The Child Development Supplement II
of
The Panel Study of Income Dynamics

Field Manual
Production
October 2002 - April 2003

Important numbers:

Field Management Staff:

[redacted]........................ [redacted]
....

Study Management Staff:

[redacted]........................ [redacted]
....
....

NFT 800 Line.................................... [redacted]

FORWARD TO THE CHILD DEVELOPMENT SUPPLEMENT-II

Welcome to the Child Development Supplement-II. Starting in October 2002, this study will collect information from families with children who completed the 1997 Child Development Supplement and a 2001 Panel Study of Income Dynamics (PSID) interview. The Child Development Supplement is called a "supplement" because it utilizes the thirty-four years of data available from the PSID families to enhance its objectives. At the same time, it stands on its own as a complete project that will obtain some of the most comprehensive information available about children.

Field Interviewers for this study will use general interviewing skills to conduct face-to-face interviews with children and either face-to-face or telephone interviews with their primary caregivers. Additionally, Interviewers will learn to administer educational assessments to children that accompany the face-to-face interview and to gather information using time diaries. Interviewers will also distribute self-administered questionnaires through the mail.

Much of the interviewing time during the household visit and telephone calls to each family will be spent with the adults. But one of the unique aspects of this study is that Interviewers conduct educational assessments and implement interviews with up to two children in the household. Interviewers who participated in the 1997 interviews for the project reported that they enjoyed the child interviews.

Many people have contributed their expertise and effort to the Child Development Study-II including the Project Directors, Study Staff, Programming and Systems Staff, Field Managers and the National Field Team, and Survey Managers. In particular, we would like to acknowledge the pretest Interviewers who tested the study and the interviewing instruments in the field with respondents. Their hard work, flexibility, and suggestions for improvement were a vital part of the development of the CDS-II.

HOW TO USE THIS MANUAL

This manual will help you learn to manage the many components and many respondents that are part of this project. It is divided into the sections described below.

Section 1: Introduction to the Study, gives an overview of the field schedule and the researchers' objectives for the Child Development Supplement project. It provides a brief summary of the respondents in the study, and it outlines the key tasks that Field Interviewers will carry out.

Section 2: SurveyTrak, Blaise, and Coverscreens, describes the Coverscreen and sample management information that Interviewers receive for each household case. This section includes notes about the laptop computer sample management system, SurveyTrak, that Interviewers will use to record and transmit progress on each household case.

Section 3: Permission Forms, describes the various permission forms that are necessary for each interview including which forms are needed based on the household characteristics, who should sign the forms, and procedures for obtaining permission to interview the respondents.

Section 4: Overview of the Instruments, gives a summary of the data collection instruments used in this study.

Section 5: PCG CAPI Instruments, provides summary notes, section overviews, and question-by-question objectives for these interviewing instruments.

Section 6: Interviewer Observations, provides summary notes and question-by-question objectives for this interviewing instrument.

Section 7: Child CAPI and ACASI Instruments, provides summary notes, section overviews, administration instructions, and question-by-question objectives for these interviewing instruments.

Section 8: Physical and Cognitive Assessments, provides summary notes, administration instructions, and question-by-question objectives for these child assessments.

Section 9: Time Diary, provides summary notes, administration instructions, and question-by-question objectives for the time diary.

Section 10: Other Caregiver Questionnaire, provides summary notes and question-by-question objectives for this interviewing instrument.

Section 11: Interviewing Children and Adolescents, discusses special legal and practical considerations of interviewing children and adolescents.

Section 12: Administering the Overall Process, gives special CDS interviewing protocols and step by step instructions for working with a household case from the time an Interviewer contacts the family through the time when completed materials are sent to ISR.

Section 13: Field Notes, provides details about applying ISR procedures to this study. It includes notes on interviewing procedures, contacting respondents and tracking, and production and various administrative issues.

Appendices at the end of the manual include copies of various study materials and instructions that are referenced in earlier sections.

TABLE OF CONTENTS

SECTION 1: INTRODUCTION TO THE STUDY

PART A: OVERVIEW OF THE STUDY

Field Schedule

Training activities for the Child Development Supplement-II will occur in October 2002. The data collection activities will take place October 14, 2002 - April 29, 2003.

The following dates outline the field schedule for the Panel Study of Income Dynamics (PSID) Child Development Supplement-II Study:

October 2-4, 2002 ....General Interviewer Training
October 5-9, 2002 ....Study Specific Training 1
October 19-23, 2002 ....Study Specific Training 2
October 10-November 1, 2002 ....Certification Interviewing
October 14, 2002 - April 29, 2003.....Data Collection
April 29, 2003 ....Data Collection 100% Completed
April 30, 2003 ....Field Operations Staff Debriefing

Overview of the Child Development Supplement

In the past several decades, there have been enormous demographic and economic changes—some for better and some for worse—that have altered the landscape for children and their families. Some of these changes include: increased incidence of single-parent family structure, declining social and economic conditions in many neighborhoods, improvements in parental education, smaller family sizes, and increased maternal employment. At the same time that such changes are taking place, public policy targeting families and children, especially those at the bottom of the economic ladder, has changed fundamentally as well. At the time the CDS-I was fielded in 1997, the U.S. had very limited nationally representative longitudinal studies of children focusing on child health and development in the preadolescent years. The CDS-I was designed to increase our knowledge about how these and other changes are influencing child development and well-being,

To address such a gap in knowledge, the CDS set out to fulfill the overarching objective of gathering comprehensive and nationally representative information about children and their families to study how social, economic, and other environmental factors affect children's and adolescents' development. The study addresses influences within the context of families, schools, and neighborhoods, making it one of the most comprehensive studies in the developmental field.

CDS is unique in the sense that it is a "supplement" to the Panel Study of Income Dynamics. CDS combined with its parent study, the PSID, provide opportunities to study the life course effects of circumstances and experiences in childhood and adolescence on health, economic well being, and other life dimensions in young adulthood and beyond.

The first wave of CDS was fielded in 1997 with funding from the National Institute of Child Health and Human Development (NICHD).

The study collected information on up to two randomly selected 0-12 year old children of PSID families, resulting in a total sample of about 3,600 children in roughly 2,400 families.

The second wave of the CDS will be fielded in the fall of 2002 and spring of 2003. The same children originally interviewed in CDS-I, now 5-18 years of age, will be re-interviewed. Much of the same information will be collected from parents, teachers, and the children, as well as new data addressing issues relevant to the adolescent stage.

Like CDS-I, the content domains in CDS-II are broad, covering many topics in great detail. Later in this manual, we will briefly describe these topics as we outline each of the instruments.

This project will fill an important gap in data on children by supplementing a high quality, national sample that already contains 34 years of data on the families that it follows. Welcome to the CDS!

Background on PSID

Now in its thirty-fourth year of data collection, the Panel Study of Income Dynamics (PSID) is a longitudinal survey of a representative sample of U.S. men, women, children and the families in which they reside. Data on employment, income, wealth, housing, food expenditures, transfer income, and marital and fertility behavior have been collected annually since 1968. From 5,000 families in 1968, the study has grown to include over 10,000 families.

The study is conducted by the Survey Research Center (SRC), Institute for Social Research (ISR), University of Michigan.

Over 1,100 researchers, journalists, and policy makers throughout the United States and Europe use the data. Since 1968 over 600 journal articles, 250 books and book chapters, and 350 government reports, working papers, and dissertations have been based upon the PSID.

Funding Agency for the CDS—NICHD	The National Institute of Child Health and Human Development (NICHD) is part of the National Institutes of Health, the biomedical research arm of the U.S. Department of Health and Human Services. The mission of the NICHD is to ensure that every person is born healthy and wanted, that women suffer no harmful effects from the reproductive process, and that all children have the chance to fulfill their potential for a healthy and productive life, free of disease or disability. The NICHD was created by Congress in 1962, and it supports and conducts research on topics related to the health of children, adults, families, and populations.
Project Directors	The Project Directors for the CDS are Drs. Frank Stafford and Jacquelynne Eccles. **Dr. Frank P. Stafford** is the Principal Investigator of the CDS, Director of the PSID, Senior Research Scientist at the Survey Research Center and Professor in the Department of Economics. His research experience includes comparative work with microdata studying labor supply, child care, and on-the-job training. His current research interests include household saving and human capital formation, time use, international technology flows, and the impact of monetary policy on household spending and portfolio adjustment. **Dr. Jacquelynne S. Eccles**, Co-Director of the CDS, is the Wilbert McKeachie Collegiate Professor of Psychology, Women's Studies and Education and Research Scientist at both the Research Center for Group Dynamics in ISR and the Institute for Research on Women and Gender. She has conducted research on topics ranging from gender-role socialization, teacher expectancies, and classroom influences on student motivation to social development in the family and school context. Her most recent work focuses on the longitudinal study of the development and socialization of the following types of psychological influences on motivation, activity choice and involvement: self-perceptions of competence, task values and interests, life goals, self-schema, motivational orientation, and mental health.
Who Are the Respondents?	The respondents to the Child Development Supplement-II are families with children age 18 and under who completed the 1997 Child Development Supplement and a 2001 PSID interview. The following is a list of the types of respondents you may find in each family. Please review carefully – it is very important to understand the definition of the respondent types. There is critical information here about Respondent Definitions and study preferences for the identity of the primary caregiver and other caregiver (also please see Appendix D for additional information on this topic). **THE CHILD** Up to two children, four to eighteen years old, per Family Unit are eligible for inclusion in this study. Therefore, it is possible to have some children in a household who are not eligible for inclusion in this study. Children have been pre-selected for eligibility based on past participation in the 1997 CDS-I and in the 2001 PSID interview.

PRIMARY CAREGIVER (PCG)
The Primary Caregiver is the main respondent for this study, and will be completing the Coverscreen, signing permission forms, helping you schedule interviews with the child, completing an interview about the child (the "PCG-CHILD" instrument) and about the household environment (the "PCG-HH" instrument), and in some cases, completing the time diaries for or with the child. By definition, the PCG **must live with the child**.

In most cases, the **PCG** will be the **child's biological mother**. If the biological mother is not living with the child, the appropriate respondent is the first person on the following list who lives with the child:

1. Stepmother, Adoptive mother, or Foster Mother
2. Other female **legal** guardian (Must be at least 18 years of age)
3. Father (Biological, Adoptive, Step, or Foster)
4. Male legal guardian of the target child
5. **Final preference** is to take the interview from the person living with the child who is an adult (at least 18 years of age or older) and takes primary responsibility for caring for the child. This might be another relative such as a grandmother or aunt. This does not include someone who is paid or hired to take care of the child (i.e., not a babysitter or nanny).

We have preloaded the likely PCG based on data from CDS-I (1997) and the 2001 PSID core interview. It is important to verify who the PCG is because that person may have changed since we interviewed the family last. Do not make assumptions about the identity of the PCG – the Coverscreen will guide you through the selection process.

If the primary caregiver is being interviewed about two children, the Interviewer will administer separate sets of instruments for each child.

OTHER CAREGIVER (OCG)
The Other Caregiver is another adult in the household (usually the child's father, or the mother's spouse/partner) who also has responsibility for raising the child. Once you have determined who the actual PCG will be for this study, you will ask the PCG if there is another caregiver in the household who has responsibility for raising the child. There will be households that **do not** have an OCG. By definition, the OCG **must live with the child** and **must be at least 18 years of age**.

In most cases, the **OCG** will be the **child's biological father**. If the biological father is not living with the child, the appropriate respondent is the first person on the following list who lives with the child (and is not the PCG):

1. **Father** (Biological, Adoptive, Step, or Foster)
2. **Grandmother** of the target child
3. **Boyfriend or Girlfriend** of the primary caregiver
4. **Other Relative** of child who is an adult (over 18 years old) and living in the HU. If there is more than one in the HU, choose the person who has the most responsibility for taking care of the target child.
5. **Other Non-relative** who is an adult (over 18 years old) and living in the HU. If there is more than one in the HU, choose the person who has the most responsibility for taking care of the target child. This should not be a paid employee (i.e., not a babysitter or nanny).

The Other Caregiver **must** be over 18 years of age for all definitions.

If the other caregiver is being interviewed about two children, the OCG will fill out a separate questionnaire booklet for each child.

TEACHER
Each elementary school-age child's teacher will be sent a self-administered questionnaire. You will not need to contact the teacher yourself, but you will need to obtain signed permission to contact the teacher from the primary caregiver. For children in home school, the parent or household member who teaches the child will be sent a teacher questionnaire to fill out.

INTERVIEWER
The Interviewer is also a respondent in this study. The Interviewer reports on observations about the respondents and their interactions. These observations are recorded in call notes and additional questions at the end of the Interviewer administered questionnaires.

PART B: OVERVIEW OF INTERVIEWER TASKS

General	This section is designed to orient the Field Interviewer to the process involved in the Child Development Supplement. The large number of components in this study makes it important to pay attention to the details of setting up, administering, and completing the interviews. Below is a list of procedures used in processing a household case and the preferred order of administration. We understand that not all interviews can be completed in this order; however, we have found that in general the interviews go more smoothly when this order can be followed.
Review Your Sample	Take the time to review the information on each sampleline and read the e-profiles for each case. This will help you decide the order in which to contact your cases and the best approaches to use in each case. **Cases with children age 5-11 should be contacted first.** We will be attempting to contact the teachers of our elementary school age respondents and need to complete these cases as early as possible to give the Project Staff enough time to complete the Teacher Study. You also need to prioritize your sample based on location. If you have two samplelines close together, it makes sense to try and economize on travel by scheduling them on the same day, if possible. You may also find a few cases where you have two samplelines in the same household (cases where families have moved in together). You would definitely want to schedule these together, if at all possible.
Pre-Contact Letters	You will receive pre-contact letters and brochures in your bulk materials. You should mail the letters with the brochures to each household as you work your sample. It is important to send out the letters in measured quantities and intervals to provide sufficient sample to work efficiently throughout the field period. The letters will remind respondents that their family has participated in CDS in 1997 and ask for their participation again. The letters will let respondents know that an Interviewer will be calling them to make an appointment for a household visit to conduct the interview with the primary caregiver and the CDS children. We hope that the pre-contact letters will smooth the way for the Interviewer's initial contact with the household.
Contact the Household	Once you have sent the pre-contact letter and allowed time for it to reach the household, you are ready to contact the household. You will attempt to reach and/or identify the primary caregiver to verify the household members and study respondents. You will describe the details of what the interview will involve and set up an appointment time for an in-person interview. It is important to fully explain what will be expected of the household. Explain the OCG questionnaire(s), time diaries, and how they work. Tell the primary caregiver that you will be sending an Interview Packet to the household, which will include an introduction letter, OCG questionnaire(s), and time diaries.

Send the CDS Family an Interview Packet	After talking to the primary caregiver, send the Interview Packet, which will include: • an introduction letter, • OCG questionnaire(s), • and time diaries. You should fill in the respondent's names and appointment information on the introduction letter before sending it to the household. You may do the PCG interview by phone before you visit the household. If you decided to do this, you should include a PCG Respondent Booklet in the Interview Packet that you send to the household.
Organize Materials	This step involves actually setting up the materials for the household. Your bulk materials will include the questionnaires and materials you will need to complete your household cases. You must determine what materials this household will need and organize them. See the Interview Activities chart in *Section 12: Administering the Overall Process* to help you with this task; this section also contains other details that will help you. You will be provided with flexible expanding file folders in which to store the materials for each case. Assemble all of the materials for each case and keep it organized and safe in this file folder. You should take the file folder with you to each household visit and have it close at hand whenever you contact the household by telephone.
Visit the Household	When you first arrive at the home, you will need to obtain written permission from both the parent and children. There are several different permission forms in your bulk materials – some are for the primary caregiver to read and sign, and some for the children. *Section 3: Permission Forms* explains more about the permission forms. In general: When you visit the household, you need to obtain a permission form signed by the primary caregiver for each child **before** starting the Child CAPI interview or assessments or attempting to contact the children themselves to set an appointment. In addition, each child 8 years of age and older will be asked to sign an interview assent form before they take part in the assessments or CAPI interview. For children age 5-11, you will attempt to obtain permission for the Project Staff to contact the child(ren)'s teacher(s). This permission form also asks for information about the child's school. For children age 12 and over, you will ask only for information about the child's school so that Project Staff can access public data about that school. In addition, for elementary school-age (approximately 5-11 years old) children, you will attempt to obtain permission for the project staff to contact the children's teacher. While at the household, you will interview each selected child, and interview the primary caregiver – if you have not by telephone already.

	You may possibly interview the OCG if the OCG has not already filled out the OCG Self-Administered Questionnaire (SAQ). Before leaving the household, you will review the time diaries with the primary caregiver or with the child, depending on who completed the instrument. In many cases, it will be necessary to schedule a second household visit or phone call to complete all the portions of the interview. Remember, it is acceptable to interview the PCG later by phone. When planning your contacts with a given household, be strategic. You will want to be as efficient as possible so to reduce burden on both the respondents and yourself. **Attempt to do as much with the primary caregiver by telephone as you can.** Prioritize the activities that absolutely need to be done in person for your household visit. There is more information in *Section 12: Administering the Overall Process* and *Section 13: Field Notes* about tips and strategies for working through the various components of the study.
Teacher or School Information	If you obtained permission to contact the children's teachers and information about the child's school, you will confirm the contact information the primary caregiver gives you by comparing the information to that given in the local phone book or on the Internet or driving by the school if necessary (in case the school is not listed in a directory). Once you have confirmed the information, two copies of the permission slip will be included in the completed packet for that case that you mail to ISR along with the other permission forms and paper questionnaires.
Edit Booklets, Complete Interviewer Observations, and Report Progress	As soon as possible after a household visit, edit all the booklets, paper questionnaires, and time diaries that have been completed thus far. Do not wait until the entire case is complete; edit each portion as you finish it and do the thumbnail sketches for each module as soon as possible. Complete the Interviewer observations section in Blaise. Notify your team leader that you have completed the household visit and report your progress with the interview. Do keep all completed materials together in an envelope or folder to make sure they do not get lost.
Send Completed Packets	Once all of the components of the entire Child Development Supplement household case have been completed, double-check them for completeness and report to your Team Leader that you have finished the case. The completed questionnaires and time diaries should be sent via UPS to Ann Arbor in the UPS letter envelopes that are included in your bulk supplies. Be sure to use the pre-printed labels that were sent with your supplies and include the study name and your interviewer number. Cases that will be evaluated should be sent via UPS to your Team Leader. Make sure that you have noted in SurveyTrak that all portions have been completed and mailed (see *Section 2: SurveyTrak, Blaise, and Coverscreens* for details about this task). Also enter the tracking number for the package into SurveyTrak.

OVERVIEW OF THE INTERVIEW

Field Iwer Contacts HU

- Explain the study
- Determine if the Child is living there; if not, where Child may be
- ID the PCG and OCG
- Ask to conduct interview

Permission to do Interview?

Yes

- Set up appointment time
- Mail introductory packet
- Enter detailed call notes

Iwer visits household and collects data

- Obtain written permission to iw child(ren)
- Obtain written permission to contact teacher for children ages 5-11 years
- Obtain school information
- Child interview with assessment
- Primary caregiver interview (by telephone if possible)
- Review child time diaries
- Other caregiver interview (if necessary)
- Enter detailed call notes about interviews and visit

Iwer makes sure the iw is complete

Iwer sends in completed HH case, checks SurveyTrak, and enters final status code

SECTION 2: SURVEYTRAK, BLAISE, AND COVERSCREENS

PART A: SURVEYTRAK INSTRUCTIONS

SurveyTrak Sample Management System

The SurveyTrak sample management system will guide all of our actions in this study. SurveyTrak contains the household information, provides access to the Blaise questionnaires, organizes administrative processes, and tracks overall progress of our sample. It is vital that you understand how to use SurveyTrak for this project and that you send and receive to transmit your computer files to Ann Arbor every day.

You will be provided with a separate SurveyTrak manual that will explain in detail specific SurveyTrak functions. If you are a new hire, your SurveyTrak manual will be a part of your General Interviewer's Manual; otherwise, your SurveyTrak manual will be under separate cover. Supplemental information that is specific to CDS-II will be provided here.

Until you are familiar with all the pieces of the CDS interview, this section of the manual may be somewhat confusing. However, we want to present this information at the beginning because these technical systems are integrally involved in every aspect of your work on this study. We recommend that you read this portion of the manual and then refer back to it as you move through the other sections and learn more about the different parts of the interview. Also consult your SurveyTrak Manual for more information.

There are three CDS-II projects in SurveyTrak:

- **Training Directory:** This contains the training sample lines that you will use during in-person training. Additional lines for individual practice have also been supplied in this project. You will be provided with a list of practice IDs that are available for your use.

- **Certification Directory:** This project contains lines that will be used to conduct scripted certification interviews. Certification lines are not to be used for any other purposes. After conducting your certification interview, you will do a send/receive through SurveyTrak so the case can be properly transmitted to Ann Arbor.

- **Production Directory:** This contains your production sample. You will use this project when you contact or attempt to contact a respondent for an interview.

SurveyTrak operates at the household level for CDS-II. Each household will have one sampleline that will allow you to access the interviews for all relevant members of the household. All household level information will be entered on this sampleline such as appointments, address updates, call records, result codes, and item tracking.

SurveyTrak Main Screen	The main display screen in SurveyTrak allows you to view your sample and monitor the status of a given line. It displays all of the sample lines assigned to you and specific data about each one. The columns in this main display cannot be edited. They may contain information that was pre-loaded and/or updated as you work the sample lines. You can change the order of columns, freeze certain columns to always be displayed, or search and sort sample lines by the order that will be most useful to you. Refer to your SurveyTrak manual for details on searching, sorting and rearranging columns. A table explaining each of the SurveyTrak main screen columns for CDS follows.

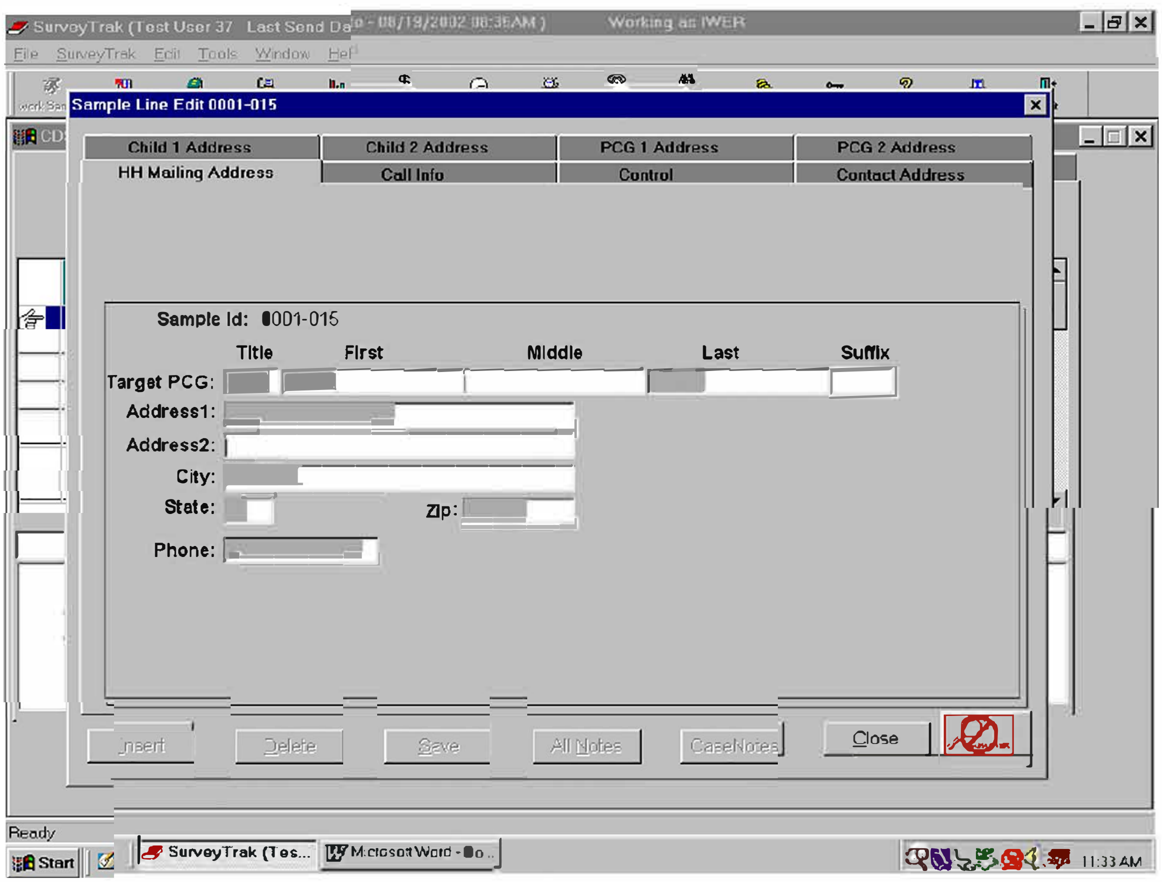
SurveyTrak Main Screen Columns

Column	Purpose
RC IND	The refusal conversion indicator. If incremented, it means that the case, at some point in time, was coded an initial refusal.
Sample ID	Provides a unique 7-digit identification number for each CDS household in the format XXXX-XXX. The first four digits represent the PSID ID and the last three digits are the unique household ID. (In addition, each family member is assigned a 2-digit SEQ number that does not appear in the SurveyTrak Sample ID column; for CDS children, this number is displayed on their child interview tab in Blaise and should be written on paper instruments).
Result Code	Displays the 4-digit result code currently assigned to the SID. See Appendix G for a list of the 4-digit result codes for this study.
IW Status	Indicates whether the SID is complete, suspended, or not yet worked (blank).
Result Date	The date on which the most recent result code was assigned.
Tel Calls	Shows the number of telephone call contacts that the Interviewer has made to the household.
Wizard Actions	Shows the status - blank (not yet worked), incomplete, or complete - of the wizard actions in the Call Wizard.
Face-To-Face	Shows the number of face-to-face visit contacts that the Interviewer has made to the household.
Last Call Mode	Indicates whether the most recent contact with the household was by telephone or face-to-face.
Team?	Shows "Yes" if the HH is flagged for team interviewing; interviewers may flag a household for team interviewing only after obtaining TL approval.
Language	Indicates the language in which the last PSID interview was done - 1=English, 2=Spanish, 7=Other.
Child 1 Status	Interview status of the Child 1 interview.
Age of Child 1	Age of Child 1 calculated from birth date as of October 1, 2002. Age will be recalculated as of the current date and updated when you confirm the child's birth date in the Coverscreen.
Child 2 Status	Interview status of the Child 2 interview.
Age of Child 2	Age of Child 2 calculated from birth date as of October 1, 2002. Age will be recalculated as of the current date and updated when you confirm the child's birth date in the Coverscreen.
PCG 1	Interview status of the PCG interview regarding Child 1.
PCG 2	Interview status of the PCG interview regarding Child 2 (if there is a second CDS child).

Send/Receive Daily	It is very important for you to **send/receive daily**. Daily send/receive, or transmission, regardless of whether your sample has been worked on a given day, is critical for laptop maintenance. Important file sharing occurs each time you transmit. Also, if you have worked sample in CDS, you need to transmit your files in order for us to track the status of the project as a whole. In addition, if a problem is identified with the programming of the survey instrument, we can often automatically fix it when you conduct a send/receive. For more information regarding send/receive, please review your SurveyTrak manual.
Call Wizard	The F10 function key in SurveyTrak provides you with access to the Call Wizard. The Call Wizard is used to enter all your contact attempts, regardless of whether you made contact or not. This is an efficient and useful tool for keeping track of when you made your last call, whether anybody was home, what kind of interaction you had with an informant or respondent, and the result of the interaction. In essence, the Call Wizard provides a history of the sample line. Every contact or attempt to contact a respondent must be entered as a Call Record in SurveyTrak using F10 on the appropriate sample line. When you Complete or Suspend an interview, the Call Wizard will automatically bring up the Call Info screen.
Result Codes	Appendix G provides you with interim and final result codes. Please thoroughly review the codes and their definitions before beginning to contact respondents. Production supervisors make critical decisions throughout the data collection period based on the interim and final result codes assigned to each sample line. It is important that calls and outcomes are consistently coded the same across all cases, and as much as possible, across all Interviewers. We trust you to understand the meaning and definitions of the codes. If you are ever in doubt, review the code definitions or discuss them with your Team Leader before assigning a code.
Cost Information	At the end of each day you will **enter all of your cost information in the Cost Information screen of the CDS Production Project.** Only Production time and expenses are to be entered here. The data entered in the screen should match your TEJ entry for the same date, **exactly.** For more details about how to enter the cost information into SurveyTrak, please review your SurveyTrak Manual.
Information Generated from SurveyTrak	Ninety percent of the data used in CDS reports comes from the information you provide in SurveyTrak (the other 10 percent will be pulled from the Blaise instrument). The reports are used for monitoring progress, projecting outcomes that affect our response rate and costs, and determining any intervention that may be necessary. We will be sharing results of these special reports with CDS clients and staff members of the funding agencies. We need to be sure results shown in the reports are based on solid data. The information you enter in SurveyTrak is essential. When you record data correctly and include all the information available, we will be able to accurately interpret what is taking place in the field.

CDS-Specific SurveyTrak Functions

View/Edit	The View/Edit feature is different for CDS than for other studies because it has additional tabs for each of the CDS children plus a tab for each child's PCG. The individual tabs for each child and PCG in the household provide valuable summary information for you about the case that can be consulted quickly and easily by pressing the View/Edit button. These tabs also allow the Interviewer to enter different address information for each member of the family if necessary for incentive payment. For most families, the address information for all the members will be the same; however, these tabs allow for household situations in which some members have different addresses.
HH Mailing Address	HH Mailing Address is the tab that contains the main address for the household. When you contact the PCG, you will confirm that the address information in this tab is correct and update it if necessary. This tab contains the address to which the incentive payments for the children and the PCG will be mailed unless they request to have their incentive mailed to a different address.



View/Edit Feature Showing HH Mailing Address Tab

Individual Tabs

Address Information

If any member of the household wants their incentive check to be sent to an address that is different from the HH Mailing Address, then the address information for that individual will need to be updated on the appropriate tab: **Child 1 Address, Child 2 Address, PCG 1 Address,** or **PCG 2 Address.**

The PCG 1 Address tab contains the contact information for Child 1's PCG; the PCG 2 Address tab contains the contact information for Child 2's PCG. For most, but not all, households, Child 1 and Child 2 will have the same PCG.

The address information in the Child 1 Address, Child 2 Address, PCG 1 Address, and PCG 2 Address tabs will be blank unless you enter an address indicating that the individual needs their check sent to a different address than is listed in the HH Address tab. Information entered in these tabs will not alter the address listed in the HH Address tab.

Child 1 Address and Child 2 Address Tabs

In addition to space for individual address information, the Child 1 Address and Child 2 Address tabs contain the Sample ID number (plus 2-digit SEQ number), the child's name, the names of the child's PCG and OCG, interview status, block level R code (indicating the status of the child's Blaise interview), birth date, and time diary days. This tab provides an easy way to check these crucial pieces of information.

