "break off," i.e., terminate the interview before you have asked all the questions. Establishing an appropriate interviewing relationship with the respondent helps to gain cooperation and maintain a smooth flow during the interview. As an interviewer you have the responsibility to establish such a relationship. Being familiar with the CATI system will help.

#### 4. *Know the Basic CATI Commands*

The basic commands are posted at each interviewing station for quick reference. You will practice each of them during your training. Please refer to the next page for a summary of these commands.

### **NISMART-2**

#### **GENERAL PROMPTS AND COMMANDS**

Login:

```
annex:      telnet temss2
login:      nistest
password:   Ntest31
```

what are you? ==> i (for interviewer)

enter the case id ==> (press "Enter ↵")

enter your identification code ==> (enter your booth number)

#### **BASIC COMMANDS**

==>	—	Response arrow
///	—	Ends text entry
<b>CTRL "C" (^C)</b>	—	Puts you in CATI Command mode. Also exits the questionnaire program when you are at the "enter case id" prompt

---

## CATI COMMANDS

(COMMAND:) <b>b</b>	—	backs-up to the previous question
(COMMAND:) <b>caN</b>	—	changes answer to a previously answered question (e.g., ca5 changes the answer to "5")
(COMMAND:) <b>d</b>	—	redraws the screen
(COMMAND:) <b>f</b>	—	moves forward one question
(COMMAND:) <b>jb</b>	—	jumps back to a screen that shows all of the questions that have been answered so far
(COMMAND:) <b>jb N</b>	—	jumps back to question N (N = the question number you specify)
(COMMAND:) <b>jf</b>	—	jumps forward to the next unanswered question
(COMMAND:) <b>jf N</b>	—	jumps forward to question N
(COMMAND:) <b>n</b>	—	allows you to enter notes (always end text with ///)
(COMMAND:) <b>sh</b>	—	shows text of notes
(COMMAND:) <b>sk cbx</b>	—	skips to CallBack question

### 5. *Follow the Rules of Good Interviewing*

Here are some rules that apply to most studies. You will be expected to follow them on NISMART-2.

- On your first call to a household you will ask to speak to any household member. During the household screening questions, a "child roster" of who lives in the household will be collected. If there are any children under 18 listed, the "adult who is most responsible for the children" will be designated to do the Adult Interview. In addition, if there is a youth age 10 to 18 currently living in the household, a Youth Interview respondent will be selected by the CATI program. It is your job to ONLY interview the DESIGNATED respondents. Do not under any circumstances substitute someone else for a CATI-chosen respondent.
- Read ALL questions EXACTLY as worded; do not add or omit anything. It is possible that you may have to define some terms for a respondent (particularly a child), but you will only be allowed to do so if a specific definition has been given to you, either on the screen or in the question-by-question specifications (QxQs).
- Read questions AS THEY APPEAR on the computer screen, being sure to follow all interviewer instructions.
- DO NOT ASSUME you know any of the respondent's answers before they are given to you. It is possible that a respondent will have already mentioned a topic before you reach that question in the interview. However, you must ask the question regardless. Many respondents, upon hearing the full question, end up reversing or adding to what they had said earlier.
- While reading the questions verbatim, do so in a relaxed, conversational style. Do not appear to be an examiner or inquisitor. On the other hand, never apologize for asking a question.

- Be a good LISTENER and model good listening skills for the respondent.
- Be sure to enter the CORRECT RESPONSE at the prompt in CATI, to record verbatim responses when necessary, and to type all open-ended responses carefully.
- Do not make approving or disapproving remarks such as “too bad,” or “that’s fine,” after responses. Rather, go to the next question.
- If necessary, slow the respondent’s pace by explaining that you are entering his or her response in a computer, that it is important, and that you want to record the answer accurately.
- Accept the RESPONSIBILITY for all response errors, even if you were not at fault. Do not blame a respondent if you have to correct his or her mistake. You will find the respondent to be more cooperative in correcting his or her answers if you accept the responsibility for the mistake or misunderstanding.

#### **D. Interviewing Techniques**

In order to interview responsibly and efficiently you must know your role, be prepared, have a nonjudgmental, professional manner, and maintain a steady interviewing pace. The best interviewers combine a friendly attitude with a business-like manner. Being overly friendly or concerned about the respondent’s personal matters can alter and bias the information you obtain. Under no circumstances should you indicate a personal opinion—positive or negative—about a respondent’s answers either by your comments or the inflection of your voice. Remember that your own objectivity is the best method of putting the respondent at ease and allowing him or her to feel willing to answer openly and honestly.

Always try to maintain a calm, unhurried manner, asking each question in an objective and deliberate way in order to promote an attitude of relaxed attention on the part of the respondent. When you first contact the respondent, always assume that he or she has time for the interview unless he or she states otherwise. If a respondent does not have time to be interviewed, try to establish a more convenient date and time for the interview. Or, if the respondent does not want to reschedule the interview, politely try to obtain as much information as possible that could help in calling back to “convert” his or her refusal.

Always be prepared during an interview to direct the respondent tactfully toward the next question when he or she begins to wander to topics or issues unrelated to the interview. It may be necessary to say something like the following:

“I see what you mean, but getting back to the interview...”

“We have really strayed from the question, so let me read it to you again.”

“We still have some questions remaining, so let’s get back to the interview.”

“That’s interesting. Maybe that will be the subject of a future survey.” ASK THE NEXT QUESTION.

However, some people do not recognize subtlety. If variations of the above do not work, you might

need to say something like the following:

“Because we have several questions remaining, it’s very important that we continue with the interview. Perhaps we could save some time at the end to discuss this.”

As mentioned earlier, good interviewing requires an understanding of the questionnaire’s structure and intent. It also requires being prepared to deal with the occasional uncooperative respondent, trying to prevent breakoffs or firm refusals, and paying close attention to what informants and respondents say to make sure you understand and record responses properly.

Through experience with many ISR telephone studies, the following guidelines have been developed. Following them will facilitate the successful completion of your assignment on the NISMART-2 Study.

- The tone of your voice and the phrasing you use are extremely important to your success as a telephone interviewer. It is essential that you speak distinctly over the telephone because your voice is the only mechanism for transmitting the meaning of questions to respondents. Your intonation and diction need to make the intent of each question clear.
- To control the pace and maintain control of the interview, you must sound knowledgeable about the study and confident about your role as a professional interviewer.
- An interviewer’s worst enemy during a telephone study is silence. In the absence of visual cues about the reason for long pauses, telephone respondents may become tense when silences occur. To avoid this discomfort, know your CATI instructions and gain familiarity with the instrument as quickly as possible. If the silence is due to your entering a verbatim response, repeat the respondent’s answer as you enter it. This will not only let the respondent know what you are doing, it will also slow down the response, allowing you to record it accurately.
- Respondent questions or hesitation can usually be handled successfully with a positive attitude toward the study and your role in it. For you to have sufficient knowledge about the purpose and importance of the study is critical. Answer respondents’ questions truthfully, but keep the answer short and to the point. Proceed with the next question as soon as possible.
- Do not mention the length of the interview unless you are asked. Then, say that it varies “depending upon your answers.” The words you should use are on the “Questions and Answers” card that is in the appendix of this manual.
- Tell the respondent that he or she may prefer to do the interview in private where his or her answers will not be overheard.
- If the respondent is interrupted by someone in the household, another phone call, or a visitor, offer to wait while he or she attends to that person. You want to have the respondent’s total attention when you are conducting the interview. Try to avoid having to call back later, since you may not reach him or her again easily.

### 1. *Remember to Listen*

Listening is such an important part of the interviewer's role that it deserves special attention. Make it your goal to become adept at listening to everything a respondent is saying. Often a respondent may sound at first as though he or she is giving one answer, but will end up with a much different one by the time the response has been completed. To capture the correct answer you must listen to the entire response.

Be aware of, and avoid, a poor listening style. The following types of listening styles are traps into which you could fall. They are to be avoided at all cost.

- Coded Listening: In coded listening, only the basic substance of what the respondent is saying is recorded. Simply listening for the key words that fit the response categories in the questionnaire is not suitable because inaccurate responses can be entered when you miss shifts in meaning, negatives, and qualifiers in the respondent's answer. These things could change how an answer should be recorded. Remember you are to listen to everything a respondent has to say, not just to the key words.
- Inattentive Listening: This occurs when listening stops after the initial response is recorded. Inattentive listening leads to missing shifts that frequently occur as a respondent says one thing, but changes to something else as he or she continues. Pay attention from the respondent's first words to his or her last. For questions with pre-coded responses, record the appropriate response only after the respondent has completed the answer to his or her satisfaction. For "open-ended" and "specify" questions, listen carefully to understand the respondent's answer and record exactly what was said.
- Careless Listening: Making assumptions about what words in a response are "important" is detrimental to collecting quality data because the true meaning of a response can be lost. Never ignore qualifying words like "supposed," "hope," "expect," "wish," or "think." These words often indicate that what is being described never actually happened. Do not assume you already know what words in a response are important.
- Distracted Listening: Watching, listening to, or thinking about other things rather than devoting full attention to the respondent leads to mistakes. Attend fully to the interviewing task at hand, and, when you are momentarily between telephone calls, avoid doing things that will distract other interviewers.

### 2. *Probing*

A good interviewer not only avoids the four listening style traps, but also knows that he or she cannot assume that a respondent has completely understood or answered a question. A good interviewer hears all the words and nuances of a respondent's answer and compares them to the question and its intent. Avoiding bias also means you will use only non-directive probes, i.e., probes that do not lead a respondent in a certain direction in answering. When question and answer do not seem to match, the interviewer then probes to clarify the answer and its responsiveness to the question. Let the

respondent know, through gentle non-directive probing, whether or not he or she has answered a question satisfactorily.

If you are not clear on what the respondent is saying, or need more details, you could use the following probes:

“I’m not sure what you mean by that—please tell me a little more.”

or

“I’d like to hear more details about that.”

This technique assures the respondent that you are listening and interested in what he or she is saying. To that extent, it can facilitate cooperation. But be careful not to overdo it or it will become tedious and you will needlessly lengthen the interview.

When a respondent answers with “I don’t know” or “I’m not sure,” you could probe for a better answer simply by repeating the question. You may also say “Just give me your best guess” if the respondent remains unsure. Frequently, when recall difficulties are anticipated or when “don’t know” responses are to be avoided, you will find specific probes given on the CATI screen.

When the respondent asks you for clarification you may do one of the following:

- Repeat the entire question or a part of the question.
- Use only the clarifications or definitions which are specified on the screen or in the manual.
- When a respondent requests information that is not covered in the questionnaire instructions, use the phrase, “Whatever \_\_\_\_\_ means to you,” or “Whatever you think of as \_\_\_\_\_.”

If the respondent actually does not have the information requested, this is in itself significant to the survey results. It is the interviewer’s responsibility to be sure that this is, in fact, the case and not a matter of the respondent requiring more thinking time before coding a “Don’t Know” response. If necessary, assure the respondent that the interview is not a test and there are no right or wrong answers.

Be prepared to let the respondent know that we are interested in his or her opinions, that his or her answers are important. You might say:

“We are interested in what you have to say.”

or

“We are interested in what you think.”

If the respondent talks about others' opinions (when you have asked for his or hers), say something like:

"I suppose some people feel that way; how you feel is what is important."

An interviewer can probe to get the respondent to add to or explain what has been said or to direct attention back to the subject when he or she has strayed from the question. Most often, a probe is used where it is necessary to clarify or to increase the specificity or the precision of the response.

### General Rules for Probing

- Be neutral; avoid directive probes. Never ask leading questions. A leading question would suggest a particular response. Also, do not provide probes or clarifications that would suggest a certain answer.
- Repeat the entire question if the respondent's reply indicates he or she did not understand it, or if he or she needs more time to think about the response. If the respondent has clearly eliminated a response option, you do not have to include it in the repetition. Repeat the entire question unless you are sure that only one part of it was misunderstood.
- Use a "What do you mean?" type probe when you can not understand the respondent's reply.
- Use a "Please tell me more about that" type of probe when the respondent gives an incomplete answer.
- Use a "What do you think?" type of probe to follow-up an initial "don't know" response.
- Use a "Which would be closer?" type of probe when the respondent's answer straddles two response categories. For example:

Interviewer: On a scale of 0 to 10, where 0 means extremely dissatisfied and 10 means extremely satisfied, how satisfied are you with this job?

Respondent: About 7 or 8.

Interviewer: Would it be closer to "7" or to "8"?

Respondent: 7.

- As you read, always emphasize words that are underlined within a question. For example:

To the best of your knowledge, was anything else done to hide what was going on?

<1> YES  
<5> NO  
<8> DON'T KNOW  
<9> REFUSED

### 3. *Contacting Respondents*

The success of the study depends largely upon the cooperation of the people that you call. The way in which you present yourself and the study could have a major impact on a respondent's willingness to be interviewed.

Prepare for each contact attempt by knowing the "history" of the case you are calling. We have provided a "call record" screen at the beginning of the interview. This screen will contain information regarding the number of call attempts so far, who we are trying to contact, the most recent result code, etc. Detailed specifications regarding this screen can be found in the QxQs.

You must be prepared to answer any questions that arise about the study. A "Frequently Asked Questions" and a "Refusal Avoidance" card has been created for your reference. It is recommended that you have this card available whenever you call a number.

Listed below are some guidelines to help you prepare for each call and to help you achieve a higher completion rate.

- Keep the introduction brief. You must read the introduction that is provided; do not offer additional information unless you are asked or sense it is needed.
- Be confident. Expect that the respondent will want to participate in the study. After you have read the introduction, do not wait for the respondent to give permission for you to continue.
- Do not take rejection personally. No matter how pleasant and enthusiastic you are, sometimes respondents hang up on you or refuse to participate. It is not your fault if the respondent is having a bad day. Start fresh with the next call. If you are calling a respondent who has refused previously, begin the call with the same expectations you would have when calling a respondent for the first time.
- Be prepared. The best weapon against refusal is knowing how to answer questions. It is not enough to simply explain that the respondent's answers are important; you also must show the respondent *how* they are important. Being knowledgeable not only reassures the respondent that the study is legitimate but also makes him or her feel important.
- Establish rapport with respondents. Although you want to avoid lengthening the interview with needless conversation, take a moment to acknowledge what the respondent is saying. If the respondent feels good about you, he or she will not only want to complete the study for personal reasons, but he or she will also want to do it for you.



## VI. Study Result Codes

The following is a complete list of the result codes to be recorded for each contact attempted. After each contact attempt, a result code will either be entered into the CATI system for the call OR will be hand-written on the LFU (Link Follow-Up) Call Record. The codes that are used in the CATI system are all numeric, while the hand-written codes that are used on the LFU Call Record are all alpha.

This chapter is divided into four sections as follows:

- **CATI Result codes for the Household Screener**
- **CATI Result codes for the Adult Interview**
- **CATI Result codes for the Youth Interview**
- **Hand-written Result codes for the Adult Interview**

For most “final” results, the result code will be assigned by the computer (for example, after a completed interview), but for most interim results the interviewer will select the appropriate code from a list that is displayed on the CATI screen. “Interim” codes will keep the ID active. “Final” codes will close the case.

### DEFINITIONS OF RESULT CODES

#### A. CATI Result codes for the Household Screener—INTERIM CODES:

##### **073 Specific Callback Appointment Made**

Use this code only if you make an appointment for a **specific date and time**. Enter the date and time the respondent wants to be called back, making sure that you accommodate the time zones involved. For example, if a California respondent wants to be called back on Thursday, September 17 at 6:10 pm and you are on the East Coast, be aware that you will enter the **Respondent’s time** of 6:10 pm but the call will actually occur at 9:10 pm EST. You will be provided with a schedule of the hours of operation for the phone center and you will need to try to keep all appointments within those hours. If a respondent insists that the only time they can be interviewed is outside our hours of operation, let a supervisor know and an attempt will be made to accommodate that respondent.

Please try to encourage respondents to choose a time that is not “on the hour.” For example, if a respondent says “Call me at 10:00 am,” ask if it would be alright to call a little before 10:00 am or would they prefer a little after 10:00 am. By doing this the appointments will be somewhat more evenly spread throughout the interviewing shifts.

##### **074 General Callback Appointment Made**

Use this code when the respondent has given a more general callback date or time. An example might

be: "call me back tomorrow afternoon." You should always attempt to get a specific date and time whenever possible, but this code is provided for those times when the respondent will not commit to an exact time.

#### **075 Refusal at the Household Screener Level**

Use this code when someone refuses at the screener level. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and anything else you think will be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 077 and the case will no longer be active.

#### **072 Language Barrier**

This code can be used whenever you encounter a respondent who does not speak English at all or one who speaks some English but strongly prefers to be interviewed in another language. You will indicate the respondent's language (if known) after you have selected this result code. If you do not recognize which language the respondent is speaking, you should choose "Language Unknown." If you do recognize the language, but it is not on our list, choose "Other Language" and then specify the language.

You should not automatically assume that there will be a language problem when you hear an accent. However, if you sense that the respondent is having a comprehension problem and is not accurately answering your questions, you will need to use your best judgment regarding whether to continue or to assign the Language Barrier code. Code 072 is an interim code. The ID will remain active until a second language code has been entered and then the CATI program will automatically convert the second code into a Final Language Barrier code (code 081).

#### **076 Initial Problem**

Use this code whenever no other code is appropriate. A supervisor will review all code 076s on a daily basis. When you enter this code into the CATI program, you will be given a screen that asks for some additional information. This is where you will provide a detailed explanation of what the problem is. Please be sure to note who you spoke with, what they said, and any ideas you may have to solve the problem.

On rare occasions you may encounter a respondent who claims to have already been interviewed. In an RDD study where households are listed by telephone number, this should hardly ever happen. However, occasionally a respondent may confuse this study with another one that he or she may have participated in and insist that this interview has already been done. When that is the case, enter code 076 and the case will then be reviewed by a supervisor. Apologize to the respondent and mention that we may need to re-contact them for more information to make sure that we are able to correct the problem. If the respondent indicates that he or she has two household phone numbers and the

interview was already done on the first phone number, and you are now calling on the second number, use this code.

**064 No answer after 8 rings**

This code is used when the phone rings 8 times without being answered.

**065 Busy signal**

This code is used when you hear a busy signal. Be careful to use this only for a regular busy signal, not a "fast busy." The fast busy would be assigned code 061 for Temporarily Disconnected.

**070 Answering Machine/Voice Mail—No Message Left**

This code is used when you hear an answering machine or voice mail message and you are not leaving a message. (Note: You are not allowed to leave a message when calling to conduct the household screener; however, you are allowed to leave a message when calling to do the Adult or the Youth Interviews.)

**060 FAX/Modem**

Use this code when a fax line or other high pitched sound is heard. On the third separate call attempt that this code is entered for an ID, the CATI program will revise the code to be FINAL code

**061 Temporarily Disconnected Telephone Number**

Use this code when a recorded message informs you that the number you have dialed is temporarily disconnected. Because disconnected numbers are often restored quickly, the case will remain active until this code has been entered on 5 separate call attempts. On the fifth entry the CATI program will revise the code to be final code 062 and the case will no longer remain active.

**CATI Result codes for the Household Screener—FINAL CODES:**

**055 Completed Screener—No Adult or Youth Interview Needed**

This code is recorded for a completed CATI *Screener* interview where the roster indicates that there are no children in the household. This code is assigned by the CATI program at the end of the Screener. This case is then considered finished.

**056 No Qualified Respondent**

This code is used when the number you have dialed is for a household, but there is no one living in the household who is 19 years old or older. Do not use this code for language or hearing problems.

**077 Final Refusal at the Household Screener Level**

The computer will assign this code when someone refuses at the screener level on two different calls.

**081 Final Language Barrier**

The computer will assign this code when there is a language barrier at the screener level on two different calls.

**066 Non-residential number**

This code is used when the number you have dialed is a business number, not a household number (if the number is used for both purposes, the number can be considered "household"). Verify the telephone number with whoever answers before entering this code. If you hear a recorded message indicating that this is a business, hang up and redial to be sure that you have reached the correct number. If you get the same recording, then enter the code 066.

The computer will also assign this code when code 060 for a fax line or other similar reason has occurred for this ID at least three times on separate calls. The case will no longer be active.

**062 Final Phone Disconnect/Non-working Number/Fast Busy**

The computer will assign this code when code 061 for a Temporarily Disconnected Phone Number has occurred for this ID at least five times on separate calls. The code will also be assigned on the first attempt that is a permanent non-working number on RDD studies.

**079 Final End of Field Period**

This code is assigned by a supervisor at the end of data collection ONLY when there is no more time left to continue calling respondents. This code is assigned after review when there has been no completed interview or other final result code.

