

what we eat in  
**AMERICA**

WHAT WE EAT IN AMERICA  
SUPPLEMENTAL CHILDREN'S SURVEY

Conducted for:

United States Department of Agriculture

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Only chapters 1, 5, 6, 7, 11, 12, and 13 are included in the Interviewer's Manual because all other chapters are considered proprietary by the contractor.

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## 1. INTRODUCTION AND OVERVIEW

As an interviewer for the *Supplemental Children's Survey of What We Eat in America* you need a thorough understanding of the survey's purpose and design. This section of the manual provides background materials, which should help you understand how your responsibilities relate to the survey's design.

### 1.1 Survey Purpose

#### 1.1.1 What is *What We Eat in America*?

*What We Eat in America*, or the *Continuing Survey of Food Intakes by Individuals* (CSFII), is a continuing national study for which data have been collected since 1985. The CSFII was initiated in 1985 to provide information on the diets of selected population groups. It is part of a national effort to research eating patterns of the United States population. The results are used in a variety of public policy and nutrition education programs. The Agriculture Research Service (ARS) of the United States Department of Agriculture (USDA) directs the administration of the survey to a representative sample of the United States population. The previous CSFIIs were performed in 1985-86, in 1989-91, and in 1994-96.

The *Supplemental Children's Survey* (CSFII/SCS) will provide food consumption data for children (birth through nine years) that will be combined with data from the CSFII 1994-1996. This will be used by USDA and the Environmental Protection Agency, as well as other Federal agencies, industry, research institutions, and private organizations, for analyses supporting policy formation, regulation, program planning and evaluation, education and research.

A critical component of *What We Eat in America* is the food intake portion of the Individual Intake Questionnaire. Respondents, or their parent/guardians reporting in their behalf, are asked to recall what they ate on the day before the interview. A guidebook called the Food Instruction Booklet (FIB) is used to aid you in obtaining detail on both the type of food eaten and the amount. Examples of questions used to probe for detail include: Did you add anything to your cereal? What kind of sandwich was it?

The non-intake questions of the Individual Intake Questionnaire, as well as the Screener and Household Questionnaires, provide important information that is used to understand and analyze the food

intake data. Information collected, with the Screener on household size and respondent age, sex, and race, is used by researchers to look at differences in food intake by different sub-groups in the population. The Household Questionnaire collects information that is used to compare food intakes by income level, employment status, use of food stamps, money spent on food, and other characteristics of household members. Questions about school breakfast and lunch programs and the Food Stamp Program are very important for assessing program participation and effectiveness

### **1.1.2 What type of information is collected in this study?**

The data collection instruments cover a wide variety of topics. For example, the Household Questionnaire has questions covering shopping practices, the amount of money spent on food, and participation in government food programs. The Individual Intake Questionnaire includes, in addition to information on foods and beverages consumed, general questions on water, salt, vitamin and mineral supplements, and exercise.

### **1.1.3 What will the information be used for?**

The data collected in this survey will be used for many purposes. They will be used to identify populations at risk for poor nutrition and to evaluate food fortification and enrichment policies. The data may also be used to develop public programs for food assistance and nutrition education. The food industry will use the survey data to help ensure that food production and marketing more closely reflect the needs of consumers.

## **1.2 The Design of *What We Eat in America***

In order to collect information on the dietary status of infants and children, the Agricultural Research Service of the United States Department of Agriculture awarded a contract to Westat to develop and conduct a survey of infants and children residing in private households across the United States. This survey will be similar in many regards to other household surveys with which you may be familiar: households will be selected through the application of scientific sampling methods; the need for achieving a high response rate will be critical; and you will ask questions using standardized survey instruments.

But the Supplemental Children's Survey is also much more. You will be responsible for collecting 2 days of individual food intake data from all selected persons. The intake data for each of the two days must include everything the sampled person ate in the 24-hour period the day before the interview, detailed information about the foods eaten must be collected to specifications provided in the Food Instruction Booklet we provide, and the exact quantity of each of the foods eaten must also be obtained.

Data will be conducted continuously for 1 year in 62 PSUs nationwide. We have selected 24 segments in each of the 62 PSUs. Each quarter of the year you and the other interviewer(s) working in your PSU will receive a new assignment in 6 of the 24 segments. Approximately 45 households will be assigned in each of the segments for a total of about 65,000 households over the course of the year.

There are four data collection instruments, each to be administered on a specified schedule and according to survey procedures. These are as follows:

**Screener:**

Collects basic information on the number of adults and children in the dwelling unit (DU). If children between the ages of birth through nine are present, a household enumeration is completed and sample persons (SPs) for two days of intake data are selected. We expect that an average of 1.2 SPs will be selected per household.

**Household Questionnaire:**

Collects household socioeconomic data from the main meal-planner/preparer or any other person who is knowledgeable about household characteristics, especially income.

**Day 1 Intake:**

Collects individual intake data for each SP. This interview must be completed on one of the three days specified on the assignment label.

**Day 2 Intake:**

Collects a second day of individual intake data from selected SPs. This interview must be conducted 3-10 days after completion of the Day 1 Intake but not on the same day of the week.

There are non-monetary incentives that you will present, as follows:

**Measuring Cups and Spoons:**

The cups and spoons are the gift referenced in the Screener introduction and may be shown to the Screener respondent. However, you will only present **one** set of cups and spoons to households with an SP. You should give this household level gift to the first respondent you interview after the Screener is completed. This would be either the Household Questionnaire respondent or the first Day 1 SP, whichever one you interview first. This gift is intended to help establish a social contract between the household members and yourself.

**Nylon Sack:**

Before beginning the Day 1 Intake you will inform the SP (or the proxy for children birth through five years) that you will be conducting the Day 1 Intake with him/her. Prior to conducting the Day 1 Intake, you will present a nylon sack to **each** SP. The sack is intended to help establish the social contract between each SP and yourself.

**Container:**

After completing the Day 2 Intake, present the SP with the square plastic container as a thank you gift.

**1.3 Results of the CSFII 1994-1996**

Between January 1994 and January 1996, 132 interviewers on the *What We Eat in America: 1994-1996* approached 34,016 households and identified 9,664 households with at least 1 person eligible for an Intake interview. In all, 19,830 Sample Persons (SPs) were identified, 16,103 of whom completed a Day 1 intake and 15,304 of whom completed a Day 2 intake. Our response rates for the various questionnaires were as follows: Screener 98.5%; Household Interview 86.0%; and Day 1 and Day 2 Intakes 77.2%.

**1.4 Overview of Your Responsibilities**

As an interviewer, you will have the following responsibilities:

- Through home study and attendance at the training session, you will become thoroughly familiar with the survey and questionnaires.

- You will organize survey materials before going out into the field.
- Using mapping and listing materials, you will locate sampled addresses and verify that they meet the definition of a “dwelling unit” for this survey.
- At each sampled dwelling unit, you will conduct a “screening” interview with a household member 18 years of age or over to determine if the household has one or more eligible members.
- For some cases, you will be instructed to check the area around the sampled address for dwelling units missed by the “lister”. If a missed dwelling unit is discovered, you will add it to the sample.
- You will use the Screener to enumerate household members and select intake sample persons (SPs).
- You will administer the Household Questionnaire with the main food preparer in the household or a person knowledgeable about household characteristics, especially income.
- You will conduct two Intake Interviews with each SP.
- You will provide respondents with non-monetary incentives: measuring cups and spoons to the respondent who completes the first interview **after** the Screener, the nylon sacks to the Day 1 Intake respondents and the plastic container to the Day 2 Intake respondents.
- For each selected respondent who does not complete the Screener, Household Questionnaire, or Intake, you will complete the appropriate Non-Interview Report (NIR) Form.
- You will edit the Screener, the Household Questionnaire, and all Intakes. On a daily basis, you will record the results of all visits and contact attempts on the Household Call Record, located on the Household Folder, and into your laptop computer.
- You will ship all completed cases to the home office.
- At least once a week you will electronically transmit case status and Time and Expense (T&E) summary to home office.
- Once a week, you will report by telephone to your supervisor.

## 5. ADMINISTERING THE HOUSEHOLD SCREENER

You will conduct a brief screening interview at each sampled address in your assignment. The purpose of the Screener is to identify eligible households and to enumerate household members and to select sample persons (SPs) for the Individual Intake Questionnaires.

The Screener serves a number of useful purposes:

- The label on the cover provides identifying information for the assigned household. The cover also has the introduction you will use at the door.
- The Screener provides instructions for correctly listing the first name of all persons living within an eligible dwelling unit, each individual's relationship to the primary owner or renter of the home, and each members race, ethnic origin, age and sex.
- The Screener contains the within-household sampling procedure to select sample persons for the Individual Intake Questionnaire.
- The Screener asks you to obtain a telephone number at which the screener respondent can be recontacted.
- It includes the "Missed DU Procedure" you will follow at designated households to detect DUs missed by the lister.
- It includes a Neighbor Information page, which you will use if you are unable to conduct the Screener with a household member.

### 5.1 Identifying the Screener Respondent

An eligible Screener respondent must be a knowledgeable household member at least 18 years of age. Sometimes the door will be answered by a small child or teenager or someone who does not live at the household. Always make sure you are speaking to an adult member of the household before beginning the Screener.

At the time you first contact the household and attempt to complete the Screener, you will have no idea if there are any children within the household or, if there are children, if any of them will be selected as Sample Persons. However, if the DU does contain SPs, you will be in a better position to continue with the Household Questionnaires if your Screener respondent is the person in the household

who is the main meal preparer/planner or knowledgeable about household characteristics, especially income.

## **5.2 Rules for Determining Household Members**

The rules governing household membership are designed to ensure that any individual has only one chance of selection for the survey. The general household membership rule is, therefore, based on the place where a person **usually lives**. This means, the specific living quarters where he/she sleeps most of the time and is free to return to at any time. Most of the time is defined as 6 months or more of the year. Most often this will be the address a person would give when asked “Where do you live?” It is not necessarily the person’s legal or voting residence.

While the question of household membership is straightforward in most cases, you may encounter some unusual situations. Typically these will involve individuals who have recently moved, who change residences frequently during the week or at different seasons of the year, who are temporarily living in the household while looking for a more permanent residence, or who are college students living in dormitories or fraternity or sorority housing but keep the sampled DUs address as their permanent residence. The rules below should be sufficient for handling most household membership questions. Remember, list **all household members** on the Enumeration Table regardless of their age.

### **5.2.1 Who Qualifies as a Household Member**

The following individuals are household members:

- Persons who usually live in the sampled household and who are:
  - Living at home at the time of your contact; or
  - Temporarily absent at the time of your contact (e.g., on vacation, business, short-term hospitalization).
- Students who live away from the sampled household in dormitories, sorority housing and fraternity housing while attending school, who are scheduled to return to the household at the end of the term, and who use the sampled DU as their permanent address. (For further clarification, see below.)
- Domestic or other employees who usually live (and sleep) at the sampled household.

- Boarders or roomers who usually live (and sleep) at the sampled household.
- Persons temporarily visiting with the household who have no usual place of residence elsewhere, such as a visitor who is house-hunting at the time or a person who is temporarily residing in the unit.

The following persons do NOT qualify as household members:

- Students who live away from the sampled household **in an off-campus dwelling unit** while attending school, even if they are scheduled to return to the household at the end of the term and consider the sampled DU their permanent address.
- **Former** household members who are now inmates of institutions, nursing homes, convents, etc.; persons working abroad or members of the Armed Forces stationed elsewhere.
- Persons temporarily visiting with the household who **have** a usual place of residence elsewhere to which they are free to return to any time.
- Persons who take their meals with the household but usually lodge or sleep elsewhere.
- Domestic employees or other persons employed in the household who live in an adjacent, but separate DU.

### 5.2.2 Special Issues

For some individuals, it may be hard to determine which residence is “usual” and which is “temporary.” Here are some examples that should give you more guidance in this area.

- **Persons With Two or More Homes:** Some individuals reside in two DUs, such as a country home and a townhouse, or a year-round home and a summer home. The “usual” residence or home is the place the person lives most of the time. By “most of the time,” we mean 6 months or more of the year. Therefore, “snowbirds” (for example) who have a winter home at which they reside for less than 6 months are not eligible at the “winter” home. Similarly, a family at their seashore home for the summer holidays are not eligible for survey participation at the seashore if they reside at the seashore home for less than 6 months of the year. Any domestic employees or caretakers at a vacation home would be eligible if they live there six or more months of the year.
- **Persons Who Work Away From Home:** Individuals who travel frequently and live in hotels or other transient housing are counted as members of the selected household

where they store belongings and are free to return at any time. Even if they are away from their “usual” residence for more than 6 months, these persons would be considered household members at the selected DU because they have no other usual place of residence. However, individuals who maintain sleeping quarters (an apartment or rented room) near their work during the week and return home on weekends are counted **at the place they sleep most of the time** (that is, the apartment or rented room where they stay during the week).

- **Persons Who Have Just Moved Into the DU:** If a person has just moved into a sampled DU with the intention that it will become his/her “usual residence” (not just visiting or renting temporarily), he/she would be counted as a member of the sampled household.
- **Students Who Permanently Live Away From Home But Who Are at Home on Vacation at the Time of the Interview:** A student who lives in a school dormitory, fraternity or sorority housing is included as a household member. If, however, the student lives in an off-campus apartment or house at which s/he could be selected for participation, s/he is not eligible at the parents home.

### 5.3 Sample Person Selection

Chapter 12 provides the Question-by-Question (QxQ) specifications for enumerating household members. Once you have completed the enumeration, you will select Sample Person(s) (SPs). This selection is very important and you must go through each step very carefully. If you make selection errors, you will wind up conducting intake interviews with the wrong children.

Page 4 of the Screener contains two sampling boxes and the step-by-step procedures for selecting SPs. Note that both sampling boxes on the page will contain the same sampling message number (see example of Message #6 on page 5-6) and that there are 10 different sampling messages. In summary, the SP sampling procedures are as follows:

- Review the Enumeration Table to determine if any household members are of the age/sex combinations specified in the Box 1 sampling message. In the Box 1 example on page 5-6, you would check the appropriate **box(es)** if there were any males between 1 and 2 years old or females age 2 inclusive. If “yes” box is checked, you would proceed to 4.14. If “no” box is checked, you would skip directly to **Box 3**.
- Depending on the answers you record in Box 1, you will either ask question 14 and follow the appropriate skip instructions, or you would go directly to Box 3. Note that if the appropriate skips are to question 14 and then Box 2, you will check (J) the SP

column for each person in age and sex category marked yes in Box 1 before going onto Box 3.

- Review the Enumeration Table to determine if any household members are of the age/sex combination specified in the Box 3 sampling message. In the Box 3 example you would mark “yes” if there were any males 0 or 3 to 4 years of age or females 0 or 3 to 4 years of age.
- Box 4 instructs you to first put a check (✓) in the Sample Person column (last column) of the Enumeration Table for each person in the age and sex category marked yes in Box 3.
- The final step (Box 5) is to return to the Enumeration Table and assign a sequential SP number to each person with a check (J).

It should be noted that although there is no limit to the number of Sample Persons who can be selected within a household, we anticipate that most households with children under 10 will only have one or two **SPs**. Once these people have been selected, you can **not** substitute them with anyone else within the household.

Examples of selecting **SPs** follow.

Example 1 of Message #6

Assume that the Screener Enumeration Table is completed as follows:

TIME STARTED 10:03 <sup>PM</sup>

1A. How many children ages birth through nine years old live in this household? 011 IF 0, RECORD AND NUMBER SKIP TO Q15A

1B. How many people ten years old or older live in this household? 011 NUMBER

1C. CONFIRM: So there are 012 people living in the household, is that correct? IF YES, CONTINUE NUMBER IF NO, REASK 1A AND 1B

2. What is the first name of the person or one of the persons who owns or rents this home? [ENTER NAME ON LINE A OF ENUMERATION TABLE BELOW]

3. What is the first name of (REFERENCE PERSON)'s spouse (if any, who lives in this household)? [ENTER NAME ON LINE B OF ENUMERATION TABLE BELOW]

4. And the other members of this household who are related to (REFERENCE PERSON). What are their first names? (Let's begin with the oldest [ENTER NAME(S) IN AGE ORDER ON ENUMERATION TABLE BELOW])

5. Are there any other people living here who are not related to (REFERENCE PERSON)? [IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

6. [I have listed (READ ALL NAMES)] Is there anyone else living here now, such as friends, relatives or roomers? [IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

7. Have we missed other household members now away from home who usually live here for example, someone away on vacation or business, in a hospital, or a student living in a dormitory, fraternity, or sorority? [IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

ENUMERATION TABLE AFTER LISTING HOUSEHOLD MEMBERS RECORD NAME AND LINE LETTER OF SCREENER RESPONDENT ON FRONT COVER. ASK QUESTIONS 8 - 13 GOING ACROSS FOR EACH PERSON.

LINE LTR	ENUMERATION QUESTIONS 2-7	8. What is (NAME)'s relationship to (REFERENCE PERSON)?	9. HAND CARD \$1 Which of the groups on this card best describes (NAME)'s race?	10. HAND CARD \$2 Do any of the groups on this card represent (NAME)'s national origin?	Q11. What is (NAME)'s date of birth? (MM/DD/YYYY)	12. AGE CHART (ASK IF NECESSARY How old was (NAME) on (date) last birthday? IF LESS THAN 1, RECORD AGE IN MONTHS)	13. CODE SEX (ASK IF NOT OBVIOUS Is (NAME) male or female?)	SAMPLE PERSON (SP) COLUMN NUMBER
A	Marie	REFERENCE PERSON (011)	WHITE 1 BLACK 2 ASIAN 3	MEXICAN 1 PUERTO RICAN 2 CUBAN 3	07/07/07	027 YEARS OR MONTHS	MALE 1	
B	George	son	WHITE 1 BLACK 2 ASIAN 3	MEXICAN 1 PUERTO RICAN 2 CUBAN 3	06/06/06	002 YEARS OR MONTHS	MALE 1	
C			WHITE 1 BLACK 2 ASIAN 3	MEXICAN 1 PUERTO RICAN 2 CUBAN 3			MALE 1	

You proceed as follows:

1. Review the Enumeration Table (above) for household members in the age/sex categories in Box 1 (below), that is Male, age 2. Since George is 2 years you will mark "yes" in Box 1 and ask Question 14, as directed in Box 1.

MESSAGE 6		BOX 1	
	YES	NO	
MALES: 1 TO 2	(✓)	( )	
FEMALES: 2	( )	(✓)	
IF NO, SKIP TO BOX 3			

2. Assume that the answer to question 14 is less, code "2". You are instructed to go to Box 2. Note that if you go to Box 2, you do not ask Questions 14a and 14b.

14. **HAND CARD S3** SELECT CARD FOR NUMBER OF HOUSEHOLD MEMBERS. CARD SELECTED = **S3-02**. Here "02" is a card **showing** different sources from which households may **receive** income. Please think for a moment about the various sources from which the members of this household received income last year -- during 1997.

Thinking about all of the sources of Income, please tell me whether the total income received by the members of this household during 1997 was more or less than the amount at the bottom of this card.

MORE..... 1 (BOX 3)  
 LESS..... **2** (BOX 2)  
 REFUSED..... 3  
 DON'T KNOW..... 4

**BOX 2. SP SELECTION**

PLACE A CHECK MARK IN SP COLUMN FOR EACH PERSON IN AGE AND SEX CATEGORY **MARKED** YES IN BOX 1. THEN GO TO BOX 3.

14a. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?  
 YES..... 1 (Q14b)  
 NO..... 2 (BOX 3)

14b. IS THERE A MALE 16 YEARS OF AGE OR OLDER?  
 YES..... 1 (BOX 3)  
 NO..... 2 (BOX 2)

Do Not Ask

3. Based on the instructions in Box 2, place a ✓ in the person column for George, Line Letter C, as shown below in the example of the Enumeration Table.

TIME STARTED 10:00 AM

1A. How many children ages birth through nine years old live in this household? 01 IF 0, RECORD AND SKIP TO Q15A  
 NUMBER

1B. How many people ten years old or older live in this household? 01  
 NUMBER

1C. CONFIRM: So there are 02 people living in this household, is that correct? IF YES, CONTINUE IF NO, REASK 1A AND 1B  
 NUMBER

2. What is the first name of the person or one of the persons who owns or rents this home?  
 [ENTER NAME ON LINE A OF ENUMERATION TABLE BELOW]

3. What is the first name of (REFERENCE PERSON)'s spouse, if any, who lives in this household?  
 [ENTER NAME ON LINE B OF ENUMERATION TABLE BELOW]

4. And the other members of the household who are related to (REFERENCE PERSON) What are their first names? Let's begin with the oldest.  
 [ENTER NAME(S) IN AGE ORDER ON ENUMERATION TABLE BELOW]

5. Are there any other people living here who are not related to (REFERENCE PERSON)?  
 [IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

6. [I have listed (READ ALL NAMES).] Is there anyone else living here now, such as friends, relatives or roomers?  
 [IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

7. Have we missed other household members now away from home who usually live here for example, someone away on vacation or business, in a hospital or a student living in a dormitory fraternity or sorority?  
 [IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

ENUMERATION TABLE: AFTER LISTING HOUSEHOLD MEMBERS, RECORD NAME AND LINE LETTER OF SCREENER RESPONDENT ON FRONT COVER. ASK QUESTIONS 8 - 13 GOING ACROSS FOR EACH PERSON.

LINE LTR	FIRST NAME	8. What is (NAME)'s relationship to (REFERENCE PERSON)?	9. Which of the groups on the card best describes (NAME)'s race?	10. Do any of the groups on this card represent (NAME)'s national origin?	Q11 What is (NAME)'s date of birth? (MM/DD/YYYY)	12. AGE CHART (ASK IF NECESSARY) How old was (NAME) on (his/her) last birthday? IF LESS THAN 1, RECORD AGE IN MONTHS	13. CODE SEX (ASK IF NOT OBVIOUS) IS (NAME) male or female?	SAMPLE PERSON (SP) COLUMN
A	Marie	REFERENCE PERSON (S1)	WHITE..... 1 BLACK..... 2 ASIAN..... 3	AM INDIAN..... 4 OTHER..... 5	01/10/07	023 MONTHS	MALE 1	
B	George	son	WHITE..... 1 BLACK..... 2 ASIAN..... 3	AM INDIAN..... 4 OTHER..... 5	06/06/06	022 MONTHS	MALE 1	✓
C			WHITE..... 1 BLACK..... 2 ASIAN..... 3	AM INDIAN..... 4 OTHER..... 5			MALE 1	

4. Proceed to Box 3 and check the Enumeration Table for the age/sex categories, males 0, 3 go 4 and females 0, 3 to 4, and complete Box 3. Since there are none, you will mark "no" as shown below.

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MESSAGE 6		BOX 3	
		YES	NO
MALES:	0, 3 TO 4	( )	(✓)
FEMALES:	0, 3 TO 4	( )	(✓)

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5. Proceed to Box 4. Based on household composition, "no" boxes are checked for males and females in Box 3. Therefore, there are no additional ✓ marks to place in the Sample Person column.

6. In Box 5, assign sequential SP numbers to each person with a check mark in the SP column. George would be SP01 since he has the only check mark.

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BOX 5. ENUMERATION TABLE REVIEW ASSIGN SEQUENTIAL SP NUMBERS TO EACH PERSON WITH A CHECK MARK IN SP COLUMN.
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TIME STARTED 10:03 AM

- 1A. How many children ages birth through nine years old live in this household? 01 IF 0, RECORD AND SKIP TO Q15A  
NUMBER
- 1B. How many people ten years old or older live in this household? 01  
NUMBER
- 1C. CONFIRM: So there are 02 people living in this household, is that correct? IF YES, CONTINUE IF NO, REASK 1A AND 1B  
NUMBER
2. What is the first name of the person or one of the persons who owns or rents the home?  
[ENTER NAME ON LINE A OF ENUMERATION TABLE BELOW]
3. What is the first name of (REFERENCE PERSON)'s spouse, if any, who lives in the household?  
[ENTER NAME ON LINE B OF ENUMERATION TABLE BELOW]

4. And the other members of this household who are related to (REFERENCE PERSON): What are their first names? Let's begin with the oldest.  
[ENTER NAME(S) IN AGE ORDER ON ENUMERATION TABLE BELOW]
5. Are there any other people living here who are not related to (REFERENCE PERSON)?  
[IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]
6. [I have listed (READ ALL NAMES)] Is there anyone else living here now, such as friends, relatives, or roomers?  
[IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]
7. Have we missed other household members now away from home who usually live here, for example, someone away on vacation or business, in a hospital, or a student living in a dormitory, fraternity, or sorority?  
[IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

ENUMERATION TABLE: AFTER LISTING HOUSEHOLD MEMBERS, RECORD NAME AND LINE LETTER OF SCREENER RESPONDENT ON FRONT COVER. ASK QUESTIONS 8 - 13 GOING ACROSS FOR EACH PERSON.

LINE LTR	ENUMERATION QUESTIONS 2-7:  FIRST NAME	8. What is (NAME)'s relationship to (REFERENCE PERSON)? [D/L/S]	9. HAND CARD S1 Which of the groups on this card best describes (NAME)'s race?	10. HAND CARD S2 Do any of the groups on this card represent (NAME)'s national origin?	Q11. What is (NAME)'s date of birth? (MM/DD/ YYYY)	12. AGE CHART (ASK IF NECESSARY: How old was (NAME) on (Date) last birthday?) IF LESS THAN 1, RECORD AGE IN MONTHS		13. CODE E.C.C. (ASK IF NOT OBVIOUS Is (NAME) Male or Female?)	SAMPLE PERSON (SP) COLUMN NUMBER
						YEARS OR MONTHS	MALE OR FEMALE		
A	Marie	[ ]	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH ..... 4 PUERTO RICAN ..... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	07/07 1970	027 YEARS OR MONTHS	MALE 1	[ ]	
B	George	son [ ]	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH ..... 4 PUERTO RICAN ..... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	06/06 1985	002 YEARS OR MONTHS	MALE 1	01	
C		[ ]	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH ..... 4 PUERTO RICAN ..... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	[ ]	[ ] YEARS OR MONTHS	MALE 1 FEMALE 2	[ ]	
D		[ ]	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH ..... 4 PUERTO RICAN ..... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	[ ]	[ ] YEARS OR MONTHS	MALE 1 FEMALE 2	[ ]	
E		[ ]	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH ..... 4 PUERTO RICAN ..... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	[ ]	[ ] YEARS OR MONTHS	MALE 1 FEMALE 2	[ ]	
F		[ ]	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH ..... 4 PUERTO RICAN ..... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	[ ]	[ ] YEARS OR MONTHS	MALE 1 FEMALE 2	[ ]	
G		[ ]	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH ..... 4 PUERTO RICAN ..... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	[ ]	[ ] YEARS OR MONTHS	MALE 1 FEMALE 2	[ ]	

MESSAGE 6		BOX 1	
		YES	NO
MALES:	1 TO 2	(✓)	0
FEMALES:	2	0	(✓)

IF NO, SKIP TO BOX 3

14.

HAND  
CARD  
S3

SELECT CARD FOR NUMBER OF HOUSEHOLD MEMBERS. CARD SELECTED = S3-    . Here is a card showing different sources from which households may receive income. Please think for a moment about the various sources from which the members of this household received income last year -- during 1997.

Thinking about all of the sources of income, please tell me whether the total income received by the members of this household during 1997 was more or less than the amount at the bottom of this card.

MORE..... 1 (BOX 3)  
 LESS..... ② (BOX 2)  
 REFUSED..... 3  
 DON'T KNOW..... 4 } 14a

14a. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?  
 YES ..... 1 (Q14b)  
 NO ..... 2 (BOX 3)

14b. IS THERE A MALE 18 YEARS OF AGE OR OLDER?  
 YES ..... 1 (BOX 3)  
 NO ..... 2 (BOX 2)

BOX 2  
 SP SELECTION  
 PLACE A CHECK MARK IN SP COLUMN FOR EACH PERSON IN AGE AND SEX CATEGORY MARKED YES IN BOX 1. THEM-GO: TO BOX 3.

MESSAGE 6		BOX 3	
		YES	NO
MALES:	0, 3 TO 4	( )	(✓)
FEMALES:	0, 3 TO 4	0	(✓)

BOX 4 S P SELECTION  
 PLACE A CHECK MARK IN SP COLUMN FOR EACH PERSON IN AGE AND SEX CATEGORY MARKED YES IN BOX 3. THEN GO TO BOX 5.

BOX 5. ENUMERATION TABLE REVIEW  
 ASSIGN SEQUENTIAL SP NUMBERS TO EACH PERSON WITH A CHECK MARK IN SP COLUMN.

This page is an example of how the entire sample page would look, once completed.

Examule 2 of Message #9

Assume that the household Enumeration Table is completed as follows:

LINE LTR	ENUMERATION QUESTIONS 2-7 FIRST NAME	8. What is (NAME)'s relationship to (REFERENCE PERSON)? (I.D.I.)	9. HAND CARD S1 Which of the groups on this card best describes (NAME)'s race?	10. HAND CARD S2 Do any of the groups on this card represent (NAME)'s national origin?	Q11. What is (NAME)'s date of birth? (MM/DD/YYYY)	12. AGE CHART (ASK IF NECESSARY How old was (NAME) on (NAME)'s last birthday?) IF LESS THAN 1, RECORD AGE IN MONTHS	13. CODE SEX (ASK IF NOT OBVIOUS Is (NAME) male or female?)	SAMPLE PERSON (SP COLUMN NUMBER)
A	Mary	REFERENCE PERSON	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH/PUERTO RICAN ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	01/11/67	030 MONTHS	MALE 1	
B	John	Son	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH/PUERTO RICAN ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	01/16/69	008 MONTHS	MALE 1	
C	Chris	daughter	WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH/PUERTO RICAN ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	01/18/69	008 MONTHS	MALE 1	
D			WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH/PUERTO RICAN ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5			MALE 1	
E			WHITE ..... 1 AM INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3	MEXICAN ..... 1 OTHER SPANISH/PUERTO RICAN ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5			MALE 1	

You proceed as follows:

1. Review the Enumeration Table (above) for household members in the age/sex categories in Box 1, that is for males 7 to 9 and females 7 to 9. Since John is a male between 7 and 9 years, you will mark "yes." Neither Mary nor Chris is a female between 7 and 9 so you will mark "no." Complete Box 1 as shown below. Since you have marked at least one "yes," you would ask Question 14 as directed.

<b>MESSAGE 9</b>		<b>BOX 1</b>	
		<b>YES</b>	<b>NO</b>
<b>MALES:</b>	<b>7 TO 9</b>	(✓)	( )
<b>FEMALES:</b>	<b>7 TO 9</b>	( )	(✓)
<b>IF NO, SKIP TO BOX 3</b>			

2. Assume that the answer to Question 14 is more, code "1." You are instructed to go to Box 3, completely skipping over Question 14a, 14b and Box 2.

14. 

HAND CARD S3
--------------------

 SELECT CARD FOR NUMBER OF HOUSEHOLD MEMBERS. CARD SELECTED = S3-1013. Here is a card showing different sources from which households may receive income. Please think for a moment about the various sources from which the members of this household received income last year - during 1997.

Thinking about all of the sources of income, please tell me whether the total income received by the members of this household during 1997 was more or less than the amount at the bottom of this card,

<p>MORE ..... 1 (BOX 3)          LESS ..... 2 (BOX 2)          REFUSED ..... 3          DON-T KNOW ..... 4</p>	} 14a	→	<p style="text-align: center;"><b>BOX 2.</b> SP SELECTION</p> <p>PLACE A CHECK MARK IN SP COLUMN FOR EACH PERSON IN AGE AND SEX CATEGORY MARKED YES IN BOX 1. THEN GO TO BOX 3.</p>
<p>14a. ARE THERE ANY CHILDREN <b>LESS THAN</b> 6 YEARS OF AGE?          YES ..... 1 (Q14b)          NO ..... 2 (BOX 3)</p>			
<p>14b. IS THERE A MALE 18 YEARS OF AGE OR OLDER?          YES ..... 1 (BOX 3)          NO ..... 2 (BOX 2)</p>			

3. Again, check the Enumeration Table for the age/sex categories in Box 3, that is males 0 to 6 and female 0 to 6. Christy is a five year old female, so you will mark a "yes". Complete Box 3 as shown.

	<b>BOX 3</b>		
<b>MESSAGE 9</b>		<b>YES</b>	<b>NO</b>
<b>MALES: 0 TO 6</b>		( )	(✓)
<b>FEMALES: 0 TO 6</b>		(✓)	( )

4. Proceed to Box 4 which instructs you to check the Sample Person column for each person in age and sex category marked yes in Box 3. In this case you would place a ✓ in Christy's person column, line C of the Enumeration Table.

5. Box 5 instructions you to assign an SP number to Christy. She would be SP01.

**BOX 5. ENUMERATION TABLE REVIEW**  
**ASSIGN SEQUENTIAL SP NUMBERS TO EACH PERSON WITH A CHECK MARK IN SP COLUMN.**

TIME STARTED 11:05 AM

1A How many children ages birth through nine years old live in this household? 03 IF 0, RECORD AND NUMBER SKP TO Q15A

1B How many people ten years old or older live in this household? 04 NUMBER

1C CONFIRM: So there are 03 people living in this household, is that correct? IF YES, CONTINUE IF NO, REASK 1A AND 1B

2 What is the first name of the person or one of the persons who owns or rents this home? [ENTER NAME ON LINE A OF ENUMERATION TABLE BELOW]

3 What is the first name of (REFERENCE PERSON)'s spouse, if any, who lives in this household? [ENTER NAME ON LINE B OF ENUMERATION TABLE BELOW]

And the other members of this household who are related to (REFERENCE PERSON), what are their first names? Let's begin with the oldest.  
 [ENTER NAME(S) IN AGE ORDER ON ENUMERATION TABLE BELOW]

Are there any other people living here who are not related to (REFERENCE PERSON)?  
 [IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

[I have listed (READ ALL NAMES)] Is there anyone else living here now such as friends, relatives or roomers?  
 [IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

Have we missed other household members now away from home who usually live here for example, on  away on vacation of business, in  hospital, or a student living in a dormitory, fraternity or sorority?  
 [IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]

ENUMERATION TABLE: AFTER LISTING HOUSEHOLD MEMBERS, RECORD NAME AND LINE LETTER OF SCREENER RESPONDENT ON FRONT COVER. ASK QUESTIONS 8 - 13 GOING ACROSS FOR EACH PERSON.

LINE LTR	ENUMERATION QUESTIONS 2-7: FIRST NAME	8. What is (NAME)'s relationship to (REFERENCE PERSON)? [PERSON?] [SPOUSE?]	9. HAND CARD S1: Which of the groups on this card best describes (NAME)'s race? WHITE ..... 1 BLACK ..... 2 ASIAN ..... 3 AM INDIAN ..... 4 OTHER ..... 5	10. HAND CARD S2: Do any of the groups on this card represent (NAME)'s national origin? MEXICAN ..... 1 PUERTO RICAN ..... 2 CUBAN ..... 3 OTHER SPANISH ..... 4 HISPANIC ..... 4 NONE OF ABOVE ..... 5	Q11: What is (NAME)'s date of birth? (MM/DD/YYYY) <u>01/11/67</u>	12. AGE CHART (ASK IF NECESSARY): How old was (NAME) on (DATE) last birthday? IF LESS THAN 1, RECORD AGE IN MONTHS <u>030</u> YEARS OR MONTHS	13. CODE SEX (ASK IF NOT OBVIOUS IS (NAME) male or female?) MALE 1 FEMALE 2	SAMPLE PERSON (SP) COLUMN NUMBER
A	Mary	[ ]	WHITE ..... 1 BLACK ..... 2 ASIAN ..... 3 AM INDIAN ..... 4 OTHER ..... 5	MEXICAN ..... 1 PUERTO RICAN ..... 2 CUBAN ..... 3 OTHER SPANISH ..... 4 HISPANIC ..... 4 NONE OF ABOVE ..... 5	<u>01/11/67</u>	<u>030</u> YEARS OR MONTHS	MALE 1	[ ]
B	John	Son	WHITE ..... 1 BLACK ..... 2 ASIAN ..... 3 AM INDIAN ..... 4 OTHER ..... 5	MEXICAN ..... 1 PUERTO RICAN ..... 2 CUBAN ..... 3 OTHER SPANISH ..... 4 HISPANIC ..... 4 NONE OF ABOVE ..... 5	<u>01/11/67</u>	<u>008</u> YEARS OR MONTHS	MALE 1	[ ]
C	Chris	daughter	WHITE ..... 1 BLACK ..... 2 ASIAN ..... 3 AM INDIAN ..... 4 OTHER ..... 5	MEXICAN ..... 1 PUERTO RICAN ..... 2 CUBAN ..... 3 OTHER SPANISH ..... 4 HISPANIC ..... 4 NONE OF ABOVE ..... 5	<u>06/06/00</u>	<u>005</u> YEARS OR MONTHS	MALE 1	[ ]
D		[ ]	WHITE ..... 1 BLACK ..... 2 ASIAN ..... 3 AM INDIAN ..... 4 OTHER ..... 5	MEXICAN ..... 1 PUERTO RICAN ..... 2 CUBAN ..... 3 OTHER SPANISH ..... 4 HISPANIC ..... 4 NONE OF ABOVE ..... 5	[ ]	[ ] YEARS OR MONTHS	MALE 1	[ ]
E		[ ]	WHITE ..... 1 BLACK ..... 2 ASIAN ..... 3 AM INDIAN ..... 4 OTHER ..... 5	MEXICAN ..... 1 PUERTO RICAN ..... 2 CUBAN ..... 3 OTHER SPANISH ..... 4 HISPANIC ..... 4 NONE OF ABOVE ..... 5	[ ]	[ ] YEARS OR MONTHS	MALE 1	[ ]
F		[ ]	WHITE ..... 1 BLACK ..... 2 ASIAN ..... 3 AM INDIAN ..... 4 OTHER ..... 5	MEXICAN ..... 1 PUERTO RICAN ..... 2 CUBAN ..... 3 OTHER SPANISH ..... 4 HISPANIC ..... 4 NONE OF ABOVE ..... 5	[ ]	[ ] YEARS OR MONTHS	MALE 1	[ ]
G		[ ]	WHITE ..... 1 BLACK ..... 2 ASIAN ..... 3 AM INDIAN ..... 4 OTHER ..... 5	MEXICAN ..... 1 PUERTO RICAN ..... 2 CUBAN ..... 3 OTHER SPANISH ..... 4 HISPANIC ..... 4 NONE OF ABOVE ..... 5	[ ]	[ ] YEARS OR MONTHS	MALE 1	[ ]

1

2

MESSAGE 9		BOX 1	
		YES	NO
MALES:	7 TO 9	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FEMALES:	7 TO 9	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IF NO, SKIP TO BOX 3			

14.

**HAND CARD S3**

SELECT CARD FOR NUMBER OF HOUSEHOLD MEMBERS. CARD SELECTED = S3-013. Here is a card showing different sources from which households may receive income. Please think for a moment about the various sources from which the members of this household received income last year -- during 1997.

Thinking about all of the sources of income, please tell me whether the total income received by the members of this household during 1997 was more or less than the amount at the bottom of this card.

- MORE..... 1 (BOX 3)  
 LESS..... 2 (BOX 2)  
 REFUSED..... 3  
 DON7 KNOW..... 4 } 14a

- 14a. ARE THERE ANY CHILDREN LESS-THAN 6 YEARS OF AGE?  
 YES ..... 1 (Q14b)  
 NO ..... 2 (BOX 3)
- 14b. IS THERE A MALE 16 YEARS OF AGE OR OLDER?  
 YES ..... 1 (BOX 3)  
 NO ..... 2 (BOX 2)

**BOX 2: SP SELECTION**

PLACE A CHECK MARK IN SP COLUMN FOR EACH PERSON IN AGE AND SEX CATEGORY MARKED YES IN BOX 1. THEN GO TO BOX 3.

MESSAGE 9		BOX 3	
		YES	NO
MALES:	0 TO 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FEMALES:	0 TO 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Box 4. **SP SELECTION**

PLACE A CHECK MARK IN SP COLUMN FOR EACH PERSON IN AGE AND SEX CATEGORY MARKED YES IN BOX 3. THEN GO TO BOX 5.