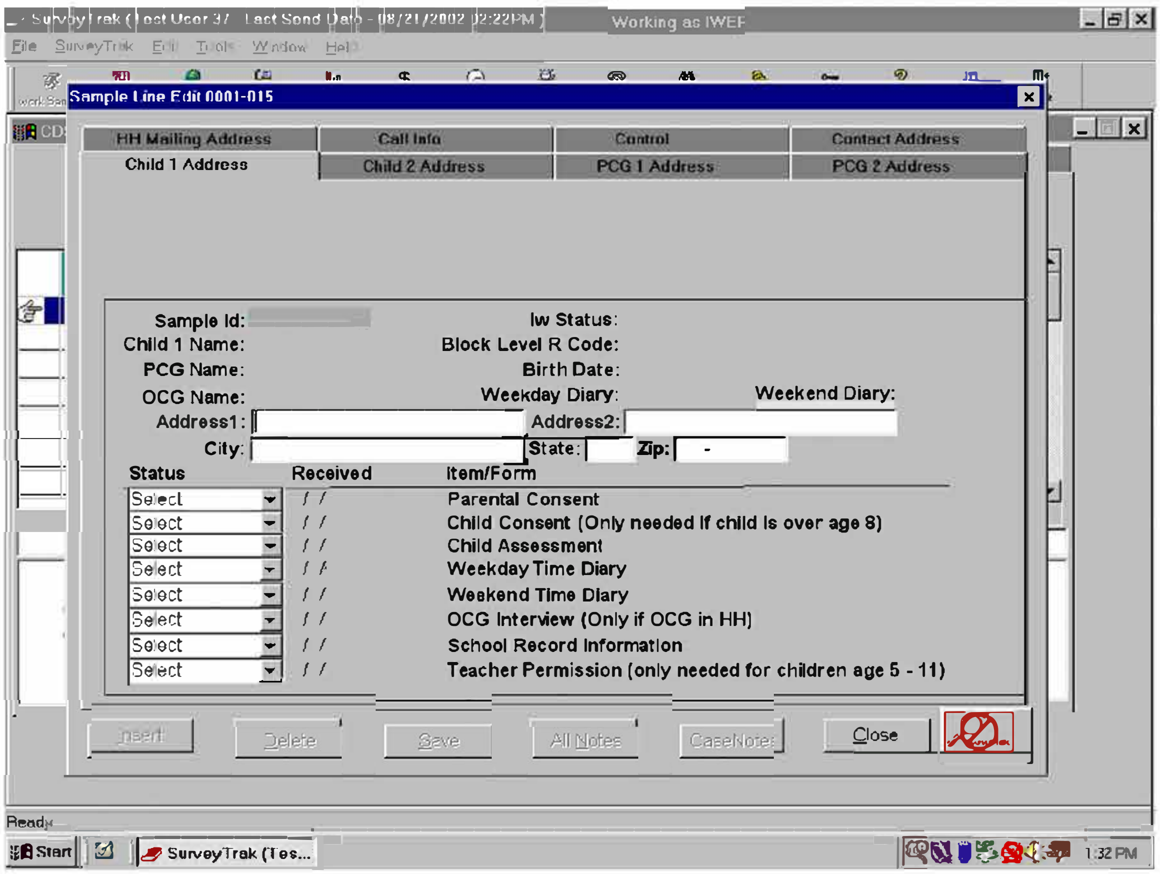
These tabs also include status bars for each of the paper forms that may be required for the child: Parental Consent, Child Consent, Child Assessment, Weekday Time Diary, Weekend Time Diary, OCG Interview, School Record Information, and Teacher Permission Form.

The lower section of the Child tab contains three columns. The STATUS column has a drop down menu that allows you to choose the result status of each paper form for that child. It is very important that you update the appropriate result status for each paper form on the Child 1 Address tab and the Child 2 Address tab as necessary following each household contact. You will not need every paper form for every child. The RECEIVED column will be blank when you complete work on the case. After you send the paper forms to Ann Arbor and they are logged, this column will show the date each item is received and logged. The ITEM/FORM column shows the list of all possible paper forms that may be required for each child.

The Child Assessment line also contains a drop down menu from which you can choose "Pay by Check" or "Paid in Cash," depending on the method of incentive payment for the child. The child should be paid the incentive when the assessments are complete, so this menu will be available when you code the Child Assessment line as complete. Doing so will trigger the payment process for the child if you have not already paid him or her in cash.

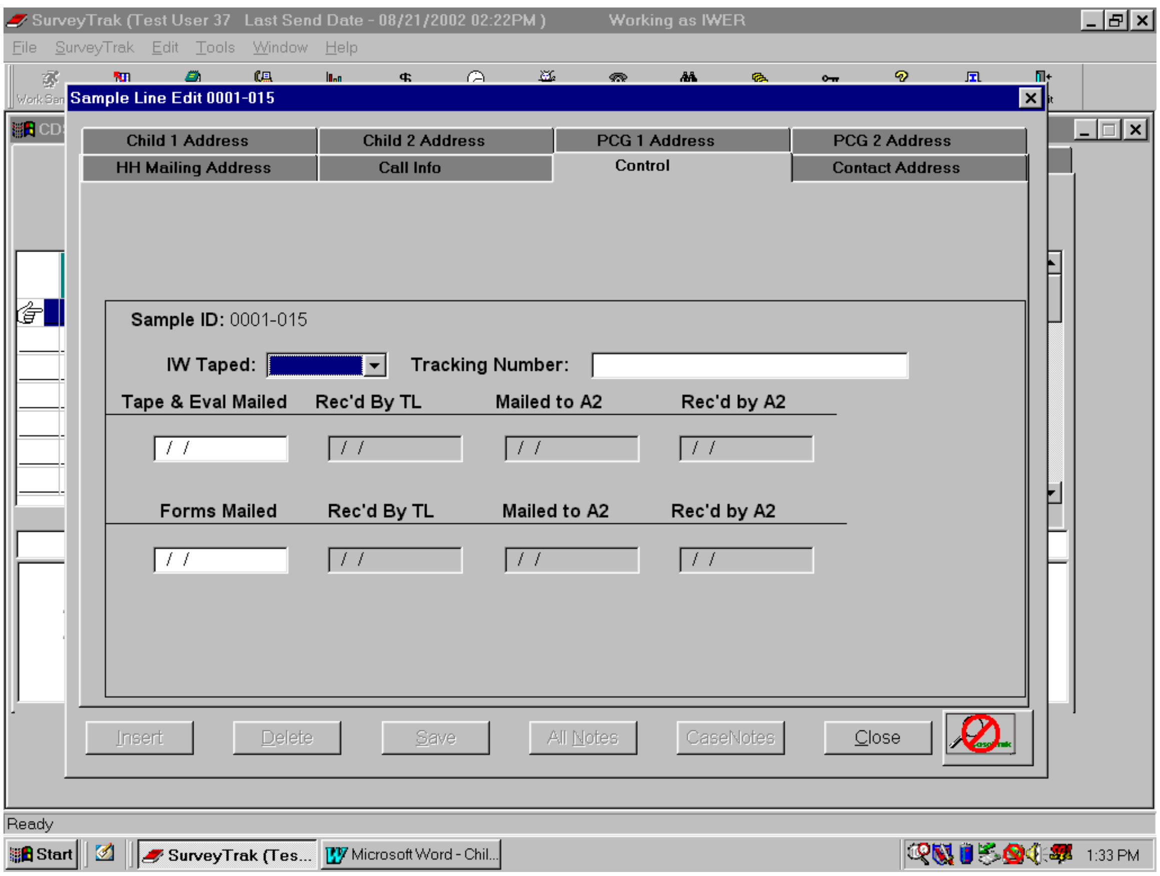
PCG 1 Address and PCG 2 Address Tabs

The PCG 1 Address and PCG 2 Address tabs also contain the Sample ID number (plus 2-digit SEQ number), the PCG's name, the child's name, interview status, and block level R code (indicating the status of the PCG's Blaise interview).



View/Edit Feature Showing Child 1 Address Tab

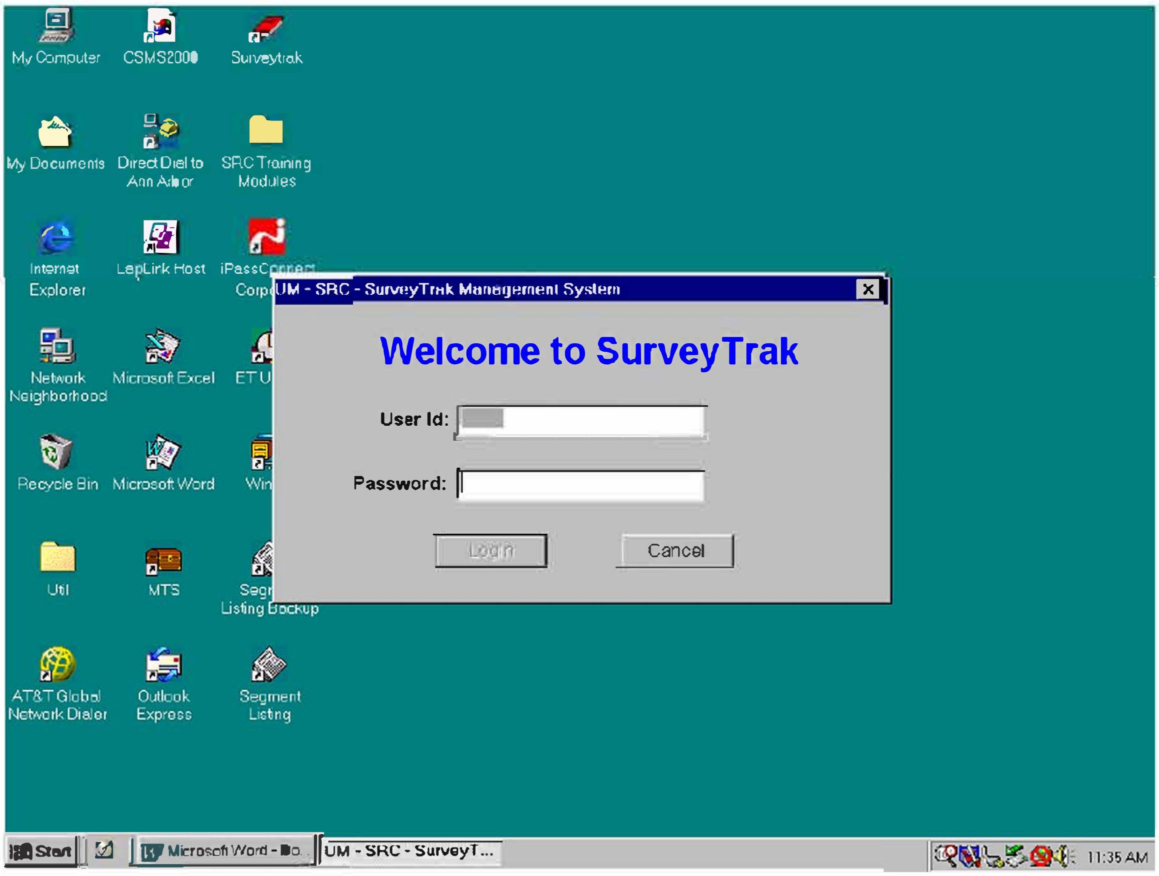
Control Tab The Control tab is used to track materials that you send to Ann Arbor or to your Team Leader for evaluation. In the IW Taped field, indicate if you taped the interview for evaluation. In the Tracking Number field, enter the shipping tracking number of the package containing the interview tape that you are sending for evaluation and/or the paper forms (whether you are sending them to Ann Arbor or to your Team Leader for evaluation). In the Tape & Eval Mailed and Forms Mailed fields, type the date that you mailed each of these items. The information in the fields Rec'd by TL, Mailed to A2, and Rec'd by A2 will be updated when your TL receives the items (if applicable), when your TL sends them on to Ann Arbor (if applicable), and when the items are received and logged in Ann Arbor. It is crucial that you fill out the Control tab when you are sending tapes or paper forms to Ann Arbor or to your TL for evaluation. This tab enables tracking of these items to ensure that they are not lost in transit.



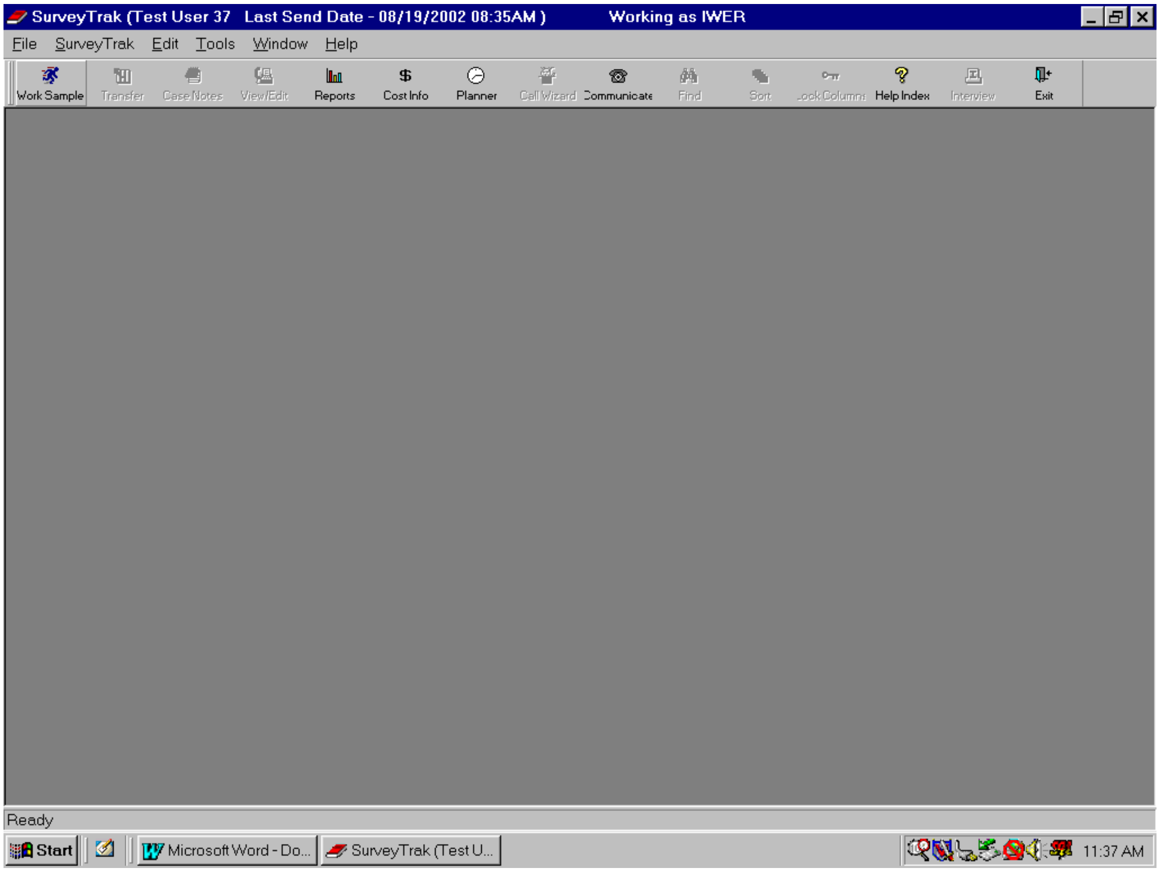
View/Edit Feature Showing Control Tab

<u>Step-By-Step Guide To SurveyTrak For CDS-II</u>

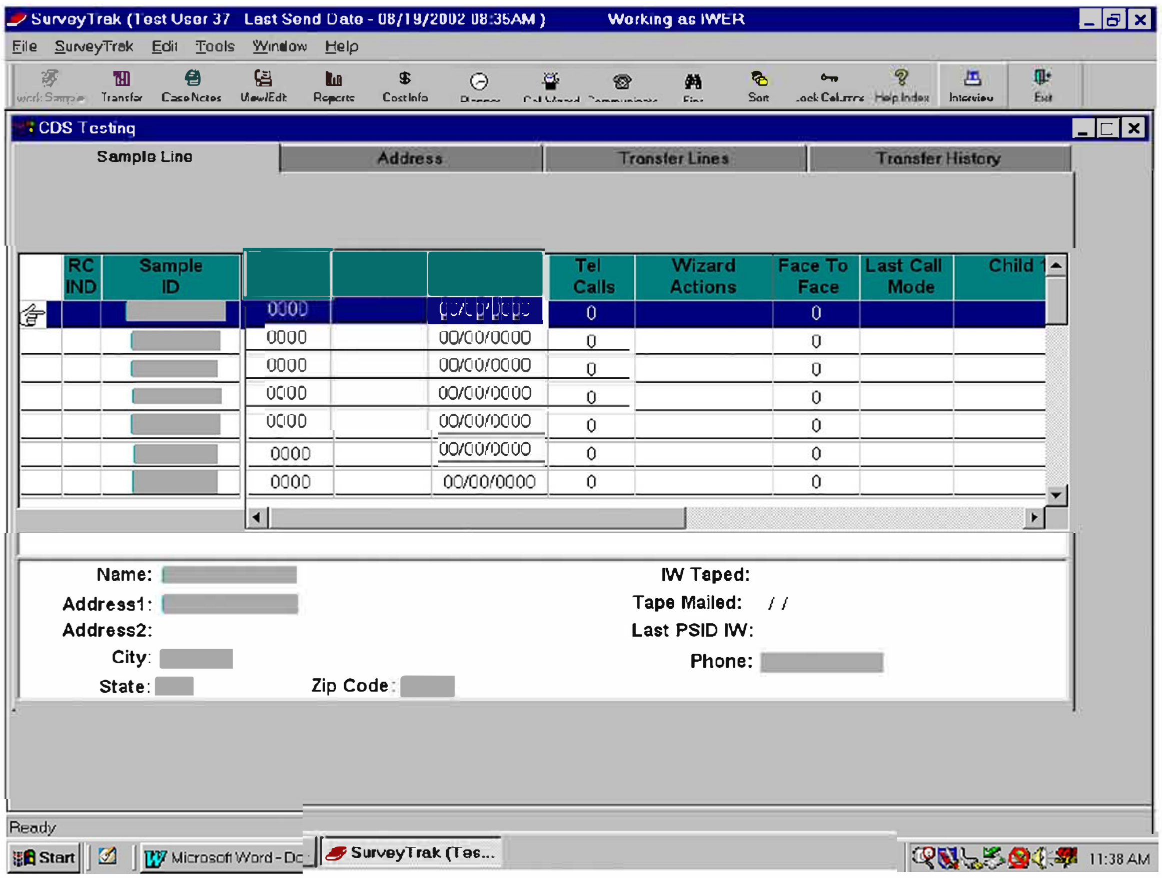
Step 1	To start SurveyTrak, double click on the SurveyTrak icon on your desktop. This will bring you to the "Welcome to SurveyTrak" window. Enter your password here.



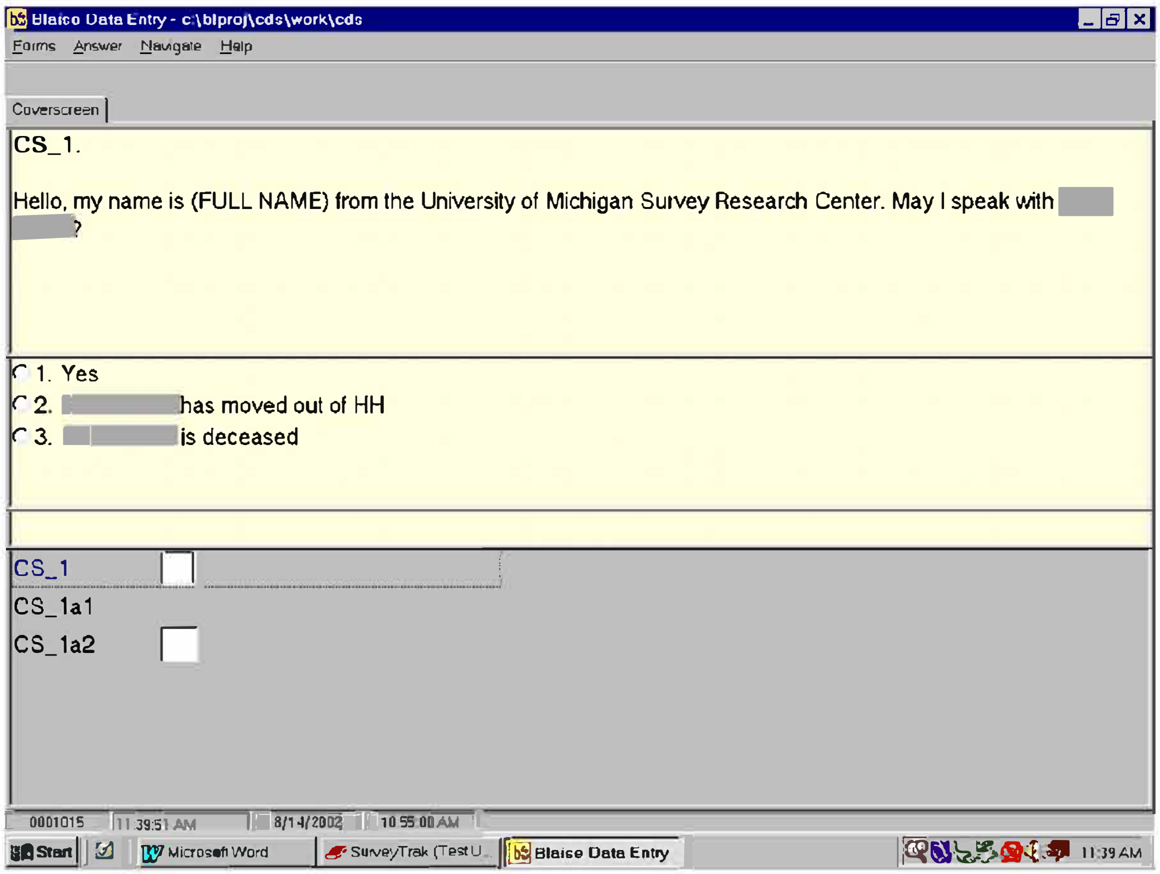
Step 2	You are now at the entry screen to SurveyTrak. Click on "Work Sample" icon in the top left corner.



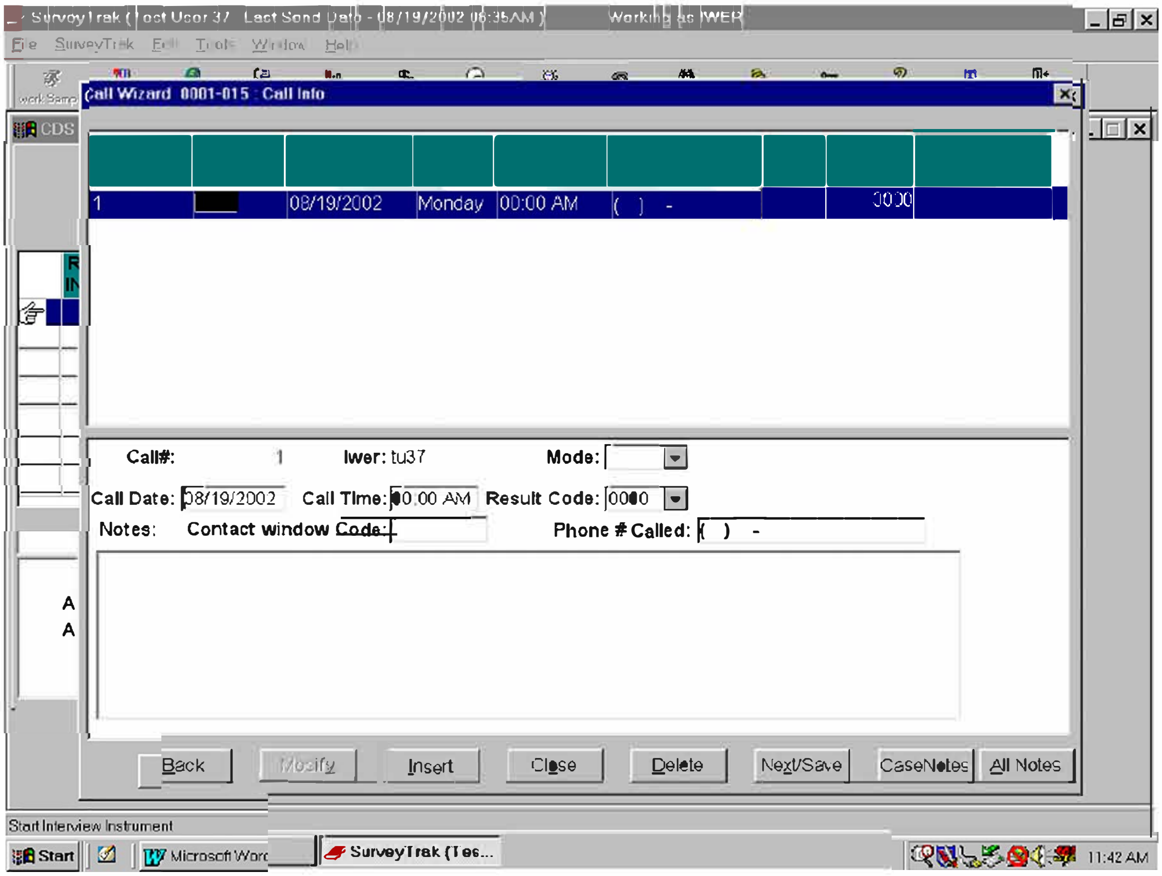
Step 3	This will bring up the Project Selection window. Highlight the appropriate CDS job for your current activity (Training, Certification, or Production).
Step 4	This will bring you to the main SurveyTrak screen, where your sample lines are shown. Highlight the line you want to interview and press the [F2] key or the Interview button on the toolbar. This will take you into the Blaise application for that line.



Step 5 On the initial Blaise screen, you will see the Coverscreen tab and the text that you will read when you first contact the household. Record the answers as you progress through the Coverscreen block with the PCG. When the Coverscreen interview is complete, Blaise will use the information you verified or updated in the Coverscreen to create the other interview blocks for that household.



Step 6	After you complete the Coverscreen, exit Blaise back into SurveyTrak, and enter the call information in the Call Wizard. SurveyTrak will give you the opportunity to update the HH Mailing Address at this time.



Step 7	After entering the call information, you will need to click on "Next/Save" twice (it will change to "Close/Save" after the first click). This will take you back to the main sample line display screen. From there, you can select another sampleline or exit.
Conducting the Interview	Follow Steps 1-4 above to start SurveyTrak and access the sampleline. On the initial Blaise screen, select the tab for the interview you wish to conduct. Progress through the interview and record answers in Blaise.
Post-interview Processing	When you have finished the Blaise interview (or suspended it), you will come back to SurveyTrak to the Call Info screen in the Call Wizard. Fill out appropriate call information and call notes. Press the View/Edit button in the SurveyTrak tool bar to enter the status of the paper documents for that household and any address changes necessary for incentive payment. Be sure to also enter cost information in SurveyTrak each day that you do work on the project. Advise your Team Leader of your progress with the interviews. Send/receive every day to transmit your information to Ann Arbor. When you have completed the entire household, send the paper forms to Ann Arbor (or to your Team Leader for evaluation). Enter the dates you sent the forms and tracking information on the Control Tab.

PART B: HOUSEHOLD COVERSCREEN

Respondent	Primary Caregiver
Mode of Administration	Telephone/CAI
Main Objective	The Household Coverscreen is used to record information obtained during the initial contact with the household (usually by phone) where the primary caregiver, other caregiver, and children are verified; the interview procedure and mail-ahead materials are explained; and the household session appointment time is set.
Notes and Rules	The Coverscreen must be administered first before any other portions of the interview are started, preferably during the initial contact with the primary caregiver. The Coverscreen is used to obtain information that determines the respondents as well as the structure and flow of all the other portions of the interview.
Key Objectives of Questionnaire	The Coverscreen contains, or is used to record, the following information: • PCG, OCG and child(ren) name(s), birth dates, and relationships • Introductory script and questions to be read during the initial contact • Explanation of the interview procedures • Directions for the time diaries and OCG questionnaire • The household session appointment time.

DETAILS ON THE HOUSEHOLD COVERSCREEN QUESTIONS

Introduction	Introduce yourself and ask to speak to the person who is assumed, based on information from previous PSID interviews, to be the PCG. This person's name will be preloaded into the Coverscreen. Explain that you are calling about the Panel Study of Income Dynamics Child Development Study and remind the PCG that the family has participated in PSID and CDS in the past. What appears on the introduction screen is a suggested phone introduction. You are not required to read it verbatim. We strongly encourage all Interviewers to tailor their introduction using the information provided during training and in this reference manual. Use the information given in the Study Fact Brochure to formulate an introduction with which you are comfortable and successful.
Statement of Confidentiality	Inform the PCG that the interview is voluntary and that his or her answers will be kept confidential.
Child Roster Verification	SurveyTrak will have preloaded the names of children we expect to be in the household based on previous interviews for PSID and CDS. However, you will need to confirm that each child is still living in the household. If a child on this list has moved away from the household, the Coverscreen will guide you through the appropriate questions to ask and the subsequent path to follow, depending on why the child has moved away. These questions and path will be based on the rules described below.
Move Out Rules	If you learn during the child roster verification that a child on the list has moved away from the household, you will ask for the reason why that child has moved away. We have identified ten expected reasons why a child may no longer be living in the household; in addition, there is an Other (Specify) answer option for responses that do not fit the pre-defined categories. Depending on the reason why the child has moved away, you will either get the child's new contact information including their new PCG and call the new household or you will code the child out.

Move Out Reasons	Coverscreen Action
▪ Moved out to live with another family unit member ▪ In foster care	↳ Get new contact information, update target PCG, suspend the case, and call the new HH.
▪ Moved out to own residence/ got married ▪ In military ▪ Away at college	↳ Get new contact information, end the contact and code the child out.

Move Out Reasons	Coverscreen Action
▪ In jail/juvenile detention and expected back by 03/30/2003 ▪ In health care institution/ rehab facility and expected back by 03/30/2003 ▪ In boarding school (grades K-12) and expected back by 03/30/2003	↳ Set a callback time to complete the interview when the child is expected to be back in the household.
▪ In jail/juvenile detention and **not** expected back by 03/30/2003 ▪ In health care institution/ rehab facility and **not** expected back by 03/30/2003 ▪ In boarding school (grades K-12) and **not** expected back by 03/30/2003	↳ End the contact and code the child out.
▪ Ran away/missing ▪ Deceased	↳ End the contact and code the child out.

If there is more than one CDS child in the household unit, and one of the children has moved out but the other one has stayed, the rules above apply with some additional procedures. Based on the Move Out Reasons given above, if the child who has moved out should be interviewed (rather than coded out), SurveyTrak will spawn a new sampleline for the child who has moved out while keeping the other child on the original sampleline. You will subsequently treat the two children as belonging to two separate households. If the child who has moved out should be coded out, SurveyTrak will create the blocks for that child's interview and the PCG interview regarding that child in the original sampleline as usual; you should code out those blocks appropriately and conduct the interviews with the other child and PCG in that household.

If there is more than one CDS child in the household unit, and both of the children have moved out, you will ask if both of the children are now living together in the same household. If the answer is YES, you will update the contact and target PCG information for the case and call the new household to complete the interview. If the answer is NO, meaning the children are living in separate households now, you will obtain separate updated contact and target PCG information for each child. Child 1 will remain with the current sampleline, and SurveyTrak will create a new sampleline for Child 2. In addition, the rules in the Move Out

	Reasons table apply when determining whether to interview or to code out each of the children. If a child has moved out, especially if they have entered the military or gone to college, it is crucial that you do everything you can to obtain their new contact information from the PCG. Project staff will attempt to contact these children and ask them to complete self-administered questionnaires. If the PCG is reluctant to give you the child's contact information, explain that it is important to include their children's experiences in the study, even if they have already moved out and gone on to college or entered the military.
Child Information Update	This screen will display preloaded information about each child in the household including name, gender, and date of birth. Confirm the spelling of the name and the other information with the PCG. Child information will be updated for each CDS child living in the household.
Verify Primary Caregiver	For most households, the person who was preloaded as the primary caregiver will still be the primary caregiver. In this case, just confirm that the person with whom you are speaking is in fact the person living with the child who has primary responsibility for taking care of the child. Also confirm the relationship of the PCG to the child (mother, father, grandmother, etc.). If the person who was preloaded as the primary caregiver tells you that another person is the actual primary caregiver, designate that person as the actual PCG in place of the preloaded PCG. If the actual PCG is already listed as a member of the household in the household listing grid displayed on this screen, simply flag that person as the new PCG and confirm that person's name and relationship to the child. If the actual PCG is **not** listed on the household listing grid, enter the name, gender, and relationship to the child of the actual PCG at this screen. (In this case, you will ask the preloaded PCG to name the actual PCG, but you may need to assist in determining who should be the actual PCG. See Appendix D for guidelines in making this decision.) Then ask to speak to the actual PCG, introduce yourself and the study, and continue with the Coverscreen questions. Verify the primary caregiver for each CDS child living in the household. It is possible that there will be two CDS children in the same household who each have a different PCG.
Verify Other Caregiver	Ask the primary caregiver if there is another person, age 18 or older, living with the child who helps take care of the child. If the answer is "yes," ask the other caregiver's name and either flag that person as the OCG if their name appears on the OCG grid or enter that person's information in the grid. You may need to help the PCG determine who should be designated as the OCG; see Appendix D for guidelines.

