NATIONAL ANALYSTS
DIVISION OF BOOZ - ALLEN & HAMILTON INC.

STUDY # 09010 - 065 - 001

1986
CONTINUING SURVEY OF FOOD INTAKE BY INDIVIDUALS

- INTERVIEWER INSTRUCTIONS -
WAVE 1 - - YEAR 2

conducted for
United States Department of Agriculture

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I. INTRODUCTION

The United States Department of Agriculture (USDA) is charged by law (National Agricultural Research, Extension and Teaching Policy Act of 1977, Section 1428, 7 U.S.C. 3178) with tracking the nutritional status of the American public. This tracking requires collection of food consumption data to measure nutritional well-being and potential nutritional deficiencies. National Analysts is collecting this information for the Continuing Survey of Food Intake by Individuals (CSFII) sponsored by the Nutrition Monitoring Division (NMD) of USDA's Human Nutrition Information Service (HNIS).

The CSFII will be ongoing for several years; each phase has a one-year time frame. The current study is the second in the continuing series of surveys. This phase will focus on women 19 to 50 years old and their children aged 1 to 5.

The overall study plan for this year's work consists of four steps, as follows:

- Reviewing prelisted households and selecting sample households for interview from those listed.
- Personally screening designated households to identify those containing age-eligible women.
- Personally interviewing all age-eligible women about the foods and beverages they consume and the eating patterns of any of their children aged 1 to 5 -- Wave 1.
- Recontacting these women by telephone five more times -- Waves 2 to 6 -- during the one-year survey period to obtain additional food consumption data (those without telephones will be recontacted in person).

All documents and procedures have been thoroughly tested in the 1985-86 phase of the CSFII.

Your job is to:

- First, use your sampling materials to find the geographic areas in which screenings are to be conducted.

- Second, personally visit every household marked with a "T" in your sampling materials and attempt a screening/ interview. You must make several callbacks to these households if no one is home or available when you first visit them.

- Third, conduct personal interviews in all households which contain a woman 19 to 50 years of age, and collect information about the children aged 1 to 5 who belong to these women.

- Fourth, follow up in-person in Waves 2 to 6 those households without telephones. (A centralized telephone staff will conduct the follow-up interviews for those with telephones.) The five follow-up interviews will occur at approximately two-month intervals beginning in June 1986.

This manual tells you everything you need to know about Wave 1 interviewing. The next chapter -- Sampling Procedures -- tells you about finding your geographic areas to be surveyed, identifying sample households and updating the listing forms, if necessary. Chapter III tells you about screening households and obtaining cooperation from eligible households. Chapter IV tells you about conducting the interview.

Chapter V summarizes all of the procedures. Chapter VI describes general interviewing techniques. Chapters VII through IX provide detailed interviewing instructions, and question-by-question instructions on all of the different Wave 1 documents. Chapter X summarizes the materials you need to take with you for screening/interviewing. Chapter XI tells you how to edit your completed work.

Carry this manual with you as you work. Use it as reference if a question arises. If you cannot find your answer, call your Field Administrator immediately.

II. SAMPLING PROCEDURES: IDENTIFYING SAMPLE HOUSEHOLDS AND UPDATING THE LISTING FORMS

A. Overview

The sampling plan for the CSFII is known as an area probability sample. This means that each community was partitioned into small residential areas. A scientific process was used to select a certain number of these areas so that they would not only represent your immediate community, but would be representative of thousands of other communities across the entire continental United States. Every residential area chosen had a certain scientific chance -- or what statisticians call a probability -- of being part of the CSFII sample.

In each of the sample areas, called area segments, all of the residential buildings, called housing units (sometimes called HUs or households), were identified and recorded on Segment Listing Forms. Once all the housing units for each area segment were recorded, the Segment Listing Forms were returned to National Analysts. Statisticians using a scientific process then identified certain housing units to represent all housing units in that area. They selected some housing units for last year's survey, and they chose different ones for this year's work.

These "selected" housing units make up the sample for the 1986-87 survey. That means they are the housing units you have been assigned and in which screenings will be attempted. Since these housing units represent so many other households and areas, no other areas or houses can be used in place of the ones already chosen. We will only pay for interviews conducted in eligible households specified for contact in this year's study. NO SUBSTITUTES CAN BE MADE.

B. Working the Area Segment

The following sections describe your sample materials, tell you how to identify the housing units for screening, specify when to screen (and interview at eligible households) and show you how to update the listings, if necessary.

1. Sample materials

Your sample materials will consist of one or several envelopes. Each envelope represents an area segment, that is, a small piece of land (e.g., block) with strict borders in which housing units are listed by address and/or description. Each envelope contains the following four items:

- Segment Sketch: Shows the exact borders of the area segment. Streets, roads, streams and other recognizable landmarks are displayed.
- Segment Map: Shows the location of the area segment (generally colored in red) within the larger area or neighborhood.
- Segment Listing Forms: Sheets on which the address or description of each housing unit is listed and on which housing units selected for this year's survey are designated by green Ts (all Xs and Os are from last year's survey and are not to be contacted this year).
- Screening Forms: A Screening Form is included for each household where you are to make a contact. These forms will be in your packet and will have the segment number, housing unit number and type of household (T) already filled in. Be sure you use the correct form with the correct housing unit.

The Segment Listing Forms and Screening Forms come in two colors. Some are white and some are buff. White Screening Forms should be used only with white Listing Forms, and buff screeners should be used only with buff Listing Forms.

2. Where to interview

A sample Segment Listing Form is shown on page 6. In the column at the far right labeled "Sample Household," the **housing units designated for screening in this year's study are marked by green Ts**. You are to attempt a screening (and subsequent interview in qualifying households) at every housing unit designated by a green T and at no other housing units.

Some households are marked with Xs or Os. They were for contact in the prior survey. They are not eligible for screening this year. Occasionally, there are other unusual signs in the sample household column (e.g., check marks, OKs) as well. These are to be ignored also. Do not attempt screenings at any of these housing units. Contact and screen only at the "green T" households.

Following the example on the next page, you would be provided Screening Forms for and would attempt screenings at Housing Units #1, 6, 9, 12 and 18.

In some cases, the name of the family who lived at the sample address at the time of the listing is provided on the Segment Listing Form. This will help you identify the right housing unit and possibly make contact at that address. However, because this is an area probability sample, you are to screen anyone living at that address at this time. It is the address, not the name, that counts. If Susan Porter has moved from HU # 9, you will attempt a screening with whomever currently lives at that address.

You will notice in the example on the following page that when this segment was listed, Housing Unit 12 was vacant. You still must pay a call on that household now. It is part of the sample and must be contacted. You may find that it is occupied now. If it is occupied, you are to attempt a screening and should complete an interview if the household is eligible for the study. If the housing unit is vacant when you attempt the screening, complete the Call Report Form (see pg. 26) accordingly and return it to the office.

3. When to conduct screenings

You may begin screening designated households (and interviewing eligible women) April 1, 1986.

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& Hamilton Inc.
Philadelphia, Pa.

Example

Segment Listing Form

Segment #: 111921
Date Listed: 1/10/85

Name of Prelister: Velda Weld
City/Post Office: Spokane
State: WA   Zip Code: 99204

Housing Unit No.	Street Address	Sample Household
1	S 509 Cedar St - Henry Wilson	T
2	S " " Concrete basement; green asbestos siding brick chimney in front (facing Cedar)	
3	W 1305 5th Ave Apt 12 - basement - John Huff	X
4	" " " Apt 4 } main floor	
5	" " " " 2	
6	" " " " 3 (manager)	T
7	" " " " 1	
8	" " " " 7 } 2nd floor	
9	" " " " 6 Susan Porter	T
10	" " " " 5 Thomas Wile	
11	" " " " 8	
12	" " " " 10 Vacant } 3rd floor	T
13	" " " " 11 - N. Dole	
14	" " " " 9	O
15	" " " " 14 } building west of 1305 - 5th (manager)	
16	" " " " 15	
17	S 511 Adams St basement	
18	" " " Apt 1 } 1st floor	T
19	" " " " 2	
20	" " " " 3	X

It is important to complete the survey as soon as possible. Therefore, organize your materials and do as much as you can, as soon as you can. You will find many households cannot be contacted on the first or second try, so it is important to get started right away because several tries must be made before a household is considered nonresponsive.

4. Updating the Segment Listing Form

It is likely that there have been changes in housing units in some areas between the time the areas were listed and the time you attempt a contact. New housing units may have been built and others torn down. You will update the Segment Listing Forms at the time you are conducting screenings and interviews.

You need not make a special trip to your segment to update the Segment Listing Form. You do not need to add or subtract every new or demolished unit in the segment. Use the following procedures to update area segments.

As you go to each sample household in your assignment, compare the addresses on that street to those on the Segment Listing Form. Add housing units to the Segment Listing Form only if there are housing units omitted which fall between a sample household and the next household listed on the form. (See Appendix A, "Identifying Sample Households" to determine whether a new or missed unit qualifies as a housing unit.) This means a new housing unit appears immediately after a T household and before the next listed household: _ _ T▲_ _ T▲_. The triangle shows where the new household must fall, if it is to be added to the Listing Form.

To update the Segment Listing Form, put an asterisk (*) in the "Housing Unit No." column exactly where the unlisted housing unit(s) is to be inserted. Then turn to the first blank page in the Segment Listing Form and enter all of the missing units found between the sample household and the next listed unit, one address to a line.

Using the example below, if the Sample Household #9 is now really four separate housing units, you would put the "*" on line 9 and record the three missing units on the first blank page of the Segment Listing Form. Give all the new units the same housing unit number as the sample household, followed by an "A," "B," "C," etc., so we will know where they fit into the original listing (see the example following).

Example:

ORIGINAL LISTING FORM

8	12 N. Forest		
9*	14 N. Forest [1st Floor]	Vacant	X
10	16 N. Forest		
11	18 N. Forest	The Browns	

FIRST BLANK PAGE

Housing Unit No.	Street Address	Sample Household
~~261~~ 9A	14 N. Forest (2nd Floor)	
~~262~~ 9B	14 N. Forest (3rd Floor, front)	
~~263~~ 9C	14 N. Forest (3rd Floor, back)	

Now look at the example on page 6. Suppose at the time the sample was listed there was a vacant lot between S. 509 Cedar Street and the next house described. You see that a house has been built on that lot and its address is S. 511 Cedar Street. Since this new house falls after a T household and before the house described on the next line, you would update the Segment Listing Form by adding S. 511 Cedar Street in the manner just described. That is, put an asterisk (*) next to Housing Unit #1 and list S. 511 Cedar Street on the first available (i.e., blank) line of the Segment Listing Form.

Remember, only add to the listing form omitted households which fall between a sample household and the next listed household. When you add new housing units, these also become sample households. You are to attempt screenings at up to five added households. Take a color-coordinated Screening Form from the additional ones given to you for this purpose. Record the new housing unit number (_ _ A, or _ _ B etc.) and the segment number on each form -- one form for each housing unit you add to the Segment Listing Form.

If there are more than five housing units missing between a sample household and the next listed one, record all of them but do not attempt any interviews. Call your Field Administrator immediately and give her this information. She will tell you how to handle the problem.

The number of housing units in a segment can decrease as well as increase. When a housing unit burns down, is demolished, gets converted into commercial usage, or changes in any other way so that it is no longer fit for residential occupation, then it is no longer eligible to be counted as a housing unit. If a sample household, that is, one with a green T, changes in this manner, then do not make any changes on the Segment Listing Form, but complete the Call Report Form/Screening Form with a code 12, to indicate this unit is not part of the housing unit count. If other than sample households have changed or disappeared, you are not required to tell us that.

On the other hand, if the area has changed dramatically in any way (e.g., many new houses, a high-rise condominium has been built, all units are now used for commercial purposes), call your Field Administrator immediately. Moreover, if you encounter a situation that you are unsure how to handle, please call your Field Administrator.

The rules for updating the Segment Listing Form are summarized below:

- Update the Segment Listing Form for any new or omitted households between a sample household and the next one on the Form.

- If there are five or fewer additional households after a sampled household, attempt to screen at each of these households.

- If a sample household is no longer a housing unit, record a code 12 on the Call Report Form/ Screening Form and return it to our office.

- If the area has had substantial changes, or more than five households are added after one sample household, or if you have any questions, call your Field Administrator.

III. SCREENING SAMPLE HOUSEHOLDS AND INDUCTING ELIGIBLE HOUSEHOLDS INTO THE SURVEY

You will ask a set of screening questions at every occupied sample household in your area segments to determine whether or not the household is eligible for interview. If there are women who qualify for our survey in the household, you will invite each of them to be interviewed. If the household refuses or cannot be contacted and/or interviewed in the allotted time frame, you will complete a Nonresponse Form. By the end of screening process you will have attempted to speak with an adult in every occupied sample household and have completed a screening (and interview where possible) or nonresponse report for each and every one.

A. Screening Households

1. Identifying and using household screening forms

Households are screened using the Screening/Call Report Forms. This is the threefold, six-page folder which serves five purposes:

- It contains questions for screening households and identifying eligible respondents.
- It contains the Call Report Form, where the result of each contact is recorded.
- It provides an initial introduction and an invitation requesting participation from eligible respondents.
- It serves as a transmittal form and folder to hold all requisite documents from a household.
- It contains six additional questions you answer for nonscreened households. The answers you provide help us understand why the household did not respond and how we might gain its cooperation, should we elect to try again.

A Screening/Call Report Form has been prepared for you for each housing unit in your assignment. You will notice that there are two different Screeners -- #7 and #8. Sample numbers appear in the center of page 1 of the Screener.

If Segment #s begin with:		Screening Form #
1	USE	7 (Buff)
2	USE	8 (White)

All of the Screening Forms for this year's survey will have a capital T in the box for Household Type.

Means of identifying housing units to be screened, when to do your screenings and tips for achieving a high initial cooperation rate are outlined below.

1. Determining which households are to be screened

Every housing unit for which you have been given a Screening Form as well as any new or added housing units (up to five) which have been added if it was necessary to update the Listing Form must be screened. Turn back to page 6 where an example of a Listing Form is shown. In this example, you would have Screening Forms with segment and housing unit numbers and household type already entered on them and would attempt screenings at Housing Units #1, 6, 9, 12 and 18.

2. When screenings should be attempted

You are required to make up to eleven contacts to complete screenings for households with telephones; three of these must be made in person. In households without telephones, or where no telephone number can be obtained, you must make up to six personal visits in urban areas and up to five personal visits in rural areas.

Keep in mind that people are creatures of habit, and if they are not home in the morning one day, then they may not be home in the morning most days. In our experience, it is best to divide your day into the following four parts:

(1) 9:00 AM to 12:00 Noon
(2) 12:00 Noon to 3:00 PM
(3) 3:00 PM to 6:00 PM
(4) 6:00 PM to 9:00 PM

Make each of your attempts to screen a sample household during a different part of this four-part day. Make additional attempts on different days. Many people who are not home on weekday mornings or evenings will be home on weekend afternoons, and vice versa. Spread your attempts throughout the week; <u>at least one of the contacts you make must be on the weekend</u>.

3. <u>Tips for making your initial contact a successful one</u>.

- Know your procedures thoroughly. If, after reviewing the materials, you have questions, call your Field Administrator at (215) 627-8110 (from Pennsylvania) or 1-800-523-1114 (from all other areas).

- Plan your visits for screenings in the same area, that way each trip to a segment can serve several purposes.

- If you have difficulty finding the sample household members at home, ask neighbors when is the best time to contact your potential respondents.

- Plan your work schedule to complete your assignment within the specified time or even ahead of time.

- Organize your materials into the order in which they will be used. This will help you make sure you have everything, and will make the screening go more smoothly.

- Know your introduction and have your identification ready.

- Check your appearance. Keeping your voice pleasant and appearance businesslike will help to gain the respondent's cooperation and ensure a productive contact.

B. Selecting the Screening Respondent

The first person you will want to interview immediately following the screening at an eligible household is the one woman aged 19 to 50. If there is more than one age-eligible woman, you will want to speak first with the female head of household if she is aged 19 to 50, and then the main meal planner/preparer if she is aged 19 to 50. Therefore, it is to your advantage to screen a woman in the specified age range or the female head of household. However, if there is no such person or she is unavailable, you can and should screen any knowledgeable adult member of the household.

C. Identifying Eligible Households

Households eligible for interview are identified through the screening process. (See question-by-question instructions for screening questions in Section E of this chapter.) In **Sample #7,** any household containing female(s) aged 19 to 50 are potentially eligible for the survey. **For Sample #8,** in addition to having at least one age-eligible woman, the household must meet the income criteria set forth in Q.2c of the Screening Form #8.

D. Inviting Eligible Households to Participate

The introduction for inviting eligible households to participate is found on the Screening/Call Report Form at the top of page 4. As soon as you know the household is eligible, ask to speak with the age-eligible woman who is (in priority order) the female head of household, main meal planner/ preparer or the most knowledgeable about the household. (Most of the time there will be only one age-eligible woman in a household and she is the person you will want to speak with even if she is not the head of the household or the main meal planner/preparer.) She will be asked the household questions and then she and any other women aged 19 to 50 in the household will be interviewed for their individual intake as well as intake information for all of their children aged 1 to 5.

Use the introduction on page 4 of the Screening/Call Report Form to invite a second or third, etc. age-eligible woman in the household to participate.

E. Question-by-Question Instructions for Screening/Call Report Form: Wave 1

Begin by asking to speak with the screening respondent. This should be a woman aged 19 to 50, if any; otherwise, ask for the woman of the house or any knowledgeable adult. If, for instance, a young child answers the door, ask to speak with his/her mother or, if she is unavailable, another adult household member.

Screening for Samples #7 and #8 is the same, with one exception: Sample #8 households must meet income criteria in addition to having age-eligible women. Differences, where they occur, are explained in the question-by-question instructions following.

1. Identifying information

The Segment # and HU # will have been entered for you on the Screening Form. The housing type ("T") has been printed on the Screener. Check your Screeners against the Listing Forms to be sure the Segment # and HU # have been recorded on the correct Screener. Record the full name of the screening respondent on the line provided. Copy the address (number, street, city, state and zip code) into the boxes.

Record the telephone number including area code. If the telephone number is not known prior to screening, obtain it during screening, or check the appropriate box if there is no phone. Recording the correct telephone number is very important since subsequent waves of this study will be conducted by telephone. Try as best you can to obtain a telephone number for households with unlisted numbers. We would prefer to do follow-up telephone interviews.

Enter your name and the ID # assigned to you for this study.

2. Time

Enter the time screening begins at the top right of page 1.

3. Introduction

Look the respondent in the eye and recite, in your own words, the introduction on the front page of the Screening Form. If you are forced to read the introduction to the respondent, you will loose eye contact with her and you may find it harder to gain her cooperation. So, if possible, memorize your introductory remarks.

If the respondent hesitates or is uncertain about participating, assure her of the confidentiality and importance of the project. Use your ingenuity and skill as an interviewer to elicit the respondent's cooperation.

Occasionally, a respondent will have questions, or will want reassurance about the nature and purpose of the study. Although you will develop your own answers to these questions as you gain experience in the study, here are some common questions and answers which may help you.

Q. How did you get my name?

A. Your address was scientifically chosen to be part of a national study that involves food. Many thousands of households in the United States have been selected to be part of this survey for the United States Department of Agriculture.

Q. Why are you doing this survey?

A. The United States Department of Agriculture is directed by Congress to conduct a survey to gather information about individual food consumption. The survey is done to collect information about the kinds and amounts of food people eat. It is one of the most important projects of the Department of Agriculture.

Q. What are you going to do with what I tell you?

A. The information you supply, along with information from thousands of other households, will be used to determine the best means of collecting information on individual food and beverage consumption. It will be used to design future national surveys of the American public and its eating and dietary habits. It will also be used to determine whether certain groups of people are not eating well enough to remain healthy.

Q. My neighbors did this last year, why are you calling on me now?

A. Every year a new group of households is invited to take part in the survey. Last year's study is over and some very interesting results have already been published (show respondent the newspaper article given to you).

