

Interviewer Training Guide

The Ohio Study

10/31/2012

Center for Human Resource Research

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CHAPTER 1: INTRODUCTION

1.1 Welcome

Welcome to the Ohio Study (tOS). The Center for Human Resource Research (CHRR) is pleased that you are joining our team of Interviewers and other staff who are conducting the fieldwork for this important survey.

1.2 Background of the Ohio Study pilot 2012 (tOS)

Studies of children's development typically focus on what happens within the family or school environment. **This study is intended to collect information on where children spend their time, with whom they spend their time, and how they spend their time.** An important innovation of this study is our effort to collect information on the geographic locations of kids' activities. If we know exactly where children are going, we can learn a lot more about how they are using their time and whether they tend to spend time at the same places.

1.3 The Sample for tOS

Our sample for the Ohio Study (tOS) has 2 sources. The first source is from a list of residential addresses, selected from census tract 69.31. **Northland is a low income neighborhood** in Franklin County ([Northland Facts](#)). The second source is from a list of all residential addresses selected from census tract 63.21 in **Upper Arlington which is a high income neighborhood** in Franklin County ([Upper Arlington Facts](#)).

You will be **interviewing a RESIDENT parent or guardian and ONE of their child between the ages of 11 and 17** at the address listed. Both the adult parent and youth will be interviewed. We refer to the adult resident in the sample as the caregiver, parent or guardian and each youth in the sample as the young person or youth. If the caregiver parent or guardian has a spouse who is also a parent of the eligible youth, we may ask either parent for permission to interview the young resident. Permission to interview the young person must be given by a parent or guardian. Although we prefer that the household information be collected from a resident parent to the eligible youth, this information can be collected from any adult resident in the household.

The sampled young person must be of ages 11 – 17, living at the sampled residence with a parent.

1.4 A few Important Definitions

PII=Personally Identifiable Information. That is, information that can be used to link a respondent to confidential data or a particular survey.

R=Respondent, Resp, Participant. Youth R is 11-17 years old in tOS. Parent R is parent of the Youth R.

CAPI=Computer Assisted Personal Interview=the interviewer records the answers on the laptop, often used in complex surveys to improve data quality by using trained personnel.

CASI=Computer Assisted Self Interview=The R records his/her own answers directly on the laptop, often used for gathering sensitive information when lack of privacy is a concern.

Conversion=Converting a contact into a fully consented Respondent (R).

QR Code=A 3-dimensional bar code used to link from a cell phone camera's picture to a web address.

Consent=Agreeing to participate for oneself.

Permission=Giving permission for someone else to participate (usually a minor).

Assent=Agreeing to participate after someone else has given permission (usually asked of a minor).

HH=household= includes all the persons who occupy a housing unit.

Section 1.5 The flow of the Ohio Study

PHONE:

Screen HHs for eligibility.

Set appointments.

HOME VISIT 1

Conversion: Answer questions; obtain Consent, Permission and Assents

Youth Entrance Survey

Parent Entrance Survey

Teach Youth (and parent if possible) saliva collection procedures

Teach Youth how to use the smart phone

DAYS 1- 7 Self-administered Youth Ecological Momentary Assessment (EMA)

Each Youth completes five EMA surveys on their smart phone each day in response to prompts from CHRR.

HOME VISIT 2

Parent Exit Survey

Youth GPS Graphic

Youth EMA follow-up

Collect final saliva sample

Collect hair sample if appropriate

Collect equipment

Distribute incentives and have all receipts signed.

Table 1.5a Detail of Survey Flow: Screening and Visit One

SURVEY DAY	PARENT ACTIVITY	Activity	YOUTH ACTIVITY
Pre-Visit Screening	CAPI Case Management (ID_1327), determine eligibility and set app't.	Creates Parent (ID_1310) and Youth (ID_1310_1320) Cases	(none)
Visit 1 Activity 1	Sign Consent for Parent Survey. Sign Permission for Youth Survey. Sign Permission for Youth Saliva. Sign Permission for Youth Hair	Q&A, Conversion, Consent, Permissions. If youth's hair is over 1" long, explain about the hair sample.	If youth's hair is over 1" long, explain and seek assent for the hair sample. Not obtaining consent/assent for the hair sample does not make the Youth ineligible for the study.
Visit 1 Activity 2		Youth Assent, Start Youth YCASI (1320)	Paper Assent for Youth Survey. Paper Assent for Youth Saliva. Paper Assent for Youth Hair (if appropriate).
Visit 1 Activity 3			Youth CASI 1320
Visit 1 Activity 4	Start Parent CAPI Survey (1310)	Creates Youth CAPI/CASI 1319	YCASI 1320 Continued until finished...
Visit 1 Activity 5	(Break) Then start Parent on CASI #1 (1310)		(Break) Then start Youth CAPI #1 (1319)
Visit 1 Activity 6	PCASI 13100 Continued until finished...		Let youth continue 1319 as self-administered starting at the indicated screen.
Visit 1 Activity 7			When the Youth finishes this section of 1319 and turns the laptop over to you, use the smartphone to take a picture of the QR Code displayed on Q "THANK YOU YOUTH PI"***
Visit 1 Activity 8			Saliva: Use the instruction sheet to walk the Youth through the first Saliva collection procedure. Leave an instruction sheet with the family.
Visit 1 Activity 9	Ensure both parent and youth read or have read to them the equipment receipt.		Smartphone: Guide the Youth through accessing the test survey and answering the questions. Go over charging the phone and ensure both parent and youth read or have read to them the equipment receipt.
Visit 1 Activity 10	Obtain signed receipts for equipment, including serial #s.	THANK EVERYONE!!	Obtain signed receipts for equipment, including serial numbers.

Before you leave the house after Visit 1, double check for crucial documents: Consent for Parent Survey; Parental Permission for Youth Survey; Parental Permission for Youth Saliva; Parental Permission for Youth Hair (if appropriate); Youth Assent for Survey, Saliva, and Hair (if appropriate); Signed receipts for equipment. Also ensure the HH knows how to handle problems and where to call for help.

Table 1.5b Details of Survey Flow: EMA and Visit Two

SURVEY DAY	PARENT ACTIVITY	Activity	YOUTH ACTIVITY
Days 1-7	(none)	CHRR will prompt Youth to answer and collect the data via the smartphone.	The Youth completes five daily mini-surveys (called EMAs) via the Smartphone app. YCASI (1319)
Visit 2 Activity 1	Start Parent on CASI 1310		
Visit 2 Activity 2			Administer YCAPI Graphic Collection of GPS and Network Partners
Visit 2 Activity 3			Administer final Section of 1319. May use CAPI or CASI, be aware of sensitive questions and turn screen for youth to read to him/herself if anyone else is within earshot.
Visit 2 Activity 4			Collect final Saliva sample
Visit 2 Activity 5			Collect hair sample only if consent and assent attained for hair sample!
Visit 2 Activity 6	Give receipt for return of equipment.		
Visit 2 Activity 7		Distribute appropriate incentives, get a receipt. THANK EVERYONE!!!	
Final Case Disposition	<p>Document Case in Case Management as soon as possible.</p> <p>Return to CHRR from 9AM to 5 PM to have phone wiped (NEVER GIVE OUT AN UNWIPED PHONE AS IT WILL COMPROMISE THE PRIVACY OF OUR RESPONDENTS!!)</p> <p>Place biomarkers in fridge.</p> <p>Turn in all paper docs.</p> <p>Receive incentives for the next cases.</p>		

Before leaving the HH after Visit 2 please check that you have: Equipment Return Receipt; Incentive receipt, both laptops, the smart phone, the My-Fi, and the biomarker samples-saliva and hair (if appropriate).

1.6 Your Role as an Interviewer

Your role as an interviewer is vital to the success of the Ohio Study. Listed below is a brief summary of your role as an interviewer for this survey:

- As potential leads come in they will be added to your list of HHs to screen. A list of new cases will be sent to you with the address, phone number, and the best time to contact the respondent (if given).
- You should attempt to establish contact with the potential household within 24 hours of receiving their information. If you determine that the phone number is incorrect or out of service, send the case ID to your field manager and let them know.
- Gain respondent cooperation by explaining the significance of the respondent's participation in this survey.
- Conduct the interview in a professional and courteous manner.
- Provide comments pertinent to the case, such as missing symbols, awkward paths, answers that aren't available and anything else that affects data quality. If you have time, put in your comments for the question it relates to. If you can't do this, put them wherever you can and we will read them.
- You are our ultimate source for this information, and we depend on you to provide us with accurate data so we can review our overall progress and budget throughout the field period.
- If you have a problem while in the HH that will prevent you from completing the visit, call your field manager. At all other times, use email for your questions, or to make an appointment to meet with your field manager. If you have a question, someone else probably has the very same question. By allowing us to answer your question in writing you will be helping others on the team.
- If you are unable to complete a case, but think it's possible either at a later time or with a different interviewer, be sure you document what you have done with the case, the people you have talked to, the times you have gone, and any other information you have uncovered about the case. This is a very important step. The information you provide will help everyone.