	Confirm the OCG's name and relationship to the child for each child.
Incentive Payment	After you have verified who the primary caregiver and other caregiver are, you will begin the process of explaining the interview and setting up the interview. We have found that it is usually most effective to mention the incentive payment at this time, but it is acceptable to mention the payment earlier in the introduction if the respondent is expressing reluctance and you feel payment would make them more willing to continue. For CDS-II, the PCG will be sent an incentive check of $75 upon completion of his or her interview, and each child will be sent a check for $20 when he or she completes his or her assessments.
Time Diary	You will need to explain to the PCG that you will be sending two time diaries for the PCG and/or the child to fill out for each CDS child prior to the household visit. Since the time diary is a very important part of this study, it is essential that you introduce the diary in a way that encourages the primary caregiver to fill the diaries out completely and carefully. Use the script on this screen as a guide, and come up with an explanation that you feel comfortable with and that motivates your respondents to do as good a job as possible with the diaries. Blaise will randomly assign a weekday and a weekend day for the time diaries. If there is more than one child in the household, the time diaries will need to be filled out on the same days for all children. Note the days of the interview, weekday diary, and weekend day diary. If the child is 12 or over, you should ask the PCG to have the child do the time diaries.
Set Appointment Time	There are several things to keep in mind when setting up the appointment. • Try to set an appointment time when the primary caregiver and (all) child(ren) will be home so you can do the interview in one visit if possible. • Tell the respondent about how long the interview will take, to make sure that you have sufficient time to do the interview during the visit. • Make sure the respondent understands that you will be interviewing (him/her) and the child(ren) selected for the study. Also make sure they understand that you will be sending Time Diaries and questionnaires for the Other Caregiver that should be filled out before you come for the interview appointment. • Decide if you will interview the family with another Interviewer or not.

Mail Interview Packet	Remind the PCG that you will be mailing an Interview Packet to the household containing an introductory letter, the time diaries and the OCG questionnaire. Verify and update the PCG's address in SurveyTrak. After you have set up the appointment, mail the Interview Packet to the PCG.
Call Records	Every contact attempt should be recorded in the call records. Because you will be working with different households at one time and it may take several contacts to set up and complete a household case, good call notes will be essential for this study. Include in your call notes a brief description of the contact with the household, including any unusual circumstances that you should keep in mind for the household visit or that a future Interviewer might wish to be aware of. You should add another call note after each contact with the household, especially after your home visit. Notes about unusual custody arrangements, suggestions for best times to make contact, notes about the extracurricular activities of the child(ren), or other helpful hints to the next Interviewer should be included here. Notes about unusual situations that might affect the data in the questionnaires should be included in the notes for each questionnaire, which will be reviewed by the coding staff prior to coding the data for each questionnaire.

PART C: BLAISE INSTRUCTIONS

Blaise Questionnaire Layout

Blaise uses preloaded information about the household members plus updates provided by the Interviewer in the Coverscreen to set up the appropriate number and types of questionnaires for the whole household. These different questionnaires are called blocks and appear in Blaise side by side designated by tabs at the top of the screen. The tabs may be accessed in any order (with a few exceptions) providing you with the flexibility to complete the different parts of the interview in the most convenient way for each household.

Basically, each tab within the Blaise application is an individual interview. When you begin a case, all that will be available to you will be the Coverscreen tab. Once the Coverscreen is completed, Blaise will create the appropriate PCG and Child tabs based on the data from the Coverscreen.

The tabs in a typical household with two CDS children will include Child 1, Child 2, PCG Child 1, PCG Child 2, PCG HH 1, PCG HH 2 and the observations tabs. The children's names will be included in the tab names rather than the numbers; for example, Child Jane and PCG Jane.

In addition, each household will have a tab labeled Block Codes that contains information on interim result codes for each interview block. You will use the Block Codes tab to assign an interim result code to a block if you need to suspend that block or the whole interview before it is complete.

Listed below is a step-by-step description of the process for moving between tabs as needed during the course of completing all the interviews required for the household:

- Select the household to interview from the SurveyTrak sampleline screen (see the Step-by-Step Guide to SurveyTrak for CDS-II in this chapter for details on this step).

- Complete the Coverscreen for the case (see the Coverscreen section of this chapter for details on this step).

- Upon completion of the Coverscreen, Blaise will create the Block Status tab located on the forefront of your screen. At first, before you have started any of the interview blocks, all the blocks that will be used for this household will be listed as "Not Yet Started." Any blocks that are not appropriate for this household are listed as "Not Selected" (for example, if there is only one CDS child in the household, the Child 2 and PCG 2 blocks will be listed as "Not Selected.")

- You will also see the tabs at the top of the screen for the PCG and Child interviews that need to be done for this case. Press CTRL-S to bring up the pop-up menu that will allow you to select the block that you want to start with. Use your arrow keys to move through this menu, then press ENTER to select a block to interview.

- As you complete each block, you will be routed back to the Block Status tab and you will use CTRL-S to access the menu and select the next block to do. When all blocks for the case are completed, you can enter 1 on the Block Status tab to complete the case. If you enter a 1 and there are unfinished blocks, you will get an error message.

Interviewer Observations

Blaise also includes another set of parallel blocks containing the Interviewer Observations.

There are two sets of Interviewer Observations questions:

- The first set of questions is about your observations of the PCG's interactions with each CDS child. These blocks will be labeled **PCG OBS 1** and **PCG OBS 2**.

- The second set of questions is about the household in general and should only be completed once for each household; it is labeled **HH OBS**.

Blaise will create the appropriate number of Interviewer Observations blocks for each household after the Coverscreen is complete.

You should complete the Interviewer Observations as soon after the household visit as possible while the visit is still fresh in your mind. However, you should not do the observations in the presence of any of the respondents.

The case will not be coded complete until all Interviewer Observations have been finished.

Special Circumstances

- If you need to suspend the case during the Coverscreen: use ALT-X as you normally would.

- If you need to suspend during one of the blocks: use CTRL-S to bring up the pop-up menu and select the Block Codes option. Enter the appropriate result code for the block you wish to suspend from the abbreviated list on the screen. Then use ALT-X to suspend Blaise. When you come back into the case, use CTRL-S to bring up the menu and select the block to finish - you will need to press the END key to go the question you were on when you suspended.

- If you need to suspend a block in order to move to another block - for example, if you are interviewing a PCG and a very hard to reach child suddenly becomes available - suspend the PCG block by pressing CTRL-S to bring up the pop-up menu and select the Block Codes option. Enter the appropriate result code for the PCG block. Then, press CTRL-S again to bring up the menu and select the appropriate Child block for the interview you wish to begin. When the Child block is done, you can use CTRL-S to return to the unfinished PCG block and complete it.

- If you have a refusal or other non-interview on a block, you will need to go to the Block Codes screen to enter that result. Cases can be considered complete with refused Child blocks, but all PCG blocks must be complete for a case to be coded complete.

- You will only need to use the Block Codes screen to note result codes for suspended or refused blocks. Completed blocks are coded automatically.

SECTION 3: PERMISSION FORMS

PART A: INFORMED CONSENT OVERVIEW

Introduction to Informed Consent Procedures

Because we are working with children in this study, it is mandatory that we receive written permission from the primary caregiver in the study to interview each child. In addition to written permission from the primary caregiver, children aged 8 years and older must give written permission for their own interview.

The purpose of the interview is to look at all aspects of the child's life, including their school experiences. For this reason, for all children in the study, you will ask the parents for information about the child's school. For elementary school-aged children (age 5-11 years only), you will ask the primary caregiver for permission for the project staff to contact the child's teacher and request that the teacher complete a short self-administered questionnaire. The questionnaire asks questions about the child's performance and behavior at school, some questions about the classroom and school environment, and some background information about the teacher him/herself.

For children who are middle and high school-aged (12 years and older), you will ask the primary caregiver for school name and address, and other school information on the School Information Form. The project staff will be utilizing public data from the U.S. Department of Education to learn more about resources in the school, such as number of teachers, funding information, and so on. For the Teacher Permission and School Information forms, it is critical that you confirm the contact information to ensure that it is correct before sending it on to the Ann Arbor office.

Obtaining permission should be the first activity you do upon arriving in the household. Make sure you attempt to get all the necessary permission forms signed for the household. Also be certain that you only conduct interviews with children when you have already obtained the required written permission from the PCG and the child.

Each permission form is a three-ply NCR form. Once the primary caregiver and child have reviewed and signed the forms, you will give the primary caregiver a copy of each form (the bottom pink copy). The other copies of the completed permission forms must be returned to the Ann Arbor office and kept on file (the top two white and yellow copies).

Following the household visit in which you obtain signed permission forms, be sure to record their completion in the View/Edit tab in SurveyTrak (see *Section 2: SurveyTrak, Blaise, and Coverscreens* for details). Similarly, once you mail the permission forms and all other materials back to Ann Arbor, record this information in SurveyTrak as well.

Itemized List of the Permission Forms

The following is a list of permission forms used in this study. The next pages present a detailed summary of each permission form.

Permission Form	Purpose	Respondent (Who Signs the Form)	For Children…
Parent/Guardian Permission Form for Children 5-11 Years	PCG permission to interview child	PCG	Aged 5-11
Parent/Guardian Permission Form for Adolescents 12+ Years	PCG permission to interview child	PCG	Aged 12 and older
Interview Assent Form for Respondents 8-11 Years	Child assent to be interviewed	Child	Aged 8-11
Interview Assent Form for Respondents 12+ Years	Child assent to be interviewed	Child	Aged 12 and older
Teacher Permission Form	PCG permission to contact teacher regarding child	PCG	Aged 5-11
School Information Form	Contact information from PCG about child's school	PCG	Aged 12 and older

PART B: PARENT/GUARDIAN PERMISSION FORMS

Respondent	PCG
Mode of Administration	Face to Face (ONLY) Do NOT mail the permission forms with the Interview Packet. Take them with you to the household visit.
Main Objective	To obtain permission from the PCG to interview the child.
Notes and Rules	You **must** obtain permission from the PCG in order to conduct the interview with the child. If the PCG refuses to sign the permission form, attempt to interview the PCG and OCG about that child without interviewing the child. In other words, try to complete the PCG-Child and PCG-HH Blaise modules, time diaries, and OCG SAQ. You should use your refusal aversion and conversion skills as appropriate to attempt to secure permission to interview the child. There are separate Parent/Guardian Permission Forms for children ages 5-11 and for children ages 12 years and older. The Parent/Guardian Permission Form for children ages 12 years and older advises parents that the child interview includes questions of a sensitive nature. Be certain to have the PCG sign the permission form appropriate for the age of each child. The PCG must sign a separate permission form for each CDS child in the household. The Parent/Guardian Permission Form is a three-ply NCR form. The top two copies (white and yellow) are to be sent in for the records in Ann Arbor and the bottom copy (pink) is to be left with the primary caregiver.
If Permission is Denied	Even if we cannot get a signed parental permission form and, therefore, cannot interview the child, we will still be able to include the household in the study. That is, you should still attempt to conduct the PCG-Child and PCG-HH modules, and collect time diary data and OCG questionnaires. Information from the child, however, is a fundamental part of this study, so it is important to be as persuasive as possible. Stress to the respondent the importance of the study and remain positive in your introduction.

PART C: CHILD INTERVIEW ASSENT FORMS

Respondent	Children ages 8 years and older
Mode of Administration	Face to Face (ONLY)
Main Objective	To obtain assent from the child to be interviewed if the child is aged 8 years or older.
Notes and Rules	You **must** also obtain written assent from the child if he or she is aged 8 years or older in order to conduct the interview with the child. If the child refuses to sign the Interview Assent Form, attempt to interview the PCG and OCG about that child without interviewing the child. You should use your refusal aversion and conversion skills as appropriate to attempt to secure the child's assent to be interviewed. There are separate Interview Assent Forms for children aged 8-11 years and adolescents aged 12 and up. The Interview Assent Form for respondents 12 and up advises them that the interview will contain questions of a sensitive nature. Be certain to have the child sign the Interview Assent Form appropriate for his or her age. Each CDS child ages 8 and older in the household must sign his or her own Interview Assent Form. Children under 8 years of age do not sign an interview assent form because these younger children cannot understand the forms and the assent process. Permission to interview children under 8 years of age is obtained only from the PCG. The Interview Assent Form is a three-ply NCR form. The top two copies (white and yellow) are to be sent in for the records in Ann Arbor and the bottom copy (pink) is to be left with the primary caregiver.

PART D: TEACHER PERMISSION FORM

Respondent	PCG
Mode of Administration	Face to Face (ONLY)
Main Objective	To obtain permission from the PCG to contact the child's teacher for children aged 5-11 years.
Notes and Rules	For elementary school-aged (5-11 years old) children, you will attempt to obtain permission from the PCG for the project staff to contact the child's teacher. The teacher will be asked to fill out a self-administered questionnaire about the child. Complete all information on the form. Ask the PCG for the teacher's contact information including the teacher's first and last name, school address, and school phone number. Confirm the contact information the primary caregiver gives you by comparing the information to listings in the local phone book or on the Internet. If necessary, drive by the school address to confirm the proper name of the school and address information. If the child does not have one main teacher (for example, if the child is 11, in middle school, and changes classes), please note that on the top part of the form. You should still collect the school information. If the child is home schooled, enter the parent's or other home school instructor's name, address and phone number as the teacher contact information on the Teacher Permission Form. The parent must still sign the Teacher Permission Form even if he or she is also the child's teacher. Make a note that the child is home-schooled on the form. The Teacher Permission Form is a three-ply NCR form. The top two copies (white and yellow) are sent to Ann Arbor. The bottom copy (pink) is left with the primary caregiver.
If Permission is Denied	If a primary caregiver is reluctant to sign the permission form, try gentle persuasion by explaining how important this study is. It is important that the PCG fills out all parts of the permission form. We will be contacting the teacher by mail from the Ann Arbor office to ask him or her to fill out a questionnaire about the child. If we do not receive the completed questionnaire from the teacher, we will be following up by phone. In order to contact the teacher accurately, we need full information from the PCG.

PART E: SCHOOL INFORMATION FORM

Respondent	PCG
Mode of Administration	Face to Face (ONLY)
Main Objective	To obtain information about the school from the PCG for adolescents aged 12 years and older.
Notes and Rules	You will attempt to obtain school information from the PCG for adolescents aged 12 years and older. These data include the name of the principal, the name of the school and school district, and the school address. Project staff will use this information to access public data about the school available from the U.S. Department of Education. You will need to confirm the contact information the primary caregiver gives you by verifying the information in the local phone book or on the Internet, or if necessary, by driving by the school. The School Information Form is a three-ply NCR form. The top two copies (white and yellow) are sent to Ann Arbor. The bottom copy (pink) is left with the primary caregiver.
If Permission is Denied	If a primary caregiver is reluctant to fill out the information form, try gentle persuasion by explaining how important this study is. It is important that the PCG fills out all parts of the information form in order to get accurate information about the child's school from public records.

SECTION 4: OVERVIEW OF THE INSTRUMENTS

THE CDS INSTRUMENTS

The "Big Picture" of the CDS Instruments

There are several data collection instruments in the CDS-II that you will administer to the children and their caregivers. In this section, we will give you a summary of these instruments, and then follow up in the next sections with more detailed explanation of the content and objectives of each instrument, specific administration protocols, and question-by-question objectives.

The main instruments of the CDS are:

(1) Primary Caregiver Child CAPI Interview that focuses on the primary caregiver's report of child's health, schooling, family and social environment;
(2) Primary Caregiver Household CAPI Interview that focuses on household characteristics and the primary caregiver's own psychological resources, parenting attitudes, and social support;
(3) Interviewer Observations in which the interviewer records observed interactions between the primary caregiver and the child/adolescent, and characteristics of the physical environment of the home and neighborhood;
(4) Child CAPI Interview for children aged 8 years and older, which queries the children themselves about school, health, and social environment;
(5) Child Interview Audio-Computer Assisted Self-Interview (ACASI) component of the Child-CAPI instrument for sensitive topics asked of adolescents;
(6) Assessments, including height and weight measurements for all children and standardized educational achievement tests for all children using the Woodcock-Johnson and WISC Digit Span Test;
(7) Time Diary for weekday and weekend accounts of children's and adolescents' time use, filled out by the child/adolescent alone or in collaboration with the primary caregiver;
(8) Other Caregiver Questionnaire, a self-administered booklet that focuses on the child/adolescent and household characteristics completed by the secondary caregiver in the home.

The table on the next page is a schematic description of the instruments. The sections that follow will provide more details for each instrument. For the CAPI instruments, on-line question-level help will also be available within the Blaise interviews. Since the on-line help serves the role of providing immediate assistance during the interview, it does not contain all of the details described in the following chapters. Please carefully review the objectives listed in this manual in order to fully understand the overall questionnaire goals and the specific objectives of the question items.

TABLE OF INSTRUMENTS

Name of Instrument	Color/ Format	Respondent	Administration	Items to Accompany Instrument
PCG Child CAPI Interview	Blaise	PCG	• Tel preferred; FtF optional • <u>Priority Interview</u>	• RB (pink)
PCG HH CAPI Interview	Blaise	PCG	• Tel preferred; FtF optional	• RB (pink)
Interviewer Observations	Blaise	Interviewer	• Self	• QxQs in this manual
Child CAPI Interview	Blaise	Child	• FtF only	• RB (blue)
Child ACASI	Blaise	Child	• FtF only • Children 10+ yrs • Children complete themselves	• ACASI key board card • Headset for the child to wear
Child Assessments	Ivory Booklet	Child	• FtF only	Body Measurements: • Weight scale • Rafter Square • Tape measure • Post-It notes • Pencils Cognitive Assessments: • WJ Easel • Plain piece of paper
Time Diary	Yellow/ Goldenrod Booklets	Child and/or PCG	• Self-administered • Mail ahead • FtF/Tel IW follow-up and review or administration	• Pencils
OCG Questionnaire	Green Booklet	OCG	• Self-administered • Mail ahead • FtF/Tel IW follow-up and review or administration	• Pencils

SECTION 5: PCG CAPI INSTRUMENTS

PART A: SUMMARY NOTES FOR PCG CAPI INSTRUMENTS

Respondent	Primary Caregiver, as designated in the Coverscreen.
Color of Booklet	Blaise instrument. RB is: pink.
Mode of Administration	Telephone preferred; Face-to-face optional. The PCG CAPI instruments should be administered before the child-administered modules. If necessary, they *can be administered* over the phone *after* the home visit.
Main Objective	To obtain information from the primary caregiver about the child and the family environment. The PCG is a **PRIORITY INTERVIEW**.
Notes and Rules	There are two blocks: One for the PCG-Child instrument, and one for the PCG-HH instrument. The PCG-Child instrument contains questions centered on the targeted CDS child/adolescent. The PCG-HH instrument contains questions that focus mostly on the PCG's psychological resources, parenting attitudes and beliefs, social support, and interactions with the other caregiver, and home environment.
Key Objectives of the Instrument	To obtain information from the PCG on: • Children's health history • Children's schooling • Children's behavior • Child care history • Relationship with absent parent (if applicable) • Expenditures on the child • Child's activities and hobbies • Characteristics of the family's neighborhood • Characteristics of the primary caregiver.

PART B: SECTION OVERVIEWS FOR THE PCG-CHILD CAPI INSTRUMENT

Section A: Health	In Section A, we ask the primary caregiver a detailed series of questions about the child's/adolescent's health, including hospitalizations, chronic conditions, asthma, health care utilization, and health care coverage.
Section B: Schooling	In Section B, we ask a number of questions about the child's/adolescent's school enrollment and primary caregiver's expectations about the child's/adolescent's schooling. We are also interested in grade level, type of school (private/public), frequency of school changes, school tuition, attendance, receipt of meals under the school lunch and breakfast programs, attendance at special class or school for gifted students, or whether was classified as needing special education. We also ask the primary caregivers about their involvement in the child's school, including meeting or conversing with the child's/adolescent's teacher, school principal, or school counselor; attendance at a school event or the parent-teacher's association meeting; and volunteer work in the classroom.
Section C: Child Care Arrangements	In the Child Care Section, we inquire about the type, frequency of use, and costs of all formal and informal arrangements.
Section D: Absent Parents	We have a series of questions in Section D that focus on the child's/adolescent's interaction with an absent parent, including the frequency and types of activities in which absent parents are involved with their children. We also ask about the degree of conflict and/or agreement between the parent the child lives with and the absent parent over issues such as where the child lives, how he/she is raised, visits, discipline, etc.
Section E: Family Activities	Section E contains questions about family activities, such as frequency of parents engaging in indoor and outdoor activities with child or adolescent, family get-togethers, and eating meals together.
Sections F/G/H: Child Hobbies and Activities	Sections F, G, and H are all about hobbies, after-school activities, and community activities. The sections are divided according to age of the child. There are questions about young children – under 8 years – in Section F; questions about children aged 8-9 in Section G; and questions about youth aged 10 years and older in Section H. At the end of H are a series of questions about expenditures and savings. You will ask these questions regarding all children/adolescents in the study. The CAPI instrument will path you accordingly.

PART C: QUESTION-BY-QUESTION OBJECTIVES FOR THE PCG-CHILD CAPI INSTRUMENT

QUESTION	QUESTION OBJECTIVE
A3	We want the number of different times the child stayed overnight in the hospital for in-patient care, not counting the hospital stay when the child was born. At A3, we are not concerned about the number of reasons for hospital stays, but rather actual stays. If the child was in the hospital more than once for the same illness – that counts as multiple hospital stays.
A3b	If there is any doubt, please ask R to spell the name of the condition or illness for which the child was hospitalized.
A4a-q	Only mark 'yes' for conditions diagnosed by a doctor or health professional. A health professional includes nurse, physician's assistant, nurse practitioner, social worker, or counselor. If R volunteers that the child has a condition (e.g., asthma) but says it has not been diagnosed by a doctor or health professional, check 'no' and make an "F2 comment."
A4m	If R says that the child has Autism or ADHD, record "no" at A4m. Those problems should be coded in A4n or A4o. A4m is only for learning disabilities other than those listed in the A4 series. If (for example) 'Autism' is volunteered at A4m, probe for other learning disabilities at A4m, and mark A4n as 'yes' without asking the question.
A4o	ADHD is Attention Deficit Hyperactivity Disorder; and ADD is Attention Deficit Disorder.
A4q1	Ask the R to spell the name of the disability, and try to get the full name rather than an abbreviation or acronym.
A5	This question refers only to physical illness. Injury and emotional problems are covered in later questions. Note that the frame of reference for this question is the last 12 months. 'Other health professional' includes physician's assistant, nurse practitioner, etc.
A5b	If there is any doubt, ask R to spell the name of the illness. If the child was seen for multiple illnesses at that time, record all of them.

QUESTION	QUESTION OBJECTIVE
A6	This question refers only to injury (e.g., broken leg, wound, burn). Physical illness and emotional problems are covered in other questions. Note that the frame of reference for this question is the last 12 months. 'Other health professional' includes physician's assistant, nurse practitioner, etc.
A6b	We want the specific injury or injuries for which the child was seen (e.g., 'broken arm'), not the cause of the injury ('fell off a swing').
A8	Note that the frame of reference is 'ever' for this question, which is different from A5 and A6.
A9	Even if the child is not in school, these questions should be asked. We want to know if (he/she) has a condition that could limit these activities when (he/she) is older.
A12	This is the first place where R uses the respondent booklet. Briefly tell R that you will be using the booklet for answers to some of the questions, and refer (him/her) to Page 1 for this question.
A14	This question includes visits to an emergency room if asthma is the <u>primary</u> reason for the visit.
A15	Do not include visits to the emergency room in this question; those should be counted under A14. In addition to regular visits to the doctor, this question also includes visits to an urgent care facility. If the child's visit to the doctor's office was for multiple reasons, such as asthma and other things (e.g., a shot), it should still be counted in this question.
A16	This question includes school days the child missed because of asthma or doctor's visits due to problems with asthma.
A17	We want to know the dollar amount spent on <u>dental insurance only</u> for the child in the past 12 months. Do not include dental insurance co-payments or costs associated with actual dental care. Do not include medical insurance or medical care. If the R reports that she pays one amount for all of her children, or that there is a base amount for one child, and incremental amounts for each child thereafter, record the average amount and make a detailed marginal note.

QUESTION	QUESTION OBJECTIVE
A18	We want to know the contribution of other people to the child's dental insurance expenses. "Anyone outside your home" can include absent parents, other relatives such as grandparents, or friends and community members. Note that this question is still in the 12-month reference period.
A18b	If more than one person contributed to the expense, ask the R to add up all of the contributions for response to this question item.
A19	"Out-of-pocket expenses" include co-payments, over-the-counter remedies, and any costs not covered by insurance.
A20	We want to know the contribution of other people to the child's <u>dental care</u> expenses. "Anyone outside your home" can include absent parents, other relatives such as grandparents, or friends and community members. Note that this question is still in the 12-month reference period.
A20b	If more than one person contributed to the expense, ask the R to add up all of the contributions for response to this question item.
A21	We want to know the dollar amount spent on <u>medical insurance only</u> for the child in the past 12 months. Do not include co-payments, or costs associated with actual medical care. Do not include dental insurance or dental care. If the R reports that she pays one amount for all of her children, or that there is a base amount for one child, and incremental amounts for each child thereafter, record the average amount and make a detailed marginal note.
A22	We want to know the contribution of other people to the child's medical insurance expenses. "Anyone outside your home" can include absent parents, other relatives such as grandparents, or friends and community members. Note that this question is still in the 12-month reference period.
A22b	If more than one person contributed to the expense, ask the R to add up all of the contributions for response to this question item.
A23	"Out-of-pocket expenses" include co-payments, over-the-counter remedies, and any costs not covered by insurance.

QUESTION	QUESTION OBJECTIVE
A24	We want to know the contribution of other people to the child's medical care expenses. "Anyone outside your home" can include absent parents, other relatives such as grandparents, or friends and community members. Note that this question is still in the 12-month reference period.
A24b	If more than one person contributed to the expense, ask the R to add up all of the contributions for response to this question item.
B7a	This question concerns days missed due to any illness, including days missed due to asthma.
B8b	Federal School Breakfast Program is often called Free or Reduced Lunch Program.
B9	"Usually" is defined as most days per week, or at least three days a week.
B9b	Federal School Lunch Program is often called Free or Reduced Lunch Program.
B11	"Attending school at home" is for children who are taught by their parents or by some cooperative group of parents.
B11a1	We want to know how much the PCG paid for tuition. School supplies/uniforms are counted under other questions in Section H.
B11a2	To obtain an accurate reflection of school costs, it is important to record the unit at B11a2 (per hour, day, week, every two weeks, every month, year, or something else).
B12	"Attending school at home" is for children who are taught by their parents or by some cooperative group of parents.
B12a1	We want to know how much the PCG paid for tuition. School supplies/uniforms are counted under other questions in Section H.
B12a2	To obtain an accurate reflection of school costs, it is important to record the unit at B12a2 (per hour, day, week, every two weeks, every month, year, or something else).
B14	Be careful to distinguish between private/religious and private/non-religious schools.
B15	'Special class' in this context refers to any advanced class or gifted class, and not a special class for learning disabilities or special education.

QUESTION	QUESTION OBJECTIVE
B16	Special education is for children with learning disabilities or language problems.
B18	Head Start, Even Start, and Fair Start are all government programs for low-income children.
B23a-d	These questions are asked about children in grades K-6, with the assumption that these children will likely have one main teacher throughout the day. If the R volunteers that the child has several teachers, probe for "any teacher" and make a marginal note.
B24d	An informal conversation is a conversation that was not scheduled or planned by either the teacher or the parent.
B24e	An informal conversation is a conversation that was not scheduled or planned by either the principal or parent.
B24h	The PTA is the Parent-Teacher Association. This question also refers to PTO (Parent-Teacher Organizations) and other similar organizations.
B33	If R asks for a definition of 'close friends,' use the MTY probe.
B33b/c	These questions refer to the same friends as R gave in the B33 answer.
B34	This question asks about all people the child may be with, not just close friends.
B35a	If the family does not have a television, the family may still have rules about how much television the child can watch at other people's houses.
B35b	If the family does not have a television, the family may still have rules about how much television the child can watch at other people's houses.
B35d	If a child does not like "sweets," code response as "No" (5).
B35g	If child does not usually or ever have homework, code response as "No" (5).
B35h	If the family does not have a television, the family may still have rules about how much television the child can watch at other people's houses.
B35k	This question refers to the rules mentioned in B35a through B35j.
B35l	If R volunteers that the child is not yet interested in dating, the family may still have rules about dating.
B35m	"Unsupervised" date means one that is not chaperoned by an adult.

QUESTION	QUESTION OBJECTIVE
B35p	"Work" means employment.
B35q	If the R has rules about <u>any friends</u> at all, record "YES" (1) response.
B36	Even if the child returned to school after dropping out, record "YES" (1) response.
B37a-c	All of these questions are about the child's behavior <u>without</u> adult encouragement. If an adult encouraged the child to do something with his or her siblings, it should not be counted in this question. If the child does not have siblings, mark that response in B37a and you will skip the remaining questions in the series.
B37b	If R asks for a definition of 'kind,' say it is when the child was nice to or considerate of his or her sibling(s).
B37c	If R asks for a definition of 'cooperated,' define cooperated as the child working with his or her siblings or when they work together on something.
B39	This question concerns giving money to any religious organization or charitable groups (e.g., United Way, Salvation Army, March of Dimes).
C2	Emphasis "regular basis." Regular basis must be at least once a week for a month to be considered a regular childcare arrangement. We are interested in both formal arrangements (such as a daycare center) <u>and</u> informal arrangements (such as a relative).
C2a; C2b	Be as specific as possible. For example, try to get the child's age in both years and months (e.g., 2 years and 5 months) if possible. This example would be recorded as "29" at C2a and "months" at C2b.
C3a	It is possible, and frequently common, to have two or more child care arrangements at the same time (e.g., a babysitter 3 days a week, and preschool 2 days a week). Each of those would be coded as a separate arrangement.

QUESTION	QUESTION OBJECTIVE
C3a1	Definitions of the care arrangements are critical to understand: Relative under 13 in the child's home: This will generally be regular care by the child's brother or sister under age 13. Relative 13 or older in the child's home: This includes care by an older brother or sister, a grandmother, or any other relative. Do not include the child's parents. We will know about their care from the time diary. Nonrelative in the child's home: This is regular care provided by someone not related to the child in the child's home. This will usually be a sitter; however, it includes care by a nanny or au pair. The age of the nonrelative does not matter here. It includes a teen babysitter, for example, if the care occurs on a regular basis. Care in a relative's home: The child is related to the caregiver and the care takes place in the relative's home. Care in a nonrelative's home: This is often called family day care. Family day care is care provided for a small group of children in the caregiver's home. Often a family day care provider is a mother with children of her own at home. The caregiver may be a friend, a neighbor, or the woman down the street that cares for children. The crucial factor is that the caregiver is not related to the child and the care is in the caregiver's home. Head Start Program: Head Start is the foremost early childhood program for low-income children and their families. It consists of a preschool or nursery school program for groups of children and their teachers. It also includes social and health services. As with other preschool programs, it occurs in a center-based environment. Parents whose children are in Head Start will know it. If the parent is not sure of the program's name, it is probably not Head Start. There are a variety of other programs in operation with similar names that may include a preschool program for children. If they include center-based care for children, include it under 'Pre-Kindergarten program, nursery school, preschool, or child care center;' or 'Before or after school program;' depending on whether the child is enrolled in school or not. Pre-Kindergarten program, nursery school, preschool, or childcare center: These are all establishments where children are cared for in a group in a nonresidential setting for all or part of the day. All provide some form of educational program as well as play and recreational activities for young children. If the child is school age, please code the care under 'Before or after school program.'

