

NATIONWIDE FOOD CONSUMPTION SURVEY NFCS 1987

— INTERVIEWER INSTRUCTION MANUAL —

conducted for
**UNITED STATES
DEPARTMENT OF AGRICULTURE**



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I. BACKGROUND AND PURPOSE OF STUDY

You are about to undertake an exciting and challenging re-search endeavor! The United States Department of Agriculture (USDA) is sponsoring this 1987 Nationwide Food Consumption Survey (NFCS) to investigate Americans' food consumption patterns and nutritional well-being. As the world's leading experts in nutrition monitoring, food composition analysis and public feeding programs, USDA is especially devoted to gathering valid and accurate food intake information. USDA's experience with this effort dates back to 1936 when the first NFCS was launched. Since then, USDA has conducted six national surveys, all of which have contributed to the current standards set for food consumption research in the U.S. and worldwide.

USDA has selected National Analysts to conduct four of its most recent surveys -- 1955, 1965, 1977 and 1987. Throughout the years, National Analysts has supported USDA in its efforts by committing itself to producing high-quality, reliable food data. In this survey, National Analysts (and you in turn) will be using state-of-the-art technology to collect some of the data, that is, computerized interviewing techniques. This methodology will not only enhance the quality of the data obtained, but will make your job easier.

The information you collect will be used by USDA and various other departments of the government, including the Department of Commerce, the Department of Health and Human Services, and the Food and Drug Administration, to make policy decisions about important national programs. Some of the national programs which have been based on findings of past food surveys are the 1) enrichment of baked goods, flour and cereal products; 2) setting up of school lunch, breakfast and milk programs; 3) distribution of surplus foods to needy families; 4) food assistance programs and 5) policies relating to food production. The survey findings are used by health, welfare and other community workers, as well as home economists and nutritionists, to develop food budgets and other practical nutritional programs for consumers.

The NFCS 1987 is being commissioned at this time because many of the factors affecting food consumption patterns have changed within the last ten years. For example, some families' incomes are higher, and we know that many food prices are higher. Additionally, foods are being cooked and processed differently and, in fact, many new foods are on the

market. There is even greater access to a larger variety of foods, and there has been a greater effort made by governmental agencies to educate the public on nutritional issues. With data collected from this survey, changes with regard to types, costs and quantities of foods consumed can be compared to similar data gathered in earlier surveys and used as guides to forecast future agricultural policies and programs.

This study is designed to fulfill two key objectives. Specifically, these are to:

- Provide information about household food consumption during a seven-day period to determine the nutrient content and cost of food available in the home
- Provide information about everything each individual member of the household eats and drinks, either at home or away, on specified days to determine how well nourished the American public is

The survey provides information that enables researchers to find out why people with different educational, income, age and family characteristics eat as they do. Moreover, interviews are collected from a variety of households, representing all geographic areas of the United States on every day of the week and every day of the year. Lastly, the survey must be performed in such a way that it can be compared with previous NFCS efforts.

It will be exciting for all of us to participate in a survey of this magnitude, both because of the significance of the information being obtained and because of the new technologies being employed to gather it.

II. TASKS OF THE SURVEY

The following section lists the eleven tasks you, as an interviewer for the NFCS 1987, will be required to complete in each sample household. In order, these steps are:

- Step 1: Use your Segment Listing Forms to identify each sample household.
- Step 2: Screen each sample household in person to determine eligibility for the survey. (form)
- Step 3: Give each eligible household a USDA introductory letter and make an appointment to conduct an interview approximately seven days later.
- Step 4: Conduct a personal household interview with the main meal planner/preparer, using the laptop computer. (diskette)
- Step 5: Collect one day's worth of individual food consumption data for every member of the sample household (except roomers, boarders and employees) using the Day One Intake Record.
- Step 6: Instruct each household member how to complete the Day Two and Three Intake Records by completing the record for Day Two up until the time of the interview.
- Step 7: Leave Day Two and Three Individual Intake Records with each member of the sample household to complete.
- Step 8: Edit Day One Intake Records and obtain food prices from local grocery stores or supermarkets for any foods from the household interview where the price was not reported.
- Step 9: Pick up and edit Intake Records from each sample household; inquire about any missing information from previous Intake Records.
- Step 10: Review all completed work carefully.
- Step 11: Mail the entire set of interview materials (e.g., Screening Form, interview diskette, Intake Records) to National Analysts immediately.

You will receive four interviewing assignments during the forthcoming year. Your Spring assignment will begin in April. Your Summer assignment will begin in July, your Fall assignment in October and the last (or Winter) assignment will start in January 1988. Thus, the NFCS survey will be performed between April 1987 and March 1988 with interviews conducted on every day during that time period.

This manual tells you everything you need to know about interviewing for this survey. The next chapter -- Sampling Procedures -- tells you how to find your geographic areas and to identify sample households. Chapter IV tells you about screening households, determining eligibility for the survey and obtaining cooperation from eligible households. Chapter V describes the procedures involved in conducting the household interview, completing Individual Intake Records and shopping for missing prices. Chapter VI outlines question-by-question instructions for the Screening and Call Report Forms.

Chapter VII tells you how to use and take care of the computer, as well as what to do if you have any computer-related problems. Chapter VIII tells you how to administer the Household Questionnaire both by computer and by the backup paper-and-pencil method. Chapters IX to XI provide you with detailed information about administering and editing the Intake Records. Chapter XII summarizes the survey procedures and lists the materials required for screening and interviewing. The last chapter tells you how to edit and mail your completed work to National Analysts.

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

III. SAMPLING PROCEDURES: IDENTIFYING SAMPLE HOUSEHOLDS

A. Overview

The sampling plan for the NFCS 1987 is known as an area probability sample. It has been constructed with considerable scientific rigor and effort. First, this means that each community was partitioned into small residential areas. A scientific process was used to select a certain number of these areas so that they would not only represent your immediate community, but would be representative of thousands of other communities across the entire continental United States. Every residential area chosen had a certain scientific chance -- or what statisticians call a probability -- of being part of the NFCS sample. Once a residential area was included in our sample, we labeled it an area segment.

Second, in each of the area segments, all of the residential buildings, called housing units (sometimes called HUs, dwelling units, DUs or households), were identified and recorded on Segment Listing Sheets. (Some of you may have performed this activity.) Once all of the housing units for each area segment were recorded, the Segment Listing Sheets were returned to National Analysts. Statisticians used a scientific process to identify certain housing units for the survey, such that they represent all housing units in that area.

These specific housing units in these area segments make up the sample for this survey. That means they are the housing units you have been assigned to contact. Since these households represent so many other housing units in the area, no other areas or houses can be used in place of the ones already chosen. We will only pay for interviews with the specific households you have been assigned. NO SUBSTITUTIONS CAN BE MADE.

B. Working the Area Segment

Enough areas and housing units have been selected for your entire year of interviewing. The following sections describe how to identify the housing units to interview in the Spring Quarter, when to conduct screenings, and how to update the listing sheets, if necessary. Specific instructions for identifying the remaining quarters' sample housing units will accompany each assignment sent to you.

1. Sample materials

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

- Segment Sketch: Shows the exact borders of the area segment. Streets, roads, streams and other recognizable landmarks are displayed.
- Segment Map: Shows the location of the area segment (generally colored in red) within the larger area or neighborhood.
- Segment Listing Sheets: Sheets on which the address or description of each housing unit is listed and on which housing units selected for the Spring Quarter's survey are designated by red "S's."* Some Segment Listing Sheets are white and some are buff, corresponding to the sample (#1 or #2) with which they should be used. This is explained more fully later.

2. Where to screen

A sample Segment Listing Sheet is shown on page 7. In the column at the far right labeled "Sample Household," the housing units designated for screening in the Spring Quarter -- April, May and June 1987 -- are marked by "S's." (In this manual they are black. On the real Listing Sheets, "S's" will be marked in red.)

You are to attempt a screening (and subsequent interview in qualifying households) at every housing unit designated by an "S" and at no other housing units.

The example on the next page shows that you would attempt screenings at Housing Units #002, #009 and #020.

*Each quarter a new letter will be designated on the Segment Listing Sheets, and brief instructions describing your sampling procedures will accompany your new materials.

SEGMENT LISTING SHEET

INTERVIEWER NAME: Maddy Hayes

SEGMENT #: 2133202

VERIFIED BY: _____

POST OFFICE: Colby

Housing Unit Number	Address or Description of Housing Unit	Sample Housing Unit
001	107 S. 1 st St. 1 Apt. above Clinic Pharmacy - Owner - Enter thru garage behind	
002	109 S. 1 st St. 1 Apt. above store - So. Side Ent. vacant	S = Spring
003	115 S. 1 st St. Apt. 1 above vacant business So. Front Ent.	
004	115 S. 1 st St. Apt. 2 upper " " " " "	
005	115 S. 1 st St. Apt. 3 upper " " " " "	
006	119 S. 1 st St. 1 Apt. above Hair Styler's shop	
007	121 S. 1 st St. 1 Apt. (vacant) above Town & Country store & bar	
008	129 S. 1 st St. Apt. 1 above Gar-mar Dept. Store - Mid Front Ent.	
009	129 S. 1 st St. Apt. 2 " " " " Rear Ent.	S = Spring
010	135 S. 1 st St. 1 Apt. above vacant business - owner - Rear ent.	
011	206 W. Clark St. Theatre Apts. Bldg. Apt. 1 lower - W. side hall	
012	" " " " 2 " E. " "	
013	" " " " 3 " W. " "	
014	" " " " 4 " E. " "	
015	" " " " 5 upper W. " "	
016	" " " " 6 " E. " "	
017	" " " " 7 " W. " "	
018	" " " " 8 " E. " "	
019	W. Side Front Ent. 208 W. Clark St. 1 Apt. above Rux-Lulloff Funeral Home	
020	205 W. Clark St.	S

You will notice in the example that when this segment was listed, Housing Unit #002 was vacant. You still must pay a call on that household now. It is part of the sample and must be contacted. If it is occupied, you are to attempt a screening and an interview if the household is eligible for the study. If the housing unit still is vacant when you attempt the screening, complete the Household Result of Call Record (see page 32) accordingly and return it to our office.

3. When to conduct screenings and how to schedule your work load

There are four separate interviewing assignment periods in this year-long survey. These assignments are to be conducted during the following months:

Spring: April, May, mid-June 1987
Summer: July, August, mid-September 1987
Fall: October, November, mid-December 1987
Winter: January, February, mid-March 1988

You may begin screening and interviewing designated/eligible households for the Spring assignment on April 1, 1987. All screenings at sampled households should be completed no later than the middle of the last month of each data collection time period.

You will find many households cannot be contacted on the first or second try. It is important to get started right away since several tries must be made before a household is considered nonresponsive and because interviews cannot be taken until at least seven days after screening.

It is important to complete each season's assignment in a systematic manner to ensure that you:

- Complete one-third of your three-month assignment every month, and
- Conduct screenings on all seven days of the week

As you may be aware, households use food differently on different days of the week and during different times of the year. Holidays and special occasions sometimes make a difference in the food used in a household. Therefore, you need to organize your materials and attempt screenings on as many different days of the week as possible and to spread your interviews throughout each three-month interviewing period. Here is how to do this:

First, when you receive your materials, count the number of red "S's" on the Listing Sheets. Second, divide this number into three equal parts and attempt to complete an equal number of screenings at the sampled households in each month of the three-month data collection period. Third, at the end of each month, tally up the number of screenings completed on each day of the week and schedule your screenings for the next month, so that an equal number of screenings are completed on each day by the end of the quarter.

We recognize that it may be difficult to keep track of your screenings to ensure that they are evenly dispersed across the days of the week. Therefore, we have prepared four three-month calendars on which you are to record each completed screening. These calendars can be found in Appendix A. Each time you complete a screening, record an asterisk on the calendar (see example on following page). At the end of the first month, add up the number of screenings completed on each day so far. In month two, attempt to complete screenings on those days which are underrepresented or not represented at all and continue to record your completed screenings on the calendar. At the end of month two, add up the two months to date. In month three, complete screenings on those days which are underrepresented and complete the calendar accordingly.

For example, if you were assigned 30 red "S's," you would attempt to complete ten screenings each month -- i.e., in April, May and June. Suppose, in month one, the first of your ten screenings in the example was completed on April 10, the second on April 12 and the remainder as shown in the calendar on the following page. In month two, screenings would be attempted on Tuesday, Saturday and Sunday, so as to attempt to equalize the number of screenings completed on each day of the week by the end of the interviewing period.

APRIL SCREENING CALENDAR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10 *	11
12 *	13 *	14	15 * *	16 *	17 *	18
19	20 *	21	22 *	23 *	24	25
26	27	28	29	30		

Total 1 2 0 3 2 2 0

Of course, the purpose of distributing your screenings across the time period is to ensure that interviews are taken on different days of the week throughout the year. Remember, the calendar is your guide. If you have to choose between not getting a screening at all and equalizing the day-of-the-week distribution, complete the screening on a different day. The same is true for interviews.

4. Updating the Segment Listing Sheets

It is unlikely, although somewhat possible, that changes in the number of housing units could have taken place between the time the sample areas were listed and the time you attempt a contact. New housing units may have been built, others torn down or destroyed by fire. If this has happened, you will need to update the Segment Listing Sheets at the time you are conducting screenings and interviews.

You need not make a special trip to your segment to update the Segment Listing Sheets. You do not need to add or subtract every new or demolished unit in the segment. Use the following procedures to update area segments if you find that they have changed:

• Handling the occasional added housing unit

As you go to each sample housing unit in your area segment, compare the addresses on that street to those on the Segment Listing Sheet. Add missing or omitted housing units to the Segment Listing Sheet only if they are located

between a sample housing unit and the next housing unit listed on the form. (See Appendix B, "Identifying Sample Households," to determine whether a new or missed unit qualifies as a housing unit.) This means that the address of a new housing unit appears immediately after the address of an "S" household in the Spring Quarter and before the next listed household:

— S ▲ — S ▲ —. The triangles show where the new household must fall, if it is to be added to the Listing Form.

To update the Segment Listing Sheet, put an asterisk (*) in the left "Housing Unit Number" column exactly where the unlisted housing unit(s) is to be inserted. This should be on a line with a red "S." Then turn to the first blank page in the Segment Listing Sheet and enter all of the missing units found between the sample household and the next listed unit, one address to a line.

Look at the Segment Listing Sheet on page 7. Suppose Sample Household #009 is now really three separate housing units, you would put the "*" on line 009 and record the missing units on the first blank page of the Segment Listing Sheet. Give the new units the same housing unit number as the sample housing unit, followed by an "A" and "B" so we will know where they fit into the original listing (as shown below).

Example:

Housing Unit Number	Address or Description of Housing Unit	Sample Housing Unit
008	129 S. 1 ST Ave. Apt. 1	
009 *	129 S. 1 ST Ave. Apt. 2	S
010	135 S. 1 ST Ave. Apt 1	
011	206 W. Clark St. Apt. 1	

FIRST BLANK PAGE

Housing Unit Number	Address or Description of Housing Unit	Sample Housing Unit
261 ^{009A}	129 S. 1 ST Ave. Apt 3	
262 ^{009B}	129 S. 1 ST Ave. Apt 4	
263		
264		

When you add new housing units, these also become sample households. You are to attempt screenings at up to five added housing units. Use color-coordinated Screening Forms for this purpose, that is, white Screening Forms for white Listing Sheets and buff Screening Forms for buff Listing Sheets. Record the Housing Unit #, followed by A, B, C, etc., and the Segment #, on each form -- one form for each housing unit you add to the Segment Listing Sheet.

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

- Handling the occasional decreases in housing units

The number of housing units in a segment can decrease as well as increase. When a housing unit burns down, is demolished, gets converted into commercial usage or changes in any other way so that it is no longer fit for residential occupation, then it is no longer eligible to be counted as a housing unit. If a sample household -- that is, one with a red "S" in this quarter -- changes in this manner, do not make any changes on the Segment Listing Sheet. Complete the Household Result of Call Record on the Screening Sheet with a Code 12 to indicate this unit is vacant or not a housing unit. If other than sample households have changed or disappeared, you are not required to tell us that.

- Handling major changes in housing units

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

● Summary rules for updating the Segment Listing Sheet

- Update the Segment Listing Sheet for any new or omitted households between a sample housing unit and the next one on the Listing Sheet.

- If there are five or fewer additional housing units after a sampled housing unit, attempt a screening at each of these housing units.

- If a sample household is no longer a housing unit, record a Code 12 on the Household Result of Call Record on the Screening Form and return it to our office.

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

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

You will ask a set of screening questions at every occupied sample housing unit in your area segments to determine whether or not the household is eligible for interview. If the household qualifies, you will invite the main meal planner/preparer to be interviewed. If the household refuses or cannot be contacted and/or interviewed in the allotted time frame, you will complete a brief Nonresponse Questionnaire attached to the Screening Form. By the end of the screening process, you will have attempted to speak with an adult in every occupied sample household and have completed a screening (and set up an appointment for interview where possible) or nonresponse report for each and every sample household.

A. Identifying and Using Screening Forms

Every sample housing unit with a red "S" must be screened, as well as any added housing units. Turn back to pages 7 and 11, where an example of a completed Listing Sheet is shown. In this example, you would attempt screenings at Housing Units #002, #009 and #020 and at #009A and #009B, which were added.

Your materials will contain two different Screeners -- #1 and #2. Sample numbers appear in the center of page 1 of the Screener. Note that buff Screeners are for Sample #1 and white for Sample #2. You must use the correct color, according to the chart below in accordance with the Segment #.

<u>If Segment #s begin with:</u>		<u>Screening Form #</u>
1	USE	1 (buff)
2	USE	2 (white)

B. When and How Many Contacts Should be Attempted

You should attempt screenings on different days of the week and at different times of the day. In our experience, it is best to divide your day into the following four parts:

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

Make each of your attempts to screen a sample household during a different part of this four-part day. Make additional attempts on different days. Keep in mind that people are creatures of habit, and if they are not home in the morning one day, then they may not be home in the morning most days. Many people who are not home on weekday mornings or evenings will be home on weekend afternoons, and vice versa. Spread your attempts throughout the week; at least one of the contacts you make must be on the weekend.

You are required to make up to eleven contacts to complete screenings for households with telephones; three of these must be made in person. In households without telephones or where no telephone number can be obtained, you must make up to six personal visits in urban areas and up to five personal visits in rural areas. The actual screening, however, must be done in person. Thus, you can use your telephone attempts only to set up an appointment for screening.

C. Tips for Making Your Contacts Successful

- Know your procedures thoroughly. If, after reviewing the materials and attending the training conference, you have questions, call your Field Administrator at (215) 627-8100 (from Pennsylvania) or 1-800-523-1114 (from all other areas).
- Plan your visits for screenings in the same area; that way each trip to a segment can serve several purposes.
- If you have difficulty finding the sample household members at home, ask neighbors when is the best time to contact your potential respondents.
- Plan your work schedule to complete your assignment within the specified time for each season assignment, or even ahead of the allotted time.
- Organize your materials into the order in which they will be used. This will help make sure you have everything and will make the screening go more smoothly.
- Know your introduction and have your identification ready.
- Wear your interviewer badge prominently.

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

D. Selecting the Appropriate Screening and Interview Respondent

In this survey, you are permitted to screen any knowledgeable adult member of the household 18 years old or older; however, you must make your appointment for interview with the main meal planner/preparer, not with just anyone who answers the door. Therefore, the best screening respondent is the person in the household most knowledgeable about meal planning and preparation. That may be a man or woman, a young or old person, someone who is part of the family or someone who is a paid employee, such as a housekeeper. Since you are to make your appointment for interview with the main meal planner/preparer, it is best to attempt to screen that person; however, that may not always be possible.

If the main meal planner/preparer is away from the household for an extended period of time (e.g., on vacation, in the hospital), find out how long he or she will be away. If the main meal planner/preparer will return some time before the end of your interviewing assignment period, go ahead and conduct the screening with any knowledgeable adult in the household. If the household qualifies for interview, then you should wait until that meal planner/preparer returns to make an appointment for interview.

If the person who normally plans the meals will be away until after the interviewing period, ask to speak to the person who plans and prepares the meals in his or her absence. Conduct the screening with this person. If the household qualifies for interview, make the interview appointment with this person. Remember, although any adult can complete the screening, the only eligible interview respondent is the person most knowledgeable about foods consumed during the seven days immediately prior to the interview.

E. Conducting Screenings and Identifying Eligible Households

To conduct a screening, begin by asking for the meal planner and reading the introduction written on page 1 of the Screening Form. Be sure to show each potential respondent the introductory USDA letter (see example on following page). After the introduction, ask the questions as recorded on the form.

Households eligible for interview are identified through the screening process (see question-by-question instructions for the Screening Forms in Chapter VI).

In Sample #1, every household is eligible for interview. In Sample #2, the household must meet specific income criteria to qualify.

F. Inviting Eligible Households to Participate and Making Appointments for Interview

As soon as you know that the household is eligible, ask to speak with the main meal planner/preparer if you are not already doing so. The introduction for inviting eligible respondents to participate is found on the front cover of the Screening Form and following Q.S3 on the Screening Form. Know this section well so that you don't have to look at it and read it. You will be more successful if you can look respondents in the eye, tell them about the study and make them feel that their part in the survey is important.

You need to do three things with eligible respondents at this time. You:

- Establish a date and time when you come back for the personal interview
- Have the meal planners/preparers take the necessary steps to aid them in reporting foods used in the home during a seven-day period



United States
Department of
Agriculture

Human Nutrition
Information
Service

Nutrition
Monitoring
Division

Federal Building
Hyattsville, Maryland
20782

Dear Survey Participant:

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

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

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

Briefly, a National Analysts' interviewer will set up an appointment for interview at your convenience approximately seven days from this visit. During this seven-day period prior to the interview, which the interviewer will explain to you, we ask that you keep notes, grocery store receipts, package labels and other helpful reminders of foods bought and used during this seven-day period. You can store these receipts in this specially designed envelope given to you at this time.

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

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

Thanks for your help and participation.

Sincerely,

ROBERT L. RIZEK
Director

- Give the meal planners/preparers a receipt holder and encourage them to cooperate to the best of their abilities

You do not conduct an interview at the time the household is screened. A minimum of seven days must elapse between the time of screening and interviewing. Therefore, as a starting point, suggest to a respondent that the interview be conducted on the same day of the week as you are screening only one week later. Once an interview date is determined, show the respondent your Card D calendar. Point out the agreed-upon interview date and count seven days back (not counting the day of the interview) to show the respondent exactly what time period you will be talking about during the interview. This procedure will result in the seven-day period starting on the same day of the week as the interview. For example, suppose you schedule an interview for Monday, April 20, 1987, at 2:00 PM, then the seven-day period would be from Monday, April 13, after 2:00 PM, to Monday, April 20, 1987 up to the same time.

After you have indicated the seven-day period to be covered in the interview, you will ask the respondent to save grocery receipts, food labels, recipes and other helpful reminders of foods served during the seven-day period. Anything that will help to recall what foods were used, how much was used and what it costs should be encouraged.

It is particularly important to stress that store receipts and prices be kept if at all possible, since these data are no longer readily available on cans or packages. Stress that the interview will go more smoothly if respondents take a few extra minutes during the week to save this information. To motivate respondents to prepare for the interview, you will give them a plastic holder to store their notes and receipts. Do this when the screening is completed and they have agreed to be interviewed. Also give them a copy of the USDA letter to keep, and point out that they will receive stainless steel measuring cups, spoons and a plastic ruler after the interview as an added inducement to cooperate.

Respondents may be reluctant at first to do this activity. You should encourage them to do only what they feel most comfortable doing. Do not lose an interview because a respondent chooses not to save food labels and receipts.

G. Handling the Case of Multiple Meal Planners/Preparers

Occasionally, a household respondent will not be able to report food consumption for the entire household. For example, roommates may each cook their own meals from their own supplies. Elderly parents may buy and prepare their meals separately from the rest of the family. In such cases, you may be required to screen and interview several respondents.

First, complete the interview with the household respondent. Identify the most knowledgeable household respondent. Complete the screening and interview with this person.

Second, in order to gather information about the other roommates, parents, etc., ask the household respondent to tell you who can supply information for the other household members. Then interview that person about the additional foods used from household food supplies. This additional information must be for the same seven-day period.

You should do this by adding information to the Household Questionnaire diskette, if possible, or by recording the information on a paper questionnaire. If you have interviewed more than one person to obtain household food consumption for the entire household, be sure to indicate why and whose information it represents in the comments section of the computerized interview.

V. CONDUCTING THE HOUSEHOLD INTERVIEW, COMPLETING THE INTAKE RECORDS AND SHOPPING FOR MISSING PRICES

Below is a brief outline of the procedures you are to follow once the screening has been completed and an appointment has been made with the main meal planner/preparer.

A. Conducting the Household Interview

1. Setting up

Arrive at the household promptly on the day and time of the scheduled interview. You may want to call the day before to confirm the appointment and to be sure the respondent is expecting you. When you arrive at the door, immediately show your identification and ask to speak to the respondent. As soon as he or she appears, ask where you are to sit and begin setting up your materials for the interview.

