

INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

**THE SECOND NATIONAL INCIDENCE OF  
MISSING, ABDUCTED, RUNAWAY AND  
THROWAWAY CHILDREN  
HOUSEHOLD SURVEY**

STUDY # 31-191

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**The Interviewer's  
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## I. THE INTERVIEWER'S MANUAL

This Interviewer's Manual has been prepared for interviewers selected to work on the ***Second National Incidence of Missing, Abducted, Runaway and Thrownaway Children Study***, more commonly known as ***NISMART-2***. The study is being conducted for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in Washington, D.C. The manual describes procedures to be followed in completing each task of your interviewing assignment.

Every interviewer is expected to be familiar with the Interviewer's Manual as a requirement for completing this assignment according to ISR standards. Most of the manual will be reviewed during interviewer training, but there will be some sections that you will need to read on your own outside of training. Please make sure that you have read the entire manual before you report for your first interviewing shift. This manual will be a useful reference for the duration of data collection. You must follow all procedures and specifications detailed in the manual as you complete your data collection activities.

As questions or problems arise, refer to this manual to be sure that you apply ISR approved resolutions before proceeding. Whenever you need additional help, speak to the telephone center Supervisor or to Pam Kokkalis, the Study Field Administrator.

## II. OVERVIEW OF SURVEY RESEARCH

A research study involves the collection of data by interviewing a specific group of people. Each person (respondent) in the group (sample) is asked the same series of questions. The person's answers to these questions are recorded by interviewers and then organized by the researcher for later analyses. The researcher will draw conclusions about the issues examined in the study based upon these analyses.

There are several steps involved in a research project. A general outline to follow in conducting a typical study would be:

1. Define the study objectives
2. Determine the study design (phone, in-person, mail, fax, etc.)
3. Select a sample (list sample, Random Digit Dial, etc.)
4. Construct and pretest the questionnaire(s)
5. Train interviewers
6. Interview respondents
7. Code and key the information that has been collected
8. Tabulate and analyze the results
9. Write the study report
10. Deliver the study report and data files to the client or funding agency

Every step in this process is important to the success of the study. If a mistake is made in any of these steps, it will have an effect on the final results and conclusions.

At this point, the success of our study rests in your hands. The manner in which you carry out your assignment, ask the questions, and record information will determine the reliability of the information gathered.

Precise interviewing procedures are critical to ensure complete and accurate data collection. **Your responsibility as an interviewer is to follow the procedures described in this manual as well as any additional information that you are given during and after training.**

### **III. THE TEMPLE UNIVERSITY INSTITUTE FOR SURVEY RESEARCH**

#### **A. The Institute for Survey Research**

Temple University's Institute for Survey Research is one of only three university-based research facilities equipped to carry out national surveys using either telephone interviews or in-person interviews. ISR conducts studies initiated by its own Study Directors, as well as providing services to researchers and social scientists in other universities, foundations, and private and governmental agencies. Within Temple University, the Institute also provides training opportunities for graduate students and faculty. ISR consists of four functional units: **Study Direction, Field Administration, Data Processing, and Sampling.**

The **Study Direction Department** houses the survey research specialists who initiate studies, interact with clients, design studies and survey instruments, and oversee data tabulation and analysis. Study Directors are also responsible for writing reports and providing oral briefings when appropriate. The department incorporates researchers from a number of academic disciplines, principally psychology and sociology.

The **Field Department** maintains a national field and telephone interviewing force of Coordinators, Supervisors and approximately 1,300 experienced interviewers. The department manages the day-to-day data collection efforts, oversees interviewers, coordinates interviewer training, and assures uniformly high standards of interviewer performance. The Field Department houses experts in both in-person and telephone interviewing.

The **Data Processing and Programming Department** oversees editing, coding, data entry, data cleaning, and data table and data tape production activities within ISR. The department also programs instruments for Computer-Assisted Telephone/Personal Interviewing (CATI/CAPI) and participates in training interviewers to use CATI and CAPI programs.

The **Sampling Department** houses the statistical expertise needed to establish and maintain ISR's national probability sample, as well as providing custom designs for specific studies. The department maintains an array of census and other demographic data to support its work in both sample design and post-stratification weighting of study data.

During its thirty-year history, ISR has conducted hundreds of studies about such topics as mental health, adaptations to stress, drug and alcohol use, sexual practices and their role in the transmission of disease, child development, health care, and patterns of domestic violence. In addition, ISR has evaluated numerous programs for disadvantaged people of all ages.

## **B. Research Conducted by ISR**

The Institute has experience in research involving a wide range of disciplines. The following examples demonstrate the diverse sizes, methods, and complexity of studies conducted during recent years:

### ***Long-term Services and Outcomes in Rural Drinkers Study***

Problem drinkers were identified in this National Institute on Alcohol Abuse and Alcoholism (NIAAA) funded study.

### ***Evaluating Family Experiences with Clients and Services in Ohio***

Funded by the Ohio Department of Mental Health, this study sought to evaluate family experiences in caring for a relative with a serious mental illness.

### ***Twin Family Study***

The purpose of this NIAAA-funded pilot study was to determine the feasibility of a full-scale investigation of the role of genetic and family environmental influences in the development of alcoholism. CATI interviews were conducted nationwide with one of a pair of VETR (Vietnam Era Twin Registry) twins.

### ***Ohio LEAP Survey***

Sponsored by the Manpower Demonstration Research Corporation, this study was the second wave of a longitudinal study of teen parents (between the ages of 17 and 21) in seven counties in Ohio.

### ***Survey Mode Effects in Epidemiological Drug Use Studies***

This survey was funded by NIDA to evaluate the impact of computer-assisted, self-administered interviewing (CASI) techniques on self-reporting of drug usage. About 3,000 randomly selected respondents aged 12 through 34 in primarily urban areas of the United States were interviewed.

### ***Harvard Twin Study***

This study of drug use and dependence, conducted for the Harvard Medical School, involved contacting the Vietnam Era Twins for a one- to two-hour telephone survey. Special attention was devoted to describing drug use specific to the Vietnam experience.

### ***Comprehensive Legal Needs Study***

The purpose of this study for the American Bar Association was to collect data on the incidence of problems of low- and moderate-income Americans that may constitute legal needs, steps that people take to solve such problems, and public perceptions of lawyers and the legal/judicial system.

#### **IV. OVERVIEW OF THE NISMART-2 STUDY**

The Second National Incidence of Missing, Abducted, Runaway, and Thrownaway Children Study (NISMART-2) is sponsored by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the Department of Justice. This is a Random Digit Dial (RDD) national study with data collection being done using Computer Assisted Telephone Interviewing (CATI).

The first NISMART study (NISMART-1) was funded in 1986 and was undertaken in response to the mandate of the 1984 Missing Children Act. NISMART-1 was a landmark study that provided the first national estimates of the number of missing, abducted, runaway, and thrownaway children in America. The study laid an important foundation for thinking about the missing children issue and setting the stage for future incidence studies. Overall:

1. It provided a conceptual framework for dividing the missing children's issue into separate problems;
2. It constructed precise definitions so that the various problems could be measured;
3. It provided the first national estimates for some elements of the missing children issue; and
4. It gave support to the idea that parents or caretakers can provide accurate information when interviewed in such incidence studies.

A number of important weaknesses and serious gaps in knowledge were identified in NISMART-1. We hope to be able to resolve those problems in the NISMART-2 Study. Some of those items are listed below:

- There is still a need for a *single aggregate estimate* of the number of missing children. NISMART-1 only provided estimates of the different types of "Missing Children" categories, but did not provide the single combined figure. We will attempt to provide that single aggregate from data collected in NISMART-2.
- It is thought that some of the estimates from NISMART-1 may have been flawed. It was suggested that interviewing parents alone, as was done in NISMART-1, created some bias. For example, parents would be less likely than children to provide information regarding a "thrownaway" incident. In NISMART-2 we will be including interviews from children 10 to 18 years old in addition to the adult interviews in each household.
- The "rare population" problem (low incidence) works against the achieving of accurate information. In an attempt to achieve more accuracy, we will be using a larger household sample this time, with the goal being to select a sample large enough to permit the inclusion of a sufficient number of subject children.

The NISMART-2 Study poses many challenges. One of the most difficult challenges is that we will be asking about a "sensitive topic". Whether the respondent is the parent or the youth, it must be recognized that the subject of this survey is a socially sensitive topic and special care must be taken to ensure that you do not in any way prompt answers that are socially desirable rather than accurate. The importance of you, the interviewer, remaining objective while interviewing must be stressed. Because we are concerned that youths in particular may not be candid when answering sensitive questions in the presence of a parent or another household member, you will be telling both parents and youths that interviews are best done in private. In addition, most answer choices to sensitive questions are limited to "yes" or "no" in order to hide from outside listeners any episodes being discussed. Participating in an interview, particularly on the telephone, will probably be a new experience for most of the youths. You will need to be sensitive to their possible discomfort and put them at ease.

It is also important to recognize that interviewing children creates a number of new challenges. At the very least you will be obtaining verbal consent from all parents and caretakers to interview the selected child in the household. In addition, you must take extra care to try to make sure that all terms and questions are fully understood by the younger respondents. We will be providing you with regular feedback from Supervisors/Monitors whose job will be to monitor interviews and make suggestions for improvement. We will also provide a "NISMART-2 Interviewer Newsletter" on a regular basis that will include helpful tips that come from monitoring any changes to procedures that may have occurred after data collection begins, and information regarding study progress.

This study will be conducted with a Random Digit Dial (RDD) sample. This means that, unlike "list samples" where names of respondents are provided, you will only have telephone numbers when you begin calling. The sample goal for NISMART-2 is specified in number of completed household interviews. We expect to complete eligible interviews in 23,000 households over a six and a half-month data collection period. In order to complete that many household interviews, you, the interviewers, will need to call approximately 181,000 telephone numbers.

In addition to the 23,000 adult interviews, the sample is expected to yield interviews with about 11,000 youths. One of your goals is to interview one randomly-selected 10 to 18 year-old in each screened in household. The main objective will be to produce estimates of missing children incidents and their classification, but it is expected that the large sample size will allow us to obtain reliable and useful information about other factors related to the missing children phenomenon as well.

The questionnaire is designed to first collect whether there have been any children 18 or younger living in the household for at least two weeks during the past twelve months. If there have been children in the household, a series of questions regarding "missing children" episodes will be asked of the Adult respondent. If there are any episodes reported, detailed information will be gathered about each one.

In addition to the adult interview and regardless of whether there were any "missing child" events reported in the adult interview, a separate "Youth Interview" will be conducted if there is currently a 10 to 18 year-old youth living in the household. If more than one youth is currently living in the household, the CATI program will randomly select one to be the "Youth" respondent.

The types of missing children episodes that we will be collecting data about are:

- Non-Family Abductions (e.g., kidnapped or assaulted by a stranger)
- Family Abductions (e.g., custody problems of a family member keeping, concealing, not returning child, etc.)
- Runaways (e.g., a child chooses to leave home)
- Throwaways (e.g., a child is forced to leave home by the parent or other adult household member)
- General Missing (e.g., any other "missing children" episodes such as lost)

An average interview will take approximately 10 minutes for the screening section and then up to 45 additional minutes for the episodes, if any are reported. Because of the importance of the survey data, OJJDP insists on a very high response rate. Thus, it is critical that the utmost effort is given to interviewing every appropriate respondent.

The NISMART-2 Study represents a challenging, but interesting, interviewing assignment. The sensitive nature of the study, and the need to interview children both contribute to the challenge. Respondents may not always remember dates or details or even be willing to respond to certain questions. Despite these challenges, we know that when interviewers are thoroughly knowledgeable and comfortable with a study, they are able to complete the interviews successfully. Interviewers who are professional, who maintain an objective viewpoint and steady pace, and who are interested and patient with respondents will be able to complete interviews smoothly while still being able to collect high quality data.

## **V. INTERVIEWER'S ROLES AND RESPONSIBILITIES**

### **A. Interviewer's Role**

Each interviewer is a valuable and vital member of the research team. The interviewers are the eyes and ears of the project. They serve as a link between those who seek information and the respondents who provide it. As an interviewer, you are involved in a very important act of communication. Your responsibility includes making sure that each person interviewed hears the questions exactly the way they appear on the screen. You are also responsible for entering responses that accurately reflect what the respondent said. The information obtained and recorded during an interview must be accurate and complete to avoid bias or distortion of the data.



## **B. Ethics and Survey Research**

Many of the questions we ask respondents elicit information that even their closest friends or relatives do not know about them. Revealing that information could cause harm—financial, emotional, or social—to a respondent. A survey researcher’s commitment to protecting the confidentiality of the information respondents provide reflects a respect and an appreciation for those respondents. Their willingness to answer questions makes our research possible. The commitment to confidentiality also constitutes the cornerstone of our success in collecting data. The data we collect from *each respondent* are combined with data from *all other respondents* so that only percentages and totals appear; no individual respondent’s answers can be identified.

On the NISMART-2 Study, as with other studies, our promise to our respondents is to never reveal information that they have provided that could be connected with their names in any way. Because we make this promise, you will be asked to sign a pledge of confidentiality. Your duty is to keep that pledge and never reveal the names of respondents, divulge facts about them, or repeat their opinions to anyone other than members of the study team—people under the same obligation to maintain the confidentiality of those data as you are.

## C. Interviewer's Responsibilities

### 1. *Reading the Interviewer's Manual*

Being familiar with the Interviewer's Manual is of prime importance. The manual was written to provide important instructions, guidelines and information you need in order to complete your work according to specifications. You are required to read it and be familiar with all of the specifications before you begin data collection.

### 2. *Understanding the Question Style and Intent*

You must be familiar with the organization, structure, and purpose of the questionnaire used on the study. The instrument has been tested and refined to adapt to telephone administration. Surveys by telephone require special attention to ensure that the information elicited from respondents is accurate. Misunderstanding, particularly about the meaning of a question, can occur more easily in a phone conversation than in person because the visible cues are missing. That is why you must read all questions exactly as they are worded, as well as listen to make sure that the respondent has heard and understood what you are asking.

In the NISMART-2 Study you will encounter three basic types of questions in CATI. They are: closed-end, open-end, and dates.

- Closed-end questions have all acceptable responses already specified and listed. These are usually "Yes/No" questions. Preceding each response category will be a number that you will type at the prompt. Closed-end questions with "Other (SPECIFY:)" response categories allow for the possibility that a respondent may answer in a way that does not fit an already specified response category. Only when no other category fits would you choose the "SPECIFY" field. At that point, the CATI system will prompt you to type in a response at the "TEXT" prompt.
- Open-end questions require that you record the respondent's answers word for word ("RECORD VERBATIM"). You will be presented with a prompt for each available line of text. Type in the response carefully. When recording verbatim responses, be prepared to slow the respondent down by repeating the response as you type it. Tell the respondent that you are typing their answer.
- Dates are entered as 2-digit numbers for the month and for the day, and as 4-digit numbers for the year, with each component entered separately. For example, May 12, 1999 would be entered as "5" (the computer will zero-fill), "12", "1999".

ISR CATI instruments have a standard format for ease of administration. Questions and statements that are always to be read to respondents are **in upper and lower case letters**. For example:

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 confidential and anonymous. Your answers will help us to better protect children nationwide.

Questions and statements that are read to respondents only in specific situations are enclosed in **parentheses**. It may be necessary to read statements in parentheses when a respondent needs to be lead back on track after straying from the question, or to help clarify a question. For example:

In case you move or are traveling when we try to recontact you, could you please give me the name and phone number of a friend or relative who would know how to reach you.  
(IF NECESSARY, READ: This information will be kept completely confidential. It won't be used as part of the study in any way. It's just so we can get back in touch with you.)

Interviewer instructions that are never to be read to respondents are in **capital letters enclosed in parentheses**. For example:

(CODE ALL THAT APPLY)

**Question marks** indicate points at which you should stop when reading a question; **colons and commas** separate portions of a question but do not indicate stopping points. When a question ends with a question mark, stop at that point without reading the listed choices. For example:

Was this person a family member?  
<1> YES  
<5> NO  
<8> DON'T KNOW  
<7> REFUSED

When a question stem ends with a **colon**, read each response category that appears in lower case letters, again, stopping at the question mark. For example:

Was it:

- <1> Less than \$25,000,
- <2> From \$25,000 up to \$30,000,
- <3> From \$30,000 up to \$40,000, or
- <4> \$40,000 or more?
- <8> DONT KNOW
- <7> REFUSED

When the categories end with **commas**, continue reading all the lower case response categories, pausing briefly at the commas, until you reach a question mark. With these questions, be sure to read every choice, even if the respondent interrupts you with an answer. Respondents often find answers that are more appropriate later in the list. For example:

Which of the following best describes your current marital status? Would you say:

- <1> married and living with your spouse,
- <2> married and not living with your spouse,
- <3> legally separated,
- <4> divorced,
- <5> widowed, or
- <6> have you never been married?

When there is no "Other (SPECIFY):" category in a question, the question must be answered in terms of the categories given. If necessary, repeat the categories and say, for example: "Which of these comes closest to describing your marital status?"

When "Other (SPECIFY):" is one of the categories, use it to record a response that does not fit into one of the pre-coded categories. Handle it like an open-ended question and probe for a complete response. For example:

Interviewer: Where else did [CHILD] live?

(CODE ALL THAT APPLY)

- <1> CAMP
- <2> FOSTER CARE
- <3> BOARDING SCHOOL
- <4> JUVENILE DETENTION CENTER
- <5> MENTAL HEALTH FACILITY
- <6> HOSPITAL / MEDICAL FACILITY
- <s> OTHER (SPECIFY, END WITH ///)
- <98> DON'T KNOW
- <97> REFUSED

Respondent: "There was a live-in learning center that Jamie went to for three weeks. It really wasn't a camp or a boarding school; it was kind of a combination of the two."

In this instance, you would enter a code <s> and record this response verbatim.

Follow instructions in open-ended questions carefully, probing as much as necessary to obtain a complete answer. Enter an "X" each time you probe. For example:

Interviewer: What type of facility did this child live in?

- <s> SPECIFY (RECORD VERBATIM, END WITH ///)
- <998> DON'T KNOW
- <997> REFUSED

Respondent: He lived in a boarding school most of the time but he moved around a lot.

Interviewer: What other facility did this child live in?

Respondent: He also lived in foster homes.

Interviewer: Where else?

Respondent: And in the summer he lived at camp.

Interviewer: Where else?

Respondent: That's all.

You would enter:

He lived in a boarding school most of the time but he moved around a lot. X He also lived in foster homes.  
X And in the summer he lived at camp. X That's all.

### 3. *Be Familiar With ISR's CATI System*

The telephone interviews on the NISMART-2 Study will be completed using Computer-Assisted Telephone Interviewing (CATI). CATI introduces a number of efficiencies into telephone surveys by reducing errors, eliminating a data-entry step, and by carrying out logic checks so that less time and effort need to be spent on data cleaning at the end of the study.

CATI offers three distinct advantages over paper-and-pencil questionnaire administration. The CATI system's primary advantage comes from its ability to take care of the "housekeeping" involved in interviewing. The system keeps track of all the data needed to determine which questions apply to the current respondent and which questions should be skipped. That means that you can proceed seamlessly through the interview without having to watch for skip instructions or flipping several pages ahead to the next applicable question. And, because CATI handles skips automatically, your chance of missing appropriate items is eliminated. As a result, you will not be faced with having to re-contact a respondent to retrieve missing information.

Second, CATI incorporates logic checks to prevent the recording of inconsistent answers. Thus problems will be identified during the interview while you are still speaking to the respondent, avoiding the need to call back to resolve them later.

And third, the CATI program is written to select the appropriate word choices for reading the questions. In a paper questionnaire, all word choices are included in parentheses and the interviewer must choose the right words to read for the situation. For example, a question would be written "What is (his/her/your) race?" in a hardcopy questionnaire. This same question in CATI would be displayed with only the appropriate word choice, for example "What is his race?"

Despite the many advantages of CATI, you should be mindful of one drawback. Because CATI offers only one question at a time, you often do not have a sense of the overall structure of the questionnaire. Do not become complacent and think that you are totally familiar with the instrument. Because some questions come up infrequently, you should never assume that you know what the next question will be.

For those of you who have worked with paper questionnaires, recording responses in CATI does not differ significantly. The primary difference is that you are using a keyboard instead of a pen. Just as with a paper questionnaire, CATI allows you to change answers when a respondent changes his or her mind or if you realize that you recorded a response incorrectly. Using the technique you will be shown in training, you simply move backward through the questionnaire until you reach the question that must be changed.

Also, when a respondent makes an important comment that might alter the coding of the response, or if you are not sure you have recorded the appropriate response category, you can write a note in the margin of a paper instrument. CATI has the same ability to capture notes. However, instead of writing in the margin, you enter the command to go into "TEXT" mode and type the note. When you have completed the note, you will be returned to the question. Be aware that you still must record an answer to the question before you can move on to the next one.

A Computer-Assisted Telephone Interviewing (CATI) system enables interviewers to automatically skip past any inapplicable questions. In addition, the CATI system checks to make sure that answers fall within appropriate ranges, that appropriate logic is followed, and it also makes the interviewer's job easier by displaying the correct words in a question (such as pronouns, dates, etc.). ISR uses a CATI software package that was developed at the University of California at Berkeley. The CATI software is called CASES (Computer-Assisted Survey Execution System). With some practice during training, you should have no difficulty learning the few commands that allow you to correct a response, stop an interview, etc.

You must be familiar with the operation of CATI in order to avoid awkward silences or an unnecessary lengthening of the interview, either of which could lead the respondent to "break off," i.e., terminate the interview before you have asked all the questions. Establishing an appropriate interviewing relationship with the respondent helps to gain cooperation and maintain a smooth flow during the interview. As an interviewer you have the responsibility for establishing such a relationship. Being familiar with the CATI system will help.

#### 4. *Know the Basic CATI Commands*

The basic commands are posted at each interviewing station for quick reference. You will practice each of them during your training. Please refer to the next page for a summary of these commands.

GENERAL PROMPTS AND COMMANDS

Login:

annex: telnet temss2  
login: nistest  
password: Ntest31

what are you? ==> i (for interviewer)

enter the case id ==> (press "Enter ↵")

enter your identification code ==> (enter your booth number)

BASIC COMMANDS

- ==> — Response arrow
  - /// — Ends text entry
  - CTRL "C" (^C) — Puts you in CATI Command mode. Also exits the questionnaire program when you are at the "enter case id" prompt
- 

CATI COMMANDS

- (COMMAND:) b — backs-up to the previous question
- (COMMAND:) caN — changes answer to a previously answered question (e.g. ca5 changes the answer to "5")
- (COMMAND:) d — redraws the screen
- (COMMAND:) f — moves forward one question
- (COMMAND:) jb — jumps back to a screen that shows all of the questions that have been answered so far
- (COMMAND:) jb N — jumps back to question N (N = the question number you specify)
- (COMMAND:) jf — jumps forward to the next unanswered question
- (COMMAND:) jf N — jumps forward to question N
- (COMMAND:) n — allows you to enter notes (always end text with ///)
- (COMMAND:) sh — shows text of notes
- (COMMAND:) sk cbx — skips to CallBack question



## 5. *Follow the Rules of Good Interviewing*

Here are some rules that apply to most studies. You will be expected to follow them on NISMART-2.

- On your first call to a household you will ask to speak to any household member. During the household screening questions, a "child roster" of who lives in the household will be collected. If there are any children under 18 listed, the "adult who is most responsible for the children" will be designated to do the Adult Interview. In addition, if there is a youth age 10 to 18 currently living in the household, a Youth Interview respondent will be selected by the CATI program to also be interviewed. It is your job to ONLY interview the DESIGNATED respondents. Do not under any circumstances substitute someone else for a CATI-chosen respondent.
- Read ALL questions EXACTLY as worded; do not add or omit anything. It is possible that you may have to define some terms for a respondent (particularly a child), but you will only be allowed to do so if a specific definition has been given to you, either on the screen or in the question-by-question specifications (QxQs).
- Read questions AS THEY APPEAR on the computer screen, being sure to follow all interviewer instructions.
- DO NOT ASSUME you know any of the respondent's answers before they are given to you. It is possible that a respondent will have already mentioned a topic before you reach that question in the interview. However, you must ask the question regardless. Many respondents, upon hearing the full question, end up reversing or adding to what they had said earlier.
- While reading the questions verbatim, do so in a relaxed, conversational style. Do not appear to be an examiner or inquisitor. On the other hand, never apologize for asking a question.
- Be a good LISTENER and model good listening skills for the respondent.
- Be sure to enter the CORRECT RESPONSE at the prompt in CATI, to record verbatim responses when necessary, and to type all open-ended responses carefully.
- Do not make approving or disapproving remarks such as "too bad", or "that's fine", after responses. Rather, go to the next question.
- If necessary, slow the respondent's pace by explaining that you are entering his or her response in a computer, that it is important, and that you want to record the answer accurately.
- Accept the RESPONSIBILITY for all response errors, even if you were not at fault. Do not blame a respondent if you have to correct his or her mistake. You will find the respondent to be more cooperative in correcting his or her answers if you accept the responsibility for the mistake or misunderstanding.

#### **D. Interviewing Techniques**

In order to interview responsibly and efficiently you must know your role, be prepared, have a nonjudgmental, professional manner, and maintain a steady interviewing pace. The best interviewers combine a friendly attitude with a business-like manner. Being overly friendly or concerned about the respondent's personal matters can alter and bias the information you obtain. Under no circumstances should you indicate a personal opinion—positive or negative—about a respondent's answers either by your comments or the inflection of your voice. Remember that your own objectivity is the best method of putting the respondent at ease and allowing him or her to feel willing to answer openly and honestly.

Always try to maintain a calm, unhurried manner, asking each question in an objective and deliberate way in order to promote an attitude of relaxed attention on the part of the respondent. When you first contact the respondent, always assume that he or she has time for the interview unless he or she states otherwise. If a respondent does not have time to be interviewed, try to establish a more convenient date and time for the interview. Or, if the respondent does not want to reschedule the interview, politely try to obtain as much information as possible that could help in calling back to "convert" his or her refusal.

Always be prepared during an interview to direct the respondent tactfully toward the next question when he or she begins to wander to topics or issues unrelated to the interview. It may be necessary to say something like the following:

"I see what you mean, but getting back to the interview..."

"We have really strayed from the question, so let me read it to you again."

"We still have some questions remaining, so let's get back to the interview."

"That's interesting. Maybe that will be the subject of a future survey." ASK THE NEXT QUESTION.

However, some people do not recognize subtlety. If variations of the above do not work, you might need to say something like the following:

"Because we have several questions remaining, it's very important that we continue with the interview. Perhaps we could save some time at the end to discuss this."

As mentioned earlier, good interviewing requires an understanding of the questionnaire's structure and intent. It also requires being prepared to deal with the occasional uncooperative respondent, trying to prevent breakoffs or firm refusals, and paying close attention to what informants and respondents say to make sure you understand and record responses properly.

Through experience with many ISR telephone studies, the following guidelines have been developed. Following them will facilitate the successful completion of your assignment on the NISMART-2 Study.

- The tone of your voice and the phrasing you use are extremely important to your success as a telephone interviewer. It is essential that you speak distinctly over the telephone because your voice is the only mechanism for transmitting the meaning of questions to respondents. Your intonation and diction need to make the intent of each question clear.
- To control the pace and maintain control of the interview, you must sound knowledgeable about the study and confident about your role as a professional interviewer.
- An interviewer's worst enemy during a telephone study is silence. In the absence of visual cues about the reason for long pauses, telephone respondents may become tense when silences occur. To avoid this discomfort, know your CATI instructions and gain familiarity with the instrument as quickly as possible. If the silence is due to your entering a verbatim response, repeat the respondent's answer as you enter it. This will not only let the respondent know what you are doing, it will also slow down the response, allowing you to record it accurately.
- Respondent questions or hesitation can usually be handled successfully with a positive attitude toward the study and your role in it. For you to have sufficient knowledge about the purpose and importance of the study is critical. Answer respondents' questions truthfully, but keep the answer short and to the point. Proceed with the next question as soon as possible.
- Do not mention the length of the interview unless you are asked. Then, say that it varies "depending upon your answers." The words you should use are on the "Questions and Answers" card that is in the appendix of this manual.
- Tell the respondent that he or she may prefer to do the interview in private where his or her answers will not be overheard.
- If the respondent is interrupted by someone in the household, another phone call, or a visitor, offer to wait while he or she attends to that person. You want to have the respondent's total attention when you are conducting the interview. Try to avoid having to call back later, since you may not reach him or her again easily.

1. *Remember to Listen*

Listening is such an important part of the interviewer's role that it deserves special attention. Make it your goal to become adept at listening to everything a respondent is saying. Often a respondent may sound at first as though he or she is giving one answer, but will end up with a much different one by the time the response has been completed. To capture the correct answer you must listen to the entire response.

Be aware of, and avoid, a poor listening style. The following types of listening styles are traps into which you could fall. They are to be avoided at all cost.

- Coded Listening: In coded listening, only the basic substance of what the respondent is saying is recorded. Simply listening for the key words that fit the response categories in the questionnaire is not suitable because inaccurate responses can be entered when you miss shifts in meaning, negatives, and qualifiers in the respondent's answer. These things could change how an answer should be recorded. Remember you are to listen to everything a respondent has to say, not just to the key words.
- Inattentive Listening: This occurs when listening stops after the initial response is recorded. Inattentive listening leads to missing shifts that frequently occur as a respondent says one thing, but changes to something else as he or she continues. Pay attention from the respondent's first words to his or her last. For questions with pre-coded responses, record the appropriate response only after the respondent has completed the answer to his or her satisfaction. For "open-ended" and "specify" questions, listen carefully to understand the respondent's answer and record exactly what was said.
- Careless Listening: Making assumptions about what words in a response are "important" is detrimental to collecting quality data because the true meaning of a response can be lost. Never ignore qualifying words like "supposed," "hope," "expect," "wish," or "think." These words often indicate that what is being described never actually happened. Do not assume you already know what words in a response are important.
- Distracted Listening: Watching, listening to, or thinking about other things rather than devoting full attention to the respondent leads to mistakes. Attend fully to the interviewing task at hand, and, when you are momentarily between telephone calls, avoid doing things that will distract other interviewers.

## 2. *Probing*

A good interviewer not only avoids the four listening style traps, but also knows that he or she cannot assume that a respondent has completely understood or answered a question. A good interviewer hears all the words and nuances of a respondent's answer and compares them to the question and its intent. Avoiding bias also means you will use only non-directive probes, i.e., probes that do not lead a respondent in a certain direction in answering. When question and answer do not seem to match, the interviewer then probes to clarify the answer and its responsiveness to the question. Let the respondent know, through gentle non-directive probing, whether or not he or she has answered a question satisfactorily.

If you are not clear on what the respondent is saying, or need more details, you could use the following probes:

"I'm not sure what you mean by that—please tell me a little more."

or

"I'd like to hear more details about that."

This technique assures the respondent that you are listening and interested in what he or she is saying. To that extent, it can facilitate cooperation. But be careful not to overdo it or it will become tedious and you will needlessly lengthen the interview.

When a respondent answers with "I don't know" or "I'm not sure," you could probe for a better answer simply by repeating the question. You may also say "Just give me your best guess" if the respondent remains unsure. Frequently, when recall difficulties are anticipated or when "don't know" responses are to be especially avoided, you will find specific probes given on the CATI screen.

When the respondent asks you for clarification you may do one of the following:

- Repeat the entire question or a part of the question.
- Use only the clarifications or definitions which are specified on the screen or in the manual.
- When a respondent requests information that is not covered in the questionnaire instructions, use the phrase, "Whatever \_\_\_\_\_ means to you," or "Whatever you think of as \_\_\_\_\_."

If the respondent actually does not have the information requested, this is in itself significant to the survey results. It is the interviewer's responsibility to be sure that this is, in fact, the case and not a matter of the respondent requiring more thinking time before coding a "Don't Know" response. If necessary, assure the respondent that the interview is not a test and there are no right or wrong answers.

Be prepared to let the respondent know that we are interested in his or her opinions, that his or her answers are important. You might say:

"We are interested in what you have to say."

or

"We are interested in what you think."

If the respondent talks about others' opinions (when you have asked for his or hers), say something like:

"I suppose some people feel that way; how you feel is what is important."

An interviewer can probe to get the respondent to add to or explain what has been said or to direct attention back to the subject when he or she has strayed from the question. Most often, a probe is used where it is necessary to clarify or to increase the specificity or the precision of the response.

## General Rules for Probing

- Be neutral; avoid directive probes. Never ask leading questions. A leading question would suggest a particular response. Also, do not provide probes or clarifications that would suggest a certain answer.
- Repeat the entire question if the respondent's reply indicates he or she did not understand it, or if he or she needs more time to think about the response. If the respondent has clearly eliminated a response option, you do not have to include it in the repetition. Repeat the entire question unless you are sure that only one part of it was misunderstood.
- Use a "What do you mean?" type probe when you can not understand the respondent's reply.
- Use a "Please tell me more about that" type of probe when the respondent gives an incomplete answer.
- Use a "What do you think?" type of probe to follow-up an initial "don't know" response.
- Use a "Which would be closer?" type of probe when the respondent's answer straddles two response categories. For example:

Interviewer: On a scale of 0 to 10, where 0 means extremely dissatisfied and 10 means extremely satisfied, how satisfied are you with this job?

Respondent: About 7 or 8.

Interviewer: Would it be closer to "7" or to "8"?

Respondent: 7.

- As you read, always emphasize words that are underlined within a question. For example:

To the best of your knowledge, was anything else done to hide what was going on?

<1> YES

<5> NO

<8> DON'T KNOW

<9> REFUSED

### 3. *Contacting Respondents*

The success of the study depends largely upon the cooperation of the people that you call. The way in which you present yourself and the study could have a major impact on a respondent's willingness to be interviewed.

Prepare for each contact attempt by knowing the "history" of the case you are calling. We have provided a "call record" screen at the beginning of the interview. This screen will contain information regarding the number of call attempts so far, who we are trying to contact, the most recent result code, etc. Detailed specifications regarding this screen can be found in the QxQs.

You must be prepared to answer any questions that arise about the study. A "Frequently Asked Questions" and a "Refusal Avoidance" card has been created for your reference. It is recommended that you have this card available whenever you call a number.

Listed below are some *guidelines* to help you prepare for each call and to help you achieve a higher completion rate.

- Keep the introduction brief. You must read the introduction that is provided; do not offer additional information unless you are asked or sense it is needed.
- Be confident. Expect that the respondent will want to participate in the study. After you have read the introduction, do not wait for the respondent to give permission for you to continue.
- Do not take rejection personally. No matter how pleasant and enthusiastic you are, sometimes respondents hang up on you or refuse to participate. It is not your fault if the respondent is having a bad day. Start fresh with the next call. If you are calling a respondent who has refused previously, begin the call with the same expectations you would have when calling a respondent for the first time.
- Be prepared. The best weapon against refusal is knowing how to answer questions. It is not enough to simply explain that the respondent's answers are important; you also must show the respondent *how* they are important. Being knowledgeable not only reassures the respondent that the study is legitimate but also makes him or her feel important.
- Establish rapport with respondents. Although you want to avoid lengthening the interview with needless conversation, take a moment to acknowledge what the respondent is saying. If the respondent feels good about you, he or she will not only want to complete the study for personal reasons, but he or she will also want to do it for you.



## **VI. Study Result Codes**

The following is a complete list of the result codes to be recorded for each contact attempted. After each contact attempt, a result code will either be entered into the CATI system for the call OR will be hand-written on the LFU (Link Follow-Up) Call Record. The codes that are used in the CATI system are all numeric, while the hand-written codes that are used on the LFU Call Record are all alpha.

This chapter is divided into four sections as follows:

- **CATI Result codes for the Household Screener**
- **CATI Result codes for the Adult Interview**
- **CATI Result codes for the Youth Interview**
- **Hand-written Result codes for the Adult Follow-Up Interviews**

For most "final" results, the result code will be assigned by the computer (for example, after a completed interview), but for most interim results the interviewer will select the appropriate code from a list that is displayed on the CATI screen. "Interim" codes will keep the ID active. "Final" codes will close the case.

## DEFINITIONS OF RESULT CODES

### A. CATI Result codes for the Household Screener—INTERIM CODES:

#### **073 Specific Callback Appointment Made**

Use this code only if you make an appointment for a **specific date and time**. Enter the date and time the respondent wants to be called back, making sure that you accommodate the time zones involved. For example, if a California respondent wants to be called back on Thursday, September 17 at 6:10 pm and you are on the East Coast, be aware that you will enter the **Respondent's time** of 6:10 pm but the call will actually occur at 9:10 pm EST. You will be provided with a schedule of the hours of operation for the phone center and you will need to try to keep all appointments within those hours. If a respondent insists that the only time they can be interviewed is outside our hours of operation, let a supervisor know and an attempt will be made to accommodate that respondent.

Please try to encourage respondents to choose a time that is not "on the hour". For example, if a respondent says "Call me at 10:00 am", ask if it would be alright to call a little before 10:00 am or would they prefer a little after 10:00 am. By doing this the appointments will be somewhat more evenly spread throughout the interviewing shifts.

#### **074 General Callback Appointment Made**

Use this code when the respondent has given a more general callback date or time. An example might be: "call me back tomorrow afternoon." You should always attempt to get a specific date and time whenever possible, but this code is provided for those times when the respondent will not commit to an exact time.

#### **075 Refusal at the Household Screener Level**

Use this code when someone refuses at the screener level. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and anything else you think will be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 077 and the case will no longer be active.

## **072 Language Barrier**

This code can be used whenever you encounter a respondent who does not speak English at all or one who speaks some English but strongly prefers to be interviewed in another language. You will indicate the respondent's language (if known) after you have selected this result code. If you do not recognize which language the respondent is speaking, you should choose "Language Unknown." If you do recognize the language, but it is not on our list, choose "Other Language" and then specify the language.

You should not automatically assume that there will be a language problem when you hear an accent. However, if you sense that the respondent is having a comprehension problem and is not accurately answering your questions, you will need to use your best judgment regarding whether to continue or to assign the Language Barrier code. Code 072 is an interim code. The ID will remain active until a second language code has been entered and then the CATI program will automatically convert the second code into a Final Language Barrier code (code 081).

## **076 Initial Problem**

Use this code whenever no other code is appropriate. A supervisor will review all code 076s on a daily basis. When you enter this code into the CATI program, you will be given a screen that asks for some additional information. This is where you will provide a detailed explanation of what the problem is. Please be sure to note who you spoke with, what they said, and any ideas you may have to solve the problem.

On rare occasions you may encounter a respondent who claims to have already been interviewed. In an RDD study where households are listed by telephone number, this should hardly ever happen. However, occasionally a respondent may confuse this study with another one that he or she may have participated in and insist that this interview has already been done. When that is the case, enter code 076 and the case will then be reviewed by a supervisor. Apologize to the respondent and mention that we may need to re-contact them for more information to make sure that we are able to correct the problem. If the respondent indicates that he or she has two household phone numbers and the interview was already done on the first phone number, and you are now calling on the second number, use this code.

**064 No answer after 8 rings**

This code is used when the phone rings 8 times without being answered.

**065 Busy signal**

This code is used when you hear a busy signal. Be careful to use this only for a regular busy signal, not a "fast busy." The fast busy would be assigned code 061 for Temporarily Disconnected.

**070 Answering Machine/Voice Mail—No Message Left**

This code is used when you hear an answering machine or voice mail message and you are not leaving a message. (Note: You are not allowed to leave a message when calling to conduct the household screener; however, you are allowed to leave a message when calling to do the Adult or the Youth Interviews.)

**060 FAX/Modem**

Use this code when a fax line or other high pitched sound is heard. On the third separate call attempt that this code is entered for an ID, the CATI program will revise the code to be FINAL code

**061 Temporarily Disconnected Telephone Number**

Use this code when a recorded message informs you that the number you have dialed is temporarily disconnected. Because disconnected numbers are often restored quickly, the case will remain active until this code has been entered on 5 separate call attempts. On the fifth entry the CATI program will revise the code to be final code 062 and the case will no longer remain active.

## **CATI Result codes for the Household Screener—FINAL CODES:**

### **055 Completed Screener—No Adult or Youth Interview Needed**

This code is recorded for a completed CATI *Screener* interview where the roster indicates that there are no children in the household. This code is assigned by the CATI program at the end of the Screener. This case is then considered finished.

### **056 No Qualified Respondent**

This code is used when the number you have dialed is for a household, but there is no one living in the household who is 19 years old or older. Do not use this code for language or hearing problems.

### **077 Final Refusal at the Household Screener Level**

The computer will assign this code when someone refuses at the screener level on two different calls.

### **081 Final Language Barrier**

The computer will assign this code when there is a language barrier at the screener level on two different calls.

### **066 Non-residential number**

This code is used when the number you have dialed is a business number, not a household number (if the number is used for both purposes, the number can be considered "household"). Verify the telephone number with whoever answers before entering this code. If you hear a recorded message indicating that this is a business, hang up and redial to be sure that you have reached the correct number. If you get the same recording, then enter the code 066.

The computer will also assign this code when code 060 for a fax line or other similar reason has occurred for this ID at least three times on separate calls. The case will no longer be active.

### **062 Final Phone Disconnect/Non-working Number/Fast Busy**

The computer will assign this code when code 061 for a Temporarily Disconnected Phone Number has occurred for this ID at least five times on separate calls. The code will also be assigned on the first attempt that is a permanent non-working number on RDD studies.

### **079 Final End of Field Period**

This code is assigned by a supervisor at the end of data collection ONLY when there is no more time left to continue calling respondents. This code is assigned after review when there has been no completed interview or other final result code.

**B. CATI Result codes for the Adult Interview—INTERIM CODES:**

**011 Specific Callback Appointment Made**

Use this code only if you make an appointment for a specific date and time. Enter the date and time the respondent wants to be called back, making sure that you accommodate the time zones involved. For example, if a California respondent wants to be called back on Thursday, September 17 at 6:10 pm and you are on the East Coast, be aware that you will enter the **Respondent's time** of 6:10 pm but the call will actually occur at 9:10 pm EST. You will be provided with a schedule of the hours of operation for the phone center and you will need to try to keep all appointments within those hours. If a respondent insists that the only time they can be interviewed is outside of our hours of operation, let a supervisor know and an attempt will be made to accommodate that respondent.

Please try to encourage respondents to choose a time that is not "on the hour". For example, if a respondent says "Call me at 10:00 am," ask if it would be alright to call a little before 10:00 am or would they prefer a little after 10:00 am. By doing this, the appointments will be somewhat more evenly spread throughout the interviewing shifts.

**012 General Callback Appointment Made**

Use this code when the respondent has been more general in their callback date or time. An example might be: "call me back tomorrow afternoon." You should always attempt to get a specific date and time whenever possible, but this code is provided for those times when the respondent will not commit to an exact time.

**013 General Callback—800 number given**

Use this code when you have provided the 800 number because the respondent wants to verify the legitimacy of the study. Encourage the respondent to call within the next week and say that we will call back in about two weeks. Unless the respondent requests a specific callback date and time, you will check your calendar and then enter an appointment for two weeks from the current call, selecting the current time as well.

**006 Partial interview (Breakoff/Suspend)—Willing to complete**

Use this code when the respondent has begun the interview and for some reason cannot complete it on this call **and is willing** to continue at another time. This is a callback (not a refusal) and the program will ask for a date and time for a callback to finish the interview.

**007 Partial interview (Breakoff/Suspend)—Unwilling to complete**

Use this code when the respondent has begun the interview and for some reason cannot complete it on this call **and is unwilling** to continue at another time. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 009 and the case will no longer be active.

**021 Refusal by Respondent**

This code is used when the selected Adult respondent firmly refuses to be interviewed. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 028 and the case will no longer be active.

**022 Refusal by Someone Other than the Respondent**

Use this code when someone other than the respondent refuses on behalf of the respondent. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal, the person's relationship to the respondent, and anything else you think will be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 029 and the case will no longer be active.

**023 Completed Adult Interview—No Youth Interview Consent**

This is an interim code and is recorded for a **completed Adult Interview** where there are children in the household between ages 10 and 18, and **no consent was given** for the Youth Interview. Refusal conversion attempts will need to be tried. Also refer to final code 003 which is assigned by the computer when refusal conversion attempts are unsuccessful on this type of case.

#### **042 Language Barrier**

It is unlikely that you will need this code for the Adult interview because you have already completed the Household Screener with this respondent. However, if you sense that the respondent is having a comprehension problem and is not accurately answering your questions, you will need to use your best judgment regarding whether to continue or to assign the Language Barrier code. Code 042 is an interim code.

The ID will remain active until a second language code has been entered and then the CATI program will automatically convert the second code into a Final Language Barrier code (code 050).

#### **099 New Phone Number**

This code will never be used on an RDD study for the screening call because RDD studies use the original phone number as the primary "identifier" for a case. If you are working on the Screener and you get a telephone company recording indicating that the number has been changed to a new one, you will record the result code for the case as a 062 (Non-Working Number). However, during the screener an adult respondent will be identified as a main respondent (caretaker) and it is possible that you may have to set an appointment for a callback with that person. Later, when calling back to complete the Adult Interview, you could get a recording about a number change. That is when you will use this code.

#### **019 Initial Problem**

Use this code for the Adult Interview whenever no other code is appropriate. A supervisor will review all code 019s on a daily basis. When you enter this code into the CATI program, you will be given a screen that asks for some additional information. This is where you will provide a detailed explanation of what the problem is. Please be sure to note who you spoke with, what they said, and any ideas you may have to solve the problem.

#### **034 No answer after 8 rings**

This code is used when the phone rings 8 times without being answered.

#### **035 Busy Signal**

This code is used when you hear a busy signal. Be careful to use this only for a regular busy signal, not a "fast busy." The fast busy would be assigned code 031 for Temporarily Disconnected Telephone Number.



**040 Answering Machine/Voice Mail—No Message Left**

This code is used when you hear an answering machine or voice mail message and you are not leaving a message. (Note: You are not allowed to leave a message when calling to conduct the Household Screener; however, you are allowed to leave a message when calling to do the Adult or the Youth interviews.)

**041 Message left on Answering Machine/Voice Mail**

This code denotes that a message has been left on an answering machine or voice mail. You will be provided in the QxQs with appropriate words for the message that can be left as well as when it is appropriate to do so.

**030 FAX/Modem**

Use this code when a fax line or other high pitched sound is heard. On the third separate call attempt that this code is entered for an ID, the CATI program will revise the code to be final code 048 (Final Not Available) and the case will no longer remain active.

**031 Temporarily Disconnected Telephone Number**

Use this code when a recorded message informs you that the number you have dialed is temporarily disconnected. Because disconnected numbers are often restored quickly, the case will remain active until this code has been entered on 5 separate call attempts. On the fifth entry the CATI program will revise the code to be final code 038 (Final Unlocatable) and the case will no longer remain active.

## **CATI Result codes for the Adult Interview—FINAL CODES:**

### **001 Completed Adult Interview—No Youth Interview Needed**

This is recorded for a completed **Adult Interview** where the roster indicates that there are **no** children in the household between the ages of 10 and 18, and therefore no Youth Interview is needed. This code is assigned by the CATI program, and the case will be considered finished.

### **002 Completed Adult Interview—Youth Interview Needed**

This is recorded for a completed **Adult Interview** where the roster indicates that there are children in the household between the ages of 10 and 18, and consent was given for the Youth Interview. This code is assigned by the program and will lead you to the Youth Interview next.

### **003 Completed Adult Interview—No Youth Interview Consent**

This code is recorded for a completed Adult Interview where the Screener roster indicates that there are children in the household between the ages of 10 and 18, but no consent was given for the Youth Interview, and refusal conversion attempts to obtain consent have not been successful. The assignment of this code completes all requirements for this case.

### **009 Final Breakoff—Unwilling to Complete**

The computer will assign this code when the respondent has begun the interview and a refusal conversion effort was unsuccessful. The case will no longer be active.

### **028 Final Refusal by Respondent**

The computer will assign this code when the selected respondent firmly refuses to be interviewed and a refusal conversion effort was unsuccessful. The case will no longer be active.

### **029 Final Refusal by Someone Other Than the Respondent**

The computer will assign this code when someone other than the selected respondent firmly refuses and a refusal conversion effort was unsuccessful. The case will no longer be active.

### **050 Final Language Barrier**

The computer will assign this code when there is a language barrier at the Adult Interview level on two different calls.

**038 Final Unlocatable**

This code is used when the number you have dialed is no longer a working number, or someone tells you the respondent no longer lives in the residence and there is no new number available. The computer will also assign this code when code 031 for a Temporarily Disconnected Telephone Number or other similar reason has occurred for this ID at least three times on separate calls. The case will no longer be active.

**048 Final Not Available**

This code is assigned by a supervisor at the end of data collection when the maximum number of attempts to reach the respondent have been tried.

**049 Final End of Field Period**

This code is assigned by a supervisor at the end of data collection **ONLY** when there is no more time left to continue calling respondents.

**C. CATI Result codes for the Youth Interview—INTERIM CODES:**

**111 Specific Callback Appointment Made**

Use this code only if you make an appointment for a **specific date and time**. Enter the date and time for the callback *making sure that you accommodate the time zones involved*. Be aware that you will enter the **Respondent's time**. You will be provided with a schedule of the hours of operation for the phone center and you will need to try to keep all appointments within those hours. If a respondent insists that the only time they can be interviewed is outside our hours of operation, let a supervisor know and an attempt will be made to accommodate that respondent.

**112 General Callback Appointment Made**

Use this code when the respondent has been more general in their callback date or time. An example might be: "call me back tomorrow afternoon." You should always attempt to get a specific date and time whenever possible, but this code is provided for those times when the respondent will not commit to an exact time.

**113 General Callback—800 Number Given**

Use this code when you have provided the 800 number because the respondent wants to verify the **legitimacy** of the study. Encourage the respondent to call within the next week and say that we will call back in about two weeks. Unless the respondent requests a specific callback date and time, you will check your calendar and then enter an appointment for two weeks from the current call, selecting the current time as well.

**106 Partial Interview (Breakoff/Suspend)—Willing to Complete**

Use this code when the respondent has begun the interview and for some reason cannot complete it on this call **and is willing** to continue at another time. This is a callback (not a refusal) and the program will ask for a date and time for a callback to finish the interview.

### **107 Partial Interview (Breakoff/Suspend)—Unwilling to Complete**

Use this code when the respondent has begun the interview and for some reason cannot complete it on this call **and is unwilling** to continue at another time. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 109 and the case will no longer be active.

### **121 Refusal by Respondent**

This code is used when the selected Youth respondent firmly refuses to be interviewed. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 128 and the case will no longer be active.

### **122 Refusal by Someone Other than the Respondent**

Use this code when someone other than the respondent refuses on behalf of the respondent. When this code is entered, the CATI program will then ask you a series of questions regarding the reason for the refusal, the person's relationship to the respondent, and anything else you think will be helpful in the refusal conversion effort. The program will select a date and time for a callback for a refusal conversion attempt. The second time a refusal code is entered, the CATI program will revise it to final code 129 and the case will no longer be active.

### **142 Language Barrier**

It is unlikely that you will need this code for the Youth Interview. However, if you sense that the respondent is having a comprehension problem and is not accurately answering your questions, you will need to use your best judgment regarding whether to continue or to assign the Language Barrier code. Code 142 is an interim code. The ID will remain active until a second language code has been entered and then the CATI program will automatically convert the second code into a Final Language Barrier code (code 150).

**199 New Phone Number**

At the end of the Adult Interview, a Youth respondent will be identified and it is possible that you may have to set an appointment for a callback with that person. Later, when calling back to complete the Youth Interview, you could get a recording about a number change, or someone in the household may tell you the person no longer lives there and gives you their new number. That is when you will use this code.

**119 Initial Problem**

Use this code for the Youth Interview whenever no other code is appropriate. A supervisor will review all code 119s on a daily basis. When you enter this code into the CATI program, you will be given a screen that asks for some additional information. This is where you will provide a detailed explanation of what the problem is. Please be sure to note who you spoke with, what they said, and any ideas you may have to solve the problem.

**134 No Answer after 8 rings**

This code is used when the phone rings 8 times without being answered.

**135 Busy Signal**

This code is used when you hear a busy signal. Be careful to use this only for a regular busy signal, not a "fast busy". The fast busy would be assigned code 131 for Temporarily Disconnected Telephone Number.

**140 Answering Machine/Voice Mail—No Message Left**

This code is used when you hear an answering machine or voice mail message and you are not leaving a message. (Note: You are not allowed to leave a message when calling to conduct the Household Screener; however, you are allowed to leave a message when calling to conduct the Adult or the Youth interviews.)

**141 Message left on Answering Machine/Voice Mail**

This code denotes that a message has been left on an answering machine or voice mail. You will be provided in the QxQs with appropriate words for the message that can be left as well as when it is appropriate to do so.

**130 FAX/Modem**

Use this code when a fax line or other high pitched sound is heard. On the third separate call attempt that this code is entered for this ID, the CATI program will revise the code to be final code 148 (Final Not Available) and the case will no longer remain active.

**131 Temporarily Disconnected Telephone Number**

Use this code when a recorded message informs you that the number you have dialed is temporarily disconnected. Because disconnected numbers are often restored quickly, the case will remain active until this code has been entered on 5 separate call attempts. On the fifth entry the CATI program will revise the code to be final code 138 (Final Unlocatable) and the case will no longer remain active.

**CATI Result codes for the Youth Interview—FINAL CODES:**

**101 Completed Youth Interview**

This code is recorded for a completed **Youth** interview. This code is assigned by the CATI program and completes all requirements for this ID.

**109 Final Breakoff—Unwilling to Complete**

The computer will assign this code when the respondent has begun the interview and a refusal conversion effort was unsuccessful. The case will no longer be active.

**128 Final Refusal by Respondent**

The computer will assign this code when the selected respondent firmly refuses to be interviewed and a refusal conversion effort was unsuccessful. The case will no longer be active.

**129 Final Refusal by Someone Other than the Respondent**

The computer will assign this code when someone other than the selected respondent firmly refuses and a refusal conversion effort was unsuccessful. The case will no longer be active.

**150 Final Language Barrier**

The computer will assign this code when there is a language barrier at the Youth Interview level on two different calls.

**138 Final Unlocatable**

This code is used when the number you have dialed is no longer a working number, or someone tells you the respondent no longer lives in the residence and there is no new number available. The computer will also assign this code when code 131 for a Temporarily Disconnected Telephone Number or other similar reason has occurred for this ID at least three times on separate calls. The case will no longer be active.

**148 Final Not Available**

This code is assigned by a supervisor at the end of data collection when the maximum number of attempts to reach the respondent have been tried.

**149 Final End of Field Period**

This code is assigned by a supervisor at the end of data collection **ONLY** when there is no more time left to continue calling respondents.



**D. Hand-written Result codes for the Adult Follow-Up Interviews—INTERIM CODES:**

**CB Specific Callback Appointment Made**

Use this code whenever you make an appointment. Write the date and time the respondent wants to be called back on the LFU Sheet, making sure that you accommodate the time zones involved. For example, if a California respondent wants to be called back on Thursday, September 17 at 6:10 pm and you are on the East Coast, be aware that you will write the **Respondent's time** of 6:10 pm, but the call will actually occur at 9:10 pm EST. You will be provided with a schedule of the hours of operation for the phone center and you will need to try to keep all appointments within those hours. If a respondent insists that the only time they can be interviewed is outside our hours of operation, let a supervisor know and an attempt will be made to accommodate that respondent.

Please try to encourage respondents to choose a time that is not "on the hour." For example, if a respondent says "Call me at 10:00 am," ask if it would be alright to call a little before 10:00 am or would they prefer a little after 10:00 am. By doing this the appointments will be somewhat more evenly spread throughout the interviewing shifts.

**RB Partial Interview (Breakoff/Suspend)—Unwilling to Complete**

Use this code when the respondent has begun the Adult Follow-Up Interview and for some reason cannot complete it on this call **and is unwilling** to continue at another time. When this code is used, be sure to indicate on the LFU Sheet the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The supervisor will select a date and time for a callback for a refusal conversion attempt.

**RS Refusal—Soft**

This code is used when the selected Adult respondent refuses to do any of the Adult Follow-Up Interviews. The respondent may be "reluctant" to even finish the interview but you feel that this refusal could fairly easily be converted (for example, the respondent really just ran out of time and another might be better). When this code is used, be sure to indicate on the LFU Sheet the reason for the refusal and any other information you think might be helpful in the refusal conversion effort. The supervisor will select a date and time for a callback for a refusal conversion attempt.

**LB Language Barrier**

It is unlikely that you will need this code for the Adult Interview because you have already completed the Household Screener with this respondent. However, if you sense that the respondent is having a comprehension problem and is not accurately answering your questions, you will need to use your best judgment regarding whether to continue or to assign the Language Barrier code.

**PO Problem—Other**

Use this code for the Adult Follow-Up Interview whenever no other code is appropriate. A supervisor will review all code POs on a daily basis. Be sure to provide a detailed explanation of what the problem is. Please be sure to note who you spoke with, what they said, and any ideas you may have to solve the problem.

**RNA No Answer after 8 Rings**

This code is used when the phone rings 8 times without being answered.

**BZ Busy Signal**

This code is used when you hear a busy signal. Be careful to use this only for a regular busy signal, not a "fast busy." The fast busy would be assigned code TD for Temporarily Disconnected Telephone Number.

**AM Answering Machine/Voice Mail**

This code is used when you hear an answering machine or voice mail message. Be sure to note whether you left a message.

**FX FAX/Modem**

Use this code when a fax line or other high pitched sound is heard.

**TD Temporarily Disconnected Telephone Number**

Use this code when a recorded message informs you that the number you have dialed is temporarily disconnected. Because disconnected numbers are often restored quickly, the case will remain active until this code has been entered on 5 separate call attempts.

**Hand-written Result codes for the Adult Follow-Up Interviews—FINAL CODES:**

**CA Completed Adult Follow-Up Interviews**

This is recorded when all required Adult Follow-Up interviews have been completed. When this code is assigned, the case can move back into the main CATI program to be finished.

**RF Final Refusal—Unwilling to Complete**

This code is assigned when a refusal conversion effort was unsuccessful. The supervisor will determine whether to keep the case active.

**UL Final Unlocatable**

This code is used when the number you have dialed is no longer a working number, or someone tells you the respondent no longer lives in the residence and there is no new number available. This code is used when a Temporarily Disconnected Telephone Number or other similar reason has occurred for this ID at least three times on separate calls. The case will no longer be active.

## **VII. STUDY MATERIALS**

### **A. The Interviewer's Manual**

Familiarize yourself with the manual's contents and use it as a reference for this project. It contains important information about the study in general, as well as specific information and instructions for the questionnaire. Record notes in your Interviewer's Manual during training, and use your manual as a reference throughout the entire study.

### **B. Confidentiality Pledge**

A copy of this form must be signed by each interviewer prior to working on this project. This form is a pledge by each interviewer to uphold the standards and rules regarding each respondent's confidentiality and identity.

### **C. Interviewer Payment Record (IPR)**

Complete an Interviewer Payment Record (IPR) each week that you work on this study. During the last shift you work before each Wednesday, place your completed IPR in the IPR tray located by the Supervisor's desk in the phone room. Be sure to retain the pink copy for your records.

### **D. Training Fee Payment Record**

On the IPR stamped TRAINING FEE ONLY, record the dates of the 2½-day training you attended and show a \$165.00 total payment due for the conference and any tutorial sessions you attended. Submit the IPR to the Field Administrator prior to the completion of training.

### **E. Other Study Materials**

Please refer to the Appendix at the end of this manual for all other hardcopy materials that you may need for NISMART-2.

## **VIII. ADMINISTRATIVE PROCEDURES**

All interviewers are expected to arrive for their assigned shift at least five minutes prior to schedule. If you must miss a shift for a valid reason, call the Supervisor or Field Administrator two days in advance so that he or she can obtain a replacement for your shift. Failure to appear for your assigned shift without properly notifying ISR can result in your termination from the study.

Supervisors will monitor interviews to assure that they are being conducted according to ISR specifications. They will also rate your work and interviewing techniques for inclusion in your ISR file. They will provide you with regular feedback.

### **A. Recording Working Hours**

You will sign in and sign out on the Phone Interviewer Time Sheet for each shift that you work. During the shift you will be required to take a mandatory 15-minute break after each four hours of work. When taking the break, tell your Supervisor, then sign yourself out and then back in after your break. Your working hours will be documented and monitored by Supervisors.

The Phone Interviewer Time Sheet will have all the information you will need to complete your Interviewer Payment Record (IPR). IPRs are processed every Wednesday morning. To be paid for the previous week's work, submit your Payment Record on your last working shift before Wednesday morning.

Follow these instructions in completing IPRs:

- Full-time Temple University Students: If you are a full-time Temple student, use the Student's Payment Record. Record your name, the date you are submitting it, the number of hours worked during that period, the study number (31-191), your Social Security number, and your interviewer ID number. Full-time Temple students are paid weekly and you may pick up your check every Friday.
- Interviewers Who Are Not Full-time Temple Students: All interviewers who are not full-time Temple University students and who work on ISR studies are employees of Headway Staffing Services (formerly Select). Interviewers who successfully complete training and who are recommended to Headway for hiring and subsequent assignment to this ISR study will receive payment directly from Headway for the services they provide to ISR.

If you are not a full-time student, use the Interviewer's Weekly Payment Record. Record the study number (31-191) at the top of the page along with the date of the week ending Tuesday. Use one line per day worked. In column 1, record the day of the week. In column 2, record the date. Leave columns 3, 4 and 5 blank. In column 6, record the total number of hours you worked on that day. Sign your name, record your ISR ID# and the date you are submitting the Payment Record. Print your name, address, and telephone number on the appropriate lines and fill in your Social Security number in the space provided. Headway checks are mailed the week following the submission of a properly completed payment record.

- All Interviewers: Submit the top two copies to the Supervisor, and keep the pink third copy for your records. If you have any questions about payment, be sure to refer to the IPR number imprinted on all three copies.

In order to complete your work according to the Institute's specifications and be paid the training fee, you are required to:

- Attend the training sessions required to interview on the study.
- Conduct every interview as specified in this manual and at training.
- Make every reasonable effort to complete an interview with every eligible respondent.
- Call back any refusals, appointments or other cases assigned to you and make every attempt to complete the interview.
- Work all hours for which you are scheduled, and report all hours worked accurately.
- Work at least 3 shifts per week, including one weekend shift for at least a total of 75 hours worked.
- Administer the questionnaire as constructed and record answers accurately.

Note that if you have not worked the required shifts or you have not worked on the study for at least 75 hours, you will not be paid for training.

If at any time you decide that you are no longer able to work on this project, please tell the Supervisor or Field Administrator immediately. You should follow-up your announcement with a formal letter giving at least two weeks notice. This is standard business practice.

## **B. Causes for Termination**

Any of the following reasons can result in your termination from the study and forfeiture of the training fee:

- You are unable to administer the questionnaire according to ISR standards (your interviews will be monitored throughout the study to see that you are administering the questionnaire properly and recording answers accurately).
  
- You will be terminated from the study if you violate ISR's trust by:
  - Falsifying an interview in any way.
  - Violating your pledge of confidentiality.
  - Intentionally misrepresenting the hours worked on a Time Sheet or Payment Record.
  - Not working the shifts that you agreed to work, and failing to notify the Shift Supervisor or Field Administrator in advance.
  - Being habitually late or absent.
  - Making personal calls from any of ISR's telephones. (There are pay phones in the fourth floor lounge and the lobby which you may use during your break.)
  - Smoking, eating, or chewing gum while working. (Smoking is prohibited everywhere in the building; you may eat in the lounge on the fourth floor. Drinking at your station is allowed *only* when you are not conducting an interview and the drink is in an approved, spill-proof container.)
  - Abusing the ISR facility in any way.
  - Insubordination or not treating co-workers or respondents in a professional manner.





INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

**THE SECOND NATIONAL INCIDENCE OF  
MISSING, ABDUCTED, RUNAWAY AND  
THROWNAWAY CHILDREN  
HOUSEHOLD SURVEY**

STUDY # 31-191

**Question by Question  
Specifications**



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## **ADMINISTERING THE HOUSEHOLD SCREENER**

You will attempt to conduct a Household Screener for each telephone number that is called to determine whether or not the telephone number belongs to a household residence. You will then identify those cases with children 18 and under who have lived in that household for at least two weeks in the past 12 months. This is called the "Household Screener" to distinguish it from the "Episode Screener."