Most people who took part in the research last year thought it was useful to them personally. Some said it helped them understand more about their own diet.

4. Completing the screening questions

Q.1 Include related members of the family and nonrelated household members, such as roommates, friends, boarders and employees who fit the definition of "regularly live here." Be sure the respondent includes herself/himself in the count.

Q.2a Enter the number of household members in each age category on the line provided. If there are no household members in a particular category, enter "0" on the appropriate line(s).

NOTE: Infants up to and including 11 months of age are recorded in the category "Under 1 year." The category "1 to 5 years" begins with children who have already had their first birthday.

Add the number of people in COL. Q.2a and enter the total in the box. If this number is not the same as the answer to Q.1, ask the respondent to reconcile the differences, and correct COL. Q.2a or Q.1.

Q.2b For each age category (any category with a number greater than 0), record how many are male and how many are female in COL. Q.2b. The number of males and females in any age category must equal the total for that category in COL. Q.2a. Enter 0s where appropriate.

For **Sample #7** (designated at upper center of page 1), terminate the screening or continue using the following criteria:

- If there are no females aged 19 through 50 (look at the shaded 19 to 50 box in the right hand column of Q.2b), then there is no eligible respondent in the household and you have completed the screening. Thank the respondent, record result of call code 3 on page 4, and enter the time screening ended at the upper right of page 1.

- If there is any female aged 19 to 50, continue with Q.3. This type of household is eligible for interview.

For **Sample #8** (designated at upper center of page 1), everyone continues to Q.2c.

Q.2c Households from Sample #8 must not only contain age-eligible women, but must also meet or fall below certain income requirements. Q.2c compares household income for the number of people in the household with a specified income limit to determine the household's eligibility for the survey. To make this comparison, do three things as described and shown in the examples following:

- Circle the code for the number of people in the household (e.g., 10 in our example).

- Ask Q.2c and record directly under the circled code number, the income received by all household members (before taxes and other deductions, but not including food stamps or WIC benefits). This is gross income.

- Compare the household's monthly income you recorded with the income limit listed directly below it.

Example 1

Number of People 45-46	1	2	3	4	5	6	7	8	9	10
Monthly Income										$2505.00
Income Limit 47-50	$580	$785	$990	$1,190	$1,395	$1,600	$1,800	$2,005	$2,210	$2,415
Number of People	11	12	13	14	15	16	17	18	19	20
Monthly Income										
Income Limit	$2,615	$2,820	$3,025	$3,230	$3,430	$3,635	$3,840	$4,045	$4,245	$4,450

Example 2:

Number of People 45-46	1	2	3	4	5	6	7	8	9	10
Monthly Income										$2400.00
Income Limit 47-50	$580	$785	$990	$1,190	$1,395	$1,600	$1,800	$2,005	$2,210	$2,415
Number of People	11	12	13	14	15	16	17	18	19	20
Monthly Income										
Income Limit	$2,615	$2,820	$3,025	$3,230	$3,430	$3,635	$3,840	$4,045	$4,245	$4,450

If, as in **Example #1,** the income($2,505) exceeds the income limit ($2,415), the household is not eligible for the survey. Thank the respondent, record result of call code 3 on page 4, and enter the time screening ended at the upper right of page 1.

If, as in **Example #2,** the income ($2,400) is less than the income limit ($2,415), continue by checking Q.2b to see whether there are any women aged 19 to 50 in this household.

In **Sample #8**, once you determine the household income makes them eligible, then you must check for women aged 19 to 50 as follows:

- If there are no females aged 19 to 50, you have completed the screening. Thank the respondent, record result of call code 3 on page 4, and enter the time screening ended at the upper right of page 1.

NEVER TERMINATE A SCREENING IN SAMPLE #8 UNTIL AFTER Q.2c HAS BEEN ANSWERED.

- If there is at least one woman aged 19 to 50, continue with Q.3. This type of household is eligible for interview.

Q.3 Asks you to list the names of women aged 19 to 50 in the grid. If there is only one age-eligible woman, enter her full name on line #10. Any additional women aged 19 to 50 must be entered on lines #20, #30 and #40, in order from oldest to youngest.

If there are more than four age-eligible women, use an extra sheet of paper and attach it to the Screening Form. Record the segment and HU number on any additional sheets.

Q.4a,b Check Q.2a. If there are no children aged 1 to 5 in the shaded box, skip to instructions before Q.5; otherwise, continue with this question, listing the first name of any child aged 1 to 5 directly under the name of the woman aged 19 to 50 who is the parent, guardian or who has the main responsibility for that child. Therefore, any child aged 1 to 5 in the household will be listed under the woman aged 19 to 50 who is mainly responsible for him/her, or if the main responsibility for any child aged 1 to 5 is with someone other than one of the women aged 19 to 50, that child's name will not appear on the grid. Please make a note on the screener if this type of situation occurs (i.e., there is a child aged 1 to 5 but he/she is not listed in the grid because he/she belongs to an out-of-age-range woman). Record the child's name and his/her mother's name so we can check it against the household questionnaire.

For example, a household may contain three persons, one little girl 3 years of age, a woman 20 years old and another woman aged 18. The 20-year-old is listed in the grid, of course, but the 3-year-old child who belongs to the 18-year-old woman is not to be listed in the grid.

The name of the 18-year-old mother and her 3-year-old child would be written in the left hand margin with a note telling us about this unusual situation.

Q's 5 to 7 — If the household contains only one woman aged 19 to 50 (as most will), skip Q's 5, 6 and 7 and go to Interviewing Instruction Box A at the lower right of page 3.

When there is more than one age-eligible woman, these questions determine which of them should be the respondent for the household questionnaire. The priority for household respondent is, first, the female head of household, and second, the main meal planner/preparer, and if none of the women aged 19 to 50 fits these criteria, it would be the one woman most knowledgeable about the household.

Q.5 — Circle one code in COL. C or check the box following Q.5 if this is a woman not listed in the grid.

Q.6 — Circle one code in COL. D or check the box following Q.6. Note: This may be the same person as the female head from Q.5. If any one of the women aged 19 to 50 is the female head of household and/or the main meal planner/preparer, look no further -- you have located your household respondent. If nothing is circled in COL. C or D, continue.

Q.7 This question asks which of the women listed in the grid aged 19 to 50 can best answer questions about the household (i.e., questions on income, expenditures for food, etc.).

5. Interviewing instructions

- If there is one woman 19 to 50 years of age, read and follow the directions in Box A.

- If there is more than one woman 19 to 50 years of age, read and follow directions in Box B.

6. Introduction for inviting respondents to participate

Invite the person determined to be the household respondent to participate. If the household contains more than one woman aged 19 to 50, and the person designated as the household respondent is not available but the other woman (women) aged 19 to 50 is available, you can complete intake record(s) for her (them). However, make an appointment to return for the household data because we cannot use intake records which cannot be linked with household information. Use your discretion. If you are not certain that household information can be obtained, wait to collect intake records from the other women until the household respondent has been interviewed.

F. Result of Call Records: Screening and Individual Intake

There are two Result of Call Records on this form. The one on page 4 is for the result of screening only. The one on page 5 is the Result of Call Record for each of the requisite intake records. Page 5 should be folded in to line up with the grid on page 2 when recording the intake record result of call. Instructions for completing these two Result of Call Records are outlined below.

1. Screening Result of Call Record

Complete this record for each attempted screening contact with a selected household as follows:

- Enter the day and month in the space provided for the date.

- Enter the time that the visit/call began. Circle code 1 for morning calls and code 2 for calls at noon or after.

- Enter the appropriate result of call code for that contact by selecting one code from the codes shown at the bottom of pg. 4 of the Screening Form.

Screening result of call codes are explained below.

Code #	Explanation
1	"Household eligible and participation obtained." This code is used when all of the screening is completed, you have spoken to the woman designated to be the household respondent and she has agreed to participate in the study.
2	"Household eligible and participation not yet obtained." Use this code when you have been able to determine that the household qualifies for participation but you have not yet received agreement from the household respondent to participate. Be sure to record an appointment date and time for callback.
3	"Household ineligible." **For Sample #7 and Sample #8,** if there are no women aged 19 to 50 recorded in Q.2b, the household is not eligible for the study. **In Sample #8 only,** if there are women in the household aged 19 to 50, the household must also meet the income criteria established in Q.2c; otherwise, it is ineligible.
4	"Do Not Use." This code is not applicable to this year's study, therefore, there can be never be a result code of 4.

5 "Household eligible and participation refused." This code is used when you have completed the screening, spoken with the eligible respondent and she has refused to participate in the study. Record the reason for the refusal on the line provided for related information. If some other person in the household refuses and you cannot speak to the age-eligible woman, use this code as well.

6 "Telephone busy." Be sure to call again in half an hour since it is likely you will find someone home.

7 "Telephone out of order." Check with the telephone operator to see whether she/he can resolve the problem. If the operator cannot help you, call back in a day or so, as service may have been resumed.

NOTE: CODES 6 AND 7 ONLY APPLY TO CALLBACKS FOR MAKING APPOINTMENTS. ALL SCREENINGS AND INTERVIEWS MUST BE CONDUCTED IN-PERSON.

8 "Screening refused before eligibility determined." This code is used only when you are unable to conduct a complete screening at a selected household. Be sure to record the reason(s) for refusal on the line provided for related information.

9 "Screening appointment made." Use this code if you have contacted the household and made an appointment to complete the screening. Record the appointment date and time on the line provided for related information labeled "Record Reasons Here."

10	"No one home/no answer after ten rings." Use this code if you visited in-person and no one was at home, or if you telephoned to set up an appointment and no one answered after ten rings.
11	"Language barrier." This code is used when you cannot complete the screening because of a language problem. Be sure to record the language spoken so we can attempt to complete the screening in this language. Specify the language spoken under the column labeled "Record Reasons Here."
12	"Vacant/not a housing unit." Use this code for a housing unit which is unoccupied, or turns out not to meet our definition of a housing unit.
13	"Other." Specify the results on the line for related information when none of the other codes apply. This may apply if a small child answers and no responsible adult is at home when you attempt a screening.

See example of a completed Screening Result of Call Record on the next page.

NOTE: IF THE FINAL RESULT OF CALL IS ANY CODE 5 THROUGH 13, ANSWER THE SIX QUESTIONS ON PAGE 6 OF THE SCREENING FORM.

CD 02 (Cont'd)

RESULT OF CALL RECORD FOR SCREENING ONLY

51-52 53-56 57-60 61 62-63

Call #	Date	Time	AM	PM	Result Code*	Record Reasons Here
1	4/1/86	9:00	1	2	10	
2	4/1/86	6:00	1	2	2	Return at 10:00 A.M. April 3, 1986
3	4/3/86	10:00	1	2	1	
4			1	2		
5			1	2		
6			1	2		
7			1	2		
8			1	2		
9			1	2		
10			1	2		
11			1	2		
12			1	2		

RESULT CODES

1. Household eligible and participation obtained
2. Household eligible and participation not yet obtained *(RECORD CALLBACK DATE/TIME ABOVE)*
3. Household ineligible *(INCOME TOO HIGH -- Q.2c, OR NO WOMEN AGED 19 TO 50 -- Q.2b)*
4. Do not use
5. Household eligible and participation refused *(RECORD REASONS ABOVE)*
6. Telephone busy *(CALL AGAIN IN 1/2 HOUR)*
7. Telephone out of order
8. Screening refused before eligibility determined *(RECORD REASONS ABOVE)*
9. Screening appointment made *(RECORD DATE/TIME ABOVE)*
10. No one home/No answer after 10 rings
11. Language barrier *(IDENTIFY LANGUAGE)*
12. Vacant/Not a housing unit
13. Other *(SPECIFY)*

IF FINAL RESULT, ANSWER QUESTIONS ON PAGE 6 (applies to codes 5–13)

2. Individual Intake Result of Call Record

Complete this record for each person listed in COL. A of the grid on page 2. Record a result of call each time you attempt to schedule or actually complete an intake record for a woman aged 19 to 50 and/or any of her children aged 1 to 5.

- Enter the day and month in the space provided for the date.

- Enter the time that the visit/call began. Circle code 1 for morning calls, and code 2 for calls at noon or after.

- Enter the appropriate result of call code for each individual intake record attempted or completed by selecting one of the codes shown at the top right of page 5.

Individual result of call codes are explained below.

Code #	Explanation
1	"Intake record obtained." Use this when the intake record is completed.
2	"Intake record not obtained." Use this code if you attempted to complete an intake but were unsuccessful (i.e., you made an appointment and arrived at the appropriate time, but the respondent was ill and you had to reschedule the appointment, or the intended respondent refused to provide the intake data). Be sure to record the reason for not obtaining the intake record on the appropriate person's line labeled "Record Reasons Here."
3	"Appointment made." Be sure to record the appointment time and date on the appropriate person's line.

4	<u>"Telephone busy."</u> Be sure to call again in half an hour since it is likely you will find someone home.
5	<u>"Respondent not home."</u> Use this if the intended respondent was not at home when you attempted to collect the intake data. This is apt to occur in households with two or more age-eligible women. One may be home while the other is not. Be sure to follow up later if this happens.
6	<u>"No one home/no answer after ten rings."</u> Use this code if you visited in-person and no one was at home, or if you telephoned to set up an appointment and no one answered after ten rings.
7	<u>"Respondent moved."</u> It is unlikely that this code will be used in Wave 1, though it is possible that a person could move if you were not able to interview immediately following screening. Be sure to record the new address and telephone number below code 7 since it is very important that we are able to trace people to their new addresses and telephone numbers.
8	<u>"Telephone out of order."</u> Check with the telephone operator to see whether she/he can resolve the problem. If the operator cannot help you, call back in a day or so, as service may have been resumed.
9	<u>"Telephone number changed."</u> Be sure to record the new number and attempt to contact the intended respondent. Consult directory assistance for a new number if necessary.

0 — "Other." Specify the results on the line for the appropriate person when none of the other codes apply.

See the example of a completed Individual Intake Result of Call Record following.

G. Completing the Interviewer Questions about Nonresponsive Households

For each nonresponsive household (i.e., those for which you have a final screening result of call code 5 through 13), complete the six questions on page 6 as fully as possible. It is important that we have as thorough an explanation as possible for each nonresponsive household to determine what our next steps should be.

Q.1 — Please give as full an explanation as possible for why you were unable to complete the screening or were unable to gain cooperation in an eligible household. Such information as "they slammed the door in my face" or "they refuse to be part of government-sponsored surveys" tells us a great deal about how receptive a household might be to other "persuasive" attempts we might make.

Q.2 — If the name and/or position in the household is unknown, you may record an explanation such as "Woman about 50, name unknown." If you could not speak to anyone once you got to the door, circle code 1. If you were unable to get into the building or could not get to the specific housing unit, circle code 2.

Q.3 — Give a full explanation of any conversations with member(s) of the household.

Q.4 — Any clues or insights you may have about converting this to a responding household should be recorded here. Remember, you were there and we were not. We must rely on your knowledge. Please give us the benefit of it. If we know that more information is needed, we may elect to undertake different refusal conversion strategies. We don't want to lose any households we don't have to.

INDIVIDUAL INTAKE RESULT OF CALL RECORD

Example:

ENTER INTAKE RESULT OF CALL IN GRID BELOW FOR EACH PERSON IN COL. A

RESULT OF CALL CODES:

1. Intake record obtained
2. Intake record not obtained (*RECORD REASON ON APPROPRIATE PERSON'S LINE*)
3. Appointment made (*RECORD DATE/TIME*)
4. Telephone busy (*CALL AGAIN 1/2 HOUR*)
5. Respondent not home
6. No one home/no answer after 10 rings
7. Respondent moved (*RECORD NEW ADDRESS/TELEPHONE NUMBER AND ATTEMPT CONTACT:*
8. Telephone out of order (*TRY AGAIN*)
9. Telephone number changed (*RECORD NEW NUMBER AND ATTEMPT CONTACT:*
0. Other (*SPECIFY:*

3. Please tell me the first name(s) of the (*NUMBER OF FEMALES 19 TO 50 FROM Q.2b*) women in this household aged 19 through 50. Start with the oldest and proceed to the youngest. (*RECORD IN COL. A BELOW*)

RESULT OF CALL FOR INDIVIDUAL INTAKE RECORDS

Line # (8-11)	COL. A — NAMES: Females 19 to 50 and Their Children 1 to 5	Call # (16-17) 1	2	3	4	5	6	7	8	Record Reasons Here	END CD 03
	Date (18-21)	4/1/86	4/1/86	4/1/86	4/3/86						
	Time (22-26)	9:00 AM 1 / PM 2	3:30 AM 1 / PM 2	8:00 AM 1 / PM 2	10:00 AM 1 / PM 2	AM 1 / PM 2	AM 1 / PM 2	AM 1 / PM 2	AM 1 / PM 2	call #1	call #3
10	Full Name of Woman #1: Helen Carter	2	4	3	1					Not home	Appt:
11	Child's name: Ruth	2	4	3	1					when	10:00 AM
12	Child's name: Bill	2	4	3	1					screened	4/3/86
13	Child's name:										
14	Child's name:										
20	Full Name of Woman #2: Joan Hill	1									
21	Child's name:										
22	Child's name:										
23	Child's name:										
24	Child's name:										
30	Full Name of Woman #3:										
31	Child's name:										
32	Child's name:										
33	Child's name:										
34	Child's name:										
40	Full Name of Woman #4:										
41	Child's name:										
42	Child's name:										
43	Child's name:										
44	Child's name:										

Q.5 We realize you may not know this information. If you are giving us your best guess or don't know, please make a note of that fact by recording "guess." Don't leave this question unanswered. If you really don't know, record "D.K."

Q.6 By a farm, we mean an area of ten acres or more where crops or animals are grown for sale.

9. <u>Transmittal form for sending completed packages to National Analysts</u>

The Screening/Call Report Form also serves as a transmittal folder for documents completed in each household. The transmittal information is recorded in the box at the top left of page 5. This section should be completed as follows:

- Record the <u>full name</u> of the <u>household respondent</u> -- that is, the person who gave you the information in the Household Questionnaire -- on the line at the top. This may or may not be the same person as the screening respondent.

- Put a check mark in each box to indicate which documents you completed and are sending to us in the packet. Be sure to record the number of women's and children's intake records enclosed in your packet in the space provided. DO NOT send any work until after you have finished all contacts with the household and have completed all the questionnaires and intake record information possible.

- Put all the completed documents inside the Screening Form folders and mail them to us <u>immediately</u>.

IV. CONDUCTING THE INTERVIEW

This chapter outlines the interviewing procedures you use once you have screened, identified and secured cooperation for interview from an age-eligible woman.

A. Sample Respondents

In this survey, every woman 19 to 50 years of age in eligible cooperating households is to be interviewed. In most instances, households will contain only one age-eligible woman. Some, however, may contain more than one.

Information is also collected for any children 1 to 5 years of age who belong to these women. Because these children are too young to speak for themselves, the women answer questions about their children. You are never required to speak to anyone else in the household except age-eligible women once the screening is completed.

B. Documents to Be Completed

As you screen each household, present a copy of the USDA alert letter (see example on the next page). This will familiarize persons with the study. In addition to the Screening/Call Report Form, several other forms must be completed for each household. These include:

- One household questionnaire
- Separate intake records for each woman aged 19 to 50 and each child aged 1 to 5 belonging to an age-eligible woman

Thus, in eligible cooperating households, you may complete only one household questionnaire and one woman's intake record if there is only one age-eligible woman. In contrast, you may complete as many as three or four intake records plus one household questionnaire if there are two age-eligible women and/or several age-eligible children. Your completed Screening Form tells you how many intake records are to be completed.

United States Department of Agriculture
Human Nutrition Information Service
Nutrition Monitoring Division
Federal Building
Hyattsville, Maryland
20782

Spring 1986

Dear Survey Participant:

The U.S. Department of Agriculture is required by Congress to regularly conduct nationwide surveys about the foods and beverages people eat and drink. Your household is one of a small number in your community specially selected to take part in the 1986 survey. The survey will not only determine what kinds and amounts of foods people eat but will answer such questions as — How much do Americans spend on food? Are American diets nutritionally adequate? Are this country's health problems related to how and what people eat?