An ideal spot to conduct the interview is at the kitchen table, since the respondent will easily be able to check food items and prices and you have a convenient flat surface on which to set up the computer.

While you are setting up the computer and assembling the show cards, ask the respondent to get all of the receipts, labels and notes he/she has saved during the seven-day period. These are the only aids to be used during this part of the interview. The stainless steel measuring utensils you give to respondents are to be used only for the Intake Records.

Most respondents will be ready to begin, since you have made an appointment. If a respondent has questions, answer them as briefly as you can, and begin the interview. The important thing is to get the interview under way as quickly as possible, because it is a lengthy one and because you will want to set a businesslike tone in order to complete it efficiently.

2. Interviewing sequence and breakoffs

The four sections of the household interview are:

Section I: Household characteristics
Section II: Seven-day food inventory
Section III: Food practices
Section IV: Household finances

They are administered in order automatically by the computer. All four sections of the questionnaire should be administered at one interview session. You will find that once you are inside the door, this is not difficult.

On rare occasions, you may be unable to complete the questionnaire in one sitting. In that case, it is permissible to stop the interview only after Sections I and II have been completed. You may then resume the interview at Section III at a later time. Should this happen, be sure to schedule another appointment to complete the remaining parts of the interview. **YOU MUST ALWAYS COMPLETE SECTIONS I AND II ON THE SAME DAY; OTHERWISE, THEY WILL HAVE TO BE REPEATED.**

Note: If for some reason the interview appointment is canceled or you are forced to stop before Section II ends, be sure to reschedule the interview using a new seven-day period. Remember, the seven-day period is determined by counting seven days back from the day of the interview (do not include the day of the interview in your count).

B. Completing the Intake Records

After the computerized interview has been completed, you are to identify the persons eligible for Intake Records and administer the Day One Intake Records. At this time, you should use the set of stainless steel measuring utensils and plastic ruler. Then, prepare a Day Two and Three Intake Record for each person and complete Day Two up to the time of the interview with the respondent. At the same time, teach respondents the correct recording procedures. Lastly, schedule an appointment to pick up the records. These activities are described fully below.

1. Identifying eligible Intake Record respondents and preparing front covers of Day One Intake Records

All household members except roomers, boarders and employees are eligible for Intake Records. At the end of the computerized interview, a list of eligible household members will appear on the computer screen. Copy their names and line numbers onto the front covers of the Day One Intake Records. Be careful to correctly transfer the line number which appears next to the respondent's name.

2. Completing a Day One Intake Record with each eligible household member

Recall Day One Intake Records, which correspond to the day before the household interview, are to be completed with each eligible household member. Begin by completing the main meal planner/preparer's Day One Intake Record. Then, complete records for each of the other household members by attempting to speak with each person individually, except children under 12 years of age. Ask the main meal planner to report intake information for any children under this age. Follow the instructions in Chapters IX and X for completing the Day One Intake Record.

3. Preparing Day Two and Three Intake Records and completing Day Two up to the time of the interview

Day Two and Three Intake Records cover the 48-hour period corresponding to the day of the household interview and the day after the interview. Complete the identifying information on the front cover of this record and enter any foods/beverages consumed up to the time of the household interview. The remainder of Day Two and all of Day Three will be completed by the household member himself/herself. Be sure to show household members how to use the measuring utensils and other materials such as the Food Instruction Booklet (see Chapter X) so that they can successfully complete the records on their own.

4. Scheduling an appointment to retrieve Intake Records

Schedule an appointment to pick up the Intake Records, no sooner than two days after you distributed these Intake Records and no more than four days later. That is, if you administered the household interview on a Wednesday, the Intake Days would be Tuesday, Wednesday and Thursday. Therefore, you would schedule an appointment to pick up the Intake Records either Friday, Saturday or Sunday.

5. Picking up Intake Records on the scheduled day and inquiring about any missing information from previous intakes

Before returning to the sample household, carefully review and edit Day One Intake Records to determine if any information is missing. Use this visit to the household as an opportunity to correct any deficiencies noted.

Be prompt and courteous when you return to the household to pick up all the Intake Records. Be sure to pick up all Intake Records left with the household as well as the Food Instruction Booklet. Before entering the household to pick up the records, know how many records you are expecting so that you are not going through papers when you get there. Review the Intake Records to make sure that both Day Two and Three are completed in their entirety. Address any questions to the main meal planner at that time.

6. Distributing incentives

When distributing Day Two and Three Intake Records, advise the main meal planner that you have been authorized to pay \$2.00 per person for each completed Day One, Day Two and Day Three set. You are permitted to pay up to \$20.00 per household, which means that you will be able to pay for up to ten completed Intake Record sets. By set we mean a completed record for Day One, Two and Three from the same person. When you return for pickup, distribute the incentive after you have reviewed the records and have made all necessary corrections. Be sure to get a signed receipt.

7. Handling absentee household members

When you are attempting to complete Day One, if you cannot speak directly to household members because they are at work or school, ask the meal planner if he/she can report what that household member ate. If "Yes," complete as much of Day One and Day Two as possible with the meal planner. Leave these records for the household member to review and complete. If "No," prepare the records and leave all three days for the respondent to complete.

If a household member is temporarily absent (e.g., traveling), ask the meal planner when this person will return. If the absentee household member will return before your scheduled pickup date, leave records for all three days of intake corresponding to the same three days completed by other household members. If the absentee member is not able to complete records for this exact time period, have him/her attempt to complete at least one 24-hour record for any day prior to your return appointment.

C. Shopping for Missing Prices

1. Generating a shopping list for missing prices

Once you have completed a computerized household interview and have left the sample household, you will need to determine if any purchased foods were reported without prices. You will do this by inserting the interview diskette for that household into the computer and selecting Option 4 -- Generate Shopping List -- from the Activity Menu (see detailed instructions in Chapter VII of Section F).

If there are missing prices, transfer by hand the exact information from the shopping list you see on the computer screen onto the green Shopping List Form. Make sure the number of items on your list is the same as on the computer.

2. Going to the market where the respondent shops and recording the missing prices

If the meal planner cannot report prices for any items, be sure to ask her what store she usually shops in sometime during the household interview. Then, after you have prepared your list, go to this market, if it is at all possible, to get the missing prices.

Once you locate the items in the market, record the current prices of each item on the appropriate lines. Then, be sure to describe what that current price represents. Is it the price per can? Per pound? Or is it the total price for the quantity specified on the form? Be specific! When you return to the sample household to pick up Intake Records, address any questions about missing prices to the main meal planner, if necessary. Return the Shopping List Form to National Analysts along with your other materials.

VI. SCREENING FORM QUESTION-BY-QUESTION INSTRUCTIONS

The Screening Form serves the following six purposes. It:

- Contains questions for screening households and identifying eligible respondents
- Contains the Household Result of Call Record where the result of each contact to the sample household is recorded
- Provides an initial introduction and an invitation for an interview appointment with eligible respondents
- Contains the Intake Result of Call Record to indicate what records have been obtained for each household member
- Provides questions to explain reasons why a household may not participate
- Acts as a transmittal form for all completed materials

Screening for Samples #1 and #2 is the same, with one exception: Sample #2 households must meet certain income criteria as described in the question-by-question instructions following.

A. Completing the Identifying Information

First enter the seven-digit Segment # and three-digit HU # from your Segment Listing Sheet. Be sure to use a buff Screener for Sample #1 and a white Screener for Sample #2. Copy the address from the Listing Sheet as well.

Record the telephone number, including the area code. If the telephone number is not known prior to screening, obtain it at the appropriate time during screening. Sometimes respondents are not willing to give out their telephone numbers until after you have established yourself. If you think this may be the case, ask for the number after the screening has been completed. Tell respondents you may use the number to confirm your interview appointment or that your supervisor may use it to check your work.

If the respondent does not have a phone, check the appropriate box.

Be sure to circle the code number corresponding to the interviewing period. Your first assignment is Spring; therefore, all red "S's" are Code 1.

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

B. Reading the Introduction

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

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

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

Q. How did you get my name?

- A. We did not choose your name, rather it was your address that was scientifically chosen to be part of a national study that involves food. Many thousands of households in the United States have been selected to be part of this survey for the United States Department of Agriculture. You are now one of only a handful of people in this community who will be interviewed for this study.

Q. Why are you doing this survey?

A. The United States Department of Agriculture is directed by Congress to conduct periodic surveys to gather information about household and individual food consumption. The survey is done to collect information about the kinds and amounts of food people eat. It is one of the most important projects of the Department of Agriculture. It is performed only once every ten years.

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

A. The information you supply, along with information from thousands of other households, may be used to develop new food supplement programs and nutritional policies, such as school meal programs or Recommended Daily Allowances. It will also be used to determine whether certain groups of people are not eating well enough to remain healthy and what might be done to improve their nutritional well-being.

C. Screening Question Instructions

Q.S1 Include related members of the family and nonrelated household members, such as roommates, friends, boarders and employees, who fit the definition of "regularly live here." Be sure the respondent includes himself/herself in the count. Those living away at school, in the Armed Forces or in institutions are excluded.*

*Eligible households can contain any number of persons. However, residences with nine or more persons unrelated to the head of the household are considered group quarters and are not eligible. If you encounter a unit with ten or more persons, be sure to verify whether the members are related to one another or not. If the unit contains ten or more totally unrelated persons, then the residence is considered group quarters and is, therefore, not eligible for interview. Use Code 12 (not a housing unit) to record what happened at this sample dwelling on the Household Call Report Form.

Q.S2 Enter the number of household members in each age category on the line provided. If there are no household members in a particular category, enter "0" on the appropriate line(s). The total should equal the number in Q.S1.

Q.S2a Households from Sample #2 must meet or fall below certain income requirements. Q.S2a compares household income for the number of people in the household with a specified income limit to determine the household's eligibility for the survey. To make this comparison, do three things as described and shown in the examples following:

- Circle the code for the total number of people in the household as given in Q.S1 (e.g., 10 in our example).
- Ask Q.S2a and record in the box directly under the circled code number the monthly income received by all household members (before taxes and other deductions, but not including food stamps or WIC benefits). This is gross income.
- Compare the household's monthly income you recorded with the income limit listed directly below it.

Example #1

Number of People <small>24-25</small>	1	2	3	4	5	6	7	8	9	10
Monthly Income										\$2,505
Income Limit <small>26-29</small>	\$595	\$800	\$1,010	\$1,215	\$1,420	\$1,625	\$1,830	\$2,035	\$2,240	\$2,445
Number of People	11	12	13	14	15	16	17	18	19	20
Monthly Income										
Income Limit	\$2,650	\$2,860	\$3,065	\$3,270	\$3,475	\$3,680	\$3,890	\$4,095	\$4,300	\$4,505

Example #2

Number of People <small>24-25</small>	1	2	3	4	5	6	7	8	9	10
Monthly Income										\$2,400
Income Limit <small>26-29</small>	\$595	\$800	\$1,010	\$1,215	\$1,420	\$1,625	\$1,830	\$2,035	\$2,240	\$2,445
Number of People	11	12	13	14	15	16	17	18	19	20
Monthly Income										
Income Limit	\$2,650	\$2,860	\$3,065	\$3,270	\$3,475	\$3,680	\$3,890	\$4,095	\$4,300	\$4,505

If, as in **Example #1**, the monthly income (\$2,505) is more than the income limit (\$2,445), the household is not eligible for the survey. Thank the respondent, record result of call Code 4 on Household Result of Call Record on page 2 of the Screening Form.

If, as in **Example #2**, the monthly income (\$2,400) is less than the income limit (\$2,445), then this household is eligible for interview.

If the monthly income equals exactly the income limit, then the household is eligible for interview.

It is preferable to get an exact income figure at the time of screening; however, if respondents do not want to divulge their income, it is permissible to say "Is it under or over \$ _____?" The amount you would indicate is the income limit for the number of people in that particular household.

Record the words "under" or "over" in the box for monthly income and follow the eligibility instructions accordingly.

Q.S3 Asks if the respondent is the main meal planner/preparer. If yes, you continue by inviting participation and setting up the interview appointment. If not, you ask to speak with the main meal planner.

D. Result of Call Records: Household and Individual Intake

There are two Result of Call Records on this form. The one on page 2 is for reporting the outcome of the screening and interview attempts for the household, and the one on page 3 is for reporting the results of collecting the Individual Intake Records. Instructions for each are outlined below.

1. Household Result of Call Record

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

- Enter the day and month of the screening contact in the space provided for the date.
- Enter the time that the visit/call began. Circle Code 1 for morning calls and Code 2 for calls at noon or after.
- Enter the appropriate Result of Call Code for that contact by selecting one code from the codes shown at the bottom of page 2 on the Sample #1 form and top of page 3 in Sample #2.

Screening Result of Call Codes are explained below.

<u>Code #</u>	<u>Explanation</u>
1	<u>Interview Completed.</u> (Sample #1) <u>Household Eligible, Interview Completed.</u> (Sample #2) This code applies when you have completed the household interview and any possible Day One Intake Records. This code symbolizes a cooperating household with all of the completed documents expected.
2	<u>Screening completed, interview appointment made.</u> (Sample #1) <u>Household eligible, interview appointment made.</u> (Sample #2) Use this code when you have completed the screening, determined that a household qualifies and have scheduled the appointment for interview.
3	<u>Screening completed, interview appointment not yet made.</u> (Sample #1)

Household eligible, interview appointment not yet made.
(Sample #2)

Use this code to indicate you have screened and determined eligibility but could not make an appointment because the main meal planner/preparer was unavailable.

4 DO NOT USE. (Sample #1)

Household ineligible, income too high (Q.S2a). (Sample #2)

This code applies only to Sample #2 and is used if the income in Q.S2a is more than the limit for the number of people in the sample household.

5 Screening completed, household refused participation. (Sample #1)

Household eligible, participation refused. (Sample #2)

This code is used when you have completed the screening, spoken with the main meal planner/preparer and that person has refused to participate in the study. Record the reason for the refusal on the line provided for related information. If some other person in the household refuses and you cannot speak to the meal planner, use this code as well.

6 Telephone busy. (Samples #1 and #2)

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

7 Telephone out of order. (Samples #1 and #2)

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

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

- 8 Screening refused. (Sample #1)
Screening refused before eligi-
bility determined. (Sample #2)
- This code is used only when you are unable to conduct a complete screening at a selected household. Be sure to record the reason(s) for refusal on the line provided for related information.
- 9 Screening appointment made.
(Samples #1 and #2)
- Use this code if you have contacted the household, could not talk with a knowledgeable adult or the meal planner/preparer, and therefore made an appointment to complete the screening. Record the appointment date and time on the line provided for related information labeled "Record Reasons Here."
- 10 No one home/No answer after ten
rings. (Samples #1 and #2)
- Use this code if you visited in person and no one was at home, or if you telephoned to set up an appointment and no one answered after ten rings.
- 11 Language barrier. (Samples #1 and
#2)
- This code is used when you cannot complete the screening because of a language problem. Be sure to record the language spoken, so we can attempt to complete the screening in this language. Specify the language spoken under the column labeled "Record Reasons Here."
- 12 Vacant/Not a housing unit. (Sam-
ples #1 and #2)
- Use this code for a housing unit which is unoccupied, has been demolished, made unfit for

occupancy, turns out to be group quarters or does not to meet our definition of a housing unit as specified in Appendix B.

13

Other. (Samples #1 and #2)

Specify the results on the line for related information when none of the other codes apply. This may apply if a small child answers and no responsible adult is at home when you attempt a screening.

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

NOTE: IF THE FINAL RESULT OF CALL IS A CODE 5 THROUGH 13, ANSWER THE NONRESPONSE QUESTIONS ON PAGE 4 OF THE SCREENING FORM

2. Individual Intake Result of Call Record

Complete this record for each person in the household eligible to complete Intake Records. Record the first name of each person and his/her line number in the space provided. The names and line numbers of each eligible household member will appear on the computer screen at the end of the household interview. Roomers, boarders and employees will be excluded.

After you have returned to pick up the Day Two and Three Individual Intake Records, complete this section by indicating what records you have obtained for each member of the household. Circle Code 1 if you have a completed Day One Intake Record and the same if you have a completed or partially completed Day Two and Three Individual Intake Record. If you do not have completed records, circle Code 2 and explain by recording such reasons as: refused, ill, on vacation, etc.

A completed example of the Intake Result of Call Record appears on page 37.

31~32

33~36

37~40

41

HOUSEHOLD RESULT OF CALL RECORD

42~43

CALL #	DATE	TIME	AM	PM	RESULT CODE* (SEE BELOW)	RECORD REASONS HERE
1	4/10/87	10:00	①	2	10	
2	4/10/87	3:00	1	②	2	
3	4/17/87	6:30	1	②	1	
4			1	2		
5			1	2		
6			1	2		
7			1	2		
8			1	2		
9			1	2		
10			1	2		
11			1	2		
12			1	2		

*Result Codes

END CARD 02

1. Interview completed
2. Screening completed, interview appointment made
3. Screening completed, interview appointment not yet made
4. DO NOT USE
5. Screening completed, household refused participation (RECORD REASONS ABOVE)
6. Telephone busy (CALL AGAIN IN 1/2 HOUR)
7. Telephone out of order
8. Screening refused (RECORD REASONS ABOVE)
9. Screening appointment made (RECORD DATE/TIME ABOVE)
10. No one home/No answer after 10 rings
11. Language barrier (IDENTIFY LANGUAGE)
12. Vacant/Not a housing unit
13. Other (SPECIFY)

IF FINAL
RESULT,
ANSWER
NON-
RESPONSE
QUESTIONS
ON PAGE 4

5-1

DUP 1-5
 CARD 03 6-7
 DUP 8-9

- INDIVIDUAL INTAKE RESULT OF CALL RECORD

PERSON LINE #	PERSON'S FIRST NAME	DAY 1 RECORD (CIRCLE CODE FOR EACH PERSON)		DAY 2 & 3 RECORD (CIRCLE CODE FOR EACH PERSON)	
		OBTAINED	NOT OBTAINED: REASON	OBTAINED	NOT OBTAINED: REASON
10~11	Scott	12 (1)	2	13 (1)	2
14~15	Lucy	16 (1)	2	17 1	(2) Too busy refused
18~19		20 1	2	21 1	2
22~23		24 1	2	25 1	2
26~27		28 1	2	29 1	2

E. Completing the Nonresponse Questions

For each nonresponsive household (i.e., those for which you have a final household Result of Call Code 5 through 13), complete the eight questions on page 4 as fully as possible. It is important that we have a thorough explanation for each nonresponsive household to determine what our next steps should be.

- Q.1 Please give as full an explanation as possible for why you were unable to complete the screening or were unable to gain cooperation in a household. Such information as "They slammed the door in my face" or "They refuse to be part of government-sponsored surveys" tells us a great deal about how receptive a household might be to other "persuasive" attempts we might make.
- Q.2 If the name and/or position in the household is unknown, you may record an explanation such as "woman about 50, name unknown." If you could not speak to anyone once you got to the door, circle Code 1. If you were unable to get into the building or could not get to the specific housing unit, circle Code 2.
- Q.3 Give a full explanation of any conversations with member(s) of the household.
- Q.4 Any clues or insights you may have about converting this to a responding household should be recorded here. Remember, you were there and we were not. We must rely on your knowledge.
- Q's 5 and 6 We realize you may not know this information. If you are giving us your best guess or don't know, please make a note of that fact by recording "guess." Don't leave these questions unanswered. If you really don't know, record "D.K."
- Q.7 Inspect the surrounding houses and give your best judgment as to the condition of the sampled housing unit in relation to others in the community.
- Q.8 By a farm, we mean an area of ten acres or more where crops or animals are grown for sale.

F. Completing the Transmittal Form

The Screening Form also serves as a transmittal folder for documents completed in each household. The transmittal information is to be recorded by you in the box at the bottom of page 3 before shipping completed materials to National Analysts. This section should be completed as follows for a cooperating household:

- Put a check mark in each box to indicate which documents were completed and are being enclosed in the packet. Be sure to record the number of Day One and Day Two and Three Individual 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 the household computerized interview questionnaire and completed/retrieved all Intake Records possible.
- Put all the completed documents, including the diskette, inside the Screening Form and mail them to us immediately. All materials from cooperating households should be mailed one to a package as soon as each is completed.

For a noncooperating household, send only the completed Screening Form with the nonresponse questions on page 4 answered. You may bundle several nonresponse screeners together and send them in reasonably sized batches.

VII. THE COMPUTER

One of the most exciting aspects of the NFCS 1987 is the use of the Toshiba T1100 PLUS laptop portable computer as a new and innovative interviewing tool. Our computer programming experts have spent many months programming the Household Questionnaire so that it can be administered on this laptop computer. There are many features of the Toshiba that make it especially appropriate for use in this survey. Generally, it is lightweight (weighing only ten pounds), compact and easily portable. It is also capable of being battery operated and has a clear, easy-to-read LCD screen. Although using the laptop will be a new experience for many of you, it is not as complicated or difficult to operate as it may appear.

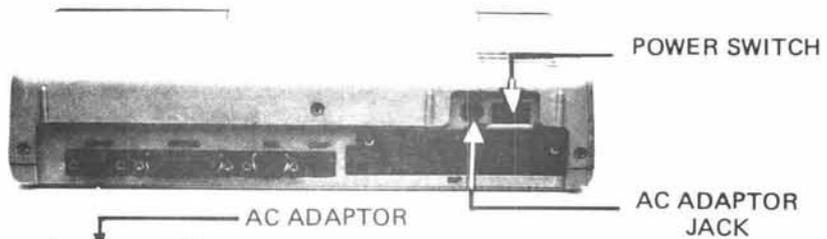
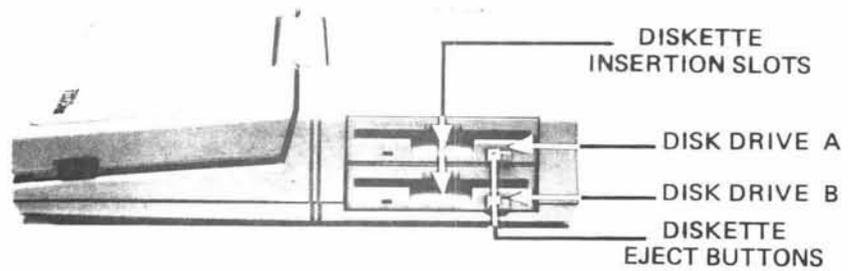
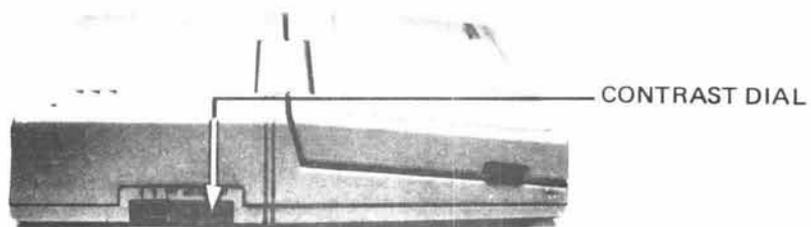
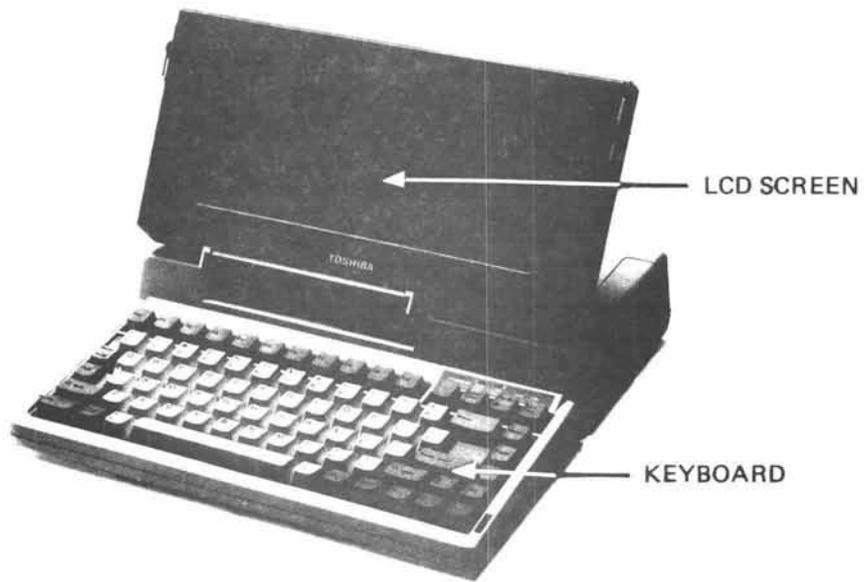
Although we understand that your curiosity may be piqued by the newness of the laptop, please remember that experimenting with any features we don't describe here could ultimately lead to damaging the machine or the diskettes. Your job on this study is already a very challenging one, so please remember that getting to know the laptop is only a part of your role. This section of the manual will 1) tell you about the equipment, 2) give you a glossary of computer terms, 3) discuss the laptop's specific features, 4) describe the Activity Menu, 5) explain the start-up procedures, 6) give you special instructions on conducting this part of the interview, 7) describe how to take care of the laptop and 8) outline what to do if something happens to the computer or the program.

