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DIVISION OF BOOZ - ALLEN & HAMILTON INC.

STUDY # 09010 - 065 - 001
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1986
CONTINUING SURVEY OF FOOD INTAKE BY INDIVIDUALS

- INTERVIEWER INSTRUCTIONS -
WAVES 2 - 6 -- 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 deficiencies. National Analysts is collecting this information in 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 of age 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
- Wave 1 -- 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
- Waves 2 to 6 -- Recontacting these women by telephone five more times 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 the Call Report and Transmittal Form label to identify the respondents you are to interview.
- Second, attempt to conduct a telephone reinterview with each age-eligible woman whose name has been given to you. In most instances, this means you will conduct an interview with one woman in a household. In others, you may be asked to complete more than one interview because there is more than one woman between 19 and 50 years of age who was interviewed in Wave 1. (If the household does not have a telephone, the second interview will be conducted in person by the field interviewer.)

This manual tells you everything you need to know about conducting telephone and personal interviews in Waves 2 through 6 of this study. The next chapter describes your sampling materials and tells you when and with whom to conduct your interviews. Chapter III tells you the procedures for reinterviewing respondents and how to handle special situations (e.g., respondents who refuse to continue or move out of the household).

Chapter IV outlines general interviewing techniques. Chapters V through VIII provide detailed interviewing instructions and question-by-question instructions for all of Waves 2 through 6 documents.

Additional instructions will be provided or have already been provided in the personal training sessions. Use this manual as reference if a question arises. If you cannot find your answer, speak with your supervisor immediately.

II. SAMPLING MATERIALS AND IDENTIFICATION OF SURVEY RESPONDENTS

This chapter describes your sampling materials and tells you how to identify who and how many women in each survey household must be reinterviewed.

A. Overview

In Wave 1, households in specially selected areas throughout the United States were screened to identify those containing one or more women 19 to 50 years of age. Those containing women in this age range were asked to cooperate in the CSFII. In cooperating households, interviews were attempted with each age-eligible woman and their age-eligible children.

In households with only one woman aged 19 to 50, a Household Questionnaire and Woman's Intake Record were completed. If this woman had responsibility for any children 1 to 5 years of age, a Child's Intake Record was completed for each child, with the woman acting as the spokesperson for each of her children.

In households with two or more women 19 to 50 years of age, one woman was selected as the household respondent. (In most cases, this was the female head of household and/or the main meal planner/preparer.) This woman provided data for the Household Questionnaire and her own Intake Record. If she had age-eligible children, she completed intake records for them as well. After this woman responded, cooperation from every other woman aged 19 to 50 in the household was requested. An intake record was completed with each of these women, and a Child's Intake Record completed for each age-eligible child belonging to these women. In the majority of households, we were successful in obtaining interviews with every age-eligible woman. In some cases, we interviewed one woman, but not the second.

In Wave 2, the sample consists only of households interviewed in Wave 1. Within these households, only women who completed interviews in Wave 1 are eligible for reinterview in Wave 2. In each follow-up Wave (2 through 6) you will attempt to complete interviews with all the sample names you receive but only the names you receive. No additions or substitutions are permitted.

Your Waves 2 through 6 sample materials will consist of Interview Call Report and Transmittal Forms to which labels have been added identifying the woman (women) with which interviews are to be attempted in each household. Attached to the Call Report Form will be a xerox copy of the Wave 1 household grid from which you will update the household composition. Supplies of Household Questionnaires, Women's Individual Intake Records and Child's Intake Records will also be provided as necessary.

B. Identifying Survey Respondents

The label on the Interview Call Report and Transmittal Form tells you who and how many women are to be interviewed in each household and whether or not there are children 1 to 5 years of age for whom intake information must be collected.

The segment number and housing unit number, the household ID #, the date of last interview, and the interviewer's ID # will appear on the first line of the label. Immediately following are the address and telephone number of the household. Then, the names of each woman and her children, if any, about whom food consumption information must be obtained are listed.

The woman's name always appears first followed by her children's, if there are any in that household. Each person's name will be preceded by a two-digit line number from the Wave 1 screening form (SCR #) and a two-digit grid number from the Wave 1 Household Questionnaire (HH #). Women's screening form line numbers are 10, 20, 30, 40, 50, etc. Children's screening form numbers follow in sequence after their mother's number (e.g., 11, 12, 13, 21, 22, 23, etc.). Household grid numbers are taken from

the flap of the Household Questionnaire on which all household members are listed. In most cases, the woman's HH # will be 01, but everyone else's number will depend on his/her position in the household grid. If there are two or more women, an "H" in parentheses (H) will appear beside the woman who is the household respondent. This woman answers the Household Questionnaire in addition to the appropriate intake records. All of the other women answer only intake records.

In the middle of the label on the right-hand side is a section headed by "DAYS OF INTAKES." One or more days will be listed for each respondent to indicate the days for which intake data have already been obtained. Because it is important to collect food consumption information on as many different days as possible, you should try to collect intake data for days that are not already listed on the label.

In the following example, there are two women -- Michelle McCormick, screening line #10, and Amanda McCormick, screening line #20 -- who are 19 to 50 years of age and must be interviewed in Wave 2. Michelle has two children, Eddie #11 and Billy #12, about whom food consumption information will be collected. She is the household respondent since her name has an (H) beside it. Amanda has one child, Christie #21, about whom she will report.

Note that at the bottom of the label there may be a "message." The following example says "Do not call, do in-person." This note tells us in the central office that the members of this household prefer to be interviewed in-person even though they could be interviewed by telephone. Therefore, this household would be given to an on-site interviewer. Other "messages" might be:

- Intake record only
- Language spoken: French, Spanish, etc.

The "intake record only" message would apply to a household which had two women in it at Wave 1, but sometime during the year split into two households. We only get

one household document, so for one of the women the only document required is an intake record as stated on the label.

If you are unsure about the meaning of a message, please ask your supervisor before attempting the interview.

Example:

| | | | |
|----------------------|-------|----------|-------|
| SEGMENT HOUSING UNIT | ID # | LAST INT | INTR# |
| 221911 123 | 20363 | 04-17-86 | 699 |

8414 S.W. BENJAMIN AVE
PORTLAND OR 97219
503-244-8585

| SCR# | HH# | RESP NAME | DAYS OF INTAKES |
|------|-----|------------------------|-----------------|
| 10 | 01 | MICHELLE MCCORMICK (H) | W |
| 11 | 03 | EDDIE | W |
| 12 | 04 | BILLY | W |
| 20 | 02 | AMAMDA MCCORMICK | W |
| 21 | 05 | CHRISTIE | W |

DO NOT CALL, DO IN PERSON

In most households, there will be only one woman. This woman may or may not have children 1 to 5 years of age. Only a handful of households will have more than one woman aged 19 to 50 with whom you will be required to speak.

