

1997 Child Development Supplement of the Panel Study of Income Dynamics

Field Manual



Child-Development-
Supplement

Project [redacted]
February 1997-November 1997

Important numbers:

Study Management Staff:

[redacted] [redacted]
[redacted] [redacted]
[redacted] [redacted]

Computer Troubleshooting [redacted]
Respondent 800 line [redacted]
Interviewer Supply [redacted]

[redacted]

Forward to the 1997 Child Development Supplement Project

Welcome to the Child Development Supplement Project. This study will collect information from families with children under age 13 who complete the 1997 Panel Study of Income Dynamics (PSID) interview. [REDACTED]

[REDACTED] The Child Development Supplement is called a “supplement” because it utilizes the thirty years of data available from the PSID families to enhance its study objectives. At the same time, it stands on its own as a complete project which will obtain some of the most comprehensive information available about children.

Field Interviewers for this study will use general interviewing skills to conduct face-to-face interviews with children and their primary caregivers. Additionally, Interviewers will learn to administer educational assessments that accompany the face-to-face interview and to gather information using time diaries. Interviewers will distribute self administered (mailed or delivered) questionnaires. If a child’s biological father lives in another household, Interviewers will also conduct a phone interview with that parent.

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

Acknowledgments

The individuals who have developed this research project had less than a year to create thirteen substantial questionnaires and the procedures for implementing them. We want to express special appreciation to [REDACTED], who served as the Division of Surveys and Technology Study Director, for [REDACTED] extraordinary efforts during this period. We credit [REDACTED] with the successful completion of the preproduction phase of the project.

This manual was developed through the team effort of [REDACTED]
[REDACTED].

The researchers who have conceived the study design and guided the preproduction activities include Sandy Hofferth (Principal Investigator), Pam Davis-Kean (Project Manager), and Co-Investigators Jean Brooks-Gunn, Greg Duncan, Martha Hill, Frank Stafford, and Jean Yeung.

We want to give special thanks to the National Field Interviewers and Regional Field Managers who contributed their time and important feedback during our pretest efforts:

[REDACTED], Lead Regional Field Manager
[REDACTED], Lead Team Leader Coordinator

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[REDACTED]
[REDACTED]
[REDACTED]
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How to Use This Manual

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

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

Section Two, "Coversheets and CSMS," describes the coversheet and sample management materials that Interviewers receive for each household case. This section includes notes about the laptop computer sample management system (CSMS) that Interviewers will use to record and transmit progress on each household case.

Section Three, "Time Diaries & Assessments," describes two special data collection tools that will be used in this study.

Section Four, "Questionnaires and QxQs," describes the face-to-face interview questionnaires, self administered questionnaires, and phone interview questionnaires.

Section Five, "Interviewing Children," discusses practical considerations of interviewing children. This section introduces two permission forms that parents will be asked to sign.

Section Six, "Administering the Overall Process," gives step by step instructions for working with a household case from the time an Interviewer receives sample material in the mail through the time when completed materials are sent to SRC.

Section Seven, "Field Notes," provides details about Interviewer production goals and details about applying SRC procedures to this study. It includes notes on using and editing paper and pencil questionnaires, working with respondent booklets, handling non-English language situations, requesting persuasion letters, respondent incentives and various administrative issues.

An Appendix at the end of the manual includes copies of various study materials that are referenced in earlier sections.

Table of Contents

Section 1: Introduction to the Study	1
Part A: Overview of the Study	3
Part B: Overview of Interviewer Tasks	6
Section 2: Coversheets and CSMS	9
Part A: Household Coversheet	11
Part B: Father Outside the Home Coversheet	38
Part C: CSMS	45
Section 3: Time Diaries and Assessments	49
Part A: Mail Ahead Time Diaries	51
Part B: Child Assessments	55
Section 4: Questionnaires and Question by Question Objectives	63
Part A: Questionnaires	65
Time Diary	66
Child Questionnaire	71
Primary Caregiver/Child Questionnaire	76
Primary Caregiver/Household Questionnaire	95
Other Caregiver in the Home/Child Questionnaire	96
Other Caregiver in the Home/Household Questionnaire	97
Fathers Who Live Outside the Home of the Target Child/Child Questionnaire	98
Fathers Who Live Outside the Home of the Target Child/Household Questionnaire	101
Elementary/Middle School Teacher Questionnaire	104
Preschool/Daycare Teacher Questionnaire	105
Home-Based Care Questionnaire	106
Elementary/Middle School Administrator Questionnaire	107
Preschool/Daycare Administrator Questionnaire	108
Section 5: Interviewing Children	109
Part A: Tips on Child Interviewing	111
Part B: Issues with Children	113
Part C: Measuring Child's Height	115
Part D: Child Permission Forms	116
Section 6: Administering the Overall Process	117
Section 7: Field Notes	129
Part A: Field Interviewer Expectations	131
Part B: Reporting to RFM's and TL's	133
Part C: Incentives	134
Part D: Persuasion Letters	135
Part E: Other Field Notes	137
Part F: Paper and Pencil Interviewing	140

Appendices	143
Appendix A: List of Questionnaires	145
Appendix B: Definitions of the Respondents	149
Appendix C: Persuasion and Refusal Conversion	153
Appendix D: Introduction Letters	163
Appendix E: Directions for Mailings	171
Appendix F: Duplicate Administrator Questionnaire Form	175
Appendix G: Persuasion Letter Request Form	179
Appendix H: Materials Checklist	183
Appendix I: Editing Checklist	187
Appendix J: Status Codes	191
Appendix K: Employment Commitment Statement	195
Appendix L: Respondent Payment Problem Form	199
Appendix M: Interviewer Checklist for Woodcock-Johnson-Revised	203

SECTION 1
INTRODUCTION TO THE STUDY

PART A: OVERVIEW OF THE STUDY

Field Schedule Field training activities for the 1997 Child Development Supplement will occur in January. Interviewers begin contacting their families in February. The data collections activities will continue until the end of May. During the summer months when most children are out of school, data collection will temporarily halt. As schools open in September, Interviewers will resume their data collection efforts and work through November.

The following dates outline the field schedule for the 1997 PSID Child Supplement Study:

January 13, 17, 23:	Regional Field Manager and Team Leader Train the Trainer One Day Sessions
January 20 - 22:	Non-PSID Experienced and New Hire Interviewer Training
January 24 - 26:	PSID Experienced Interviewer Training
Jan 27 - Feb 9:	Practice Interviews Completed
February 3:	Bulk Materials Mailing
Mid - Feb:	First Cases Sent to Interviewers
Mid Feb - End May:	Spring Data Collection
June - August:	Public School Summer Break (Data Collection Activities Temporarily Halted)
Sept - November:	Fall Data Collection
End November:	Data Collection Complete

Objectives of Child Development Supplement Study

In 1997, with funding from the National Institute of Child Health and Human Development (NICHD)*, the University of Michigan Survey Research Center will collect information on 0–12 year old children from the parents, teachers, and from the children themselves. We expect over 3,000 families to participate. The objective is to provide researchers with comprehensive and nationally-representative data about children and their families that can be analyzed to study the effects that maternal employment patterns, family structure changes, and poverty have on child health and development. The project will gather data to study how time, money and social support at the family, school, and neighborhood levels; as well as parental psychological resources and sibling characteristics are linked to the

*Additional funding was provided by the William T. Grant Foundation, the Annie E. Casey Foundation, the U. S. Department of Agriculture, and the U. S. Department of Education.

cognitive and behavioral development of children as they progress through the stages of early and middle childhood.

This newly funded project will fill a gap in research on children by supplementing PSID data that have been collected about a sample of families for the past 29 years. Although titled the PSID Child Development Supplement, it isn't really a supplement in the way we usually think of a few questions added to an existing survey. Instead, it is a separate project that is attached to the PSID by virtue of the fact that we are using the PSID sample.

Background on PSID

Now in its thirtieth year of data collection, the Panel Study of Income Dynamics 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, income transfers, marriage and children have been collected annually since 1968. From 5,000 families in 1968, the study has grown to include over 10,000 families, including more than 2000 families of Cuban, Puerto Rican, and Mexican descent interviewed between 1990 and 1995. Core funding is provided by the National Science Foundation, with additional funding from the Department of Health and Human Services, the National Institute on Aging, and the National Institute of Child Health and Human Development. The data are used by over 1,100 researchers, journalists, and policy makers throughout the United States and Europe. Since 1968 over 600 journal articles, 250 books and book chapters, and 350 government reports, working papers, and dissertations have been based upon the PSID.

Who Are The Respondents?

The respondents to the Child Development Supplement will have already been included in at least one PSID interview. The majority of respondents will be from long-time PSID respondent families. Eligibility for the Child Development Supplement is based on the ages of the PSID family's children. If the family has a child age twelve or younger, the entire PSID Household Unit is eligible for the Child Development Supplement.

Adult respondents include selected persons who have influence over the child's development. The following is a list of potential respondents in a household case. A household case would never include every respondent on this list. A face-to-face interview will be administered only to the children and primary caregiver.

The Child: Up to two children age twelve and younger per Family Unit are eligible for inclusion in this study. All eligible children must be

members of the PSID Sample. Therefore, it is possible to have some children in a household who are not eligible for inclusion in this study. If the child is under 3 years of age, although still eligible for the study, the child is not interviewed and information will be gathered on this child from other sources.

Primary Caregiver: The Primary Caregiver is the main respondent for this study and will usually be the child's mother. If the mother is not living with the child, the primary caregiver could be the father, legal guardian or person who knows most about the child's activities. If the primary caregiver is being interviewed about two children, the Interviewer will fill out a separate questionnaire for each child. The primary caregiver will also complete time diaries for the child and a self-administered household booklet.

Other Possible Respondents:

Other Caregiver: The Other Caregiver is another adult in the household (usually the child's father, or the mother's spouse/partner) who helps raise the child. This respondent will complete self administered questionnaires.

Father Outside of the Home: In families where the biological father of the child(ren) is not living in this household, Interviewers will contact him and conduct an interview by telephone.

Teacher or Child Care Provider: Interviewers will send a self-administered questionnaire to the child's teacher or child care provider. A time diary for the child is included in these questionnaires. For children in home school, the parent or household member who teaches the child is given a teacher questionnaire to fill out.

School or Child Care Administrator: Interviewers also send a self-administered questionnaire to the administrator of the school or child care center that the child attends. The administrator questionnaire asks about the school or program environment.

Interviewer: The interviewer is also a respondent in this study. The interviewer reports on observations about the respondents and their interactions. These observations are recorded in thumbnail sketches and additional questions at the back of the interviewer administered questionnaires.


6 SECTION ONE - INTRODUCTION TO THE STUDY

PART B: OVERVIEW OF INTERVIEWER TASKS

General	This section is designed to orient the field interviewer to the process involved in the Child Development Supplement. The large number of components in this study makes it important to pay attention to the details of setting up, administering, and completing the interviews. Below is a list of procedures used in processing a household case and the preferred order of administration. We understand that not all interviews can be completed in this order, however, we have found that in general the interviews go more smoothly when this order can be followed.
Receive and Review Materials from Ann Arbor	<p>A household case will appear in your CSMS to alert you that you will soon be receiving your household packet from Ann Arbor. When you receive your packet, you can review it to get the profile of the household. You should receive the following:</p> <ul style="list-style-type: none">• a household information sheet listing HU members• a CSMS checklist• a household labeled coversheet• a father outside of the home coversheet (when applicable).• a sheet of labels for each child
Organize Materials	This step involves actually setting up the materials for the household. Your bulk materials will include the questionnaires and materials you will need to complete your household cases. You must determine what materials this household will need and organize them. This includes putting labels in the proper places on each questionnaire. You may not know where some labels, such as the school labels, should go yet. Keep those labels with the household accordion file so that, as the process continues, you can complete the labeling.
Contact the Household	Once you have assembled the household packet, you are ready to contact the household. You will talk to the primary caregiver, give the details of what the interview will involve and set up an appointment time for an in-person interview. The PSID respondent will have been told that they are eligible for this study but it is possible that the primary caregiver may not know about the study. It is important to fully explain what will be expected of the household. Explain the time diaries and how they work. After talking to the primary caregiver, send the household introduction packet which will include a study brochure, introduction letter, and time diaries.


Visit the Household	Before starting the interviews, you need to get a permission form signed by the primary caregiver for each selected child. While at the household, you will interview each selected child 3 or older, and interview the primary caregiver about each child aged 0-12. The primary caregiver will also be asked to complete a self-administered questionnaire, and the other caregiver (if there is one) will be given a self-administered questionnaire for the household and one for each child. Before leaving the household, you will review the time diaries with the primary caregiver and obtain the primary caregiver's signature on any teacher permission forms that may be needed.
Edit Booklets and Report Progress	As soon as possible after a household visit, edit all the interviews and time diaries completed, and enter the CSMS information.
School Mailings	If either or both of the children are in school, preschool, or child care, you will send a questionnaire packet to the proper teacher or child care provider. A packet also needs to be sent to school or child care center administrators. The contents of these packets will be detailed later in this manual. The date the packets are mailed and address information should be entered into CSMS.
Contact Father Outside of the Home (if applicable)	If there is a father living outside of the target child's home and the primary caregiver gives you his name and address, you will mail the father outside of the home introduction packet. Allow 3-5 days for the father to receive his packet before contacting him by phone. The father outside the home interview includes a questionnaire for each sample child, and one questionnaire for household questions. When the interview is completed, edit the questionnaires and record the status code and other information into CSMS.
Mail 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. (He/She) will instruct you where to mail it. Check the information in CSMS and make sure the call records are complete before entering the final status code.

Field iwer contacts HU
-explain study
-ask to conduct iw




Permission to do iw?


Fill out persuasion letter request form



-set up appointment time
-mail introduction packet



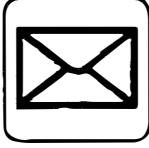
lwer visits household and collects data
-obtain written permission to iw child
-child interview with assessment
-primary caregiver iw with assessment
-review child time diaries
-provide self-administered q'naires for primary caregiver and other caregiver




Teacher permission slips signed?

Any child in school, day care or babysitter?


Iwer mails teacher and admin packets




Send in completed household case, check CSMS and enter final status code



Mail Father Outside of Home Introduction Packet



Call Father Outside of Home and conduct child and hh iws



Any Fathers Outside of Home for children?

Name and phone # of Father Out. obtained?

**SECTION 2
COVERSHEETS AND CSMS**

PART A: HOUSEHOLD COVERSHEET

Coversheets

In this study there are two coversheets: the Household CS and the Father Out of the Home CS. The Coversheet information is as important as the questionnaire to the study staff.

Household Coversheet (Grey)

The Household CS is used to 1) record information obtained during the initial contact with the household (usually by phone) where the primary caregiver is verified and the household session appointment time is set, and 2) record information obtained during the household session. This CS contains, or is used to record, the following information:

- Sample Label with Sample ID and Child Name
- Final Status Code and Respondent Incentive Information
- Interview and Edit Lengths
- Introductory script and questions to be read during the initial contact to set the household session appointment time.
- Directions and dates for household mailing
- Directions for noting that Permission Forms are signed
- Primary Caregiver address and Contact Person updates
- School address information
- Father Outside the Home information (If applicable)
- Overall Household Session Thumbnail
- Call Record

Father Outside the Home Coversheet (Green)

The Father Outside the Home coversheet contains:

- Sample Label with Sample ID and Child Name
 - Final Status Code
 - Interview and Edit Lengths
 - Introductory script
 - Address and Contact Person updates
 - Call Record
-

Child Development Supplement HOUSEHOLD COVERSHEET

SAMPLE LABEL OR

SAMPLE ID FOR SECOND PRIMARY CAREGIVER: _____

2ND PRIM. CG. NAME: _____

CHILD'S NAME: _____

IWER LABEL

IF NEC: ADDRESS CORRECTION INFO

1. Your Iw No. _____	3. Final Status Code _____
2. Date of Final Result _____	4. Was \$25.00 incentive paid in cash? <input type="checkbox"/> 1. YES <input type="checkbox"/> 5. NO

	Child #1			Child #2			Primary Caregiver Iw
	Child Iw	Wkday Diary	Wkend Diary	Child Iw	Wkday Diary	Wkend Diary	
Iw Length							
Edit Length							

1. DETERMINE PROBABLE PRIMARY CAREGIVER AND MARK ON HH INFORMATION SHEET (IF POSSIBLE), USING CRITERIA BELOW:
 1. MOTHER (BIOLOGICAL, STEP, FOSTER, ADOPTIVE), OR "WIFE" OF PSID HEAD
 2. FATHER (BIOLOGICAL, STEP, FOSTER, OR ADOPTIVE)
 3. LEGAL GUARDIAN OF CHILD
 4. ADULT IN HU WHO TAKES PRIMARY RESPONSIBILITY FOR CHILD (NOT SOMEONE PAID -E.G., NOT A BABYSITTER OR A NANNY)

2. DETERMINE PROBABLE OTHER CAREGIVER AND MARK ON HH INFORMATION SHEET (IF POSSIBLE), USING CRITERIA BELOW:
 1. FATHER (BIOLOGICAL, STEP, FOSTER, ADOPTIVE)
 2. GRANDMOTHER OF CHILD
 3. BOYFRIEND OR GIRLFRIEND OF PRIMARY CAREGIVER
 4. OTHER (ADULT) RELATIVE OF CHILD
 5. OTHER (ADULT) NONRELATIVE (NOT SOMEONE PAID, E.G., NOT A BABYSITTER OR A NANNY)

3. Hello, my name is [FULL NAME] from the University of Michigan Survey Research Center. May I speak with (NAME OF PROBABLE PRIMARY CAREGIVER)?

Sample Label One coversheet will be prepared for each household with sample label information in this box. The label contains information from the 1997 PSID interview: the name of the Head, (his/her) address, and telephone number. The ID of the PSID interviewer, as well as the interviewer initially assigned the Child case, will also appear on the label.

The sample ID for all eligible children in the household will appear on this label.

For households with 2 primary caregivers, you will need to use a blank coversheet (from your bulk materials) and write in the sample ID, name of the primary caregiver, and the name of the child associated with the primary caregiver. Also, cross out the Sample ID of the child not associated with the primary caregiver on the labeled coversheet to make it clear which child belongs with each coversheet. This will not happen very often, since most households with two sample children will have the same primary caregiver and only one coversheet will be needed.

PSID Head Name	Child #1 Sample ID
Street Address	Child #2 Sample ID
Street Address	
City, State, Zip	Diary Days
Phone #	
PSID 1997 ID	Iw Type PSID Iwer 97 Child Iwer

Interviewer's Label Place your interviewer label here.

Address Correction Info Use this space to enter address update information that you may discover when verifying R's mailing address to mail the household introduction packet.

Your Iw No. This is a household case number which you will assign sequentially based on the number of households you have completed. Each time you complete household case (a set of household interviews for the child, primary caregiver, other caregiver, time diaries, and father outside the home, if there is one), you will assign that "bundle" of interviews a household case number. The first "bundle" will be Iw No. 1; the second "bundle" Iw No. 2; and so on. This Iw No. will be used by your team leader for evaluation purposes. Your TL will tell you which Interview Numbers should be mailed to (him/her) for verification and evaluation.

14 SECTION TWO - COVERSHEETS AND CSMS

Date of Final Result Enter the date you finalized the household line for this case (when you entered an "01" for the CSMS line).

Final Status Code Enter the final result code for this case (usually "01" if you have completed all the questionnaire pieces for the household; or an "05" if one or more questionnaire pieces are refused).

Was the \$25.00 Incentive paid in cash? Mark the appropriate box to tell us whether or not you paid the respondent in cash (remember to get a receipt if you did!). This is what we will use to decide whether or not to send a check to R, so please be sure to mark this box correctly. We do not want to have any respondent go without payment (and we also don't want to pay Rs twice).

Iw Length For every questionnaire that you administer (including time diaries), please record the interview length here. For the time diaries, the interview length is the time you spend with R collecting or reviewing the time diary information. If the time diary is administered in person or on the phone, the interview length is the time spent collecting the time diary information. If the time diary has been filled out by the respondent and the interviewer reviews the time diary with R in the home, the interview length is the time spent with R doing the review.

For the other questionnaires, the iw length is the elapsed time spent asking the questions in the booklet. (If there are long pauses in the interview - e.g., 10 minutes for the primary caregiver to take care of the children), mark that in the margins and do not count that time as part of the iw length. If there is only one child in the household, leave the "Child #2" columns blank.

Edit Length The edit length is the amount of time you spend editing the questionnaire after the interview is completed. This includes time spent answering interviewer observation questions, writing thumbnail sketches, and checking for legibility of answers.

For the time diary, the edit length is the same - the amount of time you spend looking over the diary after you have asked the questions or reviewed the information with R. If there is only one child for the household, leave the "Child #2" column blank.

**Determine Probable
Primary Caregiver****Item R1**

For most households, you will be able to make a good guess at who the primary caregiver will be based on the information on the Household Information Sheet. Mark who you think the primary caregiver will be on the Household Information Sheet and use that as a beginning point when you contact the household.

The criteria listed here are in priority order. That is, if the child's mother is living in the household, she will be the primary caregiver. If the mother is not in the household, the father is the primary caregiver, and so on.

Note that the primary caregiver should never be a person who is paid to take care of the child, such as a live in babysitter or nanny.

See Appendix B for a detailed definition of each type of respondent.

**Determine Probable
Other Caregiver****Item 2**

This is the same as Item 1 above. If possible, make an educated guess as to who the other caregiver will be based on the contents of the Household Information Sheet.

The criteria are listed in priority order.

Introduction**Item 3**

This is a suggested phone introduction. You are not required to read it verbatim. We strongly encourage all interviewers to tailor their introduction using the information provided during training and in this reference manual. Use the information given in the Study Fact Brochure and "Questions Commonly Asked by Respondents and Interviewers" to formulate an introduction with which you are comfortable and successful.

If possible, you should ask to speak with the person you think will be the primary caregiver. For some large households with many extended family members, it may not be possible to tell from the Household Information Sheet who the primary caregiver will be. In that case, explain the study to any adult that answers the phone and use the following questions in the coversheet to determine who the primary caregiver will be.

I am calling about the Child Development Supplement to the Panel Study of Income Dynamics that (I/MY COLLEAGUE) mentioned when your household did the Main interview a few (DAYS/WEEKS) ago. The purpose of this study is to help researchers gain a better understanding of child development and what types of things help children succeed in school.

4. The child(ren) selected for this study (is/are) (NAME SAMPLE CHILD[REN]).

ITEMS 5-8: VERIFY PRIMARY CAREGIVER (IF 2 DIFFERENT PRIMARY CAREGIVERS IN HH: USE UNLABELED COVERSHEET FOR 2nd PRIMARY CAREGIVER)

5. Are you [CHILD(REN)'S] (mother/stepmother/foster mother/adoptive mother)? [IF NECESSARY: Do you think of yourself as [CHILD(REN)'S] (mother/stepmother/foster mother/adoptive mother)?]

1. YES

5. NO

GO TO ITEM 9



5a. Does [CHILD(REN)'S] (mother/stepmother/foster mother/adoptive mother) live in this household?

1. YES

5. NO

→GO TO ITEM 6



5b. What is her name? _____

MARK PRIMARY CAREGIVER ON HH INFORMATION SHEET

5c. May I speak with her? →INTRODUCE SELF AND STUDY, AND CONTINUE WITH ITEM 9

6. Does [CHILD(REN)'S] (father/stepfather/foster father/adoptive father) live in this household?

1. YES

5. NO

→GO TO ITEM 7



6b. What is his name? _____

MARK PRIMARY CAREGIVER ON HH INFORMATION SHEET

6c. May I speak with him? →INTRODUCE SELF AND STUDY, AND CONTINUE WITH ITEM 9

7. Does [CHILD(REN)'S] legal guardian live in the household?

1. YES

5. NO

→GO TO ITEM 8



7b. What is (his/her) name? _____

MARK PRIMARY CAREGIVER ON HH INFORMATION SHEET

7c. May I speak with (him/her)? →INTRODUCE SELF AND STUDY, AND CONTINUE WITH ITEM 9

**Identify Children
& Primary Caregiver****Item 4- 8**

We want the primary caregiver (or informant) to know from the beginning which children in the household have been chosen for the study.

The questions in items 5 - 8 are designed to take you through the priority definitions of the primary caregiver, to choose the correct person in the household to be the primary caregiver. You have some leeway in the administration of these questions - for example, if there is no female adult listed in the Household Information Sheet, the questions about “mother” do not make any sense. If you have questions about how to handle a particular household situation, contact your Team Leader.

Child’s Mother**Items 5-5c**

This set of questions asks about the child’s mother (biological, step, foster or adoptive) - the first priority choice for primary caregiver. When reading items 5 or 5a, choose the appropriate phrases, or read the options separated by “or” from the parentheses.

If you are speaking with the child’s mother, she is the primary caregiver and you are routed to item 9, which verifies the choice of other caregiver for the household. After you have verified the choice of primary caregiver, check the marking on the Household Information sheet and correct it if necessary. The “ask if necessary” question should be read if it appears that the informant is a mother-figure for the children (e.g., a PSID “Wife”) but is not a biological, step, foster, or adoptive mother.

For households with no adult females, you do not need to ask questions 5-5c and can go directly to item 6. For households that have an adult female that does not appear on the Household Information Sheet to be the child(ren)’s mother, ask item 5a rather than 5, to verify that the mother does not live in the household.

Child’s Father**Items 6-6c**

If the child(ren)’s mother does not live in the household, you are prompted to ask for the child(ren)’s father. Choose the appropriate phrases, or read the options separated by “or” from the parentheses. After you have verified the choice of primary caregiver, check the marking on the Household Information sheet and correct it if necessary.

**Child’s Legal
Guardian****Items 7-7c**

If the child(ren)’s mother and father are absent from the household, you are prompted to ask for the child(ren)’s legal guardian. After you have verified the choice of primary caregiver, check the marking on the Household Information sheet and correct it if necessary.