**B. CATI Result codes for the Adult Interview—INTERIM CODES:**

**011 Specific Callback Appointment Made**

Use this code only if you make an appointment for a specific date and time. Enter the date and time the respondent wants to be called back, making sure that you accommodate the time zones involved. For example, if a California respondent wants to be called back on Thursday, September 17 at 6:10 pm and you are on the East Coast, be aware that you will enter the **Respondent's time** of 6:10 pm but the call will actually occur at 9:10 pm EST. You will be provided with a schedule of the hours of operation for the phone center and you will need to try to keep all appointments within those hours. If a respondent insists that the only time they can be interviewed is outside of our hours of operation, let a supervisor know and an attempt will be made to accommodate that respondent.

Please try to encourage respondents to choose a time that is not "on the hour." For example, if a respondent says "Call me at 10:00 am," ask if it would be alright to call a little before 10:00 am or

would they prefer a little after 10:00 am. By doing this, the appointments will be somewhat more evenly spread throughout the interviewing shifts.

**012 General Callback Appointment Made**

Use this code when the respondent has been more general in their callback date or time. An example might be: "call me back tomorrow afternoon." You should always attempt to get a specific date and time whenever possible, but this code is provided for those times when the respondent will not commit to an exact time.

**013 General Callback—800 number given**

Use this code when you have provided the 800 number because the respondent wants to verify the legitimacy of the study. Encourage the respondent to call within the next week and say that we will call back in about two weeks. Unless the respondent requests a specific callback date and time, you will check your calendar and then enter an appointment for two weeks from the current call, selecting the current time as well.

**006 Partial interview (Breakoff/Suspend)—Willing to complete**

Use this code when the respondent has begun the interview and for some reason cannot complete it on this call **and is willing** to continue at another time. This is a callback (not a refusal) and the program will ask for a date and time for a callback to finish the interview.

**007 Partial interview (Breakoff/Suspend)—Unwilling to complete**

Use this code when the respondent has begun the interview and for some reason cannot complete it on this call **and is unwilling** to continue at another time. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 009 and the case will no longer be active.

**021 Refusal by Respondent**

This code is used when the selected Adult respondent firmly refuses to be interviewed. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 028 and the case will no longer be active.

**022 Refusal by Someone Other than the Respondent**

Use this code when someone other than the respondent refuses on behalf of the respondent. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for

the refusal, the person's relationship to the respondent, and anything else you think will be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 029 and the case will no longer be active.

### **023 Completed Adult Interview—No Youth Interview Consent**

This is an interim code and is recorded for a **completed Adult Interview** where there are children in the household between ages 10 and 18, and **no consent was given** for the Youth Interview. Refusal conversion attempts will need to be tried. Also refer to final code 003 which is assigned by the computer when refusal conversion attempts are unsuccessful on this type of case.

### **042 Language Barrier**

It is unlikely that you will need this code for the Adult interview because you have already completed the Household Screener with this respondent. However, if you sense that the respondent is having a comprehension problem and is not accurately answering your questions, you will need to use your best judgment regarding whether to continue or to assign the Language Barrier code. Code 042 is an interim code.

The ID will remain active until a second language code has been entered and then the CATI program will automatically convert the second code into a Final Language Barrier code (code 050).

### **099 New Phone Number**

This code will never be used on an RDD study for the screening call because RDD studies use the original phone number as the primary "identifier" for a case. If you are working on the Screener and you get a telephone company recording indicating that the number has been changed to a new one, you will record the result code for the case as a 062 (Non-Working Number). However, during the screener an adult respondent will be identified as a main respondent (caretaker) and it is possible that you may have to set an appointment for a callback with that person. Later, when calling back to complete the Adult Interview, you could get a recording about a number change. That is when you will use this code.

### **019 Initial Problem**

Use this code for the Adult Interview whenever no other code is appropriate. A supervisor will review all code 019s on a daily basis. When you enter this code into the CATI program, you will be given a screen that asks for some additional information. This is where you will provide a detailed explanation of what the problem is. Please be sure to note who you spoke with, what they said, and any ideas you may have to solve the problem.

### **034 No answer after 8 rings**

This code is used when the phone rings 8 times without being answered.

**035 Busy Signal**

This code is used when you hear a busy signal. Be careful to use this only for a regular busy signal, not a “fast busy.” The fast busy would be assigned code 031 for Temporarily Disconnected Telephone Number.

**040 Answering Machine/Voice Mail—No Message Left**

This code is used when you hear an answering machine or voice mail message and you are not leaving a message. (Note: You are not allowed to leave a message when calling to conduct the Household Screener; however, you are allowed to leave a message when calling to do the Adult or the Youth interviews.)

**041 Message left on Answering Machine/Voice Mail**

This code denotes that a message has been left on an answering machine or voice mail. You will be provided in the QxQs with appropriate words for the message that can be left as well as when it is appropriate to do so.

**030 FAX/Modem**

Use this code when a fax line or other high pitched sound is heard. On the third separate call attempt that this code is entered for an ID, the CATI program will revise the code to be final code 048 (Final Not Available) and the case will no longer remain active.

**031 Temporarily Disconnected Telephone Number**

Use this code when a recorded message informs you that the number you have dialed is temporarily disconnected. Because disconnected numbers are often restored quickly, the case will remain active until this code has been entered on 5 separate call attempts. On the fifth entry the CATI program will revise the code to be final code 038 (Final Unlocatable) and the case will no longer remain active.

**CATI Result codes for the Adult Interview—FINAL CODES:**

**001 Completed Adult Interview—No Youth Interview Needed**

This is recorded for a completed **Adult Interview** where the roster indicates that there are **no** children in the household between the ages of 10 and 18, and therefore no Youth Interview is needed. This code is assigned by the CATI program, and the case will be considered finished.

**002 Completed Adult Interview—Youth Interview Needed**

This is recorded for a completed **Adult Interview** where the roster indicates that there are children in the household between the ages of 10 and 18, and consent was given for the Youth Interview. This code is assigned by the program and will lead you to the Youth Interview next.

**003 Completed Adult Interview—No Youth Interview Consent**

This code is recorded for a completed Adult Interview where the Screener roster indicates that there are children in the household between the ages of 10 and 18, but no consent was given for the Youth Interview, and refusal conversion attempts to obtain consent have not been successful. The assignment of this code completes all requirements for this case.

**009 Final Breakoff—Unwilling to Complete**

The computer will assign this code when the respondent has begun the interview and a refusal conversion effort was unsuccessful. The case will no longer be active.

**028 Final Refusal by Respondent**

The computer will assign this code when the selected respondent firmly refuses to be interviewed and a refusal conversion effort was unsuccessful. The case will no longer be active.

**029 Final Refusal by Someone Other Than the Respondent**

The computer will assign this code when someone other than the selected respondent firmly refuses and a refusal conversion effort was unsuccessful. The case will no longer be active.

**050 Final Language Barrier**

The computer will assign this code when there is a language barrier at the Adult Interview level on two different calls.

**038 Final Unlocatable**

This code is used when the number you have dialed is no longer a working number, or someone tells you the respondent no longer lives in the residence and there is no new number available. The computer will also assign this code when code 031 for a Temporarily Disconnected Telephone Number or other similar reason has occurred for this ID at least three times on separate calls. The case will no longer be active.

**048 Final Not Available**

This code is assigned by a supervisor at the end of data collection when the maximum number of attempts to reach the respondent have been tried.

**049 Final End of Field Period**

This code is assigned by a supervisor at the end of data collection **ONLY** when there is no more time left to continue calling respondents.



**C. CATI Result codes for the Youth Interview—INTERIM CODES:**

**111 Specific Callback Appointment Made**

Use this code only if you make an appointment for a **specific date and time**. Enter the date and time for the callback making sure that you accommodate the time zones involved. Be aware that you will enter the **Respondent's time**. You will be provided with a schedule of the hours of operation for the phone center and you will need to try to keep all appointments within those hours. If a respondent insists that the only time they can be interviewed is outside our hours of operation, let a supervisor know and an attempt will be made to accommodate that respondent.

**112 General Callback Appointment Made**

Use this code when the respondent has been more general in their callback date or time. An example might be: "call me back tomorrow afternoon." You should always attempt to get a specific date and time whenever possible, but this code is provided for those times when the respondent will not commit to an exact time.

**113 General Callback—800 Number Given**

Use this code when you have provided the 800 number because the respondent wants to verify the **legitimacy** of the study. Encourage the respondent to call within the next week and say that we will call back in about two weeks. Unless the respondent requests a specific callback date and time, you will check your calendar and then enter an appointment for two weeks from the current call, selecting the current time as well.

**106 Partial Interview (Breakoff/Suspend)—Willing to Complete**

Use this code when the respondent has begun the interview and for some reason cannot complete it on this call **and is willing** to continue at another time. This is a callback (not a refusal) and the program will ask for a date and time for a callback to finish the interview.

**107 Partial Interview (Breakoff/Suspend)—Unwilling to Complete**

Use this code when the respondent has begun the interview and for some reason cannot complete it on this call **and is unwilling** to continue at another time. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 109 and the case will no longer be active.

**121 Refusal by Respondent**

This code is used when the selected Youth respondent firmly refuses to be interviewed. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The

program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 128 and the case will no longer be active.

#### **122 Refusal by Someone Other than the Respondent**

Use this code when someone other than the respondent refuses on behalf of the respondent. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal, the person's relationship to the respondent, and anything else you think will be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 129 and the case will no longer be active.

#### **142 Language Barrier**

It is unlikely that you will need this code for the Youth Interview. However, if you sense that the respondent is having a comprehension problem and is not accurately answering your questions, you will need to use your best judgment regarding whether to continue or to assign the Language Barrier code. Code 142 is an interim code. The ID will remain active until a second language code has been entered and then the CATI program will automatically convert the second code into a Final Language Barrier code (code 150).

#### **199 New Phone Number**

At the end of the Adult Interview, a Youth respondent will be identified and it is possible that you may have to set an appointment for a callback with that person. Later, when calling back to complete the Youth Interview, you could get a recording about a number change, or someone in the household may tell you the person no longer lives there and gives you their new number. That is when you will use this code.

#### **119 Initial Problem**

Use this code for the Youth Interview whenever no other code is appropriate. A supervisor will review all code 119s on a daily basis. When you enter this code into the CATI program, you will be given a screen that asks for some additional information. This is where you will provide a detailed explanation of what the problem is. Please be sure to note who you spoke with, what they said, and any ideas you may have to solve the problem.

#### **134 No Answer after 8 rings**

This code is used when the phone rings 8 times without being answered.

#### **135 Busy Signal**

This code is used when you hear a busy signal. Be careful to use this only for a regular busy signal, not a "fast busy." The fast busy would be assigned code 131 for Temporarily Disconnected Telephone

Number.

**140 Answering Machine/Voice Mail—No Message Left**

This code is used when you hear an answering machine or voice mail message and you are not leaving a message. (Note: You are not allowed to leave a message when calling to conduct the Household Screener; however, you are allowed to leave a message when calling to conduct the Adult or the Youth Interviews.)

**141 Message left on Answering Machine/Voice Mail**

This code denotes that a message has been left on an answering machine or voice mail. You will be provided in the QxQs with appropriate words for the message that can be left as well as when it is appropriate to do so.

**130 FAX/Modem**

Use this code when a fax line or other high pitched sound is heard. On the third separate call attempt that this code is entered for this ID, the CATI program will revise the code to be final code 148 (Final Not Available) and the case will no longer remain active.

**131 Temporarily Disconnected Telephone Number**

Use this code when a recorded message informs you that the number you have dialed is temporarily disconnected. Because disconnected numbers are often restored quickly, the case will remain active until this code has been entered on 5 separate call attempts. On the fifth entry the CATI program will revise the code to be final code 138 (Final Unlocatable) and the case will no longer remain active.

**CATI Result codes for the Youth Interview—FINAL CODES:**

**101 Completed Youth Interview**

This code is recorded for a completed **Youth** interview. This code is assigned by the CATI program and completes all requirements for this ID.

**109 Final Breakoff—Unwilling to Complete**

The computer will assign this code when the respondent has begun the interview and a refusal conversion effort was unsuccessful. The case will no longer be active.

**128 Final Refusal by Respondent**

The computer will assign this code when the selected respondent firmly refuses to be interviewed and a refusal conversion effort was unsuccessful. The case will no longer be active.

**129 Final Refusal by Someone Other than the Respondent**

The computer will assign this code when someone other than the selected respondent firmly refuses and a refusal conversion effort was unsuccessful. The case will no longer be active.

**150 Final Language Barrier**

The computer will assign this code when there is a language barrier at the Youth Interview level on two different calls.

**138 Final Unlocatable**

This code is used when the number you have dialed is no longer a working number, or someone tells you the respondent no longer lives in the residence and there is no new number available. The computer will also assign this code when code 131 for a Temporarily Disconnected Telephone Number or other similar reason has occurred for this ID at least three times on separate calls. The case will no longer be active.

**148 Final Not Available**

This code is assigned by a supervisor at the end of data collection when the maximum number of attempts to reach the respondent have been tried.

**149 Final End of Field Period**

This code is assigned by a supervisor at the end of data collection **ONLY** when there is no more time left to continue calling respondents.

**D. Hand-written Result codes for the Adult Follow-Up Interviews—INTERIM CODES:**

**CB Specific Callback Appointment Made**

Use this code whenever you make an appointment. Write the date and time the respondent wants to be called back on the LFU Sheet, making sure that you accommodate the time zones involved. For example, if a California respondent wants to be called back on Thursday, September 17 at 6:10 pm and you are on the East Coast, be aware that you will write the **Respondent's time** of 6:10 pm, but the call will actually occur at 9:10 pm EST. You will be provided with a schedule of the hours of operation for the phone center and you will need to try to keep all appointments within those hours. If a respondent insists that the only time they can be interviewed is outside our hours of operation, let a supervisor know and an attempt will be made to accommodate that respondent.

Please try to encourage respondents to choose a time that is not "on the hour." For example, if a respondent says "Call me at 10:00 am," ask if it would be alright to call a little before 10:00 am or would they prefer a little after 10:00 am. By doing this the appointments will be somewhat more evenly spread throughout the interviewing shifts.

**RB Partial Interview (Breakoff/Suspend)—Unwilling to Complete**

Use this code when the respondent has begun the Adult Follow-Up Interview and for some reason cannot complete it on this call **and is unwilling** to continue at another time. When this code is used, be sure to indicate on the LFU Sheet the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The supervisor will select a date and time for a callback for a refusal conversion attempt.

**RS Refusal—Soft**

This code is used when the selected Adult respondent refuses to do any of the Adult Follow-Up Interviews. The respondent may be “reluctant” to even finish the interview but you feel that this refusal could fairly easily be converted (for example, the respondent really just ran out of time and another might be better). When this code is used, be sure to indicate on the LFU Sheet the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The supervisor will select a date and time for a callback for a refusal conversion attempt.

**LB Language Barrier**

It is unlikely that you will need this code for the Adult Interview because you have already completed the Household Screener with this respondent. However, if you sense that the respondent is having a comprehension problem and is not accurately answering your questions, you will need to use your best judgment regarding whether to continue or to assign the Language Barrier code.

**PO Problem—Other**

Use this code for the Adult Follow-Up Interview whenever no other code is appropriate. A supervisor will review all code POs on a daily basis. Be sure to provide a detailed explanation of what the problem is. Please be sure to note who you spoke with, what they said, and any ideas you may have to solve the problem.

**RNA No Answer after 8 Rings**

This code is used when the phone rings 8 times without being answered.

**BZ Busy Signal**

This code is used when you hear a busy signal. Be careful to use this only for a regular busy signal, not a “fast busy.” The fast busy would be assigned code TD for Temporarily Disconnected Telephone Number.

**AM Answering Machine/Voice Mail**

This code is used when you hear an answering machine or voice mail message. Be sure to note whether you left a message.

**FX FAX/Modem**

Use this code when a fax line or other high pitched sound is heard.

**TD Temporarily Disconnected Telephone Number**

Use this code when a recorded message informs you that the number you have dialed is temporarily disconnected. Because disconnected numbers are often restored quickly, the case will remain active until this code has been entered on 5 separate call attempts.

**Hand-written Result codes for the Adult Interviews—FINAL CODES:**

**CA Completed Adult Follow-Up Interviews**

This is recorded when all required Adult Follow-Up Interviews have been completed. When this code is assigned, the case can move back into the main CATI program to be finished.

**RF Final Refusal—Unwilling to Complete**

This code is assigned when a refusal conversion effort was unsuccessful. The supervisor will determine whether to keep the case active.

**UL Final Unlocatable**

This code is used when the number you have dialed is no longer a working number, or someone tells you the respondent no longer lives in the residence and there is no new number available. This code is used when a Temporarily Disconnected Telephone Number or other similar reason has occurred for this ID at least three times on separate calls. The case will no longer be active.

## **VII. STUDY MATERIALS**

### **A. The Interviewer's Manual**

Familiarize yourself with the manual's contents and use it as a reference for this project. It contains important information about the study in general, as well as specific information and instructions for the questionnaire. Record notes in your Interviewer's Manual during training, and use your manual as a reference throughout the entire study.

### **B. Confidentiality Pledge**

A copy of this form must be signed by each interviewer prior to working on this project. This form is a pledge by each interviewer to uphold the standards and rules regarding each respondent's confidentiality and identity.

### **C. Interviewer Payment Record (IPR)**

Complete an Interviewer Payment Record (IPR) each week that you work on this study. During the last shift you work before each Wednesday, place your completed IPR in the IPR tray located by the Supervisor's desk in the phone room. Be sure to retain the pink copy for your records.

### **D. Training Fee Payment Record**

On the IPR stamped TRAINING FEE ONLY, record the dates of the 2½-day training you attended and show a \$165.00 total payment due for the conference and any tutorial sessions you attended. Submit the IPR to the Field Administrator prior to the completion of training.

### **E. Other Study Materials**

Please refer to the Appendix at the end of this manual for all other hardcopy materials that you may need for NISMART-2.

## VIII. ADMINISTRATIVE PROCEDURES

All interviewers are expected to arrive for their assigned shift at least five minutes prior to schedule. If you must miss a shift for a valid reason, call the Supervisor or Field Administrator two days in advance so that he or she can obtain a replacement for your shift. Failure to appear for your assigned shift without properly notifying ISR can result in your termination from the study.

Supervisors will monitor interviews to assure that they are being conducted according to ISR specifications. They will also rate your work and interviewing techniques for inclusion in your ISR file. They will provide you with regular feedback.

### A. Recording Working Hours

You will sign in and sign out on the Phone Interviewer Time Sheet for each shift that you work. During the shift you will be required to take a mandatory 15-minute break after each four hours of work. When taking the break, tell your Supervisor, then sign yourself out and then back in after your break. Your working hours will be documented and monitored by Supervisors.

The Phone Interviewer Time Sheet will have all the information you will need to complete your Interviewer Payment Record (IPR). IPRs are processed every Wednesday morning. To be paid for the previous week's work, submit your Payment Record on your last working shift before Wednesday morning.

Follow these instructions in completing IPRs:

- Full-time Temple University Students: If you are a full-time Temple student, use the Student's Payment Record. Record your name, the date you are submitting it, the number of hours worked during that period, the study number (31-191), your Social Security number, and your interviewer ID number. Full-time Temple students are paid weekly and you may pick up your check every Friday.
- Interviewers Who Are Not Full-time Temple Students: All interviewers who are not full-time Temple University students and who work on ISR studies are employees of Headway Staffing Services (formerly Select). Interviewers who successfully complete training and who are recommended to Headway for hiring and subsequent assignment to this ISR study will receive payment directly from Headway for the services they provide to ISR.

If you are not a full-time student, use the Interviewer's Weekly Payment Record. Record the study number (31-191) at the top of the page along with the date of the week ending Tuesday. Use one line per day worked. In column 1, record the day of the week. In column



2, record the date. Leave columns 3, 4 and 5 blank. In column 6, record the total number of hours you worked on that day. Sign your name, record your ISR ID# and the date you are submitting the Payment Record. Print your name, address, and telephone number on the appropriate lines and fill in your Social Security number in the space provided. Headway checks are mailed the week following the submission of a properly completed payment record.

- All Interviewers: Submit the top two copies to the Supervisor, and keep the pink third copy for your records. If you have any questions about payment, be sure to refer to the IPR number imprinted on all three copies.

In order to complete your work according to the Institute's specifications and be paid the training fee, you are required to:

- Attend the training sessions required to interview on the study.
- Conduct every interview as specified in this manual and at training.
- Make every reasonable effort to complete an interview with every eligible respondent.
- Call back any refusals, appointments or other cases assigned to you and make every attempt to complete the interview.
- Work all hours for which you are scheduled, and report all hours worked accurately.
- Work at least 3 shifts per week, including one weekend shift for at least a total of 75 hours worked.
- Administer the questionnaire as constructed and record answers accurately.