DO NOT INTERVIEW ANYONE WHOSE NAME IS NOT ON THE LABEL. THIS INCLUDES ANY WOMEN 19 TO 50 YEARS OLD WHO MAY HAVE MOVED INTO THE HOUSEHOLD BETWEEN THE PREVIOUS INTERVIEW AND NOW OR THOSE MISSED IN WAVE 1. YOUR JOB IS TO INTERVIEW ONLY THOSE WOMEN WHOSE NAMES ARE ON THE INTERVIEW CALL REPORT AND TRANSMITTAL FORM, AND TO COLLECT INFORMATION ABOUT THEM AND ANY OF THEIR CHILDREN LISTED.

III. INTERVIEWING PROCEDURES

This chapter outlines the interviewing procedures you use to interview each eligible person listed on the label.

A. Documents to Be Completed

In addition to the Interview Call Report and Transmittal 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 whose name has been listed on the label on the Call Report Form

Thus, you may complete as few as 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 label on the Interview Call Report and Transmittal Form tells you how many intake records are to be completed. Remember, one and only one Household Questionnaire must be completed for each household.

B. Determining the Best Day of Interview

The goal of this study is to capture intake information for six different days of the week for each respondent by the time the study ends and to space the reinterviews at approximately two-month intervals. Therefore, you must consult the label on the Call Report and Transmittal Form before attempting any reinterview. Follow these two steps:

1. First, attempt a reinterview within a week to 10 days of two month's time from the date of the last interview, which appears on the label. Thus, if the last

interview occurred on 4/12/86, the next interview should be completed around 6/12/86.

2. Second, be certain to obtain intake information (which is always what was consumed on the day before the actual day of interview) on a different day from the one(s) which appear on the label. For example, look at the label on page 6. A "W" (Wednesday) appears on the label next to each person. This means that this day has already been used and you must complete an intake record for a day which does not appear on the label (e.g., Monday, Tuesday, Thursday, Friday, Saturday or Sunday). Therefore, you can attempt an interview with members of this household on any other day but Thursday, because if you completed an interview on this day then the intake portion would be for Wednesday which has already been used. If it is absolutely impossible to collect intake data except on a day about which a respondent was previously interviewed, you may use this option as a last resort.

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 HOUSEHOLD QUESTIONNAIRE AND INDIVIDUAL INTAKE RECORD FOR THE HOUSEHOLD RESPONDENT. A CHILD'S RECORD WILL BE ACCEPTED ONLY IF A MOTHER'S RECORD IS ALSO INCLUDED.

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 are 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 call again 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 a Woman's Intake Record is completed

3. After a Child's Intake Record is completed
4. After intake records 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 an appointment to call back at a time when the woman can report for herself and her children. If there is no telephone, this must be a personal appointment.
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 the 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 call 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. Dropouts and Movers

As much as we might like our survey respondents not to move and set up new households, we know some of them will do so during the year-long study. Also, we recognize that some women in a household may "drop out" while others will continue with the study until its completion. It is important to know how to handle these different types of situations should they arise. Follow the instructions described below as you encounter these "unique" situations.

1. All women and children continue to reside in same household at same address and everyone cooperates

This is the situation we are hoping for -- that is, no change. If this is the case, proceed with the rules previously described. Complete the Household Questionnaire and then the requisite intake records. Be sure to complete the Household Questionnaire with the correct woman, that is, the one with the (H) on the Interview Call Report and Transmittal Form label.

2. There is no change in women and children, but the household respondent refuses to continue

This situation will apply only if the household has two or more participating women. If the woman designated as the household respondent "drops out" and you have exhausted all attempts to interview her, you are permitted to use another woman as the household respondent. If there are several to choose from, ask which woman aged 19 to 50 whose name is on the Interview Call Report and Transmittal Form label can best answer questions about the household, in general. Then attempt to interview this woman first. Complete the Household Questionnaire and then the intake records as you have been instructed to do.

Try your best not to lose this household entirely. We want to continue with the household if at least one woman is willing to continue. Be sure to indicate the change in household respondent on the Interview Call Report and Transmittal Form and the Household Questionnaire in the spaces provided.

3. There is no change in women but some or all of the children are gone

If a child has gone to live with someone else and no longer resides regularly in the survey household, do not complete an intake record for this child. Indicate that the child has moved out on the Interview Call Report and Transmittal Form and do nothing else. This child will no longer be one of the persons surveyed. However, do interview the woman aged 19 to 50 listed on the label who was listed as responsible for that child.

4. All of the women and children have moved to a new household together

If this situation occurs, the first thing to do is to find out the new address and telephone number. Second, determine whether the new address is in the same SMSA as the original address. If you cannot make this determination, refer the situation to your supervisor before returning the Call Report and Transmittal Form to our office. If the household has moved but remains in the SMSA, the household is still to be surveyed.

Follow the procedures described earlier, that is, complete a Household Questionnaire and then the required number of intake records. Remember, if there are several women to interview, speak with the household respondent first.

5. Some of the women and/or children have stayed at the old address while others have moved to a new address

This situation is not apt to occur very often. The key here is the women. We trace women and collect information about them and any of their children who are still with them.

In a household with one woman, if this woman moves away, but her children still live in the "old" household, you are to find out where the "moving" woman now

lives. If she still lives in the SMSA, then try to locate her and interview her. Since her children do not live with her anymore, you are not to complete intake records for the children.

In a household with two or more women, if the household respondent moves away but the other women continue to reside in the original household, have one of the women still at the old address act as the new household respondent. Complete the Household Questionnaire with that woman and the requisite intake records. Find out the address and telephone number to which the "moving" woman has gone. If the new address is in the SMSA, try to find the woman and complete only the intake record(s) for her and any of her children. No other Household Questionnaire is necessary since you have already completed one at the old address.

6. All women and children have moved to new and separate addresses

The rule here is to find out where the women have gone and whether or not they still reside in the SMSA. Any women who still live in the SMSA are to be followed up and intake records are to be completed for them and any children that are still with them.

In this instance, you are to complete a Household Questionnaire with the original household respondent if she still lives in the SMSA. If she does not, another woman is to be designated as the household respondent and a Household Questionnaire is to be completed with her. In this case, the most knowledgeable woman among those 19 to 50 should act as the household respondent.

REMEMBER TO COMPLETE ONE AND ONLY ONE HOUSEHOLD QUESTIONNAIRE FOR THE WOMEN WHO WERE PART OF THE ORIGINAL HOUSEHOLD UNIT. EACH WOMAN GETS HER OWN INTAKE RECORD, HOWEVER.

