



Child Development Study Wave III

Study Guide

September 2007

Project [REDACTED]

	
 (Mountain).....	
 (Central)	
	Field Help Desk.....	
	ISR Respondent Toll-Free Line.....	



ACKNOWLEDGEMENTS

Many people have contributed their expertise and effort to the Child Development Supplement-III including the Project Directors, Study Staff, Programming and Systems Staff, SRO Staff, Field Managers, and Survey Managers.

However, it is necessary to highlight the exceptional work performed by the Pre-test Interviewers. These individuals need to be acknowledged for their hard work with evaluating the study procedures, testing the interviewing instruments in the field with respondents, and evaluating the training process. Their hard work, flexibility, and suggestions for improvement have been a fundamental part of the development of the CDS-III.

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

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SECTION I: INTRODUCTION TO THE STUDY

PART A: OVERVIEW OF THE STUDY

Field Schedule Training activities for the Child Development Supplement-III will occur in September 2007. The data collection activities will take place October 1, 2007 - February 29, 2008.

Following are the project schedule dates for Child Development Supplement-III Study:

Sept. 16-17, 2007Team Leader Training
 Sept. 20-25, 2007Study Specific Training*
 Oct. 1, 2007 – Feb. 29, 2008.....Data Collection

*See your training memo for your exact dates.

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 have been taking place, public policy targeting families and children, especially those at the bottom of the economic ladder, has also changed fundamentally. At the time the CDS-I was initially 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. CDS 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 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 PSID. 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 was fielded in fall 2002-spring 2003. We re-interviewed the same children from CDS-I, then ages 5-18 years of age.

The third wave of the CDS fielded from fall 2007-spring 2008 will re-interview children currently ages 10-18, who have participated in either CDS I or CDS II.

Much of the same information will be collected from parents and the children, as well as data addressing issues relevant to the adolescent stage. The content domains in CDS-III 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 almost 40 years of data on the families that it follows.

Welcome to the CDS!

Background on PSID

The Panel Study of Income Dynamics (PSID), in its thirty-fifth wave of data collection, 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 or bi-annually since 1968. From 5,000 families in 1968, the study has grown to include over 8,500 families.

Most of the information collected is about family composition and changes (marriages, divorces, births, deaths, people moving in and out), income sources and amounts, employment, pensions and wealth. We also ask about housing, education, vehicles, health, and money spent on food, healthcare, and school. Our main focus is to learn how family composition and financial factors interact with each other and how they change over time.

The PSID sample is nationally representative—analysts can use the data to draw conclusions about all families across the nation. The study is also longitudinal—we go back to the same individuals and their families each wave. What makes this data stand out from others dealing with the same

subjects is that we follow individuals over very long periods of time in the context of their family settings, and we keep adding new generations of our families to the study by following those who move away from the main family we interview. These new cases are called split-offs. This is the only way it's possible to see changes over time and determine their causes. And because we interview all eligible children of study families when they become adults, researchers can examine trends across generations of the same family.

Researchers from all over the world use PSID data to investigate questions of income and expenditures, wealth, pensions, welfare, health, marriage, divorce, child-bearing, aging, child development, education, geographic mobility, housing, intergenerational effects, labor supply, occupations, poverty, retirement, unemployment, and a host of other topics.

With all this information about the study families, researchers can analyze the effect of certain factors on others. For example, how does divorce, health, or education level affect income? Does having moved several times affect a child's development? In addition, because we interview adult children of sample members when they move out and form their own households, analysts can study the ways in which the circumstances and behaviors of one generation affect the opportunities and behavior of the next.

The enormous usefulness of long-term economic and social data from a national sample of families has made the PSID one of the most widely used social science data in the world. No one else has interviewed two and three generations of the same family or done it for such a long time. Researchers know that changes in income, health and wealth are all interconnected. To understand these changes, they need a study that gathers information on all these topics, has a nationally representative sample, and gathers the information from the same families each time. The PSID is the only study *in the world* that does all three of these things.

New in 2005 and repeated in 2007, is the addition of the Transition into Adulthood (TA) study. The respondents for this cohort include those CDS respondents who have aged out and are now 18-25 years of age. This project began in August 2007, and is scheduled to end in December 2007.

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

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. In addition, the United States Department of Agriculture (USDA) is funding a series of questions on food and nutrition.

Principal Investigators

- Frank P. Stafford, Ph.D., University of Michigan, Director of the PSID and Principal Investigator

Frank Stafford is Research Professor, Survey Research Center, Institute for Social Research, the University of Michigan, and Professor of Economics at the University of Michigan. Dr. Stafford has been Project Director and Principal Investigator of the Panel Study of Income Dynamics since 1996 and is currently Project Director of the Child Development Supplement. In his role Dr. Stafford has provided scientific oversight for all aspects of the data collection of the world's longest, national panel study.

- Jacquelynne S. Eccles, Ph.D., University of Michigan, Co-Principal Investigator

Jacque Eccles is Research Professor and Co-Director of the Child Development Supplement, Survey Research Center, Institute for Social Research, and Wilbert J. McKeachie Collegiate Professor of Psychology, Women's Studies and Education. Dr. Eccles is one of the leading experts on child and adolescent development, having written dozens of journal articles and books on the subject. She is past president of the Society for Research on Adolescence, the primary interdisciplinary professional association for researchers in this field, and was Chair of the MacArthur Research Network on Successful Pathways through Middle Childhood. She is a member of the National Academy of Education and a fellow in both APA and APS. Her seminal work on adolescent achievement motivation has been of critical importance in designing the adolescent component of the present study.

- Robert F. Schoeni, Ph.D., University of Michigan, Associate Director of the PSID & Co-Principal Investigator

Robert Schoeni is a Research Professor at the Institute for Social Research and Professor of Economics and Public Policy at the University of Michigan. Since 2001, Dr. Schoeni has been the Associate Director of the PSID, and he helped guide the collection of

CDS-II and TA 2005. He will serve as Co-Principal Investigator of the project. His work focuses on: the family; intergenerational transfers, including assistance provide to youth during the transition into adulthood; trends in disability; immigrant health status; living arrangements; welfare reform; workers' compensation; and displaced workers.

- Wei-Jun Jean Yeung, Ph.D., New York University, Co-Principal Investigator

Jean Yeung is Research Professor in the Department of Sociology and Senior Research Scientist at the Center for Advanced Social Science Research at New York University. She is also an Adjunct Research Professor at the Institute for Social Research, University of Michigan. Dr. Yeung's research interests are in poverty dynamics, family and children's well-being, and household demography. Her recent projects focus on examining the mediating pathways of family economic resources on children's well-being, parental time use with children, fatherhood, black-white achievement gap, and the impact of parental job loss on children.

- Katherine McGonagle, Ph.D., University of Michigan, Assistant Director of the PSID & Co-Principal Investigator

Katherine McGonagle is a Senior Research Associate at the Institute for Social Research and Assistant Director of the PSID. Since 2000, Dr. McGonagle has been responsible for the daily operations of the PSID, including providing day-to-day management and oversight of activities related to data collection, data processing, and dissemination. Dr. McGonagle is a social psychologist with more than 15 years of experience managing and analyzing data from large national surveys. She has authored many scientific articles in the areas of health, well-being, and survey methodology, especially issues of mental health. She is currently involved in research based on the PSID and CDS that explores intergenerational connections in obesity and asthma between children, parents, and grandparents.

Who Are the Respondents?

The respondents in the Child Development Study-III are families with children ages 10 to 18 who completed a 2007 PSID interview and either the 1997 or 2002 Child Development Study. 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 C* for additional information on this topic).

THE CHILD

Up to two children, ten to eighteen years old, per Family Unit (FU) 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 CDS and in the 2007 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 and about the household environment, 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-II (2002) and the 2007 PSID core interview. It is important to verify who the PCG is at this time 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 PCG interviews 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 family, 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 complete an interview for each child.

INTERVIEWER!

You are 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 in the Interviewer Observations at the end of the Interviewer administered questionnaires.

PART B: OVERVIEW OF INTERVIEWER TASKS

General	<p>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.</p>
Review Your Sample	<p>Take the time to review the information on each sample line and read the 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.</p> <p>You also need to prioritize your sample based on location. If you have two sample lines 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 sample lines in the same household (cases where families have moved in together). You would definitely want to schedule these together, if at all possible.</p>
Pre-Contact Letters	<p>You will receive pre-contact letters in your bulk materials. You should mail the letters 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 the past and will 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 help in gaining cooperation for the Interviewer's initial contact with the household.</p>
Contact the Household	<p>Once you have sent the pre-contact letter and allowed time for it to reach the household, you are ready to contact the household. In order to complete the Coverscreen, <u>you must first locate one of the children</u> and speak to the primary caregiver of the child.</p>
Complete the Coverscreen	<p>After you have located at least one of the CDS children in the household, you will complete the Coverscreen Blaise instrument. In this interview, you will verify the household members and study respondents.</p> <p>You will also describe the details of what the interview will involve and set</p>

up an appointment time for an in-person interview. It is important to fully explain what will be expected of the household members that have been selected to be interviewed.

It is very important that the Coverscreen is completed correctly. The information contained here determines how many sample lines will be spawned for the case.

**Send the CDS
Family an
Interview Packet**

After talking to and confirming all of the appropriate information with the primary caregiver, send the Interview Packet, which includes:

- An introduction letter
- Paper time diaries (2 per child)
- PCG/OCG Respondent Booklets (if needed)

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 and OCG interviews by phone before you visit the household. If you decide to do this, you should include a PCG or OCG Respondent Booklet in the Interview Packet that you send to the household. Otherwise, you can provide them when you visit the household. In your bulk supplies you will have envelopes large enough to send all the required documents, as well as stamps. You will send the packets via the U.S. Postal Service.

**Complete the
PCG
Interview(s)**

Once the PCG has received the Interview Packet, including the Respondent Booklet, you may complete the PCG Interview by telephone, which is the preferred mode. If possible, you should complete this interview before going to the household to complete the Child interview.

**Organize
Materials**

This step involves actually setting up the materials for the household. Your bulk materials will include the materials you will need to complete your household cases. You must determine what materials this household will need and organize them.

You will be provided with clear plastic envelopes in which to store the materials for each case when visiting the household. These are large enough to fit all the necessary material for a household visit. Assemble all of the materials for each case and keep it organized and safe in this envelope. You should take the envelope 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 in order to conduct the Child interview. For CDS-III, these consent forms will be on the tablet computer and will require electronic signatures. *Chapter 3: Informed Consent*

explains more about the permission forms. In general:

When you visit the household, you need to obtain a permission form signed by a parent or legal guardian for each child **before** starting the Child CAPI interview/assessments or before any attempt to contact the children themselves to set an appointment. In addition, each child will be asked to sign an interview *assent* form before they take part in the assessments or CAPI interview.

You will also be asked to collect a little information from the PCG regarding the Child's school at the very beginning of the Child interview.

While at the household, you will interview each selected child and review the time diaries. You may also interview the PCG or OCG if not previously done by phone. Remember, it is acceptable to interview the PCG or OCG later by phone. You should not plan a return face-to-face visit just to complete the PCG or OCG interviews, but just follow up on the 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 and other 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 V: Administering the Overall Process* and *Section VI: Field Notes* about tips and strategies for working through the various components of the study.

Complete Interviewer Observations and Report Progress

As soon as possible after the Child interview is complete and after you have left the household, you will 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. Keep all completed materials together in an envelope or folder to make sure they do not get lost.

Complete the OCG Interview

If you have not already done so, you will complete the OCG Interview by telephone, the preferred mode.

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 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. You will also need to record the tracking number in the Control Tab which is part of the View/Edit group of tabs in SurveyTrak.

SECTION II: SURVEYTRAK

PART A: SURVEYTRAK INSTRUCTIONS

SurveyTrak

SurveyTrak is the sample management system you will use to help manage your work on the CDS. The basics of the SurveyTrak program are described in the **SurveyTrak Manual**. SurveyTrak is a very robust program and the SurveyTrak manual includes descriptions of the how to navigate in the program and information on more advanced features.

This section of the CDS Project Manual describes the SurveyTrak features unique to the CDS.

Introduction to the CDS SurveyTrak Project Design

There will be three CDS 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 to use. There will also be a stand alone application for practice with the cognitive assessments.
- **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.
- **Production Directory:** This contains your production sample. You will use this project when you contact or attempt to contact a Coverscreen line.

The first thing you'll notice when you enter SurveyTrak is the appointments/projection window that opens (*see figure 2.A.1*). The top portion of the window shows any appointments and any information that you may have entered into the planner. The bottom portion of the window is for you to project the hours that will work on any project that you may currently have in SurveyTrak. This is a new feature of SurveyTrak and you will learn more about how we use it at training.

Appointments/Projections					
Project	Sample Line	Call No.	Appt. Date	Appt. Time	Notes

Project	Day	Week Of	Contact Window	Hours	Cumulative Hours	Notes	Specify

Figure 2.A.1

The screenshot shows the SurveyTrak application window for a project named "SCRN-CDS-TA Test Project 1". The interface includes a menu bar (File, Edit, Tools, Help) and a toolbar with various icons. Below the toolbar, there are tabs for "CDS", "TA", "SCREENER", and "ALLFINAL". A sub-menu is open showing options: "CDS Sample", "CDS Address", "CDS Transfer", "CDS Transfer History", and "CDS Finalized".

RC Ind	Sample ID	Result Code	Result Date	IW Status	Wizard Actions	Sample Type	HH Obs Priority	Tel Calls	FTF Calls	Last C Mod
		0000	00/00/0000			CS1		0	0	0
		0000	00/00/0000			CS1		0	0	0
		0000	00/00/0000			CS1		0	0	0
		0000	00/00/0000			CS1		0	0	0
		0000	00/00/0000			CS1		0	0	0
		0000	00/00/0000			CS1		0	0	0
		0000	00/00/0000			CS1		0	0	0
		0000	00/00/0000			CS1		0	0	0

Below the table is a form with the following fields:

- Name:
- Address1: Apt/Suite: Phone:
- Address2: Ext:
- City: Phone2: ()
- State: Zip Code: Ext2:
- Country: Letter Sent:
- Letter Status: 0
- Time Zone: Eastern
- Case Notes:

Figure 2.A.2

The second thing you'll notice when you enter one of the CDS SurveyTrak projects is that the design of SurveyTrak is new. There are actually three group types (studies) inside the one CDS SurveyTrak project. Those projects are Screener, CDS and TA (see Figure 2.A.2). (There is also an All Final tab that will contain finalized cases from any of the study parts you may work on).

Each one of those group tabs has a regular set of SurveyTrak tabs associated with it. The Sample, Address, Transfer, Transfer History and Finalized Tabs will display the information for the group tab that is currently active. To tell which group is active you can look at the Sample, Address, Transfer, Transfer History and Finalized Tabs and the group type active should be before the name of the tab (*see Figure 2.A.3*)

For our purposes here, we will only focus on the CDS group (project).

Another striking feature of this new design of SurveyTrak is that it will spawn individual lines based on the information you collect at the household level in the Coverscreen Blaise interview. When you first receive your sample you will see one line per household (xxxx-xxxHH1). Once you complete the Coverscreen for that line, the following lines will be created (xxxx-xxx represents the Sample ID).

- xxxx-xxxHH1PCG1 line – for accessing the telephone interview for the Primary Caregiver
- xxxx-xxxHH1CH1 line – for accessing the face-to-face child interview (including the Woodcock-Johnson assessments)
- xxxx-xxxHH1OCG1 line – for accessing the telephone interview for the Other Caregiver
- xxxx-xxxTD1 line – for managing the status and mailing of the weekday and weekend Time Diaries.

If there are two children in the household, additional lines for that child will be created (PCG2, CH2, OCG2, TD2). And if the second child lives in another household, a second Coverscreen will be created.

As you probably realize by now, managing the CDS-III sample will be a complex task. Here we will go over a few basics and the details of the SurveyTrak system that makes this possible.