Note that if you have not worked the required shifts or you have not worked on the study for at least 75 hours, you will not be paid for training.

If at any time you decide that you are no longer able to work on this project, please tell the Supervisor or Field Administrator immediately. You should follow-up your announcement with a formal letter giving at least two weeks notice. This is standard business practice.

#### **B. Causes for Termination**

Any of the following reasons can result in your termination from the study and forfeiture of the training fee:

- You are unable to administer the questionnaire according to ISR standards (your interviews will be monitored throughout the study to see that you are administering the questionnaire properly and recording answers accurately).

- You will be terminated from the study if you violate ISR's trust by:
  - Falsifying an interview in any way.
  - Violating your pledge of confidentiality.
  - Intentionally misrepresenting the hours worked on a Time Sheet or Payment Record.
  - Not working the shifts that you agreed to work, and failing to notify the Shift Supervisor or Field Administrator in advance.
  - Being habitually late or absent.
  - Making personal calls from any of ISR's telephones. (There are pay phones in the fourth floor lounge and the lobby which you may use during your break.)
  - Smoking, eating, or chewing gum while working. (Smoking is prohibited everywhere in the building; you may eat in the lounge on the fourth floor. Drinking at your station is allowed *only* when you are not conducting an interview and the drink is in an approved, spill-proof container.)
  - Abusing the ISR facility in any way.
  - Insubordination or not treating co-workers or respondents in a professional manner.

## **IX. ADMINISTERING THE HOUSEHOLD SCREENER**

You will attempt to conduct a Household Screener for each telephone number that is called to determine whether or not the telephone number belongs to a household residence. You will then identify those cases with children 18 and under who have lived in that household for at least two weeks in the past 12 months. This is called the "Household Screener" to distinguish it from the "Episode Screener."

This chapter discusses the rules for determining an eligible respondent for the Primary Questionnaire, and gives the specifications for enumerating the children who live in the household (the Child Roster). Later chapters describe the other sections of the questionnaire. The Episode Screener follows the Child Roster. If any "missing child" episodes are identified in the Episode Screener, the appropriate Follow-Up Questionnaires will come next. Then, to finish the Adult Interview, Adult Demographics will be collected. The final section of the interview is the Youth Interview which will only occur if there is currently at least one child age 10 to 18 living in the household.

### **A.1. Eligible Screener Respondent**

The introductory statement >pint1< is read to whomever answers the phone. The first three questions can be asked:

- has the number been dialed correctly,
- is this a residence, and
- are there any other residential telephone numbers in the household?

To continue with the screening questions, we determine whether there are any children 18 and under who have lived in the household for at least two consecutive weeks during the past 12 months. To qualify as "lived" in the household, a child must have stayed overnight in the household for at least one uninterrupted two-week period during the 12 months that preceded the interview. If the household has (or had) children, we ask how many children and then whether any of those children use the Internet on a regular basis. We then ask who the primary caretaker is and ask for that person. The primary caretaker is the parent or other adult household member who takes (or took) care of the children most of the time when they are (or were) in the household. If a change in respondents occurs during this sequence, the introduction will be repeated. If no household member is available, you must schedule a callback.

## A.2. Overview of the Basic Screener

This short screening questionnaire designed to flow smoothly through the following steps.

### Preliminary Section:

- An introduction, in which you introduce yourself and briefly explain the purpose of your call;
- A question in which you verify that the phone number was dialed correctly;
- A question in which you determine whether or not the phone reached is residential;
- A question in which you determine whether there are any other residential telephone numbers in the household.

### Primary Questionnaire Section:

- A question in which you determine if any children 18 years old or younger lived in the household for at least two consecutive weeks in the 12 months prior to the interview, and if so, how many;
- A question that determines Internet usage by the children in the household;
- A question that identifies the parent or other adult in the household that takes care of the children most of the time, and then, once identified, asks to speak with that person;
- A question that determines the educational level of the head of the household, and
- A series of questions in which you obtain basic identifying information about the children in the household.

There are a number of situations in which you will end a call without administering all of these Basic Screener questions. To deal with most of these situations, termination statements are provided at appropriate places throughout the questionnaire. There is a closing statement for:

- A wrong number dialed,
- A non-residential number, and
- An ineligible household.

At times, you will encounter situations that require some deviation from the normal flow of these screeners. Because this is an RDD (Random Digit Dial) study, you will be reaching both residential and non-residential numbers. Under normal circumstances, you will read the introduction before verifying the phone number and determining whether the number is residential or non-residential. However, if the person who answers the phone indicates immediately that the phone is non-residential (e.g., by answering "Sears," "Doctor Wilson's office," or by giving some other business name), you should continue with the questions so that you can verify the telephone number. If the number is correct, the next question asks whether this is a residential number and then, if non-residential, "Is this phone number for business and home use or for business use only?" to determine the status of the phone. If

it is for business use only, the CATI program will give you a “thank you” screen and you will end the call.

### **A.3. Screener Introduction**

Your initial contact with the respondent is your first opportunity to establish rapport and capture the respondent’s interest. Be certain that your tone is pleasing and friendly, that you speak clearly, and that you know what you intend to say. Hesitation, because you are not certain what to say, or to whom you wish to speak, can create a negative impression in a telephone contact. The respondent’s reaction to the interview as a person is very important. Respondents will react more favorably if they think the person on the telephone is someone with whom they will enjoy talking.

The introductions in the screening sections are designed to identify working residential numbers and to tell the person you initially talk to who you are, what you are doing, and who you wish to speak to. They are designed to be informative and to also quickly involve the respondent in the interview process. Remember that the introductions are designed to provide you with a clear and efficient way of introducing yourself and the study to the respondent. It is usually when the interviewer begins to deviate from the written introduction that he or she becomes confused and unclear in his or her explanations to the respondent. This may cause the respondent to doubt the authenticity of the study and refuse to continue the interview. Read the introductions verbatim and be certain to pronounce the words clearly. Practice each introduction until your presentation is confident and sincere. Rushing through an introduction gives an impression of lack of confidence and may cause the listener to misunderstand. Generally, do not pause before asking the first question following the introduction. A pause will give the impression that you are waiting for approval or disapproval or for questions from the respondent.

### **A.4. Basic Screener Specifications**

This section provides the specifications and is designed to help you better understand the intent of each question in the Basic Screeners and to provide you with specific procedures to make the administration of these screeners go as smoothly as possible.

The Basic Screeners consist of two types: those which are Preliminary (household screening questions), and those which occur only for respondents who enter the Primary section of the study. These are discussed in detail in separate sections, below. Since the CATI program will automatically “skip” you to the next appropriate question or series of questions, skip patterns do not appear.

### A.4.1. Preliminary Section

The questions in the Preliminary Section of the Basic Screener cover the activities from the initial introductory statement through the point where we verify that you are speaking with a household member who is at least 19 years old.

>pint3< As part of an important nationwide study sponsored by the Office of Juvenile Justice, we are calling randomly selected telephone numbers to ask about children's safety and how to better protect them from dangerous situations.

<1> TO CONTINUE

>pint4< I'd like to make sure I have dialed correctly. Is this [AREA CODE AND TELEPHONE NUMBER]?

<1> YES  
<5> NO

If "NO" is selected at screen >pint4<:

>pwgnu< Thank you very much, but the number has been dialed incorrectly. It is possible that your number may be called at a later time. Goodbye.

<1> TO RETURN TO DIAL SCREEN AND RE-DIAL THE PHONE NUMBER

Read the introduction clearly and distinctly. It has been kept brief, as previous experience has shown that long or wordy introductions have a negative effect on respondent cooperation. Confirm the area code and telephone number and record the response to the question.

If the respondent answers question >pint4< with a "NO," you will read the closing statement in question >pwgnu< and end the call. Then select option <1> to redial the number. If you get the same respondent, verify that you have reached the same number. If you have, and it is still an number other than the one you dialed, the telephone number should be classified as a non-working number.

>pp2< Is this a residential phone number?

- <1> YES
- <5> NO
- <6> BOTH RESIDENTIAL & BUSINESS

If "NO" is selected at screen >pp2<:

>pp2a< Is this strictly a place of business or is this a residence with a business phone line?

- <1> STRICTLY A PLACE OF BUSINESS
- <5> RESIDENCE WITH A BUSINESS LINE

If "STRICTLY A PLACE OF BUSINESS" is selected at screen >pp2a<:

>pnres< Thank you for your time. We are only interviewing in residences at this time. Goodbye.

- <1> TO EXIT CASE

A home or residence must either be a private home or apartment, or a private room in a dormitory or boarding house or a nursing home room that has its own separate telephone number. To qualify as residential, the persons must reside there on a permanent basis. Dormitories, nursing homes, or other institutions in which all residents share a common telephone are considered non-residential.

A telephone that is in a residence but which is used both for personal and business use is considered residential and should be coded as option <6> "BOTH RESIDENTIAL AND BUSINESS" in answer to question >pp2<.

When you determine that a telephone is non-residential, you will read the closing statement, >pnres<, and end the call.

>pp2b< Are there any other residential numbers in addition to [AREA CODE AND TELEPHONE NUMBER] in your household?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pp3< Altogether, how many residential phone numbers does your household have including [AREA CODE AND TELEPHONE NUMBER]?

- <2 - 10> TOTAL RESIDENTIAL NUMBERS
- <98> DON'T KNOW
- <97> REFUSED

In answering these questions, include different telephone numbers, not extensions. These questions are included because households with more than one phone number have an increased probability of falling into the sample when compared to households with only one phone number, and it is very important that the data analysis take this fact into account.

Whenever a respondent answers question >pp2b< with a <1> "YES," probe to be sure he/she understands that we are talking about different phone numbers which are for residential use—not extensions. If a home has only an extension of the same telephone number, the answer to question >pp2b< should be <5> "NO."

If the respondent only offers a number at some other location where he/she can be reached (e.g., at work), the answer to question >pp2b< is <5> "NO."

In the event that a respondent has additional residential phone numbers, you will ask question >pp3< to determine how many residential telephone numbers are in the household.



## A.4.2 Main Study Section

The Main Study Section of the Basic Screener covers all activities from the point where we determine whether there were any children 18 and under who lived in the household for at least two consecutive weeks during the past 12 months up to the point where the Episode Screener questions begin.

Respondents who screen-in on the first of these questions enter the Main Study.

>pm1<	Are there any children 18 years old or younger, who are living or have lived in this household for at least two consecutive weeks in the past 12 months, that is, since [CURRENT MONTH] [DAY], [LAST YEAR]?
<1>	YES
<5>	NO
<6>	CHILD DID NOT LIVE ANYWHERE FOR 2 CONSECUTIVE WEEKS (I.E., JOINT CUSTODY ARRANGEMENTS) OR CHILD JOINED HH LESS THAN 2 WEEKS AGO
<8>	DON'T KNOW
<7>	REFUSED

If the respondent says no children lived in the household for two consecutive weeks in the past 12 months, you will select option <5> "NO" and the CATI program will automatically skip you out of the Main Study and end the interview.

If there were/are any children who lived in the household for at least two consecutive weeks, you will select option <1> "YES" and continue on to find out who was/is the child's/children's primary caretaker.

If the respondent says he/she has children, but these children did not live anywhere for two consecutive weeks in the past 12 months because their custody alternates on a weekly basis, select option <6> "CHILD DID NOT LIVE ANYWHERE FOR 2 CONSECUTIVE WEEKS." Cases about which you are not certain should be answered with option <6>. Whenever you classify a case as option <6>, the CATI program will automatically continue to find out who the child's/children's primary caretaker is/was when they are/were in the household.

>pm1a<            How many children 18 years old or younger, have lived in this household for at least two consecutive weeks in the past 12 months?

\_\_\_\_\_  
<1 - 12> UP TO 12 CHILDREN

\_\_\_\_\_  
<13 - 95> MORE THAN 12 CHILDREN

<98>    DON'T KNOW

<97>    REFUSED

You will ask how many children qualify as living in the household. We ask this question only for steering purposes. Our CATI program can only handle up to 12 children in a household. Therefore, if the respondent indicates that there are more than 12 children, at a later point in the screener, instructions will be displayed on the screen to move to a paper version in order not to miss any answers.

>pm1b<            On a regular basis, at least once a month or more often, [child / children] use the Internet or e-mail through a computer located in  
(CODE ALL THAT APPLY)

<1>    your home,  
<2>    their school, or  
<3>    any other place such as a friend's house or the library?  
<98>    DON'T KNOW  
<97>    REFUSED  
<n>    NONE NO (OTHER) RESPONSES  
<x>    TO DELETE A RESPONSE

This question has been included so that sample can be identified for a possible future study regarding children's use of the Internet. This is a "CODE ALL THAT APPLY" question so you must enter "n" either to mean you have finished selecting the appropriate answers and there are no more to enter, or that none of the answers is appropriate. An entry of "n" will take you to the next question.

>pm2<      Who is the parent or other adult in the household who takes care of the [child / children] most of the time (when [he is / she is / they are] staying in the household)? (IF QUESTIONED AS TO WHY WE NEED THIS INFORMATION, READ: "The focus of this study is children's safety, so I will need to talk to someone who takes care of the [child / children] in your household.")

<1>      SPEAKING TO PRIMARY CARETAKER  
<5>      NOT SPEAKING TO PRIMARY CARETAKER

You will identify the primary caretaker of the children in the household, question >pm2<. If the primary caretaker is at least 19 years old and you are speaking to the primary caretaker, you will continue on to an introduction designed to assure the respondent of the confidentiality of the study (see question >pbox1< below). If the primary caretaker is not at least 19 years old, or you are not speaking to the primary caretaker, you will ask to speak to the appropriate person. If the person is not available, you will set an appointment to call back at another time.

If, in question >pm2<, you find that you are speaking with a teenager who says this is his/her private phone number, determine whether there are any adults age 19 or older in the household. If so, proceed with the questions as stated above.

>pbox1<      Your telephone number was randomly selected and will be erased after we complete the interview process. Any answers you provide are completely confidential and anonymous. Your answers will help us to better protect children nationwide. While your participation is strictly voluntary, your cooperation is greatly appreciated. The interview usually takes only about 10 minutes or so, but if your case is especially helpful to the study it can be somewhat longer. Also, my supervisor may monitor this call for quality control purposes.

<1>      CONTINUE  
<5>      RESULT CODES  
<6>      R QUESTIONS CONFIDENTIALITY  
<7>      R REFUSED

>pm3< (IF NECESSARY, ASK:) Are you male or female?

- <1> MALE
- <5> FEMALE

Question >pm3< asks about the sex of the respondent. This is important information for the data analysis of the study, but it is also asked so that appropriate wording displays will be used throughout the CATI program. You do not need to read this question verbatim if you already know the sex of the respondent; you can verify the sex instead.

>pm4< Thinking of the household member in whose name the house or apartment is owned, being bought, or rented, what is the highest grade or level of education that this person has completed?

- <1> Not a high school graduate
- <2> High school graduate
- <3> Has some college education
- <4> College graduate
- <5> Vocational school / degree
- <77> Other (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

Question >pm4< asks about the education level of the "head of the household." If the respondent gives you a grade level (e.g., 12th grade), you will need to translate it into one of the four categories given. If you are unsure of how to translate it, use the "SPECIFY."

## A.5. Child Roster

The Child Roster section of the Basic Screener covers some demographic questions about each child who has lived in the household for at least two weeks or more during the past 12 months (or was included as a code <6> in question >pm1<). It begins with a question to determine whether the number of children in the household was recorded correctly. This is a precaution that is taken to make sure that if there are more than 12 children, the appropriate instructions will be displayed.

>pm4a< Earlier I recorded that there [was / were] [NUMBER OF CHILDREN FROM >pm1a<] [child / children] 18 years old or younger, who [has / have] lived in this household for at least two consecutive weeks in the past 12 months, that is, since [CURRENT MONTH] [LAST YEAR]. Did I record this correctly?

- <1> YES
- <5> NO

If option <5> "NO" is selected at screen >pm4a<:

>pm4b<	How many children 18 years old or younger, have lived in the household for at least two consecutive weeks during the past 12 months, that is, since [CURRENT MONTH] [LAST YEAR]?  _____ <1 - 12> CHILDREN  _____ <13 - 95> CHILDREN <97> REFUSED
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You will verify/ask how many children qualify as living in the household only for steering purposes. Our CATI program can only handle up to 12 children in a household. If the respondent indicates that there are 12 or fewer children, you will continue on to the demographics section for each child. However, if the respondent indicates that there are more than 12 children, the following screen will be displayed:

>pxm5<	INTERVIEWER: BECAUSE THERE ARE <u>MORE THAN 12 CHILDREN</u> IN THIS HOUSEHOLD, YOU WILL NEED TO CONTINUE FROM THIS POINT USING PAPER. PLEASE FOLLOW THE STEPS BELOW.  <1> LEAVE THE CATI PROGRAM SHOWING THIS SCREEN UNTIL THE CALL IS DONE. <2> COLLECT THE "CHILD ROSTER" <u>ON PAPER</u> . <3> COLLECT THE SUMMARY VERSION OF THE "EPISODE SCREENER" <u>ON PAPER</u> . <4> TELL THE RESPONDENT THAT WE WILL NEED TO CALL BACK TO FINISH THE INTERVIEW IN ABOUT ONE WEEK (SET A "SOFT" APPOINTMENT <u>ON PAPER</u> ). <5> WHEN PAPER INTERVIEW IS COMPLETE, GO TO COMMAND MODE (CTRL-C). THEN, IN COMMAND MODE, TYPE "sk cbx." MAKE THE CASE A "PROBLEM" RESULT (CODE <4> ON "cbx" SCREEN).
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You will follow the instructions on this screen including making an appointment for approximately one week from this call. A supervisor will assign this case to an interviewer when it is time for the appointment to be called.

>pm5(a)< Please give me the first name (or initials) of all the people 18 and under who have lived in the household for at least 2 consecutive weeks during the past 12 months. Please give each name (or set of initials) one at a time. (IF R REFUSES TO GIVE FIRST NAMES, TRY TO GET INITIALS. IF R REFUSES INITIALS, RECORD CHILD NUMBER SEQUENTIALLY, BEGINNING WITH "CHILD 1," "CHILD 2," etc.)

ENTER FIRST NAME (OR INITIALS) OF THE [FIRST / NEXT] CHILD.

\_\_\_\_\_  
<NAME / INITIALS>

With question >pm5(a)< as the lead-in, you will enumerate all of the children 18 years old or younger who live or have lived in the household for at least two consecutive weeks during the past 12 months. The children may be listed in any order the respondent wishes (that is, the respondent does not have to list the children in any specific order such as from the oldest to the youngest). You will collect all the children's first names before entering any other information.

You will obtain several pieces of information for each child. The primary pieces of information you will obtain are:

1. >pm5(a)<. **First Name.** If the respondent is hesitant to give names, try to get the child's initials. If the respondent does not want to give the child's initials, enter "child 1," "child 2," etc.
2. >pm6(a)<. **Sex.** Enter "1" for boy or "2" for girl. Code without asking only if it is completely obvious (e.g., "my son John"); otherwise, where terms such as "son" and "daughter" do not make it completely obvious, verify each child's sex (for example, by saying "And Mary is female, right?"). Do not rely on just the child's name to indicate sex. Problems can arise when you make assumptions without verifying (e.g., "Leslie" can be either a boy's name or a girl's name).
3. >pm7(a)<. **Birthdate.** Record each child's date of birth by entering the month, the day and the 4-digit year. Verify what you have entered back to the respondent. Note: if the date of birth is not known, the CATI program will ask for age on last birthday.
4. >pm9a(a)<. **Race or Ethnicity.** Record each child's race and ethnicity. The ethnicity question will be asked first ("Is [CHILD'S NAME] of Hispanic or Latino origin?"). Then the race question will be asked. Appropriate categories are displayed on the screen. These categories are:

- American Indian, Aleut, Eskimo. This includes persons whose ancestors were of the original people of North America—The Native Americans.
  - Asian or Pacific Islander. This includes persons whose ancestors were of the people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.
  - Black. This includes persons whose ancestors were of the black racial groups of Africa.
  - White. This includes persons whose ancestors were of the original people of Europe, North Africa, or the Middle East.
  - Other (SPECIFY). This includes persons of mixed races.
5. >pm10(a)<. **Child’s Relationship to Respondent.** Record each child’s relationship to the respondent. Ten relationship codes are displayed on the screen. There are nine specific relationship codes and an “Other” code for any relationships that do not fall into one of the nine specific codes. The ten relationship codes are:
- Biological child,
  - Stepchild,
  - Adopted child,
  - Grandchild,
  - Sibling’s child (niece / nephew),
  - Foster child,
  - Ward (respondent is child’s legal guardian),
  - Sibling (brother / sister),
  - Charge (respondent is child’s babysitter),
  - Other; specify (e.g., cousin, great-grandchild, live-in boyfriend’s child).
6. >pm13(a)<. **Disability.** Did child have any serious or permanent physical or mental disability or impairment, or life threatening medication condition in the past 12 months? Record <1> for “YES” or <5> for “NO.”
7. >pm14(a)<. **Is child currently living in this household?** This question is asked to determine whether the child will be eligible for the Youth Interview. If the child is currently a household member (this is the child’s primary residence) but the child is currently “missing” (lost, kidnapped, etc.), you will enter “NO” for this question because the child would not have been able to be the respondent for the Youth interview.
8. >pm15(a)<. **Did child live in any other households for at least two consecutive weeks in the past 12 months?** If you enter <5> for “NO,” the next

question will automatically be skipped.