1.7 Quality Control

Quality control is crucial to conducting high quality survey research. High quality begins with training and continues throughout interviewing, consulting your field manager and providing comments in VD and in the survey.

- ✓ **Quality control begins with training:** All interviewers will start with self-study training at home to become familiar with the basic process. After this, you will have three days of training specific to the Ohio Study.
- ✓ **Questionnaire mock interviews:** Each interviewer will have completed several practice questionnaire mock interviews at training before the in-person interview and will have worked through the instrument by him/herself before training. This is a more extended training program than most interviewers in the US receive.
- ✓ **Discussion with your field manager:** You will be speaking with your field manager (FM) weekly to discuss your progress, obtain clarification on any issues, and share your experiences.
- ✓ **Data review:** All data you collect will be reviewed for completeness and accuracy.
- ✓ **Interviewer feedback on procedures and the questionnaires:** Quality control is a two-way street. You are using these instruments and you will find errors that we didn't. Email your FM right away. Interviewers have sharp eyes for problems we did not anticipate, and we value your comments.

- ✓ **Case validation:** Almost every single interviewer is honest and hardworking. Over the years though, those few who have faked cases or stolen incentives have called into question every case they had ever worked. As a consequence, we do intensive validation on two of every interviewer's cases, as well as on randomly selected cases both during and after the field period.

REVIEW:

After reading Chapter 1, you should be able to answer the following questions.

1. What are the three main things that tOS wants to find out about how children spend their time?
2. Which must be given first-permission or assent?
3. What is the age of Youth we are surveying?
4. True or False: CASI refers to an interviewer using a computer to survey the R.
5. True or False: Parent and Youth must live in the same HH.

The Answers

1. Where they spend their time, with whom they spend their time, and what they are doing at that time.
2. Which must be given first-permission or assent? Permission by the parent, then assent from the Youth.
3. What is the age of Youth we are surveying? 11-17 Years
4. True or False: CASI refers to an interviewer using a computer to survey the R. False, CASI is self-administered.
5. True or False: Parent and Youth must live in the same HH. True.

CHAPTER 2: THE OHIO STUDY (tOS)

2.1 What Is the Ohio Study?

The Ohio Study is designed to gather data about the places a young person goes to during the week, the people with whom they interact, and what type of risk behavior is happening. An initial pilot was done in the fall of 2011 to field test some of the new techniques. In 2012, tOS is once again field testing new technology and procedures that go far beyond what was done in 2011, including some very sensitive questions on risky behavior such as sexual activity and drug use. This expanded pilot, if successful, will guide us to a successful launch of Wave 1 of a longitudinal study of adolescent's time use with thousands of respondents.

It is important to collect this information and protect their privacy at the same time. Several steps are taken to help ensure this. First, you will not be collecting the full names of the youth's family and friends (network partners); instead, we allow the respondent parent and youth to make up nicknames or just give us their first name and the first letter of their last name to protect their privacy. Second, we want to respect the privacy of the Youth in particular. If at any time there is someone near enough to hear yourself and the Respondent, and you think the survey questions might be sensitive, turn the laptop to the R and allow them to read silently and point to the answers.

Remember that the R is ALWAYS allowed to answer "Don't Know" or "Refuse". If gentle probing doesn't elicit a different answer, be prepared to move on. As with any survey conducted by The Ohio State University, the parent and youth's participation is completely voluntary. They can refuse to answer anything and they can end the survey at any time.

Except as provided by law, any personal information given you will be kept confidential and secure by you the interviewer and the project staff at CHRR. If you see or hear evidence of child abuse, you must report it to your FM as soon as you leave the HH. Any information collected by the web survey will be kept confidential and secure in a database at The Ohio State University.

The data from this study will be used to see if a new survey technology can work in the real world. CHRR technical staff appreciates all questions, comments and criticisms regarding any technical aspect of the project.

If the parent and the youth decide to participate, we will provide them with a certificate for community service hours if needed. We can also offer \$25 in cash, each, for the Parent and Youth Survey, \$30 cash for the saliva collection, and \$20 cash for the hair sample. The most any HH can receive is \$100.00.

Who is conducting the Ohio Study?

Dr. Chris Browning is a professor of sociology at The Ohio State University. He and his colleagues, Drs. John Casterline, Elizabeth Cooksey, Mei-Po Kwan, and Zhenchao Qian are conducting this research on the day-to-day lives of young people.

CHRR, a part of Ohio State University, will oversee data collection and dissemination. We will also hire interviewers working in the Columbus area.

2.2 How Did These Respondents Become Part of the Ohio Study?

Dr. Chris Browning picked 2 census tracts in this area that represented both high and low income and mixed ethnicity. Using software technology, a list of the addresses within these census tracts was generated and flyers were distributed to the selected households. These flyers instructed parents with children ages of 11 to 17 years to contact CHRR and leave their address and name and phone number.

These preliminary cases will be assigned to an interviewer who will first be responsible for "screening" a household. Screening involved making sure that the HH fits the requirements of the study.

Requirements for tOS 2012:

- HH is in one of the two study areas.
- Parent is willing to let one of their children participate and to participate themselves.
- Child age 11-17 and parent are co-resident in the HH
- Child isn't taking corticosteroids.

2.4. What is Ahead for the Ohio Study?

The first pilot (in 2011) tested our ability to capture latitude and longitude in a survey. This expanded 2012 pilot will test our ability to capture a matrix of who/ what /when/where in real time, and retrospectively. Ultimately, we would like to understand how families, peer networks, schools, and neighborhoods work together to influence children's lives. Once all the pieces are field-proven, we hope to go after a longitudinal sample of thousands in the spring of 2013.

2.5. What to do in case of problems

Although a number of large-scale studies of adolescents have been conducted, no study has examined all these influences simultaneously. To do this, we're introducing lots of new technology and procedures. We expect to find bugs because many of these techniques have never been used before. Here's what we need to diagnose the issues:

The Caseid is crucial- the only way we can understand what happened is to look at the actual programming behind the specific case that had the problem. If there's only one piece of information you have, make it this one.

The Question Name that either had the problem or immediately preceded it if the survey crashes.

The error message and/or problem that was encountered.

The date and time.

If you are in the Respondent's HH and experience a problem you can't resolve, call your FM right away. If you aren't in the HH, please use email.

REVIEW:

After reading Chapter 2, you should be able to answer the following questions.

1. How do I get help?
2. When should I call instead of email?

The Answers

1. Record your CASEID, your instrument number, date and time, problem and error message if any. Email this to your FM.
2. When the respondent is waiting on you and you can't go forward without help.

CHAPTER 3: INTRODUCTION TO COMPUTER ASSISTED INTERVIEWING

3.1a A Review of Definitions

PII=Personally Identifiable Information. That is, information that can be used to link a respondent to confidential data or a particular survey.

R=Respondent, Resp, Participant. Youth R is 11-17 years old in tOS. Parent R is parent of the Youth R.

CAPI=Computer Assisted Personal Interview=the interviewer records the answers on the laptop, often used in complex surveys to improve data quality by using trained personnel.

CASI=Computer Assisted Self Interview=The R records his/her own answers directly on the laptop, often used for gathering sensitive information when lack of privacy is a concern.

Conversion=Converting a contact into a fully consented Respondent (R).

QR Code=A 3-dimensional bar code used to link from a cell phone camera's picture to a web address.

Consent=Agreeing to participate for oneself.

Permission=Giving permission for someone else to participate (usually a minor).

Assent=Agreeing to participate after someone else has given permission (usually asked of a minor).

HH=household= includes all the persons who occupy a housing unit.

3.1b New Definitions

EMA=Ecological Momentary Assessment. Where, what, when, and who in real time.

F2F=Face to face, as in a personal interview. Also called CAPI.