8. Who is the person living in the household who has primary responsibility for taking care of [CHILD(REN)]? [NOTE: DO NOT SELECT SOMEONE PAID TO CARE FOR CHILD(REN)]

_____ (NAME)
MARK AS PRIMARY CAREGIVER ON HH INFORMATION SHEET

8a. May I speak with (him/her)? →INTRODUCE SELF AND STUDY

ITEMS 9-15: VERIFY OTHER CAREGIVER (USE EXTRA PAGE IF 2 OTHER CG. IN HH)

9. INTERVIEWER CHECKPOINT

- | |
|---|
| <input type="checkbox"/> 1. NO OTHER ADULTS LIVING IN HH →GO TO ITEM 17 |
| <input type="checkbox"/> 2. PRIMARY CAREGIVER IS FATHER (STEP, ADOPTIVE, FOSTER) →GO TO ITEM 13 |
| <input type="checkbox"/> 3. ALL OTHERS →CONTINUE WITH ITEM 10 |

10. Next, I need to verify who the [CHILD(REN)'S] other caregiver may be.

11. Is (NAME OF PROBABLE OTHER CAREGIVER) [CHILD(REN)'S] (father/stepfather/foster father/adoptive father)? [IF NEEDED: Do you think of him as [CHILD(REN)'S] (father/step father/foster father/adoptive father)?]

1. YES

5. NO

MARK AS OTHER CAREGIVER
AND GO TO ITEM 17



12. Does [CHILD(REN)'S] (father/step father/foster father/adoptive father) live in this household?

1. YES

5. NO

→GO TO ITEM 13



12a. What is his name? _____
MARK AS OTHER CAREGIVER ON HH INFORMATION SHEET AND GO TO ITEM 17

13. Does [CHILD(REN)'S] grandmother live in this household?

1. YES

5. NO

→GO TO ITEM 14



13a. What is her name? _____
MARK AS OTHER CAREGIVER ON HH INFORMATION SHEET AND GO TO ITEM 17

Other Adult	Items 8-8a If the child(ren) do(es) not live with mother, father, or legal guardian, you are prompted to ask for the person in the household who has primary responsibility for taking care of the child(ren). The other adult can be related or a non-relative. Probe to make sure that this is not a paid caregiver, such as a live-in babysitter or nanny. After you have verified the choice of primary caregiver, check the marking on the Household Information sheet and correct it if necessary.
Lower Checkpoint	Item 9 If there are no other adults in the household, there cannot be another caregiver, so you will be routed past the other caregiver verification questions. If the primary caregiver has been verified as the child(ren)'s father, you will ask about the child(ren)'s grandmother, who is the second priority for other caregiver after father.
Verifying Other Caregiver	Items 10-15 The questions in this series are designed to take you through the priority definitions of the other caregiver, to choose the correct person in the household to be the other caregiver. You have some leeway in the administration of these questions - for example, if there is no male adult listed in the Household Information Sheet, the questions about "father" do not make any sense. Use common sense in administering these questions, but stick to the script wherever possible. And above all, be sure you are choosing the correct person as the other caregiver. If you have questions about how to handle a particular household situation, contact your Team Leader.
Child's Father	Items 11-12a Choose the appropriate phrases, or read the options separated by "or" from the parentheses. After you have verified the choice of other caregiver, check the marking on the Household Information sheet and correct it if necessary. The "ask if necessary" question at Item 11 should be read if it appears that the informant is a father-figure for the children (e.g., living with but not married to the child(ren)'s mother in a long term, stable relationship) but is not a biological, step, foster, or adoptive father.
Child's Grandmother	Items 13-13a These questions do not need to be asked if the only adult female living in the household is the primary caregiver. If you verify the grandmother as the other caregiver, check the marking on the Household Information sheet and correct it if necessary.

14. Does your (boyfriend/girlfriend) live in this household?

1. YES

5. NO

→GO TO ITEM 15



14a. What is (his/her) name? _____

MARK AS OTHER CAREGIVER ON HH INFORMATION SHEET AND GO TO ITEM 17

15. Does another relative live in this household who helps take care of [CHILD(REN)]? [NOTE: MUST BE 18 OR OLDER. IF MORE THAN ONE IN HH, CHOOSE THE PERSON WHO HAS MOST RESPONSIBILITY FOR CARING FOR CHILD(REN).]

1. YES

5. NO

→GO TO ITEM 16



15a. What is (his/her) name? _____

MARK AS OTHER CAREGIVER ON HH INFORMATION SHEET AND GO TO ITEM 17

16. Does a nonrelative live in this household who helps take care of [CHILD(REN)]? [NOTE: MUST BE 18 OR OLDER, AND NOT PAID TO TAKE CARE OF CHILD(REN)]

1. YES

5. NO

→GO TO ITEM 17



16a. What is (his/her) name? _____

MARK AS OTHER CAREGIVER ON HH INFORMATION SHEET

17. TELL RESPONDENT ABOUT PAYMENT OF \$25 PER HOUSEHOLD

I would like to set up a time to come to your household and interview you and [CHILD(REN)] (and OTHER CAREGIVER). You will be mailed a check for \$25 after the interview is completed.

18. EXPLAIN TIME DIARY

One of the things we will be asking about is how children spend their time. To do this, we will be asking you (and CHILD[REN]) to tell us about [CHILD(REN)'S] activities for two days. I would like to mail two diaries to you and have you record [CHILD(REN)'S] activities on next (WEEKEND DAY) and next (WEEKDAY). This will make the interview go a bit faster when I come, and will help us get the best possible information for our study.

19. VERIFY ADDRESS TO MAIL PACKET

I would like to mail an introductory packet to your home which explains a bit more about the study, and has the time diary for you to fill out. Let me verify that I have the correct mailing address. [CORRECT ADDRESS ON SPACE BELOW SAMPLE LABEL IF NECESSARY.]

Boyfriend or Girlfriend	Items 14-14a The term “boyfriend” or “girlfriend” are defined as in PSID, meaning that they have not been living together for a year. If you verify the boyfriend or girlfriend of the primary caregiver as the other caregiver, check the marking on the Household Information sheet and correct it if necessary.
Other Relative	Items 15-15a An other relative is defined as an adult who is related to the child(ren) but not the father or grandmother. It can be R’s aunt, uncle, grandfather, etc. If there is more than one other relative in the household that take care of the child(ren), probe to find out which one has the most responsibility for caring for the child(ren). If you verify an other relative as the other caregiver, check the marking on the Household Information sheet and correct it if necessary.
Other Nonrelative	Items 16-16a If there is more than one non-related adult in the household that take care of the child(ren), probe to find out which one has the most responsibility for caring for the child(ren). If you verify a non-relative as the other caregiver, check the marking on the Household Information sheet and correct it if necessary. Probe to make sure that this is not a paid caregiver, such as a live-in babysitter or nanny.
Incentive Payment	Item 17 After you have verified who the primary caregiver and other caregiver are, you will begin the process of explaining the study and setting up the interview. We have found that it is usually most effective to mention the incentive payment at this time, but it is acceptable to mention the payment earlier in the introduction if the respondent is expressing reluctance and you feel payment would make them more willing to continue.

Time Diary

Item 18

Since the time diary is a very important part of this study, it is essential that you introduce the diary in a way that encourages the primary caregiver to fill the diaries out completely and carefully. Use this script 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.

Verify Address

Item 19

Since the address on the sample label was updated at the time of the 1997 PSID interview, it should be accurate for the majority of the respondents. Please verify it to be sure, since time is limited and we don't want to have any household introduction packets returned because of insufficient or incorrect address information.

If the address information is not correct, write the correct information on the space provided under the interviewer label on the front of the coversheet.

THIS PAGE IS INTENTIONALLY LEFT BLANK

20. SET UP APPOINTMENT FOR IW *WITHIN 3 DAYS OF WEEKDAY DIARY DAY**

NOTE APPOINTMENT DATE: _____ TIME: _____ DAY OF WEEK: _____

TRY TO SET APPOINTMENT TIME WHEN PRIMARY CAREGIVER AND CHILD(REN) WILL ALL BE HOME.

Since I will be interviewing you and your child(ren), I will need to be sure that everyone will be home on (APPOINTMENT DATE AND TIME).

ESTIMATE IW LENGTH (1 - 1½ HR PER CHILD)

21. IF CHILD #2 HAS DIFFERENT PRIMARY CAREGIVER: USE BLANK COVERSHEET AND ASK TO SPEAK WITH THE PRIMARY CAREGIVER OF CHILD #2 TO VERIFY CAREGIVER STATUS, DEFINE OTHER CAREGIVER, AND MAKE APPOINTMENT FOR AN INTERVIEW.

22. MAIL PACKET TO R

- HOUSEHOLD INTRO LETTER
- BROCHURE
- TIME DIARY (ONE PER CHILD)

>NOTE DATE PACKET WAS MAILED: _____

23 AT HOUSEHOLD - OBTAIN WRITTEN PERMISSION TO INTERVIEW CHILD(REN)

I will need to interview (CHILD(REN)). Because (he is/she is/ they are) (a minor/minors), may I have your permission to interview (him/her/them) if, of course, (he is/she is/they are) willing? (HAND PRIMARY CAREGIVER PEN AND PERMISSION FORM)

24. INTERVIEWER CHECKPOINT

CHILD PERMISSION
FORM SIGNED

CONTINUE WITH CHILD IW

CHILD PERMISSION FORM NOT
SIGNED

ATTEMPT TO GET PRIMARY CAREGIVER AND
OTHER CAREGIVER INTERVIEWS.

IWER NOTES: (DIRECTIONS TO HOUSE; NOTES ABOUT CHILDREN'S SCHEDULES, ETC.)

**Set Appointment
Time****Item 20**

There are several things to keep in mind when setting up the appointment.

- The appointment time must be within three days of the weekday diary day. That means if the diary day is Thursday, the appointment must be made on a Friday, Saturday, or Sunday.
- Try to set an appointment time when the primary caregiver and (both) child(ren) will be home so you can do the interview in one visit if possible.
- Tell the respondent about how long the interview will take, to make sure that you have sufficient time to do at least one entire questionnaire booklet in a visit.
- Make sure the respondent understands that you will be interviewing both (him/her) and the child(ren).

**2nd Primary
Caregiver****Item 21**

If there are two children in a household and each child has a different primary caregiver, you will need to fill out a second (unlabeled) coversheet for the second primary caregiver. After you have set up the appointment with the first primary caregiver, ask to speak with the second primary caregiver and work through the coversheet to verify that (he/she) is the appropriate primary caregiver, determine who the other caregiver is for that child, and set an appointment for that child/caregiver pair. Note that it is possible for 2 different children to have 2 different primary caregivers and the same other caregiver.

Mail Packet**Item 22**

After you have set up the appointment, mail the household introduction packet to R. Note the date the packet was mailed on the coversheet.

Parental Permission**Item 23**

When you visit the household, the first thing you will do is obtain parental permission to interview the child(ren). Ask the primary caregiver to sign the permission form, explaining the study and answering any questions (he/she) may have. Only children 3 years and older need a permission form signed, since you will not be interviewing 0-2 year olds.

If the primary caregiver signs the permission form, conduct the interview and assessments with the child(ren). If the primary caregiver does not give permission to interview the child(ren), we still want to do the primary caregiver and other caregiver interviews (both child and household questionnaires) if at all possible.

AFTER TIME DIARIES AND INTERVIEWS FOR CHILD AND PRIMARY CAREGIVER ARE COMPLETED AND SAQ'S ARE LEFT FOR OTHER CAREGIVER, GO TO R1.

R1. Thank you very much for this interview. We value people like you who are willing to contribute their experiences to our research. We will be sending you a check for \$25.00 as a way of expressing our appreciation for your cooperation. My supervisor may be calling or writing to verify this interview. For these reasons, I would like to verify your name and ask you for your mailing address and telephone number.

R2. What is your full legal name as it appears on official documents such as your voter's registration, Social Security Card, or driver's license? (IWER: VERIFY SPELLING OF R'S FULL NAME AND WRITE CLEARLY.)

MR	MRS	MISS	MS	DR	REV
----	-----	------	----	----	-----

FIRST NAME MI LAST NAME

R3. What is your address?

MAILING ADDRESS

STREET ADDRESS

CITY STATE ZIP CODE

R4. What is your telephone number? _____
PHONE NUMBER

R5. Is there someone else who might know how to contact you in case we need to get in touch with you in the future and cannot reach you?

FIRST NAME MI LAST NAME

STREET ADDRESS

CITY STATE ZIP CODE

PHONE NUMBER

R5a. What is (CONTACT PERSON'S) relationship to you? _____

Address Information R1-R4

Even though we have a wealth of location information from PSID, we still need to verify the name, address, and obtain contact person information for the primary caregiver. The primary caregiver will often be a different person from the PSID “Head” respondent, and if we get funding to do this study again we will need to have information about how to contact the primary caregiver if (he/she) is no longer living with the PSID respondent.

Please verify the spelling of the respondent’s name and address information, and print neatly!

Contact Person

R5

Contact person information is extremely valuable to us in tracking “lost” respondents. The contact person should be someone who does not live with R, but who would know how to get in touch with R. Again, neatness counts. A name or address that can’t be read doesn’t do us any good.

R6. ASK OR VERIFY FOR EACH CHILD: [USE PRIORITY CODING BELOW] THIS WILL BE USED TO DETERMINE WHICH TEACHER/ADMINISTRATOR QNAIRE(S) WILL BE MAILED FOR EACH CHILD.

1. IF CHILD IS IN SCHOOL, MARK SCHOOL ONLY.
2. FOR PRESCHOOL CHILDREN WITH MORE THAN ONE PROGRAM OR ARRANGEMENT, MARK THE ONE IN WHICH THE CHILD SPENDS THE MOST TIME.

Is Child in:	Child #1	Child #2
a. School (kindergarten, elementary, or middle school)		
b. Home school		
c. A Prekindergarten Program, Nursery School, Preschool, or a Child Care Center		
d. Child care, either in the child care provider's home or in the child's home		
e. No School or regular child care arrangements		

R7. INTERVIEWER CHECKPOINT

<input type="checkbox"/> 1. ALL CHILDREN HAVE NO SCHOOL OR REGULAR CHILD CARE ARRANGEMENTS (R6e MARKED FOR ALL CHILDREN) → GO TO R12 <input type="checkbox"/> 2. AT LEAST ONE CHILD IS IN SCHOOL OR HAS REGULAR CHILD CARE ARRANGEMENT → GO TO R8 <input type="checkbox"/> 3. CHILD IS HOME SCHOOLED → GO TO R10
--

Teacher Information R6

You have obtained this information in the yellow Primary Caregiver-Child questionnaire, but it is buried in several places throughout the questionnaire. The easiest thing for us to do was have you ask or verify the information again here, since you will need to know which teacher and administrator booklets to mail out after the household interview is completed.

Note that “a. School (including kindergarten, elementary or secondary school)” is a priority code - all children in school should have “a. School” marked.

R8. To get the most complete information possible for our research, we would like to contact your child(ren)'s (teacher/caregiver) to ask questions about how (he/she/they) spend(s) (his/her/their) day at (school/preschool/child care). We will be asking general questions about the types of things offered at your child(ren)'s (school/preschool/child care), as well as asking about how your child(ren) (is/are) doing in school and what activities (he/she/they) (does/do) during a typical day. Would you be willing to let us contact your child(ren)'s (teacher(s)/caregiver(s))?

1. YES

5. NO

→GO TO R11



R9. Thank you. Here is a permission slip (for each child). Would you please sign this so we can send it to the (teacher/caregiver)? (HAND R TEACHER PERMISSION SLIP FOR EACH CHILD AND A PEN. LEAVE BOTTOM COPY (PINK) WITH R.

GO TO R12

R10. [FOR HOME SCHOOL:] To get the most complete information possible for our research, we would like to have you fill out a teacher questionnaire, which asks questions about how your child(ren) spend(s) their school day. We will be asking general questions about the types of things offered as part of (his/her/their) schooling, as well as asking about how your child(ren) (is/are) doing in school and what activities (he/she/they) (does/do) during a typical day. Would you be willing to fill out this questionnaire?

1. YES

→GO TO R12

5. NO



R11. It is very important that we speak with the (teachers/caregivers) of all the children we interview if at all possible. Can you please tell me why you do not want to sign the permission form? (TRY GENTLE PERSUASION TO GET PERMISSION. IF REFUSED, WRITE REASON FOR REFUSAL BELOW.)

R12. INTERVIEWER CHECKPOINT

SEE PAGE 62, J2 IN YELLOW PRIMARY CAREGIVER CHILD BOOKLET

1. CHILD(REN) (HAS/HAVE) FATHER LIVING OUTSIDE THE HOME → GO TO R13

2. NO FATHER OUTSIDE THE HOME → GO TO R19

Teacher Permission R8-R9

Use the text in the coversheet to develop an explanation of the teacher permission form that you feel comfortable with and that convinces respondents to sign the permission form. We are looking for a high response rate on this part of the study, since the school and child care information is very important to understanding child development.

Home School R10

For the few respondents who have children in home school (either in their own home or in a cooperative setting with other parents), we will ask the parent (or main teacher) to fill out a teacher questionnaire. If you have a family with a home schooled child, leave a teacher questionnaire with the respondent along with a return envelope, and ask (him/her) to fill it out and mail it to Ann Arbor.

Persuasion R11

Because the teacher information is important to us, we want to try gentle persuasion if the primary caregiver is reluctant to sign the teacher permission form. Be sure the respondent understands that the information will be kept confidential, and we will use the data for research purposes only. Do not do any hard-core refusal conversion, since we expect most respondents to be willing to sign the form without any hesitation.

Father Outside the Home R12

This checkpoint refers you back to the yellow Primary Caregiver-Child questionnaire to see if the child has a father who is not living in the household.

(USE EXTRA PAGE IF MORE THAN ONE FATHER OUTSIDE THE HOME)

R13. We would also like to contact [CHILD(REN)'S] father to learn more about families with children whose parents do not live together. For research purposes, the information we gather will be more complete if we talk with parents with whom the child lives, and with the other parent. For this reason, we would like to ask you some questions about [CHILD(REN)'S] father.

R14. What is [CHILD(REN)'S] father's full name?

FIRST NAME MI LAST NAME

R15. Is he also known by some other name or nickname?

1. YES

5. NO

→GO TO R16



R15a. What is it?

FIRST NAME MI LAST NAME

R16. What is his address? IF NOT KNOWN, ASK FOR LAST KNOWN ADDRESS

MAILING ADDRESS

STREET ADDRESS

CITY STATE ZIP CODE

R17. What is his telephone number? _____

R18. Is there someone else who might know how to contact him in case we have trouble reaching him?

FIRST NAME MI LAST NAME

STREET ADDRESS

CITY STATE ZIP CODE

PHONE NUMBER: _____

**Father Contact
Information**

R13-R18

This is a unique part of the study, in that very few child studies get information from both parents when the parents are divorced or not living together. We want to get as high a response rate as possible for this part of the study, but we know that some mothers will be unable or unwilling to tell us where the child(ren)'s father is.

If the primary caregiver is unwilling to tell us where the father is, assure her that we will keep her address and phone number confidential, and we will not release any information from this interview to him. If the primary caregiver simply has no idea where the father is, get his last known address and a contact person who might know how to get in touch with him.

Please write legibly, and ask for the correct spelling of his name and address information.

A few households will have two children with different fathers living outside the home. If you find a situation like this, use the extra sheets from your bulk materials to collect contact information about the second father. Be sure to mark on the extra sheet which father information goes with which child.

R19. Thank you. These are all the questions I have. In appreciation for your participation, we will mail you a check for \$25.00.

R20. END CONTACT. EDIT ALL INTERVIEWS, WRITE HOUSEHOLD THUMBNAIL SKETCH BELOW.

Thumbnail Sketch

R20

Write a brief description of the contact with the household, including any unusual circumstances that a future interviewer might wish to be aware of. This information will be used by your colleagues in future waves of this study to help them understand the household situation, anticipate and avoid problems, and to tailor their approach to the needs of the household.

Notes about unusual custody arrangements, suggestions for best times to make contact, notes about the extracurricular activities of the child(ren), or other helpful hints to the next interviewer should be included here.

Notes about unusual situations that might affect the data in the questionnaires should be included in the questionnaire Thumbnail sketch, which will be reviewed by the coding staff prior to coding the data for each questionnaire.

CALL RECORD

	CALL #1	CALL #2	CALL #3	CALL #4	CALL #5
▷DATE					
DAY OF WEEK					
▷TIME OF DAY	1. AM /2. PM	1. AM /2. PM	1. AM /2. PM	1. AM /2. PM	1. AM /2. PM
IWER ID					
▷MODE OF CONTACT:	1. TEL/2. FACE-TO-FACE	1. TEL/2. FACE-TO-FACE	1. TEL/2. FACE-TO-FACE	1. TEL/2. FACE-TO-FACE	1. TEL/2. FACE-TO-FACE
▷STATUS CODE					
▷DESCRIPTION OF CONTACT <u>OR</u> ATTEMPT					

Call Record

Pages 11-12

Every contact attempt should be recorded on the coversheet and in CSMS. Because you will be working with many 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.

Every time you make contact with a household, describe the contact by noting:

- Who you talked with
 - What was said (by you and the informant/respondent)
 - Appointment time (if any was set up)
 - What questionnaires were completed (if any)
 - What answering machine message was left (if any)
 - Reluctance, if any, and what persuasion attempts were made; as well as notes about approaches to be tried in future contacts
 - Any other information that might be useful for future contact attempts
-

Child Development Supplement FATHER OUTSIDE THE HOME COVERSHEET

IWER LABEL

ENTER R'S NAME FROM R14 IN GREY HH COVERSHEET: _____

PHONE NUMBER: _____

1. Date of Final Result: _____		Child #1 Iw	Child #2 Iw	Household Iw
2. Final Status Code: _____	Iw Length			
	Edit Length			

1. Hello, my name is [FULL NAME] from the University of Michigan Survey Research Center. May I speak with (NAME OF R)? We are currently working on a study of children and families. This is a supplement to the annual Panel Study of Income Dynamics for which you may have been interviewed in the past. The purpose of this study is to help researchers gain a better understanding of child development and what types of things help children be successful in life.

2. An important part of our research is to learn more about families with children whose parents do not live together. For that reason, we would like to interview you about [CHILD(REN)]. All information we gather will be kept completely confidential. You will receive \$20 for this interview.

3. USE INFORMATION ON GREY HOUSEHOLD COVERSHEET (ITEMS R13-R18) TO VERIFY THAT YOU HAVE CORRECT RESPONDENT, AND TO TRACK RESPONDENT IF NECESSARY.

4. GO TO CHILD INTERVIEW(S) FIRST, THEN HOUSEHOLD INTERVIEW.

PART B: FATHER OUTSIDE THE HOME COVERSHEET

Sample Label One coversheet will be prepared for each child with a father living outside the child's household. We will know from the PSID interview which children are not living with their fathers, but will not know if two-child households have the same father, or two different fathers living outside the home.

For this reason, we will prepare one label for each child who has a father not living with them, and you will find out on the primary caregiver coversheet (R13-R18) if this is one or two fathers. The label contains sample information from the 1997 PSID interview: the name of the child, and sample ID.

Below the sample label is a space to write in the father's name and telephone number from the grey Household coversheet.

Father Sample ID
Child's Name
PSID 1997 ID Iw Type PSID Iwer 97 Child Iwer

Interviewer's Label Place your interviewer label here.

Date of Final Result Enter the date you finalized this case (when you entered an "01" for the CSMS line).

Final Status Code Enter the final status code for this case (usually "01" if you have completed all the questionnaire pieces for the father; or an "05" if one questionnaire piece is missing).

R1. Thank you very much for this interview. We value people like you who are willing to contribute their experiences to our research. We will be sending you a check for \$20.00 as a way of expressing our appreciation for your cooperation. My supervisor may be writing or calling to verify this interview. For these reasons, I would like to verify your name and ask you for your mailing address.

R2. What is your full legal name as it appears on official documents such as your voter's registration, Social Security Card, or driver's license? (IWER: VERIFY SPELLING OF R'S FULL NAME AND WRITE CLEARLY.)

MR

DR

REV

FIRST NAME MI LAST NAME

R3. What is your address?

MAILING ADDRESS

STREET ADDRESS

CITY STATE ZIP CODE

R4. Is there someone else who might know how to contact you in case we need to get in touch with you in the future and cannot reach you?

FIRST NAME MI LAST NAME

STREET ADDRESS

CITY STATE ZIP CODE

TELEPHONE #: _____

R4a. What is (his/her) relationship to you? _____

R5. Thank you. These are all the questions I have. In appreciation for your participation, we will mail you a check for \$20.00

Iw Length	<p>For every questionnaire that you administer, please record the interview length here.</p> <p>The interview length is the elapsed time spent asking the questions in the booklet. (If there are long pauses in the interview - e.g., 10 minutes for the father to take another call), mark that in the margins and do not count that time as part of the iw length.</p> <p>If there is only one child for the father, leave the "Child #2" column blank.</p>
Edit Length	<p>The edit length is the amount of time you spend editing the questionnaire <u>after the interview is completed</u>. This includes time spent answering interviewer observation questions, writing thumbnail sketches, and checking for legibility of answers.</p> <p>If there is only one child for the father, leave the "Child #2" column blank.</p>
Introduction	<p>Items 1-2</p> <p>As with the other introductions, this is a suggested script only. Use this as a guide to come up with an introduction with which you feel comfortable and that works to convince fathers to do the interview.</p>
Tracking	<p>Item 3</p> <p>Use the information obtained from the primary caregiver to track the respondent. Due to budgetary constraints, we will limit our tracking to directory assistance calling for the respondent and contact person.</p>
Interview Order	<p>Item 4</p> <p>Note that you should administer the child interview(s) first, since the information in the child questionnaires is used in interviewer checkpoints in the household questionnaires.</p>

1997 PSID Child Development
Supplement Household Information Sheet

Core Iwer # and Name:

Date Core IW taken:

Weekday Diary Day: _____

Weekend Diary Day: _____

SELECTED CHILDREN:

<u>Name</u>	<u>Relationship To Head</u>	<u>Sample ID</u>	<u>Age</u>	<u>Child Seq#</u>	<u>Dad Out?</u>	<u>Mthr Seq#</u>	<u>Fthr Seq#</u>
First Child					(Y/N)		
Second Child					(Y/N)		

REST OF HU:

<u>Name</u>	<u>Relationship To Head</u>	<u>Age</u>	<u>SC Seq#</u>	<u>FU Member?</u>	<u>Primary Caregiver</u>	<u>Other Caregiver</u>
First person					_____	_____
Second Person					_____	_____
Third person					_____	_____
Fourth person					_____	_____
Fifth person					_____	_____

(Iwer - put "x" to indicate caregivers)

CORE FAMILY INTERVIEW THUMBNAIL SKETCHES:

**Household
Information Sheet**

This sheet (shown on the facing page) is inserted into the grey household coversheet. It contains household listing information from the Core interview.