This chapter discusses the rules for determining an eligible respondent for the Primary Questionnaire, and gives the specifications for enumerating the children who live in the household (the Child Roster). Later chapters describe the other sections of the questionnaire. The Episode Screener follows the Child Roster. If any "missing child" episodes are identified in the Episode Screener, the appropriate Follow-Up Questionnaires will come next. Then, to finish the Adult Interview, Adult Demographics will be collected. The final section of the interview is the Youth Interview which will only occur if there is currently at least one child age 10 to 18 living in the household.

### **A.1. Eligible Screener Respondent**

The introductory statement >pint1< is read to whomever answers the phone. The first three questions can be asked:

- has the number been dialed correctly,
- is this a residence, and
- are there any other residential telephone numbers in the household?

To continue with the screening questions, we determine whether there are any children 18 and under who have lived in the household for at least two consecutive weeks during the past 12 months. To qualify as “lived” in the household, a child must have stayed overnight in the household for at least one uninterrupted two-week period during the 12 months that preceded the interview. If the household has (or had) children, we ask how many children and then whether any of those children use the Internet on a regular basis. We then ask who the primary caretaker is and ask for that person. The primary caretaker is the parent or other adult household member who takes (or took) care of the children most of the time when they are (or were) in the household. If a change in respondents occurs during this sequence, the introduction will be repeated. If no household member is available, you must schedule a callback.

## A.2. Overview of the Basic Screener

This short screening questionnaire designed to flow smoothly through the following steps.

### Preliminary Section:

- An introduction, in which you introduce yourself and briefly explain the purpose of your call;
- A question in which you verify that the phone number was dialed correctly;
- A question in which you determine whether or not the phone reached is residential;
- A question in which you determine whether there are any other residential telephone numbers in the household.

### Primary Questionnaire Section:

- A question in which you determine if any children 18 years old or younger lived in the household for at least two consecutive weeks in the 12 months prior to the interview, and if so, how many;
- A question that determines Internet usage by the children in the household;
- A question that identifies the parent or other adult in the household that takes care of the children most of the time, and then, once identified, asks to speak with that person;
- A question that determines the educational level of the head of the household, and
- A series of questions in which you obtain basic identifying information about the children in the household.

There are a number of situations in which you will end a call without administering all of these Basic Screener questions. To deal with most of these situations, termination statements are provided at appropriate places throughout the questionnaire. There is a closing statement for:

- A wrong number dialed,
- A non-residential number, and
- An ineligible household.
- At times, you will encounter situations that require some deviation from the normal flow of these screeners. Because this is an RDD (Random Digit Dial) study, you will be reaching both residential and non-residential numbers. Under normal circumstances, you will read the introduction before verifying the phone number and determining whether the number is residential or non-residential. However, if the person who answers the phone indicates immediately that the phone is non-residential (e.g., by answering "Sears," "Doctor Wilson's office," or by giving some other business name), you should continue with the questions so that you can verify the telephone number. If the number is correct, the next question asks whether this is a residential number and then, if non-residential, "Is this phone number for business and home use or for business use only?" to determine the status of the phone. If it is for business use only, the CATI program will give you a "thank you" screen and you will end the call.



### **A.3. Screener Introduction**

Your initial contact with the respondent is your first opportunity to establish rapport and capture the respondent's interest. Be certain that your tone is pleasing and friendly, that you speak clearly, and that you know what you intend to say. Hesitation, because you are not certain what to say, or to whom you wish to speak, can create a negative impression in a telephone contact. The respondent's reaction to the interview as a person is very important. Respondents will react more favorably if they think the person on the telephone is someone with whom they will enjoy talking.

The introductions in the screening sections are designed to identify working residential numbers and to tell the person you initially talk to who you are, what you are doing, and who you wish to speak to. They are designed to be informative and to also quickly involve the respondent in the interview process. Remember that the introductions are designed to provide you with a clear and efficient way of introducing yourself and the study to the respondent. It is usually when the interviewer begins to deviate from the written introduction that he or she becomes confused and unclear in his or her explanations to the respondent. This may cause the respondent to doubt the authenticity of the study and refuse to continue the interview. Read the introductions verbatim and be certain to pronounce the words clearly. Practice each introduction until your presentation is confident and sincere. Rushing through an introduction gives an impression of lack of confidence and may cause the listener to misunderstand. Generally, do not pause before asking the first question following the introduction. A pause will give the impression that you are waiting for approval or disapproval or for questions from the respondent.

### **A.4. Basic Screener Specifications**

This section provides the specifications and is designed to help you better understand the intent of each question in the Basic Screeners and to provide you with specific procedures to make the administration of these screeners go as smoothly as possible.

The Basic Screeners consist of two types: those which are Preliminary (household screening questions), and those which occur only for respondents who enter the Primary section of the study. These are discussed in detail in separate sections, below. Since the CATI program will automatically "skip" you to the next appropriate question or series of questions, skip patterns do not appear.

#### A.4.1. Preliminary Section

The questions in the Preliminary Section of the Basic Screener cover the activities from the initial introductory statement through the point where we verify that you are speaking with a household member who is at least 19 years old.

>pint3<           As part of an important nationwide study sponsored by the Office of Juvenile Justice, we are calling randomly selected telephone numbers to ask about children's safety and how to better protect them from dangerous situations.

<1>     TO CONTINUE

>pint4<           I'd like to make sure I have dialed correctly. Is this [AREA CODE AND TELEPHONE NUMBER]?

<1>     YES  
<5>     NO

If "NO" is selected at screen >pint4<:

>pwgnu<           Thank you very much, but the number has been dialed incorrectly. It is possible that your number may be called at a later time. Goodbye.

<1>     TO RETURN TO DIAL SCREEN AND RE-DIAL THE PHONE NUMBER

Read the introduction clearly and distinctly. It has been kept brief, as previous experience has shown that long or wordy introductions have a negative effect on respondent cooperation. Confirm the area code and telephone number and record the response to the question.

If the respondent answers question >pint4< with a "NO," you will read the closing statement in question >pwgnu< and end the call. Then select option <1> to redial the number. If you get the same respondent, verify that you have reached the same number. If you have, and it is still an number other than the one you dialed, the telephone number should be classified as a non-working number.

>pp2<           Is this a residential phone number?

    <1>     YES  
    <5>     NO  
    <6>     BOTH RESIDENTIAL & BUSINESS

If "NO" is selected at screen >pp2<:

>pp2a<           Is this strictly a place of business or is this a residence with a business phone line?

    <1>     STRICTLY A PLACE OF BUSINESS  
    <5>     RESIDENCE WITH A BUSINESS LINE

If "STRICTLY A PLACE OF BUSINESS" is selected at screen >pp2a<:

>pnres<           Thank you for your time. We are only interviewing in residences at this time. Goodbye.

    <1>     TO EXIT CASE

A home or residence must either be a private home or apartment, or a private room in a dormitory or boarding house or a nursing home room that has its own separate telephone number. To qualify as residential, the persons must reside there on a permanent basis. Dormitories, nursing homes, or other institutions in which all residents share a common telephone are considered non-residential.

A telephone that is in a residence but which is used both for personal and business use is considered residential and should be coded as option <6> "BOTH RESIDENTIAL AND BUSINESS" in answer to question >pp2<.

When you determine that a telephone is non-residential, you will read the closing statement, >pnres<, and end the call.

>pp2b<        Are there any other residential numbers in addition to [AREA CODE AND TELEPHONE NUMBER] in your household?

- <1>    YES
- <5>    NO
- <8>    DON'T KNOW
- <7>    REFUSED

>pp3<        Altogether, how many residential phone numbers does your household have including [AREA CODE AND TELEPHONE NUMBER]?

- 
- <2 - 10> TOTAL RESIDENTIAL NUMBERS
  - <98>    DON'T KNOW
  - <97>    REFUSED

In answering these questions, include different telephone numbers, not extensions. These questions are included because households with more than one phone number have an increased probability of falling into the sample when compared to households with only one phone number, and it is very important that the data analysis take this fact into account.

Whenever a respondent answers question >pp2b< with a <1> "YES," probe to be sure he/she understands that we are talking about different phone numbers which are for residential use—not extensions. If a home has only an extension of the same telephone number, the answer to question >pp2b< should be <5> "NO."

If the respondent only offers a number at some other location where he/she can be reached (e.g., at work), the answer to question >pp2b< is <5> "NO."

In the event that a respondent has additional residential phone numbers, you will ask question >pp3< to determine how many residential telephone numbers are in the household.

#### A.4.2. Main Study Section

The Main Study Section of the Basic Screener covers all activities from the point where we determine whether there were any children 18 and under who lived in the household for at least two consecutive weeks during the past 12 months up to the point where the Episode Screener questions begin. Respondents who screen-in on the first of these questions enter the Main Study.

>pm1<      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 [CURRENT MONTH] [DAY], [LAST YEAR]?

<1>      YES  
<5>      NO  
<6>      CHILD DID NOT LIVE ANYWHERE FOR 2 CONSECUTIVE WEEKS (I.E., JOINT CUSTODY ARRANGEMENTS) OR CHILD JOINED HH LESS THAN 2 WEEKS AGO  
<8>      DON'T KNOW  
<7>      REFUSED

If the respondent says no children lived in the household for two consecutive weeks in the past 12 months, you will select option <5> "NO" and the CATI program will automatically skip you out of the Main Study and end the interview.

If there were/are any children who lived in the household for at least two consecutive weeks, you will select option <1> "YES" and continue on to find out who was/is the child's/children's primary caretaker.

If the respondent says he/she has children, but these children did not live anywhere for two consecutive weeks in the past 12 months because their custody alternates on a weekly basis, select option <6> "CHILD DID NOT LIVE ANYWHERE FOR 2 CONSECUTIVE WEEKS". Cases about which you are not certain should be answered with option <6>. Whenever you classify a case as option <6>, the CATI program will automatically continue to find out who the child's/children's primary caretaker is/was when they are/were in the household.

>pm1a<

How many children 18 years old or younger, have lived in this household for at least two consecutive weeks in the past 12 months?

<1 - 12> UP TO 12 CHILDREN

<13 - 95> MORE THAN 12 CHILDREN

<98> DON'T KNOW

<97> REFUSED

You will ask how many children qualify as living in the household. We ask this question only for steering purposes. Our CATI program can only handle up to 12 children in a household. Therefore, if the respondent indicates that there are more than 12 children, at a later point in the screener, instructions will be displayed on the screen to move to a paper version in order not to miss any answers.

>pm1b<

On a regular basis, at least once a month or more often, [child / children] use the Internet or e-mail through a computer located in  
(CODE ALL THAT APPLY)

<1> your home,

<2> their school, or

<3> any other place such as a friend's house or the library?

<98> DON'T KNOW

<97> REFUSED

<n> NONE NO (OTHER) RESPONSES

<x> TO DELETE A RESPONSE

This question has been included so that sample can be identified for a possible future study regarding children's use of the Internet. This is a "CODE ALL THAT APPLY" question so you must enter "n" either to mean you have finished selecting the appropriate answers and there are no more to enter, or that none of the answers is appropriate. An entry of "n" will take you to the next question.

>pm2<

Who is the parent or other adult in the household who takes care of the [child / children] most of the time (when [he is / she is / they are] staying in the household)?  
(IF QUESTIONED AS TO WHY WE NEED THIS INFORMATION, READ: "The focus of this study is children's safety, so I will need to talk to someone who takes care of the [child / children] in your household.")

- <1> SPEAKING TO PRIMARY CARETAKER
- <5> NOT SPEAKING TO PRIMARY CARETAKER

You will identify the primary caretaker of the children in the household, question >pm2<. If the primary caretaker is at least 19 years old and you are speaking to the primary caretaker, you will continue on to an introduction designed to assure the respondent of the confidentiality of the study (see question >pbox1< below). If the primary caretaker is not at least 19 years old, or you are not speaking to the primary caretaker, you will ask to speak to the appropriate person. If the person is not available, you will set an appointment to call back at another time.

If, in question >pm2<, you find that you are speaking with a teenager who says this is his/her private phone number, determine whether there are any adults age 19 or older in the household. If so, proceed with the questions as stated above.

>pbox1<

Your telephone number was randomly selected and will be erased after we complete the interview process. Any answers you provide are completely confidential and anonymous. Your answers will help us to better protect children nationwide. While your participation is strictly voluntary, your cooperation is greatly appreciated. The interview usually takes only about 10 minutes or so, but if your case is especially helpful to the study it can be somewhat longer. Also, my supervisor may monitor this call for quality control purposes.

- <1> CONTINUE
- <5> RESULT CODES
- <6> R QUESTIONS CONFIDENTIALITY
- <7> R REFUSED

>pm3< (IF NECESSARY, ASK:) Are you male or female?

- <1> MALE
- <5> FEMALE

Question >pm3< asks about the sex of the respondent. This is important information for the data analysis of the study, but it is also asked so that appropriate wording displays will be used throughout the CATI program. You do not need to read this question verbatim if you already know the sex of the respondent; you can verify the sex instead.

>pm4< Thinking of the household member in whose name the house or apartment is owned, being bought, or rented, what is the highest grade or level of education that this person has completed?

- <1> Not a high school graduate
- <2> High school graduate
- <3> Has some college education
- <4> College graduate
- <5> Vocational school / degree
- <77> Other (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

Question >pm4< asks about the education level of the "head of the household." If the respondent gives you a grade level (e.g., 12th grade), you will need to translate it into one of the four categories given. If you are unsure of how to translate it, use the "SPECIFY."



## A.5. Child Roster

The Child Roster section of the Basic Screener covers some demographic questions about each child who has lived in the household for at least two weeks or more during the past 12 months (or was included as a code <6> in question >pm1<). It begins with a question to determine whether the number of children in the household was recorded correctly. This is a precaution that is taken to make sure that if there are more than 12 children, the appropriate instructions will be displayed.

>pm4a< Earlier I recorded that there [was / were] [NUMBER OF CHILDREN FROM >pm1a<] [child / children] 18 years old or younger, who [has / have] lived in this household for at least two consecutive weeks in the past 12 months, that is, since [CURRENT MONTH] [LAST YEAR]. Did I record this correctly?

<1> YES  
<5> NO

If option <5> "NO" is selected at screen >pm4a<:

>pm4b< How many children 18 years old or younger, have lived in the household for at least two consecutive weeks during the past 12 months, that is, since [CURRENT MONTH] [LAST YEAR]?

\_\_\_\_\_  
<1 - 12> CHILDREN  
\_\_\_\_\_  
<13 - 95> CHILDREN  
<97> REFUSED

You will verify/ask how many children qualify as living in the household only for steering purposes. Our CATI program can only handle up to 12 children in a household. If the respondent indicates that there are 12 or fewer children, you will continue on to the demographics section for each child. However, if the respondent indicates that there are more than 12 children, the following screen will be displayed:

>pxm5< INTERVIEWER: BECAUSE THERE ARE MORE THAN 12 CHILDREN IN THIS HOUSEHOLD, YOU WILL NEED TO CONTINUE FROM THIS POINT USING PAPER. PLEASE FOLLOW THE STEPS BELOW.

<1> LEAVE THE CATI PROGRAM SHOWING THIS SCREEN UNTIL THE CALL IS DONE.  
<2> COLLECT THE "CHILD ROSTER" ON PAPER.  
<3> COLLECT THE SUMMARY VERSION OF THE "EPISODE SCREENER" ON PAPER.  
<4> TELL THE RESPONDENT THAT WE WILL NEED TO CALL BACK TO FINISH THE INTERVIEW IN ABOUT ONE WEEK (SET A "SOFT" APPOINTMENT ON PAPER).  
<5> WHEN PAPER INTERVIEW IS COMPLETE, GO TO COMMAND MODE (CTRL-C). THEN, IN COMMAND MODE, TYPE "sk cbx." MAKE THE CASE A "PROBLEM" RESULT (CODE <4> ON "cbx" SCREEN).

You will follow the instructions on this screen including making an appointment for approximately one week from this call. A supervisor will assign this case to an interviewer when it is time for the appointment to be called.



5. >pm10(x)<. **Child's Relationship to Respondent.** Record each child's relationship to the respondent. Ten relationship codes are displayed on the screen. There are nine specific relationship codes and an "Other" code for any relationships that do not fall into one of the nine specific codes. The ten relationship codes are:
- Biological child,
  - Stepchild,
  - Adopted child,
  - Grandchild,
  - Sibling's child (niece / nephew),
  - Foster child,
  - Ward (respondent is child's legal guardian),
  - Sibling (brother / sister),
  - Charge (respondent is child's babysitter),
  - Other; specify (e.g., cousin, great-grandchild, live-in boyfriend's child).
6. >pm13(x)<. **Disability.** Did child have any serious or permanent physical or mental disability or impairment, or life threatening medication condition in the past 12 months? Record <1> for "YES" or <5> for "NO."
7. >pm14(x)<. **Is child currently living in this household?** This question is asked to determine whether the child will be eligible for the Youth Interview. If the child is currently a household member (this is the child's primary residence) but the child is currently "missing" (lost, kidnapped, etc.), you will enter "NO" for this question because the child would not have been able to be the respondent for the Youth interview.
8. >pm15(x)<. **Did child live in any other households for at least two consecutive weeks in the past 12 months?** If you enter <5> for "NO," the next question will automatically be skipped.
9. >pm16(x)<. **How many other households did the child live in for at least two consecutive weeks in the past 12 months?** Record the number that the respondent tells you. If the respondent does not know for sure, try to get the respondent to make an estimate on the basis of what they do know and record that number in answer to the question. Make a note in the comments that this answer is an estimate and indicate the extent and nature of the respondent's doubt. For example, if the respondent did not know where the child was at all for some period of time, note this fact and indicate that the estimate provided is based on what the respondent did know for sure.

>pm17(x)< Has [CHILD'S NAME] stayed overnight in this household for at least 2 consecutive weeks during the past 12 months?

- <1> YES
- <2> NO
- <3> DON'T KNOW
- <4> REFUSED

The only time question >pm17(x)< will appear is if you have entered the relationship code of <9> "CHARGE" for a child in question >pm10(x)<. If the respondent is the child's babysitter, we need to determine if the child has actually lived in the household, that is, stayed overnight for two consecutive weeks during the past 12 months.

If the child has not stayed overnight in the household of two consecutive weeks during the past 12 months (e.g., the respondent just takes care of the child during the day), you will answer <5> "NO" to question >pm17(x)<. An answer of "NO" here will automatically delete the child from the Child Roster and he/she will not be included in any further questions concerning the household children.

If the child has lived in the household (stayed overnight for at least two consecutive weeks) during the past 12 months, then the child will stay in the Child Roster and will be included in subsequent questions.

>pm18(x)< (IF KNOWN, CODE APPROPRIATELY; OTHERWISE, ASK:)  
Is [CHILD'S NAME] living or is [he / she] deceased?

- <1> LIVING
- <5> DECEASED

The only time question >pm18(x)< will appear is if you have entered that the child is not currently living in the household in question >pm14(x). The answer to this question will be used for some skips in later questions.

After the last Child Roster question, an introduction for the Episode Screener will appear and that final screening section will begin.



## GENERAL COMMENTS REGARDING FOLLOW-UP INTERVIEWS

### 1. CERTAIN QUESTIONS CANNOT BE CHANGED

1. We have tried very hard to design this instrument to be responsive to the needs of you, the interviewer. There are many constraints on our efforts. The major one is that **this study is a replication of a study conducted 10 years ago**, and we must maintain certain elements of the original survey, even if we think they could be improved upon. In addition, many questions come from other government surveys, such as the National Crime Victims Survey, and we cannot alter these questions in any way, even if we find them cumbersome or awkward. We ask for your patience with the resulting questionnaires.
2. You may feel that some of the questions are redundant. However, the purpose of the follow-up instrument is to **determine how serious the episode was and how much risk for harm the child/children encountered**, so there are a number of key issues that are addressed repeatedly. In addition, there are certain key questions which are part of defining the different types of episodes and those questions must be asked, even if the respondent has already told us about what happened. We have tried to streamline the questionnaires as much as possible, but some questions cannot be altered or removed. An example of a key issue is how far the child/children were moved in an Abduction interview. Early in the interview, we ask "How far was the child moved?" And later in the interview, we ask "Was the child transported at least 50 miles?" The distance is so key to defining an episode that we ask about this issue more than once.

### 2. INTERVIEWS MAY BE UPSETTING

1. If an incident has occurred in a family and you are completing a follow-up questionnaire with someone, they are likely to have strong feelings about the incident. It is vitally important to **be both neutral and sympathetic** with these respondents. They may be reporting some distressing details, such as physical or sexual abuse. They may be upset, but you need to be professional and non-judgmental. At the same time, you need to be sensitive and compassionate. It is a difficult balancing act, and you should feel free to ask for help or suggestions from a supervisor or other project staff at any time.
2. If you have been upset by an interview, please **speak to a member of the project team**. Don't be shy!! We understand that these interviews may be distressing and we're here to support you in any way we can.

### 3. YOU MUST PAY ATTENTION

1. The details of these episodes are likely to be complicated. The actual wording of the questions will not fit every situation perfectly. **You can't be on "automatic pilot" while asking these questions** and recording the answers. It is very important to listen carefully to what the respondent is saying.
2. There are a number of places in the questions where alternative wording is available. You will need to pay careful attention to the particular scenario of the episode to appropriately choose the wording that fits the situation.
3. There are several places in each follow-up questionnaire where a series of questions will be asked separately for each child, if more than one child was involved in the episode. We have tried to make this as smooth as possible, by adding wording alternatives and transitional phrases, but it still may be a little awkward. Again, you will have to pay attention to ensure that the respondent understands the questions in these sections. When you switch back to asking about all the children, the transitional phrase "The next questions are about all the children involved in this episode." will appear—only read this phrase if there is more than one child involved.

### 4. FIND OUT WHAT HAPPENED

1. It's important for the respondent to understand each question that they're answering. We're asking for a lot of details, and it may take some time to ensure that they understand the question and that you understand their answer. **Don't be afraid to ask the respondent to explain.** Of course we want the interviews to be completed as quickly as possible, but we cannot afford to sacrifice important information.
2. If it will be helpful to you, encourage the respondent to elaborate on what happened. They don't have to just answer the question that they think you're asking—don't hesitate to ask them to explain the episode a bit more, since it may help you to assess which questions apply to their situation, and which answers fit. Don't let this get out of hand, though—the interviews need to be completed as quickly as possible.
3. You should expect to use the phrase "to the best of your knowledge" quite a bit, since the respondent may not know exactly what happened to the child/children during the entire time that he/she/they were away. We're interested in the respondent's understanding or their belief about what happened. You should **encourage them to tell you what they think happened**, even if they're not exactly sure. One purpose of this study is to assess the risk for harm that children face, so we want to make sure we don't lose any pertinent information.

## 5. TAKE NOTES

1. Everything the respondent tells you is potentially very important to understanding what happened during this episode. The answer categories available for a particular question may not capture the details of every situation and sometimes, if more than one child was involved, different things happened to each child. You are the only person actually hearing the whole interview. **For the benefit of the person who will later code and analyze the information**, use the “other—specify” option whenever it’s appropriate, and use the note-taking function of the CATI system as much as necessary to give a complete picture of what the respondent tells you about what happened. Always record the response clearly and completely.
2. For all open-ended or “specify” questions, you must be careful about your typing. The verbatim responses will be an important part of the analysis and the **coder must be able to read and understand what’s written**.
3. Some people find it easier to have a notebook in their interviewing station and to take any necessary notes on paper as the interview progresses. Of course the research staff would prefer that any notes be put immediately into CATI, but hand written notes are better than losing valuable information.

## 6. HELP THE RESPONDENT PERSIST

1. If you feel like the respondent is getting weary, **encourage them by thanking them for their patience**, by telling them “we’re almost done” or “we’re halfway done” (if that’s true!) or any other comment that you think will be heartening.
2. There are a number of open-ended questions. Because you need to type what they say, it may take a moment. **Remember to tell the respondent that you’re recording their answer**, so they don’t wonder why you’re being silent.
3. If you’re having a problem that can’t be fixed immediately, tell the respondent that you’re having trouble with your computer and you need to arrange to call them back. There’s no one who won’t sympathize with computer problems, and you want to avoid annoying them by keeping them on the line while you find out what the problem is and who needs to fix it.



## 7. CLEARLY IDENTIFY THE CHILD/CHILDREN YOU'RE REFERRING TO

1. The wording of questions will be determined by whether there was only one, or more than one child involved. Use the name/names of the child/children when asking the question if they appear on the screen, otherwise use the pronoun provided. If there is more than one child involved, the names will just be listed on the screen—add, as appropriate, the word “or” before the last child’s name. For example, “**Did Aaron, Bill, or Carl** contact you at any time during the episode?” or add the word “and,” for example, “Which of the following best describes how concerned you were about where **Aaron, Bill and Carl** were?”
2. There are questions that are skipped if the child/children have not returned, and there will be times when some of the children have returned and some have not, however, all their names will appear on the screen. You will have to remember to **only say the name/names of the child/children to whom the question refers**, that is, do not include the name/names of child/children who have not returned.
3. In a few cases, the respondent may have refused to give the names or even the initials of the children in the household. In such instances, you will need to use the child’s/children’s sex and age at the time of the interview to identify who we are talking about to the respondent. For such a case, you could ask the question (for example): “Earlier you said you would prefer not to tell us the names or initials of the child/children in your household, but this next question is about the boy who is now 13 years old (and who was kept from you).”

## 8. CLEARLY IDENTIFY THE TIME AND EPISODE YOU'RE REFERRING TO

1. You may need to refresh the respondent's memory about the time period we're talking about. If you ever get the sense that the respondent is confused, you can say, "We're talking about the time Alice and Beverly ran away from home in June 1998." **This may be especially necessary if there were multiple episodes in the household.**
2. Different questions ask about different periods of time, such as "in the year before the episode" or "in the week before the episode." **Make sure that you emphasize any time periods that are contained in a particular question**, especially if it's different from the time period in previous questions.
3. There are several questions that ask what happened "at any time during the episode." **Make sure that the respondent hears this phrase** and that his/her answer includes everything that was done while the episode was going on (but only things that happened while the episode was going on--not things that happened before or after).
4. If the respondent seems confused about the word "episode" (and they sometimes are), **remind them of the type of incident** the follow-up interview is referring to, for example, "When Aaron and Bill were kept from you."

## 9. COMMUNICATING CONTENT

1. As a general rule, in the **adult version** of the follow-up interviews you should not try to explain any of the terms or intentions of the questions—if the respondent indicates that he/she does not understand what is meant, just say: "Do you think ..." and **restate the question**.
2. With the **youth interviews** this rule does not apply. While you should not elaborate on the meaning of a question, **it may be necessary to define words or restate the question in a different way**, especially with the younger respondents. You must be very careful not to lead the youth respondent toward any particular answer or reaction during this process, but make sure they understand what you're asking and what the response options are.

## 10. MANAGING SERIES QUESTIONS

1. There are several questions that contain lists of actions or statements, but with the CATI program, each of the items comprising the list appears as a separate question. It may be helpful to the respondent if you tell them as you start a series question like this that you're going to be reading a (long) list of items or statements, and, if you think it would help, ask them to be patient.
2. In addition, these lists usually end with an item "or something else" or "or anything else." We realized recently that it makes more sense to say "or anything else that I haven't mentioned already" or "or anything else we haven't already discussed." You should use this phrasing if you think it will help clarify what we're asking for.

## 11. NUMERICAL RULES

1. General rule about estimation: If the respondent doesn't know the exact time for any of the questions regarding a length of time, try to get him/her to give you an estimate of how long the time period was. You can probe as appropriate to help them with their estimate, for example, "Was it the same day?"
2. General rule about rounding: Round 1/2's up to the next whole number if it's even, but leave them off if it's odd. Round anything more than 1/2 up and anything less than half down.

## SPECIFIC COMMENTS REGARDING FOLLOW-UP INTERVIEWS IN GENERAL

Most of the comments about the sections and specific questions contained in this summary refer to both the **adult** and the **youth** versions of the questionnaire. Notes of where the youth interviews are different appear as needed. The major difference in the youth interview is that most questions say “you” rather than “the/your child/children.”

### **Length Of Episode**

The length of the episode has already been recorded in the Episode Screener, however, due to limitations in the CATI program, **we have to ask the question again**. It is very important to record the length of the episode correctly, but because the respondent has already reported this information, it should only be a matter of confirming it. This question is asked separately for each child involved. **NOTE:** Discerning when an episode began can be a little tricky. If you are not the interviewer who completed the Episode Screener with this respondent, please use some care in determining the time period. **By “the beginning of the episode,” we mean when the child/children started being somewhere other than where they were supposed to be.** Make sure that the respondent understands what we mean by “began.”

In each **adult** questionnaire we ask if the child has been returned from the episode (remember that “the episode” always refers to the episode that is being discussed in this follow-up interview). This question is asked separately for each child involved. (This question is not asked in the **youth** questionnaires, except for the Family Abduction, where the child is asked if he/she is back living with the same parent/caretaker as before the episode.) This is an important question because it directs many subsequent skip patterns—make sure you record the respondent’s answer correctly. Note that in the rare event that the child was killed during the episode and the body was found/returned, the answer to this question NO—“returned” means that the child is back where he/she belongs.

### **Perpetrator/Accomplice Identification**

Each of the follow-ups contain a series of questions regarding the identity of the perpetrator. In the **abduction follow-ups** this series appears early in the interview and regards the perpetrator of the abduction. This same series appears at the end of **all of the follow-ups**, if applicable, regarding the perpetrator of a physical or sexual assault.

You can ask about a total of four people—one perpetrator and three accomplices. The same questions are asked regarding the main perpetrator of the episode or the assault, and about any additional people involved (though the questions in the accomplice series are not in exactly the same order as the perpetrator series). If there were more than four people involved, you will have to explain to the respondent that we can only take down detailed information about four of them, and the respondent should choose the four people that he/she considers the most responsible for the incident.

**IMPORTANT:** When you are asking about the perpetrator (or accomplices) of a **physical or sexual assault**, the phrase “the episode” no longer refers to the original missing child episode—now it means when the child was molested and/or assaulted and “the responsible person” means the person involved in molesting or attacking the child.

## Specific Questions

The first questions are about the relationship between the victim and the perpetrator. It is very important to find out what this relationship is. Note that we are interested in the person's relationship to the child/children at the time of the episode (i.e., the abduction or molesting of the child/children). If the victim and perpetrator do not share a family bond, there is a fairly lengthy series of questions that determine exactly how well they knew each other. There are several definitions relevant to coding these questions:

**By "responsible for" we mean the person who instigated the incident**, that is, the person whose idea it was—this is not necessarily the person who physically abducted or assaulted the child/children. If the respondent considers the perpetrators equally responsible, have him/her pick one person and answer the "perpetrator" questions about that person. You will ask the same series of questions again, and the respondent can then tell you about the other perpetrator/perpetrators as accomplices.

**By "family member," we mean anyone related to the child by blood or by law** (law includes adoption, marriage to a blood relative, foster care, or legal guardianship). Also included as a family member of the child is the current or former romantic partner (spouse or boyfriend/girlfriend) of any parent or guardian (he/she has to have been the partner at the time of the incident).

**By "known" we mean anyone that the child/children, or other members of the family, knew by sight, such as a crossing guard or hotdog vendor.** If there is any question about who is considered a stranger and who is "known," let the respondent decide: "Whatever known means to you."

If the respondent says the perpetrator was a "friend" of theirs or someone else in the family, we want to know if the person was considered a partner in a boyfriend/girlfriend way at the time of the incident.

Determining "acquaintedness." If the respondent said that the perpetrator was known to the family or the child/children, we want to find out how well the person was known, so we ask a series of four questions: whether the family knew the person's name, whether they spoke to the person, how long they had known the person and how often they saw the person.

Make sure you are familiar with the answer categories in each relationship question and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know what to record. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "specify" line.

## Wording Choices

The question below is a good example (and the first occurrence, though there are several others) of a set of wording choices that appear on the screen to make reading the question easier for you. These are questions that are asked separately for each child, if there is more than one child involved in the episode. Reading the full question text for each child is cumbersome, so beneath the full text is abbreviated question text which can be read for the second child and each child after that. The name of the appropriate child will appear where noted each time the question comes up.

EXAMPLE:

>nn10<      Now I'm going to read a list of relationships. Which of the following best describes how the person (most) responsible is related to the [child / children] involved in this episode:

(And how was the person (most) responsible related to [CHILD'S NAME]?)

- <1>      A friend of [CHILD'S NAME]'s
- <2>      A friend of yours or someone else in the household
- <3>      An acquaintance of [CHILD'S NAME]'s
- <4>      An acquaintance of the family
- <5>      A neighbor
- <6>      A person in authority such as a teacher
- <7>      A caretaker or babysitter
- <8>      Someone known to [CHILD'S NAME] only by sight
- <s>      Or someone else (SPECIFY; END WITH ///)?
- <96>      PERSON NOT KNOWN TO THIS CHILD
- <98>      Don't know
- <97>      Refused

FOR THE FIRST CHILD INVOLVED, READ AS (some codes not shown):

>nn10a<            Now I'm going to read a list of relationships. Which of the following best describes how the person (most) responsible is related to the [child / children] involved in this episode?

(And how was the person (most) responsible related to Alice?):

- <1>    A friend of Alice's
- <2>    A friend of yours or someone else in the household
- <3>    An acquaintance of Alice's
- <8>    Someone known to Alice only by sight
- <s>    Or someone else (SPECIFY; END WITH ///)

FOR THE SECOND CHILD INVOLVED, READ AS (some codes not shown):

>nn10b<            And how was the person (most) responsible related to Beverly?

- <1>    A friend of Beverly's
- <2>    A friend of yours or someone else in the household
- <3>    An acquaintance of Beverly's
- <8>    Someone known to Beverly only by sight
- <s>    Or someone else (SPECIFY; END WITH ///)?

### **Perpetrator Age and Race**

We ask for the perpetrator's current age (i.e., at the time of the interview rather than at the time of the episode). If the respondent says he/she does not know the age, ask for the respondent's best estimate of age.

We ask about the race and ethnicity of the perpetrator and accomplices just as we have asked about the respondent and the child/children in the Household Roster. Hispanic is not considered a race—it is an ethnicity. We must ask the "ethnicity" question prior to the race question in order to follow the convention of the Census Bureau. With the actual question asking for race, do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "specify." We ask these two questions repeatedly; **if the respondent knows the race of the perpetrator**, he/she usually tells you right away—in this case, as with gender, **you do not need to read the question, just mark the answer.**

### **Episode Detail**

This section begins with an open-ended question designed to let the respondent tell us about the episode, thereby giving an overall view of what happened, as well as allowing the respondent some "free space" in which to say his/her "piece" in an unstructured manner. **This strategy has proven to be very effective in designing interviews on sensitive subjects and about emotionally loaded events.** Respondents tend to feel more as if they have been "heard" if they are given a little space like this. Record the response as clearly, carefully and thoroughly as possible. Do not be concerned if the respondent does not answer the parts of this question in the order they are asked or does not answer all of the parts (there are several probes that appear on the screen). Most respondents are willing to provide a lot of information about such an experience. If the respondent starts to repeat information or continues to go into great detail after they have essentially answered the question, gently thank the respondent and go to the next question. **Do not take the time to probe too much**—we ask lots of specific questions about the episode, this question is more for the respondent's benefit—to allow them to express themselves.

When you already know the answer to one of the questions following this open-ended question, you should say: "I know you already told me this, but I need to ask all the questions." You could also say, "These questions may seem redundant, but they are all very important for understanding what happened to your child/children." **Say these phrases as often as necessary**—we do not want the respondent to get annoyed with the redundancy. Ask for their patience and be patient yourself. NOTE: this interview is quite lengthy and somewhat repetitive. The respondent will feel more comfortable and the interview will go more smoothly, if the respondent feels you are having a conversation with them, and it helps a great deal if you ask questions in a way that acknowledges that you have already heard some of the information.

### **When the Episode Began**

In each follow-up interview we ask about the day of the week and the time of day that the episode began. If the respondent says he/she does not know the exact day of the week, we have a follow-up question which asks them if the episode started on a weekend or during the week. Encourage the respondent to answer these questions to the best of his/her knowledge.



## How the Respondent Found Out

In each adult questionnaire we ask **how the respondent first found out that the episode had happened (or started) or realized that the child/children were missing**. The answer categories do not really fit every situation and you may find that you will use the “other, specify” category quite a bit. The first category, “your [child / children] told you” does not include the respondent finding out what had happened from the child/children when the child/children returned unless that is really when the respondent first found out that the child/children had been gone. The category “you witnessed it” is most likely to be true if the respondent saw the child/children abducted or observed the child/children leave the house in a runaway/throwaway episode. If the respondent says “someone else told them,” we ask about the person’s relationship to the child/children (note that we are not interested in the person’s name). In the General Missing interview, this question is arranged a little differently from the other questionnaires (see notes in that section of this summary).

What follows the open-ended question is a unique series of questions in each follow-up questionnaire—questions which are specific to the type of incident (though there are a few questions shared among the follow-ups).

**Instructions on what we call the “detail” section of each interview follow this summary about shared questions.**

## Parental Concern

Each follow-up questionnaire contains a series of questions regarding how concerned the child’s/children’s parent or guardian was during the incident. **These questions are very important for determining how serious the episode was.**

The first question screens respondents into, or skips respondents past, the series of questions. (It is unlikely that respondents will skip this section, because some of the episode screener questions specifically ask if the respondent was concerned.) If the respondent screens into the section, they will be asked how concerned they were, why, what efforts they undertook, and several questions regarding when they became concerned. Several questions are not contained in the **youth** interviews, because they do not apply. Some of these questions are occasionally difficult for the respondent.

The first question after the screening question asks what “exact events” caused them to become concerned. You may have to **probe this question extensively** in order to get a good description of what exactly preceded the parent’s/parents’ alarm.

This section contains a series of questions asking for time periods. This can be difficult to answer because the distinction between the time periods can be confusing. **You may have to explain the question or help the respondent to determine the answer.**

IMPORTANT EXAMPLE:

In one pretest case, the teenage daughter was picked up by a stranger on her way home at approximately 6 pm. The parent said her daughter was always home by 9 pm, so at that point the respondent became concerned. She did not actually find out what happened until her daughter was returned three days later.

>nn68a<           How long had the episode been going on when you (or someone else in your household) became concerned?

- <1-90> Minutes / Hours / Days / Weeks / Months
- <96> Immediately
- <98> Don't Know
- <97> Refused

*The answer to this question is "3 hours"—the daughter was taken at 6 pm and the respondent got worried at 9 pm.*

>nn69a<           For how long had you been concerned when you found out that your daughter had been taken?

- <1-90> Minutes / Hours / Days / Weeks / Months
- <96> Immediately
- <98> Don't Know
- <97> Refused

*The answer to this question is "3 days"—the respondent did not find out what happened until the daughter was returned.*

One of the questions in this section asks, in an open-ended format, what the respondent did to try to find the child/children. Some people will say, among other things, "I did everything I could think of."**—include that comment verbatim.**

## Contact With the Police

Each follow-up questionnaire contains a series of questions regarding the household's contact with the police during the incident. **These questions are very important for determining what resources are needed and used during these types of episodes.**

The answer to these questions is always limited to things involving the police which took place **at any time during the episode**—this means it does not only include what transpired with the police when they were initially contacted, but it does only include things that were done while the episode was going on (not things that involved the police after the child/children were returned). **NOTE:** The police may not get very involved in a runaway incident, and the respondent may say that the police said they could not help or there was nothing they could do or they probably would not find the child/children or something along that line.

The first question screens respondents into, or skips respondents past, the series. If the respondent screens into the section, they will be asked about when they contacted the police and what actions the police took. In the **youth** interview, the questions in this section will only be asked if the youth respondent called the police. In the **adult** interview, the questions are asked if the respondent or anyone called the police.

In the **adult** interview, if no household member contacted the police with regards to the particular episode in question, the respondent will be asked an open-ended question about why the police were NOT contacted. In the **youth** interview, this open-ended question will be asked if the respondent said his/her parent did not call the police.

Note that NCMEC (the National Center for Missing and Exploited Children) may be mentioned in this section. Since they are extremely involved in this survey, it is very important that we do not lose any information pertaining to them. We specifically ask about them in the following section, but they may come up in this section as well, particularly when we ask if the police referred their case to any other justice agency (NCMEC is not a justice agency, but respondents often do not know that). Any time NCMEC is mentioned in the police section, make a note in "specify" and the coder can sort it out later. Also note that NCMEC is sometimes called the **Adam Walsh Center**.

## Other "Agency" Contacts

This section includes questions about services obtained from agencies other than the police and from other professionals or community members. Each question is limited to services or communications regarding **this particular episode, and is limited to** things that were done while the episode was going on (not things that involved services or communications after the child/children were returned, unless these services were a direct result of the episode, such as counseling for a child who was traumatized).

We specifically ask about **NCMEC** in one of the questions in this sections, but they may come up in other questions as well, such as when we ask about a missing persons agency (which NCMEC is not). Respondents may also mention local CMEC offices, which we also want to make a note of, either in "other professionals contacted" or "actions taken to have the child/children returned." Note that NCMEC is sometimes called the **Adam Walsh Center**.

## Harm Series

The final series of questions may be difficult both for you and the respondent. **It is very important to be neutral (non-judgmental and undisturbed) as well as sensitive** during this series of questions. This series of questions is only concerned with what happened to the child/children while the child/children were away during the particular episode in question. This series is mostly skipped for children who have not returned, however, four key questions will be asked for all children: beaten up, attempt to beat up, sexually molested, attempt to sexually molest.

If there is more than one child, you ask this entire series for the first child, then ask the same series for the next child, until you have asked this set of questions for each child involved in the particular episode.

Emphasize the phrase "To the best of your knowledge," as much as seems necessary. Most respondents will not hesitate to answer these questions if they know the answer.

The first question, about whether the child suffered any harm, screens respondents into, or skips respondents past, several questions. **If you know, at this point in the interview, that the child was hurt during the episode, just confirm the answer with the respondent.**

Several questions in this series are very important, because a "YES" answer leads to asking several follow-up questions. In addition, a "NO" answer to some questions leads to a follow-up question asking about attempts of that activity. You may have to clarify what "attempt" means—we do not want to lose any information about any risk there was to the child.

## "B Series"—Sexual Molestation

If the respondent says that the child was sexually molested, or that an attempt was made to sexually molest the child, you will ask a series of very explicit questions about what exactly was done to the child. Unfortunately, these questions may be embarrassing to both you and the respondent, so you will have to demonstrate a great deal of sensitivity.

In the rare case that more than one perpetrator was involved in molesting the child, say "persons" when reading the questions. Otherwise, just read "person."

In the **adult** interview, emphasize the phrase "To the best of your knowledge," as much as seems necessary. Emphasize "during this episode" if you think the respondent might be talking about activities that happened during a different episode or at some other time.

The first question screens respondents into, or skips respondents past, the first half of this series. If the respondent says the child was touched, CATI skips you to the second half of the series, regarding touching. If the respondent says the child was not touched, the next set of questions asks about what sort of non-touching activities the child was exposed to (and you will skip the questions regarding actual touching.)



## SPECIFIC COMMENTS REGARDING ABDUCTION FOLLOW-UP INTERVIEWS

There is a slight possibility that the respondent could incorrectly identify the relationship between the perpetrator and the child during the Episode Screener. If that has happened, the respondent will be directed to the wrong follow-up interview and they would miss a small number of extremely important questions that are unique to the interview they should be receiving. If, during the perpetrator identification section, it becomes clear that the respondent is in the wrong interview, you will need to ask the unique questions (the correct ones) from a short paper questionnaire. In the rare event that this is necessary, a message will appear on the CATI screen at the appropriate moment, instructing you that now is the time to ask the additional questions. There are two versions, which are color coded (Family is PURPLE and Non-Family is BLUE).

### **Where the Child/Children Started**

We read a long list of possible places the child/children could have been when the episode began. **By “began,” we mean where the child/children were just prior to when they started being somewhere other than where they were supposed to be.** If the child/children were taken, this would be where they were taken from, if they were kept, this would be where they were at the time that they should have been returned. In the case of an assault, this would be where they were when the assault happened. Familiarize yourself with the answer categories and the order of the list. Listen carefully to the respondent’s answer to see which category should be recorded. If you are unclear which answer category the respondent is choosing, reread the categories, or probe to get more details so you can help him/her select the appropriate response category. If the answer does not fit one of the categories, record the respondent’s answer carefully and thoroughly on the “specify” line—if you have any doubt about which category is correct, record the respondent’s exact answer on the “specify” line and the coder will figure it out later. The answer to this question represents the child’s/children’s “original location,” which is referred to in subsequent questions.

### **Kidnapping**

The first “detail” question concerns whether the respondent considers this abduction episode to be a kidnapping. Sometimes the respondent seems confused about what “episode” means in this question—if that is the case, you could probe by saying: “Would you consider the taking of [CHILD’S NAME / CHILDREN’S NAMES] from you to be kidnapping?” **We are interested in the respondent’s opinion about this episode.** If the respondent says the episode was not a kidnapping, we ask what he/she considers it to be. We want to know how the respondent thinks of this episode—in other words, if it was not a kidnapping, what was it?

## **Moving the Child/Children**

Because **moving the child/children is such an essential element of defining the episode** as an abduction, we ask in several different ways about whether, and how, the child/children were moved, and if this was done secretly. If the child/children were moved, taken, or lured even a few feet away from where they started, the answer to these questions is "YES." You may need to repeat or emphasize "to the best of your knowledge" when reading these questions, since the respondent may not know exactly what happened to the child/children. You may have to reread some of the questions, because the distinctions between them can be fairly subtle and you want to **make sure that the respondent understands what each question is asking**. Do not try to explain any of the terms, such as "forced" or "lured"—if the respondent indicates that he/she does not understand what is meant, just say: "Do you think ..." and restate the question.

## SPECIFIC COMMENTS REGARDING NON-FAMILY ABDUCTION FOLLOW-UP INTERVIEWS

### **Assaults Only**

This version of the questionnaire is also used if the child/children were involved in an assault (attacked, threatened, beaten up, sexually assaulted)—these episodes may not have an element of “missingness” in them (taking or abducting) and **some questions in the interview will not apply**, such as “Did the person responsible for this episode have authority or permission to take or keep the [child / children]?” Those questions include the option of a **code <6>** for “not applicable—assault only.” If the code appears on the screen, and you know the incident was an assault only (that is, it did not include any kind of abduction or attempted abduction), you may enter <6> and **not ask the question**.

### **Threat to Child/Children**

Late in the “detail” section we ask a series of questions to try to assess how threatened the child/children felt, such as “Did [your child / any of your children] believe [he / she / they] would be hurt if [he / she / they] tried to leave the [person / persons] responsible for this episode?” **These are very important for determining how serious the episode was by getting a sense of how much risk there was to the child/children.** You may find that you need to repeat or emphasize “to the best of your knowledge” when reading these questions.





## SPECIFIC COMMENTS REGARDING FAMILY ABDUCTION FOLLOW-UP INTERVIEWS

### **Returned Voluntarily**

At the very beginning of the interview, if the respondent says the child/children were returned, we ask if the perpetrator returned the child/children voluntarily.

### **Perpetrator's Domicile**

At the end of the perpetrator identification questions, we ask what city and state the perpetrator was living in when this episode began. You may have to remind the respondent that we are asking about the beginning of the episode. If the perpetrator was living in a foreign country, record the country on the text line provided for the city name.

### **Keeping After a Visit**

In a family abduction, the perpetrator may have kept the child/children, rather than having taken them, and we ask several questions about this. First we ask if the child/children had been with the perpetrator with permission (legitimate visit) before the episode started. We also ask how long the child/children had been with the person during the period of visitation before the child/children should have been returned. For example, if the child/children were staying with this person for the Christmas holidays, and the person did not return the child/children after the holidays, we want to know how long the child/children were there for the holidays—you would not include the time spent with the person during any previous visitations or the time the child/children were after they should have been returned.

### **Custody Arrangements**

We ask a series of questions concerning the custody arrangements between the respondent and the perpetrator. This series starts by asking about the most formal and legal kind of custody arrangement and if the respondent says that was not their arrangement, then we ask about increasingly more informal arrangements. If the respondent says that none of these was their arrangement, we ask an open-ended question, "If this was not a custody violation, are there other reasons for your belief that [PERPETRATOR]'s [taking / keeping] of [CHILD'S NAME / CHILDREN'S NAMES] [is / was] unauthorized?" **You may have to reread some of the questions, because the distinctions between them can be fairly subtle** and you want to make sure that the respondent understands what each question is asking. We have provided as much definition of each type of custody arrangement as we can to make these distinctions as clear as possible.

### **Contact with Perpetrator**

We ask the respondent if he/she had any contact with the perpetrator. This refers to **any contact (including a message)** that the respondent had with the perpetrator while the child/children were away from the household where they belonged. The contact could have been initiated by the respondent, by the perpetrator, or by someone else.

This series includes two questions about attempts by the perpetrator to prevent the respondent from having contact with the child/children. The first question asks if the perpetrator attempted to prevent contact on a one-time or temporary basis, for example, the perpetrator could have kept the child/children from receiving a letter from the respondent or told the respondent he/she could not talk with the child/children until later. The second question concerns the respondent's perception of the perpetrator saying or doing anything to try to permanently keep the respondent from contacting the child/children. It is important that you communicate the distinction between these two questions to the respondent. This series is followed by a question about whether the abduction was intended to prevent the respondent from **having custody of the child/children on a permanent basis**. For each of these questions, the attempt may not have succeeded, but would still qualify the respondent to answer "YES."

### **Taking Child/Children Out of the State/Country**

The next series of questions concerns whether the perpetrator took or tried to take the child/children to a different state or country than the one in which they were supposed to be. It may be that this is a different state than the one the child/children were living in when they were taken or when they should have been returned. It includes **any situation where the child/children were moved to another state or country at any time while the perpetrator held the child/children** (i.e., after their abduction/non-return). If the child/children were taken or an attempt was made, there is a series of questions about the reasons for this, such as to visit relatives.

### **Knowing the Child's/Children's Location**

The last series in the "detail" section concerns whether the respondent knew where the child/children were while they were away. If the respondent said that he/she did not know the child's/children's exact address while they were away, we want to know what information he/she did have. If some of the children have returned and others have not, be sensitive when asking this question, and **carefully record any information the respondent had about any of the children's location while they were away**—those who returned and those that are still away from home.

### Perpetrator "Fill"

In this version of the questionnaire, there is a limited number of people who are likely to have taken or kept the child/children. For that reason, if possible, we are filling in questions that refer to "the person responsible" with the relationship of the person to the child/children.

EXAMPLE:

>ff36< [Was / Were] the [child / children] with [his / her / their] [PERPETRATOR} immediately prior to what you consider to be the beginning of this episode?

- <1> Yes
- <5> No
- <8> Don't Know
- <7> Refused

"[PERPETRATOR]" will be filled with the appropriate phrase from the chart on the next page, depending on the answers the respondent provided to two questions: ff10 and ff14. If none of the listed relationships were selected in ff10, the words "the person responsible for this episode" will appear in place of "[PERPETRATOR]."

## Perpetrator "fills"

The far right column shows the word/words that will appear in the question text if the conditions in the two left columns are met.

<b>&gt;ff10&lt; (relationship)</b>	<b>&gt;ff14&lt; (gender)</b>	<b>fill that replaces [PERPETRATOR]</b>
parent	male	father
	female	mother
step-parent	male	step-father
	female	step-mother
sibling	male	brother
	female	sister
aunt/uncle	male	uncle
	female	aunt
cousin	male/female	cousin
grandparent	male	grandfather
	female	grandmother
foster parent	male	foster father
	female	foster mother
adoptive parent	male	father
	female	mother
legal guardian	male/female	guardian
spouse/romantic partner of parent	male	mother's (husband/boyfriend)
	female	father's (wife/girlfriend)

### EXAMPLE:

>ff36<      Were the children with their mother immediately prior to what you consider to be the beginning of this episode?

- <1>    Yes
- <5>    No
- <8>    Don't Know
- <7>    Refused

## SPECIFIC COMMENTS REGARDING RUNAWAY/THROWAWAY FOLLOW-UP INTERVIEWS

### Episode Definitions

In a “runaway episode,” the child chose to leave the household, while in a “throwaway episode” the child was forced out by the parents or other adult in the household. These two situations are frequently harder to distinguish than you think they would be. There is only one follow-up questionnaire for the two, but there are a few questions which pertain only to one or the other scenario (depending on which Episode Screener items were coded “YES”).

### Wording Choice

There are a couple of questions where two wording choices for a “throwaway” scenario (i.e., child told to leave or not allowed to return home) will appear below the lead-in wording of the question, and you will have to choose the appropriate wording for the situation as it has been described to you by the respondent. It is possible that more than one of the working options applies to the situation, in which case add “and” between the options (if more than one appears) when reading the question.

EXAMPLE:           How likely do you believe it is that this situation of (INTERVIEWER: SELECT APPROPRIATE PHRASE:)  
                          asking Allen to leave home?  
                          refusing to allow Allen to return home?  
                          will happen again?

READ AS:           How likely do you believe it is that this situation of  
                          asking Allen to leave *and*  
                          refusing to allow Allen to return  
                          will happen again?

### Disability Series

In the original Household Roster, the respondent was asked this question: “During the past 12 months, has[CHILD’S NAME] had any serious or permanent physical or mental disability or impairment, or life threatening medical condition?” For children involved in a runaway episode, we ask four specific questions (separately for each child involved), which breaks down this broader question. In each question, you should **emphasize “At the time of the episode”** and make sure that the respondent understands that we mean this episode (the episode that is the topic of this interview). If the respondent says “YES” to any of the four questions, you will ask about the “nature” of that condition. As with all open-ended answers, it is very important to record the response clearly and completely—it is vital that the coder be able to determine whether the child’s condition put him/her at extra risk while away from home. For two of the questions, the words “diagnosed” is included, which means that a medical or mental health professional must have diagnosed the child—it cannot just be the respondent’s opinion. For the other two questions, you let **the respondent** decide what constitutes the “serious condition” referred to.

## Reasons and Feelings

For runaways and throwaways, **we ask separate series' of questions about why the child left** and how the respondent felt about it (one series for runaways and a separate series for throwaways). For the **youth** throwaway interview, the series of yes-no questions is replaced by one open-ended question. In the **adult** follow-up, these questions are asked separately for each child involved. These are **sensitive questions**, and you should listen carefully to the respondent's tone—if you think there is something about their attitude that is worth mentioning (for the benefit of the coders), such as your perception of their honesty, make a note using the CATI note-taking function (in command mode).

In a throwaway episode, we ask who wanted the child/children to leave and how long the child/children were expected to remain out of the household.

In a runaway episode, we ask if the child/children communicated that they were leaving—**we mean any type of communication, including a note, or an answering machine message, or a message delivered by a friend**. The child/children would not necessarily have to tell the respondent their intentions in order for the answer to this question to be "YES," for example, they may have told a friend's mother who told the respondent what the child/children said, or, if the child/children were staying at a runaway shelter, they could have told someone at the shelter, and that person could have phoned the respondent. If the respondent said the child/children did not communicate, we ask how the respondent knew that the child/children had left (since they typically did not actually see the child/children leave).

## Substance Abuse

We next ask a lengthy series about the child's/children's drug use and any effects from it, such as getting expelled from school. these questions are asked separately for each child involved. You need to read the entire list of substances, even if the respondent already told you what they believe the child used or did not use, because something on the list may jog their memory. If appropriate, explain that you have to read the whole list, or **start by telling them that you are going to be reading a long list, and ask them to be patient**. Make sure the respondent is clear about the time frame of all these questions: in the year prior to the beginning of current episode.

## **Disagreement**

We start this section with a screening question—if the respondent does not say, “YES,” you will skip about 10 questions pertaining to the disagreement. The screening question is only asked once, and refers to all the children involved in the episode. If there is more than one child involved in the disagreement and the circumstances for the children is not identical, you will need to use the CATI note-taking function (in command mode) to provide additional details. You may need to emphasize “in the week prior to,” so that the respondent is clear about the time period we are interested in (which is different from the time frame of the previous section). We ask who the disagreement was with, what it was about, and if it included **threats to or against** the child/children (this does not include the child/children making threats). If the respondent says “YES,” we ask a series of questions about what threats were made, such as “a threat to punish.”

We also ask a series of questions having to do with violence that was included in this disagreement. These questions include **any actions taken against any of the children involved** in the disagreement **and any actions taken by any of the children** against anyone else involved. These are highly sensitive questions, and you may suspect that the respondent is not being truthful—if this is the case, please make a note about your impression using the CATI note-taking function.

## **Parental “Control”**

In one of the most sensitive sections of this interview, we ask if any physical violence was used in an attempt to control the child/children in the year before the episode (make sure the respondent is clear about the time frame of this series—in the year prior to the beginning of the current episode). Again, **if you may get a sense of the respondent’s honesty, make a note**.

## **Where the Child/Children Went**

We ask many questions about where the child/children went and who they were with while they were away, some of which are asked for each child separately (though in this series, each question is asked for the first child, then the next child and so on, not, as has been done previously, the entire series for the first child, then the entire series for the next child, and so on). The respondent may get impatient with these questions because we ask several times in different ways, so if necessary, explain how important it is for us to understand where the child/children were, and ask the respondent to be patient with the repetition. Also, the respondent may say different things in response to different questions—**take these opportunities to collect as much information as possible** (for the benefit of the coders)—in this interview, more is better! This section includes several series that ask about the risks present where the child/children stayed, such as “people who might be dangerous.” All these questions are very important for assessing how serious this episode is.



### **Criminal Activity**

The next section asks about any criminal activity that the child/children were present to and any that they were involved in at any time while they were away. If the respondent says the child was involved in any of the criminal activities in the list (such as stealing or selling drugs), we ask three questions about each activity mentioned—how the respondent found out about it, if the activity was reported to the police and if the child was arrested. This series is asked for each child separately and each question pertains to the particular criminal activity mentioned (not anything else that occurred during the episode).

### **Knowing the Child's/Children's Location**

The last series in the "detail" section concerns whether the respondent knew where the child/children were while they were away. If the respondent said that he/she did not know the child's/children's exact address while they were away we want to know what information he/she did have. If some of the child/children have returned and others have not, be sensitive when asking this question, and carefully record **any information the respondent had about any of the child's/children's location while they were away**—those who returned and those that are still away from home.

### **Searching for the Child/Children**

In all versions of the follow-up interview we ask, in an open-ended format, what the respondent did to try to get the child/children back. In the Runaway interview, there is also a question after the "agency" section listing several activities to find out which of these were done (like calling friends and driving around). This question includes the usual "or anything else." At this point, the respondent has probably already told you most of what was done. However, **we want to know anything the respondent did at any time while the child/children were away** to try to get him/her/them to come home. If you probe, you may find that the respondent tells you more things that they did—take these opportunities to collect as much information as possible (for the benefit of the coders). Also note that this may be a sensitive question, especially if the child/children were forced out of the house or not allowed to return.

### **Harm Series Supplement**

The Runaway interview includes three extra questions in the "Harm" section, related to the key items (physically or sexually assaulted). The extra questions concern whether the child was **in the company of someone** who had physically or sexually abused anyone else or who might have tried to engage the child in sexual activity.

## SPECIFIC COMMENTS REGARDING GENERAL MISSING FOLLOW-UP INTERVIEWS

### **How the Respondent Found Out**

When we ask how the respondent first found out or realized that the child/children were missing, the question includes a list of answer categories such as “they failed to call at the arranged time.” **Familiarize yourself with the answer categories** and the order of the list. Listen carefully to the respondent’s answer to see which category should be recorded. If you are unclear which answer category the respondent is choosing, reread the categories, or probe to get more details so you can help him/her select the appropriate category. If the respondent tells you anything other than the responses listed, carefully and thoroughly record what he/she says on the “specify” line—if you have any doubt about which category is correct, record the respondent’s exact answer on the “specify” line and the coder will figure it out later.

### **Permission**

*“Permission” means that the respondent knew and approved of where the child was before the “missing” incident began.*

Who child/children was/were with

That is, who the child/children was/were supposed to be with.

### **Parental Concern Supplement**

At the end of the “Parental Concern” section are several addition questions concerning the child’s/children’s attempt to get in touch with the respondent—did the child/children know how to contact the parent and did the child/children know how to get home. We also ask, in an open-ended format, about the type of place the child/children were in. For this question, get as much description as possible, so that the coder can make a judgment about how much risk the child/children were in. **These questions are only asked if the child was 6 years old or older.**

### **Reason Child/Children Were Missing**

There is a question after the “agency” section which asks the respondent the reason/reasons the child/children were missing. This question is asked separately for each child involved—**make sure the respondent hears the name of the child and knows who you are referring to**. The respondent may say “YES” to more than one statement, because more than one may apply to the situation. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. If the respondent says that something happened other than what is included in the list, carefully and completely record what he/she says on the “specify” line.







INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

**THE SECOND NATIONAL INCIDENCE OF  
MISSING, ABDUCTED, RUNAWAY AND  
THROWAWAY CHILDREN  
HOUSEHOLD SURVEY**

STUDY # 31-191

**Question by Question Specifications  
Adult Follow-Up Interviews**



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INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

**THE SECOND NATIONAL INCIDENCE OF  
MISSING, ABDUCTED, RUNAWAY AND  
THROWNAWAY CHILDREN  
HOUSEHOLD SURVEY**

STUDY # 31-191

**Question by Question Specifications  
Adult Follow-Up Interviews**





QUESTION NUMBERS IN BOLD FONT INDICATE QUESTION NUMBERS FROM NISMART-2.

QUESTION NUMBERS IN ITALICIZED FONT INDICATE QUESTION NUMBERS FROM NISMART-1.

QUESTION NUMBERS IN UNDERLINED FONT INDICATE QUESTION NUMBERS FROM ORIGINAL STUDIES.

EPISODE ACRONYMS:

FA Family Abduction  
RATA Runaway / Throwaway  
NFA Non-Family Abduction  
GM General Missing

EPISODE ACRONYMS WITHIN SQUARE BRACKETS INDICATE OPTIONS ONLY APPLICABLE TO EPISODES LISTED WITHIN THE SQUARE BRACKETS.

	FA	RATA	NFA	GM
Earlier you said that there was an episode in [DATE] where [CHILD'S NAME / CHILDREN'S NAMES]	<b>ff1</b>	<b>rr1</b>	<b>nn1</b>	<b>gg1</b>
[was / were] taken or kept from you. [FA] left home without permission. [RATA] [was / were] attacked or taken. [NFA] [was / were] missing and could not be located. [GM]				
I would like to ask you some additional questions about that episode.				
Some of the questions may not apply to your situation but I have to ask them all. [NFA]				
<1> TO CONTINUE				
Was [CHILD'S NAME] living in your household when this episode happened?	<b>ff1(x)</b>	<b>rr1(x)</b>	<b>nn1(x)</b>	<b>gg1(x)</b>
<1> YES				
<5> NO (DESCRIBE THE SITUATION)				
<4> FINAL—NOT AN EPISODE	<u>PPA-1</u>	<u>PRA-1</u>	<u>PSA-1</u>	<u>PGM-1</u>
<6> FINAL—CHILD NOT IN HOUSEHOLD AT TIME OF EPISODE				
<8> DON'T KNOW (DESCRIBE THE SITUATION)				
<7> REFUSED (DESCRIBE THE SITUATION)				
<9> FINAL—RESPONDENT UNLOCATABLE OR RESPONDENT REFUSED TO CONTINUE				
Earlier you said that there had been an episode in [MONTH / YEAR] where [CHILD'S NAME / CHILDREN'S NAMES] became a lot of trouble and left. I would like to ask you some additional questions about this episode.		<b>rr2</b>		
<1> TO CONTINUE				
Was [CHILD'S NAME] living in your household when this episode happened?		<b>rr2(x)</b>		
<1> YES				
<5> NO (DESCRIBE THE SITUATION)				
<4> FINAL—NOT AN EPISODE		<u>PTA-1</u>		
<6> FINAL—CHILD NOT IN HOUSEHOLD AT TIME OF EPISODE				
<8> DON'T KNOW (DESCRIBE THE SITUATION)				
<7> REFUSED / MISSING (DESCRIBE THE SITUATION)				
<9> FINAL—RESPONDENT UNLOCATABLE OR RESPONDENT REFUSED TO CONTINUE				

**ff1**  
**rr1**  
**nn1**  
**gg1**

Read the introductory text and enter <1> to see the first question.

nn1: NOTE: There is an extra sentence that appears in the introduction to this follow-up that is not included in the others: "Some of the questions may not apply to your situation but I have to ask them all". This sentence is present because this version of the questionnaire is used for episodes that were assaults only and did not include any kind of abduction or attempted abduction. If that is the case, some of the questions in this interview will not apply and this sentence is present for those situations.