9. >pm16(a)<. **How many other households did the child live in for at least two consecutive weeks in the past 12 months?** Record the number that the respondent tells you. If the respondent does not know for sure, try to get the respondent to make an estimate on the basis of what they do know and record that number in answer to the question. Make a note in the comments that this answer is an estimate and indicate the extent and nature of the respondent's doubt. For example, if the respondent did not know where the child was at all for some period of time, note this fact and indicate that the estimate provided is based on what the respondent did know for sure.

>pm17(a)<	Has [CHILD'S NAME] stayed overnight in this household for at least 2 consecutive weeks during the past 12 months?
<1>	YES
<2>	NO
<3>	DON'T KNOW
<4>	REFUSED

The only time question >pm17(a)< will appear is if you have entered the relationship code of <9> "CHARGE" for a child in question >pm10(a)<. If the respondent is the child's babysitter, we need to determine if the child has actually lived in the household, that is, stayed overnight for two consecutive weeks during the past 12 months.

If the child has not stayed overnight in the household of two consecutive weeks during the past 12 months (e.g., the respondent just takes care of the child during the day), you will answer <5> "NO" to question >pm17(a)<. An answer of "NO" here will automatically delete the child from the Child Roster and he/she will not be included in any further questions concerning the household children.

If the child has lived in the household (stayed overnight for at least two consecutive weeks) during the past 12 months, then the child will stay in the Child Roster and will be included in subsequent questions.

>pm18(a)<	(IF KNOWN, CODE APPROPRIATELY; OTHERWISE, ASK:) Is [CHILD'S NAME] living or is [he / she] deceased?
<1>	LIVING
<5>	DECEASED



The only time question >pm18(a)< will appear is if you have entered that the child is not currently living in the household in question >pm14(a). The answer to this question will be used for some skips in later questions.

After the last Child Roster question, an introduction for the Episode Screener will appear and that final screening section will begin.

## **B. GENERAL COMMENTS REGARDING FOLLOW-UP INTERVIEWS**

### **1. CERTAIN QUESTIONS CANNOT BE CHANGED**

- a. We have tried very hard to design this instrument to be responsive to the needs of you, the interviewer. There are many constraints on our efforts. The major one is that **this study is a replication of a study conducted 10 years ago**, and we must maintain certain elements of the original survey, even if we think they could be improved upon. In addition, many questions come from other government surveys, such as the National Crime Victims Survey, and we cannot alter these questions in any way, even if we find them cumbersome or awkward. We ask for your patience with the resulting questionnaires.
- b. You may feel that some of the questions are redundant. However, the purpose of the follow-up instrument is to **determine how serious the episode was and how much risk for harm the child/children encountered**, so there are a number of key issues that are addressed repeatedly. In addition, there are certain key questions which are part of defining the different types of episodes and those questions must be asked, even if the respondent has already told us about what happened. We have tried to streamline the questionnaires as much as possible, but some questions cannot be altered or removed. An example of a key issue is how far the child/children were moved in an Abduction interview. Early in the interview, we ask "How far was the child moved?" And later in the interview, we ask "Was the child transported at least 50 miles?" The distance is so key to defining an episode that we ask about this issue more than once.

### **2. INTERVIEWS MAY BE UPSETTING**

- a. If an incident has occurred in a family and you are completing a follow-up questionnaire with someone, they are likely to have strong feelings about the incident. It is vitally important to **be both neutral and sympathetic** with these respondents. They may be reporting some distressing details, such as physical or sexual abuse. They may be upset, but you need to be professional and non-judgmental. At the same time, you need to be sensitive and compassionate. It is a difficult balancing act, and you should feel free to

ask for help or suggestions from a supervisor or other project staff at any time.

- b. If you have been upset by an interview, please **speak to a member of the project team**. Don't be shy!! We understand that these interviews may be distressing and we're here to support you in any way we can.

### 3. YOU MUST PAY ATTENTION

- a. The details of these episodes are likely to be complicated. The actual wording of the questions will not fit every situation perfectly. **You can't be on "automatic pilot" while asking these questions** and recording the answers. It is very important to listen carefully to what the respondent is saying.
- b. There are a number of places in the questions where alternative wording is available. You will need to pay careful attention to the particular scenario of the episode to appropriately choose the wording that fits the situation.
- c. There are several places in each follow-up questionnaire where a series of questions will be asked separately for each child, if more than one child was involved in the episode. We have tried to make this as smooth as possible, by adding wording alternatives and transitional phrases, but it still may be a little awkward. Again, you will have to pay attention to ensure that the respondent understands the questions in these sections. When you switch back to asking about all the children, the transitional phrase "The next questions are about all the children involved in this episode." will appear—only read this phrase if there is more than one child involved.

### 4. FIND OUT WHAT HAPPENED

- a. It's important for the respondent to understand each question that they're answering. We're asking for a lot of details, and it may take some time to ensure that they understand the question and that you understand their answer. **Don't be afraid to ask the respondent to explain**. Of course we want the interviews to be completed as quickly as possible, but we cannot afford to sacrifice important information.
- b. If it will be helpful to you, encourage the respondent to elaborate on what happened. They don't have to just answer the question that they think you're asking—don't hesitate to ask them to explain the episode a bit more, since it may help you to assess which questions apply to their situation, and which answers fit. Don't let this get out of hand, though—the interviews need to be completed as quickly as possible.
- c. You should expect to use the phrase "to the best of your knowledge" quite a bit, since the respondent may not know exactly what happened to the child/children during the entire

time that he/she/they were away. We're interested in the respondent's understanding or their belief about what happened. You should **encourage them to tell you what they think happened**, even if they're not exactly sure. One purpose of this study is to assess the risk for harm that children face, so we want to make sure we don't lose any pertinent information.

## 5. TAKE NOTES

- a. Everything the respondent tells you is potentially very important to understanding what happened during this episode. The answer categories available for a particular question may not capture the details of every situation and sometimes, if more than one child was involved, different things happened to each child. You are the only person actually hearing the whole interview. **For the benefit of the person who will later code and analyze the information**, use the "other—specify" option whenever it's appropriate, and use the note-taking function of the CATI system as much as necessary to give a complete picture of what the respondent tells you about what happened. Always record the response clearly and completely.
- b. For all open-ended or "specify" questions, you must be careful about your typing. The verbatim responses will be an important part of the analysis and the **coder must be able to read and understand what's written**.
- c. Some people find it easier to have a notebook in their interviewing station and to take any necessary notes on paper as the interview progresses. Of course the research staff would prefer that any notes be put immediately into CATI, but hand written notes are better than losing valuable information.

## 6. HELP THE RESPONDENT PERSIST

- a. If you feel like the respondent is getting weary, **encourage them by thanking them for their patience**, by telling them "we're almost done" or "we're halfway done" (if that's true!) or any other comment that you think will be heartening.
- b. There are a number of open-ended questions. Because you need to type what they say, it may take a moment. **Remember to tell the respondent that you're recording their answer**, so they don't wonder why you're being silent.
- c. If you're having a problem that can't be fixed immediately, tell the respondent that you're having trouble with your computer and you need to arrange to call them back. There's no one who won't sympathize with computer problems, and you want to avoid annoying them by keeping them on the line while you find out what the problem is and who needs to fix it.

7. **CLEARLY IDENTIFY THE CHILD/CHILDREN YOU'RE REFERRING TO**
- a. The wording of questions will be determined by whether there was only one, or more than one child involved. Use the name/names of the child/children when asking the question if they appear on the screen, otherwise use the pronoun provided. If there is more than one child involved, the names will just be listed on the screen—add, as appropriate, the word “or” before the last child’s name. For example, “**Did Aaron, Bill, or Carl** contact you at any time during the episode?” or add the word “and,” for example, “Which of the following best describes how concerned you were about where **Aaron, Bill and Carl** were?”
  - b. There are questions that are skipped if the child/children have not returned, and there will be times when some of the children have returned and some have not, however, all their names will appear on the screen. You will have to remember to **only say the name/names of the child/children to whom the question refers**, that is, do not include the name/names of child/children who have not returned.
  - c. In a few cases, the respondent may have refused to give the names or even the initials of the children in the household. In such instances, you will need to use the child’s/children’s sex and age at the time of the interview to identify who we are talking about to the respondent. For such a case, you could ask the question (for example): “Earlier you said you would prefer not to tell us the names or initials of the child/children in your household, but this next question is about the boy who is now 13 years old (and who was kept from you).”
8. **CLEARLY IDENTIFY THE TIME AND EPISODE YOU'RE REFERRING TO**
- a. You may need to refresh the respondent’s memory about the time period we’re talking about. If you ever get the sense that the respondent is confused, you can say, for example, “We’re talking about the time Alice and Beverly ran away from home in June 1998.” **This may be especially necessary if there were multiple episodes in the household.**
  - b. Different questions ask about different periods of time, such as “in the year before the episode” or “in the week before the episode.” **Make sure that you emphasize any time periods that are contained in a particular question**, especially if it’s different from the time period in previous questions.
  - c. There are several questions that ask what happened “at any time during the episode.” **Make sure that the respondent hears this phrase** and that his/her answer includes everything that was done while the episode was going on (but only things that happened while the episode was going on--not things that happened before or after).

d. If the respondent seems confused about the word “episode” (and they sometimes are), **remind them of the type of incident** the follow-up interview is referring to, for example, “When Aaron and Bill were kept from you.”

## 9. COMMUNICATING CONTENT

1. As a general rule, in the **adult version** of the follow-up interviews you should not try to explain any of the terms or intentions of the questions—if the respondent indicates that he/she does not understand what is meant, just say: “Do you think ... ” and **restate the question**.
2. With the **youth interviews** this rule does not apply. While you should not elaborate on the meaning of a question, **it may be necessary to define words or restate the question in a different way**, especially with the younger respondents. You must be very careful not to lead the youth respondent toward any particular answer or reaction during this process, but make sure they understand what you’re asking and what the response options are.

## 10. MANAGING SERIES QUESTIONS

- a. There are several questions that contain lists of actions or statements, but with the CATI program, each of the items comprising the list appears as a separate question. It may be helpful to the respondent if you tell them as you start a series question like this that you’re going to be reading a (long) list of items or statements, and, if you think it would help, ask them to be patient.
- b. In addition, these lists usually end with an item “or something else” or “or anything else.” We realized recently that it makes more sense to say “or anything else that I haven’t mentioned already” or “or anything else we haven’t already discussed.” You should use this phrasing if you think it will help clarify what we’re asking for.

## 11. NUMERICAL RULES

- a. General rule about estimation: If the respondent doesn’t know the exact time for any of the questions regarding a length of time, try to get him/her to give you an estimate of how long the time period was. You can probe as appropriate to help them with their estimate, for example, you could say, “Was it the same day?”
- b. General rule about rounding: Round 1/2’s up to the next whole number if it’s even, but leave them off if it’s odd. Round anything more than 1/2 up and anything less than half down.

## C. SPECIFIC COMMENTS REGARDING FOLLOW-UP INTERVIEWS IN GENERAL

Most of the comments about the sections and specific questions contained in this summary refer to both the **adult** and the **youth** versions of the questionnaire. Notes of where the youth interviews are different appear as needed. The major difference in the youth interview is that most questions say “you” rather than “the/your child/children.”

### Length Of Episode

The length of the episode has already been recorded in the Episode Screener, however, due to limitations in the CATI program, **we have to ask the question again**. It is very important to record the length of the episode correctly, but because the respondent has already reported this information, it should only be a matter of confirming it. This question is asked separately for each child involved.

**NOTE:** Discerning when an episode began can be a little tricky. If you are not the interviewer who completed the Episode Screener with this respondent, please use some care in determining the time period. **By “the beginning of the episode,” we mean when the child/children started being somewhere other than where they were supposed to be.** Make sure that the respondent understands what we mean by “began.”

In each **adult** questionnaire we ask if the child has been returned from the episode (remember that “the episode” always refers to the episode that is being discussed in this follow-up interview). This question is asked separately for each child involved. (This question is not asked in the **youth** questionnaires, except for the Family Abduction, where the child is asked if he/she is back living with the same parent/caretaker as before the episode.) This is an important question because it directs many subsequent skip patterns—make sure you record the respondent’s answer correctly. Note that in the rare event that the child was killed during the episode and the body was found/returned, the answer to this question NO—“returned” means that the child is back where he/she belongs.

### Perpetrator/Accomplice Identification

Each of the follow-ups contain a series of questions regarding the identity of the perpetrator. In the **abduction follow-ups** this series appears early in the interview and regards the perpetrator of the abduction. This same series appears at the end of **all of the follow-ups**, if applicable, regarding the perpetrator of a physical or sexual assault.

You can ask about a total of four people—one perpetrator and three accomplices. The same questions are asked regarding the main perpetrator of the episode or the assault, and about any additional people involved (though the questions in the accomplice series are not in exactly the same order as the perpetrator series). If there were more than four people involved, you will have to explain to the respondent that we can only take down detailed information about four of them, and the respondent should choose the four people that he/she considers the most responsible for the incident.

IMPORTANT: When you are asking about the perpetrator (or accomplices) of a **physical or sexual assault**, the phrase “the episode” no longer refers to the original missing child episode—now it means when the child was molested and/or assaulted and “the responsible person” means the person involved in molesting or attacking the child.

### **Specific Questions**

The first questions are about the relationship between the victim and the perpetrator. It is very important to find out what this relationship is. Note that we are interested in the person’s relationship to the child/children at the time of the episode (i.e., the abduction or molesting of the child/children). If the victim and perpetrator do not share a family bond, there is a fairly lengthy series of questions that determine exactly how well they knew each other. There are several definitions relevant to coding these questions:

**By “responsible for” we mean the person who instigated the incident**, that is, the person whose idea it was—this is not necessarily the person who physically abducted or assaulted the child/children. If the respondent considers the perpetrators equally responsible, have him/her pick one person and answer the “perpetrator” questions about that person. You will ask the same series of questions again, and the respondent can then tell you about the other perpetrator/perpetrators as accomplices.

**By “family member,” we mean anyone related to the child by blood or by law** (law includes adoption, marriage to a blood relative, foster care, or legal guardianship). Also included as a family member of the child is the current or former romantic partner (spouse or boyfriend/girlfriend) of any parent or guardian (he/she has to have been the partner at the time of the incident).

**By “known” we mean anyone that the child/children, or other members of the family, knew by sight, such as a crossing guard or hot dog vendor.** If there is any question about who is considered a stranger and who is “known,” let the respondent decide: “Whatever known means to you.”

If the respondent says the perpetrator was a “friend” of his or hers or someone else in the family, we want to know if the person was considered a partner in a boyfriend/girlfriend way at the time of the incident.

Determining “acquaintedness.” If the respondent said that the perpetrator was known to the family or the child/children, we want to find out how well the person was known, so we ask a series of four questions: whether the family knew the person’s name, whether they spoke to

the person, how long they had known the person and how often they saw the person.

Make sure you are familiar with the answer categories in each relationship question and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know what to record. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "specify" line.

### **Wording Choices**

The question below is a good example (and the first occurrence, though there are several others) of a set of wording choices that appear on the screen to make reading the question easier for you. These are questions that are asked separately for each child, if there is more than one child involved in the episode. Reading the full question text for each child is cumbersome, so beneath the full text is abbreviated question text which can be read for the second child and each child after that. The name of the appropriate child will appear where noted each time the question comes up.

#### **EXAMPLE:**

>nn10< Now I'm going to read a list of relationships. Which of the following best describes how the person (most) responsible is related to the [child / children] involved in this episode:

(And how was the person (most) responsible related to [CHILD'S NAME]?)

- <1> A friend of [CHILD'S NAME]'s
- <2> A friend of yours or someone else in the household
- <3> An acquaintance of [CHILD'S NAME]'s
- <4> An acquaintance of the family
- <5> A neighbor
- <6> A person in authority such as a teacher
- <7> A caretaker or babysitter
- <8> Someone known to [CHILD'S NAME] only by sight
- <s> Or someone else (SPECIFY; END WITH ///)?
- <96> PERSON NOT KNOWN TO THIS CHILD
- <98> Don't know
- <97> Refused



FOR THE FIRST CHILD INVOLVED, READ AS (some codes not shown):

>nn10a<        Now I'm going to read a list of relationships. Which of the following best describes how the person (most) responsible is related to the [child / children] involved in this episode?

(And how was the person (most) responsible related to Alice?):

- <1>    A friend of Alice's
- <2>    A friend of yours or someone else in the household
- <3>    An acquaintance of Alice's
- <8>    Someone known to Alice only by sight
- <s>    Or someone else (SPECIFY; END WITH ///)

FOR THE SECOND CHILD INVOLVED, READ AS (some codes not shown):

>nn10b<        And how was the person (most) responsible related to Beverly?

- <1>    A friend of Beverly's
- <2>    A friend of yours or someone else in the household
- <3>    An acquaintance of Beverly's
- <8>    Someone known to Beverly only by sight
- <s>    Or someone else (SPECIFY; END WITH ///)?

### **Perpetrator Age and Race**

We ask for the perpetrator's current age (i.e., at the time of the interview rather than at the time of the episode). If the respondent says he/she does not know the age, ask for the respondent's best estimate of age.

We ask about the race and ethnicity of the perpetrator and accomplices just as we have asked about the respondent and the child/children in the Household Roster. Hispanic is not considered a race—it is an ethnicity. We must ask the "ethnicity" question prior to the race question in order to follow the convention of the Census Bureau. With the actual question asking for race, do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "specify." We ask these two questions repeatedly; **if the respondent knows the race of the perpetrator**, he/she usually tells you right away—in this case, as with gender, **you do not need to read the question, just mark the answer.**

### **Episode Detail**

This section begins with an open-ended question designed to let the respondent tell us about the episode, thereby giving an overall view of what happened, as well as allowing the respondent some "free space" in which to say his/her "piece" in an unstructured manner. **This strategy has proven to**

**be very effective in designing interviews on sensitive subjects and about emotionally loaded events.** Respondents tend to feel more as if they have been “heard” if they are given a little space like this. Record the response as clearly, carefully and thoroughly as possible. Do not be concerned if the respondent does not answer the parts of this question in the order they are asked or does not answer all of the parts (there are several probes that appear on the screen). Most respondents are willing to provide a lot of information about such an experience. If the respondent starts to repeat information or continues to go into great detail after they have essentially answered the question, gently thank the respondent and go to the next question. **Do not take the time to probe too much**—we ask lots of specific questions about the episode, this question is more for the respondents’ benefit—to allow them to express themselves.

When you already know the answer to one of the questions following this open-ended question, you should say: “I know you already told me this, but I need to ask all the questions.” You could also say, “These questions may seem redundant, but they are all very important for understanding what happened to your child/children.” **Say these phrases as often as necessary**—we do not want the respondent to get annoyed with the redundancy. Ask for their patience and be patient yourself. NOTE: this interview is quite lengthy and somewhat repetitive. The respondent will feel more comfortable and the interview will go more smoothly, if the respondent feels you are having a conversation with them, and it helps a great deal if you ask questions in a way that acknowledges that you have already heard some of the information.

### **When the Episode Began**

In each follow-up interview we ask about the day of the week and the time of day that the episode began. If the respondent says he/she does not know the exact day of the week, we have a follow-up question which asks them if the episode started on a weekend or during the week. Encourage the respondent to answer these questions to the best of his/her knowledge.

### **How the Respondent Found Out**

In each adult questionnaire we ask **how the respondent first found out that the episode had happened (or started) or realized that the child/children were missing.** The answer categories do not really fit every situation and you may find that you will use the “other, specify” category quite a bit. The first category, “your [child / children] told you” does not include the respondent finding out what had happened from the child/children when the child/children returned unless that is really when the respondent first found out that the child/children had been gone. The category “you witnessed it” is most likely to be true if the respondent saw the child/children abducted or observed the child/children leave the house in a Runaway/Thrownaway episode. If the respondent says “someone else told them,” we ask about the person’s relationship to the child/children (note that we are not interested in the person’s name). In the General Missing interview, this question is arranged a little differently from the other questionnaires (see notes in that section of this summary).