Most of the items on this sheet are self explanatory, but a few of the items are described here.

Selected Children

The children to be included in the Child Development Supplement will be listed here. If there is only one eligible child in the household, just that child's name will appear in the "Selected Children" rows. It is possible that there will be children aged 0-12 not eligible, who will be listed in the "Rest of HU" rows.

Relationship to Head

This will be the relationship to the PSID Head that was obtained in the Core interview.

Sample ID

This is the Child Development Sample ID.

Child Seq #

This is the Surveycraft sequence number of the child. It is used to identify each person in the household listing, and is part of the Sample ID.

Dad Out?

There will be a "Y" (if the child has a father living outside the home) or "N" (if the child does not have a father living outside the home) in this column, based on Core interview information.

Mthr Seq #

If we know from the Core interview that the child is living with (his/her) biological mother, the mother's Surveycraft Sequence Number will be listed here. She will be the primary caregiver.

Fthr Seq #

If we know from the Core interview that the child is living with (his/her) biological father, the father's Surveycraft Sequence Number will be listed here. He will usually be the other caregiver (if the mother is living with the family), or in some cases will be the primary caregiver (Refer to the Coversheet or Appendix B for definitions.)

Rest of HU

The other members of the HU will be listed here. These are the people from which you will choose a primary caregiver for each child and an other caregiver (if applicable).

SC Seq #

This is the Surveycraft sequence number of each of the other persons in the HU.

FU Member?

This will be marked "Y" if the person is a member of the PSID Family Unit.

Primary Caregiver

Please put a check in this column to indicate which person in the HU is the primary caregiver.

Other Caregiver

Please put a check in this column to indicate which person in the HU is the other caregiver. If there is no other caregiver in the household, leave the column blank.

Core Family Interview Thumbnail Sketches

The thumbnail sketches from the Core interview will be printed here, for your reference. We have asked Core interviewers to note in the thumbnail sketches any potential problems or other things the Child interviewer will need to know about the family.

**Changes in HH
Composition**

The household listing taken at the Core interview is the household listing we will work with for the Child interview. If someone has moved in or out, we will not use that information for this study. That means that the primary caregiver, other caregiver, and sample children must all be listed on the Household Information Sheet.

If someone has moved into the household, we will treat them as if they are not part of the household for the purposes of this interview.

If the primary caregiver, other caregiver, or a sample child has moved out of the household between the PSID and Child interviews, those pieces will be coded "noninterviews"

PART C: CSMS

What CSMS looks Like and why	CSMS stands for CAI Sample Management System. It is a computer program designed to help you manage your sample. The Child Development Supplement has many different forms and booklets to track. Each of these pieces has its own place on CSMS. As you work each aspect of a child case, you will be making entries both on the main CSMS Browse Screen and in the Call Record Display.
Lines per Household	There will be either two or three lines for each Child case. A household line and a school line will be generated for every child. There will only be a third line if there is a father outside the home (DadOut), based on the information pulled from the PSID interview. If there are two selected children in one household, these lines will be generated for each child. This means that there can be up to six sample lines in CSMS for one household case.
Sample ID	The Sample ID numbers for the different lines have specific meanings. The first four (4) digits are the PSID Main Family numbers. The next three (3) are the specific family unit identifier. For New Sample cases this will always be 911. The next two (2) digits reflect the PSID Sequence number of the specific child related to that line. The final digit indicates whether that line is for the Child (-1), School (-2), or Dad Out (-3).
Columns	There are more columns than can be shown on one screen. You will be using your cursor (arrow) keys to move back and forth across the fields. Some of the fields will contain an "X" to indicate that the field is not applicable on that line. These Xs should not be changed by the interviewer.
Value Codes	Unlike other studies, for the Child Development Supplement you will be making entries directly on the Main CSMS Browse screen. These entries are called Value Codes. To see these Value Codes, type "9" when you are in any of the entry fields. A Value Code should be entered every time you have any activity involving either the Child line or the Dad Out line. (Entries are not made on the Main Browse screen for School lines - all these fields are filled with Xs.) These Value codes allow you, your RFM and TL, the Control Office, and Study Staff to see the current status of every piece of the Child

Development Supplement. It is imperative that you enter Value Codes and transmit on a daily basis.

Value Codes:

- : No Data = Nothing has been attempted for this Instrument
 - 1 : Cmp:Mailed = Completed Case mailed to AA, RFM or TL
 - 2 : Cmp:Held = Completed but not yet mailed to AA, RFM or TL
 - 3 : Left = Questionnaire (SAQ) left with Respondent
 - 4 : Ref = Refusal to complete particular Instrument
 - 5 : Appt = Specific appointment to complete that Instrument
 - 6 : Mail = Questionnaire mailed to Respondent
 - 7 : INAP = Inap, No questionnaire for this line (e.g., no other caregiver)
 - X : NA = (Entered by Control Office) Not Applicable in any circumstance
-

Two Children

In cases where there are two selected children with the same primary caregiver and other caregiver (and father outside the home), enter the Value Codes for the household (HH) Self Administered Questionnaires (SAQs) on the **first** child's line. This is the line for the child with the lowest sequence number (2 digit part of the Sample ID). On the second child's line you will enter "7" in the fields for household questionnaires.

Complete Households

Hold individual complete pieces until the entire household case is completed. Your RFM/TL will tell you when and where to mail the packets of completed household case materials. Some household cases will be mailed to your TL for verification and evaluation, and others will be mailed directly to Ann Arbor for coding.

School Lines

The School lines do not use Value Codes. All fields contain "Xs". Information on schools will be entered on the F10 (Address Information) screen and in the Call Record (F8). Note: Use the mode code for telephone (1) when entering the call record for mailing the Teacher and Administrator Questionnaires.

Address Information

The name and address of the target child will be preloaded on the Address Information screen on the child (-1) line. Enter the name and address information on the F10 screen for the School and Dad Out lines.

On the School Address Information Screen, use the "R" lines for the Teacher information and the "C" lines for the Administrator. The school name should be entered on the "Listed" line. Address 1 is always the mailing address and Address 2 is for the street address, if it is different than the mailing address.

Interview Number Another new and different feature for the Child Development Supplement is the line for "Iwer IW Number" on the F10 screen. Think of this as a "case" number rather than our usual "IW number". There will be only one number covering all lines of a completed household case. You will keep track of your own numbers and enter the next succeeding number each time you complete a case. This number should be entered on the F10 screen on the **first** child line for that case. It does not need to be entered on the other lines connected with that case. (The Iwer IW# column can be viewed by moving to the far right on the CSMS Main Browse screen.)

Status Codes Enter a Call Record (F8) **every time** you make contact or attempt to contact a respondent or informant. When there are two children in one household, it you can "dup" the call record for the second child. When you press F10 to save your first call record, a screen will pop up asking if you want this call record duplicated on the other child's call record. You will be able to change the Status Code for the **second** child while retaining the call notes.

Use interim Status Codes until **all** Instruments for that line are completed. A School line will be given a final Status Code "01" when you mail the Teacher/Administrator SAQs. A Dad Out line will be given a final Status Code when both the Household (HH) and Child interviews have either been completed by the Dad or a final refusal is taken.

A Child line is given a final "01" Status Code when all Permission Forms, assessments, time diaries, and in-person and phone interviews have been completed, all SAQs have been delivered to the household, and the Primary Caregiver HH SAQ has been returned to the interviewer. The Other Caregiver's SAQs may be mailed directly to Ann Arbor by the respondent.

In the rare instances when you are not able to complete all instruments for the Child line, a Status Code "05" may be used if the Primary Caregiver Child Interview has been completed. This "05" Status Code should **only** be used when all possible means of completion have been exhausted.

F7 Coversheet Note For the Child Development Supplement, the F7 Coversheet Note field may be used for information requested by your RFM or TL. Suggested entries might include the name of the Primary Caregiver, specific appointment notes, details of resistance, or information explaining why a case is not currently being worked.

Progress Reports

On-line Progress Reports may be accessed by selecting Reports (D) on the CSMS Main Menu. These Progress Reports will allow you to compare your progress with that of your region and the nation. These reports are updated regularly, however there may be a day or two lag between your completion of lines and the time they show as completes on your report. You should monitor these reports to make sure that it compares with your own information. Contact your Team Leader if discrepancies persist for more than a few days.

SECTION 3
TIME DIARIES AND ASSESSMENTS

PART A: MAIL AHEAD TIME DIARIES

Introduction

The purpose of the time diary is to get the best possible information about the child's activities on the diary days. We will use a "mail ahead" diary and ask the primary caregiver to fill it out for the target child(ren) on two selected diary days before the Field Interviewer comes to conduct the household interview. Encourage the respondent to fill it out, both to help us get the most accurate information possible and to help shorten the amount of time you will be in the household.

Standards for Diaries

1. Time spent for an entire 24-hour period, beginning at midnight and ending at midnight, must be recorded.
 2. It is extremely important that the respondent leave no gaps in accounting for his/her time during the 24 hour period. All our analyses assume that each child has 1440 minutes to spend on each selected day. If the respondent doesn't want to indicate or can't remember what the child did for a certain period of time, this must be noted in the diary.
 3. Include as much detail about the activity as possible.
 4. 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 specific Q by Qs for further instructions.
 5. 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. See the Q by Qs for further instructions.
 6. 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.
 7. 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.
-

Diary Day Assignments

We will be collecting time diaries for two days of the week for each child: one week day and one weekend day. **Both children in the household will be assigned the same diary days.** The days of the week will be on the coversheet labels, the time diary labels, and on CSMS.

Each household is randomly assigned one week day and one weekend day for which to collect diary information. The sample will be assigned so that we have an equal number of Saturdays and Sundays. The week days will also be randomly assigned so that 20% of the sample is assigned to each week day. Just as you cannot substitute respondents in samples of the

population, we also do not want you to switch diary days in this random sample of days. If the respondent has as a problem in filling out the diary on a selected day, they can switch **weeks** in which to fill out the diary, but **not** days of the week. Explain to the primary caregiver before the time diaries are mailed that the selected diary days can not be changed.

Because it is difficult to remember our activities in detail for very long, it is essential that we collect the diary information as close to the diary day as possible. We hope that using a “mail ahead” diary that the primary caregiver fills out on the diary day will help streamline the interview and also will provide us with accurate information about the child(ren)’s activities on the selected days.

In addition to using a memory aid for respondents in the form of the mail ahead diary, we will also try to make sure that our information is accurate by requiring that time use diary information be collected with a 3-day “window” after the weekday diary day. Research shows that it is more difficult to remember activities for specific week day than it is to recall a weekend day so we are tying a 3-day window to the weekday. What this means is that **the days of the week you can collect the diary information are limited to the three days following the selected weekday diary day.** For example, if a household’s diary day is Thursday, you would need to schedule the household appointment on a Friday, Saturday or Sunday. Our first choice is to get the appointment for the day immediately following the assigned weekday, but that is not always possible.

You have a week window for the selected Weekend diary day. This means that, for example, if your selected days were Saturday and Thursday, you could take both time diaries the following Saturday. If you have a problem getting both in the same week, you can split the time diaries. The diary days do not have to be in the same week. You have three weeks in which to retrieve, review, and edit the time diaries for both selected days.

If it is impossible to do a face-to-face interview within the diary window, you may take the diary information over the telephone, hopefully with the respondent referring to the filled-out “mail ahead” diary as this is done. **Please do this only as a last resort.** We really want to collect the information at the same time as the household session if at all possible.

**Who gets
Interviewed?**

The time diary is a difficult task for respondents to do and we have found that it is often best to interview the child and primary caregiver together to get the most accurate diary data. Even very young children (5 or 6 years old) can often tell you what they did and the primary caregiver can help anchor the times by recalling what time the child got up, ate lunch, etc. For

older children (age 10-12), 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. For infants and toddlers, you will take the information about the child from the primary caregiver.

Reviewing and Probing

If the primary caregiver filled out the time diary ahead of time, you will still need to review it with him or her before you leave the house. To get the information we need, you may have to probe more extensively than usual. Unlike the rest of the questionnaires, you do not need to record all your probes in the time diary. Please probe any answer that is not clear to you, since it will likely pose an even bigger problem for our coders.

Respondents may say at first that the child "just sat around all day" but on probing you will find that they probably did get washed and dressed, ate meals, played, went to school, talked with friends or family, watched TV or did other things. You should probe for more detail whenever the respondent reports an activity that took more than 4 hours (except sleep or going to school). For example, if the primary caregiver reports that as a child was "playing" for 4 hours, probe to find out more about what types of things the child did. Did (he/she) watch any TV? Go outside to play? Eat a snack or meal?

Record activities in the respondent's own words and probe for detail, so we know (for example) whether the target child was reading a book or magazine, or was playing a board game or a game of hide and seek. If there are gaps or overlapping times, probe to get corrected information. Also, if some of the columns are blank, be sure they get filled in where appropriate. Check also for legible handwriting and make sure that the respondent's answers meet the objectives of the questionnaire as described in the question by question objectives.

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

- The activities are verbs
- The activities are what the child was doing
- Times are correct and add up (read each activity, 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 at school or sleeping)
- Probe "playing" to find out what the child was playing
- Probe "reading" to find out what the child was reading (book, magazine) and whether the child was reading or being read to
- Probe if the name of the TV shows, videos, or computer games are not filled in
- Probe if secondary activity is not filled in
- Check for legible handwriting
- Check for travel times

Administering the diary in person

If the primary caregiver did not fill out the mail ahead diary before you arrive in the household, please administer it as part of the primary caregiver interview after you have completed the yellow Primary Caregiver-Child questionnaire. If possible interview the primary caregiver and the child together for the most accurate information. If the child is older than ten years old, it is acceptable to interview the target child for time diary information without the primary caregiver being present.

Editing

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

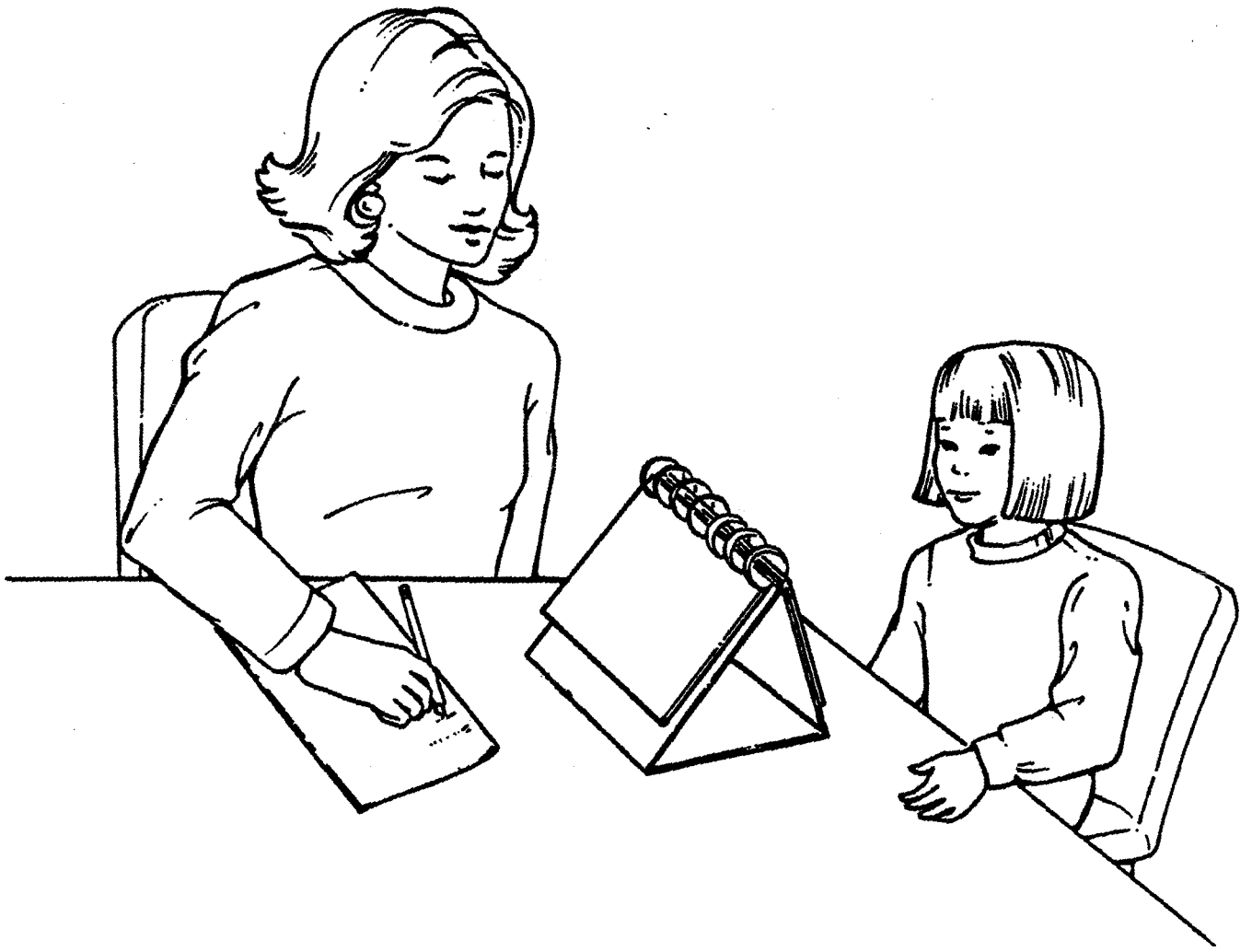
- Make sure the correct day, date, and child's name are on the front of the face sheet.
 - Make sure the correct sample label is on the back of the questionnaire.
 - Make sure all entries are legible.
 - Complete the interviewer box on the back of the questionnaire (mode, edit length, etc). (Edit length is the time you spend cleaning up and checking the time diary after you have left the respondent's home)
 - Record iw length on the back of the questionnaire. (Interview length is the time you spent with the respondent reviewing or administering the diary)
 - Note on the inside of the face sheet any unusual situations or problems that coders should know about.
 - Double check to be sure the entire 24-hour period is accounted for without gaps or overlaps.
-

PART B: CHILD ASSESSMENTS

General Information It is important when testing children on standardized assessment to administer the test in a quiet environment with no other adults or children present to disrupt the child's concentration. When setting the appointment with the primary caregiver, make sure to tell him or her that the children will be administered a standardized assessment. Be clear about the need to have a space in the home that is private. Research has shown that children's 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.

Stay in Control As with regular interviewing, it is important to control the setting of the assessment. For the Woodcock-Johnson easel test, place the easel at an angle so that you and the child can both see the stimuli (pictures) simultaneously (see picture on the next page). You will need to see the choice that the child has made without much movement or effort. Do not let the child flip the page forward on the easel test. Stay upbeat and positive throughout the testing time. Children will respond to the atmosphere that you create.

Children, especially young children, can be difficult to test and control. Try to keep the child "on task" by repeatedly referring to and touching the easel test. Use positive and encouraging words such as "Good job," "You are really pointing well," "You are really good at pointing to pictures," and "You are really good at this." 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," 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 child has answered an item right or wrong. The child will look at you to check their progress, especially if they are unsure about their answer. **Avoid** any expression that would give them feedback on their progress.



Be aware of the mood of the child during testing. Some children will get very tired and just start pointing to pictures without thinking. If the child seems to be getting tired, take a short break (5 minutes) between the sub-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 sub-tests, only between them. Do not let them leave the testing area. They may not come back. 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 assessment will be over soon. Vary the tone in your voice as well as giving many encouraging statements.

**Administer Test
Exactly as Written**

It is important to remember that each test must be administered exactly as described in training and in the manual. Any deviation from these procedures will invalidate the results. The most common mistakes made in using standardized test 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. 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 children 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 children 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.

**Special
Circumstances**

There are some exceptions to the restrictions detailed above that involve a subject's special reception and/or response limitations. Three general groups that sometimes require small changes in the assessment procedures are preschoolers, English-as-a-second language (ESL), and individuals with disabilities.

Preschoolers

Young children are often frightened of adults they do not know. If the child refuses to be tested without a parent in the room or continually cries because they are frightened, then ask the mother (or primary caregiver) to remain in the room with the child. Explain to the parent that it is important not to assist the child in any way. If you believe that the test results are invalid due to extra help given by the parent, please note that in the interviewer notes at the end of the questionnaire.

English as a second language

If any child, especially one not familiar with the English language, is having difficulty understanding you, repeat the instructions if necessary. If they do not understand English at all (and do not speak Spanish), they cannot be tested.

If the child is not of school age and speaks Spanish as their primary language, the Woodcock-Johnson can be administered in Spanish. First, ask the primary caregiver if the child speaks English well. If the primary caregiver says yes, then attempt to administer the assessment in English. If it becomes clear that the child is not proficient in English, you may switch to the Spanish version. If the primary caregiver says that the child does not speak English well, then you can administer the Spanish version of the assessment. The English version is always preferred. Instructions for administering the Spanish Woodcock-Johnson will be distributed with the Spanish language questionnaires.

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 measures require pointing. If a child is unable to point, it is ok 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 interview.

**Woodcock-Johnson
Test of Achievement-
Revised (WJ-R)**

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

Easel Test

The Woodcock-Johnson (WJ-R) Test of Achievement is an “easel” test, or a test with a response book that sits in front of the respondent. Easel tests are administered in the following order: The interviewer will ask the child to point to an object. The child will review the options on the page and point. The interviewer then records the child’s response. Scoring is done at the end of the interview and out of sight of the parent or child.

Four Subtests

The Woodcock-Johnson Test of Achievement will be used in this study to gather data on children's reading and math ability. For children 3 to 5 years of age, only two subtests will be administered. For children 6 and above, four subtests will be used to gather data on reading and math ability. These tests are very brief, and are interesting and enjoyable to young children. The materials used for the test include: an easel response book, worksheet for calculations (5 year old and above), a scoring sheet, and a pencil for you and the respondent. The worksheet is included in the first three pages of the Child Interview Respondent Booklet and the scoring sheet is on pages 2-5 of the Child questionnaire.

Basal and Ceiling

Scoring for the Woodcock-Johnson (WJ-R) is done using what is called basal and ceiling. Items in the WJ-R are arranged by difficulty. The easiest questions are presented first and the items get increasingly difficult as the child proceeds through the test. The WJ-R was designed to be used for ages 2-90 and, therefore, presents items ranging in difficulty between those ages. The basal and ceiling criteria were created to limit the amount of time any one person spends on each subtest.

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

Preschool to Kindergarten	Grade 1	Grade 2	Grade 3	Grades 4 to 6	Grades 7 to 9	Grade 10 to Average Adult	College and Above Average Adult
Item 1	Item 9	Item 13	Item 20	Item 24	Item 28	Item 32	Item 36

To administer the test, the interviewer turns to the page where the starting item is located. The interviewer begins administering the test. If respondent gets *six or more consecutive items correct* then they have established their *basal*. The interviewer continues testing until the respondent establishes *ceiling* which is *six or more consecutive items incorrect and the end of the testing page has been reached*.

Test Complete Pages One important concept to remember about the WJ-R is that you always test in complete pages. You never stop testing in the middle of a page. If you start a new page, even if the respondent reaches basal or ceiling at the beginning or middle of the page, you have to complete the full page. This way the respondent does not know that they have reached the criteria set by the WJ-R. This idea of testing in complete pages is especially important when finding the basal and ceiling. For example, if you are testing a child and start with item 13 and the child does not get six in a row correct, you must then test backward by complete pages starting at the beginning or top of each page and going to the end. It is possible that a child will never get 6 consecutive items complete before they reach Item 1 of the subtest. In these cases the basal is considered to be Item 1. All you would need to find is their ceiling. If you are trying to establish *ceiling*, it is likely that a child will get 6 consecutive items wrong in a row but not be at the end of the page. Sometimes when you continue testing to finish the page, a child will get an item correct. If they get an item correct, even after they have reached ceiling, you must continue testing them until they get ***both 6 consecutive items incorrect and have reached the end of the page.***

Scoring

When a respondent gets an item correct, record a "1" on the scoring sheet. If the respondent gets an answer wrong, record a "0." You should always try to stay consistent with your hand movements when marking the answers. The respondent will be watching you for feedback. When computing the raw score for each sub-test, the general rule is that the respondent receives credit for all items scored as correct. The respondent also receives credit for items on which they are not tested, but which are below their basal. Thus, if you start on Item 24 and the respondent achieves basal on Item 29 then the respondent has a score of 29 at that point. Any correct items that they score above the basal while ceiling is being established, will be added to the 29. Let's say they get the next 6 items incorrect and are at the end of the page. They reached the ceiling right after the basal and thus their score would remain at 29. Had this respondent gotten 4 more items correct before getting 6 consecutive items wrong (and to the end of the page), they would have received a raw score of 33.

For the children who are age 6 or higher, you will be administering the calculations test. This involves referring the child to the worksheet in their respondent book and having them work math problems. You must monitor the child while doing the calculations and make sure that they are on the correct problem and that they are getting them correct. You should turn the pages in the easel book so that you can see what the correct answer should be. The same basal and ceiling rules apply for the subtest, including going backwards by item if the child does not reach basal. The children are also allowed to use a "scratch" piece of paper to work on the Applied

Problems test. For this “piece of paper”, you can use the inside of the back cover of the child respondent booklet. You do not need to monitor what they are doing on the piece of paper except for the time it takes them.

WISC - Digit Span

This is a clinical instrument for assessing the memory ability of children. The interviewer reads a list of numbers to the child and the child is asked to repeat the sequence back. The child verbally repeats the sequence backward and forward. This is a quick, easy test that involves no extra materials. Children usually respond well to this test.