This research authorized by law (National Agricultural Research Extension and Teaching Policy Act of 1977, Section 142B, 7 USC 3178), serves many essential purposes. It helps the Department of Agriculture and other government agencies plan food policies and educational programs. It helps ensure adequate and safe food supplies for everyone. It helps health researchers understand diet and disease.

The Department of Agriculture has asked National Analysts of Philadelphia, Pennsylvania to conduct the survey. All information will be kept confidential and reported as statistics only. While you are not required to respond, your cooperation is vital to make the results of this survey comprehensive, accurate and timely.

We ask that you allow a National Analysts' interviewer to personally interview your household as soon as possible and to recontact your household several times during the coming year.

During the personal interview, a set of stainless steel measuring cups and spoons and a plastic ruler will be used to aid in reporting food and beverage amounts. The Department has authorized us to give each household these utensils after this interview is completed.

We are counting on your cooperation. If you have any questions, please call National Analysts toll free at 1-800-523-1114 or collect (from Pennsylvania) at 1-215-627-8110.

Thanks for your help and participation.

Sincerely,

Robert L. Rizek

Robert L. Rizek
Director

C. Sequence of Documents and Timing of Interviews

It is best to complete the Household Questionnaire first, and then the intake record.

AN INTERVIEW IS NOT COMPLETE UNLESS THERE IS A SCREENING FORM, HOUSEHOLD QUESTIONNAIRE AND INDIVIDUAL INTAKE RECORD FOR THE RESPONDENT

Attempt to complete all interviews in a single household at the same time. We recognize this may not be possible because all age-eligible women, if there is more than one, may not be there at the same time. Additionally, a mother may not know about her child's intake for the day before the interview because the child was away or the mother was away. Lastly, it may be necessary to temporarily discontinue an interview and to return at a later time to finish it, e.g., if the respondent is unexpectedly called away. The list below tells you the acceptable places to stop, if necessary:

1. After the household questionnaire is completed
2. After the woman's intake record is completed
3. After the child's intake record is completed
4. After intake records are completed for the first woman and her child(ren) are completed

It is best to obtain food consumption data about a woman and her children for the same 24-hour period. We recognize, however, that this may not always be possible. You have several options:

1. You may schedule a personal appointment to come back at a time when the woman can report for herself and her children.
2. You can interview the woman and collect as much information as possible for the child for the same 24-hour period. For any missing information, have the

woman call or ask others what the child ate or drank. As a last resort, schedule a telephone appointment to call back for any missing information. (This option should be used only if a small portion of information cannot be obtained from the mother -- e.g., child ate lunch at a friend's house -- and answers cannot be obtained at the time of interview.)

3. You can interview the woman and make an appointment to come back for the child's information for a different day when the woman is able to report on that day's consumption.

A child's record is considered complete and will count only if all meals and snacks are reported. Therefore, if a meal cannot be reported because the child was away at school, or at a friend's or relative's house, arrange to complete the intake record on another day when all meals can be reported. If you send in a partially completed intake record, it will not be counted or used.

D. Callbacks to Complete Interviews

Multiple contacts are to be made to complete interviews in eligible households. In households for which you can obtain telephone numbers, up to 11 contacts (3 in-person and 8 by telephone) are to be made to schedule and complete interviews with women aged 19 to 50. In households without telephones, a total of 6 in-person attempts are to be made in urban areas and 5 in-person attempts in rural areas.

E. Food Instruction Booklet and Measuring Utensils

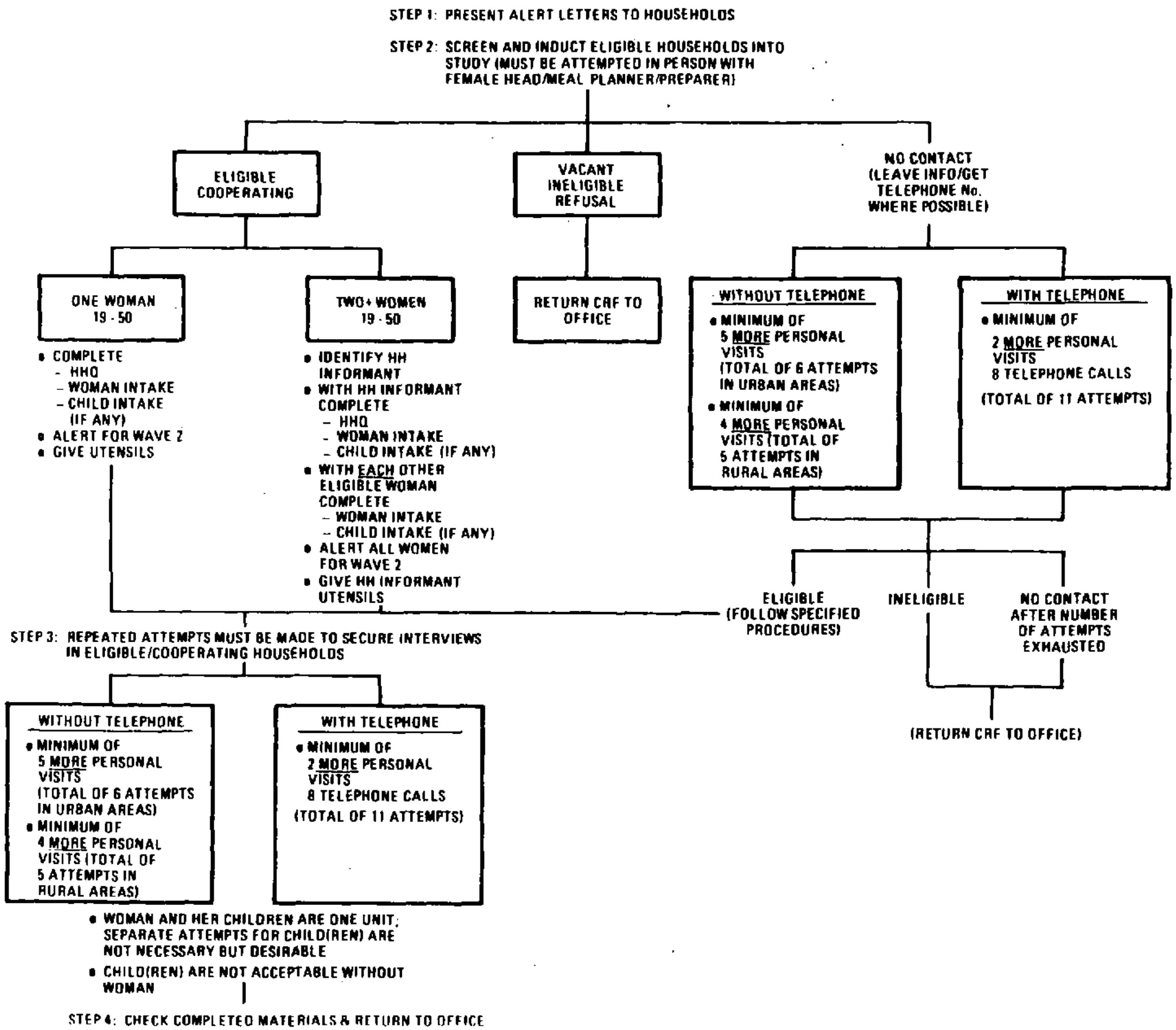
Your materials include a Food Instruction Booklet (FIB) which contains information about the correct procedures for obtaining food descriptions and quantities eaten. (See Chapter VIII for a complete description.) Use this booklet every time you complete an intake record.

Use the measuring utensils -- cups, spoons and ruler -- during the interview to estimate quantities of foods/beverages consumed. The household respondent may keep these utensils so that she will have them for follow-up interviews.

V. FLOW CHART OF WAVE 1 INTERVIEWING PROCEDURES

The chart on the following page illustrates the steps you use to screen and interview households. Remember, you must attempt to screen each household for which you have a Screening Form. Interviews must then be attempted in each household screened eligible. Call Report Forms must be completed for each sample household (Screening Form) assigned to you.

CSFII WAVE 1 SCREENING/INTERVIEWING PROCEDURES



VI. GENERAL INTERVIEWING INSTRUCTIONS

The next few pages explain the general rules which will be used when working with any of the documents for this study.

1. Know your introduction thoroughly so you can smile, look at respondents and tell them <u>who</u> you are and <u>why</u> you are there (purpose of the study). Assure respondents that all information is combined into statistical tables and that their opinions and information are confidential. Sound interested in what you are doing.

2. Know your work thoroughly. If you have any questions, call your field supervisor before you start. Know the questionnaire well so that you can read the next applicable question without hesitation or stuttering.

3. ALL INFORMATION YOU GATHER IN YOUR WORK AS AN INTERVIEWER IS COMPLETELY CONFIDENTIAL AND MUST NEVER BE REPEATED TO ANYONE.

4. On the screening forms and questionnaires, instructions to you, the interviewer, always appear in CAPITAL LETTERS. These instructions are <u>never</u> read to the respondent. Instructions may be enclosed in parentheses, set apart in a box, or printed next to a question, but they are always capitalized. They may tell you whether or not to read certain answer categories. They may tell you whether to continue with the next question or, if a skip is indicated, which question is to be asked next. They may tell you where to record an answer. Questions to be asked of the respondent, the person you are interviewing, are always in small type like this.

   For example, Q.8 of the Household Questionnaire:

8. Are there any other people who are <u>not related</u> to (you/***<u>FEMALE HEAD</u>***) living in this household?

		46
	Yes	1
(SKIP TO INSTRUCTIONS BEFORE Q.10)	No	2

5. Remember that questionnaires are always filled out in <u>lead pencil</u>, never in pen or colored pencil. Use a pencil for everything you write on the questionnaire. Be sure to have extra pencils with you at all times.

> **NOTE: In this study we will duplicate all questionnaires onto microfilm, so it is essential that you make your entries dark enough and clear enough for this photographic reproduction. Remember, the data you record for this survey will be used by researchers for years to come.**

6. <u>Do not erase</u>. If you record something incorrectly or if a respondent changes her mind, draw a line through the incorrect response and record the correction.

   For example, Q.30 of the Household Questionnaire:

   30. You said this household spent ***(AMOUNT IN Q.29)*** per (week/month). About how much of this amount, if any, was for nonfood items, such as cleaning or paper products, food bought for feeding to a pet or cigarettes? ***(ENTER AMOUNT AND CIRCLE <u>ONE</u> CODE. IF NONE, ENTER "0.")***

   $ 25 .00
   15-18

	19
Per week	1
Per month	~~2~~

7. Read each question exactly as it is written. <u>Do not</u> reword, even though you may think of another way to say the same thing. The respondent's answer is prompted by the words in the question and a change in wording can very easily give a change in response.

8. Read each question in a calm, even tone of voice, stressing only <u>underlined</u> words. Varying the emphasis of a phrase could alter the meaning the respondent derives from a question. If the meaning of a word, phrase or question is asked, your stock answer is, "Whatever it means to you."

9. If a question ends with a question mark (?), do not read the precoded (typed) answer categories. If a question ends with a colon (:), read the precoded (typed) answer categories.

If the precoded answer categories have commas (,), read all the categories one after another until you reach the question mark (?), then get a response from the respondent.

For example, Q.32 of the Household Questionnaire would be read as one sentence beginning with, "Which one of the following statements" and ending with "Often not enough to eat?"

32. Which one of the following statements best describes the food eaten in your household during the last two months:

(READ AND CIRCLE ONE CODE)

	25
Enough of the kinds of food we want to eat,	1
Enough but not always what we want to eat,	2
Sometimes not enough to eat or,	3
Often not enough to eat?	4

10. Precoded questions have numbers or codes to the right of the answer categories. When completing a precoded question, circle the appropriate code number that best represents the respondent's answer, and not the answer category itself. The answer to a precoded question may appear in a number of different ways, but each answer will have a code number attached to it. If none of the precoded answers applies, explain the respondent's answer fully.

For example, Q.17 of the Individual Intake Record:

17. What is your national origin or descent?

	20
Chicano	1
Cuban	2
Mexican/Mexicano/Mexican American/Spanish American	3
Puerto Rican	4
Spanish	5
Other Latin American	6
Other Hispanic *(SPECIFY)* ______	0
Non-Hispanic *(SPECIFY)* Chinese	7

11. Do not accept a quick "Don't know" response to any type of question. The "Don't know" response can mean that the respondent does not understand the question and says "Don't know" to avoid saying that she does not understand. It can mean that the respondent simply needs more time to think, or it can mean that the respondent is afraid of giving the wrong answer. Finally, the respondent really may not know or really may have no opinion on the question.

    Try to repeat the question or to probe for an answer. If you wait quietly -- but expectantly -- the respondent will usually think of something further to say. Other useful probes include: "What do you think?" "Just give me your best estimate," "Your guess would be better than mine," and "There's really no right or wrong answer to this question."

    Always try at least once to obtain a reply to a "Don't know" response before accepting it as the final answer. But be careful not to antagonize the respondent or force an answer if she repeats the "Don't know" response.

    If your probes are not successful, write "D.K." (Don't know) next to the precoded answer.

12. There are some questions in each of the questionnaires which are asked of all respondents. Others are asked only if specific responses were obtained in earlier questions. If there is a circle around the question number, it means every respondent is asked that question; it is never skipped.

    If you go past a circled question number without asking the respondent the question, then you have followed a skip pattern incorrectly. Go back to the previous question number that is circled, make certain you have asked the respondent that question, and carefully follow the skip pattern associated with that question.

13. Watch the skip patterns carefully. They are designed to keep you from asking questions that do not apply to a particular respondent.

    Whenever questions are skipped because of a skip instruction, put a slash through the questions which are not asked. This tells us that you were following instructions and did not unintentionally overlook asking those questions.

For example, Q's 49 and 50 of the Household Questionnaire:

49. Does anyone in this household operate a farm or ranch?

	Yes	1
(SKIP TO Q.51)	No	2

50. Did sales of crops, livestock and other farm products from this place amount to $1,000 or more?

Yes	1
No	2

14. For some questions you will show or hand the respondent a card which contains the possible answers to a question. Record the respondent's answer on the questionnaire. Never write, or let the respondent write, on a card. You must use these same cards for all of your interviews and return them to us when you have completed your assignment.

15. Be extremely careful in handling any show cards. Double check to make sure that you are using the correct card for each question. Several of these cards may look alike. You will always be told which card to use.

16. In the case of a respondent who rambles on away from the question you are asking, you should bring her back on track by saying, "Yes, I see. Now let's get back to this question." Proceed with the next question.

17. All interviews will be validated. So please be very accurate and thorough when recording respondents' answers.

18. Record the key word of any indirect probes you use to clarify vague responses by circling the word or enclosing it in parentheses.

For example, in Q.18 of the Household Questionnaire:

18. In the last three months, what type of work has he done at this job? (PROBE FOR DUTIES)

Type of Work: Management (tell) I manage the sales dept. of two sporting goods retail stores.

Note that the one-word answer "Management" does not fully detail the type of work done at the job. By using the indirect probe "TELL," which is the key word for "Tell me more about the duties of your job," you will find out more about that job.

Other examples of probes and the key words which should be indicated on the questionnaire are:

What do you mean? (MEAN)

Why do you say that? (WHY)

Please explain. (EXPLAIN)

Is there anything else? (ELSE)

VII. QUESTION-BY-QUESTION INSTRUCTIONS: HOUSEHOLD QUESTIONNAIRE

The Household Questionnaire (that's the one with the picture of the house we all aspire to) provides information on household food expenditures, the ability to obtain adequate food, participation in food stamp, school lunch and Women, Infants and Children (WIC) programs, and demographics.

This document must be completed for every eligible cooperating household. This is necessary for data analysis, since each individual in the survey must be linked to key demographic variables such as household size, composition and family income.

Generally, there will be only one age-eligible woman who automatically becomes your household respondent. If there is more than one woman aged 19 to 50, select the household respondent in this order: 1) head of household, 2) main meal planner/preparer, 3) most knowledgeable about the household.

This selection procedure does not mean that if the female head is unavailable at the time you call you take the meal planner/preparer or substitute another person. It means that if the female head is not among those 19 to 50, you take the meal planner if she is. If neither is among those aged 19 to 50, then the most knowledgeable woman 19 to 50 is to act as the household respondent.

A. Identifying Data and Introduction (Page 1)

- Time

  Record the time the household interview began in the box at the upper right. (Record the time ended when you complete the household interview.)

- Transfer screener information

> **Recording errors in this section are one of the main reasons interviewers are recontacted by editors. Fill out this section CAREFULLY!**

Record into the shaded box, the following items from the Screening/Call Report Form:

- Segment number <u>and</u> HU number

- Respondent's line number from the Screening/Call Report Form. This is a two-digit number found in the grid on page 2 of the Screening Form. It will always be a number of a woman. Therefore, it will be a 10, 20, 30 or 40.

  Don't forget this. It is very important that we have this in order to link the various questionnaires together.

- Respondent's full name

- <u>Date</u>

  Enter the month and day. The year has been preprinted for you. Use this key for months.

	01 = January	07 = July
	02 = February	08 = August
	03 = March	09 = September
Wave 1 Interviewing Months →	04 = April	10 = October
	05 = May	11 = November
	06 = June	12 = December

- <u>Your identification</u>

  Enter your full name (first initial and last name if there are not enough boxes for your full name) and your ID number in the boxes. This number will be assigned to you by the Field Administrator.

- <u>Introduction</u>

  This introduction is only needed if you are unable to complete this questionnaire immediately following the screening or you are beginning with a new respondent. Use the "IF ASKED" section if you need to reassure a respondent about her participation and the study's legitimacy.

- <u>Transfer household size to household grid</u>

Recording errors in this section are one of the main reasons interviewers are recontacted by editors. Fill out this section CAREFULLY!

Determine the number of persons in this household by looking at the answer to the Screener Q.1. Open the first page of the Household Questionnaire and open out the folded page called a "flap." *Circle the number at the left side of the household grid on the flap which represents the number of people in this household.* Be sure to do this. You will be asked to check this number later.

B. Household Composition Questions

Q's 1 to 12	Are questions which establish household composition and age and sex of its members and whether any unrelated members share household food supplies.
Q's 1, 2, 4, 7(1) and 7(3)	Establish the first name and date of birth for all household members (COLs. A and C of grid on the flap). Q.1 is asked if you are speaking with the female head; Q.2 if not. Use numerical designations for month, as described in "Date" above. Enter only two digits for year. The nutritional well-being of every person in this survey is directly linked to her/his age, so please be very sure dates of birth are accurately recorded. If the respondent does not know or refuses to answer, ask her what her age is. Record this information beside her name with a note. This is better than having nothing. We need at least the year of birth or age for every woman aged 19 to 50.
Q.3	Let the respondent decide whether there is a male head of household and, if so, who he is. If there is difficulty deciding, the male head of household is generally the man who is responsible for the finances of the household.

In this study, every household must have a female head. If there is no other adult female besides the respondent, then she is the female head. If there are others, then the respondent decides who the female head is. Remember, there does not have be a male head of household.

Q's 5 and 7(2)	Establish the relationship of all related family members to the female head (the person on line 01). For instance, a male head of household may be the husband, son, father, etc., to the female head.
Q's 8 and 9	Are similar to Q's 1 to 7, but are asked about household members who are unrelated to the female head. The only difference is that for these people you enter "unrelated" for each of them in COL. B -- "Relationship to female head."
Checking the number of household members	If the number circled in the left-hand column for household grid number is not the same as the number of household members listed in the grid, make the necessary corrections by asking the respondent to correct the difference. This includes correcting the Screening Form Q's 1 and 2 if necessary.
Q.10	Jogs the respondent's memory to make certain no one in the household was missed. If she forgot the new baby or old uncle Charlie, you have to go back and get his/her name, birthdate, sex and relationship for any previously missed people, too. This may mean you need to change the information in Q.1 and Q.2 on the Screening Form as well in order to be consistent.
Q.11	Establishes whether unrelated household members share this household's food supplies. The key here is whether or not this person generally or usually shares household food supplies, that is, eats and/or contributes food that is shared by all members of the household.
Q.12	Establishes who is the main meal planner/preparer. Be sure to record this person's name and household grid # in the box on the left just above the grid on the flap. In most cases, this is apt to be the same person you are interviewing.