What follows the open-ended question is a unique series of questions in each follow-up questionnaire—questions which are specific to the type of incident (though there are a few questions shared among the follow-ups). **Instructions on what we call the “detail” section of each interview follow this summary about shared questions.**

### **Parental Concern**

Each follow-up questionnaire contains a series of questions regarding how concerned the child’s/children’s parent or guardian was during the incident. **These questions are very important for determining how serious the episode was.**

The first question screens respondents into, or skips respondents past, the series of questions. (It is unlikely that respondents will skip this section, because some of the episode screener questions specifically ask if the respondent was concerned.) If the respondent screens into the section, they will be asked how concerned they were, why, what efforts they undertook, and several questions regarding when they became concerned. Several questions are not contained in the **youth** interviews, because they do not apply. Some of these questions are occasionally difficult for the respondent.

The first question after the screening question asks what “exact events” caused them to become concerned. You may have to **probe this question extensively** in order to get a good description of what exactly preceded the parent’s/parents’ alarm.

This section contains a series of questions asking for time periods. This can be difficult to answer because the distinction between the time periods can be confusing. **You may have to explain the question or help the respondent to determine the answer.**

#### **IMPORTANT EXAMPLE:**

In one pretest case, the teenage daughter was picked up by a stranger on her way home at approximately 6 pm. The parent said her daughter was always home by 9 pm, so at that point the respondent became concerned. She did not actually find out what happened until her daughter was returned three days later.

>nn68a<           How long had the episode been going on when you (or someone else in your household) became concerned?

<1-90> Minutes / Hours / Days / Weeks / Months

<96> Immediately

<98> Don’t Know

<97> Refused

*The answer to this question is “3 hours”—the daughter was taken at 6 pm and the respondent got worried at 9 pm.*

>nn69a< For how long had you been concerned when you found out that your daughter had been taken?

- <1-90> Minutes / Hours / Days / Weeks / Months
- <96> Immediately
- <98> Don't Know
- <97> Refused

*The answer to this question is "3 days"—the respondent did not find out what happened until the daughter was returned.*

One of the questions in this section asks, in an open-ended format, what the respondent did to try to find the child/children. Some people will say, among other things, "I did everything I could think of."—**include that comment verbatim.**

### **Contact With the Police**

Each follow-up questionnaire contains a series of questions regarding the household's contact with the police during the incident. **These questions are very important for determining what resources are needed and used during these types of episodes.**

The answer to these questions is always limited to things involving the police which took place **at any time during the episode**—this means it does not only include what transpired with the police when they were initially contacted, but it does only include things that were done while the episode was going on (not things that involved the police after the child/children were returned). **NOTE:** The police may not get very involved in a runaway incident, and the respondent may say that the police said they could not help or there was nothing they could do or they probably would not find the child/children or something along that line.

The first question screens respondents into, or skips respondents past, the series. If the respondent screens into the section, they will be asked about when they contacted the police and what actions the police took. In the **youth** interview, the questions in this section will only be asked if the youth respondent called the police. In the **adult** interview, the questions are asked if the respondent or anyone called the police.

In the **adult** interview, if no household member contacted the police with regards to the particular episode in question, the respondent will be asked an open-ended question about why the police were NOT contacted. In the **youth** interview, this open-ended question will be asked if the respondent said his/her parent did not call the police.

Note that NCMEC (the National Center for Missing and Exploited Children) may be mentioned in this section. Since they are extremely involved in this survey, it is very important that we do not lose any

information pertaining to them. We specifically ask about them in the following section, but they may come up in this section as well, particularly when we ask if the police referred their case to any other justice agency (NCMEC is not a justice agency, but respondents often do not know that). Any time NCMEC is mentioned in the police section, make a note in “specify” and the coder can sort it out later. Also note that NCMEC is sometimes called the **Adam Walsh Center**.

### **Other “Agency” Contacts**

This section includes questions about services obtained from agencies other than the police and from other professionals or community members. Each question is limited to services or communications regarding **this particular episode, and is limited to** things that were done while the episode was going on (not things that involved services or communications after the child/children were returned, unless these services were a direct result of the episode, such as counseling for a child who was traumatized).

We specifically ask about **NCMEC** in one of the questions in this sections, but they may come up in other questions as well, such as when we ask about a missing persons agency (which NCMEC is not). Respondents may also mention local CMEC offices, which we also want to make a note of, either in “other professionals contacted” or “actions taken to have the child/children returned.” Note that NCMEC is sometimes called the **Adam Walsh Center**.

### **Harm Series**

The final series of questions may be difficult both for you and the respondent. **It is very important to be neutral (non-judgmental and undisturbed) as well as sensitive** during this series of questions. This series of questions is only concerned with what happened to the child/children while the child/children were away during the particular episode in question. This series is mostly skipped for children who have not returned, however, four key questions will be asked for all children: beaten up, attempt to beat up, sexually molested, attempt to sexually molest.

If there is more than one child, you ask this entire series for the first child, then ask the same series for the next child, until you have asked this set of questions for each child involved in the particular episode.

Emphasize the phrase “To the best of your knowledge,” as much as seems necessary. Most respondents will not hesitate to answer these questions if they know the answer.

The first question, about whether the child suffered any harm, screens respondents into, or skips respondents past, several questions. **If you know, at this point in the interview, that the child was hurt during the episode, just confirm the answer with the respondent.**

Several questions in this series are very important, because a “YES” answer leads to asking several

follow-up questions. In addition, a “NO” answer to some questions leads to a follow-up question asking about attempts of that activity. You may have to clarify what “attempt” means—we do not want to lose any information about any risk there was to the child.

#### **“B Series”—Sexual Molestation**

If the respondent says that the child was sexually molested, or that an attempt was made to sexually molest the child, you will ask a series of very explicit questions about what exactly was done to the child. Unfortunately, these questions may be embarrassing to both you and the respondent, so you will have to demonstrate a great deal of sensitivity.

In the rare case that more than one perpetrator was involved in molesting the child, say “persons” when reading the questions. Otherwise, just read “person.”

In the **adult** interview, emphasize the phrase “To the best of your knowledge,” as much as seems necessary. Emphasize “during this episode” if you think the respondent might be talking about activities that happened during a different episode or at some other time.

The first question screens respondents into, or skips respondents past, the first half of this series. If the respondent says the child was touched, CATI skips you to the second half of the series, regarding touching. If the respondent says the child was not touched, the next set of questions asks about what sort of non-touching activities the child was exposed to (and you will skip the questions regarding actual touching.)

## **D. SPECIFIC COMMENTS REGARDING ABDUCTION FOLLOW-UP INTERVIEWS**

There is a slight possibility that the respondent could incorrectly identify the relationship between the perpetrator and the child during the Episode Screener. If that has happened, the respondent will be directed to the wrong follow-up interview and they would miss a small number of extremely important questions that are unique to the interview they should be receiving. If, during the perpetrator identification section, it becomes clear that the respondent is in the wrong interview, you will need to ask the unique questions (the correct ones) from a short paper questionnaire. In the rare event that this is necessary, a message will appear on the CATI screen at the appropriate moment, instructing you that now is the time to ask the additional questions. There are two versions, which are color coded (Family is PURPLE and Nonfamily is BLUE).

#### **Where the Child/Children Started**

We read a long list of possible places the child/children could have been when the episode began. **By “began,” we mean where the child/children were just prior to when they started being**

**somewhere other than where they were supposed to be.** If the child/children were taken, this would be where they were taken from, if they were kept, this would be where they were at the time that they should have been returned. In the case of an assault, this would be where they were when the assault happened. Familiarize yourself with the answer categories and the order of the list. Listen carefully to the respondent's answer to see which category should be recorded. If you are unclear which answer category the respondent is choosing, reread the categories, or probe to get more details so you can help him/her select the appropriate response category. If the answer does not fit one of the categories, record the respondent's answer carefully and thoroughly on the "specify" line—if you have any doubt about which category is correct, record the respondent's exact answer on the "specify" line and the coder will figure it out later. The answer to this question represents the child's/children's "original location," which is referred to in subsequent questions.

### **Kidnapping**

The first "detail" question concerns whether the respondent considers this abduction episode to be a kidnapping. Sometimes the respondent seems confused about what "episode" means in this question—if that is the case, you could probe by saying: "Would you consider the taking of [CHILD'S NAME / CHILDREN'S NAMES] from you to be kidnapping?" **We are interested in the respondent's opinion about this episode.** If the respondent says the episode was not a kidnapping, we ask what he/she considers it to be. We want to know how the respondent thinks of this episode—in other words, if it was not a kidnapping, what was it?

### **Moving the Child/Children**

Because **moving the child/children is such an essential element of defining the episode** as an abduction, we ask in several different ways about whether, and how, the child/children were moved, and if this was done secretly. If the child/children were moved, taken, or lured even a few feet away from where they started, the answer to these questions is "YES." You may need to repeat or emphasize "to the best of your knowledge" when reading these questions, since the respondent may not know exactly what happened to the child/children. You may have to reread some of the questions, because the distinctions between them can be fairly subtle and you want to **make sure that the respondent understands what each question is asking**. Do not try to explain any of the terms, such as "forced" or "lured"—if the respondent indicates that he/she does not understand what is meant, just say: "Do you think ..." and restate the question.

## **E. SPECIFIC COMMENTS REGARDING NONFAMILY ABDUCTION FOLLOW-UP INTERVIEWS**

### **Assaults Only**

This version of the questionnaire is also used if the child/children were involved in an assault (attacked, threatened, beaten up, sexually assaulted)—these episodes may not have an element of "missingness"

in them (taking or abducting) and **some questions in the interview will not apply**, such as “Did the person responsible for this episode have authority or permission to take or keep the [child / children]?” Those questions include the option of a code <6> for “not applicable—assault only.” If the code appears on the screen, and you know the incident was an assault only (that is, it did not include any kind of abduction or attempted abduction), you may enter <6> and **not ask the question**.

### **Threat to Child/Children**

Late in the “detail” section we ask a series of questions to try to assess how threatened the child/children felt, such as “Did [your child / any of your children] believe [he / she / they] would be hurt if [he / she / they] tried to leave the [person / persons] responsible for this episode?” **These are very important for determining how serious the episode was by getting a sense of how much risk there was to the child/children.** You may find that you need to repeat or emphasize “to the best of your knowledge” when reading these questions.

## **F. SPECIFIC COMMENTS REGARDING FAMILY ABDUCTION FOLLOW-UP INTERVIEWS**

### **Returned Voluntarily**

At the very beginning of the interview, if the respondent says the child/children were returned, we ask if the perpetrator returned the child/children voluntarily.

### **Perpetrator’s Domicile**

At the end of the perpetrator identification questions, we ask what city and state the perpetrator was living in when this episode began. You may have to remind the respondent that we are asking about the beginning of the episode. If the perpetrator was living in a foreign country, record the country on the text line provided for the city name.

### **Keeping After a Visit**

In a family abduction, the perpetrator may have kept the child/children, rather than having taken them, and we ask several questions about this. First we ask if the child/children had been with the perpetrator with permission (legitimate visit) before the episode started. We also ask how long the child/children had been with the person during the period of visitation before the child/children should have been returned. For example, if the child/children were staying with this person for the Christmas holidays, and the person did not return the child/children after the holidays, we want to know how long the child/children were there for the holidays—you would not include the time spent with the person during any previous visitations or the time the child/children were after they should have been returned.





### **Custody Arrangements**

We ask a series of questions concerning the custody arrangements between the respondent and the perpetrator. This series starts by asking about the most formal and legal kind of custody arrangement and if the respondent says that was not their arrangement, then we ask about increasingly more informal arrangements. If the respondent says that none of these was their arrangement, we ask an open-ended question, "If this was not a custody violation, are there other reasons for your belief that [PERPETRATOR]'s [taking / keeping] of [CHILD'S NAME / CHILDREN'S NAMES] [is / was] unauthorized?" **You may have to reread some of the questions, because the distinctions between them can be fairly subtle** and you want to make sure that the respondent understands what each question is asking. We have provided as much definition of each type of custody arrangement as we can to make these distinctions as clear as possible.

### **Contact with Perpetrator**

We ask the respondent if he/she had any contact with the perpetrator. This refers to any contact (including a message) that the respondent had with the perpetrator while the child/children were away from the household where they belonged. The contact could have been initiated by the respondent, by the perpetrator, or by someone else.

This series includes two questions about attempts by the perpetrator to prevent the respondent from having contact with the child/children. The first question asks if the perpetrator attempted to prevent contact on a one-time or temporary basis, for example, the perpetrator could have kept the child/children from receiving a letter from the respondent or told the respondent he/she could not talk with the child/children until later. The second question concerns the respondent's perception of the perpetrator saying or doing anything to try to permanently keep the respondent from contacting the child/children. It is important that you communicate the distinction between these two questions to the respondent. This series is followed by a question about whether the abduction was intended to prevent the respondent from **having custody of the child/children on a permanent basis**. For each of these questions, the attempt may not have succeeded, but would still qualify the respondent to answer "YES."

### **Taking Child/Children Out of the State/Country**

The next series of questions concerns whether the perpetrator took or tried to take the child/children to a different state or country than the one in which they were supposed to be. It may be that this is a different state than the one the child/children were living in when they were taken or when they should have been returned. It includes **any situation where the child/children were moved to another state or country at any time while the perpetrator held the child/children** (i.e., after their abduction/non-return). If the child/children were taken or an attempt was made, there is a series of questions about the reasons for this, such as to visit relatives.

### Knowing the Child's/Children's Location

The last series in the "detail" section concerns whether the respondent knew where the child/children were while they were away. If the respondent said that he/she did not know the child's/children's exact address while they were away, we want to know what information he/she did have. If some of the children have returned and others have not, be sensitive when asking this question, and **carefully record any information the respondent had about any of the children's location while they were away**—those who returned and those that are still away from home.

### Perpetrator "Fill"

In this version of the questionnaire, there is a limited number of people who are likely to have taken or kept the child/children. For that reason, if possible, we are filling in questions that refer to "the person responsible" with the relationship of the person to the child/children.

EXAMPLE:

>ff36< [Was / Were] the [child / children] with [his / her / their] [PERPETRATOR} immediately prior to what you consider to be the beginning of this episode?

- <1> Yes
- <5> No
- <8> Don't Know
- <7> Refused

"[PERPETRATOR]" will be filled with the appropriate phrase from the chart on the next page, depending on the answers the respondent provided to two questions: ff10 and ff14. If none of the listed relationships were selected in ff10, the words "the person responsible for this episode" will appear in place of "[PERPETRATOR]."

### Perpetrator “fills”

The far right column shows the word/words that will appear in the question text if the conditions in the two left columns are met.

>ff10< (relationship)	>ff14< (gender>	fill that replaces [PERPETRATOR]
parent	male	father
	female	mother
step-parent	male	step-father
	female	step-mother
sibling	male	brother
	female	sister
aunt/uncle	male	uncle
	female	aunt
cousin	male/female	cousin
grandparent	male	grandfather
	female	grandmother
foster parent	male	foster father
	female	foster mother
adoptive parent	male	father
	female	mother
legal guardian	male/female	guardian
spouse/romantic partner of parent	male	mother’s (husband/boyfriend)
	female	father’s (wife/girlfriend)

**EXAMPLE:**

>ff36< Were the children with their mother immediately prior to what you consider to be the beginning of this episode?

- <1> Yes
- <5> No
- <8> Don’t Know
- <7> Refused

## G. SPECIFIC COMMENTS REGARDING RUNAWAY/THROWNAWAY FOLLOW-UP INTERVIEWS

### Episode Definitions

In a “runaway episode,” the child chose to leave the household, while in a “throwaway episode” the child was forced out by the parents or other adult in the household. These two situations are frequently harder to distinguish than you think they would be. There is only one follow-up questionnaire for the two, but there are a few questions which pertain only to one or the other scenario (depending on which Episode Screener items were coded “YES”).

### Wording Choice

There are a couple of questions where two wording choices for a “throwaway” scenario (i.e., child told to leave or not allowed to return home) will appear below the lead-in wording of the question, and you will have to choose the appropriate wording for the situation as it has been described to you by the respondent. It is possible that more than one of the working options applies to the situation, in which case add “and” between the options (if more than one appears) when reading the question.

EXAMPLE:           How likely do you believe it is that this situation of (INTERVIEWER: SELECT APPROPRIATE PHRASE:)  
                          asking Allen to leave home?  
                          refusing to allow Allen to return home?  
                          will happen again?

READ AS:           How likely do you believe it is that this situation of  
                          asking Allen to leave *and*  
                          refusing to allow Allen to return  
                          will happen again?

### Disability Series

In the original Household Roster, the respondent was asked this question: “During the past 12 months, has [CHILD’S NAME] had any serious or permanent physical or mental disability or impairment, or life threatening medical condition?” For children involved in a runaway episode, we ask four specific questions (separately for each child involved), which break down this broader question. In each question, you should **emphasize “At the time of the episode”** and make sure that the respondent understands that we mean this episode (the episode that is the topic of this interview). If the respondent says “YES” to any of the four questions, you will ask about the “nature” of that condition. As with all open-ended answers, it is very important to record the response clearly and completely—it is vital that the coder be able to determine whether the child’s condition put him/her at extra risk while away from home. For two of the questions, the words “diagnosed” is included, which means that a medical or mental health professional must have diagnosed the child—it cannot just be the respondent’s opinion. For the other two questions, you let **the respondent** decide what constitutes the “serious condition” referred to.

## Reasons and Feelings

For runaways and throwaways, **we ask separate series of questions about why the child left** and how the respondent felt about it (one series for runaways and a separate series for throwaways). For the **youth** throwaway interview, the series of yes-no questions is replaced by one open-ended question. In the **adult** follow-up, these questions are asked separately for each child involved. These are **sensitive questions**, and you should listen carefully to the respondent's tone—if you think there is something about their attitude that is worth mentioning (for the benefit of the coders), such as your perception of their honesty, make a note using the CATI note-taking function (in command mode).

In a throwaway episode, we ask who wanted the child/children to leave and how long the child/children were expected to remain out of the household.

In a runaway episode, we ask if the child/children communicated that they were leaving—we mean **any type of communication, including a note, or an answering machine message, or a message delivered by a friend**. The child/children would not necessarily have to tell the respondent their intentions in order for the answer to this question to be “YES,” for example, they may have told a friend's mother who told the respondent what the child/children said, or, if the child/children were staying at a runaway shelter, they could have told someone at the shelter, and that person could have phoned the respondent. If the respondent said the child/children did not communicate, we ask how the respondent knew that the child/children had left (since they typically did not actually see the child/children leave).

## Substance Abuse

We next ask a lengthy series about the child's/children's drug use and any effects from it, such as getting expelled from school. These questions are asked separately for each child involved. You need to read the entire list of substances, even if the respondent already told you what they believe the child used or did not use, because something on the list may jog their memory. If appropriate, explain that you have to read the whole list, or **start by telling them that you are going to be reading a long list, and ask them to be patient**. Make sure the respondent is clear about the time frame of all these questions: in the year prior to the beginning of current episode.

## Disagreement

We start this section with a screening question—if the respondent does not say, “YES,” you will skip about 10 questions pertaining to the disagreement. The screening question is only asked once, and refers to all the children involved in the episode. If there is more than once child involved in the disagreement and the circumstances for the children is not identical, you will need to use the CATI note-taking function (in command mode) to provide additional details. You may need to emphasize “in the week prior to,” so that the respondent is clear about the time period we are interested in (which is different from the time frame of the previous section). We ask who the disagreement was with, what it was about, and if it included **threats to or against** the child/children (this does not include the

child/children making threats). If the respondent says “YES,” we ask a series of questions about what threats were made, such as “a threat to punish.”

We also ask a series of questions having to do with violence that was included in this disagreement. These questions include **any actions taken against any of the children involved** in the disagreement **and any actions taken by any of the children** against anyone else involved. These are highly sensitive questions, and you may suspect that the respondent is not being truthful—if this is the case, please make a note about your impression using the CATI note-taking function.

### **Parental “Control”**

In one of the most sensitive sections of this interview, we ask if any physical violence was used in an attempt to control the child/children in the year before the episode (make sure the respondent is clear about the time frame of this series—in the year prior to the beginning of the current episode). Again, **if you get a sense of the respondent’s honesty, make a note.**

### **Where the Child/Children Went**

We ask many questions about where the child/children went and who they were with while they were away, some of which are asked for each child separately (though in this series, each question is asked for the first child, then the next child and so on, not, as has been done previously, the entire series for the first child, then the entire series for the next child, and so on). The respondent may get impatient with these questions because we ask several times in different ways, so if necessary, explain how important it is for us to understand where the child/children were, and ask the respondent to be patient with the repetition. Also, the respondent may say different things in response to different questions—**take these opportunities to collect as much information as possible** (for the benefit of the coders)—in this interview, more is better! This section includes several series that ask about the risks present where the child/children stayed, such as “people who might be dangerous.” All these questions are very important for assessing how serious this episode is.