QUESTION	QUESTION OBJECTIVE
	Before or after-school program: Many centers have developed programs specifically for school-age children and many schools also provide such programs. They may be in the school building or in a separate building with transportation from one to the other. A before-school program is a special program that children attend before their official school day begins. An after-school program is a program that children attend after their official school day ends until their parents are able to pick them up after work. If a child is in a before or after-school program in a private home, please code that under the appropriate category for home-based care, either relative or nonrelative, in the child's or the caregiver's home. Child cares for self alone: In some cases parents leave children to care for themselves for periods between the end of the school day and the parent's arrival after work. If the child is truly alone with no adult and no older sibling, the child is caring for himself. If the child has an older sibling there, it would be 'Care by a relative under age 13' or 'Care by a relative over age 13.' If the child is caring for a younger sibling, this child is caring for himself and the younger sibling is being cared for by a relative over or under age 13 in the child's home. Other type of childcare: Please write out what the parent says if it does not appear to fit into any of the above categories. None: If a child is only cared for occasionally but not regularly, by someone other than the parent, please code 'none.'
C4a; C4b	Be as specific as possible. For example, try to get the child's age in both years and months (e.g., 2 years and 5 months) if possible. This example would be recorded as "29" at C4a and "months" at C4b.
C10	The next questions in this series concern the current childcare arrangement during the weekdays. Make sure to emphasize that: This is the current arrangement; Is ongoing; and Used at least once a week for a month (i.e., a regular child care arrangement).
C22	The next questions in this series concern the current childcare arrangement during weekends. It is important to emphasize 'regular arrangement.' It must be at least once a weekend in the last two weeks to be considered a regular childcare arrangement.
C32	At C32, we are asking the respondent how long the child was cared for in the summer arrangement. We want to know how many weeks or months during that summer the child was in the arrangement.

QUESTION	QUESTION OBJECTIVE
D1a, b	If you already know that the child lives with (his/her) biological mother and father, you do not need to ask D1a or b. Mark the boxes for D1a and D1b '1. Living with child.'
D1g	A father figure is a male who is not the biological/adoptive father or stepfather but functions as father in the care of the child. Often this is a grandfather or the boyfriend of the primary caregiver.
D1h	A mother figure is a woman who is not the biological/adoptive mother or stepmother but functions as mother in the care of the child. Often this is a grandmother or the girlfriend of the primary caregiver.
D6 & D6a	This question refers to children that are not part of the R's household. For example, if the father outside the home is remarried and had children with his new wife.
D7	This should be answered even if the father sees the child often.
D11	The intent of this question is to get information on how often the child stays overnight or has a day visit with the father. This does not refer to times when fathers see their child(ren) for brief times during the day or week.
D12	'About child' in this question refers to any conversation the primary caregiver has with the father regarding the child. The subject matter of the conversation is irrelevant.
D14g	Note that this question focuses on the father's use of alcohol or drugs not the child(ren)'s.
D14h	Note that this question focuses on the father's time not the child(ren)'s.
D22 & D22a	This question refers to children that are not part of the R's household. For example, the mother living outside the home is remarried and had children with her new husband.
D23	This should be answered even if the mother sees the child often.
D27	The intent of this question is to get information on how often the child stays overnight or has a day visit with the mother. This does not refer to times when mothers see their child(ren) for brief times during the day or week.
D28	'About' in this question refers to any conversation the primary caregiver has with the mother regarding the child. The subject matter of the conversation is irrelevant.

QUESTION	QUESTION OBJECTIVE
D30g	Note that this question focuses on the mother's use of alcohol or drugs not the child(ren)'s.
D30h	Note that this question focuses on the mother's time not the child(ren)'s.
E11	This question concerns when spanking first began for the child. Probe for the age of child when the primary caregiver can first remember spanking the child. Be as specific as possible.
E12	Most respondents will give you a number that can be easily coded without reading the response options. If necessary, you can read the response options to R.
E15	Family activities refer to the activities of any family member. All family members do not have to participate in the same activity for it to be counted for this question. If the child is included in another family member's activity, it should be included in this question.
E16	If the child does not have homework currently, ask whether there is a table or desk at which he/she can draw, read, or do projects.
F2	Read the words (children's, scientific, art, historical, etc.) in parentheses as part of the question.
F3	Outing refers to a fun activity not an activity related to childcare or business. Read the words (shopping, park, picnic, drive-in, etc.) in parentheses as part of the question.
F4	Read 'or another adult' if there is more than one adult living in the household. Read 'or an older child' if there is an older child living in the household.
G1	This question concerns reading books that are not for school but ones the child has chosen to read or has available to read sometime in the future.
G5	Child could be in the tutoring program for being tutored, or for doing the tutoring.
G6e	"Religious activities" include religion classes, clubs, community service activities, but do not include attendance at religious services (captured at G6b).
G8-G8i	These questions refer to sports or athletic activities organized by the child's school. It does not include sports activities organized by other groups such as AYSO or YMCA.

QUESTION	QUESTION OBJECTIVE
G5d, G7c, G8i, G10c	This includes all money spent on equipment or supplies for the activity, enrollment fees, and other monetary costs for the child to engage in the activity.
G21a1 and G21a2	Children receive allowances in different ways – it can be per week or per month, or per chore or task. We give the children the opportunity to report allowance anyway they receive it. Because of the structure of Blaise, we are required to put the amount on one screen and how often they receive that amount on another.
H1	This question concerns reading books that are not for school but ones the child has chosen to read or has available to read at some time in the future.
H5	Child could be in the tutoring program for being tutored, or for doing the tutoring.
H7-H7f	These questions refer to sports or athletic activities organized by the child's school. It does not include sports activities organized by other groups such as AYSO or YMCA.
H9c	"Religious activities" include religion classes, clubs, community service activities, but do not include attendance at religious services (captured at H9a).
H5c, H6b, H7f, H8b, H9d	This includes all money spent on equipment or supplies for the activity, enrollment fees, and other monetary costs for the child to engage in the activity.
H22a1 and H22a2	Children receive allowances in different ways – it can be per week or per month, or per chore or task. We give the children the opportunity to report allowance anyway they receive it. Because of the structure of Blaise, we are required to put the amount on one screen and how often they receive that amount on another.
H23a-H23j1	These questions are about the money both parents spent on a SPECIFIC child. If certain expenses were spent on the entire family, such as a family vacation (question H23b), then ask the R to estimate how much was spent to take the child on vacation.
H23f; H23g	If the child does not have his or her own car, these questions should be coded as 'no' unless specific car maintenance or costs results from something the child did.
H24; H25	These questions are only asked about parents <u>not living with the child</u>. Whether you ask these questions depends on responses in Section D.

QUESTION	QUESTION OBJECTIVE
H23d; H24d; H25d;	"School supplies" include school uniforms.
H26-H28i	This series assesses approximately how much money people not living with the child spent on the various expenditure items asked about in the H23 series. Do not include absent parents asked about in H24 and H25 series. The timeframe for these items is past 12 months as well. From H23 through H28, we are trying to obtain a picture of what and how much people in the household and outside the household spend on the child.
H29	Here we lump together several kinds of stock that the HH might have for the SPECIFIC child. Note that stocks purchased through mutual funds and investment trusts are accepted here, but stocks in pension funds or IRAs are not.
H30	These savings instruments are usually associated with a bank and are fairly accessible, or "liquid." Included here are regular checking and savings accounts, money market funds, CDs, government saving bonds, treasury bills, etc.
H31	This should pick up any savings instruments we didn't cover and other assets the HH might have. Bond funds are like mutual funds except they purchase bonds instead of stocks. The "cash value" of an insurance policy is the amount that the owner of the policy would get if he/she were to cancel or "cash in" the policy. It is not the amount that the beneficiary would get if the insured person died. That is called the "face amount" or "death benefit." Most "term" type life insurance policies have no cash value. Most other types do, and the cash value grows with the age of the policy. We mean valuable collections held as investments, not collections with only sentimental value to the owner. Include such things as antiques, art, gold coins, etc.
H32	This includes the money that the PCG and OCG have set aside for the child. It does not include money other family members have set aside for the child. The total amount of money they have set aside for the child's education should be summed across different assets, such as savings accounts, bonds, stocks, etc. The amount of money listed for this question should overlap with the amounts listed for B46-B48.
H32b	This question should be marked 'yes' if the child will need student loans or scholarships to pay for a portion or all of his or her tuition.

QUESTION	QUESTION OBJECTIVE
H32c	This question concerns whether the child will have to choose his/her school based on how much it costs to attend the school.
H32f	This question concerns how much the PCG estimates she and the OCG will be able to give the child when he/she is in college.

PART D: SECTION OVERVIEW FOR THE PCG-HH CAPI INSTRUMENT

PCG-HH Module	The PCG-HH module is asked once for each child's/adolescent's immediate family situation. If there are two CDS children/adolescents with the same primary caregiver, you will need to administer the PCG-HH module only once. The PCG-HH module focuses on the social environment of the child. Starting at the broadest level, we ask a number of questions about the neighborhood, such as length of time lived in the neighborhood, neighborhood satisfaction, perceptions of safety, and social cohesion. We also ask about the family's participation in the community or neighborhood, such as participation in church, community institutions like the YMCA, scouting, and neighborhood organizations. We are interested in knowing a little bit about the family environment as well. We ask about the distribution of household responsibilities among household members, life style adjustments parents sometimes make to improve their children's lives, experiences of economic or financial stress and strain and practical responses to such financial pressures, and media use and household rules about use of such media as TVs, computers, and games. Finally, we want to know a little bit about the primary caregivers themselves. For example, we ask about attitudes towards the father role, maternal work, and non-parental childcare; self-esteem; psychological distress; work schedules, and social support.

PART E: QUESTION-BY-QUESTION OBJECTIVES FOR THE PCG-HH CAPI INSTRUMENT

QUESTION	QUESTION OBJECTIVE
J4c	Disrespect is when someone is being rude or insulting.
J5	If R asks for a definition of 'safe,' use the MTY probe.
J6a-j	In this series of questions, we ask about the participation level of the PCG, OCG, and CDS children in several activities. Not all individuals are always listed for each activity because some of the activities, such as parenting classes, are not applicable for most children. Make sure you emphasize whose participation you are discussing with each question.
J6a	A neighborhood meeting is not an informal gathering of friends. It is a formal meeting to discuss issues concerning their neighborhood.
J6b	This item does not include attendance to religious services or mass. It includes religious classes or extra activities organized by their church or synagogue.
J6c	These parenting classes can be organized by any group, such as church, school system, YMCA, etc.
J6h	Note that we ask about aerobics and working out in J6e. At J6h, we are asking about using community centers like the YMCA for other activities than exercise. If a respondent reports that they go to the YMCA for exercise classes or workout, do not code it again at J6h.
J14a	We want to know how often R reads the newspaper regardless of whose newspaper it is. Reading the daily newspaper can include reading newspapers that are not delivered to the R's house.
J16a-d	Emphasize whether they did the items listed in J16 because of their children's development and well being.
J17	We want to know how the PCG specifically feels about these statements; not what she/he thinks others would say.
J17e	If R asks for a definition of 'warm and secure relationship,' use the MTY probe.
J18g	If the R says, "I always feel this way," emphasize "more/less than usual." We are trying to capture a change in feeling.
J20d	Note that this question focuses on the OCG's time not the child(ren)'s.
J20e	Note that this question focuses on the OCG's use of alcohol or drugs not

QUESTION	QUESTION OBJECTIVE
	the child(ren)'s
J23a-e	A negative effect on the child(ren) means if the condition hurts or harms the child(ren) or their development. For instance, a parent's use of alcohol may not directly harm the child physically, but it may have a negative effect on the child if the parent doesn't make the child meals or help the child with his/her homework. If the R says that no one drinks alcohol (at J23a), has a mental disability (J23c), or has a physical disability (J23e), then code "NO."
J39	This includes all family members' books.
J41	In this question, we want to know if the PCG is taking classes to complete his/her GED, college education, vocational training, etc. This does not include hobby classes, such as art classes.
J42	If the R has a job, but was on leave with pay during the prior week, code the response to J42 as "YES." We want to know about typical work schedules in the following questions. J42 is the gateway to those work schedule items.
J44	We want to know the total number of hours the R works for pay at all jobs per week. If the hours vary week-to-week, ask the R to give the number of hours that is most typical.
J48	If the R works more than one job, we want to know the distance for the job she/he works the most hours.
J49a; J49c; J49e	Practical help includes helping someone with a project, homework, chores, giving someone a ride, loaning money to someone, etc.
J49b; J49d; J49f	Emotional support includes listening to someone's problems, supporting someone's ideas, making someone feel better, etc.

SECTION 6: INTERVIEWER OBSERVATIONS

PART A: SUMMARY NOTES FOR INTERVIEWER OBSERVATIONS INSTRUMENT

Respondent	Interviewer
Color	Blaise module
Mode of Administration	Blaise/self
Main Objective	To record observed interactions between the primary caregiver and child/adolescent, and characteristics of the physical environment of the home and neighborhood.
Notes and Rules	This interviewer observation section should be completed as soon as possible after you leave the household, while the interview is still fresh in your mind. You should answer the questions for observations seen during the whole time you were in the home and not just during the interview itself. If there are unusual situations, you may want to jot some notes down while you are still in the household to help you fill out this section completely. Be as objective as possible. When recording responses to items in this module, think back on observable events, and try not to be influenced by your own values or preconceived assumptions. Use the question-by-question objectives on the following pages to help you record as precise responses as possible. There are two sets of Interviewer Observations questions. The first set of questions is about your observations of the PCG's interactions with each CDS child. This includes questions K1-K26 and will be completed once for each CDS child in the household. These blocks will be labeled **PCG OBS 1** and **PCG OBS 2** in Blaise. The second set of questions is about the household in general and should only be completed once for each household; it includes questions K27-K39 and is labeled **HH OBS** in Blaise.
Key Objectives of the Instrument	The items in the Interviewer Observations module are used as one measure of the cognitive stimulation and emotional support parents provide to children.

PART B: QUESTION-BY-QUESTION OBJECTIVES FOR THE INTERVIEWER OBSERVATIONS

QUESTION	QUESTION OBJECTIVE
K1	A PCG's speech is 'distinct, clear, and audible' if you are able to understand what the adult says and communicate with him/her.
K2	A PCG may not readily understand your questions due to language barriers, comprehension difficulties, hearing problems, etc.
K3	'Expressing ideas freely and uses statements of appropriate length' refers to the PCG's language fluency. He/she should easily express ideas about the child/adolescent and other topics. If the PCG tends to speak in one-word sentences or uses head shakes instead of spoken words, then he/she would score lower on this scale.
K4	The key components are <u>initiation and spontaneity</u>. In order to receive higher scores on the scale, the PCG must demonstrate some initiative in asking questions or making comments that go beyond the bare minimum needed to give an answer. It is not necessary that he/she do this on all the questions; however, occasionally she should take the initiative in the conversation. The verbal exchange does not have to be detailed or even relevant as long as there is some effort to start a dialogue.
K6	'Together at any time' refers to your entire time in the home, not just during the Primary Caregiver-Child interview. Did you see any interaction at any time?
K7	'<u>Spontaneously</u>' means that the child did not request a response or ask a question of the primary caregiver.
K8	We are asking about frequency in which the PCG responded verbally to child instead of hitting or using facial expressions to respond to the child's request. The verbal response can be either positive or negative in tone or wording. The key factor here is that the PCG is responding to the child's or adolescent's vocalization, not ignoring it. Child/adolescent vocalization does not include expressions of distress such as lengthy bouts of crying. If the child/adolescent does not vocalize during the interview, thereby denying the PCG an opportunity to respond, *the code would still be never*.
K9	This need not be a wild burst of showy affection. Simple signs of concern such as a PCG gently tucking the child's or adolescent's shirt in, holding him on her lap, holding a hand, or a gentle pat on the shoulder count.

QUESTION	QUESTION OBJECTIVE
	Caresses include a hug, a stroke of the hair, patting an arm or leg, reaching out affectionately and touching the face, etc. Blowing kisses as well as actually establishing physical contact may be counted as a kiss. Affectionate speech without some accompanying action would not be counted.
K10	The intent of this item is to determine if the PCG models aggression by use of physical force to discipline or control others in the home during the visit. This includes use of corporal punishment to discipline the child/adolescent. Occasionally a visitor will feel that he/she does not know whether a PCG is playing a rough and tumble game or is seriously slapping/spanking a child/adolescent, although this is less likely with infants than with older children or teens. The best guide to use in such instances is the child's or adolescent's behavior. If the child/adolescent reacts with pleasure or happiness, chances are this represents a style of positive interaction between him/her and the PCG. If the child/adolescent frowns or looks unhappy or whimpers or cries, you can feel more confident that, however the PCG intended it, the child/adolescent does not perceive it as pleasurable.
K11	'<u>Restricted action</u>' refers to children/adolescents who are exploring a room and a caregiver prevents them by picking them up and holding them or putting them in a device that restrains them, or keeps them from completing an action or activity.
K13	The intent of this item is to capture the feeling conveyed by the tone of the PCG's voice. Is the PCG pleased with her child? Does she enjoy her and talk about her in a pleasant, joyful manner rather than talk in a flat tone? Note that for this item the tone of voice to the child/adolescent or to the interviewer about the child have to be assessed.
K14	The key word here is '<u>spontaneous.</u>' If the PCG, however, mentions a positive attribute of the child/adolescent after you made your own 'praise,' then it can be coded here *as long as a new positive characteristic* is mentioned. For example, if you say, 'she has lovely hair,' if the PCG says 'yes, and it is so pretty in that new style,' then the PCG remark would not be spontaneous praise. BUT if she says 'Yes, and her eyes are so large, people always comment on them,' or 'Yes, and she is such a lively girl too,' then these can be considered spontaneous praise by the PCG.

QUESTION	QUESTION OBJECTIVE
	In scoring this item, do not hesitate to read the adult's affect. Any achievement reported with pride should count (is quiet, can soothe herself, has a good disposition, etc.). Occasionally, however, an adult will indicate approval of the child's behavior by making what appears to be a negative statement, i.e., "I tell you, this kid can really make a noise." If this is said with a smile and is immediately followed with some achievement, "Would you believe he yelled for so long in the night that in the end his father had to get up and hold him for a while?" from which one can infer that the adult is proud of him, then consider this one instance of praise. Statements like these would only be counted if some proof of positive feeling were offered.
K15	'<u>Warm and affectionate</u>' refer to both verbal as well as active displays of warmth or affection.
K16	To be coded as <u>yes</u>, the respondent should introduce the child/adolescent to you by name and in some way identify you for the child/adolescent. The object is for the PCG to make the child/adolescent aware of your name and the fact that you came to visit both of them and not just the PCG.
K17	This may include showing a trophy, a certificate, telling you how well the child/adolescent is doing in school, how hard they work, or how good they are with younger siblings. The child/adolescent does not have to be present when the positive remark is made. 'Show off' can be interpreted liberally to include any context in which the adult helps the child to demonstrate a skill. It does not necessarily mean getting them to complete a complex puzzle, sing a song, or recite the alphabet, although of course all of those would count. It could be asking the child to show a favorite teddy, his special blanket, or bring in a new item of clothing such as a baseball hat. Other activities may be asking the child to count, show how a toy works or anything that allows the child/adolescent to do something to impress the visitor. The key is that the adult has the idea. If the child/adolescent spontaneously does these things, it would not be counted, since it is the adult that you are concerned with. While you may think to yourself that a child/adolescent who demonstrates skill does so because of previous teaching by the adult, it could be a result of a teacher, a regular visitor, or even because the child feels neglected. The intent of the observational items is that the interviewer is <u>witness</u> to adult behaviors that facilitate development.

QUESTION	QUESTION OBJECTIVE
K18	This item is designed to find out if the PCG demonstrated an active interest in the child's/adolescent's experiences and activities. Does she actively inquire about what he did when he was across the street at a friend's birthday party or what he did at Kindergarten in the morning? In order to receive credit for this item, the PCG must make an active effort to have the child or adolescent say something or relate his experiences. Instances can be observed as the adult and child reunite after answering your questions, if she asks questions such as "Have you been doing some games with ***?" or "Did you behave yourself and tell Ms. *** all about what you do at Nana's?" For this item 'encourages' can be passive as well as active. Thus, if a child/adolescent joins into a conversation with the adult and you and is allowed to contribute to the conversation with no discouragement, that would be counted, as would a specific suggestion that the child should "Tell Ms. *** about your school play." Even if the child/adolescent is subsequently asked to finish participating in the conversation it should be counted.
K19	<u>Note that in this item, we need for you, as the interviewer, to initiate a complement or praise towards the child or adolescent</u>. At K19, we want you to code the PCG response to your praise of the child/adolescent. Make certain that your praise is genuine (e.g. do not force praise that you do not feel as you look at the child/adolescent). Usually you will have no trouble deciding how to code this, as an adult might agree with you, add more facts to encourage you further, beam, etc. Sometimes, however, you will get little more than a "thank you" without feeling, or, no comment at all. If so, find more than one occasion to praise the child/adolescent. If you consistently get a response that shows no feeling or pleasure, then code as never. Be alert to observe the adult's facial expression when you offer a remark.
K20	This item refers to the use of a common term of endearment or nickname such as honey or sweetheart, or even a rather negative word if it is said with positive feeling. Terms of endearment when speaking of or to the child/adolescent should be counted.
K21	The main difference between these and the item related to 'overt hostility' (question K23) is that on these items the adult must make the negative remark directly to the child/adolescent, saying for example "You are a bad boy," not (speaking to interviewer) "He is a bad boy." To be considered scolding/derogating the adult must tell the child/adolescent directly that s/he is bad.

QUESTION	QUESTION OBJECTIVE
K22	A positive code on this item requires that the adult raise her voice to a level above that required by the distance between adult and child.
K23	This item deals with an overtly negative attitude toward the child/adolescent on the part of the adult. Remarks may be made to or about the child. Does the adult feel that the child/adolescent is in the way or a nuisance? Is the adult angry with the child simply for being there? To code as never, there must be no instance or derogatory, critical, or demeaning remarks TO the child, or TO you about the child/adolescent (note that this item differs from those relating to tone of voice towards the child). An adult would receive a positive score on this item if she complains that the child/adolescent is hard to take care of, wearing her out, if she calls the child/adolescent bad without the affectionate joke described above, and so on. Examples would be remarks such as, "I don't know what I'm going to do with this kid," "She cries so much that I have not slept properly since she was born," or "This kid is driving me up the wall with all his fussiness." An adult might tell a child or teenager to stop doing something or correct them several times during the interview and still gain never for this item if her general tone is positive.
K25	Pride can be shown in voice or caregiver showing things the child has accomplished or done.
K28	'Perceptually monotonous' is a home with very little on the walls or floor and very little furniture. The home is dark and no personalization of the home is evident (knick-knacks, paintings, etc.). You should also look for lack of lighting, drawn drapes, lack of pictures/plants, or a seeming lack of effort to make the home attractive. All of these things will be counted whether or not you feel that the lack of decoration is due to something outside the PCG's control, such as an uncaring landlord, lack of money, etc.
K29	'Cluttered' refers to disorganization in the home. Items are stacked on each other. It is difficult to walk easily around the room without walking on things or bumping into things. Allowances should be made for differing styles of housekeeping. You should be able to sit on a chair or sofa without first having to clear a space

QUESTION	QUESTION OBJECTIVE
	to sit, and the floor should be relatively free of clutter or trash. As “Child Trends” indicates: “sometimes small homes or apartments do not have a great deal of space for furniture. The issue here is not one of closeness or tightness of furnishings, but of what additional is on the floor or furniture. Would lots of things have to be put away so that you could move or sit in the room? These things do not have to be dirty. Piles of clean laundry, newspapers, or mail qualify! But again, the intent is not an isolated pile.” If one room is kept closed and used for ‘junk’ but the rest of the home is free of clutter/mess then the house/apartment should be considered free of clutter.
K30	‘Clean’ is very subjective. A clean house *would not have* opened food on the counter, garbage on the floor, and unhealthy or unsanitary conditions in the home.
K32	In making a rough calculation of this item, a general rule of thumb is that a 9 x 12 room is about the right amount of space for one person. In general, this means approximately 1-2 people per bedroom.
K33	Is the furniture arranged in a manner so that all of the exits are free and easily accessible? Does the living area allow for freedom of movement and room for the children to play, unless another specified area is designated as a play area? You are not looking for cleanliness, tidiness, or lack of danger in this item, but for an idea that an active child is not able to move about, arrange their toys or games, and has very limited freedom of movement within their home.
K34	At K34, we ask about noisy from *inside the house*. A certain amount of background noise is to be expected in a home with one or more children/teenagers. Loud, distracting noises, however, particularly those from sources such as a busy street just outside the window, a highway close by, loud machinery, groups of people congregating and shouting or playing boom boxes outside open windows etc. *should not be included* in the rating here, since this item refers to noise within the home.
K35	At K35, we ask about noisy from *outside the house*. A certain amount of background noise is to be expected in a home, especially in the city. Loud, distracting noises, however, particularly those from sources such as a busy

QUESTION	QUESTION OBJECTIVE
	street just outside the window, a highway close by, loud machinery, groups of people congregating and shouting or playing boom boxes outside open windows etc. *will be rated here*. Noise from within the home, such as children playing or a teenager's stereo would not count and should not be included as part of this item in the scale.
K37	**DEFINITION OF A FACE-BLOCK** A face-block includes the opposite sides of a street block. Normally, this will include both the east and west or north and south sides of a street block. Corner buildings, such as apartment buildings or homes that have entrances on two streets will be counted in both intersecting face-blocks. There are times when the boundaries of a face-block will be unclear in terms of the physical lay-out of the block. Ordinarily, street numbering or the physical layout will make the boundaries of the face-block clear. There may be some difficulty in defining a face-block in public housing projects where there are no street names for interior sections of the project, or when streets cross at angles. Use the guidelines below for such cases. The definition of a face-block provided is easier to apply to cities in which streets are arranged in a grid pattern. There are a number of difficulties identifying a face-block when the observer is actually on the street applying this definition. For this reason, face-blocks should be defined with a detailed street map before leaving to make the visit/observation and then verified by observation once you arrive at the home. The face-block will always contain the respondent's home, but decisions as to what constitutes the face-block can be difficult. The following guidelines can be used: 1. A face block needs to be big enough to be meaningful. A corner with two houses on it provides little information about the neighborhood, unless it is a small part of a block that is otherwise vacant. Sometimes several streets come together at angles and leave small "islands" of buildings that do not clearly form part of any block. Look out in particular for this kind of angled intersection. A longer face-block with one side continuous street and the other side with several smaller blocks might better capture the characters of the community. The general definition of a city bock is that there are 8 per mile, which would translate to space for at least 5 buildings of normal residential size on either side.

QUESTION	QUESTION OBJECTIVE
	2. If a street has one long continuous side containing a large industrial unit, railroad tracks, a large educational establishment, or vacant land, then intersecting streets on the opposite side should be used to break it down into distances more equivalent to a city block. However, if both sides are continuous, then let the geography or general layout of the area define the face-block. 3. The identification of the face-block from the map should be verified by observing the makeup of the face-block at street-level. Notes should be made of any problems with the block as defined, and any decision rules that are used to modify the pre-defined face-blocks.
K38	Use the following criteria to code the condition of the street: **Condition** — **Description** Very good — Street has recently been resurfaced and is smooth. Moderate — Street has evidence that it is kept in good repair, such as tar to fill cracks, potholes filled in, and free of signs of deterioration. Fair — Street has evidence of minor repairs, such as tar to fill cracks in the road, so that surface is not too rough. Poor — Street has lots of potholes and other evidence of neglect, such as large pieces of gravel from road deteriorating.
K39	Look especially along curbs and gutters for evidence of litter and broken glass. The "None or almost none" response means that there is not any garbage, litter, broken glass visible as you walk along and ordinarily there will be evidence that the street is swept. Leaves and twigs may be on the street or sidewalk after a storm. Do not treat that as litter. The "Yes, but not a lot" response should be used for those cases where the litter appears to be due to the occasional careless pedestrian or child; for the most part that street and the sidewalks of the face-block will appear to be clean. The "Yes, just about everywhere" should be used in those cases where there does not appear to be any effort to ever tidy up the streets or sidewalks and one has to walk over or around the glass, etc.

SECTION 7: CHILD CAPI AND ACASI INSTRUMENTS

PART A: SUMMARY NOTES FOR THE CHILD CAPI AND ACASI INSTRUMENTS

Respondent

Child/Adolescent

Color of Booklet

Blaise Module.
RB is: blue.

Mode of Administration

Face to Face **ONLY**

Main Objective

To obtain information on the health, cognitive skills, and social environment of the children.

Notes and Rules

The CAPI Child instrument is designed for children aged 8 years and older. The core component of the child interview is sections E through H. All children aged 8 and up are asked questions in Sections E-H. For children 8-9 years of age, these are the only questions in the CAPI instrument we ask.

Sections K and L are self-administered by the children and adolescents themselves, using the computer. Respondents aged 10 years and older answer questions in Section K; respondents aged 12 years and older answer an additional set of questions in Section L.

Under 8 yrs	→	No CAPI IW
8-9 yrs	→	Sections E-H of CAPI IW
10-11 yrs	→	Sections E-H (CAPI) and K (ACASI)
12 yrs and older	→	Full CAPI/ ACASI IW

The Respondent Booklet must be used for interviews with all children and adolescents.

Key Objectives of the Instrument

To obtain information on children's...

- Reading and math ability
- Physical and mental health
- Health risk behaviors
- Relationships with parents, friends, and peers
- Use of electronic media
- Involvement in after-school and community activities
- Part-time and summer employment
- School courses and grades.

PART B: SECTION OVERVIEWS FOR THE CHILD CAPI INSTRUMENT

Section	Section Overview
Section E: Reading and Math Skills	The Child questionnaire begins with Section E. You will find several practice questions at the beginning of Section E to help the children and adolescents understand how to respond to your questions by using a response set on a scale. Most of the remaining section focuses on a set of items querying the respondents about their self-perceived math and reading abilities.
Section F: Electronic Media	Section F focuses on use of electronic media, including electronic games and computers. We have a detailed sequence of questions concerning the purpose and frequency of the children's and adolescents' use of the Internet. Notice that the timeframe for these questions is "in the last month."
Section H: Social Relationships	In Section H, we have a series of questions that address peer interactions, family relationships, and closeness to parents, siblings, and other adults. We also have a series of questions about the children's and adolescents' health. These items (H2) query the respondents about the frequency in which they experienced a number of physical symptoms. The timeframe for all questions H1-H4 are "last month." For children under 10 years of age, this is the end of the Child CAPI interview.
Section J: Social Institutions - Religion, Work, and School	Section J is for respondents 12 years of age and older. We begin Section J with a couple open-ended questions that query the respondents about self-identified ethnicity and religiosity. If a child reports a religion at J2, then we ask four follow-up items: importance of religion, comfort derived from religion, frequency of religious service attendance, and frequency of participation in religious activities. If the respondents do not endorse a specific religion at J2, then we ask a parallel series of questions about spirituality – whether the respondents feel spiritual, importance of spirituality in their lives, and comfort derived from spirituality. J2a "Interviewer Checkpoint" is designed to direct you through the religiosity or spirituality follow-up questions. Record "religion mentioned" at J2a if the respondent reported a specific, established religion at J2; record "religion not mentioned" at J2a if the respondent said "none," "do not believe in god," "human race," etc.

Section	Section Overview
	At J5, we begin a series of questions about employment. We are interested in learning, in detail, about children's and adolescents' work-for-pay. We first ask about current full or part-time employment. At J19, we ask the same series of questions about summer employment. We would like to know about any work for which the respondent gets paid, but not about things the respondent does to receive an allowance from his/her family. We ask about allowances in another section of the interview. The last set of items in Section J query respondents about school courses they took during the past two terms, whether the courses were full or half-term, and the grades received in the courses. These data were designed to complement the teacher assessments being collected for children in elementary school. Children in grades 6-12 will list the name of the class and the grade received in the class for seven instructional areas (English, math, science, social science, foreign language, vocational, and "other" – such as art or drama) for two prior terms. We ask for up to three "mentions" for each instructional area. Because of the heterogeneity in class choice, names and grading systems, we will use what you record and carry out detailed post-field coding. For this reason, it is important to probe and record the exact name of the course. Note that we are asking about the prior two terms. If you are interviewing between October 2002 and January 2003, you will ask about the terms that ended in June 2002 and January 2002. If you are interviewing in February 2003 or thereafter, you will ask about the terms that ended in January 2003 and June 2002. The CAPI instrument should fill the appropriate dates.
Section K (ACASI): Activities, Health, and Peer Influence	Sections K and L are self-administered by the respondent, using the computer. You will use the practice questions to instruct the respondent on how to use the computer and record responses. In Section K, we ask about respondents' involvement in school and community activities, how much time they spend in these activities, and their friends' involvement in such activities. The timeframe for these items is past 12 months. Beginning at K8, we ask a series of questions about health, including: self-rated health, self-perceived body weight and things that the respondents do to maintain, reduce, or increase weight; nutritional intake, exercise, and sleep. Note that the timeframe for many of these items is past seven days. At K18-K19, we ask about limitations in activities due to health or emotional problem in the past month. Note that at K24, the timeframe reference shifts to "last 6 months." The K24 series is about giving support to family and friends.