C. Work History and Education Questions

Q's 13 to 20	Gather education level and recent work history information for the male head of household, if any.

Q.13	Give respondent Card A for reference. If it appears the respondent is having difficulty reading Card A, you may read it aloud. Male heads of household have frequently been doing more than one of these activities during the last week. Probe to find out which <u>one activity describes his activity last week best</u>, that is, what he was doing <u>most of the time</u>.
Q.14	"Work" includes any full- or part-time work for which money, goods or services were received. Work includes active duty in the Armed Forces.
Q.15	Be sure the respondent tells you <u>only</u> about the last three months -- that is, <u>a total of 13 weeks</u>. If she says, "20 weeks," since there are fewer than 20 weeks in three months, you need to probe for the correct number. If the male head has not worked in the last three months, enter "0" so we will not think you inadvertently skipped the question. If the answer is "0," go to Q.19.
Q.16	Here again, the key word is <u>usually</u>. The male head may have worked 10 hours last week and 20 the week before but, when probed, the respondent will tell you he <u>usually</u> worked 35 hours a week in the last three months.
Q's 17, 18 and 19	These questions must be answered fully in order for us to classify this person's occupation. The job and the kind of business or industry are all used to fit the occupation into one of the established Census Bureau categories.
Q.17	The kind of business or industry must be clearly described. For instance, recording "Medical" is too general. We need to know that the business was a drug company which makes prescription drugs or that it was the medical department in an automobile assembly plant. Please probe for detailed information. If the male head holds more than one job, report his main job only, that is, where he spends most of his time.
Q.18	Please be specific! We often get answers to this question such as "Restaurant worker." "Restaurant work" could mean the person was a

manager or that he was a short-order cook or a dishwasher. Give us specifics such as train engineer, electrical engineer, mechanical engineer, aeronautical engineer, etc.

When probing for actual duties, please be specific; give us information such as "Files and answers telephones," "Prunes trees," "Drives a truck," etc. These should be activities associated with the person's job, not necessarily tasks actually performed in the last three months. Sometimes, not all activities are performed all the time. We need to know what are the jobs, tasks, etc., that go with the person's job title.

Good probes for this question include: "Please tell me more about what he does," and "Describe his work."

Q.19 Circle the code which corresponds to the highest grade of formal schooling completed, not the number of years attended. Convert the answer to one of the codes listed if necessary. Circle code 12 if he has a GED (Graduate Equivalent) degree. Formal schooling does not include trade or vocational schooling, company training or tutoring unless credit is given which would be accepted at a regular school or college.

D. Usual Meal Consumption and Expenditure Questions

Q's 21 to 25 Establish the number of meals eaten from home food supplies and at school programs, as well as the number of meals bought and eaten away from home or received as a gift or pay.

Q.21 Is asked about everyone whether they are related or unrelated household members.

Meals from household food supplies are:

- Meals eaten at home, including carry-out foods (e.g., pizzas, Chinese food, fried chicken) eaten at the respondent's home or foods brought from someone else's home into the respondent's home

- Meals made from home food supply and carried away to be eaten, for example, at work, school or picnics

- Meals made in a second home, such as a summer cottage, on camping trips and the like

  Count as meals from home food supplies any family picnic or cookout, even if most of the main foods served (steaks, family-caught trout, frankfurters, rolls, watermelon, ice cream, etc.) were purchased or obtained as individual food items enroute and did not "come into the home." If the family shared with others in furnishing the food, count the meals eaten by the household and disregard the meals eaten by persons not in the household.

Q.22 Is asked only about related family members.

Meals eaten away from home are:

- Bought or purchased
- Received free, such as by being a guest or as payment for work

If there is any purchase of complete meals such as box lunches, carry-out meals, ready-made sandwiches with beverages and the like, which are eaten away from home, then they are not from home food supplies. Such meals are counted as meals bought and eaten away from home.

Q's 23 to 27 Are asked only about children born between 1968 and 1980 -- that is, approximately 6 to 18 years of age. Ask these questions in sequence for each child.

Q.23 This may be a public or a private school.

Q.24 Once more, the key is usually. The child may not have eaten at school all last week because she/he was sick, but the answer is code 5 if she/he usually has lunch at school every school day. During school vacations, refer to the school term just completed.

Q.25 Lunches for which the child pays nothing are considered free, that is, Yes -- Code 1 --

even if those lunches are paid for by government funding. If the child pays something, even if it is a reduced price, the answer is No -- Code 2.

Q's 26 and 27 — Are similar to Q's 23 and 24 respectively. A carton of milk is not a complete school breakfast.

Q.28 — Is asked only about children born between 1980 and 1985 -- ages 1 to 5, that is, those who have already had their first birthday but not yet celebrated their sixth birthday. Record the answer in COL. M of the grid on page 4. This includes any day care program that provides any kind of food to the child regardless of the number of days he/she attends the program. Food sent with the child from home food supplies does not count.

Q's 29, 30 and 31 — Establish <u>average or usual</u> expenditures <u>in the last two months</u> for food and nonfood items brought into the home, and for food bought and eaten away from home.

Q.29 — Is the typical amount spent <u>per week or per month</u> at a supermarket or other food or beverage stores for food brought into the home in the past two months. Be sure the respondent understands that a weekly or monthly figure is to be reported, not a two-month amount. <u>The respondent is to think about her expenditures for a two-month period and then report a per week or per month figure</u>.

Q.30 — Asks for the amount of the total in Q.29, if any, which was for nonfood items. If, for example, a respondent said her household spent $150 a week (Q.29) at the supermarket, delicatessen, meat market, vegetable stand, etc., in Q.30 she is now asked to tell you how much of that $150 was for nonfood items.

She can no doubt quickly tell you how much was for dog food, charcoal, flowers, toilet paper, toothpaste, cigarettes, etc., if she included these in Q.29. If the total amount was all for food, then enter "0" in Q.30. Be sure to circle a code for <u>per week or per month</u>.

Q.31 Now that we have established how much was spent on food brought into the home, this question asks the respondent to think back over the last two months and tell you how much the household spent per week or per month on food bought and eaten away from home.

Q.32 Let the respondent decide which category best describes her household situation.

E. WIC and Food Stamp Program Questions

Q's 33 and 34 Are questions about participation in the Women, Infants and Children Program (WIC).

This program provides milk, formula and some food products to qualifying mothers, expectant mothers, infants and young children.

Q.33 If a person has participated in the program, she will know it. If a respondent does not know about the program, no doubt the answer to Q.33 is "No."

Q.34 If anyone received WIC benefits last month -- that is, the calendar month before the interview -- be sure to circle her line number in COL. N of the grid on Page 6. If the interview is taking place in April, you would ask about March. If you are interviewing in May, then ask about April.

Q's 35 to 42 Ask about participation in the food stamp program.

Q.35 Is asked of everyone. It asks whether any member of the household received government food stamps during the current month, i.e., the month in which the interview is being conducted. It doesn't matter whether the food stamps were for a particular person, a group of people, or all the household members; what is important is whether or not one or more members of the household at any time during the current month received food stamps.

The answer is "yes" if any current member of the household received the food stamps. If someone who used to live there but no longer does received the food stamps, they do not count.

If no one received food stamps during the current month, circle code 2 and skip to Q.39.

Q.36 By "authorized," we mean entitled to receive food bought using food stamps. This includes the adult that actually applied for the food stamps and his/her dependents.

Q.37 Record the exact dollar amount of the food stamps.

Q.38 We want to know the last date that the respondent actually received food stamps -- the date he/she last held a new batch of food stamps in his/her hand.

Q.39 Asks whether any member of the household received food stamps during last month, i.e., the calendar month before the interview. If the interview is taking place in April, you would ask about March. If the interview is taking place in May, you would ask about April.

It doesn't matter whether the food stamps were for a particular person, a group of people, or for the entire household; what is important is whether or not one or more of the household members received food stamps at any time during the last calendar month.

The answer is "yes" if any current member of the household received food stamps. If someone who used to live there but no longer does received the food stamps, they do not count.

If no one received food stamps during the last calendar month, circle code 2 and skip to Q.43.

Q.40 See the instructions for Q.36 for the definition of "authorized."

Q.41 Record the exact dollar amount of the food stamps. If Q.38 is answered, skip to Q.43.

Q.42 See the instructions for Q.38.

F. Financial Questions

* *

Recording errors in this section are one of the main reasons interviewers are recontacted by editors. Fill out this section CAREFULLY!

* *

Q's 43 to 50 Are questions about income, housing expenses, medical and child-care expenses as well as assets.

Q's 43 to 47 Give respondent Card B for reference.

Q.43 Is concerned with the amount of income available to the household during the calendar month before the interview. If you are interviewing in April, you would ask about March. If you are interviewing in May, you would ask about April. This includes income from any household member, except roomers, boarders and employees. Income from roommates or partners must be reported here.

Q.44 We need to know whether any household member received any income in the last calendar month from any of the sources a to h. Make sure you read and get answers for sources g and h. Since we are interested in the amount of income available to the household in the month before the interview, we want to know about money actually received from these sources, not money owed to the household, but not yet received. Q.44 asks the respondent to answer "yes" or "no" for each source of income described on Card B. For each item (a through h), circle the answer code in Col. Q.44. If it appears that the respondent is having difficulty reading Card B, you may read it aloud.

Q.45 Asks for the total amount received by all household members (except roomers, boarders and employees) during the last calendar month from each source a through f which applies to the household you are interviewing. Ask Q.45

for each source a through f with a Code 1 -- Yes -- in Q.44. Q.45 would be skipped only if all sources a through f are Code 2 -- No -- in Q.44. This latter situation is very unlikely.

Report only whole dollars here. Ask the respondent to estimate if she is somewhat uncertain. She can consult with others if they are home or should look through records if they are available.

If you judge the sum of the dollars in Q.45 to be grossly different from the amount in Q.43, verify the answers in Q.45 with the respondent. Do not automatically change Q.43. If you cannot account for the large differences in the amounts, make a note on the questionnaire, so that we know you probed this information.

Q.46 Asks for the total amount received by all household members during the last calendar year from sources g and h. These two sources of income are not always received monthly, and respondents often cannot report them on a monthly basis. If money was received from either or both of these sources in 1985 -- Code 1 in Q.44 -- the yearly total is to be recorded in Col. Q.46.

Report only whole dollars here. Ask the respondent to estimate if she is somewhat uncertain. She can consult with others if they are home or look through records if they are available.

Q.47 Asks for the total income from all sources before income taxes of all household members regardless of age, except roomers, boarders and employees, for all of 1985.

If, during the interview, you determine that the household did not exist as a household during the entire year 1985, circle code 1 and go on to Q.48. The respondent must volunteer this information; do not ask for it. A household did not exist as a household unit if the male and female heads of household were not living together from January 1, 1985 until the present time. This includes people who have married or have become a household unit since January 1, 1985, and households where the female and male heads of household have changed since that time.

Q.48	Establishes whether the home this family occupies is owned or being bought, rented or is occupied free.
Q's 49 and 50	Concern whether the household operates a farm. Let the respondent decide this. If the household is not operating a farm, skip to Q.51; otherwise, let the respondent decide whether sales from this farm equal $1,000 or less during the calendar year of 1985. This is income from any farm the household operates; it need not be land attached to the household's residence.
Q's 51 and 52	Are questions about references who will know the whereabouts of this household and what times are best for future contact.
Q.51	Record full names, addresses and telephone numbers of references at the top of the flap. Make sure these persons do not live in the same household. We want different telephone numbers and addresses so we will have leads for following up people who have moved.
Q.52	Record the <u>best</u> time of day for weekday contact and for weekend contact on the right side of the flap just above the household grid.
Time Ended	Record the time the household questionnaire was completed on the upper right of the front cover.

GO ON TO THE WOMAN'S INTAKE RECORD

VIII. QUESTION-BY-QUESTION INSTRUCTIONS: WOMAN'S INTAKE RECORD

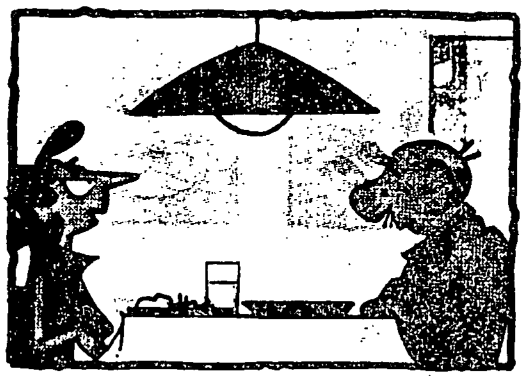
The Woman's Intake Record (identified by the picture of the woman cooking in her kitchen) is used to collect information about all foods and beverages consumed by each age-eligible woman in the survey household for the calendar day before the day of interview. In addition, pertinent demographic, health and dietary-related questions are asked.

One record is to be completed for each woman 19 to 50 years of age. Each woman is to speak for herself and to recall the foods and beverages which she consumed for the day preceding the interviewing day.

A. The Food Instruction Booklet (FIB)

Each Individual Intake Record is designed to be completed with the aid of the Food Instruction Booklet (FIB). The Food Instruction Booklet is an orange, spiral-bound book for your use as an interviewer in administering the Intake Record.

Successfully completing the Individual Intake Record largely depends upon your correct use of the FIB. During this portion of the survey, respondents are asked to give complete descriptions of the foods and beverages they consumed the day before the interview and the actual quantities consumed. These descriptions must be complete and precise in order to be of any value to the study. While you may think there is not much difference between chicken eaten with skin as compared to chicken eaten without skin, there is. In some cases, the difference can be several hundred calories, not to mention the amount of fat and vitamins/minerals. Therefore, we have developed and expect you to use the FIB to help you record many details about the foods and beverages consumed by the respondent and any of her children.



"It's a diet dish. It's pictures of food."

You will use the FIB in conjunction with the measuring cups, measuring spoons and ruler that you will distribute to respondents to report precise quantities eaten.

1. Description of the FIB

The FIB contains all of the questions you will need to ask in order to describe foods eaten and beverages drunk and to quantify the amounts consumed. The Year 2 FIB has been completely overhauled and is substantially different than the Year 1 booklet.

It is organized as follows:

- Instruction pages: These explain how the book must be used, how to describe each food/beverage item and how to determine the amount actually consumed. Read these instructions very carefully.

  There is a section explaining how to handle home recipes. It is imperative for mixtures, soups, stews, breads, etc., which are made from a home recipe to get four pieces of information as described in the instructions. These are:

  1. All ingredients, including liquid (e.g., water, chicken stock)

  2. The amount of each ingredient used in the recipe (e.g., 2 cups water)

  3. The total amount the recipe made (e.g., 8 cups of beef stew)

  4. The portion of the recipe which the respondent ate (e.g., 1/4 of the total beef stew -- recipe makes 8 cups)

- Specific food-category pages: There are 12 food categories or major classes of food included in the FIB. They are:

  - Spreads: salad dressings, mayonnaise, condiments, butter, jams (pages 1 and 2)

  - Snacks: popcorn, pretzels, chips, crackers, nuts and seeds (page 3)

- Sauces, gravies, soups, syrups, sweeteners (pages 4 and 5)
- Sandwiches and salads (pages 5 and 6)
- Pizza, frozen meals and mixtures (pages 6 and 7)
- Meat, poultry, fish -- including lunch meats (pages 7 and 8)
- Fruits, potatoes, vegetables, pickles (page 9)
- Cheese, dips, eggs, yogurt (pages 10 and 11)
- Candies and desserts (pages 11, 12 and 13)
- Breads, sweet breads, pasta, rice, cereals, pancakes and waffles (pages 13, 14 and 15)
- Beverages (pages 15, 16 and 17)
- Baby foods (page 17)

Each food-category page contains three columns of information, as follows:

- The left column identifies particular food/beverage items within that major food category by name. For example, under candies and desserts, eleven (11) subgroups are specified: 1) breakfast bars, granola bars; 2) cookies, brownies; 3) doughnuts; 4) cakes, cupcakes, snack cakes; 5) pies, tarts, strudels, turnovers; 6) cobblers, crisps; 7) Jell-O, gelatin; 8) pudding, pudding pops; 9) ice cream, ice milk, sherbet; 10) ices, fruitbars; and 11) candies

- The middle column on each food-category page contains questions which you must ask and which the respondent must answer to completely and accurately describe the food eaten. For example, if the respondent had cake for dessert, you must ask and she must answer questions about type, preparation, form and brand name to fully complete the description: 1) what type of cake (e.g., devil's food), 2) presence of icing (e.g., chocolate), 3) presence of filling (e.g., chocolate), 4) number of layers (e.g., two), 5) what form (e.g., ready-to-eat), 6) what brand name it was (e.g., Sara Lee).

- The right column of each food-category page tells both you and the respondent the preferred ways to report the amount ingested. Following along with our cake example, the respondent should tell you the amount consumed in only one of two ways: 1) volume or 2) weight.

  If the devil's food cake were round and the respondent wanted to report the portion of the whole which she ate, than four pieces of information would be required and recorded on the intake record as follows:

  - Diameter of whole — 9" diameter
  - Number of layers — 2 layers
  - Height of cake — 3" high
  - Portion eaten — 1/10 eaten

  If the devil's food cake were square or rectangular and she wanted to report the portion of the whole eaten, then the dimensions, shape of the pieces and number of pieces eaten could be reported. Lastly, if the respondent had had an individual size cake and could report the ounces or pounds from the label, this would be acceptable as well. A cupful of cake is not an appropriate measure, however.

  The important thing to remember is that the amount should only be reported in a measure that is specified for that type of food/beverage. Any food can be reported in grams, ounces or pounds if weight measures are taken directly from the packet. Only the measures indicated in the FIB and grams, ounces or pounds can be listed to report food or beverage quantities.

- Index, conversion table and ruler: The last page of the FIB contains an index with the most commonly reported items and the category/page you should go to in the FIB in order to know what questions to ask about the food/beverage. In addition, there is a reference guide showing different volume and weight measures. Consult the conversion table if the respondent has a question about the relationship between different measures (e.g., pints and cups). Do not compute or convert any measurements reported. If the respondent tells you pints or quarts and not cups, that is perfectly acceptable. If necessary, we will do the mathematical computations in our offices.

2. When and how to use the FIB

Use the FIB every time you complete an intake record. Refer to it yourself and also give one to the respondent so she can follow along with you. At the end of the interview, ask the respondent to return the FIB. By the end of the initial intake record, we want the respondent to be educated about describing and quantifying foods and beverages. This will make the follow-up interviews flow more smoothly.

More specifically, use the FIB for Q's 20, 21 and 22. Q.20 asks for the names of everything the respondent had to eat or drink; Q.21 asks for a complete description of the food or beverage; Q.22 asks for the exact quantity of the foods or beverages.

For each of the respondent's "eating or drinking occasions," you will list all foods/beverages consumed on separate lines in the column provided for Q.20. Thus, you will have provided the name of each food/beverage.

The next step is to use the FIB to find the food-category page for each food/beverage. Go to that page, find that food/beverage in the left column, and answer all the questions (in the middle column) for that food/beverage. Generally, these questions ask for descriptions of the type, preparation, form, and brand name of the food/beverage item.

For example, if the "eating or drinking occasion" is breakfast, and the respondent had butter (perhaps on her toast), you should turn to "spreads" in the FIB, in order to provide a complete description of that butter. As you look at the "spreads" pages, you will see that butter happens to be on page 2 following condiments. The questions to be asked about that butter are in the middle column -- they concern type, preparation and brand name. All these questions must be answered in the column provided for Q.21 in the Intake Record.