### **Criminal Activity**

The next section asks about any criminal activity that the child/children were in the presence of and any that they were involved in at any time while they were away. If the respondent says the child was involved in any of the criminal activities in the list (such as stealing or selling drugs), we ask three questions about each activity mentioned—how the respondent found out about it, if the activity was reported to the police and if the child was arrested. This series is asked for each child separately and each question pertains to the particular criminal activity mentioned (not anything else that occurred during the episode).

### **Knowing the Child’s/Children’s Location**

The last series in the “detail” section concerns whether the respondent knew where the child/children were while they were away. If the respondent said that he/she did not know the child’s/children’s

exact address while they were away we want to know what information he/she did have. If some of the child/children have returned and others have not, be sensitive when asking this question, and carefully record **any information the respondent had about any of the child's/children's location while they were away**—those who returned and those that are still away from home.

### **Searching for the Child/Children**

In all versions of the follow-up interview we ask, in an open-ended format, what the respondent did to try to get the child/children back. In the Runaway interview, there is also a question after the “agency” section listing several activities to find out which of these were done (like calling friends and driving around). This question includes the usual “or anything else.” At this point, the respondent has probably already told you most of what was done. However, **we want to know anything the respondent did at any time while the child/children were away** to try to get him/her/them to come home. If you probe, you may find that the respondent tells you more things that they did—take these opportunities to collect as much information as possible (for the benefit of the coders). Also note that this may be a sensitive question, especially if the child/children were forced out of the house or not allowed to return.

### **Harm Series Supplement**

The Runaway interview includes three extra questions in the “Harm” section, related to the key items (physically or sexually assaulted). The extra questions concern whether the child was **in the company of someone** who had physically or sexually abused anyone else or who might have tried to engage the child in sexual activity.

## **H. SPECIFIC COMMENTS REGARDING GENERAL MISSING FOLLOW-UP INTERVIEWS**

### **How the Respondent Found Out**

When we ask how the respondent first found out or realized that the child/children were missing, the question includes a list of answer categories such as “they failed to call at the arranged time.”

**Familiarize yourself with the answer categories** and the order of the list. Listen carefully to the respondent’s answer to see which category should be recorded. If you are unclear which answer category the respondent is choosing, reread the categories, or probe to get more details so you can help him/her select the appropriate category. If the respondent tells you anything other than the responses listed, carefully and thoroughly record what he/she says on the “specify” line—if you have any doubt about which category is correct, record the respondent’s exact answer on the “specify” line and the coder will figure it out later.



## Permission

*"Permission" means that the respondent knew and approved of where the child was before the "missing" incident began.*

Who child/children was/were with.

That is, who the child/children was/were supposed to be with.

## Parental Concern Supplement

At the end of the "Parental Concern" section are several additional questions concerning the child's/children's attempt to get in touch with the respondent—did the child/children know how to contact the parent and did the child/children know how to get home. We also ask, in an open-ended format, about the type of place the child/children were in. For this question, get as much description as possible, so that the coder can make a judgment about how much risk the child/children were in.

**These questions are only asked if the child was 6 years old or older.**

## Reason Child/Children Were Missing

There is a question after the "agency" section which asks the respondent the reason/reasons the child/children were missing. This question is asked separately for each child involved—**make sure the respondent hears the name of the child and knows who you are referring to**. The respondent may say "YES" to more than one statement, because more than one may apply to the situation. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. If the respondent says that something happened other than what is included in the list, carefully and completely record what he/she says on the "specify" line.

# **NISMART-2 HOUSEHOLD SURVEY**

**THE SECOND NATIONAL INCIDENCE STUDIES OF  
MISSING, ABDUCTED, RUNAWAY, AND THROWN AWAY  
CHILDREN**

**STUDY # 31-191**

## **Training and Administrative Documents**

The following documents were distributed to the NISMART-2 telephone interviewers at training and during data collection.



**INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
- Of the Commonwealth System of Higher Education -  
1601 NORTH BROAD STREET  
PHILADELPHIA, PENNSYLVANIA 19122-6099**

# CONFIDENTIALITY PLEDGE

**NISMART-2  
STUDY #31-1893-191**

ISR assures all respondents that their responses are confidential and that no information obtained in the course of this activity will be disclosed except to persons directly connected with the survey. The information is in anonymous form.

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**AGREEMENT**

I have carefully read and understand the assurance which pertains to the confidential nature of informants, references, respondent identities and all records to be handled in regard to this survey. I understand that contacting informants, references or respondents for personal reasons or for reasons not related to the study constitutes a violation of confidentiality. As an interviewer or employee providing services to the Institute for Survey Research, Temple University, I understand that I am prohibited by law from disclosing any names or information obtained in this project. I understand that any violation of the Privacy Act of 1974 is a misdemeanor and may subject the violator to a fine of up to \$5,000 and possible imprisonment.

Interviewer's / Employee's Signature	ID Number	Date
Field Administrator's Signature	ID Number	Date



## NISMAART-2 Result Codes

	HH Screener Codes	Adult Interview	Youth Interview	Hand-written LFU Sheet
<b>Interim Codes:</b>				
Appointment	73	11	111	CB
General Callback	74	12	112	CB
Callback, 800# given		13	113	CB
Partial Interview Callback		6	106	CB
Partial Interview Refusal		7	107	RB
General Refusal	75			RS
Refusal by Respondent		21	121	RS
Refusal by Someone Else		22	122	RS
Comp Adult, Youth Cons Ref		23		
Language Barrier	72	42	142	LB
New Phone Number		99	199	CB
Initial Problem	76	19	119	PO
Ring / No Answer	64	34	134	RNA
Busy Signal	65	35	135	BZ
Answering Machine, No Message	70	40	140	AM
Answering Machine, Message Left		41	141	AM
FAX, Modem	60	30	130	FX
Temporary Disconnect	61	31	131	TD
<b>Final Codes:</b>				
Complete	55	1,2,3	101	CA
No Adult in HH	56			
Final Partial Complete, Refused		9	109	RF
General Refusal	77			RF
Refusal by Respondent		28	128	RF
Refusal by Someone Else		29	129	RF
Final Language Barrier	81	50	150	
Final Unlocatable		38	138	UL
Final Unavailable		48	148	
Final Non-Residential	66			UL
Final Non-Working	62			UL
End of Field Period	79	49	149	







## NISMART-2 Frequently Asked Questions

HOW GET MY NUMBER	How did you get my phone number?	Your telephone number was randomly selected by the computer and will never be associated with your answers.
PURPOSE	What's this all about? What is the purpose of this call?	As part of a nationwide study, we are talking to parents and caretakers about issues that concern child safety.
HOW LONG	How long will this take?	In most cases this survey will only take about 10 minutes, but if your case is especially helpful to the study, it could take somewhat longer.
TEMPLE / ISR	What is Temple University? What is the Institute for Survey Research?	We are a non-profit survey research organization that has been contracted to conduct this study for the Office of Juvenile Justice and Delinquency Prevention.
WHO IS SPONSOR	Who wants this information? Who is the sponsor of the study?	The study is sponsored by the Office of Juvenile Justice and Delinquency Prevention.
WHY ASK IF CHILDREN IN HOME	Why do you need to know if I have children?	This study concerns the welfare of children, therefore we are speaking to households that have children. All information is kept strictly confidential.
WHAT HAPPENS TO THE INFORMATION	What happens to the answers that I give you? Who will see my answers?	I enter your answers into our computers as you give them to me. All answers you provide will be kept completely confidential and anonymous. Your answers will help us to better protect children nationwide.
IF NO CHILDREN	Why can't you interview me?	We are only talking to households where children have lived in the past twelve months.
IF NOT PRIMARY CARETAKER	Why can't you interview me?	We are only allowed to interview the household member who takes care of the [child / children] most of the time when they are at home.
WHY TALK TO MY CHILD	Why do you want to talk to my child?	Because the study concerns children, it is important to give them a voice in the matters that affect them.
LISTEN TO CHILD INTERVIEW	Can I listen to the interview when you talk to my child?	As we promised you, we also promise your child that all of his or her answers will be kept confidential and will never be revealed. Therefore, we prefer that you do <u>not</u> listen.
SURVEY RESULTS	Can I have a copy of the results of the survey?	The study results will not be ready for over a year from now. If you would like, at the time of the interview, I can take your name and address and be sure that you are included on our list of respondents who have requested this.



## NISMART-2 Refusal Avoidance

NOT INTERESTED / TOO BUSY	I'm not interested. I'm too busy.	I know you must be busy but this is an important survey concerning children's welfare. In most cases it will only take about 10 minutes of your time. We can begin right now if you want, or I could call you back at a time that is better for you.
CALL SOMEONE ELSE	Why don't you just call someone else?	It would be very costly to call every household in America. Therefore, using scientific methods, a representative sample of telephone numbers has been selected for the study. Once a number has been selected, no other number can be substituted for it.
DON'T DO SURVEYS	I don't do surveys. I don't do surveys over the phone.	I can assure you that I am not trying to sell you anything. We are only interested in gaining the American public's view on issues that affect child safety. In most cases, it will only take about 10 minutes of your time and you can skip any question that you don't want to answer.
IS THE STUDY LEGITIMATE	How do I know the study is legitimate?	You can call my supervisor directly at 1-800-827-5477 Monday through Friday between 9:00 a.m. and 4:00 p.m., or you can verify the study by calling the Office of Juvenile Justice and Delinquency Prevention in Washington, D.C. at 1-202-307-1308.
SEND ME SOME INFORMATION FIRST	I won't do the interview unless you mail me some information about it first.	We are calling a random sample of telephone numbers and I do not have your name or address. If you would like to give me that information, I could ask my supervisor to send you a letter further describing the study.
GIVE TO CHARITIES ALREADY	I already give to children's charities.	We are not collecting donations. We are conducting a very important nationwide survey concerning children's welfare. In most cases it will only take about 10 minutes of your time.
PERSONAL INFORMATION	I don't want to give out any personal information about me or my children.	All answers you provide will be kept completely confidential and anonymous. Your telephone number will not be connected with your answers, so whatever you tell me will never be linked back directly to you. Your answers, combined with the interviews from other households, will help us to better protect children nationwide.



## NISMART-2 GENERAL PROMPTS AND COMMANDS

Login:

annex: telnet temss2  
login: nistest  
password: Ntest31

what are you? ==> i (for interviewer)

enter the case id ==> (press "Enter ↵")

enter your identification code ==> (enter your booth number)

### BASIC COMMANDS

==>	—	Response arrow
///	—	Ends text entry
CTRL "C" (^C)	—	Puts you in CATI Command mode. Also exits the questionnaire program when you are at the "enter case id" prompt

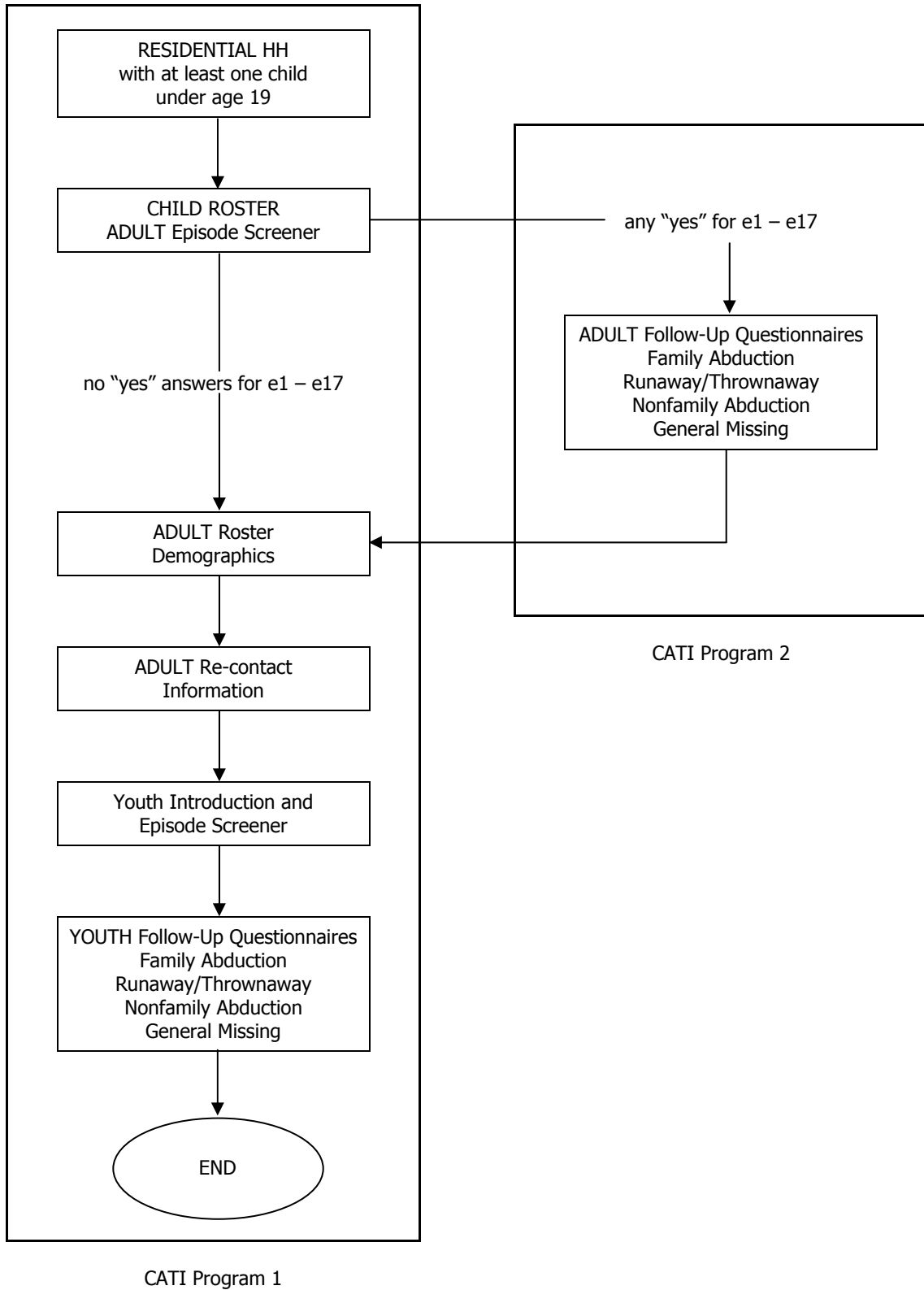
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### CATI COMMANDS

(COMMAND:) b	—	backs-up to the previous question
(COMMAND:) caN	—	changes answer to a previously answered question (e.g. ca5 changes the answer to "5")
(COMMAND:) d	—	redraws the screen
(COMMAND:) f	—	moves forward one question
(COMMAND:) jb	—	jumps back to a screen that shows all of the questions that have been answered so far
(COMMAND:) jb N	—	jumps back to question N (N = the question number you specify)
(COMMAND:) jf	—	jumps forward to the next unanswered question
(COMMAND:) jf N	—	jumps forward to question N
(COMMAND:) n	—	allows you to enter notes (always end text with ///)
(COMMAND:) sh	—	shows text of notes
(COMMAND:) sk cbx	—	skips to CallBack question



NISMART-2 Household Survey CATI Program Flow Chart







**NISMART-2 PROBLEM SHEET**

Your Name: \_\_\_\_\_ Your ID #: \_\_\_\_\_

Your Booth #: \_\_\_\_\_ Today's Date: \_\_\_\_\_ Time: \_\_\_\_\_

CASE ID#: \_\_\_\_\_ QUESTION (Screen Name): \_\_\_\_\_

CURRENT RESULT CODE: \_\_\_\_\_

Description of Problem: \_\_\_\_\_

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Problem Sheet given to: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Resolution: \_\_\_\_\_

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Problem Sheet Resolved: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_



**NISMART-2 INTERVIEW COMMENTS FORM**

Your Name: \_\_\_\_\_ Your ID #: \_\_\_\_\_

Your Booth #: \_\_\_\_\_ Today's Date: \_\_\_\_\_ Time: \_\_\_\_\_

CASE ID#: \_\_\_\_\_

CURRENT RESULT CODE: \_\_\_\_\_

ADULT RESPONDENT'S NAME: \_\_\_\_\_

Please provide any comments regarding the Adult respondent for this interview that you feel may be helpful for a possible second interview (The Barriers Study). Describe the level of cooperation, how informed the respondent was, and any additional details that are appropriate.

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**NISMART-2 STEP-BY-STEP PROCEDURES FOR  
MOVING TO THE FOLLOW-UP QUESTIONNAIRES**

<b>Screen Name</b>	<b>What YOU Enter:</b>	<b>"Question"</b>	<b>Comments</b>
ENDE	1	COMPUTER NEEDS TO THINK	the program is choosing the appropriate follow-up questionnaires
LIN1	1	FILL OUT LFU	information is displayed so that you can fill out the LFU sheet
Inf1, or Inr1, or Inn1 or Ing1	1 1 1 1	DESCRIBES THE [EPISODE / EPISODES] THAT [WAS / WERE] SELECTED	add this information to the LFU sheet
lin1	1 or 5	CONTINUE NOW OR CALL BACK	if "5" (call back), enter the appointment on the LFU sheet. Then continue with the set-up procedures. Otherwise, just continue
NFIN	1	ENTER "1" TO BRING UP THE CASE ID PROMPT	"1" goes to "enter the case id"
enter the case ID	CTRL/C	RETURN TO THE PRODUCTION MENU	CTRL/C takes you back to the production menu
NISMART PROD MENU	2	ENTER "2" TO SET UP THE CASE	this creates the appropriate [record / records] for the follow-up [interview / interviews]
"CASEID"	(case id)	ENTER THE CASE ID FROM THE LFU SHEET	enter the case id to set-up the follow-up [interview / interviews]
(words)	(nothing, just wait)	MESSAGES DURING THE SET-UP PROCESS	the ID is displayed plus some messages to let you know that the set-up process is working

**NISMART-2 STEP-BY-STEP PROCEDURES FOR  
MOVING TO THE FOLLOW-UP QUESTIONNAIRES  
(CONTINUED)**

Screen Name	What YOU Enter:	"Question"	Comments
(words)	(Enter ↵)	MESSAGE SAYING THE SET-UP PROCESS IS DONE	the message also says which follow-ups were created
NISMART PRODUCTION MENU	3(FA) or 4(RA), or 5 (NFA), or 6 (GM)	ENTER THE NUMBER OF THE FOLLOW-UP YOU NEED TO DO	if more than one follow-up needs to be done, enter the "lowest" numbered one first (e.g., if 3 and 4, enter 3 first)
"what are you?"	i	ENTER "i" FOR INTERVIEWER	you are beginning the log-in process for the follow-up interview
"enter the case id"	(case id)	ENTER THE CASE ID FROM THE LFU SHEET	enter the case id to access the (first, second, etc.) follow-up interview
"what's your name?"	(your booth number)	ENTER YOUR BOOTH NUMBER	enter the number on the front of your monitor
chk	1 or 5	ENTER WHETHER THIS IS THE CORRECT CASE	review the information by comparing it to the LFU Sheet and then answer appropriately
inum	(your id)	ENTER YOUR ID NUMBER	enter your 5 digit interview id number
init	(your initials)	ENTER YOUR INITIALS	enter your initials
f1, or r1, or n1, or g1	1	DESCRIPTION OF THE EPSODE (FIRST SCREEN IN THE FOLLOW-UP)	enter "1" to continue

**NISMART-2 STEP-BY-STEP PROCEDURES FOR MOVING FROM  
ONE FOLLOW-UP QUESTIONNAIRE TO THE NEXT FOLLOW-UP QUESTIONNAIRE**

Screen Name	What YOU Enter:	"Question"	Comments
LIN1	1	THE COMPUTER WILL TELL YOU IF THERE IS STILL ANOTHER FOLLOW-UP QUESTIONNAIRE TO DO	the program checks to see if there is still another follow-up that has not been completed. If so, this screen will be shown
LINN	1	ENTER "1" TO BRING UP THE CASE ID PROMPT	"1" goes to "enter the case id"
enter the case id	CTRL/C	RETURN TO THE PRODUCTION MENU	CTRL/C takes you back to the production menu
NISMART PRODUCTION MENU	4 (RA), or 5 (NFA), or 6 (GM)	ENTER THE NUMBER OF THE NEXT FOLLOW-UP YOU NEED TO DO	if there is another follow-up to be done, you will choose that number at the menu
"what are you?"	i	ENTER "i" FOR INTERVIEWER	this begins the log-in process for the next follow-up interview
"enter the case id"	(case id)	ENTER THE CASE ID FROM THE LFU SHEET	enter the case id to access the (second, third, etc.) follow-up
"what's your name?"	(your booth number)	ENTER YOUR BOOTH NUMBER	enter the number on the front of your monitor
chk	1 or 5	ENTER WHETHER THIS IS THE CORRECT CASE	compare the information to the LFU Sheet and answer appropriately
inum	(your id)	ENTER YOUR ID NUMBER	enter your 5 digit interviewer id number
init	(your initials)	ENTER YOUR INITIALS	enter your initials
r1, or n1, or g1	1	(FIRST SCREEN IN THE FOLLOW-UP)	enter "1" to continue