Section	Section Overview
Section L (ACASI Continued, for 12 Years and Up)	Section L is for the 12 year old and up. Section L starts out with a few practice items, and then moves into a series of questions on savings and expenditures. Note that the timeframe shifts in L4a, L5, and L6. In L4a, the timeframe is <u>last month</u>; L5 is <u>last three months</u>; and L6 is <u>last 12 months</u>. At L7, we ask a few questions about dating behaviors, and then at L9, we ask about school aspirations. At L12, we begin a detailed series about tobacco, alcohol, and drug use. We want to know if the respondents regularly use tobacco, alcohol, or drugs, the age or onset of use, frequency of use, and intensity of use. The remainder of Section L queries the respondents about their connectedness and autonomy with family and friends, sexual experiences and pregnancy, and enjoyment of life and social well-being.

PART C: CHILD ACASI MODULE

What is ACASI?

"ACASI" stands for "Audio Computer-Assisted Self-Interview". Since some of the questions in Sections K and L ask about more personal and sensitive topics, we have set them up so the respondents have the most privacy possible. As the questions come up on the screen, a recording will be played automatically over a pair of headphones. The respondents will type the answers into the computer themselves instead of telling you the response.

Who Does the ACASI Module?

Respondents aged 10 years and older will complete Section K, while children aged 12 years and older will go on to complete Section L as well.

Getting Started with ACASI

There are a few steps to prepare the respondent and the computer to complete these sections.

First, you will read an introduction that explains the ACASI section to the child. Give the computer to the child and make sure the laptop is arranged conveniently for the child's use. It is important to consider the child's privacy as well as comfort and convenience when positioning the laptop. You should not be able to see the computer screen or the keyboard while the child completes ACASI. Remember not everyone has used a computer before, so be sure you explain these directions carefully.

PRIMARY KEYS

Once the equipment is arranged, you will need to show the child the location of some of the keys he or she will be using. Make sure the "ACASI" keyboard card is out and situated in plain view. The respondents will use this card as a reminder of how to navigate the questions using the keyboard.

KEY	FUNCTION
Number keys	Used for amount answers
Period key	Used for amount answers
<Enter>	Press <Enter> after selecting a response in order to go to the next question.
<Backspace>	Press <Backspace> to delete an answer.
<F11>	Press <F11> to replay the question.
<Ctrl><D>	Press <Ctrl><D> for Don't Know responses.
<Ctrl><R>	Press <Ctrl><R> for Refused responses
Space bar	To select more than one response option, use the space bar to separate each response.

	Do not instruct the respondents to back up in the questionnaire. If they need to back up a question for any reason, have them ask you for help. When you back up a question, the entire question will be re-played. You may interrupt the question by pressing the <Ctrl> and <F11> keys at the same time. Do not show the child this function; it is for your use only. Instruct the respondent to listen to the entire question. Instruct the respondent to listen to the entire question and all the responses before answering. The respondent will be able to enter a response before the entire question is read but do not encourage them to do so. Set up the audio component. After you have oriented the child to the computer, attach the headphones to the computer and show the child how to adjust the volume. Adjust the headphones so they fit comfortably and the sound is at the appropriate level. Take time with the practice items. The respondent will work through a few practice items before getting started with Section K. Stay with the respondent while he or she completes these questions so you can help if necessary.
Helping the Respondent	Some children or adolescents may need more assistance from you than others. Such assistance may be as minor as showing the respondent how to record a dollar amount. Other times, assistance may be more involved, such as showing the respondent how to delete and re-record a response. You should give the respondent any help that is requested. Be careful, however, not to seem intrusive or give more help than requested. Too much assistance may be perceived as invasive and, consequently, result in a loss of privacy. Answer any questions and then move away from the respondent so he/she can complete the rest of the questions in privacy. Prioritize verbal assistance. If the respondent asks for help, you should attempt to give verbal assistance first – without looking at the screen. If verbal assistance is unsuccessful, then you may need to look at the laptop. Give the child the option to delete the answer on the screen using the <Backspace> key. Do not appear to rush the respondent. This includes body language as well as spoken comments. The ACASI questions are important and some are sensitive, so the child must be allowed to take as much time as necessary.

ACASI Troubleshooting – If the R Cannot Hear the Voice Recording	If the respondent cannot hear the voice recording, use these techniques to troubleshoot the problem: • Make sure the instrument is at a screen which is supposed to have sound. The voice will not start until the screen labeled **INTRO_K0a**. • Try adjusting the volume. There is volume control on the laptop and on the headset. Make sure you adjust the volume in both places. • Make sure the headphone jack is in the correct socket – there may be several similar ones nearby. • Make sure the headphone jack is pushed in all the way. • If you have tried all of these tips and there is still no sound or if there are very long delays in moving screen to screen, contact the Help Desk for assistance.
Blaise Troubleshooting	*Error messages* If the child gives an invalid response or enters an invalid range, an error message will appear and the child is instructed to clear the message by pressing the <Enter> key and to re-enter the response. Please instruct the child to ask for your assistance if any other error messages come up. If you cannot fix the error, call your Team Leader or the Help Desk for assistance.
When ACASI is Completed	At the end of the ACASI section, the child will return the computer to you. At this point, the Child-CAPI interview is complete!

PART D: QUESTION-BY-QUESTION OBJECTIVES FOR THE CHILD CAPI INSTRUMENT

QUESTION	QUESTION OBJECTIVE
Intro Qs	The questions at the beginning of the interview are practice items to help acclimate the child to the interview situation, working with scales, and using the respondent booklet. Take some time to explain how to use the booklet and repeat questions as needed.
E11-E20	In questions E11-E20, we ask the children to rate their reading abilities. Most younger children will have reading classes in school. Some older children, however, are more likely not to have specific reading classes, but will have English classes or English literature classes. If children do not understand the questions using "reading," English literature or English class can be used as a substitute. Make sure to point out that the English class does not include English language classes (i.e., classes in which children are learning to speak the English language as a second language such as a Spanish class).
E20	No matter what option you used in E11-19, read as written. "Reading" in this question refers to the activity of reading, not reading classes.
F1a; **F1b**	Use of the media can take place anywhere including their home, someone else's home, school, etc.
F4	We want the exact web URL address of their favorite website (for example, www.yahoo.com). If child does not know the URL get descriptive information about the website, like a keyword.
G1	"Giving" at this question refers to voluntary and involuntary giving.
H1a-d	The focus of these questions is on relationships with the child's peers – at school and in the neighborhood. It does not include relationships with siblings.
H1d	"Purposely" means that it wasn't an accident or a mistake.
H2a, H2e, H2f, H2g, H2h	We want to know how often the child felt sick, regardless if they saw a doctor or stayed home from school because of feeling ill.
H4a	"Talk with" can be a conversation of any length. Note that we first ask about the biological mother at H4a, then the stepmother at H4c. The CAPI instrument will guide you – pathing and fills are based on response to H3.

QUESTION	QUESTION OBJECTIVE
H4a	If the respondents report that they do not have any friends at H4a, record "7." The questionnaire will then skip over question items that ask about friends.
H4c, f, i	If the respondents report that they do not have any problems at school at H4c, f, i, record "never."
H5	By "close," we mean emotionally close, not physical distance. Keep in might that some children are very literal.
J1	This is an open question - record verbatim whatever the adolescents thinks of as their race or ethnic group. Do not probe DK responses.
J2	People can consider themselves as belonging to a particular religion even if they don't attend services. Make sure that you are clear about the name of the religion. If in doubt, ask them to spell it. "None" is an acceptable answer. <u>Do not probe DK</u> responses.
J2a	J2a is an interviewer checkpoint. If the child reported a religion at J2, record "1." If the child refused to respond, answered "Don't Know," reported not having a religion by saying something like "None," "No God," or reported something like "American" or "Human," then record "2," You will skip over the organized religion questions, and ask questions about feeling spiritual.
J3a	By "comfort" we mean a feeling of relief or encouragement.
J3b	Do not include weddings, funerals, or other special purpose services as attending religious services.
J4	Spirituality is when you try to find out answers to big questions about life and meaning such as "Why am I here?" or "Why did something bad happen to someone I know?" It can be the same thing as going to church, but does not have to be. Many people that do not go to church are still spiritual.
J5	We are interested in work-for-pay, not volunteer work. The range of jobs may be broad – for example, yard work for neighbors, camp counselors, or work in established businesses or retail.
J6; J7	Use standard occupation and industry probes to obtain as much detail about the child's/adolescent's job as possible.

QUESTION	QUESTION OBJECTIVE
J11	Children and teens are likely to work at a variety of different jobs, which, in turn, may pay different ways. For example, if the respondent works at a grocery store, he may be paid weekly or biweekly. If the respondent mows lawns, he may be paid by the job. We give them the option of reporting their pay that reflects their employment situation – first record the amount, and then the unit.
J20; **J21**	Use standard occupation and industry probes to obtain as much detail about the child's/adolescent's job as possible.
J34c.	"Vocational training program" is an accredited program that prepares students for jobs or careers.
J34b-g	If child does not understand the scale, you can tell them: ▪ 'no chance' means it will <u>not</u> happen ▪ 'some chance' means it might happen, but probably not ▪ 'about 50-50' means it may or may not happen ▪ 'pretty likely' means it will probably happen
J37b.	We want to know if the child changes classrooms and/or teachers for different subjects.
J38 & J39	The time reference for J38 and J39 items are the last two terms the child took, not including the term the child currently is in. The reference period will vary depending on whether you interview in the fall (October, 2002 – January, 2003) or spring (February, 2003 and later). When you write down the class names, please be as specific as possible. For example, if the child says he/she has an English class, ask the child for the specific title of the class, such as English literature, English writing, etc. We want to know if the class was full term or half term. We want the grade the teacher gave the child for that class.

SECTION 8: PHYSICAL AND COGNITIVE ASSESSMENTS

PART A: SUMMARY NOTES FOR THE ASSESSMENTS BOOKLET

Overview	The Assessments Booklet is a paper-and-pencil instrument that you will administer to all CDS children/adolescents. It contains two primary sections: measurement of height and weight, and the achievement/memory tests.
Color of Booklet	Ivory
Respondent	All children and adolescents
Mode of Administration	Face-to-Face **ONLY** Paper-and Pencil-Administration
Main Objective	To obtain information on body weight and height, as well as cognitive skills of children and adolescents.
Notes and Rules	There are specific instructions for gathering standardized and accurate measurement of the child's height and weight as well as for administering the achievement and memory tests. We cannot allow any divergence from the protocols for this instrument, nor changes, additions, or deletions in wording of the individual items in the cognitive assessments.
Key Objectives of the Instrument	To obtain information on body weight and height which will be used to calculate a standardized measurement of body mass index. To obtain information on cognitive skills of children and adolescents through standardized achievement tests and short-term memory test.

PART B: HEIGHT AND WEIGHT MEASUREMENT

Height/Weight Introduction

You will attempt to measure the children's and adolescents' height and weight, using the tools provided in your bulk materials. It is important to obtain accurate measurements so please take the time to review procedures and practice on children and adolescents if at all possible. The measurements you take will be converted into standardized scores so that we can compare the information from the CDS sample with other national child and adolescent health studies that set benchmarks for body mass index for the United States.

Measurement Tools

You should receive a scale, rafter's square, tape measure, and post-it notes in your bulk materials. Take a moment to test the scale and make sure that it is working properly before your first household appointment.

General Procedures

There are a few general procedures to follow when conducting the height and weight measurements. They are:

When measuring respondents' height and weight, <u>do not</u> physically touch the respondents (e.g., do not help the respondents onto the scale or take off their shoes). Be certain, however, that younger children safely step on/off the scale.

If the respondent is <u>under 6 years</u>, get assistance from the PCG or a family member to take off the respondent's shoes, help the respondent onto the scale, stand still, etc. Give the directions to both the respondent and family member assisting you. You will complete Questions 1 and 2.

If the respondent is <u>6 years or older</u>, you can instruct the respondent directly. A family member can also assist you with respondents of this age if necessary. You will complete Questions 1 and 2.

If the respondent refuses to be measured, ask the primary caregiver to give you the respondent's height and weight and the date the respondent was last measured, or their best estimate. You should complete Questions 3 and 4 in the Assessments Booklet.

Measuring Respondent's Height

There are several specific steps to measuring the respondent's height:

- Ask the respondent to take off his/her shoes and to stand against a wall or door.
- Place a Post-it note on the wall right above the respondent's head.
- Position your rafter's square against the wall directly over the respondent's head.
- Make a mark on the Post-it note at the respondent's height.
- Ask the respondent to move away from the wall.
- Position the tape measure under a door jam or your foot and measure from the floor to the mark on the Post-it.

	• Record (his/her) height in the Assessments Booklet at A1 and remove the Post-it from the wall. • Another option is to ask the primary caregiver to measure the respondent for you and give you the number. Follow the age guidelines concerning assistance from the PCG or another family member.
Measuring Respondent's Weight	There are several specific steps to measuring the respondent's weight: • In addition to having the respondent remove his/her shoes, ask the respondent to empty his/her pockets of any heavy items. • Activate the scale and set the scale to zero. • Once the scale shows 0.0, have the respondent step on the scale (following the age guidelines above). • Have the respondent stand in the center of the scale. The respondent may need to stand on the center of the scale for 5-10 seconds to assess an accurate weight.
A3 and A4: PCG Reported Height and Weight	Only record information in A3 and A4 if you are unable to actually measure and weigh the respondent. If the respondent refuses to be measured, ask the primary caregiver for the respondent's height and weight at the last doctor visit. Record the information at A3a and A4a on page 3 of the Assessments Booklet. Record the approximate length of time since that doctor visit at A3b and A4b. If the PCG does not remember exact measurements, record "best estimate" at question items A3c and A4c.

PART C: COGNITIVE ASSESSMENTS

(Information for this section on the Woodcock-Johnson test administration was paraphrased from the Woodcock-Johnson Test of Achievement-Revised, Standard and Supplemental Batteries Manual, Woodcock, R. W. & Mather, N. (1990). DLM Teaching Resources, TX)

Introduction to Cognitive Assessments	The Cognitive Assessments in the CDS consist of two components: (1) three subtests of the Woodcock-Johnson Revised Test of Achievement, and (2) the WISC-III Digit Span test for short-term memory. The Woodcock-Johnson Revised Test of Achievement is a well-known, established educational assessment tool. Depending on the age of the respondent, you will administer either two or three subscales of the Woodcock-Johnson. For respondents aged 4 to 5 years, you will administer only two subtests. For respondents 6 years and older, you will administer three subtests. These tests are brief, and are interesting and enjoyable to children and adolescents alike. They are: Letter-Word Identification: for 4 years and older Passage Comprehension: for 6 years and older Applied Problems: for 4 years and older The WISC Digit Span Test is another type of assessment, which tests the respondent's memory. There are two parts: a digit-forward memory test and a digit-backward memory test.
Measurement Tools	The items you will need to administer the Woodcock-Johnson Test and Digit Span Test are: (1) Woodcock-Johnson easel, (2) Assessments Booklet to record responses, (3) a blank piece of paper for the respondent to write on during the applied problems subtest of the Woodcock-Johnson, and (4) pencils for you and the respondent.
The Importance of a Quiet Environment	It is important when testing children/adolescents on standardized assessments to administer the test in a quiet environment with no other adults or children present to disrupt the respondent's concentration. When setting the appointment with the primary caregivers, make sure to tell them that you will administer a few standardized assessments to the children/adolescents. Be clear about the need to have a space in the home that is private. Research has shown that scores on these assessments are negatively affected by outside interference of noise or people in the testing environment. Let the primary caregiver know that any interference could negatively affect the accuracy of the assessment.

Easel Test	The Woodcock-Johnson (WJ-R) Test of Achievement is an ‘easel’ test, or a test with a response book that sits in front of the respondent. Easel tests are administered in the following order: • You will ask the respondent to point to an object or say something. • The respondent will review the options on the page and point or say something. • You record the respondent’s response. Scoring the test is done back in the Ann Arbor office and out of sight of the parent or respondent.
Stay in Control	As with regular interviewing, it is important to control the setting of the assessment. For the Woodcock-Johnson easel test, place the easel at an angle so that you and the respondent can both see the stimuli (pictures) simultaneously. You will need to see the choice that the respondent has made without much movement or effort. Do not let the respondent flip the page forward on the easel test. Stay upbeat and positive throughout the testing time. Children and adolescents will respond to the atmosphere that you create. Children and adolescents, especially young children, can be difficult to test and control. Try to keep the respondents ‘on task’ by repeatedly referring to and touching the easel test. Use positive and encouraging words such as “Good job,” “You are really pointing well,” “You are really good at pointing to pictures,” and “You are really good at this.” You should, however, avoid statements that are reflective of the respondent’s progress on the test.
Avoid Statements that Refer to the Respondent’s Progress	Always **avoid** statements that refer to the respondent’s progress on the test. Do **not** use statements like “You got that right,” “No, that is not right,” and “Are you sure that is the right answer?” Also, be very careful not to give any facial expression or movement of the head that may indicate that the respondent has answered an item right or wrong. The respondents will look at you to check their progress, especially if they are unsure about their answer. **Avoid** any expression that would give them feedback on their progress.

Be Aware of the Respondent's Mood	Be aware of the mood of the respondent during testing. Some children and adolescents will get very tired and just start pointing to pictures without thinking. If the respondent seems to be getting tired, take a short break (5 minutes) between the sub-tests and let the respondent get up and move around the testing area or get a drink of water. Do not break during one of the sub-tests, only between them. Do not let them leave the testing area. They may not come back. Some respondents will also get bored with the task. Try to gauge whether they are tired or just bored. If they seem bored, try to encourage them that the assessment will be over soon. Vary the tone in your voice as well as giving many encouraging statements.
Administer Test Exactly as Written	Each test **must be administered EXACTLY** as described in training and in this manual. Any deviation from these procedures will invalidate the results. Standardized test administration should be approached with the understanding that the instructions and wording of the test should not vary in any way. Words cannot be added, left out, or substituted. The goal of a standardized test is to measure how well individuals respond to questions when given identical instructions. An examiner in New York should be asking the exact same questions as an examiner in San Francisco. When administered in this manner, the respondents in both of these cities will have been given the identical test and their scores will be based only on their ability, and not the testing situation. The most common mistakes made in using standardized tests, by both experienced and inexperienced interviewers, is to accidentally point to the correct answer on the test or to change the wording of the instructions.
Special Circumstances: Preschoolers	There are some exceptions to the restrictions detailed above that involve a respondent's special reception and/or response limitations. Three general groups that sometimes require small changes in the assessment procedures are preschoolers, English as a second language (ESL), and individuals with disabilities. **PRESCHOOLERS** Young children are often frightened of adults they do not know. If the child refuses to be tested without a parent in the room or continually cries because they are frightened, then ask the mother (or primary caregiver) to remain in the room with the child. Explain to the primary caregiver that it is important not to assist the child in any way. If you believe that the test results are invalid due to extra help given by the primary caregiver or someone else, please note that in the interviewer notes at the end of the questionnaire.

Special Circumstances: ESL	**ENGLISH AS A SECOND LANGUAGE** If any child or adolescent is having difficulty understanding you, repeat the instructions. If they do not understand English at all, they cannot be tested with the English language assessments. You may be able to arrange for a Spanish-language assessment; consult your TL if you believe this is necessary.
Special Circumstances: Hearing/Vision Disabilities	**DISABILITIES** Always check to see if a respondent should be wearing a hearing aid, glasses, or other device that helps them to see, hear, or respond to questions. Most of the measures require pointing. If a respondent is unable to point, it is acceptable for them to describe their answer to the interviewer. If a respondent is unable to speak, they can point. Be sure to make notes in the thumbnail section of the Assessments Booklet about any hearing, visual, or physical impairment that may affect the testing situation.
Basal and Ceiling	Scoring for the WJ-R is done using basal and ceiling. Items in the WJ-R are arranged by difficulty. The easiest questions are presented first and the items get increasingly difficult as the respondent proceeds through the test. Since the WJ-R can be used for respondents from ages 2 to 90 years, the test includes items ranging in difficulty between those ages. The basal and ceiling criteria were created to limit the amount of time any one person spends on each subtest. When the respondent gets **six or more consecutive items correct,** then they have established their **basal**. If you are testing a respondent and start with item 13 and the respondent does not get six in a row correct, you must then test backward by complete pages starting at the beginning or top of each page and going to the end. It is possible that a respondent will never get six consecutive items complete before they reach Item 1 of the subtest. In these cases the basal is considered to be Item 1. The interviewer continues testing until the respondent establishes **ceiling,** which is **six or more consecutive items incorrect and the end of the testing page has been reached.**

Starting Points

You want to start testing at the appropriate starting point for the respondent's abilities. Unfortunately, we don't know that ahead of time, so we use the education level of the adult or child as a guideline. At the beginning of every subtest, usually on the first page, there is a chart that tells the interviewer at what item they should start administering the test (see example below).

Preschool to Kindergarten	Grade 1	Grade 2	Grade 3	Grades 4-6	Grades 7-9	Grade 10 to Avg. Adult	College & Above Avg. Adult
Item 1	Item 9	Item 13	Item 20	Item 24	Item 28	Item 32	Item 36

To administer the test, the interviewer turns to the page where the starting item is located. The interviewer begins administering the test.

Test Complete Pages

One important concept to remember about the WJ-R is that you always test in complete pages. **<u>You never stop testing in the middle of a page</u>**.

If you start a new page, even if the respondent reaches basal or ceiling at the beginning or middle of the page, you must complete the full page. This way the respondent does not know that they have reached the criteria set by the WJ-R.

This idea of testing in complete pages is especially important when finding the basal and ceiling. For example, if you are trying to establish **ceiling**, it is likely that a respondent will get six consecutive items wrong in a row but not be at the end of the page. Sometimes when you continue testing to finish the page, a respondent will get an item correct. If they get an item correct, even after they have gotten six consecutive items wrong, **<u>you must continue testing them until they get both six consecutive items incorrect and have reached the end of the page</u>**.

Scoring

When a respondent gets an item correct, record a '1' on the scoring page for the specific test in the Assessments Booklet. If the respondent gets an answer wrong, record a '0.' You should always try to stay consistent with your hand movements when marking the answers as the respondent will be watching you for feedback.

Timing	Allow the respondent a reasonable amount of time to answer, and then move on even though (he/she) might get the answer if given more time to think. For calculation problems that a respondent is struggling with, allow at most approximately double the respondent's average time to compute an answer, and then have (him/her) move on to the next problem. For computation, the respondent can use a blank piece of paper for calculating answers. It is best to take the paper back from the respondent after the Woodcock-Johnson assessment is completed, to help keep (him/her) focused on the Digit Span assessment that comes next.
Sample Items	For children in 2nd grade or lower, administer all of the sample items before starting the assessment. For children grade 3 and higher, only administer Sample A for Letter-Word and Passage Comprehension. No sample is administered for Applied Problems for grades 3 and up.

Details on the Letter-Word Identification Test

LETTER-WORD IDENTIFICATION

Respondent	For children 3 years and older.
Basal	Six lowest-numbered items correct or Item 1
Ceiling	Six highest-numbered items incorrect and reached the end of the page, or last test item
Starting points	Starting points are dependant on grade level. See chart on previous page.
What counts as correct?	Count items below the basal as correct.
Administration Rules	• Test by complete pages. • You should know the EXACT pronunciation of each word. • Do not penalize a respondent for mispronunciations due to articulation errors, accents, or speech patterns. • If you do not hear a response, have the respondent finish the page. Then, have the respondent reread all of the items on that page, but only score the item you couldn't hear. • Do not tell the respondents any letters or words during the test. • If the respondent pronounces the word slowly (syllable by syllable) and correctly, give the respondent a correct score.

Details on the Passage Comprehension Test

PASSAGE COMPREHENSION

Respondent	For children 6 years and older.
Basal	Six lowest-numbered items correct or Item 1
Ceiling	Six highest-numbered items incorrect and reached the end of the page, or last test item
Starting points	Begin with item 1 for preschool and kindergarten children. Everyone else will begin with Sample A (easel page 61). For items following the sample items (i.e., items 1-4 & A), there are starting points on easel page 61.
What counts as correct?	Count items below the basal as correct.
Administration Rules	• Test by complete pages. • Do not penalize a respondent for mispronunciations due to articulation errors, accents, or speech patterns. • The respondent should read the passages silently. If the subject persists in reading aloud even after you have asked him/her to read silently, do not insist on silent reading. • Responses that differ in verb tense or number are accepted as correct unless otherwise specified. • Unless noted, only one-word responses are acceptable. If a respondent gives a two-word response or longer, ask for a one-word response.

Details on the Applied Problems Test

APPLIED PROBLEMS

Respondent	For children 3 years and older.
Basal	Six lowest-numbered items correct or Item 1
Ceiling	Six highest-numbered items incorrect and reached the end of the page, or last test item
Starting points	Listed on easel page 133
What counts as correct?	Count items below the basal as correct.
Administration Rules	• Test by complete pages. • Let the respondent use a pencil and a piece of blank paper to write out some of the math problems presented in this section. You do not need to monitor what they are doing on the piece of paper except for the time it takes them. • Read all items to the subject. • Repeat any questions if requested by the respondent. • Do not rephrase any questions or repeat only certain parts of any questions. If the respondent has a question, you can only repeat the entire question.

Digit Span Test

Follow the instructions exactly as written on page 9 of the Assessments Booklet. If the respondent does not understand the instructions, you may read them a second time but you cannot give any examples for the Digits Forward section before beginning. For Digits Backward (Page 12), you can read the instructions and example to respondent only once. Remember to say ‘ready?’ before each set of numbers. Note the instructions to ‘circle’ the correct answer rather than using an ‘X.’

PART D: QUESTION-BY-QUESTION OBJECTIVES FOR THE ASSESSMENTS

QUESTION	QUESTION OBJECTIVE
B1.	Interviewer checkpoint: The checkpoints on the first page of the interview are designed to take you through several decision points to make sure the respondent is ready for the test. First, ask the primary caregiver (for small children) or the children themselves (for older children and adolescents) if they usually wear glasses or a hearing aid. If so, be sure the children wear them during the assessments. This will help the assessments be as accurate as possible. We will attempt to conduct the assessments in English or Spanish. If the respondents do not speak either English or Spanish as their first language, code out the assessments by following the instructions in the assessment booklet.
B2.	You will need to know what grade the respondent is in (for school-aged children) in order to determine where to begin the assessment. We find out in the primary caregiver questionnaire the respondent's grade level. If you already know the respondent's grade in school, it is acceptable to enter it here without asking the question.
B3.	Record the exact time right before you are about to administer the test. We would like to obtain as accurate of timings of the test administration as possible.
D1.	The intent of this series of questions is to determine if anyone interfered with the assessment of the respondent. It is important for us to know if the information we receive on the assessments is truly accurate of the respondent's cognitive ability.

SECTION 9: TIME DIARY

PART A: SUMMARY NOTES FOR THE TIME DIARY

Respondent	Children and adolescents complete the time diary themselves, or with the assistance of the primary caregiver. For very young children, the primary caregivers may complete the diary themselves.
Color of Booklet	Yellow for Weekday Diary; Goldenrod for Weekend Diary
Mode of Administration	Mail Ahead w/ Face to Face Editing (Preferred) Mail Ahead w/ Phone or Face to Face Interview (Optional)
Main Objective	To obtain information on the time-use of children during a randomly selected weekday and weekend day. Diary days will be assigned by the computer during the Coverscreen application.
Notes and Rules	The time diary is mailed in advance to the respondent's home. The CDS children and adolescents complete the time diary themselves, with assistance by the primary caregiver as needed. If diary is not complete at interview time, you will administer diary. If the time diary is completed at the time of the household visit, you must carefully edit the diary with the child/adolescent and/or PCG during the household visit (preferred) or on the phone (optional). Diary must complete a 24-hour day.
Key Objectives of the Instrument	To obtain information on: • activities during children's days • who interacts with children during weekdays and weekend days • how many activities children participate in on a daily basis.

PART B: TIME DIARY ADMINISTRATION

Introduction	The purpose of the time diary is to obtain the best possible information about children's and adolescent's time use. Time Diaries are an important and innovative survey tool for gathering such information, and have been receiving a significant amount of attention in the research circles that focus on children and adolescents.
Who is Interviewed?	Respondents find the time diary interesting to do, but reconstructing a 24-hour period is sometimes difficult. For younger children, we have found that it is often best to interview the children and primary caregiver together to get the most accurate diary data. Even very young children (4 or 5 years old) can often tell you what they did, and the primary caregiver can help anchor the times by recalling what time the child got up, ate lunch, etc. Adolescents, on the other hand, may be better at detailing their daily activities themselves. Parents may not be aware of all of the details we ask for each activity recorded in the time diary of a teenager's life (for example, the name of the specific TV show that the adolescent watched, or whom the adolescent was with). You may take the diary information from them without the primary caregiver's help if they clearly recall the day and can place times on their activities.
Diary Day Assignments	There are diary assignments for two days of the week: one weekday and one weekend day. All children or adolescents in the CDS household will have the same diary days. Blaise will randomly assign a diary weekday and weekend day for the children/adolescents in each household at the end of the Coverscreen block.
Mail Ahead Approach	Because it is difficult to remember our activities in detail for very long, it is essential that we collect the diary information as close to the diary day as possible. We hope that using a 'mail ahead' diary will help provide us with accurate information about the child(ren)'s activities on the selected days, as well as streamline the time you spend with the family. You will use a 'mail ahead' diary administrative approach, meaning you will mail the time diaries to the CDS household in advance of your visit, and request that the respondents complete the diaries about two pre-selected days on their own. Make sure you explain the diaries clearly during the Coverscreen module, and encourage the respondents to fill them out before the interview. Advance completion of the diaries improves the accuracy of the data (shortens recall period and makes it easier to remember) and reduces the amount of time you will be in the household.

Before Mailing the Diaries: Items to Complete on the Cover and Inside the Booklet	Before you send the time diaries to the household, there are several items on the cover and inside the booklet you must complete. 1. The first step is to make sure you have a **WEEKDAY** and a **WEEKEND** diary for each child or adolescent. 2. Record the child's/adolescent's **SID** in the upper left corner. 3. In the lower left corner, record the <u>child's/adolescent's first name</u> (first name only!) and <u>diary day of the week</u> (not the date!) displayed in the Coverscreen module. 4. If there is a secondary caregiver in the home, record the name of that individual at A8. If there is not a secondary caregiver for that child/adolescent (as noted in the Coverscreen module), then place an "X" through the page with questions A8-A9.
Instructions and Example	The second page of the time diary contains instructions for the respondents for completing the time diary. Following the instructions is an example of a time diary for an 8-year-old child. The example includes descriptions of the child's activities and illustrates how the time dairy should be completed. Please instruct the respondent to read the instructions carefully before filling out the diaries.
Reviewing and Probing	If the respondents completed the time diary in advance of your household visit, you will still need to review the diary with them before you leave the house. <u>This is a necessary and mandatory step that serves to greatly improve the overall quality of data in the diary</u>. To gather the necessary information, you will need to probe more extensively than what you do in the CDS CAPI instruments. Unlike the rest of the questionnaires, you do not need to record all your probes in the time diary. Please probe any answer that is not clear to you. If its not clear to you, it will likely not be clear to the coders who will work with the diaries after you mail them to Ann Arbor. Probe for detail! Respondents may say at first that they/their child 'just sat around all day.' After probing, however, you will learn that they probably did other things as well, such as washed and dressed, ate meals, went to school, talked with friends or family, watched TV or did other things. Be especially attentive to activities that respondents report taking more than 4 hours (except sleep or going to school or work). For example, if the respondents report that they/their child was 'playing' for 4 hours,

probe to find out more about what types of things the child did. Did (he/she) watch any TV? Go outside to play? Eat a snack or meal? Record activities in the respondents' own words and probe for detail, so we know, for example, whether they were reading a book or magazine (do not record just "reading"), or was playing a board game or a game of soccer (do not record just "playing a game"). If there are gaps or overlapping times, probe to get corrected information.