The final step is to report the exact amount of the food/beverage consumed. Refer again to the appropriate food-category page of the FIB -- specifically, the right column. This information is used to answer Q.22. The right column lists the preferable ways by which you should describe the amount of the food/beverage consumed by the respondent. As a general rule, you should report the amount only in one of the measures listed in the right column for that particular food/beverage. Remember, if a respondent cannot tell you the amount in one of the ways listed in the FIB, she can always tell you in ounces, pounds or other weight measure if the information is taken from the package/container or is actually weighed. If weights are reported, be sure to indicate raw or cooked weight as instructed in the right column of the food-category page. Use the measuring cups and measuring spoons as necessary to estimate volume consumption. As a last resort, draw the food, give dimensions and tell us the shape of the food.

For example, the butter mentioned previously may be described according to the FIB in terms of teaspoons, tablespoons, cups, sticks or pats. Pats apply only if the butter was from a restaurant. If the respondent is unable to describe the amount in these terms, report it in weight (ounces or pounds if the information is taken from package/container or item is actually weighed) or give the dimensions of the piece of butter. A description such as "a small piece" is <u>not acceptable</u>.

If no measure other than dimensions can be reported, use the ruler to give these dimensions. If the food item is square or rectangular, report the item's <u>length</u>, <u>width</u> and <u>height</u>. If the food item is cylindrical, report its diameter and height. If the food item is a wedge, report its height, width and length.

You and the respondent may refer to labels from cans, packages and wrappers as necessary, reporting on the total weight and the portion of the whole that was consumed (e.g., ate 1/2 of 3 oz. package.)

More complete instructions and details about Q's 20, 21 and 22 can be found in the question-by-question instructions (Section E) of this chapter. Be sure to read and follow them. Now we leave the FIB for a detailed discussion of measurement methods.

B. Measurement Methods

There are several ways to estimate amounts or quantities of food/drink consumed. These are outlined here for your reference.

- Three basic approaches:
  - Weight: How heavy/dense something is (e.g., 2 oz.) (How much does it weigh on the scale?)
  - Volume: Size container into which something fits; how much space something takes up (e.g., 1 cup, tsp.)
  - Size:
    - . Relative size: Some items can be adequately quantified by describing their relative size. Was the apple small, medium or large?
    - . Physical dimensions: Measurements (e.g., length, width, height, diameter)
- Weight and volume are sometimes confused
  - Weight is appropriate for things which can be placed on a scale directly (e.g., meat, chicken, bread)
  - Volume is appropriate for things that must be placed in a container to estimate quantity (e.g., milk, dry cereal, honey)
- Weight
  - Common units are pounds, ounces, grams
  - For certain foods, the weight reported must be further described. Follow the rules in the FIB.
  - Must distinguish between raw (rw) and cooked weight (cw), as there can be substantial variation (e.g., chicken, meat)

- Must indicate if weight is with or without bone, pits, peels, etc.

- Consider waste (e.g, ate about half of 1 lb. of mushrooms -- is this half amount used or amount actually eaten after tips, stems discarded?)

- When reporting weight for a cooked food, you must indicate whether weight is for the food in its cooked or raw form

  Example:

  Sirloin steak
  lean only, with bone   12 oz. rw = raw weight

- Few people really know how much something weighs after it is cooked; therefore it is best to report raw weight unless a cooked food is actually weighed.

  . 1/4 lb. raw hamburger does not yield 1/4 lb. cooked hamburger eaten

  . The cooked amount is much less

- Items typically reported by weight (usually better to report raw weight from label and to give total weight and portion eaten)

  . Meat, fish, poultry
  . Cheese: hard variety
  . Frozen meals
  . Mixed dishes: preportioned variety
  . Cereal: when it is individual packet size
  . Snacks, popcorn
  . Candy

- Use these notations:

  . Pounds = lb.
  . Ounces = oz.
  . Grams = gm.
  . Cooked = cw
  . Raw = rw

• Volume

- Common units are:

  . Cups or portions of cups
  . Tablespoons, teaspoons or portions of these
  . Fluid ounces

- Must indicate level tbsp. or tsp. measures only

- Must indicate for powdered or condensed products whether item or corresponding quantity is diluted or not, and if diluted, with what (e.g., Was the soup made with water or milk, whether commercial or home-prepared?)

  Example: 1/4 cup of cocoa. Was this the amount of dry cocoa powder used or was it the amount of cocoa actually drunk after it was mixed with liquid? Was it mixed with water, with milk, with both water and milk?

- Items typically reported in volume measures:

  . All liquids, particularly beverages
  . Pastas, cereals
  . Egg dishes (e.g., egg souffles)
  . Cheese: soft variety, cheese spreads
  . Spreads, sauces, cream, butter, etc.
  . Fillings: tuna salad, etc.
  . Fruits and vegetables: cut up, small pieces
  . Salads: tossed salad, cole slaw
  . Ice cream, pudding

- Use these notations:

  . Cup = C.
  . Tablespoon = Tbsp.
  . Teaspoon = Tsp.
  . Gallon = Gal.
  . Quart = Qt.
  . Pint = Pt.
  . Fluid ounce = Fl. oz.

● Relative Size

- Items typically reported this way:

  . Fruits
  . Vegetables
  . Poultry pieces
  . Meat cuts such as ribs and chops
  . Fish and fish pieces
  . Eggs
  . Cookies
  . Doughnuts
  . Biscuits, muffins, rolls, bread

- Use these notations:

  . Small = sm.
  . Medium = med.
  . Large = lg.
  . Thin = thin
  . Thick = thick

- For eggs:

  . Small = sm.
  . Medium = med.
  . Large = lg.
  . Extra large = ex. lg.
  . Jumbo = jum.

- <u>Size: Physical Dimensions</u>

  - If a food is a regular shape, give its dimensions and name the shape (i.e., 1 rectangle, 2" L x 1" W x 1" H)

  - If a food is an irregular shape, <u>draw item</u> and give dimensions

  - Common units are:

    . Square → Length, width, height

    . Rectangle → Length, width, height

    . Circle or cylinder → Diameter, length or height

    . Wedge → Height, width of arc, length

      <u>or</u>

      Proportion of whole and diameter (e.g., 1/8 of 10" round pizza pie)

  - Use these notations:

    . Length = (L)
    . Height = (H)
    . Width = (W)
    . Diameter = (D)
    . Inches = (")
    . Feet = (')

    <u>Example</u>:
    3" x 4" x 1"
    (L) (W) (H)

C. Identifying Information and Introduction -- Front Cover

To be certain that each Woman's Intake Record can be linked to the appropriate household and that the record covers the correct time period, complete the identifying information on the front cover as follows:

- Record the six-digit segment number and three-digit housing unit number in the boxes provided. (Remember, every Intake Record from the same housing unit will have the same segment and housing unit numbers.)

- Enter the starting time and circle a code for AM or PM. (Return at the end of the intake record to record the ending time in the same manner.)

* * * * * * * * * * * * * *

* **Recording errors in these sections are one of the main reasons interviewers are recontacted by editors. Fill out this section CAREFULLY!** *

* * * * * * * * * * * * * *

- Record respondent identifying information by indicating:

  - Woman's first name. This is especially important in case numbers get mixed up or confused.

  - Her two-digit line number from the Screening Form (This number is either 10, 20, 30 or 40, depending upon the woman's position in COL. A of page 2 of the Screening Form. This is true for Sample #7 or Sample #8. Since the vast majority of households will contain only one age-eligible woman, the line number on the Screening Form will be 10 in most cases.)

  - Her two-digit grid number from the flap in the Household Questionnaire (In most cases this will be 01 because the woman aged 19 to 50 with whom you are conducting the interview will be the female head of household. This number comes from the Household Questionnaire, i.e., the form with the picture of the house on it, and is taken directly from the flap on which all persons regularly living in the household have been recorded.)

- Enter the date and circle the day of the week to be covered by the intake record. You will be collecting food intake information for the calendar day just before the day the interview is administered. For example, if the interview is taken on a Friday, the intake record will cover the 24 hours of Thursday. A calendar day is a 24-hour period starting at midnight (12:00 AM) and continuing to 11:59 PM. Midnight is 12:00 AM; noon is 12:00 PM.

- Enter your name and three-digit ID number in the boxes provided for this information.

- Use the introduction if not used earlier, or if the respondent needs reassurance to complete the Individual Intake Record. The introduction may be necessary if you are speaking with a second age-eligible woman, or the intake record is being completed at a different time from the Household Questionnaire.

D. Demographic and Health-Related Questions

The Woman's Intake Record begins with questions about employment, schooling, level of physical activity, smoking, race and ethnicity (Q's 1 to 17). This information is used to categorize respondents into different groups (e.g., smokers and nonsmokers, persons with good to excellent health and those with poor health). This allows us to compare the food consumption patterns for different groups of women. Therefore, they are especially important and should not be overlooked.

Q's 1 to 8 (Q.7 omitted) — Are asked of all women completing the Individual Intake Record. These questions are the same as Q's 13 to 19 in the Household Questionnaire where they were asked about the male head of household, if one existed. Refer to Chapter VII for specific instructions.

Q.9 — Circle only one code corresponding to the respondent's assessment of her own health at the present time.

Q's 10 and 11 — Pertain to the respondent's usual level of physical activity. If for some reason the respondent has been ill or her activities have been unusual (e.g., on vacation, unpacking from moving), ask her to think about her typical or customary behavior. Q.10 refers to physical activity on the job and/or with regard to housework, while Q.11 focuses on leisure time, that is, time not spent at a job or doing household chores. In both questions, read the answer categories -- underlined words only -- until you come to the question mark, that is, after category 3 -- "light." Read the words in parentheses only if the respondent asks for clarification about what is meant by heavy, moderate or light activity. If a respondent is confined to a wheelchair or bedridden, circle code 4 in Q.10 and skip Q.11 altogether.

Q's 12 to 15 — Focus on prior and current smoking habits. Only cigarettes are of interest. Pipes, cigars and other tobacco forms are not included. Follow the skip patterns, as they keep you from asking unnecessary questions. In Q.15, regularly is to be defined by the respondent. It can mean as much as two or three packs per day to as little as less than one cigarette per day. Circle code 00 if the respondent has stopped smoking regularly at any time during the past year.

Q.16 — One code should be circled for white, black, Asian/Pacific Islander, Aleut/Eskimo or American Indian. If none applies, circle code 0 and specify what race the respondent considers herself to be.

Q.17 — Pertains to ethnic background or descent. Do not read the answer categories. All non-Hispanic origins (e.g., Irish, Italian, French, Indonesian) are code 7. Be sure to record the respondent's answer verbatim if this code is circled. If the woman is of Hispanic origin, circle one of the applicable codes 1 through 6 depending upon the word or words she uses to describe herself. If "Castilian" or other Hispanic origin is mentioned that does not precisely fit the words used for codes 1 through 6, circle code 0 and record the response verbatim. We can then make the proper classification.

E. Food and Beverage Intake Questions

Q's 18 to 28	These questions pertain specifically to the foods and beverages consumed by the respondent on the calendar day before the interview. Be sure to read the introduction after Q.17 to the respondent. This will help her understand the types of questions to be asked, and will prompt her thinking about what was eaten and drunk. Pages 4 and 5 are the answer sheets for recording responses to Q's 18 to 28. Additional recording space is also available on pages 6 and 7. The questions themselves are displayed on flaps at either side of the intake record. Q's 18 to 25c are on the left flap and Q's 26 to 28 are on the right flap. (The right flap is attached to page 7.) The questions and instructions on the flap are in larger/bolder typeface than the rest of the intake record so that it will be easier for you to read the questions. The instructions are larger and darker than the questions or responses which you are to read to respondents. Note the boxes before each question along the flaps of the questionnaire with abbreviated questions -- they are the "road map" for this process. Use them as reminders or checkpoints if necessary. Once you have opened the flaps, be sure to read the statement above Q.18. This tells the respondent exactly what 24-hour period is to be reported.
Q's 18 to 19	Are to be answered once for each eating or drinking occasion, beginning with the very first food or drink taken after midnight.
Q.18	Begin the record by saying to your respondent, "Think now about everything you ate or drank during yesterday's 24-hour period -- that is, beginning at 12:00 AM midnight on [name yesterday's day of the week] and ending at 11:59 PM

last night. Starting with the first time you ate or drank something yesterday, at about what time did you begin eating or drinking this?" Record the exact time in the column provided for Q.18. Do not forget to circle the code for AM or PM.

Q.19

Do not suggest the name for any given eating or drinking occasion. Enter the proper answer code in the column provided for Q.19 on page 4. Do not circle that code within the question on the flap itself. If none of the codes 1 to 6 correspond with the respondent's name for such an occasion, record a code 0 and enter the name by which such an occasion is known to her in the space for the answer code for Q.19 on page 4. "A party" or "picnic" are examples of other names for eating or drinking occasions.

Q's 20, 21, and 22

Ask for a complete description of the food or beverage, and the quantity actually eaten or drunk by the respondent. Foods left on the plate or not tasted are not included. Only items swallowed or ingested by the respondent count here, including those eaten while preparing meals or cleaning up. Tasting of sauces or vegetables, etc. should be counted.

The information required for each food item is:

- The name (e.g., tuna fish salad, pecan pie)
- The description (e.g., brand name, cooking method if cooked, low-calorie or low-sodium, diluted or undiluted)
- The actual amount consumed

This is where the Food Instruction Booklet (FIB) is used. Be sure to read Section A of this chapter pertaining to the FIB. It outlines the organization of the booklet, and describes when and how to use it.

The food value of items eaten, or beverages drunk, will vary depending upon the kind of item, how the item was prepared, whether or not the fat on meat was eaten, how much was consumed, and so on. <u>Omission of any items will affect the estimates of the total nutrients consumed by this respondent on any given day. It is, therefore, imperative that you use the FIB to determine what information must be recorded to fully describe the food or beverage and to appropriately quantify the amount consumed</u>.

Q.20 Have the respondent tell you the names of all the foods she ate and beverages she drank on this occasion. Record these, one item to a line, as the respondent lists them.

Use direct probing to be sure that the respondent has not forgotten any food items. For example, if a beverage such as tea or coffee is reported, be sure to ask about sweeteners or whiteners, and to record this information (if used), one item to a line. If bread is reported but no spread, without suggesting which spread is appropriate, you might ask, "Did you use any kind of spread with the bread?"

Your goal, without leading the respondent to supply answers which she thinks you <u>expect</u> from her, is to help the respondent report <u>everything</u> eaten or drunk (with the exception of plain "tap" water -- mineral or bottled water is to be reported). Items such as salt or pepper are not to be reported either.

While it may be difficult to do, do not let your tone of voice or comments convey your judgment about foods and beverages consumed. Do not, for instance, make comments such as "Is that <u>all</u> you ate?" or "You <u>really</u> ate onions on your cheese sandwich!" Be nonjudgmental. The trick is to get the respondent to tell you exactly everything she ate and drank.

Q.21 After all the items on a given occasion have been listed, turn to the FIB. Find the appropriate page for each food/beverage item listed and answer all the questions for that item. Refer to Section A of this chapter for an example of how description questions should be asked. Every item must be fully described in the spaces provided for Q.21 on the answer sheet.

If you come to a food or beverage which seems strange or has unique items in it, especially any home recipe -- e.g., macaroni and cheese with chicken and asparagus -- be sure to record all the ingredients in the recipe, the amount of each ingredient used and the total quantity made. Be sure to probe fully for each ingredient in the recipe and ask as many questions as you can think of so that we could prepare the same item, without any differences, in our office if we chose to do so. In this way, both you and we can be certain to code the item correctly and, therefore, determine the appropriate nutrient values.

Q.22 If you have not already done so, give the respondent the set of measuring cups, spoons and a ruler to use in answering these questions. It may prove helpful to refer to these if a respondent has trouble estimating the volume of something consumed. (One set of measuring utensils will be left with each household.)

Use the measuring spoons, measuring cups and ruler to assist in judging dimensions. Show respondents how to use these aids to the best advantage. Specifically:

- Ask the respondent to get the glass, cup or mug that was used to serve a beverage. Fill the glass, cup or mug with water to the level indicated by the woman and then measure the amount by pouring the water into the stainless steel measuring cup.

- Measure the capacity of cereal and soup bowls or other containers used to serve foods.

- Turn measuring cups upside down to simulate a mound of food.

- Have the respondent choose the cup size which is about the size of the portion eaten.

- Have the respondent show the dimensions of a food with her hands, and use the ruler to measure what is displayed. If necessary, have the respondent draw the size and shape of what was eaten on a piece of paper.

In the FIB, you are instructed how to measure and report items, such as fish, pieces of cake, and so on. Remember to use the methods in the FIB. Remember that THE AMOUNT TO BE REPORTED IS ONLY THE AMOUNT ACTUALLY EATEN OR DRUNK BY THE RESPONDENT. If you follow the specifications in the FIB, your task will be an easy one. In addition, you will not collect too little or too much detail about the foods and beverages. This will make the interview go faster.

Q's 23a and b

Pertain to the use of salt or a salt substitute at the time the foods/beverages were consumed, that is, added to the items at the table. For example, this includes salting your eggs or french fries just before they are eaten. This does not include salt used to prepare foods. For example, if french fries were served to the respondent with salt already on them and she did not put any additional salt on them before she ate them, the answer would be "no" salt added at the table. Only salt which the respondent put on herself after the food was served is included in this question.

First, ask Q.23a once for all the foods/beverages consumed on a particular occasion. If the answer is "No," record a "2" on the first line of food for that occasion and skip Q.23b. If the answer is "Yes," record a "1" on the first line of that occasion and ask Q.23b for every item, even if some items are unlikely candidates for added salt (e.g., butter, jelly). Circle code 1 or 2 for every item where salt or a salt substitute was added. Those items where neither salt nor a salt substitute was used will not have a code circled in COL. Q.23b on the answer sheet. See the example below:

(ANSWER ONCE FOR EACH OCCASION)					*(USE A NEW LINE FOR EACH ITEM)*						
Q.18			*Q.19*	*Q.20*	*Q.21*			*Q.22*	*Q.23*		
When			What Called	With Whom	Line #	(a) Name of Food/Drink	(b) Complete Description	Quantity	(a) Salt at Table	(b) Items with	
Time	AM	PM								S	SS
9:00	1	2	1	1	23	Toast	White, toasted, no spread Sandwich, thin slice	1	1	1	2
	1	2			24	Eggs	Chicken, whole scrambled, fat in cooking (Large)	2		1	2
	1	2			25	Coffee	Made from ground, not decaffeinated, black - no additions	8 fl oz / 1 Cup		1	2

Q.24	Identifies the source of each food/beverage. There are three possible categories: 1) eaten at home, 2) taken from home and eaten elsewhere and 3) never brought into the respondent's home. A source code must be circled for every item in a particular occasion since the sources may not be the same. For example, some foods are often brought from home to eat at work (e.g., sandwich and fruit) -- code 2 -- while other foods eaten at the same time may never have been in the respondent's home (e.g., candy bar, soft drink) -- code 3. The answers to Q.24 guide the skip patterns for the remaining intake Q's 25 to 28. The shading helps you identify which items apply to which questions.
Q's 25 to 27b	In order for you to ask this set of food preparation questions, two conditions must be met, as follows: • The Intake Record is for the main meal planner/preparer (check Q.12 on flap of Household Questionnaire. If the woman aged 19 to 50 is the main meal planner/preparer, Q's 25a to 27b are to be asked) AND • One or more items are from home food supplies -- code 1 or 2 in Q.24 (this is the unshaded area) Therefore, if the record is not for the main meal planner/preparer, then Q's 25a to 27b are never asked. If it is for the main meal planner/preparer but all items are code 3 in Q.24 -- not brought into the home -- these questions are also skipped.
Q.25a, b, c	Refers to fats and oils used in preparing foods and beverages. For example, it does not refer to the butter put on toast or baked potatoes at the table, since these items are specified separately on the record. It does include the fat put into the saucepan to cook eggs or saute

meat and the like. Similarly, it refers to the fats or oils used to make cakes, if the food happens to be made from a home recipe, or used to marinate foods before cooking them.