BOX 5. ENUMERATION TABLE REVIEW

ASSIGN SEQUENTIAL SP NUMBERS TO EACH PERSON WITH A CHECK MARK IN SP COLUMN.

This page is an example of how the entire sample page would look, once completed.

## Exhibit 5-1. Missed DU Procedure

### MISSED DU PROCEDURE

A MISSED DU IS A UNIT WITHIN OR ATTACHED TO THE STRUCTURE IN WHICH THE SAMPLED DU IS LOCATED, SUCH AS A BASEMENT OR ATTIC APARTMENT OR AN APARTMENT OVER AN ATTACHED GARAGE IT MAY ALSO BE AN APARTMENT WITHIN A MULTI UNIT STRUCTURE.

IF TWO OR MORE UNITS AT THIS ADDRESS (FOR EXAMPLE, AN APARTMENT BUILDING). SKIP TO STEP 2; OTHERWISE, BEGIN WITH STEP 1

1. AFTER COMPLETING SCREENER, SAY We want to be sure that every household in **this** area has been **given** a chance to participate **in this** important survey. Are there any other **living quarters** at **this** address such as basement or **attic** apartments that we may have missed?
2. CHECK IN THE LOBBY AND AROUND THE OUTSIDE OF THIS (HOUSE/BUILDING) FOR ADDITIONAL UNITS OR ENTRANCES TO THIS ADDRESS.
3. RECORD DISCOVERED **DUs** ON FORM BELOW. NUMBER DISCOVERED **DUs** SEQUENTIALLY WITHIN SEGMENTS BEGINNING WITH DU NUMBER 601. EACH NUMBER MUST BE ASSIGNED ONLY ONCE WITHIN A SEGMENT. IF NO ADDITIONAL **DUs**, CHECK THE CIRCLE IN THE UPPER LEFT-HAND CORNER OF THE FORM.
4. IF 1 TO 4 MISSED **DUs** ARE DISCOVERED, FILL OUT AN ASSIGNMENT BOX ON A **BLANK** SCREENER FOR EACH (INSTRUCTIONS FOR HOW TO DO THIS ARE IN THE INTERVIEWER MANUAL) AND CONDUCT SCREENER INTERVIEW ADD THE DISCOVERED **DUs** TO A NEW LISTING SHEET AND TO ALL COPIES OF THE INTERVIEWER REPORTS.
5. IF 5 OR MORE **DUs** ARE DISCOVERED, CALL SUPERVISOR FOR INSTRUCTIONS BEFORE YOU DO ANY ADDITIONAL SCREENER INTERVIEWS. ADD ALL OF THE DISCOVERED **DUs** TO A NEW LISTING SHEET AND THE SELECTED SAMPLE **DUs** TO ALL COPIES OF THE INTERVIEWER REPORTS. THEN FILL OUT AN ASSIGNMENT BOX ON A **BLANK** SCREENER FOR EACH SELECTED SAMPLE DU AND CONDUCT SCREENER INTERVIEW.

#### MISSED DU FORM

CHECK ( ✓ ) IF NO MISSED DU AT SAMPLED STRUCTURE: 0

PSU# \_\_\_\_\_ SEG# \_\_\_\_\_

DU # ASSIGNED	ADDRESS OF DISCOVERED DU

TOTAL ADDITIONAL DUs

## 5.4 Missed DU and Missed Structure Procedures

As you know, interviewers try to list every DU in a segment before the sample of DUs to screen is selected at the home office. Sometimes, however, DUs that are obvious during the interviewing phase were not initially listed. These include new structures built between the time of listing and interviewing OR new mobile homes moved into an area OR units that appeared to the lister to be a business but are actually residences. It is important that every DU have a chance of being selected for an interview, so it is necessary to have procedures to pick a sample of those DUs that should have been listed originally, but were not.

We have two procedures that achieve this goal, the Missed DU Procedure and the Missed Structure Procedure. They allow you, while in the field, to interview at a sample of DUs that might have been missed in listing. You perform the procedures when instructed by a message or messages on the Assignment Label on the front of the Household Folder and Screener. There is one message which relates to each procedure and it is possible to have either one or both messages printed on the label for any given DU.

### 5.4.1 Missed DU Procedure

A Missed DU is a unit **within** or **attached** to the structure in which the sampled DU is located, such as a basement or attic apartment or an apartment over an attached garage. It may also be an apartment within a multi-unit structure.

The Missed DU Procedure is only carried out at households that have the missed DU message printed on the assignment label. The following message will be printed on the label if you are to perform the Missed DU Procedure at the assigned address:

“CONDUCT MISSED DU PROCEDURE”

As instructed at Screener question 19, you must ask the Screener respondent for help in carrying out the Missed DU Procedure (see Exhibit 5-1).

Remember, you only add newly discovered DUs to the sample if there is a message on the front of the Screener to perform the Missed DU Procedure. If you discover a missed DU at an address which does not have a missed DU message, do **not** add the discovered DU to the listing sheet or to your Interviewer Log and Weekly Status Report.

An assigned address where you are instructed to perform the Missed DU Procedure may be a single-family house or a multi-unit building (apartment house).

In a single-family house, you may find more than one DU at an address which was thought to be a single-unit. For example, the house may be divided into apartments but have only one entrance; there may be a “hidden” attic or basement apartment; or there may be roomers who live and eat separately and whose quarters fit the description of a DU.

In a multi-unit building, you have to determine whether all apartments found in the building are on the listing sheet. Occasionally you will find that a segment includes just a single floor or group of floors in a large apartment building. (This will be obvious from the listing sheet and the Segment Map.) In such a case, you would check for missed DUs **only** on the designated floor or floors.

For example, suppose the listing sheet listed 20 apartments at 500 Park Avenue. However, you find that there are actually 22 apartments. The bells and mailboxes for the basement apartments were on the other side of the entrance hall, and were not noticed at the time of listing. Another example is a listing sheet showing 40 apartments on the seventh floor of 400 Madison Avenue. However, you find that there are actually 41 apartments. The apartment at the end of the hall was overlooked at the time of listing.

To check for additional or missed DUs in a single family house or multi-unit building, you need to:

- Say to the Screener respondent after completing the Screener:  
  
“We want to be sure that every household in this area has been given a chance to participate in this important survey. Are there any other living quarters in this building such as basement or attic apartments that we may have missed?”
- Also, check in the lobby (mailboxes and bells) and around the outside of the (house/building) for additional units or entrances to the (house/building). In a **multi-unit** building, the interviewer must be careful to search for basement or **out-of-the-way** apartments that may have easily been missed in listing.

If you find additional **DUs**, be sure to check them against your listing sheet. If the unit was originally listed on one line of the listing sheet as a single-family house, and you have discovered more than one DU at that assigned address, you have found a missed DU. If the unit was originally listed as a multi-unit building, with each apartment listed on a line of the listing sheet, check that any additional apartments you discover in that building or on that floor(s) are not already listed on the sheet.

Once you have checked the additional **DUs** against the listing sheet and found that they are missed **DUs**, you then follow these steps:

- Record discovered **DUs** on the Missed DU Form in the Screener.
- Assign an ID number to the missed DU. Use the same PSU No. and Segment No., but for the DU No., you must number sequentially within segments beginning with DU No. 601. Each number must be assigned only once within a segment. These numbers will be automatically assigned by the Field Management System when you enter the Missed DU information (see FMS manual for further instructions).
- **If four or fewer missed DUs** are discovered in a particular structure, fill out an assignment box on a blank Household Folder and Screener for each and conduct a Screener interview. Add the discovered **DUs** to a blank listing sheet (included in the segment folder) and to the Interviewer Log and Weekly Status Report.
- **If there are 5 or more missed DUs** in a particular structure, call your supervisor before you do any additional Screener interviews. She will contact the **Westat** sampling department who will select those **DUs** at which you are to conduct a Screener. Add **all** of the discovered **DUs** to a blank listing sheet. Add only the **selected** sample **DUs** to the Interviewer Log and Weekly Status Report. Then fill out an assignment box on a blank Household Folder and Screener for each **selected** sample DU as instructed by your supervisor and conduct a Screener.

When “creating” these new screener cases, you will need to be very careful to use the same information that was on the case where you found the missed DU -- the Parent case. Specifically, the following items should be transferred from the Parent case exactly to each created DU:

- Interviewing Patterns -- Record the 3 day pattern for conducting Day 1 Intakes.
- Sample Message -- It is important that you use the same in-household sampling message for the created case as was used for the Parent ID. You will be supplied with extra sets of labels for this purpose. Locate the number of the sampling message from the Parent case and apply the correct labels to Boxes 1, 3, 6 and 8 of the created case.



## 5.4.2 Missed Structure Procedure

A missed structure is a single-family home, mobile home, apartment building or other structure in the segment **not attached** to any other structure on your listing sheet and intended for use as living quarters.

The procedure for locating missed structures is performed for the entire segment. It requires that you re-canvass the segment **looking** for missed structures. Conduct this procedure in the designated segments on your **first** visit to the segment.

You will be required to perform this check when the Household Folder and Screener label message reads:

“CONDUCT MISSED STRUCTURE PROCEDURE”

When this check is required, all DUs within the segment will have this message. The procedure, however, is only performed ONCE, prior to the start of screening.

For the Missed Structure procedure you will complete the Missed Structure Folder shown as Exhibit 5-2. The Folder will be included in the segment folder if the segment has been selected. (The Missed Structure procedure will be carried out in approximately 40% of the segments.)

Here are the steps to follow:

- Using the segment map and listing sheets, re-canvass the entire segment by walking or driving around it. Look for addresses that are not recorded on the listing sheets. Make use of the listing sheet line numbers that the lister recorded on the segment map. For example, if the lister recorded line numbers 3 and 7 for the first and last DUs on Third Street, you can expect to **find** five DUs on that street. If you find more than five DUs, a unit is missing.
- When you discover a structure not on the listing sheets, add it to the Missed Structure Folder. If the structure has multiple units, all DUs in the structure must be added.
- Be extremely careful not to add DUs that are already listed. Check all entries on the listing sheets before adding a unit. It is possible that the segment was completely listed but the listings are out of sequence.
- Be mindful of segment boundaries. Recheck “new” structures against the map to ensure that they are within the segment.

- After completing the Missed Structure procedure, you will call **Westat** at the telephone number printed in the Missed Structure Folder. The research assistant will ask you for the number of **DUs** that you found. She will tell you what **DUs**, if any, to add to your assignment. In order to begin working these cases, you will need to make entries into your computer. When you enter the PSU and segment of the new units into your Field Management System, instructions for creating new case ID numbers and case materials will appear on your screen. (Please refer to Field Management System manual for more information.) NOTE: If you need to begin working these cases before you enter them into the computer, call your supervisor for instructions.
- If you re-canvass and find no new **DUs**, check the circle on the Missed Structure Folder to indicate you completed the procedure. REMEMBER to call the Research Assistant, however, to tell her that you have completed the procedure.
- Return the Missed Structure Folder with the segment folder at the conclusion of your work. The Missed Structure Folder is a permanent part of the segment folder and MUST be returned to **Westat** at the conclusion of the quarter.

NOTE: If you should discover a missed structure within a segment which does not have a “Missed Structure” message on the label, do not add it to the sample.

### 5.4.3 **Chunked Segments**

When **Westat** identifies a segment with an expected DU count of more than 500, the segment is sectioned (“chunked”) into two or more pieces before listing. Using a mathematical formula, one of the sections is selected for listing. The remaining part of the segment is untouched.

If you receive a segment that was **chunked**, you will notice one or more of the following things:

- The arrows on the map do not continue around the entire segment.
- A section of the map is outlined in dark, black ink.
- The **DUs** on the listing sheets do not appear to be on all streets in the segment, just a portion of them.
- A copy of a FAXED message from the **Westat** Mapping Department is in the folder instructing the lister to list only one section of the segment.

If a **chunked** segment is selected for the Missed Structure Procedure, the re-canvassing should be conducted **ONLY** in the portion of the segment that was originally listed. For more guidance, discuss all **chunked** segments with your supervisor prior to proceeding.

## 5.5 Use of Neighbor Information

We expect that in almost all cases you will be able to complete the Screener with a household member. When this is not possible with four contacts (or more if approved by your supervisor) you are required to complete the Screener with two neighbors by obtaining the information necessary to complete the Sample Person chart on the back cover of the Screener.

For these procedures, it should be noted that neighbor is not strictly defined as “the person who lives next door.” By neighbor, we mean anyone who is not a sampled household member who may know something about household composition. For example, a neighbor may be the postman, corner store keeper, person down the block, manager of the apartment building, etc.

Follow these specific neighbor contact rules:

- If a sampled household member is not there the first time you try to establish contact, try again at a different time/day.
- On the second unsuccessful Screener attempt, you should contact a neighbor in an attempt to obtain some information about the best time to contact the household. In addition, you should ask for the age (or age range) and gender of the household members to help determine if there are members that are the sexes and ages specified in labels 6 and 8. Information collected from neighbors should be recorded on the back cover of the Screener. NOTE: Since you have only made two of your required four contacts at the DU, you must return to the household at another time/day.
- If the third Screener attempt is also unsuccessful, contact **another** neighbor to confirm the information provided by the first neighbor. Regardless of the result of this neighbor contact, you will still continue to attempt to contact the sampled household.
- If the fourth Screener attempt with the household is also unsuccessful, you do not need to attempt to contact a neighbor if you have already successfully contacted two neighbors. If not, you should attempt to contact a second neighbor. If you are able to get two separate sources to give you similar information about the household, the case can be coded complete from non-household information (see Chapter 9).

NOTE: You may **not** code a case as complete with neighbor information without first discussing this case with your supervisor.

Keep in mind that neighbor information is not a substitute for household screening. It is a supplemental procedure developed with quality in mind.

We want to emphasize the importance of filling out the Screener neighbor page as carefully and completely as other documents. In order to gather information necessary for analysis of the characteristics of non-responders, you should:

- Answer Question 20 (Are there any children less than 6 years of age?) for every DU, and Question 21, if directed to it.

The back cover of the Screener is less structured than the sampling questions within the Screener. Also, the neighbor questions do not require you to ask about household relationships or income. But the sampling message boxes and procedures do allow you to collect complete enough information to select **SP(s)** if, after four contacts at the selected household, you have been unable to contact a household member.

Example # 1:

Let's assume the household has been assigned sampling message #9 and we have confirmed with 2 neighbors that the household members are as enumerated below.

Female	35
Male	38
Male	9
Male	6
Female	5

1. In Box 6, you would indicate that there is one male aged 7-9. You would proceed to answer Question 20.

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NEIGHBOR INFORMATION

		<b>BOX 6</b>	
<b>MESSAGE 9</b>			
		<b>HOW MANY?</b>	
<b>MALES:</b>	<b>7 TO 9</b>	<u>  1  </u>	<u>        </u>
<b>FEMALES:</b>	<b>7 TO 9</b>	<u>  0  </u>	<u>        </u>

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2. The answer to question 20 would be Yes, code "1" (there is one child less than 6), and the skip instruction tells you to answer Question 2 1.

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20. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?

YES ..... ① (Q21)  
N O ..... 2 (BOX 8)

---

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3. The answer to Question 21 is also “yes,” code “1” (there is an adult male over 18), and as instructed, you would go directly to Box 8, skipping over Box 7.

21. IS THERE A MALE 18 YEARS OF AGE OR OLDER?

YES.....① (BOX 8)  
NO .....2 (BOX 75) →

BOX 7.
■ If <b>ONE OR MORE</b> PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, RECORD AGE AND SEX IN SP CHART BELOW THEN GO TO BOX 8.
■ If <b>NO</b> PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, GO TO BOX 8.

4. In Box 8 you would indicate that there is one male 0-6 and 1 females 0-6.

<b>MESSAGE 9</b>	<b>BOX 8</b>
	<b>HOW MANY?</b>
<b>MALES: 0 TO 6</b>	 _____
<b>FEMALES: 0 TO 6</b>	 _____

5. Box 9 instructs you to record age and sex for male age 6 and female age 5 in the sample person chart because they fit the sex/age specification in Box 8.

<b>BOX 9: SAMPLE PERSON SELECTION</b>
RECORD AGE AND SEX IN SAMPLE PERSON CHART BELOW FOR EACH PERSON IN AGE AND SEX CATEGORY IN BOX 8.

6. Box 10 instructs you to assign SP numbers for each age/sex eligible person recorded in SP chart. That is, you would record "01" and "02" in the Sample Person column.

NOTE: You would not record in the Sample Person chart the age and sex for the males indicated in Box 6. Box 7, which would have instructed you to do just that, was skipped over, so it is not necessary to select an individual as a Sample Person. If you had gone to Box 7, from 4.2 1, you would have recorded in the Sample Person chart the sex and age of this individual specified in Box 6.

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SAMPLE PERSON (SP) CHART		
AGE OR AGE RANGE	SEX	SAMPLE PERSON
6	M	01
5	F	6 2

BOX 10. ASSIGNING SP NUMBERS

RECORD SEQUENTIAL SAMPLE PERSON NUMBER FOR EACH PERSON RECORDED IN SAMPLE PERSON CHART ABOVE.

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7. Be sure to provide the names, addresses and telephone numbers of 2 sources of "neighbor" information.

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RECORD NAME, ADDRESS, AND TELEPHONE NUMBER OF THE INDIVIDUALS PROVIDING THIS INFORMATION.

1. MRS JONES (NEXT APARTMENT #6) 301-349-2761
2. \_\_\_\_\_

This page provides an example of how the entire Neighbor Information page would look after speaking to two neighbors and confirming the information.

NEIGHBOR INFORMATION



<b>BOX 6</b>	
<b>MESSAGE 9</b>	
	<b>HOW MANY?</b>
<b>MALES: 7 TO 9</b>	_____
<b>FEMALES: 7 TO 9</b>	<u>0</u> <u>0</u>

20 ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?

YES..... ① (Q21)  
 NO ..... 2 (BOX 8)

21. IS THERE A MALE 18 YEARS OF AGE OR OLDER?

YES..... ① (BOX 8)  
 NO ..... 2 (BOX 7) →

<b>BOX 7.</b>
<ul style="list-style-type: none"> <li>■ IF ONE OR MORE PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, RECORD AGE AND SEX IN SP CHART BELOW. THEN GO TO BOX 8.</li> <li>■ IF NO PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, GO TO BOX 8.</li> </ul>

<b>BOX 8</b>	
<b>MESSAGE 9</b>	
	<b>HOW MANY?</b>
<b>MALES: 0 TO 6</b>	
<b>FEMALES: 0 TO 6</b>	

**BOX 9. SAMPLE PERSON SELECTION**

RECORD AGE AND SEX IN SAMPLE PERSON CHART BELOW FOR EACH PERSON IN AGE AND SEX CATEGORY IN BOX 8.

SAMPLE PERSON (SP) CHART		
AGE OR AGE RANGE	SEX	SAMPLE PERSON
6	M	01
5	F	02

**BOX 10. ASSIGNING SP NUMBERS**

RECORD SEQUENTIAL SAMPLE PERSON NUMBER FOR EACH PERSON RECORDED IN SAMPLE PERSON CHART ABOVE.

RECORD NAME, ADDRESS, AND TELEPHONE NUMBER OF THE INDIVIDUALS PROVIDING THIS INFORMATION.

1. MRS JONES (NEXT APARTMENT #6) 301-349-2761
2. LANDLORD (HENRY) 301-251-8214

Example #2:

Let's assume the Screener has been assigned sampling message #2 and we have confirmed with 2 neighbors, after we haven't been able to find the respondents at home after 4 contacts, that the household members are as enumerated below.

Female            mid 30's  
 Male             early 30's  
 Girl              3 months

1. In Box 6, you would indicate that there are no males 0, 3 to 4 but there is a female 0, 3 to 4.
4. You would proceed to answer Question 20 and 21.

MESSAGE 2		BOX 6
		<b>HOW MANY?</b>
<b>MALES:</b>	<b>0, 3 TO 4</b>	0 _____
<b>FEMALES:</b>	<b>0, 3 TO 4</b>	1 _____

2. The answer to question 20 would be Yes, code "1" (there are children less than 6), and you would be instructed go directly to Question 21.

20. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?

YES..... ① (Q21)  
 NO ..... 2 (BOX 8)

21. IS THERE A MALE 18 YEARS OF AGE OR OLDER?

YES..... ① (BOX 8)  
 NO ..... 2 (BOX 7) →

BOX 7.
<ul style="list-style-type: none"> <li>■ IF ONE OR MORE PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, RECORD AGE AND SEX IN SP CHART BELOW. THEN GO TO BOX 8.</li> <li>■ IF NO PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, GO TO BOX 8.</li> </ul>

3. In Box 8 you would skip to Box 10.

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<p><b>MESSAGE 2</b></p> <p><b>BOX 8</b></p> <p><b>SKIP TO BOX 10</b></p>
--

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4. Box 9 instructs you to record in the sample person chart any persons that fit the sex/age specifications in Box 8. No one in this household fits these specifications, so no Sample Persons are selected. We can leave the Sample Person Chart blank and skip over Box 10 as well (since it has us assign Sample Person numbers).

NOTE: You would not record, in the sample person chart, the age and sex for the female indicated in Box 6. Box 7, which would have instructed you to do just that, was skipped over, so it is not necessary to select those individuals as Sample Persons. If you had gone to Box 7, from 4.20, you would have recorded in the Sample Person chart the sex and age of those individuals specified in Box 6.

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<p><b>BOX 9. SAMPLE PERSON SELECTION</b></p> <p><b>RECORD AGE AND SEX IN SAMPLE PERSON CHART BELOW FOR EACH PERSON IN AGE AND SEX CATEGORY IN BOX 8.</b></p>
--

SAMPLE PERSON (SP) CHART		
AGE OR AGE RANGE	SEX	SAMPLE PERSON

<p><b>BOX 10. ASSIGNING SP NUMBERS</b></p> <p><b>RECORD SEQUENTIAL SAMPLE PERSON NUMBER FOR EACH PERSON RECORDED IN SAMPLE PERSON CHART ABOVE.</b></p>
--

NEIGHBOR INFORMATION

**BOX 6**

**MESSAGE 2**

**HOW MANY?**

**MALES: 0, 3 TO 4**      0    0

**FEMALES: 0, 3 TO 4**      1    1

20. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?

YES ..... ① (Q21)  
 NO ..... 2 (BOX 8)

21. IS THERE A MALE 18 YEARS OF AGE OR OLDER?

YES ..... ① (BOX 8)  
 NO ..... 2 (BOX 7) →

**BOX 7.**

- IF ONE OR MORE PERSONS IN AGE AND SEX CATEGORIES IN BOX 6. RECORD AGE AND SEX IN SP CHART BELOW. THEN GO TO BOX 8.
- IF NO PERSONS IN AGE AND SEX CATEGORIES IN BOX 6. GO TO BOX 8.

**BOX 8**

**MESSAGE 2**

**SKIP TO BOX 10**

**BOX 9. SAMPLE PERSON SELECTION**

RECORD AGE AND SEX IN SAMPLE PERSON CHART BELOW FOR EACH PERSON IN AGE AND SEX CATEGORY IN BOX 8.

SAMPLE PERSON (SP) CHART		
AGE OR AGE RANGE	SEX	SAMPLE PERSON

**BOX 10. ASSIGNING SP NUMBERS**

RECORD SEQUENTIAL SAMPLE PERSON NUMBER FOR EACH PERSON RECORDED IN SAMPLE PERSON CHART ABOVE.

RECORD NAME, ADDRESS, AND TELEPHONE NUMBER OF THE INDIVIDUALS PROVIDING THIS INFORMATION.

1. MARY SMITH 301-467-9292
2. RALPH MEAD 301-467-8782

### 5.5.1 Use of Neighbor Information with the Selected DU

If a household member refuses to complete the Screener, you are to proceed as follows:

- Accept the refusal gracefully. Attempt to complete the Neighbor Information Section of the Screener with the household member who is refusing.

You should introduce your request as follows:

- “I understand that you are busy but I only have a few questions. It is very possible that if you provide this information, no further information is required from your household.”
- Proceed through Box 6, questions 20 and 21, as appropriate, and Box 8. If the answer is “no” to all, the Screener is considered an interim refusal until your supervisor authorizes you to code it an SO5 (CODE SRF) with no eligible sample persons obtained by household information (not neighbor information, even though you used the Neighbor Information page).
- If you receive a “yes” at Box 6, question 20 and/or 21, or Box 8, the screener would be considered an interim refusal until your supervisor authorizes you to code it an so2.

In some cases, a guest or employee (e.g., a housekeeper or baby sitter) of the household will be the only respondent available to provide Screener data. If so, attempt to complete the Neighbor Information Section of the Screener as explained above. When completed, record name and relationship to household at the bottom of the page.

NOTE: Since the information you are receiving is from the selected DU, it is not necessary to confirm with a second source.

Examule # 1:

Suppose you are at a household and an older gentleman, appearing to live alone, answers the door. He seems very suspicious and refuses to answer the detailed questions concerning name, race, ethnic origin, etc. The sampling message is 4. You have a hunch that this gentleman's household may be ineligible. So rather than accepting the refusal and attempting to contact 2 neighbors, you flip the Screener over in attempt to have the gentleman answer the Neighbor Information questions.

You manage to have the gentleman tell you the sex and age of all household members. They are as enumerated below:

Male 58

1. In Box 6, you would indicate that there is no male 0. Question 20 must be answered.

NEIGHBOR INFORMATION

<b>MESSAGE 4</b>		<b>BOX 6</b>
<b>MALES:</b>	<b>0</b>	<b>HOW MANY?</b> <u>0</u>

2. The answer to Question 20 is "No", because there are no household members less than 6 years of age. The skip instructions indicate that you should not ask Question 21, nor go to Box 7, but skip directly to Box 8.

20. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?

YES..... 1 (Q21)  
NO..... ② (BOX8)

21. IS THERE A MALE 18 YEARS OF AGE OR OLDER?

YES ..... 1 (BOX 8)  
NO ..... 2 (BOX 7) →

<b>BOX 7.</b>
■ IF ONE OR MORE PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, RECORD AGE AND SEX IN SP CHART BELOW. THEN GO TO BOX 8.
■ IF NO PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, GO TO BOX 8.

3. Box 8 asks for how many boys ages 3 to 4 and girls ages 0, 3 to 4 there are in the household. You know from the enumeration and Question 20, that there are none (0). You record "0."

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MESSAGE 4		BOX 8
		HOW MANY?
MALES:	3 TO 4	<u>0</u>
FEMALES:	0, 3 TO 4	<u>0</u>

---

---

4. You would not need to complete Box 9, the Sample Person Chart, or Box 10, assigning SP numbers, because no SPs were selected.

5. You do, however, need to record on the bottom two lines that you did, in fact, receive this information from a household member.

---

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RECORD NAME, ADDRESS, AND TELEPHONE NUMBER OF THE INDIVIDUALS PROVIDING THIS INFORMATION

1. MALE ONLY HOUSEHOLD MEMBER AGE 58
2. \_\_\_\_\_

6. Before entering result code S05, No Eligible SPs, Abbreviated HH Report, on the front cover of the Screener and into your FMS, discuss the situation with your supervisor, because an SO5 requires her approval.

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<b>MESSAGE 4</b>	<b>BOX 6</b>
<b>MALES: 0</b>	<b>HOW MANY?</b> <u>0</u>

20. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?

YES..... 1 (Q21)  
NO ..... **2** (BOX 8)

21. IS THERE A MALE 18 YEARS OF AGE OR OLDER?

YES ..... 1 (BOX 8)  
NO ..... **2** (BOX 7) →

**BOX 7.**

- IF ONE OR MORE PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, RECORD AGE AND SEX IN SP CHART BELOW. THEN GO TO BOX 8.
- IF NO PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, GO TO BOX 8.

<b>MESSAGE 4</b>	<b>BOX a</b>
<b>MALES: 3 TO 4</b>	<b>HOW MANY?</b> <u>0</u>
<b>FEMALES: 0, 3 TO 4</b>	<u>0</u>

**BOX 9. SAMPLE PERSON SELECTION**

RECORD AGE AND SEX IN SAMPLE PERSON CHART BELOW FOR EACH PERSON IN AGE AND SEX CATEGORY IN BOX 8.

SAMPLE PERSON (SP) CHART		
AGE OR AGE RANGE	SEX	SAMPLE PERSON

**BOX 10. ASSIGNING SP NUMBERS**

RECORD SEQUENTIAL SAMPLE PERSON NUMBER FOR EACH PERSON RECORDED IN SAMPLE PERSON CHART ABOVE.

RECORD NAME, ADDRESS, AND TELEPHONE NUMBER OF THE INDIVIDUALS PROVIDING THIS INFORMATION.

1. MALE ONLY HOUSEHOLD MEMBER      AGE 58      301-251-11
2. \_\_\_\_\_

Example #2:

The woman who answers the door appears harried and you notice several small children running about in the background. She doesn't have the time, nor energy, nor desire to complete the entire Screener. Rather than accept the soft refusal, you flip the Screener over to the Neighbor Information page and quickly convince her to just give you the age and gender of all household members. The case is assigned message #9.

**She** agrees and the household is enumerated as follows:

Female	32
Male	7
Female	5

1. In Box 6, you would indicate that there is one (1) male aged 7 to 9 and no females aged 7 to 9. Ask Question 20.

---

---

<b>MESSAGE 9</b>		<b>BOX 6</b>
		<b>HOW MANY?</b>
<b>MALES: 7 TO 9</b>		<u>1</u>
<b>FEMALES: 7 TO 9</b>		<u>0</u>

---

---

2. The answer to Question 20 would be Yes, code "1" (there is 1 child younger than 6). The skip pattern prompts you to answer Question 2 1.

---

---

20. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?

YES..... ① (Q21)  
NO ..... 2 (BOX 8)

---

---

3. The answer to Question 21 is "no," code "2" (there is no male over 18 years of age). You then proceed to Box 7.

21. IS THERE A MALE 18 YEARS OF AGE OR OLDER?

YES..... 1 (BOX 8)

NO..... 2 (BOX 7) →

BOX 7.

- IF ONE OR MORE PERSONS IN AGE AND SEX CATEGORIES IN BOX 6. RECORD AGE AND SEX IN SP CHART BELOW. THEN GO TO BOX 8.
- IF NO PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, GO TO BOX 8.

4. Box 7 instructs you to record the age and sex of the individuals listed in Box 6 in the Sample Person chart. You record the one female and the male. Although the instructions have not made this clear, you **must now to return to Box 8** after filling in the age and sex of eligible SP(s).

SAMPLE PERSON (SP) CHART		
AGE OR AGE RANGE	SEX	SAMPLE PERSON
7	m	

**BOX 8**

**MESSAGE 9**

**HOW MANY?**

MALES: 0 TO 6 0

FEMALES: 0 TO 6 1

5. Back at Box 8, you would indicate that there is one female age 0 to 6.

**BOX 9. SAMPLE PERSON SELECTION**

6. RECORD AGE AND SEX IN SAMPLE PERSON CHART BELOW FOR EACH PERSON IN AGE AND SEX CATEGORY IN BOX 8.

BOX 9. SAMPLE PERSON SELECTION

RECORD AGE AND SEX IN SAMPLE PERSON CHART BELOW FOR EACH PERSON IN AGE AND SEX CATEGORY IN BOX 8.

SAMPLE PERSON (SP) CHART		
AGE OR AGE RANGE	SEX	SAMPLE PERSON
7	M	01
5	F	02

BOX 10. ASSIGNING SP NUMBERS

RECORD SEQUENTIAL SAMPLE PERSON NUMBER FOR EACH PERSON RECORDED IN SAMPLE PERSON CHART ABOVE.

---

7. Box 10 instructs you to assign SP numbers for each age/sex eligible person recorded in the SP chart. You would place an "01" and "02" in the Sample Person column next to the age/sex eligible SPs. Remember to record on the lines who you spoke with in the household.

---

RECORD NAME, ADDRESS, AND TELEPHONE NUMBER OF THE INDIVIDUALS PROVIDING THIS INFORMATION.

1. HOUSE HOLD FEMALE AGE 32 301-672-9292
2. \_\_\_\_\_

## **5.6 Making Contact and Completing the Screener: Special Situations**

### **5.6.1 Locked Buildings**

You may encounter a building which is security locked. Most security locked buildings contain entry ways with intercom systems. Access to individual units can be gained only by contacting a resident through the intercom or with a key to the main door. If you have only one sampled unit in a security building, attempt to make contact by using the intercom system. If you have two or more, or there is no intercom system or security desk, discuss the case with your supervisor before proceeding. If you attempt contact via the intercom and receive a refusal, treat this case as an interim refusal, not as a locked structure problem.

### **5.6.2 Refusal at the Door**

There are always respondents who will refuse to cooperate. Historically, though, this number is very low for household surveys. If you appear to the respondent as professional and confident in your role as an interviewer, the probability of receiving a refusal will be greatly reduced.

People refuse for a variety of reasons. You will need to listen to what the respondent says and tailor your response accordingly. For example, if the respondent is too busy, you will want to emphasize the shortness of the Screener, and if need be, your availability for a future appointment. If the respondent is fearful of your presence, be as reassuring as you can, show your ID and the advance materials, and remind the respondent of the 800 telephone number. If the respondent appears reluctant because he or she does not understand the purpose of the survey, take a second to highlight the key points from the materials.

If your best efforts fail to persuade the respondent, **leave graciously**. Remember never to lose your professional manner, no matter what the respondent says or does. At this point, record the respondent's refusal **verbatim** in the NIR, once you have **left** the DU. Review this information with your supervisor and decide what future action is appropriate.

Sometimes a person does not refuse outright but keeps putting you off by asking you to come back again and again, or makes appointments and does not keep them. Discuss the situation with your supervisor. If, after four such calls, you have not succeeded in completing the Screener, fill out the NIR as a "refusal."

Based on our Main Study experience, we anticipate a high Screener response rate, so it is important that we obtain accurate information about why people may not want to participate in this survey. Do respondents feel their households are “over surveyed”? Do they think it is a waste of time? Do they want more information about this survey before agreeing to participate? Your entries in the Screener NIR will help us to learn more about this as well as providing insights for conversion attempts. Please be as clear as possible when describing the circumstances surrounding a refusal.

### **5.6.3 Language Problems and the Use of Interpreters**

The Screener is only printed in English and Spanish. If the Screener respondent does not speak either of these languages, you may use an interpreter. The procedures for using an interpreter in Spanish households and households that speak languages other than Spanish or English are discussed below.

#### **5.6.3.1 Spanish-Speaking Households**

We have identified PSUs in which we expect high concentrations of Spanish-speaking households, and have hired bilingual interviewers in these areas. If you are a bilingual interviewer, administer the Spanish version of the Screener whenever you contact a respondent who feels more comfortable answering in Spanish.

If you are not a bilingual interviewer but there is one in your area, try to convey to the Spanish-speaking respondent that a Spanish-speaking interviewer will contact them. Then discuss the situation with your supervisor.

If there is no Spanish-speaking interviewer in your area and your supervisor has given approval for the use of a translator, try to arrange for a bilingual household member, a neighbor, or household visitor, age 16 and older, to assist you. Follow this procedure: Share the Spanish version of the Screener with the assistant, pointing to the question he or she should read to the respondent. Ask the assistant to translate the response for you so you can record it in the English version of the Screener. Then, point to the next question the assistant should ask. While this procedure may be somewhat cumbersome, you should be able to complete the Screener in this manner.

If, despite your best efforts, you cannot arrange for an assistant, or a bilingual interviewer, complete the NIR and return the case to your supervisor after discussing it with her.

### **5.6.3.2 Households Speaking Other Languages**

As previously mentioned, there is only an English and a Spanish version of the Screener. If you encounter a household that speaks a language other than Spanish or English, you should try to arrange for a household member, child, or neighbor, aged 16 or older, to assist in the translation. In these cases, your assistant will have to translate the questions into the respondent's language from your English version of the Screener. If this is not possible, complete the NIR and return the case to your supervisor after discussing it with her.

### **5.6.4 Other Situations**

While there are a variety of other situations you could encounter in your attempt to complete the Screener, this section describes the two most likely. If you encounter any other situation that you are unsure of how to handle, discuss it with your supervisor.

#### **5.6.4.1 Household Respondents Unavailable**

You may be unable to complete a Screener if the residents of the household are unavailable for the entire survey field period. For example, you may learn that the residents are out of town and won't be back during the survey period. It is also possible that the only household respondent is temporarily too ill or in the hospital.

These types of situations will occur rarely. Attempt to get information from a neighbor to determine whether there is any chance the Screener can be conducted during the field period. Only close-out a case as "unavailable" if the Screener cannot be completed at any time during the entire field period.

#### **5.6.4.2 Determining Whether or Not a DU is Vacant**

If a DU is vacant when you make your first visit, it should be closed out as vacant. If, however, you make contact with the household on your first visit but return later and find the DU is vacant or a new family has moved in, ideally we would want you to interview the household that had been in the unit at the time of your first contact.

In this situation, try to get the new address and phone number of the respondents you first made contact with from the selected DU's current occupants or from neighbors. If you are at least able to obtain the last name of the former household, go to the post office for updated address information. (It may require a \$1 .00 to \$3.00 fee.) When you are able to determine the new address, call your supervisor. If the household has relocated within an interviewing area, your supervisor may tell you to attempt contact, or may reassign the case to another interviewer. However, if the household's new address cannot be obtained or is not in your immediate interviewing area, return the case to your supervisor with a screener result code of **other** and specify your contact(s) in the Household Call Record and in the Screener NIR.

If you did NOT speak with someone from the household on your first contact, and when you return the DU is vacant, CLOSE OUT THE CASE AS A VACANT DU.

#### **5.6.5 Documenting Problems**

It is very important to document every problem you encounter that prevents you from completing the interview. These types of problems should be recorded on the Non-Interview Report (NIR) Form. This form, which will be used to document any non-response, is discussed in Chapter 8.

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## **6. ADMINISTERING THE HOUSEHOLD QUESTIONNAIRE**

### **6.1 Identifying the Household Questionnaire Respondent**

The preferred respondent for the Household Questionnaire is the main food preparer or planner for the household or a person knowledgeable about household characteristics, especially income.

### **6.2 Scheduling Considerations**

The preferred interview flow within the household is Screener, followed by Household Questionnaire, followed by Day 1 Intake(s). However, the order can be changed to accommodate the members of the household. For example, if the Sample Person is available to complete the Intake as soon as the Screener is complete but he/she has an appointment later on and therefore, would not be available if the Household Questionnaire is completed after the Screener, complete the Intake first. You will have to use some judgement in deciding which is the best order for the particular household you are interviewing.

### **6.3 Answering the Respondent's Questions**

If the Household Questionnaire respondent was also the Screener respondent, you will probably have answered many questions about the survey. However, if the Household Questionnaire respondent is not the same person as the Screener respondent, you need to be prepared to answer their questions, and to introduce yourself and the study.

The following provides some examples of the types of questions a respondent may ask as well as some suggested answers.

**HOW LONG IS THIS GOING TO TAKE?** This interview should take about 30 minutes on the average. It can take more or less time depending on your answers.

**WHAT ARE YOU GOING TO ASK ME?** I'll ask you a short series of questions on purchasing food, the cost of groceries, and some general questions about the make up of the household.

**WILL I LOSE MY FOOD STAMPS/OTHER GOVERNMENT BENEFITS IF I DON'T DO THIS?** No. Your decision to participate or not to participate will in no way affect your benefits. However, this is a very important study and your participation will help us to better understand what people eat.

**DO I HAVE TO ANSWER ALL OF THESE QUESTIONS?** You have the right to refuse any question you would rather not answer. However, we are required by law not to reveal any information other than to persons directly involved with the study. Your answers will be used only by research staff working on the study. Each of them is required to sign a statement to keep confidential all information provided by respondents. Survey results will be published only as statistical totals. No information which would permit the identification of any individual will be released.

The selected Household Questionnaire respondent may also have questions that will arise during the interview itself. The following are some common questions that occur during the interview as well as some suggested answers.