If some of the columns are blank, be sure they get filled in where appropriate. Check also for legible handwriting and make sure that the respondent's answers meet the objectives of the questionnaire. Make sure every minute is described. The end time of one activity should be the beginning time of the next activity. The time you spend carefully reviewing and editing the diary greatly expands the analytic value of the instrument. Time use data are one of the most important trends in research on children and adolescents!

Things to look for when reviewing a time diary with the respondent:

- The activities are verbs.
- The activities are what the child/adolescent was doing.
- Times are correct and add up (read each activity with the beginning and end time out loud as you review the diary to be sure it is correct).
- Probe any long periods of time (any activity lasting over 4 hours except going to school or sleeping).
- Probe 'playing' to find out what the child/adolescent was playing.
- Probe 'reading' to find out what the child/adolescent was reading (book, magazine) and whether the child/adolescent was reading or being read to.
- Probe if the name of the TV shows, videos, computer games, or books are not filled in.
- Probe if secondary activity is not filled in.
- Check for legible handwriting.
- Check for travel times between locations and probe to include these if needed.
- Make sure that "with whom the child/adolescent is doing the activity" and "who else is in the same location" columns are completed.
- Probing is not necessary in Columns G, H and J if the child is sleeping, doing personal care activities, at school, or at work.

Editing the Diary

Editing takes place when you have finished interviewing or reviewing the time diary with the respondent. Use the Editing Checklist (see Appendix F) and review the completed time diary as follows:

- Make sure the correct day, date, and child's/adolescent's name are on the front of the face sheet.
- Make sure all entries are legible.

	• Complete the interviewer box on the front of the questionnaire that contains mode of interview, date of interview, length of interview, and length of edit. • Length of edit is the time you spend cleaning up and checking the time diary after you have left the respondent's home. • Interview length is the time you spent with the respondent reviewing or administering the diary. • Note on the inside of the face sheet any unusual situations or problems that coders should know about. • Double check to be sure the entire 24-hour period is accounted for without gaps or overlaps.
After Completing the Diaries with the Respondents	Record **mode of interview**. <u>Mode of interview</u> refers to how the time diary was completed. Response codes are (1) SAQ; (2) FtF; (3) Telephone. Record all that apply. For example, if the respondents recorded information on their own, and you edited the diaries in person while at the home, you would circle "(1) SAQ" and "(2) FtF." If the respondent did not complete any of the diaries on her own and you administered the time diaries while at the home, you would circle "(2) FtF." Record **respondent**. <u>Respondent</u> refers to the individual who completed the time diary – either alone or with you. The response codes are (1) Child/Adolescent; (2) PCG. Record all that apply. For example, if the PCG and the child did the diary together, then circle both "(1) Child/Adolescent" and "(2) PCG." If you worked with just the adolescent on the diary, without PCG assistance, then just circle "(1) Child/Adolescent." In the bottom right corner is a box with "Date of IW," "Length of IW," and "Length of Edit." For the time diaries, we define **IW** as the interaction between you and the respondent (PCG and/or child/adolescent) engaged in the tasks of administering or editing the time diary. **<u>Edit</u>** refers to task of reviewing and annotating the time diary on your own, when you return home. Record the information for these three items in this box: **Date of IW** is the date on which the interviewer talked with the respondent to administer or edit the interview. **Length of IW** should be calculated and recorded. The interview length is the amount of time the interviewer spent talking with the respondent, either collecting or reviewing the child's time diary information. **Length of Edit** is the amount of time the Iwer spends going over the diary after it is completed and edited with the PCG and/or the child to get it ready to send to Ann Arbor.

Standards for Diaries	Two things to keep in mind when editing and administering time diaries are: (1) every minute of a 24-hour time period must be accounted for; (2) there is never too much detail – the researchers code these data in very fine level detail, so the more information you and the respondent provide, the more accurate the data coding. A key objective of the time diary method is to account for every minute in a given time frame. The time diary for CDS encompasses a 24-hour period, beginning at midnight and ending at midnight. You and the respondent must have activities and details about such activities recorded for every minute in the entire 24-hour period of the selected time diary day. We cannot stress enough the importance of complete data. It is extremely important that the respondent does not leave any gaps of time in accounting for the 24-hour period. All analyses assume that each child/adolescent has 1440 minutes to spend on each selected day. If the respondent doesn't want to indicate or can't remember the specific activity and requested details for a certain period of time, you must note this in the diary. Include as much detail about the activity as possible. In addition to the activity itself, we need to know where the activity took place and whether other people were involved in the activity. See the probing instructions for details on different types of locations and key points to keep in mind when reviewing. We need as accurate information as possible about who is interacting with the child and who else is in the same place but not directly interacting with the child. The next section provides more details about recording and probing activities. We are also trying to get a better understanding of secondary activities. The question 'Was the child doing anything else at the same time?' is extremely useful in picking up activities that might not normally be reported. If it was left blank, you need to probe for any secondary activities. Look over the sample time diary that is included in the first pages of the time diary booklet to get an idea of the amount of detail we would like. If, in cases where you interview two siblings, you find a discrepancy between the diaries, do not revise either one in an attempt to make them identical.

PART C: QUESTION-BY-QUESTION OBJECTIVES FOR THE TIME DIARY

QUESTION	QUESTION OBJECTIVE
TIME	The first column, labeled "TIME," divides the diary into segments of time in the child's/adolescent's day. Each page of the diary contains space to record activities within these time periods. Page 1 Midnight to 7 AM Page 2 7 AM to 12 noon Page 3 12 noon to 5 PM Page 4-5 5 PM to Midnight
A. What did the child do?	This starts the diary sequence for each activity (other than the first one, which will be 'sleeping' for most children/adolescents). Record R's answer verbatim. As mentioned earlier, we are particularly interested in getting as much detail as possible about the activities that the children/adolescents may be doing, interactions the children/adolescents have with others, and what sort of 'playing' children/adolescents do. For example, if the activity is listed as 'playing,' probe to find out what type of playing was (he/she) doing - was she playing a board game? A game of make-believe? A game of football in the back yard? Similarly, if the child/adolescent was 'reading,' we want to distinguish between reading by (him/her)self and being read to by a parent or other person. To help you understand the types of distinctions we are looking for, below are some of the categories we will be using to code the information provided in the time diaries. CLASSES, LESSONS: We distinguish between the types of classes and lessons such as computer classes, sports lessons, music lessons, etc. PLAYING: We distinguish between playing pretend games like dress up or playing house; playing social games with others; playing with toys; playing computer games; and other types of playing like working on a model airplane or swinging.

QUESTION	QUESTION OBJECTIVE
	INTERACTION: We are interested in things like phone conversations, being read to or listening to a story, arguing or fighting, being disciplined, and talking or having conversations in person. TV WATCHING: If child/adolescent was 'flipping channels' rather than watching a specific program, record as 'TV' and record 'flipping channels' in column E. If child/adolescent was flipping between two different programs while watching them both, record 'TV' and the name of both programs in column E. Probe to determine whether the child/adolescent was watching several shows or just flipping channels.
B. Time Began	It is very important to ask this question and not just assume that the start time is the same as the end of the previous activity. Except for the first activity, the start time should be the same as the end time for the previous activity. If it is not the same, probe for details so you can fill in any gaps.
C. Time End	Record the time that the child/adolescent stopped this activity. One way to ensure that all time is accounted for is to check that the end time for each activity is the same as the start time for the next activity.
D. IF WATCHING TV, was that a video tape or TV program?	If the child/adolescent was 'watching TV,' you will ask whether this was a TV program or videotape. A TV program can be network or cable. If the child/adolescent was watching a tape of a TV network or cable TV program on their VCR, code 'TV.'
E. IF TV, VIDEO, COMPUTER GAMES, BOOKS, what was the name of the (program/video/game/book) child was (watching/playing/reading)?	Record name of each TV program, video, game, or book. If the child/adolescent was watching two programs at the same time, record the names of both programs. If the child/adolescent played several video games for a few minutes each, record the names of each game played. Record the names of up to three TV programs, videos, games, or books.
F. Where was child?	While location needs to be recorded, this question need not be asked if location is obvious, such as when the child/adolescent was sleeping, at school, or at work. Here are some samples of how to think of locations:

QUESTION	QUESTION OBJECTIVE
	CHILD'S HOME: This means in the child's/adolescent's home or outside in the yard. **SCHOOL**: This includes any school or child care center (not in a church or community center),whether or not child/adolescent is enrolled there. It can include the school of a sibling, or attending a concert or play in a school auditorium. It also includes playing in the neighborhood school yard. **CHILD'S OTHER PARENT'S HOME**: This refers to the home of an absent parent (in the case of divorced or separated parents). **SOMEONE ELSE'S HOME**: This refers to any home other than child's/adolescent's home or the home of the absent parent. It can be a friend's house, a grandparent's house, the home of a babysitter, or home-based day care. **CHURCH**: This includes any church, synagogue, or place of worship (including attending worship services or a preschool that is located at church). **PARENT'S WORK**: Code if the child/adolescent was at work with either parent. **DAYCARE CENTER**: This refers to a preschool program or child care center. A day care center is defined as an establishment where children are cared for in a group in a non-residential setting for all or part of the day (not home-based day care, which would be coded as "Someone else's home"). **RESTAURANTS, FAST FOOD PLACES AND THEIR PARKING LOTS** **INDOOR RECREATION PLACES**: This includes places like theaters or youth recreation centers. **OUTDOOR RECREATION PLACES**: Parks, child's/adolescent's neighborhood, etc.

QUESTION	QUESTION OBJECTIVE
	STORES: Stores, shopping centers, malls and their parking lots, beauty parlor. **BANKS, OFFICES, LIBRARY, FIRE STATION, ETC.** **OTHER:** This includes all hospitals, parking structures, and other locations not specified above. **TRANSIT:** This code is used whenever child/adolescent is going from one place to another. It can be in a bus going to school, going to the grocery store with a parent, or walking to the park. Riding a bike or walking around the neighborhood would not be considered "transit" unless the child/adolescent was going to another location. If the child/adolescent was walking or riding around for exercise or pleasure, code location as "outdoor recreation place" or "neighborhood." **TRAVEL TIME:** Probe and check carefully to be sure that travel time between locations has been included accurately. If the location changes, travel time between locations must be accounted for. Omitting travel time is a common error that respondents make, so be sure to confirm that all travel time has been documented correctly.
G. Who was doing the activity with child?	Here we want to know who was participating in the activity with the child/adolescent. <u>By participating we mean actually doing the activity with the child/adolescent</u>. Take these examples: the child/adolescent is setting the table while the mother gets out the dishes. Or, the mother is helping the child/adolescent with homework. In both cases "mother" would be entered in column G, as another person doing the activity with the child/adolescent. <u>Record the person's relationship to child, not person's name.</u> Here is a listing of all of the codes, and a description of each relationship. Please review carefully. If you have any questions about relationship codes, please ask your TL. • No one - child was alone • Mother - child's Mother

QUESTION	QUESTION OBJECTIVE
	• Father - child's Father • Brother or sister - child's brother or sister • Step-mother - child's Step-mother • Step-father - child's Step-father • Step-brother or sister - child's step-brother or sister • Grandparent or great-grandparent - child's grandmother, grandfather, great-grandmother, or great-grandfather • Aunt, uncle - child's aunt or uncle • Other relative of child - any other relative of child • (Child) Friend of child - includes any non-adult, non-relative that the child is "playing" with • Nonrelative of child - includes mom's live-in boyfriend Do not answer Column G if the activity was sleeping, personal care, school, or work.
H. Who (else) was in the same location (see Column F) but not directly involved in the activity?	This question refers to other people who were in the same location as child/adolescent when doing the activity but were not engaged in the same activity. "Location" refers to column F. If the child/adolescent was doing homework at home, then we want to know who else was in the house at the time but not helping with homework. If the child/adolescent is in the yard playing, we want to know who else was in the house or yard but not engaged in the activity. If the child/adolescent was playing at a friend's house, we want to know who else was in the friend's house. We will use the same relationship codes as those in Column G. Do not answer column H if the activity was sleeping, personal care, school, or work.
J. What else was child doing at the same time?	This question refers to secondary activities that the child/adolescent may have been involved with at the same time as the primary activity. For example, the primary activity may be "eating breakfast" while the secondary activity is "watching TV." Do not answer column J if the activity was sleeping, personal care, school, or work.
Questions A1-A5	The child/adolescent and/or the PCG should complete questions A1-A5 at the end of the time diary. When you are reviewing and editing the time diary with the respondent, check to be sure that these questions have been filled out.

QUESTION	QUESTION OBJECTIVE
Questions A6-A9	We want to know about the work and school schedule of the PCG and OCG on the diary day. In A6-A7, we ask about work and school schedules for the PCG; in A8-A9, we ask the same questions for the other caregiver. If you know that the child/adolescent will likely be completing the diary on his/her own, in A8, it might be helpful to record the OCG's relationship to the child as well as his/her name. This will help the child/adolescent understand the term "other caregiver."
Thumbnail Sketch	If there is a potentially confusion situation or something you want the coders to know about, please write a brief thumbnail sketch on the inside of the front cover of the diary booklet.

SECTION 10: OTHER CAREGIVER QUESTIONNAIRE

SECTION A: SUMMARY NOTES FOR THE OTHER CAREGIVER QUESTIONNAIRE

Respondent	Other Caregiver: Father (Biological, Stepfather, Adoptive father); Grandmother, Boyfriend/Girlfriend of PCG, Other Relative
Color of Booklet	Green
Mode of Administration	Mail Ahead, Self-Administration (Preferred) If OCG has not completed the questionnaire(s) by the end of the in-home interview, attempt to administer the questionnaire to the OCG while in the home (preferred), or set up a telephone interview at a later date (optional).
Main Objective	To obtain information on the behavior and general environment of the child/adolescent from the perspective of the other caregiver in the home.
Notes and Rules	• The OCG should complete a separate questionnaire for each CDS child/adolescent in the household. • Mail the OCG booklet with the time diaries to the household before your face-to-face visit. • Write the child/adolescent's name and SID on the booklet before mailing it to the household. • Collect the questionnaire(s) at the end of the in-home interview. If the questionnaires are not completed by the OCG by the end of the in-home interview, try to complete the first questionnaire while at the home, or, if necessary, complete by the phone. • If you have to interview the OCG in person <u>or</u> on the phone, use an OCG questionnaire to mark the R's answers during the interview. Have the OCG use a blank OCG questionnaire for a respondent booklet. If you do not complete these questionnaire(s) before you leave the household, leave a blank OCG questionnaire for the OCG to use as a respondent booklet when you are completing the questionnaire over the phone.
Key Objectives of the Instrument	To obtain information on the following items from the perspective of the secondary caregiver: • Children's schooling • Children's behavior • Household tasks • Parental involvement in school • Parental monitoring of children's activities and friends • Attitudes on gender roles in the household and child-rearing • Psychological well-being • Family conflict • Work schedules.

SECTION B: QUESTION-BY-QUESTION OBJECTIVES FOR THE OTHER CAREGIVER QUESTIONNAIRE

QUESTION	QUESTION OBJECTIVE
A6	If R asks for a definition of 'close friends', use the MTY probe.
A7	This question asks about all people the child or adolescent may be with not just close friends.
A16d	An informal conversation is a conversation that was not scheduled or planned by either the teacher or the parent.
A16e	An informal conversation is a conversation that was not scheduled or planned by either the principal or parent.
A16h	The PTA is the Parent-Teacher Association. This question also refers to PTO (Parent-Teacher Organizations) and other similar organizations.
B0.	The questions in this section are about the whole household, not just the CDS child/adolescent. The other caregiver should only answer this section once. If there are two CDS children in the household, and this is the second questionnaire the OCG has completed, the OCG interview ends at the end of Section A.
B6 series	Emphasize whether they did the items listed in B6 because of their children's development and well-being.
B7e	If R asks for a definition of 'warm and secure relationship,' use the MTY probe.
B8d	Note that this question focuses on the PCG's time with friends, not the child(ren)'s or adolescents' time with friends.
B8e	Note that this question focuses on the PCG's use of alcohol or drugs not the child(ren)'s/adolescents' use.
B15	We want to know how often R reads the newspaper regardless of whose newspaper it is. Reading the daily newspaper can include reading newspapers that are not delivered to the R's house.
B20	In this question, we want to know if the OCG is taking classes to complete his/her GED, college education, vocational training, etc. This does not include hobby classes, such as art classes.
B27	In this question, we want to know if people have the same schedule each day they go to work, such as 8 am to 5 pm.

SECTION 11: INTERVIEWING CHILDREN AND ADOLESCENTS

PART A: PREPARING FOR THE INTERVIEW

Introduction to Interviewing Children and Adolescents

Interviewing in households with children poses a special challenge for Interviewers, particularly when the Interviewer needs to talk with the children one at a time in a quiet setting away from the rest of the household. While there is no guaranteed way to make every interview go completely smoothly, there are several tricks you can use to increase the chances that this will be a fun and pleasurable experience for you, the children, and the rest of the household. Your approach should be similar to a good teacher: friendly manner, yet maintain control over the situation.

It is important to take into account the age of the child or adolescent you are interviewing and adjust your behavior and interaction accordingly. Although all children develop at different rates, age is a good guideline for maturity level. For the CDS-II, all of the children we interview will be at least 5 years old, and most, if not all, are in school. About half of the children and adolescents will be 12 years of age and older. There will be about 8% who are 18 or 19 years of age.

Be Neutral, Don't Judge Others' Way of Life or Parenting Style

As with all interviews, it is important to leave your judgments at the door when you enter a household. Sometimes this is more difficult to do when children are involved since many people have very definite and strong views about the right and wrong way to raise a child. It is important to be accepting of everything in the household, even if it is not what you would do with your own children.

Tell Primary Caregiver What You Will be Doing

Let the primary caregiver know what you will be doing and what you will need at the time when you make the appointment.

This is probably the most important and useful thing you can do - tell the primary caregiver that you will need to interview each child one at a time in a quiet place away from any distractions and other people in the household. Enlist the primary caregiver's support in finding a suitable place to do the interview and assessments, and in setting up the interview times so that each child or adolescent is at his or her best during the interview.

Spend a little time talking with the primary caregiver and let her know what the different portions of the interview are all about. Everyone knows that their own child is exceptional, and it is natural for parents to want to be in the room while their children are being interviewed. If possible, ask the primary caregiver to let you interview the child in private to make sure the child can focus completely on the tasks. Always leave the door to this room slightly ajar, have the child sit with his or her back to the door, and encourage the primary caregiver to 'peek in' frequently. This dispels any fears or apprehensions that primary caregiver may have about letting their child be in a room alone with an unknown adult.

Ask About Household Routine	Because it is important that each child is interviewed, be sure to ask specifically about appointments the children may have (sports practice or games, lessons, etc.) when you make the appointment. If one of the children will only be in the household for a part of the time, you may need to adjust the order in which you administer the individual interviews to make sure that you complete the assessments, diaries and interviews for each child. TV and radio is a distraction to most people, but for some families it is on all the time and used for background noise. If that is the case, it may be best not to ask to have the TV turned off since the quiet may be more distracting to the child than the 'normal' TV sounds. If the TV is on and the child is trying to watch it while doing the test, ask to have the TV turned off.
Schedule the Interview at the Best Time	Ask the primary caregiver about the household schedule and suggest times for an interview so that everyone will be home and at their best. People tend to be less attentive and less patient when they are hungry or tired, so try to avoid interviewing right before meals. Most school-aged kids have very busy schedules and numerous lessons, activities, clubs, etc. after school, so be aware that you will have to plan the interview around these schedules. Enlist the primary caregiver's help in determining the best time to interview each child.
The Interview Setting	Although you need a quiet place to interview the child or adolescent, do not go into a room alone with a child and close the door. Leave the door part way open and tell the primary caregiver that it is all right to 'look in' at any time. If, for any reason, the primary caregiver insists on being present, that is acceptable. The primary caregiver must stand or sit behind the child, out of his or her view. The primary caregiver may not make any gestures or noises. Explain to the primary caregiver that any reactions from her will distract the child and negatively affect the interview's accuracy. Also, try not to use the children's bedrooms. The children's rooms will be filled with toys and belongings, and the child will be easily distracted. Other places in the home may be equally distracting, especially for older children and adolescents. Avoid places with televisions, computers, cell phones, etc., and use your best judgment about the most appropriate place to conduct the interview.
Arranging the Table for the Interview	There are a few things to keep in mind when selecting a place to interview. • Try to eliminate distracting items (e.g., toys, games) from the area. • Arrange the table and chairs so that the child's attention will be focused on you and the materials. Because the door to the room you are interviewing the child in will <u>always</u> remain open, you should have the child's back facing the doorway. Try to seat the

	child catty-corner from you. • Have all your materials arranged so the interview runs smoothly. Children can become easily distracted if you have to keep looking for your materials.
Other Children Present	You may want to engage the other non-participating children in an activity while you are interviewing another child or adolescent. The primary caregiver can be a great help to you in keeping other children occupied, but if necessary, you may want to give younger children paper and pencil to draw to keep them occupied. You may have to be fairly direct with inquisitive children who are not being interviewed and ask them to go in the other room until you are finished. If they are going to be interviewed later, assure them that they will get their turn soon. Enlist the primary caregiver's help if the situation becomes difficult.

PART B: TIPS FOR INTERVIEWING THE CHILD OR ADOLESCENT

Don't Touch the Child	Do not touch the child for any reason at any time while you are in the household. If necessary, enlist the primary caregiver's help when measuring the child's height and weight, or for repositioning the child for a better view of the Woodcock-Johnson assessment easel.
Make Eye Contact With the Child or Adolescent	When you are speaking to a younger child, make sure you lower your body so that you and the child are at, or near, the same eye level. It is best if you squat down to be at eye level. If you cannot do this, due to physical reasons, that is acceptable. When speaking to an adolescent, maintain eye contact as you would if speaking to an adult.
Talk With the Child or Adolescent Before Beginning the Interview	It is important for the children to feel at ease with the Interviewer and the interview setting before starting. Some children and adolescents will warm up to you very quickly. Others will take a few minutes of chatting before they settle down. Always greet the child by smiling, saying hello, and introducing yourself. Ask the child questions about activities, hobbies, pets, toys, school, or favorite games or TV shows to get them talking about things with which they are familiar.
Make Sure the Child is Comfortable	It's a good idea to ask the child or adolescent if he/she needs to use the bathroom or needs something to eat or drink before you start the interview. Any breaks taken before the interview begins will make the process go more smoothly.
Give the Child an Introduction to the Study	It's good to say a few sentences about the types of questions you will ask of the child. Make sure the child or adolescent knows that there are no right or wrong answers to any of the questions. We just want to know his or her thoughts, feelings, and ideas. Also explain to the child that his/her answers are confidential, which means that no one else will see his/her answers.
Pace Yourself	You will be in the household for a long time, and interviewing children is one of the most tiring and demanding types of interviewing there is. To keep yourself from getting too fatigued, take a small break between interviews. Stay upbeat and positive throughout the testing time. Children and adolescents will respond to the atmosphere that you create.
Keep the Child or Adolescent on Task	Children, especially young children, can be difficult to test and control. Here is a list of things you can do to help keep the respondent on task: • Repeatedly refer to and touch the child's response booklet. • Use positive and encouraging words. Make sure you praise the child

	equally for right and wrong answers, but don't overdue the praise so much that it appears insincere. Try not to encourage the child during the middle of a set of questions. Some children may take a statement, such as 'good job,' to mean that they got the question correct. As a result, children may change their remaining answers due to your encouragement. If you feel you need to say something during the middle of a set of questions, only say neutral phrases like "That's fine." Between sections of the questionnaire, use positive and encouraging words tailored to the child or adolescent's age such as: o "Good job" o "You are really pointing well" o "That's exactly how to play this game" o "You are really good at pointing to pictures" o "You are really good at this" o "You're doing a lot of thinking" o "You are really listening" o "I like the way you are listening" • Some children will also get bored with the task. Try to gauge whether they are tired or just bored. If they seem bored, try to encourage them that the test or section will be over soon. If they are tired, take a break after a section.
Things to Avoid	Always **<u>avoid</u>** statements that refer to the child's progress on the test. Do **<u>not</u>** use statements like "You got that right," "No, that is not right," or "Are you sure?" Also, be very careful not to give any facial expression or movement of the head that may indicate that the child has gotten an item right or wrong. The child will always look at you to check their progress especially if they are unsure about their answer. **<u>Avoid</u>** any expression that would give them feedback on their progress.
Things to be Aware of	Be aware of your facial expressions and other nonverbal language. Children are very receptive to nonverbal cues. Try to convey a positive, comfortable message in general. Make sure your nonverbal language is not tied to questions or the child's responses. Be aware of the mood of the child during testing. Some younger children will get very tired and just start pointing to pictures. If the child seems to be getting tired, take a short break (5 minutes) between the tests and let the child get up and move around the testing area or get a drink of water. Do not break during one of the sections, only between them. Try not to let the child leave the space where the test is, they may not come back.

PART C: WORKING WITH ADOLESCENTS

Tips for Interviewing Adolescents	Working with adolescents can present special challenges above what you can normally expect when working with younger children. Adolescents are somewhere between being children and adults. Each adolescent is at a different stage of development, regardless of his or her chronological age, and each may act more or less mature depending on the particular circumstances of your interaction. You may find that some adolescents are much easier to interview than young children while others present more resistance than their younger siblings. In this study, interviews with adolescents will take considerably longer than interviews with younger children. Therefore, it is especially important for you to gain the adolescent's cooperation and trust in order to make the interview go smoothly and as quickly as possible. It is helpful to keep a few things in mind to ease your interviews with adolescents.
Communication Strategies for Adolescents	1. Address the adolescent directly as if you were speaking to an adult. As you get to know him or her, take into account the adolescent's development level and adjust your interaction accordingly. 2. Respect his or her privacy and confidentiality, as you would with all respondents, especially during the ACASI portions of the interview. Explain confidentiality and consent clearly. 3. Withhold judgment. Remember that adolescents may "try on" different personal styles which adults might find unusual or offensive and that this is a natural part of development. 4. Be honest and straightforward with the adolescent during the interview. 5. Give the adolescent control over some portion of the interaction. You may need to negotiate with him or her as you would with an adult rather than simply directing behavior as you would with a child. 6. Remember that all adolescents are different. Some reluctant teenagers may open up right away, some may not trust you until the second household visit, and a few may never trust you.

PART D: SPECIAL SITUATIONS WITH CHILDREN AND ADOLESCENTS

If the Primary Caregiver Asks to See the Results of the Assessments	Primary caregivers often ask how their child 'did on the test.' The assessments will not be scored until they are returned to the central office, so you will have to tell the PCG that you do not have the results. Let them know that we will not have individual data available, but we will send the results of our study as a whole when our final data are available (in 1-2 years).
Shy	If a young child is very shy (hiding behind the primary caregiver's legs and obviously uncomfortable with strangers), you may need to interview the child while he or she is sitting on the primary caregiver's lap. This is acceptable, but you will need to ask the primary caregiver not to coach the child in any way or try to help with the interview.
Unresponsive	If the child does not respond to a question, wait 10 seconds and then repeat the question. If the child still doesn't respond or says 'I don't know," ask the child to make his/her best guess. You can say, "It's all right to guess," or "I only want to know how YOU think or feel." You can also let the child know that you understand the questions are difficult.
Distracted	You should have freed the interviewing area of distracting items and made it so the child's back faces the door. Hopefully, this will cut down on the amount of time a child is distracted, but we cannot always interview children in the ideal environments and some children are easily distracted. If you find yourself trying to interview a 'distracted' child, here are some things to try: • Use positive and encouraging words. • Repeatedly refer to and touch the child's response booklet. • Make sure items on the table, except the child's response book, are out of reach of the child. • Politely remove any distracting toys or objects from the child and put them out of the child's sight. • Take a break. • If these fail, you could try interviewing the child later during your visit.
Tired/Frustrated	Try taking a break (stretch, drink of water). If a break doesn't help, try interviewing the child at a slightly faster pace. Some children may appear tired when they are bored with the pace of the interview.
Overactive/Hyper	If the child is squirming or moving around, let the child know that he or she needs to be seated with feet still to do the interview. If he or she talks off the topic, then politely guide him or her back to the questionnaires.

'Response Set'	Some children give the same answer for every question or the same pattern of answers for several questions, such as 1, 2, 3, 1, 2, 3, etc. If this happens, you can try encouraging the child with positive statements or try taking a break. If the child answers you before you finish a question say, "(CHILD), I want you to listen to me read the question, then you will have your turn to answer."
English as a Second Language	Before conducting the interview, determine if the child speaks and understands English well. If they do not understand English at all, then they cannot be tested with the English language assessments or interview. Arrangements may be made to administer the Spanish assessments and interview to such children. Consult your Team Leader if you believe this is necessary.
Disabilities	Always check to see if a child should be wearing a hearing aid, glasses, or other device that helps them to see, hear, or respond to questions. Most of the assessment measures require pointing. If a child is unable to point, it is acceptable for them to describe their answer to the Interviewer. If a child is unable to speak, they can point. Any hearing, visual, or physical impairment that may affect the testing situation should be noted in the Interviewer notes.
Suspected Child Abuse	If you see what you believe to be child abuse, report it to your Team Leader. If, for any reason, you do not feel comfortable with that, you can contact the Study Management Staff (their phone numbers are on the front cover of this manual). The study has a system in place to take appropriate action. You should not threaten the parents with being reported or do anything in the interview situation that would lead the parent to believe that their confidentiality is being threatened. Remember that we have signed a confidentiality pledge that protects the information that they give us. If a situation escalates to physical violence while you are in the house, excuse yourself and leave the home. Do not put yourself at risk at anytime during the interview. You should also **<u>not</u>** comment to the primary caregiver about any action (slapping in the face, hitting, etc.) that occurs in your presence. If you have any questions or concerns regarding an interview, please call your Team Leader or the Study Management Staff, and we will do our best to resolve the situation.

SECTION 12: ADMINISTERING THE OVERALL PROCESS

PART A: SPECIAL CDS INTERVIEWING PROTOCOLS

Sequence of the Instruments and PCG Priority

Although there is a recommended order in which the various portions of the interview can be completed, the Interviewer and the CDS family have a great deal of flexibility to determine the most convenient way to complete the interview. As the Interviewer, you should consider the unique characteristics of each CDS family when planning contacts, appointments, and administration of each part of the interview. There are several guidelines that must be followed when setting the order for the interview:

The Coverscreen **must** be completed first, usually over the phone.

The PCG Permission Forms and Child Interview Assent Forms **must** be completed before the child is interviewed. It is recommended that you attempt to obtain signatures on the Teacher Permission Forms and School Information Forms at this time, as well.

Adhere carefully to all rules outlined in this manual concerning mode of administration for all portions of the interview. Be certain to take these rules into account when planning how you will complete each household. For example, the child interview **must** be completed in person; the PCG interview may be completed over the telephone if that is more convenient.

While all parts of the interview are important, the most crucial are the PCG Blaise modules. Therefore, you should place a priority on completing the PCG interview including the Coverscreen, one PCG Blaise interview for each CDS child (Sections A-H), and the PCG HH section (completed once for the household). Even if permission is denied to interview the child, or if the time diaries or OCG questionnaires are not filled out, the information from the PCG Blaise interviews will still be useful to Study Staff.

Beyond those guidelines, it is up to the Interviewer and the CDS family to decide the most convenient way to complete all portions of the interview.

Because there are several instruments to be administered in each household, we expect that each household may take between 2.5 hours and 5 hours to complete depending on the number and ages of targeted children in the household and whether another caregiver is present. It is likely that for many households you will need more than one household visit to complete all portions of the interview.