**NISMART –2 STEP-BY-STEP PROCEDURES FOR MOVING BACK TO THE  
MAIN CATI ADULT ROSTER SECTION FROM THE FOLLOW-UP QUESTIONNAIRES**

<b>Screen Name</b>	<b>What YOU Enter:</b>	<b>"Question"</b>	<b>Comments</b>
log	1	ENTER "1" TO BRING UP THE CASE ID PROMPT	"1" goes to "enter the case id"
enter the case id	CTRL/C	RETURN TO THE PRODUCTION MENU	CTRL/C takes you back to the production menu
NISMART PRODUCTION MENU	7	ENTER "7" TO RETURN TO THE PRIMARY INTERVIEW	this tells the computer you want to go back to the main program to finish the Adult interview
"what are you?"	i	ENTER "i" FOR INTERVIEWER	you are beginning the log-in process for going back to the main Adult interview
"enter the case id"	(case id)	ENTER THE CASE ID FROM THE LFU SHEET	enter the case id to access the Adult roster
"enter your identification code"	(your booth number)	ENTER YOUR BOOTH NUMBER	enter the number on the front of your monitor
inid	(your id)	ENTER YOUR ID NUMBER	enter your 5 digit interviewer id number
init	(your initials)	ENTER YOUR INITIALS	enter your initials
call	1	CALL HISTORY FOR THIS CASE	check to be sure you have the correct ID and that the last result code was "004." Enter "1" to continue

**NISMART-2 STEP-BY-STEP PROCEDURES FOR MOVING BACK TO THE  
MAIN CATI ADULT ROSTER SECTION FROM THE FOLLOW-UP QUESTIONNAIRES  
(CONTINUED)**

Screen Name	What YOU Enter:	"Question"	Comments
cala	1	DESCRIBES WHO YOU ARE CONTACTING	enter "1" to continue
redy	1	DESCRIBES HOW TO REVIEW THE QUESTION WHERE THE INTERVIEW WILL "BEGIN"	enter "1" to continue
lin2	CTRL/C cx	WHEN YOU RIST REACH THIS SCREEN... ENTER "CTRL/C" AND THEN ENTER "cx"	"CTRL/C" and "cx" takes you to the "dial" screen
dial	1	"SOMEONE ANSWERS"	enter "1" to choose "SOMEONE ANSWERS"
calA	1	"YES, SPEAKING TO RESPONDENT"	do not read the question to the respondent. Enter "1" to indicate that you are speaking to the respondent
par1	1 or 5	DESCRIBES THE CALLBACK	do not read the question to the respondent. Enter "1" to continue or "5" to make it a callback
lin2	1	WHEN YOU FIRST REACH THIS SCREEN... (THE SECOND TIME)  ENTER "1" TO CONTINUE	"1" takes you to screen "pd1x," the first screen in the Adult roster

# **NISMART-2**

## **Household Survey**

### **Supplemental**

### **Survey**

### **Documents**



# **NISMART-2 HOUSEHOLD SURVEY**

**THE SECOND NATIONAL INCIDENCE STUDIES OF MISSING,  
ABDUCTED, RUNAWAY, AND THROWN AWAY CHILDREN**

**STUDY # 31-191**

## **Child Roster for Households with more than 12 Children**

**INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099**



>pm5< Please give me the first name (or initials) of all the people 18 and under who live or have lived in this household for at least 2 consecutive weeks at any time during the past 12 months. Please give each name (or set of initials) one at a time.

LIST ALL NAMES OR INITIALS FIRST. THEN ASK pm6 – pm18 FOR EACH CHILD LISTED.

	CHILD # 1 _____	CHILD # 2 _____	CHILD # 3 _____	CHILD # 4 _____
>pm6< (IF NECESSARY, ASK: Is [CHILD'S NAME] a boy or a girl?	<1> BOY <2> GIRL	<1> BOY <2> GIRL	<1> BOY <2> GIRL	<1> BOY <2> GIRL
>pm7< What is [CHILD'S NAME]'s birth date?	_____ MONTH  _____ DAY  _____ YEAR	_____ MONTH  _____ DAY  _____ YEAR	_____ MONTH  _____ DAY  _____ YEAR	_____ MONTH  _____ DAY  _____ YEAR
>pm8< How old is [CHILD'S NAME]?	_____ AGE	_____ AGE	_____ AGE	_____ AGE
>pm9a< (READ FIRST TIME ONLY: Now I'm going to ask you two questions about race and ethnicity. Let's start with ethnicity.)  Is [CHILD'S NAME] of Hispanic or Latino origin?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF

	CHILD # 1	CHILD # 2	CHILD # 3	CHILD # 4
	_____	_____	_____	_____
>pm9b< What is [his / her] race?	<1> AMER INDIAN, ALUET, ESKIMO  <2> ASIAN / PACIFIC ISLAND  <3> BLACK  <4> WHITE  <5> OTHER  <8> DK  <7> REF	<1> AMER INDIAN, ALUET, ESKIMO  <2> ASIAN / PACIFIC ISLAND  <3> BLACK  <4> WHITE  <5> OTHER  <8> DK  <7> REF	<1> AMER INDIAN, ALUET, ESKIMO  <2> ASIAN / PACIFIC ISLAND  <3> BLACK  <4> WHITE  <5> OTHER  <8> DK  <7> REF	<1> AMER INDIAN, ALUET, ESKIMO  <2> ASIAN / PACIFIC ISLAND  <3> BLACK  <4> WHITE  <5> OTHER  <8> DK  <7> REF
>pm10< What is [his / her] relationship to you? (IF NECESSARY, READ LIST)	<1> CHILD  <2> STEP  <3> ADOPTED  <4> GRAND CHILD  <5> NIECE / NEPHEW  <6> FOSTER  <7> WARD  <8> SIBLING  <9> CHARGE  <s> OTHER (SPECIFY)  _____ <98> DK <97> REF	<1> CHILD  <2> STEP  <3> ADOPTED  <4> GRAND CHILD  <5> NIECE / NEPHEW  <6> FOSTER  <7> WARD  <8> SIBLING  <9> CHARGE  <s> OTHER (SPECIFY)  _____ <98> DK <97> REF	<1> CHILD  <2> STEP  <3> ADOPTED  <4> GRAND CHILD  <5> NIECE / NEPHEW  <6> FOSTER  <7> WARD  <8> SIBLING  <9> CHARGE  <s> OTHER (SPECIFY)  _____ <98> DK <97> REF	<1> CHILD  <2> STEP  <3> ADOPTED  <4> GRAND CHILD  <5> NIECE / NEPHEW  <6> FOSTER  <7> WARD  <8> SIBLING  <9> CHARGE  <s> OTHER (SPECIFY)  _____ <98> DK <97> REF
>pm13< During the past 12 months, has [CHILD'S NAME] had any serious or permanent physical or mental disability or impairment, or life threatening medical condition?	<1> YES  <5> NO  <8> DK  <7> REF	<1> YES  <5> NO  <8> DK  <7> REF	<1> YES  <5> NO  <8> DK  <7> REF	<1> YES  <5> NO  <8> DK  <7> REF



	CHILD # 1 _____	CHILD # 2 _____	CHILD # 3 _____	CHILD # 4 _____
>pm14< Is [CHILD'S NAME] <u>currently</u> living in the household?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm15< Did [CHILD'S NAME] live in any <u>OTHER households</u> for at least 2 consecutive weeks in the past 12 months?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm16< (ASK IF pm15 = 1)  How many other households did [CHILD'S NAME] live in for at least 2 consecutive weeks?	_____ #HOUSEHOLDS <98> DK <97> REF	_____ #HOUSEHOLDS <98> DK <97> REF	_____ #HOUSEHOLDS <98> DK <97> REF	_____ #HOUSEHOLDS <98> DK <97> REF
>pm17< (ASK IF pm10 = 9 (CHARGE))  Has [CHILD'S NAME] stayed overnight in this household for at least 2 consecutive weeks during the past 12 months?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm18< (ASK IF pm14 ≠ 1 (LIVING IN HH))  Is [CHILD'S NAME] living or is [he / she] deceased?	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED

ASK pm6 – pm18 FOR EACH CHILD LISTED.

	CHILD # _____ _____	CHILD # _____ _____	CHILD # _____ _____	CHILD # _____ _____
>pm6< (IF NECESSARY, ASK: Is [CHILD'S NAME] a boy or a girl?)	<1> BOY <2> GIRL	<1> BOY <2> GIRL	<1> BOY <2> GIRL	<1> BOY <2> GIRL
>pm7< What is [CHILD'S NAME]'s birth date?	_____ MONTH  _____ DAY  _____ YEAR	_____ MONTH  _____ DAY  _____ YEAR	_____ MONTH  _____ DAY  _____ YEAR	_____ MONTH  _____ DAY  _____ YEAR
>pm8< How old is [CHILD'S NAME]?	_____ AGE	_____ AGE	_____ AGE	_____ AGE
>pm9a< (READ FIRST TIME ONLY: Now I'm going to ask you two questions about race and ethnicity. Let's start with ethnicity.)  Is [CHILD'S NAME] of Hispanic or Latino origin?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF

	CHILD # _____ _____	CHILD # _____ _____	CHILD # _____ _____	CHILD # _____ _____
>pm9b< What is [his / her] race?	<1> AMER INDIAN, ALUET, ESKIMO  <2> ASIAN / PACIFIC ISLAND  <3> BLACK <4> WHITE <5> OTHER <8> DK <7> REF	<1> AMER INDIAN, ALUET, ESKIMO  <2> ASIAN / PACIFIC ISLAND  <3> BLACK <4> WHITE <5> OTHER <8> DK <7> REF	<1> AMER INDIAN, ALUET, ESKIMO  <2> ASIAN / PACIFIC ISLAND  <3> BLACK <4> WHITE <5> OTHER <8> DK <7> REF	<1> AMER INDIAN, ALUET, ESKIMO  <2> ASIAN / PACIFIC ISLAND  <3> BLACK <4> WHITE <5> OTHER <8> DK <7> REF
>pm10< What is [his / her] relationship to you? (IF NECESSARY, READ LIST)	<1> CHILD <2> STEP <3> ADOPTED <4> GRAND CHILD <5> NIECE / NEPHEW <6> FOSTER <7> WARD <8> SIBLING <9> CHARGE <s> OTHER (SPECIFY)  _____ <98> DK <97> REF	<1> CHILD <2> STEP <3> ADOPTED <4> GRAND CHILD <5> NIECE / NEPHEW <6> FOSTER <7> WARD <8> SIBLING <9> CHARGE <s> OTHER (SPECIFY)  _____ <98> DK <97> REF	<1> CHILD <2> STEP <3> ADOPTED <4> GRAND CHILD <5> NIECE / NEPHEW <6> FOSTER <7> WARD <8> SIBLING <9> CHARGE <s> OTHER (SPECIFY)  _____ <98> DK <97> REF	<1> CHILD <2> STEP <3> ADOPTED <4> GRAND CHILD <5> NIECE / NEPHEW <6> FOSTER <7> WARD <8> SIBLING <9> CHARGE <s> OTHER (SPECIFY)  _____ <98> DK <97> REF
>pm13< During the past 12 months, has [CHILD'S NAME] had any serious or permanent physical or mental disability or impairment, or life threatening medical condition?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF

	CHILD # _____ _____	CHILD # _____ _____	CHILD # _____ _____	CHILD # _____ _____
>pm14< Is [CHILD'S NAME] <u>currently</u> living in the household?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm15< Did [CHILD'S NAME] live in any <u>OTHER households</u> for at least 2 consecutive weeks in the past 12 months?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm16< (ASK IF pm15 = 1)  How many other households did [CHILD'S NAME] live in for at least 2 consecutive weeks?	_____ #HOUSEHOLDS <98> DK <97> REF	_____ #HOUSEHOLDS <98> DK <97> REF	_____ #HOUSEHOLDS <98> DK <97> REF	_____ #HOUSEHOLDS <98> DK <97> REF
>pm17< (ASK IF pm10 = 9 (CHARGE))  Has [CHILD'S NAME] stayed overnight in this household for at least 2 consecutive weeks during the past 12 months?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm18< (ASK IF pm14 ≠ 1 (LIVING IN HH))  Is [CHILD'S NAME] living or is [he / she] deceased?	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED

# **NISMART-2 HOUSEHOLD SURVEY**

**THE SECOND NATIONAL INCIDENCE STUDIES OF MISSING,  
ABDUCTED, RUNAWAY, AND THROWN AWAY CHILDREN  
STUDY # 31-191**

## **Episode Screener for Households with more than 12 Children**

**INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099**



>peint< We know some unfortunate things can happen to children. They can get lost, hurt, or victimized, or be taken somewhere or kept from you without your permission. I am going to ask you some questions about events that may have happened to [CHILD'S NAME / CHILDREN'S NAMES] during the time [he / she / they] [was / were] living in your household during the past 12 months, that is since [DATE OF INTERVIEW].

>pe1< Was there any time when anyone tried to take [this child / any of these children] away from you against your wishes?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe2< In the past 12 months, did any family member outside your household, such as a spouse, an ex-spouse, an ex-partner, brother, sister, parent, in-law, or any other person you consider a family member, or someone acting for them, do any of the following things:

Did any family member or someone acting for them take or try to take [this child / any of these children] in violation of a custody order, agreement or other child living arrangement?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe3< (In the past 12 months,) Did any family member outside of your household keep or try to keep [this child / any of these children] from you when you were supposed to have [him / her / them] even if for just a day or weekend?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe4< (In the past 12 months,) Did any family member conceal [this child / any of these children] or try to prevent you from having contact with [him / her / them]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**BOX pev**

QUESTIONS pe5 - pe9 ONLY APPLY TO CHILDREN 7 YEARS OF AGE OR OLDER.

ASK QUESTIONS pe5 - pe9 OF HOUSEHOLDS WITH ONLY CHILDREN 7 YEARS OF AGE OR OLDER.

IF HOUSEHOLD DOES NOT HAVE CHILDREN AGE 7 YEARS OR OLDER, SKIP TO pe10.

>pe5< These questions apply only to your [child / children] 7 years of age or older:  
(READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER)

In the last year did [this child / any of these children] leave home without permission and stay away for at least a few hours?

<1>	YES	.	.	.	.	.	.	.	pe5a
<5>	NO	.	.	.	.	.	.	.	pe6
<8>	DON'T KNOW	.	.	.	.	.	.	.	pe6
<7>	REFUSED	.	.	.	.	.	.	.	pe6

>pe5a< Did [this child / any of these children] stay away for at least one night?

<1>	YES
<5>	NO
<8>	DON'T KNOW
<7>	REFUSED

>pe6< (In the past 12 months:)

Did [this child / any of these children] choose not to come home from somewhere when [he / she / they] [was / were] supposed to and stay away for at least two nights?  
(SOMEWHERE INCLUDES A FRIEND'S HOUSE, A PARTY, OR A CONCERT)  
(IF NECESSARY, READ: Remember, we're only talking about:  
(READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER))

<1>	YES
<5>	NO
<8>	DON'T KNOW
<7>	REFUSED



>pe7< (In the past 12 months:)  
 Did you or any adult member of your household force or tell [this child / any of these children] to leave home or decide not to allow [him / her / them] back in the home?  
 (IF NECESSARY, READ: REMEMBER, WE'RE ONLY TALKING ABOUT:  
 (READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER))

<1>	YES	.	.	.	.	.	.	.	pe7a
<5>	NO	.	.	.	.	.	.	.	pe8
<8>	DON'T KNOW	.	.	.	.	.	.	.	pe8
<7>	REFUSED	.	.	.	.	.	.	.	pe8

>pe7a< Did [this child / any of these children] leave for at least one night?

<1>	YES
<5>	NO
<8>	DON'T KNOW
<7>	REFUSED

>pe8< (In the past 12 months:)  
 Was there any time when having [this child / any of these children] in your home became a lot of trouble and [he / she / they] left?  
 (IF NECESSARY, READ: Remember, we're only talking about:  
 (READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER))

<1>	YES
<5>	NO
<8>	DON'T KNOW
<7>	REFUSED

>pe9< Other than anything you have already told me about, has there been any time, either currently or during the past twelve months, when you did not know where [this child / any of these children] [was / were] living?  
 (IF NECESSARY, READ: Remember, we're only talking about:  
 (READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER))

<1>	YES
<5>	NO
<8>	DON'T KNOW
<7>	REFUSED

>pe10< The rest of the questions in this section apply to ALL the children in the household.

(READ [CHILD'S NAME / CHILDREN'S NAMES]:)

In the past 12 months, was there any time when [this child / any of these children] [was / were] seriously hurt or injured and as a result didn't come home and you were concerned about where [he / she / they] [was / were]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe11< (In the past 12 months:)  
Was there any time when you were concerned because you couldn't find [this child / any of these children] or [he / she / they] didn't come home?

Remember, now we're talking about all the children in the household:  
(READ [CHILD'S NAME / CHILDREN'S NAMES]:)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe12< (In the past 12 months:)  
Was there any time when [this child / any of these children] became lost or you were unable to locate [his / her / their] whereabouts and you became alarmed and tried to find [him / her / them]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe13< (In the past 12 months:)  
Was there any time when anyone tried to sexually molest, rape, attack, or beat up [this child / any of these children]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe14< In the past 12 months, has anyone attacked or threatened [this child / any of these children] in any of these ways:

(READ ALL CATEGORIES BELOW)

With any weapon, for instance, a gun or knife;  
 With anything like a baseball bat, frying pan, scissors or stick;  
 By something thrown, such as a rock or bottle;  
 Including any grabbing, punching or choking;  
 Any rape, attempted rape or other type of sexual attack;  
 Any face to face threats;  
 Any attack or threat or use of force by anyone at all?

Did any incidents of this type happen to [this child / any of these children] (in the past 12 months)?

<1> YES  
 <5> NO  
 <8> DON'T KNOW  
 <7> REFUSED

>pe15< Something that happens to some children these days is that adults or other youth try to force or trick them into doing something sexual. This includes trying to touch the child's private parts or trying to make the child touch or look at the other person's private parts. Children report that these kinds of things happen with people they know well or trust, like teachers or relatives.

In the past 12 months, has there been a time when an older person, like an adult, an older teenager, or a babysitter, deliberately touched or tried to touch your child's private parts or tried to make your child touch or look at their private parts, when your child didn't want it?

<1> YES  
 <5> NO  
 <8> DON'T KNOW  
 <7> REFUSED

>pe16< (In the past 12 months:)

[Has / Have] [this child / any of these children] been forced or coerced to engage in unwanted sexual activity by someone [he / she / they] didn't know before, a casual acquaintance, or someone [he knows / she knows / they know] well?

<1> YES  
 <5> NO  
 <8> DON'T KNOW  
 <7> REFUSED

>pe17< This next question applies to: [CHILD'S NAME / CHILDREN'S NAMES] for ALL the time [he / she / they] [has / have] lived in this household.

Has anyone EVER kidnapped or tried to kidnap [this child / any of these children]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**BOX pe17**

CHECK TO SEE IF ANY OF THE PREVIOUS QUESTIONS WERE ANSWERED "YES."

IF THERE ARE ANY "YES," GO TO COLUMN "a" ON THE NEXT PAGE AND MARK EACH OF THE 17 QUESTIONS AS "YES" OR "NO" BASED ON THE ANSWERS ALREADY COLLECTED. THEN FOR EACH "YES" TOPIC, ANSWER THE QUESTIONS THAT FOLLOW THAT CATEGORY.

IF NONE OF THE PREVIOUS QUESTIONS WERE ANSWERED "YES," GO TO BOX pe17-5.