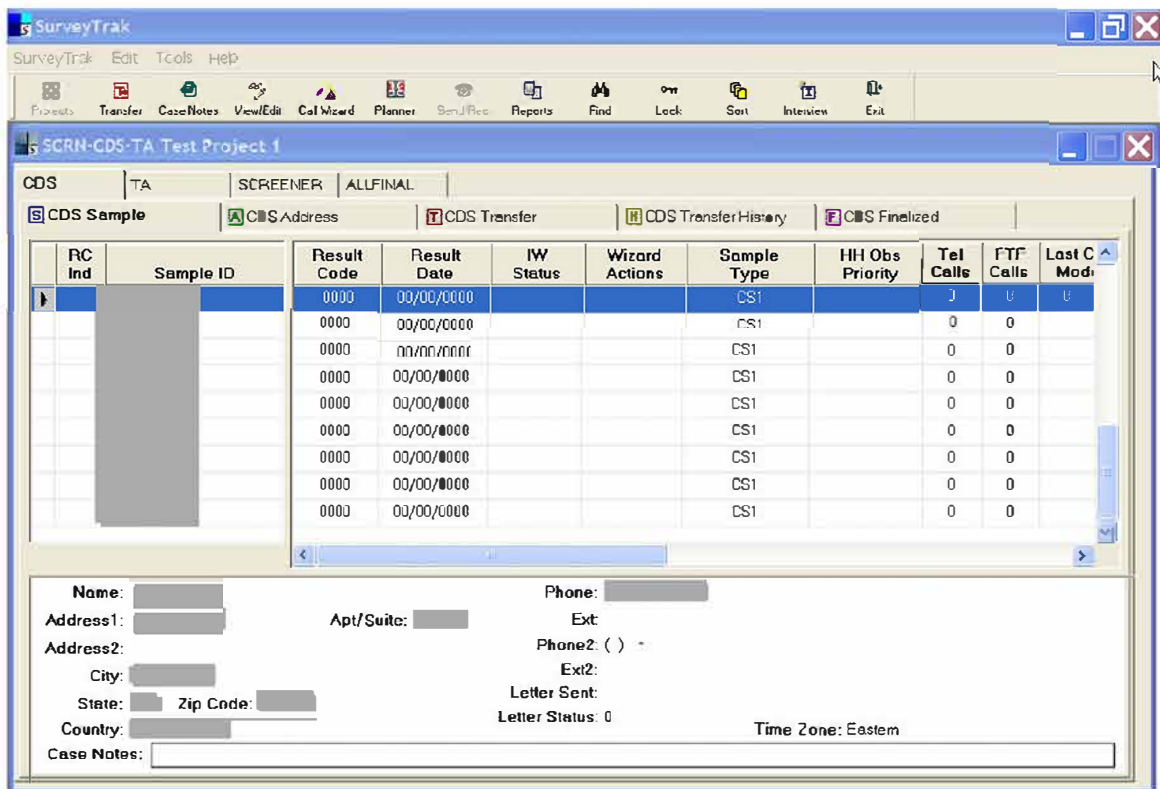


Figure 2.A.3

CDS Tabs The CDS project will be pre-loaded with lines for households having a CDS eligible child – that is, children currently 10-18 years old who participated in CDS in 1997 or 2002. There is one Coverscreen line loaded for each household. After completing the Coverscreen, SurveyTrak will generate the appropriate lines based on the information you have entered. A Coverscreen can generate up to nine additional lines.

The CDS tabs are used to track your work in contacting the respondents and to access the various Blaise questionnaires. You will enter a call record for each contact attempt, selecting the mode of contact, result code, entering a telephone number if applicable, date and time of appointment if there is one, and a description of the contact attempt.

When you complete an interview with a respondent, the final completed result code is automatically assigned by SurveyTrak. Once you complete all Call Wizard actions for that line, it is transferred to the finalized tab. Your work with the line is complete, but the sample line will remain in your computer under the finalized tab until all of the related lines have been completed. Once the other lines have been completed they will be pulled from your laptop.

Most of the tabs and columns in SurveyTrak for the CDS project are standard. There are some unique items for the CDS.

From left to right, the columns in the top pane of the Sample Line Tab are:

RC Ind - This field indicates refusal conversion cases.

Sample ID - The ID number for the sample line.

Result Code - The result code of the most recent call.

Result Date - Date of the most recently recorded result code.

IW Status - If this field is blank, it means that the interview has not been started. Otherwise, this field will indicate whether the case is complete or suspended.

Wizard Actions - Indicates whether or not the relevant Wizards have been completed.

Sample Type - Indicates the type of line (PCG, OCG, Child, Time Diary). This is to be used when you want to sort all of a particular sample type together.

HH Obs Priority - This flag indicates which PCG has the priority to receive the household observations.

Tel Calls - Shows how many calls have been made on the case.

Face to Face - The number of face-to-face contact attempts for the case.

Last Call Mode - Indicates the mode of the most recent result code.

6th Call No Contact - Indicates that 6 consecutive calls were made to a HH and no contact was made.

Contact Obs Sum Status – Indicates the status of Contact Observations (complete, incomplete, null)

Iwer Obs Status – Indicates the status of Iwer Observations (complete, suspended, null)

Letter Status - Indicates the status of the letter requested.

Rel # - Indicates which release the sample line was in.

Language- This flag is set during the Coverscreen if the PCG speaks Spanish.

Weekday Diary - Indicates the weekday that was selected for the time diary. This information is only on the time diary line that is generated.

Weekend Diary - Indicates the weekend day that was selected for the time diary. This information is only on the time diary line that is generated.

Bottom Pane	The bottom pane of the Sample Line tab contains the respondent's name, address, phone number, time zone, country, date letters were sent, and information about related CDS lines (SID and name).
--------------------	---

Address Tab	Another way to view respondent name and address information is through the Address Tab. By clicking on this tab, you will see respondent information displayed in a table. The bottom pane of this tab displays the status of the case in the left-hand column. The second column indicates the number of calls on that case and the last result date.
--------------------	--

Finalized Tab	The finalized tab is where all the lines assigned a final result code are moved automatically. The display of information and columns on this tab is exactly the same as in the Sample Line Tab.
----------------------	--

Control Tab	The control tab contains entry fields for mailing of taped interviews for quality control (see <i>Figure 2.A.4</i>).
--------------------	---

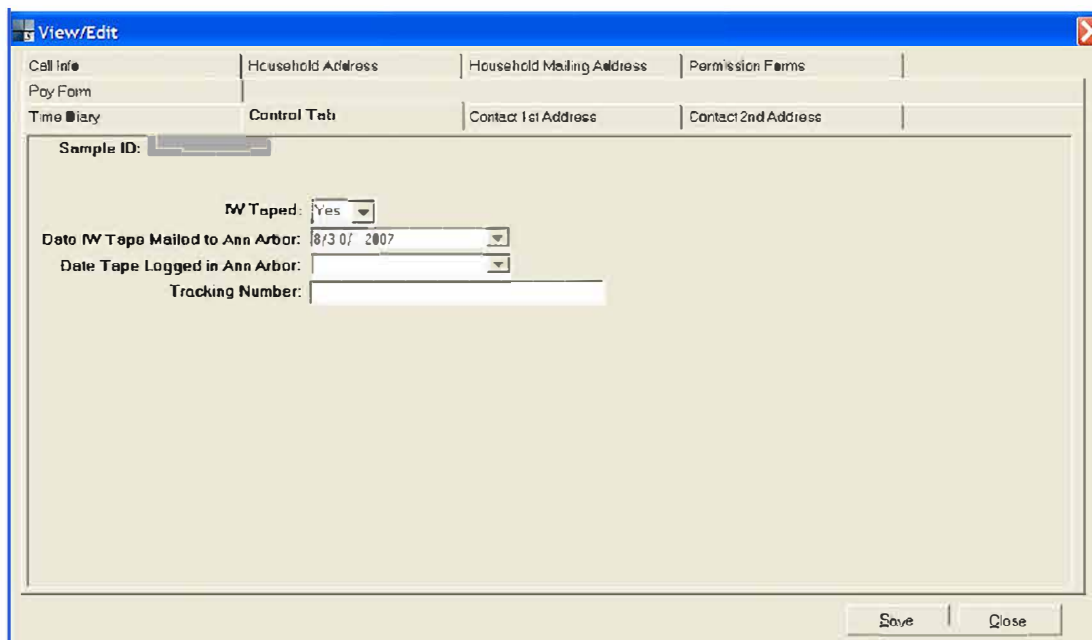


Figure 2.A.4

Permission Form Tab	The permission forms tab contains the parent consent and child assent forms. Each type of form is accessed here and launches in an external program to be signed. Once a form has been signed it displays the date it was signed (see <i>Figure 2.A.5</i>).
----------------------------	--

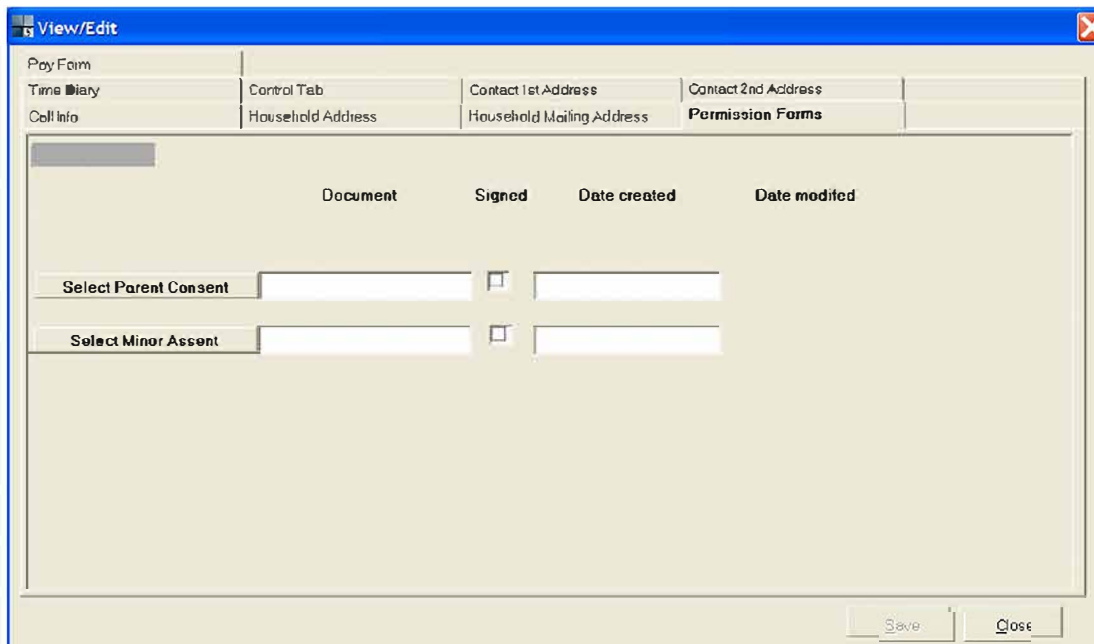


Figure 2.A.5

Pay Form Tab

The pay form tab contains the payment receipt that you will need when offering cash as the token of appreciation. The receipt is accessed here and launches in an external program so it can be signed by the respondent. Once the receipt has been signed it displays the date it was signed (*see Figure 2.A.6*).

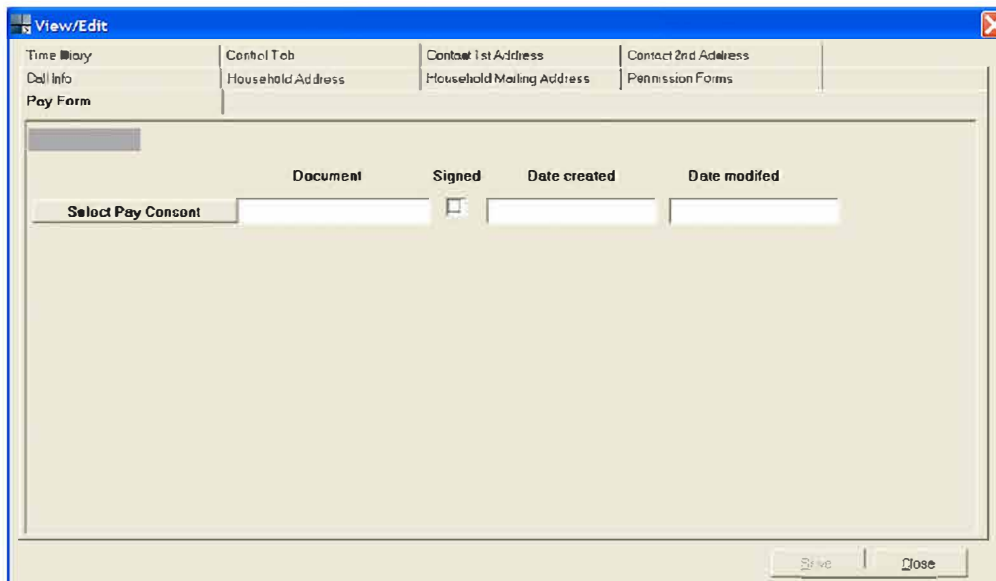


Figure 2.A.6

CTT Update Tab

The CTT Update tab contains any address updates that are entered from Ann Arbor. You will be sending out the prenotification letters on the study. Any letters that cannot be delivered will be returned to Ann Arbor. If a new address is given by the post office, it will be entered by Ann Arbor staff and appear here (*see Figure 2.A.7*).

Figure 2.A.7

Time Diary Tab

This tab collects information related to the time diaries and acts as a control tab when sending them to Ann Arbor. You will enter information from the time diary cover -- mode of time diary, who filled out the time diary and date and length of review and editing (see Figure 2.A.8).

Figure 2.A.8

Time Diaries

During the completion of the CDS Coverscreen a weekday and a weekend day will be randomly selected for the child to complete a time diary. You will mail the time diaries in advance and you pick them up at the time of the face-to-face interview. You may need to follow up with the child to complete the time diary, so a time diary line is generated in SurveyTrak to record all information related to completion and return of the time diaries. There is no Blaise interview connected to this line, so the IW button is disabled. If you mistakenly click the IW button you will receive a message that says:

"There is no interview connected to this line."

As you continue to work to get the time diaries completed and returned, contact attempts will be entered and tracked through the call wizard (see Figure 2.A.9). You will be asked to record the status of each diary. There is a status for the weekday diary and one for the weekend diary. The status for each diary will be blank when recording the first call attempt. At each contact, you will update the status to either pending or complete depending on the outcome of your contact. The time diary line is considered complete when both time diaries (weekday and weekend) have been assigned a status of complete. If either of the diaries is pending, the time diary line has a suspended status.

The screenshot shows the 'Call Wizard' window with the following data:

Call #	Iwer	Call Date	Call Day	Call Time	Phone # Called	Mode	Result Code	Contact Window Code	Resistance	Iw Probability
1	2518244	03/29/2007	Wednesday	04:05 PM			0000			

Below the table, the 'Call Info CDS/TA/SCR' section contains the following fields:

- Call #: 1
- Iwer: [text box]
- Mode: [dropdown menu]
- Phone # Called: [text box]
- Call Date: 8/29/2007
- Call Time: 04:05 PM
- Result Code: 0000
- Contact Window Code: [text box]

The 'Notes' section contains two dropdown menus: 'Wk Day Status:' and 'Wk End Status:', both of which are circled in red.

At the bottom, there are buttons for 'All Notes', 'Case Notes', 'CaseTrak', 'Insert', 'Delete', 'Modify', 'Back', 'Next', and 'Close'.

Figure 2.A.9

Permission Forms and Electronic Signatures

We will be using the Fujitsu tablet PC to capture electronic signatures to document informed consent and receipt of cash tokens of appreciation. You will not be able to access a child interview until both the Parent Permission and the Child Assent forms have been signed.

Consent Forms

You will access the appropriate forms via the Permission Forms tab within the View/Edit menu. You will select the type of form you need (parent/guardian, minor) and the form will open using a software package called Journal. The area for the respondent or parent/guardian to fill out is at the bottom of the form and he or she will use the stylus just like a regular ink pen to complete the necessary information. Once the signature has been obtained, you can close the document by clicking on the X in the upper right hand corner. When you close the document, a series of messages will pop up:

- First, you will be prompted to save the document.
- Next, you will be asked to verify that a signature was obtained.
- Then asked to confirm the date and time of signature.

SurveyTrak stores the form with a date and time stamp and on your next send/receive to Ann Arbor, we receive a copy of the signed electronic form for our files.

Payment Receipt Form

The payment receipt form is in an electronic format rather than a paper document. The respondents have the option of being paid by check or with cash. These questions are a part of the Blaise instrument. If the respondent would like to be paid by check, project staff will handle this request. No payment receipt form is needed if a respondent would like to be paid by check.