This question has three parts. First, ask Q.25a only once to determine whether or not any fats or oils were used to prepare the foods/beverages consumed on that particular occasion. Record either code 1 or 2 on the first line for that occasion depending upon the respondent's answer. If code 2 skip to Q.26. If code 1, ask Q.25b to determine which items were prepared with fats or oils. Circle a "1" for yes or a "2" for no beside each item in COL. Q.25b to indicate whether fats or oils were used in preparing the item. Then ask Q.25c for each item with a code "1" in COL. Q.25b.

Read the response categories to Q.25c slowly and be sure to correctly identify the exact type of fat or oil used. This is especially important because each type is associated with a different nutrient value. Oils such as walnut oil, peanut oil, etc. belong in code 3, along with Wesson oil, Crisco oil or any other oil if the respondent does not know the type. Any liquid type of fats are to be coded 1, 2 or 3. Solid forms of these fats are considered shortenings. For example, solid Crisco shortening belongs in code 10, while liquid Crisco oil belongs in Code 3 as described above. Shedd's Spread goes in Code 6 -- diet margarine.

Items such as PAM, Mazola No-Stick and other no-fat shortenings sprayed on pans as substitutes for "real" fat or oil are **not** to be reported.

Q.26a, b

Refers to salt or salt substitutes used in preparing foods. This is everything not covered in Q.23. Using salt in preparation includes adding it to foods before and during the cooking/marinating process. Additionally, if items are salted just before they are brought to the table (e.g., vegetables to which salt is sprinkled on top just before they are served), this salt must be reported here.

Q.27a

Remember, this refers to the form of the food when it entered the house, not necessarily as it was eaten. The meal planner/preparer and only this person should decide what the form of the food was. Her thoughts should be recorded as answers, not yours. The categories are very simple and straightforward:

- Commercially frozen -- Foods frozen by the producer or processor before being brought into the respondent's home (e.g., Stouffer's lasagna, Birdseye vegetables).

- Commercially canned or bottled -- Foods which are processed by a manufacturer and sterilized for preservation in metal, glass or other similar containers (e.g., Mott's applesauce, Del Monte creamed corn). Do not include home-canned or -bottled items.

- Neither -- All other food/beverage items, including dried, cured, smoked, home-canned, home-frozen or fresh items, are included here (e.g., Maxwell House coffee, Lipton tea bags, low-fat milk in a carton or plastic container of chipped beef).

For instance, the milk the respondent drank may have entered the house in a can, as in the case of evaporated milk -- code 2. It could also have entered as a carton of milk, brought home from the dairy -- code 3. If the item is a mixture, such as a bean burrito, the form of the main ingredient (in this case, beans) should be coded. If the beans were canned, code 2 applies; if they were dried, use code 3. Always approach this question by eliminating categories which do not apply. Use code 3 if no other code applies.

If you or the respondent are uncertain about the form, record her response verbatim. Use the back of the Intake Record or the back of the flap. Be sure to record the line number from Q.20 and then the response. In this way, we will be able to link the answer to the appropriate food/beverage item.

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Recording errors in this section are one of the main reasons interviewers are recontacted by editors. Fill out this section CAREFULLY!

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Q.27b

Must be answered for any item with a code 1 or 2 circled in Q.27a, that is, a commercially frozen, canned or bottled item. Code 1 is to be circled when the label indicated no (zero) sodium or salt was added to the product. Sometimes the label will say "unsalted." Circle code 2 if the product was labeled low sodium, low salt or reduced salt. This is often seen on soup labels, for example. Circle code 3 if neither no salt/sodium nor low salt/sodium was indicated on the label.

Often a pantry check will help find the answer to this question. The household may have another can of the same product or item with the label intact. Most of the time the label will say nothing. In this case, code 3 applies. If the respondent truly cannot tell you about the salt content, write D/K to tell us she does not know.

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Recording errors in this section are one of the main reasons interviewers are recontacted by editors. Fill out this section CAREFULLY!

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Q.28

Is asked only if the answer to Q.24 is code 3 -- "Never brought into the respondent's home." Any item in the shaded area of Q.24 should have a response in the shaded area for Q.28.

For each item with a code 3 in Q.24, ask Q.28. If none of the codes 1 through 8 applies, circle code 9 for some other type of place.

Code 1 applies to any eating place where waiter or waitress service is available. Even if the respondent does not use the services -- say she helped herself at the buffet or ordered from the take-out counter -- if the place has waiters/ waitresses, it qualifies for code 1.

Code 3 applies to places such as McDonald's, Roy Rogers, etc., where orders are placed at a counter and you take the food yourself and eat it elsewhere, inside or outside. This also includes placing your order at a counter and serving yourself at the salad bar. The establishment has no waiters or waitresses.

Community feeding programs -- code 6 -- include programs sponsored by churches, civic associations or other organizations.

Q.29 This question and its answer categories are found on p.8. It asks about categories of food which are often forgotten or not reported by respondents. Ask about each of the categories and circle a code for "yes" or "no."

If any code 1 is circled, go back and ask Q's 18 through 28 as applicable. You may be surprised how many otherwise forgotten items are added to the Intake Record as a result of this probing question. Very often respondents remember to report the ketchup or mustard they left out.

NOTE:	After the last food/beverage item has been recorded, be sure to probe for further items. When respondent says that's all, record "Nothing else" on the document.

Q's 30 and 31 — Ask for the reason for any difference in food and/or beverage consumption on the day of the week of the intake record from that usually eaten or drunk on that day of the week (e.g., Sunday, Monday). If there were differences and codes 1 to 6 do not apply, probe for any other specific reason and record it in the space for "Some other reason? (SPECIFY)." An example of some other reason may be that the respondent was under a great deal of stress and just did not feel like eating that day -- did not have much of an appetite. This response should be recorded verbatim, i.e., exactly as the respondent said it, in her exact words.

F. Special Eating Pattern Questions

Q's 32 to 39 — Are questions about special eating and drinking patterns and the use of dietary supplements.

Q's 32 and 33 — The meaning of "special diet" refers to a conscious change in the foods and/or beverages consumed. Either the amount and/or the kinds of items may be different. For Q.33, give respondent Card E for reference. If one of the first four codes does not describe the circumstances of the special diet, circle code 0 and explain the special diet(s).

Q.34 — Give respondent Card F for reference. For each type of diet in Q.33, circle a code to describe why the respondent is on that particular diet. If the person has a health problem and a doctor or nurse prescribed the diet, code 1 applies. If the respondent just decided herself not to eat certain foods or to eat less, code 4 would apply. Be sure to answer Q.34 for all diets which the respondent is on.

Q.35 — Give respondent Card G for reference. This question provides further insight into what the respondent eats and does not eat. The respondent may not have reported eating any fish on the intake day. If code 3 were circled in Q.35, we would know this person does not eat or avoids eating fish. If it were not circled, we would know that the person just did not have fish on this particular day. If the respondent says she eats everything, be sure to circle code 07 at the bottom of the list.

Q.36 — Determines whether or not the respondent considers herself to be a vegetarian.

Q.37 — Determines how extensively dietary supplements are used.

Q's 38 and 39 — Determines the type of vitamins used. In Q.38, if the respondent reports a multivitamin, be sure she knows all of the choices before answering. If she takes a multivitamin <u>and</u> some other individual vitamins, circle codes 1 and 4. Then ask Q.39 to determine what kind of additional vitamins are taken separately.

Remember, more than one code can be circled in Q.39. Each circle represents the type of vitamin or mineral taken. Give respondent Card H for reference.

Q.40 — This refers to weight <u>without</u> shoes or heavy clothing.

Q.41 — This refers to height <u>without</u> shoes.

Q.42 — Nutritional requirements change during pregnancy; therefore, it is important to determine whether or not the respondent is pregnant. If the response is "not sure," circle code 2 for "No."

Q.43 — Applies to women with children three years of age or under. Again, nutritional needs are increased for nursing women.

Q's 44 and 45 — Are to be answered by you. Do not read them to the respondent.

Go to the front cover and record the ending time. Then, go on to a child's record if there is an age-eligible child or attempt to interview the second woman if there is one. If there is no one else, thank respondent. Remind her about the next contact, which will be in about two months. It will be by telephone if she has one -- in person if she does not. Leave the measuring utensils with the household for future use.

G. Key Issues for Each Food Category Page of the FIB

In this section, each food-category page is described in detail. For certain food types, we have anticipated some of the questions that may arise during an interview. Familiarize yourself with the potential questions and problems associated with each food category so that you will know the correct procedures to follow for any unusual or difficult situation.

1. SPREADS: SALAD DRESSINGS, MAYONNAISE, CONDIMENTS, BUTTER, JAMS

Name	Key Issues
• Mayonnaise, condiments, salad dressings	- Be sure to get brand name for commercial products. - For home recipes, follow four principles: . All ingredients listed separately . Amount of each ingredient in recipe . Total amount recipe made . Portion which respondent ate
• Butter, margarine blends	- If the butter is a blend, be sure to find out what the ingredients are.

2. SNACKS: POPCORN, PRETZELS, CHIPS, CRACKERS, NUTS AND SEEDS

NOTE: Includes items such as pretzels, Doritos, Fritos, crackers, etc., made primarily from grain products. Other snack foods such as candy, fruits, vegetables can be found in their appropriate sections.

Name	Key Issues
• Popcorn	- Remember that popped popcorn does not weigh much. Eight ounces of popcorn is not one cup, but is closer to 28 cups! - Record the amount of popcorn eaten in cup amounts, which is the volume, not the weight, and always specify popped or unpopped volume or weight.

Name	Key Issues
• Pretzels	- The preferred quantity measure for pretzels is the number of pieces eaten (i.e., four pretzels), the shape of the pretzel (e.g. rods) and the thickness (e.g., thin). If weight (e.g., ounces) is reported, information must come from package or actually be weighed.
• Chips, puffs twists	- These goodies come in many types, flavors and varieties. Be specific. - Also, don't forget to ask about salt content.
• Crackers	- Some types of crackers such as soda crackers are made both salted and unsalted. Make no assumptions, <u>always ask about salt content</u>.
• Nuts, seeds	- Teaspoon, tablespoon or cup amounts are the preferred measure. - Be sure to specify whether amounts reported are with the shell or without the shell. - Be sure to specify <u>salted</u> or <u>unsalted</u>. - Be sure to specify <u>unroasted</u>, <u>roasted</u>, <u>dry roasted</u> or <u>honey roasted</u>.

3. **<u>SAUCES, GRAVIES, SOUPS, SYRUPS, SUGARS, SUGAR SUBSTITUTES</u>**

Name	Key Issues
• Sauces, gravies	- Be sure to get the <u>gravy's</u> main ingredient (e.g., meat or poultry) and the gravy's liquid base (e.g.,

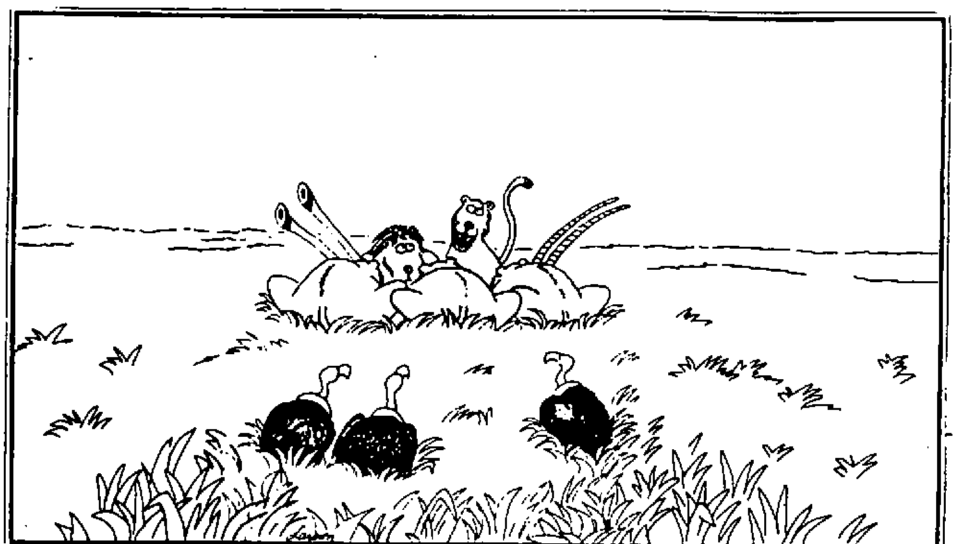
Name	Key Issues
• Sauces, gravies (Continued)	milk, water, wine, etc.). For example, <u>beef gravy</u> -- is it from drippings and water, milk, wine, fruit juice or some combination?
• Soups	- The form the soup came from is critical because the answer to this question determines what preparation questions apply. - If the soup is a home recipe, then you follow the instructions for obtaining the recipe. - If the soup was canned, then dilution must be obtained. - If the soup was a dry mix or instant, then reconstituted or not applies. - For both canned and dry mix soups, we need to know what they were made with and whether they were low sodium or not.
• Syrups	- Syrups can often be blends. Be sure to record the main components of the blend. - Different manufacturers put different proportions of each component in their syrup, so be sure to record brand name.
• Sugars	- We must know whether it is granulated, confectioner's (powdered), liquid or lump, as well as whether it is white or brown. Using the word "regular" to describe sugar is not acceptable.
• Sugar substitutes	- Be sure to record whether it is powdered, liquid or tablet. - Obtain brand name and be aware that different brands have different amounts of sweeteners in their individual packets.

Name	Key Issues
• Sugar substitutes (Continued)	- If individual packet, always record the package weight.

4. SANDWICHES AND SALADS

Name	Key Issues
• Fast food sandwiches and breakfast items	- These are items which come from places like McDonald's, Arby's, Wendy's, etc. Be sure to indicate the name of the fast food restaurant for all items. - For sandwiches typically eaten for lunch or dinner, you can report the item as a unit, and tell us what additions or subtractions were made to the standard item served. For example, a Whopper Jr. with cheese from Burger King has tomato on it as part of its standard item. If the respondent removes the tomato, you must indicate this in the description by saying Whopper Jr. from Burger King with cheese, no tomato. - For breakfast items, report each ingredient separately and amount eaten (e.g., egg, sausage and croissant from Arby's). Be sure to draw a circle around all items that go together on that fast food breakfast platter.
• Other sandwiches	- Each ingredient is to be reported separately and a circle drawn around all items.
Peanut butter and jelly sandwich	Peanut butter..............2 Tbsp Strawberry jelly...........1 Tbsp White bread, toasted.......2 thin slices

Name	Key Issues
• Other sandwiches (Continued)	- When describing sandwich fillings, lunch meats, or if meat or poultry items are mentioned (e.g., roast beef, ham, turkey), be sure to ask if these items are from the deli or are prepackaged and, if so, go to the lunch meat section of the FIB. If not, go to the meat or poultry sections.
• Salads	- Distinguish between salads with greens (e.g., lettuce, spinach) and those without greens to know which category to use.
	- In both categories be sure to record each item in salad, probe fully and get quantity eaten.



"You know? . . . I think I'd like a salad."

5. PIZZA, FROZEN MEALS, MIXTURES

Name	Key Issues
• Pizza	- Be sure to record whether the pizza included vegetables or meat. Other toppings should be enumerated.
	- Follow the directions for reporting the amount consumed. Often, this information is incomplete or confusing.

Name	Key Issues
• Frozen meals	- Respondents may not have eaten the whole meal. Be sure to ask what size portion they started with (e.g, regular, Hungry Man) and then ask them if they ate everything, that is, nothing was left. If they didn't eat everything, record what item was not eaten and how much was left.
• Mixtures	- Follow the directions and record the name of the dish, its main ingredient and then all other ingredients. If it had a sauce or gravy (e.g., beef stew, tuna-noodle casserole), be sure to indicate what kind. - For any item in this category, it is very important to get an accurate description of what portion of the whole the respondent actually ate. - For homemade items, if the respondent cannot easily report the amount eaten in cups, ask her to estimate the total amount made, then to estimate the amount she ate. One way to do this is to have her think of the size of the pot (e.g., 2-quart or 3-quart) the mixture was cooked in. Your answer might look like -- 1/8 of casserole which was 1 1/2 quarts in total. - <u>Homemade mixtures</u> can be difficult to report. As one USDA nutritionist once said: "Do not be led astray by a tuna-noodle casserole." The name of the item does not necessarily give the whole story. Food may be "garnished" differently by different cooks, and some recipes may include vegetables and others may not. Just recording "chicken casserole" or "beef stew" is not enough. All ingredients must be provided. If not homemade, brand name is especially

Name	Key Issues
• Mixtures (Continued)	important -- Stouffer's chicken potpie and Mrs. Smith's chicken potpie have different ingredients and therefore, different nutrient values.

6. **MEATS, POULTRY, FISH, LUNCH MEAT**

Name	Key Issues
• Meat	- Meat amounts are typically difficult to report. You must tell us many things about the amount reported.
	- Always tell us whether the amount reported is raw or cooked.
	- Always tell us whether the amount reported includes a bone or does not include a bone.
	- Always report whether fat was eaten or not.
	- Items such as chops and steaks are best reported as small, medium or large when exact weight is unknown.
	- For boneless pieces, you can draw, give dimensions and describe the piece(s) if necessary. If the respondent can determine that the piece was a thin, medium, or thick slice, this is okay in place of dimensions.
	- Distinguish between lunch meats and other meats by recording ham lunch meat versus ham and, if it is a lunch meat, answer the questions in the lunch meat category.
• Poultry	- Report pieces with bone, such as thighs and wings, as small, medium or large, unless raw weight is known (e.g., from package) or cooked weight is known because the pieces were actually weighed after cooking.

Name	Key Issues
• Poultry (Continued)	- Specify raw or cooked weight. - Specify with or without bone if applicable. - Record whether or not skin was eaten. - For breasts, always indicate whether the piece was a whole (2 parts) or half breast (1 part) and its size -- small, medium or large, unless weight is known (e.g., from package). - For boneless pieces such as slices, draw, give dimensions and describe the piece(s) if necessary. - Distinguish between luncheon cuts and other poultry by recording turkey lunch meat versus turkey, and use lunch meat category if appropriate.
• Fish	- Be certain to identify the name of the fish correctly. - Be sure to describe the cooking method -- baked, broiled, etc. - Specify raw or cooked weights or measures. - Specify with or without bone. - Specify with or without shell, if applicable.
• Lunch Meat	- One way to distinguish lunch meat from other meats or poultry is by its form, i.e., from the deli or prepackaged. If it is from the deli, such as chicken lunch meat, turkey roll, or the like, answer the questions under lunch meats in the FIB. If the item is chicken or turkey sliced from the bird, answer questions from the meat and poultry sections of the FIB.

7. FRUITS, POTATOES, VEGETABLES, PICKLES

> NOTE: For any fruit or vegetable, you must indicate its form -- frozen, canned, dried, raw, cooked.

Name	Key Issues
• Fruits, berries	- Watermelon can be a problem. Ask respondent to estimate the amount she ate in cups. Avoid ruler dimensions of watermelon pieces if at all possible.
• Vegetables	- Specify the form of the vegetable, such as diced or sliced. This is especially important because the nutrient values are very different. For example, more diced carrots can fit into a cup than sliced ones. Therefore, diced carrots filling up the same container as sliced ones have more calories, minerals and vitamins.

- Measurement/description terms for vegetables are sometimes confusing and incorrectly used; be specific and consistent in your descriptions. For this study, use the following:

  . Stalks versus bunches: one piece is a stalk; the whole plant is a bunch.

  . Heads versus flowerets/leaves: flowerets or leaves are single items that make up the head (e.g., leaves making up a cabbage head; flowerets making up a head of cauliflower).

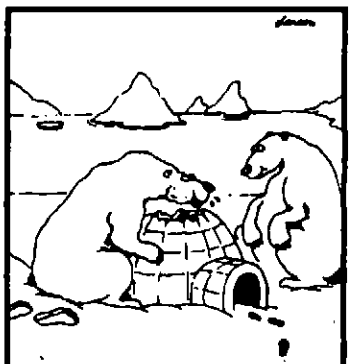
  . Spears/stems versus tips: the tips are the top ends, while the spears include the trunk or long part and the tips. Asparagus and broccoli contain tips and spears or stems..