**ff1(x)**  
**rr1(x)**  
**nn1(x)**  
**gg1(x)**

ff1(x): The purpose of this question is to confirm that the child involved in the episode was living in

nn1(x): the respondent's household at the time the episode began. "Began" means when the

gg1(x): child stopped being where [he was / she was] supposed to be.

rr1(x): The purpose of this question is to confirm that the child involved in a runaway episode (that is, pe5: [left / stayed away] without permission; pe6: chose not to come home, [and / or] pe9: respondent did not know where living) was living in the respondent's household at the time the episode began. "Began" means when the child stopped being where [he / she] was supposed to be, whether [he / she] left from home, or from some other place where [he / she] was supposed to be such as school or a friend's house.

This question is asked separately for each child involved. If the child was living in the household at the time of the episode, the next question [ff2(x) / rr3(x) / nn2(x) / gg2(x)] will appear. If none of the children involved in the episode were living in the household, CATI will not continue with this follow-up interview.

**rr2**

Read the introductory text and enter <1> to see the first question.

**rr2(x)**

The purpose of this question is to confirm that the child involved in a "throwaway" episode (that is, pe7: [told to leave / not allowed to return], [and / or] pe8: "became a lot of trouble" and left) was living in the respondent's household at the time the episode began. "Began" means when the child stopped being where [he / she] was supposed to be, but with this type of episode, this is most likely to be the respondent's house.

This question is asked separately for each child involved. If the child was living in the household at the time of the episode, the next question rr3(x) will appear. If none of the children involved in the episode were living in the household, CATI will not continue with this follow-up interview.

	FA	RATA	NFA	GM
Has [CHILD'S NAME]	<b>ff2(x)</b>	<b>rr3(x)</b>	<b>nn2(x)</b>	<b>gg2(x)</b>
returned to live with you since that episode? [FA]	<i>PA-1</i>	<i>RA-1</i>	<i>SA-12</i>	<i>GM-1</i>
been found or returned from this episode? [RATA / NFA / GM]		<i>TA-10</i>		
<1> YES	<u>PPA-2</u>	<u>RA-1</u>	<u>SA-12</u>	<u>GM-1</u>
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
Did [CHILD'S NAME] die as a result of this episode?	<b>ff3(x)</b>	<b>rr4(x)</b>	<b>nn3(x)</b>	<b>gg3(x)</b>
<1> YES				
<5> NO				
<8> DON'T KNOW	<u>NSA-11</u>	<u>NSA-11</u>	<u>NSA-11</u>	<u>NSA-11</u>
<7> REFUSED				
How long has	<b>ff4(x)i</b>	<b>rr5(x)</b>	<b>nn4(x)i</b>	<b>gg4(x)i</b>
it been since [CHILD'S NAME] was [taken / kept]? [FA]	<i>PA-61</i>	<i>RA-46</i>	<i>SA-53</i>	<i>GM-22</i>
[CHILD'S NAME] been gone? [RATA]		<i>TA-62</i>		
[CHILD'S NAME] was taken? [NFA]				
[CHILD'S NAME] been missing? [GM]				
<1> DURATION				
<5> DATE				

**ff2(x)**  
**rr3(x)**  
**nn2(x)**  
**gg2(x)**

This is an important question because it directs many subsequent skip patterns—make sure you record the respondent's answer correctly. This question is asked separately for each child involved. NOTE: If the child was killed during the episode and the body was [found / returned], the answer to this question is "NO;" "returned" means that the child is back where [he / she] belongs.

**ff3(x)**  
**rr4(x)**  
**nn3(x)**  
**gg3(x)**

This question will only be asked if the respondent indicated, in the household roster, that the child was not living and the respondent said the child had not been returned in [ff2(x) / rr3(x) / nn2(x) / gg2(x)]. This is a very sensitive question, ask it gently.

**ff4(x)i**  
**rr5(x)**  
**nn4(x)i**  
**gg4(x)i**

The length of the episode has already been recorded in the Episode Screener, however, due to limitations in the CATI program, we have to ask the question again. It is very important to record the length of the episode correctly—because the respondent has already reported this information, it should only be a matter of confirming it. NOTE: Discerning when an episode began can be a little tricky. If you are not the interviewer who completed the Episode Screener with this respondent, please use some care in determining the time period. By "the beginning of the episode," we mean when the child started being somewhere other than where [he / she] was supposed to be (e.g., school or friend's house).

This question is only asked if the child has not been returned. If the respondent tells you the number of minutes, hours, days, weeks, or months, select <1> and enter the information into [ff4a(x) / rr5a(x) / nn4a(x) / gg4a(x)]. If the respondent gives you a date when the child was [taken / kept], select <5> and enter the information into [ff4(x)d / rr5m(x) / nn4(x)d / gg4(x)d].

	FA	RATA	NFA	GM
(DURATION OF TIME)	<b>ff4a(x)</b>	<b>rr5a(x)</b>	<b>nn4a(x)</b>	<b>gg4a(x)</b>
How long has it been since [CHILD'S NAME] was [taken / kept]? [FA] [CHILD'S NAME] been gone? [RATA] [CHILD'S NAME] was taken? [NFA] [CHILD'S NAME] been missing? [GM]				
<u>&lt;1 - 90&gt; DURATION</u> <98> DON'T KNOW <97> REFUSED				
(UNIT OF TIME)	<b>ff4u(x)</b>	<b>rr5u(x)</b>	<b>nn4u(x)</b>	<b>gg4u(x)</b>
<1> MINUTES <2> HOURS <3> DAYS <4> WEEKS <5> MONTHS				

**ff4a(x)**

**rr5a(x)**

**nn4a(x)**

**gg4a(x)**

#### DURATION

If the respondent gave a *time period*, the elapsed time should start from:

ff4a(x): when the child was first taken or kept from the household where [he / she] belonged. This would not include time during which [he / she] was with the perpetrator legally, such as a sanctioned visitation. For example, if the father kept the child on Monday after a sanctioned weekend visit, the episode started on Monday—the day when the child should have been returned to the household where [he / she] belonged.

rr5a(x): when the child first left the household where [he / she] belonged, or left the place where [he / she] was supposed to be.

nn4a(x): when the child was first taken or accosted (assaulted).

gg4a(x): when the child was first missing, that is [he / she] was not where [he / she] was supposed to be.



FA

RATA

NFA

GM

(DATE)

ff4(x)d

rr5m(x)

nn4(x)d

gg4(x)d

How long has

it been since [CHILD'S NAME] was [taken / kept]? [FA]

[CHILD'S NAME] been gone? [RATA]

[CHILD'S NAME] was taken? [NFA]

[CHILD'S NAME] been missing? [GM]

(MONTH)

<1> January

<2> February

<3> March

<4> April

<5> May

<6> June

<7> July

<8> August

<9> September

<10> October

<11> November

<12> December

<98> DON'T KNOW

<97> REFUSED

ff4(x)d

rr5m(x)

nn4(x)d

gg4(x)d

DATE

If the respondent gave a date:

ff4(x)d: that date should be the day the child was first taken or kept from the household where [he / she] belonged. This would not include time during which [he / she] was with the perpetrator legally, such as a sanctioned visitation. For example, if the father kept the child on Monday after a sanctioned weekend visit, the episode started on Monday—the day when the child should have been returned to the household where [he / she] belonged.

rr5m(x): that date should be the day the child first left the household where [he / she] belonged, or left the place where [he / she] was supposed to be.

nn4(x)d: that date should be the day the child was first taken or accosted (assaulted).

gg4(x)d: that date should be the day the child was first missing that is, [he / she] were not where [he / she] were supposed to be.

	FA	RATA	NFA	GM
(DAY)	<b>ff4(x)1</b>	<b>rr5(x)1</b>	<b>nn4(x)1</b>	<b>gg4(x)1</b>
<hr/>				
<1 - 31> DAY				
<98> DON'T KNOW				
<97> REFUSED				
(DAY)	<b>ff4(x)2</b>	<b>rr5(x)2</b>	<b>nn4(x)2</b>	<b>gg4(x)2</b>
<hr/>				
<1 - 30> DAY				
<98> DON'T KNOW				
<97> REFUSED				
(DAY)	<b>ff4(x)3</b>	<b>rr5(x)3</b>	<b>nn4(x)3</b>	<b>gg4(x)3</b>
<hr/>				
<1 - 29> DAY				
<98> DON'T KNOW				
<97> REFUSED				
(YEAR)	<b>ff4(x)y</b>	<b>rr5y(x)</b>	<b>nn4(x)y</b>	<b>gg4(x)y</b>
<hr/>				
<1998 - 1999> YEAR				
<9998> DON'T KNOW				
<9997> REFUSED				
(YEAR)	<b>ff4(x)y_2</b>	<b>rr5(x)y</b>	<b>nn4(x)y_2</b>	<b>gg4(x)y_2</b>
<hr/>				
<1999 - 2000> YEAR				
<9998> DON'T KNOW				
<9997> REFUSED				

**ff4(x)1**  
**rr5(x)1**  
**nn4(x)1**  
**gg4(x)1**

This question will only appear if the respondent said the episode happened in [January / March / May / July / August / October / December] or the respondent said "DON'T KNOW" or "REFUSED" in question [ff4(x)d / rr5m(x) / nn4(x)d / gg4(x)d].

**ff4(x)2**  
**rr5(x)2**  
**nn4(x)2**  
**gg4(x)2**

This question will only appear if the respondent said the episode happened in [April / June / September / November] in question [ff4(x)d / rr5m(x) / nn4(x)d / gg4(x)d].

**ff4(x)3**  
**rr5(x)3**  
**nn4(x)3**  
**gg4(x)3**

This question will only appear if the respondent said the episode happened February in question [ff4(x)d / rr5m(x) / nn4(x)d / gg4(x)d].

**ff4(x)y**  
**rr5y(x)**  
**nn4(x)y**  
**gg4(x)y**

This question will only appear if the interview was conducted in 1999.

**ff4(x)y\_2**  
**rr5y(x)\_2**  
**nn4(x)y\_2**  
**gg4(x)y\_2**

This question will only appear if the interview was conducted in 2000.

	FA	RATA	NFA	GM
How long did this episode last altogether, that is, how long was it from the time [CHILD'S NAME]	<b>ff5a(x)</b>	<b>rr6a(x)</b>	<b>nn5a(x)</b>	<b>gg5a(x)</b>
was [taken / kept] until [he / she] was returned? [FA]	<i>PA-60</i>	<i>RA-41</i>	<i>SA-44</i>	
left until [he /she] returned? [RATA]		<i>TA-57</i>		
was [taken / kept] until [he / she] was freed or returned? [NFA]				
was missing until [he /she] was found or returned? [GM]				

(DURATION OF TIME)

- <1 - 90> DURATION
- <98> DON'T KNOW
- <97> REFUSED

(UNIT OF TIME)

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS

<b>ff5u(x)</b>	<b>rr6u(x)</b>	<b>nn5u(x)</b>	<b>gg5u(x)</b>
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**ff5a(x)**

**rr6a(x)**

**nn5a(x)**

**gg5a(x)**

This question is only asked if the child has been returned.

ff5a(x): The elapsed time should start from when the child was first taken or kept from the household where [he / she] belonged, until [he / she] was returned to the household where [he / she] belonged. You may have to help the respondent determine the answer to this question. You could say: "When was [CHILD'S NAME] [taken / kept]?" Then ask: "When was [he / she] returned?"

rr6a(x): The elapsed time should start from when the child first left the household where [he / she] belonged, or left the place where [he / she] was supposed to be, until [he / she] was returned to the household where [he / she] belonged. You may have to help the respondent determine the answer to this question. You could say: "When did [CHILD'S NAME] leave?" Then ask: "When did [he / she] return?"

nn5a(x): The elapsed time should start from when the child was first taken or accosted, including the assault (if any) and time after the assault, until [he / she] was freed or returned. You may have to help the respondent determine the answer to this question. You could say: "When was [CHILD'S NAME] [taken / detained]?" Then ask: "When was [he / she] freed or returned?"

gg5a(x): The elapsed time should start from when the child was first missing, that is, when [he / she] was not where [he / she] was supposed to be. You may have to help the respondent determine the answer to this question. You could say: "When was [CHILD'S NAME] first missing?" Then ask: "When was [he / she] found or returned?"

PERPETRATOR IDENTIFICATION

	FA	RATA	NFA	GM
Did the person who [took / kept] [CHILD'S NAME / CHILDREN'S NAMES] return [him / her / them] voluntarily?	<b>ff6</b>			
<1> YES				
<5> NO	<u>NPA-4</u>			
<8> DON'T KNOW				
<7> REFUSED				
Was more than one person responsible for this episode?	<b>ff7</b>		<b>nn6</b>	
<1> YES			SA-6	
<5> NO				
<8> DON'T KNOW	<u>SA-6</u>		<u>SA-6</u>	
<7> REFUSED				
How many people were involved?	<b>ff8</b>		<b>nn7</b>	
<u>&lt;2 - 20&gt; PEOPLE</u>			SA-7	
<98> DON'T KNOW	<u>SA-7</u>		<u>SA-7</u>	
<97> REFUSED				

## PERPETRATOR IDENTIFICATION

NOTE: When we ask about the person "most responsible," we mean the person who instigated the abduction or keeping the [child / children], that is, the person whose idea it was. This person is not necessarily the person who physically took or kept the [child / children].

**ff6** At this point, we have been asking questions separately for each child, and now we are going back to asking about all the children. If more than one child was involved, read these words: "The next questions are about all the children involved in this episode."

This question is asked if any of the children involved in the episode have been returned. If you know that [one child is / more children are] still missing, be sensitive when asking this question—even though all children's names will appear on the screen, you should only read the names of children who you know have been returned.

**ff7**  
**nn6** By "responsible" we mean anyone who was involved in the abduction or in keeping the [child / children].

**ff8**  
**nn7** This question is only asked if the respondent said more than one perpetrator was involved in [ff7 / nn6]. By "involved" we mean anyone who was involved in the abduction or in keeping the [child / children].



I would like to ask you some questions about the person who was most responsible for [taking / keeping] [CHILD'S NAME / CHILDREN'S NAME]. [FA]  
[is / was] most responsible for [taking / assaulting] [CHILD'S NAME / CHILDREN'S NAMES]. [NFA]

**ff9a** **nn8a1**  
PSA-4 PSA-4

[Is / Was] the person responsible for this episode a member of the [child's / children's] family?  
("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO THE [CHILD / CHILDREN])

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

[Is / Was] the person responsible for this episode a member of the [child / children]'s family?  
("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO THE [CHILD / CHILDREN])

**ff9** **nn8**  
PSA-4 PSA-4

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Skip down to nn9i for the next question in sequence of the Non-Family Abduction series.

**ff9a**  
**nn8a1**

If the respondent reported that there was only one perpetrator, this lead-in sentence will appear. This transitional phrase explains that we are focusing on the person whom the respondent considers most responsible for [taking / keeping] the child. If there was more than one perpetrator, and the respondent considers the perpetrators equally responsible, have [him / her] pick one person and answer this series of questions about that person. You'll ask the same series of questions again, and [he / she] can then tell you about the other [perpetrator / perpetrators] as accomplices. By "family member," we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ff9**  
**nn8**

If there was more than one perpetrator, and the respondent considers the perpetrators equally responsible, have [him / her] pick one person and answer this series of questions about that person. You'll ask the same series of questions again, and [he / she] can then tell you about the other [perpetrator / perpetrators] as accomplices. By "family member," we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

For the convenience of listing equivalent questions together, the Non-Family Abduction questions are not in sequence between questions nn8 and nn15.

The correct sequence is as follows:

nn8 / nn8a1  
nn9i  
nf10  
nf12  
nn9  
nn10(x)  
nn11(x)  
nn12(x)  
nn13(x)  
n14n(x)  
nn15(x)  
nn12  
nn13  
nn14  
nn15

Skip down to nn9i for the next question in sequence of the Non-Family Abduction series.

[Is / Was] the person (most) responsible:

ff10

nf10

- <1> the [child / children]'s parent,
- <2> the [child / children]'s step-parent,
- <3> the [child / children]'s sibling,
- <4> the [child / children]'s aunt or uncle,
- <5> the [child / children]'s cousin,
- <6> the [child / children]'s grandparent,
- <7> the [child / children]'s foster parent,
- <8> the [child / children]'s adoptive parent,
- <9> the [child / children]'s legal guardian,
- <10> the romantic partner of the [child / children]'s parent, or
- <77> some other relative of the [child / children]'s (SPECIFY)?
- <13> BOYFRIEND'S / GIRLFRIEND'S CHILD
- <17> GREAT NIECE
- <98> DON'T KNOW
- <97> REFUSED
- <99> NOT ASCERTAINED

PSA-4a

PSA-4a

Skip down to nf12 for next question in sequence in sequence of the Non-Family Abduction series.

ff10  
nf10

#### FAMILY PERPETRATOR SERIES

nf10: Although this is the non-family perpetrator questionnaire, there is a slight possibility that the respondent could have given confusing information previously, and the respondent may indicate at this point that the perpetrator is related, legally or by blood, to the [child / children]. For that reason, this questionnaire includes the questions that document the relationship of a family perpetrator (nf10 and nf12). In addition, you will ask a series of additional questions about this episode that will be found on a brief hard-copy questionnaire. A message will appear on the CATI screen, instructing you when it is time to do this. This question is only asked if the respondent said the perpetrator was a family member in [nn8a1 / nn8].

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the perpetrator's relationship to the [child / children]. It is unlikely that the respondent will not know the relationship between the [child / children] and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "SPECIFY" line. Note that we are interested in the perpetrator's relationship to the [child / children] at the time of the episode (i.e., the abduction or keeping of the [child / children]).

Skip down to nf12 for the next question in sequence of the Non-Family Abduction series.

[Is / Was] this person acting for a family member or relative?

**ff11**

**nn9i**

<1> Yes, the person was acting for a family member or relative

<5> No, the person was not acting for a family member or relative

PPA-4

PPA-4

<8> DON'T KNOW

<7> REFUSED

Loop back up to nf10 for next question in sequence in sequence of the Non-Family Abduction series.

[Is / Was] the person (most) responsible someone known to [your son / your daughter / any of your children] (before the episode)?

**fn9**

**nn9**

<1> YES

<5> NO

PSA-5

PSA-5

<8> DON'T KNOW

<7> REFUSED

**ff11**  
**nn9i**

This question will only be asked if the person responsible was not an actual family member (as defined in [ff9a / ff9 / nn8a1 / nn8]). The purpose of this question is to determine whether the non-related person who took or kept the [child / children] was doing it for a of member of the [child's / children's] family.

Loop back up to nf10 for the next question in sequence of the Non-Family Abduction series.

**fn9**  
**nn9**

#### NON-FAMILY PERPETRATOR SERIES

fn9: Although this is the family perpetrator questionnaire, there is a slight possibility that the respondent could have given confusing information previously, and the respondent may indicate at this point that the perpetrator is not related (legally or by blood) to the [child / children]. For that reason, this questionnaire includes the questions that document the acquaintanceship of a non-family perpetrator (fn9 through fn14). In addition, you will ask a series of additional questions about this episode that will be found on a brief hard-copy questionnaire. A message will appear on the CATI screen, instructing you when it is time to do this.

Emphasize the word "known." "Known" includes anyone that the [child / children] knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the respondent decide: "Whatever that (known) means to you."

Now I'm going to read a list of relationships. Which of the following best describes how the person (most) responsible [is / was] related to the [child / children] involved in this episode. How [is / was] the person (most) responsible related to [CHILD'S NAME]?

**fn10(x)****nn10(x)**

(And how was the person (most) responsible related to [CHILD'S NAME]?)

PSA-5aPSA-5a

- <1> a friend of [CHILD'S NAME]'s,
- <2> a friend of yours or someone else in the household,
- <3> an acquaintance of [CHILD'S NAME]'s,
- <4> an acquaintance of the family,
- <5> a neighbor,
- <6> a person in authority such as a teacher,
- <7> a caretaker or babysitter,
- <8> someone known to [CHILD'S NAME] only by sight,
- <77> or someone else (SPECIFY)?
- <11> PARENT'S BOYFRIEND / GIRLFRIEND
- <12> FOSTER FAMILY MEMBER
- <13> COMPLETE STRANGER
- <15> SOMEONE KNOWN TO YOU BY SIGHT
- <16> DEPARTMENT OF HUMAN SERVICES
- <95> INAPPLICABLE
- <96> PERSON NOT KNOWN TO THIS CHILD
- <98> DON'T KNOW
- <97> REFUSED
- <99> NOT ASCERTAINED

[Is / Was] the person:

**fn11(x)****nn11(x)**

- <1> a romantic friend (boyfriend or girlfriend) or
- <5> just an ordinary friend?
- <8> DON'T KNOW
- <7> REFUSED

PSA-5a1PSA-5a1

**fn10(x)**  
**nn10(x)**

This question is asked separately for each child involved and is only asked if the respondent said the perpetrator was known to the [child / children] in [fn9 / nn9]. There are two sets of words you can use for asking the question and you will need to choose the appropriate set: the longer set is used the first time you ask the question; use the shorter set if the question comes up more than once to ask about any additional [child / children] who were involved. Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the perpetrator's relationship to the [child / children]. Be familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the perpetrator's relationship to the [child / children] at the time of the episode (i.e., the abduction of the [child / children]).

**fn11(x)**  
**nn11(x)**

This question is only asked if the respondent said the person was a friend of the [child / children] or a friend of the family in [fn10(x) / nn10(x)]—we want to know if the person was considered a partner in a [boyfriend / girlfriend] way. If the respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode?" or "Did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the perpetrator was the child's friend, or a friend of some other household member, such as the friend of an older sibling (e.g., "Was this person your daughter's boyfriend at the time of the episode?").



DETERMINING "ACQUAINTEDNESS" OF EPISODE PERPETRATOR

	FA	RATA	NFA	GM
Did [CHILD'S NAME], or anyone else in your family, know this person's name (before the episode)?	<b>fn12(x)</b>		<b>nn12(x)</b>	
<1> YES				
<5> NO	<u>LES-1</u>		<u>LES-1</u>	
<8> DON'T KNOW				
<7> REFUSED				
Did [CHILD'S NAME], or anyone else in your family, know this person well enough to speak to him or her (before the episode)?	<b>fn13(x)</b>		<b>nn13(x)</b>	
<1> YES				
<5> NO	<u>LES-2</u>		<u>LES-2</u>	
<8> DON'T KNOW				
<7> REFUSED				
For how long (before the episode) did [CHILD'S NAME], or other family members, know this person:	<b>f14n(x)</b>		<b>n14n(x)</b>	
<1> a long-standing acquaintance (known for more than six months),				
<2> a recent acquaintance (known for more than one month but less than six months), or	<u>LES-3</u>		<u>LES-3</u>	
<3> a very recent acquaintance (known for less than one month)?				
<8> DON'T KNOW				
<7> REFUSED				
How often (before the episode) did [CHILD'S NAME], or other family members, see this person (your best guess is fine):	<b>fn15(x)</b>		<b>nn15(x)</b>	
<1> daily,				
<2> weekly,	<u>LES-4</u>		<u>LES-4</u>	
<3> several times a month, or				
<6> less than once a month? (SPECIFY)				
<8> DON'T KNOW				
<7> REFUSED				

## DETERMINING "ACQUAINTEDNESS" OF EPISODE PERPETRATOR

If the respondent said that the perpetrator was known to the family or the [child / children], we want to find out how well the person was known.

**fn12(x)**  
**nn12(x)** This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight (for any of the [child / children] involved in the episode). If the perpetrator was an acquaintance of the respondent or the [child / children], or an authority figure, we ask if anyone in the family knew the person's name.

**fn13(x)**  
**nn13(x)** This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight (for any of the [child / children] involved in the episode). If the perpetrator was an acquaintance of the respondent or the [child / children], or an authority figure, we ask if anyone in the family knew the person well enough to speak to.

**f14n(x)**  
**n14n(x)** This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [fn12(x) / nn12(x)] and [fn13(x) / nn13(x)]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**fn15(x)**  
**nn15(x)** This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [fn12(x) / nn12(x)] and [fn13(x) / nn13(x)]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. If the respondent chooses "less than one month," use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but hadn't seen him at all, until just before the episode began.

Had [CHILD'S NAME / CHILDREN'S NAMES] or anyone else in your family ever seen this person before?  
(INCLUDES ANYONE IN THE FAMILY)

**fn12**

**nn12**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

PSA-6

PSA-6

Would you say that [CHILD'S NAME / CHILDREN'S NAMES] or anyone else in your family knew this person by sight?  
(INCLUDES ANYONE IN THE FAMILY)

**fn13**

**nn13**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

PSA-6a

PSA-6a

[Is / Was] this person someone [your son / your daughter / any of your children] met on the Internet or through any communications by computer?

**fn14**

**nn14**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

PSA-8

PSA-8

Skip down to nn15 for next question in sequence in sequence of the Non-Family Abduction series.

**fn12**  
**nn12**

If the respondent says the perpetrator was unknown to the child, we want to check if anyone in the family had seen this person before.

**fn13**  
**nn13**

This question is only asked if the respondent said the perpetrator had been seen by someone in the family in [fn12 / nn12]—we want to find out if the respondent believes that someone in the family knew this person by sight.

**fn14**  
**nn14**

This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a person in authority, or a caretaker or babysitter.

Skip down to nn15 for the next question in sequence of the Non-Family Abduction series.

[Is / Was] this person acting for:

ff12 nf12

- <1> the [child / children]'s parent,
- <2> the [child / children]'s step-parent,
- <3> the [child / children]'s sibling,
- <4> the [child / children]'s aunt or uncle,
- <5> the [child / children]'s cousin,
- <6> the [child / children]'s grandparent,
- <7> the [child / children]'s foster parent,
- <8> the [child / children]'s adoptive parent ,
- <9> the [child / children]'s legal guardian,
- <10> the romantic partner of the [child / children]'s parent, or
- <77> some other relative of the [child / children]'s (SPECIFY)?
- <13> BOYFRIEND'S / GIRLFRIEND'S CHILD
- <17> GREAT-NIECE
- <98> DON'T KNOW
- <97> REFUSED
- <99> NOT ASCERTAINED

PPA-4a PPA-4a

Loop back up to nn9 for next question in sequence in sequence of the Non-Family Abduction series.

At the time of the episode, which of the following best describes your relationship to the person (most) responsible:  
(READ UNTIL YES)

ff13

- <1> former spouse,
- <2> former partner (unmarried),
- <3> current spouse,
- <4> current partner (unmarried),
- <77> or something else (SPECIFY)?
- <11> FORMER HUSBAND
- <12> FORMER WIFE
- <13> CURRENT HUSBAND
- <14> CURRENT WIFE
- <15> NEW PARTNER OF EX
- <16> CURRENT IN-LAW
- <17> FORMER IN-LAW
- <18> OTHER RELATIVE
- <98> DON'T KNOW
- <97> REFUSED
- <99> NOT ASCERTAINED

PA-2

PA-2

ff12  
nf12

nf12: This question is only asked if the respondent said the perpetrator was acting for a family member in nn9i.

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the perpetrator's relationship to the [child / children]. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "SPECIFY" line. Note that we are interested in the perpetrator's relationship to the [child / children] at the time of the episode (i.e., the abduction of or keeping the [child / children]).

Loop back up to nn9 for the next question in sequence of the Non-Family Abduction series.

ff13

By "responsible for" we mean the person who instigated the abduction or keeping of the [child / children], not necessarily the person who physically abducted the [child / children]. Make sure you are familiar with the answer categories and the order of the list so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. Note that we are interested in the respondent's relationship to that person at the time of the episode (i.e., the abduction or keeping of the [child / children]). If the respondent says the person was [his / her] husband or wife at the time of the episode, probe by asking whether [he / she] was separated from the person at that time or not. If the answer is that they were separated (legally or not), enter <3> for current spouse. Enter <1> only if it is clear that they were officially divorced. If the respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will again need to probe to determine whether [he / she] was a former or current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode, or did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" Boyfriend/girlfriend relationships should be recorded as partners. If the respondent says the person was a "friend," ask whether the respondent considered [him / her] as a partner in a boyfriend/girlfriend way. If the relationship does not fit into any of the first four categories, record the respondent's answer on the "SPECIFY" line. If the person who abducted the child was not related to the respondent (for example, a foster parent of the child), you would record that on the "SPECIFY" line. Do not automatically accept a "DON'T KNOW" response; it is unlikely that the respondent will not know how [he / she] was connected to the person responsible for the abduction.

	FA	RATA	NFA	GM
(VERIFY: [Is / Was] this person male or female?)	<b>ff14</b>		<b>nn15</b>	
<1> MALE	<u>PA-7</u>		<u>SA-1</u>	
<5> FEMALE				
<8> DON'T KNOW	<u>PA-7</u>		<u>SA-1</u>	
<7> REFUSED				
To the best of your knowledge, what is [his / her] (the perpetrator's) current age? (Your best guess is fine.)	<b>ff15</b>		<b>nn16</b>	
<0-85> 0 - 85 years old	<u>PA-8</u>		<u>SA-2</u>	
<115> teens				
<120> 20's	<u>PA-8</u>		<u>SA-2</u>	
<130> 30's				
<140> 40's				
<150> 50's				
<160> 60's				
<170> 70's				
<180> 80's				
<998> DON'T KNOW				
<997> REFUSED				
Is [he / she] of Hispanic or Latino origin?	<b>ff16</b>		<b>nn17</b>	
<1> YES, HISPANIC OR LATINO	<u>PA-9</u>		<u>SA-3</u>	
<5> NO, NOT HISPANIC OR LATINO				
<8> DON'T KNOW	<u>PA-9</u>		<u>SA-3</u>	
<7> REFUSED				

**ff14**  
**nn15**

This statement is not read unless necessary—at this point the sex of the perpetrator may already be clear. If the sex of the person is not clear, then ask the question.

**ff15**  
**nn16**

Note that this question asks for the abductor's current age (i.e., at the time of the interview). If the respondent says [he / she] does not know the age, ask for the respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ff16**  
**nn17**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau ("Hispanic" is an ethnicity not a race).



	FA	RATA	NFA	GM
What is [his / her] race?	<b>ff17</b>		<b>nn18</b>	
<1> AMERICAN INDIAN, ALEUT, ESKIMO	PA-9		SA-3	
<2> ASIAN OR PACIFIC ISLANDER				
<3> BLACK	<u>PA-9a</u>		<u>SA-3a</u>	
<4> WHITE				
<77> OTHER (SPECIFY)				
<95> HISPANIC				
<96> MIXED				
<98> DON'T KNOW				
<97> REFUSED				
What city and state was [he / she] living in when this episode began? (IF R REFUSES OR DOESN'T KNOW, ENTER "0" (ZERO) )	<b>ff18</b>			
	PA-14			
<u>&lt;LOCATION&gt; CITY / STATE</u>	<u>PA-14</u>			

**ff17**  
**nn18**

Do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "SPECIFY." If the respondent says that the person is biracial, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; if you get a primary race, enter the number for that race. If the respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ff18**

You may have to remind the respondent of the specific time period we are interested in. If the respondent does not know the city, choose <0> (DON'T KNOW) for city and try to find out the state. If the perpetrator was living in a foreign country, record the country on the text line.

Enter the two digit code for the state at the arrow at the bottom of the screen. **IMPORTANT:** You will have to press the return key (enter key) *once* to move the screen up and make the arrow visible. Also note that the state code must be typed in **UPPER CASE LETTERS**. If the perpetrator was living in a foreign country, enter <s> for other, and carefully record what the respondent says.

ACCOMPLICE IDENTIFICATION

**ACCOMPLICE 1**

FA

RATA

NFA

GM

(VERIFY: Was this person male or female?)

**ff19a**

**nn19a**

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

SA-8

SA-8

SA-8

What is [his / her] current age? (Your best guess is fine.)

**ff20a**

**nn20a**

- <0-85> 0 - 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

SA-9

SA-9

SA-9

[Is / Was] [he / she] of Hispanic or Latino origin?

**ff21a**

**nn21a**

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <8> DON'T KNOW
- <7> REFUSED

SA-10

SA-10

SA-10

## ACCOMPLICE IDENTIFICATION

The same questions that were asked regarding the main perpetrator of the episode are asked again if there were additional people involved—accomplices. You can ask about a total of four people—one perpetrator and three accomplices. The items in the accomplice section are numbered sequentially from [ff19a / nn19a] to [ff27a / nn27a]. The item numbers for the first accomplice are all followed by “a,” e.g., [ff19a / nn19a]. The item numbers for the second accomplice are all followed by “b,” the item numbers for the third accomplice are all followed by “c.”

### ACCOMPLICE 1

**ff19a** This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be  
**nn19a** clear. If the sex of the person is not clear, then ask the question.

**ff20a** Note that this question asks for the accomplice’s current age (i.e., at the time of the interview). If the respondent  
**nn20a** says [he / she] does not know the age, ask for the respondent’s best estimate of age. If necessary, probe for whether the person is in [his / her] 20’s, 30’s, etc.

**ff21a** We must ask the “ethnicity” question prior to the race question, in order to follow the convention of the Census  
**nn21a** Bureau (Hispanic is not a race).

	FA	RATA	NFA	GM
What is [his / her] race?	<b>ff22a</b>		<b>nn22a</b>	
<1> AMERICAN INDIAN, ALEUT, ESKIMO			SA-10	
<2> ASIAN OR PACIFIC ISLANDER				
<3> BLACK	<u>SA-10a</u>		<u>SA-10a</u>	
<4> WHITE				
<77> OTHER (SPECIFY)				
<95> HISPANIC				
<96> MIXED				
<98> DON'T KNOW				
<97> REFUSED				
Is [he / she] a member of the [child / children]'s family? ("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO THE [CHILD / CHILDREN])	<b>ff23a</b>		<b>nn23a</b>	
<1> YES				
<5> NO	<u>SA-11a</u>		<u>PSA-11a</u>	
<8> DON'T KNOW [FA]				
<7> REFUSED [FA]				
[Is / Was] the person responsible:	<b>ff24a</b>		<b>nn24a</b>	
<1> the [child / children]'s parent,			SA-11	
<2> the [child / children]'s step-parent,				
<3> the [child / children]'s sibling,	<u>SA-11a1</u>		<u>PSA-11a1</u>	
<4> the [child / children]'s aunt or uncle,				
<5> the [child / children]'s cousin,				
<6> the [child / children]'s grandparent,				
<7> the [child / children]'s foster parent,				
<8> the [child / children]'s adoptive parent,				
<9> the [child / children]'s legal guardian,				
<10> the romantic partner of the [child / children]'s parent, or				
<77> some other relative of the [child / children]'s (SPECIFY)?				
<13> BOYFRIEND'S / GIRLFRIEND'S CHILD				
<17> GREAT-NIECE				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				

**ff22a**  
**nn22a**

Do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "SPECIFY." If the respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ff23a**  
**nn23a**

By "family member" we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ff24a**  
**nn24a**

This question is only asked if the respondent said the perpetrator was a member of the [child's / children's] family in [ff23a / nn23a]. Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the accomplice's relationship to the child. It is unlikely that the respondent will not know the relationship between the child and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in that person's relationship to the child at the time of the incident (i.e., taking or assaulting the child).

	FA	RATA	NFA	GM
Was [he / she] someone known to the [child / children] (before the episode)? (IF MORE THAN ONE CHILD, CODE RELATIONSHIP TO <u>OLDER CHILD</u> )	<b>ff25a</b>		<b>nn25a</b>	
<1> YES	<u>SA-11b</u>		<u>PSA-11b</u>	
<5> NO				
<8> DON'T KNOW [FA]				
<7> REFUSED [FA]				
Which of the following best describes how the person responsible was related to the [child / children] involved in this episode:	<b>ff26a</b>		<b>nn26a</b>	
<1> a friend of your [child / children],			SA-11	
<2> a friend of yours or someone else in the household,	<u>PSA-11b1</u>		<u>PSA-11b1</u>	
<3> an acquaintance of your [child / children],				
<4> an acquaintance of the family,				
<5> a neighbor,				
<6> a person in authority such as a teacher,				
<7> a caretaker or babysitter,				
<8> someone known to your [child / children] only by sight,				
<77> or someone else (SPECIFY)				
<11> PARENT'S BOYFRIEND / GIRLFRIEND				
<12> FOSTER FAMILY MEMBER				
<13> COMPLETE STRANGER				
<15> SOMEONE KNOWN TO YOU BY SIGHT				
<16> DEPARTMENT OF HUMAN SERVICES				
<95> INAPPLICABLE				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				
<0> PERSON NOT KNOWN TO THIS CHILD [FA]				
Was the person:	<b>ff27a</b>		<b>nn27a</b>	
<1> a romantic friend (boyfriend or girlfriend) or			SA-11	
<5> just an ordinary friend?				
<8> DON'T KNOW	<u>PSA-11b2</u>		<u>PSA-11b2</u>	
<7> REFUSED				

**ff25a**  
**nn25a**

Emphasize the word "known." "Known" includes anyone that the [child / children] knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the respondent decide: "Whatever that (known) means to you."

**ff26a**  
**nn26a**

nn26a: This question is only asked if the respondent said the perpetrator was known to the [child / children] in nn25a.

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the perpetrator's relationship to the [child / children]. If there is more than one child involved, and the relationship between the accomplice and each of the children is different (e.g., [he / she] is the romantic friend, teacher, or babysitter of only one of the children), code the relationship to the oldest child. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "SPECIFY" line. Note that we are interested in that person's relationship to the [child / children] at the time of the episode (i.e., the abduction of the [child / children]).

**ff27a**  
**nn27a**

This question is only asked if the respondent said the person was a friend of the [child / children] or a friend of the family in [ff26a / nn26a]—we want to know if the person was considered a partner in a boyfriend/girlfriend way. If the respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode?" or "Did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the child's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your daughter's boyfriend at the time of the episode?").



DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

	FA	RATA	NFA	GM
<p>Did your [child / children], or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff70a</b>		<b>nn28a</b>	
	<u>LES-1</u>		<u>LES-1</u>	
<p>Did your [child / children], or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff71a</b>		<b>nn29a</b>	
	<u>LES-2</u>		<u>LES-2</u>	
<p>For how long (before the episode) did your [child / children], or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months),                      &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or                      &lt;3&gt; a very recent acquaintance (known for less than one month)?                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff73a</b>		<b>nn30a</b>	
	<u>LES-3</u>		<u>LES-3</u>	
<p>How often (before the episode) did your [child / children], or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; daily,                      &lt;2&gt; weekly,                      &lt;3&gt; several times a month, or                      &lt;6&gt; less than once a month? (SPECIFY)                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff74a</b>		<b>nn31a</b>	
	<u>LES-4</u>		<u>LES-4</u>	

## DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

If the respondent said that the perpetrator was known to the family or the [child / children], we want to find out how well the person was known.

**ff70a**  
**nn28a**

This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight (for any of the [child / children] involved in the episode). If the perpetrator was an acquaintance of the respondent or the [child / children], or an authority figure, we ask if anyone in the family knew the person's name.

**ff71a**  
**nn29a**

See specifications for [ff70a / nn28a] above.

**ff73a**  
**nn30a**

This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff70a / nn28a] and [ff71a / nn29a]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**ff74a**  
**nn31a**

This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff70a / nn28a] and [ff71a / nn29a]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. If the respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but hadn't seen him at all since then, until just before the episode began.

**ACCOMPLICE 2**

FA

RATA

NFA

GM

[Is / Was] this person male or female?

**ff19b**

**nn19b**

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

SA-8

What is [his / her] current age? (Your best guess is fine.)

**ff20b**

**nn20b**

- <0-85> 0 - 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

SA-9

[Is / Was] [he / she] of Hispanic or Latino origin?

**ff21b**

**nn21b**

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <8> DON'T KNOW
- <7> REFUSED

SA-10

## ACCOMPLICE 2

**ff19b**  
**nn19b**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**ff20b**  
**nn20b**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the respondent says [he / she] does not know the age, ask for the respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ff21b**  
**nn21b**

We must ask the "ethnicity" question prior to the race question, in order to follow the convention of the Census Bureau (Hispanic is not a race).

FA

RATA

NFA

GM

What is [his / her] race?

**ff22b**

**nn22b**

- <1> AMERICAN INDIAN, ALEUT, ESKIMO
- <2> ASIAN OR PACIFIC ISLANDER
- <3> BLACK
- <4> WHITE
- <77> OTHER (SPECIFY)
- <95> HISPANIC
- <96> MIXED
- <98> DON'T KNOW
- <97> REFUSED

SA-10

Is [he / she] a member of the [child / children]'s family?  
("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO  
THE [CHILD / CHILDREN])

**ff23b**

**nn23b**

- <1> YES
- <5> NO
- <8> DON'T KNOW [FA]
- <7> REFUSED [FA]

Is the person responsible:

**ff24b**

**nn24b**

- <1> the [child / children]'s parent,
- <2> the [child / children]'s step-parent,
- <3> the [child / children]'s sibling,
- <4> the [child / children]'s aunt or uncle,
- <5> the [child / children]'s cousin,
- <6> the [child / children]'s grandparent,
- <7> the [child / children]'s foster parent,
- <8> the [child / children]'s adoptive parent
- <9> the [child / children]'s legal guardian,
- <10> the romantic partner of the [child / children]'s parent, or
- <77> some other relative of the [child / children]'s (SPECIFY)?
- <13> BOYFRIEND'S / GIRLFRIEND'S CHILD
- <17> GREAT-NIECE
- <98> DON'T KNOW
- <97> REFUSED
- <99> NOT ASCERTAINED

SA-11

**ff22b**  
**nn22b**

Do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "SPECIFY." If the respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ff23b**  
**nn23b**

By "family member" we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ff24b**  
**nn24b**

This question is only asked if the respondent said the perpetrator was a member of the [child's / children's] family in [ff23b / nn23b]. Read all the answer categories except "DONT KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the accomplice's relationship to the child. It is unlikely that the respondent will not know the relationship between the child and the person; therefore, do not accept a "DONT KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in that person's relationship to the child at the time of the incident (i.e., taking or assaulting the child).

Was [he / she] someone known to the [child / children] (before the episode)?  
 (IF MORE THAN ONE CHILD, CODE RELATIONSHIP TO OLDER CHILD)

**ff25b**

**nn25b**

- <1> YES
- <5> NO
- <8> DON'T KNOW [FA]
- <7> REFUSED [FA]

Which of the following best describes how the person responsible was related to the [child / children] involved in this episode:

**ff26b**

**nn26b**

SA-11

- <1> a friend of your [child / children],
- <2> a friend of yours or someone else in the household,
- <3> an acquaintance of your [child / children],
- <4> an acquaintance of the family,
- <5> a neighbor,
- <6> a person in authority such as a teacher,
- <7> a caretaker or babysitter,
- <8> someone known to your [child / children] only by sight,
- <77> or someone else (SPECIFY)
- <11> PARENT'S BOYFRIEND / GIRLFRIEND
- <12> FOSTER FAMILY MEMBER
- <13> COMPLETE STRANGER
- <15> SOMEONE KNOWN TO YOU BY SIGHT
- <16> DEPARTMENT OF HUMAN SERVICES
- <95> INAPPLICABLE
- <98> DON'T KNOW
- <97> REFUSED
- <99> NOT ASCERTAINED
- <0> PERSON NOT KNOWN TO THIS CHILD [FA]

Was the person:

**ff27b**

**nn27b**

- <1> a romantic friend (boyfriend or girlfriend) or
- <5> just an ordinary friend?
- <8> DON'T KNOW
- <7> REFUSED

SA-11

**ff25b**  
**nn25b**

Emphasize the word "known." "Known" includes anyone that the [child / children] knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the respondent decide: "Whatever that (known) means to you."

**ff26b**  
**nn26b**

nn26b: This question is only asked if the respondent said the perpetrator was known to the [child / children] in nn25b.

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the perpetrator's relationship to the [child / children]. If there is more than one child involved, and the relationship between the accomplice and each of the children is different (e.g., [he / she] is the romantic friend, teacher, or babysitter of only one of the children), code the relationship to the oldest child. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "SPECIFY" line. Note that we are interested in that person's relationship the [child / children] at the time of the episode (i.e., the abduction of the [child / children]).

**ff27b**  
**nn27b**

This question is only asked if the respondent said the person was a friend of the [child / children] or a friend of the family in [ff26b / nn26b]—we want to know if the person was considered a partner in a boyfriend/girlfriend way. If the respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode?" or "Did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the child's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your daughter's boyfriend at the time of the episode?").



DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

	FA	RATA	NFA	GM
<p>Did your [child / children], or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff70b</b>		<b>nn28b</b>	
<p>Did your [child / children], or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff71b</b>		<b>nn29b</b>	
<p>For how long (before the episode) did your [child / children], or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months),                      &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or                      &lt;3&gt; a very recent acquaintance (known for less than one month)?                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff73b</b>		<b>nn30b</b>	
<p>How often (before the episode) did your [child / children], or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; daily,                      &lt;2&gt; weekly,                      &lt;3&gt; several times a month, or                      &lt;6&gt; less than once a month? (SPECIFY)                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff74b</b>		<b>nn31b</b>	

## DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

If the respondent said that the perpetrator was known to the family or the [child / children], we want to find out how well the person was known.

**ff70b** This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers / someone else  
**nn28b** in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight (for any of the [child / children] involved in the episode). If the perpetrator was an acquaintance of the respondent or the [child / children], or an authority figure, we ask if anyone in the family knew the person's name.

**ff71b** See specifications for [ff70b / nn28b] above.  
**nn29b**

**ff73b** This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff70b / nn28b] and  
**nn30b** [ff71b / nn29b]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**ff74b** This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff70b / nn28b] and  
**nn31b** [ff71b / nn29b]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. If the respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but hadn't seen him at all since then, until just before the episode began.

**ACCOMPLICE 3**

FA

RATA

NFA

GM

[Is / Was] this person male or female?

**ff19c**

**nn19c**

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

SA-8

What is [his / her] current age? (Your best guess is fine.)

**ff20c**

**nn20c**

- <0-85> 0 - 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

SA-9

[Is / Was] [he / she] of Hispanic or Latino origin?

**ff21c**

**nn21c**

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <8> DON'T KNOW
- <7> REFUSED

SA-10

**ACCOMPLICE 3**

**ff19c  
nn19c**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**ff20c  
nn20c**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the respondent says [he / she] does not know the age, ask for the respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ff21c  
nn21c**

We must ask the "ethnicity" question prior to the race question, in order to follow the convention of the Census Bureau (Hispanic is not a race).

What is [his / her] race?

**ff22c**

**nn22c**

- <1> AMERICAN INDIAN, ALEUT, ESKIMO
- <2> ASIAN OR PACIFIC ISLANDER
- <3> BLACK
- <4> WHITE
- <77> OTHER (SPECIFY)
- <95> HISPANIC
- <96> MIXED
- <98> DON'T KNOW
- <97> REFUSED

SA-10

Is [he / she] a member of the [child / children]'s family?  
("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO  
THE [CHILD / CHILDREN])

**ff23c**

**nn23c**

- <1> YES
- <5> NO
- <8> DON'T KNOW [FA]
- <7> REFUSED [FA]

[Is / Was] the person responsible:

**ff24c**

**nn24c**

- <1> the [child / children]'s parent,
- <2> the [child / children]'s step-parent,
- <3> the [child / children]'s sibling,
- <4> the [child / children]'s aunt or uncle,
- <5> the [child / children]'s cousin,
- <6> the [child / children]'s grandparent,
- <7> the [child / children]'s foster parent,
- <8> the [child / children]'s adoptive parent,
- <9> the [child / children]'s legal guardian,
- <10> the romantic partner of the [child / children]'s parent, or
- <77> some other relative of the [child / children]'s (SPECIFY)?
- <13> BOYFRIEND'S / GIRLFRIEND'S CHILD
- <17> GREAT-NIECE
- <98> DON'T KNOW
- <97> REFUSED
- <99> NOT ASCERTAINED

SA-11

**ff22c**  
**nn22c**

Do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "SPECIFY." If the respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ff23c**  
**nn23c**

By "family member" we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ff24c**  
**nn24c**

This question is only asked if the respondent said the perpetrator was a member of the [child's / children's] family in [ff23c / nn23c]. Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the accomplice's relationship to the child. It is unlikely that the respondent will not know the relationship between the child and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in that person's relationship to the child at the time of the incident (i.e., taking or assaulting the child).

Was [he / she] someone known to the [child / children] (before the episode)?  
 (IF MORE THAN ONE CHILD, CODE RELATIONSHIP TO OLDER CHILD)

**ff25c**

**nn25c**

- <1> YES
- <5> NO
- <8> DON'T KNOW [FA]
- <7> REFUSED [FA]

Which of the following best describes how the person responsible was related to the [child / children] involved in this episode:

**ff26c**

**nn26c**

SA-11

- <1> a friend of your [child / children],
- <2> a friend of yours or someone else in the household,
- <3> an acquaintance of your [child / children],
- <4> an acquaintance of the family,
- <5> a neighbor,
- <6> a person in authority such as a teacher,
- <7> a caretaker or babysitter,
- <8> someone known to your [child / children] only by sight,
- <77> or someone else (SPECIFY)
- <11> PARENT'S BOYFRIEND / GIRLFRIEND
- <12> FOSTER FAMILY MEMBER
- <13> COMPLETE STRANGER
- <15> SOMEONE KNOWN TO YOU BY SIGHT
- <16> DEPARTMENT OF HUMAN SERVICES
- <95> INAPPLICABLE
- <98> DON'T KNOW
- <97> REFUSED
- <99> NOT ASCERTAINED
- <0> PERSON NOT KNOWN TO THIS CHILD [FA]

Was the person:

**ff27c**

**nn27c**

- <1> a romantic friend (boyfriend or girlfriend) or
- <5> just an ordinary friend?
- <8> DON'T KNOW
- <7> REFUSED

SA-11

**ff25c**  
**nn25c**

Emphasize the word "known." "Known" includes anyone that the [child / children] knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the respondent decide: "Whatever that (known) means to you."

**ff26c**  
**nn26c**

nn26c: This question is only asked if the respondent said the perpetrator was known to the [child / children] in nn25c.

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the perpetrator's relationship to the [child / children]. If there is more than one child involved, and the relationship between the accomplice and each of the children is different (e.g., [he / she] is the romantic friend, teacher, or babysitter of only one of the children), code the relationship to the oldest child. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "SPECIFY" line. Note that we are interested in that person's relationship the [child / children] at the time of the episode (i.e., the abduction of the [child / children]).

**ff27c**  
**nn27c**

This question is only asked if the respondent said the person was a friend of the [child / children] or a friend of the family in [ff26c / nn26c]—we want to know if the person was considered a partner in a boyfriend/girlfriend way. If the respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode?" or "Did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the child's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your daughter's boyfriend at the time of the episode?").



DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

	FA	RATA	NFA	GM
<p>Did your [child / children], or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff70c</b>		<b>nn28c</b>	
<p>Did your [child / children], or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff71c</b>		<b>nn29c</b>	
<p>For how long (before the episode) did your [child / children], or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months),                      &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or                      &lt;3&gt; a very recent acquaintance (known for less than one month)?                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff73c</b>		<b>nn30c</b>	
<p>How often (before the episode) did your [child / children], or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; daily,                      &lt;2&gt; weekly,                      &lt;3&gt; several times a month, or                      &lt;6&gt; less than once a month? (SPECIFY)                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff74c</b>		<b>nn31c</b>	

## DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

If the respondent said that the perpetrator was known to the family or the [child / children], we want to find out how well the person was known.

**ff70c** This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers / someone else  
**nn28c** in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight (for any of the [child / children] involved in the episode). If the perpetrator was an acquaintance of the respondent or the [child / children], or an authority figure, we ask if anyone in the family knew the person's name.

**ff71c** See specifications for [ff70c / nn28c] above.  
**nn29c**

**ff73c** This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff70c / nn28c] and  
**nn30c** [ff71c / nn29c]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**ff74c** This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff70c / nn28c] and  
**nn31c** [ff71c / nn29c]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. If the respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but hadn't seen him at all since then, until just before the episode began.

During the first 30 days did you have any information about where [CHILD'S NAME] was?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr7(x)**

NRA-33

Which of the following statements is most true concerning [CHILD'S NAME]'s return home:

- <1> it was entirely [CHILD'S NAME]'s decision to come home,
- <2> [he / she] was advised by someone else to come home, or
- <3> [he / she] came home against [his / her] will?
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr8(x)**

RA-42

RA-42

Which of the following statements is most true concerning [CHILD'S NAME]'s return home:

- <1> [he / she] was asked to return
- <2> [he / she] was allowed to return, or
- <3> [he / she] came back in spite of opposition of someone in the household?
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr9(x)**

TA-58

TA-58

**rr7(x)**

This question is only asked if the child was gone more than 30 days. Emphasize "first" and "any" when you read the question.

**rr8(x)**

This question is asked if the child left or stayed away. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to [his / her] opinion. "Against [his / her / their] will" includes the police bringing the [child / children] home. Read the answer choices slowly, so that the respondent has a chance to think about each choice before the next one is read. If you have any doubt about the respondent's choice, tell [him / her] that you want to make sure you understand their answer, and read the question and their answer again. Emphasize "most" when you read the question.

**rr9(x)**

This question is asked if the child was told to leave or not allowed to return. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer so the respondent will be able to choose the answer that most closely corresponds to [his / her] opinion. Read the answer choices slowly so that the respondent has a chance to think about each choice before the next one is read. If you have any doubts about the respondent's choice, tell [him / her] that you want to make sure you understand their answer, and read the question and their answer again. Emphasize "most" when you read the question.

How likely do you believe it is that this situation of [CHILD'S NAME] [leaving home / refusing to come home] will happen again? Would you say:

- <1> very likely,
- <2> somewhat likely,
- <3> somewhat unlikely, or
- <4> very unlikely?
- <8> DON'T KNOW
- <7> REFUSED

rr10(x)

RA-45  
TA-61

RA-45

How likely do you believe it is that this situation of [[CHILD'S NAME] leaving home / [CHILD'S NAME] refusing to come home / refusing to allow [CHILD'S NAME] to return] will happen again? Would you say:

- <1> very likely,
- <2> somewhat likely,
- <3> somewhat unlikely, or
- <4> very unlikely?
- <8> DON'T KNOW
- <7> REFUSED

rr10(x)\_2

RA-45  
TA-61

During the past 12 months, has [CHILD'S NAME] been gone from home any other times, in addition to the episode that we're discussing right now?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr11(x)

RA-80  
TA-96

RA-80

About how long was [CHILD'S NAME] gone in all of these other episodes taken together, not including the episode we're discussing right now?

- <1 - 90> DURATION
- <98> DON'T KNOW
- <97> REFUSED / MISSING

rr11(x)\_2

RA-81  
TA-97

RA-81

(UNIT OF TIME)

- <1> DAYS
- <2> WEEKS
- <3> MONTHS

rr12(x)

**rr10(x)**  
**rr10(x)\_2**

The appropriate wording for this scenario (e.g., child told to leave or not allowed to return home) will appear below the first clause of the sentence, and, if more than one of the wording options is relevant, more than one set of words will appear. Add "and" between the options (if more than one appears) when reading the question.

EXAMPLE:           How likely do you believe it is that this situation of  
                          asking Allen to leave  
                          refusing to allow Allen to return  
                          will happen again?

READS:             How likely do you believe it is that this situation of  
                          asking Allen to leave *and*  
                          refusing to allow Allen to return  
                          will happen again?

Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Emphasize "un" when you read "unlikely," so that the respondent hears the difference between "likely" and "unlikely." Do not hesitate to reread the categories if it will help the respondent determine which answer [he / she] thinks is correct.

**rr11(x)**

Make sure the respondent only includes times when the child was away during the past 12 months. If necessary, ask the respondent for the dates of the other [episode / episodes], to help [him / her] double check if the other [episode / episodes] happened within 12 months of interview date.

**rr11(x)\_2**

We want the respondent to give us the total number of days, weeks, or months that the child has been away from home during the past 12 months, not including the time the child [has been / was] away during the current episode (the one that we are discussing in this interview).

I'm going to read some statements that might describe how you [feel / felt at the time of the episode]. Please tell me which are true for you, and which are false: I wanted [CHILD'S NAME] to come home.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED

**rr12(x)\_2**

*RA-48a*  
*TA-63a*

RA-48

(I'm going to read some statements that might describe how you [feel / felt at the time of the episode]. Please tell me which are true for you, and which are false.) I [don't / didn't] care one way or the other whether [he / she] [comes / came] home.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED

**rr13(x)**

*RA-48b*  
*TA-63b*

RA-48

(I'm going to read some statements that might describe how you [feel / felt at the time of the episode]. Please tell me which are true for you, and which are false.) I would [prefer / have preferred] that [he / she] not come home.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED

**rr14(x)**

*RA-48c*  
*TA-63c*

RA-48

**rr12(x)\_2**

**rr13(x)**

**rr14(x)**

If the respondent says "YES" or "NO," verify that "YES" means "TRUE" and "NO" means "FALSE." If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. It is likely that the respondent will say "TRUE" to one of the statements and "FALSE" to the other two, but not necessarily. Accept whatever the respondent says and do not try to reconcile [his / her] answers according to what might be considered logical.



Please tell me briefly what happened during this episode.  
 (PROBE AS NEEDED: How did it take place? Why do you think it happened? What happened to [your child / any of your children] during and after the episode?)

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

FA	RATA	NFA	GM
<b>ff28</b>	<b>rr15</b>	<b>nn28</b>	<b>gg6</b>
PA-15 PA-16	RA-2 TA-8 TA-11 TA-12	SA-13 SA-14	GM-12
<u>PA-15</u>	<u>RA-2</u>	<u>SA-13</u>	<u>PA-15</u>

Now I want to ask you some questions about this episode. You may have already told me some of these things, but I need to read the questions as written to make sure that we get all the details we need.

- <1> TO CONTINUE

<b>ff29</b>	<b>rr16</b>	<b>nn29</b>	<b>gg7</b>
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How did you or someone else in your household come to notice or believe that [CHILD'S NAME / CHILDREN'S NAMES] [was / were] missing:

- <1> [he / she / they] failed to call at arranged time,
- <2> [he / she / they] failed to come at arranged time,
- <3> [he was / she was / they were] gone longer than usual,
- <4> [he / she / they] disappeared from your presence,
- <5> someone else noticed [child was / children were] missing, or
- <77> some other reason (SPECIFY)?
- <98> DON'T KNOW
- <97> REFUSED

**gg8**  
 GM-11  
 GM-12  
GM-11

**ff28**  
**rr15**  
**nn28**  
**gg6**

#### EPISODE DETAIL

Up to this point, we have been asking about each child individually (asking questions separately for each child), and now we are going back to asking questions to refer to all the children. If more than one child was involved in the episode, the following words will appear for you to read: "The next questions are about all the children involved in this episode."

This is an open-ended question designed to let the respondent tell us about the episode, thereby giving an overall view of what happened, as well as allowing the respondent some "free space" in which to say [his / her] "piece" in an unstructured way. This strategy has proven to be very effective in designing interviews on sensitive subjects and about emotionally loaded events. Respondents tend to feel that they have been "heard" if they are given a little space like this. Record the response as clearly, as carefully, and as thoroughly as possible. Use the probes on the screen, but do not be concerned if the respondent does not answer the parts of this question in the order they are asked or does not answer all of the parts. Most respondents are willing to provide a lot of information about such an experience. If the respondent starts to repeat information or continues to go into great detail after [he / she] has essentially answered the question, gently thank the respondent for providing the information and then go to the next question. Do not take the time to probe too much—we will ask lots of specific questions about the episode; this question is more for the respondent's benefit—to allow [him / her] to express [himself / herself].

**ff29**  
**rr16**  
**nn29**  
**gg7**

This lead-in sentence prepares the respondent for more detailed questions about this episode. When you already know the answer to any of the questions following [ff28 / rr15 / nn28 / gg6], you should say: "I know you already told me this, but I need to ask all the questions." You could also say, "These questions may seem redundant, but they are all very important for understanding what happened to your [child / children]." Say these phrases as often as necessary—we do not want the respondent to get annoyed with the redundancy. Ask for their patience and be patient yourself.

**gg8**

Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to [his / her] situation. If you are unclear which answer category the respondent is choosing, reread the categories, or probe to get more details so you can help [him / her] select the appropriate response category. If the respondent tells you anything other than the responses listed in <1> through <5>, carefully and thoroughly record what [he / she] says on the "SPECIFY" line. If the respondent says more than one of the answers applies to this situation, you will need to make a note about the additional [answer / answers]—use the CATI note-taking function (in command mode). The respondent may have already answered this question in gg6, in which case, review with the respondent the question and the answer you believe [he / she] told you earlier.

	FA	RATA	NFA	GM
Which of the following best describes how you found out about this episode (how you found out that this episode had happened):	<b>ff30</b>	<b>rr17</b>	<b>nn30</b>	
<1> your [child / children] told you about it,	PA-26		SA-32	
<2> you witnessed it,	<u>SA-32</u>	<u>SA-32</u>	<u>SA-32</u>	
<3> someone else told you about it, or				
<77> you found out about it some other way (SPECIFY)?				
<98> DON'T KNOW				
<97> REFUSED				

Who told you about the episode (what is this person's relationship to the [child / children])?	<b>ff31</b>	<b>rr18</b>	<b>nn31</b>	
<777> SPECIFY	PA-26		SA-32	
<998> DON'T KNOW	<u>SA-32a</u>	<u>SA-32a</u>	<u>SA-32a</u>	
<997> REFUSED				

Would you consider this episode to be a kidnapping? (IF NECESSARY: In <u>your</u> opinion.)	<b>ff32</b>		<b>nn32</b>	
<1> YES	PA-74		SA-61	
<5> NO	<u>PA-74</u>		<u>SA-61</u>	
<6> NOT APPLICABLE—ASSAULT ONLY [NFA]				
<8> DON'T KNOW				
<7> REFUSED				

What kind of episode would you consider this to be? (IF NECESSARY: You said you didn't think this episode was a kidnapping. What would you call it?)	<b>ff33</b>		<b>nn33</b>	
<777> SPECIFY	PA-75		SA-62	
<998> DON'T KNOW	<u>PA-75</u>		<u>SA-62</u>	
<997> REFUSED				

**ff30**  
**rr17**  
**nn30**

rr17: In other words, how did the respondent first find out or realize that the [child / children] had left when the episode started?

Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to [his / her] situation. If the respondent tells you anything other than the responses listed in <1>, <2>, or <3>, carefully record what [he / she] says on the "SPECIFY" line. Do not hesitate to reread the statements if it will help the respondent determine which answer [he /she] thinks is correct.

rr17: The respondent often did not see the [child / children] leave, so [he / she] typically found out "some other way"—be prepared to record what [he / she] says on the "SPECIFY" line.

nn30: If the respondent says [he / she] witnessed the episode and was told by the child or someone else, enter <2> because that is the most relevant answer.

Note that we do not want to include the respondent finding out what had happened from the [child / children] when [he / she / they] returned.

**ff31**  
**rr18**  
**nn31**

This question is only asked if the respondent said that someone else told [him / her] about the episode in [ff30 / rr17 / nn30]. Be sure the answer the respondent gives you is the informant's relationship to the [child / children]. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in that person's relationship to the [child / children] at the time of the episode (i.e., the abduction or keeping of the [child / children]). Carefully and completely record the answer.

**ff32**  
**nn32**

If the respondent seems confused about what "episode" means in this question, you could probe by saying: "Would you consider the [taking away / keeping] of [CHILD'S NAME / CHILDREN'S NAMES] from you to be kidnapping?" We are interested in the respondent's opinion about this episode—emphasize "would you consider" when you read the question.