If the respondent prefers to be paid in cash, a payment receipt form is required. SurveyTrak checks against the Blaise payment questions to see if the payment receipt form is required. If a payment receipt form is required, it will be accessible to be signed after the interview has been completed. SurveyTrak will direct you to the Payment Receipt Form tab and functions in the same manner as the consent/assent forms discussed earlier.

You **MUST** get a signed receipt if you give a respondent a cash payment. This is the receipt that will be used to reconcile your expenses in Tenrox.

Completing Observations

In addition to the call records you make in SurveyTrak, the observations you complete during your work in the field provide important details about the status of your cases. In the CDS, there are two types of observations:

- Contact Observations
- Interviewer Observations for Coverscreen and Child Interview

SurveyTrak will bring up the observations to fill out at the appropriate time, based on result codes.

Contact Observations are completed the first time you make contact with a household and on every refusal with the household. If the line is a time diary line the contact observations are only required when a resistance result code is assigned. They will come up one more time after an interview has been completed. These observations are triggered by the entry of a result code indicating contact was made (for example, an appointment was set). There are two contact observation questions related to respondent concerns.

Interviewer Observations are only made for all completed CDS Coverscreens and Child Interviews. You will be asked to provide any information about the Coverscreen that may help us understand any confusing or unusual family situations. There is only one open-ended question and you should be as thorough as possible in completing it. The more extensive interviewer observations appear after you have completed the child interview. They are to be completed only after you have left the household. They consist of brief questions about assessments you administered to the child during the interview, questions about the PCG and about the interview and household (conditions of the house). You will also answer questions about your observations of how the PCG and the child interacted while you were in the household, if applicable.

Follow-Up Letter Requests

You will be able to request follow-up letters through the Letters module in SurveyTrak. You can access the Letters module from the Edit menu.

The following are available for request.

Sympathy	Payment Problem
Refusal/Resistance	Hard to Reach
No Phone	More Info
Confidentiality	

Interview Probability

Later in the study period (at which time you will hear more about it on a team conference call), you will be asked to record the likelihood the sample line will result in a completed interview (1001) by the end of the study. This option will become active when you assign an initial resistance (4300 series) result code. Later on we may add additional result codes that will trigger the interview probability questions to come up. The probability values will be:

- 1= High
- 2= Medium
- 3= Low

The rating is recorded within the Call Wizard.

Level of Resistance

When a result code indicating informant/respondent concerns (4300 and 5000 series) is assigned you will be asked to rate the level of resistance. The rating scale is:

- 1 = High
- 2 = Medium
- 3 = Low

The rating is recorded within the Call Wizard.

PART B: RESPONDENT PROFILES

Overview	The Respondent Profile (Profile) is an option that stores and displays certain information about a study family that has been gathered in previous waves.
Important Note	Information in the Profile is <i>strictly confidential</i> and should be viewed only by the interviewer. It cannot be printed.
Viewing Profiles	<p>The Profile cannot be open in SurveyTrak at the same time as the interview.</p> <p>To view a Profile for a particular Sample ID, select the Sample ID on the Sample Line or Address tab. From the SurveyTrak drop down list select “Profile”. This will open a window containing detailed information about the selected line. To view all the information, use the scroll bar on the right. To exit the profile, click on the “X” in the upper right-hand corner of the window.</p>
Included information	<p>Case identifiers—Sample ID, address, phone and last wave’s family listing</p> <p>Past problems—any IW problems, whether a persuasion letter was sent, the type of letter and the letter text</p> <p>Iwer Notes—The Iwer’s observations, and call notes from both 2007 PSID and 2002 CDS</p> <p>Contact info—The 2007 Contact and Finder Information</p>
Some Explanations	<p>Interview type—Whether the case was a Reinterview, Splitoff or Recontact in PSID.</p> <p>Persuasion letter sent—This lets you know that we wrote to the family the previous wave. It could be a sympathy letter, a payment problem letter, a hard to reach letter, or a genuine persuasion letter.</p> <p>Letter text—The text of the letter (or letters, if more than one was sent) is also included.</p> <p>Missing information—Some information (such as the relationship for contact people, proxies, etc.) won’t appear if it wasn’t obtained by the previous wave’s Iwer.</p>
Example	An example Profile follows on the next two pages.

Example

2007 Child Development Supplement Respondent Profile

CDS Sample ID: 0001.234

Information:
Phone type: CELL Name listed: [REDACTED]
[REDACTED] [REDACTED]

CDS Children in FU:

<u>Child</u>	<u>Name</u>	<u>Age</u>
1	[REDACTED]	17
2	[REDACTED]	12

Others in FU:

<u>Name</u>	<u>Age</u>	<u>Relationship to Child #1</u>	<u>Relationship to Child #2</u>
[REDACTED]	17	Mother	Mother
[REDACTED]	12	Father	Father

PSID 2007 Main Family Information:

Main Family Sample ID: [REDACTED] Interview Type:
Contact #: [REDACTED] Main Family Interviewer: [REDACTED]

Phone type: CELL Name listed: [REDACTED]
[REDACTED] [REDACTED]

Persuasion Letter(s) Sent: Y, # of Letters: 1, Letter Type Code-Text: (08-Split Off)

Language Used for IW: English

Time Zone: CST

PSID 2007 Family Listing:

<u>Name</u>	<u>RTH</u>	<u>Age</u>
[REDACTED]	MALE HEAD	23

PSID 2007 OBSERVATIONS:

[All observations for the case from the most recent wave of PSID will be displayed here]

PSID 2007 Contact and/or Finder Information:

Contact Person #:1

to PSID 2007 Main Family Respond

Phone type: HOME Name listed:

[Redacted]

Contact Person #:2

Relationship to PSID 2007 Main Family Respondent: BROTHER

[Redacted]

PSID 2007 Call Records:

[All call records for the case from the most recent wave of PSID will be displayed here]

2002 CDS OBSERVATIONS:

[All observations for the case from 2002 will be displayed here]

CDS 2002 Call Records:

[All call records for the case from 2002 will be displayed here]

Persuasion Letter Sent: (Y/N) **Letter Type:** *[Code of Persuasion letter type will appear if applicable]*

Letter Text: *[The text of any letters from PSID staff will be displayed here, if applicable]*

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SECTION III: CDS QUESTIONNAIRES

CHAPTER 1: COVERSCREEN

PART A: SUMMARY NOTES FOR COVERSCREEN

Respondent	Primary Caregiver (preferred) or any adult living in the household.
Mode of Administration	Telephone/CAI in Blaise
Main Objective	The Coverscreen is used to verify information about the preloaded CDS children and determine who their PCG's and OCG's are in order for the program to generate the appropriate sample lines for each respondent. In addition, within the Coverscreen the program generates randomly the Time Diary days for each child.
Notes and Rules	<p>The Coverscreen is the only line preloaded for each household in the sample. Since it's used to obtain information that determines the respondents as well as the structure and flow of all the other portions of the interview, it must be completed before any of the lines for all of the other components of the case are spawned. This is why it is extremely important that it gets completed accurately. The consequences of entering wrong information in the Coverscreen are long and costly:</p> <ul style="list-style-type: none"> • Interviewing FU's where the CDS child is actually ineligible • Not interviewing a FU where the CDS child is eligible • Interviewing the wrong PCG or OCG • Passing bad data to subsequent interviews • The age and grade of the CDS child determine many, many skip patterns in all of the interviews <p><u>Before</u> you begin the Coverscreen, you must verify that you are speaking to the primary caregiver of at least one of the CDS children, or an adult who lives in the household, AND that at least one of the CDS eligible children lives in the household.</p> <p>Within the program there are two checkpoints (confirmation screens) to assist you in preventing the wrong lines being spawned. The first is right after you confirm or update the preloaded information. You are asked to do a review and make final changes. The second checkpoint is at the</p>

end of the Coverscreen where we list all the sample lines that will be generated when you complete the interview and ask you to verify that it is correct. If you are unsure whether the information is correct, you need to suspend the interview and consult with your TL. If you know that the sample lines about to be spawned are incorrect, you will suspend the interview and RESTART it.

At the end of the Coverscreen you need to make (or at least attempt to make) all appointments for the interviews within the household--PCG, Child, OCG. You will be given a planner to assist you in arranging all your appointments.

PART B: DETAILS ON THE COVERSCREEN

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 SurveyTrak. 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. **You must find at least one of the CDS children before you begin the Coverscreen.** The introduction screen in the Coverscreen itself 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. You will have time to practice this introduction at training.

Household List

The household will be preloaded with the names of expected CDS children as well as all other individuals listed as living in the household at the end of the PSID 2007 interview. However, you will need to confirm that each CDS 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 that will determine whether the child is still eligible to participate in the CDS study, and the subsequent path to follow, depending on why the child has moved away.

In updating the household list you will ask about each individual prelisted and whether they are still living in this household or have moved out. For each individual you will ask their name, age, and relationship to the CDS child. In addition you will ask and list all other individuals who have moved into this household and were not preloaded. Each prelisted individual--CDS children and all others--will be assigned a status code.

To indicate the status of each person in the household you will use one of the following status codes:

- FU member (see Appendix H for more information)
- Living with someone else. **Used for CDS Children only.**
- Moved out on (his/her) own
- Died
- Jail
- Military
- Education
- Health
- Other Institutional

Depending on the status code assigned to the CDS child, and the follow up questions, we will determine whether the child is still eligible to

participate in the study or not. For example, if the child has moved out and is now living with someone else, he or she is still eligible to participate in CDS. If this is the only CDS eligible child you will suspend the Coverscreen and contact the household where the child is now living and conduct the interview with an adult living in that household. If there are two CDS children in the household and one has moved out, upon completing the Coverscreen SurveyTrak will spawn a new household line that will have SID extension HH2.

Child Eligibility Flag

After the **Status** for each preloaded CDS child is assigned and all follow up questions are completed, the program will assign an eligibility flag to the children. The additional information considered to determine the child eligibility are **Age and Grade** (if still in school). The eligibility flag will be used to either continue with the interview or advise you that you have no eligible children to interview and need to code the case appropriately. You will run across situations that you may be unclear why a child is determined as ineligible. In these cases you should **suspend the Coverscreen and contact your TL immediately** to get advice on how to proceed.

In general we will consider as eligible to interview children that fall into the following categories:

ELIGIBLE IF:

- 1) In FU
- 2) Living with Someone Else (create second HH)
- 3) In the Military
- 4) Away at School

NOT ELIGIBLE IF:

- 1) In Jail
- 2) In Health Institution
- 3) In Other institution
- 4) Moved Out on his/her own

Child Information Update

The Coverscreen will display preloaded information about each CDS child in the household including name, gender, date of birth and grade attending in school. Confirm the spelling of the name and all other information.

Identify “Primary Caregiver”

The Coverscreen questions will guide you through the selection of the primary caregiver. Most likely you will be talking to that person, but it is necessary to ask each question as listed. The respondent may say that there are two adults who take care of the child equally; see Appendix D for guidelines on determining the PCG.

If there are two CDS children in the household you will ask the OCG questions for each child. Most of the times the same PCG will be listed for both children, but it is possible that there will be two CDS children in the same household who each have a different PCG.

Identify “Other Caregiver”

Again the Coverscreen questions will guide you through the selection of the other caregiver. You will be asking if there is another person, age 18 or older, living with the child who helps take care of the child; see Appendix D for guidelines on determining the OCG. You will also need to 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 an appointment for each respondent. 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-III, the PCG will be sent a check of \$75 upon completion of the PCG interview(s) (not the Coverscreen), the OCG will be sent a check of \$20 upon completion of the OCG interview(s), and each child will be sent a check for \$40 after completion of the Child interview. You should be prepared to pay the child in cash, since you will be face to face for that interview.

Note: if there are two children in the household, the PCG and OCG will only receive one payment each even if they do two interviews, one for each child. This will be paid upon completion of their first interview.

Time Diary

You will need to explain to the PCG that you will be sending two time diaries for each CDS child to fill out 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 assist the CDS Child to fill the diaries out completely and carefully. Use the script on the 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 are two children in the household, the time diaries will need to be filled out on the same days for both children. Make a note of the days of the interview, weekday diary, and weekend day diary. You should ask the PCG to have the child complete the time diaries themselves, as much as possible. Only if needed should the PCG assist them.

Set Appointment Time for the Child Interview

There are several things to keep in mind when setting up the appointment for the Child Interview (face-to-face).

- Try to set an appointment time when the primary caregiver and (both) child(ren) will be home so you can do the interview(s) in one visit if possible.
- Tell the respondent about how long the interviews will take, to make sure that you have sufficient time to do the interview during the visit. If necessary, make sure the respondent understands that if there are two CDS children in the household, there will be a PCG and OCG interview for each child.
- Make sure the respondent understands that you will be interviewing him/her and the child(ren) selected for the study, and that either the PCG or OCG has to be present to sign the consent and that an adult (over 18) has to be there throughout the Child Interview. Also make sure they understand that you will be sending Time Diaries that should be filled out before you come for the interview appointment.
- Note that you will also set up a time for the PCG and OCG interviews at this time, allowing time for them to receive the Interview Packet containing the Respondent Booklets.

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 respondent booklets (if necessary). Verify and update the PCG's address in SurveyTrak. After you have set up the appointment, mail the Interview Packet.

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 every 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.

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 should be included in the Interviewer Observations for the case.

CHAPTER 2: PRIMARY CAREGIVER

PART A: SUMMARY NOTES FOR THE PCG INTERVIEW

Respondent	Primary Caregiver (PCG), as designated in the Coverscreen.
Color of Booklet	Blaise instrument, Pink RB
Mode of Administration	Telephone preferred; face-to-face optional. The PCG interview should be administered before the Child interview. If necessary, it <i>can be administered</i> over the phone <i>after</i> 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	<p>There is one line for each PCG interview in a household. If there is only one CDS eligible child in the household, then there will only be one sample line for the PCG.</p> <p>The PCG interview contains questions centered on the targeted CDS youth, as well as questions concerning the PCG’s psychological resources, parenting attitudes and beliefs, social support, and interactions with the other caregiver, and home environment.</p> <p>Each PCG will complete a series of household level questions. If there two CDS children in one household, these will only be asked once from the PCG. A priority flag is assigned to indicate which of the two PCG interviews will launch the HH questions. For the priority PCG interview, the household level questions will be asked first, and then the child specific questions will follow. The priority interview containing the household level questions should always be completed first.</p>
Overview of the Instrument	<p>We obtain information from the PCG on:</p> <ul style="list-style-type: none"> • 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 OVERVIEW FOR THE PCG INTERVIEW

**Section J:
PCG – HH level
questions**

The HH level questions are only asked once per household. If there are two CDS children/adolescents with the same primary caregiver, the PCG-HH module will only be asked once between the two PCG interviews (PCG1 and PCG2). One of the PCG interviews will be assigned a priority flag to designate the household level questions. You should complete this interview first.

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.

**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 the child/adolescent 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	<p>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.</p> <p>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 or she is raised, visits, discipline, etc.</p>
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. 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.

CHAPTER 3: INFORMED CONSENTS

PART A: INFORMED CONSENT OVERVIEW

Introduction to Informed Consent Procedures

Informed consent is the term given to the communication process that allows individuals to make an informed choice about participation in a research study. This process is reflected in an informed consent document that contains specific, required information about the research study. The informed consent document serves as the formal authorization by an individual of their agreement to participate in the proposed research.

The human subjects in your project must participate willingly, having been adequately informed about the research. All participants must understand what they are agreeing to and the risks and benefits of their participation.

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

Obtaining permission should be the first activity you do upon arriving in the household. You will only be able to do the Child interview after both the PCG or OCG and the Child have signed the electronic permission forms.

You will receive a laminated copy of the permission forms to use if needed, and paper copies to leave behind for the PCG or OCG. You can encourage the Respondent to start reading through the laminated copies of the forms as you prepare the computer for their signature.

Permission Forms

We have made every effort to simplify the forms so that both parent and child can read them. However, it is your responsibility to be sure they understand what they are signing.

1. Give the Respondent time to read the form.
2. If they can't read it or if they just seem to give it a cursory glance, you should summarize the key points, which are length of interview, content of interview, sensitive questions, and token payment.

The next pages present a detailed summary of each permission form.