**WHAT DO THESE QUESTIONS HAVE TO DO WITH FOOD?** The answers you provide will help determine how persons at different income levels eat. This helps policy makers develop improved national food and nutrition programs. This also helps nutrition educators in targeting their efforts to teach the public about nutrition and food safety. I want to assure you again that your answers will be combined with answers from other households to make totals and averages, in which no person or family will be identified.

**WHY ARE YOU ASKING ALL OF THESE QUESTIONS ABOUT INCOME?** These questions about income are designed to help you provide **COMPLETE** income information. The questions about business and interest income are asked specifically because they may not be thought of as income by some individuals and may be otherwise omitted. I want to assure you again that your answers will be combined with answers from other households to make totals and averages, in which no person or family will be identified.

#### **6.4 Completing the Household Questionnaire: Special Situations**

There are a number of situations you may encounter when attempting to complete the Household Questionnaire. If you have a problem completing the Household Questionnaire, you should attempt to complete the Individual Intakes. Do not cause refusals to the Intakes by being too aggressive,

but do not back away from the Intakes because you are having problems with the Household Questionnaire respondent, who may or may not be an SP.

#### **6.4.1 Refusal**

You may encounter a suitable Household Questionnaire respondent who is not willing to complete the Household Questionnaire. In this case, continue with another knowledgeable household member.

#### **6.4.2 Language Problems and the Use of Interpreters**

The Household Questionnaire is only printed in English and Spanish. If the household respondent does not speak either of these languages, you may use an interpreter. The procedures for using an interpreter in Spanish households and households which speak languages other than Spanish or English are discussed below.

##### **6.4.2.1 Spanish-Speaking Households**

We have identified PSUs in which we expect high concentrations of Spanish-speaking households, and have hired bilingual interviewers in these areas. If you are a bilingual interviewer, administer the Spanish version of the Household Questionnaire whenever you contact a respondent who feels more comfortable answering in Spanish.

If you are not a bilingual interviewer but there is one in your area, try to convey to the Spanish-speaking respondent that a Spanish-speaking interviewer will contact them. Then discuss the situation with your supervisor. You should rarely encounter this type of situation because it will usually be discovered during the administration of the Screener.

If there is no Spanish-speaking interviewer in your area, try to arrange for a bilingual household member, a neighbor, or household visitor, age 16 and older, to assist you. Follow this procedure: Share the Spanish version of the Household Questionnaire with the assistant, pointing to the question he or she should read to the respondent. Ask the assistant to translate the response for you so you can record it in the English version of the Household Questionnaire. Then, point to the next question

the assistant should ask. While this procedure may be somewhat cumbersome, you should be able to complete the Household Questionnaire in this manner.

If, despite your best efforts, you cannot arrange for an assistant, complete the NIR (discussed further in Section 6.4.3) and return the case to your supervisor after discussing it with her.

#### **6.4.2.2 Households Speaking Other Languages**

If you encounter a household that speaks a language other than Spanish or English, try to arrange for a household member, child, or neighbor, aged 16 or older, to assist in the translation. In these cases, your assistant will have to translate the questions into the respondent's language from your English version of the Household Questionnaire. If this is not possible, complete the NIR and return the case to your supervisor after discussing it with her.

### **6.5 Documenting Problems**

All situations that you encounter which prevent you from completing the questionnaire should be fully documented on a Questionnaire Non Interview Report (NIR). The NIR is discussed in Chapter 9.

## **7. ADMINISTERING THE DAY 1 AND DAY 2 INDIVIDUAL INTAKE QUESTIONNAIRES**

### **7.1 Overview of the Individual Intake**

Day 1 and Day 2 Individual Intake Questionnaire data will be collected in-person for all Sample Persons (SPs) in the household. The Day 1 and Day 2 Individual Intake Questionnaires are very similar and are comprised of three parts: the 24-hour diet recall, a set of health-related questions, and an observation form. The primary goal of the questionnaire is to collect a list of all the food and beverages the respondent consumed within a 24-hour period, the time of consumption, the name of the meal or snack, the detailed food descriptions needed for accurate food coding, the amount eaten, and the source of the foods.

Information collected from the Individual Intake will be coded and linked to a database of nutrient compositions of foods. Calculations of total daily nutrient intakes (in addition to many other food constituents) will be derived from these data. The information obtained will be used to describe the food and nutrient intake of the population.

Because people do not eat the same food everyday, you will collect two 24-hour intakes on each Sample Person. This will allow a description of the variability of what people eat.

The health-related questions ask about the respondent's usual intake, water consumption habits, use of salt, and other diet and health-related questions.

You will complete the observation form based on your judgement and observations.

### **7.2 Scheduling Considerations for the Intake Interviews**

#### **7.2.1 The Day 1 Intake**

The goal of the data collection effort is to have at least 10% of the Day 1 Intake interviews conducted on each day of the week. To meet this requirement, we have developed procedures for scheduling interviewer assignments that maximize the spread of interviews across the days of the week.

You must conduct Day 1 Intakes in-person on one of the three contact days recorded on the Household Folder/Screenener label. If you have information about the household or one of the Sample Persons/respondents that would make an interview on one of the three days impossible, discuss the case with your supervisor. With her approval, you are allowed to conduct the Day 1 Intake on another day.

### **7.2.2 The Day 2 Intake**

Day 2 Intakes are to be conducted **3 to 10** days after the Day 1 Intake **but** not on the same day of the week as the Day 1 Intake.

### **7.3 Proxy Interviews: Overview**

Proxy interviews will be conducted for child **SPs** under 6 years of age. Child **SPs** 6-9 years of age will be asked to provide their own data assisted by an adult household member (referred to as the assistant). The preferred proxy/assistant is the person responsible for preparing the **SP's** meals.

The questionnaire introduction has been modified for the parent/guardian of all children under six years and it is written on the questionnaire. For sampled children under three years old, **include** the phrase “and bottles or breast milk.” As with the standard introduction, explain the information you need and define the time frame for the proxy. Since infants frequently have feedings during the night, it is important that the proxy understands the time frame. Use the 24-hour food **time-line handcard** (Hand Card 11) to reinforce the time period.

#### **7.3.1 Child SPs Under 6 Years of Age**

A proxy must report for children under the age of six, as we assume that they cannot reliably report for themselves. Young children may contribute useful information, but most of the data will be provided by one or more proxies responding for the child. The proxy for a child under six years of age may be the parent, grandparent, baby-sitter, or any other person knowledgeable about the child's intake. If the child has more than one caregiver, several individuals may contribute to the Intake data.

### 7.3.2 Child SPs 6 to 9 Years Old

Our procedures assume that while children between 6 to 9 years old may be capable of self-reporting, there is a wide variation of abilities and the participation of the adult most knowledgeable about the child's intake is required to collect complete and accurate information. Before starting the interview with a 6-9 year old SP, include the assistant by saying something like, "I would like you to help with some of the detail later in the interview."

**Always ask the child SP Question 1 (the Quick List) of the Intake.** After the child reports the Quick List (uninterrupted by the assistant), address the next statement to **both** the child and the assistant: "Now I'm going to ask you specific questions about the foods and beverages we just listed. When you remember anything else you ate or drank as we go along, please tell me." Invite the assistant to participate in the interview and encourage the assistant to help the child report completely and accurately.

It is preferred that the child be present to answer intake questions 1 through 9 and the health-related questions 10-15. After question 15, you may temporarily conclude the interview with the child, but bring him/her back for question 35 about TV viewing habits at the end of the interview. The rest of the interview (questions 16-34) should be directed to the proxy. The proxy should answer the health-related questions based on how **he/she perceives** the child, not how he/she thinks the child would answer. If the child and assistant provide conflicting information, give them an opportunity to reconcile the response on their own. If they cannot, record the **SP's** report on the intake grid and proxy comments in the margin.

It is likely that you will be interviewing children about what they ate in the school cafeteria, at a day-care center, a baby-sitter's, or some other caretaker's. It may be necessary to collect not only information about school lunch, but also breakfast and after-school snacks.

A **school-age child** is often able to describe and quantify what he/she ate. A school menu is a good tool to help a school-aged child remember what was served in the school cafeteria. A child can often remember what he/she ate once given a little assistance. Check your local newspapers each week for the weekly school menus in the school districts in which you will be interviewing. Clip the menus and place them in the pocket of the FIB. Or, if this is not feasible, ask the adult present for the interview if he/she has a copy of the weekly menu. Use the school menu to ask something like "the school menu says that (READ MENU) was served. Do you remember if you had these foods?"

If the **pre-school child** has a meal(s) outside the home, the proxy or other family member may be able to tell you what foods were sent with the child, but probably not what foods were eaten. Be patient and persistent in trying to collect as much information as possible from the sampled child, if the proxy cannot be of assistance.

Some tips to remember when interviewing children include:

- Children may be easily influenced by adult approval or disapproval, so you must encourage participation while remaining completely neutral;
- Try to maintain eye contact with the child and show genuine acceptance and interest in the child's answers;
- Remember when probing to use child-related events and terms;
- Help the child think through the day by telling you about his/her activities, and then ask whether or not anything was eaten or drunk. For example, you might ask, "Where did you go right after school yesterday?" If the child says "To my friend's house," you might ask a few more orientation questions (i.e., what is your friend's name, what did you do at this friend's house) and then ask, "Did you have anything to eat or drink while you were at his/her house?"
- An adult must be present in the household when interviewing children under the age of 18.

### **7.3.3 Collecting Day Two Intake Information over the Telephone**

Collecting a respondent's dietary intake by telephone will be the last alternative for obtaining data. However, if you make 3 in-person visits to collect the Day 2 Intakes, you may try to collect the data by telephone. All telephone interviews must be approved by your field supervisor prior to the interview. Decisions will be made on a case-by-case basis depending on the reason you are unable to collect the data in-person.

When you make your call, note on the Call Record that the interview will be collected by telephone, that **you** have **received approval from your supervisor**, and the reason for the telephone interview. If you attempt a telephone interview and get an answering machine, you may leave a message that you are trying to reach the SP, his/her importance to the survey, your willingness to conduct the interview by telephone rather than lose his/her participation, and an indication that you will call back.

A telephone interview will be conducted in a manner very similar to the in-person interview. First, ask the respondent to have the measuring guides (left from the Day 1 Intake interview) conveniently placed in front of him/her. Next, read the introduction and make sure the respondent understands the time frame. Then, following the questionnaire, obtain a Quick List of all foods eaten in the 24 hours of the previous day and collect the details for each food and beverage. The respondent must use the food measuring guides when reporting quantities. For example, if the respondent reports eating a bowl of a certain food, you would say, "Using one of the measuring cups in front of you, could you tell me about how much you ate?"

Because of the need to have an adult assistant participate in all intake interviews for children ages 6 through 9, the adult should be on an extension telephone whenever possible. If there is no extension available, the adult and child should share the telephone receiver so that both can provide food details and quantity information. A speaker phone might also help in this situation.

## 7.4 **Data Retrieval of Intake Data**

### 7.4.1 **Guidelines**

If the SP or proxy/assistant cannot provide enough descriptive information about the foods, or the quantity eaten, you will sometimes need to retrieve the data from someone outside the household. If you need to do data retrieval for a food item, circle the line numbers in the *Food/Drink and Additions* column. There are two guidelines for collecting food intake data from someone outside the household:

- The SP or proxy/assistant cannot answer the first probe attached to any hanger (**bolded** item) in the Food Instruction Booklet (FIB) column **Q4** for the reported food; or
- The SP or proxy/assistant cannot report the amount eaten, FIB column **Q5**.

If the SP or proxy/assistant does not remember what he/she ate in the school cafeteria, **daycare**, at the baby sitters, or other caretakers, follow the steps shown on the adjacent page.

1. First, record the eating occasion ("school lunch," "day-care breakfast," or "snack at baby-sitter's") on the Quick List;
2. Next, when you come to that notation for Question 2, ask or confirm the time and then the eating occasion;

4

1

7

3

2

5

6

Q1 Quick List of Food Items	Q2 Time	Q3 Order (see 10)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredients Amount	Q6 How much of this (FOOD) did you actually eat/drink?
A cereal	✓	01	1. cereal	Cheerios	1/2 c.
B school lunch	✓		2. milk	lowfat, liquid	1/2 c.
C Coke	✓		3. hamburger	bun, DK type, 1 med	ate all
D noodle casserole	✓	0.3	4. Spread	DK	
E broccoli			5. meat	DK type, DK amt	
F apple			6. Veg	none	
G cake			7. cheese	DK type, DK amt	
H milk			8. other	none	
I			9. salt	DK	
J hamburger	✓		10. fat	none	
K tater tots	✓		11. fat	none	
L milk	✓		12. fat	none	
M					
N					
O					
P					
Q					
R					
S					
T	3	06	13. Coke	not decaf, reg	12 FO
U	7	04	14. noodle casserole	lean ground beef <sup>raw</sup> 12oz	1/2 c.
V			15.	macaroni noodles <sup>1c</sup> <del>cooked</del>	
W			16.	Stewed tomatoes 2c	
X					

3. If a school menu is available, **read** the foods offered and ask if he/she remembers having those foods. If the SP remembers, record all foods eaten in the Quick List;
4. Check off the box opposite the eating occasion you recorded in the Quick List;
5. Transfer each food item to the *Food/Drink and Additions* column in sequence, check off the box, and ask Q4 and Q5 for each food;
6. Remember to circle all line numbers that need data retrieval.
7. Last, go to the next food item on the Quick List after the eating occasion you just recorded.

If no menu is available, record an explanation across the *Food/Drink and Additions* column and Column Q4 (i.e., “DK daycare breakfast”) and then ask about the quantity eaten. The SP may be able to provide some information on how much was eaten even if he/she cannot remember the food. Record the quantity in Q5 as a portion, for example, “ate all.” Remember to circle all line numbers for foods that will need data retrieval. In the following example, the SP and proxy report that breakfast was eaten at **daycare**. There is no menu available and while the child doesn’t remember what was eaten, she does remember she ate all of it.

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (MAND- CARD 12)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you eat/drink?
A. Daycare Bkfst	7	SP P	1 DK DAYCARE BREAKFAST		Ate All
B.		SP P	2		
C.					

Question 5 in the FIB (the quantity eaten) can often only be reported by the SP, so it is important to work with the SP to obtain this information. First try to have the SP use the measuring guides to estimate the amount eaten. If the quantity eaten can not be estimated in that way, he/she may be able to report the portion eaten, for example “drank all.” Record this information in column Q5 and follow-up with an outside source if one is available.

Q1 Quick List of Food Items	Time	Dec. (PART-CARD 12)	Food/Drink and Additions	Description of Food/Drink	Q5 How much of this (FOOD) did you eat/drink? • (eat/drink)?
A School Bkfst	7 <sup>0</sup> <sub>P</sub>	01	1 Cereal	Cheerios	1 small box
B.	Q2 a ↓ -P	↓	2 Milk	DK Type, Liquid <sup>Q4</sup>	Drank All 

There is a prompt at the end of the questionnaire (Question E on the Interviewer Observation Form) that will remind you to ask the proxy for the name of the school, day-care center, or baby-sitter's and the telephone number. Record this information along with the date and name of the meal on the Follow-up Call Record on page 3 of the Call Record Folder.

F. IS DATA RETRIEVAL NECESSARY FOR DAYCARE/BABY-SITTER/SCHOOL/OR OTHER CARETAKER?



YES ..... ①  
NO .....

[IF YES, RECORD SOURCE INFORMATION ON FOLLOW-UP CALL RECORD ON HOUSEHOLD FOLDER.]

FOLLOW-UP CAU RECORD FOLDER

FOLLOWUP INFORMATION

SP # 0.3 SP NAME: Sally

PERMISSION RECEIVED BY Jane Smith RELATIONSHIP TO SP Mother

NAME OF DAY CARE, SCHOOL, BABYSITTER OR OTHER CARETAKER: Wilson School

TYPE OF PLACE/PERSON (SPECIFY SCHOOL, BABYSITTER, ETC.): Elementary School

CONTACT PERSON IF APPLICABLE: \_\_\_\_\_

TELEPHONE NUMBER: 410, 652-7622

DAY TO RETRIEVE: Thurs. 3/16/95 MEALS TO RETRIEVE: Lunch

---

FOLLOWUP CALL RECORD

ATTENDY NUMBER	SITE ID	DAY OF WEEK	DATE	TIME (SPECIFY AM or PM)	TYPE OF CONTACT		RESULT OF CONTACT		REMARKS
					T	P	SUCCESSFUL	NOT SUCCESSFUL	
				AM PM					
				AM PM					
				AM PM					
				AM PM					
				AM PM					
				AM PM					
				AM PM					
				AM PM					
				AM PM					
				AM PM					

If the proxy does not give you permission to contact the outside source, make sure you have recorded "DK (MEAL)" across the *Food/Drink and Additions* column and Column Q4 on the appropriate line in the questionnaire grid, and note in Question F that you did not get permission.

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (MORN- CARD ID)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you eat/drink?
^daycare bkefast	8 P	01	1 DK DAYCARE BREAKFAST		
B.	.	.	2		
C.	P				

F. IS DATA RETRIEVAL NECESSARY FOR DAYCARE/BABY-SITTER/SCHOOL/OR OTHER CARETAKER?

Did not get permission

YES ..... 1  
 No ..... 2

[IF YES, RECORD SOURCE INFORMATION ON FOLLOW-UP CALL RECORD ON HOUSEHOLD FOLDER.]

#### 7.4.2 **Data Retrieval Contact Procedures**

The amount of information you obtain when you make data retrieval calls will vary, depending on the type of care situation, the age of the SP, and the ability of the caretaker or school personnel to answer the questions. Try to get as much information as possible: what foods were served, descriptions of the food as specified in the FIB, and the quantity consumed or served.

The following are guidelines for making data retrieval calls to a source outside the household:

- Have a member of the household make the introductory call while you are in the household, if possible. The person can be very helpful by explaining to the outside resource who you are and why you will be asking questions about the food intake. It will not be possible to call the school if you are conducting the interview after school hours. However, you might suggest to the proxy/assistant that he/she call the school the following day to inform them of your future call.
- If you must make the call yourself, make sure a person responsible for the child has given you permission to contact the resource.
- Make the call within 12 hours of the interview, if possible.
- Do not try to contact the resource more than 3 **days** after the interview (or 4 days if the period includes a weekend).

Begin the data retrieval call by introducing yourself and explaining why you are calling. If you have no information about what was served for the meal, ask what was served and record the foods in the Quick List. Follow the procedures for listing the items in the *Food/Drink and Additions* column, and record the descriptive information for Q4 using the FIB. Read Q5 to obtain quantity information, but be aware that the respondent does not have measuring guides to help estimate the quantity eaten. Without measuring guides the answer to the question “how much did Johnny actually eat?” may be “all of it.” Follow up with a question such as “can you tell me the number of level tablespoons” or “think of the measuring cups you use for cooking and try to tell me how much was eaten using one of those sizes.” Ask for appropriate measures using the FIB as a guide, e.g., portion of sandwich or number of pieces of fruit.

**Contacting Schools:** When you talk with school personnel about breakfast and/or lunch information, use column Q4 in the FIB to probe for as much detail as possible about the food items. Ask

for the **amount served** of each food item if the child SP did not report the amount eaten during the interview.

**Contacting Day-care, Baby-sitters, and Other Caretakers:** The amount of information you will obtain from day-care, baby-sitters, and other caretakers will depend on a number of factors. While a baby-sitter or family day-care worker may have a good idea of the food served and the amount consumed, a day-care center may be able to supply very little information about what the SP ate. Many times the family member will be able to tell you what foods were sent with the SP but will not be able to tell you if the s/he ate them. Your job will be to find out how much the SP ate of the food brought from home, and if any other snacks or drinks were eaten during that time.

If the family prefers NOT to have you talk to the resource person, try to “train” a family member to get the information. It may be best to write down the specific questions you need answered on a separate piece of paper to use as guidelines. Use your judgement in deciding how much information the family member is capable of collecting.

7.4.3 Recording Information Collected from Retrieval Sources

As shown below, record all data retrieval information obtained from the school, day-care, or baby-sitter below the "NOTHING ELSE" line on the Intake. Note the line number the data retrieval items refer to above the "NOTHING ELSE" line. Record all information, even if it conflicts with what the SP reported. For instance, as in the example, the child reported eating a turkey hot dog, but the source reported serving a beef/pork hot dog, record the information the data retrieval source reports.

Q1 Quick List of Food Items	Q2 Time	Q3 Obs. (PAGE-CARD NO)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually eat/drink?
A cereal	7 <sup>00</sup> P	01	1 cereal	Cheerios	1/2 c
B school lunch			2 milk	lowfat, liquid	1/2 c
C coke			3 hot dog	meat: turkey, DK type, 1, <sup>DK</sup> size	ate 1/2
D _____	11 <sup>00</sup> P	03	4	bun: DK grain, DK type, 1 Med	
E hot dog			5	other: cheese, DK American, DK amt	
F tater tots			6 ↓	add: none	↓
G milk			7 tater tots	add: none	5
H _____			8 milk	choc, ready to drink, DK type	school carton drank all
I _____			9 coke	cola, coke, not decaf, reg	15 FO
J _____			10	Nothing Else	
K _____			11 see line 3 hot dog	meat: beef/pork, reg, 1 reg	Amnt served 1 Reg
L _____			12	bun: white, commercial, 1 med	
M _____			13 ↓	other: American cheese, 1 sl	↓
N _____			14 see line 7 tater tots	tater tots, school, <sup>no</sup> adds, amt sved: 5	
O _____			15 see line 8 milk	choc, ready to drink, lowfat	amt sved: 8 FO
P _____			16		
Q _____					
R _____					
S _____					
T _____					
U _____					
V _____					
W _____					
X _____					

**Refers to Line Number Above**

If the source cannot provide any information, record "Data retrieval -- DK (MEAL)" across the Food/Drink and Additions column and column Q4 and "DK quantity" in column Q5 below the "NOTHING ELSE" line on the questionnaire grid.

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (MORN- CARD IS)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually eat/drink?
A cereal	7 <sup>00</sup>	01	<sup>1</sup> cereal	Cheerios	$\frac{1}{2}$ c
B School lunch					
C Coke			<sup>2</sup> milk	lowfat, liquid	$\frac{1}{2}$ C
D _____	11 <sup>30</sup>	03	<sup>3</sup> hot dog	meat: DK kind, DK type.	Ate $\frac{1}{2}$
E hot dog			<sup>4</sup>		
F tater tots				1 DK size	
G milk			<sup>5</sup>	bread: bun, DK grain,	
H			<sup>6</sup>	DK type, 1 Med	
L			<sup>7</sup>	Other: Cheese, DK American	
J			<sup>8</sup>	DK amt	
K			<sup>9</sup>	Adds: None	
L					
M			<sup>10</sup> tater tots	Adds: None	5
N			<sup>11</sup> milk	form: ready to drink, DK type	School carton drank all
Q					
P	3 <sup>00</sup>	06	<sup>11</sup> Coke	kind: brand: Cola, Coke, not decaf, Reg	12 FO
Q			<sup>12</sup>		
R				Nothing ELSE	
S			<sup>13</sup>		
T					
U			<sup>14</sup> Data Retrieval - DK Lunch	DK Quantity	
V			la		
W			l a		
X					

If you do not reach the resource person within 3 days (or 4 days if the period includes a weekend), or cannot reach him/her at all, complete code FO1 on the Follow-up Call Record, and note on the Intake, "call unsuccessful."

Q1 Quick List of Food Items	Q2 Time	Q3 Obs. posn- CARD ID	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredients Amount	Q6 How much of this (FOOD) did you actually eat/drink?
A cereal	7	01	1 cereal	Cheerios	1/2 c.
B school lunch	↓	↓	2 milk	lowfat, liquid	1/2 c.
C Coke	↓	↓	3 hot dog	meat: turkey, type: DK	Ate 1/2
D	11	03	4	bun: DK grain, type: DK	
E hot dog			5	1 Med	
F tater tots			6	Other: cheese, DK Amr	
G milk			7	Adds: None	↓
H			8		
I			9		
J			10		
K			11		
L			12		
M			13		
N			14		
O			15		
P	3	06	16		
Q			17		
R			18		
S			19		
T			20		
U			21		
V			22		
W			23		
X			24		

Handwritten notes on the table:

- Row 11 (P): Kind: Brand: Cola, Coke, not decaf, Reg
- Row 12 (Q): Nothing Else
- Row 21 (U): Data Retrieval Call Unsuccessful

7.5

**Recording Procedures for Missing Meals If Data Retrieval is Not Required**

If the Intake does **not** meet the guidelines for data retrieval (see 7.4.1) and the SP can remember consuming foods and beverages at a particular meal, but cannot remember **what** was consumed, the meal is considered missing. You would record the missing meal as follows:

Write the eating occasion on the Quick List when reported, for example “lunch” or “snack.” When you transfer the meal to the *Food/Drink and Additions* column, ask the SP again whether s/he can remember what was eaten at the occasion. If the SP still cannot remember, record “DK (MEAL)” across the *Food/Drink and Additions* column and column Q4 and record “DK quantity” in column Q5.

INDIVIDUAL INTAKE FORM

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (HAND- CARD 12)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?
A Juice	7 <sup>00</sup> P	01	1. Juice	grape fruit, 100% vit C add, not sweet no	12 FO
B. Snack	9 <sup>00</sup> P		 DK Snack	DK Snack	DK Quantity
C.					
D.	a p				
E.	a p				
F.	a p	4.			
G.	a p	5.			
H.	a p	6.			
I.	a p	7.			
J.	a p	8.			
K.	a p	9.			
L.	a p	10.			
M.	a p	11.			
N.	a p	12.			
O.	a p	13.			
P.	a p	14.			
Q.	a p	15.			
R.	a p	16.			
S.	a p				
T.	a p				
U.	a p				
V.	a p				
W.	a p				
X.	a p				

A **missing meal** is distinguished from a skipped meal. A skipped meal is a meal that the respondent might have been expected to eat or drink, but did not, such as no consumption before 1:00 in the afternoon. Record in column Q4 any information the respondent offers, such as “I never eat breakfast” across the *Food/Drink and Additions* column to indicate the meal is not missing. Be careful not to suggest to a respondent that s/he should have had a meal, or ask if s/he had a particular meal.

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (MORNING- CARD 12)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?
A. Salad	✓			I Didn't Eat Breakfast	
B. steak					
C. tea		03	2 salad	Kind: tossed	1C
D.			3.	lettuce DK Amt	
E.			4.	mushrooms DK Amt	
F.			5.	onions DK Amt	
G.			6.	No salad dressing	
H.					
I.					

7.6

**Conducting Intakes in Households With More Than One SP**

Children in the same household may eat the same foods and reference can be made to another intake if the information is complete. In these cases record the name of the food in the Food/Drink column. In column Q4 write: "same as person ID (NUMBER) at (DAY 1/2) (EATING OCCASION) at (TIME) and line # (NUMBER)." Quantities consumed still must be obtained.

Q1 Quick List of Food Name		Q2 Time	Q3 Occ. (DATE- CASE ID)	Q4 Food/A and Addr.	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually eat/drink?
A omelet	✓	8:30 P	01	1. omelet	Same as SP03, Day 1,	1/2 C
B.		↓ P	↓	2. ↓	01, 8:30 a., line #2	↓
C.						

## 7.7 **Market Checks**

Market checks are needed when the respondent reports eating a food that is new on the market or a food specific to that area (regional food). For example, a market check would be needed on a new product like Heartbeat margarine or a regional product like McDonald's rib sandwich. When you complete a market check, you will obtain more detailed information about a food than required by the FIB. This information may be used by USDA to expand their food and nutrient data base.

Market check queries will be sent to your supervisor from **Westat** and you will receive the Market Check Form (see Exhibit 7-1) from your supervisor. When you receive the form, the top portion of the form will be filled out with enough information for you to identify the food in question. In order to complete the form, you will need to go to grocery or other stores or make telephone calls to fast food or other restaurants. **Do not call the respondent for information.**

You may complete the Market Check form in one of three ways:

- By copying the information from the label while at the grocery store;
- By purchasing the item and copying the information at home; or
- By sending the label attached to the Market Check form to **Westat**.

There may be times when we request that you send the unopened food item. If you send the label or the food item, you do not need to complete the Market Check form.

The **form** may also have written instructions for you in the comments section of the enclosed box. For instance, you may be asked to find out whether the particular product in question comes in any other sizes, whether it comes salted or unsalted, or with or without nuts. Or, the form may have certain lines asterisked with instructions for gathering the needed information.

If the respondent provides a label during the interview of a food he/she has eaten, attach it to the questionnaire. We appreciate all labels of new or unusual foods you can easily collect.

**MARKET CHECK FORM (Page 1)**

**MARKET CHECK FORM**

**FOR USDA USE ONLY**

Date Requested \_\_\_\_\_ Household ID # \_\_\_\_\_ Person ID # \_\_\_\_\_

Person Name \_\_\_\_\_

City, State \_\_\_\_\_

Food Line # \_\_\_\_\_

Food Description \_\_\_\_\_

\_\_\_\_\_

Interviewer ID # \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

Exact NAME on label: \_\_\_\_\_

Description of food: \_\_\_\_\_

\_\_\_\_\_

Form of food: (CIRCLE) Canned Bottled Beverage Snack Box Frozen  
Dry Fresh or Raw Cooked Ready to Eat/Ready to Serve  
Other (EXPLAIN) \_\_\_\_\_

Price \_\_\_\_\_ Label enclosed \_\_\_\_\_ No (CONTINUE) Yes (END)

Whole package enclosed \_\_\_\_\_ No (CONTINUE) Yes (END)

Manufacturer name \_\_\_\_\_ Phone, if given \_\_\_\_\_

Address \_\_\_\_\_

Ingredients on label \_\_\_\_\_

\_\_\_\_\_

Directions for preparation \_\_\_\_\_

\_\_\_\_\_

Package weight \_\_\_\_\_ Number of items in pkg. \_\_\_\_\_

Serving size \_\_\_\_\_ No. of servings in pkg. \_\_\_\_\_

**DRAW AND GIVE  
DIMENSIONS IF NEEDED**

E I

I

MARKET CHECK FORM (Page 2)

**Nutrition Facts**

---

<u>Food Components</u>	<u>% Daily Value</u>
Calories _____	_____ %
Calories from Fat _____	_____ %
Total Fat _____g	_____ %
Saturated Fat _____g	_____ %
Polyunsaturated Fat _____g	_____ %
Monounsaturated Fat _____g	_____ %
Cholesterol _____mg	_____ %
Sodium _____mg	_____ %
Total Carbohydrate _____g	_____ %
Dietary Fiber _____g	_____ %
Sugar _____g	_____ %
Protein _____g	_____ %

---

Vitamin A _____ %	Vitamin C _____ %
Calcium _____ %	Iron _____ %

## **7.8 Completing the Individual Intake: Special Situations**

### **7.8.1 Refusal**

Despite your best efforts and good explanations, you will encounter some respondents who do not want to complete the Intake interview. Some respondents will not refuse outright, but may express some hesitancy, reservations, or initial hostility. In a short time, you will become sensitive to how **firm** a “no” you are receiving by the tone and wording of the respondent’s comments. When you begin to sense reasons behind the hesitancy, you should develop ways to reassure the respondent.

If you find you are not getting anywhere with the respondent, try to leave before you get a final “no.” It may just be a bad time or a bad day. You also need to consider whether there are other **SPs** in the household. You need to be very careful not to antagonize or alienate the respondent. Leave the door open so another interviewer can try or so you can obtain interviews with the remaining **SPs**.

### **7.8.2 Language Problems and the Use of Interpreters**

If you encounter a **SP** who does not speak English or Spanish, you may use an interpreter. The interpreter should be either a family member or neighbor.

When using an interpreter, you need to remain sensitive to including the **SP** in the interview. That is, the interpreter should not be answering the questions for the person but simply translating the questions and answers so that you can communicate with him/her and record accurate information. See guidelines for using an interpreter in Section 5.6.3.

### **7.8.3 Sample Persons Who Move From the Household**

It is possible that one of the **SPs** will move out of the household before both Intakes have been conducted. Regardless of where the **SP** moves, we want to interview him/her. If the **SP** has moved from the **PSU**, record as much information as possible about his/her whereabouts and discuss the case with your supervisor before proceeding.

## 7.9 **Answering the Sample Person's Questions**

Listening to the respondent's questions and concerns and answering them by providing accurate information that is needed to remove doubts about the survey is as important when you are introducing the Intake to the respondent as it is when you are first trying to gain cooperation for the Screener. As always, use the advance materials whenever possible to help you make your points.

Here are some of the questions we expect respondents to ask about the Intake as well as suggested answers:

**HOW LONG WILL THIS TAKE?** The interview should take about 30 minutes.

**WHAT ARE YOU GOING TO ASK ME?** I'll ask you to tell me about the foods and beverages you consumed yesterday plus a few other food-related questions.

**I HAVE A BAD DIET, I WOULDN'T BE A GOOD RESPONDENT.** We are interviewing people who have all different types of diets. Your participation will help us better understand the different types of eating habits we have in America.

**WHY DO YOU NEED ALL THIS DETAIL ABOUT THE FOOD?** We will use the information to calculate the nutrient content of diets. Foods and beverages vary in nutrient content depending on brand, type, what was added to it such as fat and salt, and the quantity eaten. The more exact information you can provide, the more accurate will be the calculations for food and nutrient intakes of all those in your age group.

**I DON'T REMEMBER WHAT I ATE.** Try to do the best you can. This is not a test. Sometimes, just thinking of your activities throughout the day yesterday and places you have been will help you remember what you ate. Perhaps someone you know would be able to help you remember what you ate such as your parent/friend/daughter/son.

**YESTERDAY WASN'T TYPICAL.** This survey is designed to estimate food and nutrient intakes that represent those of all people in the U.S. Since not everyone eats the same every day, we would like to include individuals who may not have eaten a typical day's food intake. Information you provide will be combined with that of others to provide an overall picture of food and nutrient intakes.

## **7.10 Documenting Problems**

All situations you encounter which prevent you from completing the questionnaire should be fully documented on the Questionnaire Non-Interview Report (NIR) Form. This will provide your supervisor with the information she needs to determine what to do next with the case. If she decides to **refield** the case, the NIR will also be used by the next interviewer to better understand the situation you encountered. The NIR is discussed in Chapter 8.

**11. HOUSEHOLD SCREENER**

**THIS PAGE LEFT BLANK INTENTIONALLY**

# WHAT WE EAT IN AMERICA SCREENER

CASE #: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

MISSED STRUCTURE:  YES  NO

MISSED DU:  YES  NO

CONTACT DAYS \_\_\_\_\_

SAMPLE MESSAGE: \_\_\_\_\_

INT. NAME: \_\_\_\_\_

INTERVIEWER ID: [ ][ ][ ][ ]

DATE OF  
SCREENER: [ ][ ]-[ ][ ]-19 [ ][ ]  
MO DAY YR

RESPONDENT'S  
FIRST NAME: \_\_\_\_\_

LINE LETTER:  IF APPLICABLE

DISPOSITION CODE: [ ][ ][ ]

[ ][ ]:[ ][ ] AM..... 1  
TIME START PM..... 2

[ ][ ]:[ ][ ] AM.....  
TIME ENDED PM..... 2

**INTRODUCTION:** Hello, I'm (YOUR NAME) and we are conducting a survey for the United States Department of Agriculture. A letter and brochure were sent to you recently explaining the What We Eat in America Survey which is about what people eat and drink. (IF RESIDENT DOES NOT REMEMBER, HAND NEW COPY OF LETTER AND BROCHURE.)

First, I would like to verify your address. Is this (READ ADDRESS FROM LABEL ABOVE)? [MAKE CORRECTIONS TO ADDRESS LABEL IF NECESSARY. IF AT CORRECT ADDRESS, CONTINUE WITH SCREENER. IF NOT AT CORRECT ADDRESS, THANK RESPONDENT AND LEAVE.]

I need to determine if any members of your household are eligible to participate. To do this, I'd like to ask some questions about the persons who live here. Each eligible household that agrees to participate will receive a gift. Before we begin, I want to assure you that your answers will be combined with answers from other households to make totals and averages, in which no person or family will be identified.

RECORD OF SCREENER CALLS						
Attempt	Int ID	Day	Date	Time	Result	Comment
1						
2						
3						
4						
5						
6						

FOR HOME OFFICE USE ONLY

Q14\_\_ H47\_\_ MORE.....1 LESS.....2

DATE RECEIVED: \_\_\_\_\_

VERIFIER ID: \_\_\_\_\_

MC:  YES  NO

BATCH #: \_\_\_\_\_

## 11.1 Overview

The Screener collects household composition data which will enable you to select Sample Persons (SPs).

The Front Cover contains:

- The large case label with address and messages. Affixed at the home office. For cases created in the field through the Missed DU and Missed Structure procedures, case information will be hand entered by you.
- Introduction with instructions to verify the address. Must be read verbatim to each Screener respondent.
- Space for your name, ID number, and the date of interview. Start and End times. Remember to circle AM or PM.
- Space for the Screener respondent's first name and line letter.
- Respondent's first name will come from the enumeration or Q15B if no enumeration was completed.
- Space for the Screener disposition code.
- Space for recording contacts at the DU. Each Screener attempt must be documented in the Record of Screener Calls.
- An Office Use Only box.

TIME STARTED     AM  
 PM

1A. How many children ages birth through nine years old live in this household?   IF 0, RECORD AND  
 NUMBER SKIP TO Q15A

1B. How many people ten years old or older live in this household?    
 NUMBER

1C. CONFIRM: So there are   people living in this household, is that correct? IF YES, CONTINUE  
 NUMBER IF NO, REASK 1A AND 1B

2. What is the first name of the person or one of the persons who owns or rents this home?  
 [ENTER NAME ON LINE A OF ENUMERATION TABLE BELOW.]

3. What is the first name of (REFERENCE PERSON)'s spouse, if any, who lives in this household?  
 [ENTER NAME ON LINE B OF ENUMERATION TABLE BELOW.]

**ENUMERATION TABLE:** AFTER LISTING HOUSEHOLD MEMBERS, RECORD NAME AND LINE LETTER OF SCREENER RESPONDENT ON FRONT COVER. ASK QUESTIONS 8 - 13 GOING ACROSS FOR EACH PERSON.

LINE LTR	ENUMERATION QUESTIONS 2-7:  FIRST NAME	8. What is (NAME)'s relationship to (REFERENCE PERSON)?  REFERENCE PERSON <input type="text"/> <input type="text"/>	9. <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>HAND CARD S1</td> </tr> </table> Which of the groups on this card best describes (NAME)'s race?	HAND CARD S1
HAND CARD S1				
A		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN..... 4 BLACK ..... 2 OTHER..... 5 ASIAN ..... 3	
B		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN..... 4 BLACK ..... 2 OTHER..... 5 ASIAN ..... 3	
C		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN..... 4 BLACK ..... 2 OTHER..... 5 ASIAN ..... 3	
D		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN..... 4 BLACK ..... 2 OTHER..... 5 ASIAN ..... 3	
E		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN..... 4 BLACK ..... 2 OTHER..... 5 ASIAN ..... 3	
F		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN..... 4 BLACK ..... 2 OTHER..... 5 ASIAN ..... 3	
G		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN..... 4 BLACK ..... 2 OTHER..... 5 ASIAN ..... 3	

## 11.2 Household Enumeration

In this section, you will gather information about the number of children and other people in the household. If there is a child or children in the home, the name, age, and race of all household members will be collected.

**Q.1A** Enter the total number of children living in the household who are age birth through nine. If there are no children in that age range, you will skip to Q15A

**Q.1B** Enter the total number of people older than nine.

**Q.1C** You will add together the numbers in Q1.A and Q1.B and confirm the total number of people residing in the household. If the number is incorrect, return to Q.1A and reask the series. If you learn later that the number you entered is incorrect, line through the original entry and record the number that agrees with the enumeration table. Remember to list all household members, regardless of age. There is space allocated for a 2 digit number. If there are only 1-9 household member(s), be sure to record a zero in front of the number of household member(s) (e.g., 02).

**Q.2** Enter the first name **only** of the person who owns or rents the home on line A. If more than one person owns or rents the home, ask the respondent to decide who should be listed first. If the DU is owned or rented by a non-household member, the person listed first should be the person responsible for the majority of the household expenses.