**ff33**  
**nn33**

This question is only asked if the respondent said the episode was not a kidnapping in [ff32 / nn32]. In other words, [he / she] said [he / she] did not think this episode was a kidnapping, so what would [he / she] call it? Carefully and completely record the respondent's answer.

	FA	RATA	NFA	GM
What day of the week did this episode start?	<b>ff34</b>	<b>rr19</b>	<b>nn34</b>	<b>gg9</b>
<1> Monday	PA-22	RA-3 TA-13	SA-15	GM-3
<2> Tuesday				
<3> Wednesday	<u>PA-22</u>	<u>RA-3</u>	<u>SA-15</u>	<u>PA-22</u>
<4> Thursday				
<5> Friday				
<6> Saturday				
<7> Sunday				
<98> DON'T KNOW				
<97> REFUSED				
Did this episode start:	<b>ff34a</b>	<b>rr19a</b>	<b>nn34a</b>	<b>gg9a</b>
<1> during the week, or				
<5> over the weekend?				
<8> DON'T KNOW				
<7> REFUSED				
And what time of day? Was it:	<b>ff35</b>	<b>rr20</b>	<b>nn35</b>	<b>gg10</b>
<1> morning	PA-23	RA-4 TA-14	SA-16	GM-4
<2> afternoon				
<3> evening or	<u>PA-23</u>	<u>RA-4</u>	<u>SA-16</u>	<u>PA-23</u>
<4> night?				
<8> DON'T KNOW				
<7> REFUSED				

**ff34**  
**rr19**  
**nn34**  
**gg9**

If necessary, remind the respondent that we are asking about when the episode began—this means, the exact moment when the [child / children] started being somewhere other than where [he / she / they] were supposed to be (it does not mean when respondent noticed the [child was / children were] missing, or when [he / she] got concerned).

Do not read the answer list unless necessary. This is the day the episode began—it is either the day of the week when the [child / children] left or the day [he was / she was / they were] not allowed to return. It is O.K. if the respondent says “DON’T KNOW”—they will have the chance to tell us (in the follow-up question) whether the episode started during the week or on the weekend.

**ff34a**  
**rr19a**  
**nn34a**  
**gg9a**

If the respondent answered “DON’T KNOW” in [ff34 / rr19 / nn34 / gg9], we want to try and get [him / her] to at least tell us whether the episode started on a weekend or during the week. Read the two answer categories (not “DON’T KNOW” and “REFUSED”) before accepting or recording an answer so the respondent will be able to choose the answer that most closely corresponds to [his / her] situation. Do not press the issue. If the respondent says “DON’T KNOW” again, do not probe further.

**ff35**  
**rr20**  
**nn35**  
**gg10**

Read all of the possible answer categories except “DON’T KNOW” and “REFUSED” before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to [his / her] situation.

- ff35: This could be either the time of day when the [child was / children were] taken from the respondent or the time [he / she / they] were supposed to be returned but were not. The respondent’s best guess is fine.
- rr20: This could be either the time of day when the [child / children] left or the time of day [he was /she was/ they were] not allowed to return.
- nn35: This could be either the time of day when the [child was /children were] taken from the respondent or the time they were assaulted. The respondent’s best guess is fine.
- gg10: This could be either the time of day when the [child / children] started being missing or the time they were supposed to return but did not.

FA

RATA

NFA

GM

[Was / Were] the [child / children] with [his / her / their] [PERPETRATOR] immediately prior to what you consider to be the beginning of this episode?

**ff36**

<1> YES

PA-17

<5> NO

<8> DON'T KNOW

<7> REFUSED

Prior to the time [he was / she was / they were] supposed to have been returned, how long had the child / children] been with [his / her / their] [PERPETRATOR]?

**ff36a**

PA-17

<1 - 90> DURATION

PA-17

<98> DON'T KNOW

<97> REFUSED

(UNIT OF TIME)

**ff36u**

<1> MINUTES

<2> HOURS

<3> DAYS

<4> WEEKS

<5> MONTHS

**ff36**

We want to clarify whether the [child / children] had been kept, rather than taken, by the perpetrator. We are doing this by asking if the [child / children] had been with the perpetrator with permission (such as legitimate visitation) before the incident started.

**ff36a**

This question is designed for those situations where the [child was / children were] not returned to the respondent from some normal period of visitation ("kept"). You may have to clarify the intent of the question for the respondent. We want to know how long the [child / children] had been with the person during the normal or expected period of visitation before the [child / children] should have been returned. If, for example, the [child was / children were] staying with this person for the Christmas holidays, and the person did not return the [child / children] after the Christmas holidays, we want to know how long the child was there for the holidays. Do not include the time spent with the person during any previous visitations.



	FA	RATA	NFA	GM
Now I'm going to read you a list of places. Which of the following best describes <u>where</u> [CHILD'S NAME] was at the time the episode began:	<b>ff37(x)</b>		<b>nn36(x)</b>	<b>gg11(x)</b>
	<i>PA-18</i>			<i>GM-5</i>
(And where was [CHILD'S NAME] moved?)				
<1> in [his / her] own home or yard,				
<2> in someone else's home or yard,				
<3> in the street, such as walking home from school,				
<4> hitchhiking,				
<5> in school or daycare,				
<6> in a shopping area or mall,				
<7> in a parent or caretaker's car,				
<8> on public transportation, [GM]				
<77> or somewhere else? (SPECIFY)				
<9> PARK / WOODED AREA				
<10> PUBLIC AREA				
<11> OUTSIDE PARTY				
<12> VACATION TRIP				
<95> INAPPLICABLE				
<96> DURING RUNAWAY EVENT [FA / RATA]				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				

**ff37(x)**  
**nn36(x)**  
**gg11(x)**

This question is asked separately for each child involved. There are two sets of words you can use for asking the question and you will need to choose the appropriate set: use the longer set the first time you ask the question; use the shorter set if the question comes up more than once to ask about any additional children who were involved. By "began," we mean where the child was just prior to when they started being somewhere other than where [he / she] was supposed to be.

ff37(x): If the child was taken, this would be where [he / she] was taken from. If the child was kept, this would be where [he / she] was just prior to when they should have been returned.

nn36(x): If the child was taken, this would be where [he / she] was taken from. In the case of an assault, this would be where [he / she] was when the assault happened.

Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the child's circumstances. Familiarize yourself with the answer categories and the order of the list. Listen carefully to the respondent's answer to see which category should be recorded—feel free to ask [him / her] to explain in more detail, so that you can choose the right category. If you are unclear which answer category the respondent is choosing, reread the categories, or probe to get more details so you can help [him / her] select the appropriate answer category. If the answer does not fit one of the categories, carefully record the answer on the "SPECIFY" line. The respondent may have already answered this question in [ff28 / nn28 / gg6], in which case, review with the respondent the question and the answer you believe they told you earlier. The answer to this question represents the [child's / children's] "original location," which will be referred to in subsequent questions.

FA

RATA

NFA

GM

Did [CHILD'S NAME] have permission to be where [he / she] was?

**gg12(x)**

<1> YES

GM-6

<5> NO

<8> DON'T KNOW

GM-6

<7> REFUSED

Who did you believe was with [CHILD'S NAME]:

**gg13(x)**

<1> a babysitter or caretaker,

GM-9

<2> brothers or sisters,

<3> school personnel,

GM-9

<4> other family members,

<5> other adults,

<6> other children, or

<77> some other person (SPECIFY)?

<95> CHILD WAS ALONE

<98> DON'T KNOW

<97> REFUSED

**gg12(x)**

"Permission" means that respondent knew and approved of where the child was before the "missing" incident began.

**gg13(x)**

This means, who the respondent thought the child was with, or who the child was supposed to be with. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to [his / her] situation. If you are unclear which answer category the respondent is choosing, reread the categories, or probe to get more details so you can help [him / her] select the appropriate response category. If the respondent tells you anything other than the responses listed in <1> through <6>, carefully and thoroughly record what [he / she] says on the "SPECIFY" line. If the child was with more than one person, use the "SPECIFY" line to give complete information. If the child was alone, that is, was not with anyone else, enter <95>.

FA RATA NFA GM

To the best of your knowledge, was [CHILD'S NAME] moved or lured away from [his / her] original location during the episode (at any time during the episode)?  
(ORIGINAL LOCATION MEANS THE PLACE THE CHILD PHYSICALLY WAS IMMEDIATELY BEFORE THE EPISODE BEGAN)

**nn37(x)**

SA-17

SA-17

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

To the best of your knowledge, was [CHILD'S NAME] moved even a few feet from [his / her] original location?

**nn38(x)**

SA-18

SA-21

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

(To the best of your knowledge,) Was there any attempt to take or move [CHILD'S NAME] by force or threat?

**nn39(x)**

NSA-14

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

Starting below, some questions will contain a code <6> for “not applicable—assault only” for the Non-Family Abduction questions. If there was no abduction or attempted abduction included in the assault incident, some of these questions will not apply. If the code appears on the screen, and you know the incident was an assault only (that is, it did not include any kind of abduction or attempted abduction), you may enter <6> and not ask the question.

**nn37(x)** The next three questions are asked in a series and separately for each child involved.

This is an important question for determining how serious the episode was. You need to take time to clarify the question, if necessary, [and / or] ask the respondent to describe what happened to determine if the answer to this question is “YES.” If the respondent asks what you mean by “original location,” explain that we mean where the child was when the episode began [and / or] remind the respondent of the answer they gave in nn36(x). If the respondent asks what you mean by “moved” or “lured,” do not try to define the words; instead, say: “Do you think the person moved the child or tried to lure [him / her] into [going / staying] with [him / her]?”

**nn38(x)** This question is only asked if the answer to nn37(x) is “NO,” “DON’T KNOW” or “REFUSED.” Because moving the [child / children] is such an essential element of defining the episode as an abduction, we are double checking with the respondent to find out if the child was moved. The respondent may have answered “NO” to nn37(x) because [he / she] did not think that taking the child just a few feet counts as “moving from ... original location.” However, if the child was moved, taken, or lured even a few feet away from where [he / she] was, the answer is “YES.” This question may seem redundant and may even annoy the respondent, but it is a very important question. Emphasize “even a few feet.”

**nn39(x)** This question is only asked if the answer to nn38(x) is “NO,” “DON’T KNOW” or “REFUSED.” Again, moving the child is an important element of the episode definition. Now we want to ask the respondent if they think the perpetrator attempted to move the child. In addition, forcing or threatening is different from luring, which is what we asked about before, so you may need to emphasize “by force or threat” and you may need to repeat it to make sure the respondent noticed that we are asking about something different. You may also have to repeat “to the best of your knowledge,” since the respondent may not know exactly what happened to the child while [he / she] was away.

Did the [person / persons] responsible for this episode have authority or permission to take or keep [him / her / any of your children]?

nn40

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

NSA-4

To the best of your knowledge, did this [person / persons] try to hide that [he was / she was / they were] moving [your child / any of your children]?

nn41

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

SA-19

SA-19

Which of the following best describes how [CHILD'S NAME] was moved (at the beginning of the episode):

ff38(x)

nn42(x)

(And how was [CHILD'S NAME] moved?)

PA-19

SA-20

- <1> [he was / she was] carried
- <2> [he / she] entered a vehicle
- <3> [he / she] walked or
- <77> something else (SPECIFY)?
- <96> NOT APPLICABLE—ASSAULT ONLY [NFA]
- <98> DON'T KNOW
- <97> REFUSED

PA-19

SA-20

To the best of your knowledge, did [his / her / their] [PERPETRATOR] use any kind of force or threat in moving [CHILD'S NAME / CHILDREN'S NAMES] from [his / her / their] original location?

ff39

nn43

(ORIGINAL LOCATION MEANS THE PLACE THE [CHILD / CHILDREN] PHYSICALLY [WAS / WERE] IMMEDIATELY BEFORE THE EPISODE BEGAN)

PA-20

SA-21

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY [NFA]
- <8> DON'T KNOW
- <7> REFUSED

PA-20

SA-21

**nn40**

If the respondent did not say "YES" to nn37(x), nn38(x), or nn39(x), you will skip to nn50b.

Up to this point, we have been asking about each child individually (asking questions separately for each child), and now we are going back to asking questions that refer to all the children. If more than one child was involved in the episode, the following words will appear for you to read: "The next questions are about all the children involved in this episode."

nn40: This means: did any of the people involved have the authority to have any of the children involved.

**nn41**

This includes any attempt to conceal the removal of the [child / children]: trying to conceal the actual taking or assaulting of the [child / children], or any attempt to be secretive about the [child's / children's] location after the abduction or assault.

**ff38(x)**

**nn42(x)**

This question is asked separately for each child involved. There are two sets of words you can use for asking the question and you will need to choose the appropriate set: use the longer set the first time you ask the question; use the shorter set if the question comes up more than once to ask about any additional children who were involved. Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. If the respondent says something that is a combination of the categories, record the answer that represents the most serious (least voluntary) situation. If the child was carried to a vehicle, mark "carried." If the child walked to a vehicle, mark, "entered a vehicle." "Vehicle" means car, truck or van. If the answer does not fit one of the categories, record how the child was moved on the "SPECIFY" line (for example: "train," "subway," etc.).

**ff39**

**nn43**

If the respondent asks what you mean by "original location," explain that we mean where the [child was / children were] just prior to when [he / she / they] started being somewhere other than where [he was / she was / they were] supposed to be, [and / or] remind the respondent of the answer they gave in [ff37(x) / nn36(x)] (where the [child was / children were] when the episode began).

If the respondent asks what you mean by "force or threat," do not try to define the words; instead, say: "Do you think the person used any kind of force or threat against [CHILD'S NAME / CHILDREN'S NAMES] to get [him / her / them] [to go / to stay] with [him / her]?"



	FA	RATA	NFA	GM
What kind of force or threat was used?	<b>ff40a</b>		<b>nn44a</b>	
<77> SPECIFY	PA-20		SA-21	
<98> DON'T KNOW				
<97> REFUSED	<u>PA-20a</u>		<u>SA-21a</u>	
(To the best of your knowledge,) [Was your son / Was your daughter / Were any of your children] <u>lured or persuaded</u> in some way to go with [his / her / their] [PERPETRATOR]?	<b>ff41</b>		<b>nn45</b>	
<1> YES	PA-21		SA-22	
<5> NO	<u>PA-21</u>		<u>SA-22</u>	
<6> NOT APPLICABLE—ASSAULT ONLY [NFA]				
<95> NOT APPLICABLE—CHILD TOO YOUNG [FA]				
<96> NOT APPLICABLE—CHILD TOO YOUNG [NFA]				
<98> DON'T KNOW				
<97> REFUSED				
<u>How</u> [was / were] [CHILD'S NAME / CHILDREN'S NAMES] lured or persuaded to go with [his / her / their] [PERPETRATOR]?	<b>ff42a</b>		<b>nn46a</b>	
<77> SPECIFY	PA-21		SA-22	
<98> DON'T KNOW				
<97> REFUSED	<u>PA-21a</u>		<u>SA-22a</u>	
Which of the following best describes what kind of place [CHILD'S NAME] was taken to by the [person / persons] responsible for the episode: (USE "SPECIFY" IF CHILD TAKEN TO <u>MORE THAN ONE PLACE</u> DURING EPISODE):			<b>nn47(x)</b>	
<1> a vehicle (for the whole episode),			SA-23	
<2> a building,				
<3> the perpetrator's home,				
<4> an outside area like woods,				
<77> or somewhere else (SPECIFY)?			<u>SA-23</u>	
<96> NOT APPLICABLE—ASSAULT ONLY				
<98> DON'T KNOW				
<97> REFUSED				

**ff40a**  
**nn44a**

This question is only asked if the respondent said the perpetrator used force or threat in [ff39 / nn43]. Record the respondent's answer carefully and completely. You may have to say, "to the best of your knowledge," but otherwise, do not probe a "DON'T KNOW" answer.

**ff41**  
**nn45**

Do not define or give examples of "lured or persuaded" but if necessary, say: "Do you think [CHILD'S NAME / CHILDREN'S NAMES] [was / were] lured or persuaded in some way to go with the person?"

**ff42a**  
**nn46a**

This question is only asked if the respondent said the perpetrator lured the [child / children] in [ff41 / nn45]. Record the respondent's answer carefully and completely. You may have to say, "to the best of your knowledge," but otherwise, do not probe a "DON'T KNOW" answer.

**nn47(x)**

The next two questions, nn47(x) and nn48a(x) are asked in a series and separately for each child involved.

Response <1> should only be entered if the child was kept in a vehicle the entire time [he / she] was with the person who took or assaulted [him / her]. If the respondent tells you that the child was taken to a vehicle but it is not clear whether the child was kept in the vehicle for the whole episode, you should probe by asking: "Did the person keep the child in the [vehicle / car / truck] the entire time?" If the answer does not fit one of the categories, record the respondent's answer on the "SPECIFY" line.

To the best of your knowledge, how far was [CHILD'S NAME] moved? (Your best guess is fine.)

**n48a(x)**

SA-24

<1 - 1000> UNITS OF DISTANCE

<9996> NOT APPLICABLE—ASSAULT ONLY

SA-24

<9998> DON'T KNOW

<9997> REFUSED

(UNIT OF DISTANCE)

**nn48u(x)**

<1> FEET

<2> YARDS

<3> MILES

<4> CITY BLOCKS

Did moving [him / her / the children] hide what was going on?  
(HIDE THE FACT THAT THE [CHILD / CHILDREN] [WAS / WERE] BEING ABDUCTED)

**nn49**

SA-25

<1> YES

<5> NO

SA-25

<6> NOT APPLICABLE—ASSAULT ONLY

<8> DON'T KNOW

<7> REFUSED

To the best of your knowledge, was anything else done to hide what was going on?

**nn50a**

SA-26

<1> YES

<5> NO

SA-26

<8> DON'T KNOW

<7> REFUSED

To the best of your knowledge, was anything done to hide what was going on?

**nn50b**

SA-26

<1> YES

<5> NO

SA-26

<8> DON'T KNOW

<7> REFUSED

**nn48a(x)**

It may be difficult for the respondent to give you an exact distance in number of feet, yards, etc. Before accepting a "DON'T KNOW" answer, ask the respondent if [he / she] could give you an estimate of how far the child was moved.

**nn49**

Up to this point, we have been asking about each child individually (asking questions separately for each child), and now we are going back to asking questions that refer to all the children. If more than one child was involved in the episode, the following words will appear for you to read: "The next questions are about all the children involved in this episode."

nn49: The question is asked to find out if the [child was / children were] moved so that the [taking / assault] could not be seen by other people.

**nn50a**  
**nn50b**

If the answer to nn49 was "YES," you would include the word "else" when you read this question. If the answer to nn49 was "NO," you would stress the word "anything."

How else were the activities hidden?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**nn51a**

SA-27

SA-27

How were the activities hidden?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**nn51c**

SA-27

SA-27

To the best of your knowledge, [was your son / was your daughter / were any of your children] stopped or held against [his / her / their] will?

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <95> NOT APPLICABLE-CHILD TOO YOUNG
- <98> DON'T KNOW
- <97> REFUSED

**nn52**

SA-28

SA-28

To the best of your knowledge, how long [was / were] [CHILD'S NAME / CHILDREN'S NAMES] stopped and held against [his / her / their] will?

- <1 - 90> DURATION
- <96> NOT APPLICABLE—ASSAULT ONLY
- <98> DON'T KNOW
- <97> REFUSED

**nn53a**

NPA-3

(UNIT OF TIME)

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS

**nn53u**

**nn51a**  
**nn51c**

This question is only asked if the respondent said that something (else) was done to hide what was going on in [nn50a / nn50b]. If the answer to nn49 was "YES," you would include the word "else" when you read the question. If the answer to nn49 was "NO," you would stress the word "how." Record the respondent's answer carefully and completely.

**nn52**

Emphasize "against [his / her / their] will" when you read the question, unless this is an assault only. In this case you should emphasize "stopped or held." Do not try to explain "stopped" or "held" to the respondent; if [he / she] indicates that [he / she] does not understand what is meant, just say: "Do you think the [CHILD'S NAME / CHILDREN'S NAMES] [was / were] stopped or held against [his / her / their] will?"

**nn53a**

This question is only asked if the respondent said the perpetrator held the [child / children] against their will in nn52—we want to find out the amount of time that the [child was / children were] held. If necessary, probe for an estimate of time.

(To the best of your knowledge,) [Was he / Was she / Were any of them] stopped or held using any kind of force or threat?

nn54

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

NSA-1

Was there any attempt to stop or hold [your son / your daughter / any of your children] by force or threat?

nn55

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

NSA-15

If the [person / persons] responsible had managed to stop or hold [him / her / them], do you think [CHILD'S NAME / CHILDREN'S NAMES] would have been held using force or threat for more than half an hour?

nn56

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

NSA-16a

(If the [person / persons] responsible had managed to stop or hold [him / her / them],) Do you think [CHILD'S NAME / CHILDREN'S NAMES] would have been held using force or threat in an isolated place?

nn57

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

NSA-16b

**nn54**

This question is only asked if the respondent said the perpetrator held the [child / children] against their will in nn52—we want to find out if the perpetrator used force in holding the [child / children]. Emphasize “using any kind of force or threat” when you read the question, unless this is an assault only. In this case you should emphasize “stopped or held.” Do not try to explain “force or threat” to the respondent; if [he / she] indicates that [he / she] does not understand what is meant, just say: “Do you think the [CHILD’S NAME / CHILDREN’S NAMES] [was / were] stopped or held using force or threat?”

**nn55**

Emphasize “attempt” when you read the question: the answer to this question would be “YES” if the [child / children] thought the perpetrator was going to use force, or if the perpetrator attempted, but was unsuccessful at holding the [child / children]. If necessary, say, “To the best of your knowledge.”

**nn56**

This question is only asked if the respondent said the perpetrator attempted to hold the [child / children] by force in nn55—we want to find out if the [child / children] would have been held for at least half an hour. This is an important question for determining how serious the episode was—we want to get a sense of how much risk there was to the [child / children]. Emphasize “do you think” when you read the question. If necessary, say, “To the best of your knowledge.”

**nn57**

This question is only asked if the respondent said the perpetrator attempted to hold the [child / children] by force in nn55—we want to find out if the [child / children] would have been held in an isolated place. This is also an important question for determining how serious the episode was. Emphasize “do you think” when you read the question. If necessary, say, “To the best of your knowledge.”



FA

RATA

NFA

GM

Did [your child / any of your children] believe [he / she / they] would be hurt if [he / she / they] tried to leave the [person / persons] responsible for this episode?

**nn58**

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <95> NOT APPLICABLE—CHILD TOO YOUNG
- <98> DON'T KNOW
- <97> REFUSED

NSA-2

To the best of your knowledge, did the [person / persons] responsible for this episode show [your son / your daughter / any of your children] a weapon, like a knife, gun or club?

**nn59**

- <1> YES
- <5> NO
- <95> NOT APPLICABLE—CHILD TOO YOUNG
- <98> DON'T KNOW
- <97> REFUSED

NSA-10

What kind of weapon?

**nn60**

- <1> A knife
- <2> A gun
- <3> A club
- <77> Something else (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

NSA-Wa

Was [CHILD'S NAME] gone for at least one night?

**nn61(x)**

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

NSA-10

**nn58**

This is another important question for determining how serious the episode was. Emphasize “believe” when you read the question. Do not try to explain “hurt” to the respondent; if [he / she] indicates that [he / she] does not understand what is meant, just say: “Do you think the [CHILD’S NAME / CHILDREN’S NAMES] would have been hurt?” If necessary, say, “To the best of your knowledge.” Note that this question will be skipped if the child died during the episode.

**nn59**

By “weapon,” we mean anything that could be used as a weapon or was intended to be perceived as a weapon. If necessary, emphasize, “To the best of your knowledge.”

**nn60**

This question is only asked if the respondent said the perpetrator showed the [child / children] a weapon in nn59. Do not read the answer categories unless necessary. If the answer does not fit one of the three categories, be sure to record on the “SPECIFY” line what kind of weapon was shown to the [child / children].

**nn61(x)**

This question is asked separately for each child involved in the episode. This question may seem redundant, but we must ask it because it is especially important for defining the episode. This question will be skipped if the respondent previously reported that the child was gone for more than 24 hours (in nn4a(x) or nn5a(x)). If this question appears and you know the child was gone at least one night, you could just confirm the answer with the respondent: “I just want to check—[CHILD’S NAME] was gone more than 24 hours, right?”

FA

RATA

NFA

GM

To the best of your knowledge, was [CHILD'S NAME] taken more than 50 miles from where [he / she] started?

**nn62(x)**

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

NSA-11

To the best of your knowledge, did the [person / persons] responsible for taking [your son / your daughter / your children] have any intention of releasing or returning [him / her / the children]?

**nn63**

SA-43

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

SA-43

Did the [person / persons] responsible demand any ransom money, goods or services during this episode?

**nn64**

SA-54

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—ASSAULT ONLY
- <8> DON'T KNOW
- <7> REFUSED

SA-54

What was demanded?

**nn65a**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

SA-54

SA-54a

**nn62(x)**

This question is asked separately for each child involved in the episode. This question may seem redundant, but we must ask it because it is especially important for defining the episode. This question should be skipped if the respondent previously reported that the child was moved more than 50 miles (in nn48a(x)). However, nn48a(x) could be interpreted as how far the child was initially moved, and this question refers to the total distance the child was moved during the entire course of the episode—you may need to explain the distinction to the respondent.

**nn63**

At this point, we have been asking about each child individually (asking questions separately for each child), and now we are going back to asking questions to refer to all the children. If more than one child was involved in the episode, the following words will appear for you to read: "The next questions are about all the children involved in this episode."

nn63: This is another important question for defining the episode. If necessary, emphasize, "To the best of your knowledge."

**nn64**

We want to know if the perpetrator communicated that [he / she] expected something in exchange for returning the [child / children].

**nn65a**

nn65a: This question is only asked if the respondent said the perpetrator demanded some type of ransom in nn64. Record the respondent's answer carefully and completely. Do not probe a "DONT KNOW" answer.

At this point, in the rare event that it is necessary, a message will appear on the CATI screen, instructing you that now is the time to ask a series of additional questions about this episode that will be found on a brief hard-copy questionnaire. You will use the PURPLE version.

FA

RATA

NFA

GM

What did [his / her / their] [PERPETRATOR] tell [CHILD'S NAME / CHILDREN'S NAMES] about what was happening?

**ff43a**

PA-24

<77> SPECIFY

<95> NOT APPLICABLE—CHILD TOO YOUNG

PA-24

<98> DON'T KNOW

<97> REFUSED

Was this episode in violation of a court order or decree, or a custody order made by a court, or agreed to during a legal divorce or custody proceeding?

**ff44**

PA-54

<1> YES

<5> NO

NPA-1

<8> DON'T KNOW

<7> REFUSED

Was this episode in violation of any other kind of a written custody order or agreement?

**ff45**

PA-54

<1> YES

<5> NO

PA-54

<8> DON'T KNOW

<7> REFUSED

Was this episode a violation of a mutual understanding regarding custody or visitation rights?

**ff46**

PA-55

<1> YES

<5> NO

PA-55

<8> DON'T KNOW

<7> REFUSED

What were the conditions of the [custody order or agreement / mutual understanding] that this episode violated?

**ff47**

PA-56

<77> SPECIFY

<98> DON'T KNOW

PA-56

<97> REFUSED

**ff43a**

Record the respondent's answers carefully and completely. If necessary, you can say, "To the best of your knowledge."

**ff44**

In other words, was [taking / not returning] the [child / children] a violation of a formal, legal custody order?

**ff45**

This question is only asked if the respondent answered "NO," "DON'T KNOW," or "REFUSED" to ff44. [Taking / Not returning] the [child / children] could still be a violation of a "written" agreement that the respondent considers an informal document (perhaps the respondent and the other person wrote it themselves but no lawyer or court of law has seen it).

**ff46**

This question is only asked if the respondent answered "NO," "DON'T KNOW," or "REFUSED" to ff45. [Taking / Not returning] the [child / children] could still be a violation of a non-legal, but mutually agreed to, custody and visitation "rights" agreement. That is, it could be a violation of what the respondent had believed [his / her] understanding was with the person who [took / kept] the [child / children].

**ff47**

This question is asked regardless of the type of agreement [ff44 / ff45 / ff46]. Try to get the respondent to be specific about [his / her] perception of the terms of the custody arrangement. Record the respondent's answer carefully and completely.

If this was not a custody violation, are there other reasons for your belief that [his / her / their] [PERPETRATOR]'s [taking / keeping] of [CHILD'S NAME / CHILDREN'S NAMES] [is / was] unauthorized?

**ff48**  
PA-57

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

PA-57

What are the reasons?

**ff49**  
PA-57

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

PA-57a

[Has / Did] [his / her / their] [PERPETRATOR] [made / make] any claims to justify this episode?  
(IF NECESSARY: Did [he / she] explain why [he / she] [took / kept] the [child / children]?)

**ff50**  
PA-58

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

PA-58

What were these claims?

**ff51**  
PA-59

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

PA-59

**ff48**

This question is only asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to all the previous custody arrangement descriptions. We want to know why the respondent believed that [taking / not returning] the [child / children] was wrong. If the respondent asks what we mean by "unauthorized," explain that the action taken by the other person (in connection with [taking / keeping] the [child / children]) could be considered "unauthorized" if it was different from or outside what the person usually did, or if there was something unexpected about the action, and if no pre-arrangements or permission for the action was gotten from the respondent or other proper guardian beforehand.

**ff49**

This question is only asked if the respondent said they believed the taking of the [child / children] was unauthorized in ff48. Record the respondent's answer carefully and completely.

**ff50**

The respondent may start to tell you the answer to ff51 when you ask this question. Do not forget to enter <1> for "YES" before recording what the respondent tells you in ff51 (without reading the question).

**ff51**

This question is only asked if the respondent said the perpetrator made claims to justify [his / her] actions in ff50. Record the respondent's answer carefully and completely.



Did you have any contact with [his / her / their] [PERPETRATOR] regarding [your child / any of your children] at any time before [he was / she was / they were] returned?  
(INCLUDES ANY CONTACT, EVEN A MESSAGE FROM PERPETRATOR)

ff52

PA-27

PA-27

- <1> YES  
<5> NO  
<8> DON'T KNOW  
<7> REFUSED

Have you had any contact with [his / her / their] [PERPETRATOR] regarding [CHILD'S NAME / CHILDREN'S NAMES] since [he was / she was / they were] [taken / kept]?  
(INCLUDES ANY CONTACT, EVEN A MESSAGE FROM PERPETRATOR)

ff53

PA-28

PA-28

- <1> YES  
<5> NO  
<8> DON'T KNOW  
<7> REFUSED

What kind of contact did you have?

ff54

- <77> SPECIFY  
<98> DON'T KNOW  
<97> REFUSED

PA-28

PA-28a

How soon after [CHILD'S NAME / CHILDREN'S NAMES] [was / were] [taken / kept] did you have contact with [his / her / their] [PERPETRATOR]?

ff55a

PA-29

<1 - 90> DURATION

PA-29

- <96> IMMEDIATELY  
<98> DON'T KNOW  
<97> REFUSED

(UNIT OF TIME)

ff55u

- <1> MINUTES  
<2> HOURS  
<3> DAYS  
<4> WEEKS  
<5> MONTHS

**ff52**

This question is only asked if all the [child / children] involved have been returned to the respondent. It refers to any contact (including a message) that the respondent had with the perpetrator while the [child was / children were] away from the household where they belonged. The contact could have been initiated by the respondent, by the other person, or by someone else.

**ff53**

This question is asked when the [child / children] have not yet been returned to the respondent. As discussed in ff52, this includes any kind of contact the respondent had with the person responsible for taking or keeping the [child / children]. The contact could have been initiated by the respondent, by the other person, or by someone else.

**ff54**

This question is only asked if the respondent said [he / she] had some contact with the perpetrator in ff53. Record the respondent's answer carefully and completely.

**ff55a**

This question is only asked if the respondent had some kind of contact with the perpetrator. In this question, we want to find out how soon after the [child was / children were] [taken / not returned] the respondent had the contact with the perpetrator that they described in ff54. If necessary, probe for an estimate of time. Record <96> for "IMMEDIATELY" only if the contact occurred at the time of the taking or not returning the [child / children].

How long did [his / her / their] [PERPETRATOR] say [he / she] would be keeping [CHILD'S NAME / CHILDREN'S NAMES]?

**ff56a**PA-30

<1 - 90> DURATION

<94> Person denies responsibility

<95> Person responsible didn't say

<96> Permanently

<98> DON'T KNOW

<97> REFUSED

PA-30

(UNIT OF TIME)

<1> MINUTES

<2> HOURS

<3> DAYS

<4> WEEKS

<5> MONTHS

**ff56u**

[Has / Was] any attempt (been) made to prevent you from having contact with [CHILD'S NAME / CHILDREN'S NAMES]?

**ff57**PA-37

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

PA-37

Did [his / her / their] [PERPETRATOR] make any threats or statements or do anything that would suggest [he / she] wanted to prevent you from ever contacting [CHILD'S NAME / CHILDREN'S NAMES]?

**ff58**PA-31

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

PA-31

What were these threats or statements?

**ff59**

<77> SPECIFY

<98> DON'T KNOW

<97> REFUSED

PA-32PA-32

**ff56a**

This question is only asked if the respondent had some kind of contact with the perpetrator. If the perpetrator said [he / she] would keep the [child / children] permanently, but qualified the statement (for example, [he / she] would keep the [child / children] permanently unless the respondent paid alimony that was due), enter <96> and make a note of the qualifying statement (use the CATI note-taking function—in command mode). Do not try to probe a “Permanently” answer to get qualifiers that might not have been mentioned, but follow the above instructions if such information is volunteered by the respondent. Note that the person “responsible” for the episode could have had someone else relay this information (about how long the [child was / children were] to be kept). NOTE: Only enter <98> for “DON’T KNOW” if the respondent tells you that the perpetrator said [he / she] did not know how long [he / she] would keep the [child / children]. Enter <95> if the perpetrator did not tell the respondent how long the [child / children] would be kept.

**ff57**

This could include attempts to prevent contact on a one-time or temporary basis (not only an attempt to permanently keep the respondent from contacting the [child / children]). For example, the person could have kept the [child / children] from receiving a letter from the respondent or told the respondent [he / she] could not talk with the [child / children] until later in the week. Note that the attempt here may not have succeeded, but would still qualify the respondent to answer “YES” to this question.

**ff58**

Read the question slowly, pausing between the main sections of the questions. Do not hesitate to reread the question if the respondent seems confused. If the perpetrator said or did anything to try to permanently keep the respondent from contacting the [child / children], enter <1> for “YES.”

**ff59**

This question is only asked if the respondent said the perpetrator made threats or statements in ff58. Make sure you record everything the respondent tells you. If necessary, read what you have written down to the respondent and ask whether you have written down everything [he / she] said.

Did [his / her / their] [PERPETRATOR] try to use the episode to deny you custody of your [child / children] on a permanent basis, that is, keep you from ever having custody of [CHILD'S NAME / CHILDREN'S NAMES]?

**ff60**  
*PA-33*

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

PA-33

Did [PERPETRATOR] make any other threats or demands?  
(IF NECESSARY: Anything you haven't already told me about.)

**ff61**  
*PA-34*

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

PA-34

What were these threats or demands?  
(PROBE: What specifically did [he / she] say?)

**ff62**  
*PA-35*

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

PA-35

(To the best of your knowledge) Did [his / her / their] [PERPETRATOR] make any attempt to hide the fact that [CHILD'S NAME / CHILDREN'S NAMES] had been [taken / kept]?

**ff63**  
*PA-36*

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

NPA-5

Did [his / her / their] [PERPETRATOR] make any attempt to hide from you where [CHILD'S NAME / CHILDREN'S NAMES] [was / were]?

**ff64**  
*PA-36*

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

NPA-6  
PA-36

**ff60**

Emphasize "permanent basis" when you read the question. We want to know if the perpetrator did anything to try to affect the respondent's ability to have custody of the [child / children].

**ff61**

Again, this refers to threats or demands made by the person responsible for taking or keeping the children, even if the [threats / demands] were communicated by someone else. This question refers to threats or demands other than those the respondent told you about in ff58 and ff59.

**ff62**

This question is only asked if the respondent said the perpetrator made threats or demands in ff61. Make sure you record everything the respondent tells you. If necessary, read what you have written down to the respondent and ask whether you have written down everything [he / she] said.

**ff63**

Includes any attempt to conceal the actual abduction, or trying to keep it secret that the [child was / children were] moved from where [he was / she was / they were] living when it was time to return the [child / children].

**ff64**

Includes any attempt to be secretive about the [child's / children's] location after the abduction.

Was hiding [CHILD'S NAME / CHILDREN'S NAMES] intended to prevent you from having contact with [him / her / them]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**ff65**

NPA-6a

Was hiding [CHILD'S NAME / CHILDREN'S NAMES] intended to prevent [him / her / them] from being returned?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**ff66**

NPA-6b

To the best of your knowledge [was / were] [CHILD'S NAME / CHILDREN'S NAMES] taken to another state or country during this episode?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**ff67**

*PA-38*

PA-38

To the best of your knowledge, was there any intent to take your [child / children] to another state or country?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**ff68**

NPA-7

**ff65**

This question is only asked if the respondent said the perpetrator attempted to hide the [child / children] in ff64. If perpetrator was secretive about [child's / children's] location, we would like to know if this was done to keep the respondent from contacting the [child / children].

**ff66**

This question is only asked if the respondent said the perpetrator attempted to hide the [child / children] in ff64. If perpetrator was secretive about [child's / children's] location, we would like to know if this was done to prevent the respondent from recovering the [child / children].

**ff67**

The answer is "YES" if the [child was / children were] taken to a different state or country than the one in which [he was / she was / they were] supposed to be. It may be that this is a different state than the one the [child was / children were] living in when [he was / she was / they were] taken or when [he / she / they] should have been returned. It includes cases where the [child was / children were] moved to another state or country at any time while the perpetrator held the [child / children] (i.e., after their [abduction / non-return]).

**ff68**

This question is only asked if the respondent answered "NO," "DON'T KNOW," or "REFUSED" to ff67. We want to know if the respondent believed the perpetrator planned to take the [child / children] to a different state or country.



FA

RATA

NFA

GM

Why do you believe that [his / her / their] [PERPETRATOR] intended to take [CHILD'S NAME / CHILDREN'S NAMES] to another state or country?

**ff69**

<77> SPECIFY

<98> DON'T KNOW

<97> REFUSED

NPA-8

Which state or country was [his / her / their] [PERPETRATOR] planning to take [him / her / them] to?  
(IF R REFUSES OR DOESN'T KNOW, ENTER "0" (ZERO) )

**ff70**

PA-39

<LOCATION> STATE / COUNTRY

NPA-8a

Which state or country?  
(IF R REFUSES OR DOESN'T KNOW, ENTER "0" (ZERO) )

**ff71**

PA-39

<LOCATION> STATE / COUNTRY

PA-39

**ff69**

This question is only asked if the respondent said that the perpetrator planned to take the [child / children] to another state or country in ff68. Record the respondent's answer carefully and completely.

**ff70**

This question is only asked if the respondent said that the perpetrator planned to take the [child / children] to another state or country in ff68. Record the respondent's answer carefully and completely. NOTE: If the respondent does not know where the perpetrator planned to take the [child / children], but does think the perpetrator planned to move [him / her / them] away from the state where [he was / she was / they were] supposed to be (i.e., "YES" in ff68), record "DON'T KNOW" on the text line.

**ff71**

This question is only asked if the respondent said that the perpetrator took the [child / children] to another state or country in ff67. Record the respondent's answer carefully and completely. If the move was outside of the United States, ask which country the [child was / children were] taken to. NOTE: If the respondent does not know where the [child was / children were] taken, but does know [he was / she was / they were] taken out of the state [he was / she was / they were] supposed to be in (i.e., "YES" in ff67), record "DON'T KNOW" on the text line.

FA

RATA

NFA

GM

Was taking [CHILD'S NAME / CHILDREN'S NAMES] to another [state / country] done: to take a vacation?

**ff72a**

PA-40e

&lt;1&gt; YES

&lt;5&gt; NO

&lt;8&gt; DON'T KNOW

&lt;7&gt; REFUSED

PA-40

(Was taking [CHILD'S NAME / CHILDREN'S NAMES] to another [state / country] done:) to go to [PERPETRATOR]'s place of residence?

**ff72b**

PA-40d

&lt;1&gt; YES

&lt;5&gt; NO

&lt;8&gt; DON'T KNOW

&lt;7&gt; REFUSED

PA-40

(Was taking [CHILD'S NAME / CHILDREN'S NAMES] to another [state / country] done:) to visit relatives?

**ff72c**

PA-40c

&lt;1&gt; YES

&lt;5&gt; NO

&lt;8&gt; DON'T KNOW

&lt;7&gt; REFUSED

PA-40

(Was taking [CHILD'S NAME / CHILDREN'S NAMES] to another [state / country] done:) to make recovery or return of [CHILD'S NAME / CHILDREN'S NAMES] more difficult?

**ff72d**

PA-40b

&lt;1&gt; YES

&lt;5&gt; NO

&lt;8&gt; DON'T KNOW

&lt;7&gt; REFUSED

PA-40

Was taking [CHILD'S NAME / CHILDREN'S NAMES] to another [state / country] done:) to make contact with [CHILD'S NAME / CHILDREN'S NAMES] more difficult?

**ff72e**

PA-40a

&lt;1&gt; YES

&lt;5&gt; NO

&lt;8&gt; DON'T KNOW

&lt;7&gt; REFUSED

PA-40

**ff72a**

**ff72b**

**ff72c**

**ff72d**

**ff72e**

The purpose of these questions is to find out why the [child was / children were] taken to another state or country (or why the perpetrator was planning to take [him / her / them] to another state or country).

ff72a: This includes either a vacation for the [child / children], or a vacation for the person who took the [child / children].

ff72c: This includes visiting [child's / children's] relatives, the relatives of the person responsible for taking or keeping the [child / children], or even the respondent's relatives.

Would this have been done: to take a vacation?

**ff72a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

*PA-40e*

PA-40

(Would this have been done:) to go to [his / her / their]  
[PERPETRATOR]'s place of residence?

**ff72b\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

*PA-40d*

PA-40

(Would this have been done:) to visit relatives?

**ff72c\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

*PA-40c*

PA-40

(Would this have been done:) to make recovery or return of  
[CHILD'S NAME / CHILDREN'S NAMES] more difficult?

**ff72d\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

*PA-40b*

PA-40

(Would this have been done:) to make contact with [CHILD'S  
NAME / CHILDREN'S NAMES] more difficult?

**ff72e\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

*PA-40a*

PA-40

**ff72a\_2**

**ff72b\_2**

**ff72c\_2**

**ff72d\_2**

**ff72e\_2**

The purpose of these questions is to find out why the [child was / children were] taken to another state or country (or why the perpetrator was planning to take [him / her / them] to another state or country).

ff72a\_2: This includes either a vacation for the [child / children], or a vacation for the person who took the [child / children].

ff72c\_2: This includes visiting [child's / children's] relatives, the relatives of the person responsible for taking or keeping the [child / children], or even the respondent's relatives.

DISABILITY SERIES

	FA	RATA	NFA	GM
At the time of the episode, did [CHILD'S NAME] have a diagnosed mental illness?		<b>rr21(x)</b>		
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED / MISSING				
What was the nature of that illness?		<b>rr22(x)</b>		
<77> SPECIFY				
<98> DON'T KNOW				
<97> REFUSED / MISSING				
At the time of the episode, did [CHILD'S NAME] have some serious physical impairment or limitation?		<b>rr23(x)</b>		
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED / MISSING				
What was the nature of that impairment or limitation?		<b>rr24(x)</b>		
<77> SPECIFY				
<98> DON'T KNOW				
<97> REFUSED / MISSING				

## DISABILITY SERIES

In the original household roster, the respondent has been asked one question about the [child's / children's] health: "During the past 12 months, has [CHILD'S NAME] had any serious or permanent physical or mental disability or impairment, or life threatening medical condition?" For children involved in a runaway episode, we ask a series of very specific questions, which essentially breakdown the elements of this broader question and ask about each separately. In each question, you should emphasize "At the time of the episode" and make sure that the respondent understands that we mean this episode (the episode that is the topic of this interview). If the respondent says "YES" to any of the four questions, you will ask about the "nature" of that condition. As with all open-ended answers, it is very important to record the response clearly and completely—it is vital that the coder be able to determine whether the child's condition put [him / her] at greater risk while [he / she] was away from home.

**rr21(x)** Emphasize "diagnosed" when you read this question. This means that a medical or mental health professional must have diagnosed the child—it cannot just be the caretaker's opinion. If the respondent says "YES," record their explanation in r22(x).

**rr22(x)** Record the response clearly and completely. If necessary, read what you have recorded to the respondent and ask whether you have recorded everything [he / she] said.

**rr23(x)** As with all questions of this nature, let the respondent decide what constitutes a "serious" condition. If the respondent says "YES," accept their answer and record their explanation in rr24(x).

**rr24(x)** Record the response clearly and completely. If necessary, read what you have recorded to the respondent and ask whether you have recorded everything [he / she] said.



At the time of the episode, did [CHILD'S NAME] have a professionally diagnosed problem that affected [his / her] ability to communicate or interact with others, to learn, or to take care of [himself / herself]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr25(x)**

What was the nature of that problem?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr26(x)**

At the time of the episode, did [CHILD'S NAME] have a serious or life threatening illness or medical problem?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr27(x)**

What was the nature of that condition?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr28(x)**

**rr25(x)**

Emphasize "diagnosed" when you read this question. This means that a professional must have diagnosed the child—it cannot just be the caretaker's opinion. If the respondent says "YES," record their explanation in rr26(x).

**rr26(x)**

Record the response clearly and completely. If necessary, read what you have recorded to the respondent and ask whether you have recorded everything [he / she] said.

**rr27(x)**

Let the respondent decide what constitutes a "serious" condition. If the respondent says "YES," accept [his / her] answer and record their explanation in rr28(x).

**rr28(x)**

Record the response clearly and completely. If necessary, read what you have recorded to the respondent and ask whether you have recorded everything [he / she] said.

Which of the following statements were true at the time [CHILD'S NAME] left? [He / She] was unhappy living at home

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr29(x)**

*TA-9a*

(Which of the following statements were true at the time [CHILD'S NAME] left?) [He / She] was having a lot of conflicts with you or other people in the household.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr30(x)**

*TA-9b*

(Which of the following statements were true at the time [CHILD'S NAME] left?) I did not really try to stop [him / her] from leaving.

- <1> TRUE
- <5> FALSE
- <6> NOT APPLICABLE—DIDN'T SEE CHILD LEAVE
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr31(x)**

*TA-9c*

(Which of the following statements were true at the time [CHILD'S NAME] left?) Things were easier after [he / she] had gone.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr32(x)**

*TA-9d*

**rr29(x)**

**rr30(x)**

**rr31(x)**

**rr32(x)**

This series of questions is asked if the child left or stayed away. If the respondent says "YES" or "NO," verify that "YES" means "TRUE" and "NO" means "FALSE." If necessary, repeat the statement exactly as worded, do not attempt to explain the statement, or reword it.

rr31(x): This is often difficult for the respondent to answer, since they frequently did not actually see the child leave, so they did not have a chance to try to stop [him / her]. In this case it would be best to ask the respondent : "Would you have tried to stop [him / her], if you had seen [him / her] leaving?" Or, just enter the answer that captures the essence of their attitude—by this point in the interview, you will usually have a sense of whether the respondent wanted the child to leave or not.

(Which of the following statements were true at the time [CHILD'S NAME] left?) I did not really care one way or the other whether [he / she] stayed or left.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr33(x)

TA-9e

(Which of the following statements were true at the time [CHILD'S NAME] left?) I am glad that [he / she] left.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr34(x)

TA-9f

What was the main reason [he / she] left?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

rr35(x)

TA-26

Which of the following were the main reason or reasons for [telling [CHILD'S NAME] to leave home / refusing to allow [CHILD'S NAME] to return home]? [He / She] could not control [his / her] behavior.

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr36(x)

TA-27a

TA-27

(Which of the following were the main reason or reasons for telling [CHILD'S NAME] to leave / refusing to allow [CHILD'S NAME] to return] home?) [He / She] was a bad influence on other in household.

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr37(x)

TA-27b

TA-27

**rr33(x)** This series of questions is asked if the child left or stayed away. If the respondent says "YES" or "NO," verify that  
**rr34(x)** "YES" means "TRUE" and "NO" means "FALSE." If necessary, repeat the statement exactly as worded, do not attempt to explain the statement, or reword it.

**rr35(x)** We have just asked the respondent a series of possible reasons, now we want to find out what [he / she] thinks was the primary reason. The respondent may have already told you why the [child / children] left (in rr15, the general open-ended question), however, they often give additional information here.

**rr36(x)** This series of questions is asked if the child was told to leave or not allowed to return. Choose either "telling  
**rr37(x)** [CHILD'S NAME] to leave" or "refusing to allow [CHILD'S NAME] to return" if you have been able to determine the type of situation for this respondent from the respondent's answer to previous questions; if you do not know what the situation is, use both phrases. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement, or reword it. The previous series of questions like this (rr12(x)\_2, rr13(x) and rr14(x)) used "TRUE" and "FALSE" as the response categories, while this question uses "YES" and "NO"—make sure the respondent understands that the answer choices have changed and make sure that [he / she] is not confused.

(Which of the following were the main reason or reasons for telling [CHILD'S NAME] to leave / refusing to allow [CHILD'S NAME] to return] home?) [He / She] was engaging in criminal activity.

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr38(x)**

TA-27c

TA-27

(Which of the following were the main reason or reasons for telling [CHILD'S NAME] to leave / refusing to allow [CHILD'S NAME] to return] home?) [He / She] was stealing from household.

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr39(x)**

TA-27e

TA-27

(Which of the following were the main reason or reasons for telling [CHILD'S NAME] to leave / refusing to allow [CHILD'S NAME] to return] home?) In order to avoid conflicts.

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr40(x)**

TA-27d

TA-27

(Which of the following were the main reason or reasons for [telling [CHILD'S NAME] to leave / refusing to allow [CHILD'S NAME] to return] home?) Some other reason?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr41(x)**

TA-27f

TA-27

What other main reason or reasons were there?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr42(x)**

TA-27f

TA-27

**rr38(x)**

**rr39(x)**

**rr40(x)**

**rr41(x)**

**rr42(x)**

This series of questions is asked if the child was told to leave or not allowed to return. Choose either "telling [CHILD'S NAME] to leave" or "refusing to allow [CHILD'S NAME] to return" if you have been able to determine the type of situation for this respondent from the respondent's answer to previous questions; if you do not know what the situation is, use both phrases. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement, or reword it. The previous series of questions like this (rr12(x)\_2, rr13(x) and rr14(x)) used "TRUE" and "FALSE" as the response categories, while this question uses "YES" and "NO"—make sure the respondent understands that the answer choices have changed and make sure that [he / she] is not confused.



FA

RATA

NFA

GM

Who [asked [CHILD'S NAME] to leave / refused to allow [CHILD'S NAME] to return]? Was it:

**rr43(x)**

TA-28

- <1> the child's natural father,
- <2> the child's natural mother,
- <3> the child's stepfather,
- <4> the child's stepmother,
- <5> a parent's live-in boyfriend or girlfriend,
- <77> or someone else? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED / MISSING

TA-28

When [CHILD'S NAME] was asked to [leave / stay away], how long was it intended that [he / she] stay away?

**rr44(x)**

TA-29

- <1> A few hours
- <2> Overnight
- <3> A few days
- <4> At least a week
- <5> A month or longer
- <6> For good
- <8> DON'T KNOW
- <7> REFUSED / MISSING

TA-29

**rr43(x)**

You will need to press the enter key to see the bottom of this screen. This question is asked if the child was told to leave or not allowed to return. Choose either "asked [CHILD'S NAME] to leave" or "refused to allow [CHILD'S NAME] to return" if you have been able to determine the type of situation for this respondent from the respondent's answer to previous questions; if you do not know what the situation is, use both phrases. Be sure the answer the respondent gives you is the relationship of the person who asked [him / her] to leave or refused to allow [him / her] to return to the child. It is unlikely that the respondent will not know the relationship between the child and the person, therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "SPECIFY" line. Note that we are interested in the relationship of that person to the child at the time of the episode (i.e., when the child was asked to leave or was not allowed to return).

**rr44(x)**

This question is asked if the child was told to leave or not allowed to return. You do not need to read the response categories if the respondent gives you an answer that fits into one of them. If the respondent hesitates, or is vague, read all the categories except "DON'T KNOW" and "REFUSED". We want to know how long the respondent (or the person recorded in rr43(x)) intended for the [child / children] to stay away, not how long the [child / children] intended to stay away.

Did [CHILD'S NAME / CHILDREN'S NAMES] say anything, or in any way communicate that [he was / she was / they were] [leaving / refusing to return] home?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr45**

RA-5  
TA-9A

RA-5

What did [CHILD'S NAME / CHILDREN'S NAMES] say or communicate?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr46**

RA-6  
TA-9B

RA-6

How did you know that [CHILD'S NAME / CHILDREN'S NAMES] [was / were] [leaving / refusing to return] home?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr47**

RA-7  
TA-9C

RA-7

Was [CHILD'S NAME] under a juvenile court order to stay in the home?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr48(x)**

RA-8

RA-8

rr45

At this point, we have been asking about each child individually (asking questions separately for each child), and now we are going back to asking questions to refer to all the children. If more than one child was involved in the episode, the following words will appear for you to read: "The next questions are about all the children involved in this episode."

rr45: This question is asked if the [child / children] left or stayed away. Choose either "asked [CHILD'S NAME / CHILDREN'S NAMES] to leave" or "refused to allow [CHILD'S NAME / CHILDREN'S NAMES] to return" if you have been able to determine the type of situation for this respondent from the respondent's answer to previous questions; if you do not know what the situation is, use both phrases. Emphasize "in any way" when you read the question—we mean any type of communication, including a note, or an answering machine message, or a message delivered by a friend. The [child / children] would not necessarily have to tell the respondent their intentions in order for the answer to this question to be "YES," for example, [he / she / they] may have told a friend's mother who told the respondent what the [child / children] said, or, if the [child was / children were] staying at a runaway shelter, [he / she / they] could have told someone at the shelter, and that person could have phoned the respondent. The respondent may, in answer to this question, start to tell you what the [child / children] said or did to indicate their intentions; be sure to enter <1> for "YES" and then record the respondent's answer in rr46.

rr46

This question is asked if the [child / children] left or stayed away and if the respondent said the [child / children] communicated something about leaving in rr45. Carefully and completely record the respondent's answer. Probe for details. If you think you missed anything, tell the respondent what you have written down and then ask [him / her] if you left anything out.

rr47

This question is asked if the [child / children] left or stayed away and if the respondent told you in rr45 that the [child / children] did not communicate [his / her / their] intentions (or said "DON'T KNOW" or "REFUSED"). In other words, how did the respondent know that the [child / children] had left (since they typically did not actually see the [child / children] leave). Carefully and completely record the respondent's answer.

rr48(x)

By "the home" we mean the home of the respondent (who should also be the child's primary caretaker). Depending on who is answering the question, this could be the child's natural parent's home, relative's home, foster home, etc.

In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons: Alcohol?

rr49(x)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:) Marijuana or hashish?

rr50(x)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:) Hallucinogens such as LSD, acid, mescaline, or ecstasy?

rr51(x)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:) PCP, which is also called angel dust, dust, or loveboat?

rr52(x)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:) Smokeable uppers such as crystal meth or crank?

rr53(x)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-20

**rr49(x)**

**rr50(x)**

**rr51(x)**

**rr52(x)**

**rr53(x)**

You need to read the entire list, even if the respondent already told you what they believe the child used or did not use, because something on the list may jog their memory. Explain that you have to read the whole list, or start by telling [him / her] that you are going to be reading a long list, and ask [him / her] to be patient. Whenever appropriate, make sure that the respondent understands that we are interested in the non-medical use of these substances. Make sure the respondent is clear about the time frame of this question. If necessary, ask the respondent for the [date / dates] of the drug use to help [him / her] double check if it happened within 12 months of the interview date. If the respondent tells you about a drug that the [child / children] used which is not on the list you are reading, you will get the opportunity to record that answer at rr64(x) "other drug." If the answer is "YES" to "any other drug," be sure to record the answer clearly and completely.

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:) Cocaine, not including crack?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr54(x)

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:) Crack or rock?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr55(x)

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:) Heroin, which is also called smack, horse, or skag?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr56(x)

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:) Narcotics other than heroin such as methadone, opium, codeine, or morphine, not for medical reasons?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr57(x)

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:) Other uppers such as speed, bennies, or amphetamines?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr58(x)

NRA-20

**rr54(x)**

**rr55(x)**

**rr56(x)**

**rr57(x)**

**rr58(x)**

You need to read the entire list, even if the respondent already told you what they believe the child used or did not use, because something on the list may jog their memory. Explain that you have to read the whole list, or start by telling [him / her] that you are going to be reading a long list, and ask [him / her] to be patient. Whenever appropriate, make sure that the respondent understands that we are interested in the non-medical use of these substances. Make sure the respondent is clear about the time frame of this question. If necessary, ask the respondent for the [date / dates] of the drug use to help [him / her] double check if it happened within 12 months of the interview date. If the respondent tells you about a drug that the [child / children] used which is not on the list you are reading, you will get the opportunity to record that answer at rr64(x) "other drug." If the answer is "YES" to "any other drug," be sure to record the answer clearly and completely.



(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:.) Barbiturates such as downers, reds, blues, rainbows, or quaaludes?

**rr59(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:.) Tranquilizers such as librium, valium, or xanax, not for medical reasons?

**rr60(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:.) Inhalants such as glue, white-out, paint, or poppers?

**rr61(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:.) Non-prescription drugs, such as Robitussin or other cold medicines, or diet or sleeping pills, not for medical reasons?

**rr62(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-20

(In the year before, or during, the episode did [CHILD'S NAME] use any of the following without a prescription or for non-medical reasons:.) Any other drug not taken for medical reasons?

**rr63(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

NRA-20

**rr59(x)**

**rr60(x)**

**rr61(x)**

**rr62(x)**

**rr63(x)**

You need to read the entire list, even if the respondent already told you what they believe the child used or did not use, because something on the list may jog their memory. Explain that you have to read the whole list, or start by telling [him / her] that you are going to be reading a long list, and ask [him / her] to be patient. Whenever appropriate, make sure that the respondent understands that we are interested in the non-medical use of these substances. Make sure the respondent is clear about the time frame of this question. If necessary, ask the respondent for the [date / dates] of the drug use to help [him / her] double check if it happened within 12 months of the interview date. If the respondent tells you about a drug that the [child / children] used which is not on the list you are reading, you will get the opportunity to record that answer at rr64(x) "other drug." If the answer is "YES" to "any other drug," be sure to record the answer clearly and completely.

FA

RATA

NFA

GM

What other drug?

<77> SPECIFY

<98> DON'T KNOW

<97> REFUSED / MISSING

rr64(x)

NRA-20

Did [CHILD'S NAME] experience a black out as a result of drinking or drug use in the year before, or during, the episode?

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED / MISSING

rr65(x)

NRA-21

(Did [CHILD'S NAME]) Get into fights with other people as a result of drinking or drug use in the year before, or during, the episode?

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED / MISSING

rr66(x)

NRA-21

(Did [CHILD'S NAME]) Get expelled or suspended from school (as a result of drinking or drug use)?

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED / MISSING

rr67(x)

NRA-21

(Did [CHILD'S NAME]) Get arrested (as a result of drinking or drug use)?

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED / MISSING

rr68(x)

NRA-21

In the year before the episode did [CHILD'S NAME] attempt to commit suicide?

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED / MISSING

rr69(x)

NRA-22

**rr64(x)**

**rr65(x)**

**rr66(x)**

**rr67(x)**

**rr68(x)**

**rr69(x)**

You need to read the entire list, even if the respondent already told you what they believe the child used or did not use, because something on the list may jog their memory. Explain that you have to read the whole list, or start by telling [him / her] that you are going to be reading a long list, and ask [him / her] to be patient. Whenever appropriate, make sure that the respondent understands that we are interested in the non-medical use of these substances. Make sure the respondent is clear about the time frame of this question. If necessary, ask the respondent for the [date / dates] of the drug use to help [him / her] double check if it happened within 12 months of the interview date. If the respondent tells you about a drug that the [child / children] used which is not on the list you are reading, you will get the opportunity to record that answer at rr64(x) "other drug." If the answer is "YES" to "any other drug," be sure to record the answer clearly and completely.

FA

RATA

NFA

GM

In the year before the episode, was [CHILD'S NAME] enrolled in school?

**rr70(x)**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED / MISSING

NRA-23

As a result of the episode, did [CHILD'S NAME] miss days at school?

**rr71(x)**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED / MISSING

NRA-23a

How many days did [he / she] miss?

**rr72(x)**

<1 - 365> DAYS

<998> DON'T KNOW

<997> REFUSED / MISSING

NRA-24

**rr70(x)**

Was the child enrolled in school when this episode began? This means, was the child supposed to be in school, whether [he / she] was attending or not.

**rr71(x)**

This question is only asked if the respondent said the child was enrolled in school in rr70(x). Did the child miss school because of this episode?

**rr72(x)**

This question is only asked if the respondent said the child missed school in rr71(x). How much school did the child miss because of this episode? If necessary, encourage the respondent to give you their best guess. If they give an answer in something other than days, you will have to calculate the number of school days. 1 week is 5 school days, a month is 20 days of school (4 weeks times 5 days), 6 months is 120 days of school.

FA

RATA

NFA

GM

In the week before the episode began, did [CHILD'S NAME / CHILDREN'S NAMES] have an argument, a disagreement, or a fight with anyone?

**rr73**

RA-10  
TA-17

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

RA-10

Was this person a member of the household?

**rr74**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

RA-11  
TA-18

RA-11

Was this person:

**rr75**

- <1> the [child / children]'s parent,
- <2> the [child / children]'s step-parent,
- <3> the [child / children]'s sibling,
- <4> the [child / children]'s aunt or uncle,
- <5> the [child / children]'s cousin,
- <6> the [child / children]'s grandparent, or
- <77> some other relative of the [child / children]? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED / MISSING

RA-12  
TA-19

RA-12

rr73

Up to this point, we have been asking about each child individually (asking questions separately for each child), and now we are going back to asking questions to refer to all the children. If more than one child was involved in the episode, the following words will appear for you to read: "The next questions are about all the children involved in this episode."

rr73: NOTE: This question is only asked once, and refers to all the children involved in the episode. If there is more than one child involved in the disagreement and the circumstances for the children is not identical, you will need to use the CATI note-taking function (in command mode) to provide additional details about the situation. Read the question slowly, pausing after "argument," "disagreement," "fight." Stress the phrase "in the week prior to," so that the respondent is clear about the time period we are interested in. The respondent may have already mentioned this in the open-ended question, rr15. In this case, you should confirm that before recording a "YES" answer for this question by saying, for example, "Now, just to make sure I have this correct, you said John had a fight with his father?" If there is more than one child, add the word "or" before the last child's name, for example, "... did John, Bill, or Jim have an argument ...."

NOTE: If the respondent answered "NO," "DON'T KNOW," or "REFUSED" to rr73 you will skip to rr84. The next series of questions (rr74 through rr83) is asked only if the respondent said "YES" to rr73—the [child / children] had a disagreement with someone.

rr74

"This person" refers to the person that the [child / children] got into an argument with. Read this question to each respondent—do not assume that you know the answer, do not assume the person is a member of the household or not a member of the household (for example, if the respondent says, "Bill got in a fight with his father," do not assume that the father lives in the house with Bill).

rr75

This question is only asked if the respondent said the person was a member of the household in rr74. We want the person's relationship to the [child / children]. Record, as clearly as possible, the relationship to the [child / children] if it is not straight forward—for example, person was "foster mother's son" or "aunt's boyfriend." If the respondent says that more than one person was involved in the dispute, or if there is more than one child involved and the person's relationship to each child is different, select <77> for "some other relative," and use the "SPECIFY" line to record complete information. It is important that the scenario be clear to the coder—if necessary, use the note-taking function of the CATI system (in command mode) to clarify what happened. FYI: If the person is not a member of the household we do not ask for any description of who the person is.