PART B: DETAIL ON PARENT/GUARDIAN PERMISSION FORMS

Respondent	PCG or OCG
Mode of Administration	Electronic Face-to-Face (ONLY)
Main Objective	To obtain permission from the PCG or OCG to interview the child.
Notes and Rules	<p>You must obtain permission from the PCG or OCG in order to conduct the interview with the child. If the PCG/OCG refuses to sign the permission form, you may interview the PCG and OCG about that child without interviewing the child. In other words, try to complete the PCG and OCG interviews. You should use your refusal aversion and conversion skills as appropriate to attempt to secure permission to interview the child.</p> <p>There are different Parent/Guardian Permission Forms for children ages 10-11 (blue) and for children ages 12 years and older (yellow). The Parent/Guardian Permission Form for children ages 12 years and older advises parents that the child interview includes questions of a particularly sensitive nature. SurveyTrak has been programmed to bring up the age appropriate form. A separate permission form must be signed for each CDS child in the household.</p>
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. Attempt to conduct the PCG and OCG interviews, and collect time diary data. 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: DETAIL ON CHILD INTERVIEW ASSENT FORMS

Respondent Children ages 10-18 years.

Mode of Administration Electronic.
Face-to-Face (ONLY)

Main Objective To obtain assent from the child to be interviewed.

Notes and Rules

You **must** obtain assent from the child in order to interview him/her. 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 carefully use your refusal aversion and conversion skills as appropriate to attempt to secure the child's assent to be interviewed.

There are different Interview Assent Forms for children aged 10-11 years (blue) and adolescents aged 12 and up (yellow). The Interview Assent Form for respondents 12 and up advises them that the interview will contain questions of a sensitive nature. To be certain to have the child sign the Interview Assent Form appropriate for his or her age we have programmed SurveyTrak to bring up the age appropriate form. Each CDS child in the household must sign his or her own Assent Form.

If the Child/Adolescent doesn't want to, or can't read the assent, the interviewer should read the assent form to them before they sign the form.

CHAPTER 4: CHILD INTERVIEW

PART A: SUMMARY NOTES FOR THE COGNITIVE ASSESSMENTS

Overview	The cognitive assessment portion of the interview is administered to all CDS children/adolescents. It contains achievement and memory tests.
Respondent	All children and adolescents
Mode of Administration	Face-to-Face ONLY Blaise
Main Objective	To obtain information on cognitive skills of children and adolescent.
Notes and Rules	<p>The cognitive assessments will be the first piece of the Child Interview. There are specific instructions for administering the achievement and memory tests.</p> <p>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.</p> <p>Since the Child interview begins with us conducting the cognitive assessments, as interviewers your role is to put the youth at ease. Most youths of this age group are familiar with taking standardized tests, and we should do our best to make sure they are not overwhelmed or stressed about these assessments.</p>

PART B: DETAILS ON THE COGNITIVE ASSESSMENTS

Introduction to Cognitive Assessments

The Cognitive Assessments in the CDS consist of two components: (1) three subtests of the WJ-R and (2) the Digit Span subtest from the Weschler Intelligence Scale for Children-III (WISC-III).

The WJ-R Test of Achievement is a well-known, established educational assessment tool. You will administer three subtests. These tests are brief, and are interesting and enjoyable to children and adolescents alike. They are:

- Letter-Word Identification
- Passage Comprehension
- Applied Problems

The WISC-III Digit Span subtest tests the respondent's memory. There are two parts: one where the respondent repeats what number series the examiner has said and another where they repeat the numbers backwards to the examiner.

You will administer the assessments, and enter a correct or incorrect score. Based on your entries, the computer program will automatically determine what items should be given at what time. Examiners will be required to move back and forth in the numerical sequence of the items as part of this process. This allows the examiner to focus on the respondent, ensuring they are administering the correct item and entering the correct code for the respondent's answer.

Measurement Tools

The items you will need to administer the measures are:

1. WJ-R easel
2. Your laptop to record responses
3. A blank piece of paper for the respondent to write on during the Applied Problems subtest of the WJ-R
4. Pencils for the respondent.

The Importance of a Quiet Environment

It is important when testing youth on standardized assessments to administer the test in a quiet environment with no other adults or children present to disrupt the respondent's concentration. If possible have the child sit with their back to a wall.

If others must be in the test area, please request that they remain quiet and provide no coaching.

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 WJ-R Test 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 a question or give direction.
- The respondent will review the options on the page.
- The respondent points to an object or says something.
- You record their response as correct or incorrect.

NOTE: Instructions in the WJ-R easel that should be read to the Respondent are in blue.

Stay in Control

As with regular interviewing, it is important to control the setting of the assessment. For the WJ-R, 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. Youth will respond to the atmosphere that you create.

Try to keep the respondents ‘on task’ by repeatedly referring to and touching the easel test. Use their name from time to time while giving direction to help personalize the instructions. Use positive and encouraging statements such as “You’re doing fine” or “Thank you.”

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. If they directly ask about their progress, provide a neutral statement that encourages them to remain engaged such as, “You’re doing fine.”

Be Aware of the Respondent's Mood

Be aware of the mood of the respondent during testing. Sometimes young people will just start pointing to pictures without thinking. This usually happens if a respondent is tired, bored, or frustrated.

Try to gauge whether they are tired, frustrated, or just bored. If this happens, try to encourage them that the assessment will be over soon. Use a varied tone of voice and encouraging statements for their efforts. If you still sense they are responding randomly, try to encourage them to “think about this before you respond”, or ask if they “need a break?” If they indicate they would like a break or you feel it is needed, take a short break (5 minutes) between the sub-tests and let the respondent get up and move around the testing area, use the bathroom, 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.

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

There are some exceptions to the restrictions detailed above. Three general groups that sometimes require small changes in the assessment procedures are preschoolers, English as a second language (ESL), and individuals with disabilities.

The CDS children will be ages 10-18, therefore there will not be preschoolers.

Special**Circumstances:
ESL****ENGLISH AS A SECOND LANGUAGE**

If any child or adolescent is having difficulty understanding you, repeat the instructions. Do not paraphrase or change the wording of the instructions in an effort to help them comprehend the directions. If you believe they do not understand English well enough to complete the assessment, please discontinue the testing. Contact your team leader with any ESL issues; they will advise you on what to do.

Do not allow a family member to translate for you.

Special**Circumstances:
Individuals with
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 about any hearing, visual, cognitive or physical impairment that may affect the testing situation.

**Introduction to
WJ-R**

Standardized tests are designed to be administered using strict guidelines for examiner behavior. One common element of standardized testing is determining starting and stopping points that allow you to obtain as much information as you can without administering too many items that are either too easy or too difficult for the respondent, which can lead to fatigue, boredom, or frustration.

The term “basal” is used to refer to when the respondent obtains 6 or more consecutive items correctly. Starting points have been calculated to allow the majority of respondents to be able to pass the items below it. The term “ceiling” is used when the respondent answers 6 or more items incorrectly and a complete page of items has been given. Because the Blaise program automatically calculates the basal and ceiling using the codes entered by the examiner, you do not need to determine this. You will never stop in the middle of a testing page.

Approximately one in three respondents will need to go in reverse order on the WJ-R, so be attentive to the route the program gives you about what item to administer.

For the CDS project, we will have clear guidelines on turning the pages. When you are moving to the next page, either backward or forward, you will need to pick up the pages by the main tab for that section, find the next page, and then turn the page over for the respondent to see. This needs to be done every time you turn the page. Following this guideline, for those times that you will go backwards, in reverse order, the direction will not be noticed by the respondent.

Also, instructions that should be read to the respondent are printed in blue on the WJ-R Test Easel. Please be aware of this because it is the opposite of the Blaise program.

Starting Points

You want to start testing at the appropriate item number for the respondent’s grade level. 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).

Example:

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

Be sure to look at the chart at the beginning of every subtests as they all require different starting points depending on the grade level of the respondent.

To administer the test, the interviewer turns to the page where the starting item is located. For Passage Comprehension, you will administer a sample item before beginning the assessment. Make sure you setup the testing area so that you can view and point on their side of the easel, while you follow the instructions on your side of the easel and enter in the scored responses.

You will be provided with removable sticky tabs, and can use these to temporarily mark the starting points for the youth you will be interviewing. Prior to visiting the household, you will know the age of the respondent. You can do mark the pages, and then just quickly verify the starting points when you arrive at the household.

Scoring

When a respondent gets an item correct, enter a ‘1’ for the item in Blaise. If the respondent gets an answer wrong, enter a ‘5.’

You need to stay consistent with your hand movements when entering the answers as the respondent will be watching you for feedback.

Use of Judgment in Scoring Responses

Occasionally, a subject’s response does not fall clearly into the correct or incorrect category or it is difficult to decide if the item should be scored as correct or incorrect on the basis of the key.

In this case, record the actual response as a note in Blaise by hitting F2 to bring up the comment box. Then score it using your best judgment.

Scoring Multiple Responses

If a person gives more than one answer to an item, score the last answer given as correct or incorrect. Do not base the score on the earlier response.

Follow this procedure even if a subject changes a response given much earlier in the testing session. The new response, whether correct or incorrect, is used as a final basis for scoring that item. For example, when responding to Item #25 in the Passage Comprehension subtest, a girl initially responded that her answer was “jar”. Several items later, she informed the examiner that she was thinking about her earlier answer “about the whale one” and knew it should be “hamburger”. The examiner should go back in the program to Item #25 and correctly credit the response with a “1”. You will only be able to go back to change an answer when you are within a subtest. Once you end that subtest, you will not be able to go back, so let the respondent know that you will make a note of their answer.

If a subject provides both a correct and incorrect response to an item, query the response by saying something such as, “Which is it?” For example, if a subject replied that the answer to Item #41 in Applied Problems was “10 or 8 miles”, the examiner should say, “Tell me one answer”.

**Additional Codes
in Recording
Responses**

In addition to using 1’s and 5’s to score, the following can be used when recording a subject’s responses:

- Don’t know (control-D): Use this if the subject responds “I don’t know.”
- No response or refused (control-R): Use this if the subject does not respond, or says “I don’t want to answer this.”

Timing

None of the 4 cognitive assessments have strict time limits for items; rather, there are guidelines for the amount of time given for each item to keep the respondent from being too frustrated, bored, or fatigued. Use of basal and ceiling rules focuses the assessment at the subject’s level of ability and minimizes testing time.

Please allow the respondent a reasonable amount of time to answer, and then move on even though he or she might get the answer if given more time to think. Allow more time for a specific item if the person requests it. As a guide, each assessment test should take 5-10 minutes to administer. You can also prompt the respondent, by saying “Do you have an answer?” If they ask for more time, give them a reasonable amount. If not, you can say “Now, try this one” and move onto the next item.

During Applied Problems subtests, allow at most approximately double the typical respondent’s time to compute an answer, and then have (him/her) move on to the next problem. If the respondent is still working on the answer using the paper and pencil, let them continue.

Take the paper/pencil back from the respondent after the WJ-R assessment is completed, to help keep the focus on the Digit Span assessment that comes next.

Remember breaks can be taken between subtests if needed.

Sample Items

Due to the ages of the CDS-III respondents, you will only administer a sample item for Passage Comprehension to all respondents regardless of age. There is a sample item in Letter-Word, but it is will only be administered on a reversal. According to the grade levels, no one should start at the sample item for Letter-Word. There are no sample items for Applied Problems.

When administering a sample item, you need to make sure you mark the sample time page and the actual starting page for the test. You should move directly from the sample item to the actual test, without pausing to find the starting point.

**Details on the
Letter-Word
Identification
Test**

LETTER-WORD IDENTIFICATION

Respondent	For children 3 years and older.
What counts as correct?	Exact pronunciation of the word shown. However, the purpose of this assessment is identification of the word. Since we are interviewing across the nation, we do need to make adjustments for dialect differences in pronunciations. More information on that will be covered in training.
Starting points	Starting points are determined by grade level. See chart on page 11 of the WJ-R.
Administration Rules	<ol style="list-style-type: none">1. Test by complete pages.2. You should know the EXACT pronunciation of each word.3. Allow 5 seconds for word pronunciation. Guide the respondent to the next word by pointing to the next word and saying, "Try this one."4. Do not penalize a respondent for mispronunciations due to articulation errors, accents, or speech patterns.5. 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.6. Do not tell the respondents any letters or words during the test.7. If the respondent pronounces the word slowly (syllable by syllable) and <u>correctly</u>, give the respondent a correct score.

**Details on the
Passage
Comprehension
Test**

PASSAGE COMPREHENSION

Respondent	For children 6 years and older.
What counts as correct?	Listed one word responses.
Starting points	Begin with Sample A for all (WJ-R Easel page 61). Then use the chart on page 61 to determine the starting point by grade. Make sure you find the starting point before you administer the sample item. You should move from the sample item to the first test item, without having to pause to find the starting point.
Administration Rules	<ol style="list-style-type: none">1. Test by complete pages.2. Do not penalize a respondent for mispronunciations due to articulation errors, accents, or speech patterns.3. Allow reasonable time (approximately 30 seconds) after the passage is read for response, then point to the next item, saying "Try this one."4. 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.5. Responses that differ in verb tense or number are accepted as correct unless otherwise specified.6. 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.
What counts as correct?	Providing the correct answer(s). Note that there are three items where the R will have to give you two answers in order for a correct score. These are test items 19, 23, and 29.
Starting points	Listed on WJ-R easel page 133.
Administration Rules	<ol style="list-style-type: none">1. Test by complete pages.2. Provide paper and pencil, and say “You can use this paper and pencil if you need them.”3. Read all items to the subject.4. Repeat if requested to by the respondent.5. 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.6. Give the respondent a reasonable amount of time to answer. Prompt by saying “Do you have an answer for me?” If they ask for more time or are using the paper and pencil to work on the problem, give them additional time.

**Details on the
Digit Span Test**

DIGIT SPAN TEST

Respondent	For children 6 years and older.
What counts as correct?	Respondent repeats the digits in the correct order.
Administration Rules	<ol style="list-style-type: none">1. After you finish the Applied Problems, put the WJ-R easel away.2. Follow the instructions written in the Blaise instrument.3. If the respondent doesn't 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, you can read the instructions and example to respondent only once.4. Remember to say "ready?" before each set of numbers. This will help you keep the attention of the respondent, and ensure they are listening.5. Your pace should be about 1 digit per second. As with the other assessments, the Blaise program will guide you through the proper path.

PART C: SUMMARY NOTES FOR THE CHILD INTERVIEW

Respondent	Child/Adolescent
Color of Booklet	Blaise instrument, Blue RB
Mode of Administration	Face-to-Face ONLY
Main Objective	To obtain information on the health, cognitive skills, and social environment of the children. This is a PRIORITY INTERVIEW .
Notes and Rules	<p>The CAPI Child instrument is administered to all of the children in the sample. You will administer most of the sections, but Sections K and L are self-administered by the children and adolescents themselves, in ACASI, using the computer and headset.</p> <p>The Respondent Booklet must be used for interviews with all children and adolescents.</p>
Overview of the Instrument	<p>We obtain information on children's...</p> <ul style="list-style-type: none"> • 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 D: DETAILS ON THE CHILD INTERVIEW

<i>Section</i>	<i>Section Overview</i>
Start of Child Iw	The Child interview begins with the cognitive assessments. You will start with the Woodcock-Johnson Revised subtests and then continue on with the Weschler Intelligence Scale for Children-III digit span memory subtest. Once these cognitive assessments are complete, you will start the actual questionnaire portion of the Iw.
Section E: Reading and Math Skills	<p>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.</p> <p>Most of the remaining section focuses on a set of items querying the respondents about their self-perceived math and reading abilities.</p>
Section F: Electronic Media	<p>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 youth’s use of the Internet.</p> <p>Notice that the timeframe for these questions is “in the last month.”</p>
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.”
Section J: Social Institutions - Religion, Work, and School	<p>Section J is for respondents 12 years of age and older. We begin Section J with a couple of open-ended questions that query the respondents about self-identified ethnicity and religiosity.</p> <p>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.</p> <p>J2a “Interviewer Checkpoint” is designed to direct you through the religiosity <u>or</u> spirituality follow-up questions. Record “religion</p>

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.

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.

**Section K
(ACASI):
Activities, Health,
Puberty Stage,
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. You also need to provide the respondent with the ACASI help card (bright pink) and give them instructions on the headphones, as well as an envelope containing gender-specific Tanner cards.

All of the youth in the sample will get the questions on their stage of development, and specifically their pubertal stage. These questions will ask that the respondent review the Tanner Cards and decide which two figures best represents their current development stage.