**Q.3** When reading this question, insert the name of Person A where it reads (REFERENCE PERSON).

4. And the other members of this household who are related to (REFERENCE PERSON). What are their first names? Let's begin with the oldest.  
[ENTER NAME(S) IN AGE ORDER ON ENUMERATION TABLE BELOW.]
5. Are there any other people living here who are not related to (REFERENCE PERSON)?  
[IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]
6. [I have listed (READ ALL NAMES).] Is there anyone else living here now, such as friends, relatives, or roomers?  
[IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW.]
7. Have we missed other household members now away from home who usually live here, for example, someone away on vacation or business, in a hospital, or a student living in a dormitory, fraternity, or sorority?  
[IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW.]

10. <div style="border: 1px solid black; padding: 2px; display: inline-block;">HAND CARD S2</div> Do any of the groups on this card represent (NAME)'s national origin?	Q11. What is (NAME)'s date of birth? (MM/DD/YYYY)	12. AGE CHART (ASK IF NECESSARY: How old was (NAME) on (his/her) last birthday?) IF LESS THAN 1, RECORD AGE IN MONTHS.	13. CODE SEX. (ASK IF NOT OBVIOUS: Is (NAME) male or female?)	SAMPLE PERSON (SP) COLUMN	
				✓	NUMBER
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN ... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR 10____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN ... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR 10____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN ... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR 10____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN ... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR 10____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN ... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR 10____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN ... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR 10____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN ... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR 10____ MONTHS	MALE ..... 1 FEMALE .. 2		____

**Q.4** List the first names **only** of other members of the household related to the reference person. List them in age order from oldest to youngest.

**Questions 5, 6, and 7 work together to make the enumeration as complete as possible by prompting the respondent to think of persons who might have been missed.**

**Q.5** This question asks for household members who are not related to the reference person. If a household employee has a private room in the home but takes meals with the rest of the household, that person should be listed.

**Q.6** This question summarizes the household listing for the respondent to ensure that no household member has been inadvertently excluded.

**Q.7** This question captures household members who may be away at the time of screening. These questions make it clear that we need to include people even if they are not related to Person A, only live at the DU on a temporary basis but have no other permanent address, or are temporarily away from the DU such as someone away on vacation. **REMEMBER** that if a student is away at school and living in a dormitory, sorority or fraternity house, s/he is to be **INCLUDED** as a household member. Do **NOT** include students living away in off campus housing such as apartments and houses that have their own chance of selection in the survey.

- 1A. How many children ages birth through nine years old live in this household?   IF 0, RECORD AND SKIP TO Q15A  
 NUMBER
- 1B. How many people ten years old or older live in this household?    
 NUMBER
- 1C. CONFIRM: So there are   people living in this household, is that correct? IF YES, CONTINUE  
 NUMBER IF NO, REASK 1A AND 1B
2. What is the first name of the person or one of the persons who owns or rents this home?  
 [ENTER NAME ON LINE A OF ENUMERATION TABLE BELOW.]
3. What is the first name of (REFERENCE PERSON)'s spouse, if any, who lives in this household?  
 [ENTER NAME ON LINE B OF ENUMERATION TABLE BELOW.]

**ENUMERATION TABLE:** AFTER LISTING HOUSEHOLD MEMBERS, RECORD NAME AND LINE LETTER OF SCREENER RESPONDENT ON FRONT COVER. ASK QUESTIONS 8 - 13 GOING ACROSS FOR EACH PERSON.

LINE LTR	ENUMERATION QUESTIONS 2-7:  FIRST NAME	8. What is (NAME)'s relationship to (REFERENCE PERSON)?  <input type="text"/> <input type="text"/>	9. <span style="border: 1px solid black; padding: 2px;">HAND CARD S1</span> Which of the groups on this card best describes (NAME)'s race?
A		REFERENCE PERSON <input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3
B		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3
C		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3
D		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3
E		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3
F		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3
G		<input type="text"/> <input type="text"/>	WHITE ..... 1 AM. INDIAN ..... 4 BLACK ..... 2 OTHER ..... 5 ASIAN ..... 3

### 11.3 Completing the Household Enumeration Table

After you complete the enumeration of the household, record the name and line letter of the Screener respondent on the front cover of the Screener and proceed with Q. 8-13 for each person. Always complete questions 8-13 for one person before beginning the series for the next person listed.

**Q.8** You will skip this question for Person A. In giving the names of household members during the earlier questions, the respondent may mention a relationship. If so, record it in the table but verify it when you get to Q.8. Ignore the two boxes in the corner of each column. These boxes are for coder use only.

Throughout this process, be sure the respondent is giving you each household member's relationship to **Person A**. Be prepared to probe if you are in doubt.

**Q.9** At this question, you will give the respondent Hand Card S1 to obtain the race of the household members. Circle the code that corresponds to the answer. If the respondent has difficulty choosing one category, use the following definitions as a guide in helping him/her. Circle only one response.

- **White**- includes persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Black** - includes persons having origins in any of the Black racial groups of Africa, Puerto Rico, Mexican, Cuban, Latino, etc.
- **Asian** - includes persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, China, India, and Korea.
- **American Indian** - includes persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.
- **Other** - this category is provided for the few situations where a respondent is reluctant to categorize him/herself or others in the household under one of the other codes.

4. And the other members of this household who are related to (REFERENCE PERSON). What are their first names? Let's begin with the oldest.  
[ENTER NAME(S) IN AGE ORDER ON ENUMERATION TABLE BELOW.]
5. Are there any other people living here who are not related to (REFERENCE PERSON)?  
[IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW]
6. [I have listed (READ ALL NAMES).] Is there anyone else living here now, such as friends, relatives, or roomers?  
[IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW.]
7. Have we missed other household members now away from home who usually live here, for example, someone away on vacation or business, in a hospital, or a student living in a dormitory, fraternity, or sorority?  
[IF YES, ENTER NAME(S) ON ENUMERATION TABLE BELOW.]

10. <div style="border: 1px solid black; padding: 2px; display: inline-block;">HAND CARD S2</div> Do any of the groups on this card represent (NAME)'s national origin?	Q11. What is (NAME)'s date of birth? (MM/DD/YYYY)	12. AGE CHART (ASK IF NECESSARY: How old was (NAME) on (his/her) last birthday? IF LESS THAN 1, RECORD AGE IN MONTHS.	13. CODE SEX. (ASK IF NOT OBVIOUS: Is (NAME) male or female?)	SAMPLE PERSON (SP) COLUMN	
				✓	NUMBER
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR  0 ____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR  0 ____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR  0 ____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR  0 ____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR  0 ____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR  0 ____ MONTHS	MALE ..... 1 FEMALE .. 2		____
MEXICAN ..... 1 OTHER SPANISH/ PUERTO RICAN... 2 HISPANIC ..... 4 CUBAN ..... 3 NONE OF ABOVE ..... 5	____/____ _____	____ YEARS OR  0 ____ MONTHS	MALE ..... 1 FEMALE .. 2		____

**NOTE:** Probe a mixed race answer by **first** asking the respondent which race best describes the household member and coding the answer. **Second**, when a respondent **cannot** provide one answer and continues to provide two or more answers, record the answer verbatim in the margin along with the SP number. For example, "SP01 1/4 white, 3/4 black." If the respondent says that the racial background is Hispanic, probe for White Hispanic or Black Hispanic and code white or black.

**Q.10** Give respondent Hand Card S2 in order to gather information on the national origin of the household members. Code "none of the above" for household members who are not Hispanic. Circle only one response.

If the respondent reports that a household member is of mixed origin, ask if the person identifies more with one nationality than the other. Code that ethnic group. If the person does not select one ethnic group, record the answer verbatim in the margin along with the SP number. For example, "SP03 1/3 Cuban, 2/3 Mexican."

**Q.11** Ask the date of birth for each person. If the respondent does not know the complete birthday, record as much information as possible. Please record the individual's birth date in the following format:

M	M	D	D
Y	Y	Y	Y

For example, if the respondent reports that his birthday is November 8, 1996, you would record:

1	1	0	8
1	9	9	6

**Q.12** Ask the age of each household member. For babies under one, record age in months. Verify with the age chart in the Handcards.

**Q.13** Self explanatory

The two far right-hand columns are used for Sample Person selection as explained in detail in Chapter 5.

MESSAGE 3		BOX 1	
		YES	NO
MALES:	0	( )	( )
FEMALES:	0	( )	( )
IF NO, SKIP TO BOX 3			

14.

**HAND  
CARD  
S3**

SELECT CARD FOR NUMBER OF HOUSEHOLD MEMBERS. CARD SELECTED = S3-    . Here is a card showing different sources from which households may receive income. Please think for a moment about the various sources from which the members of this household received income last year – during 1997.

Thinking about all of the sources of income, please tell me whether the total income received by the members of this household during 1997 was more or less than the amount at the bottom of this card.

- MORE..... 1 (BOX 3)
- LESS..... 2 (BOX 2) →
- REFUSED..... 3
- DON'T KNOW..... 4 } 14a

**BOX 2  
SP SELECTION**

PLACE A CHECK MARK IN SP COLUMN FOR EACH PERSON IN AGE AND SEX CATEGORY MARKED YES IN BOX 1. THEN GO TO BOX 3.

- 14a. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?
  - YES..... 1 (Q14b)
  - NO..... 2 (BOX 3)
- 14b. IS THERE A MALE 18 YEARS OF AGE OR OLDER?
  - YES..... 1 (BOX 3)
  - NO..... 2 (BOX 2) →

MESSAGE 3		BOX 3	
		YES	NO
MALES:	3 TO 4	( )	( )
FEMALES:	3 TO 4	( )	( )

**BOX 4. SP SELECTION**

PLACE A CHECK MARK IN SP COLUMN FOR EACH PERSON IN AGE AND SEX CATEGORY MARKED YES IN BOX 3. THEN GO TO BOX 5.

**BOX 5. ENUMERATION TABLE REVIEW**

ASSIGN SEQUENTIAL SP NUMBERS TO EACH PERSON WITH A CHECK MARK IN SP COLUMN.

#### **11.4 Using the Sampling Messages to Select Sample Persons**

There are 10 versions of the messages. Some versions require that question 14 be asked and others do not. Chapter 5 explains SP selection in detail and provides examples of the sampling labels.

**Boxes 1-5** Please refer to Chapter 5 for an explanation of the Sampling Boxes.

Ignore the box to the right of the Box 1. This is for coder use only.

**Q.14** Using Hand Card S3 (as appropriate for the number of household members), ask Question 14. If the respondent does not know or refuses to answer Q.14, you will record the answers to Q.14a and Q.14b.

Be sure to write in the number of the Screener Hand Card S3 you showed to the respondent. Hand Cards for 1-20+ person households are in your set of bound cards

NOTE: The only times you would move on to Box 2 are when the respondent answers Q.14 as "LESS" or Q.14b as "NO."

If the household contains a live-in employee, do not include his or her income as part of the household income. If the household contains roomers/boarders, their income should be included as part of the household income.

15A. Would you give me your telephone number in case my office wants to check my work?

TELEPHONE NUMBER: ( ) \_\_\_\_\_

NO TELEPHONE..... 2

REFUSED ..... 7

WAS ANY SAMPLE PERSON SELECTED?

YES ..... 1 (Q16)

NO ..... 2 (Q15B)

15B. May I please have your first name? RECORD NAME ON SCREENER COVER. SKIP TO Q19.

16. Are you or any members of this household planning to move within the next 6 weeks?

YES ..... 1 (Q17)

NO ..... 2 (Q19)

17. When are (you/he/she/they) planning to move?

\_\_\_\_\_ MONTH

RECORD ANY AVAILABLE ADDRESS INFORMATION:

\_\_\_\_\_  
\_\_\_\_\_

18. Please give me the name and telephone number of two relatives or friends who would know where the members of your household could be reached in case we have trouble reaching you. Please give me the names of persons who are not currently living in the household.

NAME #1: \_\_\_\_\_

TELEPHONE NUMBER: ( ) \_\_\_\_\_

□

NAME #2: \_\_\_\_\_

TELEPHONE NUMBER: ( ) \_\_\_\_\_

19. DOES THE SCREENER LABEL REQUIRE THE MISSED DU PROCEDURE?

1 ○

YES



- COMPLETE MISSED DU PROCEDURE AND FORM NOW. THEN:
- IF SP SELECTED, CONTINUE WITH HH QUESTIONNAIRE.
- IF NO SP SELECTED, TERMINATE.

2 ○

NO



- IF SP SELECTED, CONTINUE WITH HH QUESTIONNAIRE.
- IF NO SP SELECTED, TERMINATE.

□

TIME ENDED: \_\_\_\_\_:\_\_\_\_\_ AM  
PM

**Q.15A** Collect telephone numbers whenever possible. If the household does not have a telephone, ask for a work number and make a marginal notation that the telephone is located at the work place.

**Box 6** If at least one Sample Person is selected, Q.16-18 will be asked in order to collect information on locating the household if, in fact, they have plans to move. If no SP is selected, we are not concerned with the household's plans to move, and therefore, you would skip to Q. 15B.

**15B.** Q15B asks for the first name of the Screener respondent. Record the name on the Screener cover. This question is only asked in ineligible or eligible but not selected households.

**Q.16-17** Locating information is important for households planning to move. If the respondent does not have complete information about the move, collect any that he or she has. A city and state is preferable to no information at all.

**Q.18** This question is asked to assist in locating household members who might relocate. Assure the respondent that the two references will not be contacted for any other purpose. It is important to record area codes as well as complete telephone numbers. If the respondent does not know the numbers, ask him/her to get the phone book and look them up.

## **11.5 Ending the Screener**

**Q.19** This is an instruction box alerting you to the Missed DU procedure. Check the label on the front cover and follow the instructions. See Chapter 5 for additional information on the procedure.

NEIGHBOR INFORMATION

<b>BOX 6</b>	
<b>MESSAGE 3</b>	
	<b>HOW MANY?</b>
<b>MALES: 0</b>	_____
<b>FEMALES: 0</b>	_____

20. ARE THERE ANY CHILDREN LESS THAN 6 YEARS OF AGE?

YES ..... 1 (Q21)  
 NO ..... 2 (BOX 8)

21. IS THERE A MALE 18 YEARS OF AGE OR OLDER?

YES ..... 1 (BOX 8)  
 NO ..... 2 (BOX 7) →

<b>BOX 7.</b>
<ul style="list-style-type: none"> <li>■ IF <u>ONE OR MORE</u> PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, RECORD AGE AND SEX IN SP CHART BELOW. THEN GO TO BOX 8.</li> <li>■ IF <u>NO</u> PERSONS IN AGE AND SEX CATEGORIES IN BOX 6, GO TO BOX 8.</li> </ul>

<b>BOX 8</b>	
<b>MESSAGE 3</b>	
	<b>HOW MANY?</b>
<b>MALES: 3 TO 4</b>	_____
<b>FEMALES: 3 TO 4</b>	_____

**BOX 9. SAMPLE PERSON SELECTION**

RECORD AGE AND SEX IN SAMPLE PERSON CHART BELOW FOR EACH PERSON IN AGE AND SEX CATEGORY IN BOX 8.

SAMPLE PERSON (SP) CHART		
AGE OR AGE RANGE	SEX	SAMPLE PERSON

**BOX 10. ASSIGNING SP NUMBERS**

RECORD SEQUENTIAL SAMPLE PERSON NUMBER FOR EACH PERSON RECORDED IN SAMPLE PERSON CHART ABOVE.

RECORD NAME, ADDRESS, AND TELEPHONE NUMBER OF THE INDIVIDUALS PROVIDING THIS INFORMATION.

1. \_\_\_\_\_
2. \_\_\_\_\_

## **11.6 Recording Neighbor Information**

When the selected household refuses the Screener interview or cannot be contacted for interview, you must collect “neighbor” information as discussed in detail in Chapter 5. A “neighbor” can be someone living next door, the postman, or a household member who will not provide complete enumeration information. The back cover of the Screener is an abbreviated set of questions to determine if there are any eligible SPs living in the selected household. See Chapter 5 for more detailed instructions and several examples on when and how to complete this page.

**Boxes 6-10** See Chapter 5 for instructions on completing the neighbor information sampling boxes.

Ignore the boxes in the right margins of Boxes 6 and 8. These are for coder use only.

**NOTE:** If you have used neighbor information to select SPs and you then make contact with the household and they agree to participate, you must conduct the complete household enumeration in the Screener prior to conducting any other interviews (e.g., Intakes).

**Q.20** Self explanatory. Ask of every neighbor contact.

**Q.21** Self explanatory. Ask of every neighbor contact, if applicable.

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## 12. HOUSEHOLD QUESTIONNAIRE

The Household Questionnaire is asked in each household in which Sample Persons (SPs) have been selected. Although the administration of the questionnaire is dependent upon whether the household contains at least one SP, the questions in the Household Questionnaire are asked about **all** members of the household (not just the Sample Persons).

The Household Questionnaire asks questions about a variety of topics including food shopping practices, activities of household members, source of water and food, school food programs, household food supply, and income. Because of this variety, it is important that your respondent is someone who is knowledgeable about the household. The Household Questionnaire respondent will **not** be an SP. Chapter 6 of this manual discusses the procedures for selecting the respondent in more detail.

### 12.1 Interaction with the Household Screener/Preparing the Questionnaire

The Household Questionnaire has several questions that are set up with household member information you collected in the Screener. See Q.9 and the grid on p.4 for example. For this reason, it is critical that you always have the Screener close at hand while conducting the Household Interview.

**Cover Page** - As you begin the interview, place a mini label in the box provided on the cover. Print your name and your identification number beneath it. Enter the date of the interview. Record the name and line letter of the respondent for the Household Interview. Check Q.14 in the screener and answer the question in the box. The answer to this box should be coded in terms of whether an answer of 'MORE' or 'LESS' was received to Q.14. If the screener Q.14 is blank or coded refused or don't know, the answer to this box should be 'NO.' Also record the answer in Box 5 on page 13.

At the end of the interview (or as part of your edit), transfer the start time and end times that you recorded on page 1 and 16, respectively to the cover. Don't forget to circle either the 1 (AM) or 2 (PM).

TIME STARTED 11:05 AM

- A How many children ages birth through nine years old live in this household? 02 IF 0, RECORD AND SKIP TO Q15A  
NUMBER
- B How many people ten years old or older live in this household? 01  
NUMBER
- C CONFIRM: So there are 03 people living in this household, is that correct? IF YES, CONTINUE  
NUMBER IF NO, REASK 1A AND 1B

What is the first name of the person or one of the persons who owns or rents this home?  
[ENTER NAME ON LINE A OF ENUMERATION TABLE BELOW]

What is the first name of (REFERENCE PERSON)'s spouse, if any, who lives in this household?  
[ENTER NAME ON LINE B OF ENUMERATION TABLE BELOW]

ENUMERATION TABLE: AFTER LISTING HOUSEHOLD MEMBERS, RECORD NAME AND LINE LETTER OF SCREENER RESPONDENT ON FRONT COVER. ASK QUESTIONS 8 - 13 GOING ACROSS FOR EACH PERSON

LINE LETTER	ENUMERATION QUESTIONS 2-7	8. What is (NAME)'s relationship to (REFERENCE PERSON)?	9. HAND CARD S1: Which of the groups on this card best describes (NAME)'s race?	10. HAND CARD S2: Do any of the groups on this card represent (NAME)'s national origin?	Q11: What is (NAME)'s date of birth? (MM/DD/YYYY)	12. AGE CHART (ASK IF NECESSARY): How old was (NAME) on (DATE) last birthday? IF LESS THAN 1, RECORD AGE IN MONTHS	13. CODE SEX: ASK IF NOT OBVIOUS: Is (NAME) male or female?	SAMPLE PERSON (SP) COLUMN NUMBER
A	Mary	REFERENCE PERSON (Q12)	WHITE 1, BLACK 2, ASIAN 3, AM INDIAN 4, OTHER 5	MEXICAN 1, PUERTO RICAN 2, CUBAN 3, OTHER SPANISH 4, HISPANIC 5	01/01/67	030 YEARS OR MONTHS	MALE 1	
B	John	Son	WHITE 1, BLACK 2, ASIAN 3, AM INDIAN 4, OTHER 5	MEXICAN 1, PUERTO RICAN 2, CUBAN 3, OTHER SPANISH 4, HISPANIC 5	01/16/67	038 YEARS OR MONTHS	MALE 1	01
C	Chris	daughter	WHITE 1, BLACK 2, ASIAN 3, AM INDIAN 4, OTHER 5	MEXICAN 1, PUERTO RICAN 2, CUBAN 3, OTHER SPANISH 4, HISPANIC 5	01/06/06	005 YEARS OR MONTHS	MALE 1	02
D			WHITE 1, BLACK 2, ASIAN 3, AM INDIAN 4, OTHER 5	MEXICAN 1, PUERTO RICAN 2, CUBAN 3, OTHER SPANISH 4, HISPANIC 5			MALE 1	
E			WHITE 1, BLACK 2, ASIAN 3, AM INDIAN 4, OTHER 5	MEXICAN 1, PUERTO RICAN 2, CUBAN 3, OTHER SPANISH 4, HISPANIC 5			MALE 1	
F			WHITE 1, BLACK 2, ASIAN 3, AM INDIAN 4, OTHER 5	MEXICAN 1, PUERTO RICAN 2, CUBAN 3, OTHER SPANISH 4, HISPANIC 5			MALE 1	
G			WHITE 1, BLACK 2, ASIAN 3, AM INDIAN 4, OTHER 5	MEXICAN 1, PUERTO RICAN 2, CUBAN 3, OTHER SPANISH 4, HISPANIC 5			MALE 1	

BOX C  
RECORD FIRST NAME(S) AND LINE LETTER(S) OF ALL HOUSEHOLD MEMBERS WHO ARE 18 YEARS OF AGE OR OLDER STARTING WITH REFERENCE PERSON ON LINE LETTER A. THEN ASK Qs 10-16 IN SEQUENCE FOR EACH PERSON.

CODE USE ONLY:	LINE LETTER: [A]	LINE LETTER: [ ]			
10. Looking at this card, what is the highest grade or year of regular school (you have/NAME has) ever completed? (CIRCLE CODE FOR HIGHEST GRADE OR YEAR.)	NEVER ATTENDED SCHOOL OR KINDERGARTEN ONLY: 00 ELEMENTARY: 01 02 03 04 05 06 07 08 HIGH SCHOOL: 09 10 11 12 or GED COLLEGE: 13 14 15 16 17+ (1) (2) (3) (4) (5+)	NEVER ATTENDED SCHOOL OR KINDERGARTEN ONLY: 00 ELEMENTARY: 01 02 03 04 05 06 07 08 HIGH SCHOOL: 09 10 11 12 or GED COLLEGE: 13 14 15 16 17+ (1) (2) (3) (4) (5+)	NEVER ATTENDED SCHOOL OR KINDERGARTEN ONLY: 00 ELEMENTARY: 01 02 03 04 05 06 07 08 HIGH SCHOOL: 09 10 11 12 or GED COLLEGE: 13 14 15 16 17+ (1) (2) (3) (4) (5+)	NEVER ATTENDED SCHOOL OR KINDERGARTEN ONLY: 00 ELEMENTARY: 01 02 03 04 05 06 07 08 HIGH SCHOOL: 09 10 11 12 or GED COLLEGE: 13 14 15 16 17+ (1) (2) (3) (4) (5+)	NEVER ATTENDED SCHOOL OR KINDERGARTEN ONLY: 00 ELEMENTARY: 01 02 03 04 05 06 07 08 HIGH SCHOOL: 09 10 11 12 or GED COLLEGE: 13 14 15 16 17+ (1) (2) (3) (4) (5+)
11. Last week, did (you/NAME) work at all at a paid job or in (your/NAME's) own business or farm?	YES..... 1 (Q13) NO..... 2				
12. (Do you/Does NAME) have a paid job from which (you were/NAME was) temporarily absent?	YES..... 1 (Q14) NO..... 2 (Q16)				
13. How many hours did (you/NAME) work at all jobs in the last week? Include all overtime hours that (you/NAME) worked and hours on any part-time jobs as well as (your/NAME's) principal job.	# OF HOURS				
14. How many hours a week (do you/does NAME) usually work?	# OF HOURS				
15. Which of the categories on this card comes closest to describing the paid work (you do/NAME does).	01 02 03 04 05 06 07 08 (NP or Q17)	01 02 03 04 05 06 07 08 (NP or Q17)	01 02 03 04 05 06 07 08 (NP or Q17)	01 02 03 04 05 06 07 08 (NP or Q17)	01 02 03 04 05 06 07 08 (NP or Q17)
16. Which of the reasons on this card best describes why (you were/NAME was) not working at a paid job last week? (CIRCLE ONLY ONE CODE)	LOOKING FOR WORK..... 01 GOING TO SCHOOL..... 02 KEEPING HOUSE..... 03 RETIRED..... 04 UNABLE TO WORK..... 05 OTHER (SPECIFY)..... 06	LOOKING FOR WORK..... 01 GOING TO SCHOOL..... 02 KEEPING HOUSE..... 03 RETIRED..... 04 UNABLE TO WORK..... 05 OTHER (SPECIFY)..... 06	LOOKING FOR WORK..... 01 GOING TO SCHOOL..... 02 KEEPING HOUSE..... 03 RETIRED..... 04 UNABLE TO WORK..... 05 OTHER (SPECIFY)..... 06	LOOKING FOR WORK..... 01 GOING TO SCHOOL..... 02 KEEPING HOUSE..... 03 RETIRED..... 04 UNABLE TO WORK..... 05 OTHER (SPECIFY)..... 06	LOOKING FOR WORK..... 01 GOING TO SCHOOL..... 02 KEEPING HOUSE..... 03 RETIRED..... 04 UNABLE TO WORK..... 05 OTHER (SPECIFY)..... 06

**Setting Up the Person Grids** - As you progress through the interview, you will be instructed to transfer household member information from the Screener to a series of grids. The transferred information will include the household member name and the line letter. The line letter appears to the FAR LEFT on the Enumeration Table in the Screener. **DO NOT CONFUSE THE LINE LETTER WITH THE SAMPLE PERSON NUMBER.**

It may be difficult for you to transfer all of this information during the interview. If you want, you may record the first name during the interview and then, as part of your edit, go through and record the line letters. However, it is very important that you do not ship the completed questionnaire to Westat until all names and line letter references have been filled in.

On the adjacent page is an example of a completed Screener enumeration table and grid. The box before Question 10 on page 4 of the Household Questionnaire, asks you to first transfer the name of the reference person, recorded on line letter A, and then transfer the names and line letters of all other household members aged 15 and older. In the example, the interviewer wrote Mary's name on the line in the first column preprinted with line letter A. Please note that John and Chris were not included because they were both under 14 years of age at time of the **administration of the Screener.**

HOUSEHOLD QUESTIONNAIRE

1. Let's begin by talking about the general food shopping practice of this household. On the average, how often does someone do a major food shopping for this household? Would you say . . .

- more than once a week,..... 1
- once a week,..... 2
- once every two weeks,..... 3
- once a month or less, or ..... 4
- never? ..... 5 (Q3)

2. In what kind of store is this major food shopping usually done? Is it . . .

- a supermarket,..... 1
- a small store, or..... 2
- someplace else? (SPECIFY)..... 3

□□□

3. During the last three months, how much money has this household spent per week or per month at grocery stores, including the stores' salad bars, soup bars, delis, etc.? Include purchases made with food stamps.

- \$□□□□,□□□□.00 PER WEEK..... 1
- OR
- \$□□□□,□□□□.00 PER MONTH..... 2

4. You said this household spent (AMOUNT IN Q3) per (week/month). About how much of this amount, if any, was for nonfood items, such as cleaning or paper products, food bought for feeding a pet, or cigarettes? (IF NONE, ENTER "0".)

- \$□□□□,□□□□.00 PER WEEK..... 1
- OR
- \$□□□□,□□□□.00 PER MONTH..... 2

5. During the last three months, how much has this household spent per week or per month on food at specialty stores – such as bakeries, liquor stores, delicatessens, meat markets, vegetable stands, health food stores, and other similar places – when the food was brought into your home? (IF NONE, ENTER "0".)

- \$□□□□,□□□□.00 PER WEEK..... 1
- OR
- \$□□□□,□□□□.00 PER MONTH..... 2

6. During the last three months, how much has this household spent per week or per month at fast food or carryout places when the food was brought into your home? (IF NONE, ENTER "0".)

- \$□□□□,□□□□.00 PER WEEK..... 1
- OR
- \$□□□□,□□□□.00 PER MONTH..... 2

Questions 1 through 7 collect information on where the household shops as well as what the household spends for food at grocery stores, specialty stores, and restaurants. It is designed to collect the total food expenditures for the household. Begin the section by recording the starting time in the upper right-hand corner.

**Q.1** Do not define the phrase "major food shopping trip." If the respondent asks for a definition, explain that he/she should use his/her own definition.

**Q.2** Do not define the various types of stores. If the respondent asks for a definition, explain that he/she should use his/her own definition.

**Q.3-6** Enter the amount in whole dollars and circle the time period. Use the standard rounding convention. If the cents is less than 49, round down; if 50 cents or more, round up.

Complete the dollar amount boxes properly. Fill in any necessary zeros at the beginning of the amount. For example, if the respondent reports "150 dollars," you would record \$000,150.00.

**Q.3** Stress **per week** or **per month**. Do not record the amount for the entire three-month period. If the respondent says the amount varies, probe for the usual pattern during the last three months. The phrase "grocery store" is used in a generic sense; that is, it should include supermarkets, food warehouses, etc.

**Q.4** As you read the question, insert the amount you recorded in Q.3 and stress **non-food items**.

**Q.5** Stress the time period of **per week** or **per month**. Specialty stores are stores other than supermarkets or general food stores. We are only concerned with **food** purchases in this question. For example, if the respondent reports buying vitamins at a health food store, it should not be included here. Stress that the question asks for the amount **when the food was brought into the home**.

**Q.6** Ask for the typical amount spent during a week or month at fast food or carryout places but **brought into the home**. Do not include food eaten at the fast food establishment.

7. During the last three months, what has been this household's usual amount of money spent per week or per month for food bought and eaten away from home? Include food and beverages that never entered your home, that is, eaten at restaurants, fast food places, cafeterias at work or at school or purchased from vending machines, for all household members. (IF NONE, ENTER "0".)

\$         .00 PER WEEK..... 1  
 OR  
 \$         .00 PER MONTH..... 2

Now I have a few questions about the persons who live in this household.

BOX A	
CHECK SCREENER. IS THERE:	
NO FEMALE ADULT IN HOUSEHOLD? .....	1 (CIRCLE CODE 2 IN Q8)
1 FEMALE ADULT IN HOUSEHOLD?.....	2 (CONFIRM & RECORD FIRST NAME AND LINE LETTER FROM SCREENER IN Q8)
MORE THAN 1 FEMALE ADULT IN HOUSEHOLD?.....	3 (Q8)

8. Who is the female head of household? (RECORD FIRST NAME AND LINE LETTER FROM SCREENER) (IF NECESSARY, SAY: For the purposes of 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.)

FEMALE HEAD NAME: \_\_\_\_\_ LINE LETTER:

NO FEMALE HEAD ..... 2

BOX B	
CHECK SCREENER. IS THERE:	
NO MALE ADULT IN HOUSEHOLD?.....	1 (CIRCLE CODE 2 IN Q9)
1 MALE ADULT IN HOUSEHOLD?.....	2 (CONFIRM & RECORD FIRST NAME AND LINE LETTER FROM SCREENER IN Q9)
MORE THAN 1 MALE ADULT IN HOUSEHOLD?.....	3 (Q9)

9. Who is the male head of household? (RECORD FIRST NAME AND LINE LETTER FROM SCREENER)

MALE HEAD NAME: \_\_\_\_\_ LINE LETTER:

NO MALE HEAD ..... 2

- Q.7** This question asks about foods purchased and **eaten away from home**, a distinction from Q.6. If the respondent answers in a unit other than “per week” or “per month,” for example, “every two weeks,” record the response verbatim.

## **12.2 Heads of Household**

The next two questions collect information on the names of the female and male head of household, if any.

- Q.8** Let the respondent decide whether there is a female head of household. If there is difficulty deciding, the female head of household is typically the woman other household members think of as being in charge of household matters, that is, the “woman of the house.” Record the name and line letter of the female head of household in the space provided or circle code 2 if the respondent can not designate a female head of household.

- Q.9** 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.” Record the name and line letter of the male head of household in the space provided or circle code 2 if the respondent feels there is no male head of household.

**BOX C**  
**RECORD FIRST NAME(S) AND LINE LETTER(S) OF ALL HOUSEHOLD MEMBERS WHO ARE 15 YEARS OF AGE OR OLDER STARTING WITH REFERENCE PERSON ON LINE LETTER A. THEN ASK Qs 10-16 IN SEQUENCE FOR EACH PERSON.**

**CODE USE ONLY:**  
 [ ][ ]

	LINE LETTER: [A]	LINE LETTER: [ ]
10. Looking at this card, what is the highest grade or year of regular school (you have/ <u>NAME</u> has) ever completed? (CIRCLE CODE FOR HIGHEST GRADE OR YEAR.) <b>HAND CARD H1</b>	NEVER ATTENDED SCHOOL OR KINDERGARTEN ONLY: 00  ELEMENTARY: 01 02 03 04 05 06 07 08  HIGH SCHOOL: 09 10 11 12 or GED  COLLEGE: 13 14 15 16 17+ (1) (2) (3) (4) (5+)	NEVER ATTENDED SCHOOL OR KINDERGARTEN ONLY: 00  ELEMENTARY: 01 02 03 04 05 06 07 08  HIGH SCHOOL: 09 10 11 12 or GED  COLLEGE: 13 14 15 16 17+ (1) (2) (3) (4) (5+)
11. Last week, did (you/ <u>NAME</u> ) work at all at a paid job or in (your/ <u>NAME</u> 's) own business or farm?	YES ..... 1 (Q13) NO ..... 2	YES ..... 1 (Q13) NO ..... 2
12. (Do you/Does <u>NAME</u> ) have a paid job from which (you were/ <u>NAME</u> was) temporarily absent?	YES ..... 1 (Q14) NO ..... 2 (Q16)	YES ..... 1 (Q14) NO ..... 2 (Q16)
13. How many hours did (you/ <u>NAME</u> ) work at all jobs in the last week? Include all overtime hours that (you/ <u>NAME</u> ) worked and hours on any part-time jobs as well as (your/ <u>NAME</u> 's) principal job.	[ ][ ][ ][ ] # OF HOURS	[ ][ ][ ][ ] # OF HOURS
14. How many hours a week (do you/does <u>NAME</u> ) usually work?	[ ][ ][ ][ ] # OF HOURS	[ ][ ][ ][ ] # OF HOURS
15. Which of the categories on this card comes closest to describing the paid work (you do/ <u>NAME</u> does). <b>HAND CARD H2</b>	01 02 03 04 05 06 07 08  (NP or Q17)	01 02 03 04 05 06 07 08  (NP or Q17)
16. Which of the reasons on this card best describes why (you were/ <u>NAME</u> was) not working at a paid job last week? (CIRCLE ONLY ONE CODE) <b>HAND CARD H3</b>	LOOKING FOR WORK ..... 01 GOING TO SCHOOL ..... 02 KEEPING HOUSE ..... 03 RETIRED ..... 04 UNABLE TO WORK ..... 05 OTHER (SPECIFY) ..... 06  _____ _____ [ ][ ]	LOOKING FOR WORK ..... 01 GOING TO SCHOOL ..... 02 KEEPING HOUSE ..... 03 RETIRED ..... 04 UNABLE TO WORK ..... 05 OTHER (SPECIFY) ..... 06  _____ _____ [ ][ ]

### 12.3 **Activities of Household Members 15 Years of Age or Older**

The next series collects demographic information about household members.

**Boxed Instructions:** Record the name of the reference person (line letter A) in column 1. Then record the name(s) and line letter(s) of all other household members who are 15 years of age or older. Ask Q.10-16 in sequence (**going down the page**) for each individual before asking Q.10-16 for the next household member. Start with the reference person.

**Q.10** Hand Card H1 to the respondent. Probe for the highest grade completed, not the grade the person may have been in when he/she left school. If the respondent mentions going part time, and therefore, taking longer to earn the degree, probe for how many years it usually takes to earn the degree. If the person has a GED, circle 12. Formal schooling does not include trade or vocational schools, company training or tutoring unless credit is given which would be accepted at a regular school or college. If the person attended school outside of the USA, probe for the equivalent grade.

Please note that each of the codes for college contain an additional reference in parentheses for the number of years in college. This is for your use in translating the respondent's answer (e.g., "I earned a 4-year college degree" would be code 16).

**Q.11** By last week, we mean the last (closed out) calendar week, Sunday to Saturday. Include **any** work regardless of the number of hours or whether this is the person's usual job. "Work" includes any full- or part-time activity for which money, goods or services were received. It also includes active duty in the military.

**Q.12** This question is trying to determine if the respondent normally works (see definition in Q.11), but last week was temporarily not working because of vacation, sick time, family leave, etc.

**Q.13-14** Accept only whole numbers, not ranges. Since a three-digit field is provided, zero fill the amount given if it is less than 100 (e.g., 040, 034, etc.) Here "usually" means the average number of hours in a typical work week.



**Q.15** Hand Card H2 to the respondent. If the person had more than one paid job at a time, record the job he/she considered the primary job. If the respondent is in doubt about what code applies, you may assist him/her in selecting the appropriate code. If still in doubt, record the occupation in a marginal note.

**Q.16** Hand Card H3 to the respondent. Please note that this question is only asked of a respondent who reported in Q.12 that he/she was not just temporarily absent from a paid job last week. Although a person may have more than one reason for not working at a paid job, probe for the one that is most accurate. Record the activity the respondent was doing the most if it does not fit into one of the coded responses. Accept only one answer. If the person is not working because of a physical disability, assign code 05.

Complete Qs 10-16 for reference person A and then for all other household members aged 15 and older. Complete the series (i.e., Qs 10-16) for each person before asking 10-16 for the next person.

17. In regard to this dwelling, is the property . . .

- owned or being bought by  
someone living in this household,..... 1
- rented with payment required, or..... 2
- occupied without payment of rent  
required?..... 3

18. HAND  
CARD  
H4 Looking at this card, what is the main source of the water used for cooking in your home? Is it . . .

- the community water supply,..... 1
  - your own well or rain cistern,..... 2
  - your own spring or a public spring,..... 3
  - bottled water you purchase, or..... 4
  - something else? (SPECIFY)..... 5
- 

LLI

19. HAND  
CARD  
H4 What is the main source of the water used in your home for preparing beverages such as coffee, tee, juices, and baby formula? (Is it ...

- the community water supply,..... 1
  - your own well or rain cistern,..... 2
  - your own spring or a public spring,..... 3
  - bottled water you purchase, or..... 4
  - something else? (SPECIFY)..... 5
- 

LLI

20. HAND  
CARD  
H4 What is the main source of plain drinking water in your home? (It is ...

- the community water supply,..... 1
  - your own well or rain cistern,..... 2
  - your own spring or a public spring,..... 3
  - bottled water you purchase, or..... 4
  - something else?) (SPECIFY)..... 5
- 

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## 12.4 DU Ownership and Water Supply

**Q.17** Use code 1 if the dwelling (includes trailers) was bought for cash, the mortgage has been paid off, or the mortgage is still being paid off by someone living in the household. If the respondent is buying or owns the dwelling but not the land (e.g., mobile home in a trailer park), the code 1 should still be used.

**Q.18-20** These questions relate to the main source of water used in the home for cooking, preparing beverages, and drinking. Hand Card H4 to the respondent. If the respondent has trouble reading, read the choices. Code only one answer for each question. If the respondent answers with more than one source, probe for the **main** source. You may provide the respondent with the definition and alternate wording provided below:

- Rain cistern: a tank, usually underground, in which rain water is collected for use.
- Community water supply is also called “City water,” “Public water,” “Municipal water” and in rural areas it may be called water from a “rural water district.”
- Water from a well in a trailer park is considered precode 02, “your own well.”

Ignore the boxes in the right-hand margin. These are for coder use only.