E. Callbacks to Complete Interviews

Multiple contacts are to be made to complete reinterviews. In those households with telephones, up to eight contacts are to be made to schedule and complete interviews with women aged 19 to 50 whose names are supplied on the label attached to the Call Report Form. In households without telephones, a total of six in-person attempts are to be made in urban areas and five in-person visits are required in rural areas.

Make your first attempts on the days and times indicated in Q.52 on the Household Questionnaire flap. If you are unsuccessful, make additional attempts at different times of the day and on different days of the week. At least one attempt must be made on a weekend day.

F. Measuring Utensils

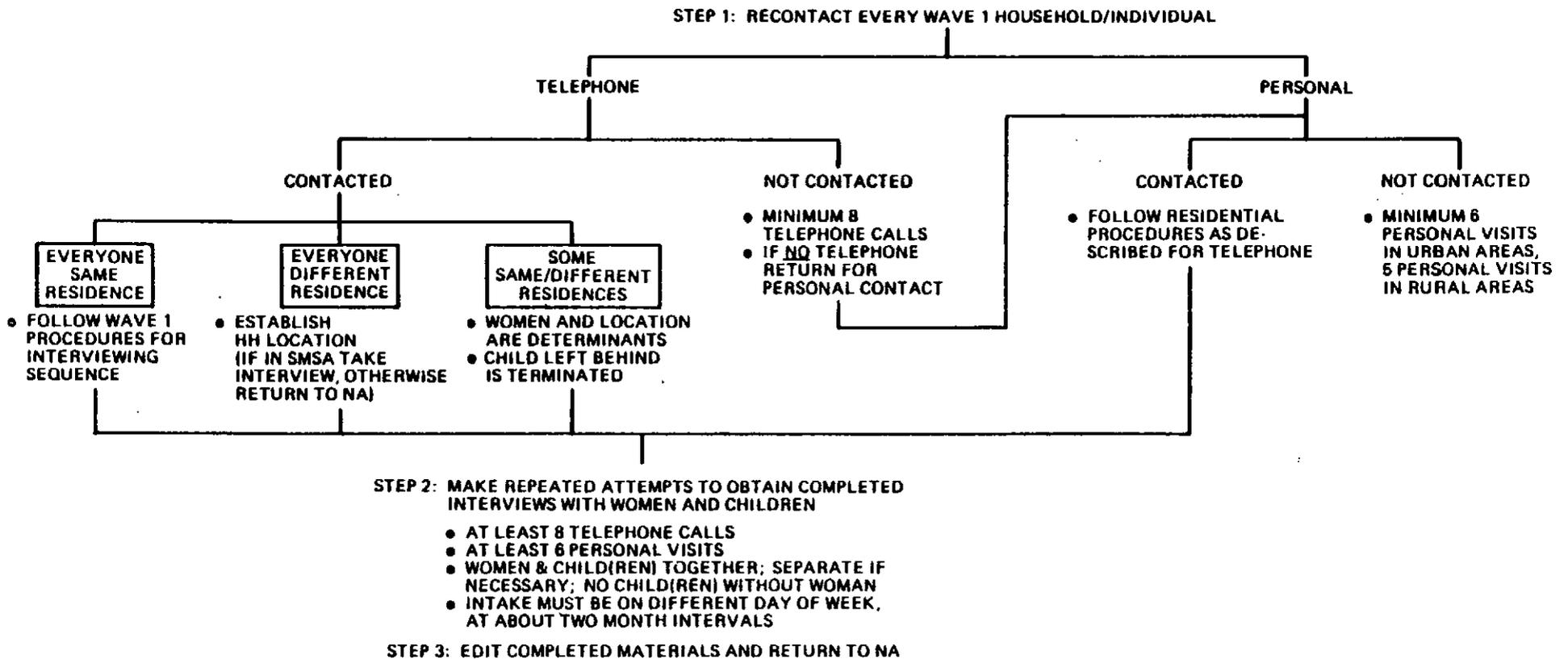
Ask respondents to use the measuring utensils -- cups, spoons and ruler -- given to them at the initial interview during the reinterview to estimate quantities of foods/beverages consumed.

G. Flow Chart of Wave 2 Interviewing Procedures

The following chart illustrates the steps you follow to reinterview households. Remember, the day on which you conduct your interview must give us a different intake day from the day(s) that appear on the Interview Call Report and Transmittal Form label for that woman and should be about two months after the last interview.

CSFII WAVE 2 INTERVIEWING PROCEDURES: OVERVIEW

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IV. 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 who you are and why 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, speak with your 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 never 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. At this time, are there any other people who live here <u>regularly</u> , including newborn babies? | Yes | 1 |
| (SKIP TO INSTRUCTIONS BEFORE Q.10.) | No | 2 |

- Remember that questionnaires are always filled out in lead pencil, 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.

- Do not erase. 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 ONE CODE. IF NONE, ENTER "0.")**

\$ 25 .00
13-18

| | |
|-----------|---|
| Per week | ① |
| Per month | ② |

- Read each question exactly as it is written. Do not 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.
- Read each question in a calm, even tone of voice, stressing only underlined 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?"

(READ AND CIRCLE ONE CODE)

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

| | |
|---|---|
| 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.31 of the Individual Intake Record:

31. Which one of the following reasons best describes why it was (ANSWER TO Q.30)? Were you:

(READ)

| | |
|---------------------------------------|---|
| Sick or ill, | 1 |
| Short of money, | 2 |
| Traveling, | 3 |
| At a social occasion, | 4 |
| On holiday or vacation, | 5 |
| Did not have enough time to eat, or | 6 |
| Some other reason? (<u>SPECIFY</u>) | 0 |
| <i>I filled up on candy.</i> | |

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 39 and 40 of the Household Questionnaire:

39. Did this household receive food stamps in (NAME OF LAST MONTH)?

| | | |
|----------------|-----|---|
| | Yes | 1 |
| (SKIP TO Q.43) | No | 2 |

40. For how many persons were those food stamps authorized in (NAME OF LAST MONTH)?

1 PERSONS

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14. 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.
15. In addition to the on-line monitoring by your supervisor, all interviews will be validated. So please be very accurate and thorough when recording respondents' answers.
16. Record the key word of any indirect probes you use to clarify vague responses by circling the word or enclosing it in parentheses.

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)

V. QUESTION-BY-QUESTION INSTRUCTIONS: INTERVIEW CALL REPORT AND TRANSMITTAL FORM

Detailed instructions for completing the Call Report and Transmittal Form are outlined in this chapter.