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 the 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 L (ACASI Continued, for 12 Years and Up)

Section L is for the youths 12 years old and up. Section L starts out with series of questions on savings and expenditures. Note that the timeframe shifts in L4a, L5, and L6. In L4a, the timeframe is last month; L5 is last three months; and L6 is last 12 months.

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 E: CHILD ACASI MODULE

What is ACASI? “ACASI” stands for “Audio Computer-Assisted Self-Interview”.

As questions are presented to the interviewer on the screen, a recording of the question 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. The respondent will need to listen to the entire question, before they are able to enter a response.

Why use ACASI? The reason we conduct part of the interview using ACASI is to protect the privacy of the respondent. This particular section includes topics that are sensitive, and may be uncomfortable to answer.

Who Does the ACASI Module? Respondents aged 10-11 years old will complete Section K only, while children aged 12 years and older will 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. You may also want to ensure that the youth has privacy from any other individuals near or in the room.

As mentioned in the cognitive assessment section, it is good practice to have the youth sit with their back to the wall. This will give them another level of privacy.

Before you begin the ACASI instructions, be sure to give the Respondent the correct Tanner Card envelope for their gender. You should hand them the envelope, and inform them that during this ACASI section they will receive instructions on what to do with the envelopes. If necessary, inform the youth that the computer will ask them to pull the contents out, review them, answer 2-3 questions, then they can place the cards back in the envelope, and return it to the interviewer.

Then 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
Do not use the mouse pad on the computer	
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, 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.

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 or 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.

(NOTE: Respondent may also read the questions if they cannot hear them.)

**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 almost complete. The final questions are where you will enter the R's height and weight.

PART F: SUMMARY NOTES FOR THE PHYSICAL ASSESSMENTS

Overview	Measurement of height and weight.
Respondent	All children and adolescents
Mode of Administration	Face-to-Face ONLY Blaise
Main Objective	To obtain information on body weight and height used to calculate a standardized measurement of body mass index.
Notes and Rules	<p>The physical assessments will be done at the end of the Child Interview. It will be the last piece of data collected.</p> <p>There are specific instructions for gathering standardized and accurate measurement of the child's height and weight.</p>

PART G: DETAILS ON THE PHYSICAL ASSESSMENTS

**Height/Weight
Introduction**

Using the tools provided in your materials, you will measure the respondent's height and weight. 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 will 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 you leave training.

**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, do not physically touch the respondents (e.g., do not help the respondents onto the scale or take off their shoes). Be certain, however that respondents safely step on/off the scale.
 - Instruct the child to take off his/her shoes, and step onto the scale, stand still, etc. A family member may assist you if necessary.
 - Enter the information in Q34A1 and Q34A2.
 - If the respondent refuses to be measured or there are physical limitations, such as child is in a wheelchair, ask the PCG to give you the height and weight and the date it was last measured at their last doctor visit. Follow the Blaise program closely it will guide you through to enter this information in Q34A3A and Q34A3B.
 - If you aren't able to take their physical measurements or the information from their last doctor visit, ask for their best estimate. This information should be entered in Q34A3C and A34A4C.
-

Measuring Respondent's Height

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

1. Ask the respondent to take off his/her shoes and to stand against a wall or door.
 2. Place a Post-it note on the wall right above the respondent's head.
 3. Position your rafter's square against the wall directly over the respondent's head.
 4. Make a mark on the Post-it note at the respondent's height.
 5. Ask the respondent to move away from the wall.
 6. Position the tape measure under a door jam or your foot and measure from the floor to the mark on the Post-it.
 7. Record (his/her) height on the Post-it and then in the Blaise instrument.
 8. Be sure to remove the Post-it from the wall.
- If necessary, you may also have the primary caregiver measure the respondent for you and give you the number.

Measuring Respondent's Weight

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

1. In addition to having the respondent remove his/her shoes, ask the respondent to empty his/her pockets of any heavy items.
2. Clean the scale using an alcohol wipe.
3. Activate the scale and set the scale to zero.
4. Once the scale shows 0.0 have the respondent step on the scale.
5. 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.
6. Record (his/her) weight in the Blaise instrument and put away the scale.

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. 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.

CHAPTER 5: INTERVIEWER OBSERVATIONS

PART A: SUMMARY NOTES FOR INTERVIEWER OBSERVATIONS

Respondent	Interviewer
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. The Interviewer Observations module is used as one measure of the cognitive stimulation and emotional support parents provide to children.
Notes and Rules	<p>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.</p> <p>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.</p> <p>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 to help you answer as precisely as possible.</p> <p>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. The second set of questions is about the household in general and should only be completed once for each household.</p>

CHAPTER 6: TIME DIARIES

PART A: SUMMARY NOTES FOR THE TIME DIARIES

Respondent	Children and adolescents complete the time diary themselves or with assistance. For some of the younger children, the primary caregivers may complete the diary themselves.
Color of Booklet	Goldenrod for Weekday Diary; Yellow for Weekend Diary
Mode of Administration	Mail Ahead w/ Face-to-Face Editing (Preferred) Mail Ahead w/ Phone or Face-to-Face Completion (Optional)
Main Objective	To obtain information on the time-use of children during a randomly selected weekday and weekend day.
Notes and Rules	<p>Diary days will be assigned by the computer during the Coverscreen application. 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.</p> <p>If diary is not complete at interview time, you will administer the diary.</p> <p>If the time diary is completed at the time of the household visit, you must carefully review and edit the diary with the child/adolescent and/or PCG during the household visit (preferred) or on the phone (optional).</p> <p>Diary must report on a 24-hour day.</p> <p>You have been supplied with green pencils to make your edits in the time diaries.</p>
Overview of the Instrument	<p>We obtain information on:</p> <ul style="list-style-type: none"> • 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: DETAILS ON THE 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. 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.

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. 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 mail the time diaries to the CDS household in advance of your visit, and request that the respondents complete the diaries about the two pre-selected days on their own.

Make sure you explain the diaries clearly to the PCG during the Coverscreen interview, and encourage them to have the child/adolescent fill them out before the household visit for 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.

The first step is to make sure you have a **WEEKDAY** and a **WEEKEND** diary booklet for each child or adolescent.

Record the child's/adolescent's **SID** in the upper left corner. Place one of your interviewer labels in the upper right corner.

In the lower left corner, record the child's/adolescent's first name (first name only!) and circle the diary day of the week displayed in the Coverscreen interview. The days selected for the time diary are also displayed in the SurveyTrak sample line table. The two columns under the time diary line are called Weekday Diary and Weekend Diary.

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 a 16-year-old boy. The example includes descriptions of the boy's activities and illustrates how the time diary 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. This is a necessary and mandatory step that serves to greatly improve the overall quality of data in the diary. It is preferred that you complete this step in the home. However, this might not be possible and we expect that you will need to follow up by phone.

To gather the necessary information, you will need to probe more extensively than what you would normally do in an interview. You do not need to record your probes. Please probe any answer that is not clear to you. If it's 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 or 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 them 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 H, I and J if the child is sleeping, doing personal care activities, or is 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 administration/review, and length of edit.
- Administration/Review length is the time you spent with the respondent reviewing or administering the diary.
- Length of edit is the time you spend on your own cleaning up and checking the time diary after you have left the respondent's home.

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**:

Mode of interview refers to how the time diary was completed. Response codes are: (1) SAQ; (2) FtF; (3) Phone. Circle 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**:

Respondent refers to the individual who provided the information for the time diary – whether he or she completed it alone or with you. The response codes are: (1) Child/Adolescent; (2) PCG (3) OCG (4) Other. Circle all that apply. For example, if the OCG and the child did the diary together, then circle both: "(1) Child/Adolescent" and "(3) OCG." If you worked with just the adolescent on the diary then circle: "(1) Child/Adolescent."

In the bottom right corner is a box with "Date of TD Iwer Administration/Review," "Length of TD Iwer Admin/Review," and "Length of TD Iwer At-Home Edit."

Information recorded for these three items are:

Date of TD Iwer Administration/Review is the date on which the interviewer talked with the respondent to administer or edit the interview.

Length of TD Iwer Admin/Review 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 TD Iwer At-Home Edit is the amount of time the Iwer spends going over the diary after it is completed 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.

Editing Time Diaries As outlined above, before you leave the household (if time permits), you will review the time diaries and make edits as necessary. As soon as possible after the household visit, review the materials from the household. When the time diaries are finalized, place them along with a transmittal form into an envelope and send them immediately to Ann Arbor. Notify your Team Leader that you have completed a household.

Take adequate time to review the time diaries and make sure that the recorded information will make sense to the coder. If you realize that you have missed something or there is a conflict, **CALL THE RESPONDENT BACK IMMEDIATELY**. It is better to call 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 remarks are indicated in parentheses and recorded where they occurred.
- All ambiguities or inconsistencies in the respondent's answers are marked with a marginal note.

Be sure that you have attached your interviewer label and recorded the SID accurately on each diary before mailing it to Ann Arbor.

Send Time Diaries to Ann Arbor When you have completed all components of a household interview, you will need to send the Time Diaries (2 per child) to Ann Arbor.

In order to ensure that no items are lost in mailing, the Time Diaries 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.

CHAPTER 7: OTHER CAREGIVER

PART A: SUMMARY NOTES FOR THE OCG INTERVIEW

Respondent	Other Caregiver (OCG): Father (Biological, Stepfather, Adoptive father); Grandmother, Boyfriend/Girlfriend of PCG, Other Relative
Color of Respondent Booklet	Blaise interview; Green RB
Mode of Administration	Telephone preferred (FtF optional)
Main Objective	To obtain information on the behavior and general environment of the CDS youth from the perspective of the other caregiver in the home.
Notes and Rules	The OCG will complete a separate interview for each of the CDS eligible youths in the household.
Overview of the Instrument	<p>We obtain information on the following items from the perspective of the secondary caregiver:</p> <ul style="list-style-type: none"> • 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

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SECTION IV: INTERVIEWING YOUTH

PART A: PREPARING FOR THE INTERVIEW

Introduction to Interviewing Youths

Interviewing in households with youth poses a special challenge for Interviewers, particularly when the Interviewer needs to talk with the youth 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 respondent, 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 youth you are interviewing and adjust your behavior and interaction accordingly. Although all youth develop at different rates, age is a good guideline for maturity level.

For the CDS-III, all of the respondents we interview will be at least 10 years old, and most, if not all, are in school. About half of them will be 12 years of age and older.

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 youth 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. Parents often believe their child to be above average in skills, so it is important to listen

and respect this perspective. Depending on the age of the child, parents assume that they can be present when the testing is occurring. It is important to handle the need for seeing the child or adolescent privately in a diplomatic manner.

Also, note that the PCG or OCG must be present to sign the permission form prior to conducting the interview with the CDS child, but they do not have to be present for the entire interview. However, you cannot be alone in the house with a child, so an adult 18 years of older (such as a grandparent) must be in the household during the entire time you are conducting the interview.

Ask About Household Routine

Because it is important that each child is interviewed, be sure to ask specifically about activities the youth may have (sports practice or games, lessons, etc.) when you make the interview.

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. Adolescents, in general are not likely to be as awake in the early morning hours, so schedule mid-morning or afternoon times are likely to be optimal. 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 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, do not use the youth’s bedrooms. Their rooms will be filled with toys and belongings, and this may cause distraction. 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 always remain open, you should try not to have the child face 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.

Talk With the Child/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 youth will warm up to you very quickly. Others will take a few minutes of chatting before they settle down.

Always greet the youths by smiling, saying hello, and introducing yourself. Ask them questions about activities, hobbies, pets, toys, school, or favorite games or TV shows to get them talking about things with which they are familiar.

When speaking to a child or an adolescent, maintain eye contact as you would if speaking to an adult.

Make Sure the Child is Comfortable It's a good idea to ask the youth if he or 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 Say a few introductory 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/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:

- Use positive and encouraging words. Respond to the child equally for right and wrong answers, using neutral but friendly feedback, such as "Thank You." You may use general statements of praise, such as "You're doing fine" as needed, but don't over do 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:

- “Good job”
 - “You’re doing a lot of thinking”
 - “You are really listening”
 - “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 **avoid** statements that refer to the child’s progress on the test. Do **not** 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. **Avoid** 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, suggest taking 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 may 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 and a few may never trust you.
-

PART D: SPECIAL SITUATIONS WITH CHILDREN/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 and obviously uncomfortable with strangers), you may need to interview the child while he or she is sitting with the primary caregiver. 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 interview.

‘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, “(Name), 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.

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 [REDACTED]. [REDACTED] 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. Call your TL or PC right away. Do not put yourself at risk at anytime during the interview. You should also **not** 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 V: ADMINISTERING THE OVERALL PROCESS

PART A: SPECIAL CDS INTERVIEWING PROTOCOLS

Sequence of the Instruments

Although there is a recommended order in which the various portions of each household case can be completed, the Interviewer and the CDS family have a great deal of flexibility to determine the most convenient way to complete all of the tasks. 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:

- At least one of the CDS children must be located before beginning the Coverscreen.
- The Coverscreen **must** be completed first, usually over the phone.
- The Parent Permission Forms and Child Interview Assent Forms **must** be signed in person before the child is interviewed.

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 and OCG interviews may be completed over the telephone if that is more convenient.

While all parts of each case are important, the most crucial are the Coverscreen, the PCG, and Child interviews. Therefore, you should place a priority on completing these interviews in Blaise. Even if the time diaries or OCG interviews are not completed, the information from the PCG Blaise and Child 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 each case.

Because there are several instruments to be administered in each household, we expect that each household may take between 3.5 hours and 5 hours to complete. It is likely that for some households you will need more than one household visit to complete all portions of each case.

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

**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 may 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 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, as necessary
- 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 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.
- 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.
- 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.
- All decisions regarding team interview must be reviewed with your Team Leader.

**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 2007 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.

Since the CDS children are now 10 years of age and older, and based on past wave information, we expect that most of them will be fluent in English and will be able to complete the entire interview in English. Therefore, the CDS Child interview has not been translated into Spanish. In the event that a child does not speak enough English to complete the interview, contact your Team Leader immediately.

It is more likely that the PCG or OCG will prefer to conduct the interview in Spanish. We will conduct only the Coverscreen and the PCG interviews in Spanish, and will have permission forms and letters in Spanish as well. The OCG is not translated and the OCG interview will not be completed for Spanish cases.

Language preference for each household based on the 2007 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 requires a Spanish language interview.
- If you are a bilingual Interviewer, make sure you have the introductory letter in Spanish. If you need help obtaining these items, contact your Team Leader. Also be sure you are able to access the electronic Spanish permission forms before going to the household to complete the Child interview.
- Make the appointment for the household visit and introduce the study to the parents 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.

The Blaise hot key CTRL-L allows the interviewer 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. There will also be an electronic receipt for the respondent to sign when you pay in cash.

PCG Incentives

The primary caregiver will receive a check for \$75 once the PCG interview with the priority flag is complete.

OCG Incentives

The other primary caregiver will receive a check for \$20 once the OCG interview with the priority flag is complete.

Child Incentives

Each child will receive a check for \$40 once the interview and assessments are completed. The Time Diaries do not have to be completed in order for the Child to be paid.

Interviewer Observations

After you conclude the household visit, you must 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 thought.

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.
2. The second set of questions is about the household in general and should only be completed once for each household.

Interviewer Observations are triggered only after the Child interview is complete. If the PCG is not present during the Child Interview, then you have not had the opportunity to observe the PCG –Child/Adolescent interactions, therefore answer “did not observe” in for those questions in the interviewer observations.

PART B: PUTTING IT ALL TOGETHER

General Review A short overview of the Interviewer's tasks for this project was presented in *Section I: 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. Be sure you have thoroughly reviewed this manual and other study materials and understand the concepts and procedures required of the project.

In addition, you should review your General Interviewer Training Concepts manual before coming to in-class training. During training you will be expected to display knowledge of these concepts. 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. You will be evaluated on your implementation of these concepts during the data collection period.

Your bulk study materials will be shipped to you immediately after training. When you receive them, organize your materials and verify that you have everything you will need to complete your interviews successfully.

Because the field period is not long (October through February), 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 VI: Field Notes* for a full list of supplies in this package.

The package will also include the paper CDS materials needed for an interview:

- Extra paper copies of Permission forms. You may leave a copy of these forms with the PCG or OCG, if requested.
 - Child Respondent Booklets (used with the Child questionnaire).
 - Weekday Time Diaries (one for each targeted child).
 - Weekend Time Diaries (one for each targeted child).
 - PCG Respondent Booklets (used with the PCG questionnaire).
 - OCG Respondent Booklets (used with the OCG questionnaire).
-

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 VI: Field Notes* for more details about requesting supplies.

