

152267

National Incidence Studies of Missing, Abducted, Runaway,
and Thrownaway Children (NISMA^RT)

HOUSEHOLD SURVEY
METHODOLOGY

NCJRS

JAN 17 1995

ACQUISITIONS

Andrea J. Sedlak, Ph.D.,
Leyla Mohadjer, Ph.D.,
&
Valerie Hudock

Westat, Inc.
1650 Research Blvd.
Rockville, MD 20850
(301) 251-4211

March 16, 1990

This study was sponsored under Cooperative Agreement No. 87-MC-CX-K069, awarded to the University of New Hampshire by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), U. S. Department of Justice.

152267

**U.S. Department of Justice
National Institute of Justice**

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this ~~copyrighted~~ material has been granted by

Public Domain/OJJDP

U.S. Department of Justice

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the ~~copyright~~ owner.

ACKNOWLEDGEMENTS

The Household Survey component of the National Studies of the Incidence of Missing, Abducted, Runaway, and Thrownaway Children (NISMART) was designed by a team of collaborators: Dr. David Finkelhor of the University of New Hampshire, Dr. Gerald Hotaling of the University of Lowell, and Dr. Andrea J. Sedlak, of Westat, Inc. The survey was conducted at Westat, where Dr. Sedlak directed its implementation. Westat staff whose time and expertise contributed to the success of this study are listed below.

This study would not have been possible without the support of a great many unnamed individuals. Special thanks are expressed to all the highly skilled and dedicated telephone supervisors, interviewers, other Westat technical and word-processing support staff, and all the survey respondents who contributed their time and experience toward the success of this effort to accurately assess the incidence of missing children in the U.S.

WESTAT PROJECT STAFF

Project Director
A. J. Sedlak, Ph.D.

CATI System Development and Operation

Philip ("Tip") Dow, *Director*
Michelle Hall, Linda Gowen, &
Mary Usher, *CATI Programmers*
Felipe Lopezcon, *CATI Pretesting*

Telephone Center Operations
Deborah Bittner, *Director of Training,
Operations, and Personnel*
Anne Denbow, *Project Coordinator*

Data Coding and Editing

Valerie Hudock, *Coding Supervisor and Data
Manager*
Jos Richards & Carol Reed, *Coders and Editors*
Ray Gannon, *Coder*

**Codebook Development, Database Editing,
& Public Use Tape Preparation**
Sandra Wodlinger, George Novosel,
Beverly Lewis, & Marjorie Binzer

Statistician

Leyla Mohadjer, Ph.D.

Computer Processing and Data Analyses

John Brown, *Systems Analyst*

PREFACE

This volume is designed to allow readers to access the level of technical detail that meets their needs. The first chapter provides a slightly more technical overview of the study methodology than was given in the **Findings Report** for the National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (NISMA^{RT}). That overview also points out where in this volume a reader should turn for additional details about any given aspect of the survey. The remaining chapters provide more in-depth technical details on specific subjects, documenting all aspects of the study. Finally, the Appendices include the most detailed information about the subjects they cover, and will probably be of interest to only the most stalwart methodologists among users of this document.

HOUSEHOLD SURVEY METHODOLOGY

TABLE OF CONTENTS

<u>Section</u>		<u>Page</u>
	ACKNOWLEDGEMENTS.....	iii
	PREFACE	v
1	INTRODUCTION AND STUDY OVERVIEW	
	1.1 Background	1-1
	1.2 Overview of Household Survey Design and Approach	1-2
	1.3 Design of the Interview	1-4
	1.4 Interviewer Training and Data Collection Procedures.....	1-6
	1.5 Design of the Household Sample	1-7
	1.6 Data Collection	1-8
	1.7 Survey Response Rates	1-8
	1.8 Data Coding and Processing	1-9
	1.9 Weighting, Variance Calculation, and Analyses	1-10
2	DESIGN OF THE INTERVIEW	
	2.1 Preliminary Considerations.....	2-1
	2.2 Design of the CATI Interview	2-8
	2.2.1 Preliminary Screener	2-9
	2.2.2 Main Study Screener	2-9
	2.2.3 Episode Screener	2-11
	2.2.4 Secondary Household Enumeration.....	2-13
	2.2.5 Demographics	2-13
	2.2.6 Custody Arrangements	2-13
	2.2.7 Network Study	2-14
	2.2.8 Family Dynamics/Stress Questionnaire	2-14
	2.2.9 Conclusion	2-14
	2.3 Design of Hard-copy Interviews	2-15
3	TRAINING OF INTERVIEWERS	
	3.1 Interviewer Recruitment and Selection	3-1
	3.2 Interviewer Training	3-2

SAMPLE DESIGN

4.1	Introduction	4-1
4.2	Background on Selecting Sample Size.....	4-1
4.3	Summary of Sample Design.....	4-2
4.4	Waksberg Method of Random Digit Dialing	4-2
4.5	Sampling Universe-The Issue of Telephone Coverage	4-4
4.6	Sampling Frame	4-4
4.7	Sample Selection Procedures	4-5
4.7.1	Selection of Clusters	4-5
4.7.2	Sample of Secondary Numbers Within Residential Clusters	4-6
4.7.3	Properties of the Sample of Telephone Numbers	4-6
4.8	Network Sample	4-8
4.9	Subsamples for Specific Questions or Interview Sections	4-8

DATA COLLECTION

5.1	Telephone Center Operations	5-1
5.1.1	Description of Interim and Final Result Codes	5-2
5.1.2	Contact Problems	5-4
5.1.3	Refusals	5-5
5.1.4	Quality Control	5-6
5.2	Confidentiality and Security	5-7

SURVEY RESPONSE RATES

6.1	Household Yield Rate	6-1
6.2	Screener Response Rate and In-Scope Household Yield Rate.....	6-3
6.3	Survey Response Rates	6-4
6.4	Episode Screener Responses.....	6-6
6.5	Refusal Conversion.....	6-10

DATA CODING AND PROCESSING

7.1	CATI Data	7-1
7.1.1	Coding and Editing	7-1
7.1.2	Data Cleaning and Quality Control	7-2
7.1.3	Data Retrieval	7-2
7.1.4	Reconciliation of Data Files	7-2
7.2	Hard-copy Data	7-3
7.2.1	Scan Edits, Receipt Control, and Batching	7-3
7.2.2	Coder Selection and Training	7-4
7.2.3	Overview of Basic Coding	7-4
7.2.4	Overview of Evaluative Coding	7-5

7.2.5	Evaluative Coding Decision Criteria	7-7
	7.2.5.1 Pre-evaluative Coding.....	7-8
	7.2.5.2 Evaluative Coding of Non-family Abductions	7-12
	7.2.5.3 Evaluative Coding of Family Abduction Interviews	7-34
	7.2.5.4 Evaluative Coding of Runaway Interviews	7-48
	7.2.5.5 Evaluative Coding of Throwaway Interviews	7-56
	7.2.5.6 Evaluative Coding of Lost and Otherwise Missing Interviews	7-67
7.2.6	Reliability Coding	7-76
7.2.7	Validation of Evaluative Coding	7-78
7.2.8	Keying, Editing and Cleaning the Database	7-78
	7.2.8.1 Keying	7-79
	7.2.8.2 Editing and Cleaning	7-79
7.3	Merging CATI Data and Hard-copy Data	7-80
7.4	Coding Non-family Abduction Public Definition Cases	7-80

8

WEIGHTING AND ANALYSES

8.1	Sampling Rate Adjustments at the Household Level	8-2
	8.1.1 Cluster Weighting Factors	8-2
	8.1.2 Adjustments for Multiple-Telephone Households ...	8-3
8.2	Sampling Rate Adjustments at the Person Level	8-4
8.3	Postratification	8-4
8.4	Ratio Estimation Adjustment for Alaska and Hawaii	8-7
8.5	Adjustments for Specific Interview Questions and Sections Where Respondents Were Subsampled	8-8
8.6	Weights for Episode Children and Household	8-9
8.7	Sample Weights for the Network Sample	8-11
8.8	Variance Estimation	8-11
8.9	Analyses of Differences Between Proportions.....	8-14

Appendices:

- A INTERVIEW INSTRUMENT
- B RELIABILITY OF EVALUATIVE CODING
- C RULES FOR DETERMINING CASE COUNTABILITY
- D ESTIMATES, ERRORS OF ESTIMATION, AND
CONFIDENCE INTERVALS

1. INTRODUCTION AND STUDY OVERVIEW

This report documents the methodology used in the Household Survey component of the National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (referred to by the acronym NISMART). This chapter presents the background of the study and gives a general overview of the various technical aspects of the study. Subsequent chapters discuss these technical aspects in more detail. Beginning with a detailed description of the design and contents of the interview instrument, we go on to explain how interviewers were selected and trained and how the household sample was designed and selected. Next, we outline the method of data collection and the procedures that guided the 8-month long period during which we conducted the survey interviews. Following this, we move on to some details of the initial results of data collection, and present information about the survey response rates. Finally, we provide all the technical information about how the data were weighted and how variances were established. In this connection, we not only describe in general how we generated various estimates, but we also present the error of estimation and confidence interval for each estimate provided in the NISMART Findings Report.

1.1 Background

The National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (NISMART)¹ were mandated by Congress under the Missing Children's Assistance Act, Title IV of the Juvenile Justice and Delinquency Prevention Act (1984). The purpose of these studies was to provide reliable national estimates of the number of children who become missing in the course of a year, and the proportion of these who are recovered. As detailed in other reports on this project,^{2,3,4} five categories of missing child cases were developed: family abductions, non-

¹Originally funded under the title "National Studies of the Incidence of Missing Children", this project was renamed for reasons explained in the Findings Report.

²Finkelhor, D., Hotaling, G., & Sedlak, A. (November 1989). *The National Incidence Studies of Missing, Abducted, Runaway and Thrownaway Children: Definitions*. Paper prepared under cooperative agreement #87-MC-CX-K069 from the Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice.

family abductions, throwaways, runaways, and children who were lost or missing for other reasons.

The Household Survey was one of a number of studies and methodologies used in this project; the others are detailed in other methodology volumes.

1.2 Overview of Household Survey Design and Approach

The Household Survey involved telephone interviews with a nationally representative sample of over 30,000 households to locate all those where children had lived in the past year and to find out if any of these children had been abducted, had run away, had been thrown away, or had been lost or otherwise missing. This was the most extensive of the NISMART studies, and it aimed to discover missing children in all five categories. A random-digit-dialing procedure was used to generate a national random sample of telephone numbers, and highly trained interviewers called these numbers to locate those that were households with children and interviewed the primary caretaker to find out whether any of a variety of "missing child" events had occurred to any of the household children during the preceding twelve months.

Advantages and Limitations of the Approach. We chose the household telephone survey approach for several reasons. A national random sample of households was regarded as the most cost-effective way of obtaining national estimates on the incidence of the full spectrum of missing children--undistorted by the biases that might affect official reports or law enforcement recordkeeping practices. Also, caretakers were regarded as the best source of information about missing child events, and an earlier pilot study using a telephone household survey in this context indicated that this approach would be feasible.

³Finkelhor, D., Hotaling, G., & Sedlak, A. (November 1989). *The National Incidence Studies of Missing, Abducted, Runaway and Thrownaway Children: A Brief Guide to Definitions*. Paper prepared under cooperative agreement #87-MC-CX-K069 from the Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice.

⁴Finkelhor, D., Hotaling, G., & Sedlak, A. (November 1989). *The National Incidence Studies of Missing, Abducted, Runaway and Thrownaway Children*. [Findings Report]. Prepared under cooperative agreement #87-MC-CX-K069 from the Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice.

At the same time, however, recognizing that this approach would be subject to certain limitations, we specifically considered each in developing the study design. In general, the findings of a study such as this can be distorted by (1) respondents' problems in recalling the events, (2) respondents' tendency to give socially-desirable answers, and (3) the fact that households without telephones are excluded from the study.

First, we felt that the very nature of the subject matter would tend to minimize some memory problems. People are more likely to remember events that are salient, so the inherent vividness of many missing children experiences should have enhanced recall (especially of more serious missing children episodes).⁵ Our choice of a one-year timeframe for respondents to recall also reflects our specific effort to minimize the effects memory problems. This timeframe was chosen because it strikes a middle course in connection with two kinds of memory problems that tend to distort retrospective surveys--failures to recall events at all and mistakes in locating the remembered events in time. Shorter timeframes make it more likely that events will be recalled, but they also tend to exacerbate errors in locating the event within or outside of a given timeframe.⁶ A one-year timeframe was considered short enough that most significant events would be remembered yet long enough to help in minimizing errors in temporal location.

Second, since prior research had demonstrated that people are prone to omit information about events they perceive (or believe others perceive) as socially undesirable, special efforts were made to minimize the influence of social desirability concerns. We tried to avoid the use of "loaded" words or phrases (such as "kidnap"), and wherever it was necessary include a question with such terms we placed it as late in the interview as feasible. Special efforts were made to insure that interviewers were very well-trained (see below) and would remain completely non-evaluative in their reactions to any information they were given. Finally, the basic structure of the interview itself conformed to the "funnel" and desensitizing techniques that have previously met with success in interview studies concerning a variety of sensitive issues. By these methods, respondents are gradually led from the more general and nonthreatening questions to the more

⁵Mathiowetz, N.A. (1985). *The problem of omissions and telescoping error: New evidence from a study of unemployment*. Paper presented at the Annual Meeting of the American Statistical Association, Section on Survey Research Methods. Las Vegas, NV.

⁶Sudman, S., & Bradburn, N.M. (1982). *Asking questions: A practical guide to questionnaire design*. San Francisco, CA: Jossey-Bass.

detailed and sensitive questions, which allows ample opportunity for the critical rapport between interviewer and respondent to develop.^{7,8}

Finally, the exclusion of households that did not have telephones is a potential source of distortion in this study. There is actually a fair amount of information available on the nature of the sample bias that stems from this source. For example, it is known that telephone coverage correlates highly with income and that there is some geographic variation in the degree to which households are penetrated by a telephone survey. Overall, the size of the bias due to excluding non-telephone households is not substantial, since about 93 percent of the population can be reached by telephone.⁹ However, to contend with this potential distortion, we applied a statistical procedure which is fairly standard in analyses of telephone survey data. The procedure involves adjusting the totals from the survey sample on a class-by-class and region-by-region basis, so that, when weighted, they will agree with what are known to be the total population counts for the corresponding categories, according to Census information. This method assumes that non-telephone households do not systematically differ from telephone households on the issues that are the focus of the survey. A detailed description of the technique is included in Chapter 8 of this volume, on weighting and analysis.

1.3 Design of the Interview

The interview instrument itself was designed to meet four general goals, and as a result was quite complex. It was to (1) determine the incidence of children who had experienced missing episodes and to obtain information about the nature of these experiences, (2) identify characteristics of the child, the household, and the family interaction patterns that might be related to risk of experiencing missing episodes of various types, (3) determine the feasibility of using a "network" sample (or multiplicity sample) approach in future studies, and (4) obtain the necessary

⁷Sudman & Bradburn, 1985, *op. cit.*

⁸Gelles, R. J. (1979). Methods for studying sensitive family topics. In R. J. Gelles (Ed.), *Family violence*. Beverly Hills, CA: Sage.

⁹Thornberry, O., Jr., & Massey, J. (1988). Trends in United State telephone coverage across time and subgroups. In R. Groves, P. Biemer, L. Lyberg, J. Massey, W. Nicholls, and J. Waksberg (eds.), *Telephone Survey Methodology*. New York: Wiley.

information and permission for the special studies on returned runaways and on juvenile residential institutions.¹⁰

In order to determine the incidence of children who had experienced missing episodes, the interview began with a sequence of questions that was designed to locate households where children had lived for at least two consecutive weeks during the preceding year, to make contact with the household adult who typically took care of the children, and to ask a series of "episode screener" questions about whether different types of events or episodes had happened to the children during the preceding year. Because some of these episode screeners concerned events that were expected to be fairly common, they were asked of random subsamples of the respondents. Others, concerned events applicable only to children aged 7 or older, and these were asked only when the household included children of the required age-level. Whenever a qualifying episode was identified through the episode screener questions, a further series of questions was asked to get in-depth information about the details of the event in question.

In order to identify characteristics of the child, the household, and the family interaction patterns that might be related to risk of experiencing missing episodes of various types, special questions were designed to be administered to all "episode" households and to a random subsample of non-episode households. These additional questions concerned: various demographic characteristics of the household, the existence and nature of any child custody arrangements, the nature and quality of interactions among household members, (particularly those involving any episode child, if applicable), and the caretakers' own childhood experiences.¹¹

The third goal of the household interview was to assess the feasibility of using a "network" or multiplicity sampling approach in future studies, either to generate incidence estimates themselves or to more efficiently locate households with missing children for in-depth questioning about the characteristics of these events and of these children and households. For this purpose, a separate section of the interview was devoted to asking about the respondent's brothers, sisters, neices, or nephews who were living in other households and who had been

¹⁰These latter studies are described in separate methodological volumes: *Returned Runaway Study* and *Juvenile Residential Facility Methodology*.

¹¹In order to ask the questions about family interactions and the caretakers' own childhood experiences, a smaller subsample of non-episode households was selected from among the set of those queried about household demographics and child custody arrangements.

kidnapped in the twelve months preceding the interview. Those respondents who reported kidnappings in this family network were also asked to provide contact information that would allow for future telephone interviews with the affected households.

Finally, special sections of questions were included to enable the special follow-up studies on returned runaways and on juvenile residential institutions. All respondents who reported that a child aged 12 or over had run away in the preceding year and returned home were asked to give their permission for an interview with that child at a future date. In addition, a random sample of children aged 12 or over who had not run away was selected for comparison and their caretakers were also asked to give permission for future interviews with those children. Finally, all respondents who indicated that a household child had lived in an institution during the preceding year were also asked for the name, location, and telephone number of the institution for a subsequent study of juvenile residential institutions.¹²

Details concerning these various sections and the different subsampling and selection procedures are given in Chapter 2 of this volume, and the complete interview itself is presented here in Appendix A.

1.4 Interviewer Training and Data Collection Procedures

A CATI (computer-assisted interview) system was developed for administering all the interview questions except the series of in-depth questions concerning the details of missing children events. It was considered more cost-effective to administer the latter by using hard-copy questionnaires. For this reason, two types of interviewers were trained: those who were qualified to administer only the CATI portions of the interview, and those who were trained in all sections of the interview, including the hard-copy in-depth sections concerning the details of missing children episodes.

A comprehensive *Interviewer Procedures Manual* was developed to serve both as a guide in training interviewers and as a basic reference during data collection. It included background information on the study, discussions on contacting respondents and answering their

¹²As described in the separate volume, *Juvenile Residential Facility Survey Methodology*.

questions, procedures for administering and detailed question-by-question explanations, definitions, and examples all sections of the interview. In addition, it specified the standards for recording the results of different situations and gave guidelines for dealing with a variety of potential problems.

For all interviewers, training included whatever hours of home study were required to thoroughly read the manual as well as a series of on-site interactive lectures and role plays. The CATI-only interviewers received three evenings of on-site training (about 12 hours), while the in-depth interviewers were given 5 evenings (about 20 hours).

Further details concerning the selection and training of study interviewers are given in Chapter 3.

1.5 Design of the Household Sample

As noted above, we used random-digit-dialing to generate a random sample of telephone numbers. Specifically, we generated a sample of 60,000 telephone numbers in the contiguous continental U.S.,¹³ using the "modified Waksberg procedure," a particularly efficient technique that significantly reduces the cost of a random digit telephone survey with only nominal loss in precision.¹⁴ The Waksberg sampling method takes advantage of the fact that a high proportion of nonworking and nonresidential, commercial numbers occur in consecutive sequences. The procedure essentially amounts to first identifying a sample of "clusters" (blocks of phone numbers specified except for the last two digits) which contain working, residential household telephone numbers, and then selecting a random sample of numbers within each cluster.

In practice, we actually generated six "waves" of 10,000 numbers each. Using a "wave" approach provided small and identifiable subsamples of numbers which could be treated independently, thereby allowing us to capitalize on our experiences during the early waves and appropriately adjust the various subsampling rates internal to the instrument itself (i.e., the rates

¹³That is, omitting Alaska and Hawaii.

¹⁴Waksberg, J. (1978). Sampling methods for random digit dialing. *Journal of the American Statistical Association*, 73, 40-46.

for sampling respondents to receive specific episode screeners, or the additional questions about household demographics, the section on family dynamics, etc.). Details about the sample design are described here in Chapter 4.

1.6 Data Collection

The interviews took place between July 26, 1988 and February 3, 1989. During data collection, an in-depth interviewer was always available to take over when CATI-only interviewers were conducting interviews. If a CATI-only interviewer found a household that required the hard-copy in-depth questions about the details of a missing child event, s/he signalled the waiting in-depth interviewer to take over.¹⁵

Quality-control efforts continued throughout data collection. Supervisors monitored approximately 15 percent of interviewers' work on an ongoing basis, and were always available to answer questions or help resolve problems. Any unanticipated problems not addressed by the written guidelines were referred to senior project staff for resolution and clarifications were issued in writing and added as an appendix to the *Interviewer Procedures Manual*. Also, completed interviews were always examined by data preparation staff who alerted supervisors to any problems they uncovered in their reviews of the interview records.

Chapter 5 of this volume provides further details about these data collection procedures and activities.

1.7 Survey Response Rates

The overall sample of 60,000 telephone numbers was found to include 34,822 residential households. The remaining numbers were businesses, nonworking numbers, car phones, and numbers that never answered. We found that children had lived in 11,617 of these for at least two consecutive weeks during the preceding year. Of these households with children, the substantive sections of the interview were completed with 10,367 households (concerning 20,138

¹⁵Because the in-depth interviewers waited in a specific area called the "Bus Stop," they were referred to as Bus-Stop Interviewers.

children). Thus, the survey "completion" rate given households known to have children was 89.2 percent.

The exact numbers of households qualifying for and completing the different sections of the interview are given in Chapter 6.

1.8 Data Coding and Processing

Data preparation staff reviewed all of completed interviews for internal consistency and conformance to standardized response codes. The CATI portions of interviews were automatically insulated against many common forms of coding error by the CATI system itself, since for closed-format questions it prevented entry of any but allowable code numbers and ranges. Data preparation staff did, however, review all verbatim responses and answers to open-ended questions, and verified that respondents had been correctly routed to the applicable sections of the interview. The hard-copy questionnaires concerning the details of missing child episodes required more extensive basic coding preparation, as staff had to review that the indicated responses conformed to established codes, and that all information needed to link the hard-copy questionnaire information with the CATI portion of the interview was complete and correct.

We developed a comprehensive set of definitions for each major category of missing children. In order to apply these definitions in processing the information from the household interviews, an evaluative coding system was developed for assessing the contents of each in-depth hard-copy questionnaire to determine whether the episode it described met the various criteria of the most applicable standardized definition category (or categories). A team of five evaluative coders was trained in this system. Formal training lasted one full week (40 hours), but quality-control procedures continued throughout the evaluative coding process. Specifically, coding supervisors continued to meet regularly with coders concerning problems, the reliability of all decisions was continually assessed on a random 15 percent of all evaluatively coded questionnaires, and an ongoing process of a second-coder check of all decisions guarded against coder "drift." Overall inter-coder reliability was 88.6 percent on these decisions.

The evaluative decisions about the contents of a given hard-copy questionnaire were appended to their associated questionnaire and keypunched as a unit. Both the hard-copy and

CATI files were cleaned and then merged with each other to produce an integrated database for analysis.

An in-depth description of the data processing and of the definitions and evaluation procedures is given in Chapter 7. Appendix B gives details on the reliability of different evaluative coding decisions, and Appendix C indicates how the evaluatively-coded aspects of each "missing child" event were used to decide whether or not a given episode was "countable" under the study definitions.

1.9 Weighting, Variance Calculation, and Analyses

The household interview data were weighted by using a four-step procedure. The first two steps were designed to compensate for differential probabilities of selection of the household and of the individual child. The third step involved what is termed "post-stratification" or "ratio-estimation," and it was performed to increase the precision of estimates, to adjust for nonresponse, and to compensate for the omission of non-telephone households from the sample. It involved ensuring that the sample agreed with Census figures for the total population by region and by the age, sex, race/ethnicity, and education level of the head of household. Finally, the fourth step entailed developing the weights for the data associated with those selected sections of the interview that had been administered to special subsamples of respondents, as noted above (i.e., the subsamples that received selected episode screeners, the additional questions about household demographics, the section on family dynamics, the request for a follow-up interview with a household child, etc.).

Because every estimate has some unreliability, one can never be certain that a particular estimate represents the "true" incidence. The standard error provides some idea of how much a given estimate might deviate from the true value as a result of the use of a sample rather than a complete enumeration of the population. Thus, the standard error indicates the precision of an estimate, and having reliable estimates of standard errors was prerequisite for accurately calculating the "confidence intervals" given later in the tables of results from this study. However, the estimation of standard errors for this study was complicated by the fact that the household survey data were derived from a multi-level sample design (with sampling of telephone number clusters, and then of specific telephone numbers within these clusters). As a result, correct

estimation of the standard error associated with each estimate required special care, geared toward taking into account the various linkages that existed between telephone numbers within same cluster. The technique used to do this was the Balanced Repeated Replication (BRR) method. Essentially, BRR approximated the impact of stages of sampling on variances of estimated statistics by repeatedly drawing from the overall sample subsamples that were one-half the size of the full sample. Sample variances for the statistics of interest were then computed as the variance of the half-sample estimates around the full sample estimate.

The last chapter in this volume (Chapter 8) explains the exact procedures that were used in weighting, calculating variance estimates, and analyzing the profile characteristics of different subgroups as given in the NISMART Findings Report. The estimates themselves, together with their associated errors of estimation and confidence intervals, are given in Appendix D.

2. DESIGN OF THE INTERVIEW

This chapter documents how the interview was structured and the rationale behind the structuring. Two different types of interviews were used to collect the data for this study. Most of the interview was conducted using Westat's CATI (computer assisted telephone interview) system; in addition, however, those households which experienced an eligible missing child episode were administered a paper-and-pencil interview. The design and structure of both the CATI and paper-and-pencil portions of the interview are discussed in this chapter.

2.1 Preliminary Considerations

Before describing specific details of design, it will be helpful to overview the rationale behind some of the key general design considerations.

Targeted Respondent. The primary caretaker was targeted as the principal respondent in the study. If that individual was not available, an appointment was made for a convenient time to call back to speak with him/her. The primary caretaker was described as "the parent or other adult in the household who takes care of the children most of the time when they are staying in the household." We focused on this person as the targeted respondent in the survey, because we judged that this person would have the most detailed knowledge about the child's experiences during the past year would be able to answer the episode screening questions with a fair degree of certainty.

Twelve-month Reference Period. A number of considerations entered into our choice of a twelve-month reference period. First, by using a year-long timeframe, incidence estimates would be automatically annualized, and it would not be necessary to make statistical adjustments to annualize data pertaining to some other reference period (such as 3-months, 6-months, 2-years, etc.) Data periods less (or more) than one year can introduce problems in annualizing estimates, especially when the events of interest are believed to occur on a repetitive basis and exact

information about repetition rates does not exist.¹ On the other hand, it was also important to consider the potential impact of reference period length on the nature and magnitude of memory problems.

In the NISMART survey, respondents had two basic memory tasks--they had to remember whether or not any event fitting the question-at-hand had happened to the household children, and if so, they then had to correctly place the event inside or outside of the reference period.² The extent to which respondents forget important information relevant to interviews depends on several factors:

- Events are more likely to be forgotten when the respondent is asked to remember back over a longer period of time;
- Events are less likely to be forgotten when they are very salient or very different from other events that occurred in the reference period.³

We expected that the salient nature of many of the missing children events of interest in NISMART would substantially aid in minimizing the overall forgetting problem. In addition, we recognized that rates of forgetting can also be reduced by reducing the length of the recall period.

At the same time, however, we needed to balance this against the need to simultaneously minimize the other type of breakdown in recall--errors in placing the event in time relative to the reference period. Errors in temporal placement of events are termed "telescoping" errors. While both forward and backward telescoping are possible, forward telescoping predominates,⁴ resulting in a net overreporting in most surveys, due to events from before the reference period being telescoped forward in time into the reference period itself. The research evidence suggests that forward telescoping may be exacerbated when the reference period to be

¹Which is the case with runaways, and believed possibly also applicable to family abductions and to lost and otherwise missing children in the NISMART Household Survey.

²Sudman, S., & Bradburn, N.M. (1973). Effects of time and memory factors on response in surveys. *Journal of the American Statistical Association*, 68, 805-815.

³Mathiowetz, N.A. (1985). *The problem of omissions and telescoping error: New evidence from a study of unemployment*. Paper presented at the Annual Meeting of the American Statistical Association, Section on Survey Research Methods, Las Vegas, NV.

⁴Sudman, S., & Bradburn, N.M. (1982). *Asking questions: A practical guide to questionnaire design*. San Francisco, CA: Jossey-Bass.

recalled is very short.⁵ For example, if an interview inquires about events that occurred during the preceding month, and a respondent reports something that actually occurred six weeks ago, then the reference period was distorted by an addition of 50 percent of its length. On the other hand, if the reference period is one full year and the respondent reports something that actually occurred twelve months and two weeks ago, then the reference period has been distorted by an addition of only 4 percent. Given these considerations, we deemed it advisable to adopt a reference period of a full-year in length.

Also note that we described the reference period to respondents very specifically: "...in the past 12 months, that is, since [month and day one year prior to the date of interview]." This was done to avoid any possible confusion about what we meant (e.g., "in the last year" could be taken to mean the last calendar year, the last school year, etc.), and to convey the importance of being accurate about whether or not an event near the beginning of the reference period actually occurred within the period.

A final consideration in selecting the reference period for this study involved the expected frequency of the events of interest and the need to provide a period that would be long enough in relation to the rate-of-occurrence of missing children events to provide sufficient numbers of cases for estimating national incidence rates.

To summarize then, the choice of a year-long reference period in the NISMART Household Survey was conditioned by a number of factors--the need to minimize forgetting while also minimizing telescoping errors, the need to obtain sufficient numbers of relevant cases to allow incidence estimation, and the need to provide annualized estimates of the incidence of the different missing children events.

Sliding Reference Period. Note that a sliding reference period was used (i.e., the twelve months immediately preceding the interview). This was done in order to keep the memory task as standard as possible across all the survey respondents. Note that if we had instead selected a fixed reference period, such as calendar year 1988, then respondents who were interviewed later in data collection would have had a more difficult memory task (would have had to recall events further back in time) than those interviewed earlier.

⁵*ibid.*

While not problematic in and of itself, this choice of a sliding reference period combined with the fact that data were collected over a period a little over 5 months in length did have substantive design implications that warrant discussion. Specifically, it raises two substantive questions about the survey results:

- What calendar year is the best descriptor for the annual incidence estimates generated from the NISMART Household Survey? and
- Given the sliding reference period, how are telescoping memory problems distributed over the different months of the year and what implications does this have for the survey's ability to detect seasonal shifts in incidence rates?

First, concerning the calendar year that should serve as the descriptor for the NISMART Household Survey findings--the bulk of the survey information concerned events in calendar year 1988. Survey respondents provided information about events that occurred between the end of July 1987 and the beginning of February 1989, as shown in Table 2-1. The 1988 calendar year was completely represented in the survey, whereas 1987 was only partly represented and only a very small part of 1989 events were included. To the extent that it is convenient to "anchor" the survey chronologically, the 1988 calendar year appears to provide the best descriptive chronological anchor.

Second, concerning how telescoping errors might be distributed over months of the year and the limitations this might mean for detecting seasonality--Table 2-2 recasts the Table 2-1 information with emphasis on identifying the month of the year that would serve as the early boundary of the reference period for different respondent groups. Forward telescoping would be expected to erroneously move earlier events into these early-boundary months, and so produce some degree of overreporting of events in these months. Table 2-2 shows that the months of March, April, May, June, did not serve as early boundary months for any group of respondents. In addition, the months of February and July were early-boundary months for only a very small subset of the respondents.⁶ Because these months should be relatively less subject to forward-telescoping overreporting errors, these months may show a lower rate-of-occurrence of missing children events in the survey than other months, simply as a function of differences in the distribution of

⁶The data period extended from very late in July (July 26) to very early in February (February 3). Thus, those months were only partially reflected as early-boundary months and then for only very few respondents.

Table 2-1. Distribution of Respondents Reporting on Events Occurring in Different Months.

Reported on Events Occurring in...		Respondents Interviewed in...							
		1988						1989	
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
1987:	Jul	x							
	Aug	x	x						
	Sep	x	x	x					
	Oct	x	x	x	x				
	Nov	x	x	x	x	x			
	Dec	x	x	x	x	x	x		
1988:	Jan	x	x	x	x	x	x	x	
	Feb	x	x	x	x	x	x	x	x
	Mar	x	x	x	x	x	x	x	x
	Apr	x	x	x	x	x	x	x	x
	May	x	x	x	x	x	x	x	x
	Jun	x	x	x	x	x	x	x	x
	Jul	x	x	x	x	x	x	x	x
	Aug		x	x	x	x	x	x	x
	Sep			x	x	x	x	x	x
	Oct				x	x	x	x	x
	Nov					x	x	x	x
	Dec						x	x	x
1989:	Jan							x	x
	Feb								x

Table 2-2. Early Boundary Months of Reference Period for Respondents Interviewed During Different Months.

Early Boundary Month Was...	Respondents Interviewed in...							
	1988						1989	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Jan							X	
Feb								(x)
Mar								
Apr								
May								
Jun								
Jul	(x)							
Aug		X						
Sep			X					
Oct				X				
Nov					X			
Dec						X		

telescoping errors. This means that the survey will not be able to detect real decreases in rates-of-occurrence during these specific months (because it will be impossible to tell them apart from the expected pattern). Moreover, subtle and moderate increases in rates-of-occurrence during these months may go undetected because they may not be strong enough to counter the effects of telescoping errors in the other months. Overall, it is important to interpret any seasonality effects uncovered in the survey findings in light of the pattern expected from telescoping errors.⁷

Measurement Reliability and the Standardization of Definitions. One of the key design strategies in NISMART was the concerted attempt to avoid a naive reliance on respondents' (or coders') inherent understanding of terms which may vary considerably in meaning from one person to another. Global catch-all terms such as "runaway," or "abducted," and nonspecific phrases such as "unknown whereabouts" cannot be expected to mean exactly the same thing to different people. So the Episode Screening questions in NISMART were designed to refer to more explicit circumstances that were of general interest to the study (e.g., "tried to take this child away against your wishes"). Then, when an event of interest was identified at this screener-level, the respondent was asked a more extended series of follow-questions up concerning the details of the event. Finally, these event details were subjected to a comprehensive evaluative coding procedure, in which the case was judged according its fit or nonfit to the criterial elements of a standardized definition of each category.

Representation of Hispanic Respondents with an English-only Interview Instrument. Realizing that Hispanics comprise the most significant linguistic minority in the United States, we considered the potential impact an English-only version of the interview instrument would have on their representation in the Household Survey. In exploring the experiences of other large-scale telephone surveys conducted at Westat, we concluded that not having a Spanish language version of the interview would have only minimal impact on participation of Hispanic households in the

⁷None of the seasonality effects revealed up to the time of this writing can be discounted as artifacts of telescoping errors. Many actually entailed more frequent rates-of-occurrence during some of the non-boundary months, thereby going against the pattern that would be expected: Runaways showed seasonal peaks in the months of June, July, and August; children tended to be Thrownaway in Spring and Summer, with 61 percent occurring between April and August; Lost and Otherwise Missing children's episodes largely occurred in the summer months, from May to September, when children tended to be outside playing. Nor can one use the telescoping errors explanation to discount the seasonality effects found for Family Abductions, which peaked at the ends of school vacations—in August and September, and again in January. All boundary months should have been affected equivalently by overreporting due to telescoping errors; but only three of the boundary-months were involved in the peak times for Family Abductions. Thus, differentiations in rates-of-occurrence emerged even against the background of any effects due to telescoping errors.

Household Survey. First, even in predominantly Spanish-speaking households there is usually some adult household member who is able to speak English well enough to communicate with an English-speaking interviewer. Second, our interview procedures (see Chapter 5) were designed to enhance the likelihood that we would find an English-speaker in a non-English household--a household was closed-out as an incomplete due to a final language problem only after repeated callbacks failed to contact an English-speaking member. The final survey results confirmed that the impact of this design decision was, in fact, minimal (see Chapter 6).

2.2 Design of the CATI Interview

The structure of the entire interview is mapped out in the flow chart given in Exhibit 2-1. The interview was made up of essentially ten sections, which are listed below. Except for the hard-copy interview, all of the sections listed below were programmed into the CATI system.

- Preliminary Screener,
- Main Study Screener,
- Episode Screener,
- Hard-copy Interview,
- Secondary Household Enumeration,
- Demographics,
- Custody Arrangements,
- Network Study,
- Family Dynamics/Stress Questionnaire, and
- Conclusion

A copy of the interview instruments (the CATI portion as well as all of the hard-copy interviews) with all of the questions asked can be found in Appendix A of this volume. When the questionnaire was programmed into the CATI system, the questions in the interview were translated into "screens". For the most part, there was only one question on each screen. The instrument which appears in Appendix A is a hard-copy rendition of the interview before it was programmed into the CATI system and does not reflect what the actual CATI screens looked like; hundreds of pages would have been necessary to present the interview questions as they appeared on the CATI screens.

The sections of the interview which were programmed into the CATI system had built-in skip patterns as well as range and validity checks. The computer moved the interviewer

through the different paths of the interview automatically; the interviewer did not have to worry about which question to ask next. Illegal and nonsensical responses were not allowed due to the range and validity checks.

Each section of the interview is discussed in further detail below. All of the CATI sections of the interview are discussed first, and then, the structure of the hard-copy interviews is discussed.

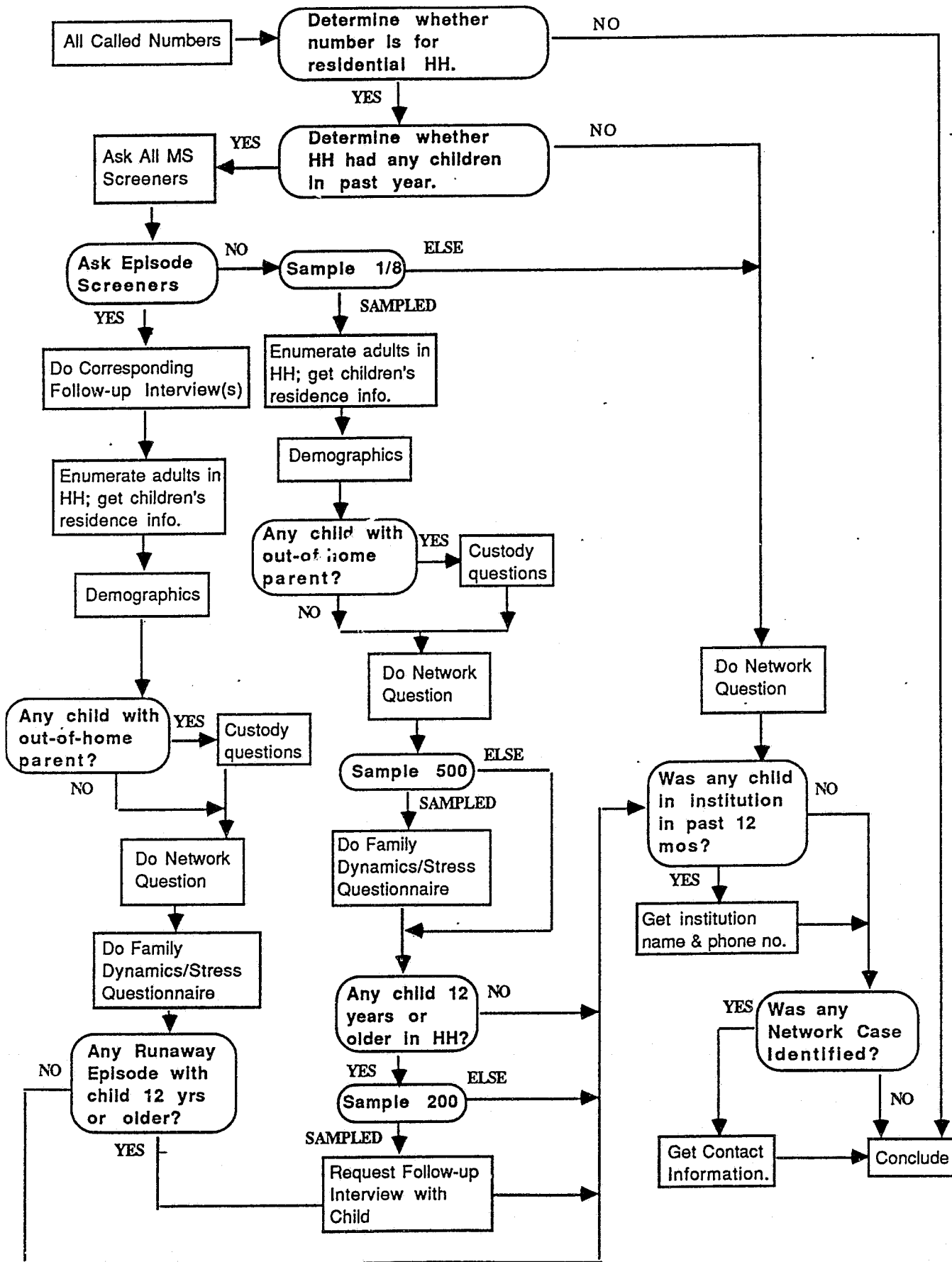
2.2.1 Preliminary Screener

The purpose of the preliminary screener was twofold. First, it determined whether or not the interviewer had reached the correct telephone number. In some cases misdialing or "crossed wires" occurred and a different telephone number other than the one which was intended was reached. After the correct telephone number was reached, the second objective of the preliminary screener was to determine whether or not the telephone number belonged to a residence.

If the telephone number was not a residential number, then the interview was concluded at this point. If the telephone number was a residential number, then the interviewer continued on to try to locate a household member who was at least 18 years of age.

2.2.2 Main Study Screener

Once the interviewer had located a household member at least 18 years old, the interview entered the main study screener section. The first question in the main study screener determined whether there were any children in the household who were 18 years old or younger and who had lived in the household for at least two consecutive weeks in the previous twelve months. If there were no children in the household which met these criteria, then the respondent was directed to the network study (see Exhibit 2-1). If there were children in the household which met the study's criteria, then the next objective was to locate the children's primary caretaker.



Because the interview was designed to elicit information about missing child episodes, the person with the most knowledge of the children and their activities was the targeted respondent. This targeted respondent, the primary caretaker of the children, was defined as the adult who took care of the children in the household most of the time.

Once the primary caretaker was located, the interviewer continued on with the main study screener. All of the children in the household were enumerated and their age, sex, race, relationship to the caretaker were collected. If any of the children had lived in another household for at least two consecutive weeks in the previous twelve months, the number of other households in which the child had lived was also collected.

The last question in the main study screener determined the head of household's educational level. After answering this question, the respondent continued on to the episode screener.

2.2.3 Episode Screener

The episode screener (ES) started off with a series of thirteen questions designed to ascertain whether any of the types of events of interest to the study had occurred to any of the children in the household in the previous twelve months. The episode screener was designed to allow multiple opportunities for the respondent to disclose a particular type of episode. For example, a runaway episode might have been disclosed in response to questions ES-7, ES-8, or ES-13 (see Appendix A for the exact wording of these questions).

The ES questions were also designed to be broad-based. This allowed the details of episodes to be collected and then evaluated against the narrower definitions used in the study. Using broad screening questions also helped to insure that possible episodes were not missed.

Not all of the ES questions were asked of every primary caretaker. Some of the screening questions concerned events which were expected to be fairly common (such as runaways and lost and otherwise missing events), so, these screeners were asked of random subsamples of the respondents. Other screeners were designed to be applicable only to children aged seven or

older, for example the questions concerning throwaway events; so, these screeners were asked only if the household contained children of the required age.

If the respondent indicated that some type of event had occurred, then a series of information-gathering and qualifying questions was asked. First, a "verifying" question was asked; for example, if the respondent indicated that a child in the household was taken by a family member, then a question which verified that the event actually occurred was asked. This verification was done to ensure that the respondents understood the meaning of the original question. If the respondent verified that the event had occurred, then additional data were collected including the number of episodes, the dates of the episode(s), and which children were involved in each episode.

Also at this time, the respondent was asked if the episode was "related" or "the same as" any other episode that s/he had told the interviewer about previously. This technique helped to unduplicate episodes which may have screened-in via more than one of the ES questions.

Another function of the episode screener was to "weed out" cases which we did not want to follow-up with an in-depth interview. About half of the ES questions had at least one qualifying question associated with them. For example, if a respondent indicated that his/her child left the home without permission and stayed away at least a few hours (ES-7), then the respondent was asked whether the child was gone overnight. If the answer to this qualifier was "yes," then the episode was eligible to continue on for further questioning. If the answer was "no," then the respondent was asked if at the time of the episode, or in general, the child had any serious or permanent physical or mental disability or impairment or life threatening medical condition. If the answer to this qualifier was "no," then this episode was not eligible for any further follow-up questioning.

After all of the different types of missing child events that occurred in a particular household were enumerated and passed the applicable qualifiers, the computer selected which episode(s) were eligible to receive an in-depth follow-up interview. Even after an episode was selected to be followed-up, most of the event types were asked at least one additional qualifying question before actually starting the paper-and-pencil hard-copy interview. Discussion of the hard-copy section of the interview is reserved for a later section.

2.2.4 Secondary Household Enumeration

The next major section in the CATI interview was the secondary household enumeration (SE). For episode households, this section was begun once all of the appropriate hard-copy interviews were completed. In the case of non-episode households, a random subsample of respondents was asked this section.

The SE section collected information on all of the adults living in the household at the time of the interview. Data on the number of adults living in the household as well as their age, sex, race, and relationship to the respondent were collected.

The SE section also collected additional information on each of the children living in the household. Information collected here included whether both of the child's natural or adoptive parents lived in the household; whether the child lived anywhere besides a household for at least two consecutive weeks in the preceding twelve months (i.e., child lived in an institution), and if so, where the child lived.

2.2.5 Demographics

Everyone who received the SE section also received the demographics section of the interview. Information collected in this section included the respondent's marital status; the head of the household's employment status, and job title and main duties; the household's 1987 gross income; and the type of area in which the household was located (e.g., large city or small town).

2.2.6 Custody Arrangements

The only households which received this section were those which indicated in the SE section that a child's natural or adoptive parents were separated or divorced or were never married. A series of questions regarding the court-ordered or informal custody arrangements for the child(ren) were asked. Details concerning custody arrangements for the child(ren) were collected including the number of court orders or informal agreements which were in effect in the

previous year, the dates the court orders went into effect, a description of the custody arrangement outlined in the order/agreement, the degree to which each of the households followed the court order, whether the order/agreement had ever been contested by either party, and who had the decision-making authority in the relationship when the parents were together and at the time of the interview.

2.2.7 Network Study

The network study was asked of every household regardless of whether any children lived in the household. The reason for including the network study was to determine the feasibility of using a "network" (or multiplicity) sample. Every respondent was asked whether s/he had any brothers, sisters, nieces, or nephews who did not live in the household who were abducted or kidnapped in the previous twelve months. If the respondent indicated that there was an abduction, then information on the abducted child(ren) was collected. If the respondent indicated that there was no abduction, then interview continued on to the next applicable section.

2.2.8 Family Dynamics/Stress Questionnaire

The purpose of this section was to identify family interaction patterns. This section was asked of all episode households and a random sample of non-episode households.

Detailed questions regarding parent-child disagreements, child supervision, parent-child relationships, life change events, and social networks were asked. The respondent was also asked a series of personal history questions. These questions looked at whether the respondent experienced any of the types of missing child events included in the study when s/he was a child.

2.2.9 Conclusion

The purpose of the conclusion section was to identify three groups of cases to be used in follow-up studies. The first group of cases to be identified was the group of children selected for

the returned runaway study conducted by the University of New Hampshire (UNH). Permission to talk to the children at a later time was asked for at this point.

The second group of cases which was identified were those households who had children who had lived in an institution for at least two consecutive weeks in the previous year. The respondent was asked for the name, the location (city and state), and the telephone number of each institution in which a child in the household had resided. This information was used in the institution study which was also conducted by UNH.

The third group of cases identified in the conclusion section was the network sample. If a respondent had indicated in the network study that an abduction occurred, then s/he was asked to provide the abducted child's caretaker's telephone number. If the respondent would not provide this information, then s/he was asked if we could call him/her back to get the details of the abduction episode.

Before completing the interview, the respondent was given telephone numbers for the National Center for Missing and Exploited Children and for their State clearinghouse in case s/he wanted general information on missing children. Episode households were also given information of a support group in their area.

2.3 Design of Hard-copy Interviews

Eight in-depth interview instruments were developed for the study. Each type of missing child event had its own in-depth interview. The titles of the hard-copy interviews are listed below:

- Parental/Family Abduction Interview
- Family Abduction Perpetrator Interview⁸
- Stranger/Non-family Abduction Interview
- Runaway Interview
- Throwaway Interview
- Throwaway Elsewhere Interview
- General Missing Interview

⁸This interview was dropped after Wave 2 of data collection because only eight cases screened-in to receiving it, all of which had also screened-in to a Family Abduction Interview concerning the same episode.

The hard-copy instruments can be found in Appendix A of this volume. These in-depth interviews were designed to capture the details of the missing child episode. They asked for information about such things as the circumstances surrounding the episode, events which occurred during the episode, and the duration of the episode. The information in the hard-copy interviews was used in the data coding stage to evaluate the countability of an episode according to the study's definitions (see Chapter 7).

3. TRAINING OF INTERVIEWERS

This chapter documents how the survey interviewers were recruited, selected, and trained. Because of the sensitive nature of this survey, the quality of the interviewers was very important. Great care was taken in selecting the appropriate interviewers and then in training them to use the questionnaire. Recruitment, selection and training activities are described in the following sections.

3.1 Interviewer Recruitment and Selection

Recruitment of interviewers for the survey was a fairly easy task. Many people were interested in the survey and were eager to be a part of it. Most of the recruiting of interviewers was internal to Westat's Telephone Research Center (TRC). Very little recruitment of interviewers was done outside of the organization (e.g., by placing newspaper advertisements).

The majority of interviewers selected to work on the survey had previous Westat interviewing experience. The interviewers were selected by the TRC's recruiting supervisor in consultation with project staff. Because of the sensitive and emotional nature of the survey, one of the main criteria in the selection of interviewers was their individual interviewing skills. Interviewers were also selected for their level of maturity, and their voice intonation and rate of speech.

In order to thoroughly prepare all telephone center staff for their responsibilities, project staff developed a reference manual that was used in conjunction with the training. The **Interviewer Procedures Manual** contained background on the study as well as the specific procedures to be used on the telephone. Included were discussions on contacting respondents and answering their questions, administering the basic and extended portions of the interview, recording the results of different contact situations and dealing with contact problems. This manual also contained detailed examples, explanations, and definitions for each question in the CATI and hard-copy in-depth interviews.

3.2 Interviewer Training

Two types of telephone interviewers were trained-- CATI-only interviewers and in-depth interviewers. The CATI-only interviewers were trained to administer only the CATI portions of the interview. The in-depth interviewers were trained to not only administer the CATI portions of the interview, but also the hard-copy in-depth sections of the interviews.

Westat's basic approach to training telephone interviewers is designed to maximize trainee involvement and participation in the learning experience, and to provide ample opportunity to observe and evaluate trainee performance. The approach used for the Missing Children Study incorporated the following techniques:

- **Interactive Lectures.** The technique of interactive lecture was used to present the basic concepts of the questionnaire in scripts. After an opening explanation of the concepts to be covered, the trainees were led through the questionnaire and called on to act the role of the interviewer while the lecturer played respondent. The "interviewer" was stopped frequently so that the lecturer could explain a question more fully or make a particular point about a question or its administration.
- **Role Plays.** Interviewers were arranged into pairs selected by the trainer to bring together strengths and weaknesses. Within each pair, one trainee took the role of interviewer while the other played the respondent, using prepared scripts. They then reversed roles.
- **Home Study.** All interviewers were required to fully study the Interviewer Procedures Manual before the end of the training session.

For all of the interviewers, training included whatever hours of home study were required to thoroughly read the manual as well as the series of on-site lectures and role plays. The CATI-only interviewers received three evenings of on-site training (about 12 hours), while the in-depth interviewers received 5 evenings (about 20 hours) of training.

At the beginning of data collection, 25 CATI-only interviewers and 25 in-depth interviewers were trained. Another round of training sessions was necessary mid-way through the data collection process to ensure that data collection would be completed on time. In September 1988, 20 of the original CATI-only interviewers were trained to become in-depth interviewers. Then, an additional 25 CATI-only interviewers were trained in October 1988.

In addition to the initial training of the interviewers, some "refresher" training sessions were held. These sessions concentrated on certain complicated areas of the interview instrument such as the child enumeration table.

Two other types of training or feedback were also given to the interviewers. First, memos from project staff and TRC supervisors were sent to all of the interviewers involved in the survey. These memos answered questions brought up by the interviewers and further refined the guidelines given in the **Interviewer Procedure Manual**. Second, the TRC employed a quality control procedure of monitoring a portion of each interviewer's work. After monitoring an interviewer, a TRC supervisor would give the interviewer feedback on his/her performance. This monitoring process is described in greater detail in Chapter 5 (Section 5.1.4 Quality Control).

4. SAMPLE DESIGN

4.1 Introduction

This chapter begins with a brief overview of the evolution of plans for the NISMART Household Survey sample and goes on to describe the details of the actual sample design that was employed.

4.2 Background on Selecting Sample Size

When NISMART was initially proposed, a sample of 40,000 households was targeted for participation. This sample size was selected to provide a reasonable degree of precision around the incidence estimates and to provide sufficient cases of Runaways, Throwaways, and Family Abducted Children to support preliminary analyses of the profile characteristics of these events. Even then, however, it was only possible to develop a crude approximation of the answers on these issues, because the actual degree of precision of estimates and the actual numbers of cases that would be encountered could only be guessed on the basis of existing beliefs about the incidence of these missing children events, while at the same time the extant guesses about incidence were wide-ranging and largely without sound empirical bases. Thus, the initial plan to sample 40,000 households was developed on the basis of only loose approximations of what the incidence of the different categories of missing children might turn out to be.

As the study evolved, the overall survey design underwent considerable elaboration, with substantial efforts directed toward assessing the profile characteristics of cases and to providing for comparison groups, both to more completely assess child and family demographic risk factors and to uncover more in-depth risk factors involved in family-functioning characteristics. All of these elaborations involved considerable additional expense--both to design the special-purpose comparison samples and to implement the additional long interviews with comparison respondents during data collection. The added-cost implications of these added emphases on risk-factor comparison capability spawned a re-examination of overall the sample size requirement for the study. As a result, we compared the monetary costs of sample sizes consisting of 30,000 vs. 40,000 households against the benefits in precision of estimates that could

be expected with the larger sample size. This comparison revealed that the larger sample would have entailed considerable additional expense, but would in turn have offered only trivial improvements in precision of estimates. For this reason, the final sample size for the NISMART Household Survey was targeted at 30,000 households.

4.3 Summary of Sample Design

The primary conceptual universe for the NISMART RDD study consisted of the noninstitutionalized, civilian population of the United States 18 years of age or less. However, since the data collection or interviewing was done by telephone, this primary universe was restricted to those 18 years or under of age who resided in households with telephones for at least two consecutive weeks during the preceding year. The interview results were adjusted to reflect the characteristics of the entire population. The responding universe were the parents or parent substitutes of children 18 years of age or younger.

4.4 Waksberg Method of Random Digit Dialing

The sampling method was based on the procedure developed by Waksberg,¹ who demonstrated mathematically that the procedure provides an unbiased sample of households with telephones, with all telephone numbers having the same probability of selection. Further, the method is shown to require a smaller number of telephone calls than the sampling procedures previously used for random digit dialing.

Waksberg's method of sample selection for telephone interviewing via random digit dialing therefore, significantly reduces the cost of such surveys as compared to dialing numbers completely at random. The problem with dialing numbers completely at random is that most numbers dialed turn out to be nonworking numbers. An additional group represents business or other non-residential units. Current estimates are that about 75 percent of the potential numbers within existing telephone exchanges are nonworking and about three percent are businesses or institutions of some type. About 20 percent turn out to be residential.

¹Waksberg, J. (1978). Sampling methods for random digit dialing. *Journal of the American Statistical Association*, 73, 40-46.

Thus, with numbers selected at random (within known telephone exchanges), calls to about five separate numbers are needed to locate a single residential unit. In many cases, the telephone companies do not provide a message that the number dialed is not a working number and additional checking is necessary to distinguish between not-at-home and nonworking numbers, adding further to the cost of producing completed interviews.

The Waksberg sampling method is designed to reduce the number of nonproductive calls. It takes advantage of the fact that a high proportion of nonworking and commercial numbers occur in consecutive sequences. The procedure essentially amounts to first identifying and selecting a sample of blocks of numbers which contain working, residential telephone numbers and dialing random numbers within the blocks. More specifically, the procedure involves a two-stage cluster sample; the first stage comprises clusters of 100 telephone numbers, each cluster having the eight digits in the telephone numbers; the second stage is individual households.

For a self-weighting sample, a constant number of households per cluster is required. This method, referred to as the Standard Waksberg method, involves choosing an equal number of households within each cluster. When this method is followed, all residential telephone numbers have the same chance of selection; thus, the sample is a self-weighting sample.

The need for a constant number of households per cluster, however, requires a rather cumbersome series of steps. Until all callbacks have been made for a telephone number, there is no way to know if an additional household is needed. Thus, the method is relatively expensive and inefficient. Moreover, there are built-in delays which made it difficult to use the procedure when there is a tight time schedule for data collection. For these reasons, we used the modified Waksberg method in the NISMART Household Survey.