Tips on Primary Caregiver Assessments

Administering assessments to primary caregivers is usually not a problem for interviewers. Some interviewer have found that if they assess the primary caregiver before the assessing the children he or she can serve as a role model for the children. One issue to be aware of in this case is that, with older children, the primary caregiver may go over the same material that the child will when assessed. In this case, you do not want the child to hear the answers the primary caregiver gives before the child takes the assessment.

Some primary caregivers may be uneasy taking the assessment. You will usually find this in cases where the primary caregiver does not have good English skills or where there may be a problem with low educational attainment or literacy. You want to be sensitive to these cases and administer the assessment where the primary caregiver’s children or other household members cannot hear the answers.

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SECTION 4
QUESTIONNAIRES AND
QUESTION BY QUESTION OBJECTIVES

PART A: QUESTIONNAIRES

**List of
Questionnaires**

The following is a list of survey instruments used in this study. Each of the next pages presents a summary of one of the instrument. QxQs for the interviewer administered instruments (including the time diary) directly follow the one page summary for those instruments.

Interviewer Administered (Face-to-Face)

<u>Letter</u>	<u>Name of Instrument</u>	<u>Color</u>	<u>Respondent</u>
A	Time Diary	Peach	Primary Caregiver/Child
B	Child Qst	Peach	Child
D	Primary Caregiver Child Qst	Yellow	Primary Caregiver

Interviewer Administered (Phone)

<u>Letter</u>	<u>Name of Instrument</u>	<u>Color</u>	<u>Respondent</u>
J	Father Out Child Qst	Blue	Father Out of Home
I	Father Out Household Qst	Blue	Father Out of Home

Self Administered (Delivered to Child's Home)

<u>Letter</u>	<u>Name of Instrument</u>	<u>Color</u>	<u>Respondent</u>
F	Primary Caregiver HH Qstr	Yellow	Primary Caregiver
G	Other Caregiver HH Qstr	Gold	Other Caregiver
H	Other Caregiver Child Qstr	Gold	Other Caregiver

Self Administered (Mailed to Child's School)

<u>Letter</u>	<u>Name of Instrument</u>	<u>Color</u>	<u>Respondent</u>
K	Elem/Mid Schl Teacher Qst	B Blue	Child's Elem, Mid Schl or Home School Teacher
L	Preschool/Daycare Teacher	Lt Pur	Child's Preschool or Daycare Teacher
M	Home Base Care Qstr	Pink	Child's Home based Daycare Teacher
N	Elem/Mid Schl Administrator	B Blue	Child's' School/Program Administrator
O	Preschool/Daycare Admin	Lt Pur	Child's Preschool or Daycare Administrator

66 SECTION FOUR - QUESTIONNAIRES & QXQs

TIME DIARY (PEACH BOOKLET)

Respondent	Primary Caregiver or Primary Caregiver with Child
Mode of Administration	Mail Ahead w/Face to Face editing (Preferred) Mail Ahead w/Phone Interview (Optional)
Main Objective	To obtain information on the time-use of children during a weekday and weekend day.
Notes and Rules	Time Diary must be carefully edited. Diary must complete a 24 hour day. If diary is not complete at interview time, interviewer must administer diary.
Key Objectives of Questionnaire	<ul style="list-style-type: none"> ➤ To obtain information on activities during children's days ➤ To determine who interacts with children during weekdays and weekend days. ➤ To obtain information on how many activities children participate in on a daily basis.
Cover of Time Diary	Prior to sending the Time Dairy to R, write the target child's name and the day of the week that has been chosen for this child. Remember that two diaries will be sent per child and each cover must be completed.
Section A	<p>A1. If the primary caregiver has not completed this question, please ask who filled out the Time Diary for (CHILD).</p> <p>A2. If the primary caregiver has not completed this question, please ask the question and record the answer</p> <p>A3. If the primary caregiver has not completed this question, please ask what day they completed Time Diary.</p>

Diary Columns

Note carefully the amount of time that is given for each page.

A.

This starts the diary sequence for each activity (other than the first one, which will be “sleeping” for most children). Record R’s answer verbatim.

We are particularly interested in getting as much detail as possible about educational activities that the child may be doing, interactions the child has with others, and what sort of “playing” children do. If the activity is listed as “playing,” probe to find out what type of playing was (he/she) doing - was she playing a board game? A game of make-believe? A game of football in the back yard? If the child was “reading,” we want to distinguish between reading by (him/her)self, and being read to by a parent or other person.

To help you understand the types of distinctions we are looking for, below are some of the code categories we will be using.

Classes, lessons:

We distinguish between the type of classes (computer classes, sports lessons, music lessons, etc.)

Playing:

We distinguish between playing pretend games like dress up or playing house; playing social games with others; playing with toys; playing computer games; and other types of playing like working on a model airplane or swinging.

Interaction:

We are interested in things like phone conversations, being read to or listening to a story, arguing or fighting, being disciplined, and talking or having conversations.

TV Watching:

If R said (he/she) was “flipping channels” rather than watching a specific program, list that as the activity and record as “TV” and record “flipping channels” at the question that asks for the name of the program R was watching. If R was flipping between two different programs while watching them both, record “TV” and the name of both programs in column E.

B.

Except for the first activity, the start time should be the same as the end time for the previous activity. It is very important to ask this question and not just assume that the start time is the same as the end of the previous activity.

C.

Record the time that R stopped this activity.

D.

If R said he/she was “watching TV,” you will be prompted to ask whether this was a TV program or a video tape. A TV program can be network or cable. If R was watching a tape of a TV network or cable TV program on their VCR, code “TV.”

E.

Record each TV program, video or game watched/played. If R was watching two programs at the same time, record the name of both programs. If R played several video games for a few minutes each, record the names of each game played. Record the names of up to three games, videos, or programs.

F.

This question need not be asked if location is obvious, such as when R was sleeping or at school. Here are some samples of how to think of locations:

Child’s Home:

This means in the child’s home or outside in the yard.

School:

This includes any school or child care center (not in a church or community center), whether or not R is enrolled there. It can include the school of a sibling, or attending a concert or play in a school auditorium. It also includes playing in the neighborhood school yard.

Child’s Other Parent’s Home:

This refers to the home of an absent parent (in the case of divorced or separated parents)

Someone Else’s Home:

This refers to any home other than R’s home or the home of the absent parent. It can be a friend’s house, a grandparent’s house, or the home of a babysitter.

Church:

This includes any church, synagogue, or place of worship (including attending worship services or a preschool that is located at church).

Parent’s Work:

Code if the child was at work with either parent.

Daycare Center:

This refers to a preschool program or child care center. A day care center is defined as an establishment where children are cared for in a group in a non-residential setting for all or part of the day. (Not home-based day care)

Restaurants, fast food places and their parking lots:**Indoor Recreation Places:**

This includes places like theaters, or youth recreation centers.

Outdoor Recreation Places:

Parks, R's neighborhood, etc.

Stores:

Stores, shopping centers, malls and their parking lots, beauty parlor.

Banks, Offices, Library, Fire Station, etc.:**Other:**

This includes all hospitals, parking structures, and other locations not specified above.

Transit:

This code is used whenever R is going from one place to another. It can be in a bus going to school, going to the grocery store with a parent, or walking to the park. Riding a bike or walking around the neighborhood would not be considered "transit" unless R was going to another location. If R was walking or riding around for exercise or pleasure, code location as "Other."

G.

This question should not be asked if R is sleeping or involved in personal care such as getting dressed, washing up, etc. Here we want to know who was participating in the activity with the child. (We ask in the next question who was also in the house with the child). So, if mother was making dinner while the child was doing homework, mother would be coded as being in the house but not as doing homework with the child. If mother was helping the child with homework, then "mother" would be entered in column G. The codes to be used are listed below:

Mother	Grandparent or great grandparent of child
Father	Other relative of child
Brother or sister	Other non relative of child
(Child) Friend of child	

H.

Note that this question is not asked if R is sleeping or involved in personal care such as getting dressed, washing up, etc.

This question refers to other people who were in the same location as R when R was doing the activity. If R was doing homework at home, then we want to know who else was in the house at the time. If R was playing at a friend's house, we want to know who else was in the friend's house.

We will use the same codes as those in Column G.

J.

Note that this question is not asked if R is sleeping or involved in personal care such as getting dressed, washing up, etc.

Back Cover

Edit length is the amount of time the Iwer spends at home going over the diary getting it ready to send to Ann Arbor after it is complete.

Mode of interview refers to how the time diary was completed. If the time diary is completed by R and reviewed by Iwer, then "1. (SAQ)" is chosen. If the interviewer administers the time diary, then either option 2 (face to face) or 3 (phone) is chosen, depending on if it was done in the respondent's home or by phone.

Interview Date is the date on which the interviewer talked with the respondent to administer or edit the interview.

Interview Length is missing from the box, but it should be calculated. 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.

Sample Label should be placed on the back cover.

Thumbnail Sketch

If there is a potentially confusion situation or something you want the coders to know about, please write a brief thumbnail sketch on the inside of the front cover of the diary booklet.

**CHILD QUESTIONNAIRE
(PEACH BOOKLET)**

Respondent	Child, 3-12 years old
Mode of Administration	Face to Face <u>ONLY</u>
Main Objective	To obtain information on the cognitive and social ability of children in the specified age range.
Notes and Rules	The Woodcock-Johnson R and the Digit Span assessment must be administered <u>exactly</u> as written. No wording can be changed, added, or deleted. The Respondent book must be used for all children.
Key Objectives of Questionnaire	To obtain information on... <ul style="list-style-type: none"> ➤ children's reading and math ability ➤ children's memory. ➤ the self-esteem of children as it relates to school subjects and to their general lives. ➤ children's day at school.
Section A	<p>A0. Please record the time you start this assessment/interview.</p> <p>A1. Interviewer checkpoint: The checkpoints on the first page of the interview are designed to take you through several decision points for children who may not speak English as their first language. For children in school (Kindergarten or higher), we will attempt to do the assessment in English. Children not yet in school will be assessed only if they speak English. If there is any doubt, ask the primary caregiver if the child speaks English.</p> <p>A2. Ask the primary caregiver (for small children) or the child if R usually wears glasses or a hearing aid. If so, be sure R has them on for the assessment so the assessments can be as accurate as possible.</p>

A3.

You will need to know what grade the child is in (for school aged children) in order to determine where to begin the assessment. We find out in the primary caregiver questionnaire the child's grade level. If you already know the child's grade in school, it is acceptable to enter it here without asking the question.

Woodcock-Johnson The Woodcock-Johnson is an educational assessment. Depending on the age of the child, either 2 or 4 subscales of the Woodcock-Johnson will be administered during the interview:

- Letter-Word Identification: 3-12 year olds
 - Passage Comprehension: 6-12 year olds
 - Calculation: 6-12 year olds
 - Applied Problems: 3-12 year olds
-

Read Qs as Written It is important to read the instructions in the Woodcock-Johnson easel book and follow them exactly.

Sample Items For children in 2nd grade or lower, administer all of the sample items before starting the assessment. For children grade 3 and higher, only administer Sample A for Letter-Word, Passage Comprehension and Calculation. No sample is administered for Applied Problems for grades 3 and up.

Recording Answers Use pages 2-5 in the questionnaire to record the responses: record "1" for correct answers, and record "0" for incorrect answers.

Allow the respondent a reasonable amount of time to answer, and then move on even though (he/she) might get the answer if given more time to think. For calculation problems that a child is struggling with, allow at most approximately double the child's average time to compute an answer, and then have (him/her) move on to the next problem.

Raw Score Count up the number of correct answers and put the total in the "Raw Score" box provided. Questions not asked because they are below basal are counted as correct for the raw score. Please check the total twice to make sure it is correct.

Respondent Booklet For computation, the respondent uses the respondent book for calculating answers. It is best to take the respondent booklet back from R after the Woodcock Johnson assessment is completed, to help keep (him/her) focused on the Digit Span assessment that comes next.

Section B**Digit Span**

This is another type of assessment, which tests the child's memory. Follow the instructions exactly as written on page 6. If the child does not understand the instructions, you may read them a second time but you cannot give any examples for the Digits Forward section before beginning. For Digits Backward (Page 9), you can read the instructions and example to R only once.

Remember to say "ready?" before each set of numbers. Note the instructions to "circle" the correct answer rather than using an "X"

Section C**Task Perception**

This section is administered to respondents aged 8-12 years old. The checkpoint at C0 sends the iwer to Section D if the child is under 8 years old.

Read the instructions as written on Page 11, to help familiarize the respondent with using the Respondent Booklet. If you are certain that R understands that task, then do not read second example. If R does not read, you will need to read the answer categories to (him/her) after each question. They are included in (parentheses) after each question.

C7.

Useful in this questions refers to how much the child thinks (he/she) uses math in their daily lives.

C17.

Useful in this question refers to how much the child thinks (he/she) uses reading in their daily lives.

Section D**Time Diary**

This section is only to be administered to children in middle school or elementary schools where the children change classrooms and have multiple teachers for their core academic subjects. The reason for this section is that we can't get a school time diary for children who have different teachers every hour of the day (since no one teacher can fill out an accurate diary for an entire day for the child). Instead of asking the teacher, we ask the kids for school diary information in this section.

Note that children under 8 years old get skipped to D1. It will be very rare that young children are in a middle-school like setting, but we know that some elementary schools are set up like middle schools. Also, middle schools start at different grades, so we have to ask everyone. If the child has one main teacher but has different teachers for subjects like art and gym, that counts as “one classroom” and the child should be skipped out of Section D. Only check “2. Different classrooms and teachers” if the child has different teachers for core subjects like math, social studies, language arts, spelling, etc. It is acceptable to skip this question and mark “1. One teacher” for preschool-aged children, since they may not understand the question and tell you that they have more than one “teacher” in their class.

Please don't forget to record the end time at D14 if you skip out of Section D!

D2.

We want to get diary information for the child for the selected weekday diary day if at all possible. On (rare) occasions, the child will not have been in school on that day due to school closing, illness, or vacations. If that is the case, choose the day nearest to the diary day and ask about that day

D3.

Record the day of the week and date for which you get diary information from the child.

D4-D13.

The goal of the questions on pages 18-19 is to get an accurate picture of how the child spend (his/her) day at school. Administer this grid by working across the 2-page spread, first asking D4, then D5, through D13, for the first activity of the school day; and then asking D4 - D13 for the second activity, and so on for the entire time R is in school. These questions are only for the time school is in session. If R attends before- or after-school activities, those are **not** to be included in this diary.

D4-D5.

Record each activity on a separate line. Often the activity will be the same as a subject (e.g., I went to math class), and you do not need to write “math class” twice for the same activity. If R can give us information at a more detailed level (e.g., in second hour math class we did worksheets for a half hour and then had a half hour of lecture), record the activities (worksheets and lecture) separately.

D6-D7.

Record the beginning and end time of each activity. Please mark “am” or “pm” for each entry.

D8.

Ask the question, and instruct R to look at Column B of the respondent booklet to give you the number of the response category. Record the number of R's answer in the space provided. If R gives you an "other" answer, record R's answer verbatim so it can be coded in Ann Arbor. If R gives you more than one location, enter them all.

If R has trouble reading the categories, you can read them to (him/her) from the Respondent Book.

D9-D13.

Like D8, ask the questions, and write down the code number(s) of R's answers for each activity. It is possible for R to give multiple answers to any of these questions.

Pages 20-23

Use these pages for additional activities if necessary.

When you have finished the last entry for the school day, go to Page 24 and record the end time of the interview at D14.

Section E**Interviewer Information**

This interviewer observation section should be completed as soon as possible after you leave the household, while the interview is still fresh in your mind. You should answer the questions for observations seen during the whole time you were in the home and not just during the interview itself. If there are unusual situations, you may want to jot some notes down while you are still in the household to help you fill out this section completely

E1.

The intent of this series of questions is to determine if anyone interfered with the assessment of the child. It is important for us to know if the information we receive on the assessments is truly accurate of the child's cognitive ability.

76 SECTION FOUR - QUESTIONNAIRES & QXQs

PRIMARY CAREGIVER/CHILD QUESTIONNAIRE (YELLOW BOOKLET)

Respondent	Mother/Primary Caregiver
Mode of Administration	Face to Face (Preferred) Phone (Optional)
Main Objective	To obtain information about the health, behavior, education, and general environment of the child.
Notes and Rules	Passage Comprehension assessment must be given only once to the Mother/Primary Caregiver. A tape measurer or ruler must be used to complete this booklet. Respondent book may be used for this interview
Key Objectives of Questionnaire	To obtain information on <ul style="list-style-type: none"> ➤ mother/primary caregivers literacy. ➤ children's health history. ➤ home environment. ➤ children's schooling. ➤ children's behavior. ➤ household tasks. ➤ parental involvement in school. ➤ parental monitoring of children's activities and friends. ➤ child care history. ➤ relationship with absent parent (if applicable). ➤ food availability in the home.

Section A	<p>Child label Place the child label on the inside of this questionnaire, to help you remember which child this questionnaire is referencing. We will take out the name before coding the questionnaire in Ann Arbor.</p> <p>A0. Please record the starting time of this interview.</p>
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A1.

The Woodcock-Johnson assessment should be administered to the primary caregiver only once. For caregivers with two children in the study, you will skip to Page 3 for the second child interview.

A2

Using the fold-out carpenter's ruler provided in your materials, measure the child and record (his/her) height in inches. If the child is not in the household when you come to this question, you can come back and enter the information later. (And by the same token, if the child is leaving before you get to the primary caregiver interview; or you need to do this interview by phone, be sure to get the child's height when doing the child assessment.)

A4.

The response options are not read for this question. You will need to code the answer based on R's response. If necessary, read the response options to R to get a codeable answer.

A5.

Please ask R to spell the city to make sure you have it down correctly. If R was born outside of the U.S., record the city and leave the state blank if the country does not have states.

A6.

This question needs to be asked even if the answer seems obvious. If necessary, you can use the "I need to ask all questions in the order they appear in the questionnaire" phrase as a preface to this question.

A7.

Record an answer in only one of the three boxes. Note that the first box is for days or weeks **before** the due date; the middle box is to be marked if the child was born **after** the due date, and the bottom box should be checked if the child was born **on** the due date.

A9-A12.

Some respondents may not know the answer to these questions, if the child is adopted or the primary caregiver is not the biological mother. Do not probe "don't know" answers to questions A9-A12.

A9a.

Probe for the diagnosis that was given by the doctor as the reason for putting (him/her) in the neonatal intensive care unit. Premature birth is not a sufficient answer. Probe for what about the premature birth put them in the unit (e.g. did not weigh enough). If R gives you the name of a specific condition or disease, ask for the correct spelling to help the coders.

A10a.

If parent answers in terms of years, please write the answer verbatim in the margin and multiply by 12 to record the answer in months.

A13.

If R has volunteered before this time that (he/she) is not the child's biological mother, you do not need to ask this question. Mark the box and follow the skip.

A14.

Medicaid is for low-income people who must meet eligibility requirements. Medicaid is administered by states and has different names in different states. In most states it is called Medicaid and is administered through the state or county medical assistance department. Exceptions to this are in the state of California (Medi-Cal), Arizona (Arizona Health Care Cost Containment System-AHCCCS). A medical assistance program may be in the form of an HMO, but it must be administered by the state or county medical assistance or welfare departments, not a private or employer HMO plan.

A15.

If R does not know what the WIC program is, read the definition in the box.

A18.

ADC (Aid to Dependent Children) and AFDC (Aid to Families with Dependent Children) covers needy single parents with children under age 18, as well as two-parent families with the father present in the household but not working.

Please read the acronyms ADC and AFDC to R; and clarify with the full name only if necessary.

A19.

This question asks about assistance other than that already mentioned in A15-A18. If Rs respond that they receive welfare, make sure that it is something other than ADC or AFDC, or welfare already coded above. If it is ADC or AFDC, go back to A18 and make sure that is coded correctly before continuing and do not include that assistance here.

A20.

We want the number of different times the child was in the hospital for in-patient care, not counting the hospital stay when the child was born. If the child was in the hospital more than once for the same illness, that counts as multiple hospital stays.

A20b.

If there is any doubt, please ask the respondent to spell the name of the condition or illness for which the child was hospitalized.

A21.

Only mark “yes” for conditions that R was told about by a doctor or health professional. A health professional includes nurse, physician’s assistant, nurse practitioner, social worker, or counselor. If R volunteers that the child has a condition (e.g., asthma) but says it has not been diagnosed by a doctor or health professional, check “no” and make a marginal note.

A21j.

If respondent says “yes,” ascertain that a doctor or health professional said that the child had this problem.

A21q.

If R's respond that the child has Autism or ADHD, A21q should be marked “no” and those problems should be coded in 21r or 21s. A21q is only for learning disabilities other than those listed in the A21 series. If (for example) “Autism” is volunteered at A21q, probe for other learning disabilities at A21q, and mark A21r as “yes” without asking the question again. Ask the respondent to spell the name of the disability, and try to get the full name rather than an abbreviation or acronym.

A21s.

ADHD is Attention Deficit Hyperactive Disorder; and ADD is Attention Deficit Disorder.

A21t.

If R says “no” when asked about other problems, circle “5=No.” If R gives you a problem, write the answer in the space provided and circle “1=Yes.”

A22.

This question refers only to physical illness. Injury and emotional problems are covered in later questions. “Other health professional” includes physician’s assistant, nurse practitioner, etc. Note that the frame of reference for this question is the last 12 months.

A22a.

Note that the frame of reference for this question is “ever” - which is different from A22.

A22b.

If there is any doubt, ask R to spell the name of the illness. If the child was seen for multiple illnesses at that time, record all of them.

A23.

This question refers only to injury (e.g., broken leg, wound, burn). Physical illness and emotional problems are covered in other questions. "Other health professional" includes physician's assistant, nurse practitioner, etc. Note that the frame of reference for this question is the last 12 months.

A23a.

Note that the frame of reference for this question is "ever" - which is different from A23.

A23b.

We want the specific injury or injuries for which the child was seen (e.g., "broken arm"); not the cause of the injury ("fell off a swing").

A24.

Note that the frame of reference is "ever" for this question, which is different from A22 and A23.

A26.

Even if the child is not school aged, these questions should be asked. We want to know if (he/she) has a condition that could limit these activities when (he/she) is older.

A29a.

This is the first place where R uses the respondent booklet. Briefly tell R that you will be using the booklet for answers to some of the questions, and refer (him/her) to Page 1 for this question.

A31.

This question refers to health care insurers like an HMO (Health Maintenance Organization) or PPO (Preferred Provider Organization), or any health care organization where a primary care physician is used.

A33.

Read "you" if the primary caregiver is the only adult in the household. Read "your family" from the parentheses if there is more than one adult in the household. "Your family" refers to the adults living in the Household with R.

Section B**B1.**

This is the first of several places where we you need to “ask or verify” the information. If you already know that the child lives with (his/her) biological mother and father, you do not need to ask B1a-B1d. Mark the boxes for B1a and B1b “1. Living with child” and B1c and B1d should be marked “3. Does not have.” You would have to ask B1e “Does (CHILD) have a father figure?” and if R says “yes” you may need to probe to find out if that person lives with the child.

B1e.

A father-figure is a male who is not the biological/adoptive father or stepfather but functions as father in the care of the child. Often this is a grandfather or the boyfriend of the primary caregiver.

B2.

If the child has a father, stepfather or father figure living in the household, continue with B3 and ask B3-B5 about that person.

B3.

Choose the phrase from the parentheses based on which male figure is living with the child. If child lives with both a father and a father-figure, choose the biological/adoptive or stepfather as the focus of this question.

B5.

“Mother” refers to biological, step, adoptive, or foster mother. If child does not have a mother, choose “7. Never” for the response and it is not necessary to ask this question, since it is not possible for the child to eat with the mother and father.

B6.

If the child does not have one or more of these relationships, do not ask the question and mark the “N” box.

B11.

Your bulk materials will include a yellow half-page **cue card** for this question. Some respondents have difficulty remembering the response options for this question, so we have provided a card to hand R as needed.

B13a.

This question concerns when spanking first began for the child. Probe for the age of child when the primary caregiver can first remember spanking the child.

B16.

If necessary, you can read the response options to R. Most respondents will give you a number which can be easily coded without reading the response options.

B17.

This checkpoint routes you to the section of questions appropriate to the child's age.

Section C

C1.

"Getting out of the house" includes anything that is outside of R's home: such as going to the store with mom, playing in the yard, going to child care or preschool, etc.

C5.

This question refers to working at home. It can be housework or work for a business, but must be done in the home.

C6.

For long series of questions, repeat the response options if you think R has lost track of the categories. They are included in (parentheses) at items C6e and C6k as a reminder, but you can repeat them whenever needed. If R is using the RB and is clearly understanding the options, you do not need to repeat them.

C8.

WIC is a governmental program for low-income women, infants, and children.

Section D

D2.

Read the words (children's, scientific, art, historical, etc.) in parentheses as part of the question.

D3.

Outing refers to a fun activity not an activity related to child care or business. Read the words (shopping, park, picnic, drive-in, etc.) in parentheses as part of the question.

D4.

Read "or another adult" if there is more than one adult living in the household. Read "or an older child" if there is an older child living in the household.

Section E**E1.**

This question concerns reading books that are not for school but ones the child has chosen to read or has available to read sometime in the future.

E3.

Read the words (for example, piano, drum, guitar, etc.) in parentheses as part of the question.

E5.

Read the words (children's, scientific, art, historical, etc.) in parentheses as part of the question.

E10k.

If R answers no other things, write "None" in the space provided and do not circle a response in the grid.

Section F**F1.**

This question concerns reading books that are not for school but ones the child has chosen to read or has available to read at some time in the future.

F3.

Read the words (for example, piano, drum, guitar, etc.) in parentheses as part of the question.

F5.

Read the words (children's, scientific, art, historical, etc.) in parentheses as part of the question.

F11k.

If R answers no other things, write "None" in the space provided and do not circle a response in the grid.

Section G**G6.**

Federal School Breakfast Program is often called Free or Reduced Lunch Program.

G10.