Pre-Contact Letters

Before you are ready to begin work on a case, send a pre-contact letter to the household about 1 week before you contact the household to schedule the interview. These letters will be provided for you in your bulk materials. The letter will remind respondents that their family has participated in CDS in 1997 or 2002 and ask for their participation again. The letters will also 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. See Appendix A for a copy of the letter.

It is a good idea to allow a week for the letter to reach the respondent. It may take longer than that for the letter to be returned by the post office, but you should start calling after about a week.

Send pre-contact letters in the #10 franked envelopes you will receive in your bulk materials. These envelopes have the University of Michigan return address. Also be sure to fill in your interviewer identification number and write “CDS” on the envelope. You should also write [REDACTED] on the envelope so that it is returned to the Production Manager. 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

During your first call to the household:

- Identify yourself and the study before you get into the Coverscreen.
 - Determine that one (or both) CDS children reside in the HH.
 - Determine the identity of the PCG – whenever possible, that is the person who should complete the Coverscreen.
 - Complete the Coverscreen carefully.
 - 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 (including the Time Diaries) is between 3 and 3.5 hours; if a household has 2 target children then the household interview length
-

will be doubled, unless you do team interviewing.

- Set an appointment for the Face-to-Face interviewing session ensuring that all the targeted respondents will be available. Make sure the PCG or OCG will be home to sign the consent and that an adult (18 years or older) will be home during this session.
- Balance what must be done during the household visit with those parts that may be completed over the telephone. When scheduling an appointment for a household, try to set an appointment to interview both the PCG and OCG over the telephone. If you are going to interview the PCG or OCG over the phone, be sure to send the PCG and OCG Respondent Booklets ahead of time along with the time diaries.
- 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 interview. If you aren't able to set the interview appointment for the OCG; try to find a good time to call back.
- Verify the address and indicate that you will send a packet in the mail. Send the packet with the memo, respondent booklets, and time diaries as soon as possible after the call.

Respondent Profiles

One of the most valuable tools available to you in contacting and tracking respondents is the Respondent Profile. The Profile for CDS will be available in SurveyTrak and will contain information from the 2007 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, information from the 2007 PSID interview Interviewer Observations. You should review the Profile 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, as soon as possible after you complete the Coverscreen and make the interview appointments.

Each household packet should contain:

- A Household Introduction Letter addressed to the PCG with your name, the OCS's name, and the selected child(ren)'s name(s) and interview time filled out

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- Two child time diaries (one weekday and one weekend day) per child with the child's first name and selected dates filled in.
 - Include respondent booklets for the PCG or OCG, if you will be completing these interviews over the telephone. Make sure they get the booklets before the telephone interviews (though you can do the interview without them).

Step 2.

Prepare your materials for the face-to-face interview and put them in a the plastic file envelope that holds all materials for one household:

- Respondent booklet for the child instrument
- If you are doing the PCG and/or OCG interviews at the same time, respondent booklets for the PCG and OCG
- Extra copies of blank time diaries and green pencils
- Extra copies of the permission forms.

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:

- Plastic envelope with paper materials listed above for this case
- Laptop computer with case and headset for ACASI
- Tanner Card Envelopes
- ACASI help card
- WJ-R easel
- Tape measure
- L-bracket to measure height
- Weight scale
- 2-3 #2 pencils
- Blank paper
- Post it notes
- Extra advance letters
- Alcohol wipes

SECTION VI: 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, Production Manager, or Study Director.

Certification Requirements

During training and prior to the start of production interviewing, all Interviewers are required to pass a series of certifications. This provides confirmation that you have learned the necessary skills for interviewing. Below are the certification requirements for all CDS Interviewers:

Certification on Coverscreen – Day 3

Interviewers will complete a one-on-one certification on the Coverscreen. Completing the Coverscreen accurately is key to the success for collecting all of the data for each household. One-on-one practice opportunities, as well as re-certification opportunities will be available.

Primary Caregiver (PCG) instrument – Day 3

Interviewers will complete a Round-Robin type certification at their tables. One-on-one opportunities for more practice, as well as for re-certification on these instruments, will be provided.

Certification on Cognitive Assessments – Day 4

Because the cognitive assessments (WJ-R and WISC digit span) are a part of the Child instrument, it is important that practice flows along with the instrument itself. Five hours of practice in the full Child instrument will be provided before certification. You will also have a stand-alone system loaded on your tablet to practice on your own. Certification on the Child interview, from the consent process through the cognitive assessments will be completed one-on-one in a “Rotation Station Certification” (RSC) setting. Interviewers will be assigned a time to come for certification. They will be required to set up their computer and easel before beginning. A respondent and a certifier will be set up at each station, as well as observers. One-on-one opportunities for more practice, as well as for re-certification on these instruments, will be provided.

Certification on full Child instrument and Physical Measures – Day 4

Immediately following the RSC certification, interviewers will certify on the remaining Child instrument in a Round Robin setting. This will include the ACASI portion of the interview, and all interviewers will be required to certify individually on setting up for ACASI and presenting the Tanner Cards. Certification on the physical assessments will be done individually. One-on-one opportunities for more practice, as well as for re-certification on these instruments, will be provided.

Certification on Other Caregiver (OCG) instrument – Day 5

Certification on the OCG will be completed in a Round-Robin type certification. One-on-one opportunities for more practice, as well as for re-certification on these instruments, will be provided.

On the final day of training, all interviewers will complete a final walk-through of the entire process; including introducing the project, completing the Coverscreen and PCG, consenting and completion of the Child interview and Time Diaries, completing the OCG and completing all observations and final call notes. Feedback will be given to the interviewers on any weak points. All certification on the Child interview and assessments must be completed before leaving training.

**Receiving and
Reviewing
Your
Assignments**

Production on CDS-III will begin on October 1, 2007. Immediately after training, your bulk supplies will be shipped and you will have time to get organized and review your sample. 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 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 that you can deliver to the local police, the Better Business Bureau, the Chamber of Commerce, etc. explaining our presence in the area. In most cases because the CDS sample is so dispersed, you will need to have this to provide only when you are asked. Suggest to the local authority that they file the letter under “University of Michigan” and not “ISR”. Too often ISR is confused with IRS. You should keep a couple of letters in your bag at all times. If additional information is requested, please notify your Team Leader.

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.

Bulk Materials

Immediately after training, you will receive in the mail the materials you will need to begin interviewing for the Child Development Supplement. The amounts you receive will depend on your sample assignment.

- ✓ Materials Checklist
 - ✓ Time Diaries
 - ✓ Child Respondent Booklets
 - ✓ PCG Respondent Booklets
 - ✓ OCG Respondent Booklets
 - ✓ Letter to Authorities
 - ✓ Pre-Contact Letters
 - ✓ Household Introductory Letters
 - ✓ Paper Copies of Permission Forms
 - ✓ Laminated copies of Permission Forms
 - ✓ #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
 - ✓ Plastic file envelopes
 - ✓ Planner Calendar
 - ✓ #2 Pencils
 - ✓ "Sorry I Missed You" Cards
 - ✓ U of M Interviewer Business Cards
 - ✓ Cassette Tapes (90 minutes) and batteries
 - ✓ Plastic Bags
 - ✓ Post it Notes
 - ✓ Postage
 - ✓ Green pencils to edit time diaries
 - ✓ Legal pads
 - ✓ Extra set of Tanner Cards
 - ✓ Alcohol wipes
 - ✓ Interviewer labels
 - ✓ Transmittal forms
 - ✓ Tenrox Supplies
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**Additional
Supplies**

You can order supplies by emailing the Field Interviewer Supplies email group at [REDACTED]

You must have approval from your TL to order additional supplies

Supply requests must include all of the following information:

1. [REDACTED] project number
2. Your name and [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.

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 eligible respondent who was interviewed for CDS in 1997 or 2002. CDS-III respondents were also interviewed for PSID in 2007. Information from previous CDS and PSID interviews will be valuable to you in your efforts to contact respondents.

Our goal will be to interview the 1835 Children in 1433 Households identified as eligible for CDS-III.

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. When possible, we will

make every effort to have the same interviewer on PSID 2007 and CDS-III, but 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.

Preferred Call Slots

When contacting 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 – 9 pm
2	↓	Friday – Saturday	6 pm – 9pm
3	↓	Saturday – Sunday	9am–6pm
4	Least likely at home	Monday – Friday	9am–6pm

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 pm

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 Profiles, 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
- first and last 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.

Importance of Tracking

High response rates, along with quality data, are necessary in defending the integrity of a longitudinal or panel study and researchers' ability to apply the findings to the general public. Each individual respondent is extremely important to the study as he or she is representative of thousands of others who live in the United States.

The primary responsibility for tracking a respondent lies with the interviewer initially assigned the case. This means that it is crucial that interviewers start early, identifying all cases in their sample that may require tracking. Interviewers are expected to be proactive in working the tracking cases, since some cases may take a few weeks to resolve.

The details of the tracking activity will be entered in the CaseTrak module of SurveyTrak. See instructions on using CaseTrak in the CaseTrak section of your SurveyTrak manual. It is of utmost importance that interviewers enter detailed notes in both Call Wizard and CaseTrak to facilitate the successful search for a lost respondent.

National Tracking Team (NTT)

The National Tracking Team (NTT) consists of one member for each Production Coordinator's work group. The purpose of the NTT is to monitor, coordinate and direct the national tracking effort.

Each member is well trained in the tracking procedures and strategies to locate lost respondents. NTT will be reviewing all tracking cases and working with Team Leaders and interviewers to develop good tracking habits.

The Tracking Process: Identifying a Respondent as Lost

The first step in contacting a respondent or proxy is, typically, to call the telephone number listed in SurveyTrak.

If the respondent's telephone number has been reassigned or disconnected, or the respondent no longer lives at the preloaded address, enter a call record in Call Wizard, assign a tracking code (), and document the reason you have determined the respondent is lost. This will automatically launch the CaseTrak window to remind you to record all subsequent tracking activities in CaseTrak.

Once a case is assigned a tracking status code, it remains in the tracking category () until you or an NTT member have located the respondent or proxy.

**General
Suggestions for
Tracking**

The necessity of study knowledge cannot be overemphasized. If you are familiar with the material in your project manual and the Respondent Profile, this knowledge will build your self-confidence when speaking with informants.

At each wave of data collection we asked respondents completing interviews to provide us with the names and contact information of two individuals who would always know of their whereabouts in the future. Contact people are always our most valuable tracking resources. Take time to plan what you are going to say before you interact.

No matter how close the informant is to our respondent, even if you are speaking to another CDS respondent, it is a breach of confidentiality to identify a respondent as participating in our study. Do not name the study and do not identify the respondent as participating in our study. You may ask questions, but never reveal any information about a respondent.

- Establish a dialogue and consider the first impression you are making.
 - Try to make the informant feel as if he or she is the most important person you will meet or talk with today and is vitally important to the success of our research.
 - Record everything an informant tells you verbatim in your call record and make note of nonverbal clues.
 - Focus on the informant as an individual. Assume that the informant wants to help, but may be facing his or her own problems. An informant may be busy or not want to betray a friend's confidence. He or she may not know where the respondent can be located or may be concerned about passing this information on to you. Determining when such issues may be at play will help you to more effectively interact with the informant.
 - Use phrases that elicit cooperation if an informant seems hesitant:
 - *Last time we spoke with [respondent] he/she told us you are the person who would always know how to locate him/her.*
 - *I know this is an unusual request.*
 - *You are more familiar with your neighborhood (professional field or city) than I. What would you suggest I do to locate [respondent]?*
 - *There are so many agencies in the (state/county/city) system. Can you recommend another resource, which could help us locate [respondent]?*
 - Other questions to ask:
 - *When did the respondent move? Who else might know?*
 - *Where did the respondent move? (If the informant does not know the city or state, he may remember the area of the country.) Who else might know?*
 - *How long ago? (Who else might know?)*
 - *What were the respondent's hobbies or interest?*
-

-
- *Did the respondent belong to a church nearby?*
 - *Was she/he active in community organizations?*
 - *And most important, the final questions to ask: Is there anyone else who could help us locate the respondent? Do you know the names of family members or friends who can help us? Was the respondent friendly with any of the neighbors? Who else might know?*
 - Finish every informant contact with something positive, even if it is nothing more than your suggestion he or she give our request some more thought. Even if the informant cannot help you, be pleasant and sincere in thanking him or her for taking the time to talk with you. Never forget that you may need to contact him 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 [respondent's name] and I'll call you back in a few days.*
 - *When we last spoke, you told me [respondent's name] called you every two or three months. You gave me permission to follow-up occasionally. I was hoping you have heard from him and would have his new telephone number or address.*

**Interviewer
Responsibilities
for CDS**

While the appropriate tracking strategy for locating an individual respondent will vary, the basic principles remain the same for all. Special field procedures have been implemented for CDS in order to ensure that tracking remains a priority and that the comprehensive effort that is needed to locate each respondent is achieved. Tracking is a joint effort between Field Interviewers and the National Tracking Team, with each group assigned specific steps in the tracking process. And as in the previous wave, sample lines will be transferred between the interviewer and the NTT member so that whoever is completing the tracking steps has the line in his or her sample while working.

It is important that tracking cases be *identified early and worked thoroughly*, since it may take a few weeks in some cases to locate the respondent and obtain the interview. For this reason, your first three to five tracking cases must be reviewed with the NTT member for proper procedures and entries in both Call Wizard and CaseTrak. To assure that all steps are followed, you may be asked to attend a retraining session set up by phone conference call.

CaseTrak

You will be able to access CaseTrak through SurveyTrak. CaseTrak is accessed through the Call Wizard and is CaseTrak automatically launched upon entering a Call Record containing a tracking result code [REDACTED]. Once CaseTrak has been accessed you will be able to enter the information necessary to track your respondent.

1. The tracking checklist for interviewers is predefined in CaseTrak. This format makes it easier to detail the Steps and Actions you conduct in tracking your respondents.
2. Under each Step, respondent, and contact persons address and phone information has been preloaded from the View/Edit Tabs when you Insert Action.
3. Access the Respondent Profile directly from CaseTrak by selecting "Profile" on the bottom toolbar.

The following page will summarize the tracking steps shown in CaseTrak and on your Interviewer Tracking Checklist.

Summary of Tracking Steps

*80% of lost cases are found in the first 24 hours of tracking

The First 24 Hours after determining respondent, or informant is lost:

- Complete the initial basic tracking steps. Verify respondent or proxy telephone numbers first by:
 - checking the Area Code list to confirm the correct area code,
 - then with Directory Assistance,
 - make the initial contact attempts to any contact persons during the first 24 hours.
- If tracking in the first 24 hours is unsuccessful, mail the Basic Tracking Letter immediately to the respondent's last known address
- Accurately maintain CaseTrak notes for each tracking step.

The Following Two Weeks – still working in CaseTrak:

- Continue to attempt contact with the respondent using any un-reached numbers or new numbers provided by directory assistance. Try for contact using each of the four Preferred Call Slots in the Contacting Respondents section (section V) of this manual.
- Continue to call contact persons or informants who have not been reached using the preferred call slots.
- Track the contact persons if necessary. Check the area code list first, then call directory assistance for help with any disconnected or wrong phone numbers for contact persons or informants.
- During this period, also review the Respondent Profile in detail, searching for any difficult telephone numbers or informants.
- Actively work all steps within two weeks and enter any results in

*An additional 10% are found in the next two weeks!

At the End of Two Weeks:

- If the respondent has not been reached after two weeks of tracking, discuss the case with your Team Leader. Enter the results of this discussion in CaseTrak.
- If instructed to do so, contact the NTT member. Transfer the case to NTT for further searches, but before the transfer enter a summary of the tracking [redacted] the reason for transfer in a Call Wizard entry, assigning a [redacted] series result code (Tracking by Tracking Team). As a general rule [redacted] three brief descriptions should appear in this summary:
 1. What you did to locate the respondent
 2. What was the result
 3. Your suggestions for the next tracking steps
- Once you know to whom you will be transferring the line, you will need to enter in case notes the date of the transfer, your interviewer ID number and the ID number of the interviewer who will [redacted] the lines. A brief note such as “4/1/05: Transfer from [redacted] will suffice.
- You must send an email to the NTT member receiving the line with a cc to your TL. The subject should be the SID.