The large 7 and 8 at the top of this form tell you it is used for samples 7 and 8. Each time you transmit completed questionnaire(s) to National Analysts they must be accompanied by a completed Interview Call Report and Transmittal Form.

This four-page folder serves three purposes:

- It contains the Call Report Form on which the result of each attempted contact is recorded.
- It serves as a transmittal form and folder to identify and hold all requisite documents from a household.
- It contains five additional questions you, the interviewer, must answer for noninterviewed 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 in the next wave.

A. Wave Identification

Circle the number which corresponds to the wave in which you are interviewing in the upper right-hand corner.

B. Type of Interview

Circle a code to identify whether the interviews enclosed were taken by telephone or in-person.

C. Identifying Information

Verify the address and telephone number for each person listed. This is extremely important since we will be interviewing these same people in five follow-up interviews over a year's time.

If there are changes, correct the label and record the new information at the bottom of page 3 under result of call code 7. Circle a code for T (temporary move) or P (permanent move). If the move is temporary, make a note to tell us how long the temporary address is expected to be valid.

Record the full name of the respondent to the Household Questionnaire in the boxes below the label, and circle a code to indicate whether this was the same household respondent as in previous wave or a different respondent, i.e., if the respondent is someone other than the woman with an (H) beside her name, then a code "2" should be circled.

D. Days for Which Intake Information Should Be Collected

In this study, we are attempting to collect food consumption information for as many different days as possible because people eat differently on different days of the week. Therefore, it is your job to complete the reinterview on a day which will give us a different intake day.

The day(s) of the week for which intake records have already been taken will appear on the label (e.g., M). The days of the week will have the following designations:

M = Monday
T = Tuesday
W = Wednesday
Th = Thursday
F = Friday
St = Saturday
Sn = Sunday

Schedule the current interview on a day which will give us food consumption information for a day that is different from the one(s) listed on the label. Remember the food consumption information is obtained for the day before the day of actual interview.

Look at the label example below. If the identifying information says that food consumption information was obtained for Wednesday, then you can conduct an interview on any day of the week except Thursday. If the interview were completed on Thursday, the food consumption part would be about Wednesday, and in our example this day has already been used. Therefore, take an interview on any other day if at all possible. (Remember, any reinterview should be about two months after the date of last interview. In our example, that would be about 6/17/86.)

We need to interview respondents on as many different days as possible in order to get a picture of their food consumption patterns across all days of the week, including weekends. Look at Q.52 on the flap page which is attached to the Interview Call Report and Transmittal Form. It tells you the best weekday and weekend day to attempt the interview. The best time of day is also specified. If you have made an effort to get the interview on a different day of the week but there is no possibility of doing so, take the interview when the respondent is available in order to avoid a refusal. Use this as a last resort only!

The following is an example of the Interview Call Report and Transmittal label.

Example:

| | | | | |
|---------------------------|--------------|--------------------|-----------------|-------|
| SEGMENT | HOUSING UNIT | ID # | LAST INT | INTR# |
| 221911 | 123 | 20363 | 04-17-86 | 699 |
| 8414 S.W. BENJAMIN AVE | | | | |
| PORTLAND OR 97219 | | | | |
| 503-244-8585 | | | | |
| SCR# | HH# | RESP NAME | DAYS OF INTAKES | |
| 10 | 01 | MICHELLE MCCORMICK | (H) | W |
| 11 | 03 | EDDIE | | W |
| 12 | 04 | BILLY | | W |
| 20 | 02 | AMAMDA MCCORMICK | | W |
| 21 | 05 | CHRISTIE | | W |
| DO NOT CALL, DO IN PERSON | | | | |

E. Individual Intake Result of Call Record

Enter the name of each woman and child listed on the label on the appropriate line number(s) of the grid on page 2.

Complete this record for each person listed in the grid. Record a result of call each time you attempt to complete or complete an intake record for a woman and/or any of her children.

- Enter your name and ID # in the boxes at the bottom of the grid.
- Enter the day and month in the space provided for the date.
- Enter the time 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 from the codes shown.

Individual result of call codes are explained below.

| <u>Code #</u> | <u>Explanation</u> |
|---------------|--|
| 1 | <u>"Intake record obtained."</u> Use this when the intake record is completed. |
| 2 | <u>"Intake record not obtained."</u> Use this code if you attempted to complete an intake but were unsuccessful (i.e., you made an appointment and called 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 also to record the reason for not obtaining the intake record on the appropriate person's line for related information. |

- 3 "Appointment made." Be sure to record the appointment time and date on the appropriate person's line.
- 4 "Telephone busy." Be sure to call again in half an hour since it is likely you will find someone home.
- 5 "Respondent not home." Use this if the intended respondent was not at home when you called 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 "No one home/no answer after 10 rings." Use this code if you telephoned and no one answered after 10 rings or if you visited in-person because the household has no telephone and no one was at home.
- 7 "Respondent moved." Be sure to record the new address and telephone number below code 7 since it is very important that we are able to trace women to their new addresses and telephone numbers. If a woman has moved to a nearby location (within the SMSA), attempt to contact and interview her. If the person has moved out of the area (i.e., from Baltimore to Boston), record the new address and telephone number and return the Call Report and Transmittal Form to National Analysts. If you have questions about whether the person has moved within the area (SMSA), consult your supervisor. Be sure to indicate whether the move is temporary (T) or permanent (P) and if temporary how long the address will be valid.

Remember to follow only women. If children move without their mothers, record the children's new addresses but do not attempt to complete intake records with them or any other person now responsible for them.

8 "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.

9 "Telephone number changed." Be sure to record the new number and attempt to contact the intended respondent. Consult directory assistance for a new number if necessary. When this occurs, be sure to check the address. Women are only qualified to continue if they still reside in the SMSA.

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

For administration ease, the Interview Call Report and Transmittal Form can be folded so that the result codes are easily read by supervisory staff and interviewers alike. After the final disposition has been recorded, then the form can be refolded correctly.

See the example of a correctly completed Result of Call Record on the following page.