Option 3 is Home School and is for children who are taught by their parents or in some cooperative group of parents. If child is in Home School, the parent who is teaching the child should receive the Elementary Teacher Questionnaire.

G11.

Be careful to distinguish between private/religious and private /non-religious schools.

G11c.

It is important to distinguish how often the schools are paid. Be sure to ask the parent how often they pay the amount that they give for the first part of G11c. Read the response options only if necessary to code the time unit.

G12.

“Special class” in this context refers to any advanced class or gifted class, and **not** a special class for learning disabilities or special education.

G13.

Special education is for children with learning disabilities or language problems.

G14.

Head Start, Even Start, and Fair Start are all government programs for low-income children.

G16.

If R cannot recall how old the child was when (he/she) started kindergarten, probe for the month and year (he/she) started kindergarten. We can compute the age from the child’s birth date. If the child did not go to kindergarten, ask about first grade and make a marginal note that the age is for first grade rather than kindergarten.

G21.

The response options are not included in the text of the question, because most respondents will answer in ways that are easily coded. If necessary, it is acceptable to read the response options to R.

G24.

Your bulk materials will include a yellow half-page **cue card** for this question. Some respondents have difficulty remembering the response options for this question, so we have provided a card to hand R as needed.

G28d.

An informal meeting is a meeting that was not scheduled or planned by either the teacher or the parent.

G28e.

An informal meeting is a meeting that was not scheduled or planned by either the principal or parent.

G28f.

The PTA is the Parent-Teacher Association. This question also refers to PTO (Parent-Teacher Organizations) and other similar organizations.

G29.

When reading these questions, be sure that R is answering in terms of how often each thing has made it difficult for R to be involved in the child's school, **not** how often each thing happened. If there is any doubt of R's understanding the intent of the question, add the phrase "How often has this made it difficult for you to be involved in (CHILD's) school activities?" to the question.

G29c.

This question concerns the parents inability to understand the school assignment, **not** the child's inability to understand or do the assignment.

G29i.

If R answers "no other things," write "None" in the space provided and do not circle a response in the grid.

G34.

If R asks for a definition of "close friends," use the MTY probe.

G35.

This question refers to the same friends as R gave in the G34 answer.

G36.

This question asks about all people the child may be with, not just close friends.

G38.

Parenting classes can include Lamaze or any classes that involve discussions of feeding, caring for, raising children, etc.

Section H**H1.**

It is important to emphasize "regular arrangement." It must be at least once a week for a month to be considered a regular child care arrangement.

H2-H10.

This is another two-page grid, which is worked down the column for each child care arrangement. For the first child care arrangement that R used for the child, ask H2, then H3, and H4 on Page 48; then go to H5 through H10 on Page 49. After Arrangement #1 is complete, ask H2-H10 for Arrangement #2, and so on until all child care arrangements are covered from birth until the child started school (kindergarten). If there are more

than 3 child care arrangements, go to Pages 50-51 for arrangements 4-6, and Pages 52-53 for arrangements 7-9. If R had more than 9 regular child care arrangements between birth and the time the child started school, make a note in the margin about how many other arrangements R had but do not ask questions H2-H10 for them.

It is possible for a respondent to have two child care arrangements at the same time (e.g., a babysitter 3 days a week, and preschool 2 days a week). Each of those would be coded as a separate arrangement.

H2.

Refer the respondent to Column A in the Respondent Booklet (we used columns so the R would not have to flip RB pages back and forth if they have several child care arrangements).

H3.

Try to get the child's age in both years and months (e.g., 2 years and 5 months) if possible.

H4.

Relative under 13 in the child's home - This will generally be regular care by the child's brother or sister under age 13.

Relative 13 or older in the child's home - This includes care by an older brother or sister, a grandmother, or any other relative. Do not include the child's parents. We will know about their care from the time diary.

Nonrelative in the child's home - This is regular care provided by someone not related to the child in the child's home. This will usually be a sitter; however, it includes care by a nanny or au pair. The age of the nonrelative does not matter here. It includes a teen babysitter, for example, if the care occurs on a regular basis.

Care in a relative's home - The child is related to the caregiver and the care takes place in the relative's home.

Care in a nonrelative's home - This is often called family day care. Family day care is care provided for a small group of children in the caregiver's home. Often a family day care provider is a mother with children of her own at home. The caregiver may be a friend, a neighbor, or the woman down the street that cares for children. The crucial factor is that the caregiver is not related to the child and the care is in the caregiver's home.

Head Start Program - Head Start is the foremost early childhood program for low income children and their families. It consists of a preschool or nursery school program for groups of children and their teachers. It also includes social and health services. As with other preschool programs, it occurs in a center-based environment. Parents whose children are in Head Start will know it. If the parent is not sure of the program's name, it is probably not Head Start. There are a variety of other programs in operation with similar names that may include a preschool program for children. If they include center-based care for children, include it under "Prekindergarten program, nursery school, preschool, or child care center;" or "Before or after school program;" depending on whether the child is enrolled in school or not.

Prekindergarten program, nursery school, preschool, or child care center - These are all establishments where children are cared for in a group in a nonresidential setting for all or part of the day. All provide some form of educational program as well as play and recreational activities for young children. If the child is school-age, please code the care under "Before or after school program."

Before or after-school program - Many centers have developed programs specifically for school-age children and many schools also provide such programs. They may be in the school building or in a separate building, with transportation from one to the other. A before-school program is a special program that children attend before their official school-day begins. An after-school program is a program that children attend after their official school-day ends until their parents are able to pick them up after work. If a child is in a before or after-school program in a private home, please code that under the appropriate category for home-based care, either relative or nonrelative, in the child's or the caregiver's home.

Child cares for self alone - In some cases parents leave children to care for themselves for periods between the end of the school day and the parent arrival after work. If the child is truly alone with no adult and no older sibling, the child is caring for himself. If the child has an older sibling there, it would be "Care by a relative under age 13" or "Care by a relative over age 13." If the child is caring for a younger sibling, this child is caring for himself and the younger sibling is being cared for by a relative over or under age 13 in the child's home.

Other type of child care, specify - Please write out what the parent says if it does not appear to fit into any of the above categories.

None - If a child is only cared for occasionally but not regularly, by someone other than the parent, please code "none."

H8.

Try to get the child's age in both years and months (e.g., 2 years and 5 months) if possible.

H9.

For this question, write the letter for the **main reason** that R quit the child care arrangement. If R give more than one reason, probe for one main reason.

H11.

Interviewer checkpoint: The next question in this series concern the **current** child care arrangement for school-age children. Make sure to emphasize that this is the current arrangement, is ongoing, and used at least once a week for a month (i.e., a regular child care arrangement). For children not yet in kindergarten, we already have the current arrangement coded in the H2-H10 series.

H12.

See Q by Qs for H4 for the definitions of these child care categories.

H13.

Interviewer checkpoint: If R reports no current child care arrangements, this section is complete. If R responds with 1 or more types of regular child care in H12, proceed through this section answering the appropriate questions for each child care arrangement.

If R uses only one child care arrangement, you are instructed to write the letter of the arrangement type at H14. If the arrangement is coded A, B, or D, ask H14a before skipping out to H18.

H14-H17.

These questions ask the R to prioritize the arrangement in H12 by the amount of time each week the child spends at the child care arrangement. Have R choose response options from the Respondent Booklet. When you have ranked all the child care arrangements in order of time spent, go to H18 and ask detailed questions about each child care arrangement.

H14a, H15a, H16a, H17a

Note that the relationship question is asked only if R has responded A, B, or D in the previous question.

H15.

This is left blank if R has only one child care arrangement marked at H12. If R uses two child care arrangements, you can mark the answer without asking H15. Mark the answer, and ask H15a if the arrangement is coded A, B, or D. If R has 3 or more child care arrangements marked at H12, you will need to ask H15 and record the answer.

H16.

This is left blank if R has two or fewer child care arrangements marked at H12. If R has three child care arrangements, you can mark the answer without reading the question. Ask H16a if the arrangement is coded A, B, or D. If R has 4 or more child care arrangements, ask H16 and record the answer.

H17.

This is left blank if R has three or fewer child care arrangements marked at H12. If R has four child care arrangements, you can mark the answer without reading the question. Ask H17a if the arrangement is coded A, B, or D. If R has 5 or more child care arrangements, ask H17 and record the answer.

H18-H22.

This is a detailed set of questions asking about the child care arrangement R uses most for the child. Be sure to refer R to the arrangement listed at H14.

H23.

This interviewer checkpoint skips you out of the rest of the section if R had only one child care arrangement. If R had 2 or more arrangements, you are instructed to ask questions H24-H28 about the second most used arrangement (which was listed in H15).

H29.

This interviewer checkpoint skips you out of the rest of the section if R had two or fewer child care arrangements. If R had 3 or more arrangements, you are instructed to ask questions H30-H34 about the third most used arrangement (which was listed in H16).

H35.

This interviewer checkpoint skips you out of the rest of the section if R three or fewer child care arrangements. If R had 4 or more arrangements, you are instructed to ask questions H36-H40 about the fourth most used arrangement (which was listed in H17). Not many respondents will go through this series of questions, since very few people use four different regular child care arrangements at the same time.

Section J

J1.

Interviewer checkpoint: This checkpoint is designed to help determine if there is a father or mother who does not live with the child(ren).

J2.

This question determines if the father living outside the home is alive. If he is no longer living, then the questions in this section would not be applicable and you are skipped out.

J3.

If R does not know the exact miles, check the “8. Don’t Know” option and ask for the state or country in J3a.

J5.

This question refers to children that are not part of the R’s household. For example, if the father outside the home is remarried and had children with new wife.

J6.

This should be answered even if the father sees the child often.

J8.

Interviewer checkpoint: This checkpoint makes the distinction between those fathers that see their child(ren) often and those that have not seen them in the past year. The questions following the checkpoint are only relevant to the fathers that see their child(ren) often.

J10.

The intent of this question is to get information on how often the child stays overnight or has a day visit with their father. This does not refer to times when fathers see their child(ren) for brief times during the day or week.

J11.

“About” in this question refers to any conversation the primary caregiver has with the father regarding the child. The subject matter of the conversation is irrelevant.

J13j.

Note that this question focuses on the father’s use of alcohol or drugs not the child(ren)’s.

J13k.

Note that this question focuses on the father’s time not the child(ren)’s.

J15f.

If R answers no other things, write “None” in the space provided and do not circle a response in the grid.

J16.

Interviewer checkpoint: This checkpoint is designed to help determine if there is a mother who does not live with the child(ren).

J17.

This question determines if the mother is alive. If she no longer living, then the questions in this section would not be applicable.

J18.

If R does not know the exact miles, mark the “8. Don’t Know” option and ask for the state or country in J18a.

J20.

This question refers to children that are not part of the R’s household. For example, the mother living outside the home is remarried and had children with new husband.

J21.

This should be answered even if the mother sees the child often.

J23.

Interviewer checkpoint: This checkpoint makes the distinction between those mothers that see their child(ren) often and those that have not seen them in the past year. The questions following the checkpoint are only relevant to the mothers that see their child(ren) often.

J25.

The intent of this question is to get information on how often the child stays overnight or has a day visit with their mother. This does not refer to times when mothers see their child(ren) for brief times during the day or week.

J26.

“About” in this question refers to any conversation the primary caregiver has with the mother regarding the child. The subject matter of the conversation is irrelevant.

J28j.

Note that this question focuses on the mother’s use of alcohol or drugs not the child(ren)’s.

J28k.

Note that this question focuses on the mother's time not the child(ren)'s

J30f.

If R answers no other things, write "None" in the space provided and do not circle a response in the grid.

Section K

K0.

Interviewer checkpoint: This section should be completed only once. In households with two children, this checkpoint allows you to note that the section has been completed and moves you to the next section.

K1.

The intent of this section is to determine food security in the home. This is done by ascertaining if enough food is available in the home. It is up to the R's to decide if they have enough food in the home--If R asks for clarification, use the MTY probe.

K4-K4a.

"Double" Interviewer checkpoint: Please take careful note of these checkpoints. First mark the K4 checkpoint, and then mark K4a. These two checkpoints together allow Rs who do not have food security issues to skip out of the next questions to the end of the interview.

K5a.

If R asks what "Low-cost foods" is, use MTY probe.

K5b.

A balanced meal includes meat, fruit, vegetables and dairy products.

K6.

Read the "since (MONTH/YEAR)" as the month of the interview, and 1996 for the year, to refer R to a year ago.

K7.

The intent of this question is to see if the R reduced their food consumption because of lack of money. They would eat more if money was available.

K9.

This question asks about loss of weight due to lack of money, not due to dieting or exercising.

K11.

Interviewer checkpoint: Note carefully the codes for skipping the next questions. You need to check the answers to several questions before marking a box in the checkpoint.

Section L**L1.**

“Together at any time” refers to your entire time in the home, not just during the Primary Caregiver-Child interview. Did you see any interaction at any time?

L2.

“Spontaneously” means that the child did not request a response or ask a question of the primary caregiver.

L3.

The primary caregiver would respond verbally to child instead of hitting or using facial expressions to respond to the child’s request. The verbal response can be either positive or negative in tone or wording.

L8.

This refers to verbal responses that are positive and non-threatening.

L10.

“Perceptually monotonous” is a home with very little on the walls or floor and very little furniture. The home is dark and no personalization of the home is evident (knick-knacks, paintings, etc...)

L11.

“Cluttered” refers to disorganization in the home. Items are stacked on each other. It is difficult to walk easily around the room without walking on things or bumping into things.

L12.

“Clean” is very subjective but a clean house would not have opened food on the counter, garbage on the floor, unhealthy or unsanitary conditions in the home.

L13.

This question focuses on the positive response of a caregiver to the child.

L15.

“Warm and affectionate” refer to both verbal as well as active displays of warmth or affection.

L16.

“Restricted action” refers to a child who is exploring a room and a caregiver prevents them by picking them up and holding them or putting them in a device that restrains them, or holding child from completing an action or activity.

L19.

Pride can be shown in voice or caregiver showing things the child has accomplished or done.

**PRIMARY CAREGIVER/HOUSEHOLD QUESTIONNAIRE
(YELLOW BOOKLET)**

Respondent Mother/Primary Caregiver

Mode of Administration Self-Administered (Preferred)
Phone or Face to Face (Optional)

Main Objective To obtain information on the neighborhood, household, and parental environment of the child.

Notes and Rules Strong attempts should be made to collect this questionnaire at the time of the in-home interview. If it is not possible then it may be mailed to Ann Arbor

Key Objectives of Questionnaire To obtain information on

- characteristics of the family's neighborhood.
- social support for the mother/primary caregiver
- the distribution of household tasks
- attitudes on child rearing.
- parenting.
- attitudes on gender roles in the household.
- psychological well-being.
- family conflict.
- work schedules.

96 SECTION FOUR - QUESTIONNAIRES & QXQs

**OTHER CAREGIVER IN THE HOME/CHILD QUESTIONNAIRE
(GOLD BOOKLET)**

Respondent Father, Grandmother, Boyfriend/Girlfriend, Other Relative

Mode of Administration Self-Administered (Preferred)
Phone or Face to Face (Optional)

Main Objective To obtain information on the behavior and general environment of the child from the perspective of the other caregiver in the home.

Notes and Rules Try to collect booklet at time of the in-home interview but may be mailed by respondent to Ann Arbor.

Key Objectives of Questionnaire To obtain information on

- children's schooling.
- children's behavior.
- household tasks.
- parental involvement in school.
- parental monitoring of children's activities and friends.

**OTHER CAREGIVER IN THE HOME/HOUSEHOLD QUESTIONNAIRE
(GOLD BOOKLET)**

Respondent Father, Grandmother, Boyfriend/Girlfriend, Other Relative

Mode of Administration Self-Administered (Preferred)
Phone or Face to Face (Optional)

Main Objective To obtain information on household and parental environment of the child from the perspective of the other caregiver in the home.

Notes and Rules Try to collect booklet at time of the in-home interview but may be mailed by respondent to Ann Arbor.

Key Objectives of Questionnaire To obtain information on

- the distribution of household tasks.
- attitudes on child rearing.
- parenting.
- attitudes on gender roles in the household.
- psychological well-being.
- family conflict.
- work schedules.

98 SECTION FOUR - QUESTIONNAIRES & QXQs

FATHERS WHO LIVE OUTSIDE THE HOME OF THE TARGET CHILD/CHILD QUESTIONNAIRE (LIGHT BLUE BOOKLET)

Respondent Father absent from the home

Mode of Administration Phone Only

Main Objective To obtain information on the behavior and interaction of the child with the absent father.

Notes and Rules Use absent father coversheet for this interview. Conduct child interview(s) before the household interview for these Rs.

Key Objectives of Questionnaire To obtain information on

- parental conflict.
- children's schooling.
- children's behavior.
- household tasks.
- parental involvement in school.
- parental monitoring of children's activities and friends.

Box on inside front cover Please check this information prior to beginning the interview. You will use this school information later for Interviewer Checkpoint B10.

Section A **A0.**
Record the beginning of the interview time.

A1.
If R has trouble estimating, try to assist in determining a number. For example, ask what state the (CHILD) lives in and then help estimate miles.

A2.
“About” in this question refers to any conversation the primary caregiver has with the mother regarding the child. The subject matter of the conversation is irrelevant.

A3.

Note that his question refers to the last time parent lived with (CHILD). Make sure to get month and year.

A4.

Note that this question focuses on the last time father saw (CHILD). Make sure to get month and year.

A5.

Note that it is see or talk to (CHILD). Emphasize both types of contact.

A6.

“Spend” refers to anytime not just overnight visits.

A7.

Interviewer checkpoint: This checkpoint is intended to skip out fathers who have not spoken with mother in the last year.

A10f.

If R answers no other things, write “None” in the space provided and do not circle a response in the grid.

Section B**B0.**

Interviewer checkpoint: This checkpoint is intended to be a skip for fathers who have not spent 0-11 days with the father in 1996. This is the end of the booklet for those fathers who have not spent at least 11 days with (CHILD). Make note of the exact time and end the interview. Otherwise continue with booklet.

B1.

Parenting classes can include Lamaze or any classes that involve discussions of feeding, caring for, raising children, etc.

B2.

The intent of this question is to find out how R learned parenting techniques.

B3.

“Spend” refers to anytime.

B4.

Interviewer checkpoint: This is a skip for fathers who have not seen (CHILD) in the last month.

B7.

Interviewer checkpoint: Note that if (CHILD) is age 0-2 then father is at the end of the interview. Note exact time and go to HH booklet.

B10.

Interviewer checkpoint: Note that this is a skip for children who are not in school. Refer to inside cover of facesheet for information from Primary Caregiver interview.

B12d.

An informal meeting is a meeting that was not scheduled or planned by either the teacher or the parent.

B12e.

An informal meeting is a meeting that was not scheduled or planned by either the principal or parent.

B12f.

The PTA is the Parent-Teacher Association. This question also refers to PTO (Parent-Teacher Organizations) and other similar organizations.

B13.

When reading these questions, be sure that R is answering in terms of how often each thing has made it difficult for R to be involved in the child's school, **not** how often each thing happened. If there is any doubt of R's understanding the intent of the question, add the phrase "How often has this made it difficult for you to be involved in (CHILD's) school activities?" to the question.

B13i.

If R answers "no other things," write "None" in the space provided and do not circle a response in the grid.

B17.

If R asks for a definition of "close friends," use the MTY probe.

B18.

This question refers to the same friends as R gave in the G34 answer.

B19.

This question asks about all people the child may be with, not just close friends.

B20.

Record exact time for ending of interview.

**FATHERS WHO LIVE OUTSIDE THE HOME OF THE TARGET
CHILD/HOUSEHOLD QUESTIONNAIRE
(LIGHT BLUE BOOKLET)**

Respondent Father absent from the home.

Mode of Administration Phone Only

Main Objective To obtain information on the absent father household and the parental environment of the child.

Notes and Rules Use absent father coversheet for this interview. Conduct household interview after the child interview(s) have been completed for these Rs.

Key Objectives of Questionnaire To obtain information on

- attitudes on child rearing.
- parenting.
- attitudes on gender roles in the household.
- psychological well-being.
- work schedules.

Section A Please record the start of the interview at the top of Page 1.

A3.

Years of schooling means years completed. For example, High School graduate should be coded as 12 years (whether R graduated from HS or received a GED). Two years of college credit would be coded as 14 years, even if it took R 5 calendar years of part time course work to complete it.

A4.

This is a standard employment series. Check all that apply (e.g., R may be working and a student); but follow the skips for the top row of responses (working, or temporarily laid off) as a priority if more than one skip is indicated from the boxes R checked.

A5-A6.

Probe to get complete and detailed information about R's occupation. Use the /PO/ probe as necessary. Use standard PSID guidelines for probing for occupation.

A7.

Probe to get complete and detailed information. Use the /PI/ probe as necessary. Use the standard PSID guidelines for probing for industry.

Section B

B1.

Interviewer checkpoint: You will need to refer to R's answers in the child booklet for this skip. If R has not spent 12 or more days with at least one child in the past year, you will end the interview. Remember to record the end time so you can calculate the interview length.

B4.

Mark the letter of R's response on the "most important" line after you read the question text to B4. As you ask R to rank order the second, third and fourth most important thing, you may need to re-read the remaining options (that R has not yet chosen).

B13.

Be alert to respondents losing track of the full set of response options, and repeat the response categories as needed.

Section C

C1.

This set of questions does not have a "neither agree nor disagree" middle category. Since that was an option in the previous question, you will need to probe "in general, would you say you agree, or disagree" if R tries to give you a "neither" response. This is a lengthy series; so repeat the response categories whenever you feel R may be forgetting the full range of options available.

C2.

Repeat the response categories and the time frame (during the past 30 days) whenever you think R may be forgetting part of the question.

C3c.

"In a training program" refers to training that is not part of R's employment or schooling (which would be captured in C3a for working, and C3b for school).

C3d.

If C3a is coded "no," mark the "N" column for C3d and do not ask the question.

C3g.

If R says he had no other activities, mark "5. No" and leave the "specify" line blank.

C5.

This includes working at all jobs, if R has more than one.

104 SECTION FOUR - QUESTIONNAIRES & QXQs

**ELEMENTARY/MIDDLE SCHOOL TEACHER QUESTIONNAIRE
(BRIGHT BLUE BOOKLET)**

Respondent Elementary/Middle School Teachers

Mode of Administration Mail Survey/Self-Administered

Main Objective To obtain information about the educational environment of children in this study. Information on the academic ability and behavior of the children will also be obtained.

Notes and Rules Parent permission must be given in order to mail teacher questionnaire. Carefully check the name and address of the school. It is crucial that information on the name of the teacher, name of the school, and address are accurate. Always obtain the phone number for the school and if possible the teacher.

Key Objectives of Questionnaire

- To obtain information on school environment
- To obtain information on the language ability of the target child.
- To obtain information on the background and experience of the teachers.
- To obtain time-use data on the teacher and target child

**PRESCHOOL/DAYCARE TEACHER QUESTIONNAIRE
(LIGHT PURPLE BOOKLET)**

Respondent	Preschool/Daycare Teachers
Mode of Administration	Mail Survey/Self-Administered
Main Objective	To obtain information about the educational environment of children in this study. Information on the academic ability and behavior of the children will also be obtained.
Notes and Rules	Parent permission must be given in order to mail teacher/caregiver questionnaire. Carefully check the name and address of the school/center. It is crucial that information on the name of the teacher/caregiver, name of the school/center, and address are accurate. Always obtain the phone number for the school and if possible the teacher/caregiver
Key Objectives of Questionnaire	<ul style="list-style-type: none"> ➤ To obtain information on school/center environment. ➤ To obtain information on the language ability of the target child. ➤ To obtain information on the background and experience of the teachers/caregivers. ➤ To obtain time-use data on the teacher and target child.

106 SECTION FOUR - QUESTIONNAIRES & QXQs

**HOME-BASED CARE QUESTIONNAIRE
(PINK BOOKLET)**

Respondent Home Caregiver

Mode of Administration Mail Survey/Self-Administered

Main Objective To obtain information about the environment of young children who have home-based care. Information on the behavior of the children will also be obtained.

Notes and Rules Parent permission must be given in order to mail caregiver questionnaire. Carefully check the name and address of the home. It is crucial that information on the name of the caregiver, name of the home, and address are accurate. Always obtain the phone number for the school and if possible the caregiver.

Key Objectives of Questionnaire

- To obtain information on environment of home-based care.
- To obtain information on services of home-base care.
- To obtain information on the background and experience of the caregivers.
- To obtain time-use data on the caregiver and target child

**ELEMENTARY/MIDDLE SCHOOL ADMINISTRATOR
QUESTIONNAIRE
(BRIGHT BLUE BOOKLET)**

Respondent Principal or Administrator of Elementary /Middle school

Mode of Administration Mail Survey/Self-Administered

Main Objective To obtain information on the school environment and demographics of the school.

Notes and Rules This questionnaire is mailed to school address given when teacher permission is granted by primary caregiver.

Key Objectives of Questionnaire > To obtain information on geographic location of school.
> To obtain information on the racial composition of the school.
> To obtain information on the characteristics of the school.

108 SECTION FOUR - QUESTIONNAIRES & QXQs

**PRESCHOOL/DAYCARE ADMINISTRATOR QUESTIONNAIRE
(LIGHT PURPLE BOOKLET)**

Respondent Principal or Administrator of Preschool/Daycare

Mode of Administration Mail Survey/Self-Administered

MAIN OBJECTIVE To obtain information on the Preschool/Daycare environment and demographics of the school/center.

Notes and Rules This questionnaire is mailed to school/center address given when teacher/caregiver permission is granted by primary caregiver.

Key Objectives of Questionnaire

- To obtain information on geographic location of school/center.
- To obtain information on the racial composition of the school/center.
- To obtain information on the characteristics of the school/center.

**SECTION 5
INTERVIEWING CHILDREN**

PART A: TIPS ON CHILD INTERVIEWING

Introduction Interviewing in households with children poses a special challenge for interviewers, particularly when the interviewer needs to talk with the children one at a time in a quiet setting away from the rest of the household. While there is no guaranteed way to make every interview go completely smoothly, there are several tricks you can use to increase the chances that this will be a fun and pleasurable experience for you, the children, and the rest of the household.