Soft phone=The headset, laptop, and software that allows your computer to function as a phone. From your laptop to here we use Voice over Internet Protocol (VoIP). From here we connect your call to the conventional telephone network. Your soft phone should be used to contact your assigned households, CHRR, your field managers and fellow interviewers.

Close = emotional closeness; "like" for kids seems closest. How much does the youth like this person?

Visit 1= All of the elements that need to be completed in a first visit, even if you have to return to the house more than once to finish. This includes all permissions, consent and assents, YCASI, PCAPI, YCAPI, BioMarker Training and Smartphone Training.

Visit 2= All of the elements that need to be completed to finish the survey, after concluding all of the elements of Visit 1, even if you have to return to the house more than once to finish. This includes PCASI, Youth Graphic, Youth CAPI, receipt of equipment, biomarker collection and incentives.

Question text =In order for a survey to be valid, every single respondent has to get the exact same prompt. That means you need to read the question text exactly. Because the same questions need to be asked of many different respondents in many different situations, they don't always "fit" exactly. Let us know when this happens, we're always trying to get better at

writing these and you are our best critics. Because many questions sound the same, if you don't include a CASE ID and QUESTION NAME, we can't fix it. Email these to your field manager as soon as possible.

Pick lists = Are answer categories, usually coded. These are standardized lists that are contained within the body of the questionnaire.

Locator type map question type = New Tech! We need feedback on how this works for you in the field. If you are having problems with this please contact you field manager as soon as possible.

Spawning=The process whereby one instrument is programmed to create a new case (or more than one) whenever certain conditions are met.

For example, when you are using instrument 1327 (Case Manager) and you finish the screener, it will "spawn" a parent case to Instrument 1310 (the parent entrance survey) AND it will also "spawn" a youth case to 1320 (the Youth Entrance CASI). Of course, this will only happen if the household meets certain conditions, particularly the age of the child. So please be careful when you enter the data!

Once the parent has completed a portion of Instrument 1310, it will spawn a youth case to Instrument 1319 (the Youth Entrance CAPI).

Roster- A roster is a table of related items. When you make an errand list for the week that shows when you're going, where you're going, and what you're getting, that's a simple roster.

Day	Place	Items
Saturday	Grocery Store	Milk and eggs
Saturday	Bank	Money
Saturday	Hardware	Bolts and Nuts
Sunday	Dad's	Take a pie

3.2 About CAPI and CASI

The Ohio Study will be conducted using both CASI and CAPI

CAPI is administering an electronic questionnaire to a respondent face-to-face using a computer. CASI is allowing a Respondent to input their own answers to an electronic questionnaire using a computer. Your computer is connected to CHRR, so data only pass through your computer, it is not stored there. The survey is a Web application, so this arrangement works from anywhere in the world with a high speed Internet connection.

If web survey thinks it knows the answer to a question based on a previous answer, it will automatically fill in the answer, this way the survey is shorter and quicker. If the pre-filled answer is wrong or needs to be changed, delete it and fix it. The computer determines which questions to ask based on information from the respondent's answers to previous questions in this questionnaire, using paths and jumps. We try to test every single possible path and every jump, but some respondents answer in ways we don't anticipate. If you have problems during a survey, call your field manager with the CASE NUMBER AND INSTRUMENT. If you are able to complete the survey, do so and then send us an email with the CASE NUMBER and INSTRUMENT NAME OR NUMBER. Without these, we can't fix it.

CAPI removes the mechanical aspects of interviewing (turning pages, dealing with complex skips, and struggling through check items) so you can concentrate on what the respondent is saying and make the best use of your interviewing techniques. The starting point for interviewing is to read your screen, but keep your wits about you! A smart interviewer who is paying attention to the interview is the cornerstone of collecting quality data.

3.2 Computer Hardware

You will be using either a touch screen laptop or a regular laptop provided to you by CHRR. Because our system relies so heavily on the Internet, the speed of the computer is not as important as the speed of the Internet. Interviewers who have worked on CHRR projects for several months will be able to recognize that we have been able to make the surveys run much faster now. You are working on what is probably the most advanced system for scientific interviewing in the world, but it is only as good as you are.

3.3 Computer Functions

The various components of the Survey system will allow you to perform the following functions:

- ✓ **Complete a questionnaire:** The computer will enable you to select the appropriate respondent and access the questionnaire to conduct the interview.
- ✓ **Conduct training exercises:** The “training link” of your computer desktop allows you to conduct made-up cases to practice going through the survey.
- ✓ The various components of the our phone system will allow you to perform the following functions:
- ✓ **Soft phone:** Contact the central office at CHRR, your colleagues and your immediate field manager and set appointments with Respondents.

3.4 Help Screens

Aren't usually much help. Unfortunately. There may be some questions in the Survey for which you and/or a respondent may need clarification or a further explanation of what exactly is being asked. For some of these, there will be help screens you can access by pushing “?” on your screen. The display on the questionnaire will show when “help” is available for a question. There are not a great many help screens available, so if you are puzzled ask your field manager. If s/he is able to develop a truly helpful help screen, we'll put it into the survey. Your willingness to ask questions will make your work and the work of your colleagues go more smoothly.

3.5 Transferring Cases

All cases are shared amongst the interviewers. This means that you will have access to all colleagues' cases. You however may have a list of cases assigned to you. We have it set up this way so that we do not need to transfer cases in the event that you cannot make an appointment. Simply coordinate with your field manager and or contact a colleague that will cover for you.

3.6 Computer Problem Identification and Resolution Procedures

As with any other computer technology, there will be a few awkward moments for you while using your computer. In most cases, these problems will be minor and easily corrected. Interviewing takes place in off-hours for CHRR, we may not be able to fix the problem immediately. Inform your field manager if this is happening frequently. It may be that the area you are in has poor internet reception. If that area has poor reception there may be nothing we can do, but we'll do our best.

3.7 Helpful Shortcuts

Sometimes the interview brings up really long “pick lists” such as every country in the world. Finding the U.S. or some other country will take a while if you scroll through the list. We have enabled “hot keys” so that if you enter a letter, the computer brings you to the first country that starts with that letter. Hit the same letter again, it takes you to the second country beginning with that letter. You will soon know that to get to the United States, you need to hit the letter “U” six times. Once you have picked an item from the pick list, if you press “Enter” it takes you to the next question. You don't have to click on the “Save” button.

Another way to get United States even quicker is to quickly type a “un”. Please practice this before you attempt to do it during a live interview.

3.8 Things that might cause trouble!

There are only a few things to of which to be cautious.

Backing up more than a screen or two may result in garbled data as it overwrites the first answers. We believe you will be able to back up in this survey, if absolutely necessary! but there is one thing especially to look out for:

If you go back beyond the screen that lets you know you have spawned a new case, the survey will crash. If at all possible, don't back up in the survey.

Switching parents and or kids. It's OK to interview a different parent than planned, or even a different child, as long as the parent is co-resident, and the child is between the ages of 11-17 and not taking a steroid. This is why at the beginning of the parent survey we fill in the parent and child's info again so we're sure about the respondents who are actually participating.

Ratting out an honest answer. If a child gives you an answer that appalls you, you might be tempted to share it with the parents to try to save the youth. Don't.

WE PROMISE TO KEEP ALL THE ANSWERS SECRET AND SECURE. Our own integrity and the integrity of the data demands that we put honesty, confidentiality and professionalism above all else. If you are truly troubled, talk to your FM.

Report lost equipment as soon as possible, we have ways of tracking it.

Loss of PII. This is an emergency, call your FM immediately!

REVIEW:

After reading Chapter 3, you should be able to answer the following questions.

1. What is a roster?
2. What is PII?
3. Why is it important?
4. Is it possible to back up in the survey?
5. Is it a good idea to back up?

The Answers

1. A table of related items.
2. Personally identifiable information- we are pledged to keep this secure.
3. First, it's the promise we give our respondents. Second, it's the law.
4. Yes, but it may corrupt some data.
5. No.