21. Returning to the topic of food, who usually plans the meals? (RECORD FIRST NAME AND LINE LETTER FROM SCREENER. IF NOT A HOUSEHOLD MEMBER, ENTER "Y" AS THE LINE LETTER.)

IF ALL HOUSEHOLD MEMBERS, ENTER "Z" HERE:  AND GO TO NEXT QUESTION.

NAME: \_\_\_\_\_

LINE LETTER:

NAME: \_\_\_\_\_

LINE LETTER:

NAME: \_\_\_\_\_

LINE LETTER:

22. Who usually does the major food shopping? (RECORD FIRST NAME AND LINE LETTER FROM SCREENER. IF NOT A HOUSEHOLD MEMBER, ENTER "Y" AS THE LINE LETTER.)

IF ALL HOUSEHOLD MEMBERS, ENTER "Z" HERE:  AND GO TO NEXT QUESTION.

NAME: \_\_\_\_\_

LINE LETTER:

NAME: \_\_\_\_\_

LINE LETTER:

NAME: \_\_\_\_\_

LINE LETTER:

23. And who usually prepares the food? (RECORD FIRST NAME AND LINE LETTER FROM SCREENER. IF NOT A HOUSEHOLD MEMBER, ENTER "Y" AS THE LINE LETTER.)

IF ALL HOUSEHOLD MEMBERS, ENTER "Z" HERE:  AND GO TO NEXT QUESTION.

NAME: \_\_\_\_\_

LINE LETTER:

NAME: \_\_\_\_\_

LINE LETTER:

NAME: \_\_\_\_\_

LINE LETTER:

**12.5 Miscellaneous Food Source Questions**

**Q.21-23** Ask about the person or persons who **usually** plan, shop for, and prepare the food. Record up to three names for each question and enter that person's line letter in the answer column. If the person is NOT a household member, record the letter "Y" as the line letter.

24. Is anyone in this household on any kind of diet either to lose weight or for some other health-related reason?

YES ..... 1  
NO ..... 2 (BOX 1)

25. Which of these diets on this card (are/is) (you/he/she/they) on? (CIRCLE ALL THAT APPLY)

HAND  
CARD  
H5

WEIGHT LOSS OR LOW CALORIE DIET ... 01  
LOW FAT OR CHOLESTEROL DIET..... 02  
LOW SALT OR SODIUM DIET ..... 03  
SUGAR FREE OR LOW SUGAR DIET ..... 04  
LOW FIBER DIET..... 05  
HIGH FIBER DIET ..... 06  
DIABETIC DIET ..... 07  
OTHER DIET (PLEASE DESCRIBE)..... 08

\_\_\_\_\_  
\_\_\_\_\_

□□

BOX 1

CHECK SCREENER. ARE THERE ANY **FEMALES** IN THE HOUSEHOLD **10 THROUGH 55** YEARS OF AGE?

YES ..... 1 (Q26)  
NO ..... 2 (BOX 2)

26. Is anyone in this household now pregnant?

YES ..... 1  
NO ..... 2 (BOX 2)

27. Please tell me who. (RECORD FIRST NAME AND LINE LETTER FROM SCREENER.)

NAME: \_\_\_\_\_

LINE LETTER: □

NAME: \_\_\_\_\_

LINE LETTER: □

28. How many months pregnant (are you/is NAME)?

□□ MONTHS PREGNANT  
LESS THAN ONE MONTH..... 00

□□ MONTHS PREGNANT  
LESS THAN ONE MONTH..... 00

BOX 2

CHECK SCREENER. ARE THERE ANY **CHILDREN** IN THE HOUSEHOLD **3 YEARS OLD OR LESS?**

YES ..... 1 (Q29)  
NO ..... 2 (Q32)

**Q.24-25** Ask about person(s) on diet(s). "Diet" refers to a conscious change in the foods and/or beverages the respondent is consuming. Either the **amount** or the **kinds** of items may be different to constitute a "diet." Hand Card H5 to the respondent if s/he answers "YES" to Q.24. Code as many of the diets that apply. If the person(s) is on a diet that does not fit into a precoded category, record it in the "OTHER DIET" category and provide a description. If there is more than one "OTHER DIET," number each of them and provide a description for each. Use the margin if you run out of space on the lines provided.

Ignore the boxes in the right-hand margin. These are for coder use only.

**BOX 1** Review the Screener Enumeration Table. If there are any females 12 to 55 years of age, the questions about pregnancy (i.e., Q.26-28) should be asked. If there are no females 12 to 55 years of age, skip to Box 2.

**Q.26** This questions asks about females **now** pregnant, not those recently pregnant or those considering pregnancy.

**Q.27** Room is provided to enter information about two pregnant females. Remember to record the pregnant woman's line letter from the Screener. If more than two females are pregnant, enter that information in the left-hand margin near this question.

**Q.28** This question asks for the month of pregnancy and should be recorded from 01 to 09. Do not enter the name of a month such as March, April, or May! If the respondent is unsure of the month, probe for "due date MONTH" and record in the margin.

**BOX 2** Review the Enumeration Table in the Screener. If there are any children 3 years old or younger, the three questions concerning breast feeding (i.e., Q.29-31) will be asked. If there are no children 3 years old or younger, skip to Q.32.

29. Are any children currently being breast fed?

YES..... 1  
NO ..... 2 (Q32)

30. Please tell me who. (RECORD FIRST NAME AND LINE LETTER FROM SCREENER.)

NAME: \_\_\_\_\_

LINE LETTER:

NAME: \_\_\_\_\_

LINE LETTER:

31. Please tell me the name of the woman who is breast feeding (CHILD). (RECORD FIRST NAME AND LINE LETTER FROM SCREENER FOR EACH CHILD.)?

NAME: \_\_\_\_\_

LINE LETTER:

NAME: \_\_\_\_\_

LINE LETTER:

32. Is anyone in this household receiving benefits under the WIC Program at the present time? (That is the Women, Infants and Children Program.)

YES..... 1  
NO ..... 2 } (BOX 3)  
DON'T KNOW ..... 8

33. Please tell me who in this household is receiving WIC benefits. (RECORD FIRST NAME AND LINE LETTER FROM SCREENER.)

NAME: \_\_\_\_\_

LINE LETTER:

34. How long (have you/has NAME) been receiving WIC benefits?

MONTHS ..... 1  
OR

YEARS ..... 2

- Q.29** Self-explanatory.
- Q.30** Record the name and line letter from the Screener Enumeration Table for each child being breast fed. If more than two children are being breast fed, record in the left-hand margin.
- Q.31** Record the name and line letter from the Screener Enumeration Table for each woman breast feeding a child, making sure that the woman's name corresponds to the name of the child's that she is breast feeding as recorded in Q.30. For example, the woman who is breast feeding the **first** child listed in Q.30 should be the **first** woman listed in Q.31, and so forth. If you recorded more than two children in Q.30, follow the same convention for Q.31
- Q.32** WIC is a program that provides milk, formula and some food products to expectant mothers, qualifying mothers, infants and young children. If a person has participated in WIC, she will know it. However, the respondent may not be the participant. Be prepared to explain the WIC program to the respondent. It should be noted that after birth, a mother may receive benefits even if she is not breast feeding. A "Don't Know" is an acceptable answer here and should not be probed.
- Q.33** Record the name and line letter from the Enumeration Table in the Screener for all household members receiving WIC Benefits.
- Q.34** Please note that the amount of time one has received WIC benefits recorded in this question should correspond to the individual named directly across (in Q.33) from this amount. Enter a number and circle the time category. For example, for years enter 02 and circle precode 2, "years." Do not enter the name of a month such as May or the year such as 1991. We want the total number of months or years as an answer.

BOX 3

CHECK SCREENER. ARE THERE ANY CHILDREN IN THE HOUSEHOLD AGE  
5 THROUGH 18 YEARS? (REMEMBER TO INCLUDE 18 YEAR OLDS)

YES ..... 1 [RECORD FIRST NAME AND LINE LETTER IN GRID BELOW.  
THEN ASK Qs 35-41 IN SEQUENCE FOR EACH CHILD.]  
NO ..... 2 (BOX 4)

CODER USE ONLY:  
[ ] [ ]

NAME: \_\_\_\_\_  
LINE LETTER: [ ]

NAME: \_\_\_\_\_  
LINE LETTER: [ ]

NAME: \_\_\_\_\_  
LINE LETTER: [ ]

Now I would like to ask about school breakfast and lunch programs.

35. Does (NAME) attend a kindergarten, grade school, junior or high school?	YES ..... 1 NO ..... 2 (NP)	YES ..... 1 NO ..... 2 (NP)	YES ..... 1 NO ..... 2 (NP)
36. Does (NAME) attend a school which serves school lunches? These are <u>complete</u> lunches costing a <u>fixed price every day</u> .	YES ..... 1 NO ..... 2 (Q39)	YES ..... 1 NO ..... 2 (Q39)	YES ..... 1 NO ..... 2 (Q39)
37. During the school year, approximately how many times a week does (NAME) usually get a complete school lunch?	TIMES PER: [ ] [ ] WEEK ..... 1 OR [ ] [ ] MONTH... 2 NONE ..... 0 (Q39)	TIMES PER: [ ] [ ] WEEK ..... 1 OR [ ] [ ] MONTH... 2 NONE ..... 0 (Q39)	TIMES PER: [ ] [ ] WEEK ..... 1 OR [ ] [ ] MONTH... 2 NONE ..... 0 (Q39)
38. Does (NAME) get these lunches free, at a reduced price or does (NAME) pay full price?	FREE ..... 1 REDUCED PRICE ..... 2 FULL PRICE ..... 3 DON'T KNOW ..... 8	FREE ..... 1 REDUCED PRICE ..... 2 FULL PRICE ..... 3 DON'T KNOW ..... 8	FREE ..... 1 REDUCED PRICE ..... 2 FULL PRICE ..... 3 DON'T KNOW ..... 8
39. Does (NAME) attend a school which serves a <u>complete</u> breakfast costing a <u>fixed price every day</u> ?	YES ..... 1 NO ..... 2 (NP)	YES ..... 1 NO ..... 2 (NP)	YES ..... 1 NO ..... 2 (NP)
40. During the school year, approximately how many times a week does (NAME) usually get a complete breakfast at school?	TIMES PER: [ ] [ ] WEEK ..... 1 OR [ ] [ ] MONTH... 2 NONE ..... 0 (NP)	TIMES PER: [ ] [ ] WEEK ..... 1 OR [ ] [ ] MONTH... 2 NONE ..... 0 (NP)	TIMES PER: [ ] [ ] WEEK ..... 1 OR [ ] [ ] MONTH... 2 NONE ..... 0 (NP)
41. Does (NAME) get these breakfasts free, at a reduced price or does (NAME) pay full price?	FREE ..... 1 REDUCED PRICE ..... 2 FULL PRICE ..... 3 DON'T KNOW ..... 8	FREE ..... 1 REDUCED PRICE ..... 2 FULL PRICE ..... 3 DON'T KNOW ..... 8	FREE ..... 1 REDUCED PRICE ..... 2 FULL PRICE ..... 3 DON'T KNOW ..... 8

## 12.6 School Breakfast and Lunch Programs

This series will collect information on school-aged children who may consume some of their meals at school.

- Box 3** Refer to the Screener Enumeration Table to determine if there are any children in the household aged 5 through 18 (this includes both 5 year olds and 18 year olds, even though 18 year olds may not be considered children). If there are school-aged children in the household, prepare the columns with the names and line letters for all children 5 to 18 years. Then, ask Q. 35-41 in sequence (**going down**) for each child, before moving onto the next child. If there are no children in the household age 5 through 18, skip to Box 4 on page 12.
- Q.35** The answer is “YES” if the child regularly attends school during the normal school year. During school vacations, ask about the school term **just completed**.
- Q.36** If the respondent asks, the definition of a school lunch is an entire meal with beverage that is the same price every day. You should use the strict definition of school lunch that is in the question. Do not include other lunches eaten at school such as those brought from home by children who sometimes buy a few additional items in the cafeteria. Also, do not include lunches obtained and eaten at a boarding school.
- Q.37** If the respondent says it varies, probe for usual pattern. Although the question asks for the number of times **per week**, do not probe if the respondent answers with the number of times per month. Record the response next to TIME/MONTHS and move to Q.38.
- Q.38** A “Don’t Know” is an acceptable answer to this question since the respondent might not have information on the school lunch program for a child in the household.
- Q.39-41** These questions ask about the school breakfast program. The series is identical to the lunch questions (i.e., Q.36-38).

BOX 4

CHECK SCREENER. ARE THERE ANY CHILDREN IN THE HOUSEHOLD AGE 1 THROUGH 5 YEARS?  
(REMEMBER TO INCLUDE 5 YEAR OLDS)

YES ..... 1 [RECORD FIRST NAME AND LINE LETTER BELOW.  
THEN ASK Q42.]  
NO ..... 2 (Q43)

CODER USE ONLY: [ ] [ ]	NAME:	NAME:	NAME:	NAME:
	LINE LETTER: [ ]	LINE LETTER: [ ]	LINE LETTER: [ ]	LINE LETTER: [ ]
42. Does (NAME) attend a child care program which gives (NAME) any meals or snacks?	YES ..... 1 NO ..... 2			

43. Which of these statements best describes the food eaten in your household in the last 3 months—enough of the kinds of food we want to eat; enough but not always the kinds of food we want to eat; sometimes not enough to eat; or often not enough to eat?

ENOUGH OF THE KINDS OF FOOD WE WANT TO EAT ..... 1 (BOX 5)  
ENOUGH BUT NOT ALWAYS THE KINDS OF FOOD WE WANT TO EAT ..... 2 (BOX 5)  
SOMETIMES NOT ENOUGH TO EAT ..... 3  
OFTEN NOT ENOUGH TO EAT ..... 4

44. In which of the last three months did your household not have enough to eat? (CIRCLE ALL THAT APPLY.)

LAST MONTH ..... 1  
THE MONTH BEFORE LAST ..... 2  
TWO MONTHS BEFORE LAST ..... 3

45. Which of the following reasons explain why your household did not have enough food:

- a. Did not have enough money, food stamps, or WIC vouchers to buy food or beverages.  
YES ..... 1  
NO ..... 2
- b. Did not have working appliances for storing or preparing foods (such as stove or refrigerator).  
YES ..... 1  
NO ..... 2
- c. Did not have transportation or had transportation problems.  
YES ..... 1  
NO ..... 2
- d. Some other reason?  
YES (EXPLAIN) ..... 1  
\_\_\_\_\_  
\_\_\_\_\_  
NO ..... 2

[ ] [ ]

**BOX 4** Refer to the Screener Enumeration Table to determine if there are any children in the household aged 1 through 5 years. Be sure to include both 1 year olds and 5 year olds. Note that if there is a 5 year old in the household, he/she would be included in both this chart and the chart on pages 10 and 11. Prepare the columns with the names and line letters for all children between 1 and 5 years. If there are no preschool-aged children, skip to Q.43.

**Q.42** This question is intended to capture meals or snacks provided by the child care program, not meals or snacks served to the child that were brought from the home.

BOX 4

CHECK SCREENER. ARE THERE ANY CHILDREN IN THE HOUSEHOLD AGE 1 THROUGH 5 YEARS?  
(REMEMBER TO INCLUDE 5 YEAR OLDS)

YES ..... 1 [RECORD FIRST NAME AND LINE LETTER BELOW.  
THEN ASK Q42.]  
NO ..... 2 (Q43)

CODER USE ONLY:

	NAME: _____ LINE LETTER: <input type="checkbox"/>	NAME: _____ LINE LETTER: <input type="checkbox"/>	NAME: _____ LINE LETTER: <input type="checkbox"/>	NAME: _____ LINE LETTER: <input type="checkbox"/>
42. Does (NAME) attend a child care program which gives (NAME) any meals or snacks?	YES ..... 1 NO ..... 2			

43. Which of these statements best describes the food eaten in your household in the last 3 months—enough of the kinds of food we want to eat; enough but not always the kinds of food we want to eat; sometimes not enough to eat; or often not enough to eat?

ENOUGH OF THE KINDS OF FOOD WE WANT TO EAT ..... 1 (BOX 5)  
ENOUGH BUT NOT ALWAYS THE KINDS OF FOOD WE  
WANT TO EAT ..... 2 (BOX 5)  
SOMETIMES NOT ENOUGH TO EAT ..... 3  
OFTEN NOT ENOUGH TO EAT ..... 4

44. In which of the last three months did your household not have enough to eat? (CIRCLE ALL THAT APPLY.)

LAST MONTH ..... 1  
THE MONTH BEFORE LAST ..... 2  
TWO MONTHS BEFORE LAST ..... 3

45. Which of the following reasons explain why your household did not have enough food:

- a. Did not have enough money, food stamps, or WIC vouchers to buy food or beverages.
  - YES ..... 1
  - NO ..... 2
- b. Did not have working appliances for storing or preparing foods (such as stove or refrigerator).
  - YES ..... 1
  - NO ..... 2
- c. Did not have transportation or had transportation problems.
  - YES ..... 1
  - NO ..... 2
- d. Some other reason?
  - YES (EXPLAIN) ..... 1
  - \_\_\_\_\_
  - \_\_\_\_\_
  - NO ..... 2

## 12.7 Food Supply

The next set of questions gathers information on the quantity of food the household consumed in the last 3 months. “Months” refers to **calendar** months. For example, if this is April, the last 3 months are March, February, and January.

**Q.43** Do not define any concepts in this questions.

**Q.44** Note that multiple answers are acceptable.

**Q.45** Obtain a “YES” or “NO” response for each question subset before moving onto the next question subset. The respondent’s verbatim explanation should be recorded any time the answer is “YES” to “Some Other Reason” (category D).

46. Last month, how many days did your household not have food, or money or food stamps to buy food?

\_\_\_\_\_  
NUMBER OF DAYS

BOX 5
CHECK COVER. WAS SCREENER Q14 ANSWERED "MORE" OR "LESS"?
YES ..... 1 (Q48)
NO ..... 2

47. 

HAND CARD S3
--------------------

 SELECT CARD FOR NUMBER OF HOUSEHOLD MEMBERS. CARD SELECTED = S3-\_\_\_\_\_. Here is a card showing different sources from which households may receive income. Please think for a moment about the various sources from which the members of this household received income last year -- during 1997.

Thinking about all of the sources of income, please tell me whether the total income received by the members of this household during 1997 was more or less than the amount at the bottom of this card.

LAST YEAR
-----------

 MORE ..... 1  
LESS ..... 2

48. Did any member of this household receive any income from their own business or farm in 1997?

LAST YEAR
-----------

 YES ..... 1  
NO ..... 2 (Q50)

49. What was the total net income after business expenses received in 1997 by all members of this household who have their own business or farm?

LAST YEAR
-----------

 TOTAL NET INCOME \$\_\_\_\_\_,\_\_\_\_\_.00

50. Did any member of this household receive any income from interest, dividends, or annuities in 1997?

LAST YEAR
-----------

 YES ..... 1  
NO ..... 2 (Q52)

51. What was the total amount of income from interest, dividends, and annuities received in 1997 by all members of this household?

LAST YEAR
-----------

 \$\_\_\_\_\_,\_\_\_\_\_.00

**Q.46** Enter a whole number. If the respondent answers with a range of numbers, probe for which number best represents his/her answer. Record the answer as a 2-digit field (e.g., 02, 09, 12, etc.).

## **12.8 Income**

These questions capture income available to the household during the past year and the past month. By past or last year/month, we mean the last (closed out) calendar year/month. If the household contains a live-in employee, do not include that employee's income as part of the household income. If the household contains roomers and/or boarders and the respondent can provide an estimate of his/her income, include the roomer/boarder income. (If the respondent cannot provide an estimate of the roomer/boarder income to include in the household income, make a marginal note to this effect.)

When filling in dollar amounts less than \$100,000, fill in the appropriate number of zeros before the actual amount reported. For example, the respondent says the net income of the household was \$40,500.00. You would then record: \$|0|4|0|,|5|0|0|.00

**BOX 5** Check the cover of the Household Questionnaire. If Screener Q.14 was answered, that is, answered "more" or "less" than the amount at the bottom of the appropriate card, skip to Q.48. If Q.14 was NOT answered (i.e., is blank, coded refused, or don't know) in the screener, ask Q.47.

**Q.47** Hand Card S3 (for the appropriate number of household members) to the respondent. This card has a listing of different sources from which households may receive income, with a dollar amount printed at the bottom of the card. After selecting the card, **record the card number on the line in the questionnaire**, and then ask the question. If there are more than 12 household members, use the card for a 12-person household.

**Q.48-49** These two questions refer to **net income** from a business or farm. Net income means income after business expenses are subtracted. Do not include wages or salaries in this question. Record whole numbers only.

**Q.50-51** These questions are self-explanatory. If a respondent has income from any of these sources, they will know what these terms mean.

52. During 1997, approximately how much income from all sources did you and other household members have before income taxes? (Please give me your best estimate.)

LAST YEAR

TOTAL INCOME \$|\_|\_|\_|\_|,|\_|\_|\_|\_|.00 (Q54)  
NOT A HOUSEHOLD UNIT IN 1997 .....999996 (Q54)  
REFUSED .....999997 (Q53)  
DON'T KNOW .....999998 (Q53)

53. Please tell me which letter on this card best represents your combined household income before taxes for 1997.

HAND  
CARD  
H6

LAST YEAR

LETTER: |\_|

54. Now, consider cash, savings or checking accounts, stocks, bonds, mutual funds and certificates of deposit. Do the members of this household have more than \$5,000 of such savings or cash assets at this time?

YES ..... 1 (Q56)  
NO ..... 2

55. What letter on this card best represents the total savings or cash assets of all household members at this time?

HAND  
CARD  
H7

LETTER: |\_|

**Q.52** Asks for the gross income (i.e., income before tax deductions) for the household for last year. An estimate is acceptable. If respondent offers to check their records, allow them to do so, but do not require it.

You would code "NOT A HOUSEHOLD UNIT IN 1997" if the household members did not reside together last year. For our purposes, a household did not exist if the male and female head of the household did not live together from January through December of the entire calendar year. This information must be volunteered by the respondent; do not ask for it.

**Q.53** Hand Card H6 to the respondent. This question is asked of respondents who would not or could not answer Q.52.

**Q.54-55** Ask about savings and cash assets. If the cash assets are less than \$5000, ask Q.55. The respondent should respond with a category letter, listed on Hand Card H7, which you will record on the line in Q.55

I'm now going to ask you a few questions about income received last month.

<b>LAST MONTH</b>	<b>56.</b> Here is a card that lists a number of income sources I'm going to ask about. Please tell me whether any member of this household received income in (NAME OF LAST MONTH) from (SOURCE). <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> <b>HAND CARD H8</b> </div>	<b>57.</b> What was the total income received in (NAME OF LAST MONTH) by all members of your household -- <u>before taxes and other deductions</u> -- from (SOURCE)?
a. Wages or salary from a job including tips or commission?	YES ..... 1 → NO ..... 2	\$ _____ .00
b. Any Social Security or Supplemental Security income?	YES ..... 1 → NO ..... 2	\$ _____ .00
c. Income from pension or retirement?	YES ..... 1 → NO ..... 2	\$ _____ .00
d. Unemployment or Workmen's Compensation?	YES ..... 1 → NO ..... 2	\$ _____ .00
e. AFDC, general assistance or other public assistance program? (Do not include food stamps or WIC benefits)	YES ..... 1 → NO ..... 2	\$ _____ .00
f. Other sources, such as alimony, child support, and other regular monthly contributions from persons not living in this household?	YES ..... 1 → NO ..... 2	\$ _____ .00

**BOX D**

CHECK Q56 AND Q57. IS THERE ANY RESPONSE OF DON'T KNOW OR REFUSED?

YES ..... 1 (Q58)  
 NO ..... 2 (Q59)

**58.**

**HAND CARD H9**

 Would you please tell me whether the total income received by the members of this household during (NAME OF LAST MONTH) was more or less than the amount on this card next to the number (NUMBER OF MEMBERS IN THE HOUSEHOLD).

**LAST MONTH**

 MORE ..... 1  
 LESS ..... 2

**59.** Did any member of your household receive food stamps in any of the last 12 months? [IF RESPONDENT IS UNCERTAIN, SAY: That is, from (NAME OF CURRENT MONTH) 1997 through (NAME OF LAST MONTH), 1998].

**LAST 12 MONTHS**

 YES ..... 1  
 NO ..... 2  
 DON'T KNOW ..... 8

**Q.56-57** These questions concern various sources of income including wages and entitlement programs. Even though the respondent is referring to Hand Card H8, you will read each source of income prior to recording yes or no. Q.57 changes the time frame from the previous questions. You are now asking about the **last calendar month**. Stress the words “last month” when reading the question. Make sure that the respondent understands that the income should be reported as gross income, **before** taxes or deductions as for health insurance, union dues, 401K, etc. Record only whole numbers.

The respondent should NOT include business and farm income.

**BOX 6** Review Q.56 and 57. If you have recorded any answers of don’t know or refused, you should ask Q.58. If all of the answers have been provided (even if there are some estimates), you should **not** ask Q.58, and should skip to Q.59.

**Q.58** Hand Card H9 to the respondent. As you ask this question, you must insert the number of household members. Refer to the Screener Enumeration Table for the correct number.

## **12.9 Food Stamps**

The last series of questions in the Household Questionnaire refers to the receipt and use of Food Stamps.

**Q.59** The time frame for the first Food Stamps question is the past 12 months. If the respondent has difficulty with the concept, insert the name of the present month before the number 1997 and the name of the previous month before the 1998.



**Q.60-62** Ask additional questions about Food Stamps receipt. In Q.62, refer to the Screener Enumeration Table for the name(s) and line letter(s). If more than six members of the household receive food stamps, record their names and line letters in the blank space next to the question.

**Q.63** Refer back to Q.62 and insert the name(s) who are receiving Food Stamps. The time frame for this question is last calendar month.

**Q.64** To indicate the last time anyone in the household received food stamps, write in the month, day and year numerically. For example, November 3, 1997, would be entered as 11110311997. Remember this is the date LAST received, and not the date that the household usually receives Food Stamps.

**Q.65** Enter the total dollar amount of Food Stamps received on the date specified in Q.64.

Record the ending time, circle AM or PM, and remember to transfer the ending time to the front cover.

**THIS PAGE LEFT BLANK INTENTIONALLY**

**13. DAY 1 INDIVIDUAL INTAKE QUESTIONNAIRE**

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SCS

OMB #: 0518-0020  
Expires: March 31, 1999

# WHAT WE EAT IN AMERICA

## DAY ONE INTAKE QUESTIONNAIRE

PLACE CASE LABEL HERE

SAMPLE PERSON #: 01

INTERVIEWER NAME: Russell

05:00  
TIME STARTED

AM ..... 1  
PM ..... ②

INTERVIEWER ID: RUS

DATE OF INTERVIEW: 01-08-98  
MO DA YR

\_\_\_\_:\_\_\_\_  
TIME ENDED

AM ..... 1  
PM ..... 2

DAY OF INTERVIEW: Thursday

INTERVIEW CONDUCTED:

IN PERSON ..... ①  
BY TELEPHONE ..... 2

FIRST NAME OF SAMPLE PERSON: Jane

DATE OF BIRTH: 03-05-1992  
MO DA YEAR

OR AGE: 005 YRS ..... ①  
MOS ..... 2

SEX: M ..... 1 F ..... ②

FOR HOME OFFICE USE ONLY	
DATE RECEIVED:	_____
DATE REVIEWED:	_____
START TIME:	_____ AM _____ PM
END TIME:	_____ AM _____ PM
BATCH #:	_____

Conducted for the United States Department of Agriculture  
by Westat Inc., Rockville, MD

The Day 1 Individual Intake Questionnaire is comprised of 40 questions and is divided into three parts: the 24-hour dietary recall, a set of health-related questions, and an Interviewer Observation Form.

- The first nine questions comprise the 24-hour recall. Responses to these questions will be documented on the intake grid (pages 2-7). These nine questions are printed on fold-out pages in the questionnaire.
  - Q1 - Asks the respondent for a list of everything s/he ate/drank the day before. Document all foods reported in Column 1 on the grid.
  - Q2-Q5 - Ask the respondent for the time, eating occasion, description, and quantity of food eaten or drunk. **Complete Questions 2 through 5 for all foods before going on to Question 6.**
  - Q6 - **(Review)** - Reviews all reported foods allowing the respondent the opportunity to remember and report additional foods before going on to Question 7.
  - Q7-Q9 - Ask the respondent where the food was obtained, whether it was eaten at home, and whether it was ever at home.
- Questions 1-9 have been reproduced on the front and back of an 8½ x11-inch laminated card that can be stored in the pocket of the FIB. There may be situations where it will be more convenient for you to use the card. (For instance, when there is not space in the respondent's home to unfold the questionnaire.)
- The health-related questions, 10-35.

The Interviewer Observation Form consists of five questions and is to be completed by you based on your judgment and observations.

Before opening the questionnaire, be sure you have completed all necessary information on the cover. Fill in the Sample Person (SP) number, your name, your ID, and the date and day of the interview. Ask the SP (or proxy) for SP's first name, date of birth and age, and confirm the sex. Do not try to compare this information with the Screener information.

You will notice that on the cover of the Day 1 Intake, the question "Interview Conducted?" is precoded as "In Person". All Day 1 Intakes must be conducted in person. On the Day 2 Intake, this question is not precoded. In a limited number of special circumstances, your supervisor may give you approval to conduct the Day 2 by telephone.

TIME STARTED 5:00

DAY 1

1.

HAND CARD [1]

I'd like you to tell me everything (you/NAME) had to eat and drink all day yesterday, (DAY), from midnight to midnight. Include everything (you/NAME) ate and drank at home and away - even snacks. [ ] NOT INTERRUPT RESPONDENT. USE HANDCARD [1] IF NECESSARY.

ou to tell me every ng (NAME) had to eat and midnight. Includ everything (he/she) ate and rinks (and bott' , or breast milk).

[ else?]

the food and beverages you just listed. I will stions need to ask. When you remember alone please tell me.

Measuring guides: the cups and spoons for height of foods; the sticks for thickness of card for the diameter of round foods. Please estimate the amount of food (you/NAME) ate or labels that may be helpful.

[ necessary to avoid certain foods?]

..... 1  
..... 2 (Q34)

ALL THAT APPLY.)

..... 01  
..... 02  
..... 03  
FISH ..... 04  
..... 05  
..... 06  
..... 07  
..... 08  
..... 09

has): (CIRCLE A NUMBER FOR

YES NO  
..... 1 2  
..... 1 2  
..... 1 2  
..... 1 2  
..... 1 2  
..... 1 2  
..... 1 2

SCS OMB #: 0518-0020 Expires: March 31, 1999

## WHAT WE EAT IN AMERICA

### DAY ONE INTAKE QUESTIONNAIRE

PLACE CASE LABEL HERE

SAMPLE PERSON #: 011

INTERVIEWER NAME: Russell TIME STARTED 05:00 AM ..... 1 PM ..... (2)

INTERVIEWER ID: RUS TIME ENDED 05:30 AM ..... 1 PM ..... (2)

DATE OF INTERVIEW: 01-08-1998 MO DA YR

DAY OF INTERVIEW: Thursday INTERVIEW CONDUCTED BY: PERSON ..... (1) BY TELEPHONE ..... 2

FIRST NAME OF SAMPLE PERSON: Jane

DATE OF BIRTH: 03-05-1992 MO DA YEAR

OR AGE: 005 YRS ..... (1) MOS ..... 2

SEX: M ..... 1 F ..... (2)

FOR HOME OFFICE USE ONLY	
DATE RECEIVED:	..... -
DATE REVIEWED:	.....
START TIME:	..... AM PM
END TIME:	..... AM PM
BATCH #:	.....

Conducted for the United States Department of Agriculture by Westat Inc., Rockville, MD

35. How many hours did (you/NAME) watch television or videotapes yesterday?

..... # OF HOURS

THANK RESPONDENT

FOODER ONLY. QLIST: [ ]

TIME ENDED 5:30 AM PM (PM)

After you open the questionnaire, but before asking the first question, **fill in the time started** in the space in the upper right-hand corner of page 1. At the end of the interview, transfer the time started from page 1 and the time ended from page 15 to the front cover of the Intake. Be sure to circle AM or PM.

# DAY 1

1. 

HAND CARD I1
--------------------

 I'd like you to tell me everything (you/NAME) had to eat and drink all day yesterday, (DAY), from midnight to midnight. Include everything (you/NAME) ate and drank at home and away – even snacks. [DO NOT INTERRUPT RESPONDENT. USE HANDCARD I1 IF NECESSARY.]

[IF INFANT OR CHILD SP UNDER 6:] I'd like you to tell me everything (NAME) had to eat and drink all day yesterday, (DAY), from midnight to midnight. Include everything (he/she) ate and drank at home and away, including snacks and drinks (and bottles or breast milk).

[WHEN RESPONDENT STOPS, ASK: Anything else?]

Now I'm going to ask you for more detail about the foods and beverages you just listed. I will be using this notebook to find the specific questions I need to ask. When you remember anything else (you/NAME) ate or drank as we go along, please tell me.

When I ask about amounts, you can use these measuring guides: the cups and spoons for volume of foods; the ruler for length, width, and height of foods; the sticks for thickness of meat, poultry, and cheese; and the circles on the card for the diameter of round foods. Please use any of your own cups, mugs, or bowls to estimate the amount of food (you/NAME) ate or drank at home yesterday, or check any package labels that may be helpful.

WHEN ASKING ABOUT FIRST FOOD RECORDED ON QUICK LIST, GO TO 2b.

- 2a. Did (you/NAME) have (NEXT QUICK LIST ITEM) at (TIME) with (your/his/her) (OCCASION) or was that at another time? [CONFIRM IF OBVIOUS OR IF RECORDED ON QUICK LIST. IF SAME TIME AND OCCASION, SKIP TO BOX 1; IF AT ANOTHER TIME, ASK Q2b.]
- 2b. About what time did (you/NAME) begin to (eat/drink) the (FOOD)? [OR CONFIRM IF RECORDED ON QUICK LIST]
3. Looking at this card, please tell me what (you/NAME) would call this occasion? [OR CONFIRM IF RECORDED ON QUICK LIST]

<table border="1" style="display: inline-table;"><tr><td>HAND CARD I2</td></tr></table>	HAND CARD I2	01	BREAKFAST	06	FOOD AND/OR BEVERAGE BREAK
	HAND CARD I2				
	02	BRUNCH		SNACK	
	03	LUNCH		OTHER BEVERAGE	
	04	DINNER	07	FEEDING (INFANT ONLY)	
05	SUPPER	08	OTHER (SPECIFY)		

**BOX 1**

STEP 1: TRANSFER QUICK LIST FOOD TO THE FOOD/DRINK COLUMN. CHECK OFF FOOD IN QUICK LIST AS IT IS TRANSFERRED.

STEP 2 (Q4): GO TO FIB COLUMN Q4 FOR FOOD PROBES. BE SURE TO REQUEST FOOD LABELS IF RESPONDENT CANNOT ANSWER PROBES IN COLUMN Q4.

STEP 3 (Q5): GO TO FIB COLUMN Q5 HEADING FOR AMOUNT QUESTION.

STEP 4: RETURN TO Q2a FOR NEXT FOOD RECORDED IN QUICK LIST.

### 13.1 Introduction to Respondent and the Quick List

**Q1** With this question you introduce the respondent to the concept of the 24-hour recall. This question is asking the respondent to recall all of the foods and beverages eaten and drunk the day before. The first introduction is to be read to the 6 to 9 year old or a proxy.

The Sample Person (SP) or proxy must understand that you are interested in everything eaten or drunk during the 24 hours of the previous day, from midnight to midnight. Read the question exactly as it is written in the questionnaire. If the respondent does not understand the time frame, re-explain using the 24-hour time-line (Hand Card I1).

For example, you might add, "We'll be talking about the period from 12 midnight, Tuesday night, all day Wednesday, until 12 midnight, last night." The exact time period is from 12:00 midnight to 11:59 PM.

Emphasize that the respondent or proxy is to tell you **everything eaten or drunk** including snacks, and food eaten or drunk at home or away from home. You do not need to collect information about vitamins and mineral supplements in a pill or liquid form.

Read the INFANT or CHILD introduction to respondents for all children under 6 years old. If the child is an infant (under 3 years) be sure to include the phrase "and bottles or breast milk".

If the respondent or proxy is not able to recall what he/she ate, or the proxy is not able to tell what the child ate, in the 24-hour period or for a particular eating occasion, use a prompt such as, "Perhaps it will help you to think about where you were (or where the child was) on Wednesday" or "Perhaps it will help if you think about what you were (or what the child was) doing at that time." Be careful, however, not to use probes that suggest specific meals or foods such as, "What did you have for breakfast?" or "Do you usually have orange juice first?"

INDIVIDUAL INTAKE FORM

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (HAND-CARD I2)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount
A. orange juice	a		1.	
B. bagel	p			
C. salad	a		2.	
D. sandwich	p			
E. coke	a		3.	
F. pizza <sup>D</sup>	p			
G. icecream	a		4.	
H. root beer	p			
I. _____	a		5.	
J.	p			
K.	a		6.	
L.	p			
M.	a		7.	
N.	p			
O.	a		8.	
P.	p			
Q.	a		9.	
R.	p			
S.	a		10.	
T.	p			
U.	a		11.	
V.	p			
W.	a		12.	
X.	p			
	a		13.	
	p			
	a		14.	
	p			
	a		15.	
	p			
	a		16.	

It is crucial that the respondent really understand what is being asked. It is important to explain the procedure carefully and let the respondent know that you will be patient while he or she tries to recall the information. While it may be useful to prompt the respondent in some cases as described above, do not do so before he or she has time to think about the question.

**Record all foods and beverages on the Quick List as the respondent reports them during Q1. Do not interrupt or probe.**

The respondent may provide some information about eating times and occasions as he/she remembers what was eaten. Use the Quick List as your note pad to jot down the list of foods, as well as time and eating occasions if reported. Do not **ask** for the times or eating occasion of any foods while the SP or proxy is answering Q1.

Remember, your goal is to let the respondent report **everything** eaten or drunk without leading him/her to supply the answers he/she thinks you expect.

Draw a line after the last item the respondent reports on the Quick List, that is, after any answers to the "anything else" probe are recorded.

When the Quick List is complete, read the next sentence on the questionnaire: "Now I'm going to ask you for more detail about the foods and beverages you just listed. I will be using this notebook to find the specific questions I need to ask." Encourage the respondent to try to remember more foods as the interview progresses -- "When you remember anything else you ate or drank as we go along, please tell me."

The measuring guides will be introduced by reading the next statement on the questionnaire. The interviewer should draw attention to each of the measuring guides as the statement is read. A more detailed presentation on the use of the measuring guides will be covered later in the manual starting on page 13-42.

# DAY 1

1. HAND  
CARD  
I1 I'd like you to tell me everything (you/NAME) had to eat and drink all day yesterday, (DAY), from midnight to midnight. Include everything (you/NAME) ate and drank at home and away -- even snacks. [DO NOT INTERRUPT RESPONDENT. USE HANDCARD I1 IF NECESSARY.]

[IF INFANT OR CHILD SP UNDER 6:] I'd like you to tell me everything (NAME) had to eat and drink all day yesterday, (DAY), from midnight to midnight. Include everything (he/she) ate and drank at home and away, including snacks and drinks (and bottles or breast milk).

[WHEN RESPONDENT STOPS, ASK: Anything else?]

Now I'm going to ask you for more detail about the foods and beverages you just listed. I will be using this notebook to find the specific questions I need to ask. When you remember anything else (you/NAME) ate or drank as we go along, please tell me.

When I ask about amounts, you can use these measuring guides: the cups and spoons for volume of foods; the ruler for length, width, and height of foods; the sticks for thickness of meat, poultry, and cheese; and the circles on the card for the diameter of round foods. Please use any of your own cups, mugs, or bowls to estimate the amount of food (you/NAME) ate or drank at home yesterday, or check any package labels that may be helpful.

WHEN ASKING ABOUT FIRST FOOD RECORDED ON QUICK LIST, GO TO 2b.