The modified procedure for sampling households in selected clusters consists of selecting a constant number of telephone numbers per cluster, then weighting the result in each cluster by a factor \bar{n}/n_i where n_i is the number of respondents in the cluster and \bar{n} is the average respondents per cluster. The modified Waksberg method is simpler, can be carried out in less time, and is also unbiased (in the same sense as the original method). The modified method does speed up the data collection and reduces its cost, but at the price of an increase in sampling variances. The sample requires weighting for the production of unbiased estimates, and the

variation in weights increase the sampling variances. Our experience with this method is that the increase in variance is approximately 10 percent.

4.5 Sampling Universe - The Issue of Telephone Coverage

A sample selected through a Random Digit Dialing method, or for that matter any sample selected by telephone, is not really an unbiased sample of the total population since persons whose residences do not have telephones have no chance of selection. There is a fair amount of information available on the nature of this bias.² Telephone coverage for the general population is high; about 93 percent of households have telephones. However, as might be expected, telephone coverage correlates highly with income. Essentially, more low-income persons tend to be missed in telephone screening. The NISMART Household sample results were adjusted for the undercoverage of nontelephone households using standard procedures. That is, sampled children were appropriately weighted so that the statistics derived from the survey should reflect the entire U.S. population of children in households. Details of this adjustment are described in Chapter 8.

4.6 Sampling Frame

AT&T has a list of all existing telephone area codes and existing telephone exchanges on computer tape, and updates this listing monthly. The most recent copy of this tape available at the time of NISMART sample development (Spring, 1988) was used as the frame for sample selection. All possible next two digit numbers were added to the set of three digit telephone exchanges. Thus, a list was established of all possible first eight digits of the ten digits in telephone numbers. These eight digit numbers were treated as Primary Sampling Units (PSUs).

²Thornberry, O., Jr., & Massey, J. (1988). Trends in United States telephone coverage across time and subgroups. In R. Groves, P. Biemer, L. Lyberg, J. Massey, W. Nicholls, and J. Waksberg (Eds.), *Telephone survey methodology*. New York: John Wiley & Sons.

4.7 Sample Selection Procedures

The sampling procedure followed a two-stage sample design.

In the NISMART Household Survey, the first stage of sample selection identification involved the identification of blocks of 100 numbers, and the second stage was a sample of telephone numbers within blocks.

This process worked as follows: First, random selection was made of an eight-digit number, and also of the next two digits. The number was then dialed. If the dialed number was at a residential address, the PSU was retained in the sample. Additional last two digits were selected at random and dialed within the same eight-digit group until a set number of telephone numbers (40 telephone numbers per cluster for NISMART) were reached. If the original number called was not residential, the PSU was rejected. Additional PSUs were selected in the same way. This process was repeated until the predesignated number of PSUs (250 clusters, and 10,000 telephone numbers per wave) were chosen.

A total of 1,500 clusters were selected, with 250 clusters assigned randomly to each of six independent waves in the survey.

4.7.1 Selection of Clusters

The sample design involved selection of 1,500 clusters. Since only about 20-25 percent of initial telephone numbers called (referred to as prime numbers) are residential numbers and permit us to retain the clusters, we needed to start off with a sample of clusters = $5 \times 1,500$ or 7,500. We increased this number by 50 percent to allow for a reserve group (in case the potential clusters did not produce the required number of residential clusters). The initially selected sample was thus 11,250 clusters.

We used file sorting and systematic sampling to achieve the maximum geographic stratification possible without extraordinary effort.

- (a) All the usable exchanges in the U.S. were sorted by state.
- (b) The number of exchanges in the U.S. was counted.
- (c) A skip interval was calculated, and a systematic sample was selected.
- (d) During the selection process, the sample clusters were numbered in order of selection, modulo 6, (i.e., 1, 2, 3, ..., 6, 1, 2, 3, ..., 6, 1, 2, 3, ...). Sample exchanges were grouped by order number. Each group were then assigned at random to one of the six waves in the sample.
- (e) The sample clusters for each month were randomized separately.
- (f) For each wave, the usual Westat procedure for identifying residential clusters was carried out. The first step was to assign a separate, random, two-digit to each selected cluster. These were the prime numbers. The prime numbers for the first month were called to check on which ones were residential, proceeding sequentially in the randomized order.

4.7.2 Sample of Secondary Numbers Within Residential Clusters

The goal was to reach a sample of 30,000 screened households. Assuming a screening response rate of about 85 percent, we started with a screening sample of about 35,300. We used our experience that about 60 percent of numbers dialed in residential clusters are residential. Consequently, we started with a sample of about 60,000 telephone numbers over the course of six waves. This implied a sample of 40 telephone numbers per cluster.

Our usual procedures were followed for selecting random two-digit numbers added to the eight numbers identifying the residential clusters. The two-digit numbers were independently assigned in all clusters.

4.7.3 Properties of the Sample of Telephone Numbers

For a given sample size, it is possible to use any number of blocks (within certain limits) and have an unbiased sample, but the number of blocks affects both the cost and precision. The more blocks that are used, the higher the cost. At the same time, however, the use of more blocks increases the precision of estimates.

Multistage samples in which PSUs are subsampled are called cluster samples. They usually have somewhat poorer precision than selection with simple random sampling, but are cheaper.

The variance of the cluster sample selected in the way described is

$$\sigma_{\frac{2}{\chi}}^2 = \frac{\sigma^2}{m(k+1)} (1+\rho k)$$

where

- σ^2 = population variance;
- m = number of PSUs in the sample;
- $k+1$ = cluster size, the number of sample households per PSU; and
- ρ = intraclass correlation within PSU's.

The factor $(1+\rho k)$ creates increases in variance over simple random sampling. With simple random sampling, the variance would be $\sigma^2/m(k+1)$. ρ is a parameter of the population which is independent of the sample design. The factor can be made large or small by using different values of k , that is, by choice of cluster size.³

The term ρ is the measure of the extent to which families within small geographic areas (comprising 100 consecutive telephone numbers) tend to be more alike in regard to children's experiences than the general population. Intraclass correlations of this type tend to be fairly low. We roughly estimated it to be of the order of magnitude of .05 to .10. In this case, moderately large cluster sizes can be used without serious loss in precision.

³See Footnote 1 in this chapter.

For the NISMART study, we used a sample design with an expected average of about 2 eligible households (household with children) per cluster. This implied an average value of 1 for k . If ρ is between .05 and .10, the proportional increase in the variance would be from 1.05 to 1.10.

4.8 Network Sample

A network sampling approach was used to explore the feasibility of using this method to develop incidence estimates and/or to identify supplemental cases of family and non-family abductions. A multiplicity counting rule was used that linked each missing child case to be reported to the respondents' full-blooded brothers, sisters, nieces, or nephews.

As noted above, the main purpose of the network study component was to study the feasibility of using a network sampling approach for future incidence studies of missing children. The advantage of network sampling is the reduction in the amount of screening necessary to locate cases through a multiplicity counting rule. However, the network sample yield was much lower than the expected yield, resulting in questions on feasibility of network sampling for incidence studies. The network sample was expected to yield about 250 family abductions, and about 800 non-family abductions. A total number of 51 households in the network sample reported abduction episodes for 71 children. This issue is discussed in detail in Chapter 8.

The incidence of missing children reported by the respondents in households with no children had to be dropped from the network sample due to insufficient information for weighting purposes. Ten households which reported 14 children with episodes were dropped from the network sample for this reason: Therefore, the network sample included 57 abducted children who had been reported by 41 households.

4.9 Subsamples for Specific Questions or Interview Sections

The sample design involved some subsampling of households to receive specific questions or sections of the interview. The subsampling rates were based on available information about the expected frequencies of eligible households or of households that might have a child who would screen-in on particular episode-screener questions.

Five principal subsamples were involved:

- **Non-Family Abduction.** Two episode screener questions were used to identify potential non-family abduction situations -- ES-1 and ES-6. All respondents received ES-1 in all waves. However, it was thought that ES-6 could possibly screen-in more respondents than there would be resources to follow-up.⁴ For this reason, a 50 percent sampling rate was used in Waves 1 and 2 to draw a subsample from among respondent households to administer this question.
- **Runaway.** For similar reasons of anticipated high frequencies and limited project resources, the Runaway screener questions (ES-7 and ES-8) were only asked of a subsample of respondents in Waves 1 and 2; here, too, respondents were subsampled at a 50 percent rate.
- **Lost and Otherwise Missing.** The episode screener questions concerning "Lost and Otherwise Missing" circumstances (ES-12 and ES-13) were also administered to only a subsample (one-sixth) of respondents in Waves 1 and 2 for reasons of economy.
- **Non-episode Long.** Sections of the interview that asked about certain details (Enumeration of adult household members, children's residence in institutions, and custody arrangements for children with out-of-home parents) were administered to all households where a possibly countable situation was identified for in-depth follow-up and to a subsample of non-episode households; the subsampling rate for this non-episode comparison group varied slightly across the study waves, as described below;

⁴Question ES-6 asked "Was there any time when an adult or other child tried to sexually molest, attack, beat up, or rob any of these children?"

- **Family Dynamics.** All households with screened-in episodes and a subsample of the comparison group identified through the previous subsampling effort (i.e., a subsample of the Non-episode Long households) received the section of questions on Family Dynamics.

A monitoring system was set up to examine the yield for each of the subsampled categories to see how close the samples came to the numbers desired. Because actual frequencies did not always conform to targeted (or expected) frequencies, some of the subsampling rates were revised after the third wave. The sample selection and control program was flexible to permit such changes. The following provides the subsampled categories, and the subsampling rates by selection wave.

Wave	Non-Family Abduction	Runaway	Lost and Otherwise Missing	Non-episode Long	Family Dynamics
1	0.500	0.500	0.167	0.125	0.250
2	0.500	0.500	0.167	0.125	0.250
3	1.000	1.000	1.000	0.083	0.450
4	1.000	1.000	1.000	0.083	0.450
5	1.000	1.000	1.000	0.083	0.450
6	1.000	1.000	1.000	0.167	1.000

Note that all subsampling for episode-screener questions was discontinued from Wave 3 on, and that the comparison group sampling rates for the Non-episode long and Family Dynamics comparison groups were changed for Waves 3 through 5 and then again for Wave 6.

5. DATA COLLECTION

Data collection, conducted by telephone in Westat's Telephone Research Center (TRC), consisted of calling and screening 60,000 randomly-generated telephone numbers to locate residential households where children had lived for at least two consecutive weeks in the preceding twelve months. In total, eight different questionnaires were used to collect the data. The major portion of the interview was programmed on Westat's Computer Assisted Telephone Interview (CATI) System. Those households which had a missing child episode which was selected for in-depth questions also received paper-and-pencil questionnaires. Seven different in-depth questionnaires were developed for the study. The final versions of all eight instruments are located in Appendix A of this volume.

Data collection began with a pretest in summer of 1988 followed by the main data collection, which began a few weeks later. The purpose of the pretest was to determine the success of the survey procedures, design and sequencing of CATI and hard-copy questionnaire items, skip patterns, timing of screeners and questionnaires, and the CATI software. Problems encountered in the course of these pretests were resolved in amendments to the CATI system and hard-copy interviews. Data were collected from July 26, 1988 to February 3, 1989.

5.1 Telephone Center Operations

The survey was conducted from Westat's Telephone Research Center (TRC) located in Gaithersburg, Maryland. Most of the interview calls were made in the evenings and on weekends since the goal was to call people when they were most likely to be at home. Some interviewers were available during weekdays to conduct the interview with respondents who preferred to be called during the day. Daytime interviewers also cleared the RDD sample of nonworking and nonresidential numbers.

Project staff, in conjunction with TRC staff, directed the telephone survey. The daily monitoring of the survey was done by TRC supervisors who were responsible for interviewer attendance, flow of work, production, reviewing and resolving problem cases, and quality control.

Detailed technical questions were answered by the appropriate project staff members.

5.1.1 Description of Interim and Final Result Codes

At the end of each contact with a household, the case was given a result code which indicated the result of that contact. Result codes were divided into interim result and final result codes. A description of each of these codes is given below.

Interim codes. These codes were used only when the outcome of the attempt to contact did not result in a final disposition. Most interim codes were entered by the interviewer; some were entered by the program based on information entered by the interviewer for the case. All of these codes were used on both the Screener and Extended Interview unless otherwise noted.

- 1 = **Ring No Answer** - No one answered the telephone.
- 2 = **Refusal/Breakoff** - The respondent refused to do the interview or refused to continue after the interview had been started.
- 3 = **Busy Signal** - The number was busy.
- 4 = **Call Back** - The interview could not be done at the time of the call and a time was obtained to call back the household. (Note: This category included three result codes - 41, 42, and 43 -- used to distinguish the strength of the callback.)
- 5 = **Answering Machine** - The call was answered by a machine.
- 6 = **Initial Language Problem** - The respondent did not speak English or had a hearing or speech problem which prevented him/her from answering questions.
- 7 = **Questionable Ring/Tone** - The telephone was not answered and there was no clear indication whether a number was reached, or if it was not a working number.
- 8 = **Other Problem** - None of the other situations applied, and the interview was not finalized.
- NW = **Nonworking** - The number called was nonworking. This code included such things as fast busy, temporary and permanent disconnections, double wrong connections, and no result from dialing.

- NR = **Nonresidential** - The number called was not a residential number. This code included such things as businesses, institutions, agencies, computer modems, and public facilities.
- NF = **Not Available During Field Period** - No appropriate respondent was available (e.g., out of the country) during the data collection period.
- CT = **Cellular Telephone** - The number called was associated with a cellular telephone. These telephone numbers were considered out-of-scope.

Final Codes. The CATI program automatically assigned many of the final codes; others were assigned only by TRC supervisors on the study. Unless otherwise noted, these codes were used for both the Screener and Extended Interview.

- CM = **Complete Main Study** - The interview was completed with a household containing children.
- CN = **Complete Network Study** - The interview was completed with a household with no children.
- PC = **Partial Complete** - The interview was broken off in the last section of the questionnaire (Conclusion section).
- MC = **Maximum Contact** - The calling algorithm had been fulfilled and it included some household contact.
- RB = **Final Refusal** - The respondent refused to be interviewed or broke off during the interview and refused to continue.
- LP = **Language Problem** - There was a communication problem (i.e., hearing or speech problem, or non-English-speaking respondent) that prevented completion of the interview.
- SK = **Sick** - Respondent had a long-term illness that prevented him or her from completing the interview at any time during the data collection period.
- D = **Deceased** - The selected respondent died after the completion of the screener and before completion of the entire interview.
- NF = **Not Available During Field Period** - After beginning the interview, the selected respondent was not available during the rest of the study period, and no other respondent qualified to complete the interview.

NW = Nonworking - This code included such things as fast busy, temporary and permanent disconnects, double wrong connections, and no result from dialing.

O = Other Problem - It was determined, after supervisor review, that the case should not be attempted any further and no other final code applied.

5.1.2 Contact Problems

To maximize interviewer productivity and allow sufficient opportunity for each telephone number to be contacted, interviewers were required to call at different times of the day and week. Specifically, the calls were made as follows:

- **Contact** - Eight contact attempts consisting of two day calls, three evening calls, and three weekend calls were made over a two-week period.
- **Completions** - After contact had been made and it was determined that the telephone number belonged to a household, then, generally, ten attempts, including at least two day calls, three evening calls, two weekend calls or two day, two evening, and three weekend calls were made over a two-week period.

If these call requirements had been fulfilled and the telephone number was not yet finalized, the case was reviewed by a supervisor. This review could result in a number of different actions:

1. **Refield the case** - The supervisor could assign the case to an interviewer for more calls or calls at a specific time.
2. **Finalize as Maximum Contact** - If the case had received the appropriate number of calls at the appropriate time **and** the results included household contact(s), the supervisor would assign the result of MC (Maximum Contact).
3. **Finalize as No Answer** - If the case had received the appropriate number of calls at the appropriate times **and** the results did not include any household contact(s), the supervisor would assign a result of NA (No Answer).

The vast majority of telephone numbers (53,033 of the 60,000 numbers, or 88.4% of the total sample) were finalized within the initial eight attempts to call the number. Of these cases, 27,073 were finalized after only one contact attempt.

For the most part, the 27,073 telephone numbers which were only attempted once were found to be out of the scope of the study (i.e., nonworking or nonresidential numbers, or cellular telephones). As Table 5-1 shows, these out-of-scope telephone numbers accounted for 58 percent of the cases that were finalized after one contact attempt.

5-1. Final Results of Numbers Finalized after a Single Contact Attempt

Numbers Finalized in a Single Contact	27,073	
Nonresidential	3,379	(12.5%)
Nonworking	12,227	(45.2%)
Cellular Telephone	72	(0.3%)
Completes:		
with Children	3,437	(12.7%)
without Children	7,958	(29.4%)

In some cases (i.e., for 6,967 telephone numbers, or 11.6% of the total sample) we attempted to contact a telephone number more than eight times. Because of ring-no-answers, however, there were far fewer telephone numbers (only 1.6% of the total sample) where we actually established contact (i.e., had an answer to a contact attempt) eight or more times. Because of the rarity of missing child events, we focussed our multiple callback efforts on households where the respondent had indicated that a missing child episode had occurred. In a very small percentage of cases, we made twenty or more contacts before the case was finalized. Our maximum effort was for one case where we made 35 callbacks (established contact) before finalizing the interview.

5.1.3 Refusals

All initial refusals were reviewed by a supervisor. This review resulted in the assignment of the case to a refusal converter for recall, or assigning the case a final result of RB (Final Refusal).

A refusal conversion training segment was conducted by experienced supervisors who trained the interviewers in effective methods for re-contacting difficult respondents. A number of interviewers were specially trained to conduct the conversion effort which began at the end of August 1988. The refusal converters would wait at least two weeks after the initial refusal before attempting the conversion call. This time was decreased near the end of data collection. An overall 41 percent refusal conversion rate was achieved (i.e., complete interviews were obtained from 3,533 of the 8,610 respondents who had initially refused or broken off at some point).

5.1.4 Quality Control

Quality control of the telephone data collection effort was the responsibility of the project staff and telephone supervisors. Quality control was ensured through various means, for example:

- During interviewer training, trainers encouraged trainees to ask questions about procedures and questionnaire specifications they did not fully understand. These inquiries led to a focus on procedural and question subject areas that occasionally required greater clarification.
- From data preparation activities, staff reported interviewer problems with recording questionnaire responses, and problems with unanticipated responses.
- During data collection, interviewers reported problems they had with specific cases, procedures, or questionnaire sections/items to their supervisor. These, in turn, were referred to project staff.
- From monitoring each interviewer's work, supervisors were able to report problems the interviewers were having with questionnaire procedures.

During data collection, monitoring the work of the interviewers was the primary quality control procedure. Using extension telephones and displays linked to interviewer CRT's, supervisors silently monitored a percentage of each interviewer's completed work.

Westat's standard practice is to monitor at least 10 percent of the interviewers' work. But, because of the complexity of this survey, this percentage was increased to 15 percent. Since it is difficult to predict the start of each separate interview, supervisors randomly selected intervals of each interviewer's working time as monitoring sessions. If the monitoring session did not coincide with an interview, the supervisor continued to monitor the interviewer for a minimum of

15 minutes. An interview monitoring report was completed each time an interviewer was monitored. At the end of each week the supervisor recorded the total number of monitoring sessions on this report and verified that this number was at least 15 percent of the interviewer's work. If this quota was not met, the interviewer was monitored for a greater period of time the following week.

During the first four weeks of data collection, the results of the monitoring were discussed with each interviewer immediately following the monitoring session. This discussion provided feedback to the interviewer on correct techniques for gaining cooperation, asking questions, or recording responses. Thereafter, monitoring reports were reviewed with each interviewer if there was a specific problem, in which case the problem was discussed immediately. In addition, supervisors reviewed the monitoring to identify common problems across interviewers that were then discussed in group meetings with the interviewers.

In addition to the TRC supervisors monitoring the interviewers work, UNH and Westat project staff also monitored interviews. Using the same monitoring system as the TRC supervisors, project staff monitored interviewers on a periodic basis. If any procedure or interviewing problems were noted by the project staff during the monitoring, the TRC staff was informed and discussions were held to resolve the situation.

5.2 Confidentiality and Security

Confidentiality and security of the data were stressed during all phases of this survey. During data collection, all of the household members' names, as well as the household telephone number, were automatically encrypted by the computer. In this encryption process each character in a name (and digit in a telephone number) was substituted in a consistent manner with another character, thereby, making the names appear nonsensical. All names and telephone numbers remained encrypted throughout the data preparation and processing activities. After all of the cleaning and editing of the data was completed, all of the names and telephone numbers associated with a household were erased from the database.

Access to the data was strictly controlled. Different survey tasks involving the use of the computer were divided into different computer accounts (e.g., the data was collected in one

account and it was edited on another account). In order to access one of the computer accounts associated with the survey, a person's initials had to be entered into that account's computer system. Each person also had his/her own individual password which he/she created and was instructed not to reveal to anyone. A person's initials were entered only on those computer accounts to which he/she should have access. For example, all of the interviewers had their initials entered into the data collection account, but none of them had their initials on the data preparation account. Therefore, there was no way an interviewer could inadvertently log on to the wrong computer account.

5.3 Management and Reporting System

Four management reports were produced during the data collection period to track the following:

- Status of the work on screener interview;
- Status of work on the extended interview;
- Productivity of the individual interviewers; and
- Problems with outstanding cases.

The reports covering the status of work on the screener and the extended interviews broke down all result codes by wave. These reports were run weekly to monitor, in detail, the progress of the telephone center and the general household yield-rate, the rate at which eligible households were being identified, the rate at which in-depth questionnaires were being produced, and both the general response rate at each "level" of the interview, and the effectiveness of the refusal conversion effort.

Productivity reports on individual interviewers were run weekly and indicated how many interviews had been attempted and the resulting success rate for each interviewer for both screener and extended interviews. These reports highlighted interviewers who were successful or unsuccessful at interviewing attempts, and were particularly useful in identifying interviewers who were skillful in eliciting interviews from difficult subjects.

A telephone center supervisor report was produced to identify problems with cases that were classified as Problem Cases, Refusals, and Language Problems. This report listed comments that the interviewer entered during a screener or extended interview. At times, these comments often provided the reason for the refusal and strength of the refusal (mild or hostile). A list of attempts to contact the household or individual was also included in this report.

6. SURVEY RESPONSE RATES

This chapter reports on the distribution of the survey outcomes over the entire sample of telephone numbers. It provides responses rates overall and for the major components of the survey, indicates the success of refusal conversion efforts, and presents the specific sample sizes of those respondents who answered each of the episode screener questions.

6.1 Household Yield Rate

Figure 6-1 summarizes the flow and disposition of surveyed telephone numbers through the major components of the interview. As shown there, the sample of 60,000 telephone numbers yielded a sample of 34,820 of what we classified here as households. There were 22,001 numbers that were clearly determined to be non-residential (businesses, cellular telephones, and non-working numbers). Another 3,179 numbers never answered despite all our callback efforts. Taking only those numbers with a known status (i.e., omitting all the no-answers and dividing 34,820 by the sum of 34,820 and 22,001, which is 56,821), the household yield rate was 61.3 percent (Table 6-1).

Table 6-1. Household Yield Rate

All Called Numbers	60,000	
Nonresidential	22,001	
No Answer	3,179	
Households Contacted	34,820	
<i>Household Yield Rate:</i>		61.3%

Note, however, that this grouping of 34,820 numbers included all those that were not clearly non-residential or no-answer. That is, all cases where there was an unresolvable language problem or refusal/breakoff were placed here. This means that the 34,820 figure probably includes some non-residences (businesses, car phones, etc.) that could not be identified as such, and so the 61.3 percent computation probably slightly overstate the true household yield rate for the study.

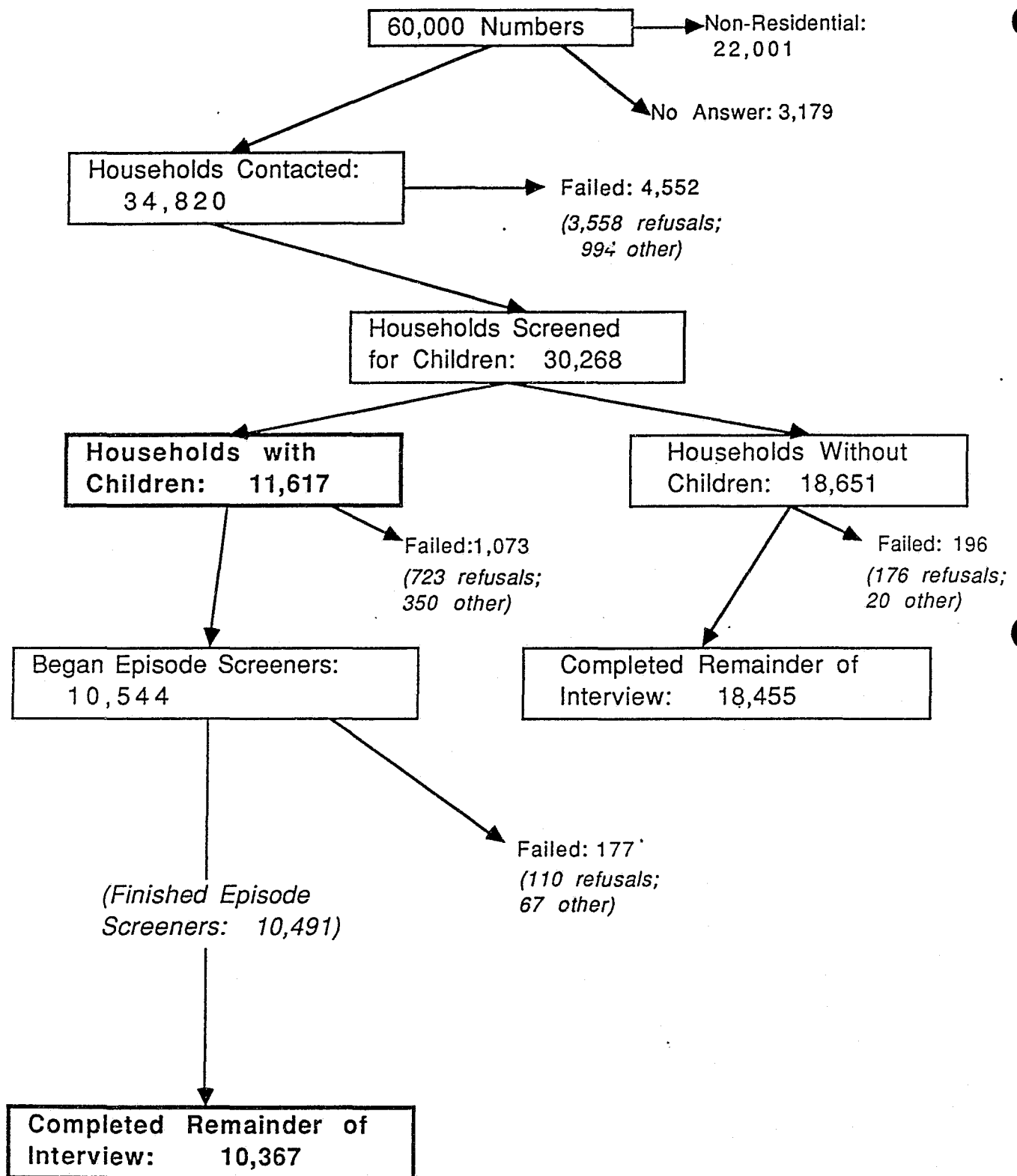


Figure 6-1. Flow-chart of overall results for the NISMART Household Survey.

6.2 Screener Response Rate and In-Scope Household Yield Rate

Considering Figure 6-1 further, it indicates that we succeeded in finding out whether or not 30,268 of the households had any children who met the study definition of "living there" (i.e., had resided in the household for at least two consecutive weeks during the twelve months preceding the interview). We failed in this attempt for 4,552 numbers, 3,558 of which were refusal/breakoffs that we could not convert (see Section 6.5), and 994 of which were "other" kinds of failures. Throughout this and the other disposition points shown in Figure 6-1, "other" failures refer to everything that could interfere with an interview other than a refusal. They included maximum callbacks,¹ language problems, respondents who were not available in the field period, cases where we had an answer but then had to make a callback and then found a nonworking number, numbers where the respondent was sick or deceased or not available for a callback appointment in the timeframe of the study data collection period, etc. Considering the 30,268 numbers where we successfully obtained an answer to the screener question about children, this represented a Screener Response Rate of 86.9 percent (i.e., 30,268/34,820), as shown in Table 6-2.

Table 6-2. Preliminary Screener Question Response Rate

All Households Contacted	34,820	
All Households Screened	30,268	
<i>Preliminary Screener Response Rate:</i>		86.9%

For those households where we succeeded in getting an answer to this screener question, we identified 11,617 that were "in-scope" by the study requirements (i.e., that had children living there and therefore qualified for the more extensive questioning); the other 18,651 were households where we determined no children had lived in the past year (at least by the study definition). As Table 6-3 reveals, this reflected an "in-scope" household yield rate of 38.4 percent of all screened households (i.e., 11,617/30,268).

¹Where we had an answer at some point, but could not get the party again.

Table 6-3. In-Scope Household Yield Rate

With Children	11,617	
Without Children	18,651	
Failed before asking child screener question		4,552
(Refusals = 3,558; All Other = 994)		
<i>In-Scope Household Yield Rate:</i>		38.4%

6.3 Survey Response Rates

The overall success of a survey is indexed by the the percent of completed interviews out of all interviews attempted. In this study, we could construe this in either a broad or a narrow sense. In the broadest sense, we attempted interviews with all 34,820 households where we had some contact and we completed interviews with all those who answered the questions put to them, at least into the conclusion section of the instrument.² This overall response rate, for all contacted households, was 82.8 percent, as can be seen in Table 6-4.³

²We found that many respondents did not want to sit and wait to hear all of our "thank yous" and listen to all the information we wanted to provide them in our concluding statements. Because we found that they very commonly said goodbye and hung up before we had finished all that, our definition of "complete" allowed a respondent to end the interview during the conclusion section of the instrument (see Appendix A). In fact, 31 of the 10,367 main study completes, and 100 of the 18,455 completes for households without children were added into the completes by this definition.

³Note that, if one takes into account all the numbers that may have been households but where we never got an answer, this response rate was 78.4%.

Table 6-4. Overall Survey Response Rate

All Contacted Households	34,820	
Completed Interviews	28,822	
With Children		10,367
HH Without Children		18,455
Failed before completion	5,998	
(Refusals = 4,567; Language Problems = 524; Maximum Calls = 102; Other = 1,431)		
Overall Survey Response Rate:		82.8%

Table 6-4 also indicates that the 17.2 percent of contacted households that failed before completion were predominantly refusals; 13.1 percent of the 34,820 households we contacted refused to participate (only 1.5 percent failed because of unresolvable language problems). This type of distribution of household contact results resembles those of other household surveys conducted at Westat. For example, of 18,406 households contacted in Fall of 1989 during the field test of the National Household Education Survey, 18.3 percent were nonparticipating households--including 15.4 percent refusals (1.0 percent final language problems in that survey).

Note that these participation results also attest to our success in retaining Hispanic participation in the survey--which had been a concern during the study design phase. Of the 1.5 percent of households we lost due to language problems, less than half (about 42 percent) would have been Spanish-speaking households. This means that we lost perhaps 0.8 percent of contacted households by not having a Spanish language version of the interview. Census shows that 10.9 percent of United States families identify themselves as of Hispanic origin.⁴ We estimate, then, that not having a Spanish-language version of the survey probably resulted in the loss of about 5.5 percent (0.8/10.9) of the households of Hispanic origin. In light of the in-scope household yield rate, we calculate that final language problems resulted in the loss of perhaps one case of Broad Scope Family Abduction and one Broad Scope Runaway in the entire Household Survey

⁴Specifically, there were 7,014,000 Hispanic origin families in 1987, of a total of 64,491,000 families in the United States. (cf. *The Hispanic Population in the United States: March 1986 and 1987*; Current Population Reports, Population Characteristics, Series P-20, No. 434. Issued December 1988; U. S. Department of Commerce, Bureau of the Census; also see *Household and Family Characteristics: March 1987*; Current Population Reports, Population Characteristics, Series P-20, No. 424. Issued May 1988; U.S. Department of Commerce, Bureau of the Census).

(assuming that the lost Spanish-speaking households experienced missing child events at the same rate as all participating households). Moreover, the manner in which the Household Survey data were weighted (see Chapter 8) corrected for any loss of Hispanic children by proportionally increasing the weights associated with those who were included in the study so that they fully represent the known total of Hispanic children in the U.S. Unless the basic assumption was wrong (and non-English-speaking Hispanic households differ substantially from other Hispanic households in the rates with which they experience different missing child events), the Household Survey findings should accurately reflect the missing child experiences of Hispanic households.

Note, however, that this rate "includes" the preliminary screener response rate (Table 6-2) and is, as a consequence, affected by it. It is also affected by the response rate for all those respondents in households without children, who were clearly irrelevant to the main substance of this study. For this reason, it was informative to calculate a main study response rate that focussed more narrowly on the percent of completed interviews among those respondents in the 11,617 "in-scope" households. This rate is given in Table 6-5.

Table 6-5. Main Study Response Rate

Households With Children	11,617
Completed Interviews	10,367
Failed before completion	1,250
(Refusals = 833; All Other = 417)	
<i>Main Study Response Rate:</i>	<i>89.2%</i>

As can be seen here, we achieved a response rate of 89.2 percent among the 11,617 in-scope households. This was the response rate we reported in the NISMART Findings Report.

6.4 Episode Screener Responses

We began the process of asking the substantive questions concerning the missing children events (the ES questions) asked of 10,544 households, and we completed that section of the interview with 10,491 of the households, as can be seen in Figure 6-1. Table 6-6 shows that the response rates associated with these two points in the main study were 90.8 percent and 90.3

percent, respectively, of all households known to have children.⁵

Table 6-6. Episode Screener Response Rate

All Households With Children	11,617
Began Episode Screener Section	10,544
Failed before ES Questions	1,073
(Refusals = 723; All Other = 350)	
<i>ES Questions Response Rate-I:</i>	90.8%
Finished Episode Screeners	10,491
Failed before end of ES Questions	1,250
(Refusals = 833; Other = 417)	
<i>ES Questions Response Rate-II:</i>	90.3%

Note that these two rates are extremely similar. In fact, if one looks back over Tables 6-4 to 6-6, it appears that there were two places where response rates were most affected--just before and just after we asked the key in-scope screening questions to determine whether the household had children. Some of the initial losses were people who just did not want to be surveyed, but more than 1,000 were people cut off after we had made it clear that we would be asking about their children.

Table 6-7 shows the specific question-by-question responses in the Episode Screener section. At the outset of this portion of the interview, there were 10,544 respondents participating. Note that seven of these broke off the interview prior to the CATI screen for ES-1. Fourteen respondents broke off during the ES-1 CATI screen, and 10,523 are shown as having responded to that question. We counted all participants who did not break-off in this first column, including all those who said "yes," "no," or "don't know" as well as those who refused to answer the specific question but were willing to go on to other questions. Also, in examining the last column in Table 6-7, bear in mind that it is not possible to tell whether respondents who broke off during a specific CATI screen ended their interview before or after hearing the question on that specific screen. It is evident that most break-offs occurred early on in the Episode Screener sequence. Respondents who participated up to ES-4 were highly likely to continue with the remainder of that interview

⁵ And it is 74.7% of all numbers which might have been households and which might have had children--i.e., taking into account all the numbers where we never got an answer and all the numbers where we did not get a response to our question about whether or not children had lived there for two weeks in the past year.

section. As indicated above, Table 6-7 shows that 10,491 respondents completed the full ES section.

Table 6-7. Responses to Specific Episode Screener Questions

Item	Responded to item	Broke-off at this item
Introduction to ES Questions	[n/a]	7
ES-1 Anyone take child	10,523	14
ES-2 Family take child	10,513	10
ES-3 Family keep child	10,508	5
ES-4 Family hide child	10,507	1
ES-5 ^a You take child	3,415	5
ES-6 ^b Anyone attack child	8,734	2
ES-7 ^c Child left home	6,272	2
ES-8 ^c Child not come home	6,272	0
ES-9 ^d Child forced out	7,621	2
ES-10 ^d Child was trouble and left	7,620	1
ES-11 ^{a,d} Did not know where child was	2,485	0
ES-12 ^b Hurt & did not come home	7,612	1
ES-13 ^b Could not find child	7,611	1
ES-14 ^e Forced to leave other household	1,776	1
ES-15 Child ever kidnapped	10,491	1

^aThis question was only asked in Waves 1 and 2 of data collection; see Appendix A.

^bThis question was asked of a specific random subset of respondents; see Section 4.7 for details.

^cQuestions ES-7 and ES-8 were asked of a specific random subset of respondents with children aged 7 years and older; see Section 4.7.

^dES-9, ES-10, and ES-11 were asked only of households with children aged 7 years and older.

^eES-14 was only asked of households with children who had lived in other households during the past 12 months.

Any time a respondent broke off or refused to continue with an interview, we attempted to "convert" their refusal. Figure 6-2 shows that there were 8,610 respondents who had broken-off or refused to participate at some point during the survey. Many of these were early refusals/break-offs, and this number is not atypical when the in-scope screening question is a long and complex one, as it was here.⁶ Refusal conversion efforts revealed that 326 of these were actually non-residential phone numbers. We were able to convert a total of 3,533, which represented 41 percent of the 8,610 who initially refused, and 43 percent of the 8,284 that initially refused and were not known to be non-residences. Our efforts to convert the initial refusals led to completion of the episode screener section with 1,298 more respondents and completed interviews with 1,165 households with children. Note that 2,368 of the respondents we converted were out-of-scope households (i.e., without children) who were convinced to complete the interview through the network questions.

⁶Determining whether any children had "lived there" during the previous twelve months according to the study definition.

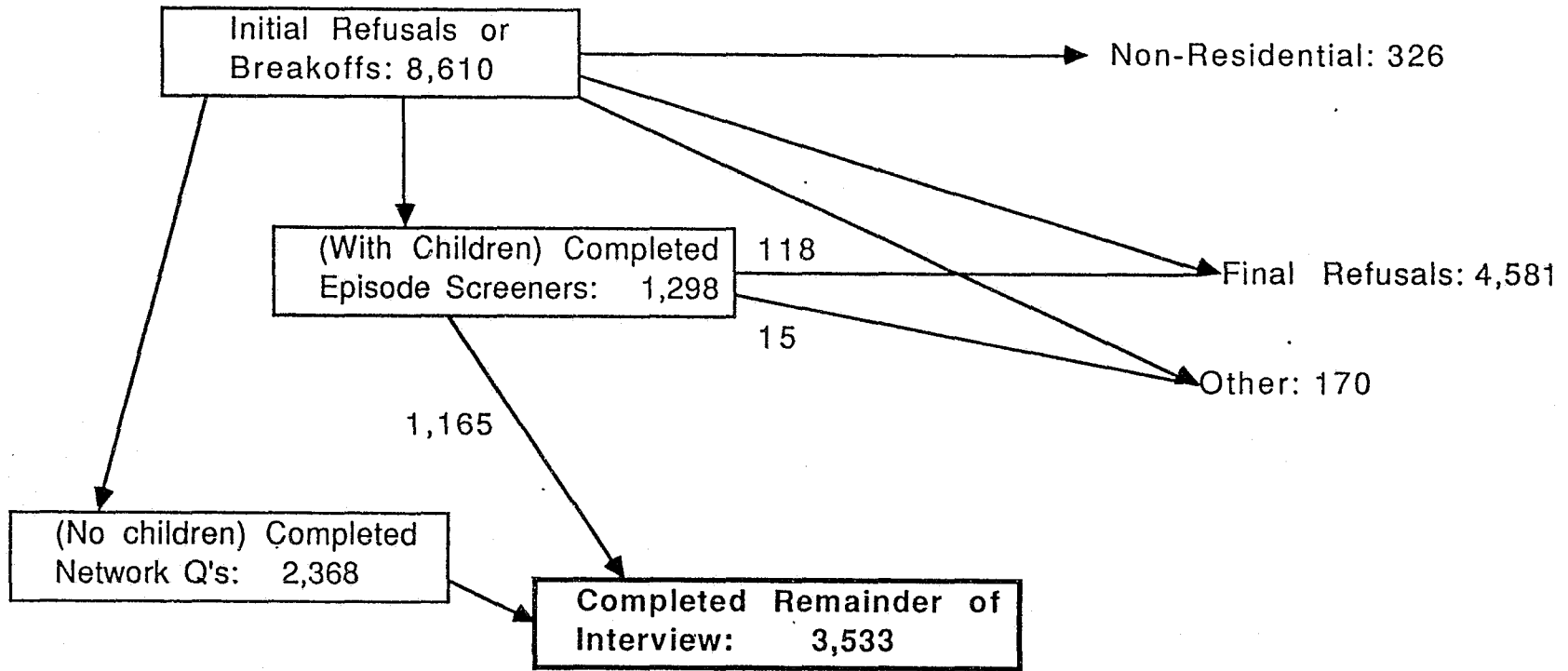


Figure 6-2. Results of Refusal Conversion Efforts.

7. DATA CODING AND PROCESSING

This chapter documents the procedures used to process the data from both the CATI portion of the interview and the in-depth interview (hard-copy data). These data processing activities included the development of coding, editing, and reconciliation procedures for both the CATI and hard-copy data. These procedures are discussed for the two types of data (CATI and hard-copy) in the subsequent sections.

7.1 CATI Data

One of the advantages of the CATI system is that the data are automatically entered into a computer file at the time they are received. Responses to questions in the CATI portions of the interview (as described in Chapter 2 of this volume) were entered into the CATI system during the telephone interviews. After the data were inputted, they were subjected to a unique set of edit, consistency, and range checks (which differed from those used for the hard-copy data, as described below in Section 7.2.8.2).

7.1.1 Coding and Editing

Edit, consistency, and range checks were established early in the study, at the time the CATI software was developed. Westat's Chesire System is a proprietary system software which was the basis for the specific CATI program developed for this study. This system included a data dictionary, which defined variables for both the data collection and the data processing stages. For each question in the interview, the record defined in the data dictionary included both a long character variable for recording verbatim responses by the interviewer and coded variables for numeric codes assigned to responses.

Through the constraints imposed by this data dictionary as the system operated, CATI prevented the interviewers from entering impossible responses for precoded items (through validity checks) and for numerical items (through range checks). Some consistency checks between items were also performed during the interview, so that certain types of inconsistent responses could be clarified immediately with the respondent. Verbatim responses recorded by

the interviewers and responses to open-ended questions were entered into CATI and subsequently printed and reviewed by data preparation staff.

7.1.2 Data Cleaning and Quality Control

On average, frequencies of all data were read biweekly by the data preparation supervisor in order to monitor the accuracy of the data coding, skip patterns, etc. The data preparation staff read respondent verbatim responses and comments (as well as interviewer messages and comments) on a daily basis. When respondent answers did not meet the program specifications, the data preparation staff would review the case file on the individual interview(s) in question in order to find and correct errors when applicable. The data preparation supervisor reviewed discrepancies, specified corrections, and updated the case record with the corrected codes, as necessary. When it was determined that a valid response had been disallowed by the data dictionary, ranges were widened or codes added. All such decisions were discussed with Westat project staff, often in consultation with UNH staff, and were documented in a Data Preparation Decision Log.

7.1.3 Data Retrieval

Because of the confidential nature of the study, no data retrieval efforts involved the direct re-contacting of any respondent. If the project staff had any questions about an interview after its completion, discussions with the interviewer who had administered the interview were helpful. These discussions took place as soon as possible after the interview was completed in order to maximize the interviewer's recall.

7.1.4 Reconciliation of Data Files

At the conclusion of the data collection period, the completed data files were re-edited for any remaining incomplete data, range errors, input errors, incorrect branching, or other problems. Problematic cases were located, displayed, and updated as needed for data checks and corrections.

Final frequencies were run and reviewed by both data preparation staff and project management staff. The final codebook documented each question number, variable name, column number, frequency count, and variable description with answer codes. The final codebook also included various explanations, technical notes and applicable statements for the variables.

7.2 Hard-copy Data

All data contained in the hard-copy interviews had to be manually entered into computer files. Before the data was entered, however, it went through a coding process. This coding process consisted of two sub-processes, basic coding and evaluative coding, each with a number of associated activities. Coders completed both types of coding concurrently. The project staff developed a reference manual for this purpose, the **RDD Evaluative Coding Guidelines**, which contained background material on the study as well as specific procedures to be used during basic and evaluative coding.

7.2.1 Scan Edits, Receipt Control, and Batching

When the hard-copy interviews were received from the Telephone Research Center, they underwent a scan edit, were receipted in and batched into groups. The scan edit consisted of checking the forms for completeness and legibility and to verify that skip patterns were accurately followed. As explained in Section 7.1.3, because of the confidential nature of the study no direct data retrieval was possible. If there were any questions about a data form, project staff held discussions with the interviewer who administered the interview.

The receipt control system was developed using Lotus 123 software. A number of different pieces of information were entered into the system including the identification number of the form, the CATI identification number of the case, the date the form was received, and the batch number to which the case was assigned.

The data forms were batched in such a way that all of the different hard-copy interviews from a given household were together. For example, if a Runaway Interview and a

Family Abduction Interview were administered to a household, both of the interviews would have been placed in the same coding batch. The reasoning behind grouping forms by household and not by the type of form was that information contained in one form might impact the coding of the other type of form.

7.2.2 Coder Selection and Training

Coding Supervisors trained five evaluative coders, three of whom successfully completed training and served to code cases. The focus of the training included the following:

- Explaining the study's different missing children definitions;
- Learning both basic and evaluative coding procedures;
- Standardizing the correct evaluation of the degree of "fit" for each case concerning the definitional criteria; and
- Learning the proper use of the transcription sheets.

Formal training of the coders lasted one week (40 hours). However, the Coding Supervisors and all coders continued to meet to discuss problems and to assess the reliability of decisions throughout the coding process. The primary purpose of the problem meetings was to resolve the coding of difficult cases and to clarify any questions concerning coding procedures or instructions. Reliability meetings are described in Section 7.2.6.

7.2.3 Overview of Basic Coding

Basic coding prepared the hard-copy questionnaires themselves for keypunching. Basic coding consisted of a number of activities including:

- Verifying that the data which was used to "link" the in-depth interview to the CATI portion of the interview was correct;
- Standardizing responses not made in accordance with the established codes or format (e.g., transforming dates into numeric form, inserting leading zeros where needed, etc.);

- Re-coding "other; specify" responses into an existing precoded answer wherever possible;
- Ensuring the legibility of all responses; and
- In those cases where more than one child was involved in an episode, completing an additional hard-copy data form for each of the additional children.

Whenever a coder encountered a problem or had a question about how to code a data form, s/he completed a Basic Coding Problem Sheet. These problems were brought to problem meetings, which were held with all of the coders, the Coding Supervisors, and the Project Director. The problems were resolved at the meetings, and a copy of each problem sheet along with its resolution was filed for reference.

7.2.4 Overview of Evaluative Coding

Each of the different types of in-depth interviews required respondents to provide a brief narrative concerning the missing child episode. This narrative, as well as the other questions answered by the respondents in the in-depth interview, needed to be evaluated against the study's definitional criteria. The purpose of the evaluative coding procedure was to characterize the details of each missing child episode in terms of a standardized set of attributes and to reflect the degree to which the episode "fit" each of the attributes involved in the definitions.

To create the evaluative coding system, each of the study's missing children definitions was broken down into components. Then codes were derived for the assessment of each of the components. Thus, the evaluative coding system was a numerical system which included a series of codes for assessing the "fit" or "nonfit" of each attribute, or definitional criterion. All evaluative coding was done on transcription sheets, and each category of definitions had its own transcription sheet and relevant component attributes. These definitional attributes are described in subsequent sub-sections, starting with Section 7.2.5.1.

During evaluative coding, a coder first evaluated the episode according to the definitions that matched the type of data form being coded. For example, if a case came into the study as a non-family abduction, then the case was first evaluated against the non-family

definitional criteria. Then, the coder determined whether or not it was likely that the case might also (or instead) fit another definition category. For example, a case may have come into the study as a runaway, but the information provided by the respondent might indicate that it would actually fit the study requirements for a throwaway case. In this case, the coder first evaluated the case against the runaway criteria (by completing a runaway transcription sheet), and then evaluated the same case against the throwaway criteria (by completing a throwaway transcription sheet). A case could be re-evaluated in this way only once; so a maximum of two transcription sheets were allowed for a case.

Given the complexity of the coding system, the guidelines for its use were rather elaborate. Also as a result of its complexity, the guidelines were expanded and refined throughout the course of the coding process. This was important in clarifying the appropriate way to code complex missing child scenarios which could not be anticipated before coding began. By design, the coding system remained constant but the rules for implementing it became more clearly specified as new coding situations arose. As coding problems were resolved, they were used to further specify the guidelines. Thus, the guidelines summarized in the sub-sections below are the final product in a sequence of revisions, each progressively incorporating further refinements and explanatory detail.

To ensure that the guidelines were applied in a standard way across the whole database several precautions were taken. First, decisions affecting the guidelines were made in meetings attended by all of the coders, the Coding Supervisors, and the Project Director; therefore, everyone was aware of new guidelines as they were established. Second, all of the decisions made during these meetings were written up and placed in a Decision Log to which the coders could refer to if they had any questions. As a final check, before the data forms and their accompanying transcription sheets were sent to Data Entry, they were reviewed by the Coding Supervisors (see Section 7.2.7).

Four major response categories were developed to evaluate each of the definitional components. Each response category contained a key word (or words) that denoted its level of certainty. These key words were:

Very probable

The overall likelihood that the criterion was met was over 80 percent.

Probable	The overall likelihood that the criterion was met was 51-80 percent. It was more likely than not, but not at the level associated with a rating of very probable.
Unlikely	The overall likelihood that the criterion was met was 49 percent or less. It was possible, but unlikely, that the criterion met the study's requirements.
Insufficient evidence	No other code applied; the overall likelihood that the criterion was met was 50 percent. The information in the record was too incomplete or questionable to permit an "up-or-down" decision about whether the criterion was actually met.

Two additional parallel response categories were developed for those definitional attributes which incorporated the concept of "attempt" (e.g., perpetrator attempted to take the child). These two additional categories paralleled the "very probable" and "probable" response categories given above. The "attempt" response categories were as follows:

Very probable attempt	The overall likelihood that an attempt was made was over 80 percent.
Probable attempt	The overall likelihood that an attempt was made was 51-80 percent. It was more likely than not, but not at the level associated with a rating of very probable.

Whenever it was likely that a particular criterion was met, but some piece of evidence in the data form casted a shadow of a doubt on that likelihood, the evaluation was downgraded from a "very probable" to a "probable." In all cases, the response category that could be chosen with confidence, based on the percentages associated with each code, was selected. If a case did not fit a certain criterion (e.g., "detaining"), it was evaluated whether or not an attempt was made (e.g., "attempting to detain").

7.2.5 Evaluative Coding Decision Criteria

All information in the in-depth interview was taken into consideration during evaluative coding, although the coders were also referred to a particular response in the abstract

form when it directly applied to a certain evaluative coding item. A condensed version of the evaluative coding guidelines is presented in the following sub-sections.¹

7.2.5.1 Pre-evaluative Coding

Each case was supposed to meet certain criteria in order to screen-in to the study. Earlier sections of the interview, the CATI sections which preceded the in-depth interview, attempted to verify that the case did, in fact, meet these criteria. However, it sometimes happened that the information contained in an in-depth interview revealed that earlier answers were wrong on these points (or that the respondent somehow misunderstood those earlier verification questions). So, at this point, it was necessary to detect those cases that may have "slipped through" in this way.

The pre-evaluative coding task involved evaluating three criteria to make certain that each case did indeed meet these screening criteria. These three screening criteria were:

- time frame of the incident,
- child's residency in the respondent's household, and
- child's age.

In family and non-family abduction cases, the perpetrator's relationship to the child was also evaluated. All of these pre-evaluative criteria are explained in further detail in the sub-sections below. Each lettered item corresponds to the same item on its respective transcription sheet.

D. Time frame of the incident

The first pre-evaluative decision that was made was whether the episode occurred within the time frame of the study. This evaluative decision appeared on each of the transcription sheets as the entry slot marked "D. Time Frame."

¹The guidelines given here are condensed to eliminate redundancy (e.g., the possible response categories for each of the coding items were very similar and are not repeated for each item).

For an episode to screen-in to the study it had to have occurred within the 12 months preceding the interview with the respondent. For example, if a respondent was first contacted on September 26, 1988, then any missing child episodes reported by that respondent had to have occurred between September 26, 1987, and the day of the interview (September 26, 1988).

E. Residence in household

After evaluating whether or not the episode occurred within the 12 months preceding the interview, the coders went on to evaluate whether or not the child was living in the respondent's household for two weeks at the time of the episode. This pre-evaluative criterion appeared on each of the transcription sheets as item "E. Residence in Household."

The in-depth interviews were to be administered only for those episodes where the children involved were (or were supposed to be) living in the respondent's household for at least two weeks at the time of the episode. However, it was possible for a respondent to have misinterpreted the question regarding the child's residency. For example, a mother might have reported that her child ran away from home, but the information in the in-depth interview indicated that the child ran away from her father's home while she was on summer visitation for a month.

This residency question was tricky because the time a child was away during a missing child episode was considered to be part of the two week criterion. Suppose for instance, that a respondent reported that her nephew arrived at her house for a three week visit, but that he ran away the day after he arrived and was gone for 16 days. This child would have been considered as having lived in the respondent's household for two weeks at the time of the episode because during those 16 days the child was supposed to be living in that household.

F. Child's age

After deciding whether or not the child qualified concerning residency in the respondent's household, the coders evaluated whether or not the child was under the age of 18 at

the time of the episode. This pre-evaluative criterion was denoted as item "F. Child's Age" on each of the transcription sheets.

The CATI system should have screened-out any child involved in an episode who was 18 years old (or older) at the time of the episode. Because the incidence estimates are based on children under 18 years old at the time of their missing events, the purpose of this pre-evaluative criterion was to verify that all of the children which did not meet this age requirement had indeed been screened-out of the database.

G. Perpetrator relationship to child (Family and non-family abductions only)

In addition to the three pre-evaluative criteria already discussed, on the Family and Non-family Abduction transcription sheets it was also necessary to evaluate the perpetrator's relationship to the child. (This pre-evaluative criterion did not appear on the other three types of transcription sheets.) This evaluation was made after determining whether or not the child was under the age of 18 at the time of the incident. On the Family Abduction transcription sheet, the evaluation of this relationship criterion was placed in the entry slot marked "G. Family Perpetrator." The corresponding item on the Non-family Abduction transcription sheet, was marked "G. Non-family Perpetrator."

Family Perpetrator. In order to fulfill the requirements of the family perpetrator criterion, at least one of the perpetrators in the case had to be considered a "family member" according to the study's definition. A "family member" was defined as a person who was:

- (1) Related to the child by blood;
- (2) Currently or formerly related to the child by law;
- (3) A current or former paramour of the child's parent or guardian; or
- (4) Acting as the agent of or together with a person who qualified as a family member under (1), (2), or (3).

A person could be related to a child by law in a number of ways including marriage to a blood relative of the child, adoption, legal guardianship, or foster care placement. Note that the legal relationships that qualified here were the kinds that established a family-like relationship

between the perpetrator and the child. There were many other kinds of legal relationships which did not qualify as family (e.g., the child's insurance adjuster, attorney, etc.).

Non-family Perpetrator. For the requirements of the non-family perpetrator criterion to be fulfilled, all of the perpetrators in the case had to be considered "non-family" according to the study's definition. The definition for a non-family member was any person who failed to meet the criteria for a "family member."

H. Evaluative coding needed

On all of the transcription sheets the coders had to decide whether or not they should continue on to evaluatively code the case. This decision was made differently depending on the type of case which was being coded. This criterion was evaluated the same way on the Runaway, Throwaway and Lost and Otherwise Missing transcription sheets. However, on the Non-family Abduction and the Family Abduction transcription sheets, this criterion was evaluated somewhat differently.

Runaway, Throwaway and Lost and Otherwise Missing Transcription Sheets. If any of the screening criteria (i.e., time frame of the episode, the child's residence in the household, or the child's age) on a given case was coded as unlikely, then the case was considered out-of-scope and the coders did not continue on to evaluatively code the case.

If it was decided that all of the screening criteria met the study's requirements or that there was insufficient evidence to assess the criterion, then the coders circled "yes" under "G. Evaluative Coding Needed." This code indicated that the case was within the scope of the study and should be evaluatively coded. The coders then proceeded to evaluate the case using the definitions for the type of missing child event the case screened-in as.

Family and Non-family Abduction Transcription Sheets. On the Family and Non-family transcription sheets the "Evaluative Coding Needed" criterion was handled somewhat differently. These transcription sheets were handled the same as the Runaway, Throwaway and Lost and Otherwise Missing transcription sheets in regard to the common screening criteria (i.e., time frame of the episode, child's residence in the household, and child's age). That is, if any of

these common screening criteria was coded as unlikely, then the coders did not evaluatively code the case.

The difference between the transcription sheets came from the fact that the perpetrator's relationship to the child was assessed on the Family and Non-family Abduction transcription sheets. If this relationship criterion was coded as unlikely, then the coders circled "no" under either "H. Family Evaluative Coding Needed" or "H. Non-family Evaluative Coding Needed" (depending on the type of case they were coding). This indicated that the case had screened-in to the wrong type of in-depth interview. For example, the perpetrator of the episode was the child's neighbor and a Family Abduction in-depth interview was administered. In a case like this, the coder did not enter any evaluative codes on the transcription sheet except for the criterion which determined whether or not the case needed to be re-evaluated against another set of definitions. For instance, in the example given above, the coder would probably have indicated that the case needed to be evaluated against the non-family abduction definitions.

If it was decided that all of the screening criteria met the study's requirements or that there was insufficient evidence to assess the criterion, then the coders circled "yes" under "H. Family Evaluative Coding Needed" or "H. Non-family Evaluative Coding Needed" (depending on the type of case they were coding). This code indicated that the case was within the scope of the study and should be evaluatively coded. The coders then proceeded to evaluate the case using the definitions for the type of missing child event the case screened-in as.