CHAPTER 4: THE OHIO STUDY QUESTIONNAIRES

The Ohio Study questionnaires are a maze of questions. Although very complicated, they are well-organized and interlinked. Let's return to a version of our initial tables

Table 1.5a Overview of Surveys: Screening and Visit One

SURVEY USED	PARENT ACTIVITY	Activity	YOUTH ACTIVITY
1327	Interviewer talks to HH, then parent. CAPI Case Management (ID_1327) determines eligibility and spawns cases and sets the first appointment. After that is accomplished, use the case manager to track progress and HH contact.	Spawns Parent (ID_1310) Spawns Youth (ID_1320)	
1320			IV starts Youth (ID_1320) on CASI (Break if needed)
1310	Start F2F Parent CAPI Survey (ID_1310) (Break at PCG_SELF_ADMIN_INTRO)	Spawns Youth CAPI/CASI (ID_1310_1319)	
1310 and 1319	Then start Parent on CASI portion of 1310.		Then start Youth CAPI (ID_1310_1319)
1319	PCASI 1310 Continues until they have reached the stop screen:	IV: Organize documents, answer questions, and distract parents if they are finished and the youth isn't.	Let youth continue 1319 as self-administered starting at the beginning of Romantic Relationships and ending with THANK_YOUTH_PI.

Table 1.5a Overview of Surveys: EMA and Visit Two

SURVEY USED	PARENT ACTIVITY	Activity	YOUTH ACTIVITY
EMA	(none)	CHRR will prompt Youth by phone to answer and collect the data via the smartphone.	The Youth completes five daily mini-surveys (called EMAs) via the Smartphone app (ID_1310_1319).
1310	Start Parent on CASI (still ID_1310)		
Youth Graphic			Administer YCAPI Graphic Collection of GPS and Network Partners
1319			Administer final Section of 1319. May use CAPI or CASI, be aware of sensitive questions and turn screen for youth to read to him/herself if anyone else is within earshot.
1327		Finish Interviewer Remarks in Case Management	

Unlike most surveys, tOS will use multiple instruments over 2 respondents who are sometimes being interviewed simultaneously. It's both tougher and IN SOME WAYS easier than most surveys.

On the following pages you will find an outline of each Survey, and each section within each survey.

INSTRUMENT: SURVEY 1327 CASE MANAGEMENT

PURPOSE: INTERVIEWER TO HH VIA PHONE, INTERVIEWER DOCUMENTATION

MODE: INITIALLY INTERVIEWER ON SOFT PHONE, FINAL DOCUMENTATION IS JUST THE IV AND THEIR LAPTOP.

Survey	Who is involved	Section Name	Topics
1327 The Ohio Study starts here	CHRR	Participation	Assesses HHs in target area for sufficient contact information
1327	Interviewer to Parent via softphone	Screener	Screens contacted HHs for eligible parent and child
1327	Pre-programmed	Spawn	Spawns parent case and child case.
1327 Before and after Visit 1	Interviewer	V1_Tracking	Documents tracking and completion efforts for Visit 1.
1327 Before and after Visit 2	Interviewer	V2_Tracking	Documents tracking and completion efforts for Visit 1.
1327 After interview is completed	Interviewer	Interviewer Remarks	These are really important; please take the time to finish.

INSTRUMENT: SURVEY 1320 YOUTH ENTRANCE SA

PURPOSE: COLLECTS SENSITIVE INFORMATION FROM YOUTH

MODE: IV WILL HELP YOUTH GET STARTED, THEN IT'S SELF-ADMINISTERED THROUGHOUT

Survey	Who is Involved	Section Name	Topics
1320	Iv And Youth	Start	Helps Youth learn to navigate through the first SA section.
1320	Youth	Health	Exercise and Weight
1320	Youth	What Youth is Like	Agree/Disagree with given self-descriptions
1320	Youth	Family	True/False statements concerning family.
1320	Youth	Tobacco and Alcohol	Amount/Type of use of tobacco and alcohol
1320	Youth	Substance Use	What Substances ever used, +Past Year, Past Month
1320	Youth	Done Things	What behaviors ever, +Past Year, Past Month
1320	Youth	Religion	Type, frequency, community
1320	Youth	Attitudes	Attitudes toward violence
1320	Youth	School	Activities, Aspirations, SexEd
1320	Youth	Relationships with Friends	True/False statements concerning friends.
1320	Youth	Adolescence	Signs of puberty
1320	Youth	Sex	Attitudes, sexual activity.
1320	Youth	Actions	Attitudes, anti-social acts
1320	Youth	Death and Suicide	Depression, Suicide attempts, family and friend suicides.
1320	Youth	Transportation	Usual mode, license

INSTRUMENT: SURVEY 1310 PARENT/CAREGIVER ENTRANCE SURVEY
 PURPOSE: COLLECTS HH MEMBERS, TYPICAL LOCATIONS FOR THE WEEK
 MODE: STARTS AS F2F, SWITCHES TO CASI AS INDICATED

Survey	Who is involved	Section Name	Topics
1310	IV and Parent, F2F	Global	IV login
1310	IV and Parent, F2F	Location	By pinpointing the home's location, the survey generates latitude and longitude behind the scenes.
1310	IV and Parent, F2F	HHL	Collect parent and child info for accuracy, then other children, then rest of HH. Start network of people roster.
1310	IV and Parent, F2F	Typical Week - Child	Usual activity locations each week of child. Start location roster.
1310	IV and Parent, F2F	Typical Week - Parent	Usual activity locations each week of parent. Add to location roster.
1310	Background	SPAWN YOUTH PI	Spawns Youth 1319 with HH roster and typical locations already loaded.
1310	PARENT CASI	Demographics	Rent/own, languages in HH, immigration and ethnicity.
1310	PARENT CASI	Children	Number of children, their contact with absent parent, birth weight, country or origin.
1310	PARENT CASI	Marital Status	Marital and cohabitation status, country of origin of spouse.
1310	PARENT CASI	Job History/Income	Type of work, hours, income, monthly payments
1310	PARENT CASI	Child Behavior	Scale of behavior problems
1310	PARENT CASI	Child Health	Child height, weight, health conditions, prescriptions
1310	PARENT CASI	Caregiver Health	Depression Scale
1310	PARENT CASI	Physical Health and Substance Use	Height, weight, health conditions, personal and HH substance abuse.
1310	PARENT CASI	Caregiver Social Support	Relationships with friends
1310	PARENT CASI	Child Schooling	Parental involvement at child's school
1310	PARENT CASI	Conflict with Child	Typical ways of handling parent/child conflict
1310	PARENT CASI	Conflict with Spouse	Typical ways of handling marital conflict
1310	PARENT CASI	Legal Trouble History	HH anti-social behavior, consequences
1310	PARENT CASI	Religiosity	Type, frequency, community
1310	PARENT CASI	Phone Use	Asks about Youth's typical cell phone use.
1310	PARENT CASI	Administrative Information	Asks for last 4 digits of SS, or permission to try to link to admin data without this. End of Visit 1 Survey at ADMIN_THANKS
1310 (Visit 2)	PARENT CASI	Neighborhood	Characteristics of the HH's self-defined neighborhood.

INSTRUMENT: SURVEY 1319 YOUTH ENTRANCE SURVEY- PERSON INTERVIEW
 PURPOSE: COLLECTS FRIENDS, TYPICAL LOCATIONS FOR THE WEEK
 MODE: STARTS AS F2F, SWITCHES TO CASI AS INDICATED

Survey	Who is involved	Section Name	Topics
1319	Interviewer and Youth F2F	Youth PI-Friends	Collect up to 10 Friend's names, Peer characteristics, add to network of people roster.
1319	Interviewer and	Youth PI- Social	Linking Friends in roster to each other

	Youth F2F	Network	
1319	Interviewer and Youth F2F	Youth PI-Social Network Relationships	Socially un/desirable characteristics of people roster
1319	Interviewer and Youth F2F	Youth PI- Places	Typical places, add to location roster
1319	Youth CASI	Youth SA-Romantic Relationships	Sexual and/or romantic relationships among peers in roster
1319	Youth CASI	Youth SA-Sexual Behavior	Sexual History, stop at THANK_YOU_YOUTH_PI
1319 Day 1-7	Youth Smartphone	Youth EMA for Days 1-7	Ecological Momentary Assessments: Where? With Whom? Doing What? Feeling what? five times a day. At end of day, additional questions on saliva collection.
GPS Graphic	Interviewer	Youth GPS Followup	GPS Graphic Training in 4.9
1319 Visit 2	Interviewer and Youth F2F	Youth EMA Followup	Questions on phone use, follow-up on any risk behaviors reported at EMA, follow-up on any risk behaviors reported between EMAs, any additional risk behaviors.

Section 4.9

The GPS Graphic Portion of the Exit Interview is a “work in progress” and you will be the first interviewers to ever use this software, so we’ve included detailed instructions on this section.