- 2a. Did (you/NAME) have (NEXT QUICK LIST ITEM) at (TIME) with (your/his/her) (OCCASION) or was that at another time? [CONFIRM IF OBVIOUS OR IF RECORDED ON QUICK LIST. IF SAME TIME AND OCCASION, SKIP TO BOX 1; IF AT ANOTHER TIME, ASK Q2b.]
- 2b. About what time did (you/NAME) begin to (eat/drink) the (FOOD)? [OR CONFIRM IF RECORDED ON QUICK LIST]
3. Looking at this card, please tell me what (you/NAME) would call this occasion? [OR CONFIRM IF RECORDED ON QUICK LIST]

HAND CARD I2	01	BREAKFAST	06	FOOD AND/OR BEVERAGE BREAK
	02	BRUNCH		SNACK
	03	LUNCH		OTHER BEVERAGE
	04	DINNER	07	FEEDING (INFANT ONLY)
	05	SUPPER	08	OTHER (SPECIFY)

**BOX 1**

STEP 1: TRANSFER QUICK LIST FOOD TO THE FOOD/DRINK COLUMN. CHECK OFF FOOD IN QUICK LIST AS IT IS TRANSFERRED.

STEP 2 (Q4): GO TO FIB COLUMN Q4 FOR FOOD PROBES. BE SURE TO REQUEST FOOD LABELS IF RESPONDENT CANNOT ANSWER PROBES IN COLUMN Q4.

STEP 3 (Q5): GO TO FIB COLUMN Q5 HEADING FOR AMOUNT QUESTION.

STEP 4: RETURN TO Q2a FOR NEXT FOOD RECORDED IN QUICK LIST.

**13.2 Time and Eating Occasion**

Questions 2 and 3 begin the series of questions that ask the respondent for specific information about the food items named in the Quick List. At this point in the progression of the questionnaire you will note the instruction box which directs you to skip question 2a for the first food on the Quick List. For the first food, question 2a is not necessary as it asks whether this food was eaten at the same time as the previously reported food on the Quick List. Go to line A of the Quick List and ask Q2b for the first food on the quick list.

**Q2b** This question is asking the respondent what time the first food item on the Quick List was eaten. If the respondent reported the time when completing the Quick List, confirm the time and record in column Q2. Otherwise, ask Q2b and record the reported time. Don't forget to circle "a" or "p" for am or PM in column Q2. If the respondent does not know the exact time the eating occasion began, probe for an estimate. If the respondent reports eating at "noon" or "midnight," record "noon" or "midnight." If you cannot get an estimate, document "DK" (for "Don't Know") in column Q2.

For example, if the respondent reported drinking juice at 7:30 a.m., you would record "7:30" and circle "a" for am.

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (HAND- CARD I2)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount
A. orange juice	7:30 (a)		1.	
B.	p			
C.	a		2.	

**Q2a** For each subsequent food item on the Quick List, Q2a should be asked. This question allows you to establish which foods were eaten together at a particular time and eating occasion. If the respondent indicates that the foods were indeed eaten together, the directions will allow the interviewer to skip Q2b and Q3 and move on to the transfer of the food from the list as outlined in Box 1.

**Q3**

This question asks the respondent to name the eating occasion at which the food was eaten or drunk. If the respondent reported the eating occasion while completing the Quick List, confirm the occasion and record the occasion code column Q3. Otherwise, before asking the question, hand the respondent or the adult assistant Hand Card I2. Card I2 is the same list as in Q3. Always read the categories the first time Q3 is asked of every respondent.

Do not suggest a name for any occasion or describe any occasions on the hand card. When the respondent selects the occasion from Hand Card I2, enter the code number in column Q3.

If the respondent indicates that none of the codes define the occasion, ask what the respondent would call the occasion. Record the response verbatim in column Q3 and record it as code number 08.

Q1 Quick List of Food Items		Q2 Time	Q3 Occ. (HAND-CARD I2)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount
A. Candy apple	✓	1100 (a)	08 fair	1.	
B.		p			
C.		a		2.	
		p			

**BOX 1**

This box contains the step-by-step instructions for questioning the respondent for an accurate description of the foods listed on the Quick List. Step 1 asks the interviewer to transfer the food or beverage to the Food/Drink column and to put a check (✓) in the narrow column to the right of the Quick List as each food item is transferred. Step 2 refers the interviewer to the Q4 column in the FIB, where the interviewer will find the correct probes to accurately describe that specific food item. Once the food or beverage is properly recorded, Step 3 instructs the interviewer to go to the FIB Q5 column heading and ask the amount question. When the amount has been recorded in column Q5, Step 4 instructs the interviewer to go back to Question 2a and continue the process for the next item listed on the Quick List.

BOX 1	
STEP 1:	TRANSFER QUICK LIST FOOD TO THE FOOD/DRINK COLUMN. CHECK OFF FOOD IN QUICK LIST AS IT IS TRANSFERRED.
STEP 2 (Q4):	GO TO FIB COLUMN Q4 FOR FOOD PROBES. BE SURE TO REQUEST FOOD LABELS IF RESPONDENT CANNOT ANSWER PROBES IN COLUMN Q4.
STEP 3 (Q5):	GO TO FIB COLUMN Q5 HEADING FOR AMOUNT QUESTION.
STEP 4:	RETURN TO Q2a FOR NEXT FOOD RECORDED IN QUICK LIST.

Q1	Q2	Q3	Q4	
Quick List of Food Items	Time	Occ. (HAND-CARD 12)	Food/Drink and Additions	Description of Food/Drink and Ingredient Amount
A. orange juice	7:30 (a)	01	1. orange juice	yes 100%, Brand: Tropicana, Type: carton, Adds: None
B. bagel	p	breakfast		
C.	a		2.	
	p			

13.3 Using the Food Instruction Booklet (FIB)

Every food item recorded in the Quick List is subsequently transferred to the Food/Drink and Additions column of the Intake Questionnaire. The FIB is your essential tool for guiding the respondent in describing and quantifying each of these foods.

The FIB has been designed to work with the Intake Questionnaire. The first column on each page in the FIB is where you will find the Food/Drink category for the food item you record in the Food/Drink and Additions column of the Intake Questionnaire. The second column of the FIB contains the list of probes you need to ask the SP about each food item. The responses to these probes will be recorded in the Q4 column (Description of Food/Drink and Ingredient Amount) of the Intake Questionnaire. The heading of the third column contains Q5, the quantity question, "How much of this (FOOD) did you actually (eat/drink)?" **You must ask Q5 in the column heading before you ask the follow-up probes within the third column.** Depending on the quantity reported, the follow-up probes within the third column are asked for more clarification. You will record the answers in the Q5 column of the Intake Questionnaire.

Food/Drink Category	Q4. Description of Food/Drink	Q5. How much of this (FOOD) did you actually (eat/drink)?
Milk	<p><b>KIND:</b> What kind was it? (Was it whole, 1%, 2%, skim, soy, buttermilk...?)</p> <p>(FOR CHOCOLATE MILK, SEE NEXT CATEGORY)</p> <p><b>TYPE:</b> Was it liquid, dry, sweetened condensed, evaporated...?</p> <p>If dry, evaporated or sweetened condensed -- Was water added...?</p> <p><b>ADDITIONS:</b> Did you add anything to the milk? RECORD EACH ADDITION ON A SEPARATE LINE IN THE FOOD/DRINK COLUMN. COMPLETE Q5 FOR THE ORIGINAL FOOD, AND THEN ASK Q4 AND Q5 FOR EACH ADDITION. Example: <i>Chocolate syrup, page 19</i></p>	<p><b>IF VOLUME:</b> How much? (Tsp, Tbsp, Cup, FO)</p> <p><b>IF SCHOOL MILK CARTON:</b> How many? or What portion? (Examples: 1 carton; 1/2 carton)</p>
Flavored Milks, Milk Drinks, Chocolate Milk, Hot Chocolate	<p><b>KIND:</b> What kind chocolate milk,</p> <p><b>FORM:</b> Was it drink? If dry mix -- sweetener</p> <p><b>TYPE:</b> Was it water...?</p> <p><b>BRAND:</b> If school -- If not school --</p>	<p><b>Q5</b> How much of this (FOOD) did you actually (eat/drink)?</p>

  

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (CARD)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?
A. milk	7:00 <sup>(a)</sup>	01	1. milk	type: whole liquid, No Adds	1c
B. eggs			2.		
C. sandwich			3.		
D. coke			4.		
E. hamburger			5.		
F. fries					
G. milkshake					
H. _____					

**Icons in the FIB:** Throughout the FIB, icons are used to remind you that more detailed instructions for obtaining complete information about a food item are available in the General Instructions section in the front of the FIB. Following is a short explanation for the five icons used:



- **Additions:** An Addition is any food item that is added to the portion of the SP's food by the SP or by someone else for the SP. A detailed discussion of Additions is found on page xii of the FIB.



- **Home Recipes:** A home recipe is a dish that was made from scratch or from more than one ingredient and not from a commercial mix alone. A detailed discussion of Home Recipes is found on page xiii.



- **Sandwiches:** There are nine sandwich categories in the FIB: Fast Food Sandwiches; Bacon, Sausage, BLT Sandwiches; Beef, Ham, Pork, Chicken, Turkey, Vegetarian and Other Sandwiches; Eggs and Egg Salad Sandwiches; Fish and Shellfish Sandwiches; Grilled Cheese Sandwiches; Hamburger on a Bun; Hot Dogs; and Peanut Butter Sandwiches. A detailed discussion of Sandwiches is found on page xiii.



- **Salt:** The salt probe refers to the salt used in **cooking and preparing** the foods. "Cooking and preparing" foods is defined as the preparation before cooking, during cooking, and the garnish after cooking but before serving. For example, if noodles were boiled in unsalted water but salt was added prior to serving, the response should be recorded as SALT USED. Record the answer to this question as either DK SALT, SALT USED, or NO SALT. This question does **not** refer to salt added by the SP to the portion of the food he/she ate. Make sure the SP understands this probe is asking about ordinary salt and not "lite" salt or a salt substitute. Information on salt is found on page xiv.



- **Fat:** The fat probe refers to fat used in **cooking and preparing** food. "Cooking and preparing" foods is defined as the preparation before cooking, during cooking, and the garnish after cooking but before serving. For example, if green beans were cooked in water with oil OR if green beans were cooked without fat but margarine was added before they were served, the response should be recorded as FAT USED. This question does **not** refer to any fat added by the SP to the portion of food he/she ate.

The fat used can be a solid (such as lard, butter, or margarine) or a liquid (such as olive oil, canola oil, or corn oil). Record the answer to this question as either DK FAT, FAT USED, or NO FAT.

If the SP reports that fat was used in cooking or preparing the food, you will ask "What kind?" and record the answer as part of the food item description in the Q4 column. You do not need to probe for detail; however do record any information the SP gives such as "canola oil," "olive oil," "tub margarine," or "butter." Brand name information is acceptable. Information on fat is found on page xiv.

### **13.3.1 Locating a Food Item Within the FIB**

You can locate a food item in the FIB by using the Table of Contents in the front or the Index in the back. The Table of Contents is divided into 16 major food groups. Each of the food groups corresponds to one of the tabbed sections of the FIB. The groups are in alphabetical order and include:

- Baby Foods, Formulas, Juices
- Beverages, Milk, Cream
- Breads, Sweet Breads
- Candy, Syrups, Sweeteners
- Cereals, Pasta, Rice
- Cheese, Eggs, Yogurt
- Desserts, Ice Cream, Frozen Yogurt
- Fruits, Vegetables
- Meat, Poultry, Fish, Shellfish
- Pizza, Tacos, Frozen Meals
- Mixed Dishes, Macaroni and Cheese, Spaghetti with Sauce
- Sandwiches
- Salads, Soups
- Sauces, Gravies
- Snacks
- Spreads, Salad Dressings, Oils

Each of these groups is further divided into categories so that you can more easily find food items. You can also locate a food item by using the Index in the back. The Index should be used when you are looking for a specific food item.

The FIB does not contain a complete list of food items. You will probably have foods reported that you cannot find in the FIB. When this occurs, try to find a food group it fits into and ask probes from a category in that group.

Every food item transferred from the Quick List to the Food/Drink and Additions column, as well as each food recorded as an addition, must be looked up in the FIB.

**13.3.2 How to Read the Probes in the FIB**

The FIB has specific probes for food items on the Quick List. The probes are designed to collect detailed descriptions about foods and beverages reported, and the amounts actually eaten. It is essential to follow the FIB closely to ensure enough detail is obtained.

Probes in column Q4 and Q5 are preceded by headings called hangers. Hangers are always in bold type. All probes are attached to hangers.

<p><b>Flavored Milks, Milk Drinks, Chocolate Milk, Hot Chocolate</b></p>	<p><b>KIND:</b> What kind was it? (Was it cocoa, hot chocolate, chocolate milk, malted milk, strawberry milk, PDQ...?)</p> <p><b>FORM:</b> Was it made from a dry mix, or was it ready-to-drink?  <b>If dry mix --</b> Did the mix have sugar or a low calorie sweetener?</p> <p><b>TYPE:</b> Was it made with whole, 1%, 2%, skim milk, water...?</p> <p><b>BRAND:</b>  <b>If school --</b> GO TO Q5.   <b>If not school --</b> What was the brand name?</p>	<p><b>IF VOLUME:</b> How much? (Tsp, Tbsp, Cup, FO)</p> <p><b>IF WEIGHT:</b> What was the weight and how many packets?</p> <p><b>IF SCHOOL MILK CARTON:</b> How many? <u>or</u> What portion?  <b>(Examples:</b> 1 carton; 1/2 carton)</p>
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You begin asking the probes for a food by starting with the first hanger to the far left. For most categories in Q4, this is **KIND**. You then proceed down the Q4 column until you have asked all applicable probes under the hangers.

Food/Drink Category	Q4. Description of Food/Drink	Q5. How much of this (FOOD) did you actually (eat/drink)?
Milk	<p><b>KIND:</b> What kind was it? (Was it whole, 1%, 2%, skim, soy, buttermilk...?)</p> <p>(FOR CHOCOLATE MILK, SEE NEXT CATEGORY)</p> <p><b>TYPE:</b> Was it liquid, dry, sweetened condensed, evaporated?  <b>If dry, evaporated or sweetened condensed --</b>  Was water added?</p> <p><b>+</b> <b>ADDITIONS:</b> Did you add anything to the milk?  RECORD EACH ADDITION ON A SEPARATE LINE IN THE FOOD/DRINK COLUMN, COMPLETE Q5 FOR THE ORIGINAL FOOD, AND THEN ASK Q4 AND Q5 FOR EACH ADDITION.  <b>Example:</b> <i>Chocolate syrup, page 19</i></p>	<p><b>IF VOLUME:</b> How much? (Tsp, Tbsp, Cup, FO)</p> <p><b>IF SCHOOL MILK CARTON:</b>  How many? <u>or</u> What portion?  <b>(Examples:</b> 1 carton; 1/2 carton)</p>

If the respondent has already given you the answer to the probe attached to the **KIND** hanger, make sure the information has been recorded, then skip to the next bold hanger. Notice that the **KIND** hanger often has two probes attached to it. The second probe is in parentheses and may not need to be asked. Only ask the probe in parentheses if the respondent seems puzzled by the first probe as in the example below “What kind was it?”

<p><b>Flavored Milks, Milk Drinks, Chocolate Milk, Hot Chocolate</b></p>	<p><b>KIND:</b> What kind was it? (Was it cocoa, hot chocolate, chocolate milk, malted milk, strawberry milk, PDQ...?)</p> <p><b>FORM:</b> Was it made from a dry mix, or was it ready-to-drink?  <b>If dry mix --</b> Did the mix have sugar or a low calorie sweetener?</p> <p><b>TYPE:</b> Was it made with whole, 1%, 2%, skim milk, water...?</p> <p><b>BRAND:</b>  <b>If school --</b> GO TO Q5.   <b>If not school --</b> What was the brand name?</p>	<p><b>IF VOLUME:</b> How much? (Tsp, Tbsp, Cup, FO)</p> <p><b>IF WEIGHT:</b> What was the weight and how many packets?</p> <p><b>IF SCHOOL MILK CARTON:</b> How many? <u>or</u> What portion?  <b>(Examples:</b> 1 carton;  1/2 carton)</p>
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Some hangers are preceded by the word IF. These are always decision points and you will ask the indented questions within the IF series if the previous answers send you to the series. For example, look below at the doughnut category example. If the respondent answered yes to the question about topping “Did it have an icing, glaze, or coating?” you then ask, “What kind?”. If the respondent answered “no” to the topping question, you skip over the IF yes probe to the next hanger, in this example KIND.

<p><b>Doughnuts</b></p>	<p><b>TOPPING:</b> Did it have an icing, glaze, or coating? If yes -- What kind?</p> <p><b>KIND:</b> Was the doughnut completely chocolate or not?</p> <p><b>FILLING:</b> Did it have a filling? (Was it filled with jelly, creme...?) If yes -- What kind? If no -- Was the doughnut cake-like, yeast, or some other kind?</p>	<p><b>IF NUMBER:</b> How many and what size? (miniature, small, medium, large; doughnut hole or stick)</p> <p><b>IF WEIGHT:</b> What was the package weight and portion eaten? (Example: 1/2 - 6 WO box)</p>
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Throughout column Q4 you will find questions with a list of examples followed by "...?" after them. This indicates that you should finish the question with "or something else?"

Food/Drink Category	Q4. Description of Food/Drink	Q5. How much of this (FOOD) did you actually (eat/drink)?
<b>Candy</b>	<p><b>BRAND:</b> Do you know the brand name?</p> <p>(IF HOLIDAY CANDY, GO TO "IF NO")</p> <p><b>If yes</b> -- What was it? (Was it Milky Way, Fruit Roll-Ups, Jordan Almonds, Gummy Bears, Lifesavers...?)</p> <p><b>If no</b> -- How would you describe the candy? Would you describe the candy as: hard, fruit leather, fruit snacks, caramel, chocolate or chocolate covered, fudge, taffy, toffee, marshmallow, chewing gum...?</p> <p><b>If chocolate holiday candy</b> -- Was it hollow or solid?</p> <p><b>TYPE:</b> Did it have any of the following: nuts, raisins, coating, filling...? Was it regular, reduced fat, low calorie...?</p>	<p><b>IF WEIGHT:</b> What was the package weight and portion eaten? (<b>Example:</b> 1/2 of 1.4 WO bar)</p> <p><b>IF NUMBER:</b> How many and what size? (regular size, king size, fun size, bite size...?) (IF DK SIZE, ASK FOR PRICE)</p> <p><b>IF POUCHES:</b> How many? (<b>Example:</b> 1/2 pouch of fruit snacks)</p> <p><b>IF PIECES:</b> How many? (<b>Examples:</b> 2 lifesavers, 5 gumdrops, 10 jelly beans, 1 fruit rollup, 1 Whitman's caramel)</p> <p><b>IF CHOCOLATE HOLIDAY CANDY, FUDGE:</b> What was the shape? (rec, sq, wedge) What were the dimensions? (length, width, height) (<b>Example:</b> 2 recs - 3" L x 2" W x 1/2" H)</p> <p><b>VOLUME:</b> How much? (Tbsp, Cup) (<b>Examples:</b> 1/2 C M&amp;M's; 1/4 C candy corn)</p>

**Neutral Probing:** As always, it is very important to remain neutral when probing. The FIB probes are written in a neutral manner. Be cautious not to imply that some answers are more acceptable than others or hint that a respondent might want to consider another response. Following is an example of a neutral and a non-neutral probe. The SP reports eating cereal at breakfast. He describes the cereal by answering the interviewer's probes.

**Neutral probe:** Did you add anything to your cereal?

**Non-neutral probe:** Did you add milk or sugar?

The non-neutral probe suggests a specific answer to the respondent and thus leads the respondent toward that answer, rather than leaving the range of possible responses completely open for the respondent to specify.

13.4 Obtaining Food Descriptions and Recording Responses on the Intake Questionnaire

**Box 1** Step 1 of the instructions in Box 1 instructs you to transfer the food item from the Quick List to the Food/Drink and Additions column. Following this transfer, Step 2 directs you to Q4 in the FIB for the appropriate food probes (descriptions). Ask those probes and record the responses in column Q4 of the Questionnaire grid.

**BOX 1**

**STEP 1:** TRANSFER QUICK LIST FOOD TO THE FOOD/DRINK COLUMN. CHECK OFF FOOD IN QUICK LIST AS IT IS TRANSFERRED.

**STEP 2 (Q4):** GO TO FIB COLUMN Q4 FOR FOOD PROBES. BE SURE TO REQUEST FOOD LABELS IF RESPONDENT CANNOT ANSWER PROBES IN COLUMN Q4.

**STEP 3 (Q5):** GO TO FIB COLUMN Q5 HEADING FOR AMOUNT QUESTION.

**STEP 4:** RETURN TO Q2a FOR NEXT FOOD RECORDED IN QUICK LIST.

BEVERAGES, MILK, CREAM

Food/Drink Category	Q4. Description of Food/Drink	Q5. How much of this (FOOD) did you actually (eat/drink)?
Milk	<p><b>KIND:</b> What kind was it? (Was it whole, 1%, 2% skim, soy, buttermilk...?)</p> <p>(FOR CHOCOLATE MILK, SEE NEXT CATEGORY)</p> <p><b>TYPE:</b> Was it liquid, dry, sweetened condensed, evaporated? If dry, evaporated or sweetened condensed -- Was water added?</p> <p><b>ADDITIONS:</b> Did you add anything to the milk? RECORD EACH ADDITION ON A SEPARATE LINE IN THE FOOD/DRINK COLUMN, COMPLETE Q5 FOR THE ORIGINAL FOOD, AND THEN ASK Q4 AND Q5 FOR EACH ADDITION. Example: <i>Chocolate syrup, page 19</i></p>	<p><b>IF VOLUME:</b> How much? (Tsp, Tbsp, Cup, FO)</p> <p><b>IF SCHOOL MILK CARTON:</b> How many? or What portion? Examples: 1 carton; 1/2 (on)</p>

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (HAND-CARD 12)	Q4 Food/Drink and Additions	Q4 Description of Food/Drink 1 Ingredient Amount
A. milk <input checked="" type="checkbox"/>	7:00 <sup>(a)</sup>	01	1. milk	
B. eggs <input type="checkbox"/>	p			
C. sandwich <input type="checkbox"/>	a		2.	
D. coke <input type="checkbox"/>	p		3.	
E. hamburger <input type="checkbox"/>	a			

13.4.1 How to Record Probe Responses on the Intake Questionnaire

You must record an answer to every probe asked in the Q4 column. Record either the respondent's answer, or if the respondent does not know the answer, record DK followed by the hanger. You will notice that the examples throughout this manual often include both the hanger and the response to the probe, for example "type: dry mix". This was done in the manual specifically as a reference for you. While there will be situations when it will be helpful to include the hanger for clarification, such as in recipes or sandwiches, generally you can record the response to a probe without including the hanger.

Look at the gravy category (page 73 in the FIB). If the respondent described the gravy as chicken (KIND), but did not know whether it was canned or homemade, you would record "DK type."

Q1 Quick List of Food Items	Q2 Time	Q3 CSE. HAND-CARD ID	Q4 Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually eat/drink?
A mashed potatoes	11:30 P	03	1. mashed potatoes	Type: Fat: Other Dry Mix, Butter, Milk 2%	$\frac{3}{4}$ C
B gravy	↓	↓	2. gravy	Kind: Chix, DK Type	
C					
D.					

When a hanger starts with IF and the respondent does not know the answer, you will need to record the response by using a word from the probe that describes the response. For example, if the respondent knew the gravy was canned, but not whether it was regular, low-fat, or something else, record "canned-DK regular."

Q1 Quick List of Food Items	Q2 Time	Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually eat/drink?
A mashed potatoes	11:30 P	03	1. mashed potatoes	Type: Fat: Others: Dry Mix, Butter, Milk 2%	$\frac{3}{4}$ C
B gravy	↓	↓	2. gravy	Kind: Type: Chix, Canned, DK Reg	
C	↓	↓	3.		
D	↓	↓			

Notice in the examples on pages 13-24 and 13-25 that an arrow has been drawn in columns Q2 and Q3 below the recorded time (11:30) and occasion (03). These arrows indicate that all foods recorded in the Food/Drink and Additions column on lines included in the arrow, were eaten at the same time and occasion. For example, the gravy was eaten at 11:30 for lunch (code 03).

There is one exception to this recording rule. Sometimes hangers with the word "TYPE," or "Type," in them have multiple probes attached. If a respondent knows the answers to **all** of the probes, record each response, and if he/she knows the answer to **none** of the probes, record "DK type." But if the respondent can answer some but not all of the probes, record the answers followed by "DK more."

Food/Drink Category	Q4 Description of Food/Drink	Q6 How much of this (FOOD) did you actually (eat/drink)?
Sweet Breads, Coffee Cakes, Sweet Rolls, Pastries, Muffins (not corn), Croissants, Toaster Strudel, Pop Tarts, Toaster Pastries	<p><b>KIND:</b> What kind was it? (Was it coffee cake, sweet roll or bun, danish pastry, muffin, croissant...?)</p> <p>(IF BISCUIT, SEE PAGE 14. IF ENGLISH MUFFIN, SEE PAGE 18)</p> <p><b>TYPE:</b> Was it regular, reduced calorie...? Did it have frosting, fruit, nuts, or a filling? If filling - What kind of filling was it?</p> <p><b>BRAND:</b> What was the brand name?</p> <p><b>ADDITIONS:</b> Did you add anything to the (FOOD)? RECORD EACH ADDITION ON A SEPARATE LINE IN THE FOOD/DRINK COLUMN. COMPLETE Q6 FOR THE ORIGINAL FOOD, AND THEN ASK Q4 AND Q6 FOR EACH ADDITION. Examples: Butter, margarine, page 77 Jam, jelly, page 77</p>	<p><b>IF SWEET ROLLS, PASTRIES, MUFFINS, CROISSANTS:</b> How many and what size? (miniature, small, medium, large)</p> <p><b>IF COFFEE CAKE, SWEETBREAD:</b></p> <ol style="list-style-type: none"> <li>How many pieces?</li> <li>What was the shape? (rec, sq, wedge) and</li> <li>What were the dimensions of each piece? (length, width, height)</li> </ol> <p>(Example: 1 rec 3" L x 2" W x 1 1/4" H)</p> <p><b>OR</b></p> <p>What portion and what was the diameter? (Example: 1/8 of 8" dia coffee cake)</p> <p><b>IF TOASTER STRUDEL, POP TARTS, TOASTER PASTRIES:</b> How many? (Example: 2 Pop Tarts)</p>

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (CARD 2)	Q4 Food/Drink and Additions	Q6 Description of Food/Drink and Ingredient Amount	Q8 How much of this (FOOD) did you actually (eat/drink)?
A Sweet roll	8:30	01	1. Sweet roll frosting, DK more		
B.			2.		
C.					

The list of acceptable **Food Item Abbreviations** shown below can be found in the back of the FIB. These abbreviations will make recording the food/beverage descriptions easier.

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**LIST OF ACCEPTABLE ABBREVIATIONS**

Measuring Abbreviations

Cup .....	C	Package .....	Pkg
Diameter .....	Dia	Pint .....	Pt
Extra Large .....	X Lrg	Pound .....	Lb
Fluid Ounce .....	FO	Quart .....	Qt
Gallon .....	Gal	Regular .....	Reg
Height .....	H	Small .....	Sm
Inches .....	"	Tablespoon .....	Tbsp
Large .....	Lrg	Teaspoon .....	tsp
Length .....	L	Thickness sticks .....	St
Medium .....	Med	Weight .....	Wt
Miniature .....	Mini	Weight ounce .....	WO
		Width .....	W

Food Item Abbreviations

Beverage .....	bev	Margarine .....	marg
Casserole .....	cas	Mayonnaise .....	mayo
Cereal .....	cer	Mozzarella .....	mozz
Chicken .....	chx	Orange juice .....	oj
Chocolate .....	choc	Peanut butter .....	pb
Coffee .....	coff	Potato .....	pot
Cottage cheese .....	cot cheese	Sandwich .....	sand
Crackers .....	crax	Spaghetti .....	spag
Decaffeinated .....	decaf	Vitamin .....	vt
French fries .....	FFries	Vegetables .....	veg
Grapefruit .....	grprt	Water .....	H <sub>2</sub> O
Macaroni .....	mac	Whole wheat .....	ww

Descriptive Abbreviations

Additions .....	add	Ingredients .....	ingred
Amount .....	amt	Low calorie .....	lo cal
Baked .....	bkd	McDonalds .....	McD
Breakfast .....	bidst	Piece(s) .....	pc(s)
Calorie .....	cal	Powdered .....	pow
Canned .....	can	Preparation .....	prep
Carbonated .....	carb	Presliced .....	presl
Cholesterol .....	chol	Presweetened .....	preswt
Chopped .....	chpd	Reduced .....	red
Commercial .....	comm	Regular .....	reg
Concentrate .....	conc	Rectangular .....	rec
Cooled .....	cd	Served .....	svd
Directions .....	dir	Slice(s) .....	sl(s)
Don't know .....	dk	Square .....	sq
Frozen .....	frz	Sweetened .....	swt
Granulated .....	gran	With .....	w/
Ground .....	grd	Without .....	w/o

13.4.2 Combination Foods

Combination foods are foods eaten together. There are two types of combinations: **additions** to foods such as milk added to cereal; and **ingredients** of foods such as lettuce, tomato, and cheese on a sandwich. **All combination foods should be bracketed to indicate they were eaten together.**

**Additions to Foods:** An **addition** is any food item that is added by the SP or by someone else to the SP's portion of food. For instance, butter is an addition to bread whether the child butters it at the table or Mom butters it for him before putting it on his plate. You will ask for a description of the addition and the amount of it added to the food reported.

Additions to foods often may not be mentioned by the respondent during the Quick List recall. For example, a respondent may report eating Cheerios for breakfast but not mention milk or sugar. Therefore, most food categories have the **ADDITIONS** hanger with the question "Did you add anything to your (FOOD)?" The **ADDITIONS** hanger is easily identified by the "plus" icon to the left and is always the last bold hanger in the food category. If after asking the additions question the respondent looks puzzled or asks for clarification, you should say "Did you put anything (on/in) the (FOOD) before you (ate/drank) it?"

Food/Drink Category	Q4 Description of Food/Drink	Q5 How much of this (FOOD) did you actually (eat/drink)?
Bread or Rice Stuffing, Dressing	<p><b>KIND:</b> What kind was it? (Was it cornbread dressing, bread stuffing, rice dressing...?)</p> <p><b>TYPE:</b> Was it made with meat, oysters, vegetables, egg...? If meat - What kind?</p> <p><b>+</b> <b>ADDITIONS:</b> Did you add anything to the (FOOD)? RECORD EACH ADDITION ON A SEPARATE LINE IN THE FOOD/DRINK COLUMN, COMPLETE Q5 FOR THE ORIGINAL FOOD, AND THEN ASK Q4 AND Q5 FOR EACH ADDITION. Examples: - Gravy, page 73</p>	<p><b>IF VOLUME:</b> How much? (Tsp, Tbsp, Cup)</p>

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. PLATE-CARD ID	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually (eat/drink)?
A. stuffing	✓	1	1. stuffing	Kind: Cornbread, type: vegetables	
B. relish	✓	Ⓟ 03			
C. corn			2.		

When a respondent reports an addition, record it on a separate line in the Food/Drink and Additions column. Continue to probe for more additions using "Anything else?" until the respondent has reported and you have recorded all of the additions. The food and all its additions are bracketed.

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. PLAND- CARD (2)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?
A. stuffing	✓	1 Ⓢ	03	1. stuffing Kind: cornbread, vegetables Type:	1 c
B. relish	✓	↓ Ⓢ	↓	2. Gravy	2 Tbsp.
C. corn					

Following is an example for asking about and recording **ADDITIONS**.

- The SP reported eating Cheerios. You have asked the probes and recorded the detail in the Q4 column of the Intake questionnaire. You then ask about additions: "Did you add anything to the Cheerios?"
- The SP reports milk as an addition. You record the reported addition (milk) on the next line in the Food/Drink and Additions column, and ask "Anything else?" The SP then reports sugar. You record the reported addition (sugar) on the next line in the **Food/Drink and Additions** column, and ask "Anything else?" The SP says "No."
- You ask Q5 for Cheerios ("How much of the Cheerios did you actually eat?"), and record the response in the Q5 column of the Intake questionnaire.
- Then ask Q4 (description) and Q5 (amount) for the milk first and then the sugar you recorded in the Food/Drink and Additions column. You will need to refer to the milk and sugar categories to ask the right probes in columns Q4 and Q5 of the FIB.

The responses to the above example have been recorded below. The food items (Cheerios, milk, and sugar) have been bracketed to show that they were eaten together. Draw the bracket to the left of the Food/Drink and Additions column.

Q1 Quick List of Food Items	Q2 Time	Q3 Cat. (CARD ID)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually (eat/drink)?
A cereal	7:01	01	cereal	Cheerios	1c
B sandwich			milk	kind: type skim, liquid	1/2c.
C chips			sugar		
D Coke					
E cookie					
F pear					

**Ingredients of Foods:** Ingredients are components of foods. There are 21 food categories that ask for ingredients:

- Milkshakes (page 7)
- Mixed Drinks (page 12)
- Tacos, Burritos, Enchiladas, Fajitas (page 46)
- Frozen Meals, Frozen Main Dishes (page 47)
- Mixed Dishes, Casseroles, Stews - HOME RECIPE (page 50)
- Mixed Dishes, Casseroles, Stews - COMMERCIAL, RESTAURANT, RECIPE UNKNOWN (page 51)
- Macaroni and Cheese (page 52)
- Spaghetti, Spaghetti and Sauce, Spaghetti with Meatballs/Meat Sauce (page 54)
- Bacon, Sausage, BLT Sandwiches (pages 56, 57)
- Beef, Ham, Pork, Chicken, Turkey, Vegetarian, Other Sandwiches (pages 58,59)
- Egg, Egg Salad Sandwiches (pages 60,61)
- Fish, Shellfish Sandwiches pages 62, 63)
- Grilled Cheese Sandwiches (page 65)
- Hamburger on Bun (pages 66,67)
- Hot Dogs (page 68)
- Peanut Butter Sandwich or Peanut Butter and Jelly Sandwiches (page 69)
- Green Salads (page 71)
- Other Salads (page 71)
- Soups (page 72)
- Gravy (page 73)
- Dips (page 75)

Some categories also ask for the amounts of the ingredients. Ingredients and amounts of ingredients are always recorded in the Q4 column of the questionnaire grid and bracketed to indicate they are a combination. Draw the bracket to the left of column Q4. Notice that there is an arrow in the Food/Drink and Additions column for the PB sandwich.

This arrow indicates that all the descriptive information within the brackets in column Q4 refers to the PB sandwich. You may fill in the arrows during your editing process after you have completed the interview.

Food/Drink Category	Q4 Description of Food/Drink	Q5 How much of this (FOOD) did you actually (eat/drink)?
Peanut Butter Sandwich, Peanut Butter and Jelly Sandwich 	<p><b>BREAD:</b> Was it on bread, bun...?            Grain: Was it white, whole wheat, sour dough, multigrain...?            If whole wheat - Was that 100% whole wheat (CHECK LABEL)</p> <p>Type: Was it commercial, from a bakery or made from a home recipe?            Was it regular, reduced calorie, high fiber...?</p> <p>Bread amount: How many buns or slices of bread per sandwich, and what size?            (IF BREAD (THIN, REGULAR, THICK)            (IF BUN (SMALL, MEDIUM, LARGE))</p> <p><b>PEANUT BUTTER:</b> Was it regular, reduced fat, reduced sodium, unsalted...?            Peanut butter amount - How much? (TSP, TBSP)</p> <p><b>OTHER INGREDIENTS:</b> Was anything else on the sandwich?            (Was it jelly, margarine, butter...?)            Anything else?</p> <p>If jelly: What kind of jelly was used? (Was it jelly, marmalade, preserves...?)            Type - Was it regular, reduced sugar...?</p> <p>Jelly amount - How much per sandwich? (TSP, TBSP)</p> <p>If margarine or butter -            Type: Was it regular or diet?            Was it salted or unsalted?            Was it stick, tub, whipped, liquid...?            What was the brand name?</p> <p>Margarine/butter amount - How much per sandwich?            (TSP, TBSP, CUP)</p> <p>If mayonnaise -            Type: Was it real, Miracle Whip-type...?            Was it regular, low calorie, no cholesterol...?            What was the brand name?</p> <p>Mayonnaise amount - How much per sandwich?            (TSP, TBSP, CUP)</p> <p>If something else: How much per sandwich? (RECORD AMOUNT FOR EACH)</p> <p><b>+</b> <b>ADDITIONS:</b> Did you add anything to the sandwich? RECORD EACH ADDITION ON A SEPARATE LINE IN THE FOOD/DRINK COLUMN, COMPLETE Q4 FOR THE ORIGINAL FOOD, AND THEN ASK Q4 AND Q5 FOR EACH ADDITION.</p>	<p><b>IF NUMBER:</b>            How many? or            What portion?</p>

Q1 Quick List of Food Items	Q2 Time	Q3 Cup. CARD (S)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually (eat/drink)?
A. PB sandwich	8:01	01	1. PB Sandwich	Bread: Type: White, Common, Reg, Amt: 2 Reg S1	
B. milk	↓	↓	2. ↓	PB: Reg, Amt: 2 Tbsp	
C. cookies	↓	↓	3. ↓	Jelly: Reg, Amt: 2 Tbsp	
D. applesauce	↓	↓	4. ↓	Adds: None	
E. crax	↓	↓	↓		
F.	↓	↓	↓		

It is possible to have ingredients and additions with the same food. For example, a respondent reported eating a hot dog. The hot dog category has all the ingredient probes listed in column Q4. The SP responded to all the ingredient questions which the interviewer recorded in column Q4 of the questionnaire grid. When she was asked the last probe, **ADDITIONS** ("Did you add anything to your hot dog?"), she reported catsup. The interviewer recorded the addition in the Food/Drink and Additions column, and after asking Q5 ("How much of the (FOOD) did you actually eat?") for the hot dog, the interviewer referred to the condiment category and asked Q4 for the catsup. Notice that the ingredients of the hot dog are bracketed in column Q4, **and** the hot dog and catsup are bracketed in the Food/Drink and Additions column.

Food/Drink Category	Q4. Description of Food/Drink	Q5. How much of this (FOOD) did you actually (eat/drink)?
Hot Dogs	<p><b>MEAT:</b> What kind of hot dog was it? (Was it chicken, turkey, beef and pork, corn dog, vegetarian dog...?) Type: Was it regular, lowfat...?</p> <p>Meat amount: How many and what size? (REGULAR, JUMBO, COCKTAIL, FOOTLONG)</p> <p>If cornedog - (GO TO OTHER INGREDIENTS)</p> <p><b>BREAD:</b> Was it on bread, bun...? Grain: Was it white, whole wheat, sour dough, multigrain...? If whole wheat - Was this 100% whole wheat (CHECK LABEL)</p>	<p><b>IF NUMBER:</b> How many? or What portion? What size? (regular, jumbo, cocktail, footlong)</p>

Q1 Quick List of Food Items	Q2 Time	Q3 Q45 CARD #	Q4 Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?
A hot dog	✓	2 @ 03	1 hot dog	meat: beef/pork, type: Reg, Amt: Reg	Ate A 11
B. Coke			2	Grain: Type: Med, Bun: white, Commercial	↓
C. chips			2	Chili: w/meat, DK Amt	
D. cookies					
E. salad					
F. fish			4 Catsup	Catsup	

if chili - Was it with or without meat?  
Chili amount - How much? (TSP, TBSP, CUP)

if sauerkraut - How much per hot dog? (TSP, TBSP, CUP)

if something else - How much per hot dog? (RECORD AMOUNT OF EACH)

**+** **ADDITIONS:** Did you add anything to the hot dog? RECORD EACH ADDITION ON A SEPARATE LINE IN THE FOOD/DRINK COLUMN. COMPLETE Q4 FOR THE ORIGINAL FOOD, AND THEN ASK Q4 AND Q5 FOR EACH ADDITION.  
Examples: Mustard, page 78  
Relish, page 78

FIB (Spreads, Salad Dressings, Oil, p.78)

Food/Drink Category	Q4. Description of Food/Drink	Q5. How much of this (FOOD) did you actually (eat/drink)?
Condiments	<p>(IF SOY SAUCE, TERIYAKI SAUCE, ETC., SEE PAGE 78)</p> <p><b>KIND:</b> What kind was it? (Was it mustard, catsup, hotdog relish, corn relish, horseradish...?)</p>	<p><b>IF VOLUME:</b> How much? (Tsp, Tbsp, Cup)</p> <p><b>IF INDIVIDUAL PACKETS:</b> How many?</p>

### 13.4.3 Home Recipes

A home recipe is a dish made from scratch or from more than one ingredient and not from a commercial mix alone. The following categories ask specific questions about all the ingredients in a home recipe; they are easily identified in the FIB by the “house” icon.