Tell Primary Caregiver What You will be Doing Let the primary caregiver know what you will be doing and what you will need when you make the appointment.

This is probably the most important and useful thing you can do - tell the primary caregiver that you will need to interview each child one at a time in a quiet place away from any distractions and other people in the household. Enlist the primary caregiver's support in finding a suitable place to do the interview and assessments, and in setting up the interview times so that, for example, you schedule the interview so you can work with the 5 year old when the 3 year old sibling is napping.

Spend a little time talking with the primary caregiver and let (her/him) know what the testing is all about. Tell (her/him) that if (she/he) helps the child or interrupts the testing, you will have to code that answer as wrong and the child will not get as accurate a score. Everyone knows that their own child is exceptional and it is natural for parents to want to be in the room while their children are being tested. If possible, ask the primary caregiver to let you interview the child in private to make sure the child can focus completely on the test. Always leave the door to this room slightly ajar, have the child sit with his or her back to the door, and encourage the primary caregiver to "peek in" frequently. This dispels any fears or apprehensions that primary caregiver may have about letting their child be in as a room alone with an unknown adult.

Interview after meals or naps rather than just before Children are often cranky and less attentive when they are hungry or tired, so try to avoid interviewing right before lunch time or nap time for young children. Ask the primary caregiver about the household schedule and suggest times for an interview that will help children be at their "best."

Ask about household routine when setting up the interview Because it is important that each child gets assessed, be sure to ask specifically about appointments the children may have (sports practice or games, lessons, etc.) when you make the appointment. If one of the children will only be in the household for a part of the time, you may need to adjust the order in which you administer the individual interviews to make sure that you complete the assessments, diaries and interviews for each child.

Other Children Present You may want to take along a coloring book and crayons, or paper and pencil to help keep children busy while their siblings get assessed. You may have to be fairly direct with inquisitive children who are not being tested. Give them a book to color or paper to draw on and ask them to go in the other room until you are finished. If they are going to be tested later, assure them that they will get their turn soon. Enlist the primary caregiver's help if the situation becomes difficult.

Be aware of the normal household routine 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.

Talk with the children to get them comfortable with you before beginning the assessment It is important for the children to feel at ease with the interviewer and the interview setting before starting the assessments. Some children will warm up to you very quickly. Others will take a few minutes of chatting before they settle down. Ask the child questions about pets, favorite animals, school, or favorite games or TV shows to get them talking about things with which they are familiar.

For very shy children, let the primary caregiver stay in the room If the young child is very shy (hiding behind the primary caregiver's legs and obviously uncomfortable with strangers), you may need to test the child while (she/he) is sitting on the primary caregiver's lap. This is acceptable but you will need to ask the primary caregiver not to coach the child in any way or try to help (him/her) with the test.

PART B: ISSUES WITH CHILDREN

Don't go into a room alone with the child Although you need a quiet place to do the child assessment, do not go into a room alone with a child and close the door. Leave the door part way open and tell the primary caregiver that it is all right to "look in" at any time. Also, try not to use the child's bedroom. The child's room will be filled with (his/her) toys and belongings. The child will be easily distracted. If, for any reason, the primary caregiver insists on being present, that is acceptable. The primary caregiver must stand behind the child, out of (his/her) view. The primary caregiver may not make any gestures or noises. Explain to the primary caregiver that any reactions from (him/her) will distract the child and negatively affect the assessment's accuracy.

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 for situations such as repositioning the child.

Be neutral, don't judge others' way of life or parenting style As with all interviews, it is important to leave your judgements 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.

Pace yourself You will be in the household for a long time, and testing 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.

If primary caregiver asks to see the result of the test Primary caregivers often ask is how their child(ren) "did" on the test. The tests will not be scored until they are returned to the central office, so you will have to tell the caregiver that you do not have the results of the test. Let them know that we will not have individual data available but ~~they are~~ we will send the results of our study when our final data are available (in 1-2 years).

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 [REDACTED], the Child Development Supplement Project Manager. The study has a system in place to take appropriate action. You should not

threaten the parents with being reported or do anything in the interview situation that would lead the parent to believe that their confidentiality is being threatened. Remember that we have signed a confidentiality pledge that protects the information that they give us.

If a situation escalates to physical violence while you are in the house, excuse yourself and leave the home. Do not put yourself at risk at anytime during the interview. You should also **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 [REDACTED], and we will do our best to resolve the situation.

PART C: MEASURING CHILD'S HEIGHT

Do not touch the child It is important when measuring the height of the child, at the beginning of the Primary Caregiver - Child Booklet, **not** to physically touch the child. You will be provided a ruler that can be placed under a door jam or held under your foot. You can ask the child to stand next to the ruler (with their shoes off) while you record (his/her) height. Another option is to ask the primary caregiver to measure the child for you and give you the number. If the child refuses to be measured in either condition then ask the primary caregiver to give you the child's height when they were last measured, or their own best estimate.

PART D: CHILD PERMISSION FORMS

Child Permission Form Before interviewing the child, you will need to get written permission from the primary caregiver. The permission form must be signed by a parent or legal guardian of each selected child. The top white copy is for the records in Ann Arbor and the bottom yellow copy is for the primary caregiver to keep. You do not need to get a signed permission form for children aged 0-2, since they will not be assessed or interviewed.

If Permission is Denied Even if we cannot get a signed parental permission form, we will still be able to include the household in the study. The child data, 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. Remember that parents love to talk about their kids, so even though this interview is long, most people find it quite enjoyable.

Teacher Permission Forms This study is attempting to collect information from all the sources that influence children's development. The school questionnaires tell us about the school environment and about the teacher's perception of the child.

If a primary caregiver is reluctant to sign the permission form, try gentle persuasion by explaining how important this study is. Sometimes showing the primary caregiver the school questionnaires will ease (his/her) concerns. The primary caregiver always has a right to see these before signing the permission form, so keep a set of school and daycare questionnaires in your packet when you visit households.

It is important that you fill out all parts of the permission form. If we do not receive the questionnaires from the teacher and/or administrator we will be following up with them. In order to do so accurately, we need full information from you.

The teacher permission form is on three ply carbon paper. The white copy is sent to the teacher. The yellow copy is sent to Ann Arbor with your completed household questionnaires and the pink copy is left with the primary caregiver. The administrators do not receive a copy of the permission form because there are no child specific questions in the administrator questionnaires.

SECTION 6
ADMINISTERING THE OVERALL PROCESS

General Review

A short overview of the interviewers tasks for this project was presented beginning on page four of the "Introduction To the Study" section. 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 January training sessions and the practice session you conduct when you return home will help you learn the basic procedures for this study. You will receive your bulk supplies (see the Field Notes section of this manual) by the middle of February. You will want to set up a system for organizing your study materials so you can easily prepare each case as you receive sample lines from Ann Arbor. As one model, the boxes on your tables during training contained study materials in hanging file folder that were ordered as follows:

- Hanging Folder One: Accordion Files, Tan Materials Checklist, Blank Coversheets
- Hanging Folder Two: HH Cover Letter, Brochures, Time Diaries
- Hanging Folder Three: Parent Permission Forms, Questionnaire Booklets < B, C, D, E, F, G, H > and School Permission Forms
- Hanging Folder Four: Teacher Cover Letters, Questionnaire Booklets < K, L, M >, Administrator Cover Letters, Questionnaire Booklets < N, O >
- Hanging Folder Five: Father Out of Home Cover Letters, Questionnaire Booklets < I, J >.
- Hanging Folder Six. Miscellaneous Materials such as Report Request Forms, Sorry I Missed You cards, Persuasion Letter Request forms, etc.
- Hanging Folder Seven: Mail Supplies including envelopes and stamps.

Receive and Review Materials From Ann Arbor

You will receive each family case in an envelope sent from Ann Arbor. The envelope will contain a household information sheet, CSMS checklist, household coversheet, (if applicable, father out of home coversheet), and a sheet of labels. You will review the household information sheet and CSMS checklist to learn information about the family. You should verify that the children names on these two forms, the coversheet(s), and the sheet of labels all match.

Prepare Materials For The Case

Your bulk supplies include accordion files. You will put materials into the accordion files so you are prepared to begin working with the family. The steps to prepare the accordion files are given, below.

You will be sent a complete set of labels for every child. You will need to determine which labels to use and place the appropriate one on materials and questionnaires. An example of a label sheet is shown on the following page. There are notes on labels to indicate where they belong. For example, the sample label that should be placed on the back cover of one of the Time Dairies says “PEACH WEEKDAY DIARY (A).” (Note: There are no such notes on the “Child Name” labels found at the bottom of the label sheet. These labels are placed inside the front cover of booklets that will be mailed or handed to respondents. You will find a box for these labels on the inside front cover of the Time Diaries (A), and the “Child” booklets given to the Other Caregiver (H) as well as the Home based Care (M) or Preschool/Daycare Provider (L), or Teacher (K).)

Before you begin, put a label on the accordion file folder and on the tan “Materials Checklist.” Place the materials checklist, the household information sheet, the CSMS check list and the Coversheet into the accordion file. Then follow steps 1 through 8:

Step 1. Put materials for the household precontact packet into the according file, including:

- A Household Introduction Letter with the primary caregiver’s name and the selected child(ren)’s name(s) filled out. (You will add the interview time and date after you contact the primary caregiver.)
- Two child time diaries (Booklet A) per child with the child’s first name and selected diary day on each time diary. (You will need to add sample ID labels on the back cover and “Child Name” labels inside the front cover.)
- A study brochure to answer any of the respondent’s questions before you arrive at the household.
- A white UM Seal envelope. (The label in the top right hand corner of the label sheet has the name, if available, and the address of a person who **might** be the Primary Caregiver. Later, when you call the household, if you verify this name and address are correct, you can place this on the envelope. Otherwise, you will hand write the name and address of the primary caregiver on the envelope.)

Step 2. Fill in the appropriate blank lines and then place the parent permission form in the accordion file.

Step 3. Label the Questionnaire Booklets < B, C, D, F, G, H > and place them in the accordion file. You also need the Primary Caregiver Respondent booklet (E) and the yellow cue card that accompanies the Respondent booklet.

Step 4. Fill in the appropriate blank lines and then place the teacher permission form into the accordion file.

Step 5. Put the teacher/preschool precontact letter that you expect is most likely to apply in the accordion file. You will probably want to wait to add labels but put a copy of the Questionnaire Booklet < K, L, M > expect is likely to apply in the accordion file.

Step 6. Put the administrator precontact letter you expect is most likely to apply in the accordion file. Add a copy of the Questionnaire Booklet < N, O > you expect is likely to apply.

Step 7. If applicable, fill in the appropriate blank lines on the father out of the home precontact letter. Put labels on Questionnaire Booklets < I, J >. Place the letter and the booklets in the accordion file.

Step 8. Add a respondent receipt and a self addressed/prepaid postage envelope that the other caregiver can you to mail in questionnaires, if needed.

Please **shred** any labels that you do not use, to ensure our respondents' confidentiality.

It is possible that you would arrive at a household and need materials that you had not put into the accordion file. We highly recommend that you prepare a "backup accordion file" that contains copies of all the materials listed above plus additional items such as respondent report forms, respondent receipts, and other similar items.

Name of Child #1 Name of Child #2	Sample ID Sample ID
HH EXPANDING FOLDER Weekday and Weekend Diary Days	
HOUSEHOLD LABELS	
Age CHILD Sample ID	Sex
PEACH CHILD QNAIRE	(B)
Age CHILD Sample ID	Sex
YELLOW PRIM. CG HH BKLT	(F)
FATHER OUTSIDE OF THE HOME LABELS	
TEACHER/ ADMINISTRATOR LABELS	
Age SCHOOL Sample ID	Sex
LT PURPL PRSCH/DC TEACH BKLT	(L)
Weekday Diary Day	
Child Name	
Child Name	

Name of Child #1 Name of Child #2	Sample ID Sample ID
TAN HH CHECKLIST Weekday and Weekend Diary Day	
Age CHILD Sample ID	Sex
PEACH WEEK DAY DIARY	(A)
Age CHILD Sample ID	Sex
PEACH CHILD RESP. BKLT	(C)
Age CHILD Sample ID	Sex
GOLD OTHER CG CHILD BKLT	(H)
Age FATHER Sample ID	Sex
LT BLUE FATHER OUT CHILD BKLT	(J)
Age SCHOOL Sample ID	Sex
BR BLUE ELEM/ MS TEACH BKLT	(K)
Age SCHOOL Sample ID	Sex
LT PURPL PRESCH/DC ADMIN BKLT	(O)
Weekday Diary Day	
Child Name	
Child Name	
Child Name	

Wife's Name (if no wife or "wife" then blank) Street Address Street Address #2 City, State, Zip Code	
Age CHILD Sample ID	Sex
PEACH WEEKEND DIARY	(A)
Age CHILD Sample ID	Sex
YELLOW PRIM. CG CHILD BKLT	(D)
Age CHILD Sample ID	Sex
GOLD OTHER CG HH BKLT	(G)
Age FATHER Sample ID	Sex
LT BLUE FATHER OUT HH BKLT	(N)
Age SCHOOL Sample ID	Sex
BR BLUE ELEM/MS ADMIN BKLT	(N)
Age SCHOOL Sample ID	Sex
PINK HOME-BASED CARE BKLT	(M)
Weekday Diary Day	
Child Name	
Child Name	
Child Name	

Contact the Household

The Household Coversheet includes Items 1 through 22 that need to be answered when you call the household to set up an appointment for your interviews. (You can review these items in section two of this manual.) The key things you will do during this call include:

- Identify yourself and the study.
- Determine who is the primary caregiver and if applicable, who is the other caregiver.
- Describe the household interview session including expected length.
- Verify the address and indicate that you will send a packet in the mail.
- 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.)
- Set an appointment for the household session.

Visit the Household

When you visit the household for the interviews, you will take your blue bag with the following items:

- Accordion file with materials for this case.
- Woodcock Johnson Easel
- Extra time diaries (2 per child)- for in-person interviewing, if necessary.
- Tape measure
- Bag of Child incentives (one per child + fuzzy bear stickers for siblings)
- “Back-up” Materials Accordion File
- Multiple pencils (for you and the different respondents)

Upon arriving, you will want to review with the primary caregiver the activities you will carry out while visiting the household. These are listed, below, in the preferred order:

1. Obtain signatures on the parent permission form(s) and mark this on item 23 of the coversheet.
2. Give the other caregiver the two self administered questionnaires < G, H >
3. Give the primary caregiver the household self administered questionnaire < F >
4. Administer the Child Interview(s) using booklets < B > and < C > and provide the child incentive. (These include the Woodcock Johnson assessment.)

5. Administer the Primary Caregiver Interview(s) using booklets < D > and < E >. (These include the Woodcock Johnson assessment and the measurement of the child's height.)
6. Review or, if needed, administer an interview to obtain correct information for the Time Diaries < A >.
7. Retrieve the primary caregiver self administered household booklet < F >.
8. Retrieve the other caregiver self administered booklets < G, H >, or if needed, leave a self addressed/prepaid postage envelope for these.
9. Complete items R1 through R19 on the coversheet, including:
 - If needed, update the address
 - Obtain contact information
 - Obtain information about the preschool or school for each child
 - Obtain a signature on the Teacher permission form
 - If applicable, obtain information about the Father Outside the Home
10. Thank the respondent and Indicate that a check will be sent (unless cash is being paid at the house).

Edit Booklets and Report Progress in CSMS

As soon as possible after the household visit, edit all the materials from the household session. As each is finalized, input the correct value code into CSMS and transmit this information.

The purpose of editing is to make sure that the data you recorded in the questionnaire and coversheet are clear to the coders and the study director. When you edit, remember that someone who was not present when you took the interview needs to understand the written answers.

Take adequate time to review the questionnaire and make sure that the recorded information will make sense to the coder. If you realize that you have missed a question or there is a conflict, **call back immediately**. It is better to call the respondent back immediately, while the interview is still fresh in the respondent's mind.

There are some general tips that you can keep in mind while editing. Additionally, there is an Edit Checklist that gives you specific instructions about editing the specific instruments you've administered. A copy of the Editing Checklist is provided in Appendix I.

General Tips - Please check that:
 -All entries are **legible**.

- All items on the facesheet and coversheet are filled out.
- All probes and other remarks you made during the interview are indicated in parentheses and recorded where they occurred in the interview.
- All responses to open-ended questions are edited
- All checkpoints and skip instructions were followed correctly.
- Double-check your addition for the Woodcock-Johnson Assessments and make sure all of your interviewer observations for the assessments are accurately filled out.
- All ambiguities or inconsistencies in the respondent's answers are marked with a marginal note and cross-referenced in the Thumbnail section.
- You have completed all items in the Thumbnail and provided detailed information where needed.
- The interviewer observation section is complete and accurate.

School Mailings

The steps that you will follow to send questionnaires to the school of the child/ren are given on the Teacher Check list. A copy of this checklist is in Appendix E.

If a child is in school (including kindergarten, elementary, or middle school; public, private, or home school), the elementary/middle school teacher (and elementary/middle school administrator questionnaires) are to be sent.

The preschool and home based care questionnaires are only used for children not in school.

Teacher Mailing. For an elementary or middle school student (including one in kindergarten), the following materials are mailed to the child's teacher:

- Teacher introduction letter
- Elementary/Middle School Teacher Questionnaire
- Brochure
- White copy of teacher permission form
- Tyvek envelope with FO Address
- R report Card

Administrator mailing. The mailing to the administrator of a school includes the following:

- Administrator introduction letter
- Elementary/Middle School Administrator Questionnaire
- Brochure
- Tyvek envelope with FO address
- R report card

Home School. Some families or parents will be teaching their children at home. This is called home schooling and the parent or family member who provides instruction to the child/ren should be treated as the teacher. They should receive the Elementary/Middle School Teacher Questionnaire. The primary caregiver will have filled out a regular time diary for the child/ren activities during nonschool hours. You should instruct the family member who completes the school question should fill out the time diary according to the child's school time activities. They will not fill out an administrator questionnaire. Leave the following with the parent/home school teacher:

- Teacher introductory letter with the parent/home school teacher
- Elementary/Middle school Questionnaire
- Tyvek envelope with FO address

There is no administrator questionnaire for home school parents.

Preschool/Daycare Provider. These questionnaires are for children who attend a preschool program or a child care center. A day care center is defined as an establishment where children are cared for in a group in a non-residential setting for all or part of the day.

The preschool/daycare teacher mailing includes:

- Teacher introduction letter
- Preschool/Daycare Provider Questionnaire
- Brochure
- White copy of teacher permission form
- Tyvek envelope with FO address
- R report card

The preschool/daycare administrator mailing includes:

- Administrator introduction letter
- Preschool/Daycare Administrator Questionnaire
- Brochure
- Tyvek envelope with FO address
- R report card

Home-Based Care. A home-based care provider includes three types of caregivers:

- 1) Family day care provider. This caregiver provides care for a small group of children in the caregiver's home.
- 2) In-home day care provider. This is a non-relative who provides care in the target child's family home. The most usual case of an in-home day care provider is a babysitter. It can also be a babysitter or au pair.
- 3) Relative caregiver. This is a relative that provides care for the target child in either the relative's home or the target child's family home.

The key feature of home-based care is that it takes place in a residential home. The home-based care provider will not fill out an administrator questionnaire.

The home based care teacher mailing includes:

- Home-Based care introduction Letter
- Home-Based Care Questionnaire
- Brochure
- White copy of teacher permission form
- Tyvek envelope with FO address
- R report card

There is no administrator mailing for home based care.

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**SECTION 7
FIELD NOTES**

PART A: FIELD INTERVIEWER EXPECTATIONS

Make Contact Early Because we are trying to finish up as many child households as possible before schools get out in the summer, it is important to make contact with households as soon as possible after receiving the coversheet from Ann Arbor. You will need to balance your PSID and Child Development work so that progress is made on both studies, and the teams meet their production goals.

Complete HH Cases Within 3 Weeks Another consideration to keep in mind as you schedule your contacts with households is that all interviews for a household should be completed within a 3-week time period. This means that if you have to collect a household's interviews in multiple visits or phone calls, you should have the entire set of household interviews completed within a 3-week period after the first interview is done.

Ideally you will take all the interviews in a household in one visit, so this will not be a problem. We recognize that this will not be possible for everyone (especially some 2-child households). If you have several child households in progress (with some but not all of the interviews completed), the priority should be on finishing up the partially-done households rather than starting more. This will be especially important in May, when we will focus on finishing all Child households in progress before June 1.

Response Rates We are expecting high response rates for this study because our families have already agreed to do the PSID interview, and because parents love to talk about their kids. Response rates tend to be highest on subject matters that respondents care about, and this is a very salient topic to our respondents. Our expected response rates are:

- 90% of the families that complete a 1997 PSID interview will participate in the Child Development Supplement.

Of those households that agree to participate in the Child Development Supplement, the following is the response rate expected by each respondent category:

- 98% of the primary caregivers who agree to do the Child Development Supplement will give us permission to interview their child(ren)
- 85% of the eligible other caregivers will return their questionnaires.
- 50% of the fathers outside the home will be interviewed (this is low because some primary caregivers will not know where the father is)

Hours per HH Case We expect that on average each household case will take about 12 hours. This includes all components of the household case as well as administrative time and reporting time. When you have completed all of your cases, you should be able to take your total time spent on this study and divide it by the total number of completed household cases and have it be equal or less than 12 hours.

Employment Commitment Appendix K has a copy of the Employment Commitment Statement for your reference.

Study Timeline You can begin your first household case as soon as you receive it on CSMS and in the mail, which will probably be mid-February. Production will last through the end of May. Our study depends heavily on teacher input, so we are stop interviewing during the school summer break months of June, July, and August. All of your households due to be completed before the break should be completed before the end of May. No teacher mailings will be sent out between June 1 and September 1. Production starts up again in the beginning of September and will continue until the cases are completed. All cases should be completed by mid-November.

PART B: REPORTING TO RFM'S AND TL'S

Reporting Methods You will be reporting to your RFM/TL during prearranged team conference calls. During the entire study period, and particularly the first weeks of the study, production will be monitored very closely. Thus, you may be asked to report more often than once a week. Progress reports and all the entries that you make in CSMS are available for your Manager/TL to review. Reporting time can be spent planning steps to be taken for specific cases, discussing refusals, tracking strategies, discussing ways to meet the overall goals of the study, and applauding your accomplishments. To make the most efficient use of your report time, have all your materials and questions ready before the call. Consider your Team Leader and Regional Manager as a guide and a resource for this study.

Verification and Evaluation of interviews Regional Field Managers and Team Leaders need to monitor the quality of the interviews and coversheets so that they can identify problems early. Feedback will be given to you quickly and will let you know your strengths as well as areas needing improvement.

What to do when you've completed your assignment Let your Regional Field Manager know when you have finished your assignment. You can also tell him or her if you are interested in taking additional household cases. Instructions regarding the return of study specific materials will be sent to you at the end of the study.

PART C: INCENTIVES

Household Incentive The primary caregiver will receive a \$25.00 check once the interviewer administered pieces of the household case are completed. If the other caregiver interview is not completed, the primary caregiver will still receive (his/her) incentive as long as the primary caregiver interview has been completed. The check will be sent from Ann Arbor once the set of completed household interviews has been received. If you pay the respondent in cash, please check the correct box on the front of the grey household coversheet. Make sure you fill out the green respondent receipt and have the primary caregiver sign it so that you will be reimbursed for the expense. If there are problems with sending the primary caregiver the respondent payment check (e.g., the check should be mailed to an address other than that in CSMS), fill out a Respondent Payment Problem Form (See Appendix L) and other arrangements will be made. Any further questions or problems can be directed to [REDACTED] at [REDACTED]. When filling out Respondent Payment Problem Forms, Child Development Supplement Form and not the PSID form.

Child Incentive Any child that completes a child interview can receive a small toy. The primary caregiver should always be asked if it is allowable that the child receives a toy and can view all the toys before the child sees them. When presenting the child with the choice of toys, it is best to narrow it down to just a few. If it becomes a problem with other children in the house that did not receive toys, you may give them UM bear stickers. The toys should always remain a gift for the child completing our interview, and not a gift to all the children in the household. All the toys are safe for children over three years of age.

Teacher Incentive Any teacher or child care provider that mails back a completed questionnaire will receive a \$20.00 check from Ann Arbor.

Administrator Incentive Administrators do not receive an incentive for completing and mailing back their questionnaires. The administrator questionnaire is short, and a relatively low burden for them since there are no child-specific questions.

Father Outside of the Home Incentive Any father outside of the home that completes an interview will receive a \$20.00 check from Ann Arbor. The check will be mailed to the father as soon as his questionnaires are received in Ann Arbor.

PART D: PERSUASION LETTERS

Persuasion Tips	<p>When you contact a respondent and (she/he) expresses reluctance to be interviewed, keep the following in mind:</p> <ul style="list-style-type: none">✓ Actively listen for reasons why (she/he) does not want to participate.✓ Try to respond to the respondent's concerns. We go to great lengths to accommodate our respondents.✓ Always end your conversation graciously--but keep the door open: "I'll give you some time to think it over and give you another call in a couple weeks." <p>If your initial persuasion fails, assign the case a <i>Resistance</i> status code and complete a Persuasion Letter Request Form.</p> <p>Although persuasion letters can be a useful tool in the refusal conversion process, personal contact and discussion with the respondents, giving them immediate response to their concerns, is always better.</p>
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Persuasion Letter Request Form Instructions	<p>The staff who write the persuasion letters do not have access to your coversheets. We try, however, to tailor every letter to the individual situation so we need all the information the forms ask for and any other relevant details. Your complete description will be the key to an effective letter. Here are the guidelines for requesting a letter: (A copy of the Persuasion Letter Request Form is in Appendix G.)</p>
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General Procedures:Interviewer

1. Once you determine you need to request a letter, gather all the information needed, using the Persuasion Letter Request Form as your guide. Be sure to have complete address information available when you call your Team Leader.
2. Call your Team Leader, and relay the information to (him/her).

Team Leader

1. Review the request for completeness & appropriateness.
2. List question number and answer--no need to type out the question.
3. Send the request to [REDACTED] via Email; with "Child Refusal" and Child's ID number in the subject line of the Email message.