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Exit Interview

1. Overview

The exit interview with the Youth is designed to process the GPS (Global Positioning System) data of latitude and longitude geocodes collected throughout the week on the smartphone, using that GPS data to record the places where the youth went, along with what they did, and who they were with at the

time, for four days of the week they carried the phone. The EMA survey responses from the week are used as a memory aid to remind the youth what they reported during the week. The exit survey will cover four days of the smartphone week, the two most recent weekdays and Friday and Saturday. For each day, you will assist the youth in identifying the locations they were at based on the GPS data, and then adding corresponding activities and presence of friends and other people at those locations.

The exit survey is intended to be a conversational and flexible interaction between the interviewer and the youth. You will assist the youth in recalling and reporting their days and activities in a manner that is logical and systematic but still allows freedom in the way you move through the process, depending on what works best for you and the youth respondent. **We suggest you collect the activities and network partners for each location before moving on to the next location/time of day.** However, you may also gather all locations first, then go back for activities and network partner reports.

The link to the current Exit Survey interface

<http://go.osu.edu/QYZ>

Currently this interface will only work in the Google Chrome Browser, which can be downloaded at:

www.google.com/chrome

The main Exit Interview Interface:

The main exit interface has three main sections, the map, the location inferences (guesses), and the calendar view. The GPS coordinates will show up on the map, the guesses of that place name will be shown below, and the goal of the exit survey is to completely fill out the calendar view with places (first column), activities (second column), and network partners or other people present (third column).

2. Processing GPS Data: Location, Address, Times

Once you enter the Exit Survey, you will begin with the start of the day on the first day. The start and end times of the first batch of the GPS latitude and longitude coordinates will be in the box directly underneath the map; the start time in a colored box in the first column to the right of the map. The inference boxes will have guesses of where we think the youth may have been, based on their GPS data.

- 1) Ask the youth to indicate if one of these places is correct:
“From 8AM to 6:46pm on Wednesday, it looks like you were in this area. Were you at any of these places?”

If yes, click on the box with the correct location. It will then show up in the first column for that time period.

- 2) If none of these locations is the correct place, click other and ask:
“Where were you? Can you give me the address or locate it on the map?”
Then use the search box that pops up to enter the address or location and once confirmed with the youth, click to choose it and add it to the calendar view.
- 3) When you are ready, **Click Next to go to the next batch of coordinates** to choose the next location. Use the same process as above to identify the place.

3. Entering Activities

While processing locations, record the activities and network partners that were present at those times. Activity start/end times are independent of locations to allow for changes in activity across time. Be aware of sensitive activities and remind the youth that they can ask you to turn the screen and enter the activity themselves if anyone else is in earshot.

Instructions that may be read to the youth if necessary:

An activity is anything you did during the day. Activities include both active tasks like hanging out/socializing with friends, eating, or playing with a sibling, and more quiet tasks like relaxing, listening to music, or napping. Right now, we are talking; talking to a friend is one type of activity.

Sometimes people want to know how much detail we are looking for. If you tell me you were at the mall from 1 to 3pm, I may ask you to break that down for me, for example, that from 1-1:30pm you were eating, then 1:30-3pm shopping. Or, you might tell me that you spend a half hour texting back and forth with a friend. On the other hand, you don't need to tell me about changing the TV channel or sending one text message. So, somewhere in between is good.

For school hours, you can tell me things like whether you were in class, at lunch, or if you skipped class. You don't need to tell me what class you were in.

Remind the youth at the beginning that **risk behaviors** such as drinking, alcohol, or fights (like those reported during the EMA) will be asked about separately when they are finished with the time diary.

There should be no gaps in time. The ending time for one activity should match the beginning time for the next activity.

Always enter travel time as a separate activity. For example, if one activity is in your home and the next activity is at a friend's house, there should be travel time in between. Any time there is a major location change (not just from one room to another), there must be some travel time.

If the youth reports two activities at the same time, ask them which one they consider to be the **main activity**, and enter that response.

To enter an activity:

- 1) Click in the middle column of the calendar view near the beginning time of the activity (exact placement in column does not matter). A orange-colored box will appear. Click on it.
- 2) Ask youth: *“What were you doing during this time?”*
Enter their answer verbatim in the box.
- 3) **Enter the start and end times for that activity – not the location.** Click on the time to bring up the window to change the start/end times. Click OK. The activity will then appear in the calendar view.
- 4) Continue adding activities to fill the time spent at that location, the end of the previous activity should be the start time of the next activity.
- 5) **Always enter travel time as a separate activity that will fill the time between stationary periods at separate locations.**

4. Entering Network Partners

For each time period, enter which household members and network partners (NPs) are present, whether or not they are participating in the activity. Remember to also record whether other adults and other peers are present, in addition to NPs. If youth is alone, the “myself” option should be chosen.

- 1) Click in the far right column under **Network Partners** near the time period that the youth is ready to report on. Click on the green box to input the partners and times.
- 2) Change the start time to enter the time that indicates when this set of network partners or others begins. Click the boxes to indicate which network partners or other people were present. **Remember the check box for each name is ABOVE the name.** Enter the end times corresponding to the time when at least one change (arrival or departure) to a network partner occurred.

- 3) Click OK and move on to the next set.

Each instance where the set of present network partners or other people changes, you will have to start a new entry and unclick the box next to people who have left or click the box next to people who have arrived.

For example: Youth is at home at the start of the day until 8am. She reports Mom & Dad are home, and then Mom leaves at 7am while Youth & Dad remain home. Youth then leaves home with Dad at 8am. The first entry in the network partner column would then indicate from 12am to 7am, Youth was with Mom & Dad. The second entry would indicate that from 7-8am, Youth was home with Dad only (mom being unchecked for this time period).

4.11 INTERVIEWER REMARKS section

Who is asked this section? The interviewer

Brief outline of topics asked in this section:

- Interviewer you are asked to answer some general question regarding the interview.

What is Unique About this Section? Interviewer, please leave the interview site but complete this section as soon as possible. Do not sit outside the respondent home in the car to fill out this section.

REVIEW:

After reading Chapter 1, you should be able to answer the following questions.

1. What order MUST the instruments be administered in?
2. What instrument is used to make a case?
3. What instrument is only used in Visit 2?

The Answers

1. 1327, 1320, 1310, 1319.
2. 1327
3. GPS Graphic

CHAPTER 5: THE INTERVIEWING PROCESS:

5.1 Basics of Interviewing

To aid your work as an interviewer, we provide a few basic instructions to help you be as effective as possible.

The Instrument

- ✓ Read all questions word for word. Do not add or change any of the words. It is essential that each Respondent hears exactly the same words for the same questions as every other Respondent. If they do not all hear the same thing, their answers won't be comparable.
- ✓ Do not interpret questions. If the respondent asks you to explain, the best response is usually a variation of, "whatever that means to you..." If a Respondent does not understand a question, "Don't Know" is an appropriate answer to enter into the computer. Make a note of the question and send it to your FM as soon as you're back home- that's why she's there. This sort of feedback tells us where we need to add instructions - or write a better question.
- ✓ Do not rush a Respondent to finish an answer. Do not put words in their mouth.
- ✓ Do not influence a Respondent's answers. Avoid making sounds or remarks of agreement or disagreement. Do not make any positive or negative comments, or express surprise, sympathy or any other feelings about what Respondents tell you. Remarks or comments that may influence how the Respondent answers upcoming questions can include saying "yes" or "no", "that's good", "really?" or "wow", and "that's bad" or similar remarks. Instead, if you need to fill in silence to keep the conversation going, you could say "I see" or "I understand", or similar comments that are value neutral. These and other neutral remarks avoid influencing the direction or content of responses.
- ✓ Do not interpret answers. Record exactly and only what Respondents report. If an answer is unclear, ask for clarification.
- ✓ If at any time you feel you do not understand something or need help, email your Field manager. Others are probably having the same problem.