• IN GRID BELOW ENTER NAME(S) OR APPROPRIATE LINE NUMBER(S) FOR EACH ELIGIBLE WOMAN AGED 19 THROUGH 50 AND EACH OF HER ELIGIBLE CHILD(REN) AS GIVEN ON LABEL, AND
 • ENTER A RESULT OF CALL CODE FOR EACH PERSON LISTED

RESULT OF CALL FOR INDIVIDUAL INTAKE RECORDS

CD 03

| 19-21 | | BLANKS COLS. 12-15 | | | | | | | | Record Reasons | | | | | | | | FOR OFFICE USE |
|---------------------------|--|--------------------|---------|---------|---------|---------|---------|---------|---------|----------------|---------|---------|---------|---------|---------|---------|--------------------------------------|----------------|
| Line # | Females 19 to 50 and Their Children 1 to 5 | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | |
| | | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | |
| Call # 16-17 | Date 18-21 | 6/17 | | 6/17 | | 6/17 | | 6/17 | | 6/18 | | | | | | | | |
| Time 22-24 | | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | AM 1 | PM 2 | |
| | | *Result | *Result | *Result | *Result | *Result | *Result | *Result | *Result | *Result | *Result | *Result | *Result | *Result | *Result | *Result | *Result | |
| 10 | Full Name of Woman #1: Michelle | | | | | | | | | | | | | | | | | |
| 11 | Child's name: Eddie | 1 | | | | | | | | | | | | | | | | |
| 12 | Child's name: Billy | 2 | | | | | | | | | | | | | | | | |
| 13 | Child's name: | | | | | | | | | | | | | | | | | |
| 14 | Child's name: | | | | | | | | | | | | | | | | moved, lives with father permanently | |
| 20 | Full Name of Woman #2: Amanda | 5 | 4 | 6 | 3 | 1 | | | | | | | | | | | 6/18 at 10:30 AM | |
| 21 | Child's name: Christie | 5 | 4 | 6 | 3 | 1 | | | | | | | | | | | 6/18 at 10:30 AM | |
| 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: | | | | | | | | | | | | | | | | | |
| INTERVIEWER'S NAME/I.D. # | | | | | | | | | | | | | | | | | | |

- *RESULT OF CALL CODES:**
- Intake record obtained
 - Intake record not obtained (RECORD REASON ON APPROPRIATE PERSON'S LINE)
 - Appointment made (RECORD DATE/TIME ABOVE)
 - Telephone busy (CALL AGAIN 1/2 HOUR)
 - Respondent not home
 - No one home/no answer after 10 rings

7. Respondent moved (RECORD NEW ADDRESS/TELEPHONE AND ATTEMPT CONTACT:

| ADDRESS | 20 | | TELEPHONE |
|----------|----|---|-----------|
| | T | P | |
| Woman 10 | 1 | 2 | |
| Woman 20 | 1 | 2 | |
| Woman 30 | 1 | 2 | |
| Woman 40 | 1 | 2 | |

*T=Temporary Move P=Permanent Move END CD 03

IF ALL HOUSEHOLD MEMBERS ARE NON-RESPONSIVE ANSWER QUESTIONS ON PAGE 4.

- Telephone out of order (TRY AGAIN)
- Telephone number changed (RECORD NEW NUMBER AND ATTEMPT CONTACT:
- Other (SPECIFY: _____)

F. Completing the Interviewer Questions About Nonresponsive Households

For each nonresponsive household (i.e., those for which you have no completed questionnaires; all prospective respondents are nonresponsive), you should complete the five questions on page 4 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 gain cooperation in this household. Such information as "they hung up the phone on me," or "they refuse to be part of government-sponsored surveys anymore" tells us a great deal about how receptive a household might be to other "persuasive" attempts we might make.
- Qs 2a and 2b We realize you may not know this information. If you are guessing or don't know, please make a note of that fact by recording "guess." Don't leave these questions unanswered. If you really don't know, record "D.K."
- Please tell us anything you can which will give us any insight into whether or not this household might respond in future waves. For instance, a respondent may be away on a two-month cruise but will return by the time the next interviewing wave is scheduled and probably will cooperate then.
- Q.3 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 had to go in-person because the household had no telephone and you could not speak to anyone once you got to the door, circle code 1.
- Q.4 Give a full explanation of any conversations with member(s) of the household.
- Q.5 Any clues or insights you may have about converting this to a responding household should be recorded here. Remember, you called or were there in-person and we were not. We must rely on your knowledge and information. Please give us the benefit of it. For

example, if we knew that more information was needed or the respondent has lost interest in the study, we could undertake different refusal conversion strategies such as a call from us, or even from USDA. We don't want to lose any households we don't have to.

G. Transmittal Form for Sending Completed Households to National Analysts

The Interview Call Report and Transmittal Form also serves as a transmittal folder for documents completed in each household. The transmittal information is recorded in the box at the bottom of page 1. This section should be completed as follows:

- 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 Interview Call Report and Transmittal Form so that they can be sent to us immediately.

VI. QUESTION-BY-QUESTION INSTRUCTIONS: HOUSEHOLD QUESTIONNAIRE

The Wave 2-6 Household Questionnaire (that's the one with the picture of the house we all aspire to) provides us with an update of household composition since the previous interview, as well as information on household food expenditures, participation in food stamp and the Women, Infants and Children (WIC) programs, and demographics.

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

This questionnaire is a smaller version of the Wave 1 document. To be consistent, we have repeated the same question numbers and indicated which question numbers have been omitted.

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.)

● Wave identification

Circle the wave number in the upper right corner.

● Respondent's identification

Record this information from the label on the CRF into the shaded area. Be sure to record both the segment # and HU #. Enter the respondent's screener line number and her full name.

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

● Interview date/type

- Enter the month, day and year of the interview.
Use this key for months.

| | |
|---------------|----------------|
| 01 = January | 07 = July |
| 02 = February | 08 = August |
| 03 = March | 09 = September |
| 04 = April | 10 = October |
| 05 = May | 11 = November |
| 06 = June | 12 = December |

- Circle a code to tell us whether this interview was completed by telephone or in-person.

● Your identification

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 has been assigned to you by your supervisor.

● Introduction

Use the introduction at the bottom of page 1.

If the household respondent is not at home and an appointment is made, record the callback date and time on the line provided.

Use the "IF ASKED" section if you need to reassure a respondent about her participation and the study's legitimacy.

B. Household Composition Questions

Position the copy of the Wave 1 flap over page 2 and line it up with the grid on page 3.

The questions on page 3 update the household composition if necessary, add information on age, sex and relationship of any new members, and establish how household food supplies are shared.

Q.1

This is tricky! Remember to ask this question in every wave about every person who ever was listed on the flap. What you read aloud to a respondent depends upon what wave it is. Follow these instructions:

- Wave 2: Say the following:

"When this household was last interviewed about two months ago there were XX persons regularly living here. Does XXX still regularly live here? Does XXX...?"

- Waves 3-6: Say the following:

"Does XXX still regularly live here? Does XXX...?"