- Milkshakes (page 7)
- Tacos, Burritos, Enchiladas, Fajitas (page 46)
- Mixed Dishes, Casseroles, Stews (page 50)
- Macaroni and Cheese (page 52)
- Spaghetti, Spaghetti and Sauce, Spaghetti with Meatballs/Meat Sauce (page 54)

Record the ingredients in the Q4 column of the questionnaire as the respondent reports them. Then ask the probes specified for each ingredient. Record each ingredient on a separate line.

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (HAND-CARD 12)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount
A. spaghetti ✓	6 a	04	1. spaghetti	Home recipe: Pasta: spaghetti noodles  Fat used: olive oil  Sauce: Spaghetti, Commercial, Reg., No meat, Brand: Healthy Choice  No Salt No Adds
B. coke	↓ a	↓	2. ↓	
C. bread	↓ p	↓	3. ↓	
D. salad	↓ a	↓	4. ↓	
E. cake	↓ p	↓	5. ↓	
F. _____	↓ a	↓		
G. _____	↓ p	↓		
H. _____	↓ a	↓		

For three of the home recipe items (milkshakes, mixed dishes, etc., and tacos, etc.), you will also need to record the amount of each ingredient as instructed in the FIB. Again, this amount should be recorded in the Q4 column as you are asking about the ingredients in the recipe, not the amount eaten or drunk.

Q1 Quick List of Food Items		Q2 Time	Q3 Occ. (HAND-CARD 12)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount
A.	milkshake <input checked="" type="checkbox"/>	2 <sup>a</sup>	06	1. milkshake	Home Recipe: milk: whole, 1c Borden's Brand, ice cream: choc., 1c syrup: choc, 2 Tbsp.
B.	cookies	Ⓟ <sup>a</sup>	↓	2. ↓	
C.	fish	↓ <sup>p</sup>	↓	3. ↓	
D.	salad	↓ <sup>a</sup>	↓	4.	
E.	rice	↓ <sup>p</sup>		5.	
F.	carrots	↓ <sup>a</sup>		6.	
G.	cake	↓ <sup>p</sup>			
H.	nuts	↓ <sup>a</sup>			
I.	_____	↓ <sup>p</sup>			

Since each recipe can contain many ingredients, feel free to use as many lines as you need for recording in the Q4 column. When you have completed recording all of the ingredients, make sure you bracket the home recipe to show that the ingredients were eaten together.

Once you have obtained all of the ingredients, go to the Q5 column and ask the probe for the total amount of the mixture, for example, the milkshake that the SP actually drank.

If the respondent was not the cook or is unsure of the ingredients, try to obtain more information from "the cook" or a more knowledgeable member of the household.

**Mixed Dishes:** There are two Mixed Dishes categories: Home Recipe (recipe known), page 50 and Commercial, Restaurant, or Recipe Unknown, page 51.

If the dish is a home recipe and the recipe is known, column Q4 of the FIB lists the questions needed to collect **descriptive** and **quantity** information about the recipe ingredients. First ask and record the name of each ingredient; next ask descriptive and quantity information for each ingredient; then draw a line under the ingredients and ask the recipe amount (the total yield of the recipe) from **RECIPE AMOUNT** hanger (the next to the last bold hanger on page 51).

Notice the interviewer instructions after each ingredient amount that tell you how to record the quantities. Make sure you specify whether the ingredients were "cooked" or "raw" if appropriate.

Q1 Quick List of Food Items	Q2 Time	Q3 Obs. (PAGE- CARD ID)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually eat/drink?
A Italian Cass	1	a 03	1 Italian cass	Home recipe: Meat: chix breast 1c ckd	
B Tea		a	2	Grain: Macaroni 2c ckd	
C broccoli		p		other: 3c No Veg - Tomato Pasta Sauce	
D salad		a	2		
E steak		p			
F fries		a	4	No Liquid, No Salt	
G tea		p		Fat: Olive oil, $\frac{1}{4}$ c	
H		a		Recipe Amt : 7c	
I		p		No Adds	

If a mixed dish is commercial, from a restaurant, or an unknown recipe, use the category on page 51. Notice that column Q4 in the FIB lists major ingredient headings and asks for very brief descriptions. No amounts are needed.

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. PANE- CARD 12)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually (eat/drink)?
A Lasagna	5	@ 04	1 Lasagna	Restaurant: Meat: grd beef	
B.	a		2	Grain: lasagna noodles Veg: mushrooms, onions Cheese, Mozzarella Other: cheese, Ricotta Sauce: Tomato Pasta Sauce No Brand No Adds	
C.	p		3.		
D.	a		4.		
E.	p		5.		
F.	a		6.		
G.	p		7.		
H.	a		8.		
I.	p				
J.	a				
K.	p				
L.	a				
	p				

**13.4.4 Sandwiches**

There are nine sandwich categories in the FIB that can be identified by the “sandwich” icon:

- Fast Food Sandwiches (page 55)
- Bacon, Sausage, BLT Sandwiches (pages 56,57)
- Beef, Ham, Pork, Chicken, Turkey, Vegetarian, Other Sandwiches (pages 58,59)
- Egg, Egg Salad Sandwiches (page 60, 61)
- Fish, Shellfish Sandwiches (pages 62, 63)
- Grilled Cheese Sandwiches (page 65)
- Hamburger on Bun (pages 66, 67)
- Hot Dogs (page 68)
- Peanut Butter or Peanut Butter and Jelly Sandwiches (page 69)

Fast Food Sandwiches applies to sandwiches purchased at the following fast food places: Arby’s, Burger King, Hardees, Jack-in-the-Box, Kentucky Fried Chicken, McDonald’s, Roy Rogers, White Castle, and Wendy’s. If the sandwich is from one of these places, you need only get the name of the sandwich and any changes made to the standard item (deletions or additions).

G1 Quick List of Food Items	G2 Time	G3 Obs. CARD ID	G4 Food/Drink and Additions	G5 Description of Food/Drink and Ingredient Amount	G6 How much of this (FOOD) did you actually (eat/drink)?
A. McD hamburger	Nan a p	03	1. McD hamburger	Nothing removed	
B.	a p		2.		
C.					

If the sandwich is not a fast food sandwich from one of the listed fast food restaurants, refer to the appropriate sandwich category and ask the respondent each probe. As the respondent reports the ingredients, you will record them one after the other in the Q4 column asking the probes specified for each ingredient.

You will also need to record the amount of each ingredient. Again, this amount should be recorded in the Q4 column as you are asking about each ingredient. Always bracket the ingredients of the sandwich.

Since each sandwich can contain many ingredients, feel free to use as many lines as you need for recording in the Q4 column. When you have completed recording all of the ingredients, bracket the sandwich to show that the ingredients were eaten together.

Q1 Quick List of Food Items	Q2 Time	Q3 Obs. (HAND- CARD ID)	Q4 Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?
A hamburger	✓ Noon	03	1 hamburger	Bun: Type: 1 Med White, Commercial, Reg	
B.			2	Spread: Mayo DK More	
C.					
D.			3	Meat: Ground Beef, Reg, Med	
E.					
F.			4	Other: Vegetable: pickle 3sl	
G.			5	Salts DK Salt	
H.					
L.			6	Adds: No	

#### 13.4.5 Ethnic, Regional, and New Foods

Sometimes a respondent will report eating a food that is unfamiliar to you. Such foods may be ethnic foods, regional foods, or foods new on the market. If a respondent reports an unfamiliar dish, ask for a description such as what foods were in the dish and how it was cooked or served. Always record the **ethnic name** of a recipe with a translation if possible. From the description try to determine the appropriate FIB food category. Go to the FIB and, using the descriptive probes for a similar food or beverage, try to obtain as much detail as possible.

Unfamiliar ethnic or regional foods are often **Mixed Dishes**. If the respondent describes the food as a mixture, turn to page 50 of the FIB (Mixed Dishes). If the respondent reports the dish as a home recipe, follow the probes on page 50. Otherwise, go to Mixed Dishes on page 51. Notice that tacos, burritos, enchiladas, and fajitas are found in their own category on page 46 rather than in Mixed Dishes.

If the respondent cannot give you a good description, ask to see the ingredients used in preparing the dish or the container the food came in. If the food was eaten in a restaurant, ask the restaurant name. You might also determine the consistency of the food (e.g., soup versus stew) by asking the respondent whether he/she used a knife, fork, or spoon to eat the unfamiliar dish.

If possible, document the food category. Write down the name of the food verbatim and describe the food as accurately as you can.

## 13.5 Obtaining Quantities and Use of the Food Guides

**Q5** This question asks for the actual amount of the food item eaten. Using column Q5 of the FIB, document food quantity in appropriate measures (i.e., teaspoons, tablespoons, cups, fluid ounces, weight ounces, etc.).

Every food transferred to the Food/Drink and Additions column (except plain drinking water and breast milk) should have a quantity in Q5. Do not accept a range value for quantity. If a respondent reports eating 10-20 potato chips, ask: "Can you give me your best estimate of the number of chips you ate?"

Only the amount eaten is reported -- not the amount served. Probe carefully when the respondent reports sandwiches, chicken parts, and meats such as pork chops. The respondent may be so intent on describing the size of the serving to you that he/she forgets that the whole portion wasn't eaten.

There is one exception to the amount eaten recording convention. In cases that meet the data retrieval guidelines (see page 7-5) if the type of food and beverage served is reported, but the quantity eaten is not known, you can, through data retrieval, determine quantity of food "served." In that situation, document the amount served in column Q5 noting "amount served." For example, a young school age respondent may report eating pizza and drinking milk for lunch in the school cafeteria, but can't remember how much he ate.

If the respondent cannot give you a quantity and there is no way you can retrieve the data, code "DK quantity" in column Q5.

### 13.5.1 The Measuring Guides

To assist the respondent in accurately reporting the amount of foods eaten, you will be provided six (6) measuring guides. These tools will be used to determine the volume and dimensions of the food items the respondent reports. The instruction pages in the FIB (shown below) are a quick reference of how to use measuring cups and spoons to determine quantity.

**MEASURING CUPS (C):** Use the measuring cups to estimate the capacity of mugs, bowls or glasses, and to estimate sizes of portions or servings. For example, these cups would be used to measure liquids (such as juice or milk) and solids (such as potato salad or corn chips).

**MEASURING SPOONS (tsp, Tbsp):** Use the measuring spoons to estimate the capacities of cooking spoons, serving spoons, or household spoons, and to estimate small amounts. Always have the respondent estimate **level** spoons.

**THICKNESS STICKS (st):** The thickness sticks consist of eight 1/8 inch sticks. **Only** use the thickness sticks to measure the thickness of meat, poultry, and cheese. If the respondent thinks the thickness was greater than 8 sticks (1 inch), use a ruler. The Q5 column of the FIB will instruct you as to when to use thickness sticks.

**RULER (“):** Use the ruler to estimate dimensions in inches. For example, the ruler would be used to estimate the length, width, and height of a piece of cornbread; and the length and width of a piece meat or poultry (height would be estimated from the thickness sticks).

**LAMINATED CARDS:** The laminated card has two sides. The first side includes a set of six concentric circles (1” to 6”) and two perpendicular 6” rulers. The circles can be used to estimate the size of such foods as pancakes, or a small pizza. The perpendicular rulers are helpful to the respondent when estimating the length and width of square and rectangular foods such as cornbread, cake, or lasagna.

The other side contains pictures of a fish fillet, parts of chicken, and dimensions for various shapes. This card can be used as a type of Hand Card to help the respondent in answering particular questions. It should always be used to confirm whole and half chicken breasts and chicken legs, drumsticks, and thighs.

**TWO CUP PLASTIC MEASURING CUP (C):** The 2-cup plastic measuring cup should only be used to estimate the amount of food or beverage the SP ate or drank when the SP refers to a bowl or cup in his/her home. For example, if a respondent reports drinking “a cup of hot cocoa,” have him/her fill the cup used with water to represent the amount of cocoa he/she actually drank. You can then measure the liquid by pouring it into the 2-cup measure. Make sure the amount in the measuring cup is the amount he/she **drank**.

You can use this same procedure with dry measures. For example, if the SP reports eating a small bowl of popcorn, have him/her fill the bowl used with water to represent the amount of popcorn he/she actually ate. Then measure the water by pouring it into the 2-cup measure.

Keep a set of the cups and spoons in a zip-lock plastic bag for easy access. Before starting the Intake Questionnaire, lay out all the food measuring guides (EXCEPT THE 2-CUP MEASURING CUP). After completing the Quick List describe to the respondent how he/she should use them to quantify intake. Refer to the measuring guides when you read the following description on the questionnaire:

“When I ask about amounts, you can use these measuring guides: the cups and spoons for the volume of foods; the ruler for length, width, and height of foods; the sticks for thickness of meat, poultry, and cheese; and the circles on the card for the diameter of round foods. Please use any of your own cups, mugs, or bowls to estimate the amount of food (you/NAME) ate or drank at home yesterday, or check any package labels that may be helpful.”

Other suggestions to assist the respondent in reporting include:

- Turning measuring cups upside down to simulate a mound of food.
- Having the respondent show the dimensions of a food with his/her hands, on the grid if possible. 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, then use the ruler to measure.

Accept the measurement unit the respondent spontaneously reports if it is in column Q5 of the FIB. If it is not in the FIB, guide the respondent to the first appropriate unit listed in column Q5. If the respondent is hesitant, guide him/her to other appropriate units of measure in column Q5. If, despite this, the respondent cannot report in units in the FIB, record in the unit the respondent offers.

If the respondent reports in cups, spoons, or dimensions, but did not use the measuring guides to help estimate, confirm the amount reported by referring to the appropriate cup, spoon, ruler, grid, or circle. For example, if a respondent reports drinking 2 cups of milk, point to the cup measure and confirm by saying something like “was each cup this size?”

Do not use your judgment about “unreasonable” amounts. Confirm and accept the amount reported.

In the back of the FIB is a list of **measuring abbreviations** to make the documentation of food quantity easier.

**LIST OF ACCEPTABLE ABBREVIATIONS**

Measuring Abbreviations

Cup .....	C	Package .....	Pkg
Diameter .....	Dia	Pint .....	Pt
Extra Large .....	X Lrg	Pound .....	Lb
Fluid Ounce .....	FO	Quart .....	Qt
Gallon .....	Gal	Regular .....	Reg
Height .....	H	Small .....	Sm
Inches .....	"	Tablespoon .....	Tbsp
Large .....	Lrg	Teaspoon .....	tsp
Length .....	L	Thickness sticks .....	St
Medium .....	Med	Weight .....	Wt
Miniature .....	Mini	Weight ounce .....	WO
		Width .....	W

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### 13.5.2 How to Report amounts

The FIB specifies three ways to report amounts of foods and beverages consumed: as a weight (weight ounce (WO), pound), as a volume (fluid ounce (FO), cup, Tbsp, tsp,), and as a size (small, medium, large).

- **Weight** measures how heavy a food is. That is, how much it weighs on a scale.

Weight measures should only be used when the weight (in grams, ounces, or pounds) is read from a package label of a ready-to-eat food or from a scale. If it is read from a label, note what portion of the entire package or can the respondent ate. For example, if the respondent reports eating a half a bag of pretzels, document in column Q5 of the intake form: "1/2 of a 2.7 WO bag." Or if a respondent reports eating a whole can of cling peaches, record: "1 can - 15.5 WO."

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (HAND- CARD ID)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually (eat/drink)?	
A pretzels	✓	3 <sup>a</sup> Ⓟ	06	1. pretzels	Type: Hard, Reg, Not Coated, No Adds	1/2 of 2.7 WO pkg
B peaches	✓			2. peaches	Type: Can, DK Syrup Type, Drained, No Adds	1 can - 15.5 WO
C						

Weight measures should only be used for restaurant meals when the weight is specified in the menu. For example, if the menu describes the food item as "1/2 pound of fried shrimp", document in column Q5: "1/2 Lb." You must also document whether that amount is a raw or cooked weight. Ask the respondent if weight is raw or cooked. If unknown, the correct documentation would be: "1/2 Lb., DK raw." You would also ask if the weight was with or without shell.

Q1 Quick List of Food Items	Q2 Time	Q3 Sec. PAGE- CARD ID	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually eat/drink?
A shrimp	5 @	04	1 shrimp	DK type, Fried, Battered	1/2 lb, DK Raw
B.			2	DK Salt, DK Fat Used, DK Brand	DK shell
C.				No Adds	

- **Volume** measures how much space a food takes up. Common units for volume are:
  - Cups or fractions of cups;
  - Tablespoons, teaspoons or fractions of these spoons; and
  - Fluid ounces.

Always collect **level** cup, tablespoon, or teaspoon measures only. Do not accept “heaping” measures. Ask for the respondent’s best estimate of level measures.

Amounts of beverage consumed should be reported in cups or fluid ounces.

- **Weight Ounce Versus Fluid Ounce:** An “ounce” is a unit of measure that can be used for both weight and volume. However, a weight ounce (WO) and a volume or fluid ounce (FO) are different, and the difference can be substantial in some foods. For example, compare 8 fluid ounces (FO) and 8 weight ounces (WO) of potato chips:

- **WEIGHT:** 8 WO equals 227 grams
- **VOLUME:** 8 FO (1 cup) equals 20 grams

In this instance 8 WO of potato chips is equivalent to more than 10 times 8 FO! Now you see why it’s so important to distinguish between weight ounces and fluid ounces. Following are some probes you might use to determine the correct “ounce” measurement.

- When you say ounces, do you mean the ounces you read off of a cup measure? If the respondent answers “Yes,” record in FO or portion of a cup.
- When you say ounces, do you mean the ounces you would read off of a scale if you were weighing the food? If the respondent answers “Yes”, record in WO.

Only accept “unknown ounce” if the respondent is not able to distinguish between the two types.

- **Size** is measured in two ways: (1) relative size such as small, medium, large, and (2) shape of food (square, wedge) with dimensions such as length, width, height, diameter.

**Relative size** (small, medium, large) is used for food items where actual dimensions may be difficult to report. For example, fruits, vegetables, fish, poultry, and many meats with bone such as steaks and chops can be adequately described with relative size. Following is a list of descriptions that are commonly used to quantify a food item. The FIB will tell when to use relative size, and which terms to use.

- Miniature/mini (muffins, cookies, bagels)
- Small
- Medium
- Large
- Extra large (eggs)
- Jumbo (eggs, shrimp)
- Regular
- Thin (slices)
- Very thin (slices)
- Shaved thin (pre-sliced meats only)
- Bite size (indicate brand for cookies, crackers, muffins)
- Thick (slices)

**Dimensions** (length, width, or diameter in inches; height in inches or thickness sticks) may be used only when specified in the FIB. Use a ruler, thickness sticks, or the concentric circles to determine dimensions. Always record the shape of the food.

For example, if a respondent reports eating a piece of pie (page 27), probe for the shape and dimensions. Say something like: "What was the shape of the piece? Using the ruler, can you tell me the size of the piece you ate? What was the length? and the width? and the height?"

Record in column Q5 as: 1 wedge, 4"L X 3"W x 1 1/4"H.

Q1 Quick List of Food Items	Q2 Time	Q3 Occ. (PAND- CARD ID)	Q4 Food/Drink and Additions	Q5 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually (eat/drink)?
A pie	7 <sup>a</sup>	06	1. pie	pumpkin, one crust, No Adds	1 wedge: 4" L x 3" W x 1 1/4" H
B.			2.		
C.					

Use thickness sticks to estimate the thickness (height) of meat, poultry, and cheese, ONLY. For example, if a respondent reports eating a boneless, square piece of steak, you can use the ruler to measure the length and width, and the thickness sticks to measure the thickness. Say something like: "Using the thickness sticks, can you tell me the thickness of that piece of steak?" Spread the sticks out and demonstrate by putting one on top of the other to indicate thickness. If the respondent thinks the food was thicker than 8 sticks (one inch), use the ruler.

Q1 Quick List of Food Items	<input checked="" type="checkbox"/>	Q2 Time	Q3 Occ. (HAND- CARD I2)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?
A. steak	<input checked="" type="checkbox"/>	5 a	04	1. steak	Kind: Form: Beef steak, No Bone	1 SQ 4" L x 4" W x 3st H
B.		a		2.	Did Not Prep: Salt No Eat Fat, broiled, Used, Adds	
C.		p				

Use the concentric circles to help a respondent report round foods such as pancakes, or waffles. For instance, if a respondent reports eating three pancakes, probe: "Looking at these circles, can you show me which one is the size of your pancakes?"

Q1 Quick List of Food Items	<input checked="" type="checkbox"/>	Q2 Time	Q3 Occ. (HAND- CARD 12)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?
A. pancakes	<input checked="" type="checkbox"/>	8 <sup>00</sup>	01	1. pancakes	Kind: buttermilk, Type: Keg.	3 pancakes, 4" dia
B. milk	<input type="checkbox"/>	p	}	2. ↓	No fruit, Not frzn.	
C. eggs	<input type="checkbox"/>	a		3. syrup		
D. juice	<input type="checkbox"/>	p		4. butter		
E. bacon	<input type="checkbox"/>	a				
F.	<input type="checkbox"/>	↓	↓			

If a food is an irregular shape, draw a small replica of the food on the intake form in the description (Q4) or quantity (Q5) column and label the dimensions.

If you consistently have problems getting a sample person to quantify the foods he/she has eaten, document at the bottom of the questionnaire.

Remember that the amount to be reported is only the amount actually eaten or drunk by the respondent. The interview will go faster and you will not collect too little or too much detail about the quantity eaten or drunk when you follow the specifications in the FIB.

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REVIEW

6. Now let's see if I have everything. I'd like you to try to remember anything else (you/NAME) ate or drank yesterday, that you haven't already told me about, including anything (you/NAME) ate or drank while preparing a meal or while waiting to eat.

6a. Did (you/NAME) have anything to eat or drink between midnight yesterday and (your/NAME'S) (TIME) (FIRST OCCASION)?

6b. Now at (TIME) for (THIS OCCASION) (you/NAME) had (FOODS), did (you/NAME) have anything else?

6c. Did (you/NAME) have anything to eat or drink between (your/NAME'S) (TIME) (THIS OCCASION) and (TIME) when (you/NAME) had (NEXT OCCASION)?

REPEAT 6b AND 6c FOR EACH OCCASION EXCEPT LAST OCCASION. FOR LAST OCCASION, GO TO 6d.

6d. Now at (TIME) for (LAST OCCASION) (you/NAME) had (FOODS), did (you/NAME) have anything else?

6e. Did (you/NAME) have anything to eat or drink after (your/NAME'S) (TIME) (LAST OCCASION) but before midnight last night?

Now let's go back to the beginning of the day and find out where (you/NAME), or other people who live here, obtained the food (you/NAME) ate and where (you/NAME) ate it.

7. (Looking at this card) Where did (you/NAME) obtain (THIS FOOD/MOST OF THE INGREDIENTS FOR THIS FOOD)?

HAND  
CARD  
13

- |   |  |
|---|--|
| <p>01 STORE, SUCH AS<br/>SUPERMARKET, GROCERY STORE,<br/>OR WAREHOUSE, CONVENIENCE<br/>STORE, DRUG STORE, OR<br/>GAS STATION<br/>SPECIALTY STORE SUCH AS BAKERY,<br/>DELI, SEAFOOD, ETHNIC FOOD,<br/>HEALTH FOOD.<br/>COMMISSARY<br/>PRODUCE STAND OR FARMER'S<br/>MARKET</p> <p>02 RESTAURANT WITH WAITER/WAITRESS<br/>SERVICE</p> <p>03 FAST FOOD PLACE, PIZZA PLACE</p> <p>04 BAR, TAVERN, LOUNGE</p> <p>05 SCHOOL CAFETERIA</p> <p>06 OTHER CAFETERIA</p> <p>07 VENDING MACHINE</p> <p>08 CHILD CARE CENTER, FAMILY DAY<br/>CARE HOME, ADULT DAY CARE</p> | <p>09 SOUP KITCHEN, SHELTER, FOOD PANTRY</p> <p>10 MEALS ON WHEELS</p> <p>11 OTHER COMMUNITY FOOD PROGRAM</p> <p>12 GROWN OR CAUGHT BY YOU OR SOMEONE<br/>YOU KNOW</p> <p>IF <u>FISH OR SEAFOOD</u>, ASK: Did it come from a...</p> <p>71 Freshwater lake, pond, or river</p> <p>72 The ocean, or</p> <p>73 A bay, sound, or estuary?</p> <p>74 DON'T KNOW BODY OF WATER</p> |
|---|--|

- 13 SOMEONE ELSE/GIFT
- SOME OTHER PLACE (PLEASE DESCRIBE)
- 14 MAIL ORDER PURCHASE
- 15 COMMON COFFEE POT OR  
SNACK TRAY
- 16 RESIDENTIAL DINING FACILITY
- 17 OTHER (SPECIFY)
- 98 DON'T KNOW

8. Did (you/NAME) (eat/drink) this (FOOD) at your home?

IF YES, GO BACK TO Q7 FOR NEXT FOOD.  
IF NO, GO TO Q9.

9. Before (you/NAME) (ate/drank) this particular (FOOD), was it ever at your home?

REPEAT Q7-9 FOR EACH FOOD.

## 13.6 Review of Intake

**Q6** Question 6 gives the respondent the opportunity to report any forgotten food items eaten the day before. Speak slowly and distinctly to give the respondent the time to think. Encourage the respondent to make corrections or add any additional food items by allowing adequate pauses for a mental review of the foods listed. Assume that there are foods that the respondent has forgotten to report. The review process is designed to jog the respondent's memory by organizing the food intake by eating occasion.

First, let the respondent know what is expected by reading the statement in the questionnaire: "Now let's see if I have everything. I'd like you to try to remember anything else (you/NAME) ate or drank yesterday that you haven't already told me about, including anything (you/NAME) ate or drank while preparing a meal or while waiting to eat." Then read the series of questions outlined in Question 6. These questions will systematically review each portion of the previous day.

**Q6a** This question is asking the respondent to try to remember whether he/she ate or drank anything between midnight and the first reported eating occasion. Pause for a few moments to allow the respondent time to think and respond. Record on the Quick List below the line any foods or additions that the respondent recalls. Wait to ask Questions 4 and 5 until the Review is complete.

**Q6b** Question 6b focuses on each eating occasion. This question reviews the foods reported for a specified occasion and asks the respondent to remember other food or beverage items consumed at that occasion.

For example, "Now at 6:30 a.m. for breakfast you had one slice of toast with light cream cheese and apple juice, did you have anything else?" PAUSE and look expectantly at the respondent to encourage a response. If the SP remembers additional foods after the pause, record them on the Quick List under the line. Complete this review for all eating occasions before asking about the additional foods.

**Q6c** This question refers to the time between the eating occasions. Read the question, inserting the times for the eating occasion just reviewed and the next occasion recorded in Q2. Again, record any remembered foods on the Quick List below the line and then continue with the review.

Ask this question in the following manner. "Did you have anything to eat or drink between your 6:30 a.m. breakfast and 12 noon when you had lunch?"

Repeat Questions 6b and 6c for each of the eating occasions except the last occasion. The boxed instructions after Question 6c will guide you in this process.

**Q6d** This question is the same as question 6b except that it asks specifically about the last eating occasion. Again, list any additional foods or beverages on the Quick List and continue the Review.

**Q6e** This question is asking the respondent to try to remember whether he/she had anything else to eat or drink between the last reported time and midnight.

For example, "Did you have anything to eat or drink yesterday after your 7 p.m. dinner but before midnight last night?"

When all the additional foods are recorded on **the Quick List** after the line, for each food or drink added, ask Q2-Q5 (time, occasion, description, and quantity). When you have completed the record review, draw a line under the last item in column Q4 and write "**NOTHING ELSE.**"

### **13.7 Where Obtained and Where Eaten**

Complete Q2 through Q5 and the REVIEW **before** asking Question 7. Q7 through Q9 ask the respondent where he/she obtained the food; if it was eaten at home; and, if eaten away, whether it was ever in the home. Begin at the top of the list of foods in the Food/Drink and Additions column and ask these questions **for every food** that has a quantity or "DK Amount" recorded in column Q5 on the questionnaire grid except for breast milk.

REVIEW

6. Now let's see if I have everything. I'd like you to try to remember anything else (you/NAME) ate or drank yesterday, that you haven't already told me about, including anything (you/NAME) ate or drank while preparing a meal or while waiting to eat.
- 6a. Did (you/NAME) have anything to eat or drink between midnight yesterday and (your/NAME'S) (TIME) (FIRST OCCASION)?
- 6b. Now at (TIME) for (THIS OCCASION) (you/NAME) had (FOODS), did (you/NAME) have anything else?
- 6c. Did (you/NAME) have anything to eat or drink between (your/NAME'S) (TIME) (THIS OCCASION) and (TIME) when (you/NAME) had (NEXT OCCASION)?

REPEAT 6b AND 6c FOR EACH OCCASION EXCEPT LAST OCCASION.  
FOR LAST OCCASION, GO TO 6d.

- 6d. Now at (TIME) for (LAST OCCASION) (you/NAME) had (FOODS), did (you/NAME) have anything else?
- 6e. Did (you/NAME) have anything to eat or drink after (your/NAME'S) (TIME) (LAST OCCASION) but before midnight last night?

Now let's go back to the beginning of the day and find out where (you/NAME), or other people who live here, obtained the food (you/NAME) ate and where (you/NAME) ate it.

7. (Looking at this card) Where did (you/NAME) obtain (THIS FOOD/MOST OF THE INGREDIENTS FOR THIS FOOD)?

HAND  
CARD  
I3

- |  |  |
|--|--|
| 01 STORE, SUCH AS<br>SUPERMARKET, GROCERY STORE,<br>OR WAREHOUSE, CONVENIENCE<br>STORE, DRUG STORE, OR<br>GAS STATION<br>SPECIALTY STORE SUCH AS BAKERY,<br>DELI, SEAFOOD, ETHNIC FOOD,<br>HEALTH FOOD.<br>COMMISSARY<br>PRODUCE STAND OR FARMER'S<br>MARKET | 09 SOUP KITCHEN, SHELTER, FOOD PANTRY<br>10 MEALS ON WHEELS<br>11 OTHER COMMUNITY FOOD PROGRAM<br>12 GROWN OR CAUGHT BY YOU OR SOMEONE<br>YOU KNOW   |
| 02 RESTAURANT WITH WAITER/WAITRESS<br>SERVICE  | IF FISH OR SEAFOOD, ASK: Did it come from a...<br>71 Freshwater lake, pond, or river<br>72 The ocean, or<br>73 A bay, sound, or estuary?<br>74 DON'T KNOW BODY OF WATER                                    |
| 03 FAST FOOD PLACE, PIZZA PLACE<br>04 BAR, TAVERN, LOUNGE<br>05 SCHOOL CAFETERIA<br>06 OTHER CAFETERIA<br>07 VENDING MACHINE<br>08 CHILD CARE CENTER, FAMILY DAY<br>CARE HOME, ADULT DAY CARE  | 13 SOMEONE ELSE/GIFT<br><br>SOME OTHER PLACE (PLEASE DESCRIBE)<br>14 MAIL ORDER PURCHASE<br>15 COMMON COFFEE POT OR<br>SNACK TRAY<br>16 RESIDENTIAL DINING FACILITY<br>17 OTHER (SPECIFY)<br>98 DON'T KNOW |

8. Did (you/NAME) (eat/drink) this (FOOD) at your home?

IF YES, GO BACK TO Q7 FOR NEXT FOOD.  
IF NO, GO TO Q9.

9. Before (you/NAME) (ate/drank) this particular (FOOD), was it ever at your home?

REPEAT Q7-9 FOR EACH FOOD.

Q7

Read the introductory sentence and hand the respondent Hand Card I3, then read Q7. Card I3 is the same list as in Q7 except it does not list the items under either code 12 - ("Grown or Caught by You or Someone You Know"), or "Some Other Place." Do not read the categories unless you suspect the respondent has difficulty reading.

The first time you read the question, the respondent may not understand what is meant and answer something like, "from the refrigerator" or "from the cupboard." In this case, say, "Where did you or someone else in your household obtain the (FOOD) before it came into your home?" Children are likely to say "from my Mom or Dad" in which case you will clarify by saying something like, "Where did your mom or dad get it?" In other words, you want to know the household's source of the food.

Often the foods eaten at the same occasion may have come from more than one source. For example, a fish could have been caught in a lake (71), the bread could have come from the store (01), and most of the ingredients for the salad could have been grown in the family's garden (12). A child may get his/her sandwich and milk from the school cafeteria (05), but a cookie from the friend who was sitting next to her/him (13).

If more than one code seems equally appropriate, describe the situation in the margin.

Q2 Time	Q3 Occ. (HAND- CARD I2)	Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?	Q7 Where Obtained (HAND CARD I3)	Q8 Eaten At Home	Q9 Ever At Home
a		1. fish	Kind: Type: Form: Perch Fresh Fillet	1 Med Fillet	71	YES.....1 (Q7) NO.....2	YES.....1 NO.....2
p		↓	Prep: Baked No coating,	↓	↓	YES.....1 (Q7) NO.....2	YES.....1 NO.....2
a		↓	No No No No Salt, Fat, Brand, Adds	↓	↓	YES.....1 (Q7) NO.....2	YES.....1 NO.....2
p		3. ↓					
a		4. bread	Kind: Type: NOT Italian white Presliced	1 rec, 2*L x 2*W x 1*H	01	YES.....1 (Q7) NO.....2	YES.....1 NO.....2
p		↓	Bakery, Not No toasted, Adds	↓	↓	YES.....1 (Q7) NO.....2	YES.....1 NO.....2
a		6. salad	Tossed: lettuce 1/2 c	ate all	12	YES.....1 (Q7) NO.....2	YES.....1 NO.....2
p		7. ↓	tomato 1/2 med cucumber 1/4 c.	↓	↓	YES.....1 (Q7) NO.....2	YES.....1 NO.....2

For foods prepared at home, it is possible that the ingredients came from more than one source. Therefore, for foods prepared at home and having only one amount in Q5, ask, "Where did you obtain most of the ingredients for this (FOOD)?"

If the respondent mentioned the source of the food earlier in the interview (e.g., McDonald's hamburger), you may ask Q7 in the confirmatory manner. For example, you may say, "You obtained the hamburger from a fast-food place. Is that correct?"

**Defining the Source:** Let the respondent choose the source from the hand card. However, there may be situations where you need to help the respondent decide the source of the food item. The following list defines the food sources. Use this information if you need to clarify a food source for the respondent.

**Code 01** - This code refers to any type of store. It also includes gas stations, produce stands, and farmers' markets. If the respondent uses the word "store" in his/her answer, use this code. Other stores that might be the source of food include toy stores and department stores.

**Code 02 and 03** - Code 02 refers to a restaurant and code 03 refers to a fast food place or a pizza place. A restaurant is distinguished from a fast food place by waiter/waitress service. If a respondent is not sure which answer to choose, ask him/her if the place has waiters and waitresses. If the response is "yes" code 02. If the response is "no," the source is either a fast food place (03) or a cafeteria (06). Respondents can usually distinguish between fast food places and cafeterias.

If the respondent reports "pizza place," do not be concerned about the type of service and use code 03. Pizzas that are delivered should be coded as coming from a pizza place (code 03).

**Code 04** - This code includes bars, taverns, cocktail lounges and other "drinking places." If a respondent is having difficulty deciding between codes 02 and 04, ask him/her if s/he considers the place to be an "eating place" or a "drinking place."

**Code 05** - This code refers to a school cafeteria. It means food provided by the school cafeteria, not food that the respondent may have gotten from a friend at school (See code 13). Remember, this question asks about the source of the food, not the location where it was eaten.

**Code 06** - This code, "other cafeteria," means other than a school cafeteria.

**Code 07** - This code refers to any food purchased from a vending machine.

**Code 08** - This code includes child care centers and day care centers for children. It also includes family day care homes, which are private homes where infants and children are often cared for. The distinction between a family day care home and "someone else('s)" home (code 13) is that the family day care home provides day care for a fee; that is, it is paid "babysitting." This code also includes places that provide day care for adults.

**Code 09** - This code refers to emergency food sources and includes soup kitchens, shelters for the homeless, battered women, etc., and food pantries and food banks that provide food for people who cannot afford to buy food for themselves. This code describes a higher level of desperation than the food assistance programs included in code 11.

**Code 10** - "Meals on Wheels" is a community program that provides meals to home-bound elderly and disabled persons.

**Code 11** - This code refers to community food assistance programs other than those in code 09 and 10, that provide food to recipients on a regular basis rather than on an emergency basis. For instance:

- Women, Infants, and Children (WIC) program when the respondent's food came directly from the WIC office rather than from a store using WIC vouchers (which would be coded 01).
- Senior citizens centers that offer meals on a regular basis, and state and federally-sponsored congregate meal sites.

**Code 12** - This code, "grown or caught by you or someone you know," refers to vegetables from the garden and other home-grown foods, fish that was caught, and also game, such as deer, that was hunted.

If the respondent reports that the fish (or seafood) eaten was caught by him/her or someone he/she knows, ask "Did it come from a freshwater lake, pond, or river; the ocean; or bay, sound, or estuary?" (An estuary is a place where fresh water flows into salt water, such as where a river flows into the sea.)

If the respondent is the fisherman, he/she will probably know the answer to this question. Record one of the following answers in column Q7:

- 71 for freshwater lake, pond, or river;
- 72 for the ocean;
- 73 for a bay, sound or estuary; and
- 74 if the respondent does not know the type of body of water where the fish was caught.

**Code 13** - This code includes gifts and foods that were prepared or eaten in someone else's home. It includes all sources not listed elsewhere when the respondent (or another household member) did not pay for the food.

**Code 14** - This code only includes foods **purchased** by mail order. It does not include gifts that may have arrived by mail (which would be coded 13).

**Code 15** - This code refers to a common coffee pot or snack tray. Such sources are often found in office building or other work sites.

**Code 16** - This code refers to residential dining facilities. For example, a senior citizen community where the meals are taken outside of the living quarters, perhaps in a dining hall would be coded 16.

**Code 17** -If the answer reported as a specified "Some other place" does not fall into an existing code, enter code 17 and **write the answer given in column Q7**. Similarly, if you are not sure how to code a respondent's answer, record the answer verbatim.

**Q8** This question asks if the food item was consumed “at the respondent’s home.” The definition of “your home” is the respondent’s dwelling unit and the surrounding area that is used solely by the occupants of that dwelling unit. For example, foods eaten in the backyard would be eaten “at home.”

If the respondent ate the food at home, circle “YES,” and you are finished documenting that food item. The box instructs you to go back to Q7 for the next food.

Once you have determined that the first food item in a particular eating occasion was eaten at home, you may ask Q8 for the remaining items eaten at that time in a confirmatory manner. For example, you may say, “And you ate the cake and drank the milk at home?”

If the answer is “NO,” go to Q9 to find out whether the food was ever in the home before the respondent ate/drank it.

**Q9** This question asks those respondents that reported eating a food item away from home in Q8, whether that particular food was ever in the home before it was eaten.

For example, suppose a respondent reported that for lunch, he had some left-over pizza, a soda, and an apple. He got the pizza from a pizza place (Q7=03) and ate it at school (Q8=NO). When you ask Q9 for the pizza, you find out that this particular pizza had been at his home before he ate it (Q9=YES). He got the soda from the cafeteria at school (Q7=05), and drank it at school (Q8=NO). It was never in his home (Q9=NO). His mother got a bag of apples from a supermarket and brought them home (Q7=01), and he ate one of the apples at school (Q8=NO). This particular apple had been in his home before he ate it (Q9=YES).