Was this disagreement about: Drug usage?

**rr76a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-13a*  
*TA-20a*  
  
R-13

(Was this disagreement about:) Alcohol usage?

**rr76b**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-13b*  
*TA-20b*  
  
R-13

(Was this disagreement about:) Sexual behavior?

**rr76c**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-13c*  
*TA-20c*  
  
R-13

(Was this disagreement about:) Criminal behavior?

**rr76d**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-13d*  
*TA-20d*  
  
R-13

(Was this disagreement about:) Dress or personal appearance?

**rr76e**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-13e*  
*TA-20e*  
  
R-13

(Was this disagreement about:) Staying out late?

**rr76f**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-13f*  
*TA-20f*  
  
R-13

**rr76a**  
**rr76b**  
**rr76c**  
**rr76d**  
**rr76e**  
**rr76f**

You need to read the entire list of items, even if the respondent already told you what the argument was about, because something in the list may jog their memory. If necessary, ask the respondent to be patient and explain that you have to read the whole list. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. If the respondent tells you about a situation that the disagreement concerned which is not on the list you are reading, you will get the opportunity to record that answer in question rr76j ("something else"). If the answer is "YES" to "something else," be sure to record the answer fully and clearly in rr77.

(Was this disagreement about:) Friends or personal associates?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr76g**

*RA-13g*  
*TA-20g*

R-13

(Was this disagreement about:) School performance?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr76h**

*RA-13h*  
*TA-20h*

R-13

(Was this disagreement about:) Breaking house rules?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr76i**

*RA-13i*  
*TA-20i*

R-13

(Was this disagreement about:) Or was it about something else?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr76j**

*RA-13j*  
*TA-20j*

R-13

What was the disagreement about?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr77**

*RA-13j*  
*TA-20j*

R-13

**rr76g**  
**rr76h**  
**rr76i**  
**rr76j**  
**rr77**

You need to read the entire list of items, even if the respondent already told you what the argument was about, because something in the list may jog their memory. If necessary, ask the respondent to be patient and explain that you have to read the whole list. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. If the respondent tells you about a situation that the disagreement concerned which is not on the list you are reading, you will get the opportunity to record that answer in question rr76j ("something else"). If the answer is "YES" to "something else," be sure to record the answer fully and clearly in rr77.

rr76j: If the respondent says "YES" to any of the items, read rr76j as "Was the argument also about something else?"

Did this disagreement involve threats to [CHILD'S NAME / CHILDREN'S NAMES]?  
(ANY OF THE CHILDREN INVOLVED)

**rr78**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-14*  
*TA-21*

RA-14

Which of the following threats were made: A threat to physically punish?  
(ANY OF THE CHILDREN INVOLVED)

**rr79a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-15a*  
*TA-22a*

RA-15

(Which of the following threats were made:) A threat to withdraw privileges?  
(ANY OF THE CHILDREN INVOLVED)

**rr79b**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-15b*  
*TA-22b*

RA-15

(Which of the following threats were made:) A threat to kick [CHILD'S NAME / CHILDREN'S NAMES] out of household?  
(ANY OF THE CHILDREN INVOLVED)

**rr79c**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-15c*  
*TA-22c*

RA-15

(Which of the following threats were made:) A threat to call police?  
(ANY OF THE CHILDREN INVOLVED)

**rr79d**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

*RA-15d*  
*TA-22d*

RA-15

**rr78**

NOTE: This question is only asked once, and refers to all the children involved in the episode. If there is more than one child involved in the threats and the circumstances for the children is not identical, you will need to use the CATI note-taking function (in command mode) to provide additional details about the situation. This question is concerned with whether there were threats to (or against) the [child / children]; not whether the [child / children] made any threats. If there is more than one child, add the word "or" before the last child's name, for example, "... involve threats to John, Bill, or Jim?" If the respondent says, "What do you mean by threats?" give [him / her] an example from the follow-up question: "A threat such as punishing the child or calling the police."

**rr79a**

This series of questions is only asked if the respondent said threats were made to the [child / children] in rr78.

**rr79b**

Again, these are threats made to or against the [child / children]. We only want to know if threats were made

**rr79c**

against the [child / children] involved in the episode. So as you read each of the statements, you may need to refer

**rr79d**

to the specific [child / children] that were involved in the episode. If the respondent tells you about a situation that included threats not on the list you are reading, you will get the opportunity to record that answer in question rr79g "something else." If the answer is "YES" to "something else," be sure to record the answer clearly and completely in rr80.

(Which of the following threats were made:) A threat to petition  
juvenile court?  
(ANY OF THE CHILDREN INVOLVED)

**rr79e***RA-15e*  
*TA-22e*

- <1> YES  
<5> NO  
<8> DON'T KNOW  
<7> REFUSED / MISSING

RA-15

(Which of the following threats were made:) A threat to hurt  
someone else in some way?  
(ANY OF THE CHILDREN INVOLVED)

**rr79f***RA-15f*  
*TA-22f*

- <1> YES  
<5> NO  
<8> DON'T KNOW  
<7> REFUSED / MISSING

RA-15

Which of the following threats were made: Or were they about  
something else?  
(ANY OF THE CHILDREN INVOLVED)

**rr79g***RA-15g*  
*TA-22g*

- <1> YES  
<5> NO  
<8> DON'T KNOW  
<7> REFUSED / MISSING

RA-15

What were these threats about?

**rr80**

- <77> SPECIFY  
<98> DON'T KNOW  
<97> REFUSED / MISSING

*RA-15g*  
*TA-22g*RA-15

**rr79e**

**rr79f**

**rr79g**

**rr80**

This series of questions is only asked if the respondent said threats were made to the [child / children] in rr78. Again, these are threats made to or against the [child / children]. We only want to know if threats were made against the [child / children] involved in the episode. So as you read each of the statements, you may need to refer to the specific [child / children] that were involved in the episode. If the respondent tells you about a situation that included threats not on the list you are reading, you will get the opportunity to record that answer in question rr79g "something else." If the answer is "YES" to "something else," be sure to record the answer clearly and completely in rr80.



Did this disagreement involve any hitting, slapping, punching, spanking or hitting with an object?

- <1> YES  
 <5> NO  
 <8> DON'T KNOW  
 <7> REFUSED / MISSING

**rr81**

RA-16  
 TA-23

RA-16

Did [a parent / a step parent / a sibling / an aunt or uncle / a cousin / a grandparent / some other relative] do this to [CHILD'S NAME / CHILDREN'S NAMES]?

- <1> YES  
 <5> NO  
 <8> DON'T KNOW  
 <7> REFUSED / MISSING

**rr82**

RA-17  
 TA-24

RA-17

Did [CHILD'S NAME / CHILDREN'S NAMES] do this to [a parent / a step parent / a sibling / an aunt or uncle / a cousin / a grandparent / some other relative]?

- <1> YES  
 <5> NO  
 <8> DON'T KNOW  
 <7> REFUSED / MISSING

**rr83**

RA-18  
 TA-25

RA-18

**rr81**

Read the question slowly, pausing after each type of action so that it is clear to the respondent. The answer is "YES" if any of these actions were taken against any of the children involved in the disagreement, or any of the children took any of these actions against anyone involved. In other words, this question is asking about hitting done to the [child / children] or by the [child / children].

**rr82**

This question is only asked if the respondent said the disagreement involved hitting in rr81—we want to know if the respondent or the person mentioned in rr75 were violent toward the [child / children] during the argument. The question text will be filled with the person named in rr75—you may have to explain to the respondent that we are asking about that person because the respondent said [he / she] was the person involved in the disagreement. You may need to use the note-taking function (in command mode) of the CATI system in order to clarify what happened, for example, if there was more than one person involved in the argument, or only one or a subset of the children were involved at this point. It is important that the scenario be clear to the coder.

**rr83**

This question is only asked if the respondent said the disagreement involved hitting in rr81—we want to know whether the [child was / children were] violent toward the respondent or the person mentioned in rr75 during the argument. The question text will be filled with the person named in rr75—you may have to explain to the respondent that we are asking about that person because the respondent said [he / she] was the person involved in the disagreement. Again, if more than one person was involved in the disagreement or the respondent indicates any other qualifications, use the note-taking function (in command mode) of the CATI system in order to clarify what happened. It is important that the scenario be clear to the coder.

Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did you or any adult in the household do any of the following to [CHILD'S NAME / CHILDREN'S NAMES]: Slap [him / her / them] on the face or head or ears?

(ANY OF THE CHILDREN INVOLVED)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr84a

NRA-25

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did you or any adult in the household do any of the following to [CHILD'S NAME / CHILDREN'S NAMES]:) Hit [him / her / them] on some part of the body other than the bottom with something like a belt, hairbrush, stick or other hard objects?

(ANY OF THE CHILDREN INVOLVED)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr84b

NRA-25

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did you or any adult in the household do any of the following to [CHILD'S NAME / CHILDREN'S NAMES]:) Throw or knock [him / her / them] down?

(ANY OF THE CHILDREN INVOLVED)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr84c

NRA-25

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did you or any adult in the household do any of the following to [CHILD'S NAME / CHILDREN'S NAMES]:) Beat [him / her / them] up?

(ANY OF THE CHILDREN INVOLVED)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr84d

NRA-25

**rr84a**  
**rr84b**  
**rr84c**  
**rr84d**

This is a difficult series of questions and you may need to use substantial sensitivity when asking it. Stress the phrase "in the year before the episode," so that the respondent is clear about the time period we are interested in. The answer to each item is "YES" if any adult in the household did this to any of the children involved in the episode being discussed in this interview. If there is more than one child listed in the opening clause, add the word "or" before the last child's name, for example, "... did you or any adult in the household do any of the following to John, Bill, or Jim?" We only want to know if these things were done to the [child / children] involved in the episode so as you read each of the statements, you may need to refer to the specific [child / children] that were involved in the episode—their names are listed in the lead-in wording that appears in parentheses above each statement.

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did you or any adult in the household do any of the following to [CHILD'S NAME / CHILDREN'S NAMES]:) Grab [him / her / them] around the neck and choke [him / her / them]?  
(ANY OF THE CHILDREN INVOLVED)

**rr84e**

NRA-25

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did you or any adult in the household do any of the following to [CHILD'S NAME / CHILDREN'S NAMES]:) Burn or scald [him / her / them] on purpose?  
(ANY OF THE CHILDREN INVOLVED)

**rr84f**

NRA-25

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did you or any adult in the household do any of the following to [CHILD'S NAME / CHILDREN'S NAMES]:) Threaten [him / her / them] with a knife or gun?  
(ANY OF THE CHILDREN INVOLVED)

**rr84g**

NRA-25

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

[Was / Were] [CHILD'S NAME / CHILDREN'S NAMES] afraid that [he / she / they] would be beaten or abused if [he / she / they] stayed at home or returned home?

**rr85**

NRA-26

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr84e**

**rr84f**

**rr84g**

This is a difficult series of questions and you may need to use substantial sensitivity when asking it. Stress the phrase "in the year before the episode," so that the respondent is clear about the time period we are interested in. The answer to each item is "YES" if any adult in the household did this to any of the children involved in the episode being discussed in this interview. If there is more than one child listed in the opening clause, add the word "or" before the last child's name, for example, "... did you or any adult in the household do any of the following to John, Bill, or Jim?" We only want to know if these things were done to the [child / children] involved in the episode so as you read each of the statements, you may need to refer to the specific [child / children] that were involved in the episode—their names are listed in the lead-in wording that appears in parentheses above each statement.

**rr85**

This is a difficult question and needs to be asked with sensitivity.

FA

RATA

NFA

GM

Which of the following best describes where [CHILD'S NAME / CHILDREN'S NAMES] first went when [he / she / they] [left / refused to return / [was / were] refused permission to return] home? Was it:

**rr86**

RA-21  
TA-30

- <1> a relative's house,
- <2> a friend's house,
- <3> [his / her / their] own place,
- <4> a shelter,
- <5> or somewhere else?
- <8> DON'T KNOW
- <7> REFUSED / MISSING

RA-21

Which relative's house did [he / she / they] go to?

**rr87**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

Where exactly did [he / she / they] go?

**rr88**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

Please describe where [CHILD'S NAME / CHILDREN'S NAMES] [was / were] first staying for a period of time. (FIRST "PRIMARY SITUATION") (THIS IS NOT A PLACE THEY JUST STOPPED AT IF THEY NEXT WENT TO A PLACE WHERE THEY STAYED FOR A PERIOD OF TIME)

**rr89**

TA-31

TA-31

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

(REFERRING TO FIRST "PRIMARY" SITUATION:)

Was this a situation that you or another adult member of your household helped to arrange?

**rr90**

TA-33

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

TA-33

rr86

Stress "first" when you read this question. If the children went to different places, use the note-taking function (in command mode) of the CATI system in order to clarify what happened.

rr87

This question is only asked if the respondent answers "a relative's house" in rr86. Be sure the answer the respondent gives you is the person's relationship to the [child / children]. Listen carefully to the respondent's answer to make sure you know how to record it. If you need to, clarify what the respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the relationship of that person to the [child / children] at the time of the incident (i.e., when the [child / children] went to the person's house).

rr88

This question is only asked if the respondent answers "somewhere else" in rr86. Record the response clearly, carefully, and thoroughly.

rr89

Stress "first staying" when you read the question. We want the respondent to tell us whatever [he / she] knows about the first place the [child / children] went after [he / she / they] left—we are looking for a description of type of place, for example: "the basement apartment of his friend's house," "she stayed with her friend in a hotel near a beach in Florida," "they slept in a friend's van for several nights," "he went to stay at his girlfriend's house," etc. The respondent has probably already told you about where the [child / children] went, so ask [him / her] to be patient with these questions (we already asked this question in a different manner in rr86, but we want to give the respondent an opportunity to provide a description, if the place the [child / children] went does not fit into one of our categories). We consider this place to be the first "primary situation" where the [child / children] stayed—keep track of what the respondent tells you in answer to this question, because there are several additional questions about this "primary situation."

rr90

If the respondent (or another adult in the household) helped to arrange for the first place the [child / children] went, [and / or] helped to arrange for there to be responsible adults available at this place, enter <1> for "YES."



(REFERRING TO FIRST "PRIMARY" SITUATION:)  
 Were there adults in the situation where [CHILD'S NAME / CHILDREN'S NAMES] went to stay who took responsibility for [him / her / them] from the time [he / she / they] first got there?

**rr91**

TA-32

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

TA-32

(REFERRING TO FIRST "PRIMARY" SITUATION:)  
 Do you think the quality of supervision was:

**rr92**

TA-34

- <1> as good or better than your [child / children] received at home,
- <2> adequate, but not as good as your [child / children] received at home, or
- <3> inadequate?
- <8> DON'T KNOW
- <7> REFUSED / MISSING

TA-34

(To the best of your knowledge, at any time during this episode [was / were] [CHILD'S NAME / CHILDREN'S NAMES] at:) A relative's house?

**rr93**

RA-22a  
 TA-35a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

RA-22

(To the best of your knowledge, at any time during this episode [was / were] [CHILD'S NAME / CHILDREN'S NAMES] at:) A friend's house?

**rr94**

RA-22b  
 TA-35b

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

RA-22

(To the best of your knowledge, at any time during this episode [was / were] [CHILD'S NAME / CHILDREN'S NAMES] at:) A runaway shelter?

**rr95**

RA-22c  
 TA-35c

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

RA-22

rr91

We are interested in whether there were responsible adults in the first place the [child / children] went after [he / she / they] [left / were told to leave] home. If necessary, refer back to the answer in rr89 and ask this question about that place or situation.

rr92

"This situation" refers to the first primary situation where the [child was / children were] staying after they left home. In this question, "supervision" refers to the supervision received by the [child / children] involved in the episode (rather than all the [child / children] in the household, since other [child / children] might receive more comprehensive supervision). Slowly and clearly read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer so the respondent will be able to choose the answer that most closely corresponds to [his / her] opinion. You may have to reread the categories because the respondent may not have clearly heard the options the first time.

rr93

The [child / children] may not have stayed in one place while [he was / she was / they were] away, so some of the answer categories from rr86 are asked again. Stress "at any time" when you read the question.

rr94

rr95

NOTE: "(To the best of your knowledge, at any time during this episode)" appears in parentheses, but make sure that you read it for the first item in the series (whichever that may be—it could be any of them) and for subsequent items, if necessary.

rr93: This question will not appear if the respondent said "a relative's house" in rr86.

rr94: This question will not appear if the respondent said "a friend's house" in rr86.

rr95: This question will not appear if the respondent said "a shelter" in rr86.

FA            RATA            NFA            GM

To the best of your knowledge, were there any nights during this episode that [CHILD'S NAME] had no place to sleep?

**rr1(x)\_2**

RA-23  
TA-36

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

RA-23

How many nights?

**rr2(x)\_2**

RA-23  
TA-36

- <1 - 90> NIGHTS
- <98> DON'T KNOW
- <97> REFUSED / MISSING

RA-23a

Starting with rr1(x)\_2 and continuing through rr36e(x) in the Runaway / Thrownaway series, each question will be asked for each child individually, that is, each question will be asked for the first child, then the next child and so on (not, as has been done previously, the entire series for the first child, then the entire series for the next child, and so on). Note that rr3(x)\_2 - rr5(x)\_2, rr7(x)\_2 - rr11(x)\_3 and rr27(x)\_2 - rr33(x)\_2 are considered single questions, although they are asked as a group first for one child, then for the next child, and so on. Notice that rr1(x)\_2 through rr13(x)\_2 are essentially a long list of questions about what kind of place the [child was / children were] staying while [he was /she was / they were] away.

**rr1(x)\_2** By "place to sleep" we mean a place the [child / children] knew for sure would be available to [him / her / them] to stay the night. "No place to sleep" would mean that [he / she / they] had to find shelter on the streets, in an abandoned building, etc. If the [child / children] slept in shelters for the homeless or were offered a place to sleep by someone (even a stranger), those nights would not be counted as nights without any place to sleep.

**rr2(x)\_2** This question is only asked if the respondent said the child had no place to sleep in rr1(x)\_2. Carefully record the number of nights. If the respondent tells you that [he / she] is sure that there were some nights the child did not have a place to sleep but [he / she] cannot make an estimate of the number, enter <98>, but also make a note using the CATI note-taking function (in command mode), indicating that respondent said [he / she] was sure there [were some nights / was at least one night] [CHILD'S NAME] had no place to sleep."

FA

RATA

NFA

GM

To the best of your knowledge, during this episode, Did [CHILD'S NAME] spend any night in: A public place, like a bus station or restaurant?

rr3(x)\_2

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-1

(To the best of your knowledge, during this episode,) Did [CHILD'S NAME] spend any night in: An unoccupied vehicle, such as a car, truck, van, or railcar?

rr4(x)\_2

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-1

(To the best of your knowledge, during this episode,) Did [CHILD'S NAME] spend any night in: An outdoor area, like a park, street, or rooftop?

rr5(x)\_2

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-1

Were any of the places where [CHILD'S NAME] spent the night open or accessible to the public?

rr6(x)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

NRA-2

rr3(x)\_2

rr4(x)\_2

rr5(x)\_2

Emphasize "any night" when you read these questions.

rr6(x)

This means, did the [child / children] ever stay in a public place, such as a park or a bus station.

Were any of the places [CHILD'S NAME] stayed unsafe because of:  
Exposure to traffic, vehicles or machinery?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr7(x)\_2

NRA-3

(Were any of the places [CHILD'S NAME] stayed unsafe because  
of:) Unsanitary conditions?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr8(x)\_2

NRA-3

(Were any of the places [CHILD'S NAME] stayed unsafe because  
of:) The possibility of falling?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr9(x)\_2

NRA-3

(Were any of the places [CHILD'S NAME] stayed unsafe because  
of:) The lack of heat when it was cold outside?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr10(x)\_3

NRA-3

(Were any of the places [CHILD'S NAME] stayed unsafe because  
of:) People were there who might be dangerous?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

rr11(x)\_3

NRA-3

rr7(x)\_2

rr8(x)\_2

rr9(x)\_2

rr10(x)\_3

rr11(x)\_3

This series is concerned with the conditions the [child / children] stayed in. These are important questions for determining how much risk the [child was / children were] exposed to while [he was / she was / they were] away from home.



FA

RATA

NFA

GM

(To the best of your knowledge, during this episode) Did [CHILD'S NAME] spend any night in a place where there were no adults?

**rr12(x)\_3**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED / MISSING

NRA-35

(To the best of your knowledge, during this episode) Did [CHILD'S NAME] spend any night where there were adults, but the adults were not in charge?

**rr13(x)\_2**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED / MISSING

NRA-36

**rr12(x)\_3**

If necessary, emphasize, "To the best of your knowledge."

**rr13(x)\_2**

This means, the [adult was / adults were] not supervising the behavior of the respondent's child. If necessary, emphasize, "To the best of your knowledge."

To the best of your knowledge, at any time during the episode was [CHILD'S NAME] more than: 100 miles from home?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED /MISSING

**rr14(x)\_2**

*RA-24a*  
*TA-37a*

RA-24

To the best of your knowledge, at any time during the episode was [CHILD'S NAME] more than: 50 miles from home?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr15(x)\_2**

*RA-24b*  
*TA-37b*

RA-24

To the best of your knowledge, at any time during the episode was [CHILD'S NAME] more than: 10 miles from home?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr16(x)**

*RA-24c*  
*TA-37c*

RA-24

To the best of your knowledge, at any time during the episode was [CHILD'S NAME] more than: 1 mile from home?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr17(x)**

*RA-24d*  
*TA-37d*

RA-24

**rr14(x)\_2**

**rr15(x)\_2**

**rr16(x)**

**rr17(x)**

Obviously, if the [child / children] have been more than 100 miles from home, they have also been more than 50, 10, and 1 [mile / miles] from home, so CATI will skip you to the next question rr18(x) as soon as the respondent answers "YES" to any of these items.

FA

RATA

NFA

GM

At any time during this episode [has / did] [CHILD'S NAME] [left / leave] the state?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr18(x)**

RA-25  
TA-38

RA-25

(To the best of your knowledge, during this episode) [has / was] [CHILD'S NAME] (been) with other people?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr19(x)\_2**

RA-26  
TA-39

RA-26

How many other people were with [CHILD'S NAME]?

- <1 - 20> PEOPLE
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr20(x)**

RA-27  
TA-40

RA-27

Who [are / were] these other people?  
(PROBE FOR RELATIONSHIP OF CHILD, OR DESCRIPTIVE TERMS)

- <1> FRIENDS OF CHILD
- <2> CLASSMATES
- <3> ACQUAINTANCES
- <4> RELATIVES
- <5> STRANGERS MY CHILD MET ON THE STREET
- <77> SOMETHING ELSE (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr21(x)\_2**

RA-28  
TA-41

RA-28

**rr18(x)**

The "state" refers to the state the respondent was living in at the time the [child / children] left home, chose not to return home, or was not allowed to return.

**rr19(x)\_2**

This includes anyone the child was with at any time while [he / she] was away from home. The "other people" could be either adults or children or both, and could include various situations, such as the [child / children] could have run away with friends who helped plan the running away; or the [child / children] could have met another person or persons after they ran away.

**rr20(x)**

This question is only asked if the respondent said the [child / children] had been with other people in rr19(x)\_2—we want to know the total number of other people the child was with while [he / she] was away, even if [he was / she was / they were] with different people at different times. For example, if the [child was / children were] with a friend the first week and then went to another town and stayed with a person they met there, the answer would be <2>.

**rr21(x)\_2**

This question is only asked if the respondent said the [child / children] had been with other people in rr19(x)\_2—we want to know who these people were in relation to the [child / children] (we are not looking for names). Do not read the list of response options; enter the number of a category only if you are very sure that it is the correct relationship. Feel free to ask the respondent to explain in more detail so that you can pick a category or record their response under "SPECIFY." If you are recording their response under "SPECIFY," probe if necessary, for more descriptive terms such as "person [he / she / they] met in Chicago," "people in the shelter," "boyfriend," "friend," etc.

(To the best of your knowledge, during this episode) Was [CHILD'S NAME] in the company of someone who was dependent on, or abusing, drugs?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr22(x)\_2**

NRA-11

(To the best of your knowledge, during this episode) Did [CHILD'S NAME] spend time in a place where criminal activity was known to be going on?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr23(x)\_2**

NRA-27

What was that place?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr24(x)\_2**

NRA-28

What criminal activity was going on there?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr25(x)\_2**

NRA-29

How did you know about this criminal activity?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr26(x)\_2**

NRA-30

**rr22(x)\_2**

This question is only asked if the respondent said the [child / children] had been with other people in rr19(x)\_2—we want to know if any of the people were drug addicts. This includes any time while the [child was / children were] away from home. If necessary, emphasize, "To the best of your knowledge."

**rr23(x)\_2**

This question, and the three follow-up questions, are only asked if the respondent said the [child / children] had been with other people in rr19(x)\_2—we want to know if any of the people were criminals. This includes any time while the child was away from home. If necessary, emphasize, "To the best of your knowledge."

**rr24(x)\_2**

This question is only asked if the respondent said the child was present where criminal activity was going on in rr23(x)\_2—we want to know where the child was when the criminal activity was going on. This could be a public place, such as a park, a street corner, or bus station, or it could be someone's house or car, or a shelter. Wherever the child was.

**rr25(x)\_2**

This question is only asked if the respondent said the child was present where criminal activity was going on in rr23(x)\_2—we want to know what the activity was that the child was present to.

**rr26(x)\_2**

This question is only asked if the respondent said the child was present where criminal activity was going on in rr23(x)\_2—we want to know how the respondent found out about the child being present when criminal activity was going on. For example, the child could have told the respondent, or the criminal activity could have been reported to the police and the police contacted the family.



During this episode, did [CHILD'S NAME]: Steal any money or things of value?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr27(x)\_2**

NRA-31

(During this episode, did [CHILD'S NAME]:) Destroy property?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr28(x)\_2**

NRA-31

(During this episode, did [CHILD'S NAME]:) Attack or sexually assault another person?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr29(x)\_2**

NRA-31

(During this episode, did [CHILD'S NAME]:) Sell drugs?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr30(x)\_2**

NRA-31

rr27(x)\_2

This includes any time while the child was away from home.

rr28(x)\_2

rr29(x)\_2

rr30(x)\_2

FA

RATA

NFA

GM

(During this episode, did [CHILD'S NAME]:) Engage in any sexual activity in exchange for money, drugs, food, or a place to stay?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr31(x)\_2**

*RA-71b  
TA-87b*

NRA-31

During this episode, did [CHILD'S NAME]: Engage in any other criminal activity?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr32(x)\_2**

NRA-31

What kind of criminal activity?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**rr33(x)\_2**

NRA-32b

rr31(x)\_2  
rr32(x)\_2

This includes any time while the child was away from home.

rr33(x)\_2

This question will only be asked if the respondent said that the child engaged in other criminal activity in rr32(x)\_2.  
Record the response clearly and thoroughly.

FA RATA NFA GM

(During this episode, you stated that [CHILD'S NAME] was involved in the criminal activity you just described). How did you find out about this activity?

r34f(x)

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] was involved in the criminal activity you just described.) Was this activity reported to the police?

r35f(x)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] was involved in the criminal activity you just described.) Was [CHILD'S NAME] arrested because of this activity?

r36f(x)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

For each "YES" to rr27(x)\_2 - rr32(x)\_2, a series of three questions will be asked. **NOTE:** The question text will include the criminal activity, except in the case of "other;" if the respondent says the child was involved in some other criminal activity, you need to keep track of what the respondent says, so that you can remind them about what these questions are referring to.

**r34f(x)** If respondent answered "YES" to question rr32(x)\_2 (child engaged in any other criminal activity), this series of  
**r35f(x)** three questions will be asked.

**r36f(x)**

r34f(x): This means, how the respondent found out about the child being involved in this particular criminal activity. For example, the child could have told the respondent, or the criminal activity could have been reported to the police and the police contacted the family.

r35f(x): The answer is "YES" if anyone reported this particular criminal activity, including the respondent.

r36f(x): The answer is "YES" only if the child was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.

FA

RATA

NFA

GM

During this episode, you stated that [CHILD'S NAME] stole money or things of value. How did you find out about this activity?

**r34a(x)**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] stole money or things of value.) Was this activity reported to the police?

**r35a(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] stole money or things of value.) Was [CHILD'S NAME] arrested because of this activity?

**r36a(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**r34a(x)**

**r35a(x)**

**r36a(x)**

If respondent answered "YES" to question r27(x)\_2 (child stole money or things of value), this series of three questions will be asked.

r34a(x): This means, how the respondent found out about the child being involved in this particular criminal activity. For example, the child could have told the respondent, or the criminal activity could have been reported to the police and the police contacted the family.

r35a(x): The answer is "YES" if anyone reported this particular criminal activity, including the respondent.

r36a(x): The answer is "YES" only if the child was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.



FA

RATA

NFA

GM

During this episode, you stated that [CHILD'S NAME] destroyed property. How did you find out about this activity?

**r34b(x)**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] destroyed property.) Was this activity reported to the police?

**r35b(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] destroyed property.) Was [CHILD'S NAME] arrested because of this activity?

**r36b(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**r34b(x)**  
**r35b(x)**  
**r36b(x)**

If respondent answered "YES" to question rr28(x)\_2 (child destroyed property), this series of three questions will be asked.

r34b(x): This means, how the respondent found out about the child being involved in this particular criminal activity. For example, the child could have told the respondent, or the criminal activity *could have been* reported to the police and the police contacted the family.

r35b(x): The answer is "YES" if anyone reported this particular criminal activity, including the respondent.

r36b(x): The answer is "YES" only if the child was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.

During this episode, you stated that [CHILD'S NAME] attacked or sexually assaulted another person. How did you find out about this activity?

**r34c(x)**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] attacked or sexually assaulted another person.) Was this activity reported to the police?

**r35c(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] attacked or sexually assaulted another person.) Was [CHILD'S NAME] arrested because of this activity?

**r36c(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

r34c(x)

r35c(x)

r36c(x)

If respondent answered "YES" to question rr29(x)\_2 (child attacked or sexually assaulted another person), this series of three questions will be asked.

r34c(x): This means, how the respondent found out about the child being involved in this particular criminal activity. For example, the child could have told the respondent, or the criminal activity could have been reported to the police and the police contacted the family.

r35c(x): The answer is "YES" if anyone reported this particular criminal activity, including the respondent.

r36c(x): The answer is "YES" only if the child was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.

FA

RATA

NFA

GM

During this episode, you stated that [CHILD'S NAME] sold drugs.  
How did you find out about this activity?

**r34d(x)**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] sold drugs.)  
Was this activity reported to the police?

**r35d(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] sold drugs.)  
Was [CHILD'S NAME] arrested because of this activity?

**r36d(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**r34d(x)**

**r35d(x)**

**r36d(x)**

If respondent answered "YES" to question rr30(x)\_2 (child sold drugs), this series of three questions will be asked.

r34d(x): This means, how the respondent found out about the child being involved in this particular criminal activity. For example, the child could have told the respondent, or the criminal activity could have been reported to the police and the police contacted the family.

r35d(x): The answer is "YES" if anyone reported this particular criminal activity, including the respondent.

r36d(x): The answer is "YES" only if the child was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.

During this episode, you stated that [CHILD'S NAME] engaged in sexual activity in exchange for money, drugs, food, or a place to stay. How did you find out about this activity?

**r34e(x)**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] engaged in sexual activity in exchange for money, drugs, food, or a place to stay.) Was this activity reported to the police?

**r35e(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(During this episode, you stated that [CHILD'S NAME] engaged in sexual activity in exchange for money, drugs, food, or a place to stay.) Was [CHILD'S NAME] arrested because of this activity?

**r36e(x)**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**r34e(x)**  
**r35e(x)**  
**r36e(x)**

If respondent answered "YES" to question r31(x)\_2 (child engaged in sexual activity in exchange for money, drugs, food, or a place to stay), this series of three questions will be asked.

r34e(x): This means, how the respondent found out about the child being involved in this particular criminal activity. For example, the child could have told the respondent, or the criminal activity could have been reported to the police and the police contacted the family.

r35e(x): The answer is "YES" if anyone reported this particular criminal activity, including the respondent.

r36e(x): The answer is "YES" only if the child was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.



FA

RATA

NFA

GM

Did [CHILD'S NAME / CHILDREN'S NAMES] contact you at any time during this episode?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**rr37**

RA-29  
TA-42

RA-29

During how much of the episode [have you known / did you know] where [CHILD'S NAME / CHILDREN'S NAMES] [was / were]? Was it:

- <1> most of the time,
- <2> more than half of the time,
- <3> less than half of the time,
- <4> or not at all?
- <8> DON'T KNOW
- <7> REFUSED

**ff73**

PA-41

PA-41

**rr38**

RA-30  
TA-43

RA-30

rr37

Up to this point, we have been asking about each child individually (asking questions separately for each child), and now we are going back to asking questions to refer to all the children. If more than one child was involved in the episode, the following words will appear for you to read: "The next questions are about all the children involved in this episode."

rr37: If there is more than one child listed, add the word "or" before the last child's name, for example, "Did John, Bill, or Jim contact ...?" This includes any kind of contact—the answer to this question is "YES" if the [child / children] called the respondent's home, even if [he / she / they] did not speak directly to the respondent. It would also be "YES" if the [child / children] called someone else and asked that person to call the respondent for [him / her / them].

ff73

rr38

This only includes what the respondent knew (not what they thought or what they assumed or what they suspected) during the time the [child was / children were] away from home during this episode. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to [his / her] situation. Do not hesitate to reread the categories if it will help the respondent determine which answer [he / she] thinks is correct.

FA RATA NFA GM

Did you know the actual address or phone number where [CHILD'S NAME / CHILDREN'S NAMES] [was / were] staying?

**ff74** **rr39**  
*PA-42* *RA-31*  
*TA-44*  
PA-42 RA-31

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What information [did] you have about [CHILD'S NAME / CHILDREN'S NAMES]'s location?

**ff75** **rr40**  
*RA-32*  
*TA-45*  
PA-42a RA-32

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**ff74**  
**rr39**

This question is only asked if the respondent said that [he / she] knew where the [child was / children were] at least part of the time [he was / she was / they were] away (<1>, <2>, or <3> in [ff73 / rr38]).

ff74: This question refers to the place the [child was / children were] staying while with the perpetrator.

rr39: This question refers to the [place / places] the [child was / children were] staying while [he was / she was / they were] away from home.

If the respondent indicates that [he / she] knew at least one address where the [child / children] lived while away, even if [he / she] did not know all of the addresses, enter <1> for "YES."

**ff75**  
**rr40**

This question is only asked if the respondent said that [he / she] did not know the [child's / children's] exact address while [he was / she was / they were] away in [ff74 / rr39]—we want to know what information [he / she] did have. If some of the children have returned and others have not, be sensitive when asking the question, and be careful to record any information the respondent had about any of the [child's / children's] location while [he was / she was / they were] away—those who returned and those that are still away from home. Record the respondent's answer carefully and completely.

ff75: At this point, in the rare event that it is necessary, a message will appear on the CATI screen, instructing you that now is the time to ask a series of additional questions about this episode that will be found on a brief hard-copy questionnaire. You will use the BLUE version.

"CAR SERIES"—PARENT'S CONCERN

	FA	RATA	NFA	GM
While this episode was going on, was there a point in time when you or someone else in your household <u>became concerned</u> because you did not know where [CHILD'S NAME / CHILDREN'S NAMES] [was / were]? (That is, you realized your [child was / children were] missing)?	<b>ff76</b>	<b>rr41</b>	<b>nn66</b>	<b>gg14</b> <i>GM-10</i>
<1> YES	<u>CAR-1</u>	<u>CAR-1</u>	<u>CAR-1</u>	<u>CAR-1</u>
<5> NO				
<6> NOT APPLICABLE—ASSAULT ONLY				
<8> DON'T KNOW				
<7> REFUSED				
What were the exact events that caused you (or someone else in your household) to be concerned about where your [child was / children were]? (PROBE FOR DETAILS. IF NECESSARY: What happened to make you become concerned? Why did you become concerned?)	<b>ff77</b>	<b>rr42</b>	<b>nn67</b>	<b>gg15</b>
<77> SPECIFY	<u>CAR-2</u>	<u>CAR-2</u>	<u>CAR-2</u>	<u>CAR-2</u>
<98> DON'T KNOW				
<97> REFUSED				

"CAR SERIES"—PARENTS' CONCERN

The following is an important series of questions for determining how serious this episode was.

**ff76** This question screens respondents into or skips respondents past, the series of questions regarding the respondent's  
**rr41** concern over the [child / children].  
**nn66**

**nn66**

**gg14**

nn66: This question will not apply if this is an assault only, so just enter <6> for "NOT APPLICABLE."

**ff77** Probe for details—we want to know exactly what [event / events] alarmed the respondent. Make sure you record  
**rr42** everything the respondent tells you. If necessary, read what you have written down to the respondent and ask  
**nn67** whether you have written down everything [he / she] said.  
**gg15**

**gg15**

	FA	RATA	NFA	GM
How long had the episode been going on when you (or someone else in your household) became concerned?	<b>ff78a</b>	<b>rr43a_2</b>	<b>nn68a</b>	<b>gg16a</b>
	<i>PA-25</i>		<i>SA-33</i>	<i>GM-10</i>

<1 - 90> DURATION

- <95> IMMEDIATELY [NFA]
- <96> IMMEDIATELY [FA / RATA]
- <98> DON'T KNOW
- <97> REFUSED

	<u>CAR-3</u>	<u>CAR-3</u>	<u>CAR-3</u>	<u>CAR-3</u>
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(UNIT OF TIME)

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS

	<b>ff78u</b>	<b>rr43u</b>	<b>nn68u</b>	<b>gg16u</b>
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How long had you been concerned when you found out that your [son / daughter / children] had been [kept / taken]?  
(IF NECESSARY: That is, you found out what had happened.)

	<b>ff79a</b>		<b>nn69a</b>	
	<i>PA-25</i>		<i>SA-33</i>	

<1 - 90> DURATION

- <95> IMMEDIATELY [NFA]
- <96> IMMEDIATELY [FA]
- <98> DON'T KNOW
- <97> REFUSED

	<u>PA-25</u>		<u>SA-33</u>	
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(UNIT OF TIME)

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS

	<b>ff79u</b>		<b>nn69u</b>	
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**ff78a**  
**rr43a\_2**  
**nn68a**  
**gg16a**

This question assumes that the respondent knows when the episode actually began, that is, when the [child / children] started to be somewhere other than where [he was / she was / they were] supposed to be.

ff78a: However, the calculation must start from when the [child / children] started being  
nn68a: somewhere other than where [he was / she was / they were] supposed to be, not  
gg16a: when the respondent noticed [he was / she was / they were] gone.

rr43a\_2: However, the calculation must start from when the [child / children] left home, not when the respondent noticed [he was / she was / they were] gone.

If the respondent does not know exactly when the episode began, try to get an estimate of how long the [child / children] had been missing when the respondent became concerned. For example, you could say: "Was it the same day?" Do not probe too long—if one or two questions do not help the respondent to remember, discontinue the questioning.

ff78a: If the respondent saw the abduction or was told right away that the [child was / children  
nn68a: were] not going to be returned, and became concerned at that time, enter <96> for  
gg16a: "IMMEDIATELY."

rr43a\_2: Only enter <96> for "IMMEDIATELY" if the respondent knew when the [child / children] left and became worried right away.

**ff79a**  
**nn69a**

This question refers to the time that elapsed between when the respondent became concerned, and when [he / she] found out what had happened to the [child / children]. If the respondent says [he / she] does not know, ask whether [he / she] could estimate how long it was. For example, you could say: "Did you find out the same day?" Do not probe too long—if one or two questions do not help the respondent to remember, discontinue the questioning. If the respondent saw the abduction or was told right away that the [child was / children were] not going to be returned, enter <96> for "IMMEDIATELY."



	FA	RATA	NFA	GM
<p><u>At the time you (or some one else in your household) became concerned</u>, what did you (or this other person) know about where [CHILD'S NAME] was? Did you know: which <u>town or city</u> [he / she] was in?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;7&gt; REFUSED</p>	<b>ff80(x)</b>	<b>rr44(x)_2</b>	<b>nn70(x)</b>	<b>gg17(x)</b>
	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>
<p>(<u>At the time you (or some one else in your household) became concerned</u>, what did you (or this other person) know about where [CHILD'S NAME] was?) Did you know: which neighborhood [he / she] was in?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;7&gt; REFUSED</p>	<b>ff81(x)</b>	<b>rr45(x)</b>	<b>nn71(x)</b>	<b>gg18(x)</b>
	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>
<p><u>At the time you (or some one else in your household) became concerned</u>, what did you (or this other person) know about where [CHILD'S NAME] was? Did you know: the house, dwelling or building [he / she] was in?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;6&gt; NOT APPLICABLE—CHILD OUTSIDE [FA / RATA / NFA] &lt;6&gt; NOT APPLICABLE [GM] &lt;7&gt; REFUSED</p>	<b>ff82(x)</b>	<b>rr46(x)</b>	<b>nn72(x)</b>	<b>gg19(x)</b>
	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>
<p>(<u>At the time you (or some one else in your household) became concerned</u>, what did you (or this other person) know about where [CHILD'S NAME] was?) Did you know: the house, dwelling or building where [he / she] would be <u>spending the night</u>?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;6&gt; NOT APPLICABLE—CHILD OUTSIDE [FA / RATA / NFA] &lt;6&gt; NOT APPLICABLE [GM] &lt;7&gt; REFUSED</p>	<b>ff83(x)</b>	<b>rr47(x)</b>	<b>nn73(x)</b>	<b>gg20(x)</b>
	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>

**ff80(x)**  
**rr44(x)\_2**  
**nn70(x)**  
**gg17(x)**

This series of questions is asked separately for each child involved. Only include what the respondent knew at the time that [he / she] first became concerned about the [child / children] and what [he / she] knew about where the child actually was, not what the respondent knew about where the [child was / children were] supposed to be.

**ff81(x)**  
**rr45(x)**  
**nn71(x)**  
**gg18(x)**

See specifications for [ff80(x) / rr44(x)\_2 / nn70(x) / gg17(x)] above.

This question, about the neighborhood the child was in, will be skipped if the respondent said "NO" to [ff80(x) / rr44(x)\_2 / nn70(x) / gg17(x)].

**ff82(x)**  
**rr46(x)**  
**nn72(x)**  
**gg19(x)**

See specifications for [ff80(x) / rr44(x)\_2 / nn70(x) / gg17(x)] above.

This question, about the building the child was in, will be skipped if the respondent said "NO" to [ff80(x) / rr44(x)\_2 / nn70(x) / gg17(x)] or [ff81(x) / rr45(x) / nn71(x) / gg18(x)].

**ff83(x)**  
**rr47(x)**  
**nn73(x)**  
**gg20(x)**

See specifications for [ff80(x) / rr44(x)\_2 / nn70(x) / gg17(x)] above.

This question, about where the child would be overnight, is especially important for determining how serious the episode was so it will be asked regardless of how the respondent answered the previous questions. It seems awkward to ask again about the building where the child would be, but this question concerns where the child would be during the night.

	FA	RATA	NFA	GM
(At the time you (or some one else in your household) became <u>concerned</u> , what did you (or this other person) know about where [CHILD'S NAME] was?) Did you know: <u>who</u> [he / she] was with?	<b>ff84(x)</b>	<b>rr48(x)_2</b>	<b>nn74(x)</b>	<b>gg21(x)</b>
<1> YES				
<5> NO	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>
<7> REFUSED				
(At the time you (or some one else in your household) became <u>concerned</u> , what did you (or this other person) know about where [CHILD'S NAME] was?) Did you know: <u>where</u> [he / she] was going?	<b>ff85(x)</b>	<b>rr49(x)_2</b>	<b>nn75(x)</b>	<b>gg22(x)</b>
<1> YES	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>	<u>CAR-4</u>
<5> NO				
<7> REFUSED				
At the point you were <u>most</u> concerned, which of the following best describes <u>how</u> concerned you (or the other person in your household) were about where [CHILD'S NAME / CHILDREN'S NAMES] [was / were]? Would you say:	<b>ff86</b>	<b>rr50</b>	<b>nn76</b>	<b>gg23</b>
<1> mildly concerned,	<u>CAR-5</u>	<u>CAR-5</u>	<u>CAR-5</u>	<u>CAR-5</u>
<2> somewhat concerned,				
<3> alarmed, or				
<4> very alarmed?				
<8> DON'T KNOW				
<7> REFUSED				

**ff84(x)**  
**rr48(x)\_2**  
**nn74(x)**  
**gg21(x)**

This series of questions is asked separately for each child involved. Only include what the respondent knew at the time that [he / she] first became concerned about the child, and what [he / she] knew about where the child actually was, not what the respondent knew about where the child was supposed to be.

**ff85(x)**  
**rr49(x)\_2**  
**nn75(x)**  
**gg22(x)**

See specifications for [ff84(x) / rr48(x)\_2 / nn74(x) / gg21(x)] above.

**ff86**  
**rr50**  
**nn76**  
**gg23**

Emphasize "most concerned" when you read the question. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to [his / her] situation. Do not hesitate to reread the statements if it will help the respondent determine which answer [he / she] thinks is correct.

	FA	RATA	NFA	GM
<p>For <u>how long</u> did you (or this other person in your household) remain alarmed about where [your son was / your daughter was/ your children were]?</p>	<b>ff87a</b>	<b>rr51a_2</b>	<b>nn77a</b>	<b>gg24a</b>
<p><u>&lt;1 - 90&gt; DURATION</u></p> <p>&lt;95&gt; STILL ALARMED</p> <p>&lt;96&gt; THE WHOLE TIME</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>	<u>CAR-7</u>	<u>CAR-7</u>	<u>CAR-7</u>	<u>CAR-7</u>
<p>(UNIT OF TIME)</p> <p>&lt;1&gt; MINUTES</p> <p>&lt;2&gt; HOURS</p> <p>&lt;3&gt; DAYS</p> <p>&lt;4&gt; WEEKS</p> <p>&lt;5&gt; MONTHS</p>	<b>ff87u</b>	<b>rr51u</b>	<b>nn77u</b>	<b>gg24u</b>
<p>Did you (or this other person in your household) do anything to try to find [him / her / them]?</p> <p>&lt;1&gt; YES</p> <p>&lt;5&gt; NO</p> <p>&lt;8&gt; DON'T KNOW</p> <p>&lt;7&gt; REFUSED</p>	<b>ff88</b>	<b>rr52</b>	<b>nn78</b>	<b>gg25</b>
	<u>CAR-8</u>	<u>CAR-8</u>	<u>CAR-8</u>	
<p>How soon after becoming concerned about where [he was / she was / they were] did you (or this other person) start trying to find [him / her / them]?</p>	<b>ff89a</b>	<b>rr53a_2</b>	<b>nn79a</b>	<b>gg26a</b>
<p><u>&lt;1 - 90&gt; DURATION</u></p> <p>&lt;95&gt; IMMEDIATELY</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>	<u>CAR-9</u>	<u>CAR-9</u>	<u>CAR-9</u>	<u>CAR-9</u>
<p>(UNIT OF TIME)</p> <p>&lt;1&gt; MINUTES</p> <p>&lt;2&gt; HOURS</p> <p>&lt;3&gt; DAYS</p> <p>&lt;4&gt; WEEKS</p> <p>&lt;5&gt; MONTHS</p>	<b>ff89u</b>	<b>rr53u</b>	<b>nn79u</b>	<b>gg26u</b>

**ff87a**  
**rr51a\_2**  
**nn77a**  
**gg24a**

This question is only asked if the respondent said "alarmed" or "very alarmed" in [ff86 / rr50 / nn76 / gg23]—we want to know how long [he / she] was alarmed. If the respondent says [he / she] does not know, ask whether [he / she] could estimate how long it was. Depending on what you know about the episode, you could say: "Was it within one week (or two days)?" Do not probe too long—if one or two questions do not help the respondent to remember, discontinue the questioning. If the respondent is still alarmed, which may be the case if the [child / children] are still missing, enter <95> for "still alarmed." If the respondent in any way indicates that [he / she] was alarmed the entire time the [child / children] [was / were / has been / have been] missing, enter <96> for "the whole time."

**ff88**  
**rr52**  
**nn78**  
**gg25**

Includes anything that was done while the [child was / children were] away. If the respondent does not say "YES," you will skip to [ff93(x) / rr57(x)\_2 / nn83(x) / gg30(x)]. If the respondent says "YES," they may start to tell you what they did—you need to say: "I'll ask for the details in a moment, first let me ask ..." and go to [ff89a / rr53a\_2 / nn79a / gg26a].

**ff89a**  
**rr53a\_2**  
**nn79a**  
**gg26a**

This question is only asked if the respondent said something was done to try to find the [child / children] in [ff88 / rr52 / nn78 / gg25]—we want to know how soon these efforts were started. If the respondent says [he / she] does not know, ask whether [he / she] could estimate when it was. You could say: "Was it the same day?" Do not probe too long—if one or two questions do not help the respondent to remember, discontinue the questioning. If the respondent started to search for the [child / children] right away, enter <96> for "IMMEDIATELY."



**ff90a**  
**rr54a\_2**  
**nn80a**  
**gg27a**

This question is only asked if the respondent said something was done to try to find the [child / children] in [ff88 / rr52 / nn78 / gg25]—we want to know what was done. This includes anything that was done. Keep probing and make sure you record everything the respondent tells you. If necessary, read what you have written down to the respondent and ask whether you have written down everything [he / she] said.

**ff91a**  
**rr55a\_2**  
**nn81a**  
**gg28a**

This question is only asked if the respondent said something was done to try to find the [child / children] in [ff88 / rr52 / nn78 / gg25].

ff91a: We want to know how soon these efforts were started.

gg28a: We want to know how soon these efforts were started.

rr55a\_2: We want to know how long these efforts lasted.

nn81a: We want to know how long these efforts continued.

If the respondent says [he / she] does not know, ask whether [he / she] could estimate when it was. You could say: "Was it the same day?" Do not probe too long—if one or two questions do not help the respondent to remember, discontinue the questioning. If the respondent is still trying to locate the [child / children], which may be the case if the [child / children] are still missing, enter <95> for "on-going." If the respondent says that [he / she] continued looking for the [child / children] the whole time, enter <96>.

**ff92**  
**rr56**  
**nn82**  
**gg29**

This question is only asked if the respondent said something was done to try to find the [child / children] in [ff88 / rr52 / nn78 / gg25]—we want to know if these efforts were successful.





**ff93(x)**  
**rr57(x)\_2**  
**nn83(x)**  
**gg30(x)**

This question is asked separately for each child involved in the episode who has been returned. This question refers to the time that elapsed between when the respondent became concerned, and when [he / she] found out where the child was. If the respondent says [he / she] does not know, ask whether [he / she] could estimate when it was. Depending on what you know about the episode, you could say: "Was it within one week (or two days)?" Do not probe too long—if one or two questions do not help the respondent to remember, discontinue the questioning.

**ff94(x)**  
**rr59(x)\_2**  
**nn84(x)**  
**gg31(x)**

This question is asked separately for each child involved in the episode who has been returned. This question refers to the time that elapsed between when the respondent became concerned, and when the child was returned to where [he / she] belonged. It is not usual for this to be the same amount of time that elapsed between when the respondent became concerned, and when [he / she] found out where the child was (i.e., [ff93(x) / rr57(x)\_2 / nn83(x) / gg30(x)]). If the respondent says [he / she] does not know, ask whether [he / she] could estimate when it was. Depending on what you know about the episode, you could say: "Was it within one week (or two days)?" Do not probe too long—if one or two questions do not help the respondent to remember, discontinue the questioning.

FA RATA NFA GM

During the time when you were attempting to locate the [child / children], [was / were] the [child / children] trying to get home or make contact with you?  
(ANY OF THE CHILDREN INVOLVED)

**gg32**

<1> YES

NGM-12

<5> NO

<8> DON'T KNOW

<7> REFUSED

Did your [child / children] know how to make contact with you?  
(ANY OF THE CHILDREN INVOLVED)

**gg33**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

NGM-13

This series of questions in General Missing, gg32 – gg36, about the [child / children] attempting to contact the [parent / caretaker], is only asked for [child / children] six years old or older.

At this point, we have been asking about each child individually (asking questions separately for each child), and now we are going back to asking questions to refer to all the children. If more than one child was involved in the episode, the following words will appear for you to read: “The next questions are about all the children involved in this episode.”

Note that these questions and statements are worded in the past tense—in the rare event that the [child / children] are still missing you will need to adjust the verbs yourself.

**gg32** This is an important question for determining how serious this episode is.

**gg33** This means, were the [child / children] aware of how to get in touch with the [parent / caretaker]—did they know where the [parent / caretaker] was, did they know how to reach [him / her], such as the phone number, and so on.

FA

RATA

NFA

GM

Did your [child / children] know how to return home or to where you were?  
(ANY OF THE CHILDREN INVOLVED)

**gg34**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

NGM-14

During the episode, what kind of place [was / were] your [child / children] in?

**gg35**

<77> SPECIFY

<98> DON'T KNOW

<97> REFUSED

NGM-15

Was that a place where [he / she / they] could not leave or could not contact anyone?

**gg36**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

NGM-16

**gg34**

This means, were the [child / children] aware of how to get home, for example, did they know how to get transportation.

**gg35**

This could be a public place, such as a park or bus station, or it could be someone's house, or a shelter, or it could be an outdoor place, like "in the woods." Wherever the [child was / children were]. Get as much description as possible so that the coder can make a judgment about how much risk the [child was / children were] in.

**gg36**

For example, were they lost, or hurt, or were they in a place where there was no telephone and no one to ask for help (such as lost in the woods).

	FA	RATA	NFA	GM
Did you or anyone else in your household contact the police about this episode?	<b>ff95</b>	<b>rr61</b>	<b>nn85</b>	<b>gg37</b>
<1> YES	<i>PA-43</i>	<i>RA-33 TA-46</i>	<i>SA-34</i>	<i>GM-13d</i>
<5> NO	<u>POL-1</u>	<u>POL-1</u>	<u>POL-1</u>	<u>POL-1</u>
<8> DON'T KNOW			<u>SA-35</u>	
<7> REFUSED				
What was the reason this episode was not reported to the police? (Can you tell me a little more?) What other reason?	<b>ff96a</b>	<b>rr62a_2</b>	<b>nn86a</b>	<b>gg38a</b>
<77> SPECIFY	<i>PA-44</i>	<i>RA-34 TA-47</i>	<i>SA-35</i>	
<98> RESPONDENT NOT PRESENT OR DOESN'T KNOW WHY IT WASN'T REPORTED	<u>NCVS-117 PA-44</u>	<u>NCVS-117 PA-44</u>	<u>NCVS-117 SA-36</u>	<u>NCVS-117 PA-44</u>
<97> REFUSED				
IF ONLY ONE REASON CODE 91, OTHERWISE ASK: Which one of these would you say was the <u>most important</u> reason why the episode was not reported to the police? (IF NECESSARY: Which one of the reasons that you just told me about was the most important?)	<b>ff97</b>	<b>rr63</b>	<b>nn87</b>	<b>gg39</b>
<91> ONLY ONE REASON GIVEN	<u>NCVS-118</u>	<u>NCVS-118</u>	<u>NCVS-118</u>	<u>NCVS-118</u>
<77> SPECIFY				
<95> NO ONE REASON MORE IMPORTANT				
<98> RESPONDENT NOT PRESENT OR DOESN'T KNOW WHY IT WASN'T REPORTED				
<97> REFUSED				
Did anyone <u>outside</u> your household contact the police about this episode?	<b>ff98</b>	<b>rr64</b>	<b>nn88</b>	<b>gg40</b>
<1> YES				
<5> NO	<u>POL-1a</u>	<u>POL-1a</u>	<u>POL-1a</u>	<u>POL-1a</u>
<8> DON'T KNOW				
<7> REFUSED				
Who contacted the police (what is this person's relationship to the [child / children])?	<b>ff99</b>	<b>rr65</b>	<b>nn89</b>	<b>gg41</b>
<777> SPECIFY				
<998> DON'T KNOW	<u>POL-1a1</u>	<u>POL-1a1</u>	<u>POL-1a1</u>	<u>POL-1a1</u>
<997> REFUSED				

**ff95**  
**rr61**  
**nn85**  
**gg37**

CONTACT WITH POLICE

Any kind of contact with the police about this particular episode should be recorded <1> for "YES."

**ff96a**  
**rr62a\_2**  
**nn86a**  
**gg38a**

This question, and the three after it, are only asked if the answer to [ff95 / rr61 / nn85 / gg37] is not "YES."  
Carefully and completely record exactly what the respondent tells you.

**ff97**  
**rr63**  
**nn87**  
**gg39**

This question is asked regardless of the answer to [ff96a / rr62a\_2 / nn86a / gg38a]. If the respondent only gave one reason in [ff96a / rr62a\_2 / nn86a / gg38a] for not contacting the police, enter <91>. If the respondent said "DON'T KNOW" in [ff96a / rr62a\_2 / nn86a / gg38a], enter <98>. Otherwise ask the question about the one most important reason they gave in [ff96a / rr62a\_2 / nn86a / gg38a]. Carefully and completely record exactly what the respondent tells you. NOTE: Because this question comes from another survey, we cannot alter the wording, but we have created another sentence you can use to clarify the meaning of the question—use it if you need to, but only after you have read the original question wording.

**ff98**  
**rr64**  
**nn88**  
**gg40**

This question is only asked if the respondent said "NO," "DON'T KNOW, or "REFUSED" to [ff95 / rr61 / nn85 / gg37]. Includes other relatives not living in the household or neighbors, who made any kind of contact with the police about this particular episode.

**ff99**  
**rr65**  
**nn89**  
**gg41**

This question is only asked if the respondent said that someone outside the household contacted the police in [ff98 / rr64 / nn88 / gg40]. Be sure the answer the respondent gives you is the relationship of the person who contacted the police to the [child / children].



	FA	RATA	NFA	GM
How soon after you (or the other person) became concerned were the police contacted?	<b>ff100</b>	<b>rr66a_2</b>	<b>nn90a</b>	<b>gg42a</b>
	<i>PA-45</i>	<i>RA-35 TA-48</i>	<i>SA-36</i>	<i>GM-14</i>
<u>&lt;1 - 90&gt; DURATION</u>				
<95> IMMEDIATELY	<u>POL-2</u>	<u>POL-2</u>	<u>POL-2</u>	<u>POL-2</u>
<98> DON'T KNOW				
<97> REFUSED				
 (UNIT OF TIME)	<b>ff100_2</b>	<b>rr66u</b>	<b>nn90u</b>	<b>gg42u</b>
<1> MINUTES				
<2> HOURS				
<3> DAYS				
<4> WEEKS				
<5> MONTHS				
 When people call the police, sometimes it is to help them locate a missing child, sometimes it is to help them recover a child whose general location is known , and sometimes police are contacted for some other reason, such as to report a crime or catch an offender. Was the purpose of this report to the police:	<b>ff101</b>	<b>rr67</b>	<b>nn91</b>	<b>gg43</b>
		<i>TA-49</i>		
<1> primarily to locate a missing child,	<u>POL-4</u>	<u>POL-4</u>	<u>POL-4</u>	<u>POL-4</u>
<2> primarily to recover a child whose location was known, or				
<3> primarily for some other reason?				
<8> DON'T KNOW				
<7> REFUSED				
 I just want to confirm. This means that when you called the police, you did not know where your [child was / children were] and you wanted the police to help you find [him / her / them]? (You were <u>not</u> calling the police for some other reason.)	<b>ff101_2</b>	<b>rr67a_2</b>	<b>nn91a</b>	<b>gg43a</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				

**ff100**  
**rr66a\_2**  
**nn90a**  
**gg42a**

This question is only asked if the respondent said that [he / she] or someone outside the household contacted the police ("YES" to [ff95 / rr61 / nn85 / gg37] or [ff98 / rr64 / nn88 / gg40]).

NOTE: Say "the other person" rather than "you" if the respondent did not contact the police ("NO" to [ff95 / rr61 / nn85 / gg37]) but someone else did ("YES" to [ff98 / rr64 / nn88 / gg40]). If the respondent contacted the police as soon as [he / she] realized the [child was / children were] missing, enter <96> for "IMMEDIATELY." If the respondent tells you [he / she] "Doesn't know" or "Can't remember," ask [him / her] if [he / she] could estimate how long it was before [he / she] contacted the police. If necessary, you could help the respondent's recall by asking "Were the police contacted the same day?" If the answer is "YES," you could then ask: "Do you think that you contacted the police within an hour after you found out?" Do not probe too long—if one or two questions do not help the respondent to remember, discontinue the questioning.

NOTE: The phrase "after you became concerned" is used in this question, even if the respondent said "NO" to [ff76 / rr41 / nn66 / gg14] ("Was there a point in time when you became concerned ...") If the respondent said "NO" to [ff76 / rr41 / nn66 / gg14], change the wording of this question to: How soon after you (the other person) realized the [child was / children were] missing were the police contacted?

**ff101**  
**rr67**  
**nn91**  
**gg43**

This question is especially important for determining how serious the episode was. Read the question slowly to make sure the respondent understands you. Clarify if necessary to make sure you understand what the respondent intends with [his / her] answer.

**ff101\_2**  
**rr67a\_2**  
**nn91a**  
**gg43a**

This question is only asked if the respondent said the police were contacted in order to locate a missing child in [ff101 / rr67 / nn91 / gg43]. We want to check that the respondent called the police for this particular reason.

	FA	RATA	NFA	GM
Did the police come when they found out about the episode?	<b>ff102</b>	<b>rr68</b>	<b>nn92</b>	<b>gg44</b>
<1> YES				
<3> RESPONDENT WENT TO POLICE				
<5> NO	<u>NCVS-121</u>	<u>NCVS-121</u>	<u>NCVS-121</u>	<u>NCVS-121</u>
<8> DON'T KNOW				
<7> REFUSED				
How soon after the police found out did they respond?	<b>ff103</b>	<b>rr69a_2</b>	<b>nn93a</b>	<b>gg44a</b>
<1 - 90> DURATION				
<98> DON'T KNOW	<u>NCVS-122</u>	<u>NCVS-122</u>	<u>NCVS-122</u>	<u>NCVS-122</u>
<97> REFUSED				
(UNIT OF TIME)	<b>ff103_2</b>	<b>rr69u</b>	<b>nn93u</b>	<b>gg44u</b>
<1> MINUTES				
<2> HOURS				
<3> DAYS				
<4> WEEKS				
<5> MONTHS				

**ff102**  
**rr68**  
**nn92**  
**gg44**

Only enter <1> for "YES" if the police came to the respondent. If the respondent went to the police, enter <3>.

**ff103**  
**rr69a\_2**  
**nn93a**  
**gg44a**

This question is only asked if the respondent said the police came when contacted ([ff102 / rr68 / nn92 / gg44]). That is, how long did it take for the police to come. If the respondent tells you [he / she] "Doesn't know" or "Can't remember," ask [him / her] if [he / she] could estimate how long it was before the police came. If necessary, you could help the respondent's recall by asking "Do you think that the police came within an hour after you called?" Do not try to probe too long—if one or two questions do not help the respondent to remember, discontinue the questioning.