A. Equipment

The following equipment should be included in your black Toshiba carrying case:

- T1100 PLUS laptop portable computer
- AC adaptor with power cable (it looks like an extension cord with a small box attached to it)

On the next page is a diagram of the Toshiba T1100 PLUS. Please take a moment to examine this diagram with your actual Toshiba in front of you. Locate each of the features shown in the diagram on your laptop and become familiar with the terminology used to describe them. Next is a glossary of terms that will help you become more familiar and comfortable with these descriptions.



B. Glossary of Computer Terms

- AC Adaptor -- The small black box with two cords stemming from it that enable the computer to be powered by electricity.
- Battery -- An internal power source that is rechargeable.
- Disk Drive -- The square hatch into which you insert a diskette. There are two disk drives (one on top of the other) located on the right-hand side of the laptop. The top drive is called the "A" drive and the bottom drive is called the "B" drive.
- Diskette -- The diskettes contain the programs that will enable you to administer the Household Questionnaire. There are different types of diskettes used with different kinds of computers. The only kind of diskette you are to use with this PC are the 3-1/2 inch ones we are supplying.
- Function Keys -- The keys labeled F1 to F10 on the keyboard that are specially programmed to perform certain computer operations.
- Hardware -- A term used to refer to any computer equipment. The actual laptop is the only piece of hardware you have.
- Keyboard -- The surface of the computer that contains the marked keys you press to interact with the computer. The light-colored keys are similar to those you would find on a typewriter. (The dark-colored ones are unique to the computer.)
- Keys -- The alphabetic and numeric characters located on the keyboard.
- Laptop -- The laptop computer in this case is your Toshiba T1100 PLUS. It is called a laptop because it is small enough to fit comfortably on your lap.
- LCD -- The Liquid Crystal Display is the screen on which information from the computer is shown.

- Menu -- A list of options that appear on the screen with a prompt inviting you to make a selection among the several different ones listed.
- Program -- These are instructions written on the diskettes you are given that run the household interview. The program is responsible for posing the questions on the screen and storing the answers you enter during the interview.
- Prompt -- A message to you (either written on the screen or in the form of a "beep") symbolizing that some process is complete or some action from you is required.
- Software -- A program or a set of programs.

C. Powering the Computer

- Your laptop PC can be powered by either an AC adaptor attached to a wall outlet or an internal rechargeable battery.

- AC adaptor

The AC adaptor (see photograph on page 41) electrically powers the computer. Notice that there are two separate wires stemming from a small black box. One end has a small tubular connector that plugs into a receptacle in the back of the computer next to the power switch. The other end is a standard two-prong plug that is inserted into an electrical outlet. Both plugs must be inserted in their proper locations for the adaptor to work. When this is done correctly, a red light will appear on the upper left-hand corner of the computer. You will then know that the computer is not running on its battery source but is hooked up to a working electrical outlet.

Note: The AC adaptor can cause the "power-on" indicator to come on for a few seconds even if the adaptor is not connected to a working AC wall outlet. Double-check the indicator a few seconds after you connect the adaptor to be sure that everything is connected properly.

Keep the following things in mind when using the AC adaptor:

1. When the AC adaptor is being used, the battery is not being charged. When the power switch of the computer is in the "on" position and the AC adaptor is plugged in, the adaptor is only acting as a power source for the computer, not as a charging agent for the battery.
2. You can connect or disconnect the AC adaptor while the computer is operating without interrupting normal operations. Only disconnect the adaptor, however, when you are sure that the battery is charged.

NOTE: Use the AC adaptor whenever possible to conduct an interview. It uses a small amount of electricity, and you do not have to be concerned that your power will run out.

- The battery

Powering the computer by battery is accomplished by simply turning the computer on without having the AC adaptor plugged in. The battery is located inside the laptop and cannot be accessed by you.

1. Duration

When fully charged, the battery will operate for approximately four to six hours. When the battery is losing its charge, a light will appear in the upper right-hand corner of the keyboard above the "low battery" indicator. YOU HAVE ONLY TEN MINUTES TO PLUG THE AC ADAPTOR IN BEFORE THE BATTERY DIES AND ALL YOUR DATA ARE LOST.

2. Charging

If you have conducted interviews during the day using the battery for any part of the interview, you must recharge the battery that night. To do this, follow the instructions below:

a) Connect the AC adaptor.

Insert the round end of the adaptor cable into the opening next to the on/off switch located at the back of your laptop. Insert the two-prong end into a standard electrical outlet. Do not use any other adaptor. The one that comes with your laptop has been specifically designed for it, and using another one may damage the computer.

b) Set the power switch to the computer to the off position.

The on/off switch is located in the back of the computer and should be in the OFF position. When the power switch is on, the battery recharges very slowly, if at all, so make certain that it is in the off position.

c) Leave the computer plugged in for a full eight hours.

To be fully recharged, the battery must be plugged in for eight hours. For each hour the battery is charged, there is less than an hour of operating time. That is, if the battery is low and you charge it for four hours, it will be operational without the AC adaptor for approximately two to three hours. It is best to fully charge the battery so that you are prepared in an emergency to conduct the interview using only power from the battery. One way to ensure that your battery is always at maximum charge is to get into the habit of recharging your battery overnight so that you get the benefit of a full eight hours of charging. You cannot overcharge the battery no matter how long you keep it plugged in.

NOTE: It is normal for the AC adaptor to become warm during recharging. Do not worry about it. The adaptor will not overheat.

D. Disk Drives and Diskettes

- Disks

On page 41 of this manual is a side view of the Toshiba laptop. You will notice that there are two square hatch openings. These are called disk drives. The top one is called Drive A, and the bottom one is called Drive B. You will always insert interviewing diskettes into Drive A and the backup diskette into Drive B.

- Diskettes

The only diskettes you are to use for this survey are the 3-1/2 inch rigid diskettes you receive from National Analysts. Turn to the next page to see a picture of the front and back of these diskettes. Notice the following parts:

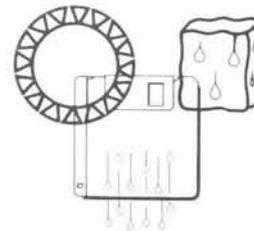
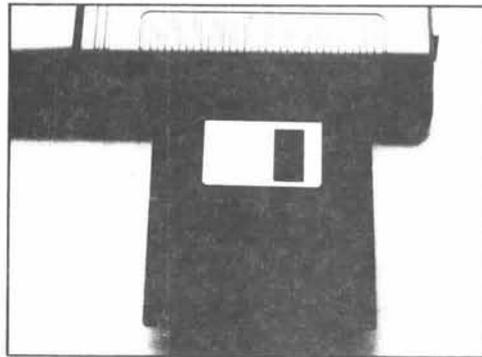
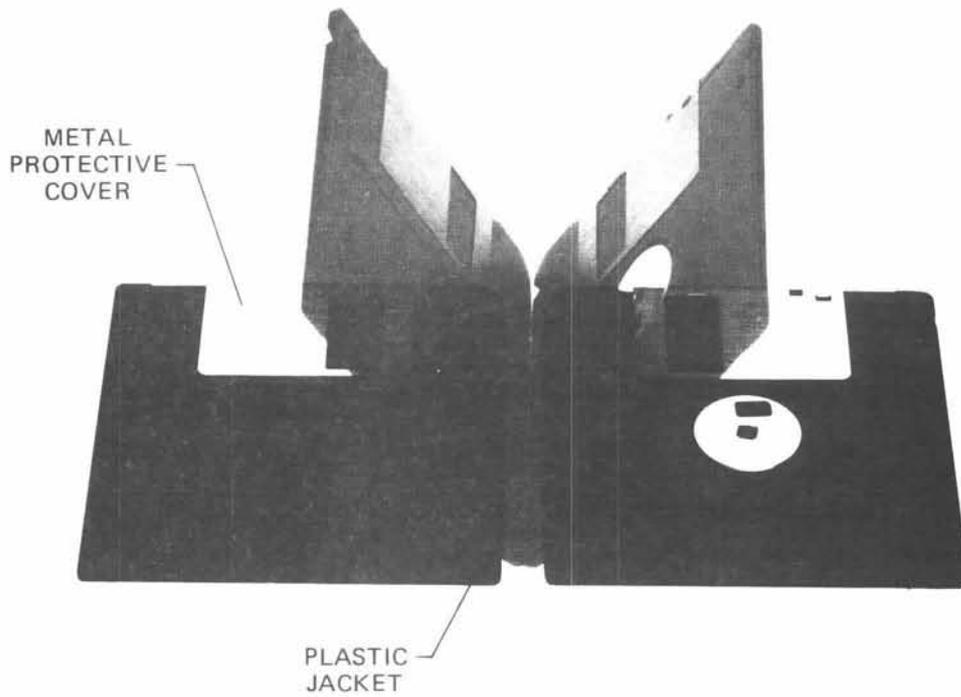
- Plastic jacket
- Metal protective covering
- Diskette label

During use, the diskette spins inside the jacket. The metal protective covering moves aside, and the diskette drive reads and writes information to and from the diskette. Be sure to take care of these diskettes as they are the only record we will have that you have conducted an interview at the sampled household. Inadvertently damaging one of these diskettes could ultimately mean the loss of one of your interviews. Following are descriptions of the two kinds of diskettes you are receiving and instructions on how to use these diskettes and how to take care of them.

- Interviewing and backup diskettes

There are two kinds of diskettes you will use in the interviewing process: 1) the blue interviewing diskettes and 2) the gray backup diskettes.

**3 1/2 INCH
FLOPPY DISKETTE**



DO NOT
SUBJECT DISKS
TO EXTREME
TEMPERATURES
OR HUMIDITY



DO NOT USE A
MAGNET NEAR
YOUR DISK



DO NOT LET
ERASURE DUST
SETTLE UNDER
THE METAL
PROTECTIVE
COVER



DO NOT
RETRACT
THE METAL
PROTECTIVE
COVER AND
TOUCH THE
DISK SURFACE



DO NOT CLEAN
THE DISK WITH
SOLVENTS OR
HEAD CLEANER

• The interviewing diskettes

The blue interviewing diskettes have the Household Questionnaire already programmed on them and are ready to be used for interviews. You will receive enough interviewing diskettes so that each household interview can (and must) be conducted on a separate diskette. You cannot conduct a computerized interview with anything other than the interviewing diskette and you can only conduct one interview per diskette. The backup diskette cannot be used to interview because it does not contain the household program on it.

• The backup diskettes

The gray backup diskettes do precisely what their name implies. You will receive one backup diskette at the interviewer training conference and another with your assignment. You will place the backup diskette you received at the interviewer training conference into Drive B. YOU ARE TO LEAVE THAT DISKETTE IN DRIVE B FROM THE MOMENT YOU INSERT IT UNTIL THE END OF THE INTERVIEWING QUARTER. YOU WILL NOT BE ABLE TO CONDUCT A HOUSEHOLD INTERVIEW UNLESS THE BACKUP DISKETTE IS IN DRIVE B. At the end of each quarter you will be instructed what to do with the backup diskette. You may be asked to return it to National Analysts or use it for the next quarter's assignment. During an interview, the backup diskette is automatically backing up or copying all the data you enter from each household interview. If, by chance, your interviewing materials somehow get lost, we will ask you to send the backup diskette to us, so that we can retrieve the data from the "lost" household. If it is necessary to remove the backup diskette with all the household data on it, insert your new backup diskette (the one sealed in an envelope and supplied with your materials) in Drive B. Remember, you will not be able to conduct an interview without a backup diskette in Drive B.

- Inserting the diskette

The procedures for inserting diskettes into Drive A or Drive B are exactly the same. Follow these steps precisely to ensure safe insertion into the laptop:

1. Hold the diskette with the insert arrow side up. The metal protective covering should be pointing away from you.
2. Insert the diskette into the Drive A or Drive B insertion hatch. When it is almost in, you will feel a slight resistance. Give the diskette a gentle push to secure it firmly in the drive.
3. Press gently down on the diskette inside the slot to ensure that it is firmly in place.

NOTE: If you insert the diskette upside down or back to front, it will not completely enter the drive and will keep popping out. Just remove it and try inserting it again correctly. Do not attempt to force a diskette into the drive. If it does not go in easily, you are doing something incorrectly and need to try again.

- Removing the diskette

Remove the diskette from the laptop with as much care as you exercised when inserting it.

1. Locate the diskette eject button on the lower right-hand side of Drive A or Drive B.
2. Gently press the eject button and wait for the diskette to pop out. If the diskette does not come out of the drive, try pushing the eject button again. If you still have a problem, do not try and force the diskette out; call the office immediately, and we will tell you how to handle it.

NOTE: Do not remove the diskette in the middle of an interview or when either of the "DISK IN USE" lights is on. When either of these lights is on, the laptop is transferring or storing data onto or from the diskettes via the drives. Removing the diskettes at this time will damage or destroy the data.

- Taking care of your diskettes

1. Store the interview diskettes in the container they came in when you are not using them. After you have completed an interview, do not store the used diskette with other diskettes. Instead, place the diskette, appropriately labeled, along with all other documents from that household into a mailing envelope and mail all materials back to National Analysts.
2. Do not attempt to clean the surface of a diskette, because any kind of cleaning fluid can permanently damage it and destroy all information written on it.
3. Do not attempt to take the diskettes apart or remove the protective cover exposing the head window.
4. Do not bend or twist the diskette. Try not to drop it.
5. Write on the diskette label only with a felt-tip pen. (One will be supplied with your materials.) Lead from a pencil acts as dust and can transfer to the disk drives. The same is true for eraser dust. Do not erase on or near a diskette.
6. Keep all diskettes away from magnetic sources, such as microwave ovens, speakers and television sets and monitors.
7. Do not place heavy objects on diskettes.
8. Do not keep an interview diskette in the disk drive when transporting the computer. The only diskette which remains in the computer is the backup diskette.

E. Keyboard

The keyboard for the Toshiba laptop is similar to most typewriter keyboards, although it is rearranged slightly to accommodate its reduced size. The keys are "typematic," that is, they repeat (continue to produce themselves as long as you hold them down). On the following page is a picture of the laptop keyboard. Read this next section with your laptop open and in front of you.



THE KEYBOARD

Following is a brief description of the keyboard features that you will have to become familiar with in order to run the interview.

- Backspace key

If you're typing in sentences, this key will back-space your place one space at a time. If you type in a wrong number and want to change it before you hit the ENTER key, use the backspace to erase your answer.

- Numbers

Most of the responses you enter will be numeric. That is, most of the time you will select a number to the left of the precoded questions that matches the respondents' answers. The top line of the off-white numbers on the keyboard are the ones you use.

- Space bar

The space bar can be treated exactly the same as if it were on a typewriter. When you are typing in comments that require sentences, use the space key to separate your words.

- ENTER key

"Enter" tells the computer program that you are finished entering an answer and are ready to continue. You must hit the ENTER key each time you have completed keying in a response.

- ESCAPE key

This key is used only to get out of Edit Mode. When you are through editing a particular section, the computer will instruct you to press the ESCAPE (ESC) key to return you to where you were in the interview.

- "X" key

This key allows you to return to a previous question by pressing the alphabetical letter "X" on the keyboard. You can only do this within a section of the questionnaire. You cannot do it between sections. When you have returned to a previous question, you will have to reenter your responses to continue. You have to do this because new responses you enter may

require different skip patterns, and thus different questions would be asked. There may be times when you wish to return to a previous question but the computer won't allow you. Instead, the screen will say, "USER CANNOT BACK UP FROM THIS QUESTION. PRESS ANY KEY TO CONTINUE!" In this case, you must finish the section that you are in. If you need to return to a previous question, you must use Edit Mode (see next page).

- The function keys

The function keys are the gray keys at the top of the keyboard labeled F1 to F10. They have been individually programmed to perform certain functions. They are:

F1 - <u>Comments</u>	F6 - *Not functional*
F2 - *Not functional*	F7 - *Not functional*
F3 - <u>Don't know</u>	F8 - <u>Previous response</u>
F4 - <u>Refused</u>	<u>accepted</u>
F5 - *Not functional*	F9 - *Not functional*
	F10 - <u>Edit mode</u>

1. F1 -- Comments. -- At any point in the interview, you can enter a comment in the computer. It is to be used just like you would the margins of a hard-copy questionnaire when jotting down a note that might help clarify a particular answer or explain a situation. For example, you may want to "write down" that at a given point in the interview the respondent used the telephone for 20 minutes. If your comment is longer than one line, the computer will automatically continue to the next line until you've stopped. When the comment is complete, hitting the ENTER key will return you to the place where you were in the interview. We encourage you to use this key any time you are having difficulty, want to clarify something or cannot answer the question precisely as instructed.
2. F3 -- Don't know. -- This key is used if the respondent insists that she/he doesn't know the answer to a question after being appropriately probed. The computer will automatically insert a "Don't Know" response for the current question and then display a comment screen. Use the comment screen to explain why the respondent couldn't answer the question. When the comment is complete, press the ENTER key to return you to where you were in the interview.

3. F4 -- Refused. -- This key is used if the respondent refuses to answer a question after being adequately probed. This key will insert a "Refused" response for the current question and then display a comment screen. Use the comment screen here to explain why the respondent wouldn't answer the question. Hit ENTER to return to where you were in the interview.
4. F8 -- Previous response accepted. -- You can only use this function key when you are in Edit Mode (F10). When you are editing a section you have already completed and you don't want to change what you had initially entered for that question, use this function key. The unchanged response will be retained, and the program will continue to the next question.
5. F10 -- Edit Mode. -- If it is necessary to view a previously answered question so that its answer can be changed, use this function key. You can only edit your entries within the section you're in. A list of questions will be displayed on the screen, and you are to select the question(s) you wish to edit. To leave Edit Mode press the ESC (ESCAPE) key. You will then automatically be returned to where you were in the interview. Please note that there are times when you will not be allowed to edit. At these times, a NO EDIT message will appear on the upper right-hand corner of the screen. You will need to finish the set of questions you are asking before being permitted to go into Edit Mode. On these occasions jot down notes on a piece of paper so you will remember what to change.

F. The Activity Menu

When both the interview and backup diskettes are inserted properly into the laptop and the computer is turned on, the first screen to appear is the Activity Menu:

NATIONWIDE FOOD CONSUMPTION SURVEY - 1987
=====

- (1) BEGIN THE INTERVIEW
- (2) RESUME THE INTERVIEW AT SECTION III
- (3) LIST HOUSEHOLD MEMBERS
- (4) GENERATE SHOPPING LIST
- (5) QUIT

SELECT THE NUMBER OF THE DESIRED ACTION
(ONLY BLINKING NUMBERS ARE ALLOWED NOW)

CHOICE ==>

Each time you turn the computer on and have the diskettes inserted properly, this menu will appear. You have to select one of the five options or activities listed in order to proceed with any activity. Following is a description of each option.

- 1) Begin the Interview -- Select this option when you are about to begin a household interview for the very first time with that household. This option will bring you directly to the segment and housing unit identifying information screen that begins the household interview. You will be permitted to select this option only once, that is, to start an interview.
- 2) Resume the Interview at Section III -- Choose this option if you have already completed Sections I and II for this household, but not Sections III and IV. As discussed in Chapter V, you may have been forced to stop interviewing after Section II and are now

ready to resume the interview at Section III. Upon returning to the household, you would insert that particular household's diskette into Drive A and select Option 2 which would automatically bring you to the beginning of Section III. There is no need to enter the Segment # and HU # again, but be sure you are using the diskette which belongs to that household.

- 3) List Household Members -- Select this option when you want to copy the names of household members onto Day One and Day Two and Three Intake Records. This screen will automatically appear at the end of the household computerized interview; however, you may want to refer to this list again at a later date. For example, when you collect Day Two and Three Intake Records from the household, you should check that you have Intake Records from all eligible household members by inserting the interview diskette into Drive A, turning the computer on and selecting this option.

- 4) Generate Shopping List -- Use this option when the interview has been completed, you have left the household and are ready to shop for missing prices. The Shopping List is generated automatically in the computer as the interview takes place. It will include any purchased foods without prices from Section II. You are to copy this list from the computer screen onto the green Shopping List Form that has been provided to you. To do this, follow the instructions below:
 - First, insert the interview diskette from the household you want to generate a list from into Drive A and turn the computer on.
 - Second, when the Activity Menu appears, select Option 4 -- Generate Shopping List.
 - Third, carefully copy the identifying information such as the Segment #, and HU # to the green Shopping List Form and all information pertaining to each item that appears on the screen. This includes the item number, description, amount

bought and units bought. There may be more items listed than can appear on one screen. You will be instructed to press any key to continue and have the remaining items listed on the next screen. Be sure to copy ALL of the items listed for that household. The total number of items will appear at the bottom of this list, so you know when you have reached the end.

- Fourth, after transferring the entire list, press the ENTER key to return to the Activity Menu. If you need to check the list again, you may return to this option as often as you like.
- 5) Quit -- Select this option whenever you have completed a particular activity and are ready to terminate or quit the program. After you "quit" you will be able to remove the interviewing diskette from the computer.

Not all options are available all the time. For example, Option 1 -- Begin the Interview -- is not allowed if you have any data on the interview diskette. That is, if you've stopped in the middle of the interview (after Section II), you are not permitted to begin the interview again for that household. Similarly, you can't select Option 2 -- Resume the Interview at Section III -- if you haven't yet begun the interview. **Those options which can be chosen at any particular time will be blinking on the screen.** You will only be able to select among the blinking options when the Activity Menu is on the screen.

G. Starting Up the Interview

Once you have familiarized yourself with some of the features of the laptop, there are certain procedures you are to follow to ensure a smooth and trouble-free computerized interview.

- First, make sure that the computer is on a flat working surface and at a comfortable height. We suggest using the kitchen table, if at all possible, so that the respondent will have access to containers, measuring cups and spoons, etc., that will help him/her report quantities of food consumed.

- Second, make sure that 1) either the battery is fully charged or 2) that the AC adaptor is connected to a working electrical outlet.
- Third, open the screen by pressing the red levers on both sides of the laptop toward you.
- Fourth, insert the interviewing diskette into Drive A. (The backup diskette should already be in Drive B.)
- Fifth, turn the computer on by switching the power switch on the back of the computer to the "on" position.
- Sixth, adjust the angle and contrast level of the screen. The neck of the computer is flexible and designed to hold any position. The contrast dial is located on the left-hand side of the computer. Adjust both of these to get the most readable setting possible.
- Seventh, begin the interview by selecting Option 1 -- Begin the Interview -- from the Activity Menu.

H. Entering Responses

Follow the rules outlined below when interacting with the computer.

1. Press the ENTER key each time you enter a response into the computer. This will tell the computer that you have completed entering the response for that question. The computer will process the response and proceed to the next question only when the ENTER key has been pressed.

2. If you make a mistake or want to check something you have already entered, return to a previous question in one of two ways; you can: 1) "X" back and/or 2) edit.

- "X"ing back -- If you've just answered a question and realize you've made a mistake or meant to return to a previous question, type the letter "X" to return to that question. This key should be used when you want to go backwards for just a few questions. **WHEN YOU "X" BACK, THE ANSWERS YOU HAVE ENTERED FOR THOSE QUESTIONS HAVE BEEN ERASED AND MUST BE ENTERED AGAIN IN ORDER FOR YOU TO PROCEED.** Let's say, for example, you are on Q.35 -- the question about how much is spent on various utilities per month. You have already entered an amount for electricity, gas, oil, etc., and water/sewage. The respondent says, "Oh wait, I told you my average electric bill was \$80 per month, and it really is \$120 per month." You would "X" back to the line specifying electricity. This line would now appear blank. You would then enter the new total -- \$120 -- and reenter the gas, oil and water/sewage amounts because they would have been erased when you were "X"ing back to the electricity category.

There are times when the computer will not allow you to "X" back. In these cases, try using Edit Mode to make the changes.

- Edit Mode -- Use Edit Mode (the F10 function key) when you need to change something in the interview that you entered in a previous question but cannot "X" back or it is several questions earlier. When you select Edit Mode, you will get a menu on your screen asking you to select, by code number, the particular question you wish to change. You then select that code and make the necessary changes. **UNLIKE "X"ING BACK, ANSWERS TO PREVIOUS QUESTIONS ASKED ARE NOT ERASED. YOU DO NOT HAVE TO REENTER THEM IF THEY REMAIN UNCHANGED.** Remember, when you are in Edit Mode, you merely have to press F8 (previous response accepted) to accept the original answer you entered for any given question. The original answer will appear on the bottom of the screen. If you wish to change it, just do so. If the new answer entered affects any other questions (i.e., new skip patterns emerge because of your new answer), the computer will automatically prompt

you with those questions. Use the ESCAPE key (ESC) to leave Edit Mode. The computer will not allow you to leave Edit Mode until all skip patterns have been correctly followed with the new answers in place. If you are in a particular section of the interview where editing is not allowed, the computer will display "NO EDIT" on the upper right-hand corner of the screen. In this case, jot down some notes and continue until you come to a screen that will allow you to get into Edit Mode.

3) Remember to use the comment function key (F1) to enter any additional information that will enhance or explain your entries. It may be easy to forget that you have the capability to "talk" to us at any point in the interview. If something goes wrong on a particular question or you think of something that might help us understand the respondent's answers, be sure to record it in the comment feature.