7.2.5.2 Evaluative Coding of Non-family Abductions

The definitions used in the study encompassed both "successful" and "attempted" non-family abductions. There were three definitions for successful (or countable) abductions and three parallel definitions for attempts. These six definitions were:

Broad Scope and Policy Focal²

- NFA1 Child was taken by the use of force or threat or detained by the use of force or threat for a substantial period and in a place of isolation by a non-family member without either lawful authority or parental permission.
- NFA2 Child who is 14 or younger or who is under 18 and mentally incompetent was taken or detained by or voluntarily went with a non-family member without either the lawful authority or the permission of a parent/guardian and the perpetrator (1) concealed the child's whereabouts, or (2) requested ransom, goods, or services, or (3) expressed an intention to keep child permanently.
- NFA3 Child was taken by or voluntarily went with a non-family member who, at the time s/he took or went away with the child, had the apparent purpose of physically or sexually assaulting the child.

Attempted non-family abductions

- ANFA1 Attempt was made to take child by the use of force or threat or to detain child by the use of force or threat in a place of isolation by a non-family member without either the lawful authority or the permission of a parent/guardian.
- ANFA2 Attempt was made to take or detain child who is 14 or younger or who is under 18 and mentally incompetent or to have such child voluntarily go with a non-family member without either the lawful authority or the permission of a parent/guardian and there was reason to believe that if the perpetrator had succeeded in the attempt, the child's whereabouts would have been concealed, or recovery would have been difficult.
- ANFA3 Attempt was made to take child or to have child voluntarily go with a non-family member and there was reason to believe that the perpetrator had the apparent purpose of physically or sexually assaulting the child.

Episodes were categorized as either detainment, takings, or voluntary accompaniments (or attempts of one of these). The evaluative coding for the Non-family Abduction (SA) Interview was done on the transcription sheets shown in Exhibit 7-1.³ Each child involved in a SA in-depth interview had his or her own transcription sheet. All of the entry slots on the transcription sheet were filled with either evaluative codes indicating the extent to which the criterion was satisfied or with pluses (+) indicating that the criterion was not applicable. The

²The study's final term of "policy focal definition" is used in this report. However, during the design and data collection stages of the study, the term "policy relevant definition" was used to indicate the same category of definitions.

³The study's final term of "non-family abduction" is used in this report. However, during the design and data collection stages of the study, the terms "stranger abduction" and "stranger/non-family abduction" were used to indicate the same category of definitions.

Exhibit 7-1. Non-family Abduction Transcription Sheets (1 of 2)

Coder's Initials

RDD TRANSCRIPTION SHEET
NON-FAMILY ABDUCTIONS

PRE-EVALUATIVE

A. CATI ID - B. FORM ID - C. Batch
 D. Time Frame E. Residence in Household F. Child's Age G. Non-family Perpetrator H. Non-Family E-Coding 1 = Yes needed 2 = No

EVALUATIVE

I.		II.			
A1.	Detained/ attempt made <input type="checkbox"/>	A1.	Taken/ attempt made <input type="checkbox"/>	H1.	Intent to keep <input type="checkbox"/>
A2.	By force or threat <input type="checkbox"/>	A2.	By force or threat <input type="checkbox"/>	I1.	Difficult recovery <input type="checkbox"/>
B1.	For substantial period <input type="checkbox"/>	B1.	Went voluntarily/ attempt made <input type="checkbox"/>	J1.	Apparent purpose of assault <input type="checkbox"/>
C1.	Isolated place <input type="checkbox"/>	C1.	No authority or permission to take or have child voluntarily accompany <input type="checkbox"/>	<hr/>	
D1.	No authority or permission to detain <input type="checkbox"/>	D1.	14 or younger <input type="checkbox"/>	III.	
		E1.	Mentally incompetent <input type="checkbox"/>	A1.	Code another case type <input type="checkbox"/>
		F1.	Concealed whereabouts/ would have <input type="checkbox"/>	A2.	Which type <input type="checkbox"/>
		G1.	Requested ransom goods, services <input type="checkbox"/>		

Exhibit 7-1. Non-family Abduction Transcription Sheets (2 of 2)

**MISSING CHILDREN TRANSCRIPTION SHEET
RDD**

Coder's Initials

PRE-EVALUATIVE

A. FORM ID - -

B. Batch

EVALUATIVE

IV.

- | | | | | | |
|-----|--|-----------|-----|--------------------------------------|-----------|
| A1. | Detained/
attempt made | <u> </u> | E1. | Concealed whereabouts/
would have | <u> </u> |
| B1. | No authority
or permission
to detain | <u> </u> | F1. | Requested ransom
goods, services | <u> </u> |
| C1. | 14 or younger | <u> </u> | G1. | Intent to keep | <u> </u> |
| D1. | Mentally
incompetent | <u> </u> | H1. | Difficult recovery | <u> </u> |
| | | | I1. | Apparent purpose
of assault | <u> </u> |

attributes which comprised the non-family abduction definitions are explained in detail in the following sub-sections.

Section I

This section of the transcription sheet dealt with children who were either detained or an attempt was made to detain them. There were five criteria in this section of the transcription sheet: "Detaining/attempting to detain," "Detaining by force or threat," "Detaining for a substantial period," "Detaining in place of isolation," and "Lawful authority or parental permission to detain."

A1. Detaining/attempting to detain

The first criterion which was evaluated determined whether or not the child was held against his or her will or made to stay in a place where he/she did not want to stay. For purposes of this study, "detaining" meant that the child was prevented from leaving or proceeding subsequent to being taken. The perpetrator could do this by some very obvious means (e.g., tying child to a chair), or by more subtle means (e.g., preventing the child from leaving or implying that s/he would stop the child from leaving if the child tried to do so). If the child was detained for any amount of time, the case was coded to indicate that the child was "very probably" or "probably" detained. The following is an example of detainment (even though the child was detained for a very brief time):

Perpetrator forcibly took the child to his (perpetrator's) apartment and made the child sit in a kitchen chair. When the perpetrator turned his back to get some water, the child ran from the apartment.

An attempt to detain meant that the perpetrator tried to prevent the child from leaving or stating that s/he would do so if the child tried to leave, but the perpetrator either did not follow through with the threat to stop the child from leaving or the child escaped from the perpetrator. Following is an example of an attempt to detain:

Perpetrator lured a neighborhood child to his house, where he engaged her in pornographic activity. When she said wanted to leave now, the perpetrator said "No, stay for a while longer." The child began to cry, and the perpetrator immediately released her.

This criterion was always evaluated, that is, it was never coded as inapplicable. If this criterion was coded to indicate that a detainment or an attempted detainment took place, then the next criterion (Detaining by force or threat) was evaluatively coded. If it was unlikely or there was insufficient evidence that a detainment or attempted detainment took place, then the next criterion (as well as items B1, C1, and D1) were coded as inapplicable.

A2. Detaining by force or threat

If the child was detained or an attempt to detain the child was made, then it was assessed whether or not the detaining/attempted detaining was accomplished with the use of force or threat.

Specifically, for this study "force" was defined as the:

- (1) Use of strong arm tactics (tying, holding, or otherwise restraining the movement of the child);
- (2) Show of weapons (blade, gun, stick, etc); or
- (3) Explicit threat of bodily injury to anyone including the child, his or her parents, family, or friends. Note: threats of action other than bodily injury (e.g., damage to property), did not count as "threats" for purposes of the study.

The only time this criterion was coded as inapplicable was when the child was neither detained nor was there an attempt to detain him/her. The next item evaluated was "Detaining for a substantial period."

B1. Detaining for a substantial period (Not applicable for attempts)

If the child was detained for any length of time, the length of time the child was detained was evaluated. According to the study's definitions the child had to have been detained for a "substantial period of time." "Substantial period of time" was taken to mean one hour or longer from the time child tried to leave.

It was possible that the perpetrator lured the child and then engaged him or her in some activity for an hour or more, but, for purposes of the study, the **detainment period did not begin until the child tried to leave**. If the perpetrator did not make the child stay (either forcibly or by lure or suggestion) for at least one hour **after** the child tried to leave or said that s/he wanted to leave, then the "substantial period" criterion was not met. Note, that in situations where the child obviously did not want to go with the perpetrator (e.g., the perpetrator took the child away by force and drugged him/her), the detainment period began when the perpetrator took the child.

This criterion was only evaluated for successful detainments. If the child was not detained or there was only an attempt to detain the child, then this criterion was coded as inapplicable. The next criterion which was evaluated was "Detaining in a place of isolation."

C1. Detaining in place of isolation

If the child was detained or there was an attempt to detain the child, then this criterion was evaluated to determine whether or not the detainment or attempted detainment occurred in an isolated place. "A place of isolation" was considered to be any place that the child was not able to leave on his or her own and from which s/he had no opportunity to appeal for help or the assistance of others. Therefore, an "isolated place" could have been part of a public place that functionally became isolated, possibly by some act of the perpetrator, such as holding school children hostage in a schoolroom (the schoolroom becomes an isolated place because the children cannot get the assistance of others). Other examples of isolated places include a construction area of a mall, the restroom in a restaurant, the gym in a school after school hours, and a secluded wooded area.

This criterion was evaluated for both successful and attempted detainments. If this criterion was evaluatively coded, then the Question D1 (Lawful authority or parental permission) was evaluatively coded. If this criterion was coded as inapplicable, then Question D1 was coded as inapplicable also.

D1. Lawful authority or parental permission to detain child.

The final evaluation in this section served to determine whether the perpetrator had either the lawful authority or parental permission to detain the child. This criterion was evaluated for both successful and attempted abductions.

However the perpetrator wound up in the child's company (whether by taking the child or having the child voluntarily go with him/her), s/he may have detained the child legitimately. That is, there were instances where the child was detained, but the person(s) who detained the child had the right, either by law or by the permission of a parent, to do so. Examples of lawful authority include:

- The Department of Social Services keeping the child (due to some act or negligence on the parent's part);
- A law enforcement officer detaining the child due to the child's suspected involvement in a crime; or
- A residential care facility (e.g., drug treatment, psychiatric center) keeping the child in a court-ordered placement at the facility.

Parental permission was defined as having the explicit permission of the parent to watch or care for the child, and either explicit or presumed permission to detain him/her. "Presumed permission" meant that the parent may not have actually said, "yes, so-and-so should keep Johnny inside today," but implied permission by entrusting the care of the child to the perpetrator. Here is an example:

Babysitter has parents' instructions to pick up child from school, which she does, in spite of the child's strong protest. Here, "perpetrator" had parental permission.

Only a parent who effectively had custody of the child at the time of the incident was considered in the position to grant such permission. Therefore, where two parents were divorced, and one had primary custody of the child most of the time, the other parent could not authorize someone to take her or his child (unless at the time of the taking the child was visiting, or otherwise entrusted to the care of, this--usually noncustodial-- parent).

The only time this criterion was coded as inapplicable was when the child was neither detained nor was there an attempt to detain the child. Regardless of how this criterion was coded, the next criterion which was evaluated was Section II, Question A1 (Taking/attempting to take).

Section II

This section of the transcription sheet determined whether the child was taken by and/or voluntarily accompanied the perpetrator. There were eleven criteria in this section of the transcription sheet: "Taking/attempting to take," "Taking by force or threat," "Went voluntarily/attempt made," "No authority or permission to take or have the child voluntarily accompany," "14 years or younger," "Mentally incompetent," "Concealed whereabouts/would have," "Requested ransom, goods, services," "Intent to keep," "Difficult recovery," and "Apparent purpose of assault." These eleven criteria are described in the sub-sections below.

A1. Taking/attempting to take

In the first evaluation of this section, we determined whether or not the perpetrator took or tried to take the child. For purposes of the study, "taken" meant that child was either moved or transported at least 20 feet or into a vehicle or building.

This "taking" could have been accomplished with or without the use of force. In evaluating this question, the coders were not concerned with how the taking was accomplished. Also note, that taking the child "into a building" included such actions as taking the child into an apartment from the hallway of the apartment building.

An important issue in non-family abductions was to determine whether or not a child was "taken by" or "voluntarily accompanied" the perpetrator. A key issue in "taking" was the movement of the child by some physical action of the perpetrator, usually by physical contact, but this contact could have been indirect (e.g. perpetrator pushed baby away in stroller). Whereas, in "voluntarily accompanying" the child willingly agreed to go with the perpetrator (although there may have been luring involved). Some examples of "taking" include:

- A high school acquaintance of the child's knocks on the door of her house and asks her to join him for a drive; when she declines, he grabs her and carries her to his car.⁴
- A two-year old is playing in his front yard when a neighbor, whom the child has seen before, walks up and carries the child away.

Attempting to take meant that the perpetrator made some efforts or remarks that indicated s/he was trying to take child away. Some examples are:

- While child was walking down the hall to her apartment, perpetrator grabbed child by the arm and began to pull her toward another apartment. Perpetrator heard someone coming, released the child, and ran out of the building.
- Perpetrator was on the outside edge of the playground and trying to get a five year old girl to come toward him. When she got close to him, the perpetrator leaned over the fence and picked up the child. Just then the child's mother saw what was happening and began screaming. The perpetrator put the child back down and absconded.

This criterion was always evaluated; it was never coded as inapplicable. If this criterion was coded to indicate that a taking or attempted taking occurred, then the next criterion, Question A2, was evaluatively coded. If it was unlikely or there was insufficient evidence that the child was taken (or an attempt was made), then Question A2 was coded as inapplicable.

A2. Taking by force or threat

If the child was taken or an attempt was made to take the child, then the next assessment was whether or not this taking/attempt to take involved the use of force or threat. If there was no successful or attempted taking, then this criterion was coded as inapplicable.

Specifically, force was defined as the

- (1) Use of strong arm tactics (physically grabbing, dragging, or otherwise taking the child against his or her will or against the will of his or her parents); or
- (2) Show of weapons (blade, gun, stick, etc); or

⁴Note that this is also an example of attempting to get the child to voluntarily accompany the perpetrator.

- (3) Explicit threat of bodily injury to anyone (Note: threats of action other than bodily injury (e.g., damage to property) did not count as "threats" for purposes of the study).

"Strong arm tactics" could have been used either against the child or against his or her parents, such as when an infant is snatched from her mother's arms. Simply carrying a child from the yard where s/he was playing did not constitute "strong arm" unless the child resisted or protested. Similarly, taking a child from the parent did not constitute "strong arm" unless the parent resisted the taking of the child. The threat of injury could have been to anyone, including the child, her or his parents, family, or friends.

Regardless of whether or not this criterion was evaluatively coded, the next criterion which was evaluated was Question B1 (Voluntarily accompanying or attempting to get child to voluntarily accompany).

B1. Voluntarily accompanying or attempting to get child to voluntarily accompany

Here, it was determined whether the child willingly accompanied the perpetrator or whether the perpetrator attempted to get the child to voluntarily accompany him or her. This criterion was evaluated regardless of whether or not there was a successful or attempted "taking."

In some cases, the child (victim) was lured into going with the perpetrator, or the perpetrator did or said something to get or try to get the child to go with her or him without the perpetrator having to "take" the child. The difference between "taking" and "voluntarily accompanying" was sometimes difficult to detect. In "voluntarily accompanying," the child was either lured or convinced to go, but got more than s/he bargained for; that is, the perpetrator apparently had assault or other criminal activity in mind when asking the child (victim) to accompany him or her. "Voluntarily accompanying" was defined as the child willingly accompanying the perpetrator more than 20 feet or into a vehicle or building.

Examples of voluntarily accompanying include:

- Child was leaving school when an old boyfriend drove up and asked her if she would go with him to get something to eat so that they could talk; she agreed to go and he took her to a wooded area where he assaulted her.

- The victim was waiting at the bus stop when some friends drove up and asked him if he wanted a ride home; he agreed, but instead of taking him home they drove to a secluded area in the country and beat him up.

In attempting to get child to voluntarily accompany, the perpetrator did something to try to lure or convince the child into going with her or him, but for some reason this attempt failed and the child did not willingly accompany the perpetrator. Here is an example:

Child is walking down the street; perpetrator pulls up beside her and begins to talk to her, asking her to get into car with him. Child tells perpetrator to "take a hike" and keeps walking; perpetrator drives away.

Note that the evaluation here involved only "voluntarily accompanying" and was not affected by what was coded in the "taking" criterion. That is, this criterion was coded independently of the decision made regarding the taking of the child. It was possible, for example, that the perpetrator attempted to get the child to go voluntarily, but then took the child because s/he would not go voluntarily.

This criterion was never coded as inapplicable; it was always evaluatively coded. Regardless of how this criterion was coded, the next criterion which was evaluated was Question C1.

C1. Lawful authority or parental permission to take the child or to have child voluntarily accompany perpetrator

If the child was either taken by or voluntarily went with the perpetrator (or an attempt was made), it was then determined whether the perpetrator had either the lawful authority or parental permission to take the child or have the child accompany him/her.

As with lawful authority or parental permission for "detaining" the child, there may have been instances where the child was taken or voluntarily went away with the perpetrator, but the perpetrator had the right, either by law or parental permission, to take or go away with the child. Refer to Section I, D1, for examples of lawful authority. Again, parental permission was

defined as having the explicit permission of the parent to have the child go with the perpetrator; here is an example:

A mother asks her new neighbor to meet her child at the bus stop and take the child home with him (the neighbor) until the mother returns from the store; even though the neighbor assaults the child, the mother entrusted the care of the child to the perpetrator (neighbor), so he; therefore, had parental permission to take the child to his (the neighbor's) home from the bus stop.

This criterion was evaluated if the child experienced any successful or attempted abduction (taking/voluntary accompaniment). If it was unlikely or there was insufficient evidence that a successful or attempted abduction took place, then this criterion was coded as inapplicable.

D1. Child's age (14 or younger)

Here the coder determined whether or not the child was 14 years old or younger at the time of the episode. "At the time of the episode" meant when the abduction or attempted abduction took place.

Because the age given in the interview was the age of the child at the time of the interview and not his/her age at the time of the episode, a complication arose when the interview indicated that the child was fifteen. This problem was handled in the following manner, if the child was 15 at the time of the interview and the date of the episode was six months or more before the date of the interview, then the child was considered to be 14 or younger. On the other hand, if the date of the episode was less than six months before the date of the interview, then the child was considered to be over 14 years of age.

If the child experienced any successful or attempted taking or voluntarily accompaniment, then this criterion was evaluatively coded. Regardless of how this criterion was coded, then next item assessed was the child's mental competence.

E1. Child's mental incompetence

This evaluation was to determine whether or not the child had any mental incompetency whatsoever. Such a handicap would render the child less able to avoid or escape a lure or recognize a potentially exploitative situation. "Mental incompetency" was considered to be any learning, psychological, emotional, or mental disability or handicap. Note that only mental incompetencies were assessed and not physical ones.

This criterion was evaluated for all successful and attempted takings and voluntarily accompaniments. The next item evaluated was Question F1 (Concealing/attempting to conceal).

F1. Concealing/attempting to conceal

This criterion evaluated whether the perpetrator took some action to conceal or tried to conceal the child at sometime during the abduction/attempted abduction. Evidence of concealing the child would be to:

- Hide the child from view;
- Hide the activity of taking or assaulting the child; or
- Take action to prevent the parents or caretakers from finding the child.

Some examples of concealment include:

- Taking child to an unfamiliar place where parents were unlikely to look for child;
- Taking child to a place of isolation (e.g., inside an abandoned building or to an empty classroom).
- Making child lie down in the back seat of a car;
- Flight from town; or
- Preventing child from engaging in her or his normal activities.

For attempting to conceal, the coders assessed whether or not the perpetrator tried to conceal the child, but, for some reason, the attempt to conceal was foiled. Evidence of an attempt to conceal included the perpetrator trying to carry the child behind some trees or force the child into a deserted building. This same evidence was taken into account when assessing whether or not the child "would have been concealed."

Again, this criterion was evaluated for all successful and attempted takings and voluntarily accompaniments. The next assessment was whether ransom was requested.

G1. Requested ransom, goods, or services (Not applicable for attempts)

Here, the coders determined whether or not any ransom was requested for the child's return or safekeeping. Ransom included money, goods, or services. This criterion was always skipped for attempts because the perpetrator never had control of the child, and was, therefore, never in a position to demand ransom.

If this criterion was evaluatively coded, then the next item (H1. Intent to keep the child) was evaluatively coded. If this criterion was coded as inapplicable, then item H1 was coded as inapplicable also.

H1. Intent to keep the child (Not applicable for attempts)

This criterion assessed whether or not the perpetrator expressed some intention to keep the child. Some examples of "intent to keep the child" include:

- A childless woman removes a child from the hospital and, when apprehended, stated that she wanted to keep the child for her own;
- A husband and wife steal a baby and then represent the child as their own, telling neighbors and friends "the adoption agency finally came through";
- Another childless woman takes a child from local daycare center, and when apprehended, tells the police she only intended to take child for a walk; upon searching her home and further questioning, however, the police find that she had furnished a nursery, subscribed to Parents magazine, arranged for maternity leave at work, and employed a diaper service.

As with the previous item, this criterion was only evaluated in cases of successful abductions (child was taken or voluntarily accompanied perpetrator). If this item was evaluatively coded, then the next item (I1. Difficult recovery if attempt would have been successful) was coded as inapplicable. If this criterion was coded as inapplicable, then item I1 was evaluatively coded.

I1. Difficult recovery if attempt would have been successful (Attempts only)

For attempted abductions, it was necessary to assess whether or not, given all the circumstances presented in the in-depth interview, it seemed likely that recovery of the child would have been difficult had the attempt to take or get the child succeeded. Examples of difficult recovery include:

- Upon apprehension, the perpetrator stated that s/he intended to keep the child or prevent the parents from getting the child back;
- The police find that the perpetrator, who is childless, had airplane reservations for one adult and one child to Brazil, leaving the day the perpetrator took the child.
- The perpetrator is a complete stranger who tried to walk off with an infant in a public place. There would have been a difficult investigation to identify and locate the perpetrator had the attempt succeeded.
- A stranger drives up to a child in a car and tries to get the child to get into the car.

This criterion was only coded in cases of attempted abductions (perpetrator attempted to take or get child to voluntarily accompany him/her). Regardless of how this criterion was coded, the next item was assessed.

J1. Perpetrator had apparent purpose of assaulting child

The last criterion of this section evaluated whether or not the perpetrator had the apparent purpose of physically or sexually assaulting the child at the time s/he went away with or tried to go away with the child.

Here all of the circumstances surrounding taking/getting of the child and the assault or attempted assault were examined. Note that the evaluation of this criterion did **not** depend on whether or not the physical or sexual assault was successful. The following are some examples where the perpetrator "had the apparent purpose of assaulting the child":

- The assault or attempted assault occurred within a short time after the perpetrator took/went away with the child;
- Perpetrator took child directly to the location where the assault or attempted assault occurred;
- Perpetrator made statement indicating that s/he intended to assault the child at the time they went away together;
- Evidence that the perpetrator had the apparent purpose of assault at the time of the attempted abduction includes: perpetrator made some gesture (e.g., tried to fondle child or otherwise touched child inappropriately), perpetrator undressed him/herself, perpetrator made verbal sexual assaults on the child.

This criterion was assessed for all successful and attempted abductions. Regardless of how this item was coded, the next item assessed was Section III, A1.

Section III

The purpose of this section of the transcription sheet was to allow the coders to indicate whether or not the case being evaluated should be re-evaluated against another set of the study's definitions. There were two criteria which were evaluated in this section: "Code another case type," and "Type of re-coding needed." These criteria are explained below.

A1. Code another case type

Here it was determined whether or not the case might fit the definitions for a type of case other than the type for which it screened-in. For example, a case that screened-in as a non-family abduction may actually be a family abduction (because of the perpetrator's relationship to the child).

A2. Type of re-coding needed

If it was determined that a given case might fit another set of definitions and thus needed to be re-evaluated, then this criterion was coded to reflect which definition category was selected. If the case was determined not to fit any other definition category and, therefore, re-evaluation of the case was not needed, then this criterion was coded as inapplicable.

Section IV

Section IV of the non-family abduction transcription sheet was added after coding had been completed. It was found that cases where the perpetrator had either lawful authority or parental permission to take or accompany the child, but then refused to return the child to the parents' custody when requested or expected to do so, had "slipped through" the existing coding system. Section IV was designed to evaluate these types of cases. The main focus of the evaluation in these cases was whether or not the child was detained against the will of his/her parent. Whether the detainment was against the child's will was not a consideration when evaluating this section.

This section was not evaluated for every case; only cases which met certain specifications were evaluated. These specifications were as follows:

- The case did not count according to the countability program;
- The perpetrator was not a stranger;
- The child was 14 or younger or under 18 and mentally incompetent;
- There was no apparent purpose to assault the child; and
- The primary episode for the case was not ES-6.

This was only applied to children who were 14 or younger (or under 18 and mentally incompetent) because older children were considered old enough to protest the detainment (or chose not to do so), and therefore, the coding for whether or not these children were detained remained "against the child's will."

There were nine criteria evaluated in this section: "Detaining/attempting to detain," "No authority to detain," "14 or younger," "Mental incompetence," "Concealed whereabouts/would have," "Requested ransom, goods, services," "Intent to keep," "Difficult recovery," and "Apparent purpose of assault." These nine criteria are explained in greater detail below.

A1. Detaining/attempting to detain

This criterion assessed whether or not the perpetrator did anything to prevent the child's (victim's) parent(s) or legal guardian(s) from having physical custody of the child. The perpetrator could detain a child against his/her parent's will in numerous ways. The detainment could be achieved through drastic actions (e.g., fleeing to another state with the child), or by more trivial actions (e.g., taking the child shopping when the child's parent did not want the child to go). If the child was detained for any amount of time, the child was considered to have been detained. The following example would be considered detainment, even though the detainment was for a very brief time.

Perpetrator had the child in his (perpetrator's) care and when the child's parent came to pick up the child, the perpetrator would not let the parent into the home to get the child. After arguing with the perpetrator for a few minutes, the parent threatened to call the police and the perpetrator agreed to release the child.

It should be noted that detainment could have happened with or without movement of the child. As in the example given above, just refusing to return custody of the child to the parent when requested or when expected to do so was considered within the concept of detainment.

An attempt to detain meant that the perpetrator tried to prevent or said he/she would prevent the child's parent or legal guardian from having physical custody of the child, but the perpetrator either did not follow through with the threat to keep the child from the parent or the child escaped from the perpetrator. Following is an example of an attempt to detain:

Child was left in the perpetrator's care and when the child's mother came to pick up the child, the perpetrator told the mother that she could not have the child back. The child began to cry, and the perpetrator immediately gave the child to her mother.

If this criterion was evaluated as either a successful or attempted detainment, then the coders proceeded on to evaluate the next criterion. If it was unlikely that the child was detained against his/her parents' will or there was insufficient evidence to say whether or not detainment occurred, then the rest of the criteria in this section were coded as inapplicable.

B1. No authority to detain

However the perpetrator wound up in the child's company (whether by taking the child or having the child voluntarily go with him/her), s/he may have detained the child legitimately. That is, there were instances where the child was detained, but the person(s) who detained the child had the right by law to do so. Refer to Section I, D1, for examples of lawful authority.

This criterion was evaluated in cases of both successful and attempted detainments. If this criterion was evaluatively coded, then the next item (C1. Child's age) was evaluatively coded. If this criterion was coded as inapplicable, then item C1 was coded as inapplicable.

C1. Child's age (14 or younger)

This criterion assessed whether or not the child was 14 years or younger at the time of the episode. "At the time of the episode" meant when the detainment or attempted detainment took place. A complication arose when the interview indicated that the child's age was 15 at the time of the interview. Refer to Section II, D1, for a discussion of this complication and its resolution.

Again, this criterion was evaluated in cases of both successful and attempted detainments. If this criterion was evaluatively coded, then Question D1 (Child's mental incompetence) was evaluatively coded. If this criterion was coded as inapplicable, then Question D1 was coded as inapplicable.

D1. Child's mental incompetence

This criterion assessed whether or not the child had any mental incompetency. Such a handicap would render the child less able to avoid or escape a lure or recognize a potentially exploitative situation. "Mental incompetency" was considered to be any learning, psychological, emotional, or mental disability or handicap. Note that only **mental** incompetencies were assessed and not physical ones.

This criterion was evaluated in cases of both successful and attempted detainments. If this criterion was evaluatively coded, then the next item (E1. Concealing/attempting to conceal) was evaluatively coded. If this criterion was coded as inapplicable, then Question E1 was coded as inapplicable.

E1. Concealing/attempting to conceal

This criterion evaluated whether the perpetrator took some action to conceal or tried to conceal the child at sometime during the detainment/attempted detainment. Refer to Section II, F1, for examples and evidence of concealment.

For **attempting to conceal**, it was assessed whether or not the perpetrator tried to conceal the child, but for some reason, the attempt to conceal was foiled. Again, refer to Section II, F1, for examples of attempting to conceal.

This criterion was evaluated in cases of both successful and attempted detainments. The next item which was assessed was whether the perpetrator requested ransom.

F1. Requested ransom, goods, or services (Not applicable for attempts)

This criterion determined whether or not any ransom was requested for the child's return or safekeeping. Ransom included money, goods, or services.

This criterion was only evaluated in cases of successful abductions (child was detained). If this criterion was evaluatively coded, then the next item (G1. Intent to keep the child) was evaluatively coded. If this criterion was coded as inapplicable, then item G1 was coded as inapplicable also.

G1. Intent to keep the child (Not applicable for attempts)

Here, the coders looked for an indication in the in-depth interview that the perpetrator expressed some intention to keep the child. The following is an example of intent to keep the child:

The perpetrator was asked to watch the child while the child's mother recuperated after an illness, when the mother went to get her child, the perpetrator would not give the child back. The perpetrator told the mother that she would never see the child again because she was not a "good mother."

Again, this criterion was only evaluated in cases of successful abductions (child was detained). If this item was evaluatively coded, then the next item (H1. Difficult recovery if attempt would have been successful) was coded as inapplicable. If this criterion was coded as inapplicable, then item H1 was evaluatively coded.

H1. Difficult recovery if the attempt had been successful (Attempts only)

In cases of attempted detainment, the coders assessed whether or not, given all the circumstances presented in the in-depth interview, it seemed likely that recovery of the child would have been difficult had the attempt to detain the child succeeded. Refer to Section II, I1, for examples of difficult recovery.

This criterion was only coded in cases of attempted detainment. Regardless of how this criterion was coded, the next item was assessed.

II. Perpetrator had apparent purpose of assaulting child

This last criterion of the transcription sheet evaluated whether or not the perpetrator had the apparent purpose of physically or sexually assaulting the child at the time s/he detained or tried to detain the child. Note that the evaluation of this criterion did **not** depend on whether or not the physical or sexual assault was successful. Refer to Section II, J1, for examples of apparent purpose to assault.

This criterion was evaluated regardless of whether the case was a successful or attempted detainment.

7.2.5.3 Evaluative Coding of Family Abduction Interviews

The study had six definitions in the category of family abduction. Two of these definitions were "broad scope"; these incidents were considered to be within the bounds of the concept of family abductions. The other four definitions were termed "policy focal" which meant that they were narrower in scope and implied the need for the involvement of public agencies. Additionally, there was a definition for attempted family abductions; these incidents were not included in the "official" estimate of family abductions. The six definitions used in the family abduction portion of the study are as follows:

Broad Scope

- FA1 Child was taken by a family member in violation of a custody agreement or decree.
- FA2 Child was not returned or given over by a family member and child was away at least overnight in violation of a custody agreement or decree.

Policy Focal

- FA3 Child who is 14 or younger was taken by a family member in violation of a custody agreement or decree and condition (1), (2), or (3) below applies.

- FA4 Child who is 14 or younger was not returned or given over by a family member and the child was away at least overnight in violation of a custody agreement or decree, and condition (1), (2), or (3) below applies.
- FA5 Child who is 15 or older was taken by a family member in violation of a custody agreement or decree, condition (1), (2), or (3) below applies, and some kind of force or threat was used against the child.
- FA6 Child who is 15 or older was not returned or given over by a family member and the child was away at least overnight in violation of a custody agreement or decree, condition (1), (2), or (3) below applies, and some kind of force or threat was used against the child.

Conditions:

- (1) An attempt was made to conceal the taking or whereabouts of the child or to prevent contact with the child.
- (2) Child was transported from the State with the intent of making it more difficult to contact or recover the child.
- (3) Abducting family member made statements or took actions that indicated an intent to prevent contact with child on an indefinite basis or to permanently affect custodial privileges.

Attempted Family Abduction (not in official count)

- AFA1 Attempt was made to take, or to not return or give over child by a family member in violation of a custody agreement or decree and there is reason to believe that had the attempt succeeded, the episode would have qualified as policy focal, or condition (4) below applies.
- (4) The child's absence was ended or averted only because of the substantial efforts of the person from whom the child was taken/kept.

Episodes were categorized as either takings or failures to return/give over (or attempts at one of these). The act that violated the custody decree first was the event which was evaluated. For example, if the child was taken by the noncustodial parent in violation of a custody agreement, then the noncustodial parent's "failure to return the child" was inconsequential. So only the first act to violate the custody agreement or mutual understanding was evaluated; any subsequent acts which violated the custody agreement were not included in the evaluation.

There was an exception to this guideline, however. In cases where both types of events occurred but were committed by different persons, (e.g., custodial parent refused to give

over child to noncustodial parent for an authorized night visit and the noncustodial parent took the child and fled the state the next day), the most serious event was evaluated. "Most serious" was taken to mean the event that had the most serious negative impact on the children (if this was discernable). If all else was equal on this score, then the "most serious" referred to the event that lasted for the longest time. Finally, in the case of multiple event types lasting for equivalent times, the most recent event was coded.

The evaluative coding for the Family Abduction (FA) Interview was done on the transcription sheet shown in Exhibit 7-2.⁵ Each child involved in a FA in-depth interview had his or her own transcription sheet. All of the entry slots on the transcription sheet were filled with either evaluative codes indicating the extent to which the criterion was satisfied or with pluses (+) indicating that the criterion was not applicable. The criteria which made up the components of the family abduction definitions are explained in the sub-sections below.

Section I

This section of the family abduction transcription sheet dealt with children who were either taken or an attempt was made to take them. There were four criteria in this section of the transcription sheet: "Taken/attempt made," "Violation of custody decree," "14 years or younger," and "Force or threat used." These criteria are described below.

A1. Taken/attempt made

The first criterion which was evaluated was whether or not a member of the child's family took or tried to take the child. For purposes of this study, "taken" meant that the child was actually moved or transported at least 20 feet or into a vehicle or a building.

Note that taking could have occur with the full voluntary cooperation of the child. In coding this question, the coders were not concerned with how the taking was accomplished. In addition, the "taking" episode did not have to last for any minimum time period in order to count.

⁵The study's final term of "family abduction" is used in this report. However, during the design and data collection stages of the study, the terms "parental abduction" and "parental/family abduction" were used to indicate the same category of definitions.

Exhibit 7-2. Family Abduction Transcription Sheet

RDD TRANSCRIPTION SHEET
FAMILY ABDUCTIONS

Coder's Initials ____

PRE-EVALUATIVE

A. CATI ID -
 B. FORM ID -
 C. Batch
 D. Time Frame
 E. Residence in Household
 F. Child's Age
 G. Family Perpetrator
 H. Family E-Coding 1 = Yes needed 2 = No

EVALUATIVE

I.		II.		III.				
A1.	Taken/ attempt made	<input type="checkbox"/>	A1.	Not returned/ attempt made	<input type="checkbox"/>	A1.	Attempt to conceal/ would have	<input type="checkbox"/>
B1.	Violation of custody decree	<input type="checkbox"/>	B1.	Violation of custody decree	<input type="checkbox"/>	B1.	Attempt to prevent contact/would have	<input type="checkbox"/>
C1.	14 or younger	<input type="checkbox"/>	C1.	Away overnight	<input type="checkbox"/>	C1.	Child transported/ would have	<input type="checkbox"/>
C2.	Force or threat was used	<input type="checkbox"/>	D1.	14 or younger	<input type="checkbox"/>	C2.	Difficult to contact or recover/ would have	<input type="checkbox"/>
			D2.	Force or theat was used	<input type="checkbox"/>	D1.	Indefinitely prevent contact/ would have	<input type="checkbox"/>
<hr/>								
IV.								
A1.	Code another case type	<input type="checkbox"/>				E1.	Permanently affect custody/ would have	<input type="checkbox"/>
A2.	Which type	<input type="checkbox"/>				F1.	Substantial effort to end/avert	<input type="checkbox"/>

Further, the family perpetrator included the custodial parent (e.g., child was on authorized weekend visit at home of noncustodial parent, and the custodial parent came and took the child away).

This criterion was always evaluatively coded. After this item was coded, the next criterion was evaluated-- B1 (Violation of custody decree). If a case was coded as a taking/attempted taking then "Violation of custody decree" was evaluatively coded. If A1 was coded as an unlikely taking/attempted taking, or there was insufficient evidence, then B1 (as well as items C1 and C2) were coded as inapplicable.

B1. Violation of custody decree

If the child was either taken or an attempt was made to take the child, then it was determined whether such taking was in violation of a custody agreement or decree. By "custody agreement or decree" we meant not only formal court-ordered custody arrangements, but also informal custody arrangements or "mutual understandings" about where the child should be living. So, where the parents were not yet officially separated, but were living apart and had some agreed-upon understanding about who would have the children when, these understandings could have been violated by an incident and the incident would then have qualified on this criterion.

Because we did not actually have access to any custody agreements that might have existed in these cases, we were in the position of having to essentially accept the respondents' claims as to the existence and terms of such agreements.

After coding this criterion, C1 (14 or younger) was evaluated. If B1 (Violation of custody decree) was evaluatively coded, then "14 or younger" was evaluatively coded. If "Violation of custody decree" was coded as inapplicable, then "14 or younger" was also coded as inapplicable.

C1. 14 or younger

Here, the coders decided whether or not the child was 14 years of age or younger at the time of the episode. "At the time of the episode" meant when the taking/attempted taking took place or began.

Because the age given in the interview was the age of the child at the time of the interview and not his/her age at the time of the episode, a complication arose when the interview indicated that the child was 15. This problem was handled in the following manner, if the child was 15 at the time of the interview and the date of the episode was six months or more before the date of the interview, then the child was considered to be 14 or younger. On the other hand, if the date of the episode was less than six months before the date of the interview, then the child was considered to be over 14 years of age.

After evaluating the child's age, C2 (Force or threat used) was evaluated. If the child was 15 years old or older, then "Force or threat used" was evaluatively coded. On the other hand, if the child was under the age of 15 or the criterion was coded as inapplicable, then "Force or threat used" was coded as inapplicable.

C2. Force or threat used

If the child was taken or an attempt was made to take the child, then it was determined whether this was accomplished/attempted with the use of force or threat.

Specifically, force was defined as the

- (1) Use of strong arm tactics (physically grabbing, dragging, or otherwise taking the child against his or her will or against the will of the person from whom child was taken);
- (2) Show of weapons (blade, gun, stick, etc.);
- (3) Explicit threat of bodily injury to anyone (Note: threats of action other than bodily injury (e.g., damage to property) did not count as "threats" for purposes of the study).

"Strong arm tactics" could have been used either against the child or against the person from whom child was taken. The threat of injury could have been to anyone, including the child, the person from whom child was taken, some other family member, or friends.

Regardless of how this criterion was coded, the next criterion evaluated was Section II, A1, (Not returned/attempt made).

Section II

This section of the transcription sheet concerned children who were not returned or given over when they were supposed to be (or an attempt was made). There were five criteria evaluated in this section-- "Not returned/attempt made," "Violation of custody decree," "Away overnight," "14 years or younger," and "Force or thread used." These five criteria are explained in further detail below.

A1. Not returned/attempt made

This criterion determined whether a family member failed to return or give over the child when s/he was supposed to or attempted to do so.

For this criterion to be met, a family member who was authorized (by either legal or informal agreement) to have the child did not (or attempted not to) return or give the child over when s/he was supposed to. For economy, in the remainder of the present discussion the term "kept" is used to refer to "failed to return or give child over" and to the event is referred to as a "keeping." Note that this definition applied to custodial as well as noncustodial parents (e.g., noncustodial parent arrived to pick child up for legally authorized weekend visit, and custodial parent refused to give child over). In addition, a keeping or attempted keeping could have been with full voluntary cooperation of child, and the episode did not have to last any minimum amount of time. Here, the coders were concerned only with whether the family member failed to return or give the child over as agreed or attempted to do so. Note that the "agreement" here included both informal (e.g., Aunt Jenny comes to take Susie shopping and has agreed to bring her home in time for dinner at 7:00) and legal (i.e., according to a custody agreement or decree).

Evidence which was used to evaluate this criterion included statements that a family member did not bring child home "on time," "when s/he was supposed to," or at all. If respondent was a noncustodial parent, coders looked for indications that the custodial parent failed to deliver or hand over the child when expected or prevented the noncustodial parent from seeing child as previously agreed.

This criterion was always evaluatively coded; that is, it was never coded as inapplicable. After coding this item, B1 (Violation of custody decree) was coded. If it was decided that there was a keeping or attempted keeping, then "Violation of custody decree" was evaluatively coded. If "Not returned/attempt made" was coded as "unlikely" or "insufficient evidence," then B1 (as well as items C1, D1, and D2) were coded as inapplicable.

B1. Violation of custody decree

If the child was either kept or an attempt was made to keep the child, then it was determined whether or not such keeping was in violation of a custody agreement or decree. Refer to Section I, B1, for further discussion of what was considered as a "custody agreement or decree."

Note that informal understandings were considered when weighting the relevance of a formal decree. For example, if a noncustodial father was legally entitled to weekend visitations every other weekend, but at the end of a weekend he called the primary custodial mother and asked if he could keep the child one more night, then did so: It was **not** a violation if the mother agreed to his request, but was a violation if she refused it.

After coding this criterion, C1 (Away overnight) was coded. If B1 (Violation of custody decree) was evaluatively coded, then "Away overnight" was evaluatively coded. If "Violation of custody decree" was coded as inapplicable, then "Away overnight" was also coded as inapplicable.

C1. Away overnight

Here, it was determined whether or not the child who was kept, was away for at least one night after s/he was supposed to be returned/given over. The time period in question began when the child was due to be returned/given over. For example, an authorized overnight visit with a noncustodial parent would not have met this criterion until the child had been away for a full night after s/he was due to be returned to the custodial parent by the decree or understanding. That is, away for a full night from the time the violation began.

After determining whether or not the child was away overnight, D1 (14 or younger) was coded. If Question C1 was evaluatively coded, then D1 was evaluatively coded. If Question C1 was coded as inapplicable, then Question D1 was also coded as inapplicable.

D1. 14 or younger

This criterion determined whether or not the child was 14 years of age or younger at **the time of the episode**. "At the time of the episode" meant when the keeping/attempted keeping took place or began. A complication arose when the in-depth interview indicated that the child was 15 at the time of the interview. Refer to Section I, C1, for a discussion of this complication and its resolution.

After evaluating the child's age, Question D2 (Force or threat used) was coded. If the child was 15 years old or older, then "Force or threat used" was evaluatively coded. On the other hand, if the child was under the age of 15 or the criterion was coded as inapplicable, then "Force or threat used" was coded as inapplicable.

D2. Force or threat used

If the child was kept or an attempt was made to keep the child, then it was determined whether this was accomplished/attempted with the use of force or threat. Refer to Section I, D1 for the definition of "force or threat" and evidence of such actions.

Regardless of how this criterion was coded, Section III, Question A1 (Attempt to conceal/would have) was coded next.

Section III

This section of the transcription sheet evaluated the "conditions" which differentiated the policy focal episodes from the broad scope episodes. In this section there were seven criteria for which evaluations were made. These seven criteria were "Attempted to conceal/would have," "Attempted to prevent contact/would have," "Child transported/would have," "Difficult to contact or recover/would have," "Indefinitely prevent contact/would have," "Indefinitely affect custody/would have," and "Substantial effort to end/avert." These seven criteria are explained below.

Because all the conditions below refer to the actions of a family member who either took or attempted to take or keep a child or to the actions of a collaborator working with or for a family member, the term "perpetrator" is used to refer to that person.

A1. Attempted to conceal/would have

This criterion determined whether or not the perpetrator attempted to conceal the taking or the whereabouts of the child; or in the case of an unsuccessful attempt to take/keep child, whether or not the perpetrator would have attempted to conceal the taking or the whereabouts of the child.

Evidence of attempting to conceal the taking or whereabouts of the child included taking the child when the parent/guardian was away or asleep; taking the child from school or friend's house without pre-arrangements with the custodial parent; or taking the child to a place other than the usual residence.

The only time this criterion was coded as inapplicable, was when the child was not taken or kept or there was no attempt to take or keep the child. Regardless of how this criterion

was coded, the next criterion which was coded was Question B1 (Attempted to prevent contact/would have).

B1. Attempted to prevent contact/would have

Here it was determined whether the perpetrator attempted to prevent contact between the child and the person from whom s/he was taken/kept. In the case of an unsuccessful attempt to take/keep the child, it was determined whether the perpetrator would have attempted to prevent contact between the child and the person from whom s/he was taken/kept.

Evidence of attempting to prevent contact included not allowing child to have telephone contact with person from taken/kept; failing to convey letters or messages to child; not telling child about attempts to contact her/him; and not allowing the person from whom child was taken/kept to visit him/her. Obviously, a case in which the child was still gone at the time of the interview and the respondent was, at that time, unable to contact child, met this criterion.

Again, the only time this criterion was coded as inapplicable, was when the child was not taken or kept or there was no attempt to take or keep the child. After coding this criterion, the next item (Child transported/would have been) was coded.

C1. Child transported/would have

This criterion evaluated whether or not the child was transported from the state. Or, in the case of an unsuccessful attempt to take/keep the child, the criterion evaluated whether or not the child would have been transported from the state.

If a child was taken out of the state to his/her parent's typical home, or because that travel was not unusual (e.g., from Washington D.C. to Maryland and vice versa), then this criterion did not fit.

The only time this criterion was coded as inapplicable was when the child was not taken or kept or there was no attempt to take or keep the child. If this question was coded as

indicating that it was unlikely or insufficient evidence that child was or would have been transported from the state, then Question C2 (Difficult to contact or recover/would have) was coded as inapplicable. If, on the other hand, Question C1 was coded to indicate that it was at least probable the child was or would have been transported from the state, then Question C2 was evaluatively coded.

C2. Difficult to contact or recover/would have been

This criterion evaluated whether the child was transported out of state for the purpose of making contact with the child or recovery/return of the child more difficult. In the case of a would-be transport, this criterion evaluated whether the child would have been transported out of state for the purpose of making contact the child or recovery/return of the child more difficult.

Since it was already known that the child (probably) was transported or would have been transported out of state, the focus of this criterion was on whether such transport or would-be transport had the intended purpose of making contact with the child or recovery/return of the child more difficult. Since there was no direct evidence of the perpetrator's intentions, evidence for this criterion included the respondent's impression of the perpetrators intentions plus any other evidence of perpetrator actions that might have indicated intent to make contact/recovery/return more difficult. Note that while an out-of-state transport might have had the effect of making some kinds of contact/recovery/return more difficult, this criterion tried to ascertain whether that was the purpose of the transport.

After coding this criterion, the next item, Question D1 (Indefinitely prevent contact/would have) was coded.

D1. Indefinitely prevent contact/would have

Here it was determined whether the perpetrator or would-be perpetrator intended to prevent contact with the child on an indefinite basis.

Coders looked for evidence that the perpetrator or would-be perpetrator made some statement or took some action that indicated an intent to try to prevent contact with the child indefinitely. Examples of evidence for this criterion included: perpetrator phoned custodial parent and said "I have Johnny; he's safe, but you'll never find us or see him again"; perpetrator secretly made permanent new living and schooling arrangements for child; perpetrator told friends of his/her intention to keep child out of contact with person from whom taken/kept.

Again, the only time this criterion was coded as inapplicable was when the child was not taken or kept or there was no attempt to take or keep the child. After determining whether or not the perpetrator intended to prevent contact with the child indefinitely, the next item assessed was whether or not the perpetrator intended to indefinitely affect custodial privileges (Question E1, Indefinitely affect custody/would have).

E1. Indefinitely affect custody/would have

This criterion evaluated whether the perpetrator or would-be perpetrator intended to keep the child or to indefinitely affect custodial privileges.

Statements or actions that indicated that the perpetrator or would-be perpetrator intended to keep the child or to have the custody arrangements indefinitely changed were used as evidence for this criterion. Stating that s/he would not allow the person from whom child was taken/kept to see the child again, was considered evidence for this criterion, as was the filing of a petition for custody simultaneous with or shortly after the taking/keeping or attempted taking/keeping. This criterion did not apply to visitation privileges, only custodial arrangements.

The only time this criterion was coded as inapplicable was when the child was not taken or kept or there was no attempt to take or keep the child. After evaluating this criterion, the next item (Substantial effort to end/avert), which was the last criterion in this section, was coded.

F1. Substantial effort to end/avert

This criterion determined whether the taking/keeping or attempted taking/keeping of the child ended (or was averted) only because of the substantial efforts of the person from whom child was taken/kept.

For purposes of this study "substantial effort" meant actions such as the following:

- threatening legal action;
- personally going to retrieve the child at substantial inconvenience (e.g., travelling to another city); or
- suffering substantial personal cost (e.g., physical assaults or threats during the effort to retrieve or keep child).

Again, the only time this criterion was coded as inapplicable was when the child was not taken or kept or there was no attempt to take or keep the child. Regardless of how you coded this criterion, Section IV, Question A1 (Code another case type) was coded next.

Section IV

The purpose of this section of the transcription sheet was to allow the coders to indicate whether or not the case being evaluated should be re-evaluated against another set of the study's definitions. There were two criteria which were evaluated in this section: "Code another case type," and "Type of re-coding needed." These criteria are explained below.

A1. Code another case type

Here it was determined whether the case fit the definitions for a type of case other than the type for which it screened-in. For example, a case that screened-in as a family abduction might have actually been a non-family abduction (because of the perpetrator's relationship to the child) or a runaway (e.g., 15 year old voluntarily leaves home to live with relative who did not take, keep, or threaten child).

After determining whether or not the case might fit another category of definitions, the last item on the transcription sheet, Question A2 "Which type," was coded.

A2. Type of re-coding needed

If it was determined that the case might fit another category of definitions, then Question A2 was coded to reflect which definition category was selected. If the case was determined not to fit any other definition category, then Question A2 was coded as inapplicable.

7.2.5.4 Evaluative Coding of Runaway Interviews

NISMART had ten different definitions for runaway children. Two of these definitions referred to incidents which were termed "runaway gestures." These types of incidents were not included in the "official" incidence estimate of runaways, but they do tell us a lot about family life and conflict. There were four broad scope definitions of runaways; these incidents are considered to be within the bounds of the concept of runaway and were counted in the estimates. The other four definitions were termed "policy focal" which means they are narrower in scope and imply the need for the involvement of public agencies; these definitions were also included in the estimates. The ten runaway definitions are listed below.

Runaway gestures (not in official count)

- RAG1 Child made statement or left note indicating intent to run away but did not stay away overnight.
- RAG2 Child 15 or older was away and chose not to come home when s/he was supposed to and child stayed away overnight, but not two nights.

Broad Scope

- RA1 Child has left home without permission and stayed away at least overnight.
- RA2 Child made statement or left note indicating intent to run away and stayed away at least overnight.

- RA3 Child 15 or older was away and chose not to come home when s/he was supposed to and child stayed away two nights.
- RA4 Child 14 or younger was away and chose not to come home when s/he was supposed to and child stayed away overnight.

Policy Focal

- RA5 Child has left home without permission and stayed away at least one night and was without a familiar and secure place to stay.
- RA6 Child made statement or left note indicating intent to run away and stayed away at least one night and was without a familiar and secure place to stay.
- RA7 Child 15 or older was away and chose not to come home when s/he was supposed to and child stayed away two nights and was without a familiar and secure place to stay.
- RA8 Child 14 or younger was away and chose not to come home when s/he was supposed to and child stayed away one night and was without a familiar and secure place to stay.

The evaluative coding for the Runaway (RA) Interview was done on the transcription sheet shown in Exhibit 7-3. Each child involved in a RA in-depth interview had his or her own transcription sheet. All of the entry slots on the transcription sheet were filled with either evaluative codes indicating the extent to which the criterion was satisfied or with plusses (+) indicating that the criterion was not applicable. The components which comprised the study's runaway definitions are detailed in the sub-sections below.

Section I

In the first section of the runaway transcription sheet, the coders evaluated whether the child left the home or chose not to return to the home. This decision and the circumstances surrounding the child's absence were broken down into eight criteria. These criteria were "Statement/note," "Child left," "Left without permission," "Chose not to return," "14 years or younger," "Gone overnight," "Gone two nights," and "Without familiar and secure place."

Coder's Initials ____

RDD TRANSCRIPTION SHEET
RUNAWAYS

PRE-EVALUATIVE

A. CATI ID |

B. FORM ID |

C. Batch

D. Time Frame

E. Residence in Household

F. Child's Age

G. Runaway E-Coding 1 = Yes
needed 2 = No

EVALUATIVE

I.

A1. Statement/note

B1. Child left

B2. Left without permission

C1. Chose not to return

D1. 14 or younger

E1. Gone overnight

F1. Gone two nights

G1. Without familiar and secure place

II.

A1. Code another case type

A2. Which type

A1. Statement/note

This first criterion determined whether the child made any statement or left a note which indicated any intention of running away. For this criterion to be met, the child must have expressed an intention to run away, either orally in a statement to the parent/guardian or in writing by having left a note or sent a letter. Intention was inferred through evidence that the child had stated that s/he was "running away," "leaving for good," "going to live elsewhere," or any other overt statement indicating that the child did not plan to return to the home, even if the parent did not take such statements seriously.

Note that the child did not have to actually leave the home for this criterion to be met. The criterion was concerned only with whether an intention to run away was expressed, regardless of whether it was acted upon. Also, the child did not have to leave without permission for the criterion to be met. For example, if the child was out with a friend for the evening, with permission, and called home and ended up in a fight with his/her parent and told the parent that s/he was not coming back, the criterion would have been met.

This criterion was always evaluatively coded. After evaluating this criterion, the next item, "Child left," was evaluated.

B1. Child left

The purpose of this criterion was to determine whether the child actually left the household. In order for this criterion to be met, the child must have actually left the premises of his/her residence for some amount of time. Thus, if the child announced an intention to leave, slammed the door, and went and sulked in the garage, this criterion would not be met, because the child did not leave the household premises. The child did not have to be gone for any minimum length of time for this criterion to be satisfied.

This criterion had to be given an evaluative code. It could not be coded as inapplicable. If this criterion was coded as "very probable" or "probable," then the next item,

Question B2 (Left without permission), was evaluatively coded. If "Child left" was coded as "unlikely" or "insufficient evidence," then "Left without permission" was coded as inapplicable.

B2. Left without permission

If indeed the child left, it was then evaluated whether or not the child left home without permission. "Without permission" referred to the child leaving in violation of a specific prohibition. Specific prohibitions included both overt statements (e.g., child was specifically told to stay home that night) and customary household expectations (e.g., the child does not go out after dinner on a school night without asking permission).

In order to say that the child violated a customary household expectation, the child had to break the rule or practice and the respondent had to "point" to the rule or practice. (For example, the narrative stated that the child went to a party without asking permission from his parents, and the respondent stated that "he knows he is not supposed to do that.")

If the child left, but there was room for the child to have misunderstood or believed that s/he had permission to leave, this criterion would not have been met. Similarly, if the child was out with permission, but not where s/he was supposed to be (e.g., teenager spent night with her boyfriend rather than with a girlfriend with whom she'd been given permission to stay), the criterion was not met because the child had permission to be out for the night.

After evaluating this criterion, the coders proceeded to Question C1 (Chose not to return). If "Left without permission" was coded as "unlikely," "insufficient evidence," or inapplicable, then Question C1 (Chose not to return) was evaluatively coded. Otherwise, ("Left without permission" was coded as "very probable" or "probable"), Question C1 was coded as inapplicable.

C1. Chose not to return

This criterion evaluated whether the child chose not to come home when s/he was supposed to. In order for this criterion to be satisfied, the child must have been away from home

and chosen not to come home when s/he was told to, or when customary (e.g. did not come home to sleep). For example, a child who was out for the evening with friends and due home by 11:00, but did not return until the next day would meet this criterion. Note, episodes relevant to this criterion involved cases in which the child was initially out of the house with the permission of the parent/guardian; thus, the episode originated outside of the home.

After coding "Chose not to return," the coders proceeded to Question D1 (14 or younger). If "Chose not to return" was evaluatively coded as either "very probable" or "probable," then Question D1 was evaluatively coded. If "Chose not to return" was coded as anything else, then "14 or younger" was coded as inapplicable.

D1. 14 or younger

This criterion established whether the child was 14 years or younger at the time of the episode. "At the time of the episode" meant when the failing to return occurred. If the child turned 15 during the time away, the criterion still applied because the child was 14 or younger at the time the episode began.

Because the age given in the interview was the age of the child at the time of the interview and not his/her age at the time of the episode, a complication arose when the interview indicated that the child was fifteen. This problem was handled in the following manner, if the child was 15 at the time of the interview and the date of the episode was six months or more before the date of the interview, then the child was considered to be 14 or younger. On the other hand, if the date of the episode was less than six months before the date of the interview, then the child was considered to be over 14 years of age.

After evaluating this criterion, the coders proceeded to the next item-- Question E1 (Gone overnight).

E1. Gone overnight

This criterion determined whether the child was out of the household for at least one night. The definitions required that a child 14 or younger who was away and chose not to return home when s/he was supposed to, to be out of the household for at least one night. The reason for concern over whether a child was gone overnight is that a child is much more vulnerable to harm and exploitation during the nighttime hours than during the daylight hours.

The only time this criterion was coded as inapplicable was when the child did not actually leave the home and the child did not choose not to return to the home (e.g., the child left a note saying s/he was running away, but then did not actually leave). After evaluating this item, the coders were directed to proceed to Question F1 (Gone two nights). Note that if "Gone overnight" was coded as inapplicable, then Question F1 was coded as inapplicable as well.

F1. Gone two nights

This criterion established whether the child was out of the household for at least two nights. The study definitions required children 15 or older who were away and chose not to come home when they were supposed to, be out of the household for at least two nights in order to be countable as a runaway.