A rule of thumb is that the age of the CDS children in the household largely defines the amount of time it takes to do each piece of the interview and determines the number of contacts (visits or telephone calls) it takes to complete the household interview. Two examples follow that illustrate this point and recommend approaches to scheduling time with different types of families.

Example 1: A family with one CDS child under 8 years of age can probably be completed in one household visit. This is because the child will only participate in the assessments, not the Blaise interview, and the PCG interview is shorter for young children.

Example 2: A family with a CDS teenager may require a combination of a telephone call and a household visit. The PCG interview will be longer for the part regarding the teenager than for a younger child, so it may be more convenient to do that portion on the phone. In order to accommodate this, the Interviewer could send the PCG Respondent Booklet, the time diaries, and the OCG questionnaires to the household and then conduct the PCG interview by telephone prior to the household visit. The child Blaise interview and assessments must be completed in person and will also be longer for an older child. Therefore, the Interviewer could spend the bulk of the household visit conducting the child interview as well as reviewing the time diaries and OCG questionnaires. A family with two CDS teenagers would take even longer and would probably involve an additional household visit.

If you have any questions about how best to complete an interview with a specific CDS family, consult your Team Leader to discuss the case and possible solutions.

Prioritizing Elementary School Aged Children

Because the CDS interview contains several different parts conducted with different members of each family, and because each family will have different scheduling and interviewing needs, it is important to keep some priorities in mind as you organize your work and plan during production.

One important priority during the course of production is interviewing families with elementary school age kids (aged 5-11 years) early in the study. The reason for this is so that we can get the teacher permission forms signed and returned to Study Staff in time for them to contact the child's teacher before the school year ends. This means that we have a goal of interviewing all elementary school age kids in the study before March 1.

Achieving this goal will require Interviewers to do a balancing act of prioritizing elementary school age kids while still working with some of the adolescents. You should avoid leaving all your adolescent cases until the end of the study. Adolescents will be the most time consuming respondents to interview, the most difficult to schedule, and the ones more likely to give passive resistance.

SurveyTrak will be a useful tool to aid you in prioritizing your sample according to child age. Child age for each child in the household will be displayed in columns on the SurveyTrak main screen, so you can easily examine your cases and sort them according to this factor.

The milestone dates for production are:

- Elementary school age kids (5-11 years) -- 100% complete by March 1st
- Entire study -- 80% complete by March 15th
- Entire study -- 100% complete by April 30th.

Team Interviewing

In order to reduce the household burden and to avoid break-offs and rescheduling, under certain circumstances interviewing teams may be created to complete households with more than one targeted child. Team Leaders will be responsible for creating teams where needed and coordinating their work.

Guidelines for team interviewing are as follows:

- In areas where sample density supports two or more CDS Interviewers, team interviewing will be planned for households containing two CDS children.

- Team Leaders will review sample assignments and, if needed, create interviewing teams of two Interviewers per team. Team Leader will notify interviewers as to which cases are to be attempted using a team approach.

- The Interviewer to whom the case is assigned in SurveyTrak will then flag the SID for team interviewing in the main screen "Team?" column in SurveyTrak.

- The Interviewer to whom the case is assigned in SurveyTrak will be the lead Interviewer for that case. The lead Interviewer is responsible for making initial contact with the household, completing the Coverscreen and coordinating appointment schedules with the second Interviewer. The lead Interviewer will also be responsible for the Interviewer observations and should complete the thumbnail sketches in cooperation with the second Interviewer.

- Once in the household, interviewing tasks will be divided between the two Interviewers in whatever manner allows for the most efficient use of time. For example, if both children in the household are available, one Interviewer can do the Blaise interview with one of the children, while the other Interviewer can do the assessments with the other child. Then they can trade off and do assessments with the first child and the Blaise interview with the second child.

- For cases that will be completed by a team, as with all cases, try to complete the PCG Blaise interviews over the telephone to minimize the amount of time that must be spent in the household. This will be especially important for households in which there are two children 10 years and older since the interviews for older children tend to be longer.

- If the team cannot complete everything for a case in one household visit, think carefully and consult with your Team Leader about how best to finish the case. It is probably not necessary for both members of the team to return to the household for a second visit. If at all possible, the lead Interviewer should make every effort to complete the case alone.

- Should the need arise to conduct both child Blaise interviews at the same time, the second Interviewer can access the child Blaise interview by following these steps:

  1. In SurveyTrak, bring up the Supplemental CDS job.
  2. Create a sampleline in the Supplemental CDS job.
  3. Interview the second child on that new sampleline.

  If needed, this procedure may also be used so that the second Interviewer can conduct both child Blaise interviews on the secondary laptop while the lead Interviewer conducts the PCG Blaise interviews on the primary laptop.

- If the household composition has changed, and the case turns out to have only one CDS child, the interview will be done by a single Interviewer instead of by the team.

- If scheduling conflicts make it impossible for both Interviewers to be at the home when the respondent is available to do the interview, the interview should be done by a single Interviewer. Notify your Team Leader if a case flagged for team interviewing is done by just one Interviewer.

Spanish Language Interviews

There may be some CDS families in which Spanish is the primary and preferred language spoken at home. We have identified the families that are potential cases for Spanish language interviewing based on the language in which the 2001 PSID interview was done. These cases will be assigned to bilingual Interviewers. If you are not a bilingual Interviewer and have any respondents for whom the use of the Spanish language would provide a more accurate interview, contact your Team Leader so that arrangements can be made to conduct those interviews in Spanish.

We expect that most CDS children will be fluent in English and will be able to complete the entire interview in English. However, in the event that a child does not speak enough English, we will not do the child Blaise interview, but we will do the assessments in Spanish. Contact your Team Leader if you believe that a CDS child should do the assessments in Spanish.

It is more likely that the PCG and OCG will prefer to conduct their interviews in Spanish. We will conduct the Coverscreen, PCG interviews, time diaries, and OCG questionnaire in Spanish, and will have the study brochure, permission forms, and letters in Spanish as well. These Spanish instruments will be ready shortly after data collection begins.

Language preference for each household based on the 2001 PSID interview language will appear on the SurveyTrak main screen (1=English, 2=Spanish, 7=Other).

If you have a case with Spanish language preference indicated in SurveyTrak, follow these steps:

- Contact the household and determine if the PCG, OCG, and/or child requires a Spanish language interview.
- If you are a bilingual Interviewer, make sure you have the introductory letter, brochure, WJ-R easel and all necessary paper forms and questionnaires in Spanish. If you need help obtaining these items, contact your Team Leader.
- Make the appointment for the household visit and conduct the interview in Spanish with those respondents who require it and in English with those respondents who prefer that. The child Blaise interview must be conducted in English. If the child is unable to complete the Blaise interview in English, do not do this portion of the interview.
- If you are not a bilingual Interviewer, contact your Team Leader so that the case can be assigned to a bilingual Interviewer.

Interviewers will have a hot key - CTRL-L - in Blaise that will allow them to switch between English and Spanish if needed.

Respondent Incentives

Incentives will be paid by check for most respondents. Payment will be generated automatically through the Respondent Pay system in SurveyTrak. If, for any reason, the Interviewer needs to pay the respondent in cash, there will be a place in SurveyTrak for the Interviewer to record payment.

PCG Incentives

The primary caregiver will receive a check for $75 once all the PCG Blaise interviews for that household are completed. This includes the Coverscreen, one PCG Blaise interview for each CDS child (Sections A-H), and the PCG HH section (completed once for the household).

Child Incentives

Each child will receive a check for $20 once his or her assessments (including height and weight measurements, WJ-R and WISC Digit Span) are completed.

Interviewer Observations

After you conclude the household visit, make sure to go back into the case and complete the Interviewer Observations. This should be done as soon as possible after you have left the household while the visit is still fresh in your mind. Do not complete the Interviewer Observations in the presence of any of the respondents.

The Interviewer Observations questions are from the HOME Scale, a widely used instrument that assesses social and environmental influences on children's and adolescents' development. These measures are based on your observations as an Interviewer in the home. These questions are an integral part of the information we gather from the household, so we ask that you please give each item careful though.

There are two sets of Interviewer Observations questions:

1. The first set of questions is about your observations of the PCG's interactions with each CDS child. There will be one observations block for each PCG interview completed; these blocks will be labeled **PCG OBS 1**, regarding Child 1, and **PCG OBS 2**, regarding Child 2.

2. The second set of questions is about the household in general and should only be completed once for each household; it is labeled **HH OBS**.

Blaise will create the appropriate number of Interviewer Observations blocks for each household. A household with two CDS children will have a total of three observations blocks; a household with one CDS child will have two observations blocks. The Interviewer Observations blocks will be created after the Coverscreen is complete, but you should wait to do them until the other parts of the interview have been done. The entire case cannot be coded complete until all of the interview observations are complete.

PART B: PUTTING IT ALL TOGETHER

General Review	A short overview of the Interviewer's tasks for this project was presented in *Section 1: Introduction to the Study*. In the following pages, you will be provided with a detailed description of these tasks and the procedures for administering them.
Before the Study Begins	The Study Specific Training will help you learn the basic procedures for this study. You will receive your study supplies and field manual prior to the training session. Be sure you have thoroughly reviewed this manual and understand the concepts and procedures required of the project. In addition, it may be helpful for you to review portions of your General Interviewer Training manual to review administrative procedures and other topics before data collection begins. If you are unsure about any procedures or concepts, be sure to review them or confirm them with your Team Leader **before** you begin interviewing. Organize your materials and verify that you have everything you will need to complete your interviews successfully. Although the data collection period might seem to be quite long (October - April), it is crucial and expected that you begin your assignment as soon after training as possible. A quick start to production interviewing will help solidify the concepts and procedures you learned during training.
Receive and Review Materials From Ann Arbor	You will receive your Interviewer materials and enough supplies for each of your cases in a separate package sent from Ann Arbor. Please see the Bulk Materials list in *Section 12: Field Notes* for a full list of supplies in this package. The package will also include the paper CDS instruments: • Permission slips that **<u>must</u>** be signed by the Primary Caregiver prior to administering the child interview. • Permission slips for children aged 8 years and older that must be signed by the child prior to administering the child interview. • Permission slips that must be signed by the PCG to allow ISR to contact the child's teacher. • Information forms that must be filled out by the PCG to allow ISR to gather public information about the child's school. • Child Assessment Booklets (one booklet for each child targeted). • Child Respondent Booklets (used in conjunction with the Child Blaise questionnaire for children aged 8 years and older). • Weekday Time Diaries (one for each targeted child). • Weekend Time Diaries (one for each targeted child). • Primary Caregiver Respondent Booklets (used in conjunction with the PCG Blaise questionnaire). • Other Caregiver Questionnaires (one should be filled out by the OCG for each child targeted if there is an OCG in the home).

When you receive these materials, review them thoroughly to make sure you have everything on the enclosed packing list. If items are missing, you can send an e-mail request to the Field Interviewer Supplies email group at [redacted]. Please see *Section 13: Field Notes* for more details about requesting supplies.

Pre-Contact Letters

When you are ready to begin work on a case, send a pre-contact letter and brochure to the household before you contact the household to schedule the interview. The letters will be provided for you in your bulk materials and will remind respondents that their family has participated in CDS in 1997 and ask for their participation again. The letters will let respondents know that an Interviewer will be calling them to make an appointment for a household visit to conduct the interview with the primary caregiver and the CDS children. The pre-contact letter will hopefully smooth the way for your initial telephone contact with the household.

It is a good idea to allow two weeks for the letter to reach the respondent or to be returned.

Send pre-contact letters in the #10 franked envelopes you have been provided in your bulk materials. These envelopes have the University of Michigan return address. Also be sure to fill in your interview identification number and write "CDS" on the envelope. This information is critical to enable Study Staff to contact you in case your pre-contact letter is returned to Ann Arbor.

Contact the Household

The Household Coverscreen includes questions that need to be answered when you call the household to set up an appointment for your interviews. (You can review these items in *Section 2: SurveyTrak, Blaise, and Coverscreens*.) The key things you will do during this call include:

- Identify yourself (your co-Interviewer if applicable) and the study.
- Determine who is the primary caregiver and if applicable, who is the other caregiver.
- Describe the household interview session including the child interview and assessments. Discuss the need for a quiet place to conduct the interview.
- Let the primary caregiver know the expected length of the visit. If a household has only 1 target child then the household interview length is between 2 and 2.5 hours; if a household has 2 target children then the household interview length is between 3 and 5 hours. The length of interview also depends on the age of the child. The entire interview will be about 2 hours if the child is under 8 years of age; the interview is much longer for adolescents.
- Set an appointment for the household session ensuring that all the targeted respondents will be available.

- Balance the portions of the interview that must be done during the household visit with those parts that may be completed over the telephone. When scheduling an appointment for a household with a child 10 years or older, try to set an appointment to interview the PCG over the telephone. If you are going to interview the PCG over the phone, be sure to send the PCG Respondent Booklet ahead of time.
- Explain time diaries. It is very important that you fully explain the time diary over the phone to the primary caregiver. It will save you a lot of time and hassle if the time diaries are correctly completed for the selected days when you arrive at the household.
- Explain the OCG questionnaire.
- Verify the address and indicate that you will send a packet in the mail.

Respondent Profiles

One of the most valuable tools available to you in contacting and tracking respondents is the Respondent Profile. The Respondent Profile for CDS will be available in SurveyTrak where it is also known as an eProfile. eProfiles for CDS will contain information from the 2001 PSID interview including the date of interview; CDS children in the household, their ages, and their relationships to the head of household; other household members, their ages, and their relationships to the head of household; and perhaps most importantly, the thumbnail sketches from the 2001 PSID interview. You should review the eProfile for each case before contacting the household so that you are well prepared for the circumstances and respondents you will find there.

Prepare Materials for the Case

Step 1. Prepare the interview packet and send it to the respondent prior to your interview. Each household packet should contain:

- A Household Introduction Letter with the primary caregiver's name and the selected child(ren)'s name(s) and interview time filled out
- Two child time diaries (one weekday and one weekend day) per child with the child's first name and selected dates filled in
- OCG questionnaire for each CDS child with the child's name filled in.

Step 2. Prepare your materials for the face-to-face interview and put them in an expanding file folder that holds all materials for one household:

- Fill in the child(ren)'s names on the permission forms
- Fill in the child(ren)'s names on the assessment booklets
- Bring along the respondent booklets for the PCG and child questionnaires
- Bring extra copies of blank time diaries and OCG questionnaires just in case
- Bring pencils, tape measure and weight scales.

Visit the Household	When you visit the household for the interviews, you will take your bag with the following items in addition to the Interviewer materials described above: • Folder with paper materials listed above for this case • Laptop computer with case and headset for ACASI • WJ-R easel • Tape measure • Weight scale • 2-3 pencils • Blank paper • Post it notes • Extra brochures

INTERVIEWING ACTIVITIES

Upon arriving for the household visit, you will want to review with the primary caregiver the activities you will carry out while visiting the household. These are listed below in the recommended order of completion.

Instrument or Form	Color	Target	Respondent	Number	Mode
Parent/Guardian Permission Form for Children 5-11	White	PCG	PCG	One per child (5-11)	FTF
Teacher Permission Form	White	Child (5-11)	PCG	One per child (5-11)	FTF
Interview Assent Form for Respondents 8-11	White	Child (8-11)	Child (8-11)	One per child (8-11)	FTF
Parent/Guardian Permission Form for Adolescents 12 years and older	White	PCG	PCG	One per child (12 years and older)	FTF
School Information Form	White	Child (12 years and older)	PCG	One per child (12 years and older)	FTF
Interview Assent Form for Respondents 12 years and older	White	Child (12 years and older)	Child (12 years and older)	One per child (12 years and older)	FTF
Child Assessment Booklet	Ivory	Child	Child	One per target child	FTF
Child Blaise Questionnaire	Blaise (blue RB)	Child (8+)	Child (8+)	One per target child (8+)	FTF
PCG Blaise Questionnaire	Blaise (pink RB)	Child + PCG and HH in general	PCG	One per target child	Telephone preferred; FTF optional
OCG Self-Administered Questionnaire	Green	Child + OCG and HH in general	OCG	One per target child for HHs with OCG	SAQ - then reviewed FTF
Time Diary	Yellow/ Goldenrod	Child	PCG or Adolescent	Two per target child	SAQ - then reviewed FTF

Edit Booklets and Report Progress	As soon as possible <u>after the household visit</u>, **edit all the materials** from the household session if needed. When the questionnaires and time diaries are finalized, place them along with the permission slips into an envelope and send them immediately to Ann Arbor. Notify your Team Leader that you have completed a household and report whether the household had an OCG, how many children were interviewed and their ages. The purpose of editing is to make sure that the data you recorded in the questionnaires are clear to the coders and the study director. When you edit, remember that someone who was not present when you took the interview needs to understand the written answers. Take adequate time to review the questionnaire and make sure that the recorded information will make sense to the coder. If you realize that you have missed a question or there is a conflict, **CALL THE RESPONDENT BACK IMMEDIATELY**. It is better to call the respondent back immediately, while the interview is still fresh in the respondent's mind. There are some general tips that you can keep in mind while editing. Please check that: • All entries are **legible**. • All probes and other remarks you made during the interview are indicated in parentheses and recorded where they occurred in the interview. • All responses to open-ended questions are edited. • All checkpoints and skip instructions were followed correctly. • All ambiguities or inconsistencies in the respondent's answers are marked with a marginal note and cross-referenced in the Thumbnail section. • You have completed all items in the Thumbnail and provided detailed information where needed.
Send Materials to Ann Arbor	When you have completed all components of a household interview, you will need to send back the paper forms to Ann Arbor. This packet should include the following items: • Time diaries (2 for each child) • OCG questionnaires (1 for each child as needed) • Permission slips as needed for each child • Child assessment booklet (1 for each child) In order to ensure that no items are lost in mailing, the components of the household interview should be sent to Ann Arbor via UPS. The tracking number for each package should be recorded in SurveyTrak on the Control tab in the View/Edit screen.

SECTION 13: FIELD NOTES

PART A: PREPARATION FOR INTERVIEWING

The CDS Team	The CDS Team is made up of a large number of people working together in different roles to make the study a success. We have designed your training to make sure that you are knowledgeable, confident, and well prepared as an Interviewer to collect high quality data. We are committed to supporting you in this task during the field period and are always available to provide help. Your responsibilities include active participation in training, meeting the Interviewer production expectations, and asking for support when you need it from your Team Leader, Production Coordinator, Regional Field Manager, Survey Manager, or Study Director.
Certification Requirements	After training and prior to the start of production interviewing, all Interviewers are required to pass a certification interview. It provides confirmation that you have learned the necessary skills for interviewing. Below are the certification requirements for all CDS Interviewers. • All Interviewers will complete one scripted certification interview with a Team Leader in a round robin group. This interview will begin at Study Specific Training with the face-to-face portions of the interview, such as the child assessments, child Blaise interview, time diary and OCG SAQ review. Certification will continue after training with a PCG Blaise phone interview with a Team Leader in a round robin group. • Certification interviews will be evaluated through a review in WebTrak along with observational feedback provided by the Team Leader conducting the scripted interview. Written evaluation will be optional. • The Interviewer will not be released to begin production interviewing until the evaluator of the certification interview completes this review and determines that the Interviewer has met the necessary quality expectations in conducting the interview. Note: Additional certification interviews may be required at the Team Leader's discretion.
Receiving and Reviewing Your Assignments	While you are waiting for the formal feedback on your certification interview, begin to review your sample assignment in SurveyTrak. This is also a good time to carefully review the information provided in the Respondent Profiles. This information will give you an opportunity to get to know your sample and begin formulating some ideas on approaches that may be successful.
Planning and Scheduling	Your work plan should be based on meeting the required production goals. Knowing in advance how you will attack your assignment will maximize your efficiency and cost. Organize your sample so that you can work in large blocks of time, whether that is on the phone or traveling. Map out the most efficient way of traveling to your household visits. Review of the Respondent Profiles will help in your planning and scheduling of the cases you will begin working first.

Letter to Authorities	In your materials we have provided you with a letter you need to deliver to the local police stations, the Better Business Bureau, the Chamber of Commerce, etc., alerting them to our presence in their area. It is very important to do this before you begin your production activity. Suggest to the local authority that they file the letter under "University of Michigan" and not "ISR." Too often, ISR is confused with IRS. If additional information is requested, please notify your Team Leader. Your Team Leader may also provide you with ideas about where to send letters.
Safety in the Field	Your safety in the field should always be a top priority. Be aware of your surroundings and use good judgment about your safety at all times. If you become concerned in any situation, leave it at once. Please refer to your General Interviewer Training manual for tips on safety in the field.
Materials	There are two CDS mailings to your home containing most of what you will need for the study. Additional materials will be provided at training. The first mailing, which you already received, contained a Welcome Letter, this Field Manual, the Pre-Study Workbook, and the Refusal Conversion Booklet. The second mailing will contain all of your bulk materials described below.
Bulk Materials	Prior to the training, you will receive in the mail some of the materials you will need to begin interviewing for the Child Development Supplement. <u>The following is a list of paper questionnaires you will receive</u>: ✓ Time Diaries ✓ Other Caregiver Questionnaires ✓ Child Assessment Booklets ✓ PCG Respondent Booklets ✓ Child Respondent Booklets <u>Other materials</u>: ✓ Materials Checklist ✓ Study Brochures ✓ Letter to Authorities ✓ Pre-Contact Letters ✓ Household Introductory Letters ✓ PCG Permission Forms ✓ Child Permission Forms ✓ Teacher Permission Forms ✓ School Information Forms ✓ Tape Measure ✓ Weight Scale ✓ Orange Square ✓ Hot Keys Cards ✓ #10 Franked Envelopes for Pre-Contact Letters ✓ Mailing Envelopes to Mail Materials to Respondents ✓ Padded Tape Envelopes ✓ UPS Two-day Forms

- ✓ UPS Two-day Envelopes
- ✓ Worksheets
- ✓ Expandable File Folders
- ✓ Pencils
- ✓ "Sorry I Missed You" Cards
- ✓ Respondent Receipts for Cash Payments
- ✓ TEJ Envelopes
- ✓ TEJ Pads
- ✓ U of M Interviewer Cards
- ✓ Blue U of M Cards
- ✓ Cassette Tapes (90 minutes)
- ✓ Plastic Bags
- ✓ Post it Notes
- ✓ Labels and Postage

Additional Supplies

You can order supplies by emailing the Field Interviewer Supplies email group at [redacted] Supply requests must include all of the following information:

1. [redacted] project number
2. [redacted] interviewer ID number
3. Quantity of each item needed ("some" does not qualify as quantity, include a number)
4. Brief description of the item needed.

Order supplies before you are completely out of an item. Every effort will be made to mail out your supplies within 2 business days of your request. However, please allow 7-10 days for delivery.

ONLY if you are without your laptop or otherwise unable to access email, you may call the NFT 800 line to request supplies [redacted].

PART B: CONTACTING RESPONDENTS AND TRACKING

Introduction

The success of this study depends on locating and interviewing every respondent. High response rates, along with quality data, are necessary to maintain the integrity of the study and researchers' ability to apply the findings to the general population. Each respondent is extremely important and is representative of thousands of others who live in the United States.

In addition, CDS and PSID are panel studies that interview the same respondents again and again, so it is crucial that we reach each respondent who was interviewed for CDS in 1997. CDS-II respondents were also interviewed for PSID in 2001. Information from previous CDS and PSID interviews will be valuable to you in your efforts to contact respondents.

This section of the manual will give you specific guidelines to follow that will assist you in locating lost respondents.

Non-Response

People are becoming more reluctant to participate in surveys. Losing the representative nature of the survey due to high non-response is something that is taken very seriously—the validity of the study will be challenged if we experience a high percentage of non-response.

We must identify the reasons that respondents are reluctant to participate, but it is difficult to tease out the issues that play a part in non-response. The more detailed information we can gather about the circumstances of our uncooperative respondents, the better we can make adjustments that will lead to greater success in future waves.

While non-response is a critical issue for all studies, it is even more so with a panel study. Meaningful results are only possible when we are able to observe the same people over a long period of time. If we fail to retain a very high percentage of our respondents, we jeopardize our ability to observe real change, and become unable to provide the information CDS was designed and funded to address.

After being interviewed multiple times, respondents may question our need to interview them again. It is essential that we listen to and tackle every concern expressed by respondents. We need to fully explain why we conduct panel studies and the importance of their continued participation; although their situation may not have changed, the circumstances of other people's lives have. Only by combining their answers with others' can we establish a broad picture of how the country as a whole is changing. In addition, it may be helpful for you to point out that the CDS interview is different from their regular PSID interview because it incorporates interviews of children as well as the adults in the family who are normally interviewed during PSID.

First Steps for Contacting Respondents and Tracking

The first step, of course, in contacting your respondent is to call the phone number listed in the sample information in SurveyTrak. (If the phone number has "9's" in the last seven digits, the respondent's phone number is unlisted; if the phone number has "0's" in the last digits, our records indicate that the respondent does not have a phone.)

Working numbers should be called at varying times of day and on different days of the week before proceeding to the next step. Phone numbers that are not usable need to be documented as disconnected, wrong numbers, not in service, etc. Even if a phone number you try for the family is incorrect, you must record this incorrect number in the Call Record.

Verify from your telephone book that the area code is correct. Many areas have new or added codes; try to get the new area code with base number (the local 7 digit telephone number).

Once it has been established that the respondent is no longer at a number that we have, and that other family members do not have an address or number, the Interviewer should follow these steps:

--Call the Contact Person
--Call the Contact Persons previously given
--Call Directory Assistance
    for the respondent's name and/or spouse's name
    for the same last name
    for CP's names as needed
--Call other possible leads from the eProfile
    former roommates and other friends
    former spouses, girlfriends/boyfriends
    named nursing homes, trailer courts, etc.
    employers
--Call [redacted] in Ann Arbor [redacted] for additional information from past coversheet summaries if necessary.

A contact person may know more than he thinks he does. If the contact person does not know the telephone number or address of the respondent, by all means, troll for any other information he may have:

--Do you know to what area the respondent has moved?
--Might he/she be using some other name?
--Is there anyone else, such as a mutual friend or coworker, who could contact him/her?
--Do you know where he/she works?

A finder's fee may be offered when you believe that it will help to get an address or telephone number for a respondent, or if you believe that a finder's fee will encourage a contact to persuade the respondent to get in touch with us. You may offer $5 as a finder's fee. If you feel that $10 would be more useful, or it has been paid in previous years, ask permission from your TL, and document carefully the amount offered, and to whom. Remember that finder's fees will not be paid unless the interview is successfully completed, even if the finder gave us accurate information that led to locating the respondent.

Next Steps for Tracking	First review the call notes to make sure that no possible leads have been overlooked. If not, pursue the following: --Send a respondent letter to the last known address, requesting that the respondent call the 800#. --Send a letter to the last known address, marked: **Do not forward** **Address Correction Requested** This "endorsement" needs to be at least 1/4 inch below the return address, and printed, preferably in a contrasting color, such as red. If a forwarding address is available, the postmaster will mark it on the envelope and return it to you. [A letter request will need to be completed and the letter will be sent. This process can take a couple of weeks, so while waiting...] If the respondent is likely to have been receiving benefits from the Social Security Administration, check the Social Security Death Benefits Index. This computer disc is available in most large libraries, and lists anyone for whom death benefits have been applied. It will also give the county and zip code where the last benefits were received. There are also several Internet search sites that may be helpful in tracking respondents. Be sure to get approval from your RFM before proceeding with tracking on the Internet.
Face to Face Tracking	If none of these efforts succeed, the case may be tracked in person. Work closely with your TL in deciding what course to follow in field tracking, as field efforts can quickly become costly. You may: --Visit the last known address, and talk to neighbors on both sides and across the street. Ask neighbors for names of a landlord or rental agent. --Talk with the landlord, building manager, or realtor. --Ask at local stores, bars, churches, or schools. --Talk with letter carriers, delivery persons, or Meals on Wheels. --Visit local, county and state government offices. -**Town clerk:** In a small town, the clerk may be helpful in providing address information from city services, such as trash collection. -**Chamber of commerce:** Again, a good source in a small town. -**Local library:** Cross-reference or "crisscross" directories, allow you to find a phone number if you have an address, and you can also find numbers for neighbors. This service is not available in all areas.

-**Voter Registration:** Election records of registered voters, often available on computer, usually need date of birth.

-**Motor vehicle registration:** This may be called Department of Motor Vehicles. Not available in all states. May list vehicles owned, and address.

-**Drivers license bureau:** May also be called Department of Motor Vehicles. Not available in all states. Will need date of birth, or at least a close guess at the age--some clerks are more helpful than others. Usually a fee of $3.00 or so.

-**County appraiser's office, or local tax assessor:** Rich source of information about property ownership and tax records. A good way to find a landlord, when you are seeking a renter, or to find a mailing address for absentee property owners.

-**County recorder's office:** Look for marriage, birth, and death records.

-**Local utilities** (water, sewer, trash collection)

-**Sheriff's office**

-**Local office of Department of Health and Human Services:** Ask to speak to the respondent's caseworker, who can relay a message to the respondent. (A social security number will probably be needed. Since CDS does not have a social security number, give the name and the last known address of the respondent.) A caseworker may not give out the respondent's address or phone number. Hint: Do not contact caseworkers the 29th of the month to the 3rd of the next month nor the 15th to the 18th of the month, or Mondays or Fridays, as these are the generally busy times for them.

Again, careful records need to be kept of all these efforts. Not all of these sources are available in all locations, and there is a charge for some of them. Sources should be cultivated, and thanks given for even a small amount of information. A thank you note goes a long way toward building a good working relationship.

Preferred Call Slots

When calling respondents, the objective is to make each contact as efficient as possible and minimize your time on the phone or on the road during unproductive times.

Using data from Call Notes, we have ranked the following time slots according to likelihood of finding someone at home:

Preferred Contact Times

1	Most likely at home	**Sunday – Thursday**	**6 pm – 10 pm**
2	↓ ↓	**Friday – Saturday**	**6 pm – 10 pm**
3	↓ ↓	**Saturday – Sunday**	**9 am – 6 pm**
4	Least likely at home	**Monday – Friday**	**9 am – 6 pm**

We have also identified the best and worst time slots for attempting contact:

Best and Worst Contact Times		
Best	**Monday**	**7 pm – 9 pm**
Worst	**Friday**	**9 am – 12 am**

Contacting Informants

When you reach an informant who is having doubts about providing contact information about the respondent, identify the issue and respond to it. Do not overwhelm an informant with explanations. It is better to hold something back so you have a reason to call again.

I can understand your reservations about giving out information on a close, personal friend without checking with him first. Why don't you contact Mr. Jones and I'll call you back in a few days?

Remember, timing is everything! Don't push an informant to the point he feels harassed. If you sense he is feeling pressured, back off. Let a few days or weeks go by before you attempt contact again, especially if you sense that he needs to contact the respondent before giving you any information.

Telephone Tips

Chances are you will be talking to people who have a direct link to the respondent, and to some who do not. Some informants may be suspicious, question the legitimacy of our research, or perceive contact with you as an imposition on their time. Dealing with informants requires preparation and finesse.

The first step is to evaluate the situation and develop a strategy before you pick up the telephone.

- What is the best introduction I can give?
- How did I obtain the informant's name or agency name?
- What are the most useful questions I can ask him or her?
- What questions or objections might the informant have? How will I respond to them?

The Telephone Introduction:

In most cases, the Interviewer should introduce him or herself by establishing credentials and the importance of locating the respondent for valuable research. If the informant asks, "How did you get my name or telephone number?" The Interviewer should be prepared to answer the question without hesitancy, in a matter-of-fact tone of voice. Below are examples of appropriate responses to the question:

If the informant was listed as a contact person:
The last time we spoke with Mrs. Smith, she told us you were the one person

she knew would always know how to locate her.

If contacting the informant was a suggestion of another individual:
A person I spoke with while trying to locate [respondent's name] suggested I contact you. The University of Michigan's commitment to safeguard privacy does not allow me to disclose that person's name. Any information you provide will also be confidential.

If the informant's name and telephone number was obtained through an electronic resource:
We were able to determine you were a neighbor of [respondent's name] in [year] by your address. We understand this is an unusual request, but it's important to our research that we locate [him/her]. Any information you give us will be confidential.