Early vegetarians returning from the kill

Name	Key Issues
• Pickles	- In reporting the size of the pickle (small medium large) and type (whole, spear, slice) be sure to get the terminology straight. A whole pickle is one that has never been sliced, cubed, speared, etc. A spear is a long narrow strip usually 1/4 or 1/8 of the pickle cut lengthwise. A slice is a chip or other round section of the pickle.

8. CHEESE, DIPS, EGGS, YOGURT

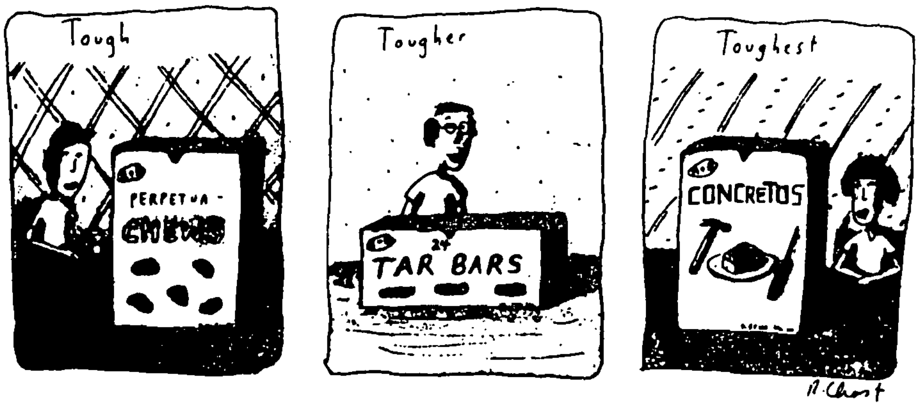
Name	Key Issues
• Cheese	- Be careful in identifying the type of cheese, i.e., processed, natural or imitation. This information can be determined by checking the package label. Also, be sure to identify the name of the cheese (e.g., Swiss, Port Wine Cheddar).
	- Not all cheeses come in both processed and natural forms. However, the ones to be on the lookout for are: . American . Cheddar . Swiss Be sure to check their labels. Other cheeses like Havarti, Gouda, Fontina are natural cheeses.
• Eggs	- If scrambled eggs or an omelet is indicated, ask whether or not milk and fat were used in cooking, along with any other ingredients.



"Oh hey! I just love these things! . . . Crunchy on the outside and a chewy center!"

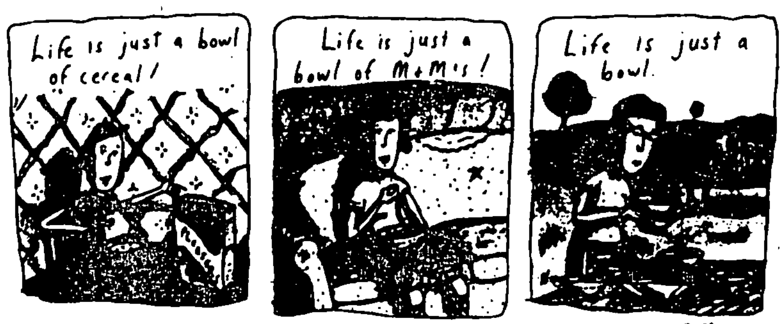
9. CANDIES & DESSERTS

Name	Key Issues
• Cakes	- Cake amounts can best be reported as a portion of the whole, i.e., one-eighth of a two-layer 9" diameter cake, 2 layers or one-twentieth of a one-layer sheet cake 9"x11". - If the respondent can only describe the piece by its shape and its dimensions, be sure to name the shape (i.e., wedge, rectangle) and give <u>three</u> dimensions. Three dimensions are necessary to compute the volume of a wedge or rectangle.
• Ice creams, puddings	- If ice cream was on a cone, was it a <u>sugar cone</u> or a <u>cookie cone</u>?
• Candies	- The brand and type of candy (i.e., Nestle's Crunch Bar) often give us sufficient description, and all that remains is to report the actual weight of the item and the amount eaten (i.e., one-half of a 1.4 oz bar). - If pieces must be reported, report the number of pieces eaten, the total number of pieces in the package and the weight of the package (i.e., 7 orange hard candies from an 8 oz. package containing 37 pieces). - Avoid giving dimensions of candy if possible. - You can give the price of an individual size candy bar, only if the weight is unknown.



10. BREADS, SWEET BREADS, PASTA, RICE, CEREALS, PANCAKES AND WAFFLES

Name	Key Issues
• Breads, rolls	- When describing rolls, be sure to ask whether they were round or long and record this in the intake record. Also indicate their size -- small, medium or large. For mini or extra-large rolls, give length and diameter. Remember to tell us what portion of the roll was actually eaten -- e.g., 1/2 of large, long kaiser roll.
• Sweet breads, coffee cakes, etc.	- These may be eaten as desserts, as part of breakfast or brunch or even as side dishes with other meals. - Use this category for coffee cake, Danish pastries, sweet rolls and the like. Do not use any of the categories (cakes, turnovers, pies, etc.) on the dessert pages.
• Rice	- Very few packaged rices are converted. Be sure to check the package label before reporting that a particular rice is converted.
• Ready-to-eat cereals	- Be very careful when reporting the amount of cereal eaten. Cereals don't weigh very much but take up a great deal of space. For example, 8 ozs. of cornflakes equals 9 cups, but 8 ozs. of puffed wheat equals 19 cups! - Record cereals in cup amounts or in weight (1 oz. package) if it was an individual serving package.
• Cooked cereals	- Always designate whether the quantity is dry or cooked.



Name	Key Issues
• Pancakes, waffles, french toast	- For pancakes, ruler measurements are acceptable. Provide diameter of pancake, and thickness. Provide these two dimensions only. Two dimensions -- diameter and height -- are necessary to compute the volume of cylinders. A term like "silver dollar size" is not sufficient. Is this a 1" or 2" or 5" diameter pancake? They could be different in various parts of the country.

11. **BEVERAGES**

Food Types	Key Issues
• Milk	- Recording "regular" milk is not acceptable. Milk should be reported as whole, skim, low fat or nonfat, and if low fat, the percent (1%, 2%) should be indicated.
• Juices, ades, drinks	- Fruit juices and ades or drinks are often confused. Read this section carefully until you understand the differences thoroughly. . Juice: If made from fruit/ mostly fruit . Ade, drink: If made from very little "real" fruit and usually sweetened (e.g., Hawaiian Punch, Hi-C). Make sure you check if Vitamin C has been added or not. - Be sure to ask whether the beverage was sweetened with sugar, low calorie sweetener or was unsweetened.

12. **BABY FOODS**

Name	Key Issues
• Formulas	- Brand name is essential. Formulas can be powdered, concentrated, or ready-to-drink. Be sure to ask which this was.

Name	Key Issues
• Formulas (Continued)	- Always report quantity consumed in the liquid, diluted from (e.g., 6 fl. oz.; one 8 fl. oz. bottle).
• Jarred foods	- Different manufacturers produce different sizes of baby food jars. If respondent is not sure of the size, be certain to record its brand name.

H. Do's and Don'ts for Recording Individual Intake Records

DO:

Let your curiosity take over when getting descriptions of foods -- ask questions and more questions until you know that you could absolutely recognize each food item listed if it were put in front of you.

Even a simple slice of bread requires a great deal of description in order for coders at National Analysts to fit it into the highly individualized seven-digit food code which indicates its nutritional value. Do remember that an important part of this study is to learn the nutritional value of the food intake of American women 19 to 50 years of age and all of their children aged 1 to 5.

"A slice of bread" at first glance would seem to describe what a person ate with her soup. It doesn't! First, it is necessary to know whether it was white, rye, whole wheat, pumpernickel, Italian, etc. Then more information is necessary. Was it regular thickness or thin slice? Was it eaten dry or with butter or margarine or something else on it? If butter or margarine was used, was it regular, diet or whipped? And so on.

Only when all these questions are answered will you know exactly what this woman meant by "a slice of bread." You can pass the news along to us, and we will know, too, and be able to handle it in a manner that will have some real meaning to USDA.

Recording amounts is just as important and requires just as many questions. For some foods, this part is simple. For instance, if you have just described "white bread, thin sandwich type, no spread," all that is necessary for the amount is the number of slices.

However, if you are reporting a piece of cake or watermelon, it is not so easy. What does "a medium slice of fresh watermelon" really tell about how much watermelon was eaten? All watermelons are not the same shape to start with -- some are round, some are long. Which kind was this? How was it cut? The only way to find out is to ask.

For example, let us say it was a small, round watermelon, about eight inches in diameter. The respondent was not really hungry, but did want a little piece -- it tastes so good on a hot night. The respondent tells you it was cut in half, then quartered. Picture it -- remember, you want to be able to recognize the piece this woman ate. Since she only wanted to taste it, the quarter was much too big, so she cut a piece off of it. How big a piece? About a third. No matter how the rest was cut, if the whole watermelon <u>had</u> been divided up this way, there would have been <u>three</u> pieces from each quarter. Since there are 4 quarters to one melon, there would have been 12 pieces of this size. So how much watermelon did our respondent eat at that time? Of course! It was 1/12 of an 8-inch diameter round watermelon.

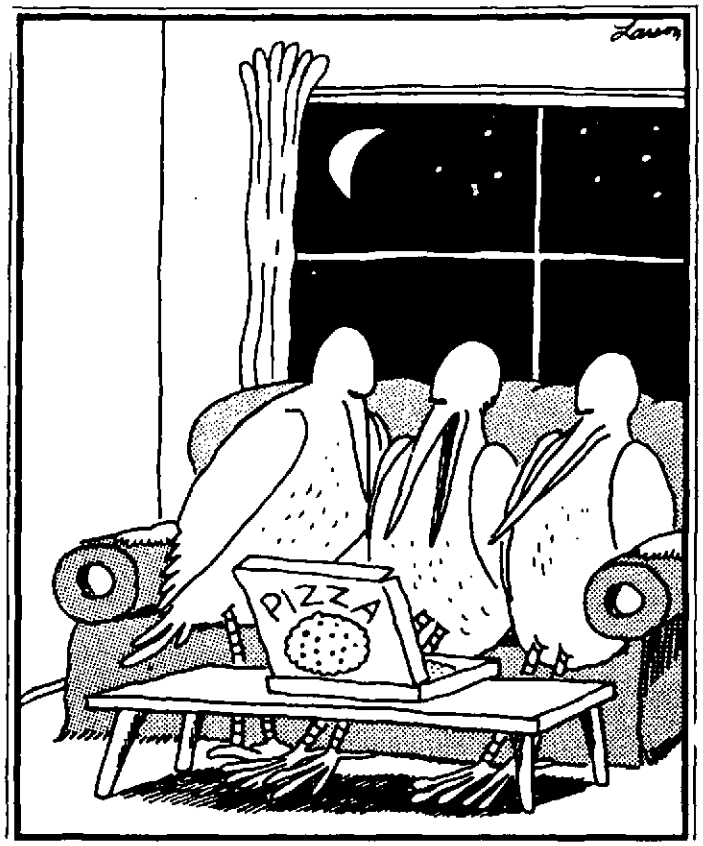
A long watermelon could have been divided the same way. Of course, some people cut these differently -- instead of cutting them in half, then quarters, they just slice them. In this case, the amount may be reported as "a slice of a 9-inch diameter watermelon, 1.5 inches thick" -- or half a slice (giving the same dimensions).

Remember, you want to know exactly <u>what</u> was eaten and <u>how much</u> was eaten. When you have satisfied your own curiosity on this score, share the news with us. Report it in such a way that we can picture precisely what you and the respondent are picturing.

Admittedly, some food descriptions are difficult, and reporting amounts are, too.

Besides the food items, do make sure you have completed the simple things on the intake record such as filling in times, dates, day of the week, time the food was eaten, etc.

Do complete the questions about the source of the food -- from home food supply or not, where obtained, and all the other questions that give a complete picture of this person's food intake for this day.



"Let's see — Mosquitos, gnats, flies, ants . . . What the? . . . Those jerks! We didn't order stink bugs on this thing!"

DON'T:

Assume that others know everything. This is not true. You are the only one who truly has the answers. You are on the scene with the respondent; we are not. We know what to do with the information you supply, but you are the only one who can supply it.

Do not be hesitant about insulting our intelligence with too much detail. It just is not true that "everybody knows that." So go ahead and insult us with too much.

That is so much better than frustrating us by leaving out the one little piece of information we may absolutely need.

Don't leave contradictory information in the record. For example:

Name	Description	Quantity
Toast	White Bread... .... Sunbeam	2 thin slices
Butter	Margarine Diet Fleischman's stick	2 Tsp

Did this respondent eat butter or margarine?

Be sure to cross out the wrong one so there will be no confusion.

I. The Seven-Digit Food Code -- What Does it Mean?

As we mentioned in the previous section, complete descriptions of each food and beverage are essential because when the questionnaires you and the respondents have completed are sent to National Analysts, our coding personnel must convert each food item into a seven-digit food code using the coding system developed by USDA.

Although the seven-digit food code seems mysterious and the amount of information required to correctly identify a food unnecessarily detailed, there is a very definite pattern established to put each food item into an accurate nutritional category.

For example, if we take a simple food like carrots, we find that they belong, first, in the major food group 7 -- Vegetables.

Under this, there are major subgroups. Carrots are in subgroup 73 -- Deep-Yellow Vegetables.

To find our carrots, we go next to the minor food subgroup and learn that carrots are in their own subgroup labeled 731. Other vegetables in the major subgroup 73 are:

732 -- Pumpkin
733 -- Squash
734 -- Sweet Potatoes
735 -- Deep-Yellow Vegetable Soups

To stick with our carrot, we have it identified in its minor subgroup, 731, but there are carrots, and then there are carrots. In order to learn the nutritional value of a specific carrot, we need more information. Were these carrots eaten raw or cooked? If cooked, how? Were they in butter, cream sauce or cheese sauce?

Once these questions are answered, the last four digits of the food code can be applied to give a complete profile of <u>the</u> carrot we wish to describe.

Examples:

Carrots, raw, 731-0101
Carrots, cooked, fat not added, 731-0221
Carrots, cooked, creamed, 731-0223
Carrots, cooked with cheese sauce, 731-0225

How about carrot juice? The number for that is 731-0501.

Obviously, the name "carrot" alone can be placed in a very general group and that group is identified (731), but it does not mean very much to anyone without the information that places it in the exact seven-digit code which distinguishes its nutritional value and ultimately the value we get by eating it. Thus, there is a great deal of difference in how much nutrient value we get by eating vegetables raw or cooked and whether they were fresh before they were cooked or canned or frozen, etc. As you can see, there are literally hundreds, even thousands of foods and food products if we really think about it.

J. <u>Example of Completed Intake Record (Q's 18 to 28)</u>

A completed set of questions is found in the example on the following page.

(ANSWER ONCE FOR EACH OCCASION) Q.18 When Time	A M	P M	Q.19 What Called	Line #	Q.20 Name of Food/Drink	Q.21 (USE FIB) Complete Description	Q.22 Quantity Consumed	Q.23 (a) Salt added at Table	Q.23 (b) Items with S	SS
7:30	1	2	1	01	GRAPEFRUIT	RAW, NO PEEL EATEN D.K. BRAND	1/2 MED.	2		2
	1	2		02	BAGEL	SESAME BAGEL, FROM BAKERY, TOASTED	1 MED.		1	2
	1	2		03	WHITEFISH SALAD	WHITEFISH & MAYONNAISE D.K. BRAND	3 TBSP		1	2
	1	2		04	TOMATO	RAW D.K. BRAND	3 MED. SLICES		1	2
	1	2		05	COFFEE	FROM GROUND, CAF, BLACK, EL PICO BRAND	6 Floz.		1	2
	1	2		06	~~BUTTER~~ MARGARINE	ON BAGEL, REGULAR, TUB, SALTED, NOT DIET PARKAY	1 TBSP		1	2
9:00	1	2	6	07	COFFEE	FROM GROUND, DECAF BLACK, FOLGER'S	9 FL.OZ	2	1	2
12:30	1	2	3	08	BREAD	RYE, NOT TOASTED COMMERCIAL DK.BRAND	1 REG. SLICE	1	1	2
	1	2		09	TUNA FISH	TUNA & MAYONNAISE D.K. BRAND	1/2 Cup		1	2
	1	2		10	TOMATO	RAW D.K. BRAND	2 MED. SLICES		1	2
	1	2		11	LETTUCE	ICEBERG, RAW D.K. BRAND	2 MED. LEAVES		1	2
	1	2		12	PICKLES	CUCUMBER DILL D.K. BRAND	4 MED SLICES		1	2
	1	2		13	FRENCH* FRIES	DEEP-FRIED, FROM FROZEN, NO SKIN EATEN	20 STRAIGHT CUT		1	2
	1	2		14	SODA	COLA, DIET COKE, W CAF	10 FL.OZ		1	2
6:30	1	2	4	15	ROAST BEEF	BEEF ROAST, FRESH, NO BONE BAKED, NO FAT EATEN	2 SLICES 1/4"(H) × 3"(L) × 2½"(W)	2	1	2
	1	2		16	ASPARAGUS	FROM FRESH COOKED NO FAT ADDED D.K. BRAND	5 SMALL SPEARS		1	2
	1	2		17	CORN	CREAMED YELLOW CORN, CANNED, DEL MONTE	1/2 cup		1	2
	1	2		18	KETCHUP	TOMATO HEINZ	2 TBSP		1	2
	1	2		19	CAKE	CHOCOLATE CAKE WITH CHOCOLATE ICING, 2 LAYERS [illegible]	9" DIAMETER 3½" H -- 1/8 EATEN		1	2
	1	2		20	TEA	FROM BAG, LIPTON'S, CAF NO ADDITIONS	6 FL.OZ.		1	2
10:00	1	2	6	21	PRETZELS	HARD, UNSALTED GROFF'S BRAND	3 3-RING DUTCH	2	1	2
	1	2		22	BEER	LITE, MILLER'S	6 FL.OZ		1	2

NOTHING ELSE

* D.K. Brand

(ANSWER IF MAIN MEAL PLANNER/PREPARER AND CODES 1 OR 2 IN COL. Q.24)

Line #	(ANSWER FOR EACH ITEM) Q.24 Food From Home	Q.25 (a) Fat in Prep.	Q.25 (b) Fat Items Yes	No	Q.25 (c) Fat Type	Q.26 (a) Salt in Prep.	Q.26 (b) Items with S	SS	Q.27 (a) Form Com. Frozen	Com. Can/Bottle	Other	Q.27 (b) Label No Sodium	Low Sodium	Not Specified	(ANSWER ONLY IF CODE 3 IN COL. Q.24) Q.28 Where Obtained
01	1 2 3	2	1	2		2		2	1	2	3	1	2	3	
02	1 2 3		1	2			1	2	1	2	3	1	2	3	
03	1 2 3		1	2			1	2	1	2	3	1	2	3	
04	1 2 3		1	2			1	2	1	2	3	1	2	3	
05	1 2 3		1	2			1	2	1	2	3	1	2	3	
06	1 2 3		1	2			1	2	1	2	3	1	2	3	
07	1 2 3		1	2			1	2	1	2	3	1	2	3	9
08	1 2 3		1	2			1	2	1	2	3	1	2	3	1
09	1 2 3		1	2			1	2	1	2	3	1	2	3	1
10	1 2 3		1	2			1	2	1	2	3	1	2	3	1
11	1 2 3		1	2			1	2	1	2	3	1	2	3	1
12	1 2 3		1	2			1	2	1	2	3	1	2	3	1
13	1 2 3		1	2			1	2	1	2	3	1	2	3	1
14	1 2 3		1	2			1	2	1	2	3	1	2	3	1
15	1 2 3	1	1	2	3	1	1	2	1	2	3	1	2	3	
16	1 2 3		1	2			1	2	1	2	3	1	2	3	
17	1 2 3		1	2			1	2	1	2	3	1	2	3	
18	1 2 3		1	2			1	2	1	2	3	1	2	3	
19	1 2 3		1	2			1	2	1	2	3	1	2	3	
20	1 2 3		1	2			1	2	1	2	3	1	2	3	
21	1 2 3	2	1	2		2	1	2	1	2	3	1	2	3	
22	1 2 3		1	2			1	2	1	2	3	1	2	3	

- 5 -

IX. QUESTION-BY-QUESTION INSTRUCTIONS: CHILD'S INTAKE RECORD

The Child's Intake Record is a smaller or mini-version of the Woman's Intake Record. Deleted questions are specified by number. Question numbers across the two versions are identical and the applicable question-by-question instructions are not repeated here. Consult Chapter VIII if necessary.