As with Question E1, the only time this criterion was coded as inapplicable was when the child did not actually leave the home and the child did not choose not to return to the home. After evaluating this item, the coders proceeded to Question G1 (Without familiar, secure place). Note that if "Gone two nights" was coded as inapplicable, then Question G1 was coded as inapplicable as well.

G1. Without familiar, secure place

This was the last criterion in Section I of the runaway transcription sheet. It evaluated whether the child was without a familiar and secure place to stay at night during the time s/he was away from home.

Generally, a familiar and secure place was taken to be a friend or relative's house. For the most part, then, if there was any evidence that the child spent a night in an unsecured place, this criterion was satisfied. Such unsecured places included (but were not limited to) runaway shelters, cars and motels.

There were instances where a friend or relative's home did not constitute a familiar, secure place. Examples of these instances include the child staying at a friend's house where there was no adult supervision in the household, or the child staying at a friend's house, but the friend was involved in illegal activities. On the other hand, the child could spend the night in situations other than a friend or relative's house and still be considered secure. For example, hospitals, foster care, homes, and residential treatment facilities were all considered secure places.

Note that a runaway child who was away for several nights might have spent some or even most of his/her time away in a familiar and secure place, but such a child would have still met this criterion if one night was spent somewhere other than a familiar, secure place.

The only time this criterion was coded as inapplicable was when the child did not actually leave the home and the child did not choose not to return to the home (e.g., the child left a note saying s/he was running away, but then did not actually leave). Regardless of how this criterion was coded, the coders proceeded to Section II, Question A1 (Code Another Case Type).

Section II

The purpose of this section of the transcription sheet was to allow the coders to indicate whether or not the case being evaluated should be re-evaluated against another set of the study's definitions. There were two criteria which were evaluated in this section: "Code another case type," and "Type of re-coding needed." These criteria are explained below.

A1. Code another case type

Here it was determined whether this case might fit the definition for a type of case other than the one for which it screened-in. For example, a case might have screened in as a runaway, but may actually have been a throwaway (because the child was forced out of the home). After that determination was made and the code entered in the slot, the coders proceeded to the next item.

A2. Which type of re-coding needed

If it was determined that indeed this case needed to be coded for another category of definitions, then Question A2 was coded to reflect which type was selected. If the case was determined not to fit another category, then Question A2 was coded as inapplicable.

7.2.5.5 Evaluative Coding of Throwaway Interviews

Completing the evaluative coding of the Throwaway (TA) Interview and the Throwaway Elsewhere (TE) Interview involved evaluating the hard-copy data against the various criteria that made up the study's throwaway definitions.⁶ The Missing Children study had seven definitions for throwaway children. Three of the definitions were "broad scope" which means that the incident was considered within the bounds of the concept of throwaway. The other four definitions were termed "policy focal" which means they are narrower in scope and imply the need for the involvement of public agencies. The seven throwaway definitions are listed below.

Broad Scope

TA1 Parent or other adult in household asks child to leave home, and fails to arrange adequate alternative care and child is out of the household for at least one night.

⁶The study's final term of "throwaway" is used in this report. However, during the design and data collection stages of the study, the term "throwaway" was used to indicate the same category of definitions.

- TA2 Child is away and asks to return but parent or some adult in household refuses to allow child to return, and fails to arrange adequate alternative care and child is out of the household for at least one night.
- TA3 Child has run away or left and parent/guardian makes no effort to recover child or states that he/she does not care whether the child stays away or returns and child is out of the household for at least one night.

Policy Focal

- TA4 Parent or other adult in household asks child to leave home, and fails to arrange adequate alternative care and child is out of the household for at least one night and is without a familiar and secure place to stay.
- TA5 Child is away and asks to return but parent or some adult in household refuses to allow child to return, and fails to arrange adequate alternative care and child is out of the household for at least one night and is without a familiar and secure place to stay.
- TA6 Parent abandons child, deserting child permanently or indefinitely without prearranged provision for someone else assuming child's custody on a permanent or indefinite basis. **Note: This definition is not applicable to the RDD study.**
- TA7 Child has run away or left and parent/guardian makes no effort to recover child or states that he/she does not care whether the child stays away or returns and child is out of the household for at least one night and is without a familiar and secure place to stay.

The TA and TE interviews were treated similarly; therefore the coding of these two different forms will be described together. The evaluative coding for both of these types of interviews was done on the same kind of transcription sheet-- shown in Exhibit 7-4. As with all the other missing child categories, each child involved in a TA or TE hard-copy had his or her own transcription sheet. The components which made up the study's throwaway definitions are described in the sub-sections below.

Exhibit 7-4. Throwaway and Throwaway Elsewhere Transcription Sheet

Coder's Initials

RDD TRANSCRIPTION SHEET
THROWAWAY AND THROWAWAY ELSEWHERE

PRE-EVALUATIVE

A. CATI ID - B. FORM ID - C. Batch
 D. Time Frame E. Residence in Household F. Child's Age G. Throwaway E-Coding 1 = Yes needed 2 = No

EVALUATIVE

<p>I.</p> <p>A1. Asked to leave <input type="text"/></p> <p>B1. Failed to arrange <input type="text"/></p> <p>C1. Gone overnight <input type="text"/></p> <p>D1. Familiar secure place <input type="text"/></p>	<p>II.</p> <p>A1. Refused to allow return <input type="text"/></p> <p>B1. Failed to arrange <input type="text"/></p> <p>C1. Gone overnight <input type="text"/></p> <p>D1. Familiar secure place <input type="text"/></p>	<p>III.</p> <p>A1. Runaway or left <input type="text"/></p> <p>B1. No effort <input type="text"/></p> <p>C1. Doesn't care <input type="text"/></p> <p>D1. Gone overnight <input type="text"/></p> <p>E1. Familiar secure place <input type="text"/></p>
--	--	--

IV.

A1. Code another case type

A2. Which type

Section I

The first section of the throwaway transcription sheet determined whether the child was asked to leave the household. There were four criteria in this section which were evaluated. These criteria were "Asked/told to leave," "Failed to arrange," "Gone overnight," and "Familiar and secure place."

A1. Asked/told to leave

It was first determined whether any adult in the household asked or told the child to leave the household. If any adult in the child's household asked or told the child to leave the household, then this definitional criterion was met. The adult did not have to be the child's parent or parent/substitute. Therefore, if an uncle who lived in the child's house told the child to leave the household, this requirement would have been satisfied. Note that the child did not actually have to leave the home for this definitional criterion to be met.

In the TA interviews, "home" or "household" meant the respondent's household which should be where the child was living at the time the episode began. For the TE interviews, "home" or "household" meant the child's permanent place of residence.

An evaluative code had to appear in the entry slot for this criterion; this criterion was never coded as inapplicable. After having evaluated this criterion, the coders went on to Question B1 (Failed to arrange). If "Asked to leave" was coded as "unlikely" or "insufficient evidence," then Question B1 (as well as C1 and D1) were coded as inapplicable.

B1. Failed to arrange

This criterion evaluated whether any adult in the household arranged adequate alternative care for the child. There were two key aspects to this criterion. The first was that this criterion applied to all of the adults in the household, not just to the child's parents or parent/substitutes. The second was the adequacy of any alternative care provided for the child. "Adequate alternative care" was defined as an environment where there was adult supervision. A

parent may have forced a child out of the household but made arrangements for the child to go to a boarding school or to live with relatives; such cases would not have satisfied this definitional criterion. For this criterion to be met, adequate alternative care must not have been provided by actions of any of the adults in the child's household.

After determining whether or not any adult in the child's household provided adequate alternative care for the child, the coders proceeded to evaluate Question C1 (Gone overnight). If this criterion was coded as inapplicable, then Question C1 was coded as inapplicable. If "Failed to arrange" was evaluatively coded, then Question C1 was also evaluatively coded.

C1. Gone overnight

The purpose of this criterion was to establish whether the child was out of the household for at least one night after s/he was asked/told to leave. The study definitions required that the child be out of the household for at least one night. The reason for the concern regarding whether the child was gone overnight is that children are more vulnerable to exploitation and harm during the nighttime hours than during the daylight hours.

There was an additional response code available for this criterion to use in cases where the child did not actually leave the household (e.g., in the middle of a fight, a parent told a child to leave the household, but instead the child went into the garage or backyard until things blew over). In such a case, the child did not actually leave home and this would have been reflected in the evaluative code given to this criterion.

After determining whether the child was gone overnight, the next criterion which was evaluated was Question D1 (Without familiar, secure place). If "Gone overnight" was coded as inapplicable or indicated that the child never left the home, then Question D1 was coded as inapplicable; otherwise, Question D1 was evaluatively coded.

D1. Without familiar, secure place

This criterion evaluated whether the child was without a familiar and secure place to stay at night. Generally, a familiar and secure place was taken to be a friend or relative's house. For the most part then, if there was any evidence that the child spent a night in an unsecured place, this criterion was satisfied. Examples of unsecured places included (but were not limited to) runaway shelters, motels and cars.

There were instances where a friend or relative's home did not constitute a familiar, secure place. Examples of these instances include the child staying at a friend's house where there was no adult supervision in the household, or the child staying at a friend's house, but the friend was involved with illegal activities. On the other hand, the child could spend a night in situations other than a friend or relative's home and still be considered secure. For example, hospitals, foster care homes, and residential treatment facilities were all considered secure places.

Please note that it did not matter whether the parent/guardian did anything to insure that the child had a familiar, secure place in which to stay. Here the only issue was whether the child actually had such a place. Thus, if a parent forced a child to leave and did nothing to provide alternative care, but the child ended up at a friend's house because of his/her own devices and stayed there for the duration of his/her time away, this criterion would not have been satisfied. However, if that same child ended up in a runaway shelter or on the streets for a night during any part of his/her time away, then the criterion would have been met.

Regardless of how this criterion was coded, the coders proceeded to Section II, Question A1 (Refused to allow return).

Section II

This section of the transcription sheet dealt with children who were refused to be allowed to return to their households. There were also four criteria in this section, namely, "Refused to allow to return," "Failed to arrange," "Gone overnight," and "Familiar and secure place." These four criteria are explained in detail below.

A1. Refused to allow return

This criterion determined whether any adult in the household refused to allow the child to return to the household. This criterion applied to any adult in the household. The child could have been away from the home for any reason and be refused entry to the home upon his/her return. So, for example, a case of a child who returned late from a date and found his/her parent intentionally locked him/her out of the house for the night would have fulfilled this requirement. Another example would be a parent who refused to take a returned runaway back into the home.

Again, in the TA interviews, "home" or "household" meant the respondent's household which should be where the child was living at the time the episode began. For the TE interviews, "home" or "household" means the child's permanent place of residence.

An evaluative code had to appear in the entry slot for this criterion. After evaluating this criterion, coders proceeded to Question B1 (Failed to arrange). If "Refused to allow return" was coded as "very probable" or "probable," then Question B1 was evaluatively coded. If "Refused to allow return" was coded as "unlikely" or "insufficient evidence," then Question B1 (as well as C1 and D1) were coded as inapplicable.

B1. Failed to arrange

This criterion evaluated whether any adult in the household arranged adequate care for the child after refusing to allow him/her to return to the household. Refer to Section I, B1, for examples and evidence of failing to arrange adequate alternative care for the child.

If this criterion was evaluatively coded, then the next item, Question C1 (Gone overnight), was evaluatively coded. If this criterion was coded as inapplicable, then "Gone overnight" was also coded as inapplicable.

C1. Gone overnight

This criterion evaluated whether the child was out of the household for at least one night. Refer to Section I, C1, for types of evidence for this criterion.

After evaluating this item, the coders proceeded to Question D1 (Without familiar, secure place). Note that in cases where "Gone overnight" was coded as inapplicable or it was coded to indicate that the child was not gone overnight or that the child did not actually leave the home, Question D1 was coded as inapplicable. If "Gone overnight" indicated that the child was away at least one night, then Question D1 was evaluatively coded.

D1. Without familiar, secure place

For the last criterion of this section it was evaluated whether the child was without a familiar and secure place to stay at night. Refer to Section I, D1, for the types of evidence used to evaluate this criterion.

Regardless of how this criterion was coded, Section III, Question A1 (Runaway or left) was evaluated next.

Section III

This section of the throwaway transcription sheet dealt with children who ran away or left the home of their own accord. To determine this, five criteria were used. These criteria were: "Runaway or left," "No effort," "Doesn't care," "Gone overnight," and "Without familiar, secure place." These five criteria are detailed in the sub-sections below.

A1. Runaway or left

This criterion evaluated whether or not the child ran away or left the household on his/her own. In some cases, the child's parents may have acted in such a way that made the child

believe that s/he was not wanted in the household, but no one ever explicitly told or asked the child to leave the household. In other cases, the child may have just run away without any adult having subtly pushed him/her out of the home.

Again, in the TA interviews, "home" or "household" meant the respondent's household which should be where the child was living at the time the episode began. For the TE interviews, "home" or "household" meant the child's permanent place of residence.

An evaluative code had to appear in the entry slot for this criterion. After having evaluated this criterion, the coders proceeded to Question B1 (No effort). If "Runaway or left" was coded as "very probable" or "probable," then Question B1 was evaluatively coded. If "Runaway or left" was coded as "unlikely" or "insufficient evidence," then the coders marked Question B1 (as well as C1, D1, and E1) as inapplicable.

B1. No effort

This criterion determined whether the child's parent/guardian made any efforts to recover the child who had left. This criterion differed from many of those described above in that only the actions of the child's parents or guardians were evaluated. The parent/guardian must not have made any effort to recover the child who was out of the home in order for this definitional criterion to be fulfilled.

Note that the parent/guardian did not actually have to find the child; the only requirement was that they tried to find/recover the child. So, if the child's parent/guardian phoned friends of the child to try to locate him/her, this criterion would not have been met.

After evaluating whether the child's parent/guardian made any effort to recover the child, the coders proceeded on to Question C1. If this criterion was evaluatively coded, then Question C1 was evaluatively coded. If "No effort" was coded as inapplicable, then Question C1 was coded as inapplicable.

C1. Doesn't care

The purpose of this criterion was to assess whether the parent/guardian cared if the child stayed away or returned. Again, this requirement was based only on the actions of the child's parents or guardians. In order for this criterion to be met, the parent/guardian must have made some statement indicating that he/she did not care whether or not the child returned or that he/she preferred that the child stay away.

If this criterion was evaluatively coded, then the next item, "Gone overnight" was evaluatively coded. If "Doesn't care" was coded as inapplicable, then "Gone overnight" was coded as inapplicable.

D1. Gone overnight

As in the two previous sections of the transcription sheet this item evaluated whether the child was out of the household for at least one night. Refer to Section I, C1, for a discussion of the types of evidence used to evaluate this criterion.

After evaluating this item, the coders proceeded to Question E1 (Without familiar, secure place). Note that in cases where "Gone overnight" was coded as inapplicable or it was coded to indicate that the child was not gone overnight or that the child did not actually leave the home, Question E1 was coded as inapplicable. If "Gone overnight" indicated that the child was away at least one night, then Question E1 was evaluatively coded.

E1. Without familiar, secure place

Again, as in the two previous sections of the transcription sheet, this criterion evaluated whether the child was without a familiar and secure place to stay at night. Refer to Section I, D1, for the types of evidence used to evaluate this criterion.

Regardless of how this criterion was coded, the next item, Section IV, Question A1 (Code another case type), was coded.

Section IV

The purpose of this section of the transcription sheet was to allow the coders to indicate whether or not the case being evaluated should be re-evaluated against another set of the study's definitions. There were two criteria which were evaluated in this section: "Code another case type," and "Type of re-coding needed." These criteria are explained below.

A1. Code another case type

Here it was determined whether or not the case might fit the definitions for a type of case other than the type for which it screened-in. For example, a case that screened-in as a throwaway may actually be a runaway (because the child was not forced out of the home). This determination was made and the code entered in the slot.

After it has been determined if the case needed to be re-coded as another case type, the coders proceeded to item A2 (Type of coding needed).

A2. Type of re-coding needed

If it was determined in Section IV, Question A1 that a given case might fit another set of definitions, then the type of other definition the case might fit was reflected in this slot. If it was decided that a given case did not need to be re-coded, then this item was coded as inapplicable by entering plusses.

7.2.5.6 Evaluative Coding of Lost and Otherwise Missing Interviews

The lost and otherwise missing category included three broad scope and three policy focal definitions. As is described below, the only difference between the broad scope and policy focal definitions is whether or not the police were contacted to assist in locating the child.

Broad Scope

- OM1 Child disappeared from home or from parent's supervision and could not be located for the following times according to age: (0-2) any amount of time, (3-4) 2 hours, (5-6) 3 hours, (7-10) 4 hours, (11-13) 8 hours, (14-17) overnight, or (for a child of any age with a serious or permanent physical or mental disability or impairment or life threatening medical condition) 1 hour.
- OM2 Child was out with parental permission, but failed to return, could not be located and was gone overnight.
- OM3 Child was out with parental permission, but failed to return, or make contact with parent at least one hour after it was expected because child had suffered harm or injury which required medical attention.

Policy Focal

- OM4 Child disappeared from home or from parent's supervision and could not be located for the following times according to age: (0-4) any amount of time, (5-6) 3 hours, (7-10) 4 hours, (11-13) 8 hours, (14-17) overnight, or (for a child of any age with a serious or permanent physical or mental disability or impairment or life threatening medical condition) 1 hour and the police were contacted to assist in locating the child.
- OM5 Child was out with parental permission, but failed to return, could not be located and was gone overnight and the police were contacted to assist in locating the child.
- OM6 Child was out with parental permission, but failed to return or make contact with parent at least one hour after it was expected because child had suffered harm or injury which required medical attention and the police were contacted to assist in locating the child.

Exhibit 7-5 is an example of the transcription sheet used for the lost and otherwise missing cases. As with the other categories of missing children, each child involved in a General Missing (GM) hard-copy had his or her own transcription sheet.⁷ All of the entry slots on the

⁷The study's final term of "lost and otherwise missing" is used in this report. However, during the design and data collection stages of the study, the terms "general missing" and "otherwise missing" were used to indicate the same category of definitions.

Exhibit 7-5. Otherwise Missing Transcription Sheet

Coder's Initials _____

RDD TRANSCRIPTION SHEET
OTHERWISE MISSING

PRE-EVALUATIVE

A. CATI ID - B. FORM ID - C. Batch
 D. Time Frame E. Residence in Household F. Child's Age G. E-Coding 1 = Yes needed 2 = No

EVALUATIVE

<p>I.</p> <p>A1. Disappeared from home/ parental supervision <input type="checkbox"/></p> <p>B1. Evaluated age <input type="checkbox"/></p> <p>B2. Support for evaluated age <input type="checkbox"/></p> <p>C1. Impaired child <input type="checkbox"/></p>	<p>II.</p> <p>A1. Out with parental parental permission <input type="checkbox"/></p> <p>B1. Failed to return <input type="checkbox"/></p> <p>C1. Suffered harm or injury <input type="checkbox"/></p> <p>C2. Received medical attention <input type="checkbox"/></p>	<p>III.</p> <p>A1. Gone overnight <input type="checkbox"/></p> <p>A2. Gone one hour <input type="checkbox"/></p> <p>B1. Police contacted <input type="checkbox"/></p>
--	--	---

IV.

A1. Code another
case type

A2. Which type

transcription sheet were filled with either evaluative codes indicating the extent to which the criterion was satisfied or with plusses (+) indicating that the criterion was not applicable. Each of the criteria which made up the lost and otherwise missing definitions are explained in detail in the following sub-sections.

Section I

Section I dealt with the children who wandered off or got lost. A four year old lost for two hours in a shopping mall would have been evaluated here. Described below are each of the four criteria needed to evaluatively code each component of the definition. These criteria are: "Disappeared from home/parental supervision," "Evaluated age," "Support for evaluated age," and "Impaired child."

A1. Disappeared from home/parental supervision

This criterion evaluated whether:

1. The parent's last knowledge of the child's location prior to being "missed" was the child's home--including the yard; or
2. The child disappeared from the parent's supervision, either direct supervision or delegated supervision, in a location away from the home.

Note that parental supervision was construed very broadly for the purpose of this definition. Situations of delegated supervision--such as babysitters-- were included. Thus, cases where a child disappeared while at a babysitter's house or from a friend's house while under the supervision of the friend's parent would have qualified here as disappearing from parent's supervision.

There was, however, a special limitation to the kinds of delegated supervision that qualified: in considering what qualified as "parents supervision" the coders usually excluded teachers and other school personnel. Thus, if two fifth graders cut school for part of the day and were missing from school for four hours or more, they would not have qualified. There were only two ways in which disappearance from school could have qualified under this criterion. First,

those cases where children were absent from school and where they continued to be away past the time they were expected to be home would have qualified as long as the children were missed by the parent or after school/babysitter. Second, cases where school personnel were sufficiently alarmed by a child's absence that they contacted the parent and the parent him/herself came to miss the child would have qualified.

In evaluating this question, no concern was given to the length of time the child was missed, only with whether or not the child was missed (i.e., disappeared from home or parental supervision). Some examples of "disappeared from home or parental supervision" include:

- A nine year old child is playing at a friend's house under the supervision of the friend's mother. The two children decide to hike to the lake and disappear from the house. The friend's mother realizes the children are gone and does not know where they are.
- A child wanders off from his father at a shopping mall, and the father cannot locate the child.
- A child is camping with her parents and wanders off into the woods and gets lost.

This criterion was always evaluatively coded; that is, it was never coded as inapplicable. If this criterion was coded as "very probable" or "probable," then the next item, "Evaluated age group," was evaluatively coded. If this criterion was coded as "unlikely" or "insufficient evidence," then items B1, B2, and C1 were coded as inapplicable.

B1 & B2. Evaluated Age and Support for Evaluated Age

Cases evaluated under this definition depended heavily on the number of hours the child was missing according to the child's age at the time of the episode. So, these two criteria evaluated the child's most likely age at the time of the episode. The code for the child's evaluated age was placed in B1 and the type of supporting evidence was coded in B2.

There were six categories for the child's evaluated age which paralleled the age categories in definitions OM1 and OM4. These categories were:

- 0-2 year olds;
- 3-4 year olds;
- 5-6 year olds;
- 7-10 year olds;
- 11-13 year olds; and
- 14-17 year olds,

The way in which the child's age at the time of the episode was evaluated depended on the child's age at the time of the interview. If the child's age was not the lower boundary of a category, then s/he was evaluated as being in the same age group at the time of the episode. If the child's age at the time of the interview was at the lower boundary of an age category, then the date of the interview was compared to the date of the episode. If the episode occurred six months or more before the date of the interview, the child was assigned to the next younger age category. If the episode occurred within the six months prior to the interview, then the child was assigned an age category in accordance to his/her age at the time of the interview.

After determining the child's age evaluated group and evaluating the support for this determination, coders proceeded to Question C1 (Impaired child). If B1 and B2 were coded as inapplicable, then Question C1 was coded as inapplicable also; otherwise, C1 was evaluatively coded.

C1. Impaired Child

In the last criterion of this section of the transcription sheet it was determined whether or not the child was impaired in any way- either physically or mentally. The purpose of this evaluation was to see if a special time limit need apply.

For a child of any age with a serious or permanent physical or mental disability or impairment or life threatening medical condition, the case was counted if the child was missing for just one hour. There were a number of impairments that qualified a case to meet this criterion. Some of these impairments included children who were mentally retarded, deaf, blind, or who had cerebral palsy, heart conditions, epilepsy, etc.

Regardless of how this criterion was evaluated, the coders proceeded to Section II, Question A1 (Out with parental permission).

Section II

The second section dealt with children who left with parental permission. Children who would have been included here were those who left (with permission) to go to a friend's house or to a social event, but then later failed to return when they were expected (typically because they were out with friends and are missed). This covers a lot of common teenage episodes that can be alarming to parents. Four criteria were used to evaluate these cases. These criteria are: "Out with parental permission," "Failed to return," "Suffered harm or injury," and "Required medical attention."

Situations counted under this definition can generally be differentiated from situations that qualified in Section I, A1, because there was an expectation by the parent or caretaker that the child was going somewhere and was expected to return. The first definition generally applied to situations in which children were not expected to be gone anywhere, but were lost or wandered away.

A1. Out with parental permission

In the first criteria it was evaluated whether the child was out of the household with parental permission. For the purposes of this study, parental permission meant that there was parental knowledge about the child's whereabouts and parental agreement that the child could be out. However, there may very well have been miscommunication between the parents and child around the circumstances ("I thought you said I could go to the rock concert in Chicago, so I went"), that is, the child was away from home with permission. Therefore, there did not have to be

agreement between where the parent thought s/he gave permission for the child to go and where the child actually went for this definitional criterion to be fulfilled; here, we were coding solely from the parent's point of view and on the basis of the parent's expectations. Also, note that, just as "parents" were broadly construed in Section I to include their delegated representatives (except school personnel, as was discussed), so too here the question of permission and expectations about return are broadly construed to apply to the same set of delegated caretakers.

This criterion was always evaluatively coded; that is, it could never be coded as inapplicable. If it was determined that the parent did not give permission for the child to be out, the slots for criteria B1, C1, and C2 were coded as inapplicable.

B1. Failed to return, or make contact, or unable to be located where they were expected to be

This criterion evaluated whether the child failed to return when expected, or failed to contact the parents and/or was not where the parents expected the child to be. Although the child was out with parental permission, it needed to be determined whether or not the child failed to return when expected (and did not contact parent to explain his/her failure to return home). As in Section I, it was crucial that the child must be missed by the parent. For example, a 16 year old male went to the show with his friends. His parents knew he was going but became concerned when he did not return at midnight. He had told them he would be home by 10:30 p.m. and did not call to say he was going to be late.

After evaluating this item, the coders proceeded to the next item, Section II, Question C1 (Suffered harm or injury). If B1 was coded as inapplicable, C1 was also coded as inapplicable. If B1 was evaluatively coded, then C1 was coded as well.

C1 Suffered harm or injury

This criterion evaluated whether the child suffered any harm or injury during the episode. The harm or injury may have occurred as a result of the child's activity (e.g., breaking a

leg while hiking), because of an accident (e.g., child was hit by a car while returning home), or because of intended malice (e.g., child was attacked).

If this criterion was evaluatively coded, then Question C2 (Required medical attention) was evaluatively coded. If this criterion was coded as inapplicable, then C2 was also coded as inapplicable.

C2. Required medical attention

The next step was to determine whether the child's injuries required medical attention. For a case to qualify, the harm or injury must have been severe enough to require medical attention. This meant that professional medical attention was actually given to the child. For example, a child who returned home two hours late because he got into a fight with friends and has some bruises that did not require a doctor's attention, would not have qualified. However, a child who got into a fight with friends, returned home two hours late and needed stitches in his lip would have qualified.

Regardless of how this criterion was coded, the coders proceeded to Section III, Question A1 (Gone overnight).

Section III

Section III of the lost and otherwise missing transcription sheet dealt with criteria that "crossed-over" the various lost and otherwise missing definitions. These criteria were: "Gone overnight," "Gone one hour," and "Police contacted." These three criteria are described in the subsections below.

A1. Gone overnight

This criterion evaluated whether or not the child was missing overnight. The reason for this is that a number of the definitions required that the child be "missing" for at least one

night. When evaluating this criterion, the coders kept in mind how long the child was actually missed.

After evaluating this criterion, the coders proceeded to the next item, Question A2 (Gone one hour). If "Gone overnight" was coded as "very probable" or "probable," then Question A2 was coded as inapplicable. If "Gone overnight" was coded as anything else, then Question A2 was evaluatively coded.

A2. Gone one hour

This criterion determined if the child did not return or make contact with parent at least one hour after s/he was expected or after s/he disappeared (i.e., the child was missing for at least one hour).

Regardless of how this criterion was coded, the coders continued on to Question B1 (police contacted).

B1. Police contacted

In order for a child who counted under one of the broad scope definitions to be considered policy focal, the police must have gotten involved in the episode. The purpose of this criterion was to determine whether the police were contacted to help locate the missing child.

This criterion was always evaluatively coded-- it was never coded as inapplicable. After coding this criterion, the coders proceeded to Section IV, Question A1.

Section IV

The purpose of this section of the transcription sheet was to allow the coders to indicate whether or not the case being evaluated should be re-evaluated against another set of the study's definitions. There were two criteria which were evaluated in this section: "Code another case type," and "Type of re-coding needed." These criteria are explained below.

A1. Code another case type

Here it was determined whether or not the case might fit the definitions for a type of case other than the type for which it screened-in. For example, a case that screened-in as a lost and otherwise missing may actually have been a runaway (because the child left the home without permission). This determination was made and the code entered in the slot.

After it was determined if the case needed to be re-coded as another case type, the coders proceeded to item A2 (Type of coding needed).

A2. Type of re-coding needed

If it was determined in Section IV, Question A1 that a given case might fit another set of definitions, then the type of other definition the case might fit was reflected in this slot. If it was decided that a given case did not need to be re-coded, then this item was coded as inapplicable by entering plusses.

7.2.6 Reliability Coding

Inter-coder reliability was assessed throughout the evaluative coding process. This assessment procedure not only provided important information concerning the quality of this operation overall, but it also kept the coders alert to the need to apply the study definitions and criteria evenhandedly across cases. Inter-coder reliability was assessed for a random 15 percent of all evaluatively coded data forms.

Each batch of data forms was assigned to a primary evaluative coder for complete coding and to a reliability coder for reliability assessment and checking. Inter-coder reliability was assessed in the following manner:

- After the primary evaluative coder had completed the batch, the Coding Supervisor randomly selected a 15 percent sample of the cases for the reliability sample.
- In addition to completely coding these reliability cases, the reliability coder then checked all other cases in the batch for mistakes or oversights, circling any items on the data forms or transcription sheets thought to be incorrect or incomplete. This process was referred to as "checking" and the forms which contained circled items were referred to as "checked" or "circled" forms. This "checking" process served as an additional guard against possible "code drift" during the evaluative coding process.
- The Coding Supervisor, the evaluative coder, and the reliability coder for the batch attended the reliability meeting on the batch. The details of the inter-coder agreements and disagreements on the reliability cases were recorded during this meeting and disagreements were resolved. At the same time, any questions concerning "circled" cases were resolved.

Reliability Calculation Method. Each item on the transcription sheets was considered in the reliability calculation. Each item was recorded as "agree" or "disagree" based on whether or not the two coders concurred. If a given disagreement concerning a code was a function of a previous disagreement in the coding sequence, the first disagreement was recorded as a basic disagreement, and the second as a "consequence" disagreement. If a disagreement was the result of a mistake in the use of a skip pattern (e.g., a criterion was coded when it should have been skipped), it was noted and called a "skip" disagreement.

In "raw" reliability calculations, "consequence" and "skip" disagreements were entered as actual disagreements. Whereas in "general" reliability calculations the "consequence" disagreements were not considered true disagreements. This avoided penalizing coders for appropriately following the rules concerning the interdependencies in the coding system. The overall general inter-coder percent agreement was 88.6%.

In the "adjusted" reliability calculations, neither "consequence" nor "skip" disagreements were considered as actual disagreements. The reason for excluding the "skip" disagreements in the adjusted reliability calculations was to avoid counting them as true evaluative

coding disagreements (e.g., one coder coded a criterion as a "1" and the other coder coded it as a "3"). The "skip" disagreements were mistakes which, if not discovered beforehand, would have been caught in the editing and cleaning process and thus, did not represent true disagreements. The overall adjusted inter-coder percent agreement was 91.1%.

Refer to Appendix B of this volume for a detailed report on the extent of inter-coder agreement on individual coding items.

7.2.7 Validation of Evaluative Coding

Before the data forms were sent to be keypunched, each of them underwent a final review by the Coding Supervisors. Although the basic coding on each of the data forms was reviewed, the main focus of the review was on the evaluative coding. This reviewing procedure had several purposes including:

- Providing a final evaluation of whether the evaluative codes assigned to the case accurately reflected the respondent's description of the missing child episode;
- Ensuring that the coding guidelines were applied in a standard manner; and
- Checking the coders' logic in regard to whether or not a case could be evaluated against another category of definitions.

7.2.8 Keying, Editing and Cleaning the Database

When the data forms finished going through the coding process, they were sent to Data Entry to be keyed. After the forms were keyed, they were subjected to a process of edit and range checks. These keying and editing processes are described in the following sections.

7.2.8.1 Keying

For purposes of sending the batches to Data Entry, the data forms were formed into keying batches on the basis of the six different types of hard-copy questionnaires. A keying batch typically consisted of 100 data forms (e.g., 100 runaway data forms).

As noted earlier, a given hard-copy could be evaluated against a maximum of two sets of definitions; as a result, a data form could have a maximum of two transcription sheets. Each data form had its corresponding transcription sheet(s) attached to its back cover when it was sent to be keypunched. So when a keypuncher finished entering the data contained in the data form, s/he turned to the back cover and entered the data contained on the transcription sheet(s).

Batches were sent to data entry on an intermittent basis, with an average of one batch being sent every three days. All of the data forms for a given category of questionnaire were sent to data entry before any forms of the next type were sent. This was done to avoid confusion in data entry in dealing with multiple types of data forms (each which had a unique keying file format).

7.2.8.2 Editing and Cleaning

Before each type of hard-copy questionnaire data could be keypunched, it was necessary to detail the format in which data would be stored in the computer. Westat's proprietary COED system was used to develop this format as well as to generate a codebook which specified all the allowable codes and ranges for each data item. The COED system was also used to generate logical statements derived from the skip patterns detailed in the codebook. Project staff wrote additional logical statements (i.e., user-written logics), which established acceptable relationships between codes. These logical statements incorporated all the inter-code dependencies in the evaluative coding rules and definitional criteria.

Editing involved comparing the database against its respective allowable ranges and logics and cleaning consisted of making any necessary corrections. Each keying batch was run several times against the logics and range checks for its type of data form. The first run against the

edits, or cycle one, was completed immediately after the data was keypunched. Corrections were coded on a Machine Edit Update Form and the original data form or transcription sheet was changed (when necessary) to reflect all corrections. After a keying batch was updated, this cleaned batch was run against the logics again. This process was repeated for each keying batch (using the appropriate logics and range checks) until all cases passed all the logics and range checks.

7.3 Merging CATI Data and Hard-copy Data

In order to facilitate in the analysis of the data because of differences in the structure of the CATI database and the COED database, it was necessary to merge the COED hard-copy data into the CATI data. The task of merging the two databases began once both the databases were cleaned. Westat programmers develop a series of programs which converted the hard-copy COED data into a format which was then able to be merged into the CATI Chesire System.

Frequencies were run on the hard-copy data before the merging took place and on the CATI data after the merge took place. These two sets of frequencies were then compared to ensure that the data was not affected by the conversion process.

7.4 Coding Non-family Abduction Public Definition Cases

In spite of the publicity and policy changes regarding missing children in recent years, many people continue to think of non-family abduction in a very strict sense. It was decided to apply a "popular" definition of missing children to the RDD cases in order to estimate the number of cases fitting this strict definition. This definition included all cases that were countable under the NFA1, NFA2, or NFA3 definitions (see Section 7.2.5.2 for the definitions) and where: (1) the perpetrator was a stranger, and (2) the child was detained overnight, or killed, or transported at least 50 miles.

The database was sorted to narrow down the number of eligible cases to the extent possible, and then the identified cases were re-examined. These cases were coded using the same response categories which were used to evaluate the other definitional criteria (i.e., very probable,

probable, unlikely, and insufficient evidence). Each of the cases was evaluated as to whether the child was:

- 1.) detained overnight;
- 2.) transported at least 50 miles; or
- 3.) killed.

After these evaluations were made for each case, they were inputted into a computer file and merged into the main data file.

8. WEIGHTING AND ANALYSES

The sample design for the NISMART Household Survey was not self-weighting, so it was necessary to assign appropriate weights to cases in order to produce unbiased estimates. Specifically, weighting accomplished the following five objectives:

- (1) It brought the sample data up to the dimensions of population totals; thus, it provided estimates of statistics (means, proportions, etc.) that would have been obtained if the entire population of U.S. households had been surveyed;
- (2) It adjusted for differential probabilities of selection among households (adjustments for the fact that different numbers of households were selected within different clusters in the Modified Waksberg RDD approach);
- (3) It minimized biases arising from the fact that nonrespondents could have been different from those who participated in ways that correlated with respondent and household characteristics that were measured (race, education level, etc.);
- (4) It compensated, to the extent possible, for inadequacies in the sample frame (which excluded nontelephone households and possibly persons living in non-conventional settings); and
- (5) It reduced the variances of estimates by using auxiliary information, that is known with a high degree of accuracy, in the estimation procedure.

Sample weighting was accomplished in three steps. The first two steps involved computation of weights to compensate for unequal probabilities of selection at the household and at the person level. The third used post-stratification (also referred to as ratio-estimation) to compute weights that adjusted for sample nonresponse and for the omission of non-telephone households, as well as to reduce sampling errors. The weighting system was implemented by assigning a weight to each child in the sample, inserting the weight in the computer record for that child, and then cumulating weights in the tabulations. The following sections describe these steps.

Weights were calculated sequentially. The base weights were calculated first. The base weights were essentially the reciprocals of the probabilities of selection. These implicitly included a partial nonresponse adjustment, since the denominator of the cluster weight reflected the number of households from which screeners were obtained rather than the number in the sample. These base weights are referred to below as the

weights that reflect the household level (stage one) and person level (stage two) adjustment factors.

Subsequently, the poststratification weights adjusted for any nonresponse not previously accounted for and for the fact that telephone surveys exclude non-telephone households. Weight adjustments cannot completely eliminate the bias arising from the fact that all households are not included in the sampling frame, but the poststratification by race-sex-age-educational level, and region, is standard practice in the analysis of telephone survey data, and is believed to reduce this bias considerably.

There were several items of information that were used in weighting. We had to impute for missing values for these items to be able to assign sample weights to the data. The frequencies of imputation for these items were as follows.

Item	No. of imputed values	Percent imputed
Number of telephone numbers in households	12	0.1 %
Child's race	37	0.2 %
Child's sex	5	0.0%
Child's age (using intervals 0-6, 7-12, and 13-18)	20	0.1 %
Education of head of household	37	0.2 %

8.1 Sampling Rate Adjustments at the Household Level

8.1.1 Cluster Weighting Factors

As was described in Chapter 4, the modified Waksberg method was used to sample households. In this approach, a constant number of telephone numbers per cluster (rather than of households, as in the standard method) was selected. As a result, households in different clusters had different probabilities of selection. The rate at which a household was sampled depended on the proportion of telephone numbers that were in

households in the cluster in which the household was located. Households in clusters that are rather sparsely filled with households are probably somewhat different from those in densely filled clusters. They are more likely to be rural, in suburban areas that are just being developed, in locations where there are many businesses mixed with residential units, etc. These types of households are undersampled when this sampling technique is used, and it was necessary to adjust for this when weighting the sample cases in order for the study estimates to be unbiased in this respect.

For this reason, a weight was attached to each cluster which was the average number of sample households per cluster divided by the number found in the particular cluster. That is,

$$W_i = \frac{\bar{n}}{n_i},$$

where \bar{n} is the average number of households per cluster, and n_i is the actual number of sample households in the i th cluster. The cluster weights (W_i) were very large when the actual number of sample households in a cluster (n_i) was small, resulting in large sampling weights. To avoid the production of extremely large weights, we truncated the cluster weight, W_i , at 3 (that is, cluster weights greater than 3 were set equal to 3). This procedure of trimming the weights that are unusually high is standard practice and serves to reduce high variances for the estimates that are eventually generated. Clusters where weights had to be trimmed numbered only 61 out of the total of 1,500 clusters (i.e., about 4 percent).

8.1.2 Adjustments for Multiple-Telephone Households

Households with two telephone numbers had twice the chance of selection and were overrepresented by a factor of 2 to 1. Thus, they were given a weight of 1/2 to adjust for this overrepresentation. It can also be noted that two-telephone households are almost certainly different from others. They generally have higher incomes. Another reason for having two phones may be that a member of the household is operating a business service from the home. These unusual features would have been overrepresented in estimates if weighting had not been used to adjust for this.

Define variable I_j in the following way:

$$\begin{aligned} I_{ij} &= 1 \text{ if household } j \text{ in the } i\text{th cluster has one telephone number} \\ &= 1/2 \text{ if household } j \text{ has more than one telephone number.} \end{aligned}$$

Given the cluster weighting factor, W_{ij} , and the multiple-telephone adjustment factor, I_{ij} , the household level weight was given by

$$W_{1ij} = W_i \cdot I_{ij} = I_{ij} \cdot \frac{\bar{n}}{n_i} \quad (1)$$

8.2 Sampling Rate Adjustments at the Person Level

In the NISMART RDD survey, children had a chance of selection from all households in which they resided for at least two weeks during the twelve months preceding the interview. It was necessary to adjust sample weights so that they reflected these variable probabilities of selection at the child level in order to make unbiased projections for the U.S. population of children. Thus, adjustments were made to each child to reflect his or her actual probability of selection. This adjustment was made by multiplying each child's first stage weight (W_{1ij}) in the sample by the reciprocal of the probability of selection (i.e., the reciprocal of the number of other households in which he/she had lived for at least two weeks in the year preceding the interview). The person level weight was therefore equal to

$$W_{2ijk} = W_{1ij} * W_{ijk} \quad (2)$$

where W_{ijk} is the reciprocal of the probability of selection for the k th individual in the j th household in cluster i .

8.3 Poststratification

Poststratification was used to reduce sampling errors, to minimize biases arising from that the fact people who refused or were otherwise lost from participation (nonrespondents) may have been different from those who participated in the study, and to

adjust for the fact that nontelephone households were necessarily missing from the sampling.

Nonresponse generally can be expected to vary by population groups and this tends to distort the distribution of the sample relative to the distribution of the population. In poststratification, one compares the distributions of the sample to that of the population across selected variables and computes weighting adjustments that will make the sample proportions more closely resemble the known population proportions for key demographic characteristics. When poststratification is not applied to the data, the distribution of the sample may consequently be very different from the population, and sampling errors may be higher.

Furthermore, the use of a telephone survey methodology means that one automatically omits households without telephones from the study. It is clear that certain types of households are underrepresented in telephone surveys, e.g., black, low income, etc¹. Although poststratification may not completely eliminate biases arising from incomplete coverage, it can be effective in sharply reducing the effects of the biases.

Generally, the subgroups established for the purpose of poststratification should be tailored to the specific study and should depend upon the sample design requirements and objectives of the study. The sampling plan for this study was intended to provide nationally projectable estimates of the incidence of missing children. Thus, we required that our samples provide, at a minimum, precise estimates, by child's sex, age, racial/ethnic groups, and region. For this study then, poststratification was accomplished by superimposing adjustments on the weights given by first two stages of weighting adjustments such that the study sample was made to agree with the Census estimates of the total population by children's age, sex, race, and ethnicity, the geographical region, and the education level of the head of household.

¹ Thronberry, O., Jr., & Massey, J. (1988). Trends in United States telephone coverage across time and subgroups. In R. Groves, P. Biemer, L. Lyberg, J. Massey, W. Nicholls, and J. Waksberg (Eds.), *Telephone survey methodology*. New York: John Wiley & Sons.

Specifically, we constructed poststrata using the following five variables:

1. Census regions: 4 categories, Northeast, Midwest, South, and West
2. Sex: 2 categories, male, female
3. Child's Race/ethnicity: 3 categories, Hispanics, Blacks, Non-Hispanics/Non-Blacks
4. Child's Age: 3 categories, 0-6, 7-12, 13-18
5. Education: 4 categories, Less than high school, high school diploma, some college, and college graduate

Poststratification by the first four variables was necessary to ensure that the sample proportions on these key variables would be similar to the population proportions. The fifth variable was added as a proxy for the income level of individuals in the sample. Households without telephones are generally in lower income brackets than telephone households, a fact that has been confirmed in statistical analyses during other research. Since the average income of blacks is lower than that of the white population, the separate weighting by race partially adjusted for this factor. However, even within race, the missed population generally have lower incomes. The ideal procedure was to include income as well as age, sex, and race in the estimation procedure. There were problems in implementing this procedure. The income data are usually released by the Census Bureau about a year after the period covered, and income is fairly volatile, changing significantly from year to year. In addition, most survey data on income are not quite consistent with Census data. It was preferable to use data that are correlated with income, but for which the quality of responses is better, and for which responses are relatively stable over time. For these reasons, we used education of the head of household as a surrogate for income. Education is highly correlated with income and is relatively stable. We used the 1988 CPS (Current Population Survey) data to construct the poststratification cells for this study.

The third-stage weight for each individual in the sample was the product of the poststratification weight and the person-level (or second stage) weight, W_{2ijk} , which was computed earlier in equation (2):

$$W_{3hijklmno} = W_{hlmno} * W_{2ijk} \quad (3)$$

where

h = 1, 2, 3, 4, (Census region);

l = 1, 2, (sex);

m = 1, 2, 3, (Race/ethnicity);

n = 1, 2, 3, (Age);

o = 1, 2, 3, 4, (Education).

Note that the order of poststratification was education, Census region, and then race-sex-age. Because of this ordering, the sum of the final weights for all children in the sample should equal the total population by race-sex-age. It is likely to deviate somewhat from the estimates for education and geography, but these deviations should be quite small. This third-stage weight was given in the Public Use Tape as STG3WT.

8.4 Ratio Estimation Adjustment for Alaska and Hawaii

Although the target population for the NISMART RDD study was the general U.S. population under 18 years of age, Alaska and Hawaii were excluded from the sample due to budgetary constraints. Furthermore, no other source of information was available to determine whether the incidence estimates for missing, abducted, runaway, or throwaway children in Alaska and Hawaii are different from the rest of the U.S. However, the method of ratio estimation can be used to make inferences to the population of children in all 50 states inflating the estimates for the 48 states up to the population of 50 states. The application of this method is based on the assumption that the incidence rates for Alaska and Hawaii are not drastically different from those in the remaining 48 states. The following derivation shows, mathematically, that this method produces a reliable estimate even if the true incidence rates for the two states are somewhat different from the rest of the U.S.

As shown by Groves², an estimate Y for the 50 states is equal to

$$Y_{50} = \frac{N_{48}}{N_{50}} Y_{48} + \frac{N_2}{N_{50}} Y_2$$

² Groves, R.M. (1989). *Survey Errors and Survey Costs*. New York: Wiley.

where, N_{48} , N_2 , and N_{50} , are the population counts for the 48 states, Alaska and Hawaii, and the 50 states, respectively, and Y_{48} , Y_2 , and Y_{50} are the corresponding estimates. The proportion of population living in Alaska and Hawaii, is only 0.6 percent of the entire U.S. population, that is,

$$Y_{50} = 0.994 Y_{48} + 0.006 Y_2$$

$$Y_{48} = Y_{50} + 0.006 (Y_{50} - Y_2)$$

The quantity $.006 (Y_{50} - Y_2)$ is small even if there are some differences between the two estimates Y_{50} and Y_2 . The inflation factor that can be used for ratio adjustment is equal to 1.006, that is, the factor 1.006 can be used to inflate the 48 state estimates up to the 50 states target population.

8.5 Adjustments for Specific Interview Questions and Sections Where Respondents Were Subsampled

As detailed earlier in Chapter 4, subsets of respondents were randomly selected and assigned to the following sets of questions in the interview: non-family abduction, runaway, lost and otherwise missing, non-episode households, and family dynamics. The subsampling rates were predetermined such that the subsamples provided the required sample sizes for each group. As a result of various subsampling rates used for these groups, the subsamples required sample weighting for producing unbiased estimates. Earlier (in Section 4.7), we presented a table showing the targeted sampling rates that were established for the different subsamples in each wave.

For each of the five subsamples, specialized "subsample factors" were created to reflect the inverse of the effective (i.e., actual) probabilities of selection from among all 10,544 respondents who were asked the Episode Screener questions. These effective selection probabilities were the basis for the subsample factors for each wave, which are given in the following table:

Wave	N	Non-family Abduction	Runaway	Lost and Otherwise Missing	Non-episode Long	Family Dynamics
1	1700	0.461765	0.453883	0.158235	0.107059	0.269231
2	1731	0.499711	0.457211	0.151358	0.105142	0.252747
3	1721	0.994189	0.994382	0.993608	0.063335	0.486239
4	1678	0.997616	0.997475	0.997020	0.050060	0.392857
5	1911	0.997384	0.999277	0.997384	0.061224	0.393162
6	1803	0.996118	0.997004	0.995563	0.122019	0.986364

Then, the subsample weighted for groups selected to receive the Subsampled Episode Screener questions and for respondents selected to be in the comparison samples were computed by multiplying their final weight, as given in equation (3), by the appropriate subsample factor. Note that the first three of these factors were used in developing the appropriate weights for the hard-copy interviews (see next section). The last two of these factors were given in the Public Use Tape under the labels ILFACT and FDFACT.

This approach ensured that weighted counts for the subsampled subgroups reflected the composition of the population, rather than the composition of the unequally selected sample. It is very important to apply the subsample factor appropriate to the section of the interview involved in any given analysis, since unadjusted sample counts and percentages could be very misleading when used as estimates of percentages for all individuals.

8.6 Weights for Episode Children and Households

When a respondent reported one or more episodes that required follow-up with the hard-copy sections of the interview, special care was required in weighting the hard-copy responses and, consequently, the subset of children who proved to be countable after evaluative coding of the episode reported on the hard-copy. The complication involved in weighting the hard-copies related to the fact that:

- (1) a given respondent could have said "yes" to more than one Episode Screener question in relation to the same episode, and so there could be more than one ES question linked to a given hard-copy;
- (2) a given child could have been involved in more than one episode of a given type, and so there could be more than one hard-copy concerning a certain category of episode for a given child; and
- (3) a household could be classified as an "episode" household and hence be slated to receive the long interview (including the adult enumeration questions, the Custody and the Family Dynamics sections, etc) because it had required follow-up via more than one hard-copy.

In order to address the first complication, a "Hard Copy Weighting Factor" was developed for each hard-copy in the database. This was done by first examining all the Episode Screener questions linked to a given hard copy. The set of subsample weighting factors associated with this set of Episode Screener questions was examined, and the "Hard Copy Weighting factor" was set to be equal to that subsample factor that was closest to a value of 1 (i.e., the factor that minimized the size of the weight associated with the hard-copy). This is given as HCFACT in the Public Use Tape.

Resolving the second problem required selecting a single episode of a given type to represent that child whenever there was more than one candidate episode from which to choose. The first selection rule applied was to identify the child with the most countable episode. When a child was involved in more than one countable episode of a given type, then the episode(s) that were Policy Focal were preferred over those that were not. In the rare case where a child experienced more than one Policy Focal even of a given type, then the one where s/he was gone for the longer time was preferred over others to represent the child's experiences in that category.

Finally, the last problem concerned the calculating of a weighting factor for "Episode Households" to use when analyzing their response to the long, detailed sections of the interview concerning the household adults and the Custody section. Recall that households who responded to any hard-copy were automatically assigned to receive these sections (i.e., were selected with certainty to have those sections administered to them). When a household had only one hard-copy follow-up, that "Hard-Copy Weighting factor" was simply applied to the long interview sections. However, when a household had more than one hard-copy, then the weight used was equivalent to the "Hard-Copy Weighting

Factor" that had a value closest to one. In this way, the weights associated with the household's responses were minimized.

8.7 Sample Weights for the Network Sample

The sample of episode children coming from the network sample was weighted to account for different probabilities of selection and to partially adjust for nonresponse. As described in Chapter 4, the episode children reported by households without children did not have the data necessary for the construction of sampling weights. As a result, these cases were excluded from the analysis. Out of the total of 71 children with episodes identified in the network study, 14 children were reported by households without children and were excluded from the analysis.

The base weight for the children in the network sample was equal to the household weight of the respondent who reported the child multiplied by the inverse of the number of households that could have reported the child. The poststratification adjustment factors used for the network sample were the same as the factors used for the main sample. The underlying assumption for this adjustment was that the network sample was an independent sample of children with episodes taken from the same population as the main study. This approach of poststratification, rather than the straightforward approach of poststratifying the sample and weighting up to the population, was used because information that could have been used to poststratify was only collected for the network children with episodes rather than for the entire set of network children referenced by the study questions.

8.8 Variance Estimation

One important part of the analysis effort was the calculation of incidence estimates together with their associated errors of estimates. Another notable task was to provide a preliminary basis for comparing the countable children with nonepisode children representative of the general population, and it was necessary to achieve this in a context where the sample design did not produce a self-weighting sample of eligibles. For both of these reasons, it was necessary to compute sampling variances in a way that reflected the effects of the sample design (usually referred to as "design effect").

Variance Computation Procedure. The method referred to as "balanced repeated replication" (BRR) was used to estimate sampling errors for the statistics in the NISMART study. A variant of this method was first used by the Census Bureau for variance calculations for its Current Population Survey about 25 years ago. The methodology was subsequently improved and described by Phillip McCarthy at Cornell University, and is now used extensively by all of the major Federal statistical agencies. Westat also uses it for most of its large-scale studies.³

Replicate weights were developed to compute variance estimates. A replicate weight produces an estimate, x_r , using a randomly selected subsample of the full database. The variation of replicate estimates about the full sample estimate provides a measure of the variability associated with the survey estimates. Twenty-eight replicates were produced, with each one including a randomly selected half of the full sample. The 1,500 telephone clusters in the sample were divided into 25 equal pairs where each pair consisted of two PSU's (Primary Sampling Units), one PSU containing the odd number clusters and the other PSU containing the even number clusters. The clusters were sorted in the same order used in the initial sample selection prior to construction of the 25 pairs. The BRR method was used to produce 28 replicates for the sample. These are provided as REPL1 through REPL28 on the Public Use Tape for this study.

The BRR method for estimating the standard error of a percentage was based on computing an estimate of the percentage from each replicate, and then computing the variance between those estimates. Symbolically, let

p_g Denote the estimate of the percentage from replicate g .

p Denote the estimate of the percentage based on the full sample.

Then an estimate of the sampling variance of p was estimated as

$$s_p^2 = \frac{1}{28} \sum_{g=1}^{28} (p_g - p)^2$$

³ See Dr. P.J. McCarthy's articles "Replication: An Approach to the Analysis of Data from Complex Surveys" and "Pseudo-replication, Further Evaluation and Application of the Balanced Half-Sample Techniques," published by the National Center for Health Statistics as Series 2, Nos. 14 and 31.

Standard Errors of Estimate for Incidence Estimates. This approach was used to calculate the variance associated with each Broad Scope and Policy Focal incidence estimate developed for the NISMART categories of missing children. The standard error of estimate (S.E.) for a given incidence estimate was then, by definition, equal to

$$s_p = \sqrt{s_p^2} .$$

Table 8-1 provides all the NISMART incidence estimates, together with their S.E.'s, 95 percent confidence intervals, and coefficients of variation (C.V.'s). Note that the C.V. is given by

$$C.V. = \frac{S.E.}{\text{Estimate}}$$

Generally C.V. values in the region of 15 to 20 percent are considered acceptable in survey research, whereas those that approach or exceed 50 percent are regarded as unacceptable. The latter reflect estimates that are highly unreliable and which are associated with 95 confidence intervals that include zero.

Table 8-1. Estimated Incidence of Countable Children in Different Missing Children Categories.

Category	Sample	Estimate ^a	Standard	95% Confidence Interval		C.V.(%)
				Lower Bound	Upper Bound	
Non-Family Abduction						
- Legal	17	_____b	33,926	_____b	_____b	61.0
- Attempts	36	114,700	17,734	79,900	149,400	15.5
Family Abduction						
- Broad Scope	142	354,100	36,817	281,900	426,200	10.4
- Policy Focal	59	163,200	28,767	106,800	219,600	17.6
Runaway						
- Broad Scope	129	446,700	63,680	321,900	571,500	14.3
- Policy Focal	35	129,500	33,435	64,000	195,100	25.8
Throwaway from Household						
- Broad Scope	46	112,600	27,411	58,900	166,300	24.3
- Policy Focal	16	44,700	20,274	4,900	84,400	45.4
Throwaway from Elsewhere						
- Broad Scope	39	58,600	13,056	33,000	84,200	22.3
- Policy Focal	11	13,600	4,128	5,500	21,700	30.3
Lost and Other-wise Missing						
- Broad Scope	78	438,200	66,116	308,600	567,800	15.1
- Policy Focal	14	139,100	57,972	25,500	252,700	41.7

^a Estimates and Confidence Interval Bounds are all Rounded to nearest hundred.

^b C.V. too high to permit estimate.

8.9 Analyses of Differences Between Proportions

For purposes of the analyses reported in the NISMART Findings Report, we did not conduct a formal assessment of the significance of differences.

Instead, we used the following rule-of-thumb in order to decide whether the differences between the proportions of countable children and children in the general population were "significant":

- A. When the full range of the 95 percent confidence interval of one was entirely included within the range of the other, there was clearly no difference;
- B. When the full range of one was entirely outside of the range of the other, there was clearly a significant difference, and we reported it as such;
- C. When there was partial overlap in range, then we did not consider it different for purposes of the Findings Report.

However, strictly speaking, wherever situation C occurred, it would in the future be advisable to pursue more appropriate, formal analyses of the significance of the differences.

APPENDIX A
INTERVIEW INSTRUMENT

National Studies of the Incidence of Missing Children Preliminary Screener

Hello, my name is [INTERVIEWER'S NAME] and I'm calling for the University of New Hampshire as part of a voluntary study sponsored by the Office of Juvenile Justice. We are conducting a national study about children's safety and how to better protect them from dangerous situations.

S-1. First, I'd like to make sure this number was dialed correctly. Is this (READ TELEPHONE NUMBER FROM LOG)?

YES 1
NO 2

---> Thank you very much, it seems that the number has been dialed incorrectly. It is possible that your number may be called at a later time. (END)

GO TO RESULT CODE ... 3 ---> Enter appropriate contact result code.

S-2. Is this a residential phone number?

YES 1
NO 2
BOTH 3

---> Thank you very much but we are only interviewing private residences. (END)

S-3. Are there any residential telephone numbers in addition to (TELEPHONE NUMBER FROM S-1) in your household?

YES 1
NO 2 (S-4A)

S-4. How many other residential telephone numbers does your household have?

NUMBER:

S-4A. Are you a member of this household at least 18 years old?