	FA	RATA	NFA	GM
What did the police do (at any time during the episode)? Did they: take a report over the phone?	<b>ff104</b>	<b>rr70a_2</b>	<b>nn94a</b>	<b>gg45a</b>
<1> YES	<i>PA-47a</i>	<i>RA-37a TA-51a</i>	<i>SA-38a</i>	<i>GM-16a</i>
<5> NO	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>
<8> DON'T KNOW				
<7> REFUSED				
(What did the police do (at any time during the episode)? Did they: send officers to your household or the scene?	<b>ff105</b>	<b>rr70b_2</b>	<b>nn94b</b>	<b>gg45b</b>
<1> YES	<i>PA-47b</i>	<i>RA-37b TA-51b</i>	<i>SA-38b</i>	<i>GM-16b</i>
<5> NO	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>
<8> DON'T KNOW				
<7> REFUSED				
(What did the police do (at any time during the episode)? Did they: interview you or adult household members in person?	<b>ff106</b>	<b>rr70c_2</b>	<b>nn94c</b>	<b>gg45c</b>
<1> YES	<i>PA-47c</i>	<i>RA-37c TA-51c</i>	<i>SA-38c</i>	<i>GM-16c</i>
<5> NO	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>
<8> DON'T KNOW				
<7> REFUSED				
What did the police do (at any time during the episode)? Did they take a written report?	<b>ff107</b>	<b>rr70d_2</b>	<b>nn94d</b>	<b>gg45d</b>
<1> YES	<i>PA-47d</i>	<i>RA-37d TA-51d</i>	<i>SA-38d</i>	<i>GM-16d</i>
<5> NO	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>
<8> DON'T KNOW				
<7> REFUSED				
What did the police do (at any time during the episode)? Did they: give you or adult household members a copy of the report?	<b>ff108</b>	<b>rr70e_2</b>	<b>nn94e</b>	<b>gg45e</b>
<1> YES	<i>PA-47e</i>	<i>RA-37e TA-51e</i>	<i>SA-38e</i>	<i>GM-16e</i>
<5> NO	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>
<8> DON'T KNOW				
<7> REFUSED				

**ff104**  
**rr70a\_2**  
**nn94a**  
**gg45a**

This series of questions, [ff104 – ff117 / rr70a\_2 – rr70h\_2 / nn94a – nn94n / gg45a – gg45i] asks what actions the police took at any time during the episode—this means it does not only include what the police did when they were initially contacted but it does only include things that were done while the episode was going on (not things that the police did after the [child was / children were] returned). Remind the respondent of this fact if you feel it is needed.

**ff105**  
**rr70b\_2**  
**nn94b**  
**gg45b**

See specifications for [ff104 / rr70a\_2 / nn94a / gg45a] above.

**ff106**  
**rr70c\_2**  
**nn94c**  
**gg45c**

See specifications for [ff104 / rr70a\_2 / nn94a / gg45a] above.

**ff107**  
**rr70d\_2**  
**nn94d**  
**gg45d**

See specifications for [ff104 / rr70a\_2 / nn94a / gg45a] above.

**ff108**  
**rr70e\_2**  
**nn94e**  
**gg45e**

See specifications for [ff104 / rr70a\_2 / nn94a / gg45a] above.

This question, about whether the police provided a copy of the report, will be skipped if the respondent said “NO,” “DON’T KNOW,” or “REFUSED” to [ff107 / rr70d\_2 / nn94d / gg45d] (did the police take a report).

	FA	RATA	NFA	GM
(What did the police do (at any time during the episode)? Did they: get photos of the [child / children]?)	<b>ff109</b>	<b>rr70f_2</b>	<b>nn94f</b>	<b>gg45f</b>
<1> YES	<i>PA-47f</i>	<i>RA-37f</i>	<i>SA-38f</i>	<i>GM-61f</i>
<5> NO		<i>TA-51f</i>		
<8> DON'T KNOW	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>
<7> REFUSED				
(What did the police do (at any time during the episode)? Did they: search or look around?)	<b>ff110</b>		<b>nn94g</b>	
<1> YES				
<5> NO				
<8> DON'T KNOW	<u>SA-38</u>		<u>SA-38</u>	
<7> REFUSED				
(What did the police do (at any time during the episode)? Did they: take evidence such as fingerprints or inventory?)	<b>ff111</b>		<b>nn94h</b>	
<1> YES				
<5> NO				
<8> DON'T KNOW	<u>SA-38</u>		<u>SA-38</u>	
<7> REFUSED				
(What did the police do (at any time during the episode)? Did they: question witnesses or suspects?)	<b>ff112</b>		<b>nn94i</b>	
<1> YES				
<5> NO				
<8> DON'T KNOW	<u>SA-38</u>		<u>SA-38</u>	
<7> REFUSED				
(What did the police do (at any time during the episode)? Did they: promise surveillance?)	<b>ff113</b>		<b>nn94j</b>	
<1> YES				
<5> NO				
<8> DON'T KNOW	<u>SA-38</u>		<u>SA-38</u>	
<7> REFUSED				

**ff109**  
**rr70f\_2**  
**nn94f**  
**gg45f**

This series of questions, [ff104 – ff117 / rr70a\_2 – rr70h\_2 / nn94a – nn94n / gg45a – gg45i] asks what actions the police took at any time during the episode—this means it does not only include what the police did when they were initially contacted but it does only include things that were done while the episode was going on (not things that the police did after the [child was / children were] returned). Remind the respondent of this fact if you feel it is needed.

**ff110**  
**nn94g**

See specifications for [ff110 / nn94g] above.

**ff111**  
**nn94h**

See specifications for [ff110 / nn94g] above.

**ff112**  
**nn94i**

See specifications for [ff110 / nn94g] above.

**ff113**  
**nn94j**

See specifications for [ff110 / nn94g] above.



	FA	RATA	NFA	GM
(What did the police do (at any time during the episode)? Did they: promise to investigate?	<b>ff114</b>		<b>nn94k</b>	<b>gg45g</b>
<1> YES				
<5> NO	<u>SA-38</u>		<u>SA-38</u>	<u>SA-38</u>
<8> DON'T KNOW				
<7> REFUSED				
(What did the police do (at any time during the episode)? Did they: make an arrest?	<b>ff115</b>		<b>nn94l</b>	
<1> YES				
<5> NO	<u>SA-38</u>		<u>SA-38</u>	
<8> DON'T KNOW				
<7> REFUSED				
(What did the police do (at any time during the episode)? Did they: refer the case to another justice agency?	<b>ff116</b>	<b>rr70g_2</b>	<b>nn94m</b>	<b>gg45h</b>
<1> YES	<i>PA-47g</i>	<i>RA-37g TA-51g</i>	<i>SA-38g</i>	<i>GM-16g</i>
<5> NO	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>
<8> DON'T KNOW				
<7> REFUSED				
(What did the police do (at any time during the episode)? Did they: do anything else?	<b>ff117</b>	<b>rr70h_2</b>	<b>nn94n</b>	<b>gg45i</b>
<1> YES	<i>PA-47h</i>	<i>RA-37h TA-51h</i>	<i>SA-38h</i>	<i>GM-16h</i>
<5> NO	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>	<u>SA-38</u>
<8> DON'T KNOW				
<7> REFUSED				

**ff114**  
**nn94k**  
**gg45g**

This series of questions, [ff104 – ff117 / rr70a\_2 – rr70h\_2 / nn94a – nn94n / gg45a – gg45i] asks what actions the police took at any time during the episode—this means it does not only include what the police did when they were initially contacted but it does only include things that were done while the episode was going on (not things that the police did after the [child was / children were] returned). Remind the respondent of this fact if you feel it is needed.

**ff115**  
**nn94l**

See specifications for [ff114 / nn94k / gg45g] above.

**ff116**  
**rr70g\_2**  
**nn94m**  
**gg45h**

See specifications for [ff114 / nn94k / gg45g] above.

**ff117**  
**rr70h\_2**  
**nn94n**  
**gg45i**

See specifications for [ff114 / nn94k / gg45g] above.

	FA	RATA	NFA	GM
What justice agency did the police refer the case to (to the best of your knowledge)? (EXACT NAME OF AGENCY)	<b>ff118</b>	<b>rr71a_2</b>	<b>nn95a</b> <i>SA-38g</i>	<b>gg46a</b>
<77> SPECIFY				
<98> DON'T KNOW	<u>SA-38m1</u>	<u>SA-38m1</u>	<u>SA-38m1</u>	<u>SA-38m1</u>
<97> REFUSED				
What else did the police do?	<b>f11f9</b>	<b>rr72</b>	<b>nn95c</b>	<b>gg47</b>
<77> SPECIFY	<i>PA-47h</i>	<i>RA-37h</i> <i>TA-51h</i>	<i>SA-38h</i>	<i>GM-16h</i>
<98> DON'T KNOW				
<97> REFUSED			<u>SA-38m1</u>	<u>SA-38m1</u>
What did the police tell you (at any time during the episode)?	<b>ff119</b>	<b>rr73_2</b>	<b>nn96</b>	<b>gg48</b>
<77> SPECIFY	<i>PA-46</i>	<i>RA-36</i> <i>TA-50</i>	<i>SA-37</i>	<i>GM-15</i>
<98> DON'T KNOW				
<97> REFUSED	<u>GM-15</u>	<u>GM-15</u>	<u>GM-15</u>	<u>GM-15</u>
To the best of your knowledge, did the police report the case to: the Federal Parent Locator Service?	<b>ff120</b>	<b>rr74a</b>		
<1> YES	<i>PA-48a</i>			
<5> NO				
<8> DON'T KNOW	<u>PA-48</u>	<u>PA-48</u>		
<7> REFUSED				

**ff118**  
**rr71a\_2**  
**nn95a**  
**gg46a**

This question is only asked if the respondent said that the police referred the case to another justice agency in [ff116 / rr70g\_2 / nn94m / gg45h]—we want to know which agency. Encourage the respondent to tell you the exact name of the agency, but if [he / she] does not know, get as much information as you can. NCMEC (National Center for Missing and Exploited Children) or their local offices, may be mentioned; NCMEC is sometimes called the Adam Walsh Center. Make a note of the respondent’s answer and do not dispute their understanding (NCMEC is not a justice agency)—the coder will sort it out later.

**ff119**  
**rr72**  
**nn95c**  
**gg47**

This question is only asked if the respondent said that the police did something other than what is listed in this question series in [rr117 / rr70h\_2 / nn94n / gg45i]—we want to know what they did, such as put out an APB. Carefully and completely record everything that the respondent tells you.

**ff119**  
**rr73\_2**  
**nn96**  
**gg48**

Probe if necessary—we want to know about anything the police said at any time during the episode—this means it includes what the police said when they were initially contacted and it also includes things that were said while the episode was going on (not things that the police said after the [child was / children were] returned). The respondent may have already told you what the police said during their answer to one of the previous questions about the police; if so, confirm with the respondent what you are writing down, and ask if there was anything else, other than what they told you so far. Carefully and completely record everything that the respondent tells you.

rr73\_2: NOTE: The police may not get very involved in a missing person or runaway incident. If the respondent says that the police said they could not help or there was nothing they could do or they probably would not find the [child / children] or something along that line, make sure that you include that verbatim.

**ff120**  
**rr74a**

This series of questions asks about referrals that the local police made to law enforcement agencies at the federal level.

Respondents may not be familiar with the Parent Locator Service, even if they say “YES” to this item. If they say, “YES,” just take their word for it, and do not try to determine if they are correct.

	FA	RATA	NFA	GM
(To the best of your knowledge, did the police report the case to:) the FBI?	<b>ff121</b>	<b>rr74b</b>	<b>nn97a</b>	<b>gg49a</b>
<1> YES	<i>PA-48b</i>	<i>RA-38a TA-52a</i>	<i>SA-39a</i>	<i>GM-17a</i>
<5> NO	<u>PA-48</u>	<u>PA-48</u>	<u>SA-39</u>	<u>PA-48</u>
<8> DON'T KNOW				
<7> REFUSED				
(To the best of your knowledge, did the police report the case to:) any other federal agency?	<b>ff122</b>	<b>rr74c</b>	<b>nn97b</b>	<b>gg49b</b>
<1> YES	<i>PA-48c</i>	<i>RA-38b TA-52b</i>	<i>SA-39b</i>	<i>GM-17b</i>
<5> NO	<u>PA-48</u>	<u>PA-48</u>	<u>SA-39</u>	<u>PA-48</u>
<8> DON'T KNOW				
<7> REFUSED				
Which federal agency did the police report the case to (to the best of your knowledge)? (EXACT NAME OF AGENCY)	<b>ff123</b>	<b>rr75a</b>	<b>nn98a</b>	<b>gg50a</b>
<77> SPECIFY	<i>PA-48c</i>	<i>RA-38b TA-52b</i>	<i>SA-39b</i>	
<98> DON'T KNOW	<u>PA-48c1</u>	<u>PA-48c1</u>	<u>SA-39a</u>	<u>PA-48c1</u>
<97> REFUSED				
How satisfied [are / were] you with the way the police [handled / are handling] your case? Would you say:	<b>ff124</b>	<b>rr76</b>	<b>nn99</b>	<b>gg51</b>
<1> very satisfied,	<i>PA-49</i>	<i>RA-39 TA-53</i>	<i>SA-40</i>	<i>GM-18</i>
<2> somewhat satisfied,				
<3> somewhat <u>d</u> issatisfied, or	<u>PA-49</u>	<u>PA-49</u>	<u>SA-40</u>	<u>PA-49</u>
<4> very <u>d</u> issatisfied?				
<5> NO OPINION				
<8> DON'T KNOW				
<7> REFUSED				

**ff121**  
**rr74b**  
**nn97a**  
**gg49a**

This series of questions asks about referrals that the local police made to law enforcement agencies at the federal level.

The answer is "YES" only if the police referred the case to the FBI, not if the respondent or someone else contacted the FBI directly.

**ff122**  
**rr74c**  
**nn97b**  
**gg49b**

This series of questions asks about referrals that the local police made to law enforcement agencies at the federal level.

**ff123**  
**rr75a**  
**nn98a**  
**gg50a**

This question is only asked if the respondent said that the police referred the case to another federal agency in [ff122 / rr74c / nn97b / gg49b]—we want to know which agency. Encourage the respondent to tell you the exact name of the agency, but if [he / she] does not know, get as much information as you can. NOTE: This might be the same agency that was discussed in [ff118 / rr71a\_2 / nn95a / gg46a] ("justice" agency); just note the information again. If [he / she] says something that you believe is not a federal agency, just write down what they tell you, and do not try to determine if [he / she] is correct—get as much detail as you can so the coder can assess their answer.

**ff124**  
**rr76**  
**nn99**  
**gg51**

Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to [his / her] situation. Emphasize "dis" when you read "dissatisfied," so that the respondent hears the difference between "satisfied" and "dissatisfied." Do not hesitate to reread the categories if it will help the respondent determine which answer [he / she] thinks is correct.

	FA	RATA	NFA	GM
As far as you know, was anyone arrested, or were charges brought against anyone, in connection with this episode?	<b>ff125</b>	<b>rr77_2</b>	<b>nn100</b>	
<1> YES			SA-42	
<5> NO	<u>NCVS-129</u>	<u>NCVS-129</u>	<u>NCVS-129</u>	
<8> DON'T KNOW				
<7> REFUSED				
Did anyone tell you that you could receive money or compensation from a state agency because of this episode? (FEDERAL LEGISLATION ALLOWS CRIME VICTIMS TO BE COMPENSATED FOR THINGS LIKE MEDICAL EXPENSES AND LOST WAGES)	<b>ff126</b>		<b>nn101</b>	
<1> YES				
<5> NO	<u>OVC-1</u>		<u>OVC-1</u>	
<8> DON'T KNOW				
<7> REFUSED				
Did you <u>receive</u> any money or compensation (from a state agency because of this episode)?	<b>ff127</b>		<b>nn102</b>	
<1> YES				
<5> NO	<u>OVC-2</u>		<u>OVC-2</u>	
<8> DON'T KNOW				
<7> REFUSED				

**ff125**  
**rr77\_2**  
**nn100**

ff125: This question will be skipped if the respondent answered "YES" to [ff115 / nn94]. This  
nn94l: includes anyone who was arrested.

rr77\_2: This includes anyone who was arrested, (except the [child / children] involved in the episode—we are going to ask about [him / her / them] in a later question).

However, this only includes arrests resulting from this episode (it would not include, for example, an arrest of a person involved, if the arrest was for an unrelated crime, such as an outstanding warrant).

**ff126**  
**nn101**

OTHER "AGENCY CONTACT

The government has the option to pay victims of crime, in order to compensate them for lost wages or other material hardship. We want to know if the respondent has ever heard of this. Explain what the compensation is if necessary.

**ff127**  
**nn102**

This question is only asked if the respondent said "YES" to [ff126 / nn101]—we want to know if they received any monetary compensation from this source.



	FA	RATA	NFA	GM
Was the state child protection agency contacted about this episode?	<b>ff128</b>	<b>rr78_2</b>	<b>nn103</b>	
<1> YES	<i>PA-53</i>			
<5> NO				
<8> DON'T KNOW	<u>SA-41a</u>	<u>SA-41a</u>	<u>SA-41a</u>	
<7> REFUSED				
Did the state child protection agency conduct an investigation?	<b>ff129</b>	<b>rr79</b>	<b>nn104</b>	
<1> YES				
<5> NO				
<8> DON'T KNOW	<u>SA-41b</u>	<u>SA-41b</u>	<u>SA-41b</u>	
<7> REFUSED				
What were the results of that investigation?	<b>ff130</b>	<b>rr80a</b>	<b>nn105</b>	
<77> SPECIFY				
<98> DON'T KNOW				
<97> REFUSED	<u>SA-41c</u>	<u>SA-41c</u>	<u>SA-41c</u>	
Did you or anyone else in your household contact a missing persons agency concerning your [child / children]? (NOT INCLUDING PRIVATE DETECTIVES OR INVESTIGATORS)	<b>ff131</b>	<b>rr81_2</b>	<b>nn106</b>	<b>gg52</b>
	<i>PA-53</i>		<i>SA-41</i>	<i>GM-19</i>
<1> YES	<u>POL-3</u>	<u>POL-3</u>	<u>POL-3</u>	<u>POL-3</u>
<5> NO				
<6> NOT APPLICABLE—ASSAULT ONLY [NFA]				
<8> DON'T KNOW				
<7> REFUSED				

**ff128**  
**rr78\_2**  
**nn103**

This would include a situation where the respondent or someone else contacted the agency regarding this particular episode. However, the only kind of agency that counts for this question is one run by the state government, such as The Department of Youth and Family Services.

**ff129**  
**rr79**  
**nn104**

This question is only asked if the respondent said a state agency was contacted in [ff128 / rr78\_2 / nn103]—we want to know if the agency conducted an investigation into this particular episode.

**ff130**  
**rr80a**  
**nn105**

This question is only asked if the respondent said an investigation was conducted in [ff128 / rr78\_2 / nn103]—we want to know what the outcome was. Carefully and completely record everything that the respondent tells you.

**ff131**  
**rr81\_2**  
**nn106**  
**gg52**

This would include a situation where the respondent or someone else contacted the agency, regarding this particular episode.

rr81\_2: It does not include others outside the household who made such contacts (neighbors, the police, etc.).

However, only an agency counts for this question, not individuals, such as a private detective. NCMEC (National Center for Missing and Exploited Children) or their local offices, can be included; NCMEC is sometimes called the "Adam Walsh Center."

	FA	RATA	NFA	
THE NEXT SIX QUESTIONS ARE "CODE ALL THAT APPLY" SUBSETS OF	<b>ff133</b>	<b>rr83z</b>	<b>nn108</b>	
As a result of this episode, did you or anyone else in your household contact: a shelter?	<b>ff13a</b>	<b>rr83a</b>	<b>nn08a</b>	
<1> YES	<i>PA-53</i>	<i>PA-53</i>	<i>PA-53</i>	
<5> NO	<u>OVC-3</u>	<u>OVC-3</u>	<u>OVC-3</u>	
<98> DON'T KNOW				
<97> REFUSED				
As a result of this episode, did you or anyone else in your household contact: a child advocacy center, like the National Center for Missing and Exploited Children?	<b>ff13b</b>	<b>rr83b</b>	<b>nn08b</b>	
<1> YES	<i>PA-53</i>	<i>PA-53</i>	<i>PA-53</i>	
<5> NO	<u>OVC-3</u>	<u>OVC-3</u>	<u>OVC-3</u>	
<98> DON'T KNOW				
<97> REFUSED				
As a result of this episode, did you or anyone else in your household contact: a crisis counseling center or hotline?	<b>ff13c</b>	<b>rr83c</b>	<b>nn08c</b>	
<1> YES	<i>PA-53</i>	<i>PA-53</i>	<i>PA-53</i>	
<5> NO	<u>OVC-3</u>	<u>OVC-3</u>	<u>OVC-3</u>	
<98> DON'T KNOW				
<97> REFUSED				
As a result of this episode, did you or anyone else in your household contact: a sexual assault center or support group?	<b>ff13d</b>	<b>rr83d</b>	<b>nn08d</b>	
<1> YES	<i>PA-53</i>	<i>PA-53</i>	<i>PA-53</i>	
<5> NO	<u>OVC-3</u>	<u>OVC-3</u>	<u>OVC-3</u>	
<98> DON'T KNOW				
<97> REFUSED				
As a result of this episode, did you or anyone else in your household contact: a victim services agency?	<b>ff13e</b>	<b>rr83e</b>	<b>nn08e</b>	
<1> YES	<i>PA-53</i>	<i>PA-53</i>	<i>PA-53</i>	
<5> NO	<u>OVC-3</u>	<u>OVC-3</u>	<u>OVC-3</u>	
<98> DON'T KNOW				
<97> REFUSED				
As a result of this episode, did you or anyone else in your household contact: or something else (SPECIFY)?	<b>ff13f</b>	<b>rr83f</b>	<b>nn08f</b>	
<1> YES	<i>PA-53</i>	<i>PA-53</i>	<i>PA-53</i>	
<5> NO	<u>OVC-3</u>	<u>OVC-3</u>	<u>OVC-3</u>	
<7> SPECIFY				
<98> DON'T KNOW				
<97> REFUSED				

**ff133**  
**rr83z**  
**nn108**

Read the list slowly, allowing the respondent to respond to each item; enter the number for any (and all) agencies that the respondent says [he / she] contacted. Only code agencies that were contacted during the episode. Local chapters of NCMEC do not count as NCMEC; NCMEC is sometimes called the "Adam Walsh Center. Enter "n" if the respondent says no agencies were contacted, or when you have finished entering everything the respondent reported.

	FA	RATA	NFA	GM
Did you (or) [your son / your daughter / any of your children] receive services from [this agency / these agencies]?	<b>ff134_2</b>	<b>rr84</b>	<b>nn109</b>	
<1> YES				
<5> NO	<u>OVC-5</u>	<u>OVC-5</u>	<u>OVC-5</u>	
<8> DON'T KNOW				
<7> REFUSED				
Did you contact any <u>other</u> agency or professional person?	<b>ff135</b>	<b>rr85_2</b>	<b>nn110</b>	<b>gg53</b>
<1> YES			SA-41	GM-19
<5> NO				
<8> DON'T KNOW	<u>SA-41</u> <u>GM-19</u>	<u>SA-41</u> <u>GM-19</u>	<u>SA-41</u> <u>GM-19</u>	<u>SA-41</u> <u>GM-19</u>
<7> REFUSED				
What kind of agency or professional person (did you contact)? (EXACT NAME OF AGENCY)			<b>nn111</b>	
<77> SPECIFY			SA-41	
<98> DON'T KNOW				
<97> REFUSED			<u>SA-41a</u>	
Who was contacted: a minister, priest, rabbi, or other religious official?	<b>ff136</b>	<b>rr86a_2</b>	<b>nn112</b>	<b>gg54a</b>
<1> YES			SA-41	GM-20a
<5> NO				
<8> DON'T KNOW	<u>GM-20a</u>	<u>GM-20a</u>	<u>NSA-P</u>	<u>GM-20a</u>
<7> REFUSED				

**ff134\_2**  
**rr84**  
**nn109**

This question is only asked if the respondent contacted any of the agencies listed in [ff133 / rr83z / nn108]—we want to know if [he / she], or any of the children involved, received services or got any help from any of these organizations during the episode. The [child / children] will not be included in this question if [he / she / they] have not been returned. NOTE: If some of the [child / children] have been returned and others have not, be sensitive when asking the question, and be careful not to include a reference to any child who has not yet been returned, though all the names will appear.

**ff135**  
**rr85\_2**  
**nn110**  
**gg53**

This only includes agencies or professionals that have not already been discussed (i.e., we have already asked about the police and crisis intervention agencies). Media, like newspapers and TV stations, do not count. Make sure the respondent hears you say “professional people” so they do not think that you are only asking about other agencies. Only includes agencies and professionals that were contacted during the episode.

**nn111**

This question is only asked if the respondent said that other agencies or professionals were contacted in nn110—we want to know who was contacted. Record the respondent’s answer carefully and completely.

**ff136**  
**rr86a\_2**  
**nn112**  
**gg54a**

ff136: This series of questions is only asked if the respondent said that other professionals were  
rr86a\_2: contacted in [ff135 / rr85\_2 / gg53] and asks about the types of professionals that might  
gg54a: have been contacted. The answer is “YES,” even if someone else contacted the professional, as long as [he / she] did it on behalf of the respondent in connection with this particular episode. If it was done by someone else in this way, be sure to make a note about that fact (use the CATI note-taking function—in command mode). Do not probe for this, but just note it down if the respondent volunteers the information.

nn112: This series is only asked if the respondent said that other professionals were contacted in nn110. It asks about the types of professionals and community members who might have found out about the episode. The question is worded this way on purpose—we are interested in people that the respondent contacted [himself / herself], but also people who found out about the episode some other way. However, this only includes people who found out while the episode was going on, that is, before the episode was resolved (the [child was / children were] returned or their status was determined) —this does not include people who found out later, after the episode was over.

	FA	RATA	NFA	GM
(Who was contacted:) a lawyer?	<b>ff137</b>	<b>rr86b_2</b>	<b>nn113</b>	<b>gg54b</b>
<1> YES	<i>PA-50</i>		<i>SA-41</i>	<i>GM-20b</i>
<5> NO				
<8> DON'T KNOW	<u>GM-20b</u>	<u>GM-20b</u>	<u>NSA-P</u>	<u>GM-20b</u>
<7> REFUSED				

(Who was contacted:) a teacher or school official?	<b>ff138</b>	<b>rr86c_2</b>	<b>nn114</b>	<b>gg54c</b>
<1> YES			<i>SA-41</i>	<i>GM-20c</i>
<5> NO				
<8> DON'T KNOW	<u>GM-20c</u>	<u>GM-20c</u>	<u>NSA-P</u>	<u>GM-20c</u>
<7> REFUSED				

(Who was contacted:) a social worker, therapist, counselor, or psychologist?	<b>ff139</b>	<b>rr86d</b>	<b>nn115</b>	<b>gg54d</b>
<1> YES			<i>SA-41</i>	<i>GM-20d</i>
<5> NO				
<8> DON'T KNOW	<u>GM-20d</u>	<u>GM-20d</u>	<u>NSA-P</u>	<u>GM-20d</u>
<7> REFUSED				

(Who was contacted:) a doctor, nurse, or medical person?	<b>ff140</b>	<b>rr86e</b>	<b>nn116</b>	<b>gg54e</b>
<1> YES			<i>SA-41</i>	
<5> NO				
<8> DON'T KNOW	<u>GM-20e</u>	<u>GM-20e</u>	<u>NSA-P</u>	<u>GM-20e</u>
<7> REFUSED				

**ff137**  
**rr86b\_2**  
**nn113**  
**gg54b**

ff137: This series of questions is only asked if the respondent said that other professionals were  
rr86b\_2: contacted in [ff135 / rr85\_2 / gg53] and asks about the types of professionals that might  
gg54b: have been contacted. The answer is "YES," even if someone else contacted the professional, as  
long as [he / she] did it on behalf of the respondent in connection with this particular episode.  
If it was done by someone else in this way, be sure to make a note about that fact (use the  
CATI note-taking function—in command mode). Do not probe for this, but just note it down if  
the respondent volunteers the information.

nn113: This series is only asked if the respondent said that other professionals were contacted in  
nn110. It asks about the types of professionals and community members who might have  
found out about the episode. The question is worded this way on purpose—we are interested in  
people that the respondent contacted [himself / herself], but also people who found out about  
the episode some other way. However, this only includes people who found out while the  
episode was going on, that is, before the episode was resolved (the [child was / children were]  
returned or their status was determined) —this does not include people who found out later,  
after the episode was over.

**ff138**  
**rr86c\_2**  
**nn114**  
**gg54c**

See specifications for [ff137 / rr86b\_2 / nn113 / gg54b] above.

**ff139**  
**rr86d**  
**nn115**  
**gg54d**

See specifications for [ff137 / rr86b\_2 / nn113 / gg54b] above.

**ff140**  
**rr86e**  
**nn116**  
**gg54e**

See specifications for [ff137 / rr86b\_2 / nn113 / gg54b] above.



	FA	RATA	NFA	GM
(Who was contacted:) anyone else?	<b>ff141</b>	<b>rr86f</b>		<b>gg54f</b>
<1> YES				<i>GM-20e</i>
<6> OTHER (SPECIFY) [GM]				
<5> NO	<u>GM-20f</u>	<u>GM-20f</u>		<u>GM-20f</u>
<8> DON'T KNOW				
<7> REFUSED				

Who else did you call?	<b>f141f</b>	<b>rr87_2</b>		
<77> SPECIFY	<i>PA-52</i>			
<98> DON'T KNOW				
<97> REFUSED				

How long after you realized [CHILD'S NAME / CHILDREN'S NAMES] [was / were] [taken / kept] did you contact a lawyer?	<b>ff142</b>			
	<i>PA-51</i>			

<u>&lt;1 - 90&gt; DURATION</u>				
<95> AS SOON AS R FOUND OUT / IMMEDIATELY	<u>PA-51</u>			
<96> AFTER [CHILD WAS / CHILDREN WERE] RETURNED				
<98> DON'T KNOW				
<97> REFUSED				

(UNIT OF TIME)	<b>ff142_2</b>			
<1> MINUTES				
<2> HOURS				
<3> DAYS				
<4> WEEKS				
<5> MONTHS				

**ff141**  
**rr86f**  
**gg54f**

ff141: Do not slide past this category—make sure you give the respondent the opportunity to  
rr86f: tell you if they contacted someone other than a professional on the preceding list. If the answer  
is "YES," be sure to record the answer fully and clearly in [f141f / rr87\_2].

gg54f: Do not slide past this category—make sure you give the respondent the opportunity to tell you if  
they contacted someone other than a professional on the preceding list. If the respondent says  
someone else was contacted, carefully and completely record what [he / she] says on the  
"SPECIFY" line.

**f141f**  
**rr87\_2**

If the respondent says someone else was contacted, carefully and completely record what [he / she] says on the  
"SPECIFY" line.

**ff142**

This question is only asked if the respondent said that an attorney was contacted in ff137—we want to know how  
long it was after the respondent realized the [child was / children were] missing that an attorney was contacted,  
even if someone else contacted the attorney for the respondent. If an attorney was immediately contacted by the  
respondent (or someone other than the respondent), enter <95>, even if it was not the respondent who initially  
contacted the attorney. If the respondent tells you [he / she] "Doesn't know" or "Can't remember," ask [him / her]  
if [he / she] could estimate how long it was between the point at which [he / she] realized the children were [taken  
/ kept] and the time [he / she] contacted an attorney. If necessary, you could help the respondent's recall by asking  
"Was an attorney contacted the same day?" and if the answer is "YES," you could then ask "Do you think that you  
contacted an attorney within an hour after you realized?" Do not probe too long—if one or two questions do not  
help the respondent to remember, discontinue the questioning. Use <96> if a lawyer was contacted after the [child  
/ children] returned.

[Have you taken / Did you take] any other actions to have [CHILD'S NAME / CHILDREN'S NAMES] returned?

**ff143**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

PA-52

PA-52

What else [have you done / did you do]?

**ff144**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

PA-53

PA-53

To try to get [CHILD'S NAME / CHILDREN'S NAMES] to come home did you: Contact [his / her / their] friends or parents of friends?

**rr88a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

RA-40a  
TA-54a

RA-40

(To try to get [CHILD'S NAME / CHILDREN'S NAMES] to come home did you:) Go to any places where you believe [he / she / they] [might be / might have been] staying?

**rr88b**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

RA-40b  
TA-54b

RA-40

(To try to get [CHILD'S NAME / CHILDREN'S NAMES] to come home did you:) Contact a runaway hotline?

**rr88c**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

RA-40c  
TA-54c

RA-40

**ff143**

This includes anything other than what has already been discussed, (we have already discussed whether the respondent or someone else contacted the police or an attorney). You may find that some respondents will say something like: "Yes, I ..." and at that point tell you what else [he / she] did. If this happens, be sure to enter <1> for "YES" and then record the answer in ff144 without asking the question. this question will not be asked if the [child / children] have not been returned. If some of the [child / children] have been returned and others have not, be sensitive when asking the question, and be careful not to include a reference to any child who has not yet been returned, though all the names will appear.

**ff144**

This question is only asked if the respondent said that other actions were taken to have the [child / children] returned in ff143—we want to know anything the respondent did at any time while the [child was / children were] away to try to get [him / her / them] home. Record the respondent's answer carefully and completely. However, the respondent may have told you what [he / she] did to try and get the [child / children] back in ff90, so do not probe extensively unless [he / she] are telling you new things (things that were not mentioned before).

**rr88a**

Recall that earlier we asked, in an open-ended format, what the respondent did to try to find the [child / children]

**rr88b**

(in rr54a\_2), so [he / she] has probably already told you most of what was done. Read through the list, and confirm

**rr88c**

anything that the respondent already mentioned.

We want to know anything the respondent did at any time while the [child was / children were] away to try to get [him / her / them] to come home, so enter <1> for "YES" if [he / she] did this at any time during the episode.

NOTE: This may be a sensitive series of questions, especially if the [child was / children were] forced out of the house or not allowed to return.

(To try to get [CHILD'S NAME / CHILDREN'S NAMES] to come home did you:) Contact runaway shelters?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**rr88d**

*RA-40d*  
*TA-54d*

RA-40

(To try to get [CHILD'S NAME / CHILDREN'S NAMES] to come home did you:) Did you do something else?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**rr88e**

*RA-40e*  
*TA-54e*

RA-40

What else did you do?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**rr89\_2**

*RA-40e*  
*TA-54e*

To the best of your knowledge, during this episode [was [CHILD'S NAME] / has [CHILD'S NAME] been] placed in a juvenile detention center?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**rr90(x)**

*RA-49a*  
*TA-64a*

RA-49

How long was [he / she] in the juvenile detention center?

- \_\_\_\_\_
- <1 - 90> DURATION
  - <98> DON'T KNOW
  - <97> REFUSED

**rr91(x)**

*RA-49b*  
*TA-64b*

RA-49b

(UNIT OF TIME)

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS

**rr92(x)**

**rr88d**  
**rr88e**

Recall that earlier we asked, in an open-ended format, what the respondent did to try to find the [child / children] (in rr54a\_2), so [he / she] has probably already told you most of what was done. Read through the list, and confirm anything that the respondent already mentioned.

We want to know anything the respondent did at any time while the [child was / children were] away to try to get [him / her / them] to come home, so enter <1> for "YES" if [he / she] did this at any time during the episode.

NOTE: This may be a sensitive series of questions, especially if the [child was / children were] forced out of the house or not allowed to return.

**rr89\_2**

This question is asked if the respondent said that [he / she] did "something else" in rr88e. Record the response clearly and thoroughly, however, the respondent has probably told you what [he / she] did to try and get the [child / children] back in rr54a\_2, so do not probe extensively unless [he / she] is telling you new things (things that were not mentioned before).

**rr90(x)**

It is implied in this question that the child was picked up by the police and placed in a detention center by the police.

**rr91(x)**

This question is only asked if the respondent said that the child was placed in a detention center in rr90(x). If the child was placed in a detention center more than once during the episode, we would like to know the total number of hours, days, weeks, or months [he / she] was detained. Before accepting a "DON'T KNOW" response, ask the respondent if [he / she] can make an estimate.

FA

RATA

NFA

GM

(To the best of your knowledge, during this episode) [was [CHILD'S NAME] / has [CHILD'S NAME] been] placed in a jail?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

How long was [he / she] in jail?

- \_\_\_\_\_
- <1 - 90> DURATION
  - <98> DON'T KNOW
  - <97> REFUSED

(UNIT OF TIME)

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS

**rr93(x)**

*RA-50a*  
*TA-65a*

RA-50a

**rr94(x)**

*RA-50b*  
*TA-65b*

RA-50b

**rr95(x)**

**rr93(x)**

It is implied in this question that the child was picked up by the police and placed in jail by the police.

**rr94(x)**

This question is only asked if the respondent said that the child was placed in jail in rr93(x). If the child was placed in jail more than once during the episode, we would like to know the total number of hours, days, weeks, or months [he / she] was detained. Before accepting a "DONT KNOW" response, ask the respondent if [he / she] can make an estimate.



FA

RATA

NFA

GM

Now I'm going to read a short list of statements. Which of the following describes a reason that [CHILD'S NAME] was missing? [He / She] was hurt or injured.

**gg55(x)**

GM-23

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

GM-23

(Now I'm going to read a short list of statements. Which of the following describes a reason that [CHILD'S NAME] was missing? [He / She] was lost.

**gg56(x)**

GM-23

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

GM-23

(Now I'm going to read a short list of statements. Which of the following describes a reason that [CHILD'S NAME] was missing? [He / She] forgot about time or about an appointment.

**gg57(x)**

GM-23

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

GM-23

(Now I'm going to read a short list of statements. Which of the following describes a reason that [CHILD'S NAME] was missing? [He / She] misunderstood what was expected.

**gg58(x)**

GM-23

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

GM-23

**gg55(x)**  
**gg56(x)**  
**gg57(x)**  
**gg58(x)**

This question is asked separately for each child involved—make sure the respondent hears the name of the child and knows who you are referring to. Enter a response for each statement. The respondent may say “YES” to more than one statement, because more than one of the statements may apply to this situation. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. The question and statements are worded in the past tense—in the rare event that the [child / children] are still missing you will need to adjust the verbs yourself.

FA

RATA

NFA

GM

(Now I'm going to read a short list of statements. Which of the following describes a reason that [CHILD'S NAME] was missing?)  
Someone taking care of [him / her] had misunderstood what was expected.

**gg59(x)**

GM-23

<1> YES

GM-23

<5> NO

<8> DON'T KNOW

<7> REFUSED

(Now I'm going to read a short list of statements. Which of the following describes a reason that [CHILD'S NAME] was missing?)  
Unforeseen circumstances caused delay.

**gg60(x)**

GM-23

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

GM-23

(Now I'm going to read a short list of statements. Which of the following describes a reason that [CHILD'S NAME] was missing?  
Any other reason?

**gg61(x)**

GM-23

<6> OTHER (SPECIFY)

<5> NO

<8> DON'T KNOW

<7> REFUSED

GM-23

**gg59(x)**  
**gg60(x)**

These questions are asked separately for each child involved—make sure the respondent hears the name of the child and knows who you are referring to. Enter a response for each statement. The respondent may say “YES” to more than one statement, because more than one of the statements may apply to this situation. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. The question and statements are worded in the past tense—in the rare event that the [child / children] are still missing you will need to adjust the verbs yourself.

**gg61(x)**

If the respondent says something else happened, carefully and completely record what [he / she] says on the “SPECIFY” line that will appear if you enter <1>.

HARM SERIES

	FA	RATA	NFA	GM
To the best of your knowledge, did [CHILD'S NAME] suffer any physical harm or injury during this episode?	<b>ff(x)1</b>	<b>rr(x)1</b>	<b>nn(x)1</b>	<b>gg(x)1</b>
<1> YES	<i>PA-68</i>	<i>RA-72 TA-88</i>	<i>SA-55</i>	<i>GM-45</i>
<5> NO				
<8> DON'T KNOW	<u>PA-68</u>	<u>PA-68</u>	<u>SA-55</u>	<u>PA-68</u>
<7> REFUSED				
Please describe this harm.	<b>ff(x)2a</b>	<b>rr(x)2a</b>	<b>nn(x)2a</b>	<b>gg(x)2a</b>
<77> SPECIFY	<i>PA-69</i>	<i>RA-73 TA-89</i>	<i>SA-56</i>	<i>GM-46</i>
<98> DON'T KNOW				
<97> REFUSED	<u>PA-69</u>	<u>PA-69</u>	<u>SA-56</u>	<u>PA-69</u>
Did this injury or harm require medical attention? (PROFESSIONAL MEDICAL ATTENTION ONLY)	<b>ff(x)3</b>	<b>rr(x)3</b>	<b>nn(x)3</b>	<b>gg(x)3</b>
<1> YES	<i>PA-70</i>	<i>RA-74 TA-90</i>	<i>SA-57</i>	<i>GM-47</i>
<5> NO				
<8> DON'T KNOW	<u>PA-70</u>	<u>PA-70</u>	<u>SA-57</u>	<u>PA-70</u>
<7> REFUSED				

## HARM SERIES

The final series of questions may be difficult both for you, the interviewer, and the respondent. It is very important to be neutral (non-judgmental and calm) as well as sensitive during this series of questions. This series of questions is only concerned with what happened to the [child / children] while the [child was / children were] away during this episode. This series is mostly skipped for children who have not returned, however, four key questions in each follow-up will be asked: [ff(x)12 / rr(x)12 / nn(x)14 / gg(x)12], [ff(x)13 / rr(x)13 / nn(x)15 / gg(x)13], [ff(x)17 / rr(x)15 / nn(x)19 / gg(x)14], and [ff(x)18 / rr(x)16 / nn(x)20 / gg(x)15].

If there is more than one child, you ask this series ([ff(x) / rr(x)1 / nn(x)1 / gg(x)1] through [ff(x)96 / rr(x)96 / nn(x)97 / gg(x)78\_2] for the first child, then ask the same series for the next child, until you have asked this set of questions for each child involved in the episode.

Throughout the series, if the respondent questions what "episode" means (and [he / she] may!), you could say, "When [CHILD'S NAME] was gone from home." Also, stress the phrase "To the best of your knowledge," as much as seems necessary. Most respondents will not hesitate to answer these questions if [he / she] knows the answer.

**ff(x)1** This is a lead-in to question [ff(x)2a / rr(x)2a / nn(x)2a / gg(x)2a] which allows the respondent to describe any  
**rr(x)1** physical harm or injury the child may have suffered during the episode. If you know, at this point in the interview,  
**nn(x)1** that the child was hurt during the episode, just confirm the answer with the respondent.  
**gg(x)1**

nn(x)1: This is especially true if this is an assault only, so if appropriate, just enter <1> and do not read the question.

**ff(x)2a** This question is only asked if the respondent said the child was harmed in [ff(x)1 / rr(x)1 / nn(x)1 / gg(x)1].  
**rr(x)2a** Carefully and completely record the respondent's answer.  
**nn(x)2a**  
**gg(x)2a**

**ff(x)3** This question is only asked if the respondent said the child was harmed in [ff(x)1 / rr(x)1 / nn(x)1 / gg(x)1]. By  
**rr(x)3** "medical attention" we mean professional attention. That is, the child was seen by a doctor, nurse, or other medical  
**nn(x)3** personnel, but not including a psychiatrist or other mental health professional (we ask about that later).  
**gg(x)3**

	FA	RATA	NFA	GM
Did this injury include any broken bones or bleeding, cuts, or bruises <u>that lasted until the next day</u> ?	<b>ff(x)4</b>	<b>rr(x)4</b>	<b>nn(x)4</b>	<b>gg(x)4</b>
<1> YES				
<5> NO	<u>NSA-14</u>	<u>NSA-14</u>	<u>NSA-14</u>	<u>NSA-14</u>
<8> DON'T KNOW				
<7> REFUSED				
To the best of your knowledge, during this episode was [he / she] in <u>serious danger</u> of being harmed? Would you say:	<b>ff(x)5</b>	<b>rr(x)5</b>	<b>nn(x)5</b>	<b>gg(x)5</b>
<1> definitely,				<i>GM-48</i>
<2> probably, or				
<3> not at all?	<u>GM-48</u>	<u>GM-48</u>	<u>GM-48</u>	<u>GM-48</u>
<8> DON'T KNOW				
<7> REFUSED				
Please describe this danger.	<b>ff(x)6a</b>	<b>rr(x)6a</b>	<b>nn(x)6a</b>	<b>gg(x)6a</b>
<77> SPECIFY				<i>GM-49</i>
<98> DON'T KNOW				
<97> REFUSED	<u>GM-49</u>	<u>GM-49</u>	<u>GM-49</u>	<u>GM-49</u>
Was [CHILD'S NAME] <u>mentally</u> harmed by this episode?	<b>ff(x)7</b>	<b>rr(x)7</b>	<b>nn(x)7</b>	<b>gg(x)7</b>
<1> YES	<i>PA-71</i>	<i>RA-75 TA-91</i>	<i>SA-58</i>	<i>GM-50</i>
<5> NO				
<8> DON'T KNOW	<u>PA-71</u>	<u>PA-71</u>	<u>SA-58</u>	<u>PA-71</u>
<7> REFUSED				
Would you say this mental harm was:	<b>ff(x)8</b>	<b>rr(x)8</b>	<b>nn(x)8</b>	<b>gg(x)8</b>
<1> very serious,	<i>PA-72</i>	<i>RA-76 TA-92</i>	<i>SA-59</i>	<i>GM-51</i>
<2> somewhat serious,				
<3> mild, or	<u>PA-72</u>	<u>PA-72</u>	<u>SA-59</u>	<u>PA-72</u>
<4> minor?				
<8> DON'T KNOW				
<7> REFUSED				

**ff(x)4** This question is only asked if the respondent said the child was harmed in [ff(x)1 / rr(x)1 / nn(x)1 / gg(x)1]—we  
**rr(x)4** want to get a sense of how serious the child's injury was.  
**nn(x)4**  
**gg(x)4**

**ff(x)5** This question is only asked if the respondent said the child was not harmed in [ff(x)1 / rr(x)1 / nn(x)1 / gg(x)1]—we  
**rr(x)5** want to know if the child was at risk for physical harm. Stress "To the best of your knowledge."  
**nn(x)5**  
**gg(x)5**

**ff(x)6a** This question is only asked if the respondent said the child was not harmed in [ff(x)1 / rr(x)1 / nn(x)1 / gg(x)1] but  
**rr(x)6a** was in danger of being harmed in [ff(x)5 / rr(x)5 / nn(x)5 / gg(x)5]. Carefully and completely record the  
**nn(x)6a** respondent's answer, probe for details if necessary (the coder needs to understand how much risk the child was  
**gg(x)6a** exposed to).

**ff(x)7** Stress the word "mentally" when you read this question. If the respondent asks what you mean by "mentally  
**rr(x)7** harmed," do not try to define what that means. Instead, you could say: "Do you feel [CHILD'S NAME] was mentally  
**nn(x)7** harmed by this episode?"  
**gg(x)7**

**ff(x)8** This question is only asked if the respondent said the child was mentally harmed in [ff(x)7 / rr(x)7 / nn(x)7 /  
**rr(x)8** gg(x)7]. Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an  
**nn(x)8** answer.  
**gg(x)8**



	FA	RATA	NFA	GM
Has [CHILD'S NAME] received any counseling because of this episode? (PROFESSIONAL COUNSELING ONLY)	<b>ff(x)9</b>	<b>rr(x)9</b>	<b>nn(x)9</b>	<b>gg(x)9</b>
<1> YES	<u>PA-73</u>	<u>RA-77</u> <u>TA-93</u>	<u>SA-60</u>	<u>GM-52</u>
<5> NO	<u>PA-73</u>	<u>PA-73</u>	<u>SA-60</u>	<u>PA-73</u>
<8> DON'T KNOW				
<7> REFUSED				
To the best of your knowledge, during this episode was [he / she] robbed or did [he / she] have any personal property or money taken?	<b>ff(x)10</b>	<b>rr(x)10</b>	<b>nn(x)10</b>	<b>gg(x)10</b>
<1> YES		<u>RA-71a</u> <u>TA-87a</u>		
<5> NO	<u>NSA-7</u>	<u>NSA-7</u>	<u>NSA-7</u>	<u>NSA-7</u>
<8> DON'T KNOW				
<7> REFUSED				
(To the best of your knowledge,) During this episode was there any <u>intent</u> to rob or take personal property or money from [him / her]?	<b>ff(x)11</b>	<b>rr(x)11</b>	<b>nn(x)13</b>	<b>gg(x)11</b>
<1> YES				
<5> NO	<u>NSA-8</u>	<u>NSA-8</u>	<u>NSA-8</u>	<u>NSA-8</u>
<8> DON'T KNOW				
<7> REFUSED				
(To the best of your knowledge,) During this episode was [CHILD'S NAME] hit, punched, beaten up, hit with an object, or otherwise physically abused?	<b>ff(x)12</b>	<b>rr(x)12</b>	<b>nn(x)14</b>	<b>gg(x)12</b>
<1> YES	<u>PA-67</u>	<u>RA-56</u> <u>TA-71</u>	<u>SA-50</u>	<u>GM-29</u>
<5> NO	<u>PA-67</u>	<u>SA-50</u>	<u>SA-50</u>	<u>PA-67</u>
<8> DON'T KNOW				
<7> REFUSED				
(To the best of your knowledge,) During this episode was there any <u>attempt</u> to hit, punch, beat up, hit with an object or otherwise physically abuse [him / her]?	<b>ff(x)13</b>	<b>rr(x)13</b>	<b>nn(x)15</b>	<b>gg(x)13</b>
<1> YES				
<5> NO	<u>PA-67a</u>	<u>SA-50a</u>	<u>SA-50a</u>	<u>PA-67a</u>
<8> DON'T KNOW				
<7> REFUSED				

**ff(x)9** This question is only asked if the respondent said the child was mentally harmed in [ff(x)7 / rr(x)7 / nn(x)7 /  
**rr(x)9** gg(x)7]. By "counseling" we mean counseling provided by a professional person, not discussions with someone in  
**nn(x)9** the household. The counseling could be provided by a social worker, a psychologist, hospital professional staff, etc.  
**gg(x)9**

**ff(x)10** If necessary, stress "To the best of your knowledge."  
**rr(x)10**  
**nn(x)10**  
**gg(x)10**

**ff(x)11** This question is only asked if the respondent answered "NO," "DON'T KNOW," or "REFUSED" in [ff(x)10 / rr(x)10 /  
**rr(x)11** nn(x)10 / gg(x)10]. In other words, did the perpetrator or anyone else plan to rob the child during this episode.  
**nn(x)13**  
**gg(x)11**

**ff(x)12** This is a very important question. Read the question slowly, pausing after each comma.  
**rr(x)12**  
**nn(x)14**  
**gg(x)12**

**ff(x)13** This question is only asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" in [ff(x)12 / rr(x)12 /  
**rr(x)13** nn(x)14 / gg(x)12]. This is also an important question. Read the question slowly, pausing after each comma, and  
**nn(x)15** emphasizing "attempt."  
**gg(x)13**



**ff(x)14\_2**      This question is only asked if the respondent answered "YES" to [ff(x)12 / nn(x)14] or [ff(x)13 / nn(x)15]. In this  
**nn(x)16\_2**      question, "assault" refers to "hit, punched, beaten up, hit with an object or otherwise physically abused." If the  
respondent asks what you mean by "force or threat," do not try to define the words; instead, say: "Do you think the  
person used any kind of force or threat to hold [CHILD'S NAME] there? NOTE: "Add the word "attempted" if the  
respondent answered "YES" to [ff(x)13 / nn(x)15].

**ff(x)15**      This question is only asked if the respondent said "YES" to [ff(x)14\_2 / nn(x)16\_2]. Carefully and completely record  
**nn(x)17**      the respondent's answer.

**ff(x)16**      This question is only asked if the respondent said "YES" to [ff(x)14\_2 / nn(x)16\_2]. If necessary, say "To the best  
**nn(x)18**      of your knowledge." If the respondent tells you [he / she] "doesn't know," ask [him / her] if [he / she] could  
estimate how long the child was held there. NOTE: Add the word "first" if the respondent indicated (while  
answering previous questions) that there was more than one assault.

**rr(x)14**      We are checking to see if the child might have been at risk for being beaten up or physically assaulted. Emphasize  
"someone else" when you read the question.

SEXUAL ASSAULT SECTION

	FA	RATA	NFA	GM
(To the best of your knowledge) During this episode, was [CHILD'S NAME] sexually abused or molested?	<b>ff(x)17</b>	<b>rr(x)15</b>	<b>nn(x)19</b>	<b>gg(x)14</b>
<1> YES	<i>PA-62</i>	<i>RA-51 TA-66</i>	<i>SA-45</i>	<i>GM-24</i>
<5> NO				
<8> DON'T KNOW	<u>PA-62</u>	<u>RA-51</u>	<u>SA-45</u>	<u>PA-62</u>
<7> REFUSED				
(To the best of your knowledge,) During this episode, was there any <u>attempt</u> to sexually abuse or molest [him / her]?	<b>ff(x)18</b>	<b>rr(x)16</b>	<b>nn(x)20</b>	<b>gg(x)15</b>
<1> YES	<i>PA-63</i>	<i>RA-52 TA-67</i>	<i>SA-46</i>	<i>GM-25</i>
<5> NO				
<8> DON'T KNOW	<u>PA-63</u>	<u>RA-52</u>	<u>SA-46</u>	<u>PA-63</u>
<7> REFUSED				
(To the best of your knowledge,) During this episode, was your child in the company of someone who had sexually assaulted or molested someone else at some other time?		<b>rr(x)17</b>		
<1> YES				
<5> NO		<u>NRA-9</u>		
<8> DON'T KNOW				
<7> REFUSED				
(To the best of your knowledge,) During this episode, was your child in the company of someone who might have tried to engage the child in sexual activities?		<b>rr(x)18</b>		
<1> YES				
<5> NO		<u>NRA-10</u>		
<8> DON'T KNOW				
<7> REFUSED				

SEXUAL ASSAULT SECTION

**ff(x)17**  
**rr(x)15**  
**nn(x)19**  
**gg(x)14**

This is a very important question, because a "YES" answer leads to asking several follow-up questions. It is also very sensitive, so ask it gently.

**ff(x)18**  
**rr(x)16**  
**nn(x)20**  
**gg(x)15**

This question is only asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" in [ff(x)17 / rr(x)15 / nn(x)19 / gg(x)14]. This is also an important question. Read the question gently, and emphasize "attempt."

**rr(x)17**

We are checking to see if the child might have been at risk for being sexually molested. Emphasize "someone else" when you read the question.

**rr(x)18**

The wording of this question may be a little awkward: "tried to engage the child in" but we need to avoid just having a pronoun ["him" / "her"] because it might be unclear to some respondents whether the pronoun referred to the child or the perpetrator.

"B SERIES"—SEXUAL MOLESTATION

	FA	RATA	NFA	GM
<p>To the best of your knowledge, during this episode did [the person / any of the persons] actually touch [CHILD'S NAME] or get your child to touch [him / her / them] (the [person / persons] responsible for the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)70</b>	<b>rr(x)70</b>	<b>nn(x)21</b>  <u>B21</u>	<b>gg(x)70</b>
<p>(To the best of your knowledge, during this episode) Did the [person / persons] ask [CHILD'S NAME] to do something sexual with [him / her / them] or with someone else? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)71</b>	<b>rr(x)71</b>	<b>nn(x)22</b>  <u>B21b</u>	<b>gg(x)71</b>
<p>(To the best of your knowledge, during this episode) Did the [person / persons] show [CHILD'S NAME] [his / her / their] private parts? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)72</b>	<b>rr(x)72</b>	<b>nn(x)23</b>  <u>B21a</u>	<b>gg(x)72</b>

"B SERIES"—SEXUAL MOLESTATION

If the respondent says "YES" to either [ff(x)17 / rr(x)15 / nn(x)19 / gg(x)14] or [ff(x)18 / rr(x)16 / nn(x)20 / gg(x)15], you will ask a series of very explicit questions about what exactly was done to the child. Unfortunately, these questions may be embarrassing to both you and the respondent, so you will have to demonstrate a great deal of sensitivity.

In the rare case that more than one perpetrator was involved in molesting the child, say "persons" when reading the questions. Otherwise, just read "person."

Stress the phrase "To the best of your knowledge," as much as seems necessary. Emphasize "during this episode" if you think the respondent might be talking about activities that happened during a different episode or at some other time.

**ff(x)70** This question screens respondents into, or skips respondents past, the first half of this series. If the respondent  
**rr(x)70** says the child was touched, CATI skips you to the second half of the series, regarding touching. If the respondent  
**nn(x)21** says the child was not touched, the next set of questions asks about what sort of non-touching activities the child  
**gg(x)70** was exposed to.

**ff(x)71** Was the child asked to do something.  
**rr(x)71**  
**nn(x)22**  
**gg(x)71**

**ff(x)72** "Private parts" means genitalia or sexual organs.  
**rr(x)72**  
**nn(x)23**  
**gg(x)72**



	FA	RATA	NFA	GM
<p>(To the best of your knowledge, during this episode) Did the [person / persons] spy on [CHILD'S NAME] or try to look at [him / her] without [his / her] clothes on? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)73</b>	<b>rr(x)73</b>	<b>nn(x)24</b>  <u>B21c</u>	<b>gg(x)73</b>
<p>(To the best of your knowledge, during this episode) Did the [person / persons] show [CHILD'S NAME] something sexual, like pictures or a movie? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)74</b>	<b>rr(x)74</b>  <i>RA-71c</i> <i>TA-87c</i>	<b>nn(x)25</b>  <u>B21d</u>	<b>gg(x)74</b>
<p>(To the best of your knowledge, during this episode) Did the [person / persons] do something else sexual that did <u>not</u> include any touching? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)75</b>	<b>rr(x)75</b>	<b>nn(x)26</b>  <u>B21e</u>	<b>gg(x)75</b>
<p>To the best of your knowledge, what exactly [was he / was she / were they] doing?</p> <p>&lt;77&gt; SPECIFY &lt;98&gt; DON'T KNOW &lt;97&gt; REFUSED</p>	<b>ff(x)76</b>	<b>rr(x)76</b>	<b>nn(x)27</b>  <u>B21h</u>	<b>gg(x)76</b>

**ff(x)73**  
**rr(x)73**  
**nn(x)24**  
**gg(x)73**

Was the child watched while undressed?

**ff(x)74**  
**rr(x)74**  
**nn(x)25**  
**gg(x)74**

Refers to pornographic pictures or movies.

**ff(x)75**  
**rr(x)75**  
**nn(x)26**  
**gg(x)75**

This question gives the respondent the opportunity to tell you if something else happened that was not specified in the previous questions.

**ff(x)76**  
**rr(x)76**  
**nn(x)27**  
**gg(x)76**

This question is only asked if the respondent said "YES" in [rr(x)75 / rr(x)75 / nn(x)26 / gg(x)75]. Try to get the respondent to be as specific as possible. Record the respondent's answer carefully and completely. Do not probe a "DON'T KNOW" answer.

	FA	RATA	NFA	GM
<p>(To the best of your knowledge, during this episode) Did the [person / persons] do something else sexual that <u>did</u> include touching? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)77</b>	<b>rr(x)77</b>	<b>nn(x)28</b>  <u>B21f</u>	<b>gg(x)77</b>
<p>(To the best of your knowledge, during this episode) Did the [person / persons] touch <u>[CHILD'S NAME]'s</u> private parts in any way? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)78</b>	<b>rr(x)78</b>	<b>nn(x)29</b>  <u>B22</u>	<b>gg(x)78</b>
<p>Was this touching done on top of [his / her] clothes or directly on the skin?</p> <p>&lt;1&gt; ON TOP &lt;5&gt; ON SKIN &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)79</b>	<b>rr(x)79</b>	<b>nn(x)30</b>  <u>B22a</u>	<b>gg(x)79</b>
<p>(To the best of your knowledge, during this episode) Did the [person / persons] get <u>[CHILD'S NAME]</u> to touch <u>[his / her / their]</u> private parts in any way?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)80</b>	<b>rr(x)80</b>	<b>nn(x)31</b>  <u>B22b</u>	<b>gg(x)80</b>
<p>Was this on top of the [person's / persons'] clothes or directly on the skin?</p> <p>&lt;1&gt; ON TOP &lt;5&gt; ON SKIN &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)81</b>	<b>rr(x)81</b>	<b>nn(x)32</b>  <u>B22c</u>	<b>gg(x)81</b>

**ff(x)77**  
**rr(x)77**  
**nn(x)28**  
**gg(x)77**

Although the respondent has already said that the perpetrator did not touch the child, we are asking again, in case [he / she] wants to change [his / her] answer.

**ff(x)78**  
**rr(x)78**  
**nn(x)29**  
**gg(x)78**

The second half of the series concerns the particular type of touching.

"Private parts" means genitalia or sexual organs.

**ff(x)79**  
**rr(x)79**  
**nn(x)30**  
**gg(x)79**

This question is only asked if the respondent said "YES" in [ff(x)78 / rr(x)78 / nn(x)29 / gg(x)78]. This means: was the perpetrator touching the child's skin or touching the child through [his / her] clothes.

**ff(x)80**  
**rr(x)80**  
**nn(x)31**  
**gg(x)80**

This question is skipped if the respondent said that the perpetrator touched the child's bare skin in [rr(x)79 / rr(x)79 / nn(x)30 / gg(x)79]. This means: did the child touch the perpetrator in a sexual way. NOTE: If the respondent says "NO" at this point, you will skip to [ff19(x) / rr(x)22 / nn(x)36 / gg(x)19].

**ff(x)81**  
**rr(x)81**  
**nn(x)32**  
**gg(x)81**

This question is only asked if the respondent said "YES" in [ff(x)80 / rr(x)80 / nn(x)31 / gg(x)80]. This means: was the child touching the perpetrator's skin or touching the perpetrator through [his / her] clothes.

	FA	RATA	NFA	GM
<p>(To the best of your knowledge, during this episode) Did the [person / persons] actually put some part of [his / her / their] body, or something else, inside of [CHILD'S NAME]?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)82</b>	<b>rr(x)82</b>	<b>nn(x)33</b>  <u>B22d</u>	<b>gg(x)82</b>
<p>(To the best of your knowledge, during this episode) Did the [person / persons] <u>try</u> to put some part of [his / her / their] body, or something else, inside of [CHILD'S NAME]?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)83</b>	<b>rr(x)83</b>	<b>nn(x)34</b>  <u>B22e</u>	<b>gg(x)83</b>
<p>(To the best of your knowledge, during this episode) Did the [person / persons] actually put [his / her / their] mouth on [CHILD'S NAME]'s private parts, or get [CHILD'S NAME] to put [his / her] mouth on (any of) the [person's / persons'] private parts?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)84</b>	<b>rr(x)84</b>	<b>nn(x)35</b>  <u>B22f</u>	<b>gg(x)84</b>

**ff(x)82**  
**rr(x)82**  
**nn(x)33**  
**gg(x)82**

Did the perpetrator put an object or a body part (including a finger) into the child (in a sexual way).

**ff(x)83**  
**rr(x)83**  
**nn(x)34**  
**gg(x)83**

If the perpetrator did not put something into the child, did the perpetrator attempt to do this.

**ff(x)84**  
**rr(x)84**  
**nn(x)35**  
**gg(x)84**

This question is skipped if the respondent said "YES" in [ff(x)82 / rr(x)82 / nn(x)33 / gg(x)82]. Did the perpetrator perform oral sex on the child, or have the child perform oral sex on the perpetrator.

PHYSICAL OR SEXUAL ASSAULT PERPETRATOR IDENTIFICATION

	FA	RATA	NFA	GM
<p>During the episode, when [CHILD'S NAME] was assaulted, was the person most responsible for the <u>assault</u> the <u>same</u> person who was (most) responsible for the episode?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff(x)19</b>		<b>nn(x)36</b>  <u>AS-1</u>	
<p>Was the person (most) responsible for the assault someone <u>else</u> that you already told me about?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>ff(x)20</b>		<b>nn(x)37</b>  <u>AS-1a</u>	
<p>I know you already told me about this person, but I need to ask a few questions again, because it's important to know exactly who the person was.</p> <p>&lt;1&gt; TO CONTINUE</p>	<b>ff(x)21</b>		<b>nn(x)38</b>	

## PHYSICAL OR SEXUAL ASSAULT PERPETRATOR IDENTIFICATION

If the respondent said "YES" to [ff(x)12 / rr(x)12 / nn(x)14 / gg(x)12], [rr(x)13 / rr(x)13 / nn(x)15 / gg(x)13], [ff(x)17 / rr(x)15 / nn(x)19 / gg(x)14], or [ff(x)18 / rr(x)16 / nn(x)20 / gg(x)15] in the "HARM" section, the following questions about the identity of the perpetrator of a physical or sexual assault or molestation will be asked.

In this series, "the episode" no longer refers to the original abduction episode—now it means when the child was molested [and / or] assaulted. "The responsible person" (or people) means the person (or people) involved in molesting or attacking the child.