4) Pay attention to "WARNING" and "ERROR" messages that appear on the screen. They are informing you of possible mistakes you have made, or they are validating unexpected answers you have just entered.

- A "WARNING" message that appears on the screen is telling you that you have entered a code that is out of the expected range. We have included acceptable answer ranges for particular questions that are true for the "average" household. For example, we would not expect a household head or any member, for that matter, to be 100 years old. If you enter 100 years as an age for a respondent, a "WARNING" message will flash on your screen. It will look like this:

```
*** WARNING ***

100 SEEMS TO BE A HIGH AGE FOR HEAD OF
HOUSEHOLD !!!

IS IT CORRECT?

1 YES
2 NO

[ ]
```

The point of this screen is to confirm the information you have entered is correct. If indeed the respondent's age is 100, you would enter a "1" and continue. If you in fact made a mistake, you would enter Code 2 and enter the correct age.

- An "ERROR" message is telling you that you have entered conflicting information. If, for example, you entered that the household spent \$25 per week in total for both food and nonfood items, and then you entered that the household spent \$25 per week on just nonfood items, an error message would appear. That is, the amount spend on nonfood items should be less than the amount spent on the total food and nonfood items. In this case, the "ERROR" message looks like this:

```

                                ERROR

THE MONEY AMOUNT JUST ENTERED FOR
NONFOOD ITEMS:

                                $25 .00 PER WEEK

MUST BE LESS THAN THE TOTAL AMOUNT
SPENT IN THE GROCERY STORE:

                                $25 .00 PER WEEK

** PRESS ANY KEY TO CONTINUE **
```

I. Caring for Your Toshiba T1100 PLUS

The laptop is a very expensive and fragile machine. To maintain it in its best condition, follow the guidelines below:

- Always transport your laptop in its black carrying case.

The Toshiba T1100 PLUS comes in a black carrying case that is lightweight and compact. Whenever you are transporting it from one location to another, be sure to enclose it in the padded black case you received it in. This case was custom designed for the laptop, and because of the padding, it is protected when contained in its case.

- Operate and store the laptop in a room that is between 41 and 95 degrees Fahrenheit. As a general rule, if you are comfortable, the computer will be too. Do not leave the computer in your car overnight or for long periods of time.
- Avoid severe temperature changes. If the computer is taken from a cold to hot climate (or vice versa), be sure to let it warm up before beginning the interview.
- Keep the computer away from heat sources such as electric heaters.
- Do not spill liquids on the laptop.
- Do not carry the laptop by the LCD screen (even for short distances).
- Clean the LCD screen only with the cleaning materials enclosed in your materials. Do not use any cleaning fluids or solutions on the screen.

J. What Happens If...

Below are possible problems you could encounter while conducting the computerized interviews. If any of these

happens to you while you are conducting or attempting to conduct an interview, try solving the problems by following the instructions delineated here.

● Battery errors

- Problem: **The low battery light comes on while you're in the middle of an interview.**
- Solution: **DO NOT TURN THE COMPUTER OFF.** Instead find the nearest electrical outlet and plug the AC adaptor into both the computer and the outlet. The laptop will still operate while you are plugging the adaptor in. Then, continue with the interview as if nothing happened. Any other interviews you have that day MUST be completed with the AC adaptor.

● Start-up errors

- Problem: **You turn the computer on and nothing happens.**
- Solution: Try the following steps:
 1. Turn the computer off, wait a few seconds and try turning it on again.
 2. If you are using the AC adaptor, check that it is firmly plugged into the jack next to the power switch on the back of the computer and that it is also plugged into a working electrical outlet. The red indicator light at the rear of the computer should be on.
 3. Adjust the screen contrast dial. It may not be positioned correctly, and although your screen may be blank, the computer may be operating fine.
 4. If nothing happens after all this, call the office.
- Problem: **After turning the computer on: 1) an error message is displayed on the computer screen or 2) a beep sounds and after a few seconds no new message**

appears or 3) random characters appear on the screen and normal function is lost.

- Solution: Try the following steps:

1. Turn the computer off, wait a few seconds and try turning it on again.
2. If you are using the AC adaptor, check all cable connections to see that they are firmly plugged in.
3. Write down what occurred, including any error messages, and call the main office. If necessary, we will instruct you on the procedures to follow for returning the computer for repair.

- Problem: You receive an error message on the computer screen that reads:

**NOT READY, ERROR READING DRIVE A
ABORT, RETRY, IGNORE?**

OR

**NOT READY, ERROR READING DRIVE B
ABORT, RETRY, IGNORE?**

- Solution: Try the following steps:

1. Check that you have a valid interview diskette if the error reads Drive A, and a valid backup diskette if the error reads Drive B. Be sure the diskettes are inserted correctly.
2. Type the letter "R" for "Retry." If the error message reappears, try this step again.
3. If all else fails, turn the computer off, insert a new diskette (either an interview diskette for Drive A or a backup diskette for Drive B) and turn the computer back on.

VIII. HOUSEHOLD QUESTIONNAIRE: QUESTION-BY-QUESTION INSTRUCTIONS

The Household Questionnaire contains four sections as follows:

- Section I: Household characteristics and composition
- Section II: Seven-day food use
- Section III: Food practices and sources of nutritional information
- Section IV: Household finances

821-11
85-11

86-89

These four sections are administered in order by the computer. This portion of the manual follows the computerized version as it will appear to you when you insert an interview diskette. The information you enter here is exactly the same as you would record if using the paper-and-pencil version. If you are in a situation that forces you to administer the Household Questionnaire by paper and pencil, you would follow the same instructions specified here, only instead of entering responses into the computer, you would record them on the paper questionnaire.

A. Section I

1. Identifying data (All of this preliminary information is entered by you without asking the respondent anything.)

Enter the seven-digit Segment #, three-digit Housing Unit # and your interviewer # that you previously recorded by hand on the Screening Form. Remember to hit the ENTER key after each full entry. Also, be sure to record this information manually on the label on the diskette.

- Date

Enter the current month, day and year numerically. 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

For year, you will only be able to enter either "87" or "88." In the spring assignment, only "04," "05" and "06" can be entered for the interviewing period.

- Day

Enter the number that represents the day on which you are conducting the interview.

- Time

Enter the current time by first typing in the hour, and then typing in the minutes.

The computer will then ask you if that is AM or PM. Enter the corresponding code number. (Remember that 12:00 noon is considered PM.)

2. Food shopping and expenditure patterns

- Q's 1 to 5 Are about customary food shopping patterns.
- Q.1 Let the respondent decide what he/she considers a major food shopping trip.
- Q.2 Let the respondent decide what kind of store applies. She/he must decide what kind of store is most frequently used for major food shopping.

Q.3 This is the distance from the housing unit where the respondent lives to the store. It is not the distance from where the "shopper" lives to the store if the respondent does not do the shopping. If the respondent says "three and a half blocks," you would first enter a "3.5" (typing in the decimal using the symbol for a period) and after pressing the ENTER key, you would designate whether that was in blocks ("1") or miles ("2").

Q's 4 to 6 Q.4 is the typical amount spent during a week or month at a grocery store or other general-type food store for the last three months. Enter the amount here to the nearest dollar (you cannot enter cents). Then, designate if that amount is per week or per month. Q.5 is how much of the amount in Q.4 is spent for nonfood items. This amount must be less than the amount in Q.4. Q.6 is the typical amount spent for food bought at places other than a supermarket or general-type store. *grocery*

The total of Q.4 and Q.6 should equal about what the household typically spends for food and beverages during the time period designated (either per week or per month).

3. Household composition questions

Q's 7 to 27 Are questions which establish household composition and demographic information for each household member.

Q.7 Include related family members and non-related household members, such as boarders and employees who fit the description of "regularly live here."

Q.8 Let the respondent decide whether there is a male head of household and, if so, who he is. If there is difficulty deciding, the male head of household is

generally the man who is responsible for the finances of the household. If the household contains all unrelated men, have the respondent choose one as the male head; the others are considered "partners" or "roommates."

Q's 9, 10

Type in the name of the male head of household as you would on a typewriter. Don't worry if you don't capitalize the name or if its all in capital letters. Then, enter whether or not the male head of household is the respondent and what his current age is.

Q's 11, 12

In Q.11, enter a number (0 to 18) corresponding to the highest grade of formal schooling attended for the male head. Convert the answer to one of the codes listed if necessary. Enter Code 12 if the respondent has a GED (graduate equivalency degree). Formal schooling does not include trade or vocational schooling, company training or tutoring unless credit is given which would be accepted at a regular school or college. Then, in Q.12, enter a code corresponding to whether or not the respondent completed that grade or year.

Q.13

Hand respondent Card A for reference. Let the respondent tell you the number corresponding to his or her race and enter the corresponding number.

After this set of questions is completed for each respondent, a summary screen will appear. If, for example, you have just interviewed the first person in a two-person household, the screen would look like:

FOR INTERVIEWER ONLY:

PETER

IS PERSON #1 OUT OF A HOUSEHOLD OF
SIZE 2 .

** PRESS ANY KEY TO CONTINUE **

After pressing any key to continue, the program will advance to the next appropriate question. In the case where you've already entered a male head of household, the program will ask if there is a female head of household, and so on, until all members of the household are identified and accounted for. Additionally, the program will continue to probe for more people until a male or female head and respondent have been selected.

Q.14 Let the respondent choose whether there is a female head of household and, if so, who she is. If there is difficulty deciding in households where there is a male head, the female head is usually his wife or partner. For this survey, the female head of household is the woman who other household members think of as being in charge of household matters, that is, the woman of the house.

If the household contains all unrelated women living together, have the respondent chose one as the female head. The others are considered "partners" or "roommates."

Q.15 Type in the name of the female head of household and whether or not she is the respondent.

Q.16 Will appear only if there is a male head of household. This question determines the female head of household's relationship to the male head of household.

Q.17 Establishes the age of the female head of household.

Q's 18, 19 Are exactly like the education questions asked of the male head of household (Q's 11, 12). Enter the number corresponding to the year of formal schooling attended in Q.18 and then enter a code to indicate whether or not she completed that grade or year in Q.19.

Q.20 Hand respondent Card A for reference. This question determines the race of the female head.

When the male and/or female head of household have been established, the rest of the household composition (both related and unrelated members) is obtained. Age, sex and relationship to the head of household are asked about each related and unrelated member of the household.

NOTE: If the meal planner does not know the exact age of any household member, hit the F3 key for don't know and enter an estimated age.

Q's 21, 22 These questions are asked until the number of persons entered equals the total number of persons in the household entered in Q.7. If there is a discrepancy in these totals, the computer will prompt you (ask you questions) to either add, delete or change the total number of persons in the household until the number of individual members adds up to the total.

Q's 23, 24 Q.23 determines if there is anyone in the household who is of a different race than the male or female head, and Q.24 determines for each member what that race is.

At the conclusion of this section, a household summary screen will appear delineating the name, age and sex of each household member. An "*" is shown on the line indicating who the household respondent is. An example of such a summary screen is shown below.

NAME	RSP	SEX	AGE	NAME	RSP	SEX	AGE
1 Alexander	*	M	27 yr				
2 Mariel		F	25 yr				
3 Jeremiah		M	4 yr				
4 Alex Jr.		M	2 yr				

** VERIFY ABOVE INFORMATION - TO CHANGE INFO. PRESS (F10) KEY AND SELECT **
 ** OPTIONS 1-3. - TO ACCEPT ABOVE INFO. PRESS "1" KEY **

As noted in the example, you are instructed at the bottom of the summary screen to verify the household composition information. If there is a mistake, you are to edit the information (by pressing the F10 function key) until what appears on the summary screen truly corresponds to the household's composition. When the summary screen is correct, enter a "1" to continue.

Q'25, 26

Establish who, if anyone, in the household is of Hispanic origin. By Hispanic origin, we mean Puerto Rican, Cuban, Mexican, Latin American or other Spanish origin. Answers such as Russian, German, Irish and Scottish are non-Hispanic. If you answer "Yes," there is a Hispanic member, the program will automatically ask about each household member separately.

Q.27

Is on the paper questionnaire only. It identifies precisely who the respondent is by his/her line number on the flap of the Household Questionnaire. You will have already answered this question on the computer version while completing the household composition.

4. Work history

Q's 28 to 31

Gather recent work history for household members who are 15 years old or older. These questions are asked sequentially for each member.

Q.28

Give respondent Card B for reference. If it appears that the respondent is having difficulty reading Card B, you may read it aloud. Respondents may have engaged in several of these activities during the last week. Probe to find out which one activity describes what the respondent was doing most of the time last week. The computer will only accept a single response. Therefore, the respondent should choose the one response which best answers the question.

- Q.29 "Work" includes any full- or part-time work for which money, goods or services were received. Work includes active duty in the armed forces.
- Q.30 Determines the total number of hours worked in all jobs last week, including hours worked overtime.
- Q.31 Hand respondent Card C. The key word here is "usual." If the respondent has more than one job, have him or her select a code describing the work he or she "usually" does. In addition, if he/she is retired, the "usual" refers to the type of work performed before retirement.

Remember, the computer will repeat Q's 28 to 31 for each household member aged 15 and over until these questions have been answered for each person.

5. Housing unit questions

- Q's 32 to 35 Establish housing unit information. These questions pertain to the household's primary or usual dwelling. Should you interview a family with two or more homes, these questions should be addressed to the main house. For example, if the household has a house in the city and a beach house which is used occasionally, these questions should pertain to the one in the city, regardless of whether the household is surveyed at the city home or at the beach house. Let the respondent decide what the main dwelling is.
- Q.32 If the dwelling is "owned outright," use Code "1." That would mean it was bought for cash or the mortgage or other type of debt is paid off.
- Q.33 Enter the regular payment (usually the mortgage payment) made on the household dwelling, and then enter the time period that payment covers. The amount specified should include school and real estate taxes and hazard and fire insurance premiums.

- Q.34 Enter the amount paid for rent for the housing unit and then enter the time period that rent covers.
- Q.35 Answers to Q.35 can include \$0.00 if no money is paid for that utility. Utility bills vary; they may cover a month, quarter or some other time period, and various utilities may be in one bill. Specify the monthly out-of-pocket expenses, that is the amount paid by the household, for each of the utilities listed. If necessary, record the respondent's best estimate. Enter the amount to the nearest dollar. If it is difficult to break down a quarterly bill into a monthly amount, enter the quarterly amount. Hit the F1 button and enter the words "quarterly payment" under comments. We will do the arithmetic in the office.

6. Meal planning/preparing and eating unit questions

- Q's 36 to 38 If the respondent is unsure, repeat the question stressing the word "usually." Only those responses that apply to the specific household you are interviewing will appear on the screen. For example, if there is no male head of household, the only options that will appear on the screen are:

- 1) THE FEMALE HEAD ONLY
- 4) THE FEMALE HEAD AND SOMEONE ELSE
- 6) SOMEONE OTHER THAN THESE

You would then enter either a Code 1, 4 or 6.

Let the respondent determine who plans, shops and prepares the food for that particular household. If you choose Codes 4, 5 and 6 you are to specify who the "someone else" is (e.g., neighbor).

- Q's A and B Determine if any household member buys and stores the major portion of the food he or she eats separately from the rest

of the household. Q.B establishes how many different sets of separate food supplies there are in this household. If there is more than one set, have the respondent include his/her own in the total count. Be sure to query all respondents about these separate food supplies to get an accurate picture of foods used in the home during the seven-day interviewing period.

7. Meal consumption patterns and expenditure questions for seven-day interviewing period

Q's 39 to 54 Deal with the number of meals eaten in the seven-day period from two sources: household food supplies and away from home. Away-from-home meals are separated in two ways: 1) those having been bought and 2) those obtained free as a guest or as payment for work. Q.39 is asked about every household member. Q's 40 and 41 are asked about everyone except roomers, boarders and employees. Partners and roommates are included in Q's 40 and 41.

Q's 42 and 43 deal with the amount of money spent for meals away from home and for snacks away from home.

● Determining and explaining the seven-day interviewing period

The computer program will automatically determine the exact seven-day period to be discussed in Q's 39 to 41 and Section II on the basis of the date and time the interview started. The seven-day period ends at the exact date and time of the interview. It begins on the same day of the week at the same time, seven days earlier. Show the respondent the Card D calendar and the exact 21 mealtimes covered in the interview by following and reading the words on the screen. Imagine each day as having three usual mealtimes, called morning, noon and evening (M N E) meals. The seven-day period covers 21 of these mealtimes, plus all the foods and beverages used between meals.

It may help the respondent to anchor the beginning of the seven-day period if you ask questions such as: "Did you go anywhere last Friday?" "Did you go to work, attend a meeting or go shopping last Friday?" "Did you have guests?" "Did anything unusual happen last Friday that might help you remember what food you served that day?" Be sure you jot down the dates of the seven-day period that appear on the computer screen and display the calendar so that, if necessary, you can remind the respondent of the dates throughout the interview.

- Defining meals from household supplies and away from home

Meals from household food supplies are:

- Meals eaten at home, including carryout foods (e.g., pizzas, Chinese food, fried chicken, etc.) eaten at 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 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 en route 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. If persons not in the household did not furnish any food, but shared the meal, count their meals as guest meals.

● 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, carryout 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.

Sometimes the respondent will tell you that his/her meals come both from the home food supply and are supplemented by food away from home. The following is a description of:

How to handle household meals carried away, but supplemented by food away from home

If a member of the household carried about half a meal from home, supplementing it with food received as a gift (or pay) or purchased away from home, count 1/2 of the meal as from home food supply and the other 1/2 of the meal from away-from-home food supplies or received as free or as payment for work, as appropriate.

For example, if for the five noon meals of the workweek, the husband carried sandwiches from home and bought a beverage and dessert, consider that 2 1/2 meals were obtained from the household food supply. Enter that number (i.e. 2.5 using the symbol for a period to enter the decimal) for meals eaten from household food supplies. The other 2 1/2 meals were purchased and eaten away from home. Enter that number in Q.40. If the husband bought a beverage only, consider that all five meals were obtained from household food supplies (Col. Q.39); make no entries in Q's 40 and 41 for these meals. Remember to include noon meals for weekends, if this situation occurs.

Q.39

These questions and Q's 40 and 41 are asked in sequence for each person before going on to the next question. Enter the total number of morning (M), noon (N) and evening (E) meals for each household member. The computer will automatically present a screen for each person. Consider that nursing infants get the same number of meals from household food supplies as their mother.

NOTE: If the respondent states that nobody ate any meals for any of the mealtimes from home supplies, you would enter a "99" in that particular mealtime or set of mealtimes. Each of those mealtimes would then be automatically skipped for the rest of the household members.

Q.40

Enter the number of meals bought and eaten away from home by household members at places like school, work, during shopping, etc. Again, if no meals were purchased and eaten away from home for all household members, enter 99.

Q.41

This is the number of M N E meals household members did not pay for, that is, that they received as gifts or as payments. Include such items as free lunches at school, meals as guests, meals chargeable to an expense account and meals received in partial or whole payment for services (for example, meals taken as household help, restaurant workers, business employees and farm laborers, for which no payment was made). If no meals were received as gifts or as payment for all household members, enter "99."

The computer will tally the number of meals each household member ate and will keep a running total of these meals on the screen. The computer will ask you to verify the total number of meals eaten. You would do this by saying, "I have entered a total of _____ meals; _____ morning, _____ noon and _____ evening meals. Is this correct?" If "Yes," enter 1. If "No," enter 2 and reask the questions, recording a response for each category even if the answer remains unchanged.

Q.42

This refers to expenses for meals away from home for the family and any guests they may have paid for, such as friends and household workers. It covers the meals reported in Q.40, as well as any other meals paid for by the household members during the seven-day period. Include expenditures by household members for alcoholic beverages served with meals. The expenses include tips given for meal service and sales taxes.

You have a choice here in the way you enter the expenditures. The important points are to enter the full amount but not to duplicate any. You may enter, at first (under the "Family Amount"), all amounts paid by all household members. This might be easiest if the family goes out to dinner together and one person takes care of the expense or if one pays the check and another pays the tip. You may make entries on several lines, if you wish, when several members have lunch at their separate places of work. You may also use both places to record the responses. Family amount does not equal the total on the individual lines. It is an additional amount of money spent.

In the case where meals come both from home food supplies and away from home, count only the money spent for the portion away from home.

When the cost of meals away from home is not known by the respondent, for example, for persons who were in the hospital, away on business, eating in hotels or on planes, ask the respondent to give you some information with which we can make an estimate. For example, get the daily hospital room cost. In some cases, a household member in the hospital or elsewhere may have all meals for the week away from home. To provide this information, remember to use the F1 function key for comments. Give as much information as needed to estimate the food cost.

← REVIEW →

After entering family amount ("0" if you don't wish to enter a family amount), the computer will ask if you want to enter individual amounts. If you enter a Code 1 for "Yes," the names of every household member who purchased meals away from home will be displayed so that an individual amount can be entered. If you do not wish to enter an individual amount for a particular person, type in "0."

Q.43 Is for expenditures for snacks consumed away from home in the seven-day period for the family members and anyone else they paid for. Expenditures here include any food and beverage items not included as part of meals bought away from home (Q.42). See instructions in Q.42 for entering family and/or individual amounts.

Q's 44 to 54 In these questions, remember to enter all guests' meals and snacks, including relatives, friends and employees who do not regularly live in the household.

Q.44 Asks about meals eaten from household food supplies by people other than the household members.

Q.45 Enter the number of males who are not part of the household and who ate any meals from household food supplies in the past seven days. If necessary, remind the respondent what the seven-day period is.

Q.46 Enter the number of females who are not part of the household and who ate any meals from household food supplies.

Q.47 You will be asking Q's 47 and 48 in sequence for males, and then for females. Then, for Q.47, you will be dividing the total number of male and

female guests or employees into age categories. For males, the computer will prompt with the four different age categories until you designate a number of males that matches the total number of males you entered in Q.45. For females, your total will have to equal that which you entered in Q.46.

Q.48 Establishes how many M N E meals were eaten by each male and/or female guest or employee. The total number of M N E meals for each category must be the same as, or more than, the number of guests and employees in that category.

Q's 49 to 51 Follow the same instructions here as in Q's 44 to 46. Only refer here to snacks and beverages that were not meals.

Q.53 Q's 52 to 54 will be asked in sequence for males, then females. Many snacks and beverages may be served during one occasion. We need to know how many different times snacks and/or beverages were served to each person, not how many individual items each person consumed. (Remember, each snack and/or beverage time for each person counts as one refreshment time.) If one guest came for morning and afternoon coffee for three days, that would be six refreshment times. Likewise, if there were a party and during the evening 30 different people stopped by and had something to eat or drink, that would be 30 refreshment times.

Q.54 Asks how many of the refreshment times in Q.53 were times where very light refreshments were served. After you have read Q.54 which defines "very light," let the respondent decide how that applies to the snacks and/or beverages served. The number of very light snacks must be less than or the same as the total number of different refreshment times.

8. Pregnancy, breast-feeding and WIC-related questions

- Q's 55 to 57 Are asked if there are any women between the ages of 12 and 55 in the household.
- Q's 55, 56 Determine which, if any, women are currently pregnant.
- Q.57 Establishes how many months pregnant these women are.
- Q's 58 to 60 Are asked if there are any children three years old or younger.
- Q's 58, 59 Are asked of each child three years of age or under. Q.59 establishes how long a child was breast-fed.
- Q.60 If a child is currently being breast-fed, Q.60 establishes who is breast-feeding that child. Enter the name of this person in the appropriate space.
- Q's 61, 62 Are questions about participation in the Women, Infants and Children Program (WIC). This program provides milk, formula and some food products to expectant mothers, qualifying mothers, infants and young children.
- Q.61 If a person has participated in the WIC program, she will know it. If a respondent does not know about the program, no doubt the answer to Q.61 is "No."
- Q.62 Determines who received WIC benefits. The computer will automatically display on the screen each possible household member, one at a time, who could be receiving WIC benefits. Be sure to enter "Yes" or "No" for each.

9. School breakfast and lunch programs

- Q's 63 to 71 Are asked if there are children between the ages of 4 and 18 in the household.
- Q.63 The answer is "Yes" if a child regularly attends school during the normal school year. During school vacations, ask about the school term just completed. The answer is "No" if that child is age 4 through 18 but is not in kindergarten through 12th grade or does not regularly attend school when school is in session.
- Q.64 School lunches usually include an entire meal with a beverage that is the same price every day.
- Q.65 This asks for the number of times each child gets a complete school lunch during a usual school week. During school vacations, refer to the school term just completed.
- Q.66 Determines if each child receives these school lunches for free.
- Q.67 Establishes the price paid for a complete school lunch. Enter dollars followed by cents. If only cents, enter 0. _ _.
- Q's 68 to 71 Ask about complete school breakfasts. The instructions in Q.64 through Q.67 apply to these questions as well.

B. Section II

1. Purpose and Organization

The goal in Section II is to discover the details about all foods used in the home during the seven days immediately prior to the interview, that is, foods used from the household food supplies.