Note the only difference between Wave 2 and the remaining waves is that the first (introductory) sentence is not read in Waves 3-6. In every wave, remember to ask who still regularly lives in the household. This means anyone who was ever listed in the household grid including those crossed out in a prior wave. The person may have moved back in and we need to know this. Therefore, a code 1 or 2 must be circled in COL. G-1 for every person who was ever listed in the grid. Also, be sure to draw a line through the information in COLS. A through G on the flap for anyone who has moved out during the wave in which you are interviewing.

Q's 2
through 7

Are omitted.

Q's 8 and 9

List the names and gather the age, sex and relationship data for any new household members who have moved in since the last interview.

Q.8

If there are no other people in the household other than the ones listed in the grid, skip to the instruction box before Q.10; otherwise, ask Q.9.

Q.9

Record name, relationship, date of birth and sex for each additional person in COLS. A through D on the flap. Do not skip any lines.

- Q's 10, 21
and 22 Are asked only if there has been a change in household composition.
- 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 Henry, you have to go back and get the name, birthdate, sex and relationship for these people, too.
- Q's 11
through 20 Are omitted.
- Q.21 Is asked only about any new household members whether related or unrelated to the female head.

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 new 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
through 28

Are omitted.

C. Food Expenditure Questions

Q's 29, 30
and 31

Establish average or usual expenditures per week or per month in the last two months 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 per week or per month at a supermarket or other food or beverage stores for food brought into the home in the past two months.

Q.30

Asks for the amount of the total in Q.29, which was for nonfood items, if any. 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 per week or per month.

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 concerning the kinds and amounts of food eaten in her household.

D. 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 and infants.

Q.33 If a woman 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/his line number in COL. N of the grid. If the interview is taking place in June, you would ask about May. If you are interviewing in July, then ask about June.

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 June, you would ask about May.

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.

E. 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, 44 and 45 These three questions determine whether this household's income has changed significantly since the last interview and, if so, whether it is more or less and what was the amount of the change. The respondent should determine whether the change was significant.

Q's 46 through 50 Are omitted.

F. References/Times for Future Contact

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 Updates the reference persons who should know the future whereabouts of this family should it move. Correct the information neatly since we must copy it for the next wave. If necessary, cover the old information with correction tape and write the new information over it.

Q.52 You only need to correct the flap if the best time for recontact has changed from what is already recorded.

Time Record the time the Household Questionnaire was completed on the upper right of the front cover.

GO ON TO THE WOMAN'S INTAKE RECORD

VII. 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, a few dietary-related questions are asked.

One record is to be completed for each woman designated on the Call Report and Transmittal Form label. Each woman is to speak for herself and to recall the foods and beverages which she consumed for the day preceding the interviewing day.

The Wave 2-6 woman's intake record is shorter than the one used in Wave 1. Some questions have been omitted. However, the remaining questions are identical to those asked in the initial wave. Question numbers are the same.

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.

You will use the FIB in conjunction with the measuring cups, measuring spoons and ruler which were distributed to respondents in Wave 1 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, if you are interviewing in person, 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.

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 not acceptable.

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 length, width and height. If the food item is cylindrical, report its diameter and height. If the food item is a wedge, report its height, width and length. Be sure to tell us the name of the shape.

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 D) 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.

● Size: Physical Dimensions

- 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, draw item 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

or

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 = (')

Example: Rectangle
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.)
- Circle a code -- 2 through 6 -- to indicate the interviewing wave.
- At the upper left corner, 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 screener line number (SCR # on the Call Report/Transmittal Form label). This number is either 10, 20, 30 or 40. This is true for Sample #7 or Sample #8. Since the vast majority of households will contain only one age-eligible woman, the screener line number will be 10 in most cases.)
- Her two-digit household grid number (HH # on the Call Report/Transmittal Form label). 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.

- 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.

NOTE: Q's 1 THROUGH 17 ARE OMITTED.

D. 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 intake introduction at the bottom of page 1 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 2 and 3 are the answer sheets for recording responses to Q's 18 to 28. Additional recording space is also available on pages 4 and 5. 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 5.) 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 2. 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 2. "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.

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.

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 expect from her, is to help the respondent report everything 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 all you ate?" or "You really 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

The respondent's household has been given a set of measuring cups, spoons and a ruler to use in answering these questions. If a respondent has trouble estimating the volume of something consumed, ask her to get the utensils and to use them, if at all possible in judging amounts.

If you are interviewing by telephone, tell respondents how to use these aids to the best advantage. If you are interviewing in person, show the respondent what to do. Specifically:

- Ask the respondent to get the glass, cup or mug that was used to serve a beverage and to fill the glass, cup or mug with water to the appropriate level. Then have her 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 draw the size and shape of what was eaten on a piece of paper and then use the ruler to measure what is drawn.

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:

EXAMPLES:

Salt added at table

No salt added at table

| (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 | Line # | Name of Food/Drink | Complete Description (USE FIB) | Quantity Consumed | (a) Salt added at Table | (b) Items with | |
| Time | A | | | | | | | P | M |
| 9:00 | 1 | 2 | 1 | 01 | Toast | white, toasted, no spread sandwich, Wonder | 1 thin slice | 1 | 2 |
| | 1 | 2 | | 02 | Eggs | chicken, whole, scrambled, fat in cooking | 2 large | 1 | 2 |
| | 1 | 2 | | 03 | Coffee | Made from ground, decaf, black, no additions Maxwell House | 3 FL OZ | 1 | 2 |
| 12:00 | 1 | 2 | 6 | 04 | Crackers | Ritz Brand, not low sodium | 4 round crackers | 2 | 2 |
| | 1 | 2 | | 05 | Peanut Butter | Peter Pan Brand not low sodium, not chunky | 2 TBSP | 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.

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

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.

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

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.

| |
|--|
| <p>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.</p> |
|--|

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.

Q's 32 through
41 Are omitted.

E. Questions Asked of Women Who Are Pregnant and/or Breast-feeding

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. If the woman you are interviewing has no children of this age, do not ask Q.43 and put a slash through it. Again, nutritional needs are increased for nursing women.

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. If this is the last contact (Wave 6), you need only thank the respondent for her time and cooperation.