As with the previous section, stress the phrase "To the best of your knowledge," as much as seems necessary.

**ff(x)19**  
**nn(x)36** VERY IMPORTANT: "Assault" in this question refers to a physical or sexual assault or molestation, as determined by the four questions asked in the "HARM" section noted above. A "YES" answer to this question allows you to skip past the identification questions, because you have already discussed the perpetrator of the physical or sexual assault or molestation at the beginning of the interview as the perpetrator of the abduction or assault episode that was the topic of this interview.

**ff(x)20**  
**nn(x)37** This question is only asked if the respondent said "YES" for [ff(x)19 / nn(x)36]—we are asking if the physical or sexual assault perpetrator was one of the accomplices in the abduction or assault episode discussed at the beginning of the interview.

**ff(x)21**  
**nn(x)38** NOTE: The transitional phrase will only appear if the respondent said that the perpetrator of the physical or sexual assault or molestation was one of the accomplices in the abduction or assault episode discussed at the beginning of the interview. This sentence explains that we have to ask these identification questions again, though we have asked [him / her] at the beginning of the interview, because we do not want any confusion about who was responsible for molesting the child.



	FA	RATA	NFA	GM
Was more than one person responsible for the assault?	<b>ff(x)22</b>	<b>rr(x)22</b>	<b>nn(x)38_2</b>	<b>gg(x)19</b>
<1> YES				
<5> NO				
<8> DON'T KNOW	<u>SA-6</u>	<u>SA-6</u>	<u>SA-6</u>	<u>SA-6</u>
<7> REFUSED				
How many people were involved?	<b>ff(x)23</b>	<b>rr(x)23</b>	<b>nn(x)39</b>	<b>gg(x)20</b>
<u>&lt;2 - 20&gt; PEOPLE</u>				
<98> DON'T KNOW	<u>SA-7</u>	<u>SA-7</u>	<u>SA-7</u>	<u>SA-7</u>
<97> REFUSED				
I would like to ask you some questions about the person who was <u>most</u> responsible for assaulting your child.	<b>ff(x)24</b>	<b>rr(x)24</b>	<b>nn(x)40</b>	<b>gg(x)21</b>
<1> TO CONTINUE				
Was the person (most) responsible for the assault a member of the child's family? ("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO THE [CHILD / CHILDREN])	<b>ff(x)25</b>	<b>rr(x)25</b>	<b>nn(x)41</b>	<b>gg(x)22</b>
				<i>GM-30</i>
<1> YES	<u>PSA-4</u>	<u>PSA-4</u>	<u>PSA-4</u>	<u>PSA-4</u>
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				

**ff(x)22** The following series of questions is identical to the questions asked at the beginning of the interview about the  
**rr(x)22** episode perpetrator.

**nn(x)38\_2**  
**gg(x)19** By "responsible" we mean anyone who was involved in molesting or attacking the child.

**ff(x)23** This question is only asked if the respondent said more than one perpetrator was involved in [ff(x)22 / rr(x)22 /  
**rr(x)23** nn(x)38\_2 / gg(x)19]. By "involved" we mean anyone who was involved in molesting or attacking the child.

**nn(x)39**  
**gg(x)20**

**ff(x)24** If the respondent reported that there was more than one perpetrator, this lead-in sentence will appear. This  
**rr(x)24** transitional phrase explains that we are focusing on the person the respondent considers most responsible for  
**nn(x)40** molesting or attacking the child. If the respondent considers the perpetrators equally responsible, have [him / her]  
**gg(x)21** pick one person and answer the series of questions about that person. You'll ask the same series of questions  
again, and [he / she] can then tell you about the other [perpetrator / perpetrators] as accomplices.

**ff(x)25** By "family member," we mean anyone related to the child by blood or by law (like adoption, marriage to a blood  
**rr(x)25** relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend /  
**nn(x)41** girlfriend] of a parent or guardian.

**gg(x)22**

	FA	RATA	NFA	GM
Was the person responsible:	<b>ff(x)26</b>	<b>rr(x)26</b>	<b>nn(x)42</b>	<b>gg(x)23</b>
<1> the child's parent,		RA-57 TA-72		GM-30
<2> the child's step-parent,				
<3> the child's sibling,	<u>PSA-4a</u>	<u>PSA-4a</u>	<u>PSA-4a</u>	<u>PSA-4a</u>
<4> the child's aunt or uncle,				
<5> the child's cousin,				
<6> the child's grandparent,				
<7> the child's foster parent,				
<8> the child's adoptive parent,				
<9> the child's legal guardian,				
<10> the romantic partner of the child's parent, or				
<77> some other relative of the child's (SPECIFY)?				
<13> BOYFRIEND'S / GIRLFRIEND'S CHILD				
<17> GREAT NIECE				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				

Was the person (most) responsible someone known to [CHILD'S NAME] (before the episode)?	<b>ff(x)27</b>	<b>rr(x)27</b>	<b>nn(x)43</b>	<b>gg(x)24</b>
<1> YES				
<5> NO				
<8> DON'T KNOW	<u>PSA-5</u>	<u>PSA-5</u>	<u>PSA-5</u>	<u>PSA-5</u>
<7> REFUSED				

**ff(x)26**  
**rr(x)26**  
**nn(x)42**  
**gg(x)23**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the perpetrator's relationship to the child. It is very likely that the respondent will know the relationship between the child and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "SPECIFY" line. Note that we are interested in that person's relationship to the child at the time of the incident (i.e., molesting the child).

**ff(x)27**  
**rr(x)27**  
**nn(x)43**  
**gg(x)24**

Emphasize the word "known." "Known" includes anyone that the child knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the respondent decide: "Whatever that (known) means to you."

	FA	RATA	NFA	GM
Now I'm going to read a list of relationships. Which of the following best describes how the person (most) responsible for the assault was related to the child involved in this episode: (How was the person (most) responsible related to [CHILD'S NAME]?)	<b>ff(x)28</b>	<b>rr(x)28</b>	<b>nn(x)44</b>	<b>gg(x)25</b>
		RA-57 TA-72		GM-30
<1> a friend of [CHILD'S NAME],	<u>PSA-5a</u>	<u>PSA-5a</u>	<u>PSA-5a</u>	<u>PSA-5a</u>
<2> a friend of yours or someone else in the household,				
<3> an acquaintance of [CHILD'S NAME],				
<4> an acquaintance of the family,				
<5> a neighbor,				
<6> a person in authority such as a teacher,				
<7> a caretaker or babysitter,				
<8> someone known to [CHILD'S NAME] only by sight,				
<77> or someone else (SPECIFY)?				
<11> PARENT'S BOYFRIEND / GIRLFRIEND				
<12> FOSTER FAMILY MEMBER				
<13> COMPLETE STRANGER				
<15> SOMEONE KNOWN TO YOU BY SIGHT				
<16> DEPARTMENT OF HUMAN SERVICES				
<95> PERSON NOT KNOWN TO THIS CHILD [FA / RATA]				
<0> PERSON NOT KNOWN TO THIS CHILD [NFA]				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				
<0> INAPPLICABLE [FA]				
<95> INAPPLICABLE [NFA / GM]				

Was the person:	<b>ff(x)29</b>	<b>rr(x)29</b>	<b>nn(x)45</b>	<b>gg(x)26</b>
<1> a romantic friend (boyfriend or girlfriend) or		RA-57 TA-72		GM-30
<5> just an ordinary friend?				
<8> DON'T KNOW	<u>PSA-5a1</u>	<u>PSA-5a1</u>	<u>PSA-5a1</u>	<u>PSA-5a1</u>
<7> REFUSED				

**ff(x)28**  
**rr(x)28**  
**nn(x)44**  
**gg(x)25**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the perpetrator's relationship to the child. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "SPECIFY" line. Note that we are interested in that person's relationship to the child at the time of the incident (i.e., molesting the child).

**ff(x)29**  
**rr(x)29**  
**nn(x)45**  
**gg(x)26**

If the respondent says the person was a "friend," we want to know if the person was considered as a partner in a [boyfriend / girlfriend] way. If the respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode, or did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the perpetrator was the child's friend, or a friend of some other household member, such as the friend of an older sibling (e.g., "Was this person your daughter's boyfriend at the time of the episode?")

DETERMINING "ACQUAINTEDNESS"

	FA	RATA	NFA	GM
Did [CHILD'S NAME], or anyone else in your family, know this person's name (before the episode)?	<b>ff(x)66</b>	<b>rr(x)66</b>	<b>nn(x)82</b>	<b>gg(x)63</b>
<1> YES				
<5> NO	<u>LES-1</u>	<u>LES-1</u>	<u>LES-1</u>	<u>LES-1</u>
<8> DON'T KNOW				
<7> REFUSED				
Did [CHILD'S NAME], or anyone else in your family, know this person well enough to speak to him or her (before the episode)?	<b>ff(x)67</b>	<b>rr(x)67</b>	<b>nn(x)83</b>	<b>gg(x)64</b>
<1> YES				
<5> NO	<u>LES-2</u>	<u>LES-2</u>	<u>LES-2</u>	<u>LES-2</u>
<8> DON'T KNOW				
<7> REFUSED				
For how long (before the episode) did [CHILD'S NAME], or other family members, know this person:	<b>ff(x)68</b>	<b>rr(x)68</b>	<b>nn(x)84</b>	<b>gg(x)65</b>
<1> a long-standing acquaintance (known for more than six months),				
<2> a recent acquaintance (known for more than one month but less than six months), or	<u>LES-3</u>	<u>LES-3</u>	<u>LES-3</u>	<u>LES-3</u>
<3> a very recent acquaintance (known for less than one month)?				
<8> DON'T KNOW				
<7> REFUSED				
How often (before the episode) did [CHILD'S NAME], or other family members, see this person (your best guess is fine):	<b>ff(x)69</b>	<b>rr(x)69</b>	<b>nn(x)85</b>	<b>gg(x)66</b>
<1> daily,				
<2> weekly,				
<3> several times a month, or	<u>LES-4</u>	<u>LES-4</u>	<u>LES-4</u>	<u>LES-4</u>
<6> less than once a month? (SPECIFY)				
<8> DON'T KNOW				
<7> REFUSED				

## DETERMINING "ACQUAINTEDNESS"

If the respondent said that the perpetrator was known to the family or the child, we want to find out how well the person was known.

**ff(x)66** This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers] or someone  
**rr(x)66** else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the  
**nn(x)82** perpetrator was an acquaintance of the respondent or the child, or an authority figure, we ask if anyone in the  
**gg(x)63** family knew the person's name.

**ff(x)67** This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers] or someone  
**rr(x)67** else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the  
**nn(x)83** perpetrator was an acquaintance of the respondent or the child, or an authority figure, we ask if anyone in the  
**gg(x)64** family knew the person well enough to speak to.

**ff(x)68** This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff(x)66 / rr(x)66 /  
**rr(x)68** nn(x)82 / gg(x)63] and [ff(x)67 / rr(x)67 / nn(x)83 / gg(x)64]. However, it is asked if the perpetrator was a friend  
**nn(x)84** of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the  
**gg(x)65** possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the  
respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions  
of the answer categories only if necessary.

**ff(x)69** This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff(x)66 / rr(x)66 /  
**rr(x)69** nn(x)82 / gg(x)63] and [ff(x)67 / rr(x)67 / nn(x)83 / gg(x)64]. However, it is asked if the perpetrator was a friend  
**nn(x)85** of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the  
**gg(x)66** possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the  
respondent will be able to choose the answer that most closely corresponds to the relationship. If the respondent  
chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the  
"SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and  
saw him regularly at that time, but had not seen him at all since then, until just before the episode began.



	FA	RATA	NFA	GM
Had [CHILD'S NAME] or anyone else in your family ever seen this person before? (INCLUDES <u>ANYONE</u> IN THE FAMILY)	<b>ff(x)30</b>	<b>rr(x)30</b>	<b>nn(x)46</b>	<b>gg(x)27</b>

<1> YES				
<5> NO	<u>PSA-6</u>	<u>PSA-6</u>	<u>PSA-6</u>	<u>PSA-6</u>
<8> DON'T KNOW				
<7> REFUSED				

Would you say that [CHILD'S NAME] or anyone else in your family knew this person by sight? (INCLUDES <u>ANYONE</u> IN THE FAMILY)	<b>ff(x)31</b>	<b>rr(x)31</b>	<b>nn(x)47</b>	<b>gg(x)28</b>
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<1> YES				
<5> NO	<u>PSA-6a</u>	<u>PSA-6a</u>	<u>PSA-6a</u>	<u>PSA-6a</u>
<8> DON'T KNOW				
<7> REFUSED				

Was this person someone your [son / daughter] met on the Internet or through any communications by computer?	<b>ff(x)32</b>	<b>rr(x)32</b>	<b>nn(x)48</b>	<b>gg(x)29</b>
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<1> YES				
<5> NO	<u>PSA-8</u>	<u>PSA-8</u>	<u>PSA-8</u>	<u>PSA-8</u>
<8> DON'T KNOW				
<7> REFUSED				

**ff(x)30**  
**rr(x)30**  
**nn(x)46**  
**gg(x)27**

If the respondent says the perpetrator was not known to the child, we want to check if anyone in the family had seen this person before.

**ff(x)31**  
**rr(x)31**  
**nn(x)47**  
**gg(x)28**

This question is only asked if the respondent says the perpetrator had been seen by someone in the family in [rr(x)30 / rr(x)30 / nn(x)46 / gg(x)27]—we want to find out if the respondent believes that someone in the family knew this person by sight.

**ff(x)32**  
**rr(x)32**  
**nn(x)48**  
**gg(x)29**

This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a person in authority, or a caretaker or babysitter.

	FA	RATA	NFA	GM
(VERIFY: Was this person male or female?)	<b>ff(x)33</b>	<b>rr(x)33</b>	<b>nn(x)49</b>	<b>gg(x)30</b>
<1> MALE				
<5> FEMALE				
<8> DON'T KNOW	<u>SA-1</u>	<u>SA-1</u>	<u>SA-1</u>	<u>SA-1</u>
<7> REFUSED				
To the best of your knowledge, what is [his / her] current age? (Your best guess is fine.)	<b>ff(x)34</b>	<b>rr(x)34</b>	<b>nn(x)50</b>	<b>gg(x)31</b>
<0-85> 0 - 85 years old				
<115> teens	<u>SA-2</u>	<u>SA-2</u>	<u>SA-2</u>	<u>SA-2</u>
<120> 20's				
<130> 30's				
<140> 40's				
<150> 50's				
<160> 60's				
<170> 70's				
<180> 80's				
<998> DON'T KNOW				
<997> REFUSED				
Is [he / she] of Hispanic or Latino origin?	<b>ff(x)35</b>	<b>rr(x)35</b>	<b>nn(x)51</b>	<b>gg(x)32</b>
<1> YES, HISPANIC OR LATINO				
<5> NO, NOT HISPANIC OR LATINO				
<8> DON'T KNOW	<u>SA-3</u>	<u>SA-3</u>	<u>SA-3</u>	<u>SA-3</u>
<7> REFUSED				
What is [his / her] race ?	<b>ff(x)36</b>	<b>rr(x)36</b>	<b>nn(x)52</b>	<b>gg(x)33</b>
<1> AMERICAN INDIAN, ALEUT, ESKIMO				
<2> ASIAN OR PACIFIC ISLANDER				
<3> BLACK	<u>SA-3a</u>	<u>SA-3a</u>	<u>SA-3a</u>	<u>SA-3a</u>
<4> WHITE				
<77> OTHER (SPECIFY)				
<95> HISPANIC				
<96> MIXED				
<98> DON'T KNOW				
<97> REFUSED				

**ff(x)33**  
**rr(x)33**  
**nn(x)49**  
**gg(x)30**

This statement is not read unless necessary—at this point the sex of the perpetrator may already be clear. If the sex of the person is not clear, then ask the question.

**ff(x)34**  
**rr(x)34**  
**nn(x)50**  
**gg(x)31**

Note that this question asks for the perpetrator's current age (i.e., at the time of the interview). If the respondent says [he / she] does not know the age, ask for the respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ff(x)35**  
**rr(x)35**  
**nn(x)51**  
**gg(x)32**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau (Hispanic is an ethnicity not a race).

**ff(x)36**  
**rr(x)36**  
**nn(x)52**  
**gg(x)33**

Do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "SPECIFY." If the respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race, or write the answer in "SPECIFY." If the respondent cannot make that distinction, record both races on the "SPECIFY" line.

SEXUAL ASSAULT ACCOMPLICE IDENTIFICATION

<b>ACCOMPLICE 1</b>	<b>FA</b>	<b>RATA</b>	<b>NFA</b>	<b>GM</b>
(VERIFY: Was this person male or female?)	<b>ff(x)37</b>	<b>rr(x)37</b>	<b>nn(x)53</b>	<b>gg(x)34</b>
<1> MALE				
<5> FEMALE				
<8> DON'T KNOW	<u>SA-8</u>	<u>SA-8</u>	<u>SA-8</u>	<u>SA-8</u>
<7> REFUSED				
What is [his / her] current age? (Your best guess is fine.)	<b>ff(x)38</b>	<b>rr(x)38</b>	<b>nn(x)54</b>	<b>gg(x)35</b>
<0-85> 0 - 85 years old				
<115> teens				
<120> 20's	<u>SA-9</u>	<u>SA-9</u>	<u>SA-9</u>	<u>SA-9</u>
<130> 30's				
<140> 40's				
<150> 50's				
<160> 60's				
<170> 70's				
<180> 80's				
<998> DON'T KNOW				
<997> REFUSED				
Is [he / she] of Hispanic or Latino origin?	<b>ff(x)39</b>	<b>rr(x)39</b>	<b>nn(x)55</b>	<b>gg(x)36</b>
<1> YES, HISPANIC OR LATINO				
<5> NO, NOT HISPANIC OR LATINO				
<8> DON'T KNOW	<u>SA-10</u>	<u>SA-10</u>	<u>SA-10</u>	<u>SA-10</u>
<7> REFUSED				

## SEXUAL ASSAULT ACCOMPLICE IDENTIFICATION

The same questions that were asked regarding the main perpetrator of the sexual assault are asked again if there were additional people involved—accomplices. You can ask about a total of four people—one perpetrator and three accomplices.

### ACCOMPLICE 1

**ff(x)37**  
**rr(x)37**  
**nn(x)53**  
**gg(x)34**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**ff(x)38**  
**rr(x)38**  
**nn(x)54**  
**gg(x)35**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the respondent says [he / she] does not know the age, ask for the respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ff(x)39**  
**rr(x)39**  
**nn(x)55**  
**gg(x)36**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau (Hispanic is an ethnicity not a race).

	FA	RATA	NFA	GM
What is [his / her] race?	<b>ff(x)40</b>	<b>rr(x)40</b>	<b>nn(x)56</b>	<b>gg(x)37</b>
<1> AMERICAN INDIAN, ALEUT, ESKIMO				
<2> ASIAN OR PACIFIC ISLANDER				
<3> BLACK	<u>SA-10a</u>	<u>SA-10a</u>	<u>SA-10a</u>	<u>SA-10a</u>
<4> WHITE				
<77> OTHER (SPECIFY)				
<95> HISPANIC / LATINO				
<96> MIXED				
<98> DON'T KNOW				
<97> REFUSED				
Is [he / she] a member of the child's family?	<b>ff(x)41</b>	<b>rr(x)41</b>	<b>nn(x)57</b>	<b>gg(x)38</b>
<1> YES				
<5> NO				
<8> DON'T KNOW [FA]	<u>PSA-11a</u>	<u>PSA-11a</u>	<u>PSA-11a</u>	<u>PSA-11a</u>
<7> REFUSED [FA]				
Is the person responsible:	<b>ff(x)42</b>	<b>rr(x)42</b>	<b>nn(x)58</b>	<b>gg(x)39</b>
<1> the child's parent,				
<2> the child's step-parent,				
<3> the child's sibling,	<u>PSA-11a1</u>	<u>PSA-11a1</u>	<u>PSA-11a1</u>	<u>PSA-11a1</u>
<4> the child's aunt or uncle,				
<5> the child's cousin,				
<6> the child's grandparent,				
<7> the child's foster parent,				
<8> the child's adoptive parent,				
<9> the child's legal guardian,				
<10> the romantic partner of the child's parent, or				
<77> some other relative of the child's (SPECIFY)?				
<13> BOYFRIEND'S / GIRLFRIEND'S CHILD				
<17> GREAT NIECE				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				

**ff(x)40**  
**rr(x)40**  
**nn(x)56**  
**gg(x)37**

Do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "SPECIFY." If the respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ff(x)41**  
**rr(x)41**  
**nn(x)57**  
**gg(x)38**

By "family member" we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ff(x)42**  
**rr(x)42**  
**nn(x)58**  
**gg(x)39**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the child's relationship to the accomplice. It is unlikely that the respondent will not know the relationship between the child and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in the child's relationship to that person at the time of the incident (i.e., molesting the child).



	FA	RATA	NFA	GM
Was [he / she] someone known to the child (before the episode)?	<b>ff(x)43</b>	<b>rr(x)43</b>	<b>nn(x)59</b>	<b>gg(x)40</b>
<1> YES				
<5> NO				
<8> DON'T KNOW [FA]	<u>PSA-11b</u>	<u>PSA-11b</u>	<u>PSA-11b</u>	<u>PSA-11b</u>
<7> REFUSED [FA]				
Which of the following best describes how the person (most) responsible was related to the child involved in this episode:	<b>ff(x)44</b>	<b>rr(x)44</b>	<b>nn(x)60</b>	<b>gg(x)41</b>
<1> a friend of your child,				
<2> a friend of yours or someone else in the household,	<u>PSA-11b1</u>	<u>PSA-11b1</u>	<u>PSA-11b1</u>	<u>PSA-11b1</u>
<3> an acquaintance of your child,				
<4> an acquaintance of the family,				
<5> a neighbor,				
<6> a person in authority such as a teacher,				
<7> a caretaker or babysitter,				
<8> someone known to your child only by sight,				
<77> or someone else (SPECIFY)?				
<11> PARENT'S BOYFRIEND / GIRLFRIEND				
<12> FOSTER FAMILY MEMBER				
<13> COMPLETE STRANGER				
<15> SOMEONE KNOWN TO YOU BY SIGHT				
<16> DEPARTMENT OF HUMAN SERVICES				
<95> INAPPLICABLE				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				
<0> PERSON NOT KNOWN TO THIS CHILD [FA / RATA / NFA]				
Was the person:	<b>ff(x)45</b>	<b>rr(x)45</b>	<b>nn(x)61</b>	<b>gg(x)42</b>
<1> a romantic friend (boyfriend or girlfriend) or				
<5> just an ordinary friend?				
<8> DON'T KNOW	<u>PSA-11b2</u>	<u>PSA-11b2</u>	<u>PSA-11b2</u>	<u>PSA-11b2</u>
<7> REFUSED				

**ff(x)43**  
**rr(x)43**  
**nn(x)59**  
**gg(x)40**

Emphasize the word "known." "Known" includes anyone that child knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the respondent decide: "Whatever that (known) means to you."

**ff(x)44**  
**rr(x)44**  
**nn(x)60**  
**gg(x)41**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the child's relationship to the person. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in the child's relationship to that person at the time of the episode (i.e., the assault of the child).

**ff(x)45**  
**rr(x)45**  
**nn(x)61**  
**gg(x)42**

This question is only asked if the respondent said the person was a friend of the [child / children] or a friend of the family in [ff(x)44 / rr(x)44 / nn(x)60 / gg(x)41]—we want to know if the person was considered a partner in a [boyfriend / girlfriend] way. If the respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode, or did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the child's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your daughter's boyfriend at the time of the episode?").

DETERMINING "ACQUAINTEDNESS"

	FA	RATA	NFA	GM
Did your child, or anyone else in your family, know this person's name (before the episode)?	<b>ff(x)85</b>	<b>rr(x)85</b>	<b>nn(x)86</b>	<b>gg(x)67</b>
<1> YES				
<5> NO	<u>LES-1</u>	<u>LES-1</u>	<u>LES-1</u>	<u>LES-1</u>
<8> DON'T KNOW				
<7> REFUSED				
Did your child, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?	<b>ff(x)86</b>	<b>rr(x)86</b>	<b>nn(x)87</b>	<b>gg(x)68</b>
<1> YES				
<5> NO	<u>LES-2</u>	<u>LES-2</u>	<u>LES-2</u>	<u>LES-2</u>
<8> DON'T KNOW				
<7> REFUSED				
For how long (before the episode) did your child or other family members, know this person:	<b>ff(x)87</b>	<b>rr(x)87</b>	<b>nn(x)88</b>	<b>gg(x)69</b>
<1> a long-standing acquaintance (known for more than six months),				
<2> a recent acquaintance (known for more than one month but less than six months), or	<u>LES-3</u>	<u>LES-3</u>	<u>LES-3</u>	<u>LES-3</u>
<3> a very recent acquaintance (known for less than one month)?				
<8> DON'T KNOW				
<7> REFUSED				
How often (before the episode) did your child, or other family members, see this person (your best guess is fine):	<b>ff(x)88</b>	<b>rr(x)88</b>	<b>nn(x)89</b>	<b>gg(x)70_2</b>
<1> daily,				
<2> weekly,	<u>LES-4</u>	<u>LES-4</u>	<u>LES-4</u>	<u>LES-4</u>
<3> several times a month, or				
<6> less than once a month? (SPECIFY)				
<8> DON'T KNOW				
<7> REFUSED				

DETERMINING "ACQUAINTEDNESS"

If the respondent said that the perpetrator was known to the family or the [child / children], we want to find out how well the person was known.

**ff(x)85**  
**rr(x)85**  
**nn(x)86**  
**gg(x)67**

This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight (for any of the [child / children] involved in the episode). If the perpetrator was an acquaintance of the respondent or the [child / children], or an authority figure, we ask if anyone in the family knew the person's name.

**ff(x)86**  
**rr(x)86**  
**nn(x)87**  
**gg(x)68**

See specifications for [ff(x)85 / rr(x)85 / nn(x)86 / gg(x)67] above.

**ff(x)87**  
**rr(x)87**  
**nn(x)88**  
**gg(x)69**

This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff(x)85 / rr(x)85 / nn(x)86 / gg(x)67] and [ff(x)86 / rr(x)86 / nn(x)87 / gg(x)68]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**ff(x)88**  
**rr(x)88**  
**nn(x)89**  
**gg(x)70\_2**

This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff(x)85 / rr(x)85 / nn(x)86 / gg(x)67] and [ff(x)86 / rr(x)86 / nn(x)87 / gg(x)68]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. If the respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but had not seen him at all since then, until just before the episode began.

**ACCOMPLICE 2**

FA

RATA

NFA

GM

(VERIFY: Was this person male or female?)

**ff(x)47**

**rr(x)47**

**nn(x)63**

**gg(x)44**

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

What is [his / her] current age? (Your best guess is fine.)

**ff(x)48**

**rr(x)48**

**nn(x)64**

**gg(x)45**

- <0-85> 0 - 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

Is [he / she] of Hispanic or Latino origin?

**ff(x)49**

**rr(x)49**

**nn(x)65**

**gg(x)46**

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <8> DON'T KNOW
- <7> REFUSED

**ACCOMPLICE 2**

**ff(x)47**  
**rr(x)47**  
**nn(x)63**  
**gg(x)44**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**ff(x)48**  
**rr(x)48**  
**nn(x)64**  
**gg(x)45**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the respondent says [he / she] does not know the age, ask for the respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ff(x)49**  
**rr(x)49**  
**nn(x)65**  
**gg(x)46**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau (Hispanic is an ethnicity not a race).

	FA	RATA	NFA	GM
<p>What is [his / her] race?</p> <p>&lt;1&gt; AMERICAN INDIAN, ALEUT, ESKIMO</p> <p>&lt;2&gt; ASIAN OR PACIFIC ISLANDER</p> <p>&lt;3&gt; BLACK</p> <p>&lt;4&gt; WHITE</p> <p>&lt;77&gt; OTHER (SPECIFY)</p> <p>&lt;95&gt; HISPANIC</p> <p>&lt;96&gt; MIXED</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>	<b>ff(x)50</b>	<b>rr(x)50</b>	<b>nn(x)66</b>	<b>gg(x)47</b>
<p>Is [he / she] a member of the child's family?</p> <p>&lt;1&gt; YES</p> <p>&lt;5&gt; NO</p>	<b>ff(x)51</b>	<b>rr(x)51</b>	<b>nn(x)67</b>	<b>gg(x)48</b>
<p>Is the person responsible:</p> <p>&lt;1&gt; the child's parent,</p> <p>&lt;2&gt; the child's step-parent,</p> <p>&lt;3&gt; the child's sibling,</p> <p>&lt;4&gt; the child's aunt or uncle,</p> <p>&lt;5&gt; the child's cousin,</p> <p>&lt;6&gt; the child's grandparent,</p> <p>&lt;7&gt; the child's foster parent,</p> <p>&lt;8&gt; the child's adoptive parent,</p> <p>&lt;9&gt; the child's legal guardian,</p> <p>&lt;10&gt; the romantic partner of the child's parent, or</p> <p>&lt;77&gt; some other relative of the child's (SPECIFY)?</p> <p>&lt;13&gt; BOYFRIEND'S / GIRLFRIEND'S CHILD</p> <p>&lt;17&gt; GREAT-NIECE</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p> <p>&lt;99&gt; NOT ASCERTAINED</p>	<b>ff(x)52</b>	<b>rr(x)52</b>	<b>nn(x)68</b>	<b>gg(x)49</b>

**ff(x)50**  
**rr(x)50**  
**nn(x)66**  
**gg(x)47**

Do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "SPECIFY." If the respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ff(x)51**  
**rr(x)51**  
**nn(x)67**  
**gg(x)48**

By "family member" we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). "Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ff(x)52**  
**rr(x)52**  
**nn(x)68**  
**gg(x)49**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the child's relationship to the accomplice. It is unlikely that the respondent will not know the relationship between the child and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in the child's relationship to that person at the time of the incident (i.e., molesting the child).



	FA	RATA	NFA	GM
Was [he / she] someone known to the child (before the episode)?	<b>ff(x)53</b>	<b>rr(x)53</b>	<b>nn(x)69</b>	<b>gg(x)50</b>
<1> YES				
<5> NO				
Which of the following best describes how the person (most) responsible was related to the child involved in this episode: (How was the person (most) responsible related to [CHILD'S NAME]?)	<b>ff(x)54</b>	<b>rr(x)54</b>	<b>nn(x)70</b>	<b>gg(x)51</b>
<1> a friend of your child,				
<2> a friend of yours or someone else in the household,				
<3> an acquaintance of your child,				
<4> an acquaintance of the family,				
<5> a neighbor,				
<6> a person in authority such as a teacher,				
<7> a caretaker or babysitter,				
<8> someone known to your child only by sight,				
<77> or someone else (SPECIFY)?				
<11> PARENT'S BOYFRIEND / GIRLFRIEND				
<12> FOSTER FAMILY MEMBER				
<13> COMPLETE STRANGER				
<15> SOMEONE KNOWN TO YOU BY SIGHT				
<16> DEPARTMENT OF HUMAN SERVICES				
<95> INAPPLICABLE				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				
<0> PERSON NOT KNOWN TO THIS CHILD [FA / RATA / NFA]				
Was the person:	<b>ff(x)55</b>	<b>rr(x)55</b>	<b>nn(x)71</b>	<b>gg(x)52</b>
<1> a romantic friend (boyfriend or girlfriend) or				
<5> just an ordinary friend?				
<8> DON'T KNOW				
<7> REFUSED				

**ff(x)53**  
**rr(x)53**  
**nn(x)69**  
**gg(x)50**

Emphasize the word "known." "Known" includes anyone that child knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the respondent decide: "Whatever that (known) means to you."

**ff(x)54**  
**rr(x)54**  
**nn(x)70**  
**gg(x)51**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the child's relationship to the person. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in the child's relationship to that person at the time of the episode (i.e., the assault of the child).

**ff(x)55**  
**rr(x)55**  
**nn(x)71**  
**gg(x)52**

This question is only asked if the respondent said the person was a friend of the [child / children] or a friend of the family in [ff(x)54 / rr(x)54 / nn(x)70 / gg(x)51]—we want to know if the person was considered a partner in a [boyfriend / girlfriend] way. If the respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode, or did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the child's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your daughter's boyfriend at the time of the episode?").

DETERMINING "ACQUAINTEDNESS"

	FA	RATA	NFA	GM
<p>Did your child, or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)89</b>	<b>rr(x)89</b>	<b>nn(x)90</b>	<b>gg(x)71_2</b>
<p>Did your child, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)90</b>	<b>rr(x)90</b>	<b>nn(x)91</b>	<b>gg(x)72_2</b>
<p>For how long (before the episode) did your child, or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months), &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or &lt;3&gt; a very recent acquaintance (known for less than one month)? &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)91</b>	<b>rr(x)91</b>	<b>nn(x)92</b>	<b>gg(x)73_2</b>
<p>How often (before the episode) did your child, or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; daily, &lt;2&gt; weekly, &lt;3&gt; several times a month, or &lt;6&gt; less than once a month? (SPECIFY) &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)92</b>	<b>rr(x)92</b>	<b>nn(x)93</b>	<b>gg(x)74_2</b>

## DETERMINING "ACQUAINTEDNESS"

If the respondent said that the perpetrator was known to the family or the [child / children], we want to find out how well the person was known.

**ff(x)89**  
**rr(x)89**  
**nn(x)90**  
**gg(x)71\_2**

This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight (for any of the [child / children] involved in the episode). If the perpetrator was an acquaintance of the respondent or the [child / children], or an authority figure, we ask if anyone in the family knew the person's name.

**ff(x)90**  
**rr(x)90**  
**nn(x)91**  
**gg(x)72\_2**

See specifications for [ff(x)90 / rr(x)90 / nn(x)91 / gg(x)72\_2] above.

**ff(x)91**  
**rr(x)91**  
**nn(x)92**  
**gg(x)73\_2**

This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff(x)89 / rr(x)89 / nn(x)90 / gg(x)71\_2] and [ff(x)90 / rr(x)90 / nn(x)91 / gg(x)72\_2]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**ff(x)92**  
**rr(x)92**  
**nn(x)93**  
**gg(x)74\_2**

This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff(x)89 / rr(x)89 / nn(x)90 / gg(x)71\_2] and [ff(x)90 / rr(x)90 / nn(x)91 / gg(x)72\_2]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. If the respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but had not seen him at all since then, until just before the episode began.

**ACCOMPLICE 3**

FA

RATA

NFA

GM

(VERIFY: Was this person male or female?)

**ff(x)57**

**rr(x)57**

**nn(x)73**

**gg(x)54**

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

What is [his / her] current age? (Your best guess is fine.)

**ff(x)58**

**rr(x)58**

**nn(x)74**

**gg(x)55**

- <0-85> 0 - 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

Is [he / she] of Hispanic or Latino origin?

**ff(x)59**

**rr(x)59**

**nn(x)75**

**gg(x)56**

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <8> DON'T KNOW
- <7> REFUSED

**ACCOMPLICE 3**

**ff(x)57**  
**rr(x)57**  
**nn(x)73**  
**gg(x)54**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**ff(x)58**  
**rr(x)58**  
**nn(x)74**  
**gg(x)55**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the respondent says [he / she] does not know the age, ask for the respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ff(x)59**  
**rr(x)59**  
**nn(x)75**  
**gg(x)56**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau (Hispanic is an ethnicity not a race).

	FA	RATA	NFA	GM
What is [his / her] race?	<b>ff(x)60</b>	<b>rr(x)60</b>	<b>nn(x)76</b>	<b>gg(x)57</b>
<1> AMERICAN INDIAN, ALEUT, ESKIMO				
<2> ASIAN OR PACIFIC ISLANDER				
<3> BLACK				
<4> WHITE				
<77> OTHER (SPECIFY)				
<95> HISPANIC				
<96> MIXED				
<98> DON'T KNOW				
<97> REFUSED				
Is [he / she] a member of the child's family?	<b>ff(x)61</b>	<b>rr(x)61</b>	<b>nn(x)77</b>	<b>gg(x)58</b>
<1> YES				
<5> NO				
Is the person responsible:	<b>ff(x)62</b>	<b>rr(x)62</b>	<b>nn(x)78</b>	<b>gg(x)59</b>
<1> the child's parent,				
<2> the child's step-parent,				
<3> the child's sibling,				
<4> the child's aunt or uncle,				
<5> the child's cousin,				
<6> the child's grandparent,				
<7> the child's foster parent,				
<8> the child's adoptive parent,				
<9> the child's legal guardian,				
<10> the romantic partner of the child's parent, or				
<77> some other relative of the child's (SPECIFY)?				
<13> BOYFRIEND'S / GIRLFRIEND'S CHILD				
<17> GREAT-NIECE				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				

**ff(x)60**  
**rr(x)60**  
**nn(x)76**  
**gg(x)57**

Do not read the answer list unless necessary. If the respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the respondent says something else, write the answer in "SPECIFY." If the respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ff(x)61**  
**rr(x)61**  
**nn(x)77**  
**gg(x)58**

By "family member" we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). "Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ff(x)62**  
**rr(x)62**  
**nn(x)78**  
**gg(x)59**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the child's relationship to the accomplice. It is unlikely that the respondent will not know the relationship between the child and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in the child's relationship to that person at the time of the incident (i.e., molesting the child).



	FA	RATA	NFA	GM
Was [he / she] someone known to the child (before the episode)?	<b>ff(x)63</b>	<b>rr(x)63</b>	<b>nn(x)79</b>	<b>gg(x)60</b>
<1> YES				
<5> NO				
Which of the following best describes how the person (most) responsible was related to the child involved in this episode:	<b>ff(x)64</b>	<b>rr(x)64</b>	<b>nn(x)80</b>	<b>gg(x)61</b>
<1> a friend of your child,				
<2> a friend of yours or someone else in the household,				
<3> an acquaintance of your child,				
<4> an acquaintance of the family,				
<5> a neighbor,				
<6> a person in authority such as a teacher,				
<7> a caretaker or babysitter,				
<8> someone known to your child only by sight,				
<77> or someone else (SPECIFY)?				
<11> PARENT'S BOYFRIEND / GIRLFRIEND				
<12> FOSTER FAMILY MEMBER				
<13> COMPLETE STRANGER				
<15> SOMEONE KNOWN TO YOU BY SIGHT				
<16> DEPARTMENT OF HUMAN SERVICES				
<95> INAPPLICABLE				
<98> DON'T KNOW				
<97> REFUSED				
<99> NOT ASCERTAINED				
<0> PERSON NOT KNOWN TO THIS CHILD [FA / RATA / NFA]				
Was the person:	<b>ff(x)65</b>	<b>rr(x)65</b>	<b>nn(x)81</b>	<b>gg(x)62</b>
<1> a romantic friend (boyfriend or girlfriend) or				
<5> just an ordinary friend?				
<8> DON'T KNOW				
<7> REFUSED				

**ff(x)63**  
**rr(x)63**  
**nn(x)79**  
**gg(x)60**

Emphasize the word "known." "Known" includes anyone that child knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the respondent decide: "Whatever that (known) means to you."

**ff(x)64**  
**rr(x)64**  
**nn(x)80**  
**gg(x)61**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the respondent gives you is the child's relationship to the person. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the respondent's answer to make sure you know where to record it. If you need to, clarify what the respondent has said so that you are sure you understand their answer. Note that we are interested in the child's relationship to that person at the time of the episode (i.e., the assault of the child).

**ff(x)65**  
**rr(x)65**  
**nn(x)81**  
**gg(x)62**

This question is only asked if the respondent said the person was a friend of the [child / children] or a friend of the family in [ff(x)64 / rr(x)64 / nn(x)80 / gg(x)61]—we want to know if the person was considered a partner in a [boyfriend / girlfriend] way. If the respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode, or did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the child's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your daughter's boyfriend at the time of the episode?").

DETERMINING "ACQUAINTEDNESS"

	FA	RATA	NFA	GM
<p>Did your child, or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)93</b>	<b>rr(x)93</b>	<b>nn(x)94</b>	<b>gg(x)75_2</b>
<p>Did your child, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)94</b>	<b>rr(x)94</b>	<b>nn(x)95</b>	<b>gg(x)76_2</b>
<p>For how long (before the episode) did your child, or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months), &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or &lt;3&gt; a very recent acquaintance (known for less than one month)? &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)95</b>	<b>rr(x)95</b>	<b>nn(x)96</b>	<b>gg(x)77_2</b>
<p>How often (before the episode) did your child, or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; daily, &lt;2&gt; weekly, &lt;3&gt; several times a month, or &lt;6&gt; less than once a month? (SPECIFY) &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ff(x)96</b>	<b>rr(x)96</b>	<b>nn(x)97</b>	<b>gg(x)78_2</b>

## DETERMINING "ACQUAINTEDNESS"

If the respondent said that the perpetrator was known to the family or the [child / children], we want to find out how well the person was known.

**ff(x)93**  
**rr(x)93**  
**nn(x)94**  
**gg(x)75\_2**

This question is not asked if the respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight (for any of the [child / children] involved in the episode). If the perpetrator was an acquaintance of the respondent or the [child / children], or an authority figure, we ask if anyone in the family knew the person's name.

**ff(x)94**  
**rr(x)94**  
**nn(x)95**  
**gg(x)76\_2**

See specifications for [ff(x)94 / rr(x)94 / nn(x)95 / gg(x)76\_2] above.

**ff(x)95**  
**rr(x)95**  
**nn(x)96**  
**gg(x)77\_2**

This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff(x)93 / rr(x)93 / nn(x)94 / gg(x)75\_2] and [ff(x)94 / rr(x)94 / nn(x)95 / gg(x)76\_2]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**ff(x)96**  
**rr(x)96**  
**nn(x)97**  
**gg(x)78\_2**

This question is not asked if the respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ff(x)93 / rr(x)93 / nn(x)94 / gg(x)75\_2] and [ff(x)94 / rr(x)94 / nn(x)95 / gg(x)76\_2]. However, it is asked if the perpetrator was a friend of the respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the respondent will be able to choose the answer that most closely corresponds to the relationship. If the respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but had not seen him at all since then, until just before the episode began.







INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

**THE SECOND NATIONAL INCIDENCE OF  
MISSING, ABDUCTED, RUNAWAY AND  
THROWAWAY CHILDREN  
HOUSEHOLD SURVEY**

STUDY # 31-191

**Question by Question Specifications  
Youth Follow-Up Interviews**





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Youth Follow-Up Interviews**



EPISODE ACRONYMS:

FA Family Abduction  
RATA Runaway / Throwaway  
NFA Non-Family Abduction  
GM General Missing

EPISODE ACRONYMS WITHIN SQUARE BRACKETS INDICATE OPTIONS ONLY APPLICABLE TO EPISODES LISTED  
WITHIN THE SQUARE BRACKETS.

FA

RATA

NFA

GM

Earlier you said that there had been an episode in [MONTH] [YEAR] where

**yw1**

**ya1**

**yu1**

you left home without permission. [RATA]  
you were attacked or taken. [NFA]  
you were missing and could not be located. [GM]

I would like to ask you some additional questions about that episode. First I need to make sure that this episode happened while you were living in the household where you live now.

<1> TO CONTINUE

Were you living with the same [parent / parents] or [caretaker / caretakers] when this episode happened?

**yw1a**

**ya1a**

**yu1a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Earlier you said that there had been an episode in [MONTH] [YEAR] where you were taken away from the household where you were supposed to be. I would like to ask you some additional questions about that episode. First, I need to make sure that this episode happened while you were living in the household where you live now. Were you living with the same [parent / parents] (or [caretaker / caretakers]) at the time of this episode?

**yp1**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw1**  
**ya1**  
**yu1**

Read the introductory text and enter <1> to see the first question.

Although other children might have been involved in the episode (i.e., [taken / kept / runaway / throwaway / missing]), we are *only interested in the experiences of this youth respondent.*

**yw1a**  
**ya1a**  
**yu1a**

ya1a: The purpose of this question is to confirm that the youth respondent involved in the episode was living in the household at the time the episode began. "Began" means when the youth respondent stopped being where [he / she] was supposed to be.

yw1a: The purpose of this question is to confirm that the youth respondent involved in a runaway episode (that is, yy5: [left / stayed away] without permission; yy6: chose not to come home, [and / or] yy9: [parents / caretakers] did not know where youth respondent was living) was living in the household at the time the episode began. "Began" means when the youth respondent stopped being where [he / she] was supposed to be, whether [he / she ] left from home, or from some other place where [he / she] was supposed to be such as school or a friend's house.

If the youth respondent was living in the household at the time of the episode, the next question [yw3a / ya2a / yu2a] will appear. If the youth respondent involved in the episode was not living in the household, CATI will not continue with this follow-up interview.

**yp1**

The purpose of this question is to confirm that the youth respondent involved in the episode was living in the household at the time the episode began. "Began" means when the youth respondent stopped being where [he / she] was supposed to be.

If the youth respondent was living in the household at the time of the episode, the next question, yp2a will appear. If the youth respondent involved in the episode was not living in the household, CATI will not continue with this follow-up interview.

FA

RATA

NFA

GM

Earlier you said that there had been an episode in [MONTH] [YEAR] where you had a lot of trouble at home and left (someone told you to leave home or refused to allow you back). I would like to ask you some additional questions about that episode. First I need to make sure that this episode happened while you were living in the household where you live now.

**yw2**

<1> TO CONTINUE

Were you living with the same [parent / parents] or [caretaker / caretakers] when this episode happened?

**yw2a**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

Are you back living in the same household you left during this episode?

**yw3a**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

**yw2**

Read the introductory text and enter <1> to see the first question.

**yw2a**

The purpose of this question is to confirm that the youth respondent involved in a “throwaway” episode (that is, yy7: [told to leave / not allowed to return], [and / or] yy8: “became a lot of trouble” and left) was living in the household at the time the episode began. “Began” means when the youth respondent stopped being where [he / she] was supposed to be, but with this type of episode, this is most likely to be the youth respondent’s [parent’s / caretaker’s] house.

If the youth respondent was living in the household at the time of the episode, the next question yw3a will appear. If the youth respondent involved in the episode was not living in the household, CATI will not continue with this follow-up interview.

**yw3a**

This is an important question because it directs many subsequent skip patterns—make sure you record the youth respondent’s answer correctly.



	FA	RATA	NFA	GM
How long did this episode last altogether, that is, how long was it from the time you were [taken / kept] until you were returned? [FA] left until you returned? [RATA] were [taken / assaulted] until you were freed or returned? [NFA] were missing until you were found or returned? [GM]	<b>yp5aa</b>	<b>yw6aa</b>	<b>ya5aa</b>	<b>yu5aa</b>
<u>&lt;1 - 90&gt; DURATION</u> <98> DON'T KNOW <97> REFUSED				
(UNIT OF TIME) <1> MINUTES <2> HOURS <3> DAYS <4> WEEKS <5> MONTHS	<b>yp5ua</b>	<b>yw6ua</b>	<b>ya5ua</b>	<b>yu5ua</b>

**yp5aa**  
**yw6aa**  
**ya5aa**  
**yu5aa**

yp5aa: The elapsed time should start from when the youth respondent was first taken or kept from the household where [he / she] belonged, until [he / she] was returned to the household where [he / she] belonged. You may have to help the youth respondent determine the answer to this question. You could say: "When were you [taken / kept]?" Then ask: "When were you returned?"

yw6aa: The elapsed time should start from when the youth respondent first left the household where [he / she] belonged, or left the place where [he / she] was supposed to be, until [he / she] was returned to the household where [he / she] belonged. You may have to help the youth respondent determine the answer to this question. You could say: "When did you leave?" Then ask: "When did you return?"

ya5aa: The elapsed time should start from when the youth respondent was first taken or accosted, including the assault (if any) and time after the assault, until [he / she] was freed or returned. You may have to help the youth respondent determine the answer to this question. You could say: "When were you [taken / detained]?" Then ask: "When were you freed or returned?"

yu5aa: The elapsed time should start from when the youth respondent was first missing, that is, when [he / she] was not where [he / she] was supposed to be. You may have to help the youth respondent determine the answer to this question. You could say: "When were you first missing?" Then ask: "When were you found or returned?"

PERPETRATOR IDENTIFICATION

	FA	RATA	NFA	GM
Did the person who [took / kept] you return you voluntarily?	<b>yp6</b>			
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
Are you still with the person who [took / kept] you?	<b>yp6a</b>			
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
Was more than one person responsible for this episode?	<b>yp7</b>		<b>ya6</b>	
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
How many people were involved?	<b>yp8</b>		<b>ya7</b>	
<2 - 20> PEOPLE				
<98> DON'T KNOW				
<97> REFUSED				

## PERPETRATOR IDENTIFICATION

NOTE: When we ask about the person "most responsible," we mean the person who instigated the abduction or keeping the youth respondent, that is, the person whose idea it was. This person is not necessarily the person who physically took or kept the youth respondent.

**yp6** If you know that [one child is / more children are] still missing, be sensitive when asking this question.

**yp6a** This is a difficult question and needs to be asked with sensitivity.

**yp7** By "responsible" we mean anyone who was involved in the abduction or in keeping the youth respondent.  
**ya6**

**yp8** This question is only asked if the youth respondent said more than one perpetrator was involved in [yp7 / ya6]. By  
**ya7** "involved" we mean anyone who was involved in the abduction or in keeping the youth respondent.

FA

RATA

NFA

GM

I would like to ask you some questions about the person who was most responsible for

**yp9a**

**ya8**

[taking / keeping] you. [FA]  
[taking / assaulting] you. [NFA]

Was the person (most) responsible for this episode a member of your family?  
("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO THE CHILD)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Was the person responsible for this episode a member of your family?  
("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO THE CHILD)

**yp9**

**ya8a1**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

skip down to ya9i for next question in sequence for the Non-Family Abduction Series

**yp9a**  
**ya8**

If the youth respondent reported that there was only one perpetrator, this lead-in sentence will appear. This transitional phrase explains that we are focusing on the person whom the youth respondent considers most responsible for [taking / keeping] [him / her]. If there was more than one perpetrator, and the youth respondent considers the perpetrators equally responsible, have [him / her] pick one person and answer this series of questions about that person. You'll ask the same series of questions again, and [he / she] can then tell you about the other [perpetrator / perpetrators] as accomplices. By "family member," we mean anyone related to the youth respondent by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**yp9**  
**ya8a1**

If there was more than one perpetrator, and the youth respondent considers the perpetrators equally responsible, have [him / her] pick one person and answer this series of questions about that person. You'll ask the same series of questions again, and [he / she] can then tell you about the other [perpetrator / perpetrators] as accomplices. By "family member," we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

For the convenience of listing equivalent questions together, the Non-Family Abduction questions are not in sequence between questions ya8 and ya15.

The correct sequence is as follows:

ya8 / ya8a1  
ya9i  
yp10\_2  
ypp12  
ya9  
ya10a  
ya11a  
yles1  
yles2  
yles3  
yles4  
ya12  
ya13  
ya14  
ya15

skip down to ya9i for the next question in sequence of the Non-Family Abduction series.

Was the person (most) responsible:

**yp10**

**yp10\_2**

- <1> your parent,
- <2> your step-parent,
- <3> your brother or sister,
- <4> your aunt or uncle,
- <5> your cousin,
- <6> your grandparent,
- <7> your foster parent,
- <8> your adoptive parent,
- <9> your legal guardian,
- <10> the spouse or romantic partner (boyfriend or girlfriend) of your parent, or
- <77> some other relative of yours? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

skip down to ypp12 for next question in sequence for the Non-Family Abduction Series

Was this person acting for a family member or relative?

**yp11**

**ya9i**

- <1> Yes, the person was acting for a family member or relative
- <5> No, the person was not acting for a family member or relative
- <8> DON'T KNOW
- <7> REFUSED

loop back up to yp10\_2 for next question in sequence for the Non-Family Abduction Series

Was the person (most) responsible someone known to you (before the episode)?

**yp9\_2**

**ya9**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yp10  
yp10\_2

#### FAMILY PERPETRATOR SERIES

yp10\_2: Although this is the non-family perpetrator questionnaire, there is a slight possibility that the youth respondent could have given confusing information previously, and [he / she] may indicate at this point that the perpetrator is related, legally or by blood, to [him / her]. For that reason, this questionnaire includes the questions that document the relationship of a family perpetrator (yp10\_2 and ypp12). This question is only asked if the youth respondent said the perpetrator was a family member in [ya8a1 / ya8].

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the perpetrator's relationship to [him / her]. It is unlikely that the youth respondent will not know [his / her] relationship to the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. If the relationship does not fit into one of the categories listed, clearly record the youth respondent's answer on the "SPECIFY" line. Note that we are interested in the perpetrator's relationship to the youth respondent at the time of the episode (i.e., the abduction or keeping of the youth respondent.)

skip down to ypp12 for the next question in sequence of the Non-Family Abduction series.

yp11  
ya9i

This question will only be asked if the person responsible was not an actual family member (as defined in [yp9a / yp9 / ya8a1 / ya8]). The purpose of this question is to determine whether the non-related person who took or kept the youth respondent was doing it for a of member of the youth respondent's family.

loop back up to yp10\_2 for the next question in sequence of the Non-Family Abduction series.

yp9\_2  
ya9

#### NON-FAMILY PERPETRATOR SERIES

yp9\_2: Although this is the family perpetrator questionnaire, there is a slight possibility that the youth respondent could have given confusing information previously, and the youth respondent may indicate at this point that the perpetrator is not related (legally or by blood) to [him / her]. For that reason, this questionnaire includes the questions that document the acquaintanceship of a non-family perpetrator (yp9 through yp14).

Emphasize the word "known." "Known" includes anyone that the youth respondent knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the youth respondent decide: "Whatever that (known) means to you."



Now I'm going to read a list of relationships. Which of the following best describes how the person (most) responsible for this episode is related to you:

yp10a

ya10a

- <1> a friend of yours,
- <2> a friend of someone else in the household,
- <3> an acquaintance of yours,
- <4> an acquaintance of your family,
- <5> a neighbor,
- <6> a person in authority such as a teacher,
- <7> a caretaker or babysitter,
- <8> someone known to you only by sight,
- <77> or someone else? (SPECIFY)
- <11> PARENT'S BOYFRIEND/GIRLFRIEND
- <12> FOSTER FAMILY MEMBER
- <13> COMPLETE STRANGER
- <16> DEPARTMENT OF HUMAN SERVICES
- <96> PERSON NOT KNOWN TO YOU
- <98> DON'T KNOW
- <97> REFUSED

Was the person:

yp11a

ya11a

- <1> a romantic friend (boyfriend or girlfriend) or
- <5> just an ordinary friend?
- <8> DON'T KNOW
- <7> REFUSED

**yp10a**  
**ya10a**

This question is only asked if the youth respondent said the perpetrator was known to [him / her] in [yp9\_2 / ya9]. Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the perpetrator's relationship to [him / her]. Be familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the perpetrator's relationship to the youth respondent at the time of the episode (i.e., the abduction of the youth respondent).

**yp11a**  
**ya11a**

This question is only asked if the youth respondent said the person was a friend of [his / hers] or a friend of the family in [yp10a / ya10a]—we want to know if the person was considered a partner in a [boyfriend / girlfriend] way. If the youth respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode?" or "Did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the perpetrator was the youth respondent's friend, or a friend of some other household member, such as the friend of a sibling (e.g., "Was this person your sister's boyfriend at the time of the episode?").

DETERMINING "ACQUAINTEDNESS" OF EPISODE PERPETRATOR

	FA	RATA	NFA	GM
<p>Did you, or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypes1</b>		<b>yles1</b>	
<p>Did you, or anyone else in your family, know this person well enough to speak to him or her (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypes2</b>		<b>yles2</b>	
<p>For how long (before the episode) did you, or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months), &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or &lt;3&gt; a very recent acquaintance (known for less than one month)? &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypes3</b>		<b>yles3</b>	
<p>How often (before the episode) did you, or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; Daily, &lt;2&gt; Weekly, &lt;3&gt; Several times a month, or &lt;4&gt; Less than once a month (SPECIFY)? &lt;5&gt; Less than once a month (SPECIFY)? &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED [FA] &lt;9&gt; REFUSED [NFA]</p>	<b>ypes4</b>		<b>yles4</b>	

## DETERMINING "ACQUAINTEDNESS" OF EPISODE PERPETRATOR

If the youth respondent said that the perpetrator was known to [him / her] or to the family, we want to find out how well the person was known.

**ypos1**  
**ypos1**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight to the youth respondent. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person's name.

**ypos2**  
**ypos2**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight to the youth respondent. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person well enough to speak to.

**ypos3**  
**ypos3**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ypos1 / ypos1] and [ypos2 / ypos2]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**ypos4**  
**ypos4**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ypos1 / ypos1] and [ypos2 / ypos2]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. If the youth respondent chooses "less than one month," use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but hadn't seen him at all, until just before the episode began.

Had you or anyone else in your family ever seen this person before?  
(INCLUDES ANYONE IN THE FAMILY)

**yp12**

**ya12**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Would you say that you or anyone else in your family knew this person by sight?  
(INCLUDES ANYONE IN THE FAMILY)

**yp13**

**ya13**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Was this person someone you met on the Internet or through any communications by computer?

**yp14**

**ya14**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

skip down to ya15 for next question in sequence for the Non-Family Abduction Series

Was this person acting for:

**yp12\_2**

**ypp12**

- <1> your parent,
- <2> your step-parent,
- <3> your brother or sister,
- <4> your aunt or uncle,
- <5> your cousin,
- <6> your grandparent,
- <7> your foster parent,
- <8> your adoptive parent,
- <9> your legal guardian,
- <10> the spouse or romantic partner (boyfriend or girlfriend) of your parent, or
- <77> some other relative of yours? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

loop back up to ya9 for next question in sequence for the Non-Family Abduction Series

**yp12**  
**ya12**

If the youth respondent says the perpetrator was unknown to the child, we want to check if anyone in the family had seen this person before.

**yp13**  
**ya13**

This question is only asked if the youth respondent said the perpetrator had been seen by someone in the family in [yp12 / ya12]—we want to find out if the youth respondent believes that someone in the family knew this person by sight.

**yp14**  
**ya14**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a person in authority, or a caretaker or babysitter.

skip down to ya15 for the next question in sequence of the Non-Family Abduction series.

**yp12\_2**  
**ypp12**

ypp12: This question is only asked if the youth respondent said the perpetrator was acting for a family member in ya9i.

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the perpetrator's relationship to him / her. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. If the relationship does not fit into one of the categories listed, clearly record the youth respondent's answer on the "SPECIFY" line. Note that we are interested in the perpetrator's relationship to the youth respondent at the time of the episode (i.e., the abduction of or keeping the youth respondent).

loop back up to ya9 for the next question in sequence of the Non-Family Abduction series.

FA

RATA

NFA

GM

(VERIFY: Was this person male or female?)

**yp14\_2**

**ya15**

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

To the best of your knowledge, what is [his / her] (the perpetrator's) current age? (Your best guess is fine.)

**yp15**

**ya16**

- <0-85> 0 – 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

Now I'm going to ask two questions about race and ethnicity. Let's start with ethnicity.

**yp16**

**ya17**

Is this person of Hispanic or Latino origin?

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <98> DON'T KNOW
- <97> REFUSED

**yp14\_2**  
**ya15**

This statement is not read unless necessary—at this point the sex of the perpetrator may already be clear. If the sex of the person is not clear, then ask the question.

**yp15**  
**ya16**

Note that this question asks for the abductor's current age (i.e., at the time of the interview). If the youth respondent says [he / she] does not know the age, ask for the youth respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**yp16**  
**ya17**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau ("Hispanic" is an ethnicity not a race).





**yp17**  
**ya18**

Do not read the answer list unless necessary. If the youth respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the youth respondent says something else, write the answer in "SPECIFY." If the youth respondent says that the person is biracial, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; if you get a primary race, enter the number for that race. If the youth respondent cannot make that distinction, record both races on the "SPECIFY" line.

**yp18**

You may have to remind the youth respondent of the specific time period we are interested in. If the youth respondent does not know the city, choose <0> (DON'T KNOW) for city and try to find out the state. If the perpetrator was living in a foreign country, record the country on the text line.

Enter the two digit code for the state at the arrow at the bottom of the screen. IMPORTANT: You will have to press the return key (enter key) once to move the screen up and make the arrow visible. Also note that the state code must be typed in UPPER CASE LETTERS. If the perpetrator was living in a foreign country, enter <s> for other, and carefully record what the youth respondent says.

ACCOMPLICE IDENTIFICATION

**ACCOMPLICE 1**

FA

RATA

NFA

GM

Now I would like to ask you about the next most responsible person.

**yp19a**

**ya19a**

Is this person male or female?

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

What is [his / her] current age? (Your best guess is fine.)

**yp20a**

**ya20a**

- <0-85> 0 – 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

Now I'm going to ask two questions about race and ethnicity. Let's start with ethnicity.

**yp21a**

**ya21a**

Is this person of Hispanic or Latino origin?

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <98> DON'T KNOW
- <97> REFUSED

## ACCOMPLICE IDENTIFICATION

The same questions that were asked regarding the main perpetrator of the episode are asked again if there were additional people involved—accomplices. You can ask about a total of four people—one perpetrator and three accomplices. The items in the accomplice section are numbered sequentially from [yp19a / ya19a] to [yp27a / ya27a]. The item numbers for the first accomplice are followed by “a,” e.g., [yp19a / ya19a]. The item numbers for the second accomplice are followed by “b,” the item numbers for the third accomplice are all followed by “c,” except for the “acquaintedness” portion.

### ACCOMPLICE 1

**yp19a**  
**ya19a** This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**yp20a**  
**ya20a** Note that this question asks for the accomplice’s current age (i.e., at the time of the interview). If the youth respondent says [he / she] does not know the age, ask for the youth respondent’s best estimate of age. If necessary, probe for whether the person is in [his / her] 20’s, 30’s, etc.

**yp21a**  
**ya21a** We must ask the “ethnicity” question prior to the race question, in order to follow the convention of the Census Bureau (Hispanic is not a race).

What is this person's race?

**yp22a**

**ya22a**

- <1> AMERICAN INDIAN, ALEUT, ESKIMO
- <2> ASIAN OR PACIFIC ISLANDER
- <3> BLACK
- <4> WHITE
- <77> OTHER (SPECIFY)
- <95> HISPANIC / LATINO
- <96> MIXED
- <98> DON'T KNOW
- <97> REFUSED

Is [he / she] a member of your family?  
("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO  
THE CHILD)

**yp23a**

**ya23a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Is the person responsible:

**yp24a**

**ya24a**

- <1> your parent,
- <2> your step-parent,
- <3> your brother or sister,
- <4> your aunt or uncle,
- <5> your cousin,
- <6> your grandparent,
- <7> your foster parent,
- <8> your adoptive parent,
- <9> your legal guardian,
- <10> the spouse or romantic partner (boyfriend or girlfriend) of  
your parent, or
- <77> some other relative of yours? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

**yp22a**  
**ya22a**

Do not read the answer list unless necessary. If the youth respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the youth respondent says something else, write the answer in "SPECIFY." If the youth respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the youth respondent cannot make that distinction, record both races on the "SPECIFY" line.

**yp23a**  
**ya23a**

By "family member" we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**yp24a**  
**ya24a**

This question is only asked if the youth respondent said the perpetrator was a member of [his / her] family in [yp23a / ya23a]. Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the accomplice's relationship to the child. It is unlikely that the youth respondent will not know the relationship between the child and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in that person's relationship to the youth respondent at the time of the incident (i.e., taking or assaulting the youth respondent).

Was [he / she] someone known to you (before the episode)?

**yp25a**

**ya25a**

- <1> YES
- <5> NO
- <7> REFUSED

Which of the following best describes how the person responsible was related to you:

**yp26a**

**ya26a**

- <1> a friend of yours,
- <2> a friend of someone in your household,
- <3> an acquaintance of yours,
- <4> an acquaintance of your family,
- <5> a neighbor,
- <6> a person in authority such as a teacher,
- <7> a caretaker or babysitter,
- <8> someone known to you only by sight,
- <77> or someone else? (SPECIFY)
- <11> PARENT'S BOYFRIEND/GIRLFRIEND
- <12> FOSTER FAMILY MEMBER
- <13> COMPLETE STRANGER
- <16> DEPARTMENT OF HUMAN SERVICES
- <98> DON'T KNOW
- <97> REFUSED

Was the person:

**yp27a**

**ya27a**

- <1> a romantic friend (boyfriend or girlfriend) or
- <5> just an ordinary friend?
- <8> DON'T KNOW
- <7> REFUSED

**yp25a**  
**ya25a**

Emphasize the word "known." "Known" includes anyone that the youth respondent knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the youth respondent decide: "Whatever that (known) means to you."