The thousands of foods currently on the market have been categorized by USDA into 21 major food groups for use in Section II. Within each major group, similar foods are grouped together. The 21 major food groups are:

- A, B Baby Food
- C Beef, Pork, Veal, Lamb
- D Poultry, Game, Organ Meat
- E Lunch Meat, Hot Dogs
- F Fish, Seafood
- G Eggs, Milk Products, Cheese
- H, I Vegetables
- J Juices, Drinks, Ades, Punches, Nectars
- K Fruits
- L Cereals, Flour, Rice, Pasta, Meal
- M Bread, Rolls, Buns
- N Cakes, Cupcakes, Pies
- O Cookies
- P Crackers, Snack Items
- Q Sugar, Syrup, Sweets
- R Puddings, Ice Cream, Butter, Mayonnaise, Fats, Oils, Salad Dressings
- S Soups, Gravies, Sauces
- T Frozen or Carryout Dinners, Sandwiches, Breakfasts, Pot Pies
- U Frozen or Carryout Main Dishes, Pizza, Sauces, Pickles
- V Nuts, Beverages
- W Condiments.

Notice that each major food group is preceded by a letter. By looking at a paper questionnaire or the Section II Food Cards supplied with your materials, you will see each of the 21 major food groups and the list of foods included in each group.

The structure of Section II is very repetitive; that is, for each food item within a major food group, the following information is usually collected:

- The form of the food when it was brought into the kitchen during the seven-day period (e.g., fresh, canned, frozen, breaded, dried and the like).
- The variation of the food (e.g., with or without bone, shell, packed in syrup, with or without icing and the like).
- The quantity of the food used during the seven-day period.
- The source of the food used (i.e., purchased, home-produced or gift/payment).
- If the food was purchased, the quantity purchased and its purchase price.

2. Key definitions

In order to effectively administer Section II, the following definitions of key food terms must be understood:

- Food use

In Section II, when we refer to a food being "used" in the home during the past seven days, we have a very special definition of "use." We mean only the portion of the food that was used up; that portion that disappeared and could not be served again or consumed by anyone else. This could mean you fed it to your dog or threw it out. The key here is that it is no longer available for use in anyone's household.

● Household food supplies

Included are foods:

- Eaten in the home, whatever the source is -- whether bought for cash, on credit, with food program checks or by food voucher, as well as food from welfare agencies, which is home-produced, received as a gift or received instead of payment for goods and services.
- Prepared elsewhere and served in the home. Include such items as Chinese carryout foods, pizzas, foods that guests bring to your house and the like, if they are brought into the house.
- Carried from home in packed meals, such as picnics and lunches taken to school or work.
- Prepared during the seven days, even though some was saved for a later week. Here, include only the part that was used during the reporting period.
- Prepared before the time period covered by the interview but were eaten or discarded during the seven-day period.
- Usually eaten by people, even if they were fed to pets; for example, leftovers, table scraps, etc.
- Thrown away as spoiled food or for any other reason.

Excluded are foods:

- Not intended for consumption by people, such as dog biscuits, canned products labeled for dogs and cats, horse meat and the like. Also exclude any food that is generally eaten by people but fed to animals raised for commercial purposes. For example, exclude hamburger and similar foods a kennel owner feeds to the cats or dogs he raises for sale.

- Prepared or bought to give away, such as for church bazaars, as gifts to persons outside the household and the like.
- Prepared for future use (for example, home canned or frozen fruits and vegetables) that was not eaten during the seven-day period.
If a food was prepared but only part of it was eaten during the period, exclude the part that was not eaten.

- Seven-day period

This is the same seven-day period that was referenced in Q.39 in Section I. The period goes up to the minute of the interview and back through the prior week to the same day of the week, at the same time, seven days ago.

- Major food group

This is one of the 21 categories that the USDA has used to group all foods and food products in this section.

- Food category

Within a major food group, foods are further clustered in subgroups or types. These categories can be identified on the Section II Food Cards by capital letters and boxes around them. On the computer screens, food categories are typed in capital letters and highlighted in reverse video. (They look darker on the screen.)

- Food item

Within food categories, individual foods are listed and referred to as food items. All the foods included in an item are alike, and are different from foods included in other items. Food items have code numbers next to them. For the most part, they are arranged alphabetically within the food category.

- Food form or process

This refers to the form the food was in when it was brought into the kitchen during seven-day period.

Food will always be reported in Section II in the form it was in when brought into the kitchen during the seven-day period, with one exception. Commercially frozen foods will always be reported as commercially frozen, even when stored in the home freezer. This includes commercially frozen vegetables, juice concentrates, meats, fish, mixed dishes, etc.

Foods used during the week to make mixtures, such as casseroles and salads, are reported as separate ingredients in the form they were in when they entered the kitchen. Mixed dishes made before the seven-day period are reported as a unit, i.e., cake, casserole, etc.

In order to describe the many forms of a food or beverage in some uniform way, USDA has adopted certain standard definitions of food forms or processes as follows:

- Home Frozen -- foods put into the home freezer either fresh or cooked (but not commercially frozen) and stored as frozen before the beginning of the survey period.
- Commercially Frozen -- foods brought into the home already frozen by the producer or processor. These foods are considered to be commercially frozen even when stored in the home freezer or refrigerator. Examples include commercially frozen juice concentrates and TV dinners.
- Home Canned -- foods which are processed, sealed and sterilized at home for preservation in metal, glass or similar containers. Sometimes the words "home-canned" and "home-preserved" are used interchangeably for such foods as pickles and jellies.
- Commercially Canned -- foods which are processed, sealed and sterilized for preservation in metal, glass or similar containers by a food processor or manufacturer.

- Fresh/Raw -- foods which are raw and not canned, frozen, dried, smoked or already cooked. This is common for fruits, vegetables, meats, fish and other items. This form also applies to store-refrigerated juices.
- Boxed -- foods which are contained in a new kind of cardboard-box package. These boxes typically contain snack-type beverages, such as juices and drinks that are located on supermarket shelves and not in refrigerated sections. Some specially prepared, shelf-stable milks are also boxed.
- Breaded -- foods which are either frozen, canned, fresh or already cooked that have been coated with a flour or other cereal-based coating.
- Already Cooked -- foods which have been cooked before the beginning of the seven-day period or which were brought into the kitchen already cooked. Already cooked foods may also be frozen and/or breaded.
- Dried (dehydrated) -- foods from which the liquid has been removed through processing. Items such as dried bouillon cubes and onion flakes come under this category.
- Other -- foods which are not in the processing forms defined so far. This would include foods, for example, that are smoked, cured, pickled or salted.

- Food variation

This refers to the specific composition or variation of a food item, that is, with or without bone, in shell or not in shell, salted or unsalted and the like. Variations are only appropriate for certain food items. The chart on the following pages defines the variations for specific food items.

FOOD ITEM VARIATIONS

<u>Kind of Food</u>	<u>Variation</u>	<u>Definition</u>
Poultry, game	Not ready to cook -- live weight	Uncleaned, with feathers or fur. Animal as it was caught or killed
	Ready to cook -- dressed or drawn	Completely cleaned, but uncut with bone
	Ready to cook -- parts	Completely cleaned pieces with bone
	Ready to cook -- boneless/fillet	Completely cleaned boneless pieces
Fish, seafood	Not ready to cook -- live weight	Fish as caught, whole, uncleaned and with scales
	Not ready to cook -- drawn weight	Fish with entrails removed and scales, fins, head and tail intact
	Ready to cook -- dressed	Fish with entrails, scales, fins, head and tail removed
	Ready to cook -- steak	Portion sliced on the cross section with some bone
	Ready to cook -- fillet	Completely cleaned portion, usually boneless
Seafood, shellfish	In shell	Seafood or shellfish that has a shell, such as crabs, oysters, clams and lobsters
	No shell	Seafood or shellfish that has the shell removed, such as crabmeat, oyster meat, clams and lobsters
Cheese, cottage cheese, commercially canned vegetables and mixtures, bread, crackers, soups	Low-sodium	Food specially prepared with a low salt content. Packages are labeled "low-sodium" or "low-salt"

<u>Kind of Food</u>	<u>Variation</u>	<u>Definition</u>
Frozen vegetables	In sauce	Vegetables packaged with butter, cream, cheese or other sauce
	Not in sauce	Plain vegetables that are commercially frozen without sauce
Commercially canned, frozen or boxed juices, drinks, ades, punches, nectars and dry beverage powders	Artificially sweetened	Beverages prepared with a sweetener other than sugar -- for example, with NutraSweet or saccharin, sometimes labeled "sugar-free"
Cornmeal, grits, rice, spaghetti, macaroni	Enriched	Grain products improved in nutritive value by adding nutrients or by restoring part of the nutrients wasted in processing; labeled "enriched," "re-stored" or "with added vitamins and/or minerals"
Canned or frozen fruits	With sugar or syrup	Fruit is packaged in sugar or syrup -- light, medium or heavy. Label states kind of syrup
	With juice, water or artificial sweetener	Fruit is packaged in juice, water or has sweetener added. Label states kind of liquid

<u>Kind of Food</u>	<u>Variation</u>	<u>Definition</u>
Cake	No icing	Plain unfrosted cake
	Chocolate icing	Chocolate, fudge, cocoa icings
	Some other icing (not chocolate)	Any flavor of icing other than chocolate -- caramel, vanilla, etc.
Commercially frozen pies	Not baked	Frozen pies that need to be baked before serving
	Already baked, thaw-and-serve	Frozen pies that only need to be thawed before serving
Salad dressing	Low-calorie or low-fat	Dressings that were prepared with a low fat content
Commercially canned or "salad bar" soups	Ready-to-eat	Soup that is ready to serve without adding liquid
	Condensed or semi-condensed	Soup that is labeled "condensed," "concentrated" or "semicondensed." You usually add liquid to these soups
Commercially frozen dinners	Reduced-calorie	Foods labeled "low-calorie" or "reduced-calorie" on package, such as Weight Watcher's, Lean Cuisine, Classic Lite dinners

3. Procedures for administering Section II

First, we will briefly explain all of the procedures and then give you a detailed description of each step. As noted previously, the same basic set of questions is asked for all 21 major food groups. Sometimes certain questions do not apply to a food group and are, therefore, omitted. Sometimes the answer categories vary depending upon the food group.

After you have asked about each major food group -- A through W -- you will ask about leftovers inadvertently reported as used up. Here, you may be required to use what is called the Recipe Sheet (pink). Near the end of Section II, you yourself will complete questions about the reporting aids (e.g., labels, receipts) used to complete Section II and the difficulties encountered by the respondent in reporting selected information. Section II ends by obtaining respondents' best estimate of the general food availability in the household.

The following steps describe in detail the specific procedures and questions posed throughout Section II:

- Step 1: Read introduction

Read the introduction which appears on the computer screen to the respondent and repeat any part of it until you are sure the respondent understands what "used during the last seven days" and "home food supply" means.

Show respondents the Card D calendar, noting the seven-day time period you will be discussing. Show them that it is the same seven-day period discussed in Section I.

At this time, hand respondents the Section II Food Cards. These are the legal-sized cards corresponding to the 21 major food groups. Each card contains the food categories and food items within each major food group. It is useful to have respondents follow along with the food lists as you go through Section II so that items are not missed. Using these cards is not a substitute for asking about each of the food categories yourself.

- Step 2: Ask major food group question

This question is repeated for each major food group. It is always the first question displayed on the screen for each group. It refers to a whole category of food items, not just the specific items mentioned.

For example, in the fish section, the first question reads "In the past seven days did your household use any fish or seafood?" We are referring here to the general fish/seafood category, and the respondent is to think about all the types of fish or seafood he or she may have used. If any type of fish was used, the response should be "Yes." If none of the items which might fall into the group were used within the seven-day period, you enter a Code 2 for "No." You will automatically skip to the next major food group.

- Step 3: Ask food category/food item question

If a respondent indicates that foods within a major food group were used in the seven-day period, then the food category/item question needs to be asked. This is always the second question within each major food group. You will ask whether or not specific foods were used by first reading the items in capital letters and reverse video. If the respondent says yes to a particular food category, then the specific items within that category must be read to determine which food item was actually used.

When the respondent mentions the food item used, enter that number in the space provided on the computer screen. After exhausting a particular food group, you may find that a respondent mentions a food item which does not appear on the screen but which seems to rightfully belong in that food group. Since new foods are continually appearing on the market, the respondent may have, indeed, just mentioned a new food. If you are reasonably certain the food item does not appear elsewhere, enter a Code 999 for that food. A screen will appear asking for the name of that food item. Type in the name and a complete description of that food, press ENTER and then continue asking questions about that food item as they appear on the screen.

● Step 4: Ask food form (process) question

Once an individual food item is selected, generally the form of the food when it was brought into the kitchen during the seven-day period needs to be obtained. The respondent will choose the appropriate form(s) from among the alternatives offered on the computer screen (and read to the respondent by you).

For purposes of this study there are ten possible food forms as defined on pages 87 and 88. Not all of these forms are applicable to each food item; therefore, the computer screen will display only the permissible forms for a particular food item. The abbreviation NA -- "not applicable" -- will be displayed for those forms which cannot be selected.

You are to read each form shown and enter the code number of the form selected by the respondent. In some cases, more than one form is permissible because an item can come into the kitchen in more than one way (e.g., breaded and already cooked). If this is the case, you would enter the code for one of the forms (e.g., breaded) and wait for a second screen to appear. You would read the alternatives displayed and select the second form (e.g., already cooked). If a second form is permissible but no other form applies, you would simply press ENTER and move on.

Note: The selection of a particular food form may result in a warning message "UNCOMMON FOOD FORM." This message will appear if a particular form is not in the computer program. This message does not mean that the form is incorrect; it is simply a message for you to check that you have entered the correct information reported to you by the respondent. If you have made an error, you can reenter the correct form code. If no error has been made, you can continue.

- Step 5: Ask food variation questions

This is a series of questions which reflect the different ways food can be obtained. For example, the meat and poultry food groups variation questions determine whether or not the food has a bone. In the soup group, they distinguish between condensed or semi-condensed soups (which need to have liquids added) and ready-to-eat items.

Variation questions are asked depending upon the food item in question and the form(s) it was in when it entered the kitchen in the seven-day period. The chart on pages 89 to 92 outlines the foods for which variation questions are asked. If a question comes up about the meaning of a particular variation (e.g., dressed or drawn), refer to this chart.

- Step 6: Ask quantity used question

This question asks how much or how many pounds and ounces of the food item was used during the seven-day period. Remember this question refers to all the food that was used up in the seven-day period. If the household used tomatoes at two different times, the total number of tomatoes used up should be reported. Conversely, if some of the food served during the period is still in the home (e.g., leftovers in the refrigerator), only the amount used up or consumed should be entered here as a response.

For most foods, the preferred way to obtain quantities used is pounds and ounces. However, for some items, other measures -- such as cups, quarts, fluid ounces, the number of cans or number of items -- will be appropriate.

Entering the respondent's answer to this question is a two-step process. First, a unit of measurement (e.g., pounds and ounces, small) needs to be selected from among the alternatives displayed on the computer screen. Second, the actual quantity consumed (e.g., 3 lbs. or 4 small) corresponding to the respondent's answer needs to be entered.

The list of measurement units which appears on the computer screen has been tailored to each particular food item. For example, units such as pints, quarts and gallons do not appear for solids (e.g., meats), but do appear for liquids (e.g., fluid milk). Pounds and ounces appears as the first unit for nearly every food item. If this option is not appropriate, an NA -- "not applicable" -- will appear on the screen.

To enter a response, select the code number corresponding to the unit being reported (e.g., Code 1 for pounds and ounces). Then enter the number of units (e.g., the number of pounds actually used followed by the number of ounces). If a fractional amount is being reported, enter "0," a decimal point and then the amount (e.g., 0.5 to represent one-half). Appendix C contains a table for converting fractions to decimals (e.g., 7/8 = .88) since it is easier to enter decimals on the computer refer to this chart as necessary.

Examples

Suppose you were asking about the quantity of regular whole milk used and the respondent said 3 gallons. The list of acceptable units for this milk that would appear on the screen is:

1. - NA -
2. FLUID OUNCE
3. CUP
4. PINT
5. QUART
6. 1/2 GALLON
7. GALLON
8. OTHER

You would first enter a Code 7 to select the gallon unit. When the computer prompted for the number of units used, you would enter a "3" to indicate that 3 gallons were used.

Similarly, if you were asking about corned beef and 1.5 pounds were used, the units to choose from would be:

1. POUNDS AND OUNCES
2. SMALL
3. MEDIUM
4. LARGE
5. OTHER

You would first enter a Code 1 for pounds and ounces. Second, you would enter 1.5 pounds and 0 ounces.

If none of the precoded measurement units apply, then you would select the code corresponding to the "other" category and describe the unit size and how many units were used in the spaces provided. Should you wish to enter fractions (e.g., 1/2 of 14 1/4 oz. jar), you would first enter the unit of measurement (e.g., 14.25 oz. jar), followed by the amount used (e.g., 0.5).

Remember that the information collected will be translated into pounds and ounces in our data files. Therefore, unit descriptions, such as "2 cans" or "3 pork chops," are not good enough. You should attempt to find out the weight, size of these items (small, medium or large) or other descriptors. Including the name of the item, in addition to the size or volume measurements, will be helpful in translating the information into a weight measure.

● Step 7: Ask source of food question

There are three possible sources of food brought into the home. The food item may have been purchased, that is, paid for with cash or food stamps or received on credit. The item may have been home-produced. By this we mean the food was grown or raised at home (including the orchard and the garden). This also includes wild fruit, nuts or greens gathered by household members, or fish and game that was caught by household members. It does not mean food was homemade. Finally, the item may have been received as a gift or as a form of payment. These appear on the computer screen like this:

1. BUY
2. HOME PRODUCE
3. GIFT/PAYMENT

Occasionally a food item (e.g., mixtures prepared prior to the seven-days) will contain ingredients from more than one source. In this case, consider the source as that for the major ingredient. For example, home-preserved strawberry jam (with sugar) would be a Code 2 if the strawberries were from the respondent's garden, Code 1 if the strawberries were purchased and Code 3 if they were a gift.

It does not matter when the food item was bought, home-produced, etc., as long as it was used during the survey week.

- Step 8: Ask quantity purchased for bought items only

If a food item was purchased, then a question will appear on the screen asking how much was purchased. This question refers only to the particular food that was actually used. For example, if one 10-3/4 oz. can was used during the seven-day period and another 10-3/4 oz. can of the same product was purchased the same week, we would want the quantity and price of the can that was used. It is quite possible that the can used was bought in bulk at a substantially lower price than the recently purchased can.

The procedures for answering this question are the same as those applied to quantity used. First, you would select a code for the unit of measurement being reported and then enter the exact amount purchased.

The amount purchased must always be the same or larger than the amount used. To ensure that acceptable purchase quantities are reported, you will be aided by a reverse video box in the upper right corner of the screen indicating the amount used. If you happen to enter a purchased amount which is smaller than the used amount, an error message will appear on the screen. You will be required to correct the error by reentering the quantity used and/or quantity purchased after checking with the respondent.

Note: Mixtures prepared before the seven-day period are reported as one item, not ingredients. Consider the main ingredient in answering the question about the source of the food as mentioned previously. In response to the questions about the amount purchased and paid, hit the F4 key and say "home-made mixture." The purchase questions are not applicable to these kinds of items.

- Step 9: Ask amount paid questions for bought items only

If the food item was purchased, you will ask the questions about price. These are: 1) the price

paid, 2) whether the price reported is the total amount and 3) if not the total amount, what the price represents. As such, the price may be reported either as the dollars spent for the total amount purchased or as an amount of money per unit of quantity.

The computer screen will first display the question for price which you would read to respondents. You would respond by entering the dollar amount followed by cents as it is reported to you, or 0. _ _ if only cents are being entered.

You are to enter the actual amount paid by the respondent, excluding any sales tax or delivery charge. If food is purchased at a discount, perhaps because someone in the household works in a food store, enter the actual price paid. Similarly, if a coupon was used to purchase the item, enter the price paid after the coupon was used.

If any price seems unreasonably high or low, inquire tactfully about any unusual circumstances about the purchase, such as low price because of a commissary or high price because of a gourmet food store. Use the comment feature (F1) to explain these circumstances. If nothing unusual seems to explain the price, also use the comment feature to indicate that you probed, so that we will not question it again.

If the respondent cannot remember the price of a particular food item, you have several ways to help. Ask if there is a grocery receipt. Also ask if there is a duplicate package or container still in the kitchen and check the price on that. Probe by asking, "About how much did you pay for that?" If the respondent suggests a range of figures, ask, "Was it nearer (the lower figure) or (the higher figure)?" However, in probing for prices, never suggest an amount to the respondent. If the same food was purchased at different prices, enter the item twice, once for each purchase. If no price can be reported use the F3 key for "Don't know."

After the price has been entered, a question will appear to verify if the price reported is the total price paid or the price for some other unit (e.g., per pound, per item). The response should be entered accordingly and the unit should be specified, if necessary.

- Step 10: Repeat Steps 3 through 9 for each food item used

Once you have finished asking a series of questions for a particular item, the computer will bring you back to the last list of foods that appeared on the screen. The numbers next to all of the items that you have selected so far will be "blinking." This will indicate two things: 1) you will be able to tell which items were selected so far on that screen and 2) you will know what item you are to begin asking about next. You will ask about the item listed immediately under the blinking one until all of the items in that category are asked about, then you will proceed to the next food category until all major food groups A to W have been covered.

- Step 11: Obtain information about leftovers

After completing the major food groups A to W and obtaining information on all foods used, you will verify that items have not been erroneously reported as used up. To do this, you will determine if any foods reported as "gone" are still available for household consumption such as homemade mixtures (e.g., cakes, casseroles, stews) or individual items (e.g., milk, carrots). If the answer is yes, you will: 1) go to the pink Recipe Sheet, 2) determine whether the foods reported as gone are a homemade mixture or individual item and 3) record the required information on the sheet as explained below.

- Instructions for homemade mixtures

Record homemade mixtures on side 1 of the recipe sheet only if:

- . The homemade mixture was prepared during the last seven days

AND

- . The ingredients were reported on the food screens

AND

- . Some or all of the homemade mixture is still available for the household's use

For example, suppose the respondent reported using (during the last seven days) 1/2 lb. of cheese, 1/2 lb. of ground beef and a 12 oz. package of macaroni to make a casserole; however, one-half of this casserole is still in the refrigerator. You are to use the recipe sheet to record a full description of each ingredient which was mistakenly recorded as used during the last seven days. Record the name of the recipe, a full description of each ingredient in the mixture and the amount of each in the original recipe. Also indicate what portion of the mixture remains as leftovers.

- Instructions for individual items

Record individual items on side 2 of the recipe sheet only if the amount reported earlier in the interview included the amount still available for consumption.

To enter responses record: 1) the letter and code # of the item, 2) a complete description of the item and 3) only the amount leftover.

For example, suppose the main meal planner said she used 1 1/2 gallons of milk during the seven-day period, but later realized that 1/2 gallon was still in the refrigerator. You would look at the Food Cards, go to the major food group for milk (G), record the Code # (e.g., G 14), a complete description (e.g., regular whole milk) and the amount left (e.g., 1/2 gallon).

● Step 12: Report aids used and difficulties encountered

These questions pertain to what aids respondents used to help them answer questions in Section II (e.g., labels, receipts) and how much difficulty they had in completing various parts of this section (e.g., food forms, variations). You are to answer these questions yourself by entering a code from 1 to 6 for each question. While you are answering these questions, ask the respondent to think about any foods that might have been forgotten or missed.

• Step 13: Ask about food availability

The last question in Section II asks respondents to best describe the foods eaten in their household. One and only one answer should be entered.

A & B: BABY FOOD

This section is used only to record information about commercially prepared baby and/or junior foods. If the baby food is made at home, from other foods, report the ingredients elsewhere in Section II.

The food reported here should be commercially prepared for infants and children. However, the food need not be consumed only by babies. Include here baby and junior foods eaten by the elderly, any sick persons or anyone else. Do not include food eaten by babies if it is not commercially processed for infants and the very young. For example, banana pudding may be fed to a child, but unless the respondent says it is pudding sold especially for children, you would not code it in group B, item 59.

It is especially important to properly record the form of baby formula as it was purchased. Powders and canned, ready-to-use or concentrated baby formulas differ greatly in weight, price, and nutritive value. Record the amount of dry powder or liquid concentrate used to make the formula, not the amount of formula it made.

Be sure that the amount of dry baby cereal used is reported, not the amount of cereal prepared with liquid. This is critical since the weight of dry baby cereal is very different from that which is mixed with some liquid. This is also true of instant fruits, vegetables, and mixtures that are prepared with water.

Jarred baby food should be reported as the number and proportion of jars used rather than the number of tablespoons used.

C: BEEF, PORK, VEAL, LAMB

Meat packaging labels give accurate weight and price information. If the entire package is not used during the survey week, give the proportion that is used; -- for example, for one-third of a 6.5-pound roast, select the unit code for other and enter 6.5 pounds followed by .33 for one-third.

If labels were not saved, or notes not taken, the respondent's estimate of the weight of meat used is usually better than giving three dimensions (length, width and height) because meats vary in shape.

Describe items in full which may not be listed, such as "ground beef, extra lean" or "beefalo, cross between beef and buffalo."