A word of warning about electronic sources: Do not volunteer that you have obtained the name or number through an electronic source. Many people have misconceptions about electronic sources being illegal or are uncomfortable with the amount of public information that is electronically available today. In some cases, it may be best to start the conversation with confirmation that you are talking to the resident of a particular address, rather than confirmation that you are speaking with a particular person.

Telephone Messages and Directory Assistance

Never underestimate the value of a telephone company message or Directory Assistance Operator. Directory Assistance permits two requests per call. If you don't know the specific city, but know an approximate area, ask the operator to do a search for listings in the entire area.

If you have a telephone number for the respondent or contact person, call it. You will probably get one of the following results. Record in detail the telephone company's message or the results from Directory Assistance.

1. The number has been **"disconnected."** Listen carefully. **"Temporarily disconnected"** may mean that the individual has not paid a telephone bill. If you suspect that this could be the case, try the number weekly for at least a month to see if the line is reconnected. A second possibility is the number has been disconnected while an individual is on an extended vacation or at a second home.

2. The number is **"being checked for trouble."** This telephone company recording may mean the line has a service problem. If you receive the message several times, it may be an indication the customer has not paid his bill. Try the number weekly for at least a month to see if it is reconnected.

3. The number has been **"reassigned"** to someone else. **Verify the telephone number** you have called, including area code, with the new party. If the number is correct, ask if there has been an area code change since the date of the respondent's last interview. (There have been numerous area code

changes in recent years. The respondent's area code may have changed, but s/he may have the same seven-digit number.)

Ask, *"How long have you had the number?"* Telephone companies usually wait at least six months before reassigning a telephone number. The respondent may be at the same address with a new non-published number.

If the person on the line has had the number longer than the time elapsed since the respondent's last interview, **there may be a data input error**. Check previous wave Call Notes for typographical errors or a reversal of numbers.

4. The number has been changed to a non-published number. Call Directory Assistance (don't speak to a machine) and ask the operator for the respondent at the specific address. If the operator says, "At the customer's request the number is unlisted and does not appear in our records," ask for verification of the address.

This message may be recorded but often continues with, "If you need further assistance, please say yes now." If you are disconnected before you have a chance to ask for address verification, call right back. Tell the operator that since the telephone number is unlisted you will have to write to the person and **ask for her help in verifying the address.**

5. The number **rings more than 20 times, but is never answered.** Twenty rings usually means the number is no longer assigned or that you have reached a pay phone. After 20 rings on assigned numbers, you may get a recorded message, "Your party is not answering, please try your call later." Verify with Directory Assistance or a contact person that the number you are dialing is the correct number for the respondent.

6. **Calling the number produces a high pitched squeal** (possibly a fax or modem). Verify the telephone number with Directory Assistance. Inquire whether the respondent has two telephone numbers. If so, ask for the second number. The Directory Assistance Operator may not know whether one of the numbers is a fax line.

If Directory Assistance verifies that the number you have been calling is correct and it is the only listing for the respondent, you should call in the four call slots for at least two weeks. Many home fax machines are used on an irregular basis.

If after the two-week period you still get the fax line, notify your Team Leader. S/he may authorize that a letter be sent via fax.

7. **When calling the number, you get a message giving you a new number.** Call the new number.

Call Notes

Call Notes about a contact or attempted contact with a respondent are another invaluable interviewing tool. **As the Interviewer it is your responsibility to provide complete, relevant and useful information in the Call Notes for each of your cases.**

Many people depend on the Call Notes to gain an understanding of the interaction between the respondent and the Interviewer, which in turn is used to make adjustments in future waves of the study.

Call Notes are also analyzed to provide insight into successful or unsuccessful data collection efforts. They identify calling patterns that are most successful both by region and by types of respondents. Areas of non-response can be addressed by modifications in presentations of questionnaire content and materials.

When you review the previous wave's Call Notes, or thumbnail sketches, think about what you wish had been recorded—what would have helped you better understand your respondent. Then include that level of detail for the next Interviewer in your Call Notes.

What To Include In Call Notes

The call notes should include information about the respondent, the household, contact persons, and informants. This may include information that you specifically ask for and things that you pick up incidentally.

The respondent or informant's name. This is essential in making contact with the correct person on the next call. This can include nicknames, aliases, or maiden names.

Other personal information.

- relationship between the informant and the respondent
- gender
- age
- marital status
- name of spouse, partner, roommates or friends
- last known address, telephone number, or employer
- vacation homes and other residences
- names of trailer courts, apartment complexes, and neighborhoods.

All telephone numbers that are used in trying to contact the respondent or informants.

What was said by the Interviewer. How much and what kind of information you gave to the respondent/informant.

What was said by the respondent. Note any concerns that were expressed and whether or not your response seemed sufficient to allay the person's concerns.

Action to be taken in future calls. If an appointment was set, note the time and date. Indicate whether this was a firm appointment or simply a suggested time to call back.

Other suggestions that might help get the interview. The respondent's normal working hours or household routines that might interfere with obtaining an interview (e.g., meal times, children's schedules, etc.).

Answering machine messages. The first time you hear an answering machine or recording, write a brief summary of the recorded message. Make note of any changes to that message in the future.

What NOT To Include In Call Notes

Judgmental statements. Call notes should never contain judgmental statements, which could be interpreted as damaging to the informant or prejudicial to other Interviewers. Problems should always be documented in an objective and neutral tone. If you are in doubt about how to record a situation, consult with your Team Leader.

Confidentiality in Tracking

Interviewers must strictly adhere to the Institute for Social Research (ISR) Policy on Safeguarding Respondent Privacy in tracking efforts.

- Any information obtained during the interview with a respondent cannot be used in the tracking process.
- Releasing an informant's name, repeating information one informant gives to another, or acknowledging an informant was unable to provide you with information on the respondent is a violation of ISR's commitment to confidentiality.
- Under no circumstances should an Interviewer reveal the name of the study or give a study fact brochure to an informant.

In addition, be very discreet when calling leads, especially employers or former spouses. You certainly can and should identify yourself as calling from the University of Michigan. If the person you are calling is a contact person given by the respondent, you should tell him/her that the respondent gave us his/her name as someone who would know how to reach him. If pressed by someone through whom you are trying to reach the respondent, you may tell them that the respondent is participating in a study done by the University of Michigan, but do not identify the study.

Letters Request

You may encounter situations in which a letter from Project Staff to the respondent would be useful in facilitating contact, persuading interview participation, or for another reason.

You can request an 800-number letter if you are having trouble contacting the respondent (if they have no phone or are screening their calls, for example). The letter will ask the respondent to call in to the 800-number to let us know how best to contact him or her; this information will then be passed along to you, the Interviewer. Alternately, the 800-number staff may instruct the respondent to call you at home if you provide your home phone number and the best times for the respondent to call (this may also be set up as a collect call). We often include some persuasion in these letters.

In the event that you contact a respondent who is reluctant to participate, and your initial attempts at persuasion fail, a persuasion letter may be helpful. Assign the case a *resistance* result code and complete a Letter Request in SurveyTrak. A persuasion letter should not be your first step in refusal aversion/conversion, but do not wait to request at letter until resistance hardens into a refusal. Your Team Leader can help you decide when it is an appropriate time to send a persuasion letter or if other actions might be more persuasive.

You can also request a condolence letter if a respondent's family member has died and you feel it would be appropriate for Project Staff to acknowledge the loss and express sympathy to the surviving family members.

If you think that a letter sent from Project Staff to the respondent may be helpful, you should discuss the case with your Team Leader first. If you and your Team Leader agree that a letter is the best option, you can request a letter in SurveyTrak. The request will need to be approved by your TL, who may request additional information from you if needed. The request will then be sent to Project Staff (who may also request additional information from you), who will tailor the letter to fit the specific concerns or needs of the respondent. You should wait at least 8 days after the letter has been sent before attempting to contact the household again. Do not delay contact beyond two weeks or the effect of having received the letter may be lost.

PART C: PRODUCTION ISSUES

Staffing Structure

The field staff structure for CDS is designed to promote an atmosphere of team spirit, diversity, and productivity with the focus on a national team effort. This environment will allow flexibility in managing the sample and providing the needed support to the Interviewers and to the project demands. To accomplish this, the field staff will be divided into work groups each headed by a Team Leader and including approximately 10 Interviewers.

The Team Leaders will work with the Production Coordinator, [redacted], and the Regional Field Manager, [redacted], to manage production during the field period.

In the Ann Arbor office, there are a variety of people providing overall management and support of CDS, and working closely with the field staff. Here is the Ann Arbor management team:

- [redacted]: Survey Director
- [redacted]: Survey Manager
- [redacted]: Survey Manager
- [redacted]: Research Assistant

The organizational structure just described requires cooperation and interdependence. A major benefit of the field staff working closely with the Ann Arbor staff is that we all gain the ability to understand, communicate and implement the necessary project activities to better meet the goals and challenges of the study.

Interviewer Commitment Statement

Each interviewer will be asked to sign a Commitment Statement at training registration outlining standards for Interviewer training and job performance while working on the CDS-II. The Commitment Statement will vary based on your expected workload on the project. A copy of the Commitment Statement will be provided to you at training.

Production Goals

Our overall national production goals for CDS-II are approximately 1947 completed interviews with a response rate of 90%. Our average hours-per-interview or HPI goal is 14.6 hours.

The milestone dates for production are:

- Elementary school age kids (5-11 years) -- 100% complete by March 1, 2003
- Entire study -- 80% complete by March 15, 2003
- Entire study -- 100% complete by April 30, 2003.

You will receive a cardstock copy of the national weekly production goals that you should keep close by your work area. Refer to this production goal chart and your work team goals as you monitor your progress during the course of the project.

If you are not meeting the established goals, please work with your Team Leader to make any adjustments that may be necessary to help you reach the goals. You will find your Team Leader to be an invaluable resource providing suggestions and encouragement based on their successful experiences and "field-tested" methods.

Reviewing and Reporting Progress

Your Team Leader is always available as a resource. Throughout the course of the study, you will have weekly pre-arranged contacts with your TL. To make the most efficient use of your time on this call, be sure to have all of your materials and questions prepared prior to the call. These sessions are designed to provide you with the support you need. This includes reviewing your individual completion rates, answering questions, discussing strategies for properly working your sample, and celebrating your accomplishments!

You will need keep track of your cases in Survey Trak and report your progress to your Team Leader. If you have partially completed the household you should report which instruments have been completed, the number of targeted children in each household and their ages, and whether or not your household had an other caregiver.

In addition, it is extremely important that you send and receive in SurveyTrak once per day in order to transmit your data and other information to Ann Arbor and your Team Leader and to receive any information that the Ann Arbor office or your Team Leader will send to you.

Communicating with Data Services Staff

Your Team Leader, Production Coordinator, and Regional Field Manager are your immediate supervisors and should be your first contacts if you need help. However, Data Services Staff in Ann Arbor are available by phone or email to assist and support you throughout production. Although we are always available to help, you should contact Data Services Staff in particular if your TL, PC, or RFM has instructed you to do so or if you have an emergency arise in the field and your TL, PC, and RFM are unavailable.

Data Services Staff:

[redacted]	Study Director	[redacted]
	Survey Manager	
	Survey Manager	
	Research Assistant	

Expenses & TEJs

Send in your TEJs (Time and Expense Journals) on a weekly basis. Failure to comply makes it impossible to keep track of costs to the project, and may be grounds for disciplinary action. You will receive a Training Fee for all training-related time that you spend on the project attending training, reviewing materials and applications, and practicing the interview. The [redacted] project number for production interviewing is [redacted].

Quality Control There are a number of ways in which we monitor the quality of our data collection efforts. Our definition of quality embodies many aspects ranging from the interviewing team, the questionnaire and support materials, performance of the questionnaire application, management of the sample, and the data that is collected. We all share responsibility for the quality of all aspects of the data collection process. Below are some of the specific responsibilities that each of us shares in this process.

Evaluation Each Interviewer's Team Leader will evaluate the Interviewer's abilities throughout the course of production. Formal evaluation will take place near the beginning of production to ensure that each Interviewer has mastered the skills necessary for the study. This evaluation will consist of two portions.

<u>Taping:</u> Each Interviewer will be required to tape record two PCG Blaise interviews with the respondent's permission. Interviewers must tape record:

- one of their first three interviews and
- one of the 5th-10th interviews that they conduct.

The Interviewer must complete a self-evaluation form for each taped interview. The self-evaluation form and the tape should be mailed to the Team Leader within 2 working days of completion. Interviewers should indicate in SurveyTrak (in the View/Edit feature, Control Tab; see *Section 2: SurveyTrak, Blaise, and Coverscreens* for details) when the interview was taped and mailed to the TL. TLs will provide the Interviewers with feedback about the taped interview. The TL, PC, RFM, or survey management staff may request additional taped interviews as needed.

Tapes should be labeled with the following information:
1. Sample ID
2. Project number
3. Interview number
4. Date of interview
5. Your ID number

DO NOT put the respondent's name on the tape.

<u>Review of Paper Instruments:</u> Each Interviewer will be required to send to their TL for review paper instruments from:

- each of their first 3 interviews and
- the second interview taped for evaluation - one of the 5th-10th interviews.

Paper instruments include the Assessment Booklets (Height/Weight, WJ-R, WISC), Time Diaries, OCG questionnaires, and permission forms. Interviewers should indicate in SurveyTrak (in the View/Edit feature, Control Tab; see *Section 2: SurveyTrak, Blaise, and Coverscreens* for details) when the paper instruments are mailed to their TL. TLs will provide feedback and extra instruction as necessary; additional review of paper instruments may be

	requested as needed. As with paper forms that are mailed directly to Ann Arbor, any paper forms that are mailed to your TL for evaluation should be sent via UPS and tracked. Enter the tracking number in SurveyTrak in the Control tab of View/Edit. Your TL will evaluate your work and then send your paper forms to Ann Arbor through the same mailing and tracking process.
Verification	In accordance with ISR standard quality control procedures, a percentage of interviews from each Interviewer will be verified. Verification will involve calling the PCG back to confirm the interview and will be conducted by a centralized verification team in Ann Arbor. The Interviewer should advise respondents that someone from the central office might be calling them to confirm their interview.
Respondent Payment	Whenever you have respondent payment issues, such as a check that cannot be cashed by the respondent, you MUST submit an Electronic Respondent Payment Form via SurveyTrak in order for the request to be processed. It is essential that we maintain a "trail" to account for all transactions that relate to the payment of incentives to the respondents. See *Section 2: SurveyTrak, Blaise, and Coverscreens* or your SurveyTrak manual for details about submitting payment requests.
Respondent Receipts	Cash payments for face-to-face interviews are often an effective tool for getting the interview on the spot. There are also occasions where a respondent cannot cash a check from us. We have provided Respondent Payment Receipts (green half sheet) in your bulk supplies. **If you pay out-of-pocket to your respondent, you must get a signed receipt form and submit that with your TEJ for reimbursement.**

PART D: LAPTOP COMPUTER INSTRUCTIONS

Computer Help

The number to call when having computer problems is: [redacted] **at all times.**

Business hours for the Help Desk are from 8 am to 6 pm EST Monday through Friday. If the line is busy, you will be transferred to voicemail.

For after hours, the telephone number is the same: [redacted]**. Press 1** for **non-emergency situations** (email, dialing with your modem, changing the phone number in iPass, etc.). Leave a message on the voicemail and someone will return your call as soon as possible. Help Desk requires that the Interviewer leave the following information:

- Name
- [redacted]
- Project name
- Phone number where you can be reached
- A brief description of the problem.

You will be called back during the next business day.

For after hour **EMERGENCY problems**, call the same number, [redacted] and **Press 2**. This will transfer you to the On-call Specialist. In the event you are sent to voicemail, leave the following information: Name, 4 digit id #, project name, phone number where you can be reached, and a description of the problem. After leaving an emergency voicemail, please remain off the phone line so that the On-call Specialist can return your call quickly; if after 15 minutes there has been no response, call again. An emergency is defined as an issue that prevents you from conducting an interview, such as a database error.

On-Call Hours

Weeknights	6:00 pm to 10:00 pm EST
Saturday	8:00 am to 10:00 pm EST
Sunday	10:00 am to 10:00 pm EST
Holidays	10:00 am to 10:00 pm EST

Shipping Instructions

If your computer needs repair, you may be asked to ship it to Ann Arbor. To do so, follow these instructions. The computer must be in its bag and placed in a box with no less than 2 inches of material (paper, bubble wrap, Styrofoam peanuts) surrounding it. For final returns at the end of the study, the following equipment should also be placed in the box: Extension cord, 3-prong adapter, computer phone cord, any dual telephone adapter, power cord, power adapter, disks, disk case and CD ROM if applicable.

If UPS provides pick-up service in your area, call the number located at the top of the pre-printed UPS shipping document [redacted]. Inform UPS of the shipping method (final return of laptop - 2nd day air, laptop repair - next day air) and the U of M charge number [redacted] Make pick-up arrangements with them at this time. If pickup service is not available in your area, you will have to take it to another facility for shipping. Please do not use a small packing company or drug store. Many of these stores do not accept the U of M charge number and will not honor the discount.

Fill out the UPS shipping document with the following information.

- The reference number is the project grant number - [redacted]
- The shippers UPS account number - [redacted]
- The method of payment - [redacted]
- The declared value - [redacted]
- The shipping address -

  [redacted]

- The phone number - [redacted]

If you have any problems with UPS, please call the Help Desk at [redacted]

Please note that we cannot accept a computer sent COD.

When You are Finished Working on a Project

The following close out procedures are in addition to anything your Team Leader, Production Coordinator, or Regional Field Manager requires of you.

If you're keeping the laptop to use on another project:

Do Nothing. Leave the project open on your laptop. After the project is out of the field and the Data Control staff has checked everyone's sample, the Team Leaders and RFMs will be informed that the project may be removed from the laptops. Your Team Leader will notify you to close the project on your machine at that time. *It is very important to leave the project open* until then, in case the Data Control staff needs some information from your laptop.

If you will be shipping the laptop to Ann Arbor:

When an Interviewer terminates or has finished work on a project and will not be assigned to another project for 3 or more months, it is the responsibility of the Regional Field Manager, Production Coordinator, or Team Leader to make arrangements for the return of equipment.

Step 1: You should contact the RFM, PC, or TL to coordinate the shipping of the computer. Final sample reconciliation must be done at this time.

Step 2: The RFM, PC, or TL will inform the Help Desk staff that you are ready to return the machine and a Help Desk call will be opened.

Step 3: Data Control staff will reconcile study control files, update the Help Desk call as needed, and notify the RFM, PC, or TL that the machine may be shipped.

Step 4: The RFM, PC, or TL will contact you and instruct you to ship the machine. You should ship the computer as is. Do not close any projects on the machine unless otherwise instructed by Data Control staff. Please refer to the attached shipping instructions.

Step 5: When the machine arrives in Ann Arbor, the Help Desk call will be closed and the RFM, PC, or TL will be informed.

APPENDICES

APPENDIX A

PRE-CONTACT LETTER

DRAFT COPY

October 2002 – April 2003

Dear

The University of Michigan's Institute for Social Research is requesting your family's participation in the Panel Study of Income Dynamics—Child Development Supplement. This study has become one of the most important studies of its kind, providing insights on the various ways in which the family, school, and neighborhood affect children's and adolescents' development. We have enclosed a brochure that describes the Child Development Supplement in more detail. We hope that after reading about the value of this study, you will permit an interviewer to talk with you and your family.

The study is designed to collect information from the children in your family who participated in the 1997 Child Development Supplement, and the parents or primary and secondary caregivers of these children. An interviewer will be contacting you by telephone, if possible, in the near future, to set up an interviewing appointment. As a small way of showing our appreciation for your family's contribution to the CDS, we would like to give the primary caregiver $75 for an interview. We would like to give each child who participates $20 for his/her own contribution. ***The interview is completely voluntary, and the information you provide will be held in strictest confidence.***

The University of Michigan's Institute for Social Research is a national research organization whose reputation is based on over fifty years of interviewing people about issues of national importance. We take elaborate measures to ensure each participant's privacy and confidentiality. Each of our professional interviewers is required to sign a yearly Oath of Confidentiality. Results of this study are reported only in statistical form, which will not permit any identification of individuals participating in the study.

If you have any questions about the Child Development Supplement, please do not hesitate to call our toll free number – [redacted]. We appreciate your consideration and look forward to talking with you soon.

Sincerely,

Frank Stafford, Ph.D. Director
Panel Study of Income Dynamics
University of Michigan

Jacquelynne Eccles, Ph.D. Co-Principal Investigator,
Panel Study of Income Dynamics
Child Development Supplement
University of Michigan

Enclosures

Your interviewer will be: ______________________________

APPENDIX B

STUDY BROCHURE

INSERT STUDY BROCHURE HERE

APPENDIX C

HOUSEHOLD INTRODUCTION LETTER

DRAFT COPY

Fall, 2002

Dear ______________________________:

Thank you for agreeing to participate in the Child Development Supplement to the Panel Study of Income Dynamics. It is funded by the National Institute of Child Health and Human Development. We will gather information on how financial and social resources in the home, community and school affect children's health and achievement. This information will help researchers learn how our nation's children are faring over time.

On the date below, the Interviewer you recently talked with will come to your home to interview you, your children who are eligible for the study, and the other caregiver (i.e., the person who helps you care for your child or children). The name of the other caregiver and each child chosen for an interview is listed below. It is important that each child listed is present on the day of the interview at the scheduled time.

The Time Diary your Interviewer mentioned is enclosed with this letter. Please note that there are two Time Diary booklets for each child listed below. Each booklet should be completed on the day specified on the front cover. We appreciate your taking the time to carefully complete the booklet on each day specified.

Also enclosed is a questionnaire for the other caregiver to fill out. If more than one child has been selected for the study, there will be a second questionnaire for the other caregiver. Please ask this person to fill out the questionnaire(s) before the interview appointment. The Interviewer will pick up the completed materials at the time of your interview.

In appreciation for your participation in our study, we will send you a check for $75 when your interview is completed. Each child who participates will receive a check for $20. Your Interviewer has pledged to protect your privacy. Any information given in your interview and in your time diaries will be treated completely confidentially. If you have further questions, please don't hesitate to call us at our toll free number, [redacted]

Sincerely,

Frank Stafford, Ph.D.
Director
Panel Study of Income Dynamics
Study University of Michigan

Jacquelynne S. Eccles, Ph.D.
Co-Principal Investigator, Child Development Supplement
Panel Study of Income Dynamics
University of Michigan

Your Interviewer(s) will be:______________________________

Interview Date and Time: ______________________________

Name of each child to be interviewed: **1.**______________________________

2.______________________________

Name of the other caregiver to be interviewed: ______________________________

APPENDIX D

RESPONDENT DEFINITIONS

CDS-II RESPONDENT DEFINITIONS

Primary Caregiver:

The Primary Caregiver is the main respondent for this study, and will be completing the Coverscreen, signing permission forms, helping you schedule interviews with the child, completing an interview about the child (the "PCG-CHILD" instrument) and about the household environment (the "PCG-HH" instrument), and in some cases, completing the time diaries for or with the child. By definition, the PCG **must live with the child**.

In most cases, the **PCG** will be the **child's biological mother**. If the biological mother is not living with the child, the appropriate respondent is the first person on the following list who lives with the child:

1. Stepmother, Adoptive mother, or Foster Mother
2. Other female **legal** guardian (Must be at least 18 years of age)
3. Father (Biological, Adoptive, Step, or Foster)
4. Male legal guardian of the target child
5. **Final preference** is to take the interview from the person living with the child who is an adult (at least 18 years of age or older) and takes primary responsibility for caring for the child. This might be another relative such as a grandmother or aunt. This does not include someone who is paid or hired to take care of the child (i.e., not a babysitter or nanny).

We have preloaded the likely PCG based on data from CDS-I (1997) and the 2001 PSID core interview. It is important to verify who the PCG is because that person may have changed since we interviewed the family last. Do not make assumptions about the identity of the PCG – the Coverscreen will guide you through the selection process.

If the primary caregiver is being interviewed about two children, the Interviewer will administer separate sets of instruments for each child.

Other Caregiver:

Once you have determined who the actual PCG will be for this study, you will ask the PCG if there is an Other Caregiver in the household and who that person is. Again, you may need to help select the Other Caregiver by order of preference. The Other Caregiver must be living in the Household Unit. Please note that once someone is selected as the Primary Caregiver he/she can be selected as another respondent as well. An example would be if the there were two sisters living together each with their own child. They would both be primary caregivers to their own children and other caregivers to their sister's children if there was no one else in the household unit that better fit that description.

The order of preference for the Other Caregiver is as follows:

1. **Father** (Biological, Adoptive, Step, or Foster)

2. **Grandmother** of the target child
3. **Boyfriend or Girlfriend** of the primary caregiver
4. **Other Relative** of child who is an adult (over 18 years old) and living in the HU. If there is more than one in the HU, choose the person who has the most responsibility for taking care of the target child.
5. **Other Non-relative** who is an adult (over 18 years old) and living in the HU. If there is more than one in the HU, choose the person who has the most responsibility for taking care of the target child. This should not be a paid employee (i.e., not a babysitter or nanny).

The Other Caregiver **must** be over 18 years of age for all definitions.

APPENDIX E

INTERVIEW CHECKLIST

CDS-II INTERVIEW CHECKLIST

Sample ID: ______________________

Family's Last Name: ______________________

Iwer ID: ______________________

Pre-Contact Mailing to the Household:

- ☐ Pre-contact letter
- ☐ Study brochure

Mailing Packet to the Household:

- ☐ HH Introduction letter with interview date and time plus PCG's and child(ren)'s names filled in
- ☐ Time Diaries [2 for each child - one weekday and one weekend day]
- ☐ OCG Questionnaire(s) [if needed; 1 for each child]

What to Bring to the Interview:

- ☐ Folder with paper materials for the case containing the following items as needed
- ☐ Parental Permission Form(s) [one for each target child in the HH]
- ☐ Child Assent Form(s) [one for each target child aged 8+ in the HH]
- ☐ School Information Form(s) [one for each target child 12+ in the HH]
- ☐ Teacher Permission Form(s) [one for each target child 5-11 in the HH]
- ☐ PCG Respondent Booklet
- ☐ Child Assessment Booklet(s) [one for each target child in the HH]
- ☐ Child Respondent Booklet(s) [one for each target child age 8+ in the HH]
- ☐ Extra blank Time Diaries and extra blank OCG Questionnaires
- ☐ Weight Scale and Tape Measure
- ☐ Pencils and Blank paper
- ☐ WJ-R Easel
- ☐ Extra brochures

After the Interview:

- ☐ Complete Surveytrak entries for household and send/receive Surveytrak data
- ☐ Report your progress to your Team Leader
- ☐ Complete thumbnails and edit all paper materials
- ☐ Send items back to Ann Arbor (or to your TL for evaluation) via UPS with tracking number (record in SurveyTrak)

- All Permission, Information, and Assent Forms (yellow and pink copies)
- OCG Questionnaires
- Completed Time Diaries
- Child Assessment Booklets

APPENDIX F

EDITING CHECKLIST

CDS-II EDITING CHECKLIST

As you complete each interview in a household, please do the following:

CHILD ASSESSMENT BOOKLET: ONE FOR EVERY CHILD

- ☐ Calculate interview length and mark on the face sheet of the questionnaire.
- ☐ Edit the interview completely, making sure all entries are legible.
- ☐ Complete the Interviewer observation section.
- ☐ Mark edit length on the face sheet of the questionnaire.

OTHER CAREGIVER QUESTIONNAIRE: ONE FOR EVERY CHILD

- ☐ If the OCG questionnaire was completed through an interview and not SAQ, calculate interview length and mark on the front page of the questionnaire.
- ☐ Edit the interview completely, making sure all entries are legible.
- ☐ Make sure the OCG completed Section B in one booklet.
- ☐ Mark edit length on the face sheet of the questionnaire.
- ☐ Note in the Thumbnail if this questionnaire was administered by phone.

TIME DIARIES: TWO FOR EVERY CHILD

- ☐ Make sure the correct day, date, and child’s name are on the front of the face sheet.
- ☐ Make sure all entries are legible.
- ☐ Complete the Interviewer box on the front of the questionnaire (mode, edit length, etc.).
- ☐ Record interview length on the front of the questionnaire.
- ☐ Note on the inside of the face sheet any unusual situations or problems that coders should know about.
- ☐ Double check to be sure the entire 24-hour period is accounted for without gaps or overlaps.

APPENDIX G

4 DIGIT RESULT CODES

CDS-II 4 DIGIT RESULT CODES

Series	**Code**	**Description**	**SurveyTrak Result Type** (*sets result flag on first occurrence)	**SMS Result Type**
1000		**Completes**		
		Complete Interview	IW, FI, CO*, EL*	Complete
		Accepted Partial Interview	IW, FI, CO*, PR, EL*	Final Partial
1400		**Answering Machine / Service Reached**		No Contact
		No Message Left	NC	
		Message Left	NC	
1500		**Privacy Manager**		No Contact
		No Message Left	NC	
		Message Left	NC	
1600		**Pager, Fax, Modem, Text Messenger, TTY**		No Contact
		Pager, 2 beeps, Text Messenger	NC	
		Fax, Modem	NC	
		TTY	NC	
2000		**Bad Address, Bad Number**		No Contact
		First Wrong Number for R, List Only	NC	
		R Number No Longer in Service, List Only	NC	
		Respondent Not at Address (FTF only)	NC	
		Bad Address / Address Non-Existent	NC	
		Mail Returned, Forwarding Address Given	NC	
		Mail Returned, No Forwarding Address	NC	
		Complete Silence	NC	
		Strange Noise/Fast Busy	NC	
3000		**Not Answered, No Contact**		No Contact
		Ring No Answer/No one home	NC	
		Phone Busy	NC	
		Locked Building/Gated Community	NC	
4000		**Contact No Resistance, General Callback**		Callback
		Informant	CO*, CB	
		Respondent	CO*, CB, EL*	
4100		**Contact No Resistance, Best Time Known**		Appointment
		Informant	CO*, AP*	
		Respondent	CO*, AP*, EL*	
4200		**Contact No Resistance, Appointment Made**		Callback
		Informant	CO*, AP*, CB	
		Respondent	CO*, AP*, CB, EL*	

Series	Code	Description	SurveyTrak Result Type (*sets result flag on first occurrence)	SMS Result Type
4300		**Contact Initial Refusal**		Initial Refusal
		Informant	CO*, RE*, CB	
		Respondent	CO*, RE*, CB, EL*	
4500		**Tracking by Interviewer**		Tracking
		Respondent Tracking	NC, TR*, EL*	
		Contact/Other Tracking	NC, TR*, EL*	
4900		**Hold – Problem Review**		Supervisor
		Technical Problem	HO	
		Procedural Problem	HO	
5000		**Final Refusals**		Final Refusal
		Final Refusal, Respondent	CO*, RE*, FR*, FI, EL*	
		Final Refusal, Informant	CO*, RE*, FR*, FI	
		Final Refusal, Never Reached for Conversion	CO*, RE*, FR*, FI	
		Final Refusal, Conversion Not Attempted	CO*, RE*, FR*, FI	
6000		**Other Non-Interview**		Non-interview
		NI: Tracking Exhausted	CO*, FI, NI	
		NI: Incomplete Interview	CO*, FI, NI, EL*	
		NI: Permanent Condition	CO*, FI, NI, EL*	
		NI: Other Reason	CO*, FI, NI, EL*	
8000		**Non-Sample**		Non-Sample
		No Eligible Respondent	FI, NS	
		Deceased Respondent	FI, NS	
9000		**Study Specific Codes**		
		Incarcerated	FI, NS	

Result Types		Result Flags - Set once at the first occurrence of specified Result Type.	
Code	**Description**	**Flag**	**Result Type**
AP	Appointment	ApptFlag	AP
CB	Callback	ContactFlag	CO
CO	Contact	RCIndFlag	RE
EL	Eligible	TrackFlag	TR
FI	Final	EligFlag	EL
FR	Final Resistance		
HO	Hold		
IW	Interview		
NC	No Contact		
NI	Non-interview		
NS	Non-sample		
PR	Partial Interview		
RE	Resistance		
TR	Tracking		