NOTE: WE CONSIDER HOUSEHOLD MEMBERS TO BE PEOPLE WHO THINK OF THE HOUSEHOLD AS BEING THEIR PRIMARY PLACE OF RESIDENCE, THAT IS WHERE THEY KEEP MOST OF THEIR BELONGINGS AND RECEIVE THEIR CALLS.

YES 1 (MS-1)
NO 2

S-4B. May I speak with a member of the household who is at least 18 years old?

AVAILABLE (ASK TO SPEAK TO ADULT) 1
NOT AVAILABLE (MAKE AN APPOINTMENT) 2 (S-4C)
NO ONE IN HOUSEHOLD 18 OR OVER 3 (MS-1)

S-4A-1. Hello, my name is [INTERVIEWER'S NAME] and I'm calling for the University of New Hampshire as part of a voluntary study sponsored by the Office of Juvenile Justice. We are conducting a national study about children's safety and how to better protect them from dangerous situations. This telephone number was randomly selected as part of a nationwide study. I would like to speak to a member of the household who is at least 18 years old.

Are you a member of this household at least 18 years old?

NOTE: WE CONSIDER HOUSEHOLD MEMBERS TO BE PEOPLE WHO THINK OF THE HOUSEHOLD AS BEING THEIR PRIMARY PLACE OF RESIDENCE, THAT IS WHERE THEY KEEP MOST OF THEIR BELONGINGS AND RECEIVE THEIR CALLS.

YES 1 (MS-1)
NO 2 (S-4B)

S-4C. When is the best time to call back?

_____ am/pm
DATE TIME

Main Study Screener

MS-1. Are there any children 18 years old or younger, who are living or have lived in this household for at least two consecutive weeks in the past 12 months, that is, since [CITE MONTH/DAY OF INTERVIEW], 198[PREVIOUS YEAR]?

- YES 1
- NO 2 (NS-1)
- Child did not live anywhere for 2 consecutive weeks (joint custody arrangements) 3¹

MS-2. Who is the parent or other adult in the household who takes care of the children most of the time when they are staying in the household?²

FIRST NAME/INITIALS: _____

IS THE CARETAKER AN ADULT?

- YES 1
- NO 2

ARE YOU SPEAKING WITH THE CARETAKER?

- YES 1 (BOX 1)
- NO 2

MS-3. Could I speak with [CARETAKER'S NAME]?

- YES, AVAILABLE 1 (BOX 1)
- NOT AVAILABLE 2

MS-4. When is the best time to call [CARETAKER'S NAME] at home?

_____ AM/PM
DATE TIME

¹Guidelines for and training of interviewers will instruct them to determine whether the child lived anywhere for 2 consecutive weeks in the past 12 months. If the child has lived somewhere - whether in another household or an institution - the child will have a chance of being included in the survey through these routes. If the child did not live anywhere for 2 consecutive weeks, then that child will not have any opportunity to be covered by this survey unless these special cases are included under a separate code (answer #3 under NS-1). Children who would not be covered without this code include those subject to joint custody agreements where their custody alternates on a weekly basis.

²If questioned by the respondent as to why we need this information state that:

The focus of this study is children's safety, so I will need to talk to someone who takes care of the child(ren) in your household.

BOX 1

IF NEW PERSON, READ: Hello, my name is [INTERVIEWER'S NAME] and I'm calling for the University of New Hampshire as part of a voluntary study sponsored by the Office of Juvenile Justice. We're doing a national study about children's safety and how to better protect them from dangerous situations.

ALL RESPONDENTS, READ: Your telephone number was randomly selected and will be erased after we complete the interview process. We do not have your last name or address. Any answers you provide are completely confidential³ and anonymous. Your answers will help us to better protect children nationwide. While your participation is strictly voluntary, your cooperation is greatly appreciated. It will usually take only about 10 minutes or so, but if your case is especially helpful to the study it can be rather longer.

Now I would like you to list, using first names only, all the people 18 and under who live or have lived in your household for at least 2 consecutive weeks at any time during the past 12 months.

NOTE:

OBTAIN FIRST NAMES OF ALL PEOPLE IN THE HOUSEHOLD WHO ARE 18 AND UNDER AND RECORD IN MS-5 BEFORE GOING ON.

AFTER RESPONDENT LISTS ALL HOUSEHOLD MEMBERS WHO ARE 18 AND UNDER, CONTINUE ASKING MS-5b, c, d, e, f AND g (AGE, RACE, SEX, RELATIONSHIP AND OTHER HOUSEHOLD INFORMATION) FOR EACH PERSON.

IF RESPONDENT REFUSES TO GIVE FIRST NAMES TRY TO GET INITIALS. IF RESPONDENT REFUSES TO GIVE INITIALS, JUST GET AGE, RACE, SEX, RELATIONSHIP AND OTHER HOUSEHOLD INFORMATION (MS-5b, c, d, e, f and g) FOR EACH PERSON. IF THERE IS MORE THAN ONE CHILD IN THE HOUSEHOLD OF THE SAME SEX AND AGE, WE NEED AT LEAST AN INITIAL OR TWO TO DISCRIMINATE THEM DURING THE INTERVIEW.

³By confidential we mean the following:

"This information collection conforms to legal and administrative standards established by the Federal government to assure confidential treatment of statistical information. The information you provide will be used only for statistical purposes and will not be published or released in any form that would reveal specific information reported by any individually identifiable respondent. The Office of Juvenile Justice and Delinquency Prevention has determined that the information you provide, as well as the fact that you have participated in this survey, is exempt from public disclosure under the Freedom of Information Act."

MS-5.

a. List all the people 18 and under who have lived in the household for at least 2 consecutive weeks during the past 12 months.		b. How old was (CHILD) on (his/her) last birthday? ⁴	c. What is (CHILD)'s race or ethnic group?	d. Code Sex of (CHILD).	e. What is (CHILD)'s relationship to you?	f. Did (CHILD) live in any other households for at least 2 consecutive weeks in the past 12 months?	g. How many other households did (CHILD) live in for at least 2 consecutive weeks?
CHILD #	NAME		SEE CODES BELOW	M=Male F=Female	SEE CODES BELOW	YES=Y (GO TO COL. g.) NO=N	
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							

⁴If any child turned 18 on his/her last birthday, flag the child's name.

CODES: Race

- White, not Hispanic 1
- American Indian or Alaskan Native 2
- Asian or Pacific Islander 3
- Black, not Hispanic 4
- Hispanic 5
- Other (specify) 91

Relationship

- Natural child 1
- Stepchild 2
- Adopted child 3
- Grandchild 4
- Sibling's child (Niece/Nephew)..... 5
- Foster child 6
- Ward 7
- Sibling 8
- Charge (Respondent is babysitter) 9
- Other (specify) 91

BOX 2

CHECK TO SEE IF ANY CHILD HAS A RELATIONSHIP CODE OF "CHARGE" (MS5e = 9). IF SO, ASK MS-6 FOR EACH CHILD FOR WHOM (MS5e = 9). IF NONE OF THE CHILDREN HAVE A RELATIONSHIP CODE OF "CHARGE," GO TO MS-7.

MS-6. Has [CHILD'S NAME] stayed overnight in this household for at least 2 consecutive weeks during the past 12 months?

YES 1

NO 2

BOX 3

IF CHILD HAS STAYED IN THE HOUSEHOLD FOR 2 CONSECUTIVE WEEKS, CONTINUE WITH THE INTERVIEW - INCLUDING THE CHILD IN SUBSEQUENT QUESTIONS AS A HOUSEHOLD CHILD.

IF CHILD HAS NOT STAYED IN THE HOUSEHOLD FOR 2 CONSECUTIVE WEEKS, CONTINUE WITH THE INTERVIEW, BUT DO NOT INCLUDE THE CHILD IN ANY OF THE SUBSEQUENT QUESTIONS.

MS-7. The next question is for statistical purposes. What is the highest grade or level of education that the head of the household has completed?

NOT A HIGH SCHOOL GRADUATE..... 1
HIGH SCHOOL GRADUATE..... 2
HAS SOME COLLEGE EDUCATION 3
COLLEGE GRADUATE..... 4

EPISODE SCREENERS

We know some unfortunate things can happen to children. They can get lost, hurt, or victimized, or be taken somewhere or kept from you without your permission. I am going to ask you some questions about events that may have happened to [LIST CHILD(REN)'s NAMES OR INITIALS] during the time (he/she/they) were living in your household during the past 12 months, that is since [CITE MONTH/DAY OF INTERVIEW], 198[PREVIOUS YEAR].

EVENT	a. QUALIFIER	b. CHILD(REN) Which children did this happen with?	c. RELATED EPISODES Is this episode the same as another episode you mentioned earlier?
<p>ES-1. Was there any time when anyone⁵ <u>tried to take</u> (this child/any of these child(ren) away against your wishes?</p> <p>YES 1 NO 2</p> <p>(BOX 4)</p>	<p>(GO TO COLUMN d.)</p>		

⁵Includes neighbor, babysitter or another child.

d. INDEPENDENT EPISODES How many other episodes like this happened in the past 12 months?	e. DATE(S) When did (this/these) episode(s) happen? (Month/Year) ⁶	f. CHILD(REN) Which children were involved in this episode? ⁷	g. QUALIFIER(S)
<p>NUMBER: _ _ </p> <p>(IF > 00, GO TO COLUMN e ELSE GO TO BOX 12.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN f)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN g)</p>	<p>Was this person a family member?</p> <p>YES 1</p> <p>NO 2</p> <p>(BOX 12)</p>

BOX 4

In the past 12 months, did any family member outside of your household, such as an ex-spouse brother, sister, parent, or in-law, or someone acting for them, do any of the following things ...?

⁶ If R does not know or cannot recall month, season (spring, summer, fall, winter) should be asked.

⁷ If child's name has been flagged, find out if incident began before or after the child's 18th birthday.

EVENT	a. QUALIFIER	b. CHILD(REN) Which children did this happen with?	c. RELATED EPISODES Is this episode the same as another episode you mentioned earlier?
<p>ES-2. Did any family member or someone acting for them <u>take or try to take</u> (this child/any of these children) in violation of a custody order, agreement or other child living arrangement?</p> <p>YES 1 NO 2</p> <p>(ES-3)</p>	(GO TO COLUMN b.)	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>
<p>ES-3. Did any family member outside of your household <u>keep or try to keep</u> (this child/any of these children) from you when you were supposed to have (him/her/them) even if for just a day or weekend?</p> <p>YES 1 NO 2</p> <p>(ES-4)</p>	(GO TO COLUMN b.)	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>
<p>ES-4. Did any family member <u>conceal</u> (this child/any of these children) or <u>try to prevent</u> you from having contact with (him/her/them)?</p> <p>YES 1 NO 2</p> <p>(ES-5)</p>	(GO TO COLUMN b.)	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>

d. INDEPENDENT EPISODES	e. DATE(S)	f. CHILD(REN)	g. QUALIFIER(S)
<p>How many other episodes like this happened in the past 12 months?</p> <p>NUMBER: _ _ </p> <p>(IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)</p>	<p>When did (this/these) episodes(s) happen? (Month/Year)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN f.)</p>	<p>Which children were involved in this episode?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(BOX 12)</p>	
<p>NUMBER: _ _ </p> <p>(IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN f.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(BOX 12)</p>	
<p>NUMBER: _ _ </p> <p>(IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN f.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(BOX 12)</p>	

EVENT	a. QUALIFIER	b. CHILD(REN) Which children did this happen with?	c. RELATED EPISODES Is this episode the same as another episode you mentioned earlier?
<p>(WAVES 1-2) ES-5. Have you or someone acting for you or another adult in your household <u>taken or kept</u> (this child/any of these children) when it was not your time to have (him/her/them) according to a custody order, agreement or arrangement?</p> <p>YES 1 NO 2</p> <p>(BOX 5)</p>	(GO TO COLUMN b.)	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>

BOX 5

SAMPLE 1/I OF RESPONDENTS. IF IN SAMPLE, ASK ES-6, OTHERWISE GO TO BOX 6.

<p>(WAVES 1-2) ES-6. Was there any time when an adult or other child <u>tried to sexually molest, attack, beat up, or rob</u> (this child/any of these children)?</p> <p>YES 1 NO 2</p> <p>(WAVES 3-6) ES-6. Was there any time when anyone <u>tried to sexually molest, rape, attack, or beat up</u> (this child/any of these children)?</p> <p>YES 1 NO 2</p> <p>(BOX 6)</p>	(GO TO COLUMN b.)	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>
--	-------------------	--	--

d. INDEPENDENT EPISODES How many other episodes like this happened in the past 12 months?	e. DATE(S) When did (this/these) episodes(s) happen? (Month/Year)	f. CHILD(REN) Which children were involved in this episode?	g. QUALIFIER(S)
NUMBER: (IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)	_____ _____ _____ (COLUMN f.)	_____ _____ _____ _____ _____ (BOX 12)	

NUMBER: (IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)	_____ _____ _____ (COLUMN f.)	_____ _____ _____ _____ _____ (COLUMN g.)	(WAVES 1-2) What did this person do or try to do? Sexually molest..... 1 Attack 2 Beat up..... 3 Rob..... 4 (WAVES 3-6) What did this person do or try to do? Sexually molest..... 1 Attack 2 Beat up..... 3 (WAVES 1-6) Was this person a family member? YES 1 NO 2 (BOX 12)
---	--	--	--

BOX 6

THE RUNAWAY AND THROWAWAY EPISODE SCREENERS (ES-7 TO ES-11) APPLY ONLY TO CHILDREN 7 YEARS OF AGE AND OLDER.

IF THE HOUSEHOLD DOES NOT HAVE CHILDREN AGE 7 OR OLDER, THEN GO TO BOX 7.

ELSE:

SAMPLE 1/m RESPONDENTS FOR THE RUNAWAY EPISODE SCREENERS.

- IF THE RESPONDENT IS IN THE SAMPLE, GO TO ES-7.
- IF THE RESPONDENT IS NOT IN THE SAMPLE, GO TO ES-9.

IF THE HOUSEHOLD HAS CHILDREN UNDER 7 YEARS OF AGE, READ:

These questions apply to [LIST 7 + YR OLD CHILDREN] only.

EVENT	a. QUALIFIER	b. CHILD(REN) Which children did this happen with?	c. RELATED EPISODES Is this episode the same as another episode you mentioned earlier?
<p>ES-7. In the last year did (this child/any of these children) <u>leave home</u> without permission and <u>stay away</u> for <u>at least a few hours</u>?</p> <p>YES 1 NO 2</p> <p>(ES-8)</p>	<p>(GO TO COLUMN b.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>

<p>d.</p> <p>INDEPENDENT EPISODES</p> <p>How many other episodes like this happened in the past 12 months?</p>	<p>e.</p> <p>DATE(S)</p> <p>When did (this/these) episode(s) happen? (Month/Year)</p>	<p>f.</p> <p>CHILD(REN)</p> <p>Which children were involved in this episode?</p>	<p>g.</p> <p>QUALIFIER(S)</p>
<p>NUMBER: _ _ </p> <p>(IF >00, GO TO COLUMN e OR ELSE GO TO BOX 12.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN f)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Was this child gone overnight?</p> <p>YES 1 (BOX 12)</p> <p>NO 2</p> <p>At the time of the episode, or in general, did the child have any serious or permanent physical or mental disability or impairment of life threatening medical condition?</p> <p>YES 1</p> <p>NO 2</p> <p>(Box 12)</p>

EVENT	a. QUALIFIER	b. CHILD(REN) Which children did this happen with?	c. RELATED EPISODES Is this episode the same as another episode you mentioned earlier?
<p>ES-8. Did (this child/any of these children) <u>choose not to come home</u> from somewhere⁸ when (he/she/they) were supposed to and <u>stay away</u> for at least two nights?</p> <p>YES 1 NO 2</p> <p>(ES-9)</p>	<p>(GO TO COLUMN b.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>
<p>ES-9. Did you or any adult member of your household <u>force or tell</u> (this child/any of these children) to leave home or <u>decide</u> not to allow him/her/they) back in the home?</p> <p>YES 1 NO 2</p> <p>(ES-10)</p>	<p>Did the children leave for at least one night?</p> <p>YES 1 (Col. b.) NO 2 (Box 12)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>
<p>ES-10. Was there any time when <u>having</u> (this child/any of these children) in your home became a lot of trouble and (he/she/they) left?</p> <p>YES 1 NO 2</p> <p>(ES-11)</p>	<p>(GO TO COLUMN b.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>

⁸Includes a friend's house, a party, or a concert.

d. INDEPENDENT EPISODES How many other episodes like this happened in the past 12 months?	e. DATE(S) When did (this/these) episodes(s) happen? (Month/Year)	f. CHILD(REN) Which children were involved in this episode?	g. QUALIFIER(S)
NUMBER: (IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)	_____ _____ _____ (COLUMN f.)	_____ _____ _____ _____ _____ (BOX 12)	
NUMBER: (IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)	_____ _____ _____ (COLUMN f.)	_____ _____ _____ _____ _____ (BOX 12)	
NUMBER: (IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)	_____ _____ _____ (COLUMN f.)	_____ _____ _____ _____ _____ (BOX 12)	

EVENT	a. QUALIFIER	b. CHILD(REN) Which children did this happen with?	c. RELATED EPISODES Is this episode the same as another episode you mentioned earlier?
<p>(WAVES 1-2) ES-11. Other than anything you have already told me about, has there been any time, either currently or during the past twelve months, when you <u>did not know where</u> (this child/any of these children) was living?</p> <p>YES 1 NO 2</p> <p>(BOX 7)</p>	<p>(GO TO COLUMN b.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>

BOX 7

SAMPLE 1/n OF RESPONDENTS. FOR THE GENERAL MISSING EPISODE SCREENERS.

- IF THE RESPONDENT IS IN THE SAMPLE, GO TO ES-12 AND READ:

These questions apply to all the children in the household.
- IF THE RESPONDENTS IS NOT IN THE SAMPLE, GO TO BOX 9.

<p>ES-12. Was there any time when (this child/any of these children) <u>was seriously hurt or injured</u> and as a result <u>didn't come home</u> and you were concerned about where (he/she/they) (was/were)?</p> <p>YES 1 NO 2</p> <p>(ES-13)</p>	<p>Were any of these children missing for at least one hour?</p> <p>YES 1 NO 2</p> <p>Did this injury require medical attention?</p> <p>YES 1 NO 2</p> <p>(COLUMN b.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>
---	---	---	--

d. INDEPENDENT EPISODES How many other episodes like this happened in the past 12 months?	e. DATE(S) When did (this/these) episodes(s) happen? (Month/Year)	f. CHILD(REN) Which children were involved in this episode?	g. QUALIFIER(S)
NUMBER: (IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)	_____ _____ _____ (COLUMN f.)	_____ _____ _____ _____ _____ (BOX 12)	

NUMBER: (IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)	_____ _____ _____ (COLUMN f.)	_____ _____ _____ _____ _____ (BOX 12)	
---	--	---	--

EVENT	a. QUALIFIER	b. CHILD(REN) Which children did this happen with?	c. RELATED EPISODES Is this episode the same as another episode you mentioned earlier?
<p>ES-13. Was there any time when you were concerned because you couldn't find (this child/any of these children) or (he/she/they) didn't come home?</p> <p>YES 1 NO 2</p> <p>(BOX 9)</p>	<p>(GO TO COLUMN b.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>

d. INDEPENDENT EPISODES	e. DATE(S)	f. CHILD(REN)	g. QUALIFIER(S)
How many other episodes like this happened in the past 12 months?	When did (this/these) episodes(s) happen? (Month/Year)	Which children were involved in this episode?	
NUMBER: (IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)	_____ _____ _____ (COLUMN f.)	_____ _____ _____ _____ _____ (COLUMN g.)	Was the child missing for at least ___ hours? (BOX 8) YES 1 NO 2 At the time of the episode or in general, did the child have any serious or permanent physical or mental disability or impairment or life threatening medical condition? YES 1 NO 2 Was this episode runaway? YES 1 NO 2 (BOX 12)

BOX 8	
TAILOR THE TIME INSERT ACCORDING TO EACH CHILD'S AGE:	
<u>AGE</u>	<u>HOURS</u>
0-5	2
6-8	3
8-12	4
12-14	8
15-17	Overnight

BOX 9

ES 14 IS ASKED ONLY ABOUT CHILDREN WHO HAVE LIVED IN ANOTHER HOUSEHOLD;
OTHERWISE GO TO BOX 10.

READ: This question applies to [CHILDREN FOR WHOM (MS-5e = 1)] ONLY.

EVENT	a. QUALIFIER	b. CHILD(REN) Which children did this happen with?	c. RELATED EPISODES Is this episode the same as another episode you mentioned earlier?
<p>ES-14. In coming to this household, (was/were) (this child/any of these children forced or told to leave any household?</p> <p>YES 1 NO 2</p> <p>(BOX 10)</p>	<p>(GO TO COLUMN b.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>

BOX 10

READ: This next question applies to [LIST CHILDREN] for all the time they have lived in this household

<p>ES-15. Has anyone ever kidnapped or tried to kidnap (this child/any of these children)?</p> <p>YES 1 NO 2</p> <p>(BOX 11)</p>	<p>(GO TO COLUMN b.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN c.)</p>	<p>YES, Which? _____ 1 NO 2</p> <p>(COLUMN d.)</p>
--	--------------------------	---	--

d. INDEPENDENT EPISODES How many other episodes like this happened in the past 12 months?	e. DATE(S) When did (this/these) episodes(s) happen? (Month/Year)	f. CHILD(REN) Which children were involved in this episode?	g. QUALIFIER(S)
<p>NUMBER: _ _ </p> <p>(IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN f.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(BOX 12)</p>	

<p>NUMBER: _ _ </p> <p>(IF > 00, GO TO COLUMN e; ELSE GO TO BOX 12.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN f.)</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(COLUMN g.)</p>	<p>Was this person a family member?</p> <p>YES 1 NO 2</p> <p>(BOX 13)</p>
--	---	---	---

BOX 11

CHECK TO SEE IF ANY OF THE "ES" QUESTIONS WERE ANSWERED "YES." IF SO, GO TO COLUMN a OF THE FIRST "ES" QUESTION ANSWERED "YES" AND FOLLOW THE INDICATED SKIP PATTERN. IF NONE OF THE "ES" QUESTIONS WERE ANSWERED "YES," GO TO BOX 13.

BOX 12

CHECK TO SEE IF ANY OF THE REMAINING "ES" QUESTIONS WERE ANSWERED "YES." IF SO, GO TO COLUMN a OF THAT "ES" QUESTION AND FOLLOW THE INDICATED SKIP PATTERN. IF NONE OF THE REMAINING "ES" QUESTIONS WERE ANSWERED "YES," GO TO BOX 13.

BOX 13

IF RESPONDENT SCREENED-IN TO A FOLLOW-UP INTERVIEW:

USE THE CHART AND DECISION RULES ON THE NEXT PAGES TO SEE WHICH PRELIMINARY QUESTIONS AND FOLLOW-UP INTERVIEW(S) TO ADMINISTER.

IF RESPONDENT DID NOT SCREEN-IN TO A FOLLOW-UP INTERVIEW:

SAMPLE-SAMPLING RATE 1/8.

- IF RESPONDENT IS IN THE SAMPLE (1/8), GO TO THE SECOND HOUSEHOLD ENUMERATION (SE-1).
- IF RESPONDENT IS NOT IN THE SAMPLE (7/8), GO TO THE NETWORK STUDY (NS-1).

IF RESPONDENT ANSWERED "YES" TO ONLY ONE
EPISODE SCREENER CATEGORY FOR AN EVENT
FOR A CHILD:

EPISODE SCREENER

- 1 (Perpetrator-Family)
- 1 (Perpetrator-Non-family)
- 2-4
- 5
- 6 (Perpetrator-Family)
- 6 (Perpetrator-Non-family)
- 7-8
- 9-11
- 12
- 13 (Not a Runaway Episode)
- 13 (Runaway episode)
- 14
- 15 (Perpetrator-Family)⁹
- 15 (Perpetrator-Non-family)⁹

FOLLOW-UP INTERVIEW

- Parental/Family Abduction
- Stranger/Non-family Abduction
- Parental/Family Abduction
- Family Abduction Perpetrator
- NOT FOLLOWED-UP
- Stranger/Non-family Abduction
- Runaway
- Throwaway
- General Missing
- General Missing
- Runaway
- Throwaway Elsewhere
- Parental/Family Abduction
- Stranger/Non-family Abduction

IF YOU ARE TO ADMINISTER A:

- Parental/Family Abduction Interview
- Stranger/Non-family Abduction Interview
- Family Abduction Perpetrator Interview
- Runaway Interview
- Throwaway Interview
- Throwaway Elsewhere Interview
- General Missing Interview

GO TO:

- PPA-1
- PSA-1
- FP Hard-copy interview
- PRA-1
- PTA-1
- TE Hard-copy interview
- PGM-1

⁹Followed-up only if episode occurred within last 12 months.

IF RESPONDENT ANSWERED "YES" TO MORE THAN ONE
EPISODE SCREENER CATEGORY CONCERNING THE SAME EVENT
FOR A CHILD, USE THE FOLLOWING DECISION RULES:

General Missing episodes are discarded; for example, if a Stranger/Non-family Abduction and a General Missing episode are said to be related, you administer a Stranger/Non-family Abduction Interview.

Exception: If a Runaway and a General Missing episode are said to be related, but in qualifying the General Missing episode it is said not to be a runaway episode, you administer a General Missing Interview.

2. If a Stranger/Non-family Abduction and a Parental/Family Abduction episode are said to be related, you administer a Parental/Family Abduction Interview.
3. If a Runaway and a Throwaway episode are said to be related, you administer a Throwaway Interview.
4. If after the above steps have been completed, there is still a Stranger/Non-family Abduction and a Runaway episode that are said to be related, then determine whether or not the abduction occurred during the runaway episode. If the abduction occurred while on runaway status, you administer only a Runaway Interview. If the abduction did not occur while on runaway status, you administer both a Runaway Interview and a Stranger/Non-family Abduction Interview.
5. If a Parental/Family Abduction and a Family Abduction Perpetrator episode are said to be related, you administer both a Parental/Family Abduction Interview and a Family Abduction Perpetrator Interview.
6. If a Parental/Family Abduction and a Runaway episode are said to be related, you administer both a Parental/Family Abduction Interview and a Runaway Interview.

IF YOU ARE TO ADMINISTER A:

Parental/Family Abduction Interview
Stranger/Non-family Abduction Interview
Family Abduction Perpetrator Interview
Runaway Interview
Throwaway Interview
Throwaway Elsewhere Interview
General Missing Interview

GO TO:

PPA-1
PSA-1
FP Hard-copy interview
PRA-1
PTA-1
TE Hard-copy interview
PGM-1

PRELIMINARY FAMILY ABDUCTION QUESTIONS

PPA-1. Earlier you said there had been an episode in [DATE] where [CHILD'S NAME] had been taken from you. I would like to ask some additional questions about that episode. First of all I need to confirm that this episode occurred while [CHILD'S NAME] was living in your household. Was (she/he) living in your household at the time of this episode?

Yes, [CHILD] was living in this household for at least 2 consecutive weeks at the time of the episode 1

No, [CHILD] was living someplace else for at least 2 consecutive weeks at the time of the episode 2 (BOX FA)

PPA-2. Could you tell me if [CHILD] has returned from this episode?

YES 1
NO 2

PPA-3. How is [CHILD] related to the person who took him?

Natural child 1 (FA Hard-copy interview)
Stepchild 2 (FA Hard-copy interview)
Boyfriend's/girlfriend's child 3 (FA Hard-copy interview)
Foster family member 4 (FA Hard-copy interview)
Other person related by blood or law;
Specify 91 (FA Hard-copy interview)
Other person not related by blood or law;
Specify 92

PPA-4. Was this person acting for a family member or relative?

Yes, the person was acting for a family member or relative,
Specify relative 1 (FA Hard-copy interview)

No, the person was not acting for a family member or relative 2 (PSA-2)

BOX FA

THIS FAMILY ABDUCTION EPISODE DOES NOT SCREEN-IN TO THE STUDY. CHECK TO SEE IF THERE ARE ANY OTHER ELIGIBLE EPISODES OF ANY TYPE TO BE FOLLOWED UP.

PRELIMINARY NON-FAMILY ABDUCTION QUESTIONS

PSA-1. Earlier you said that there had been an episode in [DATE] where [CHILD'S NAME] had been attacked. I would like to ask you some additional questions about that episode. First of all I need to confirm that this episode occurred while [CHILD'S NAME] was living in your household at the time of this episode. Was (she/he) living in your household at the time of this episode?

Yes, [CHILD] was living in this household for at least 2 consecutive week at the time of the episode 1

No, [CHILD] was living someplace else for at least 2 consecutive weeks at the time of the episode 2 (BOX SA)

PSA-2. Where was [NAME] at the time the episode began?

During runaway event 1 (PRA-1)
 Child's own home (includes yard) 2
 Another home where child was visiting 3
 Street 4
 Street or road where child was hitchhiking 5
 School or daycare (including playground) 6
 Shopping area or mall 7
 Car (parent's or caretaker's) 8
 Other (specify) _____ 91

PSA-3. Could you tell me if [CHILD'S NAME] has been found or returned?

YES 1
 NO 2

PSA-4. Is the child related in any way by blood or law, such as marriage or adoption, to the person responsible for this episode?

YES 1 (PPA-3)
 NO 2

PSA-5. Was he/she someone [CHILD'S NAME] knew?

YES 1
 NO 2

PSA-6. Was he/she someone you (or any other adult in your household) knew?

YES 1
 NO 2

PSA-7. Which one of the following would you say best describes who he/she was?

- Parent's boyfriend/girlfriend 1 (FA Hard-copy interview)
- Foster family member 2 (FA Hard-copy interview)
- Complete stranger 3 (SA Hard-copy interview)
- Neighbor 4 (SA Hard-copy interview)
- Person in authority (e.g.
teacher, scout leader) 5 (SA Hard-copy interview)
- Caretaker/babysitter 6 (SA Hard-copy interview)
- Friend of your child(ren) 7 (SA Hard-copy interview)
- Friend of yours 8 (SA Hard-copy interview)
- Friend of other adult in household 9 (SA Hard-copy interview)
- Someone known to you by sight 10 (SA Hard-copy interview)
- Someone known to your child by sight 11 (SA Hard-copy interview)
- Other (specify) 91 (SA Hard-copy interview)

BOX SA

THIS NON-FAMILY ABDUCTION EPISODE DOES NOT SCREEN-IN TO THE STUDY. CHECK TO SEE IF THERE ARE ANY OTHER ELIGIBLE EPISODES OF ANY TYPE TO BE FOLLOWED UP.

PRELIMINARY RUNAWAY QUESTIONS

PRA-1. Earlier you said that there had been an episode in [DATE] where [CHILD'S NAME] left home without permission. I would like to ask you some additional questions about the episode. First of all I need to confirm that this episode occurred while [CHILD'S NAME] was living in your household. Was (she/he) living in your household at the time of this episode?

Yes, [CHILD] was living in this household for at least 2 consecutive weeks at the time of the episode 1

No, [CHILD] was living someplace else for at least 2 consecutive weeks at the time of the episode 2 (BOX RA)

PRA-2. Could you tell me if [CHILD] has been found or returned from this episode?

YES 1 (RA Hard-copy interview)
NO 2 (RA Hard-copy interview)

BOX RA

THIS RUNAWAY EPISODE DOES NOT SCREEN-IN TO THE STUDY. CHECK TO SEE IF THERE ARE ANY OTHER ELIGIBLE EPISODES OF ANY TYPE TO BE FOLLOWED UP.

PRELIMINARY THROWAWAY QUESTION

PTA-1. Earlier you said there had been an episode in [DATE] where [CHILD'S NAME] became a lot of trouble and left. I would like to ask you some additional questions about that episode. First of all I need to confirm that this episode occurred while [CHILD'S NAME] was living in your household. Was (she/he) living in your household at the time of this episode?

Yes, [CHILD] was living in this household for at least 2 consecutive weeks at the time of the episode 1 (TA Hard-copy interview)

No, [CHILD] was living someplace else for at least 2 consecutive weeks at the time of the episode 2 (BOX TA)

BOX TA

THIS THROWAWAY EPISODE DOES NOT SCREEN-IN TO THE STUDY. CHECK TO SEE IF THERE ARE ANY OTHER ELIGIBLE EPISODES OF ANY TYPE TO BE FOLLOWED UP.

PRELIMINARY GENERAL MISSING QUESTION

PGM-1. Earlier you said there had been an episode in [DATE] where [CHILD'S NAME] was missing and could not be located. I would like to ask you some additional questions about that situation. First of all I need to confirm that this episode occurred while [CHILD'S NAME] was living in your household. Was (she/he) living in your household at the time of this episode?

Yes, [CHILD] was living in this household for at least 2 consecutive weeks at the time of the episode 1 (GM Hard-copy interview)

No, [CHILD] was living someplace else for at least 2 consecutive weeks at the time of the episode 2 (BOX GM)

BOX GM

THIS GENERAL MISSING EPISODE DOES NOT SCREEN-IN TO THE STUDY. CHECK TO SEE IF THERE ARE ANY OTHER ELIGIBLE EPISODES OF ANY TYPE TO BE FOLLOWED UP.

SECOND HOUSEHOLD ENUMERATION

SE-1. Now, I would like to get some more information about the members of your household. Including yourself and your spouse or partner, how many people in this household are 19 years old or older?

NUMBER:

BOX 14	
<p>READ: Including yourself and your spouse or partner, I would like you to list, using first names only, all the people 19 years of age or older who live in your household <u>at this time</u>.</p> <p>NOTE: OBTAIN FIRST NAMES OF ALL HOUSEHOLD MEMBERS WHO ARE 19 OR OLDER AND RECORD IN SE-2 BEFORE GOING ON.</p> <p>AFTER R LISTS ALL HOUSEHOLD MEMBERS WHO ARE 19 OR OLDER, CONTINUE ASKING SE-2 b, c, d, AND e (AGE, SEX, RACE, AND RELATIONSHIP) FOR EACH PERSON.</p> <p>IF R REFUSES TO GIVE FIRST NAMES, TRY TO GET INITIALS. IF R REFUSES TO GIVE INITIALS, JUST GET AGE, SEX, RACE, AND RELATIONSHIP (SE-2b, c, d, AND e) FOR EACH PERSON.</p>	

SE-2.

a. Including yourself and your spouse or partner, what are the first names of the people 19 or older who live in your household at this time?		b. How old was (PERSON) on (his/her) last birthday?	c. Code sex of (PERSON). M= Male F= Female	d. What is (PERSON)'s race or ethnic group?	e. What is (PERSON)'s relationship to you?
PERSON #	NAME			CODES ARE BELOW	CODES ARE BELOW
01					
02					
03					
04					
05					
06					
07					

CODES: d. RACE

- White, not Hispanic _____ 1
- American Indian or Alaskan Native _____ 2
- Asian or Pacific Islander _____ 3
- Black, not Hispanic _____ 4
- Hispanic _____ 5
- Other (Specify) _____ 91

e. RELATIONSHIP

- Self _____ 0
- Spouse/Partner _____ 1
- Natural child _____ 2
- Sibling _____ 3
- Sibling's child (niece/nephew) _____ 4
- Birth parent _____ 5
- Parent-in-law _____ 6
- Roommate/housemate _____ 7
- Other; specify _____ 91

SE-3. CODES ARE SHOWN BELOW

a. Taken from MS-5.		b.	c.	d.	e.
CHILD #	NAME	Do both of (CHILD)'s natural or adoptive parents live in the household?	Has (CHILD) lived anywhere besides a household for at least 2 consecutive weeks in the last 12 months? (e.g., camp, boarding school, foster care, etc.)	in how many other places did (CHILD) live?	Where else did (CHILD) live?
01					
02					
03					
04					
05					
06					
07					
08					
09					
10					

CODES: b. Parents in Household

- Yes _____ 1
- No, parents separated/divorced _____ 2
- No, parent never married _____ 3
- No, parent(s) deceased _____ 4
- No, child does not live with parent _____ 5

c. Child lived outside of Household

- Yes _____ 1
- No _____ 2

e. Places Child Lived

- Camp _____ 1
- Foster Care _____ 2
- Boarding School _____ 3
- Juvenile Detention Center _____ 4
- Mental Health Facility _____ 5
- Hospital/Medical Facility _____ 6
- Other; Specify _____ 91

BOX 15

CHECK TO SEE IF ANY CHILD LIVED IN FOSTER CARE (SE-3e=2). IF SO, ASK SE-4 FOR EACH CHILD FOR WHOM (SE=3e=2). IF NONE OF THE CHILDREN HAVE LIVED IN FOSTER CARE, GO TO D-1.

SE-4. You said that [CHILD] lived in foster care. Do you know if [CHILD] was placed with a family or in another setting such as a group home, a residential treatment center or a hospital?

- Family 1
- Group Home 2
- Residential Treatment Center 3
- Hospital 4

DEMOGRAPHICS

At this time I'd like to ask you some questions about you and your family for statistical purposes.

D-1. What is your current marital status?

- Married 1
- Living with a partner 2
- Widowed 3
- Divorced/Annulled 4
- Separated 5
- Never married 6

D-3. Is the head of the household currently employed full-time (30+ hrs/wk), part-time (under 30 hrs/wk), unemployed, retired, disabled, a homemaker, a student, or something else?

- EMPLOYED FULL-TIME (30+ HRS/WK) 1
- EMPLOYED PART-TIME (UNDER 30 HRS/WK) 2
- UNEMPLOYED 3
- RETIRED 4
- DISABLED, NOT EMPLOYED 5
- HOMEMAKER 6
- STUDENT 7
- OTHER (SPECIFY) _____ 91

D-4. Has he/she ever held a job for pay?

- YES 1
- NO 2 (D-6)

D-5. What is his/her job title?

What are his/her main duties?

D-6. Before taxes and other payroll deductions, was the total yearly income of all members of the household combined from all sources less than \$20,000 or \$20,000 or more in 1987?

- LESS THAN \$20,000 1 (D-9)
- \$20,000 OR MORE 2
- DK 8 (D-10)

D-8. Was it

- Less than \$25,000 1 (BOX 16)
- From \$25,000 up to \$30,000 2 (BOX 16)
- From \$30,000 up to \$40,000 3 (BOX 16)
- \$40,000 or more? 4 (BOX 16)

D-9. Was it

- Less than \$5,000 1
- From \$5,000 up to \$10,000 2
- From \$10,000 up to \$15,000, or 3
- From \$15,000 up to \$20,000 4

BOX 16

THE COMPUTER WILL CHECK TO SEE IF THE INCOME RANGE SELECTED BY THE RESPONDENT CONTAINS THE POVERTY LEVEL FOR A HOUSEHOLD OF THAT SIZE. IF THE POVERTY LEVEL IS CONTAINED IN THE RANGE SELECTED, GO TO D-10; OTHERWISE, GO TO D-11.

D-10. Was it above or below [POVERTY LEVEL FOR HOUSEHOLD THAT SIZE]?

- ABOVE 1
- BELOW 2

D-11. What type of area do you currently live in?

- Large city 1
- Suburb of a large city 2
- Large town (25,000-100,000) 3
- Small town (under 25,000) 4
- Rural area 5
- OTHER, SPECIFY _____ 91

CUSTODY ARRANGEMENTS

BOX 17

IF ANY CHILD HAS PARENTS WHO ARE SEPARATED/DIVORCED OR WHO WERE NEVER MARRIED, (SE-3b = 2 or 3), GO TO CA-1; OTHERWISE GO TO THE NETWORK STUDY (NS-1).

CA During the past 12 months, were there any court-ordered custody and visitation arrangements in effect for [LIST CHILDREN FOR WHOM SE-3b=2 or 3]?

- YES 1 (CA-2)
- NO 2 (CA-6)
- DK 8 (CA-6)

CA Were all these children [LIST CHILDREN FOR WHOM SE-3b=2 or 3] covered under the same court order during the past 12 months?

- YES 1 (CA-5)
- NO 2
- DK 8
- NA 9

CA How many different court-ordered custody and visitation arrangements were in effect for these children?

NUMBER 98 = DK

CA Which children were covered under (this order/the first order...)?

1st Order	2nd Order	3rd Order

CA What was the month and year that (this order/the first order...) went into effect?

/
MONTH YEAR 9898 = DK

BOX 18

CHECK TO SEE IF THERE IS ANOTHER COURT ORDER. IF SO, GO BACK AND ASK CA-4 AND CA-5 FOR THAT COURT ORDER. IF THERE ARE NO MORE COURT ORDERS, GO TO BOX 19.

BOX 19

CHECK TO SEE IF ALL THE CHILDREN FOR WHOM SE-3b=2 or 3
ARE COVERED UNDER COURT ORDERS (I.E. DOES CA-4
CONTAIN ALL OF THE CHILDREN'S NAMES)
IF ALL CHILDREN ARE COVERED UNDER COURT ORDERS, GO TO BOX 20.
IF NOT ALL OF THE CHILDREN ARE COVERED UNDER COURT ORDERS,
GO TO CA-6.

CA-6. During the past 12 months, were there any informal custody and visitation arrangements in effect for
[LIST CHILDREN FOR WHOM SE-3b=2 or 3 AND WHO WEREN'T COVERED UNDER A COURT ORDER]?

YES 1 (CA-7) (IF ONLY ONE CHILD, GO TO BOX 20)
NO 2 (BOX 20)
DK 8 (BOX 20)
na 9 (BOX 20)

CA-7. Were [LIST CHILDREN FOR WHOM SE-3b=2 or 3 AND WHO WEREN'T COVERED UNDER A COURT
ORDER] covered under the same informal agreement?

YES 1 (BOX 20)
NO 2
DK 8
NA 9

CA-8. How many different informal custody and visitation arrangements were in effect for these children?

NUMBER |__|__| 98 = DK

CA-9. Which children were covered under (this agreement/the first agreement)?

1st Agreement	2nd Agreement	3rd Agreement
_____	_____	_____
_____	_____	_____

BOX 20

IF ANY OR ALL OF THE CHILDREN COVERED UNDER COURT ORDERS GO THROUGH CA-9 TO CA-14 FOR THESE CHILDREN FIRST. THE QUESTIONS NEED TO BE REPEATED FOR EACH COURT ORDER (I.E. THE NUMBER FROM CA-3).

IF ANY CHILDREN WERE COVERED UNDER INFORMAL AGREEMENTS, THEN ASK CA-10, CA-12, CA-13, AND CA-14 FOR THOSE CHILDREN. THE QUESTIONS NEED TO BE REPEATED FOR EACH INFORMAL AGREEMENT (I.E. THE NUMBER FROM CA-8).

IF NONE OF THE CHILDREN WERE COVERED UNDER A COURT-ORDERED OR INFORMAL CUSTODY AND VISITATION AGREEMENT, THEN GO TO THE NETWORK STUDY (NS-1).

CA-10. Which of the following most closely describes the (first ...) (court order/informal agreement)?

- Both mother and father have custody of child about equally 1
- Mother has custody and father sees child during specified visitation periods 2
- Father has custody and mother sees child during specified visitation periods 3
- Mother has custody and father sees child infrequently or not at all 4
- Father has custody and mother sees child infrequently or not at all 5
- Other; describe _____ 91

BOX 21

IF HOUSEHOLD HAS COURT-ORDERED CUSTODY (CA-1 = 1), GO TO CA-11; OTHERWISE GO TO CA-12.

CA-11. I am going to read some statements regarding the degree to which the adults in your household and the out-of-home parent follow this court-ordered custody and visitation arrangement. I would like for you to tell me whether you think each statement is True or False.

a. Out-of-home parent sees child(ren) less than (he or she) is allowed

True 1
 False 2
 DK 8
 NA 9

b. Out-of-home parent generally keeps child(ren) longer than specified or agreed upon time

True 1
 False 2
 DK 8
 NA 9

c. Adults in your household see child(ren) less than are allowed

True 1
 False 2
 DK 8
 NA 9

d. Adults in your household generally keep child(ren) longer than specified or agreed upon time

True 1
 False 2
 DK 8
 NA 9

e. We follow the court order pretty closely

True 1
 False 2
 DK 8
 NA 9

CA-12. Have any of the adults in your household or the out-of-home parent ever strongly disagreed with or contested the custody and visitation arrangement concerning any of the children covered by this (order/agreement)?

Yes, adult in your household has
 strongly disagreed with or contested 1
 Yes, the out-of-home parent has strongly
 disagreed with or contested 2
 Yes, both have strongly disagreed
 with or contested 3
 No 4

BOX 22

IF THE RESPONDENT IS THE NATURAL OR ADOPTIVE PARENT OF THE CHILDREN AND YOU ARE ASKING ABOUT THE FIRST COURT ORDER/INFORMAL AGREEMENT, GO TO CA-13

IF THE RESPONDENT IS THE NATURAL OR ADOPTIVE PARENT OF THE CHILDREN AND YOU ARE ASKING ABOUT THE SECOND, THIRD, FOURTH, ETC., COURT ORDER/INFORMAL AGREEMENT, GO TO CA-13A.

IF THE RESPONDENT IS NOT THE NATURAL OR ADOPTIVE PARENT OF THE CHILDREN, GO TO CA-14.

CA-13A. Is the (second court order.../second informal agreement...) with the same out-of-home parent as the previous?

YES 1 (CA-14)
NO 2

CA-13. Prior to your separation with the out-of-home parent of [LIST CHILDREN COVERED UNDER ORDER/AGREEMENT], could you tell me who had the most say in decisions in your relationship?

You alone 1
You more than the out-of-home parent 2
Both the same 3
The out-of-home parent more than you 4
The out-of-home parent alone 5

CA-14. At the current time, which adult would you say has the most say in the custody and visitation decisions regarding the children?

You alone 1
You more than the other adults
in the household..... 2
Both or all the same 3
The other adults in the household
more than you 4
The other adults alone 5

BOX 23

CHECK TO SEE IF THERE IS ANOTHER COURT ORDER/INFORMAL AGREEMENT. IF SO, GO BACK TO BOX 20 AND FOLLOW THE INDICATED SKIP PATTERNS. IF THERE ARE NO OTHER COURT ORDERS/INFORMAL AGREEMENTS, GO TO THE NETWORK STUDY (NS-1).

NETWORK STUDY

NS-1. I would like to ask you about your brothers, sisters and their families. Do you have any full-blood brothers, sisters, neices or nephews who do not live in your household and who are under 18 and who were abducted or kidnapped in the last 12 months by a parent, another relative or anybody else?

YES 1 (NS-1A)
NO 2

BOX 24

IF RESPONDENT PARTICIPATED IN MAIN STUDY OR WAS SAMPLED IN AFTER
EPISODE SCREENERS (1/8), GO TO THE FAMILY DYNAMICS/STRESS
QUESTIONNAIRE; OTHERWISE GO TO C-2.

NS-1A. What was the first name of the child who was abducted or kidnapped in the last 12 months?

NAME _____

NS-1B. Were there any other children abducted or kidnapped in the last 12 months?

YES 1
NO 2 (NS-2)

NS-1C. NAME OF CHILD ABDUCTED/KIDNAPPED _____ (NS-1B)

NS-2. How many of your full-blooded brothers and sisters are now under 18 or just turned 18 in the past 12 months?

NUMBER: |__|__|

NS-4. How many of your full-blooded neices and nephews are now under 18 or just turned 18 in the past 12 months?

NUMBER: |__|__|

NS-5. How many different households do these people (brothers, sisters, nieces and nephews) live in during the past 12 months?

NUMBER: |__|__|

NS-6. What is [CHILD'S NAME] relationship to you?

Brother 1 (NS-8)
Sister 2 (NS-8)
Niece 3 (NS-8)
Nephew 4 (NS-8)
DK 8

NS-7. What is [CHILD'S NAME] sex?

Male 1
Female 2

NS-8. What is [CHILD'S NAME] age?

|__|__| YEARS (IF 18, GO TO NS-8A, ELSE GO TO NS-9)

NS-8A. Was [CHILD'S NAME] abducted or kidnapped before (his/her) 18th birthday?

YES 1
NO 2
DK 8

NS-9. What is [CHILD'S NAME] race or ethnic group?

White, not Hispanic 1
American Indian or Alaskan Native 2
Asian or Pacific Islander..... 3
Black, not Hispanic 4
Hispanic 5
Other; specify _____ 91

NS-10. What is [CHILD'S NAME] relationship to the person who took (him/her)?

Natural child 1
Step child 2
Boyfriend's/girlfriend's child 3
Stranger 4
Other; specify _____ 91

FAMILY DYNAMICS AND STRESS QUESTIONNAIRE

A. Parent-Child Disagreements

BOX 25

NOTE: ASK THIS QUESTIONNAIRE OF ALL EPISODE HOUSEHOLDS AND A SAMPLE OF 500 OF THE SAMPLED-IN (1/8) NON-EPISODE HOUSEHOLDS. IF THIS NOT AN EPISODE OR SAMPLED HOUSEHOLD, GO TO BOX 36.

BOX 26

HOW TO SELECT THE [INDEX CHILD] FOR THIS QUESTIONNAIRE:

- IN EPISODE HOUSEHOLDS:
ONLY ONE CHILD IN THE HOUSEHOLD WAS INVOLVED IN THE EPISODE(S): THE [INDEX CHILD] IS THE EPISODE CHILD.

- MORE THAN ONE CHILD IN THE HOUSEHOLD WAS INVOLVED IN THE EPISODE(S): THE [INDEX CHILD] IS SELECTED RANDOMLY FROM AMONG THE EPISODE CHILDREN.

- IN NON-EPISODE HOUSEHOLDS: THE [INDEX CHILD] IS SELECTED RANDOMLY.

IF [INDEX CHILD] IS 5 YEARS OF AGE OR UNDER, SKIP THIS SECTION AND GO TO BOX 27.

READ: Now I would like to ask you about [INDEX CHILD]. Please tell me how many times you have had a disagreement about each of these issues [NON-EPISODE CHILD: in the past month] OR [EPISODE CHILD: in month prior to the [DATE] episode].

Disagreements about:

		Seldom	Often	Every Day
PCD-2.	How child spends (his/her) money or allowance	1	2	3
PCD-3.	TV	1	2	3
PCD-4.	Child's friends	1	2	3
PCD-6.	Child's use of drugs or alcohol	1	2	3
PCD-7.	Child's sexual behavior	1	2	3
PCD-8.	Child's personal appearance	1	2	3
PCD-9.	Child's schoolwork	1	2	3
PCD-10.	Child's showing respect to parent(s)	1	2	3

B. Child Supervision

BOX 27

READ: I would like to ask you a few questions about how [INDEX CHILD] spends (his/her) free time and how you feel about [INDEX CHILD'S] comings and goings. Let's take an average day (in the last month/in the month prior to the [DATE] episode); let's say between 8:00 in the morning and 8:00 in the evening, how many hours did [INDEX CHILD] spend:

NOTE 1: IF [INDEX CHILD] IS UNDER 5 YEARS OLD, GO TO CS-2.

NOTE 2: THE HOURS DO NOT HAVE TO TOTAL 12.

CS-1. In school: _____ hours

CS-2. With you: _____ hours

CS-3. With some other relative or an adult from your household: _____ hours

CS-4. With a babysitter or in day care: _____ hours

CS-5. On his/her own—either alone or with friends: _____ hours

CS-6. Some parents like to give their children a lot of freedom, and other parents like to supervise their children fairly closely. (In the past month/in the month prior to the [DATE] episode), how closely would you say you supervised [INDEX CHILD]?

Very closely, I wanted to know where (he/she) was all the time1

Fairly closely, I wanted to know where (he/she) was most of the time2

Somewhat closely, I wanted to know where (he/she) was at least a few times a day.....3

Not very closely, I want to know only if (he/she) was going to be somewhere other than the usual places4

Hardly at all, (he/she) was free to do most things without telling me or getting my approval.....5

C. Parent-Child Relationship

BOX 28

IF [INDEX CHILD] IS 5 YEARS OF AGE OR UNDER, SKIP THIS SECTION AND GO TO BOX 30.

READ: Now, I would like to ask you about some of the things that [INDEX CHILD] does for you. [NON-EPIISODE HOUSEHOLD: During the past month] or [EPISODE HOUSEHOLD: During the month prior to the [DATE] episode], how often did [INDEX CHILD] do each of the following with you?

		Seldom	Often	Every Day
PCR-1.	Said nice things about you	1	2	3
PCR-2.	Helped you with housework or problems with work	1	2	3
PCR-3.	Showed you that (he/she) liked to have you around	1	2	3
PCR-4.	Did things with you	1	2	3
PCR-5.	Was thoughtful when you were tired	1	2	3
PCR-6.	Kissed or hugged you	1	2	3
PCR-7.	Comforted you when you had problems	1	2	3
PCR-8.	Made you feel you were loved	1	2	3

BOX 29

READ: Now, how often (in the past month/in the month prior to the [DATE] episode) did you do each of the following with [INDEX CHILD]?

	Seldom	Often	Every Day
PCR-9. Said nice things about (him/her)	1	2	3
PCR-10. Helped (him/her) with homework	1	2	3
PCR-11. Showed (him/her) that you liked to have (him/her) around	1	2	3
PCR-12. Did things with (him/her)	1	2	3
PCR-13. Were thoughtful when (he/she) was tired	1	2	3
PCR-14. Kissed or hugged (him/her)	1	2	3
PCR-15. Comforted (him/her) when (he/she) had problems	1	2	3
PCR-16. Made (him/her) feel loved	1	2	3

D. Life Change Events

BOX 30

READ: Over their life, all people experience many changes as a result of normal growth and development and because of things that happen in and outside of the family. The following list of changes can happen to anyone at any time. Did any of these things happen to [INDEX CHILD] in the past 12 months?

NOTE: IF A RESPONDENT WHO REPORTED A SCREENED-IN EPISODE EARLIER ANSWERS "YES" TO ANY OF THE EVENTS LISTED BELOW, WE NEED TO FIND OUT WHEN THE EVENT OCCURRED – BEFORE OR AFTER WHICH EPISODE. START WITH THE FIRST EPISODE AND ASK IF THE EVENT OCCURRED BEFORE THAT EPISODE, IF IT DID GO TO THE NEXT EVENT. IF THE EVENT DID NOT OCCUR BEFORE THAT EPISODE, GO TO THE NEXT EPISODE AND REPEAT – UNTIL WE FIND OUT WHICH EPISODE THE EVENT OCCURRED BEFORE OR WE RUN OUT OF EPISODES.

				Did this occur before the [DATE] episode?	
		YES	NO	YES	NO
LE-1.	Death of someone (he/she) was close to	1	2	1	2
LE-2.	(He/She) changed schools or started school	1	2	1	2
LE-3.	[INDEX CHILD] was suspended or kicked out of school	1	2	1	2
LE-4.	[INDEX CHILD] broke up a relationship w/a close friend	1	2	1	2

BOX 31

IF [INDEX CHILD] IS UNDER 12 YEARS OLD, GO TO BOX 32.

IF [INDEX CHILD] IS 12 YEARS OF AGE OR OLDER AND FEMALE, ASK LE-5 AND LE-6.

IF [INDEX CHILD] IS 12 YEARS OF AGE OR OLDER AND MALE, ASK LE-5 ONLY.

LE-5.	Problems with use of alcohol or drugs	1	2	1	2
LE-6.	Pregnancy or childbirth	1	2	1	2

BOX 32

READ: Now, a few questions concerning parent-child relationships with this child. Sometimes parents get very frustrated or angry when a child does something wrong, is rebellious, won't listen to what his/her parents say, or won't stop crying or yelling. When this happens, parents do different things. Sometimes they scream or shout, sometimes they give a spanking, and sometimes they resort to other things. In the past 12 months has any adult household member:

		Did this occur before the [DATE] episode?			
		YES	NO	YES	NO
LE-7.	Shaken [INDEX CHILD]?	1	2	1	2
LE-8.	Pushed [INDEX CHILD] into an object or until (he/she) fell down?	1	2	1	2
LE-9.	Locked [INDEX CHILD] in a bedroom or other area?	1	2	1	2
LE-10.	Hit [INDEX CHILD] with a fist?	1	2	1	2
LE-11.	Kicked, bit or hit [INDEX CHILD] with an object?	1	2	1	2
LE-12.	Intentionally twisted [INDEX CHILD]'s arm, leg, or hair?	1	2	1	2
LE-13.	Intentionally choked, gagged, scalded or burned [INDEX CHILD]?	1	2	1	2
LE-14.	Beat up [INDEX CHILD]?	1	2	1	2

BOX 33

READ: In the past 12 months, did any of the following events occur to any member of household other than [INDEX CHILD]. In other words, to [LIST PEOPLE IN HOUSEHOLD NOT ALREADY DISCUSSED]?

NOTE: IF A RESPONDENT WHO REPORTED A SCREENED-IN EPISODE EARLIER ANSWERS "YES" TO ANY OF THE EVENTS LISTED BELOW, WE NEED TO FIND OUT WHEN THE EVENT OCCURRED – BEFORE OR AFTER WHICH EPISODE. START WITH THE FIRST EPISODE AND ASK IF THE EVENT OCCURRED BEFORE THAT EPISODE, IF IT DID GO TO THE NEXT EVENT. IF THE EVENT DID NOT OCCUR BEFORE THAT EPISODE, GO TO THE NEXT EPISODE AND REPEAT – UNTIL WE FIND OUT WHICH EPISODE THE EVENT OCCURRED BEFORE OR WE RUN OUT OF EPISODES.

		Did this occur before the [DATE] episode?			
		YES	NO	YES	NO
LE-15.	A parent/caretaker was out of the household for an extended period	1	2	1	2
LE-16.	Problems with use of alcohol or drugs	1	2	1	2
LE-17.	Separation or divorce	1	2	1	2
LE-19.	Serious illness of a household member	1	2	1	2
LE-20.	Death of family member, other relative, or close friend	1	2	1	2
LE-21.	Serious financial problems	1	2	1	2
LE-22.	Pregnancy or childbirth	1	2	1	2
LE-23.	Lost a job or started a new job	1	2	1	2
LE-24.	Moved to a new house or community	1	2	1	2
LE-25.	Violence between adults in household	1	2	1	2
LE-26.	Problems getting satisfactory child care	1	2	1	2
LE-28.	A family member moved back into the home or a new person moved into the home	1	2	1	2

E. Social Network

BOX 34

READ: Now I am going to ask you a few questions about how often you write, talk to, or visit friends and relatives, not including the people you live with.