Presentation

- ✓ Establish a positive rapport with the Respondent through your dress, voice and mannerisms. This will motivate the Respondent to carefully consider responses and to continue through the long interview.
- ✓ Present yourself as if you are sitting in front of a very important person. How you sit and look can affect the way you sound, even on the phone. This will make you sound more confident, informed and interested.
- ✓ Cultivate a pleasant and professional approach, and always strive to make a great first impression.
- ✓ Smile, stand up or sit up straight in your chair. This gives your voice confidence and a positive resonance, and makes you sound respectful and interested.
- ✓ Know your project well. This allows you to quickly and easily navigate through the questionnaire while sounding like an expert. This ease in flow will make the survey sound conversational and not as if you are simply reading from a script.
- ✓ Knowing the project well also allows to quickly and accurately enter the information as you receive it, thus avoiding lapses in time and periods of silence.
- ✓ Remember at all times that you represent the Sponsors of this survey. Try to leave the Respondent with a good impression of you and the organizations you represent.
- ✓ Be polite at all times. Remember to say "please" and "thank you" where appropriate.
- ✓ Speak clearly, and adjust the speed and volume of your speech to the needs of the Respondent. Our number one survey complaint is that the interviewer speaks too fast!
- ✓ Remain confident and assertive, and keep the interview directed toward efficiently completing the interview. Do not allow the interview to get off track by becoming overly chatty. Respondents may participate out of politeness or genuine enjoyment, but that's the second biggest complaint we receive.

- ✓ Maintain a friendly and interested voice at all times. Establish a sense of rapport with appropriate inflection, and avoid getting involved in personal conversations or issues that direct you away from the questionnaire.
- ✓ If responses are long, you may occasionally interject a word or sound to convey that you are actively listening. Remember, though, the questions were written to be easily answered in a few words, so it may be necessary to intervene politely to cut rambling answers short.
- ✓ Remain calm and objective throughout the interview. Remember your job is to ascertain and accurately report responses, not influence or interpret them.

Interview the Right Person

- ✓ Be sure to interview only qualified Respondents. Respondents for this study were scientifically selected and we must make sure only selected people are interviewed. The script will guide you to an understanding of the person's qualifications. If you reach a point where you are not sure if you have the right Respondent, ask your Field manager for assistance.
- ✓ If the Respondent answers the door but cannot be interviewed at that time, try to set an appointment for a specific time and date which would be more convenient.

At the start of the interview we provide some checks to help you verify the identity of the respondent. If you have the wrong person, stop. Enter a comment in one of the questions.

Summary

Remember you can motivate contacts to complete an interview:

- ✓ Be well informed of the process and material
- ✓ Remain polite and confident throughout the interview
- ✓ Sound interested in what the Respondent says and in getting the information right

And you can efficiently and effectively complete the process if you:

- ✓ Carefully follow all instructions
- ✓ Read all questions word for word
- ✓ Accurately and faithfully report all received information
- ✓ Do not put words in the Respondent's mouth or finish questions for him/her
- ✓ Remain neutral and do not influence the Respondent's answers in any way
- ✓ Respect the privacy of the Respondent by keeping information confidential

Making Contact with the Household:

When you make contact with the household, ask to speak with adult resident. Introduce yourself and state the purpose of your visit. Tell him/her that you are a researcher for the Center for Human Resource Research at Ohio State University and that you are calling concerning a survey in their neighborhood. Assure them this is not a telemarketing and you are not selling anything. Keep in mind that this respondent may have been a referral (for the pilot study it will always be a referral). Mention the incentive and community service form. Mention that you will not disclose the name of the survey or that they have participated in this study to anyone but the respondents (see Confidentiality). When you contact a household or a respondent, always begin speaking in English; if the person to whom you are speaking does not understand you, speak slowly and adjust. Bear in mind that most immigrants to the U.S. understand English if you speak slowly.

Gain Cooperation and Schedule Appointment:

After you make contact the respondent, the next step is to interview. In most cases the respondent has already agreed to participate and to schedule a time to administer the questionnaire.

Interviewing sounds easy, in theory. In practice however, becoming a good field interviewer requires a lot of hard work. While each interviewer develops their own individual style, there are some techniques that all successful interviewers use as a foundation to build upon. It is important to approach each interview with a positive attitude and mind set – one of confidence and professionalism. We realize not all respondents we contact will want to participate in the survey, so this section has been designed to help you understand how to gain cooperation and schedule an appointment and how to avert and convert respondent refusals.

Approach each respondent as though you expect to get the interview! A positive, confident attitude is a powerful tool for interviewers.

Gaining Cooperation:

It is crucial that you are able to clearly explain to these respondents why it is so important for them to participate in the survey. When you contact a household or a respondent, always begin speaking in English; if the person to whom you are speaking does not understand you, speak slower and clearly.

Here are a few tips:

- Become very familiar with the survey and the uses of the data.
- Become familiar with the area and neighborhood.
- Anticipate respondent's questions and/or concerns.
- Practice your answers out loud in front of a mirror. It really works.
- Ask a family member to listen to your explanation of the survey.
- Review your points with your Field manager.
- Have the Commonly Asked Questions and Answers ready with you. It will be easier on the phone the first couple times until you become comfortable with the material. Also, use any notes that you have written and trade ideas with your colleagues- we are all on the same team.
- Learn all you can about confidentiality and the handling of respondent data.

Refusal Avoidance

We believe that refusal aversion/conversion is not an attempt to get the respondent to do something he or she does not want to do; rather, it is a dialogue where the respondent's concerns are heard and addressed. If you are able to address those concerns quickly, confidently, and correctly, you will be successful in refusal aversion/conversion. The following suggestions have helped interviewers in previous studies avert refusals and make conversions.

Listen Attentively to What the Respondent Is Saying.

Never attempt to override objections by talking over them. You cannot answer the respondent's questions if you have not heard the respondent. For example, a respondent may refuse because you have come at a bad time, and not because he or she does not want to participate. If you hear this, then you will be able to set an appointment to come back at a better time and avoid a refusal. Remember to "thank" the respondent for his or her time and to make the appropriate entry in your Call Results.

Don't Argue!

Maintain a pleasant, friendly attitude and emphasize the positive. Emphasize how important the survey is and how important it is for each respondent to participate. Make the respondent feel very special and important. Even though at times it might seem

difficult, you should remain pleasant and professional even if the respondent is not. A useful technique is getting the respondent to say “yes” to something, like “Do you remember the letter?” or “Do you remember what study is about?” Once a respondent says “yes” to a question, he or she is much more inclined to continue cooperating.

Empathize.

For example, if the respondent is concerned about the amount of time required for the interview, explain that you understand how difficult it is to manage all of the time demands he/she is under. Explain that you will work around his/her schedule and that you will conduct the interview at a time that is most convenient for him/her. Also, if the respondent does not have a full hour open to complete the interview, explain that you could start the interview and if he/she has to stop, you could come back to finish at another time.

Offer Options.

Try to think of a question or situation to which the respondent will agree. For example, if a respondent does not wish to sacrifice an evening, suggest meeting him/her very early in the morning or doing the interview in two sessions. Work with your Field manager to offer suggestions.

Stress the Importance of the Respondent and the Survey.

This will require that you are familiar with the survey. Be well prepared to explain why the respondent cannot be replaced and the importance of the survey. Discuss and review your talking points with your Field manager.

Contacting and Scheduling Appointments

As you approach the household, always be prepared, mentally and physically, before beginning work. Make sure that you have a complete set of the appropriate materials with you, organized in such a manner that you don't have to stop to search for required documents. Be sure you have received any updates from your field manager.

Be ready before you knock on the door. Be prepared to talk to the respondent or the respondent's contacts, including family or friends. Know which person you want to reach. Be prepared to explain who you are and why you are calling. Do not rely solely on your memory to answer questions. Also, be prepared to complete the interview at this time. If the respondent only has a limited amount of time, it is perfectly ok to start the interview and finish it later. Emphasize that you want to make the interview as convenient as possible for the respondent and the youth. Think customer service.

Act professionally. You are a professional who specializes in asking questions and conducting interviews. As a professional interviewer, you have specific tasks you must accomplish.

Make the most of your interaction with respondents and their contacts. Even though you may not be able to complete the survey, you may be able to gain some important information. For example, if is not available when you visit, gain as much information as you can to help you reach the person the next time you visit. Find out:

When will the respondent be at home?

What is the best time to visit the respondent?

Will the informant/ caregiver schedule an “appointment” for the respondent or young person?

If you are told that a respondent is ill, on vacation, or away for other reasons, probe to determine the date on which the respondent is expected to return. Make your follow-up visit very soon after the respondent is expected to return.

Initial Contact

Your initial contact with the respondent or potential children is critical in securing their cooperation. Within the first minutes of your visit it is important that you convey four points:

1. You are a professional interviewer,
2. Calling for a legitimate and reputable organization,
3. Engaged in important and worthwhile research, and
4. The respondent's participation and that of the eligible youth is vital to the success of the research.