- #21 Steak-umm, sandwich steaks -- Thin slices of formed beef that are commercially frozen.
- #37 Ground beef, lean -- Lean ground beef has a lower percentage of fat and is higher priced than regular hamburger. Do not use the "ground beef, lean" code for round, chuck or other steak ground to order. Record as ground round, ground chuck, or other type of cut.
- #38 Ground beef, regular -- This is what is commonly called hamburger. Regular ground beef is lower in price and has a higher percentage of fat than lean ground beef.
- #44 Meat loaf mixture -- Include hamburger containing ground pork and/or ground veal.
- #63 Fresh ham -- "Fresh" ham is pork that is neither smoked nor cured.
- #84 Cracklings -- Refers to pressed-out pork fat, not to the lightweight fried pork rinds that would be reported in food group P with snacks.

D: POULTRY, GAME, ORGAN MEATS

Items 1 to 48 in this group are poultry, items 49 to 55 are game and items 56 to 83 are organ meats. Record only organ meats that have been purchased or packaged separately, for example, packaged chicken livers. Do not report the small packages of organ meats that come inside the chicken or turkey.

Any casserole-type dishes such as chicken a la king and chicken pot pie should be reported as a mixture in food group U if made before the seven-day period, or as the separate ingredients if prepared from scratch during the seven-day reporting period.

Carryout chicken eaten in the home or other cooked chicken may be reported under the heading of cooked chicken with or without bone, #13 to 20.

- #1-3 Chicken -- These are types of chicken. They do not refer to the way the chicken was prepared during the week. The chicken may be whole or it may be cut into pieces. Packages of thighs, of breasts, of wings, etc. are reported in #4 to 12.
- #80 Tripe -- This is stomach other than pork.
- #81 Chitterlings -- These are intestines or entrails of hogs. Another name some people use for this food is "chitlins."

E: LUNCH MEAT, HOT DOGS

Note that some items the respondent may mention (e.g., roast beef, boiled ham) here are listed in food group C and should therefore be reported in that group.

F: FISH, SHELLFISH

- #25-28 Tuna fish -- Tuna may be canned in water or oil and may be low sodium.

- #106 Crabmeat -- Refrigerated, packaged crabmeat is considered cooked, not canned. A crab must be cooked before meat is removed from its shell. Canned crabmeat is found on grocery store shelves.
- #110 Oysters -- Raw oysters packaged in a cellophane-covered container are to be considered fresh oysters and not canned.
- #115 Mussels -- Raw, uncooked mussels packaged in jars and stocked in a store's refrigerated section are considered fresh.
- #119-121 Imitation seafood -- Commercially frozen white-fish product shaped to resemble seafood. Packages usually are labeled "imitation."

G: EGGS, MILK PRODUCTS, CHEESE

For fresh eggs in the shell, the size is specified on the food list.

There are several "boxed" fluid milks on this page that are specially processed to be shelf stable, that is, usable for a long period of time. These milks do not need to be refrigerated until they are opened.

Cheese spreads, cheese foods, cheese products and imitation cheeses are lower in fat and higher in moisture content than natural or processed cheese. Several examples of each of these are included in the food list.

- #8-13 Egg substitutes -- Are listed by brand name and processing form. Any other substitutes should be described in full by the respondent.
- #20-21 Low fat or 2% fat -- Milk containing anywhere from 0.5% to 2.0% fat, and include partially skim milk and 99% fat-free milk, like Light n' Lively.
- #28-29 Carryout shake -- Milk shakes bought at a fast-food place and carried home.
- #41-42 Instant breakfast drinks -- Contain milk, e.g., Carnation Instant Breakfast. Cocoa mixes belong under food group V and Tang with group J.

- #47 Sweetened condensed milk -- This is a sweetened, condensed, thick, canned milk, not to be confused with evaporated milk which is not sweet.
- #52 Instant nonfat dry milk -- Powdered nonfat milk which dissolves in water instantly. Record amount of dry powder used during week.
- #62-68 Non-dairy creamers and toppings -- Coffee creamers and dessert toppings used in place of real cream and dairy toppings. Very prevalent on market and may be dry, liquid, frozen, or pressurized in a can.
- #69-70 Dairy toppings -- Dessert toppings with a milk base. May be frozen or pressurized in a can.
- #101 Cottage cheese, plain -- This can be small or large curd and does not contain fruit or vegetables.
- #111 Natural cheddar -- Cheese made directly from milk with no further processing. If natural, the word "cheddar" appears alone or may be preceded by the word "natural."
- #112 Processed, American, cheddar cheese -- Cheese which is a blend of natural cheeses, shredded, mixed and heated (pasteurized). The words "pasteurized process" appear on the package label. All American cheese is processed.

H & I: VEGETABLES

We are interested in the form in which the vegetables entered the kitchen. Many beans and peas, including lima beans and black-eyed peas, may be obtained in their "fresh, green, immature" form or in their "mature, dry" form. Dried vegetables, such as dried mushrooms, belong in this food group.

Sauces include butter sauces, cheese sauces, cream sauces either packaged with frozen vegetables or sauces put on vegetables cooked before the seven-day period. Individual ingredients of sauces made during the week should be reported in the appropriate food groups.

Pound weights for vegetables, if known, are preferred over a description of bunches.

- (H) #40 Celery stalk -- A celery stalk is a single piece of celery which has been removed from a bunch.
- Celery bunch -- This is a form in which celery is usually bought and includes a group of stalks.
- (H) #64 Garlic, not dry flakes -- Garlic bulbs consist of several smaller sections called cloves. Dry flakes are usually packaged in spice jars and are reported as #93.
- (H) #66-67 Hominy (large) -- Enter here hominy which has not been ground into grits. This type of hominy is the corn kernel with the hull and the germ removed. Commercially prepared hominy is usually made from white corn.
- (I) #15-26 Potatoes -- Remember to record potatoes in the form they entered the kitchen during the last seven days rather than the way the respondent fixed them. The most common forms will be fresh whole potatoes with peel or commercially frozen french fries. Make sure the respondent does not confuse the amount bought with the amount used.
- (I) #62-77 Vegetable combinations -- Vegetables may be combined with each other, with pasta, or with rice. The questionnaire lists the most prominent vegetables in a mixture.

J: JUICES, DRINKS, ADES, PUNCHES, NECTARS

Juices that are made from fresh fruit or juices that are refrigerated in the store are considered fresh. They may be in cartons or jars. Juices in jars or cans that are stored on the shelf, without refrigeration, are considered canned. Juices packaged in cardboard boxes and stored on the shelf are "boxed."

"Ready-to-drink" means the juice or drink needs no additional liquid. Most commercially canned juices and drinks are ready to drink. Concentrated juices are labeled "concentrated" or "condensed." These need the addition of some liquid to be drinkable. Most commercially frozen juices and drinks are concentrated.

Code "with sugar" only if labeled "sugar." Consider drinks presweetened with artificial sweeteners as "without sugar."

Fluid ounces are appropriate for reporting quantities of canned, fresh and frozen juices or beverages. Weight in ounces is appropriate for dry beverage mixes. Make sure to report only the amount of frozen concentrate or dry powder used, not the quantity made with water.

- #1-36 Juices -- Juices are made only from fruits (or vegetables). They are 100% juice. For these items, fruits (or vegetables) are the first ingredient on the label.

- #37-46 Fruit juice drinks -- Usually are 25% to 60% juice by weight. Juice drinks, juice cocktails, juice beverages are labeled as such.

- #47-65 Ades, drinks, punches -- These may be made from fruit and/or artificial flavors. All may contain sugar, vitamins or preservatives. For these items, water is the first ingredient on the label. They contain less fruit juice than fruit juice drinks.

- #66-71 Nectars -- Nectars typically contain fruit pulp and are 40% fruit puree by weight.

- #73-79 Powdered drinks, ades, punches -- These dry drink mixes may be purchased (1) with sugar (2) with artificial sweetener or (3) without sugar or sweetener. Mixes with sugar are heavier than other mixes.

K: FRUITS

In general, pound weights for fruits are preferred over a description of bunches because fruits are commonly purchased by the pound. If pound weights are unknown, the number and

description of size (small, medium, large) is preferred over bunches. So three pounds of bananas is preferred over five medium bananas or one bunch of bananas.

When fresh fruits are made into juice during the survey week, report the fruits as fresh under food group K and not as juice.

When fruits are home canned or made into preserves during the survey week, only the amount consumed by the household during the week should be reported.

The package label will indicate if fruit is "with sugar or syrup." Fruits may be packed in juice, water and have sweetener added. These tend to be higher priced than those "with sugar."

L: CEREAL, FLOUR, RICE, PASTA, MEAL

For cereals which are not listed, give the specific name of the product.

The question about enrichment applies primarily to regular rice, cornmeal and some pastas. Check the package or wrapper if available. Code a product as enriched if the label states that it is "restored" or "with added vitamins and/or minerals" or "enriched."

- #1-21 Hot cereals -- The amount used of dry, uncooked cereal should be reported, not the amount made after liquid was added.
- #202 Instantized flour -- Quick blending, fine-grained flour such as Shake and Blend.
- #228-237 Rice -- The uncooked amounts of rice used should be reported. Do not report the amount of cooked rice made -- it is greater in volume and weight than uncooked rice. Large quantities of rice used should be probed to make sure that cooked rice or purchases are not reported as amounts used.
- #259 Tapioca (plain) -- Enter only plain tapioca (dry) here. Tapioca pudding mix should be entered in food group R (PUDDINGS, ICE CREAM, etc.)

M: BREADS, ROLLS, BUNS

Include breads and rolls with seeds or onions under the appropriate type of bread or roll listed. Disregard these additions.

Remember, if any of these items were made from scratch during the last seven days, do not list the food here. Put the individual ingredients on their proper pages.

There is an important distinction between 100% whole wheat and other wheat bread. Whole wheat bread is labeled 100% whole wheat. The only flour listed is whole wheat. In contrast, wheat bread contains both whole wheat flour and white or all-purpose wheat flour.

#18-20 Reduced calorie, high fiber -- Many manufacturers make these breads. Select the appropriate category -- white, wheat or rye.

#96, 99 Doughnuts, chocolate -- Consider only the actual doughnut and not the icing.

N: CAKES, CUPCAKES, PIES

If the weight is not available for pies in this food group and the respondent cannot find a label, package or something similar, have the respondent estimate the diameter across the top surface. For example, bakery pies usually range from seven to nine inches. If the weight of commercially frozen pies is unknown, ask for the exact name.

Information for cakes needs to include the shape (round, square or sheet) and number of layers. Dimensions of square cakes and sheet cakes are important, as is the diameter and number of layers of round cakes. Note that ready-to-eat cakes are listed in #1 to 55 and dry cake mixes used during the week are listed in #56 to 98.

O: COOKIES

Only commercially made cookies, mixes, doughs and home-prepared cookies made prior to the start of the seven-day period are reported here. Cookies made from scratch

during the last seven days are reported as ingredients. If the reported type of cookies does not fit the listed description, be sure to give a full description -- type of flour (wheat, oatmeal, etc.) and other main ingredients such as fruit, chocolate, peanuts, etc.

P: CRACKERS, SNACK ITEMS

If the reported type of food item does not fit the listed description, be sure to give the name and full description (main ingredients, type of flour, etc.).

#69-78 Popcorn -- Popcorn kernels (unpopped when bought) should be reported in #69 to 71. Popcorn that was already popped when bought should be reported in #72 to 78.

Q: SUGAR, SYRUP, SWEETS

Home-preserved refers to fruit syrups, jellies, jams, marmalades and fruit butters which are processed at home rather than commercially. Only the quantity used during the week should be reported, not the amount made.

#20, 21 Syrup blend -- Contains two or more syrup bases, for example, corn and cane, maple and corn. Most syrups on the market are blends.

#19, 22, Pure syrup -- Contains only one syrup base or
24 one syrup base plus flavoring. Pure maple syrup is more expensive than maple blends. The label states whether the syrup is pure or a blend.

#50-51 Baking chocolate -- Sweet or bitter chocolate sold in blocks/bars and used primarily for baking.

R: PUDDINGS, ICE CREAM, BUTTER, MAYONNAISE, FATS, OILS, SALAD DRESSINGS

It is important for us to know the difference between chocolate and all other flavors of ice cream. "Chocolate" means that it was all chocolate or all chocolate with such

additions as nuts and marshmallows. Therefore, ice cream with some chocolate and some other flavors, such as chocolate chip, chocolate ripple or three flavors (chocolate/vanilla/strawberry) should be considered as "other flavors."

Butter and margarine come in many ways -- in sticks, tubs, as spreads or blends; salted or unsalted. Unsalted butter and margarine may be labeled "sweet." These forms, as well as some brands, are listed in the questionnaire.

A "low calorie" or "low fat" dressing need not be used as a diet item.

- #1 Gelatin, dry, powder -- Lightweight, unflavored, unsweetened powder in individual serving packets that is used to thicken pies, gelatin molds, etc. (Knox).
 - #2 Gelatins, with sugar -- Fruit-flavored, sweet dry mix used for gelatin molds (Jell-O, etc.).
 - #3 Gelatins, with sweetener -- Fruit-flavored "sugar-free" mix sweetened with artificial sweetener.
- Salad or cooking oil:
- #99-110 Types of salad or cooking oil listed -- Request brand name if type of oil is not known.
 - #117 "Salad dressing," mayonnaise type -- Salad dressing with less fat than mayonnaise, sold with mayonnaise and used in the same manner. Not a dressing to pour over salads.

S: SOUPS, GRAVIES

"Chunky soups" are recorded separately in items #29 to 54.
"Cream soups" are recorded in items #55 to 71.

Soups are considered ready-to-eat if no liquid needs to be added. Condensed soups are so labeled and need liquid added before serving.

complete

**T: FROZEN OR CARRYOUT DINNERS, SANDWICHES,
BREAKFAST, POT PIES**

This food group includes primarily dinners, sandwiches, pot pies and breakfasts that are brought into the home as a complete unit. They typically are commercially frozen foods, but could also be brought into the home as cooked from a restaurant or carryout establishment, or delivered by a meal service.

Dinners are categorized by the main type of meat or pasta or the style of dinner (Mexican, Oriental). A "dinner" is a meal consisting of a main item and at least two additional items, usually pasta or potato, and another vegetable. Dinner "with dessert" means there is a sweeter item in addition to the main item and vegetables, usually a fruit cobbler.

Note that meals may be reduced calorie. Lean Cuisine and Weight Watcher's meals are examples of lower calorie dinners.

alone

**U: FROZEN MAIN OR CARRYOUT DISHES, PIZZA,
SAUCES, PICKLES, ETC.**

Include only mixed dishes, packaged dry mixes, etc. in this food group. Any home-prepared mixture made prior to the seven-day period would be reported here. Complete meals should be reported in food group T.

If uncertainty exists concerning the placement of an item, the name of the item should be given, along with a full description. For example:

ROLLER COASTERS, macaroni and meatballs in tomato sauce, commercially canned.

Many canned mixtures are processed to have a low sodium content. The variation question asks for information on sodium content.

DRY MIXTURES

#147(9) Lasagna -- Include dry lasagna dinner mixes only. Lasagna pasta (no sauce) should be included in food group L.

- #148-152 Main dish mixes -- These are packaged dry mixes to which poultry, meat or fish must be added. Include commercial products such as Hamburger Helper and Tuna Helper. The mixes are grouped according to the main ingredient of the mix -- noodles, rice, macaroni or lasagna, vegetables, dumplings.
- #189-191 Yeast -- Include here yeast used in cooking only. Do not include yeast tablets or capsules taken for medicinal or health reasons. Compressed yeast comes in small squares or cakes; dry baker's yeast is granulated and usually comes in envelopes. When brewer's yeast is used in cooking, it is included here.

V: NUTS AND BEVERAGES

For nuts, the general focus is whether the nut has a shell, is salted, or roasted. Some of these questions are asked for specified nuts. Nuts that are not roasted are usually dried naturally (such as almonds, walnuts, and pecans) or are raw (such as peanuts). Nuts that are honey roasted have a sweet taste.

Pay special attention to amounts recorded for beverages. Liquid and frozen beverages should be reported in fluid ounces, pints, quarts, liters or other volume measures. Amounts for dry cocoa mixes, coffee, and powdered tea mixes should be reported in weight ounces, proportion of container used, or in number of standard scoops.

The amount of dry coffee or beverage used is needed, not the number of pots or cups of beverage prepared during the week.

- #2 Peanut butter, freshly prepared -- Peanut butter that is freshly made from ground peanuts, and requires refrigeration.
- #3 Peanut butter, with jelly -- Commercially prepared peanut butter containing swirls of jelly.
- #15-16 Coconut, canned
- Coconut, packaged -- Most common forms of flaked coconut used in baking are sold in cellophane packages or small cans.

- #49-64 Cocoa mixes -- The sugar and milk content of dry cocoa mixes varies, therefore several types and names of mix have been listed. If respondent is uncertain of type used, obtain the name of the mix.
- #79 Instant tea -- Plain dry tea that blends instantly in water and contains no sugar, lemon, or sweetener. This product is much lighter than tea mixes that contain sugar.
- #80-81 Tea mixes with real sugar -- Dry tea that blends instantly in water and contains sugar. This product is heavier than instant tea or artificially sweetened tea mixes.

W: CONDIMENTS

For this food group only, we are asking the respondent about certain foods purchased during the past seven days, not used.

- #2-6 Salt -- Do not include ice cream salt or heavy crystal salt for melting ice such as "rock salt."
- #10 Baking soda -- Do not include bicarbonate of soda bought for medicinal use or for cleaning purposes.
- #11 Spices, herbs -- Include basil, bay leaves, cinnamon, cloves, celery and dill seed, dried mustard, nutmeg, oregano, rosemary, thyme, sage, etc.
- #14 Extracts and meat sauces -- Include A-1 Sauce, Kitchen Bouquet, soy sauce, steak sauce, tabasco, Worcestershire sauce, food coloring, vanilla and other flavorings -- items which are essentially seasonings or additives.

C. Section III

Q's 75 to 83 cover some common household food practices and use of nutritional information during the calendar year preceding the interview. That is, for interviews conducted between April and December 1987, the period is all of 1986. Those interviews conducted in January, February and March 1988 refer to 1987.

Q's 75 to 77 Refer to produce and animal products grown, produced, hunted or caught by household members for the use of other household members. It does not include produce or animal products grown or produced solely for sale or to be given away. Include food for household use produced during the previous calendar year, regardless of whether it was consumed during the year.

Q.76 Eggs -- include all kinds of eggs, such as chicken, goose and duck eggs, if produced for household use in the previous calendar year. Do not include eggs produced for hatching, since this is considered a farm operation and such eggs are not for household use. Milk or milk products -- include all milk produced for household use whether used as milk or in butter, cream, cheese, etc.

Q.78 Refer to foods canned or preserved by household members for the use of household members. It does not include foods processed solely for sale or to give away. The food may have been bought, produced at home, or received as a gift or pay.

Include food preserved at home, in cooperation with a neighbor, in a community canning center, or as 4-H projects. Include food that the family took to a commercial canner for preservation, and then brought home for use by the household members. However, do not include food items which were already preserved, pickled or canned when bought.

- Q's 79 and 80 Q.79 is asked of everyone. Persons who operate a farm or ranch are those who make the decision about whether or not to sell the products of that farm or ranch. The operator may or may not be the farm owner. However, let the respondent make the decision about whether the answer is "Yes" or "No." If someone in the household does operate a ranch or farm, Q.80 asks if sales from this farm or ranch amount to more than \$1,000.
- Q.81 Hand the respondent Card E to find out about any information the respondent has received regarding nutrition during the previous calendar year. Let the respondent decide what constitutes nutritional information. Enter a Code 1 for "Yes" and Code 2 for "No" for each individual information source.
- Q.82 Let the respondent keep Card E from the previous question to tell you his or her preferred source of nutritional information.
- Q.83 Determines which appliances in the household are in good working order. By "good working order," we mean any appliances in the home that could be used at the time of the interview. Those which are being repaired are not considered in good working order and therefore would receive a Code 2. If the household does not have an appliance, that would be a Code 2 as well. For example, if the respondent has a microwave oven but it doesn't work, you would enter a Code 2 for "No." You would also enter a Code 2 for "No" if the respondent doesn't own a microwave oven.

D. Section IV

Q's 84 to 86 are concerned with the income available to the household during the calendar month before the interview. This includes income from 21 different sources for each household member, 15 years or older, except roomers, boarders and employees.

The computer will automatically insert the names of those household members eligible for the income questions. Note that items listed from a to m are the kinds of income which are usually received monthly. Items n to u are kinds of income which may be received irregularly throughout the year. This is why the items appear on separate computer screens.

To begin Section IV, hand Card F to the respondent, explaining that it is a list of possible sources of income. Then administer Q's 84 to 86 in sequence for each person as described below.

Q.84 Determines whether the household member received any income in the last month from any of the sources a to u. Since we are interested in the amount of income available to the household in the month before the interview, we want to know about money actually received from these sources, not money owed but not yet received.

To administer this question read each income source a to u while the respondent follows along on the card. For each income source, enter a Code 1 or 2 corresponding to the appropriate answer. If the respondent refuses to answer the income question at all, you are required to use the "Refusal" Key (F4) for each item. On the paper questionnaire, you can circle Code 9999 in item v for that person and go on to the next person or next appropriate question.

Q.85 Obtains the total income received in the month prior to interview for each source a to m with a Code 1 in Q.84. Each income source will appear on the screen in turn until all have been asked about.

Q.86

Establishes the total income received for the last calendar year for any item n to u with a Code 1 in Q.84. Remind the respondent we are interested in gross income before income taxes and other deductions. Enter a total 12-month amount to the nearest dollar.

If any of these income sources are payable to two or more household members, assign the total amount of that income to the oldest of the household members who receive it and enter a note under comments (F1).

Occasionally, a respondent will not be able to give a monthly amount for items a to m, or a 12-month amount for items n to u. Enter the amount which the respondent gives you in the proper space, and note under comments (F1) the exact time period covered by this amount (e.g., quarterly, semiannually).

NOTE: After you have entered all income sources and the appropriate amounts for each specified household member, an instruction screen will appear allowing you to edit any of Section III and IV you've entered thus far.

Q's 87 to 90 Collect additional financial information about the household's annual income for the calendar year preceding the interview.

Q.87 Asks whether the income reported in Q.84 and Q.85 was typical of income received in each month of the last 12 months.

Q.88 Asks for the total income before income taxes of all household members regardless of age, except roomers, boarders and employees, for all of the calendar year preceding the interview.

If the respondent says "Don't know" or refuses to answer this question, use the appropriate function key (F3 for "Don't

know" and F4 for "Refused") to type in why he or she will not respond. Then, hand the respondent Card G and ask him or her to tell you the number which best describes the combined household income before taxes for the preceding calendar year.

If, during the interview, you determine that the household did not exist as a household during the entire year being asked about, press the ENTER key without entering an amount. This will signify that this housing unit was not a household unit in the previous calendar year. The respondent must volunteer this information; you do not ask for it.

A household did not exist as a household unit if the male and female heads of household were not living together from January through December of the entire calendar year referenced. This includes people who married or became a household unit during the year and households where the female and male heads of household have changed since that time.

Q.89 This question is about household assets. These are defined as cash, money in savings or checking accounts, stocks, bonds and other similar non-income monies the household has accumulated to this point in time. Here we want to know if these assets are valued at more than \$5,000.

Q.90 Hand the respondent Card H. This question establishes how much less than \$5,000 the respondent has in total savings or cash assets at this time.

Q's 91 to 96 These questions concern participation and nonparticipation in the food stamp program. Households participating in the food stamp program are issued food stamps to be used instead of cash, to purchase foods in regular grocery stores and supermarkets. Each coupon has a face value, that is, the amount of money the coupon is worth at the store.

You cannot tell whether a family might have used food stamps just by looking, since even relatively well-off families may have had major expenses or loss of income which made that household eligible for food stamps. Therefore, every household is asked whether or not food stamps were received during any of the past 12 months.

Q.91 Is asked of everyone. It asks whether any member of the household ever received any government food stamps in any of the past 12 months. It doesn't matter whether the food stamps were for a particular individual or for all household members; what is important is whether or not one or more members of the household received food stamps in any of the 12 months preceding the time of the interview.

Q.92 Asks if the household is currently receiving food stamps.

Q.93 Determines if all household members are currently receiving food stamps. By "receiving," we mean authorized to receive food stamps, not necessarily actually going to the food stamp office to pick them up. Sometimes a household will contain several household members of which only some are authorized to receive and use the stamps.

If everyone is receiving food stamps, enter Code 1 for "Yes." If someone is not receiving them enter Code 2 for "No."

Q.94 Establishes who in the household is not receiving food stamps. Type in the names of each household member not receiving food stamps at the current time. Do not press the ENTER key after each name, just separate the names by using the space bar. Pressing the ENTER key before you have typed in all the names will automatically bring you to the next question.

Q.95 To indicate the last time the household received food stamps, type in the month, day and year numerically (e.g., 04, 10, 87), pressing the ENTER key between each entry.