Recording errors in this section are one of the main reasons interviewers are recontacted by editors. Fill out this section CAREFULLY!

On the front cover, be sure to complete the identifying information including the child's name and numbers, that is, the two-digit numbers on page 2 of the Screening Form and a different two-digit number from the flap of the Household Questionnaire. Do the same for the woman's name and numbers. This is especially important if there are multiple children and different women reporting for these children. This is the only way we will know who is the child's mother and who the brothers and sisters are.

As you administer this document, be certain that the woman reports only what the child ate or drank, with whom the child ate and the like. If she is uncertain, she can ask others in the household including the child, but the woman herself is the primary respondent. She is acting as a spokesperson because the child is too young to report for himself/herself.

X. MATERIALS TO TAKE WITH YOU WHEN CONDUCTING SCREENING/ INTERVIEWS

Use this list as a check each time you go out to screen and interview. Take with you:

Sampling Materials

- Segment Sketch
- Segment Map showing location of the segment
- Segment Listing Forms

Interviewing Materials

- Letter from USDA
- Appropriate Screening Forms
- Household Questionnaires
- Woman's Intake Records
- Child's Intake Records
- Food Instruction Booklet (FIB)
- Set of Show Cards
- Sets of measuring utensils (leave one set with each household and take an additional set for backup)
- ID card and National Analysts badge

Upon completing a set of documents for a household, return them according to the directions provided to you by your Field Administrator.

XI. ON-SITE FIELD EDITING GUIDELINES

At a minimum, the following edit checks must be made to the questionnaire documents and corrections to any missing or questionable information entered by you, the interviewer. If you follow this checklist, your work will be complete and accurate, and neither you nor the respondent will hear from us until the next interviewing wave.

- All Questionnaire Documents
  - Segment and housing unit numbers are entered and consistent across all documents for that HU.
  - Time of interview is completed on the cover of each document.
  - Your name and ID # are specified on all documents.
- Screening/Call Report Form
  - Final result of call for screening is indicated on page 4.
  - Final result of call for each person from whom intake information is required is recorded on page 5.
- Household Questionnaire
  - Name of respondent as well as her Screener line number are entered on the cover.
  - Household grid Q's 1 to 9, 11, 21 and 22 are completed correctly.
  - Review every question and skip pattern to be certain no errors have been made. "Don't know" or "Refused" is acceptable but not desirable.
- Woman's Intake Record
  - Respondent's name as well as her Screener line and household grid numbers are entered.
  - Day and date of intake are recorded.
  - Time of start of any eating/drinking occasion must be recorded, including AM or PM.

- More than two eating/drinking occasions or more than five foods/beverages are recorded. If fewer items or occasions, an explanation must be recorded.

- All food/beverage descriptions and quantities are complete. (Check FIB to be sure all probes have been answered).

- Q's 23 and 24 are answered for every item.

- Q's 25 to 27 are asked only if you are speaking with the main meal planner/preparer.

- Review every question and skip pattern to be certain no errors have been made.

- <u>Child's Intake Record</u>

  - Follow guidelines established for Woman's Intake Record. Note Q's 25 to 27 are not included on Child's Intake Record.

* * * * *

DO A GOOD JOB. WE ARE COUNTING ON YOU. GOOD LUCK!

APPENDIX A

IDENTIFYING SAMPLE HOUSEHOLDS

This appendix contains definitions of terms for listing and identification of household units as well as specific instructions on how to list dwellings which you find have been omitted following a sampled housing unit. Remember to list and attempt screenings at up to five housing units when new or "missed" dwellings are found which fall between a sampled housing unit (one with an X or an O on the Listing Form) and the next listed dwelling.

A. Definition of Terms

Study these terms carefully, as they will help you in your listing procedure.

Housing Unit (HU): Is a group of rooms, or single room, occupied or intended for occupancy, with common cooking facilities, forming separate living quarters. It may be a one-family dwelling (a detached house), a single apartment in an apartment building, half of a two-family dwelling, living quarters over a garage or behind a store, a shack, an alley dwelling, a trailer or a mobile home. It may be a room in a place devoted primarily to business, a watchman's living quarters in a factory, etc. The one fixed characteristic of a housing unit is that everyone in it uses the same kitchen facilities or the same direct access from the outside or through a common hall.

Group Quarters: These are such residences as: rooming houses with nine or more lodgers, transient accommodations and barracks for workers. Persons living in these kinds of places are regarded as living in group quarters. These establishments are not considered housing units. Living quarters in institutions and general hospitals are also excluded from being housing units except for those units in buildings containing only family quarters for staff members.

Household: Is defined as all people living in an HU. It may be an ordinary family unit consisting of husband, wife and children. It may be an ordinary family unit plus relatives, or plus unrelated boarders and roomers. It may be a group of men living together in one HU. It may be a single woman or two women who share an apartment or house.

A household is used interchangeably with housing unit and dwelling unit in these instructions.

Family: Is defined as a group of two or more persons related by blood, marriage, or adoption and living together. A foster child living with a family is considered part of that family.

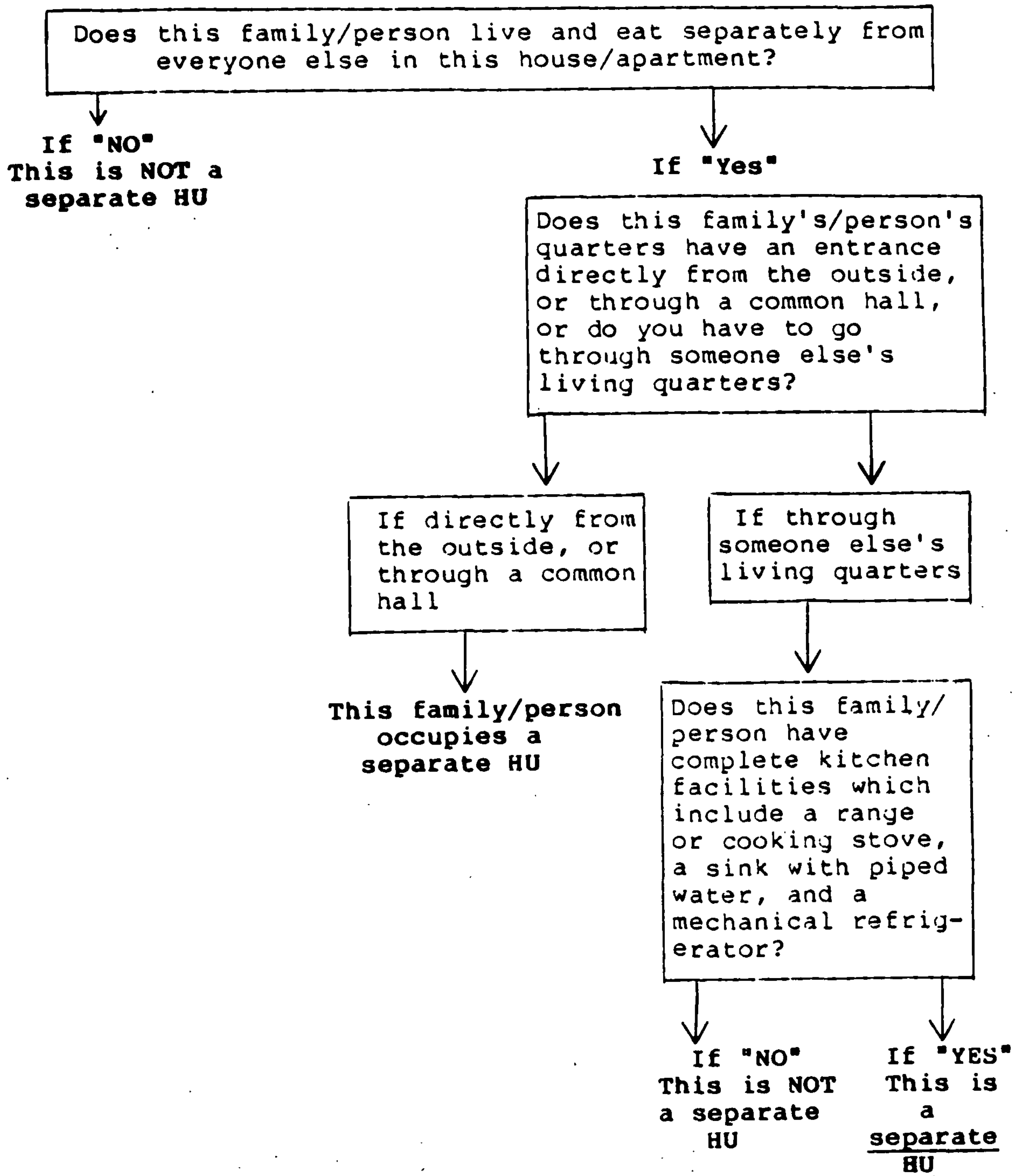
It can be seen from these definitions that HU refers specifically to the physical location (or rooms) in which the household is quartered. The household is all the occupants living in the housing unit. The family is a smaller group among the occupants limited usually to only those people who are related by blood, marriage, or adoption, but a household may contain more than one family. For example, a lodger and his wife who are not related to the person or persons who maintain the household are considered a separate family, but not necessarily a separate HU.

Eligible Household Listings: All households containing at least one person are to be listed if they fall within the boundaries of your segment. In addition to "usual" households with which you are familiar, use the guidelines below to determine if a residence should be listed or not.

DO NOT LIST	DO LIST
• Institutional living quarters such as those in asylums, penitentiaries, reformatories, convalescent homes, homes for the aged, blind, deaf, dumb, or orphans, old soldiers' homes, convents, hospitals, nurses' homes, private residential clubs, fraternities, Y.M.C.A.s and Y.W.C.A.s, etc.	• Institutional living quarters for resident employees in buildings containing living quarters for only staff members
• Hotel living quarters for transients; barracks for workers	• Hotel living quarters if they have cooking facilities and are intended for occupancy by <u>permanent</u> residents (e.g., efficiency apartments)
• Rooming house (living quarters of managing family) <u>if</u> there are <u>nine or more</u> boarders unrelated to the person in charge <u>and</u> the manager lives and eats <u>with</u> the boarders	• The living quarters of the owner or manager of a <u>rooming house</u> with <u>less than nine boarders</u> The living quarters of the owner or manager of a <u>rooming house</u> with <u>nine or more boarders only</u> if the manager lives and eats <u>separately</u> from the boarders

Housing Unit Determination Chart

Use the chart below to decide whether or not an HU has been found and should therefore be recorded on your listing form and a screening attempted.



B. Recording Information on the Listing Form

Sometimes it may be necessary to ask a resident about the neighborhood or specific housing units. When making inquiries, do not use the term "housing unit"; this is a technical term for which we have a specific definition, which is not readily understood by the public. Instead, it may be helpful to ask questions such as: Is this a single-family house? Are there apartments? Are there lodgers? How many?

1. **List HUs on the Segment Listing Form.**

As you list, record the HU addresses or descriptions on the Listing Form as neatly as possible.

2. **List Each HU on a Separate Line.**

Use one and only one line for listing each HU. In a multiunit structure, for example, list each apartment on a separate line of the Listing Form.

3. **Record Unique Identification for Each HU.**

Unique identification may be more than just a street name and number: "109 Floyd St., First Floor" distinguishes an HU separate from "109 Floyd St., Second Floor." If you cannot ascertain the location of an HU in a structure, do not guess. A unique identification always includes street name and a full address or description. In multiunit structures without A, B, C, or another individual identifier, it is important to provide an exact location (e.g., "first floor on the left" or "rear of building on the right beside the garage door") so that the residence can be found later on.

a. **<u>Record Street, Road or Highway on Which the HU is Located</u>.**

Use abbreviations of street names, including "Street," "Place" or "Boulevard," "North," "South," etc. For example, use "St." for "Street," "Rd." for "Road," "Blvd." for "Boulevard" and so on.

b. **<u>Record the House or Building Number</u>.**

If this cannot be ascertained, give a description of the building. Do not attempt to guess the number from the sequence of numbers you have observed. If no number is visible, describe the HU. Look for something <u>permanent</u> about it that will distinguish it from the rest of the dwelling units, particularly adjoining ones, so that another person following the same instructions could locate it. (Note that the the <u>color</u> is <u>not</u> permanent).

c. **<u>Describe Unnumbered Residential Buildings Completely</u>.**

Sometimes the best description is a building's location, e.g., "house between 28 and 34 Oak St." Do not depend on numbers on roadside mailboxes, since the boxes may be for houses across the street from the segment.

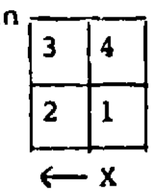
When describing a residential building for which there is no number, choose features which will distinguish that household from all others in the neighborhood. Good descriptive features are type and construction of house and roof: e.g., two-story, brick, central chimney, attached garage; or single-story frame with fieldstone foundation, low gable roof. Relatively permanent features, such as the position of doors, chimneys, garages and other buildings, distance back from the road, and so forth are other good descriptions. Descriptive features such as the color of the house or trim, lawn ornaments and children's swing sets are of little help.

d. **Identify HUs in Multiunit Buildings Clearly.**

When you can see from outside that a building contains more than one HU, list each HU separately in an orderly fashion. A unique identification of these HUs requires an apartment number, letter or description locating the HU within the building. Inquire about the number of HUs and specifically identify each HU in every multiunit building. If an HU does not have an apartment number or letter, give the location inside the building, or even better, the location of the door which would normally be used by a visitor at the HU. Sometimes these are fairly obvious; if they are not, you might consult the manager or some other responsible person regarding the number and location of HUs in the building. When this is impractical, determine as best you can the number of HUs and list the building address on the number of lines corresponding to that number.

Listing HUs in a multiunit structure requires some systematic procedure to ensure that each HU is listed once and only once. One or a combination of the following rules will satisfy most situations:

- List by number or by letter.
- List by floors, from basement to attic.
- If there are several unnumbered units on a floor, begin at the front right then go to the left as you face the building and list systematically in a clockwise direction.
- If necessary, draw a rough floor plan to show the locations of unnumbered units.



C. Identifying Different Types of Living Quarters

The majority of HUs are single-family houses. However, you should be familiar with all types of housing and the procedures for handling them.

1. **Single-Family Houses**

There should be few problems involved in listing single-family houses. This does not mean, however, that listing what appear to be single-family houses is always a simple and straightforward task. It is easy to overlook extra apartments in attics or basements, houses along alleys, HUs over garages, etc.

2. **Row Houses, Town Houses, Terrace or Garden Apartment Developments**

In apartment developments consisting of buildings such as row houses, town houses, village, terrace and garden-type apartments, list each HU on a separate line of the Listing Form. Sometimes these types of houses have two or more apartments in them. Check carefully to be certain no HUs are overlooked.

3. **Small Multiunit Buildings**

Even though a structure might appear to be a single-family house, be on the lookout for evidence of more than one HU in a structure, such as an extra apartment in the attic or basement, or a rear dwelling. There are a number of clues to look for in order to determine if a single structure contains more than one HU. For example: several mailboxes or doorbells; more than one gas or electric meter; more garbage cans than a single HU would be likely to require; more than one main entrance to the structure; more than one TV antenna on the roof. Look for special quarters (such as a custodian's) that have entrances on the side or back of the building.

4. **Trailers, Trailer Courts or Parks**

If a trailer court or park is nontransient and nonseasonal, list each established space, whether or not it is currently occupied by a trailer. Trailer parks usually have specified spaces with electric and sewage facilities at definite locations.

If a trailer court or park is transient and/or seasonal, list any manager's or custodian's quarters that you find.

All residential trailers with permanent foundations or permanent electric and sewage tie-ins are to be listed, whether or not they are occupied. Trailers which do not meet these criteria, that is, they are not permanent, are to be listed only if they are occupied.

5. **<u>HUs in Buildings Used for Nonresidential Purposes</u>**

Even if a building appears to be strictly commercial, it may contain HUs above or behind shops and stores; the storekeepers may have their living quarters in such places, or extra space may have been converted into apartments. In churches, private schools, etc., there may be living quarters for janitors or maintenance personnel. Occasionally, manufacturing facilities or warehouse structures will contain quarters for watchmen. List all such quarters if they meet the definition of an HU.

6. **<u>Temporary nonresidential Use of HUs</u>**

Dwellings are sometimes used <u>temporarily</u> for other purposes, such as professional offices or storage, and you are to list these units. Quarters which have been permanently converted for some other use, of course, are no longer HUs.

7. **<u>Vacant or Dilapidated HUs</u>**

The general rule is to list vacant HUs. If there are several in the same building, list each one separately. The rules for listing vacant living quarters are similar to those for listing occupied quarters.

If a vacant unit is unfit for human habitation and no longer considered as living quarters, do not list it. If you question whether or not a vacant unit is fit for habitation, list it.

Do not list HUs which are scheduled for demolition. Such places are usually located in urban redevelopment areas or along highways under construction. Please describe what (if anything) is planned to take the place of the structures to be demolished. If there will be more residential units -- such as housing projects or high-rise apartment buildings -- get full details and record on your segment sketch.

8. **HUs Under Construction**

List unfinished residential buildings on which any construction has been started. For multiunit buildings, list each HU which the building will contain when it is completed, and estimate the completion date. Describe the location of each unit. If this information cannot be obtained at the building site, try to locate the builder, contractor, or some other local source in order to secure the information.

9. **Hotels and Motels**

In general, include permanent residents living in hotels, and exclude the transient population. If your segment includes a hotel or motel:

- Do not list living quarters that would be classified as transient or seasonal, but in excluded quarters, do list HUs occupied by resident managers or staff.
- For nontransient or nonseasonal hotels or motels, do list each unit that meets the HU definition.

10. **Rooming Houses**

For rooming houses that have fewer than nine boarders, list each HU that meets the HU definition on a separate line of the Listing Form. If the owner and boarders all share one kitchen facility, record the one address on your Listing Form and indicate that it is a rooming house with fewer than nine boarders. If the boarders each have separate kitchen facilities and each meets the definition of an HU, each is to be listed separately. If the rooming house has more than nine boarders, look for the landlord's apartment and list it. Note on the Listing Form line for the landlord's quarters that it is a rooming house with more than nine boarders. For rooming houses that have nine or more boarders, list the landlord's apartment only if it meets the HU definition. Do not list accommodations for the other boarders, however.

11. **Seasonal Housing**

If you determine that scattered cottages, hunting lodges, migratory labor housing and similar units meet the HU definition, list each unit on a separate line of the Listing Form. In addition, record "Seasonal" in RED for each such unit.

12. **Military Installations**

We do not include military installations in our sample surveys, and even though there may be HUs for civilian personnel on military bases, do not list them.

13. **Institutional Quarters**

Do not list institutional quarters which are occupied or intended for occupancy by the persons for whom the facility is operated.

Remember to check carefully for HUs within institutional grounds. The following examples should make this clear.

TYPE OF INSTITUTION	LOOK FOR AND LIST HUs FOR:
• Mental/penal institutions	Superintendents, wardens, guards and attendants only if they live there
• Rest/nursing homes	Owners or managers only if they live there
• Dormitories/fraternities/ sororities	Resident staff only if they live there
• YMCAs/residential clubs	Permanent residents and directors only if they live there
• Missions/flophouses/ Salvation Army shelters	Superintendents, directors and janitors only if they live there