Your voice, words and physical presence must convey your credibility; it is not just what you say but how you say it. You should be serious, pleasant, and self-confident. Think about your presence – what you say and how you sound to the person in front of you. You must depend on your manners to control your relationship with respondents. If your approach is uncertain, this feeling will be communicated to the respondent, who will react accordingly.

Approach the respondents in a friendly and interested manner and remember to talk TO respondents, not AT them. If they believe that you are really interested in them, they are more likely to participate. Most people love to talk about their lives if they are certain it's safe.

First Contact with Respondent

During your first contact with Parent respondent, you should try to elicit certain information to facilitate planning. The most important thing is to gain their trust so that they let you interview the youth respondent. Be sure you are talking with a resident adult, one who is the parent of a potential youth respondent.

There are many different ethnic groups in Northland and Upper Arlington and this is part of the reason these neighborhoods were chosen. If the person answering the phone call doesn't speak English, ask for a parent, then try to leave your number. We will only be doing interviews in English, pick "Language Barrier" as the disposition, then save and quit the interview.

Conducting the Interview

After introducing yourself, you are now ready to administer the CAPI Questionnaire. First, you need to access the case.

Important: You have already opened the case and entered the questionnaire before you approached the household. You have already confirmed that you are at the place of interview. The date of the case is set after you have confirmed you are interviewing in the correct household. This date is important to the data files. If you thought you had the adult parent resident, but realize it is actually the wrong person, stop the case and contact your field manager. CHRR will reset the case so that when an interviewer has the right person there will not be a problem. Field work is a team sport; you and CHRR are all on the same team. Don't keep secrets.

If you get lost or stumped, take your time to read any instructions or to find your place. Don't hurry. Let the respondent know what you are doing. Once you have completed the interview, you will not be allowed to go back into it to correct errors or edit. Anything you need us to know please put it in the comment box there is a comment icon on every screen.

Probing – We have the technology to make the technical aspects of this interview error-proof, but the human elements of good probing can make it perfect. Remember the probing skills you learned in training.

If you or the respondent has a question about the meaning of a question, and the question has "help", consult help by clicking on the Help icon. If the respondent is still confused, raise your hand and check with your field manager.

If the respondent thinks that more than one answer is appropriate to a single response question, encourage the respondent to choose the one response that is most appropriate or the one response the respondent thinks is more important (unless, of

course, the question directs “mark all that apply”) or the first response that comes to the Respondent’s mind. Stress the importance of choosing only one response, even if the respondent thinks that more than one applies. You will also have the opportunity to clarify a response or enter a response that is more appropriate for the respondent in the Comments Screen within the questionnaire.

If the respondent refuses to answer a question, reassure the respondent that his/her answers are confidential and emphasize how important it is that s/he answers all of the questions. Do not try to determine an answer based on a statement that a respondent made on a previous response. Do not push or force the respondent into answering.

NEVER answer a question FOR the respondent, even if you base it on a statement that s/he makes or on a previous response to a related item. Do not suggest an answer, even if you think you know his/her answer. If the respondent truly does not know the answer to a question, select the “Don’t Know” option and proceed to the next question.

Make sure the respondent understands the question. Repeat questions as necessary. It will take understanding, patience and sensitivity to ask the questions so the respondent can give quality responses.

Locator type questions entering address information and using the map. Make sure it is complete and accurate. Since we will be using the addresses to geo code data and it is important that you locate the correct address for the location of a specific activity the respondents give you. This is the single most important piece of information for this survey. If you are having problems with this please contact your field manager as soon as possible.

If the address information is not complete and accurate when you enter it in the questionnaire, we will be losing important data.

Paying the Respondent

The amount a respondent is to be paid appears on the web survey screen. This amount may change during the field period. If so, do not reveal the fact that different respondents have been paid different amounts. Once a the portion of the interview is finished thank and present the Target card to the respondent

Case Outcome Result

Each time you work a case, you are required to complete a VD outcome result for each case you worked. You will use the Case screen to enter the critical information you need to record for each contact, including what happened during the visit; the date and time of any appointment made names of relevant persons; times of contact; disposition codes; and comments. The Call Result is extremely important because it documents and provides you, your field manager, the clients, and the Central Office with information on the work history of each case.

Important Points when Completing a VD Outcome Result:

You must complete a separate Outcome Result for each time you make contact with or speak to a respondent or another contact person. For example, if you work on a case five times in a day because VD brings it up on your screen, you must complete five separate Outcome Results for that case. If, while you are working on a case, you make five different visits, enter what you did in the call notes so we know who you visited and why.

You need to be very descriptive with your comments within a Outcome Result. For example, if a respondent emphatically refuses to complete an interview, do not simply enter “hostile refusal.” Rather, give a detailed description of the reasons why a respondent is refusing and what had transpired up to that point. If the case is transferred to a conversion expert, s/he will have complete information as to what occurred to plan his/her approach and not duplicate effort.

It is extremely important that you select the correct Contact Type – the nature of the contact (e.g., in person) – and Person ID – the name and type of person contacted (e.g., respondent, neighbor, caregiver friend) when completing the record of visits.

Disposition Status

In order to keep track of the progress made with each of your cases, you will be assigning field disposition codes each time you complete a Outcome Result. A field disposition status represents the status of a case or the outcome of an interviewing activity. Just as there are many different interviewing activities and states a case can be in during the field period, so too are there many field disposition status descriptors.

5.2 Commonly Asked Questions and Answers

1) How did you get my address?

RANDOMLY SELECTED: You were scientifically chosen by means of statistical random selection (like a lottery) from a list of addresses in this neighborhood. Because you represent thousands of other neighborhoods like your own, it is important that you participate. We cannot replace you. If you don't participate, thousands of people from your country who have entered the U.S. will not be represented. So if you choose to participate, your opinions, as well as the thousands you represent, will be heard. We need your input to make the data complete and truly represent others like yourself.

REFERRAL TO US: For the pilot study, 2 census tracts were selected. Your household belongs to the area covered by one of these census tracts. Postcards and flyers were distributed in your neighborhood. These flyers instructed the homeowners with children between the ages of 11 to 17 years to contact CHRR and schedule an interview.

2) What Is the Ohio study?

The Ohio Study is series of questions about the places a young person goes to during the week and the people they interact with at these places. It is important to do this and protect their privacy at the same time. You will not be collecting full names of these people; instead, we allow the respondent parent and youth can make up nicknames or just give us their first name and the first letter of their last name to protect their privacy. The entire parent and youth interview should take approximately 40 minutes. Our interviewers have been trained by The Center for Human Resource Research, part of Ohio State University.

As with any survey conducted by The Ohio State University, the parent and youth's participation is completely voluntary. They can refuse to answer any questions they don't want to answer, and can end the survey at any time. If there is a question they don't know the answer to, you need to instruct them to just say "don't know" and you will move on to the next question.

3) I've been hearing things about privacy and identity theft in the media...

Any personal information they give us you will keep confidential and secure. Any information collected by the web survey will be kept confidential and secure in a database at The Ohio State University. In addition the respondent parent and youth can make up nicknames or just give us their first name and the first letter of their last name to protect their privacy.

4) Will my answers be made public or will my information be given to anyone else?

For the Pilot study, the information provided in the survey is protected by the Privacy Act of 1974 and a Certificate of Confidentiality. All the staff members who work on this survey are required to sign an affidavit stating that they will not disclose the identities of survey respondents to anyone who does not work on the survey. The answers that you and other survey participants provide will be made available to researchers at universities, government agencies, and private research organizations, but only after all personal identifiers – such as names, addresses, and places of work – have been removed. In addition, the administrators of the survey also do not let the public know any information about the area in which you live.

Because it is so important that you participate in the survey, Ohio State University and the research administrator will make every effort to protect your confidentiality. The University carefully oversees all research projects like this one to insure respondent

confidentiality is protected. Anyone who violates your confidentiality is subject to criminal and civil penalties. CHRR has never had an instance in which a survey participant's identity was illegally disclosed.

5. What is the Certificate of Confidentiality that you mention and what protections does it afford?

Certificates of Confidentiality are issued by the National Institutes of Health (NIH) to protect identifiable research information from forced disclosure. They allow the investigator and others who have access to research records to refuse to disclose identifying information on research participants in any civil, criminal, administrative, legislative, or other proceeding, whether at the federal, state, or local level. Certificates of Confidentiality may be granted for studies collecting information that if disclosed could have adverse consequences for subjects or damage their financial standing, employability, insurability, or reputation. By protecting researchers and institutions from being compelled to disclose information that would identify research subjects, Certificates of Confidentiality help achieve the research objectives and promote participation in studies by assuring confidentiality and privacy to participants.