**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe1< A child was taken against your wishes	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe2< A child was taken in violation of a custody agreement	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe3< A child was kept instead of returned	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe4< A child was concealed or you were prevented from contact by a family member	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe5< A child left or stayed away without permission	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe6< A child chose not to come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe7< A child was told to leave or not allowed to return home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe8< A child became a lot of trouble and left	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe9< You did not know where a child was living	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe10< A child was seriously injured and did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe11< A child could not be found or did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe12< A child was lost and you were alarmed	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe13< A child was sexually assaulted or beaten	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe14< A child was attacked or threatened	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe15< An older person touched or saw a child's private parts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)



**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe16< A child was involved in unwanted sexual activity	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe17< A child was kidnapped including attempts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES <5> NO

**BOX pe17-2**

CHECK TO SEE IF ANY OF pe22 WAS ANSWERED "YES."

IF ANY ARE "YES," GO TO COLUMN "a" FOR THE SECOND EPISODE AND MARK EACH OF THE 17 QUESTIONS AS "YES" OR "NO" BASED ON THE ANSWERS ALREADY COLLECTED. THEN FOR EACH "YES" TOPIC, ANSWER THE QUESTIONS THAT FOLLOW THAT CATEGORY.

IF NONE OF pe22 WAS ANSWERED "YES," GO TO BOX pe17-5.



**EPISODE 2**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe1< A child was taken against your wishes	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe2< A child was taken in violation of a custody agreement	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe3< A child was kept instead of returned	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe4< A child was concealed or you were prevented from contact by a family member	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 2**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe5< A child left or stayed away without permission	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe6< A child chose not to come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe7< A child was told to leave or not allowed to return home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe8< A child became a lot of trouble and left	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 2**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe9< You did not know where a child was living	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe10< A child was seriously injured and did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe11< A child could not be found or did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe12< A child was lost and you were alarmed	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 2**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe13< A child was sexually assaulted or beaten	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe14< A child was attacked or threatened	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe15< An older person touched or saw a child's private parts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES <5> NO (NEXT)

**EPISODE 2**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe16< A child was involved in unwanted sexual activity	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe17< A child was kidnapped including attempts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES <5> NO

**BOX pe17-3**

CHECK TO SEE IF ANY OF pe22 WAS ANSWERED "YES."

IF ANY ARE "YES," GO TO COLUMN "a" FOR THE SECOND EPISODE AND MARK EACH OF THE 17 QUESTIONS AS "YES" OR "NO" BASED ON THE ANSWERS ALREADY COLLECTED. THEN FOR EACH "YES" TOPIC, ANSWER THE QUESTIONS THAT FOLLOW THAT CATEGORY.

IF NONE OF pe22 WAS ANSWERED "YES," GO TO BOX pe17-5.





**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe1< A child was taken against your wishes	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe2< A child was taken in violation of a custody agreement	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe3< A child was kept instead of returned	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe4< A child was concealed or you were prevented from contact by a family member	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe5< A child left or stayed away without permission	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe6< A child chose not to come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe7< A child was told to leave or not allowed to return home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe8< A child became a lot of trouble and left	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe9< You did not know where a child was living	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe10< A child was seriously injured and did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe11< A child could not be found or did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe12< A child was lost and you were alarmed	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe13< A child was sexually assaulted or beaten	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe14< A child was attacked or threatened	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe15< An older person touched or saw a child's private parts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe16< A child was involved in unwanted sexual activity	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe17< A child was kidnapped including attempts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES <5> NO

**BOX pe17-4**

CHECK TO SEE IF ANY OF pe22 WAS ANSWERED "YES."

IF ANY ARE "YES," GO TO COLUMN "a" FOR THE SECOND EPISODE AND MARK EACH OF THE 17 QUESTIONS AS "YES" OR "NO" BASED ON THE ANSWERS ALREADY COLLECTED. THEN FOR EACH "YES" TOPIC, ANSWER THE QUESTIONS THAT FOLLOW THAT CATEGORY.

IF NONE OF pe22 WAS ANSWERED "YES," GO TO BOX pe17-5.

**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe1< A child was taken against your wishes	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe2< A child was taken in violation of a custody agreement	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe3< A child was kept instead of returned	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe4< A child was concealed or you were prevented from contact by a family member	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe5< A child left or stayed away without permission	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe6< A child chose not to come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe7< A child was told to leave or not allowed to return home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe8< A child became a lot of trouble and left	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe9< You did not know where a child was living	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe10< A child was seriously injured and did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe11< A child could not be found or did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe12< A child was lost and you were alarmed	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)



**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe13< A child was sexually assaulted or beaten	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe14< A child was attacked or threatened	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe15< An older person touched or saw a child's private parts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe16< A child was involved in unwanted sexual activity	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe17< A child was kidnapped including attempts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES <5> NO

**BOX pe17-5**

TELL THE RESPONDENT THAT WE WILL NEED TO CALL BACK TO FINISH THE INTERVIEW IN ABOUT ONE WEEK.  
(SET A SOFT APPOINTMENT ON PAPER.)

THANK THE RESPONDENT, SAY GOODBYE, AND HANG UP.

GO BACK TO THE CATI SCREEN AND FOLLOW THE INSTRUCTIONS LISTED THERE.

# **NISMART-2 HOUSEHOLD SURVEY**

**THE SECOND NATIONAL INCIDENCE STUDIES OF MISSING,  
ABDUCTED, RUNAWAY, AND THROWN AWAY CHILDREN**

**STUDY # 31-191**

## **Family Abduction Supplement**

**INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099**

ID Number: \_\_\_\_\_

>ff13<      At the time of the episode, which of the following best describes <u>your</u> relationship to the person most responsible: (READ UNTIL YES)	a.	former spouse,	1
	b.	former partner (unmarried),	2
	c.	current spouse,	3
	d.	current partner (unmarried), or	4
	e.	something else? (SPECIFY) _____	5
	-		
	<b>(DO NOT READ)</b>	f.	DON'T KNOW
	g.	REFUSED	7

>ff18<      What city and state was the person responsible living in when this episode <u>began</u> ?
_____ (CITY)
_____ (STATE)
_____ (IF FOREIGN COUNTRY, SPECIFY)

>ff43a< What did the person responsible tell [CHILD'S NAME / CHILDREN'S NAMES] about what was happening?  
(SPECIFY)

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NOT APPLICABLE—CHILD TOO YOUNG	95
DON'T KNOW	98
REFUSED	97

>ff44< Was this episode in violation of a court order or decree, or a custody order made by a court, or agreed to during a legal divorce or custody proceeding?

(SKIP TO ff47)	YES	1
	NO	5
	DON'T KNOW	8
	REFUSED	7

>ff45< Was this episode in violation of any other kind of written custody order or agreement?

(SKIP TO ff47)	YES	1
	NO	5
	DON'T KNOW	8
	REFUSED	7

>ff46<      Was this episode a violation of a mutual understanding regarding custody or visitation rights?    _____  (SKIP TO ff48)	YES	1
	NO	5
	DON'T KNOW	8
	REFUSED	7

>ff47<      What were the conditions of the [custody order or agreement / mutual understanding] that this episode violated? (SPECIFY)  _____  _____  _____	(ALL SKIP TO ff50)	DON'T KNOW	98
		REFUSED	97

>ff48<      If this was not a custody violation, are there any other reasons for your belief that the [taking / keeping] of <u>[CHILD'S NAME / CHILDREN'S NAMES]</u> [is / was] unauthorized?    (SKIP TO ff50)	YES	1
	NO	5
	DON'T KNOW	8
	REFUSED	7

>ff49<      What are the reasons? (SPECIFY)  _____  _____  _____	DON'T KNOW	98
	REFUSED	97



50<	[Has / Did] the person responsible [made / make] any claims to justify this episode? (IF NECESSARY, ASK:) Did [he / she] explain why [he / she] [ took / kept] the [child / children]?	YES	1
		NO	5
		(SKIP TO ff52) DON'T KNOW	8
		REFUSED	7

>ff51<	What were these claims? (SPECIFY)	_____	
		_____	
		_____	
		DON'T KNOW	98
		REFUSED	97

(IF [CHILD **HAS** / CHILDREN **HAVE**] BEEN RETURNED, ASK:)

&gt;ff52&lt;

Did you have any contact with the person responsible regarding [your son / your daughter / any of your children] at any time before [he was / she was / they were] returned?

(INCLUDES ANY CONTACT, EVEN A MESSAGE FROM THE PERPETRATOR)

(SKIP TO ff54)	YES	1
	NO	5
(SKIP TO ff57)	DON'T KNOW	8
	REFUSED	7

(IF [CHILD **HAS** / CHILDREN **HAVE**] **NOT** BEEN RETURNED, ASK:)

&gt;ff53&lt;

Have you had any contact with the person responsible regarding [CHILD'S NAME / CHILDREN'S NAMES] SINCE [he was / she was / they were] [taken / kept]?

(INCLUDES ANY CONTACT, EVEN A MESSAGE FROM THE PERPETRATOR)

	YES	1
	NO	5
(SKIP TO ff57)	DON'T KNOW	8
	REFUSED	7

&gt;ff54&lt;

What kind of contact did you have?  
(SPECIFY)

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DON'T KNOW	98
REFUSED	97

>ff55a< How soon after [CHILD'S NAME / CHILDREN'S NAMES] [was / were] [taken / kept] did you have contact with the person responsible?

MINUTES	HOURS	DAYS	WEEKS	MONTHS
			IMMEDIATELY	96
			DON'T KNOW	98
			REFUSED	97

>ff56a< For how long did the person responsible say [he / she] would be keeping [CHILD'S NAME / CHILDREN'S NAMES]?

MINUTES	HOURS	DAYS	WEEKS	MONTHS
			PERSON DENIED RESPONSIBILITY	94
			PERSON RESPONSIBLE DIDN'T SAY	95
			PERMANENTLY	96
			DON'T KNOW	98
			REFUSED	97

>ff57< [Has / Was] any attempt (been) made to prevent you from having contact with [CHILD'S NAME / CHILDREN'S NAMES]?

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

>ff58< Did the person responsible make any threats or statements or do anything that would suggest [he / she] wanted to prevent you from ever contacting [CHILD'S NAME / CHILDREN'S NAMES] ??

	YES	1
	NO	5
(SKIP TO ff60)	DON'T KNOW	8
	REFUSED	7

>ff59< What were these threats or statements?  
(PROBE: What specifically did [he / she] say?)  
(SPECIFY)

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DON'T KNOW	98
REFUSED	97

>ff60< Did the person responsible try to use the episode to deny you custody of your [child / children] on a permanent basis, that is, keep you from ever having custody of [CHILD'S NAME / CHILDREN'S NAMES]?

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

>ff61<	Did the person responsible make any <u>other</u> threats or demands? (Anything you haven't told me about.)		
		YES	1
		NO	5
	(SKIP TO ff63)	DON'T KNOW	8
		REFUSED	7

>ff62<	What were these threats or demands? (PROBE: What specifically did [he / she] say?) (SPECIFY)		
	_____		
	_____		
	_____		
		DON'T KNOW	98
		REFUSED	97

&gt;ff63&lt;

(To the best of your knowledge) Did the person responsible make any attempt to hide the fact that [CHILD'S NAME / CHILDREN'S NAMES] had been [taken / kept]?

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

&gt;ff64&lt;

Did the person responsible make any attempt to hide from you where [CHILD'S NAME / CHILDREN'S NAMES] [was / were]?

(SKIP TO ff67)

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

&gt;ff65&lt;

Was hiding [CHILD'S NAME / CHILDREN'S NAMES] intended to prevent you from having contact with [him / her / them]?

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

&gt;ff66&lt;

Was hiding the [CHILD'S NAME / CHILDREN'S NAMES] intended to prevent [him / her / them] from being returned?

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

>ff67<	To the best of your knowledge, [was / were] [CHILD'S NAME / CHILDREN'S NAMES] taken to another state or country during this episode?		
	(SKIP TO ff71)	YES	1
		NO	5
		DON'T KNOW	8
		REFUSED	7

>ff68<	To the best of your knowledge, was there any <u>intent</u> to take your [child / children] to another state or country?		
	(SKIP TO ff73)	YES	1
		NO	5
		DON'T KNOW	8
		REFUSED	7

>ff69<	Why do you believe that the person responsible intended to take [CHILD'S NAME / CHILDREN'S NAMES] to another state or country? (SPECIFY)		
	_____		
	_____		
	_____		
		DON'T KNOW	98
	REFUSED	97	

>ff70< Which state or country was the person responsible planning to take [him / her / them] to?  
(SPECIFY)

\_\_\_\_\_  
(STATE OR COUNTRY)

DON'T KNOW	98
REFUSED	97

>ff71< Which state or country?  
(SPECIFY)

\_\_\_\_\_  
(STATE OR COUNTRY)

DON'T KNOW	98
REFUSED	97

(IF ff68 = YES, THIS SERIES OF QUESTIONS WILL BE WORDED: Would this have been done:)

>ff72< Was taking [CHILD'S NAME / CHILDREN'S NAMES] to another [state / country] done:

	YES	NO	DON'T KNOW	REFUSED
a. To take a vacation?	1	5	8	7
b. To go to the person responsible's place of residence?	1	5	8	7
c. To visit relatives?	1	5	8	7
d. To make recovery or return of [CHILD'S NAME / CHILDREN'S NAMES] more difficult?	1	5	8	7
e. To make <u>contact</u> with [CHILD'S NAME / CHILDREN'S NAMES] more difficult?	1	5	8	7



>ff73<	During <u>how much</u> of the episode [have you known / did you know] where [CHILD'S NAME / CHILDREN'S NAMES] ([is / are] / [was / were])?		
		a. most of the time,	1
		b. more than half of the time,	2
		c. less than half of the time, or	3
		d. not at all?	4
<b>(RETURN TO CATI)</b>	<b>(DO NOT READ)</b>	e. DON'T KNOW	8
		f. REFUSED	7

>ff74<	[Did / Do] you know the actual address or phone number where [CHILD'S NAME / CHILDREN'S NAMES] ([is / are] / [was / were]) staying?		
		<b>(RETURN TO CATI)</b>	YES 1
			NO 5
			REFUSED 7

>ff75<	What information [do / did] you have about [CHILD'S NAME / CHILDREN'S NAMES]'s location? (SPECIFY)		
		<hr/> <hr/> <hr/>	
<b>(RETURN TO CATI)</b>		DON'T KNOW	98
		REFUSED	97

ID Number: \_\_\_\_\_

# **NISMART-2 HOUSEHOLD SURVEY**

**THE SECOND NATIONAL INCIDENCE STUDIES OF MISSING,  
ABDUCTED, RUNAWAY, AND THROWN AWAY CHILDREN  
STUDY # 31-191**

## **Nonfamily Abduction Supplement**

**INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099**

**NOTE:** Some questions contain a code 6 (or 96) for "not applicable—assault only." If you know that there was no abduction or attempted abduction included in the assault incident, you may circle the code 6 and not ask the question.



(IF MORE THAN ONE CHILD INVOLVED IN THE EPISODE, SAY: The next questions are about all the children involved in this episode.)

&gt;nn40&lt;

Did the [person / persons] responsible for this episode have authority or permission to take or keep [him / her / any of the children involved]?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

&gt;nn41&lt;

To the best of your knowledge, did the [person / persons] try to hide that [he was / she was / they were] moving [your child / any of your children]?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

(IF MULTIPLE CHILDREN INVOLVED, ASK THE NEXT 2 QUESTIONS IN A SERIES,  
SEPARATELY FOR EACH CHILD)

>nn47(a)< Which of the following best describes what kind of place [CHILD'S NAME] was taken to by  
the [person / persons] responsible for the episode:  
(MARK ALL THAT APPLY; IF NECESSARY, USE "SPECIFY" TO CLARIFY)

a.	a vehicle (for the whole episode),	1
b.	a building,	2
c.	the perpetrator's home,	3
d.	an outside area—like the woods, or	4
e.	somewhere else? (SPECIFY) _____ —	5
f.	NOT APPLICABLE—ASSAULT ONLY	6
g.	DON'T KNOW	8
h.	REFUSED	7

(DO NOT READ)

>nn48a(a)< To the best of your knowledge, how far was [CHILD'S NAME] moved? (Your best guess is  
fine.)

\_\_\_\_\_  
FEET

\_\_\_\_\_  
YARD

\_\_\_\_\_  
MILES

\_\_\_\_\_  
CITY BLOCKS

NOT APPLICABLE—ASSAULT ONLY	96
DON'T KNOW	98
REFUSED	97

(IF MORE THAN ONE CHILD INVOLVED IN THE EPISODE, SAY: The next questions are about all the children involved in this episode.)

&gt;nn49&lt;

Did moving [him / her / the children] hide what was going on?  
(HIDE THE FACT THAT THE [CHILD WAS / CHILDREN WERE] BEING ABDUCTED)

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

&gt;nn50a&lt;

(IF nn49 = 1, ASK:) To the best of your knowledge, was anything else done to hide what was going on?

(IF nn49 = 5, 8, 7, ASK:) To the best of your knowledge, was anything done to hide what was going on?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

>nn51a< (IF nn49 = 1, ASK:) How else were the activities hidden?  
(SPECIFY)

(IF nn49 = 5, 8, 7, ASK:) How were the activities hidden?  
(SPECIFY)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOT APPLICABLE—ASSAULT ONLY	96
DON'T KNOW	98
REFUSED	97

>nn52< To the best of your knowledge, [was your son / was your daughter / were any of your children] stopped or held against [his / her / their] will?

(SKIP TO nn55)	YES	1
	NO	5
	NOT APPLICABLE—ASSAULT ONLY	6
	NOT APPLICABLE—CHILD TOO YOUNG	95
	DON'T KNOW	8
	REFUSED	7

>nn53a< To the best of your knowledge, how long [was / were] [CHILD'S NAME / CHILDREN'S NAMES] stopped and held against [his / her / their] will?

\_\_\_\_\_ MINUTES      \_\_\_\_\_ HOURS      \_\_\_\_\_ DAYS      \_\_\_\_\_ WEEKS      \_\_\_\_\_ MONTHS

NOT APPLICABLE—ASSAULT ONLY	96
DON'T KNOW	98
REFUSED	97



>nn54<	(To the best of your knowledge,) [was he / was she / were any of them] stopped or held using any kind of force or threat?	
(SKIP TO nn59)	YES	1
	NO	5
	NOT APPLICABLE—ASSAULT ONLY	6
	DON'T KNOW	8
	REFUSED	7

>nn55<	Was there any <u>attempt</u> to stop or hold [your son / your daughter / any of your children] by force or threat?	
	YES	1
	NO	5
(SKIP TO nn58)	NOT APPLICABLE—ASSAULT ONLY	6
	DON'T KNOW	8
	REFUSED	7

>nn56<	If the [person / persons] responsible had managed to stop or hold [him / her / them], do you think [ <u>CHILD'S NAME / CHILDREN'S NAMES</u> ] would have been held using force or threat <u>for more than half an hour</u> ?	
	YES	1
	NO	5
	NOT APPLICABLE—ASSAULT ONLY	6
	DON'T KNOW	8
	REFUSED	7

&gt;nn57&lt;

(If the [person / persons] responsible had managed to stop or hold [him / her / them],)  
Do you think [CHILD'S NAME / CHILDREN'S NAMES] would have been held using force or threat in an isolated place?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

&gt;nn58&lt;

Did [your child / any of your children] believe [he / she / they] would be hurt if [he / she / they] tried to leave the [person / persons] responsible for this episode?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
NOT APPLICABLE—CHILD TOO YOUNG	95
DON'T KNOW	98
REFUSED	97

>nn59<	To the best of your knowledge, did the [person / persons] responsible for this episode show [your son / your daughter / any of your children] a weapon, like a knife, gun or club?		
		YES	1
		NO	5
	(SKIP TO nn61(a))	DON'T KNOW	8
		REFUSED	7

>nn60<	What kind of weapon?	
	a. Knife	1
	b. Gun	2
	c. Club	3
	d. Something else? (SPECIFY) _____ -	4
	e. DON'T KNOW	8
	f. REFUSED	7

(IF MULTIPLE CHILDREN INVOLVED, ASK THE NEXT 2 QUESTIONS IN A SERIES,  
SEPARATELY FOR EACH CHILD)

(IF YOU KNOW CHILD WAS GONE OVERNIGHT, SKIP TO nn62)

>nn61(a)< Was [CHILD'S NAME] gone for at least one night?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

>nn62(a)< To the best of your knowledge, was [CHILD'S NAME] taken more than 50 miles from  
where [he / she] started?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

(IF MORE THAN ONE CHILD INVOLVED IN THE EPISODE, SAY: The next questions are about all the children involved in this episode.)

>nn63< To the best of your knowledge, did the [person / persons] responsible for taking your [son / daughter / children] have any intention of releasing or returning [him / her / them]?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

>nn64< Did the [person / persons] responsible demand any ransom money, goods or services during this episode?

**(RETURN TO CATI)**

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

>nn65a< What was demanded?  
(SPECIFY)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**(RETURN TO CATI)**

DON'T KNOW	98
REFUSED	97