		Not at all	At least one time a month	1-3 times a week	More than 3 times a week
SN-1.	In the past month, how often have you gotten together with friends, neighbors, and relatives, excluding those you live with?	0	1	2	3
SN-2.	In the past month, how often have you written to or phoned relatives, friends and neighbors?	0	1	2	3

F. Personal History Questions

BOX 35

READ: We've asked you some questions about events that happened to your children. We'd like to ask you whether some of those same kinds of events ever happened to you when you were younger. Before the age of 18:

PH-1. Did you ever run away from home and stay away overnight?

Yes..... 1
No 2

PH-2. Were you ever missing from home so that your parents contacted the police?

Yes..... 1
No 2

PH-3. Did either parent ever abduct you or try to abduct you in violation of a custody agreement?

Yes..... 1
No 2

PH-4. Did a stranger ever kidnap or try to kidnap you?

Yes..... 1
No 2

PH-5. Were you ever forced out of your home by your parents?

Yes..... 1
No 2

PH-6. When you were in the 6th grade, about how many times would you say that you were physically punished by your parents?

Never 1
Once or twice 2
A few times..... 3
Once a month 4
Every week 5
More often than once a week..... 6

PH-7. Were you ever physically abused by a parent, in other words, more than just a spanking on the bottom?

Yes..... 1
No..... 2

PH-8. Before the age of 18, can you remember having any experience you would now consider sexual abuse – like someone trying or succeeding in having sexual intercourse with you against your will, someone touching you, grabbing you, or making you touch or feel them against your will?

Yes..... 1
No..... 2

CONCLUSION

BOX 36

IF ANY RETURNED RUNAWAY EVENT OF A CHILD 12 YEARS OF AGE OR OLDER WAS SCREENED-IN THE MAIN STUDY, GO TO C-1; OTHERWISE THE COMPUTER WILL CHECK TO SEE IF THERE ARE ANY CHILDREN IN THE HOUSEHOLD 12 YEARS OLD OR OLDER.

IF THERE ARE CHILDREN 12 OR OLDER IN THE HOUSEHOLD, THE COMPUTER WILL SAMPLE 200. IF RESPONDENT IS SAMPLED IN, GO TO C-1. OTHERWISE, GO TO C-2.

C-1. In the future, we may want to interview some children themselves about what we have asked, in hopes that they can help keep children from being harmed. Any of this information would be entirely confidential. Would you allow us to interview your [] year-old child sometime in the future if we needed to?

- YES 1
- NO 2
- YES, IF PARENT LISTENS
TO INTERVIEW 3

C-2. Do you or any other adults in your household have children under 18 that would usually live in your household, but for some reason did not live with you at all and lived in some type of facility such as a boarding school, hospital, or juvenile facility for at least 2 consecutive weeks during the past 12 months?

- YES 1
- NO 2 (BOX 38)

C-3. How many children would fit this description?

NUMBER | |

C-4. If we were to call any other household, would we find any who think that (this child/any of these children) would usually live in their household?

- YES 1
- NO 2 (C-6)
- DK 8 (C-6)

C-5. How many other households would tell us that (this child/the first child . . .) would usually be living with them?

NUMBER | |

C-6. How many facilities did (this child/the first child ...) reside in for at least 2 consecutive weeks during the past 12 months?

NUMBER |__|_|

C-6A. What type of facility did this child live in (first ...)?

- CAMP 1 (C-7)
- FOSTER CARE 2
- BOARDING SCHOOL 3 (C-7)
- JUVENILE DETENTION CENTER 4 (C-7)
- MENTAL HEALTH FACILITY 5 (C-7)
- HOSPITAL/MEDICAL FACILITY 6 (C-7)
- OTHER; SPECIFY _____ 91 (C-7)

C-6B. Do you know if the foster care was a family or another setting such as a group home, a residential treatment center, or a hospital?

- FAMILY 1
- GROUP HOME 2
- RESIDENTIAL TREATMENT CENTER 3
- HOSPITAL 4
- DK 8
- NA 9

C-7. (In a separate study we are interested in talking to directors of facilities where children live regarding the experiences of all the children they care for.) Could you help us in that study by telling me the name of the [FACILITY TYPE] and its location (city and state) or phone number? (We will be asking the director about all the children in the facility as a group; we will not be asking about any individual child specifically.)

_____ FACILITY NAME _____

_____ CITY _____

_____ STATE _____

_____ TELEPHONE _____

BOX 37

CHECK C-6 TO SEE IF THE CHILD LIVED IN ANOTHER FACILITY.

IF YES, ASK C-6A TO FIND OUT WHAT TYPE OF FACILITY THE CHILD LIVED IN SECOND, THIRD, ETC.

ELSE, CHECK C-3 TO SEE IF THERE IS ANOTHER CHILD WHO DID NOT LIVE WITH THE RESPONDENT AT ALL AND WHO LIVED IN SOME TYPE OF FACILITY FOR AT LEAST 2 CONSECUTIVE WEEKS IN THE PAST 12 MONTHS.

IF YES, ASK C-4 THROUGH C-7 (FOLLOWING THE CORRECT SKIP PATTERNS) FOR THIS CHILD.

ELSE, GO TO BOX 38.

BOX 38

CHECK TO SEE IF ANY CHILD LIVED IN ANOTHER HOUSEHOLD AND IN A FACILITY (MS-5f=Y AND SE-3c=1) FOR AT LEAST 2 CONSECUTIVE WEEKS.
IF YES, GO TO C-8, ELSE GO TO BOX 40.

C-8. Earlier you said that [CHILD'S NAME] lived in [# FROM MS-5g] other household(s) for at least 2 consecutive weeks. You also told me that [CHILD'S NAME] was in [FACILITY TYPE FROM SE-3e] for at least 2 consecutive weeks. If we had called (the other/the first ...) household that [CHILD'S NAME] lived in would they have told us about [CHILD'S NAME] being in [FACILITY TYPE FROM SE-3e]? (REPEAT FOR THE NUMBER OF OTHER HOUSEHOLDS CHILD LIVED IN.)

YES 1
NO 2
DK 8

BOX 39

CHECK TO SEE IF THE CHILD LIVED IN ANOTHER HOUSEHOLD OR FACILITY.

IF YES, ASK C-8 FOR THAT HOUSEHOLD OR FACILITY;
ELSE CHECK TO SEE IF THERE IS ANOTHER CHILD WHO LIVED IN ANOTHER HOUSEHOLD AND IN A FACILITY FOR AT LEAST 2 CONSECUTIVE WEEKS.

IF YES, ASK C-8 FOR THAT CHILD IN REGARD TO THE FIRST HOUSEHOLD AND FACILITY;
ELSE, GO TO C-9 AND ASK FOR LOCATION INFORMATION ABOUT THE (FIRST) FACILITY THAT THE (FIRST) CHILD LIVED IN.

BOX 40

IF THE RESPONDENT INDICATED THAT HE/SHE HAS OR HAS HAD INSTITUTIONALIZED CHILDREN (I.E., IF SE-5=2,3,4 OR SE-3f=1,3,4,5,6 OR SOME 7'S), THEN GO TO C-9; OTHERWISE, GO TO BOX 42.

C-9. (In a separate study we are interested in talking to directors of facilities where children live regarding the experiences of all of the children they care for.) Could you help us in (that study/our facility study) by telling me the name of the [TYPE OF FACILITY FROM SE-3e] that [CHILD'S NAME] lived in and its location (city and state) or phone number? We will be asking the director about all of the children in the facility as a group; we will not be asking about any individual child specifically.

_____ FACILITY NAME

_____ CITY

_____ STATE

_____ TELEPHONE

BOX 41

CHECK TO SEE IF THE CHILD LIVED IN ANOTHER FACILITY.

IF YES, ASK C-9 TO GET LOCATION INFORMATION FOR THAT FACILITY;
ELSE, CHECK TO SEE IF THERE IS ANOTHER CHILD WHO LIVED IN A FACILITY.

IF YES, ASK C-9 TO GET LOCATION INFORMATION FOR THAT FACILITY;
ELSE, GO TO BOX 42.

BOX 42

IF RESPONDENT ANSWERED "YES" TO NS-1, (NS-1=1) AND THE
ABDUCTED CHILD WAS RESPONDENT'S BROTHER OR SISTER,
(NS-6=1 or 2), GO TO C-10.

IF RESPONDENT ANSWERED "YES" TO NS-1 (NS-1=1) AND THE
ABDUCTED CHILD WAS RESPONDENT'S NIECE OR NEPHEW,
(NS-6=3 OR 4), GO TO C-11.

IF RESPONDENT ANSWERED "NO" TO NS-1, (NS-1=2), GO TO C-15.

C-10. Earlier you mentioned that you have a [brother/sister] that experienced a kidnapping or an abduction. Would you be willing to give us your sibling's caretaker's telephone number so we can contact him or her to get more information about this episode?

YES 1 (C-12)
NO 2 (C-13)
YES, BUT HAVE TO CHECK WITH
CARETAKER FIRST 3 (C-14)

C-11. Earlier you mentioned that you have a [niece/nephew] that experienced a kidnapping or abduction. Would you be willing to give us the parent's telephone number so we can contact him or her to get more information about this episode?

YES 1
NO 2 (C-13)
YES, BUT HAVE TO CHECK WITH
SIBLING FIRST 3 (C-14)

C-12. What is the (parent's/caretaker's) name and telephone number?

NAME TELEPHONE (C-15)

C-13. If we called you back at a later time would you be willing to tell us what you know about this episode?

YES 1 (C-15)
NO 2 (C-15)

C-14. May we call you back in about a week, after you have had a chance to talk to the (parents/caretaker)?

YES 1
NO 2

C-15. Thank you very much for this information. If you would like more general information about missing children, you can call the National Center for Missing and Exploited Children at (202) 634-9836. If you have any questions about the reporting or recovery of a particular child, you can call the National Center at 1-800-843-5678.

BOX 43

CHECK TO SEE IF THERE IS A MISSING CHILDREN CLEARINGHOUSE LOCATED IN THE STATE IN WHICH THE RESPONDENT LIVES.

IF YES, GO TO C-15A.
ELSE, GO TO BOX 44.

C-15A. You may also want to call your state clearinghouse for missing and exploited children. Your state clearinghouse is the [NAME OF CLEARINGHOUSE] in [CITY IN WHICH CLEARINGHOUSE IS LOCATED], and its phone number is [CLEARINGHOUSE TELEPHONE NUMBER].

BOX 44

CHECK TO SEE IF THE RESPONDENT ANSWERED "YES" TO ANY OF THE "ES" QUESTIONS.

IF SO, CHECK TO SEE IF THERE IS A MISSING CHILDREN'S SUPPORT GROUP LOCATED IN THE RESPONDENT'S AREA OR STATE;

IF YES, GO TO C-15B.
ELSE, GO TO C-15C.

ELSE, GO TO C-15C.

C-15B. We would also like to give you the name and phone number of a missing children's support group in your area or state: [SUPPORT GROUP NAME] in [CITY IN WHICH SUPPORT GROUP IS LOCATED] and the phone number is [SUPPORT GROUP TELEPHONE NUMBER].

C-15C. Thank you for your cooperation and for participating in this study.

FAMILY ABDUCTION INTERVIEW

PARENTAL/FAMILY ABDUCTION INTERVIEW

PA-1. COULD YOU TELL ME IF [CHILD(REN)] (HAS/HAVE) BEEN FOUND OR RETURNED FROM THIS EPISODE?

- YES 1
- NO 2

PA-2. At the time of the abduction, what was your relationship to the person responsible for this episode?

- FORMER HUSBAND 1
- FORMER WIFE 2
- FORMER PARTNER (UNMARRIED) 3
- CURRENT HUSBAND 4 (PA-5)
- CURRENT WIFE 5 (PA-5)
- CURRENT PARTNER 6 (PA-5)
- OTHER; SPECIFY _____ 7 (PA-5)
- DK 8 (PA-5)

PA-3. Could you tell me when the (marriage/relationship) ended?

|_|_|/|_|_|
 MONTH YEAR
 9999 = DK

PA-4. How old (was/were) [CHILD(REN)] at that time?

<u>Child</u>	<u>Age</u>
_____	_____
_____	_____
_____	_____
_____	_____

PA-5. When did you last live with this person before this episode?

|_|_|/|_|_|
MONTH YEAR

- 9696 = Were living together at time of episode (PA-7)
- 9797 = Never lived together (PA-7)
- 9898 = DK

PA-6. How old (was/were) [CHILD(REN)] at that time?

<u>Child</u>	<u>Age</u>
_____	_____
_____	_____
_____	_____
_____	_____

PA-7. SEX OF PERSON RESPONSIBLE FOR THIS EPISODE:

- MALE 1
- FEMALE 2

PA-8. Could you tell me (his/her) age?

|_|_| years 99 = DK

PA-9. What is (his/her) race or ethnicity? Is (he/she)....

- White, not Hispanic 1
- American Indian or Alaskan Indian 2
- Asian or Pacific Islander 3
- Black, not Hispanic 4
- Hispanic 5
- OTHER (Specify) _____ 6
- DK 8

PA-10. Could you tell me (his/her) educational level?

- NOT HIGH SCHOOL GRADUATE..... 1
- HIGH SCHOOL GRADUATE 2
- HAVE SOME COLLEGE 3
- COLLEGE GRADUATE..... 4
- DK 8

PA-11. Just prior to this episode what was (his/her) employment status? Was (he/she) employed full-time (30+ hrs/wk), part-time, unemployed, retired, disabled, a homemaker, a student, or something else?

- EMPLOYED FULL-TIME (30+ hrs/wk) 01 (PA-13)
- EMPLOYED PART-TIME (under 30 hrs/wk) 02 (PA-13)
- UNEMPLOYED 03
- RETIRED 04
- DISABLED, NOT EMPLOYED 05
- HOMEMAKER 06
- STUDENT 07
- OTHER; SPECIFY _____ 08
- DK 98
- NA 99

PA-12. Has (he/she) ever held a job for pay?

- YES 1
- NO 2 (PA-14)
- DK 8 (PA-14)

PA-13. What was (his/her) occupation? JOB TITLE AND MAIN DUTIES:

PA-14. In what city and state was (he/she) residing at the time this episode began?

CITY STATE

BOX 1

READ: I would like to ask you about the episode itself now.

IF CHILD(REN) HAVE BEEN RETURNED (PA-1 = 1), GO TO (PA-15);
OTHERWISE, GO TO (PA-16)

PA-15. Could you tell me briefly, in your own words, about the episode, including how it took place, why it might have taken place, how long it lasted, and what happened to [CHILD(REN)] during and after the episode?

(BOX 2)

BOX 2

READ: I need to ask you some questions about the episode we are focusing on to make sure that I have understood what you have told me.

NOTE 1: THE RESPONDENT MAY HAVE ANSWERED MANY OF THE FOLLOWING QUESTIONS IN ANSWERING THE FREE RESPONSE QUESTION ABOVE. IN CASES WHERE QUESTIONS HAVE ALREADY BEEN ANSWERED, VERIFY THE QUESTION AND ANSWER WITH THE RESPONDENT.

NOTE 2: IF THE PRIMARY EPISODE IS ES-2, GO TO (PA-18). IF THE PRIMARY EPISODE IS ES-3, GO TO (PA-17).

PA-17. Prior to the time (he/she/they) (was/were) supposed to have been returned, how long had [CHILD(REN)] been with the person who kept (him/her/them)?

|_|_| | or |_|_| | or |_|_| |
HRS or DAYS or WKS

(PA-22)

or

|_|_| |
MOS

98 = DK

(PA-22)

PA-18. Where (was/were) [CHILD(REN)] when the episode began?

- CHILD'S HOME (INCLUDES YARD) 01
- ANOTHER HOME WHERE CHILD WAS VISITING (E.G., FRIEND'S, RELATIVE'S, BABYSITTERS) 02
- STREET (E.G., WALKING HOME FROM SCHOOL OR IN OWN NEIGHBORHOOD) 03
- STREET/ROAD WHERE CHILD WAS HITCHHIKING 04
- SCHOOL/DAY CARE (INCLUDES PLAYGROUND) 05
- SHOPPING AREA/MALL 06
- CAR (PARENT'S/CARETAKER'S) 07
- OTHER; SPECIFY: _____ 08
- DK 98

PA-19. How [CHILD(REN)] (was/were) moved?

- CHILD WAS CARRIED 1
- CHILD WAS MADE TO ENTER VEHICLE 2
- CHILD WALKED 3
- OTHER; SPECIFY _____ 4
- DK 8

PA-20. Did the person responsible use any kind of force or threat in moving [CHILD(REN)] from (his/her/their) original location?

YES, What kind? 1
NO 2
DK 8

(PA-2)

PA-21. (Was/Were) [CHILDREN] lured or persuaded in some way to (go with/stay with) the person?

YES, How? 1
NO 2
DK 8

PA-22. Do you recall on what day of the week this episode started?

MONDAY 1
TUESDAY 2
WEDNESDAY 3
THURSDAY 4
FRIDAY 5
SATURDAY 6
SUNDAY 7
DK 8

PA-23. Do you recall what time of day it was?

MORNING 1
AFTERNOON 2
EVENING 3
NIGHT 4
DK 8

PA-24. What did the person responsible for this episode tell [CHILD(REN)] about what was happening?

PA-25. How soon afterward did you find out that [CHILD(REN)] (had been taken/had not been returned)?

|_|_| MIN or |_|_| HRS or |_|_| DAYS

97 = IMMEDIATELY

98 = DK

PA-26. How did you find out?

BOX 3

IF CHILD(REN) HAVE BEEN RETURNED (PA-1 = 1),
GO TO (PA-27); OTHERWISE, GO TO (PA-28).

PA-27. Did you have any contact with the person responsible for the episode regarding [CHILD(REN)] at any time before (he/she/they) (was/were) returned?

YES 1 (PA-29)
NO 2 (PA-31)
DK 8 (PA-31)

PA-28. Have you had any contact with the person responsible for the episode regarding [CHILD(REN)] since (he/she/they) (was/were) (taken/not returned)?

YES, What kind? _____ 1
NO 2 (PA-31)
DK 8 (PA-31)

PA-29. Could you tell me how soon this was after [CHILD(REN)] (was/were) (taken/not returned)?

|_|_| |_|_| |_|_|
HRS or DAYS or WKS

97 = IMMEDIATELY
98 = DK

PA-30. How long did the person who (took/kept) [CHILD(REN)] say (he/she) would be keeping (her/him/them)?

|_|_| |_|_| |_|_|
HRS or DAYS or WKS
or
|_|_|
MOS

96 = PERMANENTLY
97 = DIDN'T SAY
98 = DK

PA-31. Did the person who (took/kept) [CHILD(REN)] make any threats or statements or do anything that would suggest they wanted to prevent you from ever contacting [CHILD(REN)]?

YES 1
NO 2 (PA-33)
DK 8 (PA-33)

PA-32. Could you tell me what these threats or statements were?

PA-33. Did that person try to use the episode to permanently affect custodial privileges?

YES 1
NO 2
DK 3

PA-34. Did the person who (took/kept) [CHILD(REN)] make any other threats or demands?

YES 1
NO 2 (PA-36)
DK 8 (PA-36)

PA-35. What were these threats or demands?

PA-36. (Has/Was) any attempt (been) made to conceal the removal or the location of [CHILD(REN)] from you?

YES 1
NO 2

PA-37. (Has/Was) any attempt (been) made to prevent you from having telephone or letter contact with [CHILD(REN)]?

YES 1
NO 2

PA-38. To the best of your knowledge [(has/have) (was/were)] [CHILD(REN)] (been) taken to another state or country during this episode?

YES 1
NO 2 (PA-41)
DK 8 (PA-41)

PA-39. Could you tell me which state or country?

PA-40. Was this done for any of the following purposes? Was it:

	YES	NO	DK
a. to make contact with [CHILD(REN)] more difficult?	1	2	8
b. to make recovery or return of [CHILD(REN)] more difficult?	1	2	8
c. to visit relatives?	1	2	8
d. to go to the person's place of residence?	1	2	8
e. to take a vacation?	1	2	8

PA-41. During how much of the episode (have you known/did you know) where [CHILD(REN)] [(is/are) (was/were)]? Was it:

Most of the time	1
More than half of the time	2
Less than half of the time	3
Not at all	4 (PA-43)

PA-42. Does this mean you (know/knew) the actual address or phone number where (he/she/they) [(is/are) (was/were)] living?

YES	1
NO	2

PA-43. Were the police contacted about this episode?

YES	1 (PA-45)
NO	2
DK	8 (PA-50)

PA-44. Could you tell me why the police weren't contacted?

(PA-50)

PA-45. How soon after [CHILD(REN)] (was/were) (taken/kept) did you contact the police?

|_|_| |_|_| |_|_|
MIN or HRS or DAYS

97 = AS SOON AS YOU FOUND OUT
98 = DK

PA-46. What did the police tell you?

PA-47. What did the police do? Did they:

	YES	NO	DK
a. Take a report over the phone	1	2	8
b. Send officers to your household or scene	1	2	8
c. Interview you or adult household member in person	1	2	8
d. Take a written report	1	2	8
e. Give you or adult household member a copy of the report	1	2	8
f. Get photo of child(ren)	1	2	8
g. Refer case to other justice agency (e.g., family court); specify	1	2	8
h. Do anything else, specify	1	2	8

PA-48. To the best of your knowledge, did the police...

	YES	NO	DK
a. Report the case to the Federal Parent Locator Service?	1	2	8
b. Report the case to the FBI?	1	2	8
c. Report the case to any other federal agency? specify	1	2	8

PA-49. How satisfied (are/were) you with the way the police (are handling/handled) your case? (Are/Were) you:

Very satisfied	1
Somewhat satisfied	2
Somewhat dissatisfied	3
Very dissatisfied	4
NO OPINION	5

PA-50. Did you contact an attorney about this episode?

YES	1
NO	2 (PA-52)

PA-51. How long after you realized [CHILD(REN)] (was/were) (taken/kept) did you contact an attorney?

|_|_| | |
HRS or DAYS

97 = AS SOON AS YOU FOUND OUT

98 = DK

PA-52. (Have you taken/Did you take) any other actions to have [CHILD(REN)] returned?

YES 1
NO 2 (PA-54)

PA-53. What else (have you done/did you do)?

PA-54. (Is/Was) this episode a violation of a written custody order or agreement?

YES 1 (PA-56)
NO 2

PA-55. (Is/Was) this episode a violation of a mutual understanding regarding custody and visitation rights?

YES 1
NO 2 (PA-57)

PA-56. What were the conditions of the (custody order or agreement/mutual understanding) that this episode violated?

PA-57. Are there other reasons for your belief that the (taking/keeping) of [CHILD(REN)] (is/was) unauthorized?

PA-58. (Has/Did) the person who (took/kept) [CHILD(REN)] (made/make) claims to justify this episode?

YES 1
NO 2 (BOX 4)

PA-59. Could you tell me what these claims (are/were)?

BOX 4

IF CHILD(REN) HAVE BEEN RETURNED (PA-1 = 1),
GO TO (PA-60); OTHERWISE GO TO (PA-61).

PA-60. How long was it from the time [CHILD(REN)] (was/were) (taken/kept) until (he/she/they) were returned?

|_|_| or |_|_| or |_|_|

HRB or DAYS or WKS

or

|_|_| 98 = DK

MOS

(BOX 5)

(BOX 5)

PA-61. How long has it been since [CHILD(REN)] (was/were) (taken/kept)?

|_|_| or |_|_| or |_|_|

DAYS or WKS or MOS

98 = DK

BOX 5

IF THERE IS MORE THAN 1 CHILD, INSERT NAMES/
NUMBERS ACROSS THE TOP OF THE COLUMNS IN
THE ORDER THEY APPEAR ON THE FRONT OF THE
BOOKLET.

	CHILD 1	CHILD 2	CHILD 3
PA-62. To the best of your knowledge, during this episode (has/was) (CHILD) (been) sexually abused or molested?	YES1 (PA-64) NO2 DK8 RF7	YES 1 (PA-64) NO 2 DK 8 RF 7	YES 1 (PA-64) NO 2 DK 8 RF 7
PA-63. During this episode, (has there been/was there) any attempt to sexually abuse or molest (CHILD)?	YES1 NO2 (BOX 6) DK8 (BOX 6) RF7 (BOX 6)	YES 1 NO 2 (BOX 6) DK 8 (BOX 6) RF 7 (BOX 6)	YES 1 NO 2 (BOX 6) DK 8 (BOX 6) RF 7 (BOX 6)
PA-64. What evidence (do/did) you have of this (abuse/ attempted abuse)?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
PA-65. (Have/Did) you report(ed) this (abuse/attempted abuse) to the police?	YES1 NO2 DK8 RF7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
PA-66. (Has/Was)(CHILD) (been) seen by a doctor as a result of this sexual abuse?	YES1 NO2 DK8 RF7 (BOX 6)	YES 1 NO 2 DK 8 RF 7 (BOX 6)	YES 1 NO 2 DK 8 RF 7 (BOX 6)

BOX 6

CHECK TO SEE IF A CHILD'S NAME/NUMBER APPEARS
IN THE FOLLOWING COLUMN. IF ANY, GO TO PA-62 IN
THAT COLUMN. IF NO OTHER CHILDREN, GO TO PA-67.

CHILD 4	CHILD 5	CHILD 6
YES 1 (PA-64) NO 2 DK 8 RF 7	YES 1 (PA-64) NO 2 DK 8 RF 7	YES 1 (PA-64) NO 2 DK 8 RF 7
YES 1 NO 2 (BOX 6) DK 8 (BOX 6) RF 7 (BOX 6)	YES 1 NO 2 (BOX 6) DK 8 (BOX 6) RF 7 (BOX 6)	YES 1 NO 2 (BOX 6) DK 8 (BOX 6) RF 7 (BOX 6)
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
YES 1 NO 2 DK 8 RF 7 (BOX 6)	YES 1 NO 2 DK 8 RF 7 (BOX 6)	YES 1 NO 2 DK 8 RF 7 (BOX 6)

PA-67. To the best of your knowledge, during this episode [(has/had) (was/were)] [CHILD(REN)] (been) hit, punched, beat up, or hit with an object?

YES 1
NO 2
DK 8

PA-68. [(Has/have) (Did)] [CHILD(REN)] suffer(ed) any physical harm or injury during this episode?

YES 1
NO 2 (PA-71)
DECEASED 3 (PA-74)
DK 8 (PA-71)

PA-69. Could you describe this harm?

PA-70. Did this injury or harm require medical attention?

YES 1
NO 2
DK 8

PA-71. [(Has/Have) (Was/Were)] [CHILD(REN)] (been) mentally harmed by this episode?

YES 1
NO 2 (PA-74)
DK 8 (PA-74)

PA-72. Would you say this mental harm (is/was):

Very serious 1
Somewhat serious 2
Mild 3
Minor 4
DK 8

PA-73. (Has/Have) [CHILD(REN)] received any counseling because of this episode?

YES 1
NO 2
DK 8

PA-74. Would you consider this episode to be a kidnapping?

YES 1 (BOX 7)
NO 2
DK 8

PA-75. What kind of episode would you consider this to be?

BOX 7

THIS FOLLOW-UP INTERVIEW IS FINISHED. IF R SCREENED-IN FOR ANOTHER FOLLOW-UP INTERVIEW, CONDUCT THAT INTERVIEW NOW. IF R DID NOT SCREEN-IN FOR ANY MORE FOLLOW-UP INTERVIEWS, GO TO THE SECOND HOUSEHOLD ENUMERATION.

FAMILY ABDUCTION PERPETRATOR INTERVIEW

FAMILY ABDUCTION PERPETRATOR INTERVIEW

FP-1. Could you tell me who it was that took or kept [CHILD(REN)]?

- RESPONDENT 1 (FP-3)
- RESPONDENT'S AGENT 2
- OTHER ADULT IN HOUSEHOLD..... 3 (FP-3)
- OTHER ADULT'S AGENT 4

FP-2. At the time of this episode, how were (you/the other household adult) related to the person who acted for (you/the other household adult)?

- SIBLING 1
- PARENT 2
- GIRLFRIEND/BOYFRIEND 3
- FRIEND 4
- PRIVATE INVESTIGATOR 5
- OTHER; SPECIFY _____ 6
- DK 8

FP-3. Could you tell me if the person [CHILD(REN)] were (taken/kept) from has been given the opportunity to see (him/her/them) since (he/she/they) (was/were) taken or kept?

- YES 1
- NO 2
- DK 8

BOX 1

READ: I would like to ask you some questions about the person [CHILD(REN)] was taken from or (is/was) being kept from.

FP-4. How (is/are) [CHILD(REN)] related to the person from whom (he/she/they) were taken or kept?

- NATURAL CHILD 1
- STEPCHILD 2
- BOYFRIEND'S/GIRLFRIEND'S CHILD 3
- FOSTER FAMILY MEMBER 4
- OTHER PERSON RELATED BY BLOOD
OR LAW; SPECIFY _____ 5
- OTHER PERSON NOT RELATED BY BLOOD
OR LAW; SPECIFY _____ 6
- DK 8

FP-5. At the time (you/the other household adult) took or kept [CHILD(REN)], what was (your/the other household adult's) relationship to the person from whom (she/he/they) were taken or kept?

- FORMER HUSBAND 1
- FORMER WIFE 2
- FORMER PARTNER (UNMARRIED) 3
- CURRENT HUSBAND 4 (FP-8)
- CURRENT WIFE 5 (FP-8)
- CURRENT PARTNER 6 (FP-8)
- OTHER; SPECIFY _____ 7 (FP-8)
- DK 8 (FP-8)

FP-6. Could you tell me when the (marriage/relationship) ended?

|_|_|/|_|_|
 MONTH YEAR
 9898 = DK

FP-7. How old (was/were) [CHILD(REN)] at that time?

<u>Child</u>	<u>Age</u>
_____	_____
_____	_____

FP-8. When did (you/the other household adult) last live with this person, before this episode?

|_|_|/|_|_|
 MONTH YEAR
 9696 = Were living together at time
 of episode..... (FP-10)
 9797 = Never lived together..... (FP-10)
 9898 = DK

FP-9. How old (was/were) [CHILD(REN)] at that time?

<u>Child</u>	<u>Age</u>
_____	_____
_____	_____

FP-10. SEX OF PERSON FROM WHOM [CHILD(REN)] WERE KEPT OR TAKEN:

- MALE 1
- FEMALE 2

FP-11. Could you tell me (his/her) age?

|_|_| 98 = DK
YEARS

FP-12. What is (his/her) race or ethnicity? Is (she/he) ...

- White, not Hispanic 1
- American Indian or Alaskan Indian 2
- Asian or Pacific Islander 3
- Black, not Hispanic 4
- Hispanic 5
- OTHER (SPECIFY) _____ 6
- DK 8

FP-13. Could you tell me (his/her) educational level?

- NOT HIGH SCHOOL GRADUATE 1
- HIGH SCHOOL GRADUATE 2
- HAVE SOME COLLEGE 3
- COLLEGE GRADUATE 4
- DK 8

FP-14. Just prior to this episode, what was (his/her) employment status? Was (he/she) employed full-time (30+ hrs/wk), part-time, unemployed, retired, disabled, a homemaker, a student, or something else?

- EMPLOYED FULL-TIME (30+ HRS/WK) 01 (FP-16)
- EMPLOYED PART-TIME (UNDER 30 HRS/WK) 02 (FP-16)
- UNEMPLOYED 03
- RETIRED 04
- DISABLED, NOT EMPLOYED 05
- HOMEMAKER 06
- STUDENT 07
- OTHER; SPECIFY _____ 91
- DK 98
- NA 99

FP-15. Has (he/she) ever held a job for pay?

- YES 1
- NO 2 (FP-17)
- DK 8 (FP-17)

FP-16. What was (his/her) occupation? JOB TITLE AND MAIN DUTIES:

FP-17. In what city and state was (he/she) residing at the time this episode began?

CITY

STATE

BOX 2

READ: I would like to ask you about the episode itself now.

IF EPISODE HAS BEEN RESOLVED (FP-3 = 1), GO TO (FP-18);
OTHERWISE, GO TO (FP-19).

FP-18. Could you tell me briefly, in your own words, about the episode, including how it took place, why it might have taken place, how long it lasted, and what happened to [CHILD(REN)] during and after the episode?

(BOX 3)

FP-19. Could you tell me briefly, in your own words, anything you can about the episode including how it started, how long it has lasted and what may have motivated it?

BOX 3

READ: I need to ask you some questions about the episode we are focusing on to make sure that I have understood what you have told me.

NOTE 1: THE RESPONDENT MAY HAVE ANSWERED MANY OF THE FOLLOWING QUESTIONS IN ANSWERING THE FREE RESPONSE QUESTION ABOVE. IN CASES WHERE QUESTIONS HAVE ALREADY BEEN ANSWERED, VERIFY THE QUESTION AND ANSWER WITH THE RESPONDENT.

NOTE 2: IF THE EPISODE INVOLVED "TAKING" CHILD(REN), GO TO (FP-21). IF EPISODE INVOLVED "REFUSING TO RETURN CHILD(REN)," GO TO (FP-20).

FP-20. Prior to the time (you/the other household adult) ket [CHILD(REN)], how long had they been with ((you/the other household adult)?

|_|_| HRS or |_|_| DAYS or |_|_| WEEKS

or

|_|_|
MOS

98 = DK

(FP-22)

FP-21. Do you know where [CHILD(REN)] (was/were) when the episode began?

- CHILD'S HOME (INCLUDES YARD) 01
- ANOTHER HOME WHERE CHILD WAS VISITING (E.G., FRIEND'S,
RELATIVE'S, BABYSITTERS) 02
- STREET (E.G., WALKING HOME FROM SCHOOL OR IN OWN
NEIGHBORHOOD) 03
- STREET/ROAD WHERE CHILD WAS
HITCHHIKING 04
- SCHOOL/DAY CARE (INCLUDES PLAYGROUND) 05
- SHOPPING AREA/MALL 06
- CAR (PARENT'S/CARETAKER'S) 07
- OTHER; SPECIFY: _____ 08
- DK 98

FP-22. Do you recall on what day of the week this episode started?

- MONDAY 1
- TUESDAY 2
- WEDNESDAY 3
- THURSDAY 4
- FRIDAY 5
- SATURDAY 6
- SUNDAY 7
- DK 8

FP-23. Do you recall what time of day it was?

- MORNING 1
- AFTERNOON 2
- EVENING 3
- NIGHT 4
- DK 8

FP-24. Did (you/the other household adult/the agent) use force or threat against [CHILD(REN)]?

- YES; what kind? _____ 1 (FP-26)
- NO 2
- DK 8

FP-25. (Was/Were) [CHILDREN] lured or persuaded in some way to (go with/stay with) (you/the other household adult/the agent)?

- YES; how? _____ 1
- NO 2
- DK 8

FP-26. What did (you/the other household adult/the agent) tell [CHILD(REN)] about what was happening?

FP-27. Did (you/the other household adult) believe that [CHILD(REN)] (was/were/would be) in some danger (if given to this other person)?

YES 1
NO 2 (FP-31)
DK 8 (FP-31)

FP-28. Could you describe this danger?

FP-29. What steps had (you/the other household adult) taken before this episode to try to alleviate this situation?

FP-30. Had (you/the other household adult) consulted an attorney regarding [CHILD(REN)]'s situation before this episode?

YES 1
NO 2
DK 8

FP-31. Did (you/the other household adult) make any threats or statements or do anything that would suggest (you/he/she) wanted to prevent the person from whom [CHILD(REN)] (was/were) (taken/kept) from ever contacting [CHILD(REN)]

YES 1
NO 2 (FP-33)
DK 8 (FP-33)

FP-32. Could you tell me what these threats, or statements were?

FP-33. Did (you/he/she) try to use the episode to permanently affect custodial privileges?

YES 1
NO 2
DK 8

FP-34. Did (you/the other household adult) make any other threats or demands?

YES 1
NO 2 (FP-36)
DK 8 (FP-36)

FP-35. What were these threats or demands?

FP-36. Did (you/the other household adult) make any attempt to conceal the removal or the location of [CHILD(REN)] from the person (you/he/she) (took/kept) (him/her/them) from?

YES 1
NO 2
DK 8

FP-37. Did (you/the other household adult) make any attempt to prevent this person from having telephone or letter contact with [CHILD(REN)] during the time (you/he/they) (had/kept) them?

YES 1
NO 2
DK 8

FP-38. [(Has/Have)(Was/Were)] [CHILD(REN)] (been) taken to another state or country during this episode?

YES 1
NO 2 (FP-41)
DK 8 (FP-41)

FP-39. Could you tell me which state or country?

FP-40. (Is/Was) this for any of the following reasons:

	YES	NO	DK
a. to make contact with [CHILD(REN)] more difficult?	1	2	8
b. To make the recovery or return of [CHILD(REN)] more difficult?	1	2	8
c. to visit relatives?	1	2	8
d. to go to (your/the other adult's) place of residence?	1	2	8
e. to take a vacation?	1	2	8

FP-41. Was (your/the other household adult's) ordinary residence just prior to the episode in another state from that of the other person?

YES	1
NO	2
DK	8

FP-42. Were the police contacted about this episode?

YES	1
NO	2 (FP-50)
DK	8 (FP-50)

FP-43. Who was it that contacted the police?

PERPETRATOR	1 (FP-46)
PARTY FROM WHOM [CHILD(REN)] (WAS/WERE) TAKEN OR KEPT	2
DK	8 (FP-46)

FP-44. (Were you/Was the other household adult) actually contacted by the police concerning this episode?

YES	1
NO	2 (FP-50)

FP-45. How soon after (you/the other household adult) (took/refused to relinquish) [CHILD(REN)] did the police contact (you/the other household adult)?

|__|__| |__|__| |__|__|
 HRS or DAYS or WK
 or
 |__|__| 98 = DK
 MOS

FP-46. What did the police tell you?

FP-47. What did the police do? Did they:

		YES	NO	DK
a.	Take a report over the phone	1	2	8
b.	Send officers to your household or scene	1	2	8
c.	Interview you or adult household member in person	1	2	8
d.	Take a written report	1	2	8
e.	Give you or adult household member a copy of the report	1	2	8
f.	Get photo of child(ren)	1	2	8
g.	Refer case to other justice agency (e.g., family court); specify _____	1	2	8
h.	Do anything else; SPECIFY _____	1	2	8

FP-48. To the best of your knowledge, did the police ...

		YES	NO	DK
a.	Report the case to the FBI?	1	2	8
b.	Report the case to the Federal Parent Locator Service	1	2	8
c.	Report the case to any other federal agency? specify _____	1	2	8

FP-49. How satisfied (are/were) you with the way the police (are handling/handled) your case? (Are/Were) you:

Very satisfied	1
Somewhat satisfied	2
Somewhat dissatisfied	3
Very dissatisfied	4
NO OPINION	5

FP-50. Did (you/the other household adult) contact an attorney concerning this situation?

YES 1
NO 2 (FP-52)
DK 8 (FP-52)

FP-51. How long after (taking/refusing to give over) [CHILD(REN)] did (you/the other household adult) contact an attorney?

|_|_| | or |_|_| | or |_|_| |
HRS or DAYS or WKS
or
|_|_| | 98 = DK
MOS

FP-52. Was this episode a violation of a written custody order or agreement?

YES 1 (FP-54)
NO 2
DK 8

FP-53. Was this episode a violation of a mutual understanding regarding custody and visitation rights?

YES 1
NO 2 (FP-55)
DK 8 (FP-55)

FP-54. What were the conditions of the (custody order or agreement/mutual understanding) that this episode violated?

FP-55. (Do you/Does the other household adult) believe that the (taking of/refusal to give over) [CHILD(REN)] was justified?

YES 1
NO 2 (BOX 4)
DK 8 (BOX 4)

FP-56. Could you explain?

BOX 4

IF EPISODE HAS BEEN RESOLVED, (FP-3=1), GO TO
(FP-57); OTHERWISE GO TO (FP-59).

FP-57. How long was it from the time (you/the other household adult) (took/kept) [CHILD(REN)] until (he/she/they) were (returned/given) to the person they were taken or kept from?

| or | | or |
 HRS or DAYS or WKS
 or
 98 = DK
 MOS

FP-58. Could you tell me how it was resolved?

(FP-60)

FP-59. How long has it been since (you/the other household adult) (took/kept) [CHILD(REN)]?

| or | | or |
 DAYS or WKS or MOS

98 = DK

FP-60. Do you know if [CHILD(REN)] (has/have) suffered any mental harm as a result of this episode?

YES 1
 NO 2 (FP-63)
 DK 8 (FP-63)

FP-61. Would you say this mental harm has been:

Very serious 1
 Somewhat serious 2
 Mild 3
 Minor 4
 DK 8

FP-62. (Has/Have) [CHILD(REN)] received any counseling as a result of this episode?

YES 1
 NO 2
 DK 8

FP-63. Would you consider this episode to be a kidnapping?

YES 1 (BOX 5)
 NO 2
 DK 8

FP-64. What kind of episode would you consider this to be?

BOX 5

THIS FOLLOW-UP INTERVIEW IS FINISHED. IF R SCREENED IN FOR
ANOTHER FOLLOW-UP INTERVIEW, CONDUCT THAT INTERVIEW NOW.
IF R DID NOT SCREEN IN FOR ANY MORE INTERVIEWS, GO TO THE
SECOND HOUSEHOLD ENUMERATION.

NON-FAMILY ABDUCTION INTERVIEW

STRANGER/NON-FAMILY ABDUCTION INTERVIEW

BOX 1

READ: I would like to ask you some questions about the person who
(took/assaulted) the child(ren).

SA-1. Could you tell me this person's sex?

MALE..... 1
FEMALE 2
DK 8

SA-2. Could you tell me (his/her) age?

NUMBER |__|__| 98 = DK

SA-3. What is (his/her) race or ethnicity? Is (he/she) ...

White, not Hispanic 1
American Indian or Alaskan Native 2
Asian or Pacific Islander 3
Black, not Hispanic 4
Hispanic 5
OTHER, specify _____ 6
DK 8

SA-4. Previous to this episode, was there anything that led you to be suspicious of (him/her)?

YES 1
NO 2 (SA-8)

SA-5. Could you tell me what it was that led you to be suspicious of (him/her)?

SA-6. Were there any other persons responsible for this episode?

YES 1
NO 2 (SA-12)

SA-7. How many other persons were involved?

NUMBER |__|__|

BOX 2

READ: I would like to ask you about the next most responsible person.

	ACCOMPLICE 1	ACCOMPLICE 2	ACCOMPLICE 3
SA-8. Could you tell me this person's sex?	MALE 1 FEMALE 2 DK 8	MALE 1 FEMALE 2 DK 8	MALE 1 FEMALE 2 DK 8
SA-9. Could you tell (his/her) age?	__ __ NUMBER 98 = DK	__ __ NUMBER 98 = DK	__ __ NUMBER 98 = DK
SA-10. What is (his/her) race or ethnicity?	White, not Hispanic 1 American Indian or Alaska Native 2 Asian or Pacific Islander 3 Black, not Hispanic 4 Hispanic 5 OTHER (SPECIFY) 6 DK 8	White, not Hispanic 1 American Indian or Alaska Native 2 Asian or Pacific Islander 3 Black, not Hispanic 4 Hispanic 5 OTHER (SPECIFY) 6 DK 8	White, not Hispanic 1 American Indian or Alaska Native 2 Asian or Pacific Islander 3 Black, not Hispanic 4 Hispanic 5 OTHER (SPECIFY) 6 DK 8
SA-11. How would you describe (his/her) relationship to [CHILD(REN)]?	_____ _____ _____ _____ (BOX 3)	_____ _____ _____ _____ (BOX 3)	_____ _____ _____ _____ (BOX 3)

BOX 3

CHECK SA-7 TO SEE IF THERE WAS ANOTHER ACCOMPLICE. IF THERE WAS, GO TO SA-8 IN THE NEXT COLUMN. IF NO OTHER ACCOMPLICES, GO TO SA-12.

SA-12. (Has/Have) [CHILD(REN)] been found or returned from this episode?

YES 1
NO 2

BOX 4

READ: I would like to ask you about the episode itself now.

IF CHILD(REN) HAVE BEEN RETURNED (SA-12=1), GO TO (SA-13);
OTHERWISE GO TO (SA-14).

BOX 5

READ: I need to ask you some questions about the episode we are focusing on to make sure that I have understood what you have told me.

NOTE: THE RESPONDENT MAY HAVE ANSWERED MANY OF THE FOLLOWING QUESTIONS IN ANSWERING THE FREE RESPONSE QUESTION ABOVE. IN CASES WHERE QUESTIONS HAVE ALREADY BEEN ANSWERED, VERIFY THE QUESTION AND ANSWER WITH THE RESPONDENT.

SA-15. Do you recall on what day of the week this episode started?

- MONDAY 1
- TUESDAY 2
- WEDNESDAY 3
- THURSDAY 4
- FRIDAY 5
- SATURDAY 6
- SUNDAY 7
- DK 8

SA-16. Do you recall what time of day it was?

- MORNING 1
- AFTERNOON 2
- EVENING 3
- NIGHT 4
- DK 8

BOX 6

READ: Because different states deal with these situations in different ways, I need to ask you a few questions that will help us define this episode.

SA-17. To the best of your knowledge (was/were) [CHILD(REN)] moved away from (his/her/their) original location during the episode?

YES 1 (SA-19)
NO 2
DK 8

SA-18. (Was/Were) [CHILD(REN)] moved even a few feet from (his/her/their) original location?

YES 1
NO 2 (SA-26)
DK 8 (SA-26)

SA-19. Did the person who (took/assaulted) [CHILD(REN)] try to conceal (his/her/their) removal or location?

YES 1
NO 2
DK 8

SA-20. How (was/were) [CHILD(REN)] moved?

CHILD WAS CARRIED 1
CHILD WAS MADE TO ENTER VEHICLE 2
CHILD WALKED 3
OTHER; SPECIFY _____ 4
DK 8

SA-21. Did the person responsible use any kind of force or threat in moving [CHILD(REN)] from (his/her/their) original location?

YES; What kind? _____ 1 (SA-23)
_____ 1
NO 2
DK 8

SA-22. (Was/Were) [CHILD(REN)] lured or persuaded in some way to go with the person?

YES; How? _____ 1
_____ 1
NO 2
DK 8

SA-23. Where (was/were) [CHILD(REN)] taken?

VEHICLE (FOR WHOLE EPISODE) 1
BUILDING 2
PERPETRATOR'S HOME 3
WOODED AREA 4
OTHER; SPECIFY _____ 5
DK 8

SA-24. Could you give me an estimate of how far [CHILD(REN)] (was/were) moved?

|__|__| or |__|__| or |__|__| 98 = DK
FEET YARDS MILES

SA-25. Did the movement of [CHILD(REN)] hide from view what was going on?

YES 1
NO 2
DK 8

SA-26. To your knowledge, was anything (else) done to hide what was going on?

YES 1
NO 2 (SA-28)
DK 8 (SA-28)

SA-27. How (else) were the activities concealed?

SA-28. (Was/Were) [CHILD(REN)] stopped or held against (his/her/their) will?

YES 1
NO 2
DK 8

SA-29. To the best of your knowledge were there any other children with [CHILD(REN)] during this episode?

YES 1
NO 2 (SA-31)
DK 8 (SA-31)

SA-30. How many?

NUMBER: |__| |__| 98 = DK

SA-31. As a result of this episode, (was/were) [CHILD(REN)] "missing", in other words did [CHILD(REN)] fail to appear when you expected (him/her/them) or (was/were) [CHILD(REN)] not in the place when and where you expected to find (him/her/them)?

YES 1
NO 2

SA-32. How did you find out about this episode?

CHILD TOLD YOU 1
SOMEONE ELSE TOLD YOU;
SPECIFY _____ 2
YOU WITNESSED THE EPISODE 3 (SA-34)

SA-33. How soon afterward did you find out that [CHILD(REN)] had been (taken/assaulted)?

|__| |__| or |__| |__| or |__| |__| 98 = DK
MIN HRS DAYS

SA-34. Were the police contacted about this episode?

YES 1 (SA-36)
NO 2
DK 8 (SA-41)

SA-35. Could you tell me why the police weren't contacted?

(SA-41)

SA-36. How soon after the episode began were the police contacted?

|_|_| or |_|_| or |_|_|
MIN HRS DAYS

98 = DK

97 = AS SOON AS YOU FOUND OUT

SA-37. What did the police tell you?

SA-38. What did the police do? Did they:

	YES	NO	DK
a. Take report over the phone	1	2	8
b. Send officers to your household or scene	1	2	8
c. Interview you or adult household member in person	1	2	8
d. Take a written report	1	2	8
e. Give you or adult household member a copy of the report	1	2	8
f. Get photo of child(ren)	1	2	8
g. Refer case to other justice agency; specify _____	1	2	8
h. Do anything else; specify _____	1	2	8

SA-39. To the best of your knowledge did the police ...

	YES	NO	DK
a. Report the case to the FBI?	1	2	8
b. Report the case to any other federal agency? (specify) _____	1	2	8

SA-40. How satisfied (are/were) you with the way the police (handled/are handling) your case? (Are/Were) you ...

Very satisfied	1
Somewhat satisfied	2
Somewhat dissatisfied	3
Very dissatisfied	4
NO OPINION	5

SA-41. Did you contact any other agencies or people?

YES (specify) _____	1
NO	2

SA-42. (Has/Have) the person(s) responsible for this episode been apprehended?

- YES, ALL PERPETRATORS(S) 1
- YES, AT LEAST ONE, BUT NOT ALL 2
- NO 3
- DK 8

BOX 7

IF CHILD(REN) HAVE BEEN RETURNED (SA-12=1),
GO TO SA-43; OTHERWISE GO TO SA-53.

SA-43. Did the person responsible for taking [CHILD(REN)] have any intention of releasing or returning (him/her/them)?

- YES 1
- NO 2
- DK 8

SA-44. How long was it from the time [CHILD(REN)] (was/were) (taken/detained) until (he/she/they) (was/were) freed or returned?

|__|__| or |__|__| or |__|__|
MIN HRS DAYS

|__|__| or |__|__|
WEEKS MOS

98 = DK

BOX 8

IF THERE IS MORE THAN 1 CHILD, INSERT NAMES/
NUMBERS ACROSS THE TOP OF THE COLUMNS IN
THE ORDER THEY APPEAR ON THE FRONT OF THE
BOOKLET.

	CHILD 1	CHILD 2	CHILD 3
SA-45. To the best of your knowledge, during this episode (has/was) (CHILD) (been) sexually abused or molested?	YES1 (SA-47) NO2 DK8 RF7	YES 1 (SA-47) NO 2 DK 8 RF 7	YES1 (SA-47) NO2 DK8 RF7
SA-46. During this episode, (has there been/was there) any <u>attempt</u> to sexually abuse or molest (CHILD)?	YES1 NO2 (BOX 9) DK8 (BOX 9) RF7 (BOX 9)	YES 1 NO 2 (BOX 9) DK 8 (BOX 9) RF 7 (BOX 9)	YES1 NO2 (BOX 9) DK8 (BOX 9) RF7 (BOX 9)
SA-47. What evidence (do/did) you have of this (abuse/ attempted abuse)?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
SA-48. (Have/Did) you report(ed) this (abuse/attempted abuse) to the police?	YES1 NO2 DK8 RF7	YES 1 NO 2 DK 8 RF 7	YES1 NO2 DK8 RF7
SA-49. (Has/Was) (CHILD) (been) seen by a doctor as a result of this sexual abuse?	YES1 NO2 DK8 RF7 (BOX 9)	YES 1 NO 2 DK 8 RF 7 (BOX 9)	YES1 NO2 DK8 RF7 (BOX 9)

BOX 9

CHECK TO SEE IF A CHILD'S NAME/NUMBER
APPEARS IN THE FOLLOWING COLUMN. IF ANY, GO
TO SA-45 IN THAT COLUMN. IF NO OTHER
CHILDREN, GO TO SA-50.

CHILD 4	CHILD 5	CHILD 6
YES 1 (SA-47) NO 2 DK 8 RF 7	YES 1 (SA-47) NO 2 DK 8 RF 7	YES 1 (SA-47) NO 2 DK 8 RF 7
YES 1 NO 2 (BOX 9) DK 8 (BOX 9) RF 7 (BOX 9)	YES 1 NO 2 (BOX 9) DK 8 (BOX 9) RF 7 (BOX 9)	YES 1 NO 2 (BOX 9) DK 8 (BOX 9) RF 7 (BOX 9)
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
YES 1 NO 2 DK 8 RF 7 (BOX 9)	YES 1 NO 2 DK 8 RF 7 (BOX 9)	YES 1 NO 2 DK 8 RF 7 (BOX 9)

SA-53. How long has it been since [CHILD(REN)] (was/were) taken?

|__|__| or |__|__| or |__|__|
DAYS WKS MOS

98 = DK

SA-54. Was any ransom money, goods or services demanded in this episode?

YES, Specify _____ 1
NO 2
DK 8

SA-55. [(Has/Have)(Did)] [CHILD(REN)] suffer(ed) any physical harm or injury during this episode?

YES 1
NO 2 (SA-58)
DECEASED 3 (SA-61)
DK 8 (SA-58)

SA-56. Could you describe this harm?

SA-57. Did this injury or harm require medical attention?

YES 1
NO 2
DK 8

SA-58. [(Has/Have)(Was/Were)] [CHILD(REN)] (been) mentally harmed by this episode?

YES 1
NO 2 (SA-61)
DK 8 (SA-61)

SA-59. Would you say this mental harm (is/was) ...

Very serious 1
Somewhat serious 2
Mild 3
Minor 4
DK 8

SA-60. (Has/Have) [CHILD(REN)] received any counseling because of this episode?

YES 1
NO 2
DK 8

SA-61. Would you consider this episode to be a kidnapping?

YES 1 (BOX 11)
NO 2
DK 8

SA-62. What kind of episode would you consider this to be?

BOX 11

THIS FOLLOW-UP INTERVIEW IS FINISHED. IF R SCREENED-IN FOR ANOTHER FOLLOW-UP INTERVIEW, CONDUCT THAT INTERVIEW NOW.

IF R DID NOT SCREEN-IN FOR ANY MORE FOLLOW-UP INTERVIEWS, GO TO THE SECOND HOUSEHOLD ENUMERATION

RUNAWAY INTERVIEW

BOX 1

READ: I need to ask you some questions about the episode we are focusing on to make sure that I have understood what you have told me.

NOTE: THE RESPONDENT MAY HAVE ANSWERED MANY OF THE FOLLOWING QUESTIONS IN ANSWERING THE FREE RESPONSE QUESTION ABOVE. IN CASES WHERE QUESTIONS HAVE ALREADY BEEN ANSWERED, VERIFY THE QUESTION AND ANSWER WITH THE RESPONDENT.

RA-3. Do you recall on what day of the week this episode started?

- MONDAY 1
- TUESDAY 2
- WEDNESDAY 3
- THURSDAY 4
- FRIDAY 5
- SATURDAY 6
- SUNDAY 7
- DK 8

RA-4. Do you recall what time of day it was?

- MORNING 1
- AFTERNOON 2
- EVENING 3
- NIGHT 4
- DK 8

RA-5. Did [CHILD(REN)] say anything or in some way communicate that (he/she/they) (was/were) (leaving/refusing to return) home?

YES..... 1
NO..... 2 (RA-7)
DK..... 8 (RA-7)

RA-6. Could you tell me what [CHILD(REN)] said or communicated?

(RA-8)

RA-7. How did you know that [CHILD(REN)] (was/were) (leaving/refusing to return) home?

RA-8. (Was/Were) [CHILD(REN)] under a juvenile court order to stay in the home?

YES..... 1
NO..... 2
DK..... 8

RA-9. Was there anything that led up to this episode? (e.g., the breakup of a friendship or relationship, family problems or school problems)

RA-10. Had [CHILD(REN)] had an argument or disagreement or fight with anyone in the week prior to the beginning of this episode?

YES..... 1
NO..... 2 (RA-19)
DK..... 8 (RA-19)

RA-11. Was this person a member of your household?

YES..... 1
NO..... 2
DK..... 8 (RA-13)

RA-12. Could you tell me who this person was in relation to [CHILD(REN)]?

RA-13. Could you tell me what this disagreement concerned? Did it concern...

	YES	NO	DK
a. Drug usage	1	2	3
b. Alcohol usage	1	2	3
c. Sexual behavior	1	2	3
d. Criminal behavior	1	2	3
e. Dress/Personal appearance	1	2	3
f. Staying out late	1	2	3
g. Friends/Personal associates	1	2	3
h. School performance	1	2	3
i. Breaking house rules	1	2	3
j. Other; specify _____	1	2	3

RA-14. Did this disagreement involve threats to [CHILD(REN)]?

YES	1	
NO	2	(RA-16)
DK	3	(RA-16)

RA-15. Did these threats involve:

	YES	NO	DK
a. A threat to physically punish?	1	2	3
b. A threat to withdraw privileges?	1	2	3
c. A threat to kick out of household?	1	2	3
d. A threat to call police?	1	2	3
e. A threat to petition juvenile court?	1	2	3
f. A threat to hurt others in some way?	1	2	3
g. Any other threats? (Specify) _____	1	2	3

RA-16: Did this disagreement involve any hitting, slapping, punching, spanking or hitting with an object?

YES..... 1
NO..... 2 (RA-19)
DK..... 8 (RA-19)

RA-17: Did [PERSON(S) IN RA-12] do this to [CHILD(REN)]?

YES..... 1
NO..... 2
DK..... 8

RA-18: Did [CHILD(REN)] do this to [PERSON(S) IN RA-12]?

YES..... 1
NO..... 2
DK..... 8

RA-19: Was there anything (else) that led up to this episode?

YES..... 1
NO..... 2 (RA-21)
DK..... 8 (RA-21)

RA-20: Could you tell me what that was?

RA-21 Where did [CHILD(REN)] first go when (he/she/they) (left/refused to return) home?