- Q.96 Determines the total dollar amount of food stamps received on the date specified in Q.95.
- Q.97 Here we want to know how much cheese, butter and margarine in pounds and ounces was bought in the last month. For each food, first enter the amount for pounds, then enter the amount for ounces. Ask the respondent to give you his or her best estimate if he or she does not know the amounts precisely. Enter "0" if none were bought.
- Q.98 Establishes whether or not the household received any USDA surplus cheese or butter in the last three months.
- Surplus cheese is distributed at various distribution centers which will be known to those respondents who have received such foods.
- Q.99 Determines more precisely how many days it has been since the household received either USDA surplus cheese or butter. If the respondent says a month and a half ago, you would enter Code 2 to represent within the last 31 to 60 days. Be careful to accurately convert the respondent's answer into one of the acceptable answer codes.
- Q.100 Establishes exactly how much cheese and butter was obtained the very last time any was received in this three-month time period. First, enter the amount for pounds (including "0" if necessary) and second, enter the amount for ounces as prompted on the screen.
- Q.101 Let the respondent determine the primary source of his or her home's drinking water. You are asked to specify a response for the type of bottled or mineral water if that is reported as the primary source. Here the brand name should be recorded.

Q.102

Enter the answer to this question by observing the respondent's living quarters. Respondents residing in homes, apartments and condominiums without roomers or boarders should be assigned Code 1. Superintendents, managers and other workers residing in places such as jails, correctional institutions and mental facilities are considered as living in group quarters. Those respondents who rent rooms to roomers or boarders are considered as residing in rooming houses. If you are undecided, use Code 0 and describe the housing situation fully.

NOTE: You have now finished the computerized household interview and may proceed to identify eligible persons for Day One Intake Records by pressing any key other than X to end the computerized interview. Before doing so however, you may:

- 1) Edit your work in Sections III or IV
- 2) Return to a previous question by "X"ing back

IX. INDIVIDUAL INTAKE RECORDS -- GENERAL INFORMATION

A. Administration

An Individual Intake Record is to be completed for each household member other than roomers, boarders or employees for each of two time periods: "Day One" and "Day Two and Day Three."

The "Day One" Individual Intake Record refers to the 24-hour period preceding the day in which the interview is conducted. The "Day Two and Day Three" Individual Intake Record corresponds to the 24 hours of the day in which the interview is conducted and the 24 hours of the following day.

For example, if the household interview were conducted on Monday, April 20, 1987, the Individual Intake Record for "Day One" would be for Sunday, April 19. The Individual Intake Record for "Day Two and Day Three" would be for Monday, April 20 and Tuesday, April 21.

Each Individual Intake Record is designed to be completed with the aid of the Food Instruction Booklet (FIB). This booklet is described below.

B. The Food Instruction Booklet (FIB)

The Food Instruction Booklet (FIB) is a (green), spiral-bound booklet to be used by you and the respondent in completing the Intake Records. Successfully completing the Individual Intake Record depends largely upon the correct use of the FIB.

To complete the Individual Intake Record, the respondent is asked to give complete descriptions of the foods and beverages he or she consumed on "Day One" and on "Day Two and Day Three" 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 the FIB to help you and the respondent record many details about the foods and beverages consumed by the respondents. (You will use the the FIB in conjunction with the measuring cups, measuring spoons and ruler that you will distribute to respondents to report precise quantities eaten.)

1. Description of the FIB

The FIB contains questions you will need to ask in order to describe foods eaten and beverages drunk and to quantify the amounts consumed.

The booklet is organized as follows:

- Instruction pages: The first page of the instructions explains 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.

The second page of the instructions is equally important; these instructions explain how to handle home recipes. For mixtures, soups, stews, casseroles, etc., which are made from a home recipe, try to obtain the following information:

1. What were the ingredients, including liquid (e.g., water, chicken stock)?
 2. How much of each ingredient was used in the recipe (e.g., 2 cups of water)?
 3. What was the total amount the recipe made (e.g., 8 cups of beef stew)?
 4. How much of the recipe did the respondent eat (e.g., 2 cups or 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, margarine and 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 and fish (pages 7 and 8)
- Fruits, potatoes, vegetables and pickles (page 9)
- Cheese, dips, eggs and 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 and meal replacements (pages 15, 16 and 17)
- Baby foods (page 17)

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

- The left column ("Name of Food") identifies particular food/beverage types within that major food category. 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) cobblers, crisps; 6) pies, tarts, strudels, turnovers; 7) Jello, gelatin; 8) pudding, pudding pops; 9) ice cream, ice milk, sherbet, tofutti; 10) ices, fruit bars, sorbets and 11) candies.

- The middle column on each food-category page ("Describe Item By Answering:") 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 name, type, form and brand name to fully complete the description:
 - 1) name of cake (e.g., devil's food),
 - 2) type (e.g., with icing),
 - 3) form (e.g., layer),
 - 4) what brand name it was (e.g., Sara Lee).
 In addition, if the cake were made from a home recipe, the ingredients need to be listed.

- The right column on each food-category page ("Report Amount Eaten In:") 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 one of two ways: 1) dimensions or 2) weight.

Dimensions:

- . If the respondent wanted to report the portion of the whole she ate and if the devil's food cake were round, then 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 the respondent wanted to report the portion of the whole eaten, then (1) the dimensions of the whole, (2) the number of layers and (3) the portion eaten would be reported.

- . If the respondent wanted to report the dimensions of a piece, she would need to report: 1) the shape of the piece, 2) the dimensions and 3) the number of pieces eaten.

Weight:

- . If the respondent ate a piece of cake and could report the weight (ounces, pounds or grams) directly from the package label or from reading a scale, this would be acceptable as well. Be sure to ask what proportion of the whole was eaten.
- . 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 package or read from a scale. That is, only the measures indicated in the FIB or reported from the package as grams, ounces or pounds can be listed to report food or beverage quantities.
- Index: The next-to-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 locate the questions to be asked about a particular food/beverage.
- Ruler and concentric circles: On the last page, there is a ruler and concentric circles of different sizes for estimating the dimensions of foods consumed. The concentric circles can be used to estimate the diameter of certain foods consumed by the respondent (e.g., pancakes or cookies). You can, of course, use the ruler supplied to the respondent to measure length, width or height.

2. When and how to use the FIB

Use the FIB every time you complete an intake record. Refer to it yourself and also give one to the respondent so he or she can follow along with you and use it for completing Day Two and Day Three records. By

the end of the initial intake record, we want the respondent to understand how to describe and quantify foods and beverages and to be able to instruct other household members about its use, if necessary. This will make completion of the "Day 2 and Day 3" Individual Intake Records easier and more accurate.

Specifically, the FIB is to be used for Q's 4, 5, 6 and 12 of the "Day One" and "Day Two and Day Three" Intake Records. Q.4 asks for the names of everything the respondent had to eat or drink; Q.5 asks for complete descriptions of the foods or beverages; Q.6 asks for the exact quantities of the foods or beverages. Q.12 asks the same information for any items previously forgotten.

To do this, use the FIB to find the food-category page for each food/beverage reported by the respondent. 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 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 butter are in the middle column, and they concern type, form and brand name. All these questions must be answered in the column provided for Q.5 on the answer sheet of 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.6. The right column lists the preferable ways by which you and/or the respondent should describe the amount of the food/beverage consumed. 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 the amount cannot be reported in one of the ways listed in the FIB, the answer can always be reported in ounces, pounds

or other weight measure if the information is taken from the package/container, or is actually weighed. 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 if the 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.

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 4, 5 and 6 can be found in the question-by-question instructions (Chapter X) of this manual. Be sure to read and follow them. Now we leave the FIB for a detailed discussion of measurement methods.

C. Measurement Methods

There are several ways to estimate amounts or quantities of foods/beverages consumed. Three basic approaches are: weight (How heavy/dense something is; How much does it weigh on the scale?, e.g., 2 oz.); volume (How much space something takes up, e.g., 1 cup, tsp.); and size, which can be described as relative size (e.g., Was the apple small, medium or large?) or in terms of physical dimensions (e.g., length, width, height, diameter).

Several important points of information about each of these forms of measurement are given below.

● Weight

- Weight measures should only be used when the weight (in grams, pounds or ounces) is read from a package label or read from a scale.
- Weight measures should never be used for restaurant meals.
- An "ounce" is a unit of measure that can be used for both weight or volume. However, a weight ounce is not the same as a volume ounce or fluid ounce as it is called, and the difference can be substantial in estimating intake.

People can usually estimate fluid ounces (i.e., volume) much more easily than weight ounces. But to avoid any confusion between these units, the following procedure is to be used. When respondents answer Q.6 (How much of this food/beverage did you actually eat or drink?) by saying "I had ___ ounces," ask the respondent each time:

"DO YOU MEAN WEIGHT OUNCES, LIKE 16 OUNCES IN A POUND, OR FLUID OUNCES, LIKE 8 OUNCES IN A CUP?"

In addition, always write "wt. oz." or "fl. oz." in the quantity column on the answer sheet to indicate that the question was probed.

- When weight measures are used for meats, fish and poultry, the weight alone is not enough. Each weight measure must be accompanied by the following information:
 - . Raw or cooked
 - . With or without bone (or shell)
 - . With or without fat (or skin)
- For several food items, you must indicate if the weight is with or without bone, pits, peels, etc.

- In reporting weight, be sure to report only the amount consumed; do not include the waste left unconsumed. For example, the respondent might report eating about half of 1 lb. of mushrooms. Was this the amount actually eaten or was it the amount before tips and stems were discarded?
- When reporting weight for a cooked food, you must indicate whether weight is for the food in its cooked or raw form. 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. The cooked amount is often different than the raw amount.
- Use these notations to record quantities of food/drink consumed:
 - . Pounds = lb.
 - . Weight ounces = wt. oz.
 - . Grams = gm.
 - . Cooked = ck.
 - . Raw = rw.

● Volume

- Common units are:
 - . Cups or portions of cups
 - . Tablespoons, teaspoons or portions of these
 - . Fluid ounces
- As indicated previously, in order to prevent errors when respondents report ounces of food/beverage items consumed, the following probe is to be used in order to distinguish between fluid ounces and weight ounces. That is, when the respondent answers Q.6 ("How much of this food/beverage did you actually eat or drink?) by saying "I had _____ ounces," ask the respondent each time:

"DO YOU MEAN WEIGHT OUNCES, LIKE 16 OUNCES IN A POUND, OR FLUID OUNCES, LIKE 8 OUNCES IN A CUP?"

Record fl. oz. or wt. oz. as appropriate.

- Always indicate level tbsp. or tsp. measures only.
- Always 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 or with both water and milk?

- Use these notations:

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

- Relative size

- Relative size is used for food items where actual dimensions are difficult to report (e.g., vegetables, fish, poultry). In these cases, terms such as small, medium and large are used to describe the item's relative size.

- Use these descriptors:

- . Small
- . Medium
- . Large
- . Extra Large
- . Jumbo
- . Thin
- . Thick

- 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).

"A slice of bread" at first glance would seem to describe what a person ate with soup. It doesn't! First, it is necessary to know the name and then probe for grain, type, preparation, brand and additions. 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 the respondent 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 person ate. Since he or she only wanted to taste it, the quarter was much too big, so a piece was cut off. 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.

● Specific Do's:

- . Make no assumptions about the salt content of food/beverage items. Follow the instructions in the FIB and ask whether or not the item is a salted or unsalted variety (e.g., soda crackers).
- . Use the word "regular" to describe foods only when the FIB instructs you that it is okay to do so.
- . When food items that make up a unit (e.g., salad, sandwich, coffee-cream-sugar) are reported, draw a box on the answer sheet around all of the items that make up the unit. See example on page ____.
- . When a respondent reports having eaten meats (e.g., turkey, ham, etc.), ask if the meat is a deli or prepackaged type. If the meat was prepackaged or deli-meat, refer to "Lunch Meats" on page 8 of the FIB. If the meat was not prepackaged or deli-meat, then refer to "Meat" on page 7 of the FIB.
- . When homemade mixtures are reported, 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.

● General Don'ts:

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

E. 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 example, we have the carrot 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

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.

F. Some Food Terminology

Terminology can sometimes be a problem. In order to avoid or reduce this problem, explanations of some terms are given below.

- 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 make up a cabbage head; flowerets make 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/stems.
- Types of pickles: A whole pickle is one that has never been sliced, cubed, speared, etc. A spear is a long narrow strip usually 1/4 or 1/8 of the pickle cut lengthwise. A slice is a chip or other round section of the pickle.
- Juices versus ades and drinks: Juices are made from fruit or mostly fruit. Ades and juice drinks are made from very little "real" fruit and they are usually sugar-sweetened or artificially sweetened (e.g., Hawaiian Punch, Hi-C).
- 100% whole wheat and wheat bread: Whole wheat bread is labeled 100% whole wheat. The only flour listed is whole wheat. Wheat bread contains whole wheat flour and white or all-purpose wheat flour.

X. DAY ONE INDIVIDUAL INTAKE RECORD -- QUESTION-BY-QUESTION INSTRUCTIONS

A. Identifying Information and Introduction -- Front Cover

- Record the seven-digit segment number and the 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.)
- Also record the two-digit line number from the list which appears on the computer screen at the end of the household interview and your three-digit interviewer ID number.
- 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.)
- Record respondent identifying information by indicating:
 - Respondent's first name. This is especially important in case numbers get mixed up or confused.
 - The person's date of birth (in month, day and year)
 - The date of the time period for which the Intake Record applies. Enter the date and circle the day of the week to be covered by the Intake Record. For Day One Intake Records, 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.

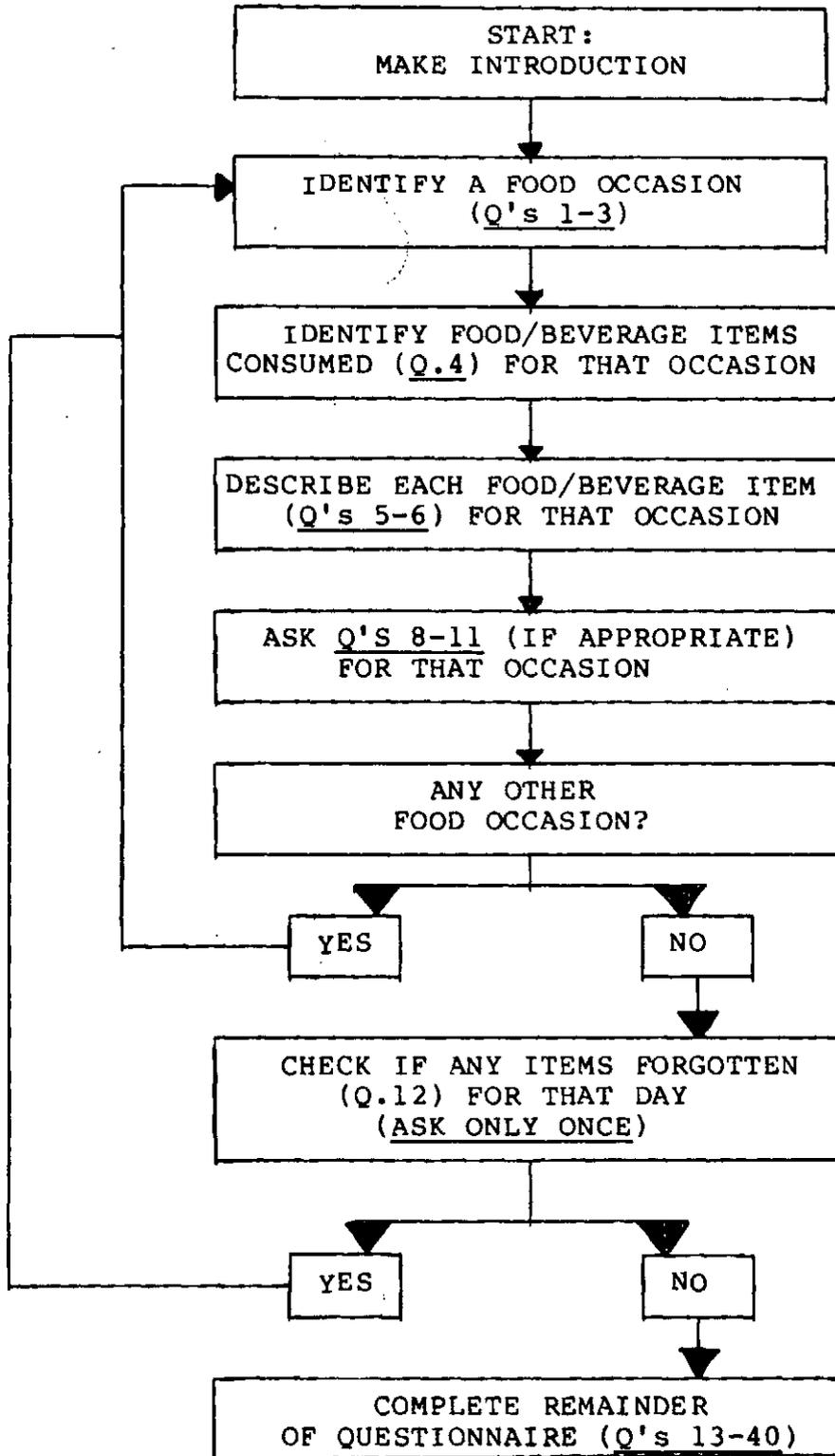
- Use the introduction at the bottom of the front cover when you are administering the record to someone other than the meal planner, or if the respondent needs reassurance to complete the Individual Intake Record.

B. Overview

The Intake Record contains 39 questions which can be grouped into four main categories, as follows.

- Q's 1 to 12 ask about the foods and beverages the respondent consumed on Day One.
 - Q's 1 to 3 are asked only once for each eating/drinking occasion (e.g., breakfast).
 - Q's 4 to 7 are asked about each food/beverage item reported by the respondent for each occasion.
 - Q's 8 to 11 are asked only to qualifying respondents; these questions also ask about each food/beverage item reported for each occasion.
 - Q.12 is asked after the respondent has recalled all food/beverage items for a given day. The purpose of the question is to determine if any food/beverage items were forgotten. If any were omitted, Q's 4 to 7 are repeated for each new food/beverage item and also Q's 8 to 11, if necessary.
- Q's 13 and 14 are asked only once; they refer to the amount of water drunk and whether the food/beverage items reported for "Day One" are different from normal.
- Q's 15 to 34 are asked only once; they refer to health-related diet issues and demographics of the respondent.
- Q's 35 to 39 are to be completed only by the interviewer; they are questions about the respondent and the interview situation.

The chart below shows, in diagrammatic form, the order in which these questions are administered.



C. Question-By-Question Instructions

Introduction 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. This introduction will help prompt the respondent to think about what was eaten/drunk during this period.

Q's 1 to 12 These questions pertain specifically to the foods and beverages consumed by the respondent on the calendar day before the interview. Note, however, that Q's 1 to 3 are asked only once for each eating/drinking occasion.

The questions themselves (with the exception of Q.12) are displayed on the left- and right-hand flaps of the intake record. The questions and instructions are in larger/bolder typeface than the rest of the Intake Record so that it will be easier for you to read the questions. Also these flaps are folded and inserted into the record. They must be opened before interviewing can begin.

The answer sheets on pages 4 and 5 of the booklet are to be used for recording responses to Q's 1 to 12. Additional recording space is also available on pages 6 and 7.

Specific instructions for each of these questions are given below.

Q.1 Record the exact time in the column provided on the answer sheet for Q.1. Do not forget to circle the code for AM or PM.

Q.2 Do not suggest the name for any given eating or drinking occasion. Enter the proper answer code in the column provided

for Q.2 on page 2 of the answer sheet. Do not circle that code within the question on the flap itself. If none of the codes 1 to 7 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 the respondent in the space provided on the answer sheet (Q.2). "A party" or "picnic" are examples of other names for eating or drinking occasions.

Q.3

Q.3 asks "With whom did you eat or drink this?" One of four responses is to be recorded for each food occasion: 1) alone, 2) with other household member(s), 3) with non-household member(s) or 4) with both household and non-household members.

Q's 4, 5
and 6a

These questions 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 Chapter X of this manual 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 a respondent on any given day. It is, therefore, imperative that you use the FIB to determine what information must be recorded to describe the food or beverage fully and to quantify the amount consumed appropriately.

Q.4

Have the respondent tell you the names of all the foods he or she ate and beverages drank on this occasion. Record these, one item to a line, as the respondent lists them. (Lines on the answer sheets are numbered consecutively, beginning with "101" as the first line.)

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 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), without leading the respondent to supply answers which she thinks you expect from her. 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 he or she ate and drank.

Q.5

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 Chapter X of this manual for an example of how description-questions should be asked. Every item must be fully described in the spaces provided for Q.5 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, if known.

Q.6a

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

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

- Ask the respondent to get the glass, cup or mug that was used to serve a beverage. Fill the glass, cup or mug with water to the level indicated by the respondent and then measure the amount by pouring the water into the stainless steel measuring cup.
- Measure the capacity of cereal and soup bowls or other containers used to serve foods.
- Turn measuring cups upside down to simulate a mound of food.

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

In the FIB, you are instructed how to measure and report items, such as fish, pieces of cake, and so on. Remember to use the methods in the FIB. Remember too 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.6b

This question appears only on the Day One Intake Record and is to be answered only by you. A response is to be recorded for each item listed in Q's 4 to 6a. The idea is to record one and only one code number in Col. Q.6b for each item. If two measurement devices were used, circle the code which best fits the response.

Q.7

This question 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.

Skip pattern
for Q's 8 to
11

The answers to Q.7 guide the skip pattern for Q's 8 to 11. After completing Q.7 for all food/beverage items on a given food occasion, follow the instructions given after Q.7. Specifically:

- If any item is coded "1" or "2" in Q.7, continue to Q.8.
- If all items are coded "3," go to Q.11.

Q.8

This question pertains to the source of home food items, i.e., those with Codes 1 or 2 in Q.7. An answer must be recorded for each of these in Col. Q.8. Most items will be a Code 3 -- from some other place (e.g., grocery store, supermarket). A Code 1 ("from fast-food or carryout place") pertains exclusively to those items from McDonald's, Roy Rogers, pizza parlors, Chinese restaurants or other similar establishments. A Code 2 ("Meals on Wheels") is a specific community feeding program. If neither Code 1 or 2 applies, enter Code 3 ("From some other place").

Skip pattern
for Q's 9a
to 9c

In order for you to ask this set of food preparation questions to a respondent for a given food occasion, two conditions must be met, as follows:

- The Intake Record is being completed by the main meal planner/preparer.

AND

- One or more items in Q.7 are coded "1" or "2," Q's 9a to 9c are to be asked.

Therefore, if the record is not being completed by the main meal planner/preparer, then Q's 9a to 9c are never asked. If the record is being completed by the main meal planner/preparer but all items are Code 3 in Q.7 -- i.e., not brought into the home -- these questions are also skipped.

Q's 9a to 9c

Q's 9a to 9c refer 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.

Question 9 has three parts. First, ask Q.9a only once for a given food occasion 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.10. If Code 1, ask Q.9b 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.9b of the answer sheet to indicate whether fats or oils were used in preparing the item. Then ask Q.9c for each item with a Code 1 in Col. Q.9.

Q.9c

For each appropriate food item, read the response categories to Q.9c 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.

If the ingredients of a home mixture were not reported individually by the respondent, the fat/oil used in preparation is to be reported for the main ingredient of the mixture.

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.10

This question refers to any kind of real salt (not salt substitutes) used in preparing foods, such as iodized salt, garlic salt and seasoned salt. Using salt in preparing foods or beverages includes, for example, 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. For each food/beverage item, circle "1" in Col. Q.10 on the answer sheet if salt was used in preparation; if no salt was used in preparing the food/beverage item, circle "2" in Col. Q.10 on the answer sheet.

Q.11

Q.11 is asked only if the answer to Q.7 is Code 3 -- "Never brought into the respondent's home"-- for any item reported on a given food occasion.

For each item with a Code 3 in Q.7, ask Q.11. If none of the Codes 1 through 9 applies, circle Code 10 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 takeout 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.

If Code 7 ("Vending machine") is used, a second number is to be recorded for the location of the vending machine. For example, if the vending machine is located in a store, Code 7-8 would be recorded; if the vending machine is located at school, Code 7-4 would be recorded.

After all food/beverage items for all occasions have been recorded on the answer sheets, draw a line across the answer sheets and then go on to Q.12.

Q.12

This question is to be asked after all food occasions have been reported by the respondent. The question and its answer categories are found on page 8 of the questionnaire. It asks about categories of food which are often forgotten or not reported by respondents. Show respondent Card I, 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 1 through 11, as applicable. (Note that for each of these food items, Code 1 in Q.12 on the answer sheet is to be circled.) You may be surprised how many otherwise forgotten items are added to the Intake Record as a result of this probe question. Very often respondents remember to report the ketchup or mustard they left out.

When you complete Q.12, the time is to be recorded on page 8 of the Questionnaire, and either AM or PM is to be circled.

NOTE: After the last food/beverage item has been recorded for Q.12, be sure to probe for further items. When respondent says that's all, record "Nothing else" on the document

Q's 13a, 13b Q.13a asks the respondent for an estimate of the number of fluid ounces of water consumed on Day One (not including coffee, tea, fruitade and the like). This should include tap, bottled, mineral and other forms of water. The number is entered on the line provided. If the respondent reports drinking water on Day One, then Q.13b is asked. Otherwise, Q.13b is skipped.