**Tracking
Documentation
and Result Codes**

There will only be a few entries in Call Wizard for a tracking case, perhaps only one if you find the respondent following the steps in CaseTrak. All actions that you take to locate a respondent will be entered in CaseTrak.

The following is an example of call records in Call Wizard for a tracking case transferred to NTT and back to a field interviewer.

Only three entries in Call Wizard, all others will be in CaseTrak:

Call # 1 – Result Code [redacted]. Notes: R Phone Disconnected

Call # 2 – Result Code [redacted]. Notes: Iwer Tracking exhausted – transfer per TL to NTT member. No AC change, DA has no new number, CPs no help. Tried a son mentioned in Profile, but no new DA number

Call # 3 – Result Code [redacted]. Notes: Trans from NTT to FTF Iwer –see New steps in CaseTrak. R and CPs new ph/address, Step 19 and 20.

Possible son phone if needed in Step 21. Follow up with actions in CaseTrak within two weeks.

Tracking result codes are found in the [redacted] series for interviewer tracking, and [redacted] series for NTT work. Please refer to the Result Codes section of the manual for more detail on Call Wizard entries.

**NTT Member
Work**

Upon transfer of the line, the NTT member will review the case and will follow a NTT Tracking Checklist, adding several steps and actions to

CaseTrak. If successful in finding the respondent, NTT will also complete the IW if possible. However, if the respondent is found to have relocated and the Preferred mode for the case is FTF, the line will be transferred to the nearest available interviewer.

When NTT returns the case to you (the next two weeks):

- The NTT member will provide new information about possible phones and addresses for the respondent, proxy, informants or contact persons. Follow up on these steps and document your actions in CaseTrak.
- Visit housing units of respondents, contact neighbors, landlords or other informants as outlined in new steps added in CaseTrak by the NTT member.
- As you complete the calls necessary to either obtain the interview or to follow-up on the provided steps, you will document this work in CaseTrak, until you have spoken with either the respondent, proxy or a member of their household.

Additional Tracking Steps:

- If all the steps in the NTT tracking strategy are completed in CaseTrak and the respondent is not located, the NTT member and interviewer assigned to the case will re-evaluate the results. The goal of the PSID tracking effort is to complete the initial strategy in four weeks, and if appropriate, a more extensive tracking strategy will then be implemented. Second-line tracking steps might include face-to-face work such as trips to contact peoples' homes or a visit to the local voting records office.

Remember, once a case is assigned a tracking status code in Call Wizard, it remains in the tracking category ([] series or [] series) until you or a NTT member have spoken with the respondent, or a knowledgeable adult member of the his/her household.

Face-to-Face Tracking

Permission for face-to-face tracking must first be obtained from your team leader and your PC acting on the advice of the NTT.

Face-to-face tracking is extremely effective! Some individuals, businesses or government agencies are more likely to volunteer information to an individual standing in front of them than to the voice on the telephone. Consider the merits of visiting informants who may have said they "don't know anything" about the respondent over the telephone. Also, the respondent may still be at the same address, or there may be an informant at the address that will know where the respondent has moved. Don't forget to talk to neighbors, as they can be a very valuable source of information.

When you talk with informants face-to-face it is important to obtain as much

information as possible. Remember to use the same probes with informants that you would use when interviewing a respondent, with one addition. If the informant says “I don’t know” remember to ask the important follow up question “Who might know?”

Before you set out, make sure you have a well thought-out plan to maximize effectiveness and minimize costs. Remember to record the information from the Tracking Form in a CaseTrak action as soon as you return home.

At all times when doing face-to-face tracking, an interviewer should clearly display his or her identification badge and be willing to allow the informant to review the Institute for Social Research’s “Policy on Safeguarding Respondent Privacy.” Be prepared to leave Sorry I Missed You Card where needed. Be sure to explain that, not only do we protect the respondent’s confidentiality, but also that of the informant.

Work closely with your TL and NTT member in deciding what course to follow in field tracking as these efforts can quickly become costly. They will inform you which of the actions listed below seem most likely to bring you success. These may include:

- 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, which may include:

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.

Driver’s 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 examiner: 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 case worker who can relay a message to the respondent. (A social security number will probably be needed. Since PSID does not ask for or use Social Security numbers, give the name and the last known address of the Respondent.) A case worker may not give out the respondent's address or phone number! Hint: Do not contact case workers 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, be discreet when contacting these offices. Do not reveal the name of the study.

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.

**Tracking
Resources****Finder's Fee:**

A \$10 finder's fee may be offered to a contact person or other informant when the interviewer believes that it will persuade the informant to provide a respondent's address or telephone number or encourage the informant to persuade the respondent to get in touch with us. Remember that finder's fees are paid only after the interview is successfully completed. Even if the finder gives us accurate information that leads to locating the respondent, the finder's fee is not issued unless the interview is complete. When offering a finder's fee to an informant, be sure to explain it accurately and to record your offer in a CaseTrak note.

You will need approval by your TL to offer a finder's fee.

Service Requested envelopes have been included in your bulk supplies and additional quantities may be requested from the supply line. This endorsement will alert the post office that the sender wants to know the new address if the addressee has moved. Upon receipt of an undeliverable mail piece, the post office will check its files for forwarding address information. If this information is on-file, the post office will forward the letter or package on to the respondent and make a photocopy of the old and new addresses that they will send to the return address on the mail piece. When such mail is received in Ann Arbor, survey management staff will notify interviewers of the results.

In order to facilitate this process, please remember to include your [redacted] interviewer ID and the [redacted] project number on all envelopes you send. Also write [redacted] near the address so that the Production Manager will receive the returned mail.

All results passed on from Ann Arbor must be documented in a new action under the step heading "Send Tracking Letter" in CaseTrak. The call note information update will include the following information:

- Updates from correspondence
- Date the update was relayed to the interviewer
- Date and type of initial letter

**Finalizing A Case
As “Lost”**

Unfortunately, some respondents cannot be located. When you conclude that all tracking steps have been exhausted, you should first discuss the case with your Team Leader before contacting the NTT member.

If the NTT member agrees with your assessment that all tracking steps have been taken, you will enter a final call record in Call Wizard using a status code [REDACTED] Tracking Exhausted. Include the name of the NTT member in this record’s call note; briefly explain the tracking steps that were taken and any perceptions or suggestions that may lead to locating the respondent in future waves.

Confidentiality

The importance of locating respondents is critical to the success of any study. However, the need to locate a respondent never outweighs ISR’s policy on confidentiality.

You must strictly adhere to the Institute for Social Research’s (ISR) Policy on Safeguarding Respondent Privacy in all tracking efforts. **ISR extends a promise of confidentiality to respondents who participate in its surveys. We pledge to safeguard respondent privacy, anonymity and confidentiality. The Institute takes this obligation very seriously and requires all Institute staff to sign a pledge promising compliance with the policy. Failure to comply with the policy may result in discipline up to and including termination of employment.**

You are reminded that any data obtained in response to survey questions during an interview with a respondent cannot be used in the tracking process. Any information a respondent provides from the time an interviewer reads the questionnaire’s confidentiality statement until he or she begins asking for recontact information is considered part of the interview and is, therefore, off limits during the tracking process.

Most information in Interviewer Observations cannot be used to locate a respondent. This includes but is not limited to occupation, household members’ names, social benefits received and future plans. Information obtained during the recontact questions may be used to track a respondent.

You must understand that releasing an informant’s name, repeating information one informant gave you to another, or acknowledging that an informant was unable to provide you with information on the respondent violates ISR’s commitment to confidentiality, unless the informant has given you explicit permission to do so.

During the tracking process, an interviewer may talk to several informants who will give him clues to assist in locating the respondent. Never say, “I already spoke with your aunt and she doesn’t know where [respondent] is either!” Learn to use phrases like, “*Another person felt confident you could*

help us locate [respondent],” or “I understand you have on-going contact with [respondent],” and then move on to the questions. Under no circumstances, should you reveal the name of the study to a contact person or other informant.

**Documenting
Tracking Calls**

It is critical to the tracking effort that, together, the records in Call Wizard and CaseTrak reflect every step taken to locate a respondent.

The value of well-documented call records cannot be overstated. Call records should contain concise, detailed information about each contact or attempted contact with the respondent, contact persons or informants as well as suggestions for what to do next. Include the relationship to the respondent, and any other clues that may lead us to success.

We cannot emphasize enough the importance of documenting every contact you make with informants and contacts, as well as any written correspondence that is used in the tracking process in CaseTrak. Refer to the CaseTrak section of the SurveyTrak manual for instructions on entering CaseTrak actions.

While documentation may seem to slow the tracking process, it is invaluable in analyzing what works effectively and in reminding yourself (and other interviewers or NTT, if the case is transferred) what steps have been taken.

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 2 Production Coordinators, [REDACTED] and [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], Production Manager
- [REDACTED], Survey Director

This organizational structure 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.

All interviewers are required to attend a team conference call once a week. More information on team calls will be provided at training.

Interviewer Commitment Statement

Each interviewer will be asked to sign a Commitment Statement prior to coming to training, outlining standards for Interviewer training and job performance while working on the CDS-III. A copy of the signed Commitment Statement will also be provided for you for your files.

Production Goals

Our overall national production goals for CDS-III are as follows:

Overall Household response rate is 91%
PCG response rate is 91%
Child Interview response rate is 91%
Time Diary response rate is 91%
OCG response rate is 85%

We will complete approximately 1650 completed interviews. Our average hours-per-interview or HPI goal is 17 hours (for an entire CDS household).

The milestone dates for production are:

- 10/1/07 Begin Production
- 12/15/07 80% complete
- 2/29/08 100% complete

You will receive a 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. 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 Production Manager are your immediate supervisors and should be your first contacts if you need help. However, other staff members 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 PM has instructed you to do so or if you have an emergency arise in the field and your TL, PC, and PM are unavailable.

A DCS staff contact list is provided to you at Registration.

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

For CDS-III, we will have interviewers tape certain interviews for review and evaluation. Each interviewer will be evaluated 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. Particular attention is paid to maintaining GIT standards in probing, feedback, and question reading. This evaluation will consist of two portions.

1. Recording: Each Interviewer will be required to record two CHILD and three PCG Blaise interviews with the respondent's permission.

Interviewers should indicate in SurveyTrak (in the View/Edit feature, Control Tab; see *Section 2: SurveyTrak* for details) when the interview was recorded. The first tape will be sent to your TL for evaluation and feedback. After that, tapes will be sent directly to the SRC QC team in Ann Arbor. TLs will provide the Interviewers with feedback about the recorded interview. The TL, PC, PM or the SRO Quality Control staff may request additional recorded interviews as needed.

2. Review of Time Diaries: Each Interviewer will be required to send their first three sets of Time Diaries to their TL for review each of their first 3 interviews.

Interviewers should indicate in SurveyTrak (in the View/Edit feature, Control Tab; see *Section 2: SurveyTrak* for details) when the Time Diaries are mailed to their TL. TLs will provide feedback and extra instruction as necessary; additional review of Time Diaries may be requested as needed.

Any Time Diaries 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 TD's 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 University might be calling them to confirm their interview.

**Respondent
Payment
Problems**

Whenever a respondent reports a payment problem, 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* 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. **If you pay out-of-pocket to your respondent, you must get a signed electronic receipt form in order to be reimbursed through Tenrox.**

You may request a Travel Advance through your TL to cover these expenses. The receipts will be used to reconcile the Travel Advance.

Separate electronic receipts will be opened in SurveyTrak whenever you choose the Cash Paid option in any of the interviews (PCG, Child or OCG).

**Incident
Reporting**

Though all of the University staff make every effort to give you the tools to protect yourself while you are working out in the field, the fact is that things may still happen. While working for the University, if you incur any injury to yourself or to your vehicle, or there is any damage to University equipment, it must be reported within 24 hours. You should report the incident to your TL or PC, who will fill out an Incident Report for Ann Arbor. You will be asked to give as much detail as possible about what happened at the time and any subsequent actions. If you are in any doubt about what constitutes an incident, it is best to report it to your TL for documentation.

PART D: LAPTOP COMPUTER INSTRUCTIONS

**When You Are
Finished
Working on a
Project**

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

When an interviewer terminates or has finished work on a project and will not be assigned to another project in less than 1 month, it is the responsibility of the Production Manager or Team Leader to make arrangements for the return of equipment.

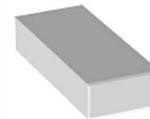
Step 1: The PM or TL will contact you to coordinate the shipping of the computer. Final sample reconciliation must be done at this time.

Step 2: The PM or TL will inform the Help Desk staff that you will be returning the computer and a Help Desk call will be opened.

Step 3: Ship the computer to Ann Arbor following the provided shipping instructions. It is your responsibility to provide the PM or TL with a valid UPS tracking number.

Step 4: The PM or TL will inform the Help Desk staff of the valid UPS tracking number and that the computer has been shipped.

Step 5: Upon receipt of the laptop in Ann Arbor, DCS staff will conduct final check of sample and close out interviewer from all applicable projects.



Shipping Instructions (Including Machines Shipped for Repair)

The computer must be in its bag and placed in a box with no less than 2 inches of material (crumpled paper, bubble wrap, Styrofoam peanuts) surrounding it. For final returns, all included laptop peripherals should also be placed in the box including but not limited to: Extension cord, 3-prong adapter, computer phone cord, telephone duplex adapter, telephone fem-fem adapter, laptop power supply, and mouse.

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 U of M account number [redacted] and the shipping method (final return of laptop - 2nd day air, laptop repair - next day air). Please do not send shipments for A.M. delivery. 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. Whenever possible, use a pre-printed UPS shipping document that has been provided to you for the project which you are working. If you do not have a pre-printed UPS shipping document, fill out a blank document using the following information.

1. The shipper's UPS account number is [redacted]. **
2. The reference number is the [redacted] Short Code for the project. Your PM or TL will provide you with the [redacted] Short Code for the project. **
3. The shipping address is:
[redacted]
Ann Arbor, MI
4. The phone number is [redacted].
5. Fill in the weight of the package.
6. The insured value should be [redacted].
7. The method of payment is [redacted].
8. Sign and date the document.

****DO NOT ADD ANY ADDITIONAL INFORMATION TO THESE FIELDS OTHER THAN WHAT IS SPECIFIED.**

If you have any problems with UPS or with filling out the shipping document, please call the Help Desk at [redacted].

Please note that we cannot accept a computer sent COD.

APPENDICES

APPENDIX A

PRE-CONTACT LETTER

TOC

<Date>

First Name Last Name
Street
City, State Zip

Dear <Parent Name>,

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. The study is designed to collect information from the adolescents in your family who participated in the 1997 Child Development Supplement, and the parents or caregivers of these youth. An interviewer will be contacting you by telephone, if possible, in the near future, to set up an interviewing appointment.

We know that our families lead busy lives, and so we're grateful for your participation. We are offering the child's primary caregiver \$75 and the other caregiver \$20 as a token of our appreciation for your time, interest, and effort. We would like to give each child who participates \$40 for his/her own contribution. The time you spend talking to us is an investment in a research study that is very widely used.

We'd like to take this opportunity to stress that participating is completely voluntary. You or your children may find some of the questions to be of a sensitive nature. If you or they do not wish to answer them, you can refuse, and your interviewer will move on to the next question. You can also end the interview at any time, without any questions or consequences whatsoever.

The answers that you give will be kept confidential to the maximum extent allowable under federal, state, and local law. All identifying information (such as names and addresses) is removed from the data before it is released to researchers. We never give or sell our list of study members to anyone.

If you have any questions or concerns, please call us at our toll-free number: [REDACTED]. We hope you will help us out with this important research project and look forward to speaking with you soon.



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

[REDACTED]

[REDACTED]

APPENDIX B

HOUSEHOLD INTRODUCTION LETTER

Dear _____:

Thank you for agreeing to participate in the 2007 Child Development Supplement to the Panel Study of Income Dynamics, 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 your children who are eligible for the study. We will try to interview you and the other caregiver by telephone. The name of the other caregiver (if there is such a person in your household) 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. You or the named other caregiver also need to be there in order to sign a parent permission form and you or another adult (over 18 years old) must be present throughout the child interview.

The Time Diaries 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 of the time diary. We appreciate your taking the time to carefully complete the booklet for each day specified.