F. 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 |
|---|--|
| <ul style="list-style-type: none"> ● Mayonnaise, condiments, salad dressings | <ul style="list-style-type: none"> - Be sure to get brand name for commercial products. - For home recipes, follow <u>four</u> principles: <ul style="list-style-type: none"> . All ingredients listed separately . Amount of each ingredient in recipe . Total amount recipe made . Portion which respondent ate |
| <ul style="list-style-type: none"> ● Butter, margarine blends | <ul style="list-style-type: none"> - 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 |
|---|---|
| <ul style="list-style-type: none"> ● Popcorn | <ul style="list-style-type: none"> - 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 <u>always</u> specify <u>popped</u> or <u>unpopped</u> 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. SAUCES, GRAVIES, SOUPS, SYRUPS, SUGARS, SUGAR SUBSTITUTES

| 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 | <ul style="list-style-type: none"> - 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. |
| ● Syrups | <ul style="list-style-type: none"> - For both canned and dry mix soups, we need to know what they were made with and whether they were low sodium or not. <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 |
|---|---|
| <ul style="list-style-type: none"> ● Sugar substitutes (Continued) | <ul style="list-style-type: none"> - If individual packet, always record the package weight. |

4. SANDWICHES AND SALADS

| Name | Key Issues |
|--|--|
| <ul style="list-style-type: none"> ● Fast food sandwiches and breakfast items | <ul style="list-style-type: none"> - 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. |
| <ul style="list-style-type: none"> ● Other sandwiches | <ul style="list-style-type: none"> - 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 <u>sandwich fillings</u> , 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 <u>pizza</u> 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 |

- 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 | <ul style="list-style-type: none"> - 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 <u>raw or cooked</u>. - Always tell us whether the amount reported includes a <u>bone or does not include a bone</u>. - Always report whether <u>fat was eaten or not</u>. - Items such as <u>chops and steaks</u> are best reported as <u>small, medium or large</u> when exact weight is unknown. |
| NOTE: Add this → instruction to Page 7 of your FIB | <ul style="list-style-type: none"> - For ground beef, ask if it is <u>lean, extra lean, or regular</u>. - For <u>boneless pieces</u>, 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 <u>ham lunch meat versus ham</u> and, if it is a lunch meat, answer the questions in the lunch meat category. |
| ● Poultry | <ul style="list-style-type: none"> - 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 |
|---|---|
| <ul style="list-style-type: none"> ● Poultry (Continued) | <ul style="list-style-type: none"> - Specify <u>raw or cooked weight</u>. - Specify <u>with or without bone</u> if applicable. - Record whether or not <u>skin was eaten</u>. - For <u>breasts</u>, 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 <u>turkey lunch meat versus turkey</u>, and use lunch meat category if appropriate. |
| <ul style="list-style-type: none"> ● Fish | <ul style="list-style-type: none"> - Be certain to identify the name of the fish correctly. - Be sure to describe the cooking method -- baked, broiled, etc. - Specify <u>raw or cooked weights or measures</u>. - Specify <u>with or without bone</u>. - Specify <u>with or without shell</u>, if applicable. |
| <ul style="list-style-type: none"> ● Lunch Meat | <ul style="list-style-type: none"> - 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 | - <u>Watermelon</u> 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 <u>form</u> of the vegetable, such as <u>diced</u> or <u>sliced</u> . This is especially important because the nutrient values are very different. For example, more <u>diced</u> carrots can fit into a cup than <u>sliced</u> ones. Therefore, <u>diced</u> 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 | <ul style="list-style-type: none"> - In reporting the size of the pickle (small medium large) and type (whole, spear, slice) be sure to get the terminology straight. A <u>whole</u> pickle is one that has never been sliced, cubed, speared, etc. A <u>spear</u> is a long narrow strip usually 1/4 or 1/8 of the pickle cut lengthwise. A slice is a chip or other <u>round</u> section of the pickle. |

8. CHEESE, DIPS, EGGS, YOGURT

| Name | Key Issues |
|----------|--|
| ● Cheese | <ul style="list-style-type: none"> - Be careful in identifying the <u>type</u> of cheese, i.e., processed, natural or imitation. This information can be determined by asking respondent to check 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 <u>processed and natural</u> forms. However, the ones to be on the lookout for are: <ul style="list-style-type: none"> . American . Cheddar . Swiss |
| | <p>Be sure to ask respondent to check their labels. Other cheeses like Havarti, Gouda, Fontina are natural cheeses.</p> |
| ● Eggs | <ul style="list-style-type: none"> - If scrambled eggs or an omelet is indicated, ask whether or not milk and fat were used in cooking, along with any other ingredients. |

9. CANDIES & DESSERTS

| <u>Name</u> | <u>Key Issues</u> |
|------------------------|--|
| ● Cakes | <ul style="list-style-type: none">- 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 | <ul style="list-style-type: none">- If ice cream was on a cone, was it a <u>sugar cone</u> or a <u>cookie cone</u>? |
| ● Candies | <ul style="list-style-type: none">- 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 | <ul style="list-style-type: none"> - When describing <u>rolls</u>, be sure to ask whether they were <u>round</u> or <u>long</u> 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. | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Very few packaged rices are converted. Be sure to have respondent check the package label before reporting that a particular rice is converted. |
| ● Ready-to-eat cereals | <ul style="list-style-type: none"> - 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 <u>cup</u> amounts <u>or</u> in weight (1 oz. package) if it was an individual serving package. |
| ● Cooked cereals | <ul style="list-style-type: none"> - 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 | <p>- Fruit juices and ades or drinks are often confused. Read this section carefully until you understand the differences thoroughly.</p> <ul style="list-style-type: none"> . <u>Juice</u>: If made from fruit/ mostly fruit . <u>Ade, drink</u>: 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. <p>- Be sure to ask whether the beverage was <u>sweetened with sugar, low calorie sweetener or was unsweetened</u>.</p> |

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 <u>liquid</u> , 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. |

G. 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 had been divided up this way, there would have been three 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.

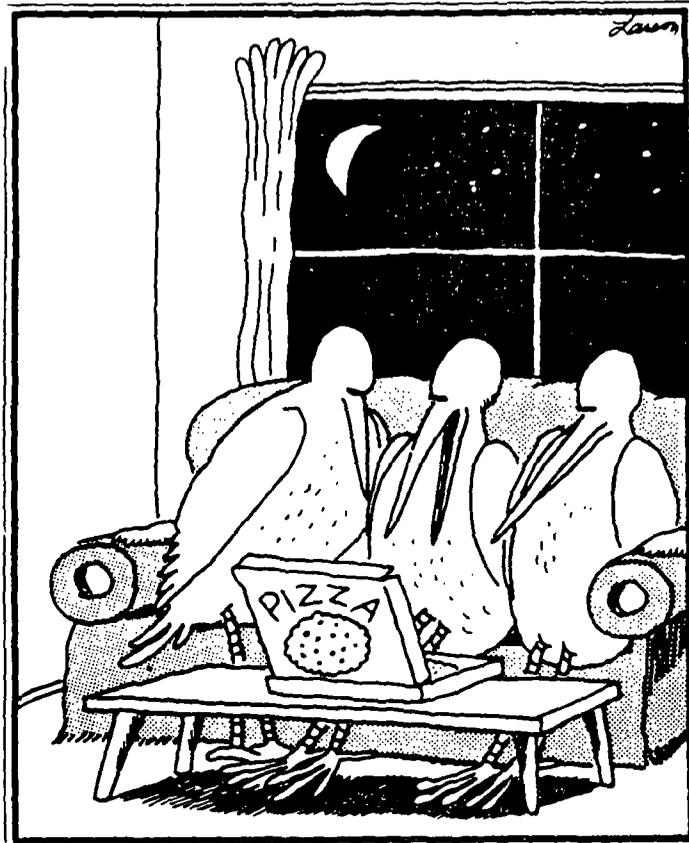
A long watermelon could have been divided the same way. Of course, some people cut these differently -- instead of cutting them in half, then quarters, they just slice them. In this case, the amount may be reported as "a slice of a 9-inch diameter watermelon, 1.5 inches thick" -- or half a slice (giving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