- RELATIVE'S HOUSE; Specify _____ 1
- FRIEND'S HOUSE..... 2
- HIS/HER OWN PLACE..... 3
- SHELTER..... 4
- OTHER; Specify _____ 5
- DK..... 8

RA-22 To the best of your knowledge, at any time during this episode [(has/have)(was/were)] (he/she/they) (been) at a...

- | | YES | NO | DK |
|---------------------------|-----|----|----|
| a. Relative's house?..... | 1 | 2 | 8 |
| b. Friend's house? | 1 | 2 | 8 |
| c. Runaway shelter? | 1 | 2 | 8 |

RA-23 To the best of your knowledge, were there any nights during this episode that [CHILD(REN)] [(was/were)(has been/have been)] without any place to sleep?

- YES, How many? |__|__| 1
- NO..... 2
- DK..... 8

RA-24 To the best of your knowledge, at any time during the episode [(has/have)(was/were)] [CHILD(REN)] (been) more than ...

- | | YES | NO | DK |
|-------------------------------|-----|----|----|
| a. 100 miles from home? | 1 | 2 | 8 |
| b. 50 miles from home? | 1 | 2 | 8 |
| c. 10 miles from home? | 1 | 2 | 8 |
| d. 1 mile from home? | 1 | 2 | 8 |

RA-25. At any time during this episode [(has/have)(did)] [CHILD(REN)] (left/leave) the state?

YES..... 1
NO..... 2
DK..... 8

RA-26. During this episode, [(has/have)(was/were)] [CHILD(REN)] (been) accompanied by other people?

YES..... 1
NO..... 2 (RA-29)
DK..... 8 (RA-29)

RA-27. How many other people accompanied [CHILD(REN)]?

NUMBER: | | 96 = OK

RA-28. Could you tell me who these other people (are/were)?

RA-29. [(Has/Have)(Did)] [CHILD(REN)] contact(ed) you by telephone at any time during this episode?

YES..... 1
NO..... 2
DK..... 8

RA-30. During how much of the episode (have you known/did you know) where [CHILD(REN)]
[(is/are)(was/were)]? Was it...

- Most of the time 1
- More than half of the time..... 2
- Less than half of the time 3
- Not at all 4 (RA-33)
- DK 8 (RA-33)

RA-31. Does this mean you (know/knew) the actual address or phone number where
(he/she/they) [(is/are)(was/were)] staying?

- YES 1 (RA-33)
- NO 2
- DK 8

RA-32. What information about [CHILD(REN)'S] location (do/did) you know?

RA-33. Were the police contacted about this episode?

- YES 1 (RA-35)
- NO 2
- DK 8 (RA-40)

RA-34. Could you tell me why the police weren't contacted?

(RA-40)

RA-35. How soon after [CHILD(REN)] (left/refused to return) were the police contacted?

|_|_| or |_|_| or |_|_|
MIN HRS DAYS

97 = AS SOON AS YOU FOUND OUT

98 = DK

RA-36. What did the police tell you?

RA-37. What did the police do? Did they ...

	YES	NO	DK
a. Take a report over the phone	1	2	8
b. Send officers to your household or scene	1	2	8
c. Interview you or adult household member in person.....	1	2	8
d. Take a written report	1	2	8
e. Give you or adult household member a copy of the report.....	1	2	8
f. Get photo of child	1	2	8
g. Refer case to other justice agency (e.g., family court); Specify.....	1	2	8
h. Do anything else, Specify.....	1	2	8

RA-38. To the best of your knowledge did the police ...

	YES	NO	DK
a. Report the case to the FBI?	1	2	3
b. Report the case to any other federal agency? Specify _____	1	2	3

RA-39. How satisfied (are/were) you with the way the police (are handling/handled) your case? (Are/were) you...

Very satisfied	1
Somewhat satisfied	2
Somewhat dissatisfied	3
Very dissatisfied	4
NO OPINION	5

RA-40. (Have you done/Did you do) any of these other things to try to get [CHILD(REN)] to come home ...

	YES	NO	DK
a. Contact (his/her) friends or parents of friends?	1	2	3
b. Go to any places where you believe (he/she/they) (might be/might have been) staying?	1	2	3
c. Contact runaway hotline?	1	2	3
d. Contact runaway shelters?	1	2	3
e. Did you do something else? Specify	1	2	3

BOX 2

IF CHILD(REN) HAVE RETURNED, RA-1 = 1, GO TO RA-41; OTHERWISE GO TO (RA-46).

RA-41. How long (was/were) [CHILD(REN)] gone?

|_|_| or |_|_| or |_|_|
MIN HRS DAYS

or

|_|_| or |_|_| 98 = DK
WKS MOS

RA-42. Concerning [CHILD(REN)'s] return home, would you say that...

- (A) It was entirely [(CHILD(REN))]'s decision to come home..... 1
- (B) (He/She/They) (was/were) advised by someone else to come home..... 2
- (C) (He/She/They) came home against (his/her/their) will?..... 3

RA-43. How would you describe [CHILD(REN)]'s relationship with the members of your household since (he/she/they) returned? Is it ...

- Much improved 1
- Somewhat improved 2
- About the same 3
- Somewhat worse 4
- Much worse 5
- DK 8

RA-44 Could you please describe any changes that have occurred?

RA-45. How likely do you believe it is that this situation of ([CHILD(REN)] leaving home/[CHILD(REN)] refusing to come home) will recur? Is it ...

- Very likely 1 (RA-47)
- Somewhat likely 2 (RA-47)
- Somewhat unlikely 3 (RA-47)
- Very unlikely 4 (RA-47)
- DK 8 (RA-47)

RA-46. How long (has/have) [CHILD(REN)] has been gone?

|_|_| or |_|_| or |_|_|
MIN HRS DAYS

OR

SINCE (DATE): |_|_| |_|_| |_|_|
MM DD YY

RA-47. How confident (are you/were you at the beginning) that [CHILD(REN)] (will/would) return home? Were you ...

- Very confident 1
- Somewhat confident 2
- Not at all confident 3
- DK 8

RA-48. - I have some statements that might describe how you (feel/felt at the time of the episode); would you say that the following statements are true or false:

	TRUE	FALSE	DK
a. I want(ed) [CHILD(REN)] to come home	1	2	8
b. I (don't/didn't) care one way or the other whether (he/she/they) (comes/come/came) home.	1	2	8
c. I would (prefer/have preferred) that (he/she/they) not come home.	1	2	8

BOX 3

IF THE [CHILD(REN)] (HAS/HAVE) NOT RETURNED, AND THERE HAS BEEN NO PHONE CONTACT AND RESPONDENT DOES NOT KNOW AT ALL WHERE [CHILD(REN)] (IS/ARE) (RA-1 = 2 and RA-29 = 2 and RA-30 = 4), SKIP TO RA-71.

RA-49. To the best of your knowledge during this episode [(has/have)(was/were)] [CHILD(REN)] (been) picked up by the police and:

a. placed in a juvenile detention center?

YES 1
 NO 2 (RA-50)
 DK 8 (RA-50)

b. How long (was/were) [CHILD(REN)] in the juvenile detention center?

|_|_| OR |_|_| OR |_|_| OR |_|_| 98 = DK
 HRS DAYS WKS MOS

RA-50. To the best of your knowledge during this episode [(has/have)(was/were)] [CHILD(REN)] (been) picked up by the police and:

a. placed in a jail?

YES 1
 NO 2 (BOX 4)
 DK 8 (BOX 4)

b. How long (was/were) [CHILD(REN)] in the jail?

|_|_| OR |_|_| OR |_|_| OR |_|_| 98 = DK
 HRS DAYS WKS MOS

BOX 4

IF THERE IS MORE THAN 1 CHILD, INSERT NAMES/
NUMBERS ACROSS THE TOP OF THE COLUMNS IN
THE ORDER THEY APPEAR ON THE FRONT OF THE
BOOKLET.

	CHILD 1	CHILD 2	CHILD 3
RA-51. To the best of your knowledge, during this episode (has/was) (CHILD) (been) sexually abused or molested?	YES1 (RA-53) NO2 DK8 RF7	YES 1 (RA-53) NO 2 DK 8 RF 7	YES 1 (RA-53) NO 2 DK 8 RF 7
RA-52. During this episode, (has there been/was there) any attempt to sexually abuse or molest (CHILD)?	YES1 NO2 (BOX 5) DK8 (BOX 5) RF7 (BOX 5)	YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)	YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)
RA-53. What evidence (do/did) you have of this (abuse/attempted abuse)?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
RA-54. (Have/Did) you report(ed) this (abuse/attempted abuse) to the police?	YES1 NO2 DK8 RF7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
RA-55. (Has/Was) (CHILD) (been) seen by a doctor as a result of this sexual abuse?	YES1 NO2 DK8 RF7 (BOX 5)	YES 1 NO 2 DK 8 RF 7 (BOX 5)	YES 1 NO 2 DK 8 RF 7 (BOX 5)

BOX 5

CHECK TO SEE IF A CHILD'S NAME/NUMBER
APPEARS IN THE FOLLOWING COLUMN. IF ANY, GO
TO RA-51 IN THAT COLUMN; IF NONE, GO TO RA-56.

CHILD 4	CHILD 5	CHILD 6
YES 1 (RA-53) NO 2 DK 8 RF 7	YES 1 (RA-53) NO 2 DK 8 RF 7	YES 1 (RA-53) NO 2 DK 8 RF 7
YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)	YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)	YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
YES 1 NO 2 DK 8 RF 7 (BOX 5)	YES 1 NO 2 DK 8 RF 7 (BOX 5)	YES 1 NO 2 DK 8 RF 7 (BOX 5)

RA-56. To the best of your knowledge during this episode [(has/have)(was/were)] [CHILD(REN)] (been) hit, punched, beat up, or hit with an object?

- YES..... 1
- NO..... 2
- DK..... 8

BOX 6

IF CHILD(REN) (WAS/WERE) SEXUALLY OR PHYSICALLY ABUSED OR AN ATTEMPT WAS MADE (RA-51, RA-52, OR RA-58 = 1) THEN READ: I would like to ask you a few questions about the abuse that [CHILD(REN)] experienced. (GO TO RA-57)

ELSE GO TO RA-71.

RA-57. Which one of the following would you say best describes the person who abused [CHILD(REN)]? Was he/she ...

- A complete stranger 1
- Someone known to child by sight .. 2
- Child (boyfriend/girlfriend) 3
- Other friend of child 4
- Other, Specify _____ 5
- DK..... 8

RA-58. To the best of your knowledge (was/were) [CHILD(REN)] moved away from (his/her/their) original location during this abuse?

- YES..... 1 (RA-59A)
- NO..... 2
- DK..... 8

RA-59. (Was/Were) [CHILD(REN)] moved even a few feet from (his/her/their) original location?

YES..... 1
NO..... 2 (RA-66)
DK..... 8 (RA-66)

RA-59A. Did the person who abused [CHILD(REN)] try to conceal (his/her/their) removal or location?

YES..... 1
NO..... 2
DK..... 8

RA-60. How (was/were) [CHILD(REN)] moved?

CHILD WAS CARRIED 1
CHILD WAS MADE TO ENTER VEHICLE 2
CHILD WALKED 3
OTHER; Specify 4
DK 8

RA-61. Did the person responsible use any kind of force or threat in moving [CHILD(REN)] from (his/her/their) original location?

YES; What kind? 1 (RA-63)
.....
NO..... 2
DK..... 8

RA-62. Was/Were) [CHILD(REN)] lured or persuaded in some way to go with the person?

- YES; How? _____ 1
- NO 2
- DK 8

RA-63. Where (was/were) [CHILD(REN)] taken?

- VEHICLE (FOR WHOLE EPISODE) 1
- BUILDING 2
- PERPETRATOR'S HOME 3
- WOODED AREA 4
- OTHER; Specify _____ 5
- DK 8

RA-64. Could you give me an estimate of how far [CHILD(REN)] (was/were) moved?

|_|_| or |_|_| or |_|_|
FEET YARDS MILES

98 = DK

RA-65. Did the movement of [CHILD(REN)] hide from view what was going on?

- YES 1
- NO 2
- DK 8

RA-66. To your knowledge, was anything (else) done to hide what was going on?

YES..... 1
NO..... 2 (RA-68)
DK..... 8 (RA-68)

RA-67. How (else) were the activities concealed?

RA-68. (Was/Were) [CHILD(PEN)] stopped or held against (his/her/their) will?

YES..... 1
NO..... 2
DK..... 8

BOX 7

IF CHILD(PEN) (WAS/WERE) MOVED LESS THAN 20 FEET OR UNKNOWN DISTANCE
(RA-64 < 20 FEET OR DON'T KNOW), GO TO RA-69; OTHERWISE GO TO RA-71.

RA-69. Could you tell me if [CHILD(PEN)] (was/were) held there by threat or force after the assault?

YES, What kind of threat or force? _____

NO..... 2 (RA-71)
DK..... 8 (RA-71)

RA-70. How long (was/were) [CHILD(REN)] held there after the assault?

|_|_| or |_|_| or |_|_|
MINS HRS DAYS

98 = DK

RA-71. To the best of your knowledge, [(has/have)(was/were) [CHILD(REN)] (been) harmed in any of the following ways during this episode ...

	YES	NO	DK
a. Was money stolen from (him/her/them)?.....	1	2	8
b. (Was/Were)(he/she/they) involved in prostitution?	1	2	8
c. (Was/Were)(he/she/they) involved in pornography?.....	1	2	8

RA-72. [(Has/Have/Did)] [CHILD(REN)] suffer(ed) any physical harm or injury during this episode?

YES..... 1
NO..... 2 (RA-75)
DECEASED 3 (RA-78)
DK..... 8 (RA-75)

RA-73. Could you describe this harm?

RA-74. Did this injury or harm require medical attention?

YES..... 1
NO..... 2
DK..... 8

RA-75. [Has/Have(Was/Were)] [CHILD(REN)] (been) mentally harmed by this episode?

YES..... 1
NO..... 2 (RA-78)
DK..... 8 (RA-78)

RA-76. Would you say this mental harm (is/was):

Very serious..... 1
Somewhat serious..... 2
Mild..... 3
Minor..... 4
DK..... 8

RA-77. [(Has/Have)] [CHILD(REN)] received any counseling because of this episode?

YES..... 1 (RA-78)
NO..... 2 (RA-78)
DK..... 8 (RA-78)

RA-78. Would you consider this a case of [CHILD(REN)] running away?

YES..... 1 (RA-80)
NO..... 2
DK..... 8

RA-79. What kind of episode would you consider this to be?

RA-80. During the past 12 months, (has/have) [CHILD(REN)] been involved in any other episodes like this?

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

RA-81. Could you tell me roughly how many total days, weeks, or months [CHILD(REN)] (was/were) gone in all those other episodes taken together?

|_|_| or |_|_| or |_|_|
DAYS WKS MCS

98 = DK

BOX 8

THIS FOLLOW-UP INTERVIEW IS FINISHED. IF R SCREENED-IN FOR ANOTHER FOLLOW-UP INTERVIEW, CONDUCT IT NOW. IF R DID NOT SCREEN-IN FOR ANY MORE FOLLOW-UP INTERVIEWS, GO TO THE SECOND HOUSEHOLD ENUMERATION

THROWAWAY INTERVIEW

THROWAWAY INTERVIEW

BOX 1

IF CHILD(REN) WAS TOLD TO LEAVE OR NOT TO COME BACK
(PRIMARY EPISODE IS ES-9) GO TO TA-10.

IF CHILD(REN) LEFT OR WHEREABOUTS UNKNOWN
(PRIMARY EPISODE IS ES-10), GO TO TA-1.

TA-1. Has there been more than one time when this type of situation existed with (this child/these children)?

YES 1
NO 2 (TA-3)
DK 8 (TA-3)

TA-2. How many situations of this type have existed?

NUMBER:
98 = DK

TA-3. When did [CHILD(REN)] first (move out/leave)?

MONTH DAY YEAR
98 = DK

BOX 2

IF THE DATE IS NOT IN THE PAST 12 MONTHS,
GO TO TA-4, OTHERWISE GO TO TA-5.

TA-4. When was the last time [CHILD(REN)] moved out?

|_|_| | |_|_| | |_|_| |
MONTH DAY YEAR

98 = DK

TA-5. (Has/Have) [CHILD(REN)] returned from this episode?

YES 1 (TA-8)
NO 2 (TA-7)

TA-6. Deleted

TA-7. When were you last in contact with [CHILD(REN)]?

|_|_| | |_|_| | |_|_| |
HOURS DAYS WEEKS

98 = DK

BOX 3

IF CHILD(REN) LEFT MORE THAN 12 MONTHS AGO (REF. TA-4) AND THERE HAS BEEN NO CONTACT IN THE LAST 12 MONTHS (REF. TA-7), THIS FOLLOW-UP INTERVIEW IS FINISHED; OTHERWISE, GO TO TA-8.

TA-9. Were any of the following statements true about the situation of [CHILD(REN)] (moving out/leaving)?

	YES	NO	DK
a. (He/She/They) (was/were) unhappy living at home	1	2	8
b. (He/She/They) (was/were) having a lot of conflicts with you or other people in the household	1	2	8
c. I did not really try to stop (him/her/them) from leaving	1	2	8
d. Things were easier after (he/she/they) had gone	1	2	8
e. I did not really care one way or the other whether (he/she/they) stayed or left	1	2	8
f. I am glad that (he/she/they) left	1	2	8

TA-9A. Did [CHILD(REN)] say anything or in some way communicate that (he/she/they) (was/were) leaving home?

YES..... 1
NO..... 2 (TA-9C)
DK..... 8 (TA-9C)

TA-9B. Could you tell me what [CHILD(REN)] said or communicated?

(TA-13)

TA-9C. How did you know that [CHILD(REN)] (was/were) leaving home?

(TA-13)

TA-13. Do you recall on what day of the week this episode started (i.e., child was last at home)?

- MONDAY 1
- TUESDAY 2
- WEDNESDAY 3
- THURSDAY 4
- FRIDAY 5
- SATURDAY 6
- SUNDAY 7
- DK 8

TA-14. Do you recall what time of day it was?

- MORNING 1
- AFTERNOON 2
- EVENING 3
- NIGHT 4
- DK 8

TA-15. Where (was/were) [CHILD(REN)] when this episode began?

- CHILDS HOME (INCLUDES YARD) 01
- ANOTHER HOME WHERE CHILD WAS VISITING (E.G., FRIEND'S, RELATIVE'S, BABYSITTERS) 02
- STREET (E.G., WALKING HOME FROM SCHOOL OR IN OWN NEIGHBORHOOD) 03
- STREET/ROAD WHERE CHILD WAS HITCHHIKING 04
- SCHOOL/DAY CARE (INCLUDES PLAYGROUND) 05
- SHOPPING AREA/MALL 06
- CAR (PARENT'S/CARETAKER'S) 07
- OTHER; SPECIFY 08
- DK 98

TA-16. Was there anything that led up to this episode? (e.g., the breakup of a friendship or relationship, family problems or school problems)

TA-17. Had [CHILD(REN)] had an argument, disagreement, or fight with anyone in the week prior to the beginning of this episode?

- YES 1
- NO 2 (BOX 7)
- DK 8 (BOX 7)

TA-18. Was this person a member of your household?

- YES 1
- NO 2
- DK 8 (TA-20)

TA-19. Could you tell me who this person was in relation to [CHILD(REN)]?

TA-20. Could you tell me what this disagreement concerned? Did it concern:

	YES	NO	DK
a. Drug usage	1	2	8
b. Alcohol usage	1	2	8
c. Sexual behavior	1	2	8
d. Criminal behavior	1	2	8
e. Dress/Personal appearance	1	2	8
f. Staying out late	1	2	8
g. Friends/Personal associates	1	2	8
h. School performance	1	2	8
i. Breaking house rules	1	2	8
j. OTHER; specify _____	1	2	8

TA-21. Did this disagreement involve threats to [CHILD(REN)]?

YES	1
NO	2 (TA-23)
DK	8 (TA-23)

TA-22. Did these threats involve...

	YES	NO	DK
a. A threat to physically punish?	1	2	8
b. A threat to withdraw privileges?	1	2	8
c. A threat to kick out of household?	1	2	8
d. A threat to call police?	1	2	8
e. A threat to petition juvenile court	1	2	8
f. A threat to hurt others in some way?	1	2	8
g. Any other threats? (specify) _____	1	2	8

TA-23. Did this disagreement involve any hitting, slapping, punching, spanking, or hitting with an object?

YES 1
NO 2 (BOX 7)
DK 8 (BOX 7)

TA-24. Did [PERSON(S) IN TA-19] do this to [CHILD(REN)]?

YES 1
NO 2
DK 8

TA-25. Did [CHILD(REN)] do this to [PERSON(S) IN TA-19]?

YES 1
NO 2
DK 8

BOX 7

IF CHILD(REN) LEFT HOME ON OWN (PRIMARY EPISODE IS ES-10), GO TO TA-26.
IF CHILD(REN) WERE ASKED TO LEAVE HOME OR TOLD NOT TO RETURN (PRIMARY EPISODE IS ES-9), GO TO TA-27.

TA-26. Could you tell me what the main reasons were for [CHILD(REN)] leaving?

(TA-30)

TA-27. Could you tell me what the main reasons were for (telling/refusing to allow) [CHILD(REN)] (to leave/to return) home?

	YES	NO	DK
a. Cannot control his/her behavior	1	2	8
b. Bad influence on others in household	1	2	8
c. Engaging in criminal activity	1	2	8
d. Avoid conflicts	1	2	8
e. Child was stealing from household	1	2	8
f. Other; specify _____	1	2	8

TA-28. Who was it that (asked/refused to allow) [CHILD(REN)] to (leave/return)?

NATURAL FATHER	1
NATURAL MOTHER	2
STEPFATHER	3
STEPMOTHER	4
PARENT'S LIVE-IN BOYFRIEND/GIRLFRIEND	5
OTHER; SPECIFY _____	6

TA-29. When [CHILD(REN)] (was/were) asked to (leave/stay away), how long was it intended that (he/she/they) stay away?

A FEW HOURS	1
OVERNIGHT	2
A FEW DAYS	3
AT LEAST A WEEK	4
A MONTH OR LONGER	5
FOR GOOD	6
DK	8

TA-30. Where did [CHILD(REN)] first go (when (he/she/they) left/refused permission to return home)?

- RELATIVE'S HOUSE:
- Specify _____ 1
- FRIEND'S HOUSE 2
- HIS/HER OWN PLACE 3
- SHELTER 4
- OTHER; Specify _____ 5
- DK 8

TA-31. Could you describe the primary situation where [CHILD(REN)] (was/were) first staying?

TA-32. Were there adults in the situation where [CHILD(REN)] (went to stay/was staying) who took responsibility for (him/her/them)?

- YES 1
- NO 2
- DK 8

TA-33. Was this a situation that you or another adult member of your household helped to arrange?

- YES 1
- NO 2
- DK 8

TA-34. How would you describe the quality of supervision in this situation? Was it ...

As good or better than [CHILD(REN)] received at home	1
Adequate, but not as good as [CHILD(REN)] received at home	2
Probably inadequate	3
DK	8

TA-35. To the best of your knowledge, at any time during (his/her/their) time away, [(has/have)(was/were)] [CHILD(REN)] (been) at a...

	YES	NO	DK
a. Relative's house?	1	2	8
b. Friend's house?	1	2	8
c. Runaway shelter?	1	2	8

TA-36. To the best of your knowledge, were there any nights while away that [CHILD(REN)] [(has been/have been) (was/were)] without any place to sleep?

YES, How many? _ _ 	1
NO	2
DK	8

TA-37. To the best of your knowledge, at any time during the episode [(has/have) (was/were)] [CHILD(REN)] (been) more than...

	YES	NO	DK
a. 100 miles from home?	1	2	8
b. 50 miles from home?	1	2	8
c. 10 miles from home?	1	2	8
d. 1 mile from home?	1	2	8

TA-38. At any time during (his/her/their) time away, [(has/have) (did)] [CHILD(REN)] (left/leave) the state?

YES 1
NO 2
DK 8

TA-39. While away, [(has/have) (was/were)] [CHILD(REN)] (been) accompanied by other people?

YES 1
NO 2 (TA-42)
DK 8 (TA-42)

TA-40. How many other people accompanied [CHILD(REN)]?

NUMBER: | | |

98 = DK

TA-41. Could you tell me who these people (are/were)?

TA-42. [(Has/Have) (Did)] [CHILD(REN)] contact(ed) you by telephone at any time while away?

YES 1
NO 2
DK 8

TA-43. During how much of the time away (have you known/did you know) where [CHILD(REN)]
[(is/are) (was/were)]? Was it...

Most of the time 1
More than half of the time 2
Less than half of the time 3
Not at all 4 (TA-46)
DK 8 (TA-46)

TA-44. Does this mean you (know/knew) the actual address or phone number where (he/she/they)
[(is/are) (was/were)] staying?

YES 1 (TA-46)
NO 2
DK 8

TA-45. What information about [CHILD(REN)'S] location (do/did) you know?

TA-46. Were the police contacted about this episode?

YES 1 (TA-48)
NO 2
DK 8 (TA-54)

TA-47. Could you tell me why the police weren't contacted?

(TA-54)

TA-48. How soon after the episode began were the police contacted?

|_|_| or |_|_| or |_|_|
HOURS DAYS WEEKS

97 = IMMEDIATELY

98 = DK

TA-49. Was this contact for the purpose of trying to find or bring [CHILD(REN)] back?

YES 1
NO 2 (TA-54)
DK 8 (TA-54)

TA-50. What did the police tell you?

TA-51. What did the police do? Did they:

	YES	NO	DK
a. Take a report over the phone	1	2	8
b. Send officers to your household or scene	1	2	8
c. Interview you or adult household member			
In person	1	2	8
d. Take a written report	1	2	8
e. Give you or adult household member a			
copy of the report	1	2	8
f. Get photo of child	1	2	8
g. Refer care to other justice agency			
(e.g., family court); specify _____			
_____	1	2	8
h. Do anything else; specify _____			
_____	1	2	8

TA-52. To the best of your knowledge did the police ...

	YES	NO	DK
a. Report the case to the FBI?	1	2	8
b. Report the case to any other federal agency?			
(specify) _____			
_____	1	2	8

TA-53. How satisfied (are/were) you with the way the police (are handling/handled) your case? (Are/Were) you ...

Very satisfied	1
Somewhat satisfied	2
Somewhat dissatisfied	3
Very dissatisfied	4
NO OPINION	5

TA-42. [(Has/Have) (Did)] [CHILD(REN)] contact(ed) you by telephone at any time while away?

YES 1
NO 2
DK 8

TA-43. During how much of the time away (have you known/did you know) where [CHILD(REN)]
[(is/are) (was/were)]? Was it...

Most of the time 1
More than half of the time 2
Less than half of the time 3
Not at all 4 (TA-46)
DK 8 (TA-46)

TA-44. Does this mean you (know/knew) the actual address or phone number where (he/she/they)
[(is/are) (was/were)] staying?

YES 1 (TA-46)
NO 2
DK 8

TA-45. What information about [CHILD(REN)'S] location (do/did) you know?

TA-57. How long (was/were) [CHILD(REN)] gone?

|_|_| or |_|_| or |_|_| or |_|_|
HOURS DAYS WEEKS MONTHS

98 = DK

TA-58. Could you tell which of these statements is most true concerning [CHILD(REN)]'s return home?

- (He/She/They) (was/were) asked to return 1
- (He/She/They) (was/were) permitted to return 2
- (He/She/They) came back in spite of opposition of someone in the household 3
- DK 8

TA-59. How would you describe [CHILD(REN)]'s relationship with the members of your household since (he/she/they) returned? Is it...

- Much improved 1
- Somewhat improved 2
- About the same 3
- Somewhat worse 4
- Much worse 5
- DK 8

TA-60. Could you please describe any changes that have occurred?

TA-61: How likely do you believe it is, that this situation (asking the child(ren) to leave/refusing to allow the child(ren) to return/the child(ren) leaving) will recur? Is it...

- Very likely 1 (TA-63)
- Somewhat likely 2 (TA-63)
- Somewhat unlikely 3 (TA-63)
- Very unlikely 4 (TA-63)
- DK 8 (TA-63)

TA-62. How long (has/have) [CHILD(REN)] been gone?

or or
 DAYS WEEKS MONTHS
 OR
 SINCE DATE:
 MO DAY YEAR

98 = DK

TA-63. I have some statements that might describe how you (feel about/felt at the time about) [CHILD(REN)]'S being away; would you say that the following statements are true or false.

	TRUE	FALSE	DK
a. I (want/wanted) [CHILD(REN)] to come home	1	2	8
b. I (don't/didn't) care one way or the other whether (he/she/they) (comes/come/came) home eventually	1	2	8
c. I would (prefer/have preferred) that (he/she/they) not come home again	1	2	8

BOX 10

IF THE [CHILD(REN)] (HAS/HAVE) NOT RETURNED, AND THERE HAS BEEN NO PHONE CONTACT AND RESPONDENT DOES NOT KNOW AT ALL WHERE [CHILD(REN)] (IS/ARE): [(TA-5 OR TA-10=2) AND (TA-42=2) AND (TA-43=4)]
SKIP TO TA-87.

TA-84. To the best of your knowledge during this episode, [(has/have) (was/were) [CHILD(REN)] (been) picked up by the police and...

a. placed in a juvenile detention center?

YES 1
NO 2 (TA-85)
DK 8 (TA-85)

b. How long (was/were) [CHILD(REN)] in the juvenile detention center?

|_|_| or |_|_| or |_|_| or |_|_|
HOURS DAYS WEEKS MONTHS

98 = DK

TA-85. To the best of your knowledge during this episode, [(has/have) (was/were) [CHILD(REN)] (been) picked up by the police and...

a. placed in a jail?

YES 1
NO 2 (BOX 11)
DK 8 (BOX 11)

b. How long (was/were) [CHILD(REN)] in the jail?

|_|_| or |_|_| or |_|_| or |_|_|
HOURS DAYS WEEKS MONTHS

98 = DK

BOX 11

IF THERE IS MORE THAN 1 CHILD, INSERT NAMES/
NUMBERS ACROSS THE TOP OF THE COLUMNS IN
THE ORDER THEY APPEAR ON THE FRONT OF THE
BOOKLET.

	CHILD 1	CHILD 2	CHILD 3
TA-66. To the best of your knowledge, during this episode (has/was) (CHILD) (been) sexually abused or molested?	YES1 (TA-68) NO2 DK8 RF7	YES 1 (TA-68) NO 2 DK 8 RF 7	YES 1 (TA-68) NO 2 DK 8 RF 7
TA-67. During this episode, (has there been/was there) any attempt to sexually abuse or molest (CHILD)?	YES1 NO2 (BOX 12) DK8 (BOX 12) RF7 (BOX 12)	YES1 NO2 (BOX 12) DK8 (BOX 12) RF7 (BOX 12)	YES1 NO2 (BOX 12) DK8 (BOX 12) RF7 (BOX 12)
TA-68. What evidence (do/did) you have of this (abuse/ attempted abuse)?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
TA-69. (Have/Did) you report(ed) this (abuse/attempted abuse) to the police?	YES1 NO2 DK8 RF7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
TA-70. (Has/Was) (CHILD) (been) seen by a doctor as a result of this sexual abuse?	YES1 NO2 DK8 RF7 (BOX 12)	YES 1 NO 2 DK 8 RF 7 (BOX 12)	YES 1 NO 2 DK 8 RF 7 (BOX 12)

BOX 12

CHECK TO SEE IF A CHILD'S NAME/NUMBER
APPEARS IN THE FOLLOWING COLUMN. IF ANY, GO
TO TA-68 IN THAT COLUMN. IF NO OTHER
CHILDREN, GO TO TA-71.

CHILD 4	CHILD 5	CHILD 6
YES 1 (TA-68) NO 2 DK 8 RF 7	YES 1 (TA-68) NO 2 DK 8 RF 7	YES 1 (TA-68) NO 2 DK 8 RF 7
YES 1 NO 2 (BOX 12) DK 8 (BOX 12) RF 7 (BOX 12)	YES 1 NO 2 (BOX 12) DK 8 (BOX 12) RF 7 (BOX 12)	YES 1 NO 2 (BOX 12) DK 8 (BOX 12) RF 7 (BOX 12)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
YES 1 NO 2 DK 8 RF 7 (BOX 12)	YES 1 NO 2 DK 8 RF 7 (BOX 12)	YES 1 NO 2 DK 8 RF 7 (BOX 12)

TA-71. To the best of your knowledge [(has/have) (was/were)] [CHILD(REN)] (been) hit, punched, beat up, or hit with an object while (he/she/they) [(has been/have been) (was/were)] away?

YES 1
NO 2
DK 8

BOX 13

IF CHILD(REN) (WAS/WERE) SEXUALLY OR PHYSICALLY ABUSED OR AN ATTEMPT WAS MADE (TA-66, TA-67, OR TA-71 = 1) THEN

READ: I would like to ask you a few questions about the abuse that [CHILD(REN)] experienced.
(GO TO TA-72).

ELSE GO TO TA-67.

TA-72. Which one of the following would you say best describes the person who abused [CHILD(REN)]? Was he/she ...

A complete stranger 1
Someone known to child by sight 2
Child's (boyfriend/girlfriend) 3
Other friend of child 4
OTHER, Specify 5
DK 8

TA-73. To the best of your knowledge (was/were) [CHILD(REN)] moved away from (his/her/their) original location during this abuse?

YES 1 (TA-75)
NO 2
DK 8

TA-74. (was/Were) [CHILD(REN)] moved even a few feet from (his/her/their) original location?

YES..... 1
NO..... 2 (TA-82)
DK..... 8 (TA-82)

TA-75. Did the person who abused [CHILD(REN)] try to conceal (his/her/their) removal or location?

YES..... 1
NO..... 2
DK..... 8

TA-76. How (was/were) [CHILD(REN)] moved?

CHILD W/~~AS~~ CARRIED 1
CHILD W/~~AS~~, MADE TO ENTER VEHICLE 2
CHILD WALKED 3
OTHER; Specify _____ 4
_____ 4
DK 8

TA-77. Did the person responsible use any kind of force or threat in moving [CHILD(REN)] from (his/her/their) original location?

YES; What kind? _____ 1 (TA-79)
_____ 1 (TA-79)
NO 2
DK 8

TA-78. (Was/Were) [CHILD(REN)] lured or persuaded in some way to go with the person?

YES; How? _____ 1
_____ 1
NO 2
DK 8

TA-79. Where (was/were) [CHILD(REN)] taken?

VEHICLE (FOR WHOLE EPISODE) 1
BUILDING 2
PERPETRATOR'S HOME 3
WOODED AREA 4
OTHER; Specify _____ 5
_____ 5
DK 8

TA-80. Could you give me an estimate of how far [CHILD(REN)] (was/were) moved?

|__|__| or |__|__| or |__|__|
FEET YARDS MILES

98 = DK

TA-81. Did the movement of [CHILD(REN)] hide from view what was going on?

YES 1
NO 2
DK 8

TA-82. To your knowledge, was anything (else) done to hide what was going on?

YES..... 1
NO..... 2 (TA-84)
DK..... 8 (TA-84)

TA-83. How (else) were the activities concealed?

TA-84. (Was/Were) [CHILD(REN)] stopped or held against (his/her/their) will?

YES 1
NO 2
DK 8

BOX 14

IF CHILD(REN) (WAS/WERE) MOVED LESS THAN 20 FEET OR UNKNOWN DISTANCE
(TA-80 < 20 FEET OR DON'T KNOW), GO TO TA-86; OTHERWISE GO TO TA-87.

TA-85. Could you tell me if [CHILD(REN)] (was/were) held there by threat or force after the assault?

YES; What kind of threat or force?

..... 1
NO 2 (TA-87)
DK 8 (TA-87)

TA-86. How long (was/were) [CHILD(REN)] held there after the assault?

|__|__| or |__|__| or |__|__|
MIN HOURS DAYS

98 = DK

TA-87. To the best of your knowledge, [(has/have) (was/were)] [CHILD(REN)] (been) harmed in any of the following ways while (he/she/they) [(has been/have been) (was/were)] away?

	YES	NO	DK
a. Was money stolen from (him/her/them)?	1	2	8
b. (Was/Were) (he/she/they) involved in prostitution?.....	1	2	8
c. (Was/Were) (he/she/they) involved in pornography?	1	2	8

TA-88. [(Has/Have) (Did)] [CHILD(REN)] suffer(ed) any physical harm or injury during this episode?

YES 1
NO 2 (TA-91)
DECEASED 3 (TA-94)
DK 8 (TA-91)

TA-89. Could you describe this harm?

TA-90. Did this injury or harm require medical attention?

YES 1
NO 2
DK 8

TA-91. [(Has/Have) (Was/Were)] [CHILD(REN)] (been) mentally harmed by this episode?

YES 1
NO 2 (TA-94)
DK 8 (TA-94)

TA-92. Would you say this mental harm (is/was):

Very serious 1
Somewhat serious 2
Mild 3
Minor 4
DK 8

TA-93. (Has/Have) [CHILD(REN)] received any counseling because of this episode?

YES 1
NO 2
DK 8

TA-94. Would you consider this a case of [CHILD(REN)] being thrown out of the household?

YES 1 (TA-96)
NO 2
DK 8

TA-95. What kind of episode would you consider this to be?

TA-96. During the past 12 months (has/have) [CHILD(REN)] been involved in any other episodes like this?

YES 1
NO 2 (BOX 15)
DK 8 (BOX 15)

TA-97. Could you tell me roughly how many days, weeks or months [CHILD(REN)] was gone in all these episodes taken together?

|_|_| or |_|_| or |_|_|
DAYS WEEKS MONTHS

98 = DK

BOX 15

IF PRIMARY EPISODE IS ES-9, GO TO BOX 17.

IF PRIMARY EPISODE IS ES-10, THEN:

1. CHECK TO SEE IF THE CHILD/ANY OF THE CHILDREN INVOLVED IN THE EPISODE ARE 12 YEARS OF AGE OR OLDER. IF SO, CONTINUE TO NEXT QUALIFIER; ELSE GO TO BOX 17.
2. CHECK TO SEE IF THE (FIRST) CHILD WHO IS 12 YEARS OLD OR OLDER HAS RETURNED FROM THIS EPISODE. IF SO, ASK TA-98 FOR THAT CHILD; ELSE GO TO BOX 17.

TA-08. In the future, we may want to interview some children themselves about what we have asked, in hope that they can help keep children from being harmed. Any of this information would be entirely confidential. Would you allow us to interview your [] year-old child, (CHILD'S NAME), sometime in the future if we needed to?

- YES 1
- NO 2
- YES, IF PARENT LISTENS
TO INTERVIEW 3

BOX 16

CHECK TO SEE IF THERE ARE ANY OTHER CHILDREN THAT MEET THE SPECIFICATIONS IN BOX 15 (i.e., 12 YEARS OLD OR OLDER AND RETURNED FROM THIS EPISODE). IF THERE IS, ASK TA-08 FOR THAT CHILD (NOTING ANSWER IN MARGIN). IF THERE ARE NO OTHER CHILDREN MEETING THE ABOVE SPECIFICATIONS, GO TO BOX 17.

BOX 17

THIS FOLLOW-UP INTERVIEW IS FINISHED. IF R SCREENED IN FOR ANOTHER FOLLOW-UP INTERVIEW, CONDUCT THAT INTERVIEW NOW. IF R DID NOT SCREEN IN FOR ANY MORE FOLLOW-UP INTERVIEWS, GO TO THE SECOND HOUSEHOLD ENUMERATION.

THROWAWAY ELSEWHERE INTERVIEW

THROWAWAY ELSEWHERE INTERVIEW

TE-1. Has there been more than one time when this type of situation existed with (this child/these children)?

YES 1
NO 2 (TE-3)
DK 8 (TE-3)

TE-2. How many situations of this type have existed?

NUMBER: |__|__|
98 = DK

TE-3. When did [CHILD(REN)] first move out from their former household?

|__|__| / |__|__| / |__|__|
MONTH DAY YEAR
989898 = DK

BOX 1

IF THE DATE IS NOT IN THE PAST 12 MONTHS,
GO TO TE-4, OTHERWISE GO TO TE-5.

TE-4. When was the last time [CHILD(REN)] moved out?

|_|_| / |_|_| / |_|_|
MONTH DAY YEAR

989898 = DK

TE-5. Could you tell me if (Has/Have) [CHILD(REN)] returned (to his/her/their) household from this episode?

YES 1

NO 2 (TE-7)

TE-6. How long (was/were) (he/she/they) gone?

|_|_| or |_|_| or |_|_| (TE-8)
MIN HRS WKS

or

|_|_|
MOS

98 = DK

(TE-8)

TE-7. When were [CHILD(REN)] last in contact with their former household?

|_|_| / |_|_| / |_|_|
MONTH DAY YEAR

989898 = DK

BOX 2

IF CHILD(REN) LEFT HER/HIS/THEIR FORMER
HOUSEHOLD BEFORE THE PAST 12 MONTHS, AND
THERE HAS BEEN NO CONTACT IN THE PAST 12
MONTHS, THIS FOLLOW-UP INTERVIEW IS FINISHED;
OTHERWISE, GO TO TE-8.

BOX 3

READ: I need to ask you some questions about the episode we are focusing on to make sure that I have understood what you have told me.

NOTE: THE RESPONDENT MAY HAVE ANSWERED MANY OF THE FOLLOWING QUESTIONS IN ANSWERING THE FREE RESPONSE QUESTION ABOVE. IN CASES WHERE QUESTIONS HAVE ALREADY BEEN ANSWERED, VERIFY THE QUESTION AND ANSWER WITH THE RESPONDENT.

TE-9. Do you recall on what day of the week this episode started (i.e., when [CHILD(ren)] (was/were) last at (his/her/their home)?

MONDAY	1
TUESDAY	2
WEDNESDAY	3
THURSDAY	4
FRIDAY	5
SATURDAY	6
SUNDAY	7
DK	8

TE-10. Do you recall what time of day it was?

MORNING	1
AFTERNOON	2
EVENING	3
NIGHT	4
DK	8

TE-11. Where (was/were) [CHILD(REN)] when this episode began?

- CHILD'S HOME (INCLUDES YARD) 01
- ANOTHER HOME WHERE CHILD WAS VISITING
(E.G., FRIEND'S, RELATIVE'S, BABYSITTERS) 02
- STREET (E.G., WALKING HOME FROM SCHOOL OR
IN OWN NEIGHBORHOOD) 03
- STREET/ROAD WHERE CHILD WAS HITCHHIKING 04
- SCHOOL/DAY CARE (INCLUDES PLAYGROUND) 05
- SHOPPING AREA/MALL 06
- CAR (PARENT'S/CARETAKER'S) 07
- OTHER; SPECIFY: _____ 08
- DK 98

TE-12. Who was it that asked [CHILD(REN)] to leave?

- NATURAL FATHER 1
- NATURAL MOTHER 2
- STEPFATHER 3
- STEPMOTHER 4
- PARENT'S LIVE IN BOYFRIEND/GIRLFRIEND 5
- OTHER; specify _____ 6

TE-13. When [CHILD(REN)] (was/were) asked to leave, how long was it intended that (he/she/they) stay away?

- A FEW HOURS 1
- OVERNIGHT 2
- A FEW DAYS 3
- AT LEAST A WEEK 4
- A MONTH OR LONGER 5
- FOR GOOD 6
- DK 8

TE-14. Was there anything that led up to this episode? (e.g., the break up of a friendship or relationship, family problems or school problems)

TE-15. Had [CHILD(REN)] had an argument, or disagreement, or fight with anyone in the week prior to the beginning of this episode?

YES 1
NO 2 (TE-24)
DK 8 (TE-24)

TE-16. Was this person a member of the household which the (child/children) (was/were) forced or told to leave?

YES 1
NO 2
DK 8 (TE-18)

TE-17. Could you tell me who this person was in relation to [CHILD(REN)]?

TE-18. Could you tell me what this disagreement concerned? Did it concern...

	YES	NO	DK
a. Drug usage	1	2	8
b. Alcohol usage	1	2	8
c. Sexual behavior	1	2	8
d. Criminal behavior	1	2	8
e. Dress/Personal appearance	1	2	8
f. Staying out late	1	2	8
g. Friends/Personal associates	1	2	8
h. School performance	1	2	8
i. Breaking house rules	1	2	8
h. OTHER; specify _____	1	2	8

TE-19. Did this disagreement involve threats to [CHILD(REN)]?

YES	1
NO	2 (TE-21)
DK	8 (TE-21)

TE-20. Did these threats involve...

	YES	NO	DK
a. A threat to physically punish?	1	2	8
b. A threat to withdraw privileges?	1	2	8
c. A threat to kick out of household?	1	2	8
d. A threat to call police?	1	2	8
e. A threat to petition juvenile court?	1	2	8
f. A threat to hurt others in some way?	1	2	8
g. Any other threats? (specify) _____	1	2	8

TE-21. Did this disagreement involve any hitting, slapping, punching, spanking, or hitting with an object?

YES 1
NO 2 (TE-24)
DK 8 (TE-24)

TE-22. Did [PERSON(S) IN TE-17] do this to [CHILD(REN)]?

YES 1
NO 2
DK 8

TE-23. Did [CHILD(REN)] do this to [PERSON(S) IN TE-17]?

YES 1
NO 2
DK 8

TE-24. Could you tell me what the main reasons were for [CHILD(REN)] leaving?

TE-25. Where did [CHILD(REN)] first go when (he/she/they) left the last time they were forced or told to leave their home?

- RELATIVE'S HOUSE:
 - specify _____ 1
 - FRIEND'S HOUSE 2
 - HIS/HER OWN PLACE 3
 - SHELTER 4
 - OTHER; specify _____ 5
 - DK 8

TE-26. Could you describe the primary situation where [CHILD(REN)] [(is/are) (was/were)] first staying?

TE-26A. Were there any adults in the first situation where [CHILD(REN)] went to stay who took responsibility for (him/her/them)?

- YES 1
- NO 2
- DK 8

TE-27. (Is/Was) this a situation that an adult member of the (child's/children) household helped to arrange?

- YES, How? _____ 1
- NO 2
- DK 8

TE-28. How would you describe the quality of supervision in this situation? Was it:

As good or better than [CHILD(REN)] received at home	1
Adequate, but not as good as [CHILD(REN)] received at home	2
Probably inadequate	3
DK	8

TE-29: To the best of your knowledge, at any time during (his/her/their) time away, [(has/have)/(was/were)] [CHILD(REN)] (been) at a:

	YES	NO	DK
a. relative's house?.....	1	2	8
b. friend's house?	1	2	8
c. runaway shelter?	1	2	8

TE-30. To the best of your knowledge, were there any nights while away that [(has been/have been) (was/were)]. without any place to sleep?

YES, How many? __ __ 	1
NO	2
DK	8

TE-31. To the best of your knowledge, at any time during the episode [(has/have) (was/were)] [CHILD(REN)] (been) more than...

	YES	NO	DK
a. 100 miles from home?.....	1	2	8
b. 50 miles from home?	1	2	8
c. 10 miles from home?	1	2	8
d. 1 mile from home?.....	1	2	8

TE-32. At any time during (his/her/their) time away, (has/have/did) (CHILD(REN)) (left/leave) the state?

YES 1
NO 2
DK 8

TE-33. (Has/Have/Did) (CHILD(REN)) contact(ed) (his/her/their) former household by telephone at any time while away?

YES 1
NO 2
DK 8

TE-34. During how much of the time away (has/did) (CHILD(REN))'s former household (known/know) where (he/she/they) (is/are)?

Most of the time 1
More than half of the time 2
Less than half of the time 3
Not at all 4 (TE-37)
DK 8 (TE-37)

TE-35. Does that mean that the former household (knows/knew) the actual address or phone number where (CHILD(REN)) [(is/are) (was/were)] staying?

YES 1 (TE-37)
NO 2
DK 8

TE-36. What information (does/did) the former household know about the location of [CHILD(REN)]?

TE-37. Were the police contacted concerning this episode?

YES 1
NO 2 (BOX 4)
DK 8 (BOX 4)

TE-38. How soon after the episode began were the police contacted?

|_|_| or |_|_| or |_|_|
HRS DAYS WKS
97 = IMMEDIATELY
98 = DK

TE-39. Was this contact for the purpose of trying to find or bring [CHILD(REN)] back?

YES 1
NO 2 (BOX 4)
DK 8 (BOX 4)

TE-40. What did the police tell the person who contacted them?

TE-41. What did the police do? Did they:

	YES	NO	DK
a. Take a report over the phone?	1	2	8
b. Send officers to your household or scene	1	2	8
c. Interview you or adult household member in person	1	2	8
d. Take a written report	1	2	8
e. Give you or adult household member a a copy of the report	1	2	8
f. Get photo of child	1	2	8
g. Refer case to other justice agency (e.g., family court); specify	1	2	8
h. Do anything else; specify	1	2	8

TE-42. To the best of your knowledge did the police ...

	YES	NO	DK
a. Report the case to the FBI?	1	2	8
b. Report the case to any other federal agency (specify)			
_____	1	2	8

TE-43. How satisfied (are/were) you with the way the police (are handling/handled) this case? (Are/Were) you:

Very satisfied	1
Somewhat satisfied	2
Somewhat dissatisfied	3
Very dissatisfied	4
NO OPINION	5

BOX 4

IF CHILD HAS NOT RETURNED (TE-5=2), GO TO (TE-44).
IF CHILD HAS RETURNED (TE-5=1), GO TO (TE-45).

TE-44. How long (has/have) [CHILDREN] been gone from their former household?

|__|__| or |__|__| or |__|__| (TE-50)
DAYS WKS MOS

or

SINCE DATE: |__|__| |__|__| |__|__|
MONTH DAY YEAR

98 = DK

TE-45. How long (was/were) [CHILD(REN)] gone from their household?

|__|__| or |__|__| or |__|__| or |__|__|
HRS DAYS WKS MONTHS

98 = DK

TE-46. Could you tell which of these statements is most true concerning [CHILD(REN)]'s return home?

- (He/she/they) (was/were) asked to return 1
(He/she/they) (was/were) permitted
to return 2
(He/she/they) came back in spite of
opposition of someone in the household 3
DK 8

TE-47. How would you describe [CHILD(REN)]'s relationship with the members of (his/her/their) household since (he/she/they) returned? Is it:

- Much improved 1
- Somewhat improved 2
- About the same 3
- Somewhat worse 4
- Much worse 5
- DK 8

TE-48. Could you please describe any changes that have occurred?

TE-49. How likely do you believe it is that this situation, asking the child(ren) to leave, will recur? Is it:

- Very likely 1
- Somewhat likely 2
- Somewhat unlikely 3
- Very unlikely 4
- DK 8

TE-50. To the best of your knowledge (was/were) [CHILD(REN)] sexually abused or molested in the household prior to the episode?

- YES 1
- NO 2
- DK 8

BOX 5

IF THERE IS MORE THAN 1 CHILD, INSERT NAMES/
NUMBERS ACROSS THE TOP OF THE COLUMNS IN
THE ORDER THEY APPEAR ON THE FRONT OF THE
BOOKLET.

	CHILD 1	CHILD 2	CHILD 3
TE-51. To the best of your knowledge, during this episode (has/was) (CHILD) (been) sexually abused or molested?	YES1 (TE-53) NO2 DK8 RF7	YES 1 (TE-53) NO 2 DK 8 RF 7	YES 1 (TE-53) NO 2 DK 8 RF 7
TE-52. During this episode, (has there been/was there) any attempt to sexually abuse or molest (CHILD)?	YES1 NO2 (BOX 6) DK8 (BOX 6) RF7 (BOX 6)	YES 1 NO 2 (BOX 6) DK 8 (BOX 6) RF 7 (BOX 6)	YES 1 NO2 (BOX 6) DK8 (BOX 6) RF 7 (BOX 6)
TE-53. What evidence (do/did) you have of this (abuse/attempted abuse)?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
TE-54. (Have/Did) you report(ed) this (abuse/attempted abuse) to the police?	YES1 NO2 DK8 RF7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
TE-55. (Has/Was) (CHILD) (been) seen by a doctor as a result of this sexual abuse?	YES1 NO2 DK8 RF7 (BOX 6)	YES 1 NO 2 DK 8 RF 7 (BOX 6)	YES 1 NO 2 DK 8 RF 7 (BOX 6)

BOX 6

CHECK TO SEE IF A CHILD'S NAME/NUMBER
APPEARS IN THE FOLLOWING COLUMN. IF ANY, GO
TO TE-51 IN THAT COLUMN. IF NO OTHER CHILDREN,
GO TO TE-56.

CHILD 4	CHILD 5	CHILD 6
YES 1 (TE-53) NO 2 DK 8 RF 7	YES 1 TE-53) NO 2 DK 8 RF 7	YES 1 (TE-53) NO 2 DK 8 RF 7
YES 1 NO 2 (BOX 6) DK 8 (BOX 6) RF 7 (BOX 6)	YES 1 NO 2 (BOX 6) DK 8 (BOX 6) RF 7 (BOX 6)	YES 1 NO 2 (BOX-6) DK 8 (BOX 6) RF 7 (BOX 6)
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
YES 1 NO 2 DK 8 RF 7 (BOX 6)	YES 1 NO 2 DK 8 RF 7 (BOX 6)	YES 1 NO 2 DK 8 RF 7 (BOX 6)

TE-56. To the best of your knowledge (was/were) [CHILD(REN)] hit, punched, beat up, or hit with an object in the household prior to the episode?

YES 1
NO 2
DK 8

TE-57. To the best of your knowledge [(has/have) (was/were)] [CHILD(REN)] (been) hit, punched, beat up, or hit with an object while (he/she/they) [(has been/have been) (was/were)] away?

YES 1
NO 2
DK 8

BOX 7

IF CHILD(REN) (WAS/WERE) SEXUALLY OR PHYSICALLY ABUSED WHILE AWAY OR AN ATTEMPT WAS MADE (TE-51, TE-52, or TE-57 = 1) THEN

READ: I would like to ask you a few questions about the abuse that [CHILD(REN)] experienced.
(GO TO TE-58)

ELSE GO TO TE-73.

TE-58. Which one of the following would you say best describes the person who abused [CHILD(REN)]? Was he/she ...

A complete stranger 1
Someone known to child by sight 2
Child's (boyfriend/girlfriend) 3
Other friend of child 4
OTHER, specify _____ 5
DK 8

TE-59. To the best of your knowledge (was/were) [CHILD(REN)] moved away from (his/her/their) original location during this abuse?

YES..... 1 (TE-61)
NO..... 2
DK..... 8

TE-60. (Was/were) [CHILD(REN)] moved even a few feet from (his/her/their) original location?

YES..... 1
NO..... 2 (TE-68)
DK..... 8 (TE-69)

TE-61. Did the person who abused [CHILD(REN)] try to conceal (his/her/their) removal or location?

YES..... 1
NO..... 2
DK..... 8

TE-62. How (was/were) [CHILD(REN)] moved?

CHILD WAS CARRIED 1
CHILD WAS MADE TO ENTER VEHICLE 2
CHILD WALKED 3
OTHER; SPECIFY 4
.....
DK 8

TE-63. Did the person responsible use any kind of force or threat in moving [CHILD(REN)] from (his/her/their) original location?

YES; What kind? _____ 1 (TE-65)
NO 2
DK 8

TE-64. (Was/Were) [CHILD(REN)] lured or persuaded in some way to go with the person?

YES; How? _____ 1
NO 2
DK 8

TE-65. Where (was/were) [CHILD(REN)] taken?

VEHICLE (FOR WHOLE EPISODE) 1
BUILDING 2
PERPETRATOR'S HOME 3
WOODED AREA 4
OTHER; specify _____ 5
DK..... 8

TE-66. Could you give me an estimate of how far [CHILD(REN)] (was/were) moved?

|_|_| |_|_| |_|_|
FEET or YARDS or MILES

98 = DK

TE-67. Did the movement of [CHILD(REN)] hide from view what was going on?

YES 1
NO 2
DK 8

TE-68. To your knowledge, was anything (else) done to hide what was going on?

YES 1
NO 2 (TE-70)
DK 8 (TE-70)

TE-69. How (else) were the activities concealed?

TE-70. (Was/were) [CHILD(REN)] stopped or held against (his/her/their) will?

YES 1
NO 2
DK 8

BOX 8

IF CHILD(REN) (WAS/WERE) MOVED LESS THAN 20 FEET OR UNKNOWN DISTANCE
(TE-66 < 20 FEET OR DON'T KNOW), GO TO TE-71; OTHERWISE GO TO TE-73.

TE-71. Could you tell me if [CHILD(REN)] (was/were) held there by force or threat after the assault?

YES, What kind of force or threat? _____ 1
NO..... 2 (TE-73)
DK..... 8 (TE-73)

TE-72. How long (was/were) [CHILD(REN)] held there after the assault?

|_|_| MIN or |_|_| HRS or |_|_| DAYS
98 = DK

TE-73. To the best of your knowledge, [(has/have) (was/were)] [CHILD(REN)] (been) harmed in any of the following ways while (he/she/they) [(has been/have been) (was/were)] away?

	YES	NO	DK
a. Was money stolen from (him/her/them)?.....	1	2	8
b. (Was/were) (he/she/they) involved in prostitution?.....	1	2	8
c. (Was/were) (he/she/they) involved in pornography?.....	1	2	8

TE-74. (Has/Have/Did) [CHILD(REN)] suffer(ed) any physical harm or injury during this episode?

YES 1
NO 2 (TE-77)
DECEASED 3 (TE-80)
DK 8 (TE-77)

TE-75. Could you describe this harm?

TE-76. Did this injury or harm require medical attention?

YES 1
NO 2
DK 8

TE-77. [(Has/Have) (Was/Were)] [CHILD(REN)] (been) mentally harmed by this episode?

YES 1
NO 2 (TE-80)
DK 8 (TE-80)

TE-78. Would you say this mental harm (is/was):

Very serious 1
Somewhat serious 2
Mild 3
Minor 4
DK 8

TE-79. (Has/have) [CHILD(REN)] received any counseling because of this episode?

YES 1
NO 2
DK 8

TE-80. Would you consider this a case of [CHILD(REN)] being thrown out of the household?

YES 1 (TE-82)
NO 2
DK 8

TE-81. What kind of episode would you consider this to be?

TE-82. During the past 12 months (has/have) [CHILD(REN)] been involved in any other episodes like this?