6. Could you interview the guy next door he has kids that are 11-17?

Referred sample- If your neighbor received our flyer and he or she calls us, we most certainly would be glad to interview them. They also would receive Incentives. I would like to assure you however that your answers to our questions and your child's experiences are also indispensable. You and your child represent many families just like yours in your neighborhood. We count on your participation in this study.

Random Sample- Because this is a statistical sample, once a person is selected we cannot substitute someone else's answers for your own. The success of the survey depends on your participation. Your neighbor was not part of the scientifically selected sample. You are indispensable.

7. Why are you asking so much about the residents in this household? I am hesitant to give you that information because some of them are illegal...

We are asking about the residents, in order to determine the sampled youth's social network. You don't have to give me their full names a nickname will do. We do not share the information you give us with any government organizations. All names are separated from the data and we won't ask their immigration status.

8. Who/What is CHRR? The Center for Human Resource Research. CHRR conducts surveys for a number of different organizations. For nearly six decades CHRR's data has been used by researchers to influence decisions made by Congress and have guided researchers and students toward a better understanding of our society. To learn more about CHRR visit our website at www.chrr.ohio-state.edu.

9. How are my answers being used? Responses to the Ohio Study are being analyzed by researchers to find out more about young persons and their social network.

10. Why are you contacting me again? Your contribution is valuable and will provide researchers with important new information our youth.

11. Are my answers being kept confidential? Absolutely. Your privacy is protected, and your responses are kept strictly confidential. Your name, address and other details that could reveal your identity will not appear in any reports, and we will not give information that identifies you personally to anyone else. Anyone who violates your confidentiality is subject to criminal and civil penalties. CHRR has never had an instance in which a survey participant's identity was illegally disclosed.

12. How long will the survey take? Your participation is voluntary. You may refuse to answer any question or stop the interview at any time. It will take about 40 minutes total. The parent's portion takes about 20 minutes to complete the survey. You will receive

\$25 for your participation in the survey. The parent and one young person from each family that complete the survey will each receive \$25..

5.3 Our Pledge of Confidentiality

As a condition of working on this project, you have the responsibility to uphold the pledge of confidentiality of all information you receive or collect in the performance of your duties on this survey. CHRR has meticulously safeguarded respondent confidentiality for over 40 years and is widely respected for its responsible behavior toward participants in survey research. Because the project is done from a University, there is no connection between this study and telemarketing. This means that you, the interviewer, may not disclose nor discuss with anyone, except appropriate project staff, any information you collect or are given concerning the respondents who participate in this survey. The privacy of our respondents is critical and must be strictly upheld. Failure of an interviewer to abide by the pledge may result in disciplinary actions, including termination.

CHAPTER 6: SPECIAL FEATURES OF THE OHIO STUDY

6.1 Working within Respondents Busy Schedules

People work hard to earn a living. Bear in mind that working hard makes for very busy schedules. Be aware of your respondent's work and school schedules and make every effort to accommodate it. Interviewers will need to be creative when setting up interview times. Very early mornings, weekends, or extremely late evenings might work best for the respondents. Please be FLEXIBLE. Remember, if you cannot interview the respondent when it is convenient for them, you have a team of colleagues who can cover that time slot for you. It is more important to be the person who persuades the Respondent to do the interview than to actually do the interview. This is a team sport. We either succeed together or we fail together.

6.2 Human Participant Protection

Introduction:

The fundamental principle of human subjects protection is that people should not (in most cases) be involved in research without their informed consent, and that subjects should not incur increased risk of harm from their research involvement, beyond the normal risks inherent in everyday life. Later we will discuss the procedures and forms developed for this project to ensure the federal guidelines for the protection of human subjects are met. The following is a brief history and the reasons for human participant protection.

History and Background:

During the early and mid 20th century several examples of harmful research on unwilling human participants came to light. These included the Nazi Medical War Crimes (in Europe), the Tuskegee Syphilis Study, the Jewish Chronic Disease Hospital Study and the Willowbrook Study.

Nazi Medical War Crimes

Although this was not the first example, the experiments conducted by Nazi physicians during World War II were unprecedented in their scope and degree of harm and suffering to which human beings were subjected.

Tuskegee Syphilis Study

This was the most notorious example in the U.S. of prolonged and knowing violations of human rights on research participants.

Initiated in the 1930's to study untreated syphilis and continued until 1972. Subjects were 400+ Black men. They were recruited without informed consent and were told erroneously that they would receive "special free treatment." In the 1940's penicillin was found to be effective in treatment of syphilis but the men were not given it, nor informed about it. Public outrage in 1972 when the study appeared in the press resulted in Congress establishing a permanent body with authority to regulate federally-supported research involving human beings.

Jewish Chronic Disease Hospital Study

In New York in 1963 a study was conducted to understand the body's ability to reject cancer cells. The study involved injecting foreign, live cancer cells into patients who were hospitalized with various chronic debilitating diseases. Consent had been given, but it was not documented. Also, consent did not discuss the injection of cancer cells. Researchers thought that documentation

was unnecessary because it was customary to undertake much more dangerous medical procedures without using consent forms, and because it might frighten the patients unnecessarily.

Willowbrook Study

Conducted between 1963-66 at the Willowbrook State School in NY for “mentally defective” children. Newly-admitted children were infected with the hepatitis virus in order to study the natural history of infectious hepatitis under controlled circumstances. Researchers defended the study by pointing out that the children would acquire the infection anyway due to the crowded and unsanitary conditions at the hospital. Also, they included only children whose parents had given their consent. Later parents could not admit their child to Willowbrook unless they agreed to the child’s participation in the study. The development of codes of research ethics came about which included the Nuremberg Code, Declaration of Helsinki, and the Belmont Report among others. The Belmont Report identifies and describes the basic ethical principles that underlie research. The report also describes the assessment of risk-benefit criteria in determining appropriateness of research on participants, appropriate guidelines for this assessment and the nature and definition of informed consent. In addition, the report indicated special provisions may need to be made when comprehension is severely limited or when a class of participants is considered incapable of informed decision-making such as children.

Informed Consent

Once the researcher has a carefully defined research question, a valid design and protocol for a research project, it is time to develop the informed consent process for those invited to participate by considering the following issues.

- What information to provide to potential participants, both in writing and orally;
- Who is going to present the information and at what point in the interactions with participants;
- How the participants understanding will be assessed; and
- Who will obtain the participant’s signature or verbal consent?

You will obtain and the Ohio Study requires:

- ✓ Verbal consent from the resident parent or guardian for the parent portion of the interview.
- ✓ A parent of the eligible youth will be asked to sign a Parental Permission before we may begin interviewing.
- ✓ In addition, the child must give assent to the youth portion of the interview.

The oral consent scripts are found in CAPI at the beginning of each interview. You are to read these consents – word for word – to the respondent. You, as the interviewing staff on the Ohio Study, are responsible for assuring the protocol is carried out by carefully following these procedures.

IRB (Institutional Review Board)

In 1974, Congress passed the National Research Act, which requires the establishment of Institutional Review Boards (IRBs) to review all Department of Health and Human Services (DHHS) funded research. (NIH is part of the DHHS.) IRBs must ensure that risks to participants are minimized. Since the survey is directed by researchers at The Ohio State University, the Ohio Study materials were reviewed by the OSU IRB IRBs. All materials that are shared with the respondents and the research and data collection plan have been carefully reviewed and approved. This is why it is so important that the field staff does not vary or stray from any of the described activities. Examples of the activities to follow are (1) reading the informed consent at the beginning of the CAPI interview and providing the respondent with a copy (2) obtaining the signed Parental Permission before you interview the eligible youth and you need to keep this copy and bring it with you so that we can file it (3) distributing only the materials or letters to the respondents that have been reviewed and approved by the project and (4) answering all questions accurately and completely. Please feel free to ask your Field manager any questions about informed consents, IRBs and similar topics. If there are any questions that you cannot answer for the respondents, tell them you will find out the answer and get right back to them.

Do not give them answers you are unsure of, or you think they want to hear. Do not deviate from the provided materials. Let us know if there are other materials you need and we will try our best to develop them and get approval through the proper channels.