Project Staff

1. Review request and write persuasion letter
2. Mail letter to the respondent, and mail a copy to the interviewer.

When you receive the copy of the letter, file it inside the coversheet and call to attempt a refusal conversion approximately one week after the letter was mailed from Ann Arbor.

Notes about filling out the form:

- ✓ Answer every question. Only very rarely will the answer be "NA".
 - ✓ Be sure to include complete address information.
 - ✓ Note that the refusal conversion check box lists at the bottom of the front of the form aren't necessarily complete. If you don't see the reason you want, or have something to add to what you've already checked and explained, add a paragraph at the end to tell us the complete story.
 - ✓ Include an explanation/further details of why the respondent refused where applicable. For example, if the respondent is too busy, give us the reason. This could be "works 2 jobs", "works long hours", "takes care of young children", and so on.
 - ✓ If the respondent has died, please note this on the back of the form under #22, unique situation, and explain in the lines provided.
-

PART E: OTHER FIELD NOTES

Bulk Materials

Within a week or two after arriving home after your training session in Ann Arbor, you will receive several boxes in the mail. These boxes will contain all the materials you need to begin your interviewing for the Child Development Supplement. Think about how and where you will store the material as soon as you get home so you are ready when the boxes arrive. Interviewers will be sent a standard amount of some materials and other materials will be based on the number of households that you will be assigned. For this reason you will find two packing slips in the boxes. One will be standard items, and the other will items shipped based on sample size.

Check the materials you received against the numbers indicated on both packing slips. If there are any discrepancies, please call [REDACTED] immediately at [REDACTED]. In the future if you need any more bulk supplies, they can be ordered using your Supply Order Form which will be enclosed with your bulk materials. You can also contact [REDACTED] directly at the toll-free supply number [REDACTED] to order supplies.

The following is a partial list of the materials that will be included in your bulk mailing. (The complete list will be included with your supplies shipment.)

Questionnaires, Respondent Booklets and Coversheets:

- | | |
|----------------------------------|--|
| ✓ Child Qnaire | ✓ Elementary/MS Teacher Qnaire |
| ✓ Child Respondent Booklet | ✓ Elementary/MS Teacher Diary Insert |
| ✓ Primary Caregiver-Child Qnaire | ✓ Elementary/MS Administrator Qnaire |
| ✓ Primary Caregiver-Child RB | ✓ Preschool/Daycare Teacher Qnaire |
| ✓ Primary Caregiver-HH Qnaire | ✓ Preschool/Daycare Teacher Diary Insert |
| ✓ Other Caregiver-Child Qnaire | ✓ Preschool/Daycare Admin. Qnaire |
| ✓ Other Caregiver-HH Qnaire | ✓ Home-Based Care Qnaire |
| ✓ Child Time Use Diary | ✓ Household Coversheet |
| ✓ Father Outside the Home-HH | ✓ Father Outside the Home Coversheet |
| ✓ Father Outside the Home-Child | |

Other Materials:

- | | |
|--|-------------------------------------|
| ✓ Brochure | ✓ Materials Checklist |
| ✓ Teacher Mailing Checklist | ✓ Child Permission Form |
| ✓ Teacher Permission Form | ✓ Household Intro Letter |
| ✓ Father Outside the Home Intro Letter | ✓ Home Based Care Intro Letter |
| ✓ Teacher Intro Letter | ✓ Administrator Intro Letter |
| ✓ Respondent Receipts | ✓ Sorry I Missed You Cards |
| ✓ Iwer Supply Request Form | ✓ Call Record Supplement |
| ✓ Duplicate Administrator Form | ✓ R Payment Problem Form |
| ✓ Persuasion Letter Request Form | ✓ Cue Cards for Respondent Booklets |
| ✓ Final Result Code Card | ✓ TEJ Franked Business Envelopes |
| ✓ R Report Cards | ✓ Tyvek Envelopes |
| ✓ White Paper Envelopes | ✓ Tape Measure |
| ✓ TEJ Pads | ✓ Iwer Cards |
| ✓ U of M Cards | ✓ Child Incentives |

Expenses and TEJs

Send in your TEJs on a weekly basis. Failure to comply makes it impossible to keep track of costs to the project, and may be grounds for disciplinary action. The 3-digit code for this project is Use Study Phase Code for the time you spend in training, reviewing materials and the application, and conducting your practice interview. Use Study Phase Code when you begin production.

Only coversheets finalized as an interview should be tallied in the X production column on your TEJ. It is very important to our accounting system that you report each completed interview in the correct X production unit column as you complete it. **Do not** report production units for partially completed interviews. Each production unit reported carries a supply allowance value of \$0.20. That amount will be included in your expense check for each interview reported during any pay period. There will be no Y production units.

Please remember to enter your time and expenses in CSMS each day you work!

Translators and Study Aides

Information on how to handle households that need translations and study aides will be sent to you in the coming weeks. Along with these instructions will be Spanish versions of the questionnaires for interviewers who will be interviewing in Spanish. If you have any questions regarding this in the meantime, please contact your Team Leader.

FON Cards

The Ann Arbor Office has a corporate account with Sprint, and interviewers can be issued Sprint FON Cards. These cards can be used in most parts of the country. This system consolidates all of your FON card usage into one account that will be billed to the Ann Arbor office. Enter the [REDACTED] Child Development Supplement project number [REDACTED] when making long distance calls for this study. When making calls that do not use the SPRINT system, follow the normal TEJ reporting procedures. If you do not have a FON card or lose your FON card, please notify [REDACTED] [REDACTED] in the Ann Arbor office.

PART F: PAPER AND PENCIL INTERVIEWING

Closed Questions Closed questions contain the response categories as a part of the question. For these questions, mark an “X” through the box containing the respondent's answer, or write in the respondent's answer in the “other” category.

Open Questions Open-ended questions are used when a full expression of opinion is desired. The respondents' answers to open-ended questions are entered in the questionnaire word for word. All open-ended questions must be probed with "any others" (AO) unless there are instructions not to do so in the questionnaire or in the QxQs.

Underlined Words Key words in the questionnaire are underlined. Emphasize these words when you are reading the question.

Skip Patterns If the question sequence varies depending on the respondent's answer to a particular question, arrows or **skip instructions** are used to tell the interviewer which question to ask next. Follow the arrows or skip instructions where they occur in the questionnaire. If no skip is indicated, read the next question.

Checkpoints Interviewer **checkpoints** are also used to route the interviewer to the next appropriate question. Checkpoints are used when the routing information comes from the coversheet or an answer earlier in the questionnaire. Mark the correct option with an “X” through the box and proceed to the next designated question.

Options in Parentheses Sometimes there will be a **choice** of terms or phrases to use in a question (also called "fills"). Whenever there is a choice of wording, the options will be set off in parentheses with a slash separating the choices, e.g., (his/her) or child(ren). You will know which option to read based on information in the coversheet or previous questions.

Words in All Capitals Words in ALL CAPITAL LETTERS should **not** be read to the respondent. There are three reasons for putting words in all capitals:

1. Instructions to the interviewer (e.g., skip instructions)
2. Boxed response categories
3. Indication to substitute a word or name, e.g., you should read the child's name when (CHILD) appears in the questionnaire.

Response categories in boxes are not to be read to the respondent unless there is a specific instruction to do so at the question or in the QxQs. Only words in lower case should be read to respondents.

Digressions Some respondents will digress from the topic and talk about subjects that have no bearing on the study objectives. Long, irrelevant discourses may be omitted from the recorded interview if you are certain that what the respondent said does not contribute to fulfilling the objectives of the study.

Note a digression by entering DIG in the margin of the questionnaire, right where the digression occurred in the interview. When a respondent is digressing, do not give feedback to encourage the irrelevant remarks. Look for a break where you can get the respondent back to the questionnaire as quickly as possible.

"Other: Specify" Answers Fill in the "other" category where necessary in closed questions. Some closed questions include a provision for an "other" category separate from the fixed responses in the boxes. If the respondent's answer does not fit into one of the precoded categories, mark the "other" box and specify the answer. Please refer to the QxQs for further instruction about "other" category responses.

Recording Data Do not erase any markings in the questionnaire. If a word is illegible, make a marginal note to clarify it while you are editing. Use an arrow to show an answer change made by the respondent. If the respondent changes an answer more than once, number the arrows so the coders know the sequence of events and the final answer.

If you mistakenly mark an incorrect answer box, mark the correct box and include an arrow and note [iwer error].

Do **not** erase any calculations you have made in the margin, because it is often useful to know how you and the respondent arrived at figures for rent, income, days of vacation, etc.

Use a pencil to record data. Use a number 2 black lead pencil to enter the respondent's answers; a harder lead keeps its point longer but gives a faint impression, which is difficult for the coders to read. Keep several pencils with you so that you always will have a sharp one. **Do not use a pen.**

Write legibly. Regardless of how good the actual interview may have been, it will be worthless if your recording of it cannot be read. When you edit an interview, check to be sure that all of your writing is legible.

Enter responses during the interview. Begin recording answers as soon as the respondent starts speaking. Use abbreviations where necessary. Be sure to replace all nonstandard abbreviations when editing the interview.

**Interviewer
Parentheses**

Use parentheses () or slashes // to distinguish clearly between the respondent's words and anything **you** say or do. Do not put anything the respondent says in parentheses. It is assumed that anything **not** in parentheses is in the respondent's own words, so it is not necessary to use quotation marks. Please make sure that any incomplete verbatim answer will make sense to the coders by including explanatory notes in brackets in the margin.

Interviewer Brackets

Use brackets [] for **comments** you wish to make to the coders and analysts, such as descriptions of respondent behavior, summaries of respondent digressions, or cross references and marginal notes.

Time stamps

If you must end an interview in the middle of a questionnaire, record the time stopped at the exact point where you stop. When you start the booklet, at a later date, record the time began again and the time the booklet is completed. Add the two times together to get the time for the entire questionnaire. Stopping an interview in the middle of a questionnaire should only be used as a **last resort**. It is much better to do just one questionnaire and come back for another than to do one questionnaire and part of as a second.

APPENDICES

APPENDIX A
LIST OF QUESTIONNAIRES

The table below lists each questionnaire booklet and matches it to the respondents. It also tells you how each is administered. (FtF = Face to Face; SAQ = Self Administered Questionnaire)

Qnaire Booklet	Letter	Color	Respondent	Number	Mode
Child Qnaire	B	Peach	Child (3-12)	One per child (age 3-12)	FtF
Time Diary	A	Peach	Child	Two per eligible child (all ages)	Mail ahead and FtF (or phone)
Prim Caregiver-Child Qnaire	D	Yellow	Primary Caregiver	One per child (all ages)	FtF (or phone)
Prim Caregiver-HH Qnaire	F	Yellow	Primary Caregiver	One per primary caregiver	SAQ in home
Other Caregiver-Child Qnaire	H	Gold	Other Caregiver of Child	One per child (for HHs with other caregiver)	SAQ in home
Other Caregiver-HH Qnaire	G	Gold	Other Caregiver of Child	One per other caregiver	SAQ in home
Father Outside of the Home-Child Qnaire	J	Light Blue	Father Outside of the Home	One per child (for HHs with a father living outside of the home)	Telephone
Father Outside of the Home-HH Qnaire	I	Light Blue	Father Outside of the Home	One per father outside of the home	Telephone
Elem/Middle School/Home School Teacher Qnaire	K	Bright Blue	Elem./M.S. English Teacher/Home school teacher	One per child in Elem, middle or home school	SAQ mail
Elementary/Middle School Administrator Qnaire	N	Bright Blue	Elementary or M.S. School Administrator	One per child in Elem or middle school	SAQ mail
Preschool/Daycare Teacher Qnaire	L	Light Purple	Preschool/Day Care Center Teacher	One per child in preschool or day care center	SAQ mail
Preschool/Daycare Administrator Qnaire	O	Light Purple	Preschool/Day Care Center Administrators	One per child in preschool or day care center	SAQ mail
Home-Based Care Qnaire	M	Pink	In-home day care provider	One per child in home-based day care	SAQ mail

APPENDIX B
DEFINITIONS OF RESPONDENTS

1997 PSID Child Development Supplement Respondent Definitions

Primary Caregiver:

You will determine the primary caregiver when you contact the family. You will have a good idea of who this person is from the household information sheet you receive from Ann Arbor. On this sheet, every member of the PSID Household will be listed as well as their PSID sequence numbers. The Primary Caregiver must be a member of the Household Unit. You will choose who best fits the title Primary Caregiver. This is determined by the person's relationship to the target child.

By preference, the list is as follows:

- 1) **Mother** (Biological, Adoptive, Step, or Foster) or PSID "wife"
- 2) **Father** (Biological, Adoptive, Step, or Foster).
- 3) **Legal Guardian** of the target child
- 4) **Final preference** is to take the interview from the person living in the HU unit who is an adult (over 18 years of age) and takes primary responsibility for caring for the child. This does not include someone who is paid or hired to take care of the child (i.e. not a babysitter or nanny).

It can be determined whether there is a biological mother or father in the Household Unit by looking at the child line on the Household Information Sheet. If the child line lists a Mother Sequence Number or a Father Sequence Number then the person listed under the household listing with that number is that child's biological mother or father. Note that while the target child is selected from the PSID Family Unit, the Primary Caregiver is selected from the Household Unit. Also, while preference 3 and 4 in the primary caregiver definition have to be over age 18, the mother or father (preference 1 or 2) can be under 18. It also is possible to have more than 1 primary caregivers in a Household Unit. An example of this would be if two sisters were living together and both had their own children. In this case we interview both primary caregivers in regards to their own children.

Other Caregiver:

You will also determine the who is the Other Caregiver once you have contacted the family. Again, you will have a good idea of who this is from the Household Information Sheet that is sent from Ann Arbor. As with the Primary Caregiver, you will select the person from a list by order of preference. The Other Caregiver must be living in the Household Unit. Please note that once someone is selected as the Primary Caregiver he/she can be selected as another

respondent as well. An example would be if 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 is listed below.

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).

As with the Primary Caregiver, it can be determined whether there is a biological father in the Household Unit by looking at the child line on the Household Information Sheet. If the child line lists a Father Sequence Number then the person listed under the household listing with that number is that child's biological father. Note that, as with the Primary Caregiver, while the target child is selected from the PSID Family Unit, the Primary Caregiver is selected from the Household Unit. Again, if there are two different primary caregivers, we could have two different partners. Unlike preference 1 and 2 for primary caregiver, all the definitions of Other Caregiver must be over 18 years of age.

APPENDIX C
PERSUASION AND REFUSAL CONVERSION

**Persuasion
Techniques**

Persuasion techniques are important in order to avoid refusals.

- Be confident, courteous, assertive--but not aggressive. Take pride in your work and your association with The University of Michigan-Survey Research Center. Build your knowledge of the study in order to build your self-confidence. Maintain professionalism; develop your own style.
- Have a very smooth introduction; do not pause or hesitate.
 - Know all about the study you are working on and be ready to answer all questions. Don't be caught off guard!
 - START simply - the person you are speaking with will ask for more information if they want it. Try to speak to the R's concerns. Don't speak "down" to the Respondents or "over" their heads.
 - SLOW DOWN - and use words in your explanations that are easily understood.
 - Do not wait for signs of approval or "O.K., go ahead" from people. Do the necessary screening and verification and get on with the interview.
- Listen carefully - you cannot respond to people's reaction to you if you don't listen carefully to inflections in their voices (including pace), and the feedback they give you while you are answering their questions.
 - Person-to-Person - added advantage of seeing expressions, body language. USE EYE CONTACT.
- Do not ask questions that can be answered with a yes or no; e.g., "Is now a good time for you?"; "Can we go ahead?". They'll let you know if it's not. Instead - "I am so happy I caught you at home - I've been looking forward to talking with you", etc.
- Always explain all about yourself and the study to anyone in the household - don't wait until you are speaking with R. They may help convince R that the interview is important.
- When making appointments, give R or the informant choices - rather than yes or no questions. "Are mornings or afternoons better?" "Do you have more time in the evening or on weekends?"

- Be so well prepared that there is nothing R can say that will surprise you. Anticipate common Respondent comments and questions, and write out explanations in your own words. You must offer a solution to any excuse or concern.
- Try not to push to a refusal - leave the door open or take a refusal and call back.

Refusal Conversions (RC's)

- Call notes and appointment notes are essential.
 - Approach each RC individually and address directly the unique problem.
 - You must reconstruct in your own mind the questions and answers given and the surroundings in order to avoid another refusal.
 - Have a "game plan" or opening for each RC you do.
- Suggest times to try RC's if time allows.
 - Do not try at time of refusal.
 - Try the elderly or hard of hearing in the morning.
 - People with infants or very small children - early afternoon during naps or early evening when someone else may be around to help with the children.
 - Working people - evenings or weekends are the best times.
 - Young adults - between 10 am and 12 noon Saturday or Sunday before ball games, etc.
- Find an opening statement for each interview that will hold the attention of the person.
 - "I stopped by before and caught you at a bad time."
 - "I know you told me not to stop in again, but I was in the neighborhood..."
 - "I know you said you didn't want to do the interview and I am sorry, but we need your help..."
 - "I know you said you were not interested but I did want to explain more about the study. Your thoughts and opinions are very important to us."
- Address all - "I know you told me" before they say "I TOLD YOU..." Acknowledge that you heard what they said during the refusal.

- Listen CAREFULLY and be able to give information. Always answer all questions and don't try to bulldoze anyone into the interview. It won't work.
- Address emotions -
 - "You frightened my mother."
 - "I was very angry the last time."
- Give a lot of reassurance. Examples:
 - "No right or wrong answers"
 - "We want your thoughts and opinions"
 - "We are not selling anything"
 - "You are important to our study"
 - "We need your help"
 - Explain about your job. "I'll read questions to you and then write down the answers..."
- Stay professional and non-threatening.

**Refusal Conversion
Opening Sentences**

- I stopped by before and caught you at a bad time.
 - I'm stopping by to apologize for any misunderstanding.
 - I'm stopping by for two reasons: First, because you are very important to our study and we do want to interview you; and second, because I want to be able to answer any questions you may have about our study.
 - I'm stopping by again because we need your help.
 - I'm sure you're wondering why I'm stopping by.

**Some Common
Refusals and
Responses**

The "Busy" R

When the Respondent says:

"I'm too busy." or

"I don't have time."

The Interviewer may reply:

- "I understand that you have a busy schedule, and it's very important that we speak to busy people like yourself in order to get an accurate representation of opinion."
- "I can understand your feelings, and other Respondents have felt the same way. However, they found that it's an interesting study, and they've enjoyed the interview."
- "We know your time is valuable and we want to do the interview at a convenient/good time for you. I could give you a call at (suggest alternate days and times)."

"I Don't Do Surveys" Respondent

When the Respondent says:

"I don't do surveys."

The Interviewer may reply:

- "I can understand your reluctance to give information to a stranger. My name is (POINT TO BADGE, GIVE NAME) If you would like to verify that I am an interviewer for the University of Michigan, you may call our Ann Arbor office (GIVE 800-NUMBER)."
- "Any information you choose to give is kept strictly confidential and is only used to derive survey totals. Any identifying information is kept separate from your interview in special confidential files."
- "You don't have to answer any question you don't want to, any information you do give is helpful."

The "Un-interested" Respondent

When the Respondent says:

"I don't care to answer any questions." or

"I'm not interested."

The Interviewer may reply:

- "You are important to our study, and we really need your help. We believe this study is important because it has significant implications for the future. This is an opportunity for you to let government officials and policy makers know of your needs."
- "This particular (household/telephone number) was scientifically selected to represent many other households. Nobody can replace you in this study. If we cannot interview you, your opinions and the number of people like yourself will not be reflected in the study results."
- "There are no right or wrong answers. We are interested in your thoughts and opinions. This is an opportunity for your opinions to be heard."

"Sample Sally"

"When the Respondent says:

"Why me?"

"Why don't you interview someone else?"

The Interviewer may reply:

- "Sample addresses were chosen based on census data to make up a representative sample of U.S. households in your age group. Your voice represents that of many."
- "This particular household was scientifically selected to represent many other households. Nobody can replace your participation in this study. If we cannot interview you, your opinions and the number of people you represent will not be reflected in the study results."
- "You are important to our study, and we really need your help. We believe this study is important because it has significant implications for the future. This is an opportunity for you to let government officials and policy makers know of your needs."

"Who are You? What's This About?" Respondent

When the Respondent says:

"What organization are you with?" or

"I never heard of your outfit." or

"What business are you with?"

The Interviewer may reply:

- "Let me tell you a little about it. The Survey Research Center is part of the Institute for Social Research at the University of Michigan. The Institute was established OVER 40 years ago, and today is the largest university based academic social research institution in the world."
- "The Survey Research Center conducts studies that are important to society and contribute to scholarly knowledge and research. We are not involved in market research."
- "I am not working for a business, I am calling on behalf of the University of Michigan and we are working on a nationwide research project."

The "Sick" Respondent

When the Respondent says:

"I'm not feeling well." or

"I'm caring for a sick individual."

The Interviewer may reply:

- "I'm sorry to hear that you aren't feeling well. We want to do the interview at a convenient time for you. I could give you a call at (suggest alternate days and times)."
- "I am sorry that you are not feeling well, how about if we postpone this for awhile (a few days) and I'll give you a call then (or I'll give you our collect call number and you can call us). Perhaps things will be going better for you then. Thank you for talking with me now."

- "I can understand that you're busy caring for another person. We want to do the interview at a convenient time for you. I could give you a call at (suggest alternate days and times)."

"The Older/Hard of Hearing R"

When the Respondent says:

"Speak up, I'm having trouble hearing you!" or

"I can't hear you."

The Interviewer may reply:

- "IS THIS BETTER IF I SPEAK LOUDER?" "CAN YOU HEAR ME NOW?"
- "Is there someone else there I could speak with?"
- To get the household listing, try to speak with someone else, or schedule a return call if no one else is available. If it is the Respondent who is having hearing difficulties, speak slowly and clearly and suggest a face-to-face interview.
- Remember to speak slowly with a lower tone in your voice. If the R cannot hear you should suggest a call back in the morning. (Their hearing may be greater in the morning hours than later in the day.)

The "DK" Respondent

When the Respondent says:

"I don't know anything about that."

The Interviewer may reply:

- "There are no right or wrong answers. We are interested in your thoughts and opinions. This is an opportunity for your opinions to be heard."
- "Let me assure you that there aren't any right or wrong answers. I think you'll find it interesting and we'd really appreciate knowing how you feel about these topics."

- "If we made it a practice to speak to only people who felt they knew all about this, such as college professors, business executives or only people who were eager to speak with us, we'd have slanted/biased results."

The "Gatekeeper"

When the Respondent we want isn't available:

- Schedule a callback.
- Continue to make appointments and schedule callbacks. Give the collect call number and hours of operation for the telephone facility to the informant.
- "I understand that you say he/she isn't interested, but it is necessary for me to speak to him/her directly."
- "I would like to speak with (him/her) to explain a little bit about our research. It is an important study and we would like their help. I am hoping you can suggest a good time to call again."
- "We do not mean for this to be a nuisance for you -- if this were not as important as it is, we wouldn't risk bothering you."
- Once you are able to speak to the Respondent ask them if they know why we have been calling. Give them an explanation of the study, answer any of questions they may have and go right into the interview.

APPENDIX D
INTRODUCTION LETTERS

HOUSEHOLD INTRODUCTION LETTER

Spring, 1997

Dear _____:

Thank you for agreeing to participate in the Child Development Supplement study. This study will help researchers learn how the nation's children are faring over time. This project is funded by the National Institute of Child Health and Human Development to gather information on how financial and social resources in the home, community and school affect children's health and achievement. We have enclosed a brochure containing additional information about the study.

On the date recorded below, the interviewer you recently talked with will come to your home to interview both you and your child/ren. The name of each child chosen for an interview is listed below. It is important that each child listed is present on the day of the interview at the scheduled time. The interview will take approximately one and a half hours per child. As part of this interview, the interviewer will be administering a standard achievement assessment. We want to make sure that we are able to test each child as accurately as possible. Because distractions tend to lower test scores, it would be best if the interview could be done in a quiet place with as few distractions as possible.

The Time Diary your interviewer mentioned is enclosed with this letter. Please note that there are two diaries for each child. Each diary should be completed on the day specified on the front cover. We appreciate your taking the time to carefully complete the diaries on each day specified. Your interviewer will pick them up at the time of your child's interview.

In appreciation for your participation in our study, we will be sending you a check for \$25.00 and each child who participates will receive a small gift. 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,

Sandra Hofferth, Ph.D.
Co-Director
Panel Study of Income Dynamics
University of Michigan

Pamela Davis-Kean, Ph.D.
Project Manager, Child Development Supplement
Panel Study of Income Dynamics
University of Michigan

Your interviewer will be: _____

Interview Date and Time: _____

Name of each child to be interviewed: _____

Enclosures: Brochure
Time Diaries

FATHER OUTSIDE THE HOME INTRODUCTION LETTER

Spring, 1997

Dear _____:

We are writing to request your participation in the Child Development Supplement of the University of Michigan's Panel Study of Income Dynamics. We are sending this letter before an interviewer calls you on the phone because we understand that people often like to know ahead of time that they will be contacted. Your child/ren recently participated in the study and we look forward to talking with you about this important area of research.

The Child Development Supplement Study will help researchers learn about how the nation's children are faring over time. This project is funded by the National Institute of Child Health and Human Development to gather information on how financial and social resources in the home, community and school affect children's health and achievement. Enclosed is a brochure about the study.

Your interviewer for the Child Development Supplement will be calling you soon for an interview. As a token of appreciation for your help in completing this interview, we will send you a check for **\$20.00**.

We appreciate your participation in the Child Development Supplement Study and look forward to speaking with you. If you have further questions please call us at our toll free number, [REDACTED] and mention the Child Development Supplement of the Panel Study of Income Dynamics.