Q's 14a, 14b Q.14a asks whether the amount of food and drink reported was less or more than usual for the particular day of the week. If the respondent's answer is coded "1" (less than usual) or "3" (more than usual), then Q.14b asks for the best reason which accounts for the difference. If Codes 1 to 8 do not apply, probe for any other specific reason and record it in the space for "Some other reason? (DESCRIBE)" (Code 0). An example of some other reason may be that the respondent was fasting. This response should be recorded verbatim, i.e., exactly as the respondent said it, in his or her exact words.

Q's 15 to 34 These questions address health and demographic issues. This information is used to categorize respondents into different groups (e.g., smokers and non-smokers, persons with good to excellent health and those with poor health) and to compare their food consumption patterns. Therefore, this set of questions is especially important and should not be overlooked.

- Q.15 Circle only one code corresponding to the respondent's assessment of the healthfulness of his or her diet at the present time.
- Q's 16a to 16d Q.16a asks how often the respondent adds salt to his or her food at the table. Salt here means regular salt, lite salt or a salt substitute. If Code 1 ("Never") is recorded, Q's 16b, 16c, and 16d are skipped.
- Q.17a The meaning of "special diet" refers to a conscious change in the foods and/or beverages consumed. Either the amount and/or the kinds of items may be different to constitute the special diet.
- Q.17b Card J is to be shown to the respondent, and multiple responses are allowed. If the first five codes do not describe the circumstances of the special diet completely, circle the appropriate codes (if any) and then circle Code 0 and explain the special diet.
- Q.18 Determines whether or not the respondent considers himself or herself to be a vegetarian.
- Q.19 Determines how extensively dietary supplements are used.
- Q.20 Determines the type(s) of vitamins used. Remember, more than one code can be circled in Q.20. Each circle represents the type of vitamin or mineral taken.
- Q.21 This question refers to weight without shoes or heavy clothing.
- Q.22 This question refers to height without shoes.
- Q.23 Circle only one code corresponding to the respondent's assessment of his or her health at the present time.

- Q's 24 and 25 These questions are also health-related questions. Notice that Q.25 is to be asked for each health condition listed and that a Code 1 or Code 2 is to be recorded for each.
- Q.26 Q.26 is asked of each respondent.
- Q.27 Whether or not the remaining questions in the Intake Record are asked depends upon the age of the respondent.
- If the respondent is under 18 years of age, no other questions are asked. That is, the questionnaire is terminated. Notice, however, that you have to complete Q's 35 to 40.
- If the respondent is 18 years of age or older and responded "Yes" (Code 1) to Q.26, Q.27 is asked.
- If the respondent is 18 years of age or older and responded "No" to Q.26, Q.28 is asked.
- Notice that the question is asked for each reason listed and that a Code 1 or Code 2 is to be recorded for each.
- Q.28 Q.28 pertains to the respondent's usual level of physical activity. If for some reason the respondent has been ill or his/her activities have been unusual (e.g., on vacation, unpacking from moving), ask the respondent to think about typical or customary behavior. Note that Q.28 focuses on leisure time, that is, time not spent at a job or doing household chores. For this question, read the answer categories -- underlined words only -- until you come to the question mark, that is, after category 3 -- "light." Read the words in parentheses only if the respondent asks for clarification about what is meant by heavy, moderate or light activity. If a respondent is confined to a wheelchair or bedridden, circle Code 4 in Q.28 and skip to Q.31.

- Q.29 This question is asked of every respondent who is 18 years of age or older. If the respondent's answer is Code 2 ("No"), Q.30 is skipped.
- Q.30 The respondent's answer to this question is to be recorded either in terms of the number of weeks or months or years.
- Q's 31 to 34 These questions focus on prior and current smoking habits. Only cigarettes are of interest. Pipes, cigars and other tobacco forms are not included. Follow the skip patterns, as they keep you from asking unnecessary questions. In Q.34, regularly is to be defined by the respondent. Circle Code 98 if the respondent has never smoking regularly.
- Q's 35 to 40 These questions are to be answered solely by you. For example, Q.39 asks for your assessment of the difficulty that the respondent had in recording amounts of foods/beverages consumed. Do not read these questions to the respondent.

After completing Q's 35 to 40: Go to the front cover and record the ending time. Then go on to the next household member, if there is one, and repeat the procedure. When all Day One Intake Records have been completed, complete the front covers of the Day Two and Day Three Intake Records and complete Day Two up to the time of the interview. Then explain the procedures for respondent self-completion of the records and make an appointment to pick them up. Don't forget to leave a copy of the FIB and the measuring utensils with the household for future use.

D. Example of Completed Intake Record (Q's 1 to 12)

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

DAY 1 ANSWER SHEET

DAY 1 ANSWER SHEET

ANSWER ONLY FOR EACH OCCASION										ONE A NEW LINE FOR EACH ITEM. ONE PIS AND MEASURING UTENSILS										ANSWER FOR EACH ITEM				ANSWER IF MAIN MEAL PLANNER/PREPARER AND "1" OR "2" IN Q.7					ANSWER ONLY IF "3" IN Q.7		ANSWER ONLY IF "1" OR "2" IN Q.12
Q.1		Q.2		Q.3		Q.4		Q.5		Q.6a		Q.6b		Q.7		Q.8		Q.9			Q.10		Q.11		Q.12						
When														FOOD SOURCE		SOURCE OF HOME ITEMS		(a)	(b)	(c)	Salt Used in Preparation	No Salt Used in Preparation	Where Obtained		Added/Changed Item						
Time	A/P	What Called	With Whom	Line #	Name of Food/Drink	Complete Description	Quantity Consumed	How Estimated	From Home	Not From Home																					
7:30	2	1	2	101	GRAPEFRUIT	RAW, UNPEEL EATEN	1/2 MED.	7	1	2	3	3	2	1	2	1	2	1	2	1	2	1	2	1	1						
	1	2		102	BAGEL	SESAME BAGEL, COMM. TOASTED, D.K. BRAND	1 MED.	7	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		103	WHITEFISH SALAD	WHITEFISH MAYONNAISE D.K. BRAND, CANNED	3 TBS.P.	2	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		104	TOMATO	RAW	3 MED. SLICES	7	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		105	COFFEE	GROUND, CAP, BLACK, EL PICO BRAND	6 FL. OZ.	4	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		106	MARGARINE	BUFFER REGULAR, TUB, PARKAY	1 Tbsp	2	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
9:10	2	6	1	107	COFFEE	GROUND, DECAF, BLACK, FOLGER'S	8 FL. OZ.	4	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
12:30	3	3	3	108	BREAD	RYE, NOT TOASTED, COMMERCIAL, D.K. BRAND	1 REG. SLICE	7	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		109	TUNA FISH	TUNA & MAYONNAISE, D.K. BRAND	1/2 CUP	1	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		110	TOMATO	RAW	2 MED. SLICES	7	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		111	LETTUCE	ICEBERG, RAW	2 MED. LEAVES	7	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		112	PICKLES	CUCUMBER DILL, D.K. BRAND	4 MED. SLICES	7	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		113	FRENCH FRIES	DEEP-FRIED, NO SKIN EATEN; D.K. BRAND	20 STRAIGHT CUT	7	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
	1	2		114	SODA	COLA, DIET COKE, W CAP, COCA-COLA	10 FL. OZ. (INCLUDES 2 SLICES PEPPERS)	5	1	2	3	3	1	2	1	2	1	2	1	2	1	2	1	2	1						
6:30	4	4	4	115	ROAST BEEF	ROAST BEEF, FRESH, NO SKIN, BAKED, NO FAT EATEN	3 SLICES	7	1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		116	ASPARAGUS	FRESH, COOKED, NO FAT ADDED	5 SMALL SPRIGS	7	1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		117	CORN	CREAMED YELLOW CORN, CANNED, DEL MONTE, REG.	1/2 CUP	1	1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		118	KETCHUP	TOMATOE, HEINZ	2 Tbsp.	2	1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		119	CAKE	CHOC. CAKE WITH CHOC. ICING, 2 LAYERS, READY-TO-EAT, D.K. BRAND	1" DIA. 3/4" H. 2 PIES	3	1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		120	TEA	FROM BAG, LIPTON'S, CAP, NO ADDITONS	6 FL. OZ.	4	1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
10:00	6	2	2	121	PRETZELS	HARD, UNSALTED, GROFF'S BRAND	3 5-KING BUNCH	7	1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		122	BEER	LITE, MILLER'S	6 FL. OZ. (WATER)	5	1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		123	NOTHING	EASE			1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		124					1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		125					1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						
	1	2		126					1	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1						

XI. DAY TWO AND DAY THREE INDIVIDUAL INTAKE RECORD --
QUESTION-BY-QUESTION INSTRUCTIONS

Because the Day One and Day Two and Day Three Intake Records are very similar, instructions will be noted only for new questions or features of the Day Two and Day Three Record that are not included in Day One.

● Front cover

- Two calendar days are to be recorded -- one for Day Two and one for Day Three. The respondent should be reminded that the food/beverage information to be recorded refers only to these time periods.
- As a reminder to the respondent, the date and time at which the questionnaire is to be returned is to be recorded at the bottom of the front cover.

● Individual questions

- Q's 1 to 12. These questions are identical to the corresponding questions of the Day One Intake Record. Only Q.6b, which asked specific information from the interviewer, is omitted.
- Q's 13 to 14. Q's 13a to 13c from the Day One Record have been omitted. Therefore, Q.13 of the Day Two and Day Three Intake Record corresponds to Q.14a of the Day One Record; Q.14 of the Day Two and Day Three Record corresponds to Q.14b of the Day One Record.
- Q's 15 to 17. These three questions are to be answered for each of 11 specific food/beverage items (e.g., soups made with cream or milk). The three questions are: 1) Did you consume this item during the past three months? 2) How many times did you eat this item, on average, each day, week or month? 3) How much did you eat, on average, each time?

For the first question (Q.15), Code 1 ("Yes") or Code 2 ("No") is marked for each item. Q's 16 and 17 are to be answered only for items with Code 1 in Q.15.

For Q.16, the number of times an item was consumed is to be recorded in the box marked day, week or month. That is, only one box is to be marked for each item, although different boxes can be marked for different items.

Q.17 (quantity of each item consumed) is to be answered using the measuring utensils. Answers are to be recorded in terms of the number of cups consumed (where 1 cup = 8 fl. oz.)

- Q's 18 to 31. These questions are only to be answered by respondents 18 years of age or older.

- Q.18. The respondent's answer(s) to this question determine which of the remaining questions are to be answered. Specifically:

. If Code 1 ("Beer"), Q's 19 to 22 are to be answered.

. If Code 2 ("Wine"), Q's 23 to 26 are to be answered.

. If Code 3 ("Hard Liquor"), Q's 27 to 31 are to be answered.

. If Code 4 ("No Alcohol"), Q's 19 to 31 should not be answered.

Thus, if the respondent is under 18 years of age or has not consumed any alcohol during the past three months, none of the remaining questions are to be answered. On the other hand, if the respondent is 18 years of age or older and consumed either beer, wine or hard liquor during the past three months, the corresponding sections of the questionnaire are to be answered and Q.31 must be answered.

XII. PROCEDURES SUMMARY AND REQUIRED MATERIALS

A. Summary of Field Procedures

The chart on the following page illustrates the steps you take to screen and interview households. Remember, you must attempt to screen each household for which a red "S" appears on the Segment Listing Sheet. Screening Forms must be completed for each sample household assigned to you.

Interview appointments should be scheduled with each eligible household. When you arrive on the appointed day and time, first conduct the computerized household interview, then administer Day One Intake Records. Complete Day Two up to the time of the interview and schedule an appointment to pick up the Day Two and Three Intake Records. Before you return, shop for missing prices, if necessary, and edit Day One Records. Lastly, retrieve Day Two and Three Intake Records from the household, and address any questions to the main meal planner.

B. Materials For Screenings/Interviews

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

1. Screening materials

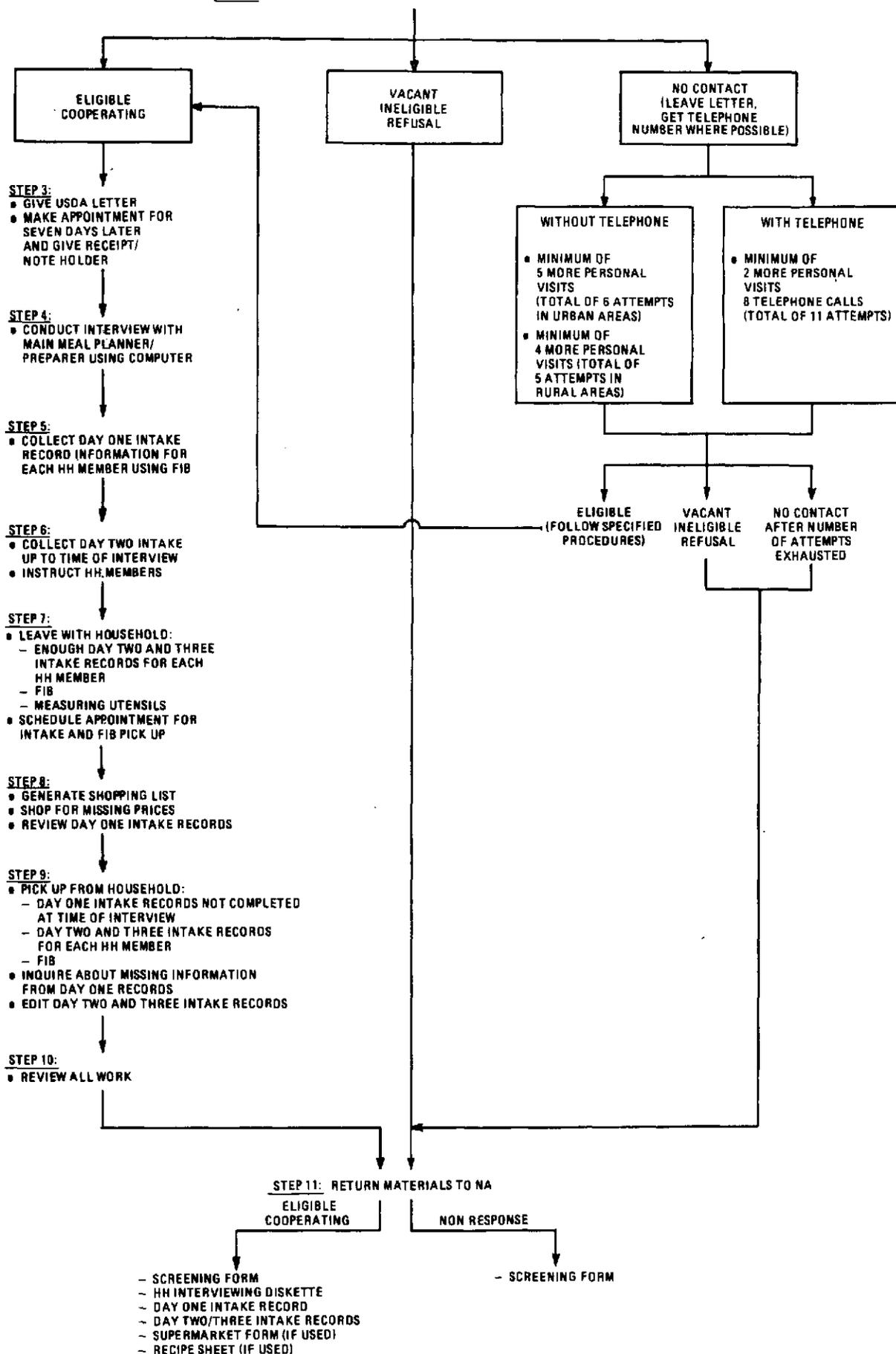
- Segment sketch, map and Listing Sheet (stapled together)
- Buff and white Screening Forms
- USDA letter
- Receipt and note holder
- Card D calendar

2. Interviewing materials

- Toshiba T1100 PLUS laptop computer with gray backup diskette inserted in Drive B

NFCS 1987 SCREENING/INTERVIEWING PROCEDURES

STEP 1: IDENTIFY SAMPLE HOUSEHOLDS ON LISTING FORMS
 STEP 2: SCREEN SAMPLE HOUSEHOLDS TO DETERMINE ELIGIBILITY



- Blue interviewing diskette(s)
- Set of Show Cards A to J
- Section II Food Cards
- Pink Recipe Sheet
- Green Shopping List
- Day One and Day Two and Three Individual Intake Records, corresponding to number of people in the household reported at the time of screening
- Food Instruction Booklet (FIB) (leave one with each household and pick it up when you return for the Day Two and Three Intake Records)
- Set of measuring utensils (leave one set with each household and take an additional set for backup)
- Paper household questionnaire (just in case it is needed)
- Receipt book

Carry your Instruction Manual and ID Card with you at all times. Wear your National Analysts badge.

XIII. ON-SITE FIELD EDITING GUIDELINES

At a minimum, the following edit checks must be made before sending material to our office. Follow this checklist to ensure that your work is complete and accurate.

A. All Paper Documents (Screening Form and Intake Records)

- Segment # and HU # are entered and consistent across all paper documents for that HU.
- Interviewing period is circled.
- Time of interview is completed on the cover of each document.
- Your name and ID# are specified on each document.

1. Screening Form

- Final Result of Call Code for the household is entered (page 2).
- Result of Call Codes for Day One and Day Two and Three Individual Intakes for each person are recorded (page 3).
- Transmittal Form of all materials being sent to NA is completed (page 3).

2. Individual Intake Records

- Respondent's name, line number and birthdate are entered on Day One Intake Record.
- Day of week and date for each day of intake are recorded.

- Time each eating/drinking occasion began, including AM or PM, is clearly written.
- More than two eating/drinking occasions or more than five foods/beverages are recorded on each day's record. If fewer items or occasions, an explanation must be recorded.
- All food/beverage descriptions and quantities are complete on each day's record. (Check FIB to be sure all probes have been answered.)
- Q's 7 and 8 are answered for every item.
- Q's 9 and 10 are answered if this intake was completed by the main meal planner/preparer.
- Review every question and skip pattern to be certain no errors have been made.

B. Computerized Household Interview

- The Segment #, HU # and Interviewer # recorded on the diskette match the hard-copy documents.
- The Shopping List and Recipe Sheet, if used, are correctly labeled.

Any household questionnaire editing should have been performed during each section of the interview. If you discover a problem after the interview, record this information on a separate piece of paper appropriately labeled and send it along with everything else.

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

[Handwritten signature]

*30 ehz
31 8/13
32 8/14*

APPENDICES

Appendix A: Screening Calendars

Appendix B: Identifying Sample Households

Appendix C: Table for Converting Fractions to
Decimals

APPENDIX A
Screening Calendars

SPRING QUARTER SCREENING CALENDAR

A
P
R
I
L

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

TOTAL _____

M
A
Y

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

TOTAL _____

J
U
N
E

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

TOTAL _____

SUMMER QUARTER SCREENING CALENDAR

**J
U
L
Y**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

TOTAL _____

**A
U
G
U
S
T**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

TOTAL _____

**S
E
P
T
E
M
B
E
R**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

TOTAL _____

FALL QUARTER SCREENING CALENDAR

OCTOBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

TOTAL _____

NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

TOTAL _____

DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

TOTAL _____

WINTER QUARTER SCREENING CALENDAR

J
A
N
U
A
R
Y

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

TOTAL _____

F
E
B
R
U
A
R
Y

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

TOTAL _____

M
A
R
C
H

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

TOTAL _____

APPENDIX B

Identifying Sample Households

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

A. Definition of Terms

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

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

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

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

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

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

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

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

DO NOT LIST

- Institutional living quarters such as those in asylums, penitentiaries, reformatories, convalescent homes, homes for the aged, blind, deaf, dumb, or orphans, old soldiers' homes, convents, hospitals, nurses' homes, private residential clubs, fraternities, YMCAs and YWCAs, etc.
- Hotel living quarters for transients; barracks for workers
- Rooming house (living quarters of managing family) if there are nine or more boarders unrelated to the person in charge and the manager lives and eats with the boarders

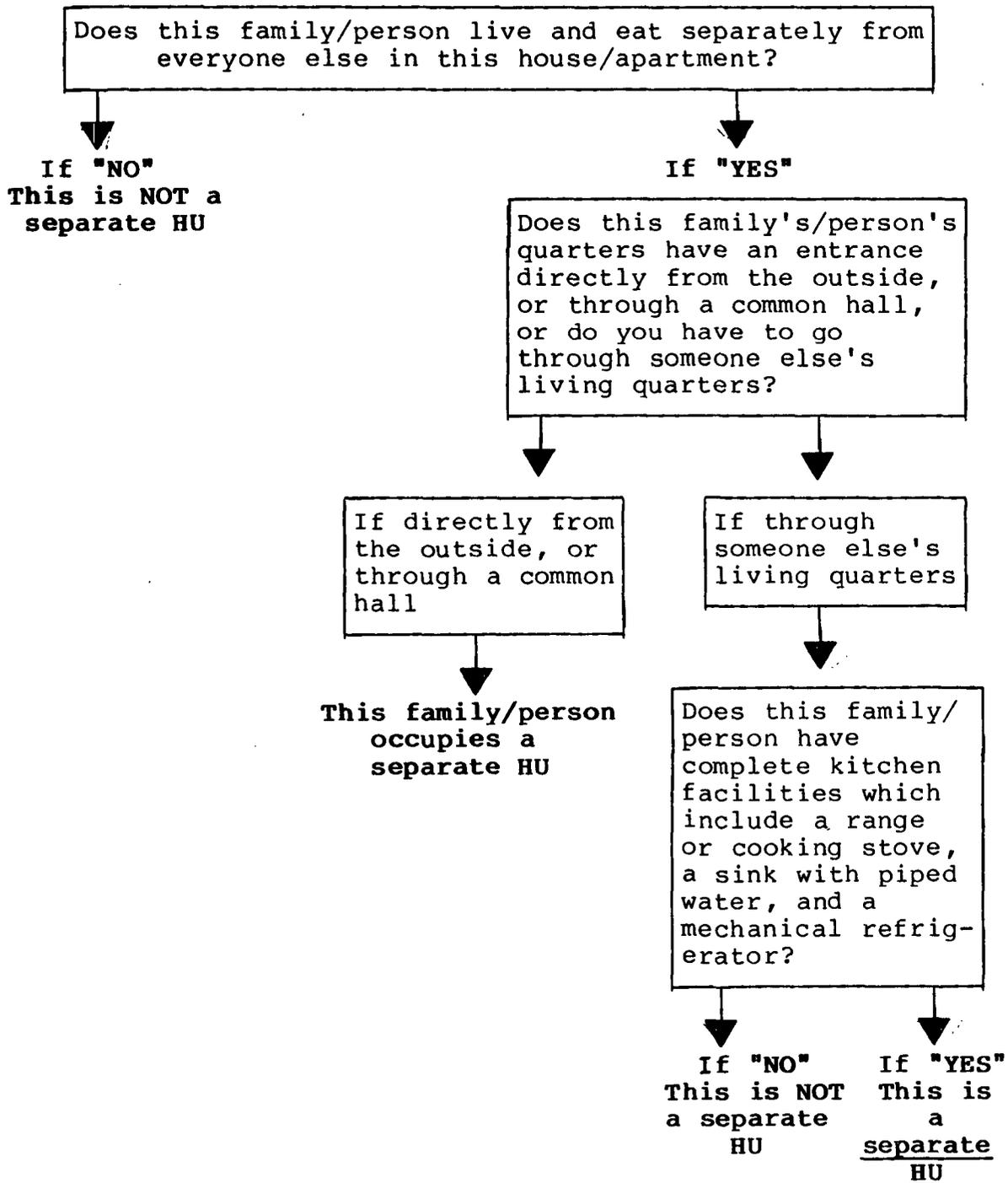
DO LIST

- Institutional living quarters for resident employees in buildings containing living quarters for only staff members
- Hotel living quarters if they have cooking facilities and are intended for occupancy by permanent residents (e.g., efficiency apartments)
- The living quarters of the owner or manager of a rooming house with less than nine boarders

The living quarters of the owner or manager of a rooming house with nine or more boarders only if the manager lives and eats separately from the boarders

B. Housing Unit Determination Chart

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



C. Recording Information on the Listing Form

1. List each HU on a separate line
2. Record unique identification for each HU
 - a. Record street, road or highway on which the HU is located
 - b. Record the house or building number
 - c. Describe unnumbered residential buildings completely
 - d. Identify HUs in multiunit buildings clearly

APPENDIX C

Table for Converting Fractions to Decimals

Table for Converting Fractions to Decimals

$1/4 = .25$
 $1/2 = .50$
 $3/4 = .75$

$1/3 = .33$
 $2/3 = .67$

$1/8 = .12$
 $3/8 = .38$
 $5/8 = .62$
 $7/8 = .88$

$1/6 = .17$
 $5/6 = .83$

$1/16 = .06$
 $3/16 = .19$
 $5/16 = .31$
 $7/16 = .43$
 $9/16 = .56$
 $11/16 = .68$
 $13/16 = .81$
 $15/16 = .93$

$1/7 = .14$
 $3/7 = .43$
 $5/7 = .71$