	Q4 Food/Drink and Additions Description of Food/Drink and Ingredient Amount	Q5 How much of this (FOOD) did you actually (eat/drink)?	Q7 Where Obtained (NAME CARD #)	Q8 Eaten At Home YES ___ 1 (Q7) NO ___ 2	Q9 Ever At Home YES ___ 1 NO ___ 2
1.	pizza	Dominos: plain, thin crust	16 <sup>th</sup> D-851 ate 251	03 YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
2.	soda	root beer, Barq's,	1 12 FO can	05 YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
3.	↓	reg	↓	↓	YES ___ 1 NO ___ 2
4.	apple	Type: fresh, no adds	1 med	01 YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
5.				YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
6.				YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
7.				YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2

**Common Sources:** If Q8 revealed that the first food item in a particular eating occasion was not eaten at home and was never in the home (Q8=NO and Q9=NO) and its source (Q7) was a restaurant (02), fast-food or pizza place (03), or cafeteria other than a school cafeteria (06), you may ask Q8 and Q9 in a confirmatory manner.

For example, a respondent had reported that the source of the egg drop soup he had for lunch was a restaurant (Q7=02), it was not eaten at home (Q8=NO), and it had never been in his home (Q9=NO). The next item was an egg roll, which also came from the same restaurant (Q7=02). Because it is virtually impossible that other items eaten with the soup were eaten at home or were ever in the home, you may say something like, "And the egg roll was not eaten at home and was never in your home. Is that correct?"

Food/Drink and Additions	Q4 Description of Food/Drink and Ingredient Amount	Q6 How much of this (FOOD) did you actually eat/drink?	Q7 Where Obtained (HAND CARD ID)	Q8 Eaten At Home	Q9 Ever At Home
1. egg drop soup	DK form, No Adds	1 C	02	YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
2. egg roll	meat: grain: pork, flour wrapper,	1 Med	02	YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
3. ↓	Vegetables: No No No Celery, bean sprouts, sauce, brand Adds ↓	↓	↓	YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
4. Kung Pao Chix	Meat: Grain: Vegetable: Chix Breast, Rice, Pea Pods,	1 C	02	YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
5. ↓	Sauce: No No DK kind, brand, Adds	↓	↓	YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2
6. Fortune Cookie	Type: DK DK, brand, No Adds	1 Med	02	YES ___ 1 (Q7) NO ___ 2	YES ___ 1 NO ___ 2

It is possible that a respondent may remember more foods as he/she thinks about the source of the food and where it was eaten. In that case, record the food in the Quick List and continue with Q7 through Q9 for the foods already recorded. When you finish Q9 for the last food amount in Q5, go back to the foods on the Quick List and ask Q2 through Q5 for each added food, and then ask Q7 through Q9.

### 13.8 Health-Related Questions

Questions 10-35 and A-E are documented in a typical questionnaire format rather than the 24-hour Intake grid.

**Q10-12** These questions are asking the respondent to make a judgment as to whether the amount of food and drink reported in the 24-hour recall was typical, or less or more than usual. The respondent may have difficulty deciding whether the intake reported was really different from usual. Don't lead the respondent -- let him/her decide. If the respondent asks you to define the terms, just repeat the question. Remind the respondent that it is his/her judgment.

**Q11** This question is asking the respondent to give a reason for eating less than usual "yesterday." Ask the respondent for the best description as to why his/her intake was less than usual.

These precoded responses in the questionnaire are NOT to be read aloud. Do not offer any of the reasons to the respondent, instead have the respondent explain the reason for the unusual consumption and attempt to code it as one of the responses listed. If there is more than one reason given, probe for best answer.

If the precoded responses do not apply to the respondent's description, code the response as "Some other reason" and record the respondent's words verbatim.

**Q12** This question is asking the respondent to give a reason for eating more than usual "yesterday." If there is more than one reason given, probe for the best description as to why his/her intake was more than usual.

Do not read the response categories.

If the precoded responses do not apply to the respondent's description, code the response as "Some other reason" and record the respondent's words verbatim.

**Q13** This question asks about the type of "salt" the respondent uses. The question specifically asks about salt or salt-substitutes that are added at the table. Before asking the question, show the respondent Hand Card I4. Do not define any of the choices listed to the respondent.

10. Was the amount of food that (you/NAME) ate yesterday about usual, less than usual, or more than usual?

- USUAL ..... 1 (Q13)
- LESS THAN USUAL ..... 2 (Q11)
- MORE THAN USUAL ..... 3 (Q12)

11. What is the main reason the amount (you/NAME) ate yesterday was less than usual?

- SICKNESS ..... 01
  - SHORT OF MONEY ..... 02
  - TRAVELING ..... 03
  - AT A SOCIAL OCCASION OR  
ON A SPECIAL DAY ..... 04
  - ON VACATION ..... 05
  - TOO BUSY ..... 06
  - NOT HUNGRY ..... 07
  - DIETING ..... 08
  - FASTING ..... 09
  - BORED OR STRESSED ..... 10
  - SOME OTHER REASON (SPECIFY) ... 11
- } (Q13)

□ □ □

12. What is the main reason the amount (you/NAME) ate yesterday was more than usual?

- TRAVELING ..... 1
- AT A SOCIAL OCCASION OR  
ON A SPECIAL DAY ..... 2
- ON VACATION ..... 3
- VERY HUNGRY ..... 4
- BORED OR STRESSED ..... 5
- SOME OTHER REASON ..... 6
- (SPECIFY) \_\_\_\_\_

□ □ □

13. HAND  
CARD  
I4 What type of salt, if any, (do you/does NAME) add to (your/his/her) food at the table? Would you say it is ordinary salt, seasoned salt, lite salt, or a salt substitute?

- ORDINARY SALT/SEA SALT ..... 1
- SEASONED SALT OR OTHER  
FLAVORED SALT ..... 2
- LITE SALT ..... 3
- SALT SUBSTITUTE ..... 4
- NONE ..... 5 (Q15)
- DON'T KNOW ..... 8 (Q15)

14. How often (do you/does NAME) add (ANSWER IN Q13) to (your/his/her) food at the table? Is it always, frequently, sometimes, or rarely?

- ALWAYS ..... 1
- FREQUENTLY ..... 2
- SOMETIMES ..... 3
- RARELY ..... 4

If the respondent reports adding salt in cooking, but “not at the table”, the answer would be “None.”

This question specifies usual behavior.

- If a respondent usually adds ordinary salt to his/her food at the table, but uses salt substitute on occasion, select “ordinary salt.”
- If, on the other hand, the respondent says “I use both ordinary and lite salt at the table,” probe as to which he/she uses most often.
- If the respondent reports using both “ordinary salt” and “lite salt” equally, write that out in the margin of the question.
- If, after probing, the respondent does not know the type of salt (e.g., because the spouse does all the shopping and puts “something” in the salt shaker), select “Don’t Know” response.
- If the respondent is not sure that the product he/she used was salt, record the name of the product in the margin. For example, record “Uses Mrs. Dash.”

When interviewing a proxy, substitute the SP’s name and sex appropriately. For example, “What type of salt, if any, does **Jimmy** add to **his** food at the table?” If the proxy is for a child too young to be adding salt, you may modify the question slightly, such as “What type of salt, if any, is added to **Jimmy’s** food at the table?”

**Q14** This question is asking the respondent about frequency of salt use. Again, the question specifically asks about salt or salt-substitutes that are added at the table.

10. Was the amount of food that (you/NAME) ate yesterday about usual, less than usual, or more than usual?

- USUAL ..... 1 (Q13)
- LESS THAN USUAL ..... 2 (Q11)
- MORE THAN USUAL ..... 3 (Q12)

11. What is the main reason the amount (you/NAME) ate yesterday was less than usual?

- SICKNESS ..... 01
  - SHORT OF MONEY ..... 02
  - TRAVELING ..... 03
  - AT A SOCIAL OCCASION OR  
ON A SPECIAL DAY ..... 04
  - ON VACATION ..... 05
  - TOO BUSY ..... 06
  - NOT HUNGRY ..... 07
  - DIETING ..... 08
  - FASTING ..... 09
  - BORED OR STRESSED ..... 10
  - SOME OTHER REASON (SPECIFY) ... 11
- } (Q13)

□ □ □

12. What is the main reason the amount (you/NAME) ate yesterday was more than usual?

- TRAVELING ..... 1
- AT A SOCIAL OCCASION OR  
ON A SPECIAL DAY ..... 2
- ON VACATION ..... 3
- VERY HUNGRY ..... 4
- BORED OR STRESSED ..... 5
- SOME OTHER REASON ..... 6
- (SPECIFY) \_\_\_\_\_

□ □ □

13. HAND  
CARD  
I4 What type of salt, if any, (do you/does NAME) add to (your/his/her) food at the table? Would you say it is ordinary salt, seasoned salt, lite salt, or a salt substitute?

- ORDINARY SALT/SEA SALT ..... 1
- SEASONED SALT OR OTHER  
FLAVORED SALT ..... 2
- LITE SALT ..... 3
- SALT SUBSTITUTE ..... 4
- NONE ..... 5 (Q15)
- DON'T KNOW ..... 8 (Q15)

14. How often (do you/does NAME) add (ANSWER IN Q13) to (your/his/her) food at the table? Is it always, frequently, sometimes, or rarely?

- ALWAYS ..... 1
- FREQUENTLY ..... 2
- SOMETIMES ..... 3
- RARELY ..... 4

**Q15**

This question asks the respondent for an estimate of the number of fluid ounces of water consumed “Yesterday” (not including tea, fruit drinks and flavored water). This does not include water used to make fruit juices or infant formula. It does include water from a drinking fountain. “Yesterday” refers to the same 24-hour period as the food intake.

Read the introduction statement before Q15 emphasizing plain drinking water. Show the respondent Hand Card I5 to distinguish between types of water. If the respondent reports “don’t know,” probe for the closest estimate.

Be sure to zero fill the number of ounces if the response is less than 100 (e.g., 016, 020, etc.) You may find the respondent can report the amount of water drunk in cup measures but not in fluid ounces. If this is the case, write the cup amounts out to the side of the question. The Westat reviewers will convert the cup quantities to fluid ounces when they are coded.

- For example, if a respondent has difficulty giving you an amount in fluid ounces, say: “Using the cups and spoons, can you give me an estimate of how much water you drank yesterday?” If the respondent reports “about 2 cups”, write “2 cups” to the left of the “FLUID OUNCES” line.
- If the respondent reports water intake in a series such as : “I had 2 cups of water in the morning, 1/2 cup while at lunch, and 2 more cups before bed” record all amounts to the left of the “FLUID OUNCES” line. Add up the cups and record a total amount.
- If the respondent has used a glass in the home for water, have him/her fill the glass with an approximately equal amount of water and measure the water using the 2-cup plastic measuring cup. Write the number of fluid ounces to the left of the “FLUID OUNCES” line then ask the respondent for the number of times he/she drank the glass of water and record. For example 8 FO x 5 times.

If the sample person is a child 6 to 9 years of age s/he may be temporarily excused from the interview after answering this question. However, the child must be available later in the interview to answer question 35 regarding television viewing. Questions 16 to 34 should be directed to the proxy and should be answered as the proxy understands the child’s situation and not as she/he feels the child would answer.

**Q16-17**

These questions are asking the source of the water reported in question Q15. “From your home” refers to the main source of water used in the home for drinking water, that is, the answer given to household Q20.

HAND  
CARD  
I5

Now I'd like you to think about all of the plain drinking water that (you/NAME) had yesterday, regardless of where (you/he/she) drank it. By plain drinking water, I mean tap water or any bottled water that is not carbonated, with nothing added to it, not even lemon.

15. How many fluid ounces of plain drinking water did (you/he/she) drink yesterday?

    |\_|\_|\_|  
FLUID OUNCES  
NONE ..... 000 (Q18)

16. How much of this plain drinking water came from your home? Would you say all, most, some, or none?

ALL ..... 1 (Q18)  
MOST ..... 2  
SOME ..... 3  
NONE ..... 4

17. What was the main source of plain drinking water that did not come from your home? Was it tap water, water from a drinking fountain, bottled water, or something else?

TAP WATER AND/OR DRINKING FOUNTAIN ..... 1  
BOTTLED WATER ..... 2  
OTHER SOURCE ..... 3  
(SPECIFY) \_\_\_\_\_  
DON'T KNOW ..... 8

    |\_|\_|

18. (Are you/ls NAME) on any kind of diet either to lose weight or for some other health-related reason?

YES ..... 1  
NO ..... 2 (Q22)

**Q16** This question asks how much of the water reported in Q15 came from this “home” source.

**Q17** This question asks the respondent to identify the main source of the water that did not come from the home. The choices are listed within the question. If the respondent reports that the water came from somewhere else, code as “Other Source” and specify. “Tap water” includes any water coming from a tap or faucet regardless of the original source. If the respondent reports “well water”, probe for whether this came through the tap or some other means.

**Q18** The meaning of “diet” refers to a conscious change in the foods and/or beverages the respondent is consuming. Either the amount and/or the kinds of items may be different to constitute a “diet.”

If a respondent reports following a diet because his/her parent/guardian is on one, s/he is **not** “following a diet for weight loss or other health-related reasons.” The question is asking if the SP has his/her **own** health-related reason for following a diet. Circle 2 for a “NO” response.

Although it is rare that a young child would be on a weight loss diet, even the youngest infant may be on special formulas for health related reasons such as milk allergies. For example, if a baby is given a special formula such as Nutramigen because of allergies to humans or cow’s milk, the respondent may consider this a special diet.

**HAND  
CARD  
15**

Now I'd like you to think about all of the plain drinking water that (you/NAME) had yesterday, regardless of where (you/he/she) drank it. By plain drinking water, I mean tap water or any bottled water that is not carbonated, with nothing added to it, not even lemon.

15. How many fluid ounces of plain drinking water did (you/he/she) drink yesterday?

|\_|\_|\_|  
FLUID OUNCES  
NONE ..... 000 (Q18)

16. How much of this plain drinking water came from your home? Would you say all, most, some, or none?

ALL ..... 1 (Q18)  
MOST ..... 2  
SOME ..... 3  
NONE ..... 4

17. What was the main source of plain drinking water that did not come from your home? Was it tap water, water from a drinking fountain, bottled water, or something else?

TAP WATER AND/OR DRINKING FOUNTAIN ..... 1  
BOTTLED WATER ..... 2  
OTHER SOURCE ..... 3  
(SPECIFY) \_\_\_\_\_  
DON'T KNOW ..... 8

18. (Are you/ls NAME) on any kind of diet either to lose weight or for some other health-related reason?

YES ..... 1  
NO ..... 2 (Q22)

**Q19-21** These questions are in a grid form and are only asked of respondents who answered YES to Q18. Q19 is asking the respondent to identify all diets he/she is following. Q20 asks the respondent why he/she is following the diets identified in Q19, and Q21 asks for the source of the diets identified in Q19.

**Q19** Before asking the question, show Hand Card I6 to the respondent. Circle all responses and record verbatim any "Other Diet" responses. If the respondent gives a general answer such as "to feel better," probe for a better description. For example, ask: "What kind of foods do you avoid?" If the respondent cannot describe, record under "Other Diet."

**Q20-21** You will ask Questions 20 and 21 in order for each diet specified in Q19 before moving onto Q20-Q21 for the next diet specified. That is, ask Q19 going across and Questions 20 and 21 going down and then across.

CIRCLE ALL THAT APPLY AND ASK Q20 AND Q21 IN SEQUENCE FOR EACH DIET CIRCLED.

	WEIGHT LOSS OR LOW CALORIE DIET	LOW FAT OR CHOLESTEROL DIET	LOW SALT OR SODIUM DIET																																																																
19. <span style="border: 1px solid black; padding: 2px;">HAND CARD 16</span> Looking at this card, please tell me which of these diets (you are/NAME is) on.	01	02	03																																																																
20. (Are you/ls NAME) on this (ANSWER IN Q19) because . . . A doctor or dietitian suggested or prescribed it? ..... A medical condition runs in your family? ..... You joined another person on his/her diet? ..... You want to maintain or improve your health? ..... You want to lose weight? ..... Some other reason? ..... (IF YES, SPECIFY)	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><u>YES</u></th> <th style="width: 50%; text-align: center;"><u>NO</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td colspan="2" style="text-align: center;">.....</td> </tr> <tr> <td colspan="2" style="text-align: center;">(SPECIFY)</td> </tr> <tr> <td colspan="2" style="text-align: center;">[ ] [ ]</td> </tr> </tbody> </table>	<u>YES</u>	<u>NO</u>	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	.....		(SPECIFY)		[ ] [ ]		<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><u>YES</u></th> <th style="width: 50%; text-align: center;"><u>NO</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td colspan="2" style="text-align: center;">.....</td> </tr> <tr> <td colspan="2" style="text-align: center;">(SPECIFY)</td> </tr> <tr> <td colspan="2" style="text-align: center;">[ ] [ ]</td> </tr> </tbody> </table>	<u>YES</u>	<u>NO</u>	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	.....		(SPECIFY)		[ ] [ ]		<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><u>YES</u></th> <th style="width: 50%; text-align: center;"><u>NO</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 1</td> <td style="text-align: center;">..... 2</td> </tr> <tr> <td colspan="2" style="text-align: center;">.....</td> </tr> <tr> <td colspan="2" style="text-align: center;">(SPECIFY)</td> </tr> <tr> <td colspan="2" style="text-align: center;">[ ] [ ]</td> </tr> </tbody> </table>	<u>YES</u>	<u>NO</u>	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	..... 1	..... 2	.....		(SPECIFY)		[ ] [ ]	
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21. <span style="border: 1px solid black; padding: 2px;">HAND CARD 17</span> Looking at this card, please tell me which of these <u>best</u> describes the source of (your/his/her) (ANSWER IN Q19). (CODE ONLY ONE) AN ORGANIZED WEIGHT LOSS PROGRAM ..... A DOCTOR OR DIETITIAN..... SOMETHING YOU READ OR HEARD ABOUT ..... SOMETHING YOU MADE UP..... SOMETHING ELSE ..... (SPECIFY UNDER CODE 5)	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center;">..... 1</td> </tr> <tr> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 3</td> </tr> <tr> <td style="text-align: center;">..... 4</td> </tr> <tr> <td style="text-align: center;">..... 5</td> </tr> <tr> <td colspan="2" style="text-align: center;">.....</td> </tr> <tr> <td colspan="2" style="text-align: center;">(SPECIFY)</td> </tr> <tr> <td colspan="2" style="text-align: center;">[ ] [ ]</td> </tr> </tbody> </table>	..... 1	..... 2	..... 3	..... 4	..... 5	.....		(SPECIFY)		[ ] [ ]		<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center;">..... 1</td> </tr> <tr> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 3</td> </tr> <tr> <td style="text-align: center;">..... 4</td> </tr> <tr> <td style="text-align: center;">..... 5</td> </tr> <tr> <td colspan="2" style="text-align: center;">.....</td> </tr> <tr> <td colspan="2" style="text-align: center;">(SPECIFY)</td> </tr> <tr> <td colspan="2" style="text-align: center;">[ ] [ ]</td> </tr> </tbody> </table>	..... 1	..... 2	..... 3	..... 4	..... 5	.....		(SPECIFY)		[ ] [ ]		<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center;">..... 1</td> </tr> <tr> <td style="text-align: center;">..... 2</td> </tr> <tr> <td style="text-align: center;">..... 3</td> </tr> <tr> <td style="text-align: center;">..... 4</td> </tr> <tr> <td style="text-align: center;">..... 5</td> </tr> <tr> <td colspan="2" style="text-align: center;">.....</td> </tr> <tr> <td colspan="2" style="text-align: center;">(SPECIFY)</td> </tr> <tr> <td colspan="2" style="text-align: center;">[ ] [ ]</td> </tr> </tbody> </table>	..... 1	..... 2	..... 3	..... 4	..... 5	.....		(SPECIFY)		[ ] [ ]																																
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**Q20** Ask the respondent if he/she is on the diet specified in Q19 for each of the six reasons specified. Wait for a YES/NO response before asking if the next reason applies. If the respondent answers "YES" for "Some Other Reason," record the respondent's reason verbatim on the (SPECIFY) line.

Multiple "YES" (Code 1) responses are allowed.

**Q21** Before asking this question show Hand Card I7 to the respondent. If the respondent attempts to give multiple sources, probe for the 'best source.'

CIRCLE ALL THAT APPLY AND ASK Q20 AND Q21 IN SEQUENCE FOR EACH DIET CIRCLED.

	WEIGHT LOSS OR LOW CALORIE DIET	LOW FAT OR CHOLESTEROL DIET	LOW SALT OR SODIUM DIET
19. <span style="border: 1px solid black; padding: 2px;">HAND CARD 16</span> Looking at this card, please tell me which of these diets (you are/NAME is) on.	01	02	03
20. (Are you/ls NAME) on this (ANSWER IN Q19) because . . . A doctor or dietitian suggested or prescribed it? ..... 1 2  A medical condition runs in your family? ..... 1 2  You joined another person on his/her diet? ..... 1 2  You want to maintain or improve your health? ..... 1 2  You want to lose weight? ..... 1 2  Some other reason? ..... 1 2 (IF YES, SPECIFY)	YES NO ..... 1 2  ..... 1 2  ..... 1 2  ..... 1 2  ..... 1 2  ..... 1 2  ..... 1 2  _____ (SPECIFY) [ ] [ ]	YES NO ..... 1 2  ..... 1 2  _____ (SPECIFY) [ ] [ ]	YES NO ..... 1 2  ..... 1 2  ..... 1 2  ..... 1 2  ..... 1 2  ..... 1 2  ..... 1 2  _____ (SPECIFY) [ ] [ ]
21. <span style="border: 1px solid black; padding: 2px;">HAND CARD 17</span> Looking at this card, please tell me which of these <u>best</u> describes the source of (your/his/her) (ANSWER IN Q19). (CODE ONLY ONE)  AN ORGANIZED WEIGHT LOSS PROGRAM ..... 1  A DOCTOR OR DIETITIAN..... 2  SOMETHING YOU READ OR HEARD ABOUT ..... 3  SOMETHING YOU MADE UP..... 4  SOMETHING ELSE ..... 5 (SPECIFY UNDER CODE 5)	..... 1  ..... 2  ..... 3  ..... 4  ..... 5  _____ (SPECIFY) [ ] [ ]	..... 1  ..... 2  ..... 3  ..... 4  ..... 5  _____ (SPECIFY) [ ] [ ]	..... 1  ..... 2  ..... 3  ..... 4  ..... 5  _____ (SPECIFY) [ ] [ ]

**Q22** This question determines whether the respondent “considers” himself/herself to be a vegetarian. Don’t elaborate on this question. If the respondent asks for a definition or a more detailed description of a vegetarian, just repeat the question.

If the respondent just reported meat for a child’s 24-hour recall, and expresses dismay at this question, you may say something like “I must ask every question for every person selected for the survey.”

In some situations you will be asking this question of proxies who will be making a judgment for the sampled person. If the proxy seems surprised, you may say “I must ask every question for every person selected for the survey.” Tell the proxy to use his/her best judgment in answering.

**Q23** This question is asking the respondent about his/her current use of dietary supplements in pill or liquid form that are taken by mouth therefore B-12 shots are not considered supplements.

**Q24** This question is asking the respondent the type(s) of vitamins used. REMEMBER, MORE THAN ONE CODE CAN BE CIRCLED. Each circled code represents a type of vitamin or mineral taken.

Have the respondent refer to Hand Card I8 while you read the answer categories.

If the respondent is not sure what type of vitamins and minerals he/she is taking, ask to see the bottle(s). The label on the front of the bottle will tell you whether it is a single nutrient capsule/pill, that is, it contains only one nutrient, or in a multivitamin/mineral form.

**Q25** This question asks the respondent to identify the single vitamin/mineral supplements he/she usually takes. “Single” refers to vitamins and mineral capsules or pills that contain only one nutrient. Multivitamins or multivitamins with minerals are a combination of nutrients.

Before asking this question, show Hand Card I9 to the respondent.

If the respondent says “Something else”, record verbatim what else is taken. Do not make a judgment as to whether or not this is a vitamin or mineral supplement, but confirm that it is in a pill or liquid form.

22. Do you consider (yourself/NAME) to be a vegetarian?

- YES ..... 1
- NO ..... 2

23. How often, if at all, (do you/does NAME) take any vitamin or mineral supplement in pill or liquid form? Would you say every day or almost every day, every so often, or not at all?

- EVERY DAY OR ALMOST EVERY DAY ..... 1
- EVERY SO OFTEN ..... 2
- NOT AT ALL ..... 3 (Q26)

24.

HAND  
CARD  
18

Looking at this card, which of these types of supplements (do you/does NAME) usually take... a multivitamin; multivitamin with iron or other minerals; combination of Vitamin C and iron; or single vitamins or minerals? (CIRCLE ALL THAT APPLY)

- MULTIVITAMIN ..... 1
- MULTIVITAMIN WITH IRON OR OTHER MINERALS ..... 2
- COMBINATION OF VITAMIN C AND IRON ..... 3
- SINGLE VITAMINS/MINERALS ..... 4

BOX 2

IS "4" CIRCLED IN Q24?

- YES ..... 1 (Q25)
- NO ..... 2 (Q26)

25.

HAND  
CARD  
19

Looking at this card, which of these single vitamins and minerals (do you/does he/she) usually take? (CIRCLE ALL THAT APPLY)

- VITAMIN A ..... 01
- VITAMIN B/B COMPLEX ..... 02
- VITAMIN C ..... 03
- VITAMIN D ..... 04
- VITAMIN E ..... 05
- CALCIUM ..... 06
- FOLACIN ..... 07
- FLUORIDE ..... 08
- IRON ..... 09
- ZINC ..... 10
- SELENIUM ..... 11
- CHROMIUM ..... 12
- SOMETHING ELSE (SPECIFY) ..... 13


**Q26-27** These questions ask the respondent about consumption of fish oil or fiber supplements. Do not explain what is meant by “fish oil” or “fiber” supplements. If the respondent is currently taking either of these supplements, he/she will know.

The respondent should not include food items, such as high-fiber cereals, as a fiber supplement.

**Q28** This question asks about ever having a blood cholesterol level check. It does not ask whether the respondent knows what their blood cholesterol level is.

**Q29** This question refers to height without shoes. Record whatever answer the respondent gives you. If respondent is uncertain, obtain their best estimate.

**Q30** This question refers to weight without shoes or heavy clothing. Record whatever answer the respondent gives you. This may be a sensitive question. Ask in a neutral manner and don't comment. If respondent is uncertain, obtain their best estimate.

Be sure to zero fill the leading digit(s) if the response is less than 100 lbs. (e.g., 072, 054, 009, etc.).

If the sample person is an infant, whose weight is typically reported in pounds **and ounces**, record the response in the margin to the left of the “Pounds” box.

**Q31** This question asks about the respondent's perception of his/her health at the present time. If a proxy is answering, record the proxy's answer for his or her perception of the sample person. Circle only one code. Do not define the responses.

26. (Do you/Does NAME) take a fish oil supplement?

YES ..... 1  
NO ..... 2

27. (Do you/Does he/she) take a fiber supplement?

YES ..... 1  
NO ..... 2

28. (Have you/Has NAME) ever had (your/his/her) blood cholesterol checked?

YES ..... 1  
NO ..... 2  
DON'T KNOW ..... 8

29. How tall (are you/is he/she) without shoes?

FEET INCHES

30. About how much (do you/does NAME) weigh without shoes?

POUNDS

31. In general, would you say (your/his/her) health is excellent, very good, good, fair, or poor?

EXCELLENT ..... 1  
VERY GOOD ..... 2  
GOOD ..... 3  
FAIR ..... 4  
POOR ..... 5

**Q32-33** These questions ask about any food allergies the sampled person may have. If the respondent reports food allergies (Q32), ask the follow up question (Q33). Do not read the list of common food allergies. Allow the respondent to report his/her particular allergy(s). After each food reported, ask "Anything else?" until the answer is "NO."

**Q34** This question asks the respondent about specific diseases that the respondent has now, or has had in the past. Emphasize that the respondent must have been told by a doctor that he or she has or had the disease.

The question should be asked for each disease listed and a "YES" or "NO" response should be recorded. Do not attempt to define any condition.

**Q35** This question is specifically asking about the amount of T.V. or videotapes watched yesterday. Make sure the respondent realizes the question is about "yesterday," the same 24-hour period as the food intake recall.

If the number of hours is less than 10, be sure to zero fill the first digit (e.g. 01, 02, 03, etc.).

If the respondent reports by the half-hour or in minutes, write in the total amount reported in the margin. Do not round.

Do not include the hours the SP may have spent playing video games, such as Nintendo.

32. (Do you/Does NAME) have any food allergies that make it necessary to avoid certain foods?

YES ..... 1  
NO ..... 2 (Q34)

33. What food allergies (do you/does NAME) have? (CIRCLE ALL THAT APPLY.)

WHEAT ..... 01  
COW'S MILK ..... 02  
EGGS ..... 03  
FISH OR SHELLFISH ..... 04  
CORN ..... 05  
PEANUTS ..... 06  
OTHER NUTS ..... 07  
SOY PRODUCTS ..... 08  
OTHER (SPECIFY) ..... 09

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

34. Has a doctor ever told (you/NAME) that (you have/he/she has): (CIRCLE A NUMBER FOR EACH)

	<u>YES</u>	<u>NO</u>
Diabetes? .....	1	2
High blood pressure (Hypertension)? .....	1	2
Heart disease? .....	1	2
Cancer? .....	1	2
Osteoporosis? .....	1	2
High blood cholesterol? .....	1	2
Stroke? .....	1	2

35. How many hours did (you/NAME) watch television or videotapes yesterday?

\_\_\_\_\_  
# OF HOURS

THANK RESPONDENT

CODER USE ONLY.  
QLIST: \_\_\_\_\_

TIME ENDED \_\_\_\_\_ AM  
PM

Record the ending time in the space provided in the lower right hand corner of page 16, then go to the Interviewer Observation Form. Complete the Observation Form, or at least Q.F, before completing the interview. Then go to the front cover and record the ending time, circling AM or PM, as appropriate.

Go on to the next sample person if there is none, and repeat the interview. If there are no other household members to be interviewed (for any document), thank all respondents and leave the household. If you did not complete the Interviewer Observation Form while in the household, fill it out as soon as possible after you leave, when the interview is still fresh in your mind.

**QA-E** These questions are to be answered solely by you. **DO NOT READ THESE QUESTIONS TO THE RESPONDENT.**

**QA** This question asks for the individual who was interviewed and answered all or most of the questions, or in other words, the **main** respondent. The main respondent may or may not be the SP. In the case where an adult serves as a proxy for a child under 6 years of age the main respondent is the proxy.

**QB** This question asks for the individuals who assisted the main respondent (recorded in QA) during the intake interview. Remember, that the main respondent is the individual who provided the majority of the information recorded on the Intake Questionnaire not necessarily the SP. Usually this will be coded 00 for "no one".

However, there are situations where others may have helped the main respondent with the interview. For instance, in a proxy interview the proxy is the main respondent but the SP could have contributed some information. In that case code 01 for "sample person". Alternatively, in an assisted interview with a child 6-9 years old, the child is the main respondent but the assistant may have helped in the interview. In that case, determine the relationship of the assistant to the child and circle the appropriate code.

Multiple responses are acceptable.

**QC-D** Please use your best judgment in answering these questions.

If you answered "YES," please describe **in detail** what you felt the difficulties were and the reasons for these difficulties. This information is useful in evaluating the survey instrument and for planning and improving future surveys.

INTERVIEWER OBSERVATION FORM

[DO NOT READ THESE QUESTIONS TO THE RESPONDENT.]

A. WHO WAS THE MAIN RESPONDENT FOR THIS INTERVIEW?

- SAMPLE PERSON ..... 01
- MOTHER OF SAMPLE PERSON ..... 02
- FATHER OF SAMPLE PERSON ..... 03
- WIFE OF SAMPLE PERSON ..... 04
- HUSBAND OF SAMPLE PERSON ..... 05
- DAUGHTER OF SAMPLE PERSON ..... 06
- SON OF SAMPLE PERSON ..... 07
- SISTER OF SAMPLE PERSON ..... 08
- BROTHER OF SAMPLE PERSON ..... 09
- GRANDPARENT OF SAMPLE PERSON ..... 10
- AUNT OF SAMPLE PERSON ..... 11
- UNCLE OF SAMPLE PERSON ..... 12
- SOMEONE ELSE (SPECIFY) ..... 13

□ □ □

B. WHO ELSE HELPED IN RESPONDING FOR THIS INTERVIEW? (CIRCLE ALL THAT APPLY)

- NO ONE ..... 00
- SAMPLE PERSON ..... 01
- MOTHER OF SAMPLE PERSON ..... 02
- FATHER OF SAMPLE PERSON ..... 03
- WIFE OF SAMPLE PERSON ..... 04
- HUSBAND OF SAMPLE PERSON ..... 05
- DAUGHTER OF SAMPLE PERSON ..... 06
- SON OF SAMPLE PERSON ..... 07
- SISTER OF SAMPLE PERSON ..... 08
- BROTHER OF SAMPLE PERSON ..... 09
- GRANDPARENT OF SAMPLE PERSON ..... 10
- AUNT OF SAMPLE PERSON ..... 11
- UNCLE OF SAMPLE PERSON ..... 12
- SOMEONE ELSE (SPECIFY) - OTHER  
THAN INTERVIEWER ..... 13

□ □ □

□ □ □

□ □ □

C. DID YOU OR THE RESPONDENT HAVE DIFFICULTY WITH THIS INTAKE INTERVIEW?

- YES ..... 1
- NO ..... 2 (E)

D. WHAT WAS THE REASON FOR THIS DIFFICULTY?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**QE**

This question reminds you to do any necessary data retrieval for foods missed in the 24-hour recall. It also alerts the home office staff to look for the food(s) and/or drink(s) item(s) retrieved.

E. IS DATA RETRIEVAL NECESSARY FOR DAYCARE/BABY-SITTER/SCHOOL/OR OTHER CARETAKER?

YES ..... 1  
NO ..... 2

[IF YES, RECORD SOURCE INFORMATION ON FOLLOW-UP CALL RECORD ON HOUSEHOLD FOLDER.]

### 13.9 Day 2 Intake Questionnaire

The Day 2 Intake Questionnaire is similar to the Day 1 except shorter because there are fewer non-food questions. It includes the 24-hour recall, a food list, and some non-food questions.

- Questions 1 through 9 are the same as the Day 1 questions. They capture the information from the 24-hour recall.
- Questions 10-16 are some of the same non-food questions as on the Day 1 Questionnaire. Refer to the Day 1 Question-by-Question Specifications.
- Question 17 is a food list. This question asks the respondent whether he/she has eaten a particular food in the last 12 months.
- Questions A through E are the same observation questions as on the Day 1 form. Again, refer to the Day 1 Question-by-Question Specifications.

**Q17** This question on the Day 2 questionnaire should be completed by asking for a “Yes” or “No” response to each food mentioned. It does not matter how often the respondent ate the food or how small the serving, if the respondent has eaten the food, it will have a “Yes” response.

Ask the question in this manner: “During the past 12 months, that is, since (name of month of interview) of last year, did you eat any artichokes in any form?” Fill in the blank with the month only.

There are some foods on the list that may require clarification. If the respondent asks, you may provide an explanation for the following foods:

- **Artichokes** refers to both the heart and the leaves
- **Summer squash** refers to zucchini and yellow squash (crookneck and straightneck)
- **Winter squash** refers to acorn, butternut, hubbard, and spaghetti squash

15. What was the main source of plain drinking water that did not come from your home? Was it tap water, water from a drinking fountain, bottled water, or something else?

- TAP WATER AND/OR DRINKING FOUNTAIN ..... 1
- BOTTLED WATER ..... 2
- OTHER SOURCE ..... 3
- (SPECIFY) \_\_\_\_\_
- DON'T KNOW ..... 8

\_\_\_\_

16. How many hours did (you/NAME) watch television or videotapes yesterday?

\_\_\_\_  
# OF HOURS

17. During the past 12 months, that is, since last (NAME OF MONTH), (have you/has NAME) eaten any (FOOD) in any form?

	<u>YES</u>	<u>NO</u>		<u>YES</u>	<u>NO</u>
Artichokes .....	1	2	Grapefruit, other than juice .....	1	2
Asparagus .....	1	2	Cantaloupe .....	1	2
Broccoli .....	1	2	Honeydew melon .....	1	2
Brussels sprouts .....	1	2	Watermelon .....	1	2
Cauliflower .....	1	2	Nectarines .....	1	2
Eggplant .....	1	2	Pears .....	1	2
Kale .....	1	2	Plums .....	1	2
Swiss chard .....	1	2	Rhubarb .....	1	2
Okra .....	1	2	Chicken liver .....	1	2
Spinach .....	1	2	Beef, veal or pork liver .....	1	2
Summer squash (thin skin) .....	1	2	Lamb .....	1	2
Winter squash (hard skin) .....	1	2	Shellfish .....	1	2
Sweet potato or yams .....	1	2	Fish, other than shellfish or canned fish .....	1	2
Turnips, other than greens .....	1	2	IF YES: Was any of the fish you ate caught by you or someone you know? .....	1	2
Avocado or guacamole .....	1	2			

THANK RESPONDENT

CODER USE ONLY.  
QLIST: \_\_\_\_

TIME ENDED \_\_\_\_\_ AM  
PM

- **Shellfish** refers to shrimp, clams, oysters, lobster, crabs, and crayfish

For instance, if a respondent says "I've eaten shrimp, is that a shellfish?" you may respond affirmatively.

If the proxy for a very young infant reports that the infant only consumed breast milk or formula in the past 24-hours, you may ask the proxy "Has (BABY) ever eaten any foods other than breast milk or formula?" If the proxy answers "No," skip to time ended.

Don't forget that "in any form" includes baby foods such as strained fruits (e.g., plums), vegetables (e.g., squash), and meats (e.g., liver).

Don't forget to fill in the time in the lower right-hand corner of the bottom page and on the front cover, and go onto the next respondent.

When you have completed the questions for the Day 2 questionnaire, thank the respondent(s). Complete the Interviewer Observation Form, or at least QE, before leaving the household.

15. What was the main source of plain drinking water that did not come from your home? Was it tap water, water from a drinking fountain, bottled water, or something else?

- TAP WATER AND/OR DRINKING FOUNTAIN ..... 1
- BOTTLED WATER ..... 2
- OTHER SOURCE ..... 3
- (SPECIFY) \_\_\_\_\_
- DON'T KNOW ..... 8

16. How many hours did (you/NAME) watch television or videotapes yesterday?

\_\_\_\_\_  
# OF HOURS

17. During the past 12 months, that is, since last (NAME OF MONTH), (have you/has NAME) eaten any (FOOD) in any form?

	YES	NO		YES	NO
Artichokes .....	1	2	Grapefruit, other than juice .....	1	2
Asparagus .....	1	2	Cantaloupe .....	1	2
Broccoli .....	1	2	Honeydew melon .....	1	2
Brussels sprouts .....	1	2	Watermelon .....	1	2
Cauliflower .....	1	2	Nectarines .....	1	2
Eggplant .....	1	2	Pears .....	1	2
Kale .....	1	2	Plums .....	1	2
Swiss chard .....	1	2	Rhubarb .....	1	2
Okra .....	1	2	Chicken liver .....	1	2
Spinach .....	1	2	Beef, veal or pork liver .....	1	2
Summer squash (thin skin) .....	1	2	Lamb .....	1	2
Winter squash (hard skin) .....	1	2	Shellfish .....	1	2
Sweet potato or yams .....	1	2	Fish, other than shellfish or canned fish .....	1	2
Turnips, other than greens .....	1	2	IF YES: Was any of the fish you ate caught by you or someone you know? .....	1	2
Avocado or guacamole .....	1	2			

THANK RESPONDENT

CODER USE ONLY.  
QLIST: \_\_\_\_\_

TIME ENDED \_\_\_\_\_ AM  
PM

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