Sincerely,

Sandra Hofferth, Ph.D. Co-Director
Panel Study of Income Dynamics
University of Michigan

Pamela Davis-Kean, Ph.D. Project Manager
Child Development Supplement
Panel Study of Income Dynamics
University of Michigan

Your interviewer will be:

Enclosure: Brochure

TEACHER INTRODUCTION LETTER

Spring, 1997

Dear Colleague:

Our program staff in the long standing Panel Study of Income Dynamics (PSID) of the University of Michigan is conducting a nation-wide study of approximately 3,000 children aged 0 - 12. The purpose of the study is to help researchers gain insight into how resources in the home, community and schools affect children's health and achievement. This study, called the Child Development Supplement, is funded by both the National Institute of Child Health and Human Development and the U.S. Department of Education. It is being conducted in conjunction with The Teacher's College of Columbia University in New York. The study is also advised by a Board consisting of well-respected educators and social scientists.

The student whose name appears on the enclosed Teacher Questionnaire is a member of one of the families that has been selected to participate in the Child Development Supplement study. His/her parent or guardian has told us that this child attends your class and has given us permission to obtain information from you about his/her experiences and performance at school. The signed permission form is enclosed with this letter. In order to develop a comprehensive picture of a child's development, it is crucial to include his/her teacher's assessment. We appreciate your cooperation in filling out the enclosed Teacher Questionnaire because we need your perspective about the child's school experience in conjunction with the information already provided by the family. The child has completed the "Woodcock-Johnson Educational Assessment" and his/her parents have participated in an extensive interview.

We would like to have the questionnaire completed by the teacher who has the student in his or her classroom for the major portion of the day and who is most knowledgeable about this student's current school experience. If the information is not current or you do not feel that you are the best teacher to complete the survey, please bring this to our attention as soon as possible by calling the toll-free number indicated at the end of this letter.

It may be necessary for you to refer to your records in order to answer some of the questions. All information we gather is confidential and will be used only in statistical summaries for research purposes. The survey has been approved by the appropriate review boards at the University of Michigan and Columbia University.

Please complete the questionnaire this week, and return it to the University of Michigan in the enclosed pre-addressed, stamped envelope. Upon receipt of your completed questionnaire, a check for \$20.00 will be sent to you in appreciation of the time you gave to our study.

Thank you for your time and assistance in helping us conduct this important study. Enclosed is a brochure which tells more about the study. If you have any questions, please contact the University of Michigan at [REDACTED] and mention the Child Development Supplement of the Panel Study of Income Dynamics.

Sincerely,

Sandra Hofferth, Ph.D. Co-Director
Panel Study of Income Dynamics
University of Michigan

Pamela Davis-Kean, Ph.D. Project
Manager
Child Development Supplement
Panel Study of Income Dynamics
University of Michigan

Enclosures: Teacher Questionnaire
Permission Form
Brochure

HOME BASED CARE INTRODUCTION LETTER

Spring, 1997

Dear Colleague:

Our program staff in the long standing Panel Study of Income Dynamics (PSID) of the University of Michigan is conducting a nation-wide study of approximately 3,000 children aged 0 - 12. The purpose of this study is to help researchers gain insight into how resources in the home, community and schools affect children's health and achievement. This study, called the Child Development Supplement, is funded by both the National Institute of Child Health and Human Development and the U.S. Department of Education. It is being conducted in conjunction with The Teacher's College of Columbia University in New York. The study is also advised by a Board consisting of well-respected educators and social scientists.

The child whose name appears on the enclosed Home-Based Care Questionnaire is a member of one of the families that has been selected to participate in the Child Development Supplement. His/her parent or guardian has told us that you have been providing care for this child and has given us permission to obtain information from you about that child. The signed permission form is enclosed with this letter.

We hope that you will agree to take the time to fill out the enclosed Home-Based Care Questionnaire. If the information is not current or you do not feel that you are the appropriate person to complete the survey, please bring this to our attention as soon as possible by calling the toll-free number indicated at the end of this letter. T

All information we gather is completely confidential and will be used only in statistical summaries for research purposes. The survey has been approved by the appropriate review boards at the University of Michigan and Columbia University.

Please complete the questionnaire this week and return it to the University of Michigan in the enclosed pre-addressed, stamped envelope. Upon receipt of your completed questionnaire, a **check for \$20.00** will be sent to you in appreciation of the time you gave to our study.

Thank you for your time and assistance in helping us conduct this important study. Enclosed is a brochure which tells more about the study. If you have any questions, please contact the University of Michigan at [redacted] and mention the Child Development Supplement of the Panel Study of Income Dynamics.

Sincerely,

Sandra Hofferth, Ph.D. Co-Director
Panel Study of Income Dynamics
University of Michigan

Pamela Davis-Kean, Ph.D. Project
Manager
Child Development Supplement
Panel Study of Income Dynamics
University of Michigan

Enclosures: Home-Based Care Questionnaire
Permission Form
Brochure

ADMINISTRATOR INTRODUCTION LETTER

Spring, 1997

Dear Colleague:

Our program staff in the long standing Panel Study of Income Dynamics (PSID) of the University of Michigan is conducting a nation-wide study of approximately 3,000 children aged 0 - 12. The purpose of this study is to help researchers gain insight into how resources in the home, community and schools affect children's health and achievement. This study, called the 1997 Child Development Supplement, is funded by both the National Institute of Child Health and Human Development and the U.S. Department of Education. It is being conducted in conjunction with The Teacher's College of Columbia University in New York. The study is also advised by a Board consisting of well-respected educators and social scientists.

One or more of the students selected to participate currently attends your school. The parents or guardians have given us your name so we can obtain information from you about your school.

Because the study requires full information about school and home life, it is crucial that we obtain this information about the school. We appreciate your cooperation in filling out the enclosed Administrator Questionnaire. We would like to have the questionnaire completed by the administrator who is most knowledgeable about your school or program. If you do not feel that you are the best person to complete the questionnaire, please bring this to our attention as soon as possible by calling the toll-free number indicated at the end of this letter.

All information provided to us is confidential and will be used only in statistical summaries for research purposes. The survey has been approved by the appropriate review boards at the University of Michigan and Columbia University.

Please complete the questionnaire this week, and return it to the University of Michigan in the enclosed pre-addressed, stamped envelope. If you have already filled out an Administrator Questionnaire for our study, simply mark the box on the back of the duplicate questionnaire and return it to us.

Thank you for your time and assistance in helping us to conduct this important study. Enclosed is a brochure which tells more about the study. If you have any questions, please contact the University of Michigan at [redacted] and mention the Child Development Supplement of the Panel Study of Income Dynamics.

Sincerely,

Sandra Hofferth, Ph.D.
Co-Director
Panel Study of Income Dynamics
University of Michigan

Pamela Davis-Kean, Ph.D. Project
Manager
Child Development Supplement
Panel Study of Income Dynamics
University of Michigan

Enclosures: Administrator Questionnaire
Brochure

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APPENDIX E
DIRECTIONS FOR MAILINGS

CHILD DEVELOPMENT SUPPLEMENT

DIRECTIONS FOR TEACHER/ADMINISTRATOR MAILINGS

(See grey Household Coversheet . . .)

Child is ANY AGE and . . .	Then Mail Out:	Color	Postage and # of Stamps
Not in school	<ul style="list-style-type: none"> • Nothing 	NA	NA
In elementary school or middle school	<ul style="list-style-type: none"> • Teacher intro letter • Elementary or Middle School Teacher questionnaire • Brochure • White copy of teacher permission form • Tyvek envelope with FO address (mark P. 167) • R Report Card (Request for Information Card) <p style="text-align: center;">**AND**</p> <ul style="list-style-type: none"> • Administrator intro letter • Elementary or Middle School Administrator questionnaire • Brochure • Tyvek envelope with FO address (mark P. 167) • R Report Card (Request for Information Card) <i>(No Permission Form is sent.)</i> 	Questionnaires are Bright Blue	\$1.47 5 stamps \$.78 3 stamps
In preschool program or Day Care Center	<ul style="list-style-type: none"> • Teacher intro letter • Preschool/Day Care Provider Teacher questionnaire • Brochure • White copy of teacher permission form • Tyvek envelope with FO address (mark P. 167) • R Report Card (Request for Information Card) <p style="text-align: center;">**AND**</p> <ul style="list-style-type: none"> • Administrator intro letter • Preschool/Day Care Administrator questionnaire • Brochure • Tyvek envelope with FO address (mark P. 167) • R Report Card (Request for Information Card) <i>(No Permission Form is sent.)</i> 	Questionnaires are Light Purple	\$1.24 4 stamps \$1.01 4 stamps
Has a home-based day care provider (ex. babysitter)	<ul style="list-style-type: none"> • Home-Based Care intro letter • Home-Based Care questionnaire • Brochure • White copy of teacher permission form • Tyvek envelope with FO address (mark P. 167) • R Report Card (Request for Information Card) 	Questionnaires are Pink	\$1.01 4 stamps
In home school	<ul style="list-style-type: none"> • Elementary or Middle School Teacher questionnaire <p style="text-align: center;"><i>(The time diary in the Teacher Questionnaire is filled out ONLY for the portion of the day that the child is in Home School.)</i></p>	This questionnaire is Bright Blue	NA

For all Teacher or Administrator mailings, use the white paper envelopes with the University of Michigan seal.

CHILD DEVELOPMENT SUPPLEMENT
DIRECTIONS FOR HOUSEHOLD MAILINGS

Type of Packet	Then Mail Out:	Postage and # of Stamps
Household Introduction Packet (1 child)	<ul style="list-style-type: none"> • Household Introduction Letter • Brochure • 2 Child Time Diaries 	\$1.24 4 stamps
Household Introduction Packet (2 children)	<ul style="list-style-type: none"> • Household Introduction Letter • Brochure • 4 Child Time Diaries 	\$1.70 6 stamps
Father Outside of the Home Introduction Packet	<ul style="list-style-type: none"> • Father Outside of the Home • Introduction Letter • Brochure 	\$.55 2 stamps

For all Household mailings, use the white paper envelopes with the University of Michigan seal.

APPENDIX F
DUPLICATE ADMINISTRATOR
QUESTIONNAIRE FORM

CHILD DEVELOPMENT SUPPLEMENT DUPLICATE ADMINISTRATOR QUESTIONNAIRE FORM

**Please fill out this form if you KNOW that you have already sent an
Elementary/Middle School Administrator Questionnaire or a
Preschool/Day Care Questionnaire
to THIS administrator.**

Today's Date: _____ Iwer ID#: _____

Child ID# of Original Child: _____ - _____ - _____ - _____
(For whom the administrator questionnaire has already been sent.)

Name of School: _____

Address of School: _____

Phone Number of School : _____

Date questionnaire was sent to administrator: ____ / ____ / ____

Place the sample label for
the additional child here.



<p>SAMPLE LABEL FOR ADMINISTRATOR QUESTIONNAIRE</p>
--

Please return this form to the _____ office. Thank you.

APPENDIX G
PERSUASION LETTER REQUEST FORM



Child-Development-Supplement

Child Development Persuasion Letter Request Form

Instructions: 1. Call TL with this information. 2. TL gives information to Ann Arbor. 3. Ann Arbor mails letter to R and Iwer. 4. Iwer files letter w/ CS.

1. Date of Request _____
2. IWer Name _____
3. IWer ID _____
4. Sample ID _____
5. Addressee's name _____
6. Mr/Mrs/Ms/Miss/Other (*Specify*) _____
7. Age of Primary Caregiver _____
8. Person Number _____
9. Relationship to child _____
10. Name of child _____
11. Name letter needs to be sent "c/o" (*If Applicable*) _____
12. Relationship of this "c/o" person to addressee _____
13. Street number & name, Apt # _____
14. City, State, Zip _____
15. How many calls have been made to this HU? _____
16. During how many of these did you actually talk to someone? _____
17. Who was it? _____
18. Has the R broken any appointments? If yes, how many? _____
19. Has the R received a letter in the past? If yes, give a brief description. _____
20. What was the R's attitude when refusing? **Check all that apply**

<input type="checkbox"/> hesitant	<input type="checkbox"/> harried	<input type="checkbox"/> firm but polite
<input type="checkbox"/> very nice	<input type="checkbox"/> bothered by the interruption	<input type="checkbox"/> firm & bordering on angry
<input type="checkbox"/> polite	<input type="checkbox"/> evasive	<input type="checkbox"/> firm and hostile/angry
<input type="checkbox"/> regretful	<input type="checkbox"/> threatening	<input type="checkbox"/> other <i>give details below</i>

Description/details _____

21. Why did the R refuse?

Check all that apply

✍ Give details on same line — use lines at bottom of page if needed

- Doesn't want his/her child(ren) involved _____
- R does not want to give permission to IW the teacher/child care provider _____
- R does not want to give permission to IW the Father Out of Home _____
- Too busy (*Why?*) _____
- Hostile toward study (*Why?*) _____
- Spouse/OFUM/other relative objects (*Who?*) _____
- Feels study isn't important _____
- Doesn't see any good from the study _____
- Questions are too personal _____
- Isn't worth it for only \$25 _____
- R doesn't think we're able to keep info confidential _____
- R is too ill _____
- R is too old _____
- R does not feel competent to answer the questions _____
- R doesn't know why we are asking him/her rather than someone else _____
- Tired of study _____
- IW too long _____
- Thinks there are never any "results" _____
- Questions in each IW are repetative _____
- A previous IWER was rude/uncooperative/unprofessional _____
- R wants to be replaced/feels he or she has done enough for us _____
- R wants us to skip him/her this year, because this isn't a good time _____
- UNIQUE SITUATION? *Give detailed description below*

22. *Explanations/details (include description of the refusal conversion efforts you have already made)*

Need Spanish letter _____

APPENDIX H
MATERIALS CHECKLIST

CHECKLIST LABEL

IWER LABEL

Instructions:

Put a check in the row of each piece when it is completed.

Use this form to keep track of each piece as it is administered.

Make sure all pieces are completed before the household is coded as complete.

Check When Completed:

Child #1	Child #2	HH Questionnaires	(Color)	(Letter)	(Ages)	NOTES
		Child Permission Form	White/carbon		1/Child (3-12)	
		Time Diary; Weekday	Peach	A	1/Child (0-12)	
		Time Diary; Weekend	Peach	A	1/Child (0-12)	
		Child Questionnaire	Peach	B	1/Child (3-12)	
		Child Response Booklet	Peach	C	1/Child (6-12)	
		Primary Caregiver, Child	Yellow	D	1/Child (0-12)	
		Primary Caregiver, HH (SAQ)	Yellow	F	1/Prim. Caregiver	
		Other Caregiver, HH (SAQ)	Gold	G	1/Other Caregiver	
		Other Caregiver, Child (SAQ)	Gold	H	1/Child (0-12)	
		Teacher Permission Form	White/carbon		1/Teacher	

AFTER ALL PIECES ARE COMPLETE, GO TO R1 OF COVERSHEET.

Child #1	Child #2	Teacher/Administrator Q'naires	(Color)	(Letter)	(Ages)	NOTES
		Elem./MS Teacher Q'naire	Bright Blue	K	School Age	
		Elem./MS Administrator Q'naire	Bright Blue	N	School Age	
		Preschool/D.C. Teacher Q'naire	Lt. Purple	L	Presch/D.C.	
		Presch/D.C. Admin. Q'naire	Lt. Purple	O	Presch/D.C.	
		Home-Based Day Care Q'naire	Pink	M	Home-Based Care	

Child #1	Child #2	Father Out of Home Q'naires	(Color)	(Letter)	(Ages)	NOTES
		Father Outside of Home, HH	Lt. Blue	I	1/Fthr Out Home	
		Father Outside of Home, Child	Lt. Blue	J	1/Child (0-12)	

APPENDIX I
EDITING CHECKLIST

CHILD DEVELOPMENT SUPPLEMENT EDITING CHECKLIST

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

CSMS:

- Enter the appropriate value code for each household piece.

GREY PRIMARY CAREGIVER COVERSHEET: ONE COVERSHEET FOR EACH PRIMARY CAREGIVER

- Fill in the box with your Iw number, final result code, and date of final result (after **all** household iws are complete).
- Indicate whether or not the \$25.00 incentive was paid in cash.
- Put SRC-Control (white) copy of parent permission form inside the coversheet.
- Put SRC-Control (yellow) copy of teacher permission form (if there is one) inside the coversheet.
- Mark "Primary Caregiver" and "Other Caregiver" on the white Household Information Sheet, and put it inside the coversheet.
- Fill in iw length and edit length for each questionnaire.

CHILD QUESTIONNAIRE: ONE QUESTIONNAIRE FOR EACH CHILD AGED 3-12

- Double check sample label and make sure it is for the correct child.
- Calculate interview length and mark on the face sheet of the questionnaire.
- Edit the interview completely, making sure all entries are legible.
- Double check the raw scores on the Woodcock-Johnson assessment pages.
- Complete the interviewer observation section.
- Mark edit length on the face sheet of the questionnaire.
- Include Child Respondent Booklet with Child Questionnaire for children aged 6-12.

PRIMARY CAREGIVER-CHILD QUESTIONNAIRE: ONE FOR EVERY CHILD

- Double check sample label and make sure it's for the correct child.
- Calculate interview length and mark on the face sheet of the questionnaire.
- Edit the interview completely, making sure all entries are legible.
- Make sure the primary caregiver did the Woodcock-Johnson assessment and completed Section K in one booklet (if the primary caregiver was given two child interviews).
- Double check the raw score on the Woodcock-Johnson assessment page.
- Make sure child's height is filled in (Page 3, A2).
- Complete the interviewer observation section.
- Mark edit length on the face sheet of the questionnaire.
- Note in the Thumbnail (L23) if this questionnaire was administered by phone.

TIME DIARIES:

- Make sure the correct day, date, and child's name are on the front of the face sheet.
- Make sure the correct sample label is on the back of the questionnaire.
- Make sure all entries are legible.
- Complete the interviewer box on the back of the questionnaire (mode, edit length, etc).
- Record iw length on the back 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.

PRIMARY CAREGIVER-HOUSEHOLD SAQ: (IF YOU HAVE IT)

- Make sure the correct sample label is on the back of the questionnaire.
- If there are 2 sample children for this primary caregiver, there should be 2 sample labels on the back of the questionnaire.
- Note in the comment space on Page 25 if this questionnaire was administered in person or by phone.
- Note in the comment space on Page 25 if a translator was used to administer this questionnaire.

OTHER CAREGIVER-CHILD and HOUSEHOLD SAQs: (IF YOU HAVE THEM)

- Make sure the correct sample label is on the questionnaire.

FATHER OUTSIDE THE HOME COVERSHEET: (IF APPLICABLE)

- Mark date of interview, interview and edit lengths, and final result code on the coversheet.
- Mark number of children for the absent father; clip both absent father coversheet pages together if one father has 2 sample children.
- Write R's name and phone number on the coversheet.

FATHER OUTSIDE THE HOME-CHILD QUESTIONNAIRE (IF APPLICABLE): ONE QUESTIONNAIRE FOR EACH CHILD

- Make sure the correct sample label is on the questionnaire.

FATHER OUTSIDE THE HOME-HOUSEHOLD QUESTIONNAIRE (IF APPLICABLE): ONE QUESTIONNAIRE FOR EACH FATHER

- Make sure the correct sample label is on the questionnaire.
- If there are 2 sample children for the same father, put **both** sample labels on the questionnaire.

APPENDIX J
STATUS CODES

1997 PSID Child Development Supplement Status Codes

Interviewer Codes:

- Completed Interview
- Partial Interview

Working Codes:

- Answering Machine - no message left
- Answering Machine - message left
- Pager/Fax/Cell Phone
- Wrong Number for R
- Disconnected or changed Number
- Complete Silence
- Strange Noise
- Contact - best time to call back known
- No Contact (ring, no answer, or busy)
- Contact - no resistance
- Contact - resistance by R
- Appointment Made
- Tracking in Progress
- Resistance Not by R

Final Result Codes:

- Final Refusal by R
- Final refusal Not by R
- Final Refusal - R could not be reached for conversion
- RefDAD - Caregiver refused to give Father Out. Info
- Final Refusal - DK if eligible
- No Contact
- NI - permanent condition
- NI - DK if eligible person in HU
- Language Barrier
- NI - other
- Panel Member/Father Out of Home Lost
- House Vacant
- Seasonal Vacancy
- Occupants in residence elsewhere
- Unsafe/Dangerous Area or No Access
- Deceased
- Vacant Trailer Site
- Sample Listing isn't proper
- NER - no eligible R

**APPENDIX K
EMPLOYMENT COMMITMENT STATEMENT**

Panel Study of Income Dynamics Child Supplement
-Employment Commitment Statement.

In order to establish a foundation for a successful employment period, the Survey Research Center has established the following standards for interviewer training and job performance while working on the Panel Study of Income Dynamics Child Supplement.

A. The Survey Research Center will provide the following training and supervision to field interviewers:

1. Eight days of general interviewing techniques and study-specific training for PSID and Child Supplement will be provided for newly hired interviewers. Three - five days of PSID study-specific and Child Supplement study-specific training will be provided for on staff interviewers. A conference call training will be provided for one group of previously trained interviewers working on PSID Core.

In order to insure that all trainees have received complete information about their jobs and employment, attendance in all training days is mandatory.

2. Each interviewer will report to a supervisor (Regional Field Manager [RFM], or designated Team Leader [TL]), who will provide performance feedback and will assist the interviewer in developing and maintaining his or her survey production and quality.
3. Data Services will provide you with the materials necessary (i.e. laptop computer, coversheets, supplies) to conduct the survey.

B. The Field Interviewer, in turn, agrees to meet the following requirements:

1. I understand that my supervisor will establish my weekly workload based on the needs of my assigned study. My supervisor may require that I work at least 20 hours per week and may offer additional work when available. Work weeks in excess of 20 hours per week are negotiable between my supervisor and myself.

(Turn Over)

2. I agree to meet or exceed the written study goals of the project to which I am assigned and to complete production assignments according to SRC procedures and guidelines. I understand inability to fulfill the study goals will result in counseling with my supervisor and may lead to removal from the study.

Panel Study of Income Dynamics Child Supplement goals:

- Completed interviews to meet or to exceed the stated production goals
 - Overall efficiency average at end of study period at or below the following:
 - Core Iws - 2.7 Hours/Iw
 - Recontact Iws - 3.7 Hours/Iw
 - New sample Iws - 7.2 Hours/Iw
 - Child Supplement Iws - 12 Hours/Case
 - New sample screening: 0.5 Hours/Screen
 - Average response rates of:
 - Core - 97%
 - Recontact - 60%
 - New Sample - 75%
 - Child Supplement - 90% of HHs
3. I agree to communicate with my supervisor on a regular basis to discuss goals and improve and maintain job performance.
 4. I will conduct myself in a professional and ethical manner whenever I am on University of Michigan business. I will care for and protect in a responsible manner the equipment and materials provided me.

I understand that I am subject to the standards set forth in this commitment memo and any other standards which may be established from time to time. Inability or failure to meet these standards, or any conduct which is deemed by my supervisor to be detrimental to the efficient operation and image of the Survey Research Center may result in actions ranging from counseling to termination of employment.

I further understand that Data Services and my region's supervisors (RFM and TLs) will be available to assist me in meeting these standards and goals.

SIGNATURE: _____ DATE: _____



**APPENDIX L
RESPONDENT PAYMENT PROBLEM FORM**

Child Development Supplement Respondent Payment Problem Form

Date: _____

Iwer Label

Check this box to request a letter written in Spanish.

Primary Caregiver's Name _____
MR/MRS/MS NAME

Primary Caregiver's Sample ID _____ - _____ - _____

Current Address _____
NUMBER STREET APT. #

CITY STATE ZIP CODE

Current Phone (_____) _____
AREA CODE NUMBER

Check here if R did not receive \$25.00 payment for 1997 interview.

If this situation needs explanation, please comment:

Please direct further problems to _____ at _____.

**APPENDIX M
INTERVIEWER CHECKLIST
FOR WOODCOCK-JOHNSON-REVISED**

Interviewer Checklist for the Woodcock-Johnson-Revised

- You have administered the four subtest to young subject.
- You have administered Passage Comprehension to an adult.
- You have been observed by another examiner who is experienced with the Woodcock-Johnson-R.
- You are familiar with the contents of all boxes containing supplementary instructions on the examiner pages in the Test Book.
- You have mastered correct administration procedures and your aim is to speed up the testing process.

Examiner Checklist

- Iwer has developed a seating arrangement in which the subject can see only the subject pages but Iwer can see both sides of the Test Book (easel).
- Iwer keeps the Child Assessment Booklet behind the Test Book (easel) and out of subject's sight.
- Iwer is able to point with left hand while he/she is recording responses with her right hand (reversed for left hand examiners).
- Iwer begins each new test by flipping to the page after the tabbed page and reviewing the first step presented at the bottom of the page.
- Iwer always watches where and how he/she points on the subject's page.
- Iwer uses the *exact* wording for instructions given on the examiner pages (No personal modifications are allowed).
- Iwer follows all procedures outlined in the error boxes on the examiner page in Test Book.
- Iwer is careful to query whenever necessary to clarify a subject's response (e.g., Please point to the picture.)
- Iwer smiles frequently while testing and in other ways communicate to the subject that they enjoy working with him/her.
- Iwer moves on to the next item after allowing the subject an appropriate, but not an excessive, amount of time to respond to difficult questions.
- Iwer collects the subject's pencil after each test for which one is required.
- Iwer does not penalize a subject for speech or dialect difference when the subject reads words on the Letter-Word Identification test.
- Iwer does not tell the subject any words on the Passage Comprehension test.

- Iwer reminds the subject to reduce fractions to their simplest form whenever necessary on the Calculation test.
- Iwer provides the subject with the **Child Response Booklet** and a pencil on the **Applied Problems** test when needed.
- Iwer always starts with the first item on the preceding page and presents all items on the page when testing backward to obtain a basal.
- Iwer completes a page rather than stopping in the middle when a ceiling is reached.
- Iwer continues to give positive encouragement throughout a test without giving any indication as to whether responses are correct or incorrect.
- Iwer keeps the test materials properly stored so they cannot be seen inappropriately by other people.
- Iwer uses item scoring procedure--a 1 for correct responses, a 0 for incorrect responses.
- Iwer reserves making the final scoring decision on a response that is not clearly right or wrong until after the testing is completed.