YES 1
NO 2 (BOX 9)
DK 8 (BOX 9)

TE-83. Could you tell me roughly how many days, weeks or months [CHILD(REN)] was gone in all these episodes taken together?

|_|_| | |_|_| | |_|_| |
 DAYS or WKS or MOS
98 = DK

BOX 9

READ: I need to ask you a couple of background questions about [CHILD(REN)'s] household for statistical purposes.

TE-84. Could you tell me the education level of the head of [CHILD(REN)'s] household?

NOT A HIGH SCHOOL GRADUATE 1
A HIGH SCHOOL GRADUATE 2
HAVE SOME COLLEGE 3
A COLLEGE GRADUATE 4
DK 8

TE-85. Could you tell me in which state [CHILD(REN)'s] household is located?

BOX 10

THIS FOLLOW-UP INTERVIEW IS FINISHED. IF R SCREENED IN FOR ANOTHER FOLLOW-UP INTERVIEW, CONDUCT THAT INTERVIEW NOW. IF R DID NOT SCREEN IN FOR ANY MORE FOLLOW-UP INTERVIEWS, GO TO THE SECOND HOUSEHOLD ENUMERATION.

OTHERWISE MISSING INTERVIEW

BOX 1

READ: I need to ask you some questions about the episode we are focusing on to make sure that I have understood what you have told me.

NOTE: THE RESPONDENT MAY HAVE ANSWERED MANY OF THE FOLLOWING QUESTIONS IN ANSWERING THE FREE RESPONSE QUESTION ABOVE. IN CASES WHERE QUESTIONS HAVE ALREADY BEEN ANSWERED, VERIFY THE QUESTION AND ANSWER WITH THE RESPONDENT.

GM-3. Do you recall on what day of the week this episode started?

- MONDAY 1
- TUESDAY 2
- WEDNESDAY 3
- THURSDAY 4
- FRIDAY 5
- SATURDAY 6
- SUNDAY 7
- DK 8

GM-4. Do you recall what time of day it was?

- MORNING 1
- AFTERNOON 2
- EVENING 3
- NIGHT 4
- DK 8

GM-5. Do you know where [CHILD(REN)] (was/were) when the episode began?

- CHILD'S HOME (INCLUDES YARD)..... 01
- ANOTHER HOME WHERE CHILD WAS VISITING (E.G., FRIEND'S, RELATIVE'S, BABYSITTERS)..... 02
- STREET (E.G., WALKING HOME FROM SCHOOL OR IN OWN NEIGHBORHOOD) 03
- STREET/ROAD WHERE CHILD WAS HITCHHIKING..... 04
- SCHOOL/DAY CARE (INCLUDES PLAYGROUND)..... 05
- SHOPPING AREA/MALL..... 06
- CAR (PARENT'S/CARETAKER'S) 07
- OTHER; SPECIFY: _____ 08
- DK..... 98

GM-6. Was this with your permission?

- YES..... 1
- NO..... 2

GM-7. Was this an activity that was in your mind dangerous or that you were worried about?

- YES..... 1
- NO..... 2

GM-8. Did you believe that [CHILD(REN)] (was/were) in the company of others - either adults or other children?

- YES..... 1
- NO..... 2 (GM-10)
- DK..... 8 (GM-10)

GM-9. Who did you believe was with [CHILD(REN)]?

- BABYSITTER..... 1
- BROTHERS/SISTERS..... 2
- SCHOOL PERSONNEL..... 3
- OTHER FAMILY MEMBERS..... 4
- OTHER ADULTS..... 5
- OTHER CHILDREN..... 6
- OTHER; Specify _____ 7
- DK..... 8

GM-10. During this episode when did you first realize or believe that [CHILD(REN)] (was/were) missing?

GM-11. How did you come to notice or believe that [CHILD(REN)] (was/were) missing?

- FAILED TO CALL AT ARRANGED TIME 1 (GM-13)
- FAILED TO COME AT ARRANGED TIME 2 (GM-13)
- GONE LONGER THAN USUAL..... 3 (GM-13)
- DISAPPEARED FROM YOUR PRESENCE..... 4 (GM-13)
- SOMEONE ELSE NOTICED CHILD
MISSING..... 5
- OTHER; SPECIFY _____ 6 (GM-13)
- DK..... 8 (GM-13)

GM-12. How did this other person come to notice or believe that [CHILD(REN)] was missing?

- FAILED TO CALL AT ARRANGED TIME 1
- FAILED TO COME AT ARRANGED TIME 2
- GONE LONGER THAN USUAL..... 3
- DISAPPEARED FROM PERSON'S
PRESENCE 4
- OTHER; SPECIFY _____ 6
- DK..... 8

GM-13. After you noticed or believed that [CHILD(REN)] (was/were) missing, whom did you contact?
Did you call . . .

	YES	NO	DK
a. Another family member?	1	2	8
b. Another caretaker?	1	2	8
c. What about the [CHILD(REN)'s] friends or family of friends?	1	2	8
d. The police?	1	2	8
e. Anyone else (specify)?	1	2	8

BOX 2:
IF RESPONDENT CALLED POLICE ASK GM 14; IF RESPONDENT DID NOT
CALL POLICE SKIP TO GM-19.

GM-14. How soon after you noticed or believed [CHILD(REN)] to be missing did you contact the police?

|_|_| or |_|_| or |_|_|
MIN HRS DAYS

97 = IMMEDIATELY

98 = DK

GM-15. What did the police tell you?

GM-16. What did the police do? Did they:

	YES	NO	DK
a. Take a report over the phone	1	2	8
b. Send officers to your household or scene	1	2	8
c. Interview you or adult household member in person.....	1	2	8
d. Take a written report.....	1	2	8
e. Give you or adult household member a copy of written report.....	1	2	8
f. Get a photo of [CHILD].....	1	2	8
g. Refer case to other justice agency; specify _____	1	2	8

f. Do anything else (specify) _____	1	2	8

GM-17. To the best of your knowledge did the police

	YES	NO	DK
a. Report the case to the FBI	1	2	8
b. Report the case to any other federal agency? (specify)	1	2	8

GM-18. How satisfied (are/were) you with the way the police (are handling/handled) your case?
(Are/Were) you ...

Very satisfied	1
Somewhat satisfied	2
Somewhat dissatisfied	3
Very dissatisfied	4
NO OPINION	5

GM-19. Did you contact any other agency or professional person [outside the family]?

YES.....	1
NO	2 (BOX 3)

GM-20. Whom did you call? Did you call . . .

	YES	NO	DK
a. The clergy	1	2	8
b. A lawyer	1	2	8
c. School personnel	1	2	8
d. A therapist/counselor	1	2	8
e. OTHER; specify _____	1	2	8

BOX 3

IF CHILD HAS RETURNED (GM-1 = 1), GO TO GM-21
OTHERWISE GO TO GM-22.

GM-21. How long was it before you found out where [CHILD(REN)] (was/were)?

or or (GM-23)
 MIN HRS DAYS

or 98 = DK (GM-23)
 WKS MOS

GM-22. How long (has/have) [CHILD(REN)] been missing?

or or (BOX 4)
 MIN HRS DAYS

or 98 = DK (BOX 4)
 WKS MOS

GM-23. Which of these statements best describes the reason [CHILD(REN)] (was/were) missing?

- (He/She/They) had been hurt or injured..... 1
- (He/She/They) had gotten lost..... 2
- (He/She/They) had forgotten about time or
about appointment..... 3
- (He/She/They) had misunderstood
expectations..... 4
- Someone taking care of (him/her/them)
had misunderstood expectations 5
- Unforeseen circumstances caused delay..... 6
- OTHER; specify _____ 7

BOX 4

IF THERE IS MORE THAN 1 CHILD, INSERT NAMES/
NUMBERS ACROSS THE TOP OF THE COLUMNS IN
THE ORDER THEY APPEAR ON THE FRONT OF THE
BOOKLET.

	CHILD 1	CHILD 2	CHILD 3
GM-24. To the best of your knowledge, during this episode (has/was) (CHILD) (been) sexually abused or molested?	YES1 (GM-26) NO2 DK8 RF7	YES 1 (GM-26) NO 2 DK 8 RF 7	YES 1 (GM-26) NO 2 DK 8 RF 7
GM-25. During this episode, (has there been/was there) any attempt to sexually abuse or molest (CHILD)?	YES1 NO2 (BOX 5) DK8 (BOX 5) RF7 (BOX 5)	YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)	YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)
GM-26. What evidence (do/did) you have of this (abuse/attempted abuse)?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
GM-27. (Have/Did) you report(ed) this (abuse/attempted abuse) to the police?	YES1 NO2 DK8 RF7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
GM-28. (Has/Was) (CHILD) (been) seen by a doctor as a result of this sexual abuse?	YES1 NO2 DK8 RF7 (BOX 5)	YES 1 NO 2 DK 8 RF 7 (BOX 5)	YES 1 NO 2 DK 8 RF 7 (BOX 5)

BOX 5

CHECK TO SEE IF A CHILD'S NAME/NUMBER
APPEARS IN THE FOLLOWING COLUMN. IF ANY, GO
TO GM-24 IN THAT COLUMN. IF NO OTHER
CHILDREN, GO TO GM-29.

CHILD 4	CHILD 5	CHILD 6
YES 1 (GM-26) NO 2 DK 8 RF 7	YES 1 (GM-26) NO 2 DK 8 RF 7	YES 1 (GM-26) NO 2 DK 8 RF 7
YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)	YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)	YES 1 NO 2 (BOX 5) DK 8 (BOX 5) RF 7 (BOX 5)
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7	YES 1 NO 2 DK 8 RF 7
YES 1 NO 2 DK 8 RF 7 (BOX 5)	YES 1 NO 2 DK 8 RF 7 (BOX 5)	YES 1 NO 2 DK 8 RF 7 (BOX 5)

GM-29. To the best of your knowledge, during this episode [has/have](was/were) [CHILD(REN)] (been) hit, punched, beat up, or hit with an object?

YES..... 1
NO..... 2
DK..... 8

BOX 6

IF [CHILD(REN)] (WAS/WERE) SEXUALLY OR PHYSICALLY ABUSED OR AN ATTEMPT WAS MADE (GM-24, GM-25, or GM-29 = 1), THEN READ:

READ: I would like to ask you a few questions about the abuse that [CHILD(REN)] experienced. GO TO GM-30.

ELSE GO TO GM-45.

GM-30. Which one of the following would you say best describes the person who abused [CHILD(REN)]? Was he/she ...

A complete stranger..... 1
Someone known to child by sight..... 2
Child's (boyfriend/girlfriend)..... 3
Other friend of child..... 4
OTHER, specify..... 5
DK..... 8

GM-31. To the best of your knowledge (was/were) [CHILD(REN)] moved away from (his/her/their) original location during this abuse?

YES..... 1 (GM-33)
NO..... 2
DK..... 8

GM-32. (Was/Were) [CHILD(REN)] moved even a few feet from (his/her/their) original location?

YES..... 1
NO..... 2 (GM-40)
DK..... 8 (GM-40)

GM-33. Did the person who abused [CHILD(REN)] try to conceal (his/her/their) removal or location?

YES..... 1
NO..... 2
DK..... 8

GM-34. How (was/were) [CHILD(REN)] moved?

CHILD WAS CARRIED..... 1
CHILD WAS MADE TO ENTER VEHICLE..... 2
CHILD WALKED 3
OTHER, SPECIFY _____ 4
DK..... 8

GM-35. Did the person responsible use any kind of force or threat in moving [CHILD(REN)] from (his/her/their) original location?

YES, What kind? _____ 1 (GM-37)
NO..... 2
DK..... 8

GM-36. (Was/Were) [CHILD(REN)] lured or persuaded in some way to go with person?

YES, How? _____ 1

NO..... 2
DK..... 8

GM-37. Where (was/were) [CHILD(REN)] taken?

VEHICLE (FOR WHOLE EPISODE)..... 1
BUILDING..... 2
PERPETRATOR'S HOME..... 3
WOODED AREA..... 4
OTHER, specify _____ 5
DK:..... 8

GM-38. Could you give me an estimate of how far [CHILD(REN)] (was/were) moved?

|_|_| or |_|_| or |_|_|
FT. YDS. MILES

98 = DK

GM-39. Did the movement of [CHILD(REN)] hide from view what was going on?

YES 1
NO 2
DK 8

GM-40. To your knowledge, was anything (else) done to hide what was going on?

YES 1
NO 2 (GM-42)
DK 8 (GM-42)

GM-41. How (else) were the activities concealed?

GM-42. (Was/Were) [CHILD(REN)] stopped or held against (his/her/their) will?

YES 1
NO 2
DK 8

BOX 7

IF [CHILD(REN)] (WAS/WERE) MOVED LESS THAN 20 FEET OR UNKNOWN DISTANCE (GM-38 < 20 FEET OR DK), GO TO GM-43; OTHERWISE GO TO GM-45.

GM-43. Could you tell me if [CHILD(REN)] (was/were) held there by threat or force after the assault?

Yes; What kind of threat or force? 1
.....
No 2 (GM-45)
DK 8 (GM-45)

GM-44. How long (was/were) [CHILD(REN)] held there after the assault?

|_|_| or |_|_| or |_|_|
MIN HRS DAYS

98 = DK

GM-45. [Has/Have](Did) [CHILD(REN)] suffer(ed) any physical harm or injury during this episode?

YES 1
NO 2 (GM-48)
DECEASED 3 (BOX 8)
DK 8 (GM-48)

GM-46. Could you describe this harm?

GM-47. Did this injury or harm require medical attention?

YES 1
NO 2
DK 8

GM-48. During this episode, had [CHILD(REN)] been in serious danger of being harmed?

YES, DEFINITELY 1
PROBABLY 2
NO 3 (GM-50)
DK 8 (GM-50)

GM-49. Could you describe this danger?

GM-50. (Has/Have)(Was/Were) [CHILD(REN)] mentally harmed by this episode?

YES 1
NO 2 (BOX 8)
DK 8 (BOX 8)

GM-51. Would you say this has been ...

Very serious 1
Somewhat serious 2
Mild 3
Minor 4
DK 8

GM-52. (Has/Have) [CHILD(REN)] received any counseling as a result of this episode?

YES 1
NO 2
DK 8

BOX 8

THIS FOLLOW-UP INTERVIEW IS FINISHED. IF R SCREENED IN FOR ANOTHER FOLLOW-UP INTERVIEW, CONDUCT THAT INTERVIEW NOW. IF R DID NOT SCREEN IN FOR ANY MORE FOLLOW-UP INTERVIEWS GO TO THE SECOND HOUSEHOLD ENUMERATION.

APPENDIX B
RELIABILITY OF EVALUATIVE CODING

APPENDIX B

This appendix includes the "Summary of Reliability," which details the inter-coder agreements on all variables included in evaluative coding. Also included is an index to the variables listed on the Summary.

Those items considered in the reliability calculations include all of the evaluative coding items on each transcription sheet.¹ The number of agreements (#A), disagreements (#D), "skip" disagreements (#S), and "consequence" disagreements (#C) are reported for each variable. "Skip" and "consequence" disagreements were counted as basic disagreements in the "Raw" Reliability (Raw Rel) calculation. Whereas in the "General" Reliability (Gen Rel) calculations, "consequence" disagreements were not included. In addition, in the "Adjusted" Reliability calculations, neither "consequence" nor "skip" disagreements were considered as basic disagreements. As discussed in the text (see Section 7.2.6), the complexity of the evaluative coding system meant that there was a great deal of interdependency among the various coded items. The use of General and Adjusted Reliability avoided penalizing coders for following these interdependencies appropriately.

¹The pre-evaluative coding items were not included in the reliability calculations, although the percentages of agreement on these items were monitored.

INDEX OF ITEMS INCLUDED IN RELIABILITY SUMMARY

Batch Tot	Total forms in batches included in the calculation.
R-Sample	Number of forms sampled for the reliability sample.
No Ckd	Number checked. The number of forms "circled" by the reliability coder during the checking process.
Pcntckd	Percent checked. The percentage of "circled" forms in the batch.
Raw Rel	Number of agreements between the evaluative and reliability coders regarding the evaluative items listed below. This measure included all of the possible agreement categories. (Number of agreements divided by the number of agreements plus number of disagreements plus number of skip problems plus number of consequences.)
Gen Rel	Number of agreements between the evaluative and reliability coders regarding the evaluative items listed below. This measure excluded consequence disagreements. (Number of agreements divided by the number of agreements plus number of disagreements plus number of skip problems.)
Adj Rel	Number of agreements between the evaluative and reliability coders regarding the evaluative items listed below. This measure excluded both consequence and skip disagreements. (Number of agreements divided by the number of agreements plus number of disagreements.)

PRE-EVALUATIVE CODES:

CATI ID	Seven digit case (household) number.
Form ID	Nine character data form number.
Timeframe	Evaluation of the degree to which the date of the incident fit the time criterion.
Residence	Evaluation of the degree to which the child's residence in the respondent's household fit the residency criterion.
Age	Evaluation of the degree to which the child's age at the time of the incident fit the age criterion.

Perp Rel	(Non-family and Family Abductions Only.) Evaluation of the degree to which the perpetrator's relationship to the child fit the perpetrator criteria.
E-coding	Decision as to whether or not the evaluative coding section of the transcription sheet needed to be completed.
Sheet 1 Totals	Pre-evaluative decision totals for the first transcription sheet.
Sheet 2 Totals	Pre-evaluative decision totals for the second transcription sheet (where the case was evaluated against another set of definitions).
Combined Totals	Pre-evaluative decision totals for both transcription sheets.

EVALUATIVE CODES- FAMILY ABDUCTIONS:

Taken/attempt	Evaluation of whether child was taken or attempt was made to take child.
Violation	Evaluation of whether or not the taking/attempted taking violated a custody decree.
14 or younger	Evaluation of whether child was 14 years old or younger at the time of the episode (taking/attempted taking).
Force/threat	Evaluation of whether or not force or threat was used against child during the episode (taking/attempted taking).
Not returned	Evaluation of whether child was not returned or an attempt was made not to return child (i.e., kept/attempted to keep).
Violation	Evaluation of whether or not the keeping/attempted keeping violated a custody decree.
14 or younger	Evaluation of whether child was 14 years old or younger at the time of the episode (keeping/attempted keeping).
Force/threat	Evaluation of whether or not force or threat was used against child during the episode (keeping/attempted keeping).
Attempt conceal	Evaluation of whether perpetrator attempted to conceal the taking or whereabouts of child.
Prevent contact	Evaluation of whether perpetrator attempted to prevent contact with child.
Transported	Evaluation of whether perpetrator transported child from the State.

Contact/recover	Evaluation of whether perpetrator transported child with the intent of making contact or recovery of child more difficult.
Indef. contact	Evaluation of whether perpetrator intended to indefinitely prevent contact with child.
Affect custody	Evaluation of whether perpetrator intended to indefinitely affect custodial privileges.
Sub. effort	Evaluation of whether the child's absence ended/was averted only by substantial efforts of the person from whom the child was taken/kept.
Code another	Decision as to whether or not the case needed to be re-evaluated against another set of definitions.
Type	Code for which type of definitions the case should be re-evaluated against.
FA TOTALS	Evaluative decision totals for Family Abduction Transcription Sheets.

EVALUATIVE CODES- NON-FAMILY ABDUCTIONS:

Detain/attempt	Evaluation of whether child was detained against his/her will or an attempt was made to detain child.
Force/threat	Evaluation of whether perpetrator used force or threat to detain/attempt to detain child.
Sub. period	Evaluation of whether perpetrator detained child for a substantial period of time.
Isolated place	Evaluation of whether perpetrator detained/attempted to detain child in an isolated place.
Authority/perm.	Evaluation of whether perpetrator had either the lawful authority or parental permission to detain child.
Taken/attempt	Evaluation of whether child was taken or attempt was made to take child.
Force/threat	Evaluation of whether perpetrator used force or threat to take/attempt to take child.

Voluntarily	Evaluation of whether child voluntarily went with perpetrator or an attempt was made to get child to go voluntarily with perpetrator.
Authority/perm.	Evaluation of whether perpetrator had either the lawful authority or parental permission to take or accompany child.
14 or younger	Evaluation of whether child was 14 years old or younger at the time of the episode.
Ment. incompet.	Evaluation of whether or not child had any mentally incompetency.
Concealed	Evaluation of whether perpetrator concealed or tried to conceal child.
Ransom	Evaluation of whether perpetrator demanded ransom for child's safekeeping or return.
Intent to keep	Evaluation of whether perpetrator indicated an intention to keep child.
Diff. recovery	Evaluation of whether recovery of the child would have been difficult.
Purpose assault	Evaluation of whether perpetrator had the apparent purpose of assaulting the child at the time s/he went away with or tried to go away with child.
Code another	Decision as to whether or not the case needed to be re-evaluated against another set of definitions.
Type	Code for which type of definitions the case should be re-evaluated against.
SA TOTALS	Evaluative decision totals for Non-family Abduction Transcription Sheets.

EVALUATIVE CODES- RUNAWAYS:

Statement/note	Evaluation of whether child made a statement or left a note that indicated an intent to run away.
Child left	Evaluation of whether or not child left home.
W/o permission	Evaluation of whether child left home without permission.

Chose no return	Evaluation of whether child was away from home and chose not to return when s/he was supposed to.
14 or younger	Evaluation of whether child was 14 years old or younger at the time of the episode.
Overnight	Evaluation of whether child was away from home overnight.
Two nights	Evaluation of whether child was away form home for two nights.
Familiar place	Evaluation of whether child had a familiar and secure place to stay at night.
Code another	Decision as to whether or not the case needed to be re-evaluated against another set of definitions.
Type	Code for which type of definitions the case should be re-evaluáted against:
RA TOTALS	Evaluative decision totals for Runaway Transcription Sheets.

EVALUATIVE CODES- THROWNAWAY & THROWNAWAY ELSEWHERE:

Asked to leave	Evaluation of whether a household adult asked or told child to leave the home.
Failed arrange	Evaluation of whether a household adult arranged adequate alternative care for child (after child was asked to leave).
Overnight	Evaluation of whether child was away from home overnight (after child was asked to leave).
Familiar place	Evaluation of whether child had a familiar and secure place to stay at night (after child was asked to leave).
Refuse return	Evaluation of whether a household adult refused to allow child to return to the home.
Failed arrange	Evaluation of whether a household adult arranged adequate alternative care for child (after child was refused to allow to return home).
Overnight	Evaluation of whether child was away from home overnight (after child was refused to allow to return home).
Familiar place	Evaluation of whether child had a familiar and secure place to stay at night (after child was refused to allow to return home).

Runaway/left	Evaluation of whether child ran away or left home of his/her own accord.
No effort	Evaluation of whether child's parent/guardian made any effort to find or recover child.
Doesn't care	Evaluation of whether child's parent/guardian indicated that s/he did not care whether child stayed away or returned.
Overnight	Evaluation of whether child was away from home overnight (after child ran away or left).
Familiar place	Evaluation of whether child had a familiar and secure place to stay at night (after child ran away or left).
Code another	Decision as to whether or not the case needed to be re-evaluated against another set of definitions.
Type	Code for which type of definitions the case should be re-evaluated against.
TA TOTALS	Evaluative decision totals for Throwaway Transcription Sheets.

EVALUATIVE CODES- OTHERWISE MISSING:

Disappeared	Evaluation of whether child disappeared from the home or parent's supervision.
Evaluated age	Evaluation of child's age category at the time of the episode.
Age support	Code for method used to assign age category in previous item.
Impaired child	Evaluation of whether child had any serious or permanent physical or mental disability or impairment or life threatening medical condition at the time of the episode.
Out w/ perm.	Evaluation of whether child was away from home with permission.
Failed return	Evaluation of whether child failed to return or make contact when it was expected or s/he was unable to be located where s/he was expected to be.
Harm/injury	Evaluation of whether child suffered any harm or injury during the episode.
Medical atten.	Evaluation of whether child's harm or injury required medical attention.

Overnight	Evaluation of whether child was missing overnight.
One hour	Evaluation of whether child was missing at least one hour.
Police contact	Evaluation of whether the police were contacted to assist in locating child.
Code another	Decision as to whether or not the case needed to be re-evaluated against another set of definitions.
Type	Code for which type of definitions the case should be re-evaluated against.
GM TOTALS	Evaluative decision totals for Otherwise Missing Transcription Sheets.
TOTAL:	
Evaluative Totals	Grand total of all evaluative countability items. The pre-evaluative items were not included in this total.

SUM OF ALL BATCHES

Batch Tot:	937	R-Sample:	142	Raw Rel:	0.78
No Ckd:	273	Pentckd:	0.34	Gen Rel:	0.89
				Adj Rel:	0.91

Pre-evaluative Codes: Transcription Sheet 1--

	#A	#D	#S	#C	Total	Raw Rel	Gen Rel	Adj Rel
CATI ID	141	1	0	0	142	0.99	0.99	0.99
FormID	141	1	0	0	142	0.99	0.99	0.99
Timeframe	138	3	1	0	142	0.97	0.97	0.98
Residence	130	10	2	0	142	0.92	0.92	0.93
Age	131	9	2	0	142	0.92	0.92	0.94
Perp Rel	54	2	1	0	57	0.95	0.95	0.96
E-coding	136	2	2	2	142	0.96	0.97	0.99
Sheet 1--TOTALS	871	28	8	2	909	0.96	0.96	0.97

Pre-evaluative Codes: Transcription Sheet 2--

	#A	#D	#S	#C	Total	Raw Rel	Gen Rel	Adj Rel
CATI ID	13	0	0	11	24	0.54	1.00	1.00
FormID	13	0	0	11	24	0.54	1.00	1.00
Timeframe	13	0	0	11	24	0.54	1.00	1.00
Residence	13	0	0	11	24	0.54	1.00	1.00
Age	12	1	0	11	24	0.50	0.92	0.92
Perp Rel	1	0	0	1	2	0.50	1.00	1.00
E-coding	13	0	0	11	24	0.54	1.00	1.00
Sheet 2--TOTALS	78	1	0	67	146	0.53	0.99	0.99
COMBINED TOTALS	949	29	8	69	1055	0.90	0.96	0.97

Evaluative Codes: Family Abduction (FA)--

	#A	#D	#S	#C	Total	Raw Rel	Gen Rel	Adj Rel
Taken/attempt	29	6	0	1	36	0.81	0.83	0.83
Violation	28	4	0	4	36	0.78	0.88	0.88
14 or younger	32	0	0	4	36	0.89	1.00	1.00
Force/threat	31	1	0	4	36	0.86	0.97	0.97
Not returned	32	3	0	1	36	0.89	0.91	0.91
Violation	29	4	0	3	36	0.81	0.88	0.88
Overnight	33	0	0	3	36	0.92	1.00	1.00
14 or younger	31	2	0	3	36	0.86	0.94	0.94
Force/threat	29	0	4	3	36	0.81	0.88	1.00
Attempt conceal	28	7	0	1	36	0.78	0.80	0.80
Prevent contact	28	7	0	1	36	0.78	0.80	0.80
Transported	29	6	0	1	36	0.81	0.83	0.83
Contact/recover	32	0	1	3	36	0.89	0.97	1.00
Indef. contact	28	7	0	1	36	0.78	0.80	0.80
Affect custody	22	13	0	1	36	0.61	0.63	0.63
Sub. effort	19	7	9	1	36	0.53	0.54	0.73
Code another	30	3	2	1	36	0.83	0.86	0.91
Type	30	0	2	4	36	0.83	0.94	1.00
FA TOTALS	520	70	18	40	648	0.80	0.86	0.88

Evaluative Codes: Throwaway (TA) / Throwaway Elsewhere (TE)--

	#A	#D	#S	#C	Total	Raw Rel	Gen Rel	Adj Rel
Asked to leave	27	6	0	2	35	0.77	0.82	0.82
Failed arrange	29	3	0	3	35	0.83	0.91	0.91
Overnight	31	1	0	3	35	0.89	0.97	0.97
Familiar place	32	0	0	3	35	0.91	1.00	1.00
Refuse return	30	3	0	2	35	0.86	0.91	0.91
Failed arrange	31	0	0	4	35	0.89	1.00	1.00
Overnight	31	0	0	4	35	0.89	1.00	1.00
Familiar place	31	0	0	4	35	0.89	1.00	1.00
Runaway/left	30	3	0	2	35	0.86	0.91	0.91
No effort	27	3	1	4	35	0.77	0.87	0.90
Doesn't care	29	1	1	4	35	0.83	0.94	0.97
Overnight	30	1	0	4	35	0.86	0.97	0.97
Familiar place	27	2	1	5	35	0.77	0.90	0.93
Code another	29	2	2	2	35	0.83	0.88	0.94
Type	28	1	2	4	35	0.80	0.90	0.97
TA TOTALS	442	26	7	50	525	0.84	0.93	0.94

Evaluative Codes: Otherwise Missing (GM)--

	#A	#D	#S	#C	Total	Raw Rel	Gen Rel	Adj Rel
Disappeared	28	3	0	7	38	0.74	0.90	0.90
Evaluated age	25	1	4	8	38	0.66	0.83	0.96
Age support	26	1	3	8	38	0.68	0.87	0.96
Impaired child	25	1	4	8	38	0.66	0.83	0.96
Out w/ perm.	28	3	0	7	38	0.74	0.90	0.90
Failed return	27	2	0	9	38	0.71	0.93	0.93
Harm/injury	29	0	0	9	38	0.76	1.00	1.00
Medical atten.	25	0	4	9	38	0.66	0.86	1.00
Overnight	30	1	0	7	38	0.79	0.97	0.97
One hour	27	1	2	8	38	0.71	0.90	0.96
Police contact	30	1	0	7	38	0.79	0.97	0.97
Code another	28	3	0	7	38	0.74	0.90	0.90
Type	28	1	0	9	38	0.74	0.97	0.97
GM TOTALS	356	18	17	103	494	0.72	0.91	0.95
Evaluative Totals	1915	187	60	285	2447	0.78	0.89	0.91

Evaluative Codes: Nonfamily Abductions (SA)--

	#A	#D	#S	#C	Total	Raw Rel	Gen Rel	Adj Rel
Detain/attempt	22	3	0	0	25	0.88	0.88	0.88
Force/threat	21	4	0	0	25	0.84	0.84	0.84
Sub. period	21	3	0	1	25	0.84	0.88	0.88
Isolated place	23	2	0	0	25	0.92	0.92	0.92
Authority/perm.	24	1	0	0	25	0.96	0.96	0.96
Taken/attempt	19	6	0	0	25	0.76	0.76	0.76
Force/threat	17	2	0	6	25	0.68	0.89	0.89
Voluntarily	15	10	0	0	25	0.60	0.60	0.60
Authority/perm.	20	0	1	4	25	0.80	0.95	1.00
14 or younger	20	1	0	4	25	0.80	0.95	0.95
Ment. incomp.	21	0	0	4	25	0.84	1.00	1.00
Concealed	17	4	0	4	25	0.68	0.81	0.81
Ransom	21	0	0	4	25	0.84	1.00	1.00
Intent to keep	20	0	1	4	25	0.80	0.95	1.00
Diff. recovery	17	0	2	6	25	0.68	0.89	1.00
Purpose assault	19	2	1	3	25	0.76	0.86	0.90
Code another	24	1	0	0	25	0.96	0.96	0.96
Type	24	0	0	1	25	0.96	1.00	1.00
SA TOTALS	365	39	5	41	450	0.81	0.89	0.90

Evaluative Codes: Runaway (RA)--

	#A	#D	#S	#C	Total	Raw Rel	Gen Rel	Adj Rel
Statement/note	28	1	0	4	33	0.85	0.97	0.97
Child left	28	1	0	4	33	0.85	0.97	0.97
W/o permission	21	7	0	5	33	0.64	0.75	0.75
Chose no return	15	6	5	7	33	0.45	0.58	0.71
14 or younger	21	3	4	5	33	0.64	0.75	0.88
Overnight	26	2	0	5	33	0.79	0.93	0.93
Two nights	26	2	1	4	33	0.79	0.90	0.93
Familiar place	19	7	3	4	33	0.58	0.66	0.73
Code another	24	5	0	4	33	0.73	0.83	0.83
Type	24	0	0	9	33	0.73	1.00	1.00
RA TOTALS	232	34	13	51	330	0.70	0.83	0.87

APPENDIX C
RULES FOR DETERMINING CASE COUNTABILITY

Countability Rules for Non-family Abduction Definitions

NFA1 -- Broad Scope and Policy Focal

It is "very probable" or "probable" that:

- (1) { Child was taken by a non-family member
AND
Perpetrator used force or threat to take child
AND
Perpetrator took child without lawful authority or parental permission
- OR
- (2) { Child was detained by a non-family member
AND
Perpetrator used force or threat to detain child
AND
Perpetrator detained child for a substantial period
AND
Perpetrator detained child in an isolated place
AND
Perpetrator detained child without lawful authority or parental permission

NFA2 -- Broad Scope and Policy Focal

It is "very probable" or "probable" that:

- (1) { Child was 14 years old or younger
OR
Child was under 18 years old and child was mentally incompetent

AND

- (2) { Child was taken by a non-family member
OR
Child voluntarily accompanied a non-family member
OR
Child was detained against the parents will by a non-family member

AND

- (3) Child was taken/went away with/detained without lawful authority or parental permission

AND

- (4) { Perpetrator concealed child's whereabouts
OR
Perpetrator requested ransom, goods, or services
OR
Perpetrator expressed an intention to keep child permanently

NFA3 -- Broad Scope and Policy Focal

It is "very probable" or "probable" that:

- (1) { Child was taken by a non-family member
OR
Child voluntarily accompanied a non-family member
- AND
- (2) Perpetrator had the apparent purpose of assaulting the child

NFAPUB -- "Public" Definition

To be countable under this definition, the case must:

- (1) { Count under definition NFA1
OR
Count under definition NFA2
OR
Count under definition NFA3
- AND
- (2) { Perpetrator detained child overnight
OR
Perpetrator transported child at least 50 miles
OR
Perpetrator killed child

ANFA1 -- Attempted Abduction

It is "very probable" or "probable" that:

- (1) { Non-family member tried to take child
AND
Perpetrator used force or threat to try to take child
AND
Perpetrator tried to take child without lawful authority or parental permission
- OR
- (2) { Non-family member tried to detain child
AND
Perpetrator used force or threat to try to detain child
AND
Perpetrator tried to detain child in an isolated place
AND
Perpetrator tried to detain child without lawful authority or parental permission

ANFA2 -- Attempted Abduction

It is "very probable" or "probable" that:

- (1) { Child was 14 years old or younger
OR
Child was under 18 years old and child was mentally incompetent
AND
Non-family member tried to take child
OR
Non-family member tried to get child to voluntarily accompany him/her
OR
Non-family member tried to detain child against the parents' will
AND
- (3) Perpetrator tried to take/go away with/detain child without lawful authority or parental permission
AND
- (4) { Perpetrator concealed or tried to conceal child's whereabouts
OR
Recovery of the child would have been difficult

ANFA3 -- Attempted Abduction

It is "very probable" or "probable" that:

- (1) { Non-family member tried to take child
OR
Non-family member tried to get child to voluntarily accompany him/her
AND
- (2) { Perpetrator attempted to conceal the taking or whereabouts of the child
OR
Perpetrator had the apparent purpose of assaulting the child

Countability Rules for Family Abduction Definitions

FA1 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child was taken by a family member
AND
- (2) Child was taken in violation of a custody agreement or decree

FA2 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child was not returned or given over by a family member
AND
- (2) Child was away overnight
AND
- (3) Child was not returned or given over in violation of a custody agreement or decree

FA3 -- Policy Focal

It is "very probable" or "probable" that:

(1) Child was 14 years old or younger

AND

(2) Child was taken by family member

AND

(3) Child was taken in violation of a custody agreement or decree

AND

Perpetrator attempted to conceal the taking or whereabouts of the child

OR

Perpetrator attempted to prevent contact with the child

OR

Perpetrator indicated an intent to prevent contact with the child on an indefinite basis

(4) OR

Perpetrator indicated an intent to indefinitely affect custodial privileges

OR

(Perpetrator transported child from the State

AND

Child was transported with the intent to make it more difficult to contact or recover the child)

FA4 -- Policy Focal

It is "very probable" or "probable" that:

(1) Child was 14 years old or younger

AND

(2) Child was not returned or given over by a family member

AND

(3) Child was away overnight

AND

(4) Child was not returned or given over in violation of a custody agreement or decree

AND

Perpetrator attempted to conceal the taking or whereabouts of the child

OR

Perpetrator attempted to prevent contact with the child

OR

Perpetrator indicated an intent to prevent contact with the child on an indefinite basis

(5) OR

Perpetrator indicated an intent to indefinitely affect custodial privileges

OR

(Perpetrator transported child from the State

AND

Child was transported with the intent to make it more difficult to contact or recover the child)

FA5 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child was 15 years old or older

AND

- (2) Child was taken by family member

AND

- (3) Child was taken in violation of a custody agreement or decree

AND

- (4) Perpetrator used some kind of force or threat against child

AND

Perpetrator attempted to conceal the taking or whereabouts of the child

OR

Perpetrator attempted to prevent contact with the child

OR

Perpetrator indicated an intent to prevent contact with the child on an indefinite basis

- (5) OR

Perpetrator indicated an intent to indefinitely affect custodial privileges

OR

(Perpetrator transported child from the State

AND

Child was transported with the intent to make it more difficult to contact or recover the child)

FA6 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child was 15 years old or older

AND

- (2) Child was not returned or given over by a family member

AND

- (3) Child was away overnight

AND

- (4) Child was not returned or given over in violation of a custody agreement or decree

AND

- (5) Perpetrator used some kind of force or threat against child

AND

Perpetrator attempted to conceal the taking or whereabouts of the child

OR

Perpetrator attempted to prevent contact with the child

OR

Perpetrator indicated an intent to prevent contact with the child on an indefinite basis

- (6) OR

Perpetrator indicated an intent to indefinitely affect custodial privileges

OR

(Perpetrator transported child from the State

AND

Child was transported with the intent to make it more difficult to contact or recover the child)

FA3REV -- Policy Focal Revised Definition

It is "very probable" or "probable" that:

(1) Child was 14 years old or younger

AND

(2) Child was taken by family member

AND

(3) Child was taken in violation of a custody agreement or decree

AND

It is "very probable" that:

Perpetrator attempted to conceal the taking or whereabouts of the child

OR

Perpetrator indicated an intent to prevent contact with the child on an indefinite basis

OR

(4) Perpetrator indicated an intent to indefinitely affect custodial privileges

OR

(Perpetrator transported child from the State

AND

Child was transported with the intent to make it more difficult to contact or recover the child)

FA4REV -- Policy Focal Revised Definition

It is "very probable" or "probable" that:

(1) Child was 14 years old or younger

AND

(2) Child was not returned or given over by a family member

AND

(3) Child was away overnight

AND

(4) Child was not returned or given over in violation of a custody agreement or decree

AND

It is "very probable" that:

Perpetrator attempted to conceal the taking or whereabouts of the child

OR

Perpetrator indicated an intent to prevent contact with the child on an indefinite basis

OR

(5) Perpetrator indicated an intent to indefinitely affect custodial privileges

OR

(Perpetrator transported child from the State

AND

Child was transported with the intent to make it more difficult to contact or recover the child)

AFA1 -- Attempted Abduction

It is "very probable" or "probable" that:

- (1) { Family member tried to take child
OR
Family member tried not to return or give over child
AND
- (2) The attempt to take or not return/give over child was a violation of a custody agreement or decree
AND
- (3) { Child was 14 years old or younger
OR
Child was 15 years old or older and perpetrator used some kind of force or threat against child
AND
- (4) { Perpetrator would have attempted to conceal the taking or whereabouts of the child
OR
Perpetrator would have attempted to prevent contact with the child
OR
Perpetrator indicated an intent to prevent contact with the child on an indefinite basis
OR
Perpetrator indicated an intent to indefinitely affect custodial privileges
OR
(Perpetrator would have transported child from the State
AND
Child would have been transported with the intent to make it more difficult to contact or recover the child)
OR
Child's absence was ended/averted only because of the substantial efforts of the person from whom the child was taken/kept

Countability Rules for Runaway Definitions

RAG1 -- Runaway Gesture

It is "very probable" or "probable" that:

- (1) Child made a statement or left a note indicating intent to run away

AND

It is "unlikely" that:

- (2) Child stayed away overnight

RAG2 -- Runaway Gesture

It is "very probable" or "probable" that:

- (1) Child was 15 years old or older

AND

- (2) Child was away and chose not to come home when s/he was supposed to

AND

- (3) Child stayed away overnight

AND

It is "unlikely" that:

- (4) Child stayed away two nights

RA1 -- Broad Scope

It is "very probable" or "probable" that:

(1) Child left home

AND

(2) Child left without permission

AND

(3) Child stayed away overnight

RA2 -- Broad Scope

It is "very probable" or "probable" that:

(1) Child made a statement or left a note indicating intent to run away

AND

(2) Child stayed away overnight

RA3 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child was 15 years old or older
AND
- (2) Child was away and chose not to come home when s/he was supposed to
AND
- (3) Child stayed away two nights

RA4 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child was 14 years old or younger
AND
- (2) Child was away and chose not to come home when s/he was supposed to
AND
- (3) Child stayed away overnight

RA5 -- Policy Focal

It is "very probable" or "probable" that:

(1) Child left home

AND

(2) Child left without permission

AND

(3) Child stayed away overnight

AND

(4) Child was without a familiar and secure place to stay at night

RA6 -- Policy Focal

It is "very probable" or "probable" that:

(1) Child made a statement or left a note indicating intent to run away

AND

(2) Child stayed away overnight

AND

(3) Child was without a familiar and secure place to stay at night

RA7 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child was 15 years old or older
AND
- (2) Child was away and chose not to come home when s/he was supposed to
AND
- (3) Child stayed away two nights
AND
- (4) Child was without a familiar and secure place to stay at night

RA8 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child was 14 years old or younger
AND
- (2) Child was away and chose not to come home when s/he was supposed to
AND
- (3) Child stayed away overnight
AND
- (4) Child was without a familiar and secure place to stay at night

Countability Rules for Thrownaway Definitions

TA1 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child was asked or told to leave home by a parent or other household adult
- AND
- (2) No adult in the household arranged for adequate alternative care for the child
- AND
- (3) Child was out of the household overnight

TA2 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child was away and asked to return, but a parent or other household adult refused to allow child to return
- AND
- (2) No adult in the household arranged for adequate alternative care for the child
- AND
- (3) Child was out of the household overnight

TA3 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child ran away or left home of his/her own accord
AND
- (2) { Parent/guardian made no effort to recover the child
OR
Parent/guardian stated that s/he did not care whether the child stayed away or returned
AND
- (3) Child was out of the household overnight

TA4 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child was asked or told to leave home by a parent or other household adult
AND
- (2) No adult in the household arranged for adequate alternative care for the child
AND
- (3) Child was out of the household overnight
AND
- (4) Child was without a familiar and secure place to stay at night

TA5 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child was away and asked to return, but a parent or other household adult refused to allow child to return

AND

- (2) No adult in the household arranged for adequate alternative care for the child

AND

- (3) Child was out of the household overnight

AND

- (4) Child was without a familiar and secure place to stay at night

TA7 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child ran away or left home of his/her own accord

AND

- (2) { Parent/guardian made no effort to recover the child

OR

Parent/guardian stated that s/he did not care whether the child stayed away or returned

AND

- (3) Child was out of the household overnight

AND

- (4) Child was without a familiar and secure place to stay at night

Countability Rules for Lost and Otherwise Missing Definitions

OM1 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child disappeared from home or parents' supervision

AND

Child was 0-2 years old and could not be located for any amount of time

OR

Child was 3-4 years old and could not be located for 2 hours

OR

Child was 5-6 years old and could not be located for 3 hours

OR

- (2) Child was 7-10 years old and could not be located for 4 hours

OR

Child was 11-13 years old and could not be located for 8 hours

OR

Child was 14-17 years old and could not be located overnight

OR

Child had a serious or permanent physical or mental disability or impairment or life threatening medical condition and could not be located for 1 hour

OM2 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child was out with parental permission
AND
- (2) Child failed to return and could not be located
AND
- (3) Child was gone overnight

OM3 -- Broad Scope

It is "very probable" or "probable" that:

- (1) Child was out with parental permission
AND
- (2) Child failed to return or make contact when expected
AND
- (3) Child could not be located for at least 1 hour
AND
- (4) Child suffered harm or injury
AND
- (5) Child required medical attention

OM4 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child disappeared from home or parents' supervision

AND

Child was 0-2 years old and could not be located for any amount of time

OR

Child was 3-4 years old and could not be located for 2 hours

OR

Child was 5-6 years old and could not be located for 3 hours

OR

- (2) Child was 7-10 years old and could not be located for 4 hours

OR

Child was 11-13 years old and could not be located for 8 hours

OR

Child was 14-17 years old and could not be located overnight

OR

Child had a serious or permanent physical or mental disability or impairment or life threatening medical condition and could not be located for 1 hour

AND

- (3) Police were contacted to assist in locating the child

OM5 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child was out with parental permission
AND
- (2) Child failed to return and could not be located
AND
- (3) Child was gone overnight
AND
- (4) Police were contacted to assist in locating the child

OM6 -- Policy Focal

It is "very probable" or "probable" that:

- (1) Child was out with parental permission
AND
- (2) Child failed to return or make contact when expected
AND
- (3) Child could not be located for at least 1 hour
AND
- (4) Child suffered harm or injury
AND
- (5) Child required medical attention
AND
- (6) Police were contacted to assist in locating the child

APPENDIX D

ESTIMATES, ERRORS OF ESTIMATION, AND CONFIDENCE INTERVALS

Table D-1. Estimated Distribution of Broad Scope Family Abducted Children According to Selected Child Characteristics

Category	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Sex					
Male	57.7	4.66	48.58	66.87	8.1
Female	42.3	4.66	33.13	51.42	11.0
Age					
0-1	6.2	1.52	3.24	9.22	24.5
2-3	18.4	4.59	9.40	27.39	25.0
4-5	15.4	5.36	4.85	25.86	34.9
6-7	13.2	3.04	7.22	19.14	23.1
8-9	14.6	2.68	9.39	19.88	18.3
10-11	14.1	3.70	6.81	21.30	26.3
12-13	10.4	3.17	4.21	16.65	30.4
14-15	6.9	1.67	3.65	10.19	24.1
16-18	0.8	0.61	-0.40	2.00	76.8
Race					
White/not Hispanic	79.6	5.04	69.68	89.45	6.3
Black/not Hispanic	17.4	4.90	7.77	26.99	28.2
Hispanic	2.7	1.46	-0.13	5.59	53.5
Other	0.3	0.34	-0.34	0.99	105.2

Table D-2. Estimated Distribution of Broad Scope Family Abducted Children According to Selected Family and Household Characteristics

Category	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Family Structure					
Both Parents	3.8	3.43	-2.93	10.53	90.3
Single Parent/ Without Partner	52.8	7.17	38.72	66.81	13.6
Single Parent/ With Partner	23.8	4.13	15.68	31.87	17.4
Neither Parent	5.2	2.62	0.08	10.35	50.2
Not Determined	14.4	6.71	1.28	27.59	46.5
Census Region					
Northeast	16.8	3.51	9.96	23.71	20.8
Midwest	10.7	3.29	4.28	17.19	30.7
South	50.0	6.85	36.57	63.42	13.7
West	22.4	6.18	10.32	34.54	27.5
Community Type ^a					
Large City	14.9	3.32	8.43	21.45	22.2
Suburb	19.2	5.04	9.30	29.07	26.3
Large Town	20.1	7.49	5.44	34.81	37.2
Small Town	26.5	7.46	11.86	41.11	28.2
Rural Area	19.3	6.62	6.29	32.22	34.4
Income ^b					
<10,000	19.3	6.96	5.70	32.96	36.0
10,000-20,000	19.3	2.71	14.04	24.66	14.0
20,000-30,000	26.8	7.43	12.21	41.33	27.8
30,000-40,000	15.6	4.36	7.05	24.15	28.0
>40,000	19.0	4.50	10.13	27.77	23.7

^aEight countable children were missing information on this variable, so the estimated distribution was based on N = 134.

^bTwelve countable children were missing information on this variable, so the estimated distribution was based on N = 130.

Table D-3. Estimated Distribution of Broad Scope Runaways According to Selected Child Characteristics

Category	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Sex					
Male	42.4	6.21	30.25	54.59	14.6
Female	57.6	6.21	45.41	69.75	10.8
Age					
6-10	2.0	1.76	-1.41	5.48	86.2
10-13	6.7	2.33	2.13	11.24	34.8
13-15	23.7	4.46	14.92	32.41	18.9
15-17	67.6	5.28	57.27	77.95	7.8
Race					
White/not Hispanic	74.1	5.12	64.11	84.18	6.9
Black/not Hispanic	20.2	4.36	11.65	28.73	21.6
Hispanic	3.8	2.53	-1.15	8.78	66.4
Other	1.8	1.21	-0.52	4.22	65.4

Table D-4. Estimated Distribution of Broad Scope Runaways According to Selected Family and Household Characteristics

Category	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Family Structure					
Both Parents	28.3	5.05	18.38	38.17	17.9
Single Parent/ Without Partner	22.4	5.47	11.68	33.12	24.4
Single Parent/ With Partner	26.8	6.03	14.93	38.58	22.5
Neither Parent	7.2	4.53	-1.66	16.12	62.7
Not Determined	15.3	4.75	6.03	24.64	30.9
Census Region					
Northeast	24.9	5.41	14.29	35.50	21.7
Midwest	34.3	7.04	20.52	48.12	20.5
South	26.0	5.38	15.51	36.58	20.6
West	14.7	2.89	9.06	20.40	19.6
Community Type^a					
Large City	17.9	4.35	9.36	26.40	24.3
Suburb	18.4	3.52	11.48	25.29	19.2
Large Town	13.6	3.82	6.15	21.13	28.0
Small Town	30.9	6.77	17.62	44.15	21.9
Rural Area	19.2	4.18	11.00	27.40	21.8
Income^b					
<10,000	12.8	4.36	4.29	21.38	34.0
10,000-20,000	24.2	5.88	12.66	35.72	24.3
20,000-30,000	18.7	5.03	8.82	28.52	26.9
30,000-40,000	20.7	5.66	9.58	31.78	27.4
>40,000	23.6	3.84	16.09	31.15	16.3

^aEleven countable children were missing information on this variable, so the estimated distribution was based on N = 118.

^bSeventeen countable children were missing information on this variable, so the estimated distribution was based on N = 112.

Table D-5. Estimated Distribution of Broad Scope Throwaways According to Selected Child Characteristics

Category	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Sex					
Male	47.2	8.57	30.37	63.97	18.2
Female	52.8	8.57	36.03	69.63	16.2
Age					
13-15	15.7	8.41	-0.79	32.18	53.6
15-17	84.3	8.41	67.82	100.79	10.0
Race					
White/not Hispanic	61.2	10.44	40.71	81.65	17.1
Black/not Hispanic	24.5	8.99	6.84	42.07	36.7
Hispanic	11.2	9.40	-7.24	29.63	84.0
Other	3.2	3.24	-3.19	9.53	102.3

Table D-6. Estimated Distribution of Broad Scope Throwaways According to Selected Family and Household Characteristics

Category	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Family Structure					
Both Parents	19.4	8.63	2.50	36.34	44.5
Single Parent/ Without Partner	28.9	9.12	11.04	46.79	31.5
Single Parent/ With Partner	15.5	8.21	-0.61	31.56	53.0
Neither Parent	12.3	7.50	-2.40	26.99	61.0
Not Determined	23.9	10.05	4.20	43.60	42.1
Census Region					
Northeast	10.6	5.98	-1.15	22.30	56.6
Midwest	37.5	12.24	13.45	61.45	32.7
South	23.5	10.14	3.65	43.41	43.1
West	28.4	8.55	11.70	45.20	30.0
Community Type ^a					
Large City	31.7	11.82	8.51	54.83	37.3
Suburb	19.7	9.43	1.26	38.24	47.8
Large Town	18.1	7.28	3.80	32.32	40.3
Small Town	17.5	10.65	-3.32	38.42	60.7
Rural Area	13.0	5.37	2.46	23.50	41.4
Income ^b					
<10,000	14.6	10.00	-5.00	34.18	68.5
10,000-20,000	25.1	7.66	10.04	40.07	30.6
20,000-30,000	16.7	5.37	6.20	27.23	32.1
30,000-40,000	8.6	4.11	0.53	16.66	47.9
>40,000	35.1	9.94	15.58	15.53	28.3

^aTwo countable children were missing information on this variable, so the estimated distribution was based on N = 44.

^bThree countable children were missing information on this variable, so the estimated distribution was based on N = 43.

Table D-7. Estimated Distribution of Broad Scope Lost and Otherwise Missing Children According to Selected Child Characteristics

Category	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Sex					
Male	54.6	10.81	33.43	75.81	19.8
Female	45.4	10.81	24.19	66.57	23.8
Age					
0-2	26.9	8.45	10.32	43.43	31.4
2-4	19.9	6.84	6.51	33.31	34.3
4-6	0.9	0.66	-0.34	2.24	69.2
6-10	4.1	1.73	0.72	7.49	42.1
10-13	8.7	7.22	-5.41	22.89	82.6
13-15	5.8	2.76	0.44	11.25	47.2
15-17	33.6	12.07	9.93	57.23	35.9
Race					
White/not Hispanic	75.9	10.39	55.52	96.26	13.7
Black/not Hispanic	20.0	10.48	-0.59	40.49	52.5
Hispanic	0.9	1.00	-1.06	2.88	110.1
Other	3.2	1.88	-0.44	6.93	57.9

Table D-8. Estimated Distribution of Broad Scope Lost and Otherwise Missing Children According to Selected Family and Household Characteristics

Category	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Family Structure					
Both Parents	34.8	10.22	14.78	54.84	29.4
Single Parent/ Without Partner	27.8	10.88	6.46	49.12	39.2
Single Parent/ With Partner	12.9	5.28	2.56	23.26	40.9
Neither Parent	4.7	4.21	-3.50	13.00	88.6
Not Determined	19.7	5.84	8.29	31.19	29.6
Census Region					
Northeast	24.3	11.30	2.17	46.47	46.5
Midwest	22.3	8.12	6.36	38.21	36.5
South	31.7	8.65	14.72	48.63	27.3
West	21.7	6.55	8.88	34.57	30.2
Community Type^a					
Large City	29.0	9.05	11.26	46.74	31.2
Suburb	35.4	13.47	8.99	61.79	38.1
Large Town	7.7	3.71	0.42	14.96	48.2
Small Town	14.0	8.96	-3.52	31.60	63.8
Rural Area	13.9	7.77	-1.35	29.11	56.0
Income^b					
<10,000	5.0	5.26	-5.27	15.36	104.4
10,000-20,000	21.4	7.59	6.49	36.25	35.5
20,000-30,000	21.6	7.48	6.92	36.25	34.7
30,000-40,000	21.4	13.29	-4.60	47.49	62.0
>40,000	30.6	11.16	8.69	52.42	36.5

^aTwenty-one countable children were missing information on this variable, so the estimated distribution was based on N = 57.

^bTwenty-two countable children were missing information on this variable, so the estimated distribution was based on N = 56.

Table D-9. Estimated Distribution of Children in the General U.S. Population According to Selected Child Characteristics

Category	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Sex^a					
Male	51.10	0.0024	51.098	51.107	0.0046
Female	48.90	0.0024	48.893	48.902	0.0048
Age^b					
0-2	15.30	0.2650	14.776	15.815	1.7327
2-4	11.18	0.2002	10.791	11.586	1.7903
4-6	11.62	0.2150	11.197	12.040	1.8505
6-10	21.08	0.1439	20.799	21.363	0.6825
10-13	14.75	0.2052	14.346	15.150	1.3917
13-15	10.28	0.2345	9.817	10.736	2.2821
15-17	15.80	0.2905	15.228	16.366	1.8391
Race^c					
White/not Hispanic	71.21	0.2084	70.806	71.623	0.2926
Black/not Hispanic	15.24	0.0327	15.176	15.304	0.2147
Hispanic	10.72	0.0156	10.688	10.749	0.1455
Other	2.83	0.2139	2.408	3.246	7.5666

^aFive children in sample with missing information; based on N = 20,500.

^bTwenty children in sample with missing information; based on N = 20,485.

^cThirty-seven children in sample with missing information; based on N = 20,468.

Table D-10. Estimated Distribution of Children in the General U.S. Population According to Selected Family and Household Characteristics

Category ^a	Estimated Percent	Standard Error	95% Confidence Interval		C.V. (%)
			Lower Bound	Upper Bound	
Family Structure					
Both Parents	66.65	2.3301	62.086	71.220	3.4959
Single Parent/ Without Partner	15.61	2.3547	10.999	20.230	15.0801
Single Parent/ With Partner	6.71	0.5654	5.601	7.817	8.4270
Neither Parent	2.94	0.6372	1.691	4.189	21.6760
Not Determined	8.08	1.0597	6.007	10.161	13.1080
Census Region					
Northeast	18.80	0.1153	18.579	19.031	0.6130
Midwest	24.65	0.1702	24.312	24.979	0.6905
South	35.18	0.2473	34.694	35.663	0.7029
West	21.37	0.2761	20.831	21.913	1.2916
Community Type^b					
Large City	17.67	2.4076	12.954	22.392	13.6231
Suburb	18.13	1.6234	14.944	21.307	8.9564
Large Town	18.21	1.8404	14.601	21.815	10.1080
Small Town	26.65	2.6069	21.544	31.763	9.7807
Rural Area	19.34	2.1986	15.031	23.649	11.3682
Income^c					
<10,000	14.51	1.8771	10.832	18.190	12.9356
10,000-20,000	20.04	1.7840	16.541	23.534	8.9033
20,000-30,000	25.26	2.2697	20.807	29.704	8.9870
30,000-40,000	18.51	1.3167	15.927	21.088	7.1140
>40,000	21.69	1.4693	18.809	24.568	6.7745

^aEstimates for all variables in this table were taken from the subsample asked long interview questions; Total child N = 2,532.

^bThere were 102 children with missing values; based on N = 2,430.

^cThere were 309 children with missing values; based on N = 2,223.