Remember, you want to know exactly what was eaten and how much 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 speaking to 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:

| <u>Name</u> | <u>Description</u> | <u>Quantity</u> |
|-------------|--------------------------------------|-----------------|
| 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.

H. 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 the 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.

I. Example of Completed Intake Record (Q's 18 to 28)

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

| (ANSWER ONCE FOR EACH OCCASION) | | | | (USE A NEW LINE FOR EACH ITEM) | | | | | | (ANSWER FOR EACH ITEM) | (ANSWER IF MAIN MEAL PLANNER/PREPARER AND CODES 1 OR 2 IN COL. Q-24) | | | | | | | | | | (ANSWER ONLY IF CODE 3 IN COL. Q-24) | |
|---------------------------------|---|------|---|--------------------------------|------------------|---|--------------------------------|-------------------|-------------------------|------------------------|--|------------------|-----------------|-------------------|-------------------|--------------------------|--------------------------------|------------------|----------------|---|--------------------------------------|--|
| Q.18 | | Q.19 | | Q.20 | | Q.21 | | Q.22 | | Q.23 | | Q.24 | Q.25 | | Q.26 | | Q.27 | | Q.28 | | Q.29 | |
| When | A | P | M | What Called | Line # | Name of Food/Drink | (USE ZIP) Complete Description | Quantity Consumed | (a) Salt added at Table | (c) Items with... | (d) Items with... | (a) Fat in Prep. | (b) Fat in Type | (c) Salt in Prep. | (d) Items with... | (a) Form Com. Can? Other | (b) Label No Sodium Low Sodium | (c) No Specified | Where Obtained | | | |
| 7:30 | 0 | 2 | 1 | 01 | GRAPEFRUIT | RAW, NO PEEL EATEN D.K. BRAND | 1/2 MED. | 2 | | | | 0 | 2 | 3 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | |
| | 1 | 2 | | 02 | BAGEL | SESAME BAGEL, FROM BAKERY, TOASTED | 1 MED. | | | | | 0 | 2 | 3 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | |
| | 1 | 2 | | 03 | WHITEFISH SALAD | WHITEFISH & MAYONNAISE D.K. BRAND | 3 TBSP | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | 1 | 2 | | 04 | TOMATO | RAW D.K. BRAND | 3 MED. SLICES | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | 1 | 2 | | 05 | COFFEE | FROM GROUND, CAF, BLACK, EL PICO BRAND | 6 FL. OZ. | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | 1 | 2 | ✓ | 06 | BUTTER-MARGARINE | ON BAGEL, REGULAR, TUB, SALTED, NOT DIET | 1 TBSP | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| 9:00 | 0 | 2 | 6 | 07 | COFFEE | FROM GROUND, DECAF D.K. BRAND | 9 FL. OZ. | 2 | | | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 9 | |
| 12:30 | 1 | 2 | 3 | 08 | BREAD | RYE NOT TOASTED COMMERCIAL D.K. BRAND | 1 REG. SLICE | 1 | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | |
| | 1 | 2 | | 09 | TUNA FISH | TUNA & MAYONNAISE D.K. BRAND | 1/2 CUP | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | |
| | 1 | 2 | | 10 | TOMATO | RAW D.K. BRAND | 2 MED. SLICES | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | |
| | 1 | 2 | | 11 | LETTUCE | ICEBERG, RAW D.K. BRAND | 2 MED. LEAVES | | | | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | |
| | 1 | 2 | | 12 | PICKLES | CUCUMBER, DILL D.K. BRAND | 4 MED. SLICES | | | | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | |
| | 1 | 2 | | 13 | FRENCH FRIES | DEEP-FRIED, FROM FRYING, NO SEED CORN | 20 STRAIGHT | 1 | | | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | |
| | 1 | 2 | ✓ | 14 | SODA | COLA, DIET COLA, W/CAF | 10 FL. OZ. | | | | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | |
| 6:30 | 0 | 2 | 4 | 15 | ROAST BEEF | DEEP ROAST, FRESH, NO BONE, BAKED, ROASTED | 2 SLICES | 2 | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | 1 | 2 | | 16 | ASPARAGUS | FROM FRESH COOKED NO FAT ADDED D.K. BRAND | 5 SMALL SPEARS | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | 1 | 2 | | 17 | CORN | CRACKED YELLOW CORN, CANNED, DEL MONTE | 1/2 CUP | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | 1 | 2 | | 18 | KETCHUP | TOMATO KETCHUP | 2 TBSP | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | 1 | 2 | | 19 | CAKE | CHOCOLATE CAKE WITH CHOCOLATE SAUCE, 2 LAYERS | 9" SQUARE 1/4 | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | 1 | 2 | ✓ | 20 | TEA | FROM T.B.S., LITTON'S, CAF NO ADDITIVES | 6 FL. OZ. | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| 10:00 | 0 | 2 | 6 | 21 | PRETZELS | HARD, UNSALTED GARDNER'S BRAND | 3 1/2 CUPS | 2 | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | 1 | 2 | ✓ | 22 | BEER | LITE, MILLER'S | 6 FL. OZ. | | | | | 0 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |

NOTHING ELSE

* D.K. Brand

VIII. 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 VII 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, and the woman's name and numbers. You can get this information from the label on the Interviewer Call Report and Transmittal Form. This is especially important if there are multiple children and different women reporting for these children.

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.

IX. INTERVIEWER 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.

● Call Report Form

- Final result of call for each person from whom intake information is required is recorded on page 3.

● Household Questionnaire

- Name of respondent as well as her Screener line number are entered on the cover.
- Household grid Q's 1, 8, 9, 10, 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.

● Child's Intake Record

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

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