In appreciation for your participation in our study, we will send the primary caregiver of the child a check for \$75 and a second caregiver a check for \$20. Each child who participates will receive a payment of \$40 upon completion of their interview and the other caregiver will receive \$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, _____.

Sincerely,



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



Jacquelynne 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: _____

Enclosures: Time Diaries

APPENDIX C

RESPONDENT DEFINITIONS

CDS-III RESPONDENT DEFINITIONS FOR PCG AND OCG

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 or she can be selected as another respondent as well. An example would be if 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 D

INTERVIEW CHECKLIST

CDS-III INTERVIEW CHECKLIST

Sample ID: _____

Family's Last Name: _____

Iwer ID: _____

Pre-Contact Mailing to the Household:

Pre-contact letter

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 with Name written and day circled on front]

Respondent Booklets for PCG and OCG

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] – laminated and paper copy

Child Assent Form(s) [one for each target child aged in the HH] – laminated and paper copy

PCG Respondent Booklet, if completing face-to-face interview

OCG Respondent Booklet, if completing face-to-face interview

Child Respondent Booklet(s) [one for each target child age in the HH]

Extra blank Time Diaries

Weight Scale

Tape Measure

Orange L bracket for measuring height

Pencils and Blank paper

WJ-R Easel

Tanner Cards

Green pencil to edit time diaries

After the Interview:

Complete Interviewer Observations

Complete SurveyTrak entries for household and send/receive SurveyTrak data

Report your progress to your Team Leader

Edit and send completed Time Diaries back to Ann Arbor (or to your TL for evaluation) via UPS with tracking number
(record in SurveyTrak)

APPENDIX E
EDITING CHECKLIST

CDS-III EDITING CHECKLIST

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

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 administration and edit lengths 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.
- Place an interviewer label in the box in the upper right hand corner.
- Record the appropriate SID in the box in the upper left hand corner.

APPENDIX G

4 DIGIT RESULT CODES

CDS-III RESULT CODES

Series	Code	Description
No Attempts		
		No Attempts
		No Attempts
Completed Cases		
		Completes
		Complete Interview
		Accepted Partial Interview
Interim Result Codes		
Answering Machine/Service		
		Answering Machine, No Message Left
		Answering Machine, Message Left
Privacy Manager		
		Privacy Manager, No Message Left
		Privacy Manager, Message Left
Pager, fax, modem, Text Messenger, TTY		
		Pager, 2 Beeps, Text Messenger
		Fax, Modem
		TTY
Bad Address, Bad Number		
		First Wrong Number for R
		R Number No Longer in Service
		Respondent Not At Address
		Address Non-Existent
		Mail Returned, Forwarding Address Given
		Mail Returned, No Forwarding Address
		Complete Silence
		Strange Noise/Fast Busy
Not Answered, No Contact		
		Ring No Answer/No One Home
		Phone Busy
		Locked Building/Gated Community
Contact, General Callback		
		Cont, General Callback, Inf (R Known)
		Cont, General Callback, R
Contact, Best Time Known		
		Cont, Best Time Known, Inf (R Known)
		Cont, Best Time Known, R
Contact, Appointment Made		
		Cont, Appt Made, Inf (R Known)
		Cont, Appt Made, R
Contact, Initial Resistance		
		Cont Initial Resistance, Inf (R Known)
		Cont Initial Resistance, R
Tracking by Interviewer		
		Tracking by Iwer, R Tracking
		Tracking by Iwer, Contact/Other Tracking
Tracking by Tracking Team		
		Tracking by Track Team, R Tracking

Series	Code	Description
		Tracking by Track Team, Contact/Other Tracking
	Hold	
		Hold, Technical Problem
		Hold, Procedural Problem
		Hold for Completion/Data Entry
	Final Result Codes	
	Final Refusals	
		Final Refusal, R
		Final Refusal, Inf
		Final Refusal, Never Reached For Conversion
		Final Refusal, Do Not Attempt RC
	Other Non-Interview, Unknown Eligibility	
		NI, Tracking Exhausted, R Known
		NI, Incomplete Interview
		NI, Permanent Condition
		NI, Language Problem, R Known
		NI, Other Reason
		NI, Never Answered, Final NC, R Known
		Remote Sample
	Study Specific Codes	
		Incarcerated Respondent
		Deceased Respondent
		Age Ineligible

APPENDIX G

PARENT/GUARDIAN PERMISSION FORMS



Parent/Guardian Permission Form for Children Aged 10-11
2007-2008 Child Development Supplement
Panel Study of Income Dynamics

The Panel Study of Income Dynamics at the University of Michigan is again doing a study on the development of children. Information from earlier years of the study (1997 and 2002) has already helped researchers understand how resources in the home, community, and school are connected to children's health and achievement. By completing the interview this year, you will help us understand how these resources affect children's lives as they develop. We are asking your permission for your child to be interviewed.

- Each child interview will take about 1-1/2 to 2 hours. The child will complete an achievement assessment. The interviewer will also ask your child questions about family, school, and neighborhood experiences. We will also ask the child to answer some questions about puberty. Finally, we will collect the time diaries previously sent to you.
- Even after you agree for your child to be interviewed, he or she may choose to stop the interview at any time. If your child is asked any question he or she does not want to answer, the interviewer will skip it and move on. The interview can usually be completed in one setting, but we may be able to do it in more than one if you choose.
- We will provide your child with \$40 to show our thanks for his or her time and effort.

Your child's privacy is of the highest concern to us. Your interviewer has personally pledged to protect your child's privacy. Answers that your child gives us are combined with answers from thousands of other interviews. **No individual can be recognized from their answers and we never release any personal information about the people we interview.**

Because your privacy is so important to us, we have done something extra to protect it. We have a Certificate of Confidentiality from the National Institutes of Health. Having this means that a court, even under a court order or subpoena, cannot force us to give out information that could identify you or your child.

Our privacy policy, including the Certificate, has one exception. If any of the information you give us makes us concerned about harm to you or others, or about child abuse, we are allowed to tell the appropriate people or agencies about it.

Finally, the agency that funds this research is the National Institute of Child Health and Human Development. They might decide to audit us. So they may see the information you give us. They are also bound to protect your privacy by not revealing any information that would identify you.

You should understand that a Certificate of Confidentiality does not prevent you from voluntarily releasing information about yourself or the fact that you have been involved in this study. If an insurer, employer, or other person obtains your written consent to receive research information, the researchers may not use the Certificate to withhold that information.

One of the goals of this study is to understand how school resources affect the child's academic achievements and interests. The researchers plan to learn more about your child's school by using publicly available information from the U.S. Department of Education. This includes information on school and school district staffing, finances, and student enrollment numbers for all schools in the U.S. This information is used only in statistical summaries for research purposes.

[If Applicable: The interview may be audio-recorded, but only with your permission and your child's permission. Recordings are made so that a supervisor can review the quality of the interview. Only a special group of project employees can access recorded interviews.]

Thank you and your child for participating in the Child Development Supplement. Our experience from the past has shown us that young people enjoy doing the interview. The information gathered is very important. If you have any questions, please call our toll-free number: [REDACTED].

I have read and been informed about the study. The interviewer has offered to answer any questions I may have concerning the study. I consent to my child's participation in the study.

Parent/Guardian Signature: _____ **Date:** _____

(Please print full name of parent or guardian here)

Name of Child: _____

I have read and been informed about gathering information about my child's school through the public database of schools and school districts. The Panel Study of Income Dynamics Child Development Study, at the University of Michigan, has offered to answer any questions I may have concerning this part of the study. I consent to this information being made available to the study.

Parent/Guardian Signature: _____ **Date:** _____

(Please print full name of parent or guardian here)

Name of Child: _____



Parent/Guardian Permission Form for Children Aged 12-18
2007-2008 Child Development Supplement
Panel Study of Income Dynamics

The Panel Study of Income Dynamics at the University of Michigan is again doing a study on the development of children. Information from earlier years of the study (1997 and 2002) has already helped researchers understand how resources in the home, community, and school are connected to children's health and achievement. By completing the interview this year, you will help us understand how these resources affect children's lives as they develop. We are asking your permission for your child to be interviewed.

- Each child interview will take about 1-1/2 to 2 hours. The child will complete an achievement assessment. The interviewer will also ask your child questions about family, school, and neighborhood experiences. We will also ask the child to answer some questions about puberty, sexual experiences, pregnancy, smoking, alcohol and drugs. Some people may find some of these questions sensitive and upsetting. Finally, we will collect the time diaries previously sent to you.
- Even after you agree for your child to be interviewed, he or she may choose to stop the interview at any time. If your child is asked any question he or she does not want to answer, the interviewer will skip it and move on. The interview can usually be completed in one setting, but we may be able to do it in more than one if you choose.
- We will provide your child with \$40 to show our thanks for his or her time and effort.

Your child's privacy is of the highest concern to us. Your interviewer has personally pledged to protect your child's privacy. Answers that your child gives us are combined with answers from thousands of other interviews. **No individual can be recognized from their answers and we never release any personal information about the people we interview.**

Because your privacy is so important to us, we have done something extra to protect it. We have a Certificate of Confidentiality from the National Institutes of Health. Having this means that a court, even under a court order or subpoena, cannot force us to give out information that could identify you or your child.

Our privacy policy, including the Certificate, has one exception. If any of the information you give us makes us concerned about harm to you or others, or about child abuse, we are allowed to tell the appropriate people or agencies about it.

Finally, the agency that funds this research is the National Institute of Child Health and Human Development. They might decide to audit us. So they may see the information you give us. They are also bound to protect your privacy by not revealing any information that would identify you.

You should understand that a Certificate of Confidentiality does not prevent you from voluntarily releasing information about yourself or the fact that you have been involved in this study. If an insurer, employer, or other person obtains your written consent to receive research information, the researchers may not use the Certificate to withhold that information.

One of the goals of this study is to understand how school resources affect the child's academic achievements and interests. The researchers plan to learn more about your child's school by using publicly available information from the U.S. Department of Education. This includes information on school and school district staffing, finances, and student enrollment numbers for all schools in the U.S. This information is used only in statistical summaries for research purposes.

[If Applicable: The interview may be audio-recorded, but only with your permission and your child's permission. Recordings are made so that a supervisor can review the quality of the interview. Only a special group of project employees can access recorded interviews.]

Thank you and your child for participating in the Child Development Supplement. Our experience from the past has shown us that young people enjoy doing the interview. The information gathered is very important. If you have any questions, please call our toll-free number: [REDACTED].

I have read and been informed about the study. The interviewer has offered to answer any questions I may have concerning the study. I consent to my child's participation in the study.

Parent/Guardian Signature: _____ **Date:** _____

(Please print full name of parent or guardian here)

Name of Child: _____

I have read and been informed about gathering information about my child's school through the public database of schools and school districts. The Panel Study of Income Dynamics Child Development Study, at the University of Michigan, has offered to answer any questions I may have concerning this part of the study. I consent to this information being made available to the study.

Parent/Guardian Signature: _____ **Date:** _____

(Please print full name of parent or guardian here)

Name of Child: _____

APPENDIX H
CHILD ASSENT FORMS



**Child Assent Form
2007/2008 Child Development Supplement
Panel Study of Income Dynamics**

Ages 10-11

The Panel Study of Income Dynamics at the University of Michigan is again completing a study on child development. This study gives researchers important information about the health and achievement of young people. People who have done the interview before think it is interesting and fun.

We hope that you will be in the study this time. If you agree, it means:

- You will do a 1-1/2 to 2 hour interview. An adult has to be home when we do the interview.
- The interview includes questions about language and math. We also ask about what you do with your time. And we ask about school, home, your friends, and your neighborhood. In one part of the interview, you will also answer questions about your body.
- The interview is completely voluntary and confidential. That means:
 - Even after we start, you can stop the interview at any time and still receive \$40.
 - You can skip any question you do not want to answer.
 - Your answers are completely private. No one, except the research staff, will know your answers to any questions. This includes your parents, teachers, friends, and family members. **We never give out any personal information about the people we interview.**
- We may tape your interview, if you agree. We do this only to make sure the interviewers all follow the same rules. Only a special group of people at the University of Michigan are allowed to listen to taped interviews.
- Your parent (or guardian) will receive a copy of this form if you agree to be in the study.

We will give you \$40 as a way to say thank you for being part of this study. Please call [REDACTED] if you have any questions.

I have read and understand the information on the study. The interviewer has answered my questions. I agree to be interviewed.

Your Signature: _____ **Date:** _____

Your Name (printed): _____
(Please print full name here)



**Child Assent Form
2007/2008 Child Development Supplement
Panel Study of Income Dynamics**

Ages 12-18

The Panel Study of Income Dynamics at the University of Michigan is again completing a study on child development. This study gives researchers important information about the health and achievement of young people. People who have done the interview before think it was interesting and fun.

We hope that you will be in the study this time. If you agree, it means:

- You will do a 1-1/2 to 2 hour interview. An adult has to be home when we do the interview.
- The interview includes questions about language and math. We also ask about what you do with your time. And we ask about school, home, your friends, and your neighborhood. In one part of the interview, you will also answer questions about your body, sexual experiences, pregnancy, smoking, alcohol and drugs. Some people may find some of these questions sensitive and upsetting.
- The interview is completely voluntary and confidential. That means:
 - Even after we start, you can stop the interview at any time and still receive \$40.
 - You can skip any question you do not want to answer.
 - Your answers are completely private. No one, except the research staff, will know your answers to any questions. This includes your parents, teachers, friends, and family members. **We never give out any personal information about the people we interview.**
- We may tape your interview, if you agree. We do this only to make sure the interviewers all follow the same rules. Only a special group of people at the University of Michigan are allowed to listen to taped interviews.
- Your parent (or guardian) will receive a copy of this form if you agree to be in the study.

Because your privacy is so important to us, we have done something extra to protect it. We have something called a Certificate of Confidentiality from the National Institutes of Health. Having this means that a court cannot force us to give out information that could identify you.

Our privacy policy, including the Certificate, has one exception. If any of the information you give us makes us concerned about harm to you or others, or about child abuse, we are allowed to tell the appropriate people or agencies about it.

Finally, the agency that funds this research is the National Institute of Child Health and Human Development. They might decide to audit us. So they may see the information you give us. They are also bound to protect your privacy by not revealing any information that would identify you.

We will give you \$40 as a way to say thank you for being part of this study. Please call [redacted] if you have any questions.

I have read and understand the information on the study. The interviewer has answered my questions. I agree to be interviewed.

Your Signature: _____ **Date:** _____

Your Name (printed): _____
(Please print full name here)

APPENDIX I

PSID FAMILY UNIT (FU) DEFINITION

PSID Family Unit (FU) Definition

The following information is a short review of the PSID rules concerning Housing Units (HU) and Family Units (FU). Please review and contact your TL if you have any questions.

Family vs. Household

The PSID distinguishes between the *housing unit* (a particular physical dwelling) and the *family unit*, which is the people who live in the housing unit and qualify as a family by PSID criteria. We abbreviate these two technical terms as the *HU*, and the *FU*.

Housing Unit

The *Housing Unit*, or *HU*, is a residential dwelling designed for one group of people living as a family. Each HU usually has a lock on its door to keep out people who don't belong to the group. The HU may be a single-family house, half of a duplex, an apartment in a large building, a trailer, or a room in a nursing home. Each wave, the family listing that you will do at the beginning of the interview will list everyone who is living there in the HU. But in some cases, not all of the people will qualify as part of the FU. To belong to the FU, a person has to satisfy more criteria than just living there.

Family Unit

The PSID defines the *Family Unit*, or *FU*, as a group of people **living together as a family**. At first sight, that might not look much different from the real-world definition. But it is. Let's look at the three parts:

Living together. First, everyone included in this family/FU must occupy the same HU. Children who are living elsewhere (college, their own apartment) may be real-world family, but they are not FU members.

As a family—related. Second, FU members must be related. This can be in one of the real-world family ways, such as blood, marriage, or adoption. But PSID also counts live-in romantic partners (boyfriends, girlfriends, same sex partners) as FU members. Someone who is not related in one of these ways is not eligible to be in the FU.

As a family—economically. Finally, FU members are economically interdependent. Sometimes relatives may be living in the HU, but not really financially integrated into the family—usually because they are only there temporarily. So even though they satisfy the first 2 criteria, they are not included in the FU.

FU members occupy the same HU. But there may be some people living in the HU who do not qualify for FU membership. Anyone who is living in the household but who does not meet the other two criteria for FU membership is considered an HU member, rather than an FU member.