**yp26a**  
**ya26a**

ya26a: This question is only asked if the youth respondent said the perpetrator was known to [him / her] in ya25a.

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the perpetrator's relationship to [him / her]. If there is more than one child involved, and the relationship between the accomplice and each of the children is different, we are only interested in relationship of the accomplice to the youth respondent. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. If the relationship does not fit into one of the categories listed, clearly record the youth respondent's answer on the "SPECIFY" line. Note that we are interested in that person's relationship to the youth respondent at the time of the episode (i.e., the abduction of the youth respondent).

**yp27a**  
**ya27a**

This question is only asked if the youth respondent said the person was a friend of [his / hers] or a friend of the family in [yp26a / ya26a]—we want to know if the person was considered a partner in a boyfriend/girlfriend way. If the youth respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode?" or "Did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the youth respondent's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your sister's boyfriend at the time of the episode?").



DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

	FA	RATA	NFA	GM
<p>Did you, or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp150</b>		<b>ya27d</b>	
<p>Did you, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp151</b>		<b>ya27e</b>	
<p>For how long (before the episode) did you, or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months), &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or &lt;3&gt; a very recent acquaintance (known for less than one month)? &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp152</b>		<b>ya27f</b>	
<p>How often (before the episode) did you, or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; Daily, &lt;2&gt; Weekly, &lt;3&gt; Several times a month, or &lt;4&gt; Less than once a month (SPECIFY) &lt;5&gt; Less than once a month (SPECIFY) &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED [NFA] &lt;9&gt; REFUSED [FA]</p>	<b>yp153</b>		<b>ya27g</b>	

## DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

If the youth respondent said that the perpetrator was known to [him / her] or to [his / her] family, we want to find out how well the person was known.

**yp150**  
**ya27d**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person's name.

**yp151**  
**ya27e**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the well enough to speak to.

**yp152**  
**ya27f**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp150 / ya27d] and [yp151 / ya27e]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**yp153**  
**ya27g**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp150 / ya27d] and [yp151 / ya27e]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. If the youth respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but hadn't seen him at all since then, until just before the episode began.

**ACCOMPLICE 2**

FA

RATA

NFA

GM

Now I would like to ask you about the next most responsible person.

**yp19b**

**ya19b**

Is this person male or female?

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

What is [his / her] current age? (Your best guess is fine.)

**yp20b**

**ya20b**

- <0-85> 0 – 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

Now I'm going to ask two questions about race and ethnicity. Let's start with ethnicity.

**yp21b**

**ya21b**

Is this person of Hispanic or Latino origin?

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <98> DON'T KNOW
- <97> REFUSED

**ACCOMPLICE 2**

**yp19b**  
**ya19b**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**yp20b**  
**ya20b**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the youth respondent says [he / she] does not know the age, ask for the youth respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**yp21b**  
**ya21b**

We must ask the "ethnicity" question prior to the race question, in order to follow the convention of the Census Bureau (Hispanic is not a race).

What is this person's race?

**yp22b**

**ya22b**

- <1> AMERICAN INDIAN, ALEUT, ESKIMO
- <2> ASIAN OR PACIFIC ISLANDER
- <3> BLACK
- <4> WHITE
- <77> OTHER (SPECIFY)
- <95> HISPANIC / LATINO
- <96> MIXED
- <98> DON'T KNOW
- <97> REFUSED

Is [he / she] a member of your family?  
("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO  
THE CHILD)

**yp23b**

**ya23b**

- <1> YES
- <5> NO

Is the person responsible:

**yp24b**

**ya24b**

- <1> your parent,
- <2> your step-parent,
- <3> your brother or sister,
- <4> your aunt or uncle,
- <5> your cousin,
- <6> your grandparent,
- <7> your foster parent,
- <8> your adoptive parent,
- <9> your legal guardian,
- <10> the spouse or romantic partner (boyfriend or girlfriend) of  
your parent, or
- <77> some other relative of yours? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

**yp22b**  
**ya22b**

Do not read the answer list unless necessary. If the youth respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the youth respondent says something else, write the answer in "SPECIFY." If the youth respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the youth respondent cannot make that distinction, record both races on the "SPECIFY" line.

**yp23b**  
**ya23b**

By "family member" we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**yp24b**  
**ya24b**

This question is only asked if the youth respondent said the perpetrator was a member of [his / her] family in [yp23b / ya23b]. Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the accomplice's relationship to the youth respondent. It is unlikely that the youth respondent will not know the relationship between the child and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in that person's relationship to the youth respondent at the time of the incident (i.e., taking or assaulting the youth respondent).

Was [he / she] someone known to you (before the episode)?

**yp25b**

**ya25b**

<1> YES

<5> NO

Which of the following best describes how the person responsible was related to you:

**yp26b**

**ya26b**

<1> a friend of yours,

<2> a friend of someone in your household,

<3> an acquaintance of yours,

<4> an acquaintance of your family,

<5> a neighbor,

<6> a person in authority such as a teacher,

<7> a caretaker or babysitter,

<8> someone known to you only by sight,

<77> or someone else? (SPECIFY)

<11> PARENT'S BOYFRIEND/GIRLFRIEND

<12> FOSTER FAMILY MEMBER

<13> COMPLETE STRANGER

<16> DEPARTMENT OF HUMAN SERVICES

<98> DON'T KNOW

<97> REFUSED

Was the person:

**yp27b**

**ya27b**

<1> a romantic friend (boyfriend or girlfriend) or

<5> just an ordinary friend?

<8> DON'T KNOW

<7> REFUSED

**yp25b**

**ya25b**

Emphasize the word "known." "Known" includes anyone that the youth respondent knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the youth respondent decide: "Whatever that (known) means to you."

**yp26b**

**ya26b**

ya26b: This question is only asked if the youth respondent said the perpetrator was known to [him / her] in ya25b.

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the perpetrator's relationship to [him / her]. If there is more than one child involved, and the relationship between the accomplice and each of the children is different, we are only interested in the relationship of accomplice to the youth respondent. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. If the relationship does not fit into one of the categories listed, clearly record the youth respondent's answer on the "SPECIFY" line. Note that we are interested in that person's relationship the youth respondent at the time of the episode (i.e., the abduction of the youth respondent).

**yp27b**

**ya27b**

This question is only asked if the youth respondent said the person was a friend of [his / hers] or a friend of the family in [yp26b / ya26b]—we want to know if the person was considered a partner in a boyfriend/girlfriend way. If the youth respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode?" or "Did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the youth respondent's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your sister's boyfriend at the time of the episode?").



DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

	FA	RATA	NFA	GM
<p>Did you, or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>yp154</b>		<b>ya27h</b>	
<p>Did you, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>yp155</b>		<b>ya27i</b>	
<p>For how long (before the episode) did you, or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months),                      &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or                      &lt;3&gt; a very recent acquaintance (known for less than one month)?                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>yp156</b>		<b>ya27j</b>	
<p>How often (before the episode) did you, or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; Daily,                      &lt;2&gt; Weekly,                      &lt;3&gt; Several times a month, or                      &lt;4&gt; Less than once a month (SPECIFY)?                      &lt;5&gt; Less than once a month (SPECIFY)?                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED [NFA]                      &lt;9&gt; REFUSED [FA]</p>	<b>yp157</b>		<b>ya27k</b>	

DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

If the youth respondent said that the perpetrator was known to [him / her] or to [his / her] family, we want to find out how well the person was known.

**yp154**  
**ya27h**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person's name.

**yp155**  
**ya27i**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person well enough to speak to.

**yp156**  
**ya27j**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp154 / ya27h] and [yp155 / ya27i]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**yp157**  
**ya27k**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp154 / ya27h] and [yp155 / ya27i]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. If the youth respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but hadn't seen him at all since then, until just before the episode began.

**ACCOMPLICE 3**

FA

RATA

NFA

GM

Now I would like to ask you about the next most responsible person.

**yp19c**

**ya19c**

Is this person male or female?

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

What is [his / her] current age? (Your best guess is fine.)

**yp20c**

**ya20c**

- <0-85> 0 – 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

Now I'm going to ask two questions about race and ethnicity. Let's start with ethnicity.

**yp21c**

**ya21c**

Is this person of Hispanic or Latino origin?

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <98> DON'T KNOW
- <97> REFUSED

### ACCOMPLICE 3

**yp19c**  
**ya19c**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**yp20c**  
**ya20c**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the youth respondent says [he / she] does not know the age, ask for the youth respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**yp21c**  
**ya21c**

We must ask the "ethnicity" question prior to the race question, in order to follow the convention of the Census Bureau (Hispanic is not a race).

What is this person's race?

yp22c

ya22c

- <1> AMERICAN INDIAN, ALEUT, ESKIMO
- <2> ASIAN OR PACIFIC ISLANDER
- <3> BLACK
- <4> WHITE
- <77> OTHER (SPECIFY)
- <95> HISPANIC / LATINO
- <96> MIXED
- <98> DON'T KNOW
- <97> REFUSED

Is [he / she] a member of your family?  
("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO  
THE CHILD)

yp23c

ya23c

- <1> YES
- <5> NO

Is the person responsible:

yp24c

ya24c

- <1> your parent,
- <2> your step-parent,
- <3> your brother or sister,
- <4> your aunt or uncle,
- <5> your cousin,
- <6> your grandparent,
- <7> your foster parent,
- <8> your adoptive parent,
- <9> your legal guardian,
- <10> the spouse or romantic partner (boyfriend or girlfriend) of  
your parent, or
- <77> some other relative of yours? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

**yp22c**  
**ya22c**

Do not read the answer list unless necessary. If the youth respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the youth respondent says something else, write the answer in "SPECIFY." If the youth respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the youth respondent cannot make that distinction, record both races on the "SPECIFY" line.

**yp23c**  
**ya23c**

By "family member" we mean anyone related to the child by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**yp24c**  
**ya24c**

This question is only asked if the youth respondent said the perpetrator was a member of [his / her] family in [yp23c / ya23c]. Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the accomplice's relationship to the youth respondent. It is unlikely that the youth respondent will not know the relationship between the child and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in that person's relationship to the youth respondent at the time of the incident (i.e., taking or assaulting the youth respondent).

Was [he / she] someone known to you (before the episode)?

- <1> YES
- <5> NO

**yp25c**

**ya25c**

Which of the following best describes how the person responsible was related to you:

- <1> a friend of yours,
- <2> a friend of someone in your household,
- <3> an acquaintance of yours,
- <4> an acquaintance of your family,
- <5> a neighbor,
- <6> a person in authority such as a teacher,
- <7> a caretaker or babysitter,
- <8> someone known to you only by sight,
- <77> or someone else? (SPECIFY)
- <11> PARENT'S BOYFRIEND / GIRLFRIEND
- <12> FOSTER FAMILY MEMBER
- <13> COMPLETE STRANGER
- <16> DEPARTMENT OF HUMAN SERVICES
- <98> DON'T KNOW
- <97> REFUSED

**yp26c**

**ya26c**

Was the person:

- <1> a romantic friend (boyfriend or girlfriend) or
- <5> just an ordinary friend?
- <8> DON'T KNOW
- <7> REFUSED

**yp27c**

**ya27c**

**yp25c**  
**ya25c**

Emphasize the word "known." "Known" includes anyone that the youth respondent knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the youth respondent decide: "Whatever that (known) means to you."

**yp26c**  
**ya26c**

ya26c: This question is only asked if the youth respondent said the perpetrator was known to [him / her] in ya25c.

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the perpetrator's relationship to [him / her]. If there is more than one child involved, and the relationship between the accomplice and each of the children is different, we are only interested in relationship of the accomplice to the youth respondent. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. If the relationship does not fit into one of the categories listed, clearly record the youth respondent's answer on the "SPECIFY" line. Note that we are interested in that person's relationship to the youth respondent at the time of the episode (i.e., the abduction of the youth respondent).

**yp27c**  
**ya27c**

This question is only asked if the youth respondent said the person was a friend of [his / hers] or a friend of the family in [yp26c / ya26c]—we want to know if the person was considered a partner in a boyfriend/girlfriend way. If the youth respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode?" or "Did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the youth respondent's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your sister's boyfriend at the time of the episode?").



DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

	FA	RATA	NFA	GM
<p>Did you, or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>yp158</b>		<b>ya27l</b>	
<p>Did you, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES                      &lt;5&gt; NO                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>yp159</b>		<b>ya27m</b>	
<p>For how long (before the episode) did you, or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months),                      &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or                      &lt;3&gt; a very recent acquaintance (known for less than one month)?                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED</p>	<b>yp160</b>		<b>ya27n</b>	
<p>How often (before the episode) did you, or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; Daily,                      &lt;2&gt; Weekly,                      &lt;3&gt; Several times a month, or                      &lt;4&gt; Less than once a month (SPECIFY)?                      &lt;5&gt; Less than once a month (SPECIFY)?                      &lt;8&gt; DON'T KNOW                      &lt;7&gt; REFUSED [NFA]                      &lt;9&gt; REFUSED [FA]</p>	<b>yp161</b>		<b>ya27o</b>	

## DETERMINING "ACQUAINTEDNESS" OF EPISODE ACCOMPLICES

If the youth respondent said that the perpetrator was known to [him / her] or to [his / her] family, we want to find out how well the person was known.

**yp158**  
**ya27l** This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person's name.

**yp159**  
**ya27m** This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers / someone else in the household], or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person well enough to speak to.

**yp160**  
**ya27n** This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp158 / ya27l] and [yp159 / ya27m]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**yp161**  
**ya27o** This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp158 / ya27l] and [yp159 / ya27m]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. If the youth respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but hadn't seen him at all since then, until just before the episode began.

Which of the following statements is most true concerning your return home:

- <1> it was entirely your decision to come home,
- <2> you were advised by someone else to come home, or
- <3> you came home against your will?
- <8> DON'T KNOW
- <7> REFUSED

**yw8a**

Which of the following statements is most true concerning your return home:

- <1> you were asked to return,
- <2> you were allowed to return, or
- <3> you came back in spite of opposition of someone in the household?
- <8> DON'T KNOW
- <7> REFUSED

**yw9a**

**yw8a**

This question is asked if the youth respondent left or stayed away. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] opinion. "Against your will" includes the police bringing the youth respondent home. Read the answer choices slowly, so that the youth respondent has a chance to think about each choice before the next one is read. If you have any doubt about the youth respondent's choice, tell [him / her] that you want to make sure you understand [his / her] answer, and read the question and [his / her] answer again. Emphasize "most" when you read the question.

**yw9a**

This question is asked if the youth respondent was told to leave or not allowed to return. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] opinion. Read the answer choices slowly so that the youth respondent has a chance to think about each choice before the next one is read. If you have any doubts about the youth respondent's choice, tell [him / her] that you want to make sure you understand [his / her] answer, and read the question and [his / her] answer again. Emphasize "most" when you read the question.

How likely do you believe it is that this situation of your [leaving home / refusing to come home] will happen again?  
Would you say:

- <1> very likely,
- <2> somewhat likely,
- <3> somewhat unlikely, or
- <4> very unlikely?
- <8> DON'T KNOW
- <7> REFUSED

**yw10a**

How likely do you believe it is that this situation of [asking you to leave / refusing to allow you to return] will happen again? Would you say:

- <1> very likely,
- <2> somewhat likely,
- <3> somewhat unlikely, or
- <4> very unlikely?
- <8> DON'T KNOW
- <7> REFUSED

**yw10a\_2**

During the past 12 months, were you away from home any other times, in addition to the episode that we're discussing right now?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw11**

About how long were you away in all of these other episodes taken together, not including the episode we're discussing right now?

- <1 - 90> DURATION
- <98> DON'T KNOW
- <97> REFUSED

**yw11a**

(UNIT OF TIME)

- <1> DAYS
- <2> WEEKS
- <3> MONTHS

**yw11a\_2**



I'm going to read some statements that might describe how you [feel / felt at the time of the episode]. Please tell me which are true for you, and which are false: I wanted to come home.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**yw12a**

(I'm going to read some statements that might describe how you [feel / felt at the time of the episode]. Please tell me which are true for you, and which are false:) I [don't / didn't] care one way or the other whether I [come / came] home.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**yw13a**

(I'm going to read some statements that might describe how you [feel / felt at the time of the episode]. Please tell me which are true for you, and which are false:) I would [prefer / have preferred] not to come home.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**yw14a**

**yw12a**

**yw13a**

**yw14a**

If the youth respondent says "YES" or "NO," verify that "YES" means "TRUE" and "NO" means "FALSE." If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. It is likely that the youth respondent will say "TRUE" to one of the statements and "FALSE" to the other two, but not necessarily. Accept whatever the youth respondent says and do not try to reconcile [his / her] answers according to what might be considered logical.



	FA	RATA	NFA	GM
<p>Please 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 you during and after the episode?</p> <p>&lt;77&gt; SPECIFY            &lt;98&gt; DON'T KNOW            &lt;97&gt; REFUSED</p>	<b>yp28</b>	<b>yw15</b>	<b>ya28</b>	<b>yu6</b>
<p>Now I want to ask you some questions about this episode. You may have already told me some of these things, but I need to read the questions <u>as written</u> to make sure that we get all the details we need.</p> <p>&lt;1&gt; TO CONTINUE</p>	<b>yp29</b>	<b>yw16</b>	<b>ya29</b>	<b>yu7</b>
<p>How did your [parent / parents] or someone else in your household come to notice or believe that you were missing:</p> <p>&lt;1&gt; failed to call at arranged time,            &lt;2&gt; failed to come at arranged time,            &lt;3&gt; gone longer than usual,            &lt;4&gt; disappeared from their presence,            &lt;5&gt; someone else noticed you were missing, or            &lt;77&gt; some other reason? (SPECIFY)            &lt;98&gt; DON'T KNOW            &lt;97&gt; REFUSED</p>				<b>yu8</b>

**yp28**  
**yw15**  
**ya28**  
**yu6**

#### EPISODE DETAIL

This is an open-ended question designed to let the youth respondent tell us about the episode, thereby giving an overall view of what happened, as well as allowing the youth respondent some “free space” in which to say [his / her] “piece” in an unstructured way. This strategy has proven to be very effective in designing interviews on sensitive subjects and about emotionally loaded events. Respondents tend to feel that they have been “heard” if they are given a little space like this. Record the response as clearly, as carefully, and as thoroughly as possible. Use the probes on the screen, but do not be concerned if the youth respondent does not answer the parts of this question in the order they are asked or does not answer all of the parts. Most respondents are willing to provide a lot of information about such an experience. If the youth respondent starts to repeat information or continues to go into great detail after [he / she] has essentially answered the question, gently thank the youth respondent for providing the information and then go to the next question. Do not take the time to probe too much—we will ask lots of specific questions about the episode; this question is more for the youth respondent’s benefit—to allow [him / her] to express [himself / herself].

**yp29**  
**yw16**  
**ya29**  
**yu7**

This lead-in sentence prepares the youth respondent for more detailed questions about this episode. When you already know the answer to any of the questions following [yp28 / yw15 / ya28 / yu6], you should say: “I know you already told me this, but I need to ask all the questions.” You could also say, “These questions may seem redundant, but they are all very important for understanding what happened to you.” Say these phrases as often as necessary—we do not want the youth respondent to get annoyed with the redundancy. Ask for [his / her] patience and be patient yourself.

**yu8**

Read all of the possible answer categories except “DON’T KNOW” and “REFUSED” before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] situation. If you are unclear which answer category the youth respondent is choosing, reread the categories, or probe to get more details so you can help [him / her] select the appropriate response category. If the youth respondent tells you anything other than the responses listed in <1> through <5>, carefully and thoroughly record what [he / she] says on the “SPECIFY” line. If the youth respondent says more than one of the answers applies to this situation, you will need to make a note about the additional [answer / answers]—use the CATI note-taking function (in command mode). The youth respondent may have already answered this question in yu6, in which case, review with the youth respondent the question and the answer you believe [he / she] told you earlier.

FA

RATA

NFA

GM

Would you consider this episode to be a kidnapping?

**yp32\_2**

**ya32**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What kind of episode would you consider this to be?

**yp33\_2**

**ya33**

- <777> SPECIFY
- <998> DON'T KNOW
- <997> REFUSED

**yp32\_2**  
**ya32**

If the youth respondent seems confused about what “episode” means in this question, you could probe by saying:  
“Would you consider [taking away / keeping] you to be kidnapping?” We are interested in the youth respondent’s opinion about this episode—emphasize “would you consider” when you read the question.

**yp33\_2**  
**ya33**

This question is only asked if the youth respondent said the episode was not a kidnapping in [yp32 / ya32]. In other words, [he / she] said [he / she] did not think this episode was a kidnapping, so what would [he / she] call it?  
Carefully and completely record the youth respondent’s answer.

	FA	RATA	NFA	GM
What day of the week did this episode start? (IF KEPT OR CONCEALED: We mean the day you were supposed to be returned, but instead you were kept.) (IF TAKEN OR KIDNAPPED: We mean the day you were taken.)	<b>yp34_2</b>	<b>yw19</b>	<b>ya34</b>	<b>yu9</b>

- <1> Monday
- <2> Tuesday
- <3> Wednesday
- <4> Thursday
- <5> Friday
- <6> Saturday
- <7> Sunday
- <98> DON'T KNOW
- <97> REFUSED

Did this episode start:

- <1> during the week, or
- <5> over the weekend?
- <8> DON'T KNOW
- <7> REFUSED

<b>yp34a</b>	<b>yw19a</b>	<b>ya34a</b>	<b>yu9a</b>
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And what time of day? Was it:

- <1> morning,
- <2> afternoon,
- <3> evening, or
- <4> night?
- <8> DON'T KNOW
- <7> REFUSED

<b>yp35_2</b>	<b>yw20</b>	<b>ya35</b>	<b>yu10</b>
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**yp34\_2**  
**yw19**  
**ya34**  
**yu9**

If necessary, remind the youth respondent that we are asking about when the episode began—this means, the exact moment when [he / she] started being somewhere other than where [he / she] was supposed to be

Do not read the answer list unless necessary. This is the day the episode began—it is either the day of the week when the youth respondent left or the day [he / she] was not allowed to return. It is O.K. if the youth respondent says "DON'T KNOW"—[he / she] will have the chance to tell us (in the follow-up question) whether the episode started during the week or on the weekend.

**yp34a**  
**yw19a**  
**ya34a**  
**yu9a**

If the youth respondent answered "DON'T KNOW" in [yp34\_2 / yw19 / ya34 / yu9], we want to try and get [him / her] to at least tell us whether the episode started on a weekend or during the week. Read the two answer categories (not "DON'T KNOW" and "REFUSED") before accepting or recording an answer so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] situation. Do not press the issue. If the youth respondent says "DON'T KNOW" again, do not probe further.

**yp35\_2**  
**yw20**  
**ya35**  
**yu10**

Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] situation.

yp35: This could be either the time of day when the youth respondent was taken from the household or the time [he / she] was supposed to be returned but were not. The youth respondent's best guess is fine.

yw20: This could be either the time of day when the youth respondent left or the time of day [he was /she was] not allowed to return.

ya35: This could be either the time of day when the youth respondent was taken from the household or the time [he / she] was assaulted. The youth respondent's best guess is fine.

yu10: This could be either the time of day when the youth respondent started being missing or the time [he / she] was supposed to return but did not.

Before the time you were supposed to have been returned, how long had you been with (the [person / persons] responsible for this episode)?

<1 - 90> DURATION

<98> DON'T KNOW

<97> REFUSED

(UNIT OF TIME)

<1> MINUTES

<2> HOURS

<3> DAYS

<4> WEEKS

<5> MONTHS

Now I'm going to read you a list of places. Which of the following best describes where you were at the time the episode began:

<1> in your own home or yard,

<2> in the home or yard of the person who [took / kept] you, [FA]

<2> in someone else's home or yard, [NFA / GM]

<3> in someone else's home or yard, [FA]

<3> in the street, such as walking home from school, [NFA / GM]

<4> in the street, such as walking home from school, [FA]

<4> hitchhiking [NFA / GM]

<5> hitchhiking, [FA]

<5> in school or daycare, [NFA / GM]

<6> in school or daycare, [FA]

<6> in a shopping area or mall, [NFA / GM]

<7> in a shopping area or mall, [FA]

<7> in a parent or caretaker's car, [NFA / GM]

<8> in a parent or caretaker's car, [FA]

<8> on public transportation [GM]

<77> or somewhere else? (SPECIFY)

<9> IN WOODS OR AN OUTDOOR AREA [GM]

<9> PARK/WOODED AREA [FA / NFA]

<10> PUBLIC PLACE (RESTAURANT, FAIR)

<11> OUTSIDE PARTY

<12> VACATION TRIP

<96> DURING RUNAWAY EVENT [FA / NFA]

<98> DON'T KNOW

<97> REFUSED

yp36\_2

yp36u

yp37a

ya36a

yu11a

**yp36\_2**

This question is designed for those situations where the youth respondent was not returned to the household from some normal period of visitation ("kept"). You may have to clarify the intent of the question for the youth respondent. We want to know how long the youth respondent had been with the person during the normal or expected period of visitation before [he / she] should have been returned. If, for example, the youth respondent was staying with this person for the Christmas holidays, and the person did not return [him / her] after the Christmas holidays, we want to know how long the youth respondent was there for the holidays. Do not include the time spent with the person during any previous visitations.

**yp37a**  
**ya36a**  
**yu11a**

By "began," we mean where the youth respondent was just prior to when [he / she] started being somewhere other than where [he / she] was supposed to be.

yp37a: If the youth respondent was taken, this would be where [he / she] was taken from. If the youth respondent was kept, this would be where [he / she] was just prior to when [he / she] should have been returned.

ya36a: If the youth respondent was taken, this would be where [he / she] was taken from. In the case of an assault, this would be where [he / she] was when the assault happened.

Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] circumstances. Familiarize yourself with the answer categories and the order of the list. Listen carefully to the youth respondent's answer to see which category should be recorded—feel free to ask [him / her] to explain in more detail, so that you can choose the right category. If you are unclear which answer category the youth respondent is choosing, reread the categories, or probe to get more details so you can help [him / her] select the appropriate answer category. If the answer does not fit one of the categories, carefully record the answer on the "SPECIFY" line. The youth respondent may have already answered this question in [yp28 / ya28 / yu6], in which case, review with the youth respondent the question and the answer you believe [he / she] told you earlier. The answer to this question represents the youth respondent's "original location," which will be referred to in subsequent questions.



FA

RATA

NFA

GM

Did you have your [parent's / parents'] (or [caretaker's / caretakers']) permission to be where you were?

**yu12a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Who was with you:

**yu13a**

- <1> a babysitter or caretaker,
- <2> brothers or sisters,
- <3> school personnel,
- <4> other family members,
- <5> other adults,
- <6> other children, or
- <77> some other person? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

**yu12a**

"Permission" means that the youth respondent's [parent / caretaker] knew and approved of where [he / she] was before the "missing" incident began.

**yu13a**

This means, who the youth respondent was with, or who the youth respondent was supposed to be with. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] situation. If you are unclear which answer category the youth respondent is choosing, reread the categories, or probe to get more details so you can help [him / her] select the appropriate response category. If the youth respondent tells you anything other than the responses listed in <1> through <6>, carefully and thoroughly record what [he / she] says on the "SPECIFY" line. If the youth respondent was with more than one person, use the "SPECIFY" line to give complete information.

FA

RATA

NFA

GM

Were you moved or lured away from your original location during the episode (at any time during the episode)?  
(ORIGINAL LOCATION MEANS THE PLACE YOU PHYSICALLY WERE IMMEDIATELY BEFORE THE EPISODE BEGAN)

**ya37a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Were you moved even a few feet from your original location?

**ya38a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Was there any attempt to take or move you by force or threat?

**ya39a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Starting below, some questions will contain a code <6> for "not applicable—assault only" for the Non-Family Abduction questions. If there was no abduction or attempted abduction included in the assault incident, some of these questions will not apply. If the code appears on the screen, and you know the incident was an assault only (that is, it did not include any kind of abduction or attempted abduction), you may enter <6> and not ask the question.

**ya37a**

This is an important question for determining how serious the episode was. You need to take time to clarify the question, if necessary, [and / or] ask the youth respondent to describe what happened to determine if the answer to this question is "YES." If the youth respondent asks what you mean by "original location," explain that we mean where the youth respondent was when the episode began [and / or] remind the youth respondent of the answer [he / she] gave in ya36a. If the youth respondent asks what you mean by "moved" or "lured," do not try to define the words; instead, say: "Do you think the person moved you or tried to lure you into [going / staying] with [him / her]?"

**ya38a**

This question is only asked if the answer to ya37a is "NO," "DON'T KNOW" or "REFUSED." Because moving the child is such an essential element of defining the episode as an abduction, we are double checking with the youth respondent to find out if [he / she] was moved. The youth respondent may have answered "NO" to ya37a because [he / she] did not think that taking [him / her] just a few feet counts as "moving from ... original location." However, if the youth respondent was moved, taken, or lured even a few feet away from where [he / she] was, the answer is "YES." This question may seem redundant and may even annoy the youth respondent, but it is a very important question. Emphasize "even a few feet."

**ya39a**

This question is only asked if the answer to ya38a is "NO," "DON'T KNOW" or "REFUSED." Again, moving the child is an important element of the episode definition. Now we want to ask the youth respondent if [he / she] thinks the perpetrator attempted to move [him / her]. In addition, forcing or threatening is different from luring, which is what we asked about before, so you may need to emphasize "by force or threat" and you may need to repeat it to make sure the youth respondent noticed that we are asking about something different.

FA

RATA

NFA

GM

Did the [person / persons] responsible for this episode have authority or permission to take or keep you?

ya40

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did [this person / these persons] try to hide that [he was / she was / they were] moving you?

ya41

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Which of the following best describes how you were moved (from your location at the beginning of the episode):

yp38a

ya42a

- <1> you were carried,
- <2> you entered a vehicle,
- <3> you walked, or
- <77> some other way? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

Did the [person / persons] responsible for this episode use any kind of force or threat in moving you from your original location? (ORIGINAL LOCATION MEANS THE PLACE THE YOU PHYSICALLY WERE IMMEDIATELY BEFORE THE EPISODE BEGAN)

yp39\_2

ya43

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**ya40**

If the youth respondent did not say "YES" to ya37a, ya38a, or ya39a, you will skip to ya50b.  
This means: did any of the people involved have the authority to have the youth respondent.

**ya41**

This includes any attempt to conceal the removal of the youth respondent: trying to conceal the actual taking or assaulting of the youth respondent, or any attempt to be secretive about the youth respondent's location after the abduction or assault.

**yp38a**

**ya42a**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. If the youth respondent says something that is a combination of the categories, record the answer that represents the most serious (least voluntary) situation. If the youth respondent was carried to a vehicle, mark "carried." If the youth respondent walked to a vehicle, mark, "entered a vehicle." "Vehicle" means car, truck or van. If the answer does not fit one of the categories, record how the youth respondent was moved on the "SPECIFY" line (for example: "train," "subway," etc.).

**yp39\_2**

**ya43**

If the youth respondent asks what you mean by "original location," explain that we mean where [he / she] was just prior to when [he / she] started being somewhere other than where [he / she] was supposed to be, [and / or] remind the youth respondent of the answer [he / she] gave in [yp37a / ya36a] (where the youth respondent was when the episode began).

If the youth respondent asks what you mean by "force or threat," do not try to define the words; instead, say: "Do you think the person used any kind of force or threat against you to get you [to go / to stay] with [him / her]?"

	FA	RATA	NFA	GM
<p>What kind of force or threat was used?</p> <p>&lt;77&gt; SPECIFY</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>			<b>ya44a</b>	
<p>Were you <u>lured or persuaded</u> in some way to [go with / stay with] the [person / persons] responsible for this episode?</p> <p>&lt;1&gt; YES</p> <p>&lt;5&gt; NO</p> <p>&lt;6&gt; NOT APPLICABLE—ASSAULT ONLY [NFA]</p> <p>&lt;8&gt; DON'T KNOW</p> <p>&lt;7&gt; REFUSED</p>			<b>ya45</b>	
<p>How were you lured or persuaded to [go with / stay with] the [person / persons] responsible for this episode?</p> <p>&lt;77&gt; SPECIFY</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>			<b>ya46a</b>	
<p>Which of the following best describes what kind of place you were taken to by the [person / persons] responsible for the episode: (USE "SPECIFY" IF CHILD TAKEN TO <u>MORE THAN ONE PLACE</u> DURING EPISODE)</p> <p>&lt;1&gt; a vehicle (for the whole episode),</p> <p>&lt;2&gt; a building,</p> <p>&lt;3&gt; the perpetrator's home,</p> <p>&lt;4&gt; an outside area like woods,</p> <p>&lt;77&gt; or somewhere else? (SPECIFY)</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>			<b>ya47a</b>	

**yp40a**  
**ya44a**

This question is only asked if the youth respondent said the perpetrator used force or threat in [yp39\_2 / ya43]. Record the youth respondent's answer carefully and completely. You may have to say, "to the best of your knowledge," but otherwise, do not probe a "DON'T KNOW" answer.

**yp41**  
**ya45**

Do not define or give examples of "lured or persuaded" but if necessary, say: "Do you think you were lured or persuaded in some way to go with the person?"

**yp42a**  
**ya46a**

This question is only asked if the youth respondent said the perpetrator lured [him / her] in [yp41 / ya45]. Record the youth respondent's answer carefully and completely. You may have to say, "to the best of your knowledge," but otherwise, do not probe a "DON'T KNOW" answer.

**ya47a**

Response <1> should only be entered if the youth respondent was kept in a vehicle the entire time [he / she] was with the person who took or assaulted [him / her]. If the youth respondent tells you that [he / she] was taken to a vehicle but it is not clear whether [he / she] was kept in the vehicle for the whole episode, you should probe by asking: "Did the person keep you in the [vehicle / car / truck] the entire time?" If the answer does not fit one of the categories, record the youth respondent's answer on the "SPECIFY" line.



How far were you moved? (Your best guess is fine.)

y48aa

<1 - 9000> DISTANCE

<9998> DON'T KNOW

<9997> REFUSED

(UNIT OF DISTANCE)

y48ua

<1> FEET

<2> YARDS

<3> MILES

<4> CITY BLOCKS

Did moving you hide what was going on?  
(HIDE THE FACT THAT YOU WERE BEING ABDUCTED)

ya49

<1> YES

<5> NO

<6> NOT APPLICABLE—ASSAULT ONLY

<8> DON'T KNOW

<7> REFUSED

Was anything else done to hide what was going on?

ya50a

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

Was anything done to hide what was going on?

ya50b

<1> YES

<5> NO

<6> NOT APPLICABLE—ASSAULT ONLY

<8> DON'T KNOW

<7> REFUSED

**ya48aa**

It may be difficult for the youth respondent to give you an exact distance in number of feet, yards, etc. Before accepting a "DON'T KNOW" answer, ask the youth respondent if [he / she] could give you an estimate of how far [he / she] was moved.

**ya49**

The question is asked to find out if youth respondent moved so that the [taking / assault] could not be seen by other people.

**ya50a**

If the answer to ya49 was "YES," you would include the word "else" when you read this question. If the answer to ya49 was "NO," you would stress the word "anything."

**ya50b**

FA

RATA

NFA

GM

How else were the activities hidden?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

ya51a

How were the activities hidden?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

ya51c

Were you stopped or held against your will?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

ya52

How long were you stopped and held against your will?

- <1 - 90> DURATION
- <98> DON'T KNOW
- <97> REFUSED

ya53a

(UNIT OF TIME)

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS

ya53u

**ya51a**  
**ya51c**

This question is only asked if the youth respondent said that something (else) was done to hide what was going on in [ya50a / ya50b]. If the answer to ya49 was "YES," you would include the word "else" when you read the question. If the answer to ya49 was "NO," you would stress the word "how." Record the youth respondent's answer carefully and completely.

**ya52**

Emphasize "against your will" when you read the question, unless this is an assault only. In this case you should emphasize "stopped or held." Do not try to explain "stopped" or "held" to the youth respondent; if [he / she] indicates that [he / she] does not understand what is meant, just say: "Do you think you were stopped or held against your will?"

**ya53a**

This question is only asked if the youth respondent said the perpetrator held the [him / her] against [his / her] will in ya52—we want to find out the amount of time that the youth respondent held. If necessary, probe for an estimate of time.

Were you stopped or held using any kind of force or threat?

ya54

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Was there any attempt to stop or hold you by force or threat?

ya55

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

If the [person / persons] responsible had managed to stop or hold you, do you think you would have been held using force or threat for more than half an hour?

ya56

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(If the [person / persons] responsible had managed to stop or hold you,) Do you think you would have been held using force or threat in an isolated place?

ya57

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**ya54**

This question is only asked if the youth respondent said the perpetrator held [him / her] against [his / her] will in ya52—we want to find out if the perpetrator used force in holding the youth respondent. Emphasize “using any kind of force or threat” when you read the question, unless this is an assault only. In this case you should emphasize “stopped or held.” Do not try to explain “force or threat” to the youth respondent; if [he / she] indicates that [he / she] does not understand what is meant, just say: “Do you think you were stopped or held using force or threat?”

**ya55**

Emphasize “attempt” when you read the question: the answer to this question would be “YES” if the youth respondent thought the perpetrator was going to use force, or if the perpetrator attempted, but was unsuccessful at holding the youth respondent.

**ya56**

This question is only asked if the youth respondent said the perpetrator attempted to hold [him / her] by force in ya55—we want to find out if the youth respondent would have been held for at least half an hour. This is an important question for determining how serious the episode was—we want to get a sense of how much risk there was to the youth respondent. Emphasize “do you think” when you read the question.

**ya57**

This question is only asked if the youth respondent said the perpetrator attempted to hold [him / her] by force in ya55—we want to find out if the youth respondent would have been held in an isolated place. This is also an important question for determining how serious the episode was. Emphasize “do you think” when you read the question.

Did you believe you would be hurt if you tried to leave the [person / persons] responsible for this episode?

**ya58**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did the [person / persons] responsible for this episode show you a weapon, like a knife, gun or club?

**ya59**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What kind of weapon?

**ya60**

- <1> A knife
- <2> A gun
- <3> A club
- <77> Something else (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

Were you gone for at least one night?

**ya61a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**ya58**

This is another important question for determining how serious the episode was. Emphasize “believe” when you read the question. Do not try to explain “hurt” to the youth respondent; if [he / she] indicates that [he / she] does not understand what is meant, just say: “Do you think you would have been hurt?”

**ya59**

By “weapon,” we mean anything that could be used as a weapon or was intended to be perceived as a weapon.

**ya60**

This question is only asked if the youth respondent said the perpetrator showed [him / her] a weapon in ya59. Do not read the answer categories unless necessary. If the answer does not fit one of the three categories, be sure to record on the “SPECIFY” line what kind of weapon was shown to the youth respondent.

**ya61a**

This question may seem redundant, but we must ask it because it is especially important for defining the episode. This question will be skipped if the youth respondent previously reported that [he / she] was gone for more than 24 hours (in ya5aa) If this question appears and you know the youth respondent was gone at least one night, you could just confirm the answer with [him / her]: “I just want to check—you were gone more than 24 hours, right?”



FA

RATA

NFA

GM

Were you taken more than 50 miles from where you started?

ya62a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Do you think the [person / persons] responsible for taking you had any intention of releasing or returning you?

ya63

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did the [person / persons] responsible demand any ransom money, goods or services during this episode?

ya64

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What was demanded?

ya65a

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**ya62a**

This question may seem redundant, but we must ask it because it is especially important for defining the episode. This question should be skipped if the youth respondent previously reported that [he / she] was moved more than 50 miles (in y48aa). However, y48aa could be interpreted as how far the youth respondent was initially moved, and this question refers to the total distance the youth respondent was moved during the entire course of the episode—you may need to explain the distinction to the youth respondent.

**ya63**

This is another important question for defining the episode.

**ya64**

We want to know if the perpetrator communicated that [he / she] expected something in exchange for releasing or returning the youth respondent.

**ya65a**

This question is only asked if the youth respondent said the perpetrator demanded some type of ransom in ya64. Record the youth respondent's answer carefully and completely. Do not probe a "DON'T KNOW" answer.

What did the [person / persons] responsible for this episode tell you about what was happening?

**yp43a**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

Was this episode in violation of a court order or decree, or a custody order made by a court, or agreed to during a legal divorce or custody proceeding?

**yp44**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Was this episode in violation of any other kind of a written custody order or agreement?

**yp45**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Was this episode a violation of a mutual understanding regarding custody or visitation rights?

**yp46**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What were the conditions of the [custody order or agreement / mutual understanding] that this episode violated?

**yp47**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yp43a**

Record the youth respondent's answers carefully and completely.

**yp44**

In other words, was [taking / not returning] the youth respondent a violation of a formal, legal custody order?

**yp45**

This question is only asked if the youth respondent answered "NO," "DON'T KNOW," or "REFUSED" to yp44. [Taking / Not returning] the youth respondent could still be a violation of a "written" agreement that the youth respondent's [parent / caretaker] considers an informal document (perhaps the [parent / caretaker] and the other person wrote it themselves but no lawyer or court of law has seen it).

**yp46**

This question is only asked if the youth respondent answered "NO," "DON'T KNOW," or "REFUSED" to yp45. [Taking / Not returning] the youth respondent could still be a violation of a non-legal, but mutually agreed to, custody and visitation "rights" agreement. That is, it could be a violation of what the youth respondent's [parent / caretaker] had believed [his / her] understanding was with the person who [took / kept] the youth respondent.

**yp47**

This question is asked regardless of the type of agreement [yp44 / yp45 / yp46]. Try to get the youth respondent to be specific about [his / her] perception of the terms of the custody arrangement. Record the youth respondent's answer carefully and completely.

Did your [parent / parents] (or [caretaker / caretakers]) (at the household where you were supposed to be) have any contact with [the [person / persons] responsible for this episode] at any time before you were returned?

(INCLUDES ANY CONTACT, EVEN A MESSAGE FROM PERPETRATOR)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yp52

Have your [parent / parents] (or [caretaker / caretakers]) had any contact with (the [person / persons] responsible for this episode) since you were returned?

(INCLUDES ANY CONTACT, EVEN A MESSAGE FROM PERPETRATOR)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yp53

What kind of contact did they have?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

yp54

**yp52**

This question refers to any contact (including a message) that the youth respondent's [parent / caretaker] had with the perpetrator while the youth respondent was away from the household where [he / she] belonged. The contact could have been initiated by the youth respondent's [parent / caretaker], by the other person, or by someone else.

**yp53**

As discussed in yp52, this includes any kind of contact the youth respondent's [parent / caretaker] had with the person responsible for taking or keeping the youth respondent. The contact could have been initiated by the youth respondent's [parent / caretaker], by the other person, or by someone else.

**yp54**

This question is only asked if the youth respondent said [his / her] [parent / caretaker] had some contact with the perpetrator in yp53. Record the youth respondent's answer carefully and completely.

How long did the [person / persons] responsible for this episode say [he / she] would be keeping you?

**yp56a**

<1 - 90> DURATION

<94> Permanently

<95> Person responsible didn't say

<96> Person denies responsibility

<98> DON'T KNOW

<97> REFUSED

(UNIT OF TIME)

<1> MINUTES

<2> HOURS

<3> DAYS

<4> WEEKS

<5> MONTHS

**yp56u**

Did the [person / persons] responsible for this episode try to prevent you from having contact with your [parent / parents] (or [caretaker / caretakers]) (at the household where you were supposed to be)?

**yp57**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

Did the [person / persons] responsible for this episode make any threats or statements or do anything that would suggest [he / she] wanted to prevent your [parent / parents] (or [caretaker / caretakers]) (at the household where you were supposed to be) from ever contacting you?

**yp58**

<1> YES

<5> NO

<8> DON'T KNOW

<7> REFUSED

What were these threats or statements?  
(PROBE: What specifically did [he / she] say?)

**yp59**

<77> SPECIFY

<98> DON'T KNOW

<97> REFUSED

**yp56a**

If the perpetrator said [he / she] would keep the youth respondent permanently, but qualified the statement (for example, [he / she] would keep the youth respondent permanently unless the youth respondent's [parent / caretaker] paid alimony that was due), enter <94> and make a note of the qualifying statement (use the CATI note-taking function—in command mode). Do not try to probe a "Permanently" answer to get qualifiers that might not have been mentioned, but follow the above instructions if such information is volunteered by the youth respondent. Note that the person "responsible" for the episode could have had someone else relay this information (about how long the youth respondent was to be kept). NOTE: Only enter <98> for "DON'T KNOW" if the youth respondent tells you that the perpetrator said [he / she] did not know how long [he / she] would keep [him / her]. Enter <95> if the perpetrator did not tell the youth respondent how long [he / she] would be kept.

**yp57**

This could include attempts to prevent contact on a one-time or temporary basis (not only an attempt to permanently keep the youth respondent from contacting [his / her] [parent / caretaker]). For example, the person could have kept the youth respondent from receiving a letter from [his / her] [parent / caretaker] or told the youth respondent [he / she] could not talk with [his / her] [parent / caretaker] until later in the week. Note that the attempt here may not have succeeded, but would still qualify the youth respondent to answer "YES" to this question.

**yp58**

Read the question slowly, pausing between the main sections of the questions. Do not hesitate to reread the question if the youth respondent seems confused. If the perpetrator said or did anything to try to permanently keep the youth respondent's [parent / caretaker] from contacting the youth respondent, enter <1> for "YES."

**yp59**

This question is only asked if the youth respondent said the perpetrator made threats or statements in yp58. Make sure you record everything the youth respondent tells you. If necessary, read what you have written down to the youth respondent and ask whether you have written down everything [he / she] said.



[Was the person / Were the persons] responsible for this episode trying to use this episode to keep you permanently?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yp60

Did the [person / persons] responsible for this episode] make any other threats or demands?

(PROBE: What specifically did [he / she] say?)  
(IF NECESSARY: Anything you haven't already told me about.)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yp61

What were these threats or demands?

(PROBE: What specifically did [he / she] say?)

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

yp62

Did the [person / persons] responsible for this episode make any attempt to hide the fact that you had been [taken / kept]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yp63

Did the [person / persons] responsible for this episode make any attempt to hide your location from your [parent / parents] (or [caretaker / caretakers]) (at the household where you were supposed to be)?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yp64

**yp60**

Emphasize "permanently" when you read the question. We want to know if the perpetrator did anything to try to affect the youth respondent's [parent's / caretaker's] ability to have custody of the youth respondent.

**yp61**

Again, this refers to threats or demands made by the person responsible for taking or keeping the youth respondent, even if the [threats / demands] were communicated by someone else. This question refers to threats or demands other than those the youth respondent told you about in yp58 and yp59.

**yp62**

This question is only asked if the youth respondent said the perpetrator made threats or demands in yp61. Make sure you record everything the youth respondent tells you. If necessary, read what you have written down to the youth respondent and ask whether you have written down everything [he / she] said.

**yp63**

Includes any attempt to conceal the actual abduction, or trying to keep it secret that the youth respondent was moved from where [he / she] was living when it was time to return [him / her].

**yp64**

Includes any attempt to be secretive about the youth respondent's location after the abduction.

Were you taken to another state or country during this episode?

**yp67**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did the [person / persons] responsible for this episode think about or plan to take you to another state or country?

**yp68**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What did the [person / persons] responsible for this episode do to make you believe that [he / she] was thinking about or planning to take you to another state or country?

**yp69**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

Which state or country was the [person / persons] responsible for this episode planning to take you to?  
(IF CHILD REFUSES OR DOESN'T KNOW, ENTER ZERO "0")

**yp70**

\_\_\_\_\_  
<LOCATION> STATE / COUNTRY

Which state or country?  
(IF CHILD REFUSES OR DOESN'T KNOW, ENTER ZERO "0")

**yp71\_2**

\_\_\_\_\_  
<LOCATION> STATE / COUNTRY

**yp67**

The answer is "YES" if the youth respondent was taken to a different state or country than the one in which [he / she] was supposed to be. It may be that this is a different state than the one the youth respondent was living in when [he / she] was taken or when [he / she] should have been returned. It includes cases where the youth respondent was moved to another state or country at any time while the perpetrator held the youth respondent (i.e., after [his / her] [abduction / non-return]).

**yp68**

This question is only asked if the youth respondent answered "NO," "DON'T KNOW," or "REFUSED" to yp67. We want to know if the youth respondent believed the perpetrator planned to take [him / her] to a different state or country.

**yp69**

This question is only asked if the youth respondent said that the perpetrator planned to take [him / her] to another state of country in yp68. Record the youth respondent's answer carefully and completely.

**yp70**

This question is only asked if the youth respondent said that the perpetrator planned to take [him / her] to another state or country in yp68. Record the youth respondent's answer carefully and completely. NOTE: If the youth respondent does not know where the perpetrator planned to take [him / her], but does think the perpetrator planned to move [him / her] away from the state where [he / she] was supposed to be (i.e., "YES" in yp68), record "DON'T KNOW" on the text line.

**yp71\_2**

This question is only asked if the youth respondent said that the perpetrator took [him / her] to another state or country in yp67. Record the youth respondent's answer carefully and completely. If the move was outside of the United States, ask which country [he / she] was taken to. NOTE: If the youth respondent does not know where [he / she] was taken, but does know [he / she] was taken out of the state [he / she] was supposed to be in (i.e., "YES" in yp67), record "DON'T KNOW" on the text line.

Was taking you to another [state / country] done: to take a vacation?

**yp72a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was taking you to another [state / country] done:) to go to [PERPETRATOR]'s place of residence?

**yp72b**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was taking you to another [state / country] done:) to visit relatives?

**yp72c**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was taking you to another [state / country] done:) to make it harder for the people in the household where you were supposed to be to find you?

**yp72d**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was taking you to another [state / country] done:) to make it harder for the people in the household where you were supposed to be to contact you?

**yp72e**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yp72a**

**yp72b**

**yp72c**

**yp72d**

**yp72e**

The purpose of these questions is to find out why the youth respondent was taken to another state or country (or why the perpetrator was planning to take [him / her] to another state or country).

yp72a: This includes either a vacation for the youth respondent, or a vacation for the person who took the youth respondent.

yp72c: This includes visiting youth respondent's relatives, the relatives of the person responsible for taking or keeping the youth respondent, or even the youth respondent's [parent's / caretaker's] relatives.

Would this have been done: to take a vacation?

**yp72a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Would this have been done:) to go to [PERPETRATOR]'s place of residence?

**yp72b\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Would this have been done:) to visit relatives?

**yp72c\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Would this have been done:) to make it harder for the people in the household where you were supposed to be to find you?

**yp72d\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Would this have been done:) to make it harder for the people in the household where you were supposed to be to contact you?

**yp72e\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yp72a\_2**

**yp72b\_2**

**yp72c\_2**

**yp72d\_2**

**yp72e\_2**

The purpose of these questions is to find out why the youth respondent was taken to another state or country (or why the perpetrator was planning to take [him / her] to another state or country).

yp72a\_2: This includes either a vacation for the youth respondent, or a vacation for the person who took the youth respondent.

yp72c\_2: This includes visiting youth respondent's relatives, the relatives of the person responsible for taking or keeping the youth respondent, or even the youth respondent's [parent's / caretaker's] relatives.



DISABILITY SERIES

	FA	RATA	NFA	GM
At the time of the episode, did you have a diagnosed mental illness?		<b>yw21a</b>		
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
What was the nature of that illness?		<b>yw22a</b>		
<77> SPECIFY				
<98> DON'T KNOW				
<97> REFUSED				
At the time of the episode, did you have some serious physical impairment or limitation?		<b>yw23a</b>		
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
What was the nature of that impairment or limitation?		<b>yw24a</b>		
<77> SPECIFY				
<98> DON'T KNOW				
<97> REFUSED				

## DISABILITY SERIES

In the original household roster, the youth respondent's [parent / caretaker] has been asked one question about the youth respondent's health: "During the past 12 months, has [CHILD'S NAME] had any serious or permanent physical or mental disability or impairment, or life threatening medical condition?" For children involved in a runaway episode, we ask a series of very specific questions, which essentially breakdown the elements of this broader question and ask about each separately. In each question, you should emphasize "At the time of the episode" and make sure that the youth respondent understands that we mean this episode (the episode that is the topic of this interview). If the youth respondent says "YES" to any of the four questions, you will ask about the "nature" of that condition. As with all open-ended answers, it is very important to record the response clearly and completely—it is vital that the coder be able to determine whether the youth respondent's condition put [him / her] at greater risk while [he / she] was away from home.

**yw21a** Emphasize "diagnosed" when you read this question. This means that a medical or mental health professional must have diagnosed the youth respondent—it cannot just be the youth respondent's opinion or that of [his / her] [parent's / caretaker's]. If the youth respondent says "YES," record [his / her] explanation in r22a.

**yw22a** Record the response clearly and completely. If necessary, read what you have recorded to the youth respondent and ask whether you have recorded everything [he / she] said.

**yw23a** As with all questions of this nature, let the youth respondent decide what constitutes a "serious" condition. If the youth respondent says "YES," accept [his / her] answer and record [his / her] explanation in yw24a.

**yw24a** Record the response clearly and completely. If necessary, read what you have recorded to the youth respondent and ask whether you have recorded everything [he / she] said.

At the time of the episode, did you have a professionally diagnosed problem that affected your ability to communicate or interact with others, to learn, or to take care of yourself?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw25a**

What was the nature of that problem?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yw26a**

At the time of the episode, did you have a serious or life threatening illness or medical problem?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw27a**

What was the nature of that condition?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yw28a**

**yw25a**

Emphasize "diagnosed" when you read this question. This means that a medical or mental health professional must have diagnosed the youth respondent—it cannot just be the youth respondent's opinion or that of [his / her] [parent's / caretaker's]. If the youth respondent says "YES," record [his / her] explanation in yw26a.

**yw26a**

Record the response clearly and completely. If necessary, read what you have recorded to the youth respondent and ask whether you have recorded everything [he / she] said.

**yw27a**

Let the youth respondent decide what constitutes a "serious" condition. If the youth respondent says "YES," accept [his / her] answer and record [his / her] explanation in yw28a.

**yw28a**

Record the response clearly and completely. If necessary, read what you have recorded to the youth respondent and ask whether you have recorded everything [he / she] said.

Which of the following statements were true at the time you left?  
You were unhappy living at home.

**yw29a**

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED

(Which of the following statements were true at the time you left?)  
You were having a lot of conflicts with a parent or other people in  
the household.

**yw30a**

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED

(Which of the following statements were true at the time you left?)  
Your parent or caretaker did not really try to stop you from leaving.

**yw31a**

- <1> TRUE
- <5> FALSE
- <6> NOT APPLICABLE—DIDN'T SEE ME LEAVE
- <8> DON'T KNOW
- <7> REFUSED

**yw29a**

**yw30a**

**yw31a**

This series of questions is asked if the youth respondent left or stayed away. If the youth respondent says "YES" or "NO," verify that "YES" means "TRUE" and "NO" means "FALSE." If necessary, repeat the statement exactly as worded, do not attempt to explain the statement, or reword it.

yw31a: This is often difficult for the youth respondent to answer, since [his / her] [parent / caretaker] frequently did not actually see the youth respondent leave, so they did not have a chance to try to stop [him / her]. In this case it would be best to ask the youth respondent: "Would your [parent / caretaker] have tried to stop you, if [he / she] had seen you leaving?" Or, just enter the answer that captures the essence of [his / her] attitude—by this point in the interview, you will usually have a sense of whether the youth respondent's [parent / caretaker] wanted [him / her] to leave or not.

(Which of the following statements were true at the time you left?)  
Your parent or caretaker did not really care one way or the other  
whether you stayed or left.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED

**yw33a**

(Which of the following statements were true at the time you left?)  
Your parent or caretaker was glad that you left.

- <1> TRUE
- <5> FALSE
- <8> DON'T KNOW
- <7> REFUSED

**yw34a**

What was the main reason you left?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yw35a**

Please tell me the main reasons your [parent / parents] (or  
[caretaker / caretakers]) [told you to leave home / refused to allow  
you to return home]?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yw36a**

**yw33a**  
**yw34a**

This series of questions is asked if the youth respondent left or stayed away. If the youth respondent says "YES" or "NO," verify that "YES" means "TRUE" and "NO" means "FALSE." If necessary, repeat the statement exactly as worded, do not attempt to explain the statement, or reword it.

**yw35a**

We have just asked the youth respondent a series of possible reasons, now we want to find out what [he / she] thinks was the primary reason. The youth respondent may have already told you why [he / she] left (in yw15, the general open-ended question), however, they often give additional information here.

**yw36a**

This series of questions is asked if the youth respondent was told to leave or not allowed to return. Choose either "telling you to leave" or "refusing to allow you to return" if you have been able to determine the type of situation for this youth respondent from [his / her] answer to previous questions; if you do not know what the situation is, use both phrases. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement, or reword it. The previous series of questions like this (yw12a\_2, yw13a and yw14a) used "TRUE" and "FALSE" as the response categories, while this question uses "YES" and "NO"—make sure the youth respondent understands that the answer choices have changed and make sure that [he / she] is not confused.



Who [asked you to leave / refused to allow you to return]? Was it:

**yw43a**

- <1> your natural father,
- <2> your natural mother,
- <3> your stepfather,
- <4> your stepmother,
- <5> your parent's live-in-boyfriend or girlfriend,
- <77> or someone else? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

When you were asked to [leave / stay away], how long did the person who asked you to [leave / stay away] want you to stay away?

**yw44a**

- <1> A few hours
- <2> Overnight
- <3> A few days
- <4> At least a week
- <5> A month or longer
- <6> For good
- <8> DON'T KNOW
- <7> REFUSED

**yw43a**

You will need to press the enter key to see the bottom of this screen. This question is asked if the youth respondent was told to leave or not allowed to return. Choose either "asked you to leave" or "refused to allow you to return" if you have been able to determine the type of situation for this youth respondent from the [his / her] answer to previous questions; if you do not know what the situation is, use both phrases. Be sure the answer the youth respondent gives you is the relationship of the person who asked [him / her] to leave or refused to allow [him / her] to return. It is unlikely that the youth respondent will not know the relationship between [himself / herself] and the person, therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If the relationship does not fit into one of the categories listed, clearly record the youth respondent's answer on the "SPECIFY" line. Note that we are interested in the relationship of that person to the youth respondent at the time of the episode (i.e., when the youth respondent was asked to leave or was not allowed to return).

**yw44a**

This question is asked if the youth respondent was told to leave or not allowed to return. You do not need to read the response categories if the youth respondent gives you an answer that fits into one of them. If the youth respondent hesitates, or is vague, read all the categories except "DON'T KNOW" and "REFUSED". We want to know how long the youth respondent's [parent / caretaker] (or the person recorded in yw43a) intended for the youth respondent to stay away, not how long the youth respondent intended to stay away.

Did you say anything, or in any way communicate that you were [leaving / refusing to return] home?

**yw45**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What did you say or communicate?

**yw46**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

How did your parent or caretaker know that you were [leaving / refusing to return] home?

**yw47**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

Were you under a juvenile court order to stay in the home?

**yw48a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw45**

This question is asked if the youth respondent left or stayed away. Choose either "leaving" or "refusing to return" if you have been able to determine the type of situation for this youth respondent from [his / her] answer to previous questions; if you do not know what the situation is, use both phrases. Emphasize "in any way" when you read the question—we mean any type of communication, including a note, or an answering machine message, or a message delivered by a friend. The youth respondent would not necessarily have to tell [his / her] [parent / caretaker] [his / her] intentions in order for the answer to this question to be "YES," for example, [he / she] may have told a friend's mother who told the youth respondent's [parent / caretaker] what the youth respondent said, or, if the youth respondent was staying at a runaway shelter, [he / she] could have told someone at the shelter, and that person could have phoned the youth respondent's [parent / caretaker]. The respondent may, in answer to this question, start to tell you what [he / she] said or did to indicate [his / her] intentions; be sure to enter <1> for "YES" and then record [his / her] answer in yw46.

**yw46**

This question is asked if the youth respondent left or stayed away and if [he / she] said [he / she] communicated something about leaving in yw45. Carefully and completely record the youth respondent's answer. Probe for details. If you think you missed anything, tell the youth respondent what you have written down and then ask [him / her] if you left anything out.

**yw47**

This question is asked if the youth respondent left or stayed away and if [he / she] told you in yw45 that [he / she] did not communicate [his / her] intentions (or said "DON'T KNOW" or "REFUSED"). In other words, how did the youth respondent's [parent / caretaker] know that the youth respondent had left (since they typically did not actually see the youth respondent leave). Carefully and completely record the youth respondent's answer.

**yw48a**

By "the home" we mean the home of the adult respondent (who should also be the youth respondent's primary caretaker).

In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:  
Alcohol?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**yw49a**

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:)  
Marijuana or hashish?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**yw50a**

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:)  
Hallucinogens such as LSD, acid, mescaline, or ecstasy?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**yw51a**

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:)  
PCP, which is also called angel dust, dust, or loveboat?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**yw52a**

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:)  
Smokeable uppers such as crystal meth or crank?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**yw53a**

**yw49a**

**yw50a**

**yw51a**

**yw52a**

**yw53a**

You need to read the entire list, even if the youth respondent already told you what [he / she] used or did not use, because something on the list may jog [his / her] memory. Explain that you have to read the whole list, or start by telling [him / her] that you are going to be reading a long list, and ask [him / her] to be patient. Whenever appropriate, make sure that the youth respondent understands that we are interested in the non-medical use of these substances. Make sure the youth respondent is clear about the time frame of this question. If necessary, ask the youth respondent for the [date / dates] of the drug use to help [him / her] double check if it happened within 12 months of the interview date. If the youth respondent tells you about a drug that the youth respondent used which is not on the list you are reading, you will get the opportunity to record that answer at yw64a "other drug." If the answer is "YES" to "any other drug," be sure to record the answer clearly and completely.

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:) Cocaine, not including crack?

yw54a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:) Crack or rock?

yw55a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:) Heroin which is also called smack, horse, or skag?

yw56a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:) Narcotics other than heroin, such as methadone, opium, codeine, or morphine, not for medical reasons?

yw57a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:) Other uppers such as speed, bennies, or amphetamines?

yw58a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

**yw54a**

**yw55a**

**yw56a**

**yw57a**

**yw58a**

You need to read the entire list, even if the youth respondent already told you what [he / she] used or did not use, because something on the list may jog [his / her] memory. Explain that you have to read the whole list, or start by telling [him / her] that you are going to be reading a long list, and ask [him / her] to be patient. Whenever appropriate, make sure that the youth respondent understands that we are interested in the non-medical use of these substances. Make sure the youth respondent is clear about the time frame of this question. If necessary, ask the youth respondent for the [date / dates] of the drug use to help [him / her] double check if it happened within 12 months of the interview date. If the youth respondent tells you about a drug that the youth respondent used which is not on the list you are reading, you will get the opportunity to record that answer at yw64a "other drug." If the answer is "YES" to "any other drug," be sure to record the answer clearly and completely.



(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:)  
Barbiturates such as downers, reds, blues, rainbows, or Quaaludes?

yw59a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:)  
Tranquilizers such as librium, valium, or xanax, not for medical reasons?

yw60a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:)  
Inhalants such as glue, white-out, paint or poppers?

yw61a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:)  
Non-prescription drugs, such as Robitussin or other cold medicine, or diet or sleeping pills, not for medical reasons?

yw62a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED / MISSING

(In the year before, or during the episode, did you use any of the following without a prescription or for non-medical reasons:)  
Any other drug not taken for medical reasons?

yw63a

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw59a**

**yw60a**

**yw61a**

**yw62a**

**yw63a**

**yw64a**

You need to read the entire list, even if the youth respondent already told you what [he / she] used or did not use, because something on the list may jog [his / her] memory. Explain that you have to read the whole list, or start by telling [him / her] that you are going to be reading a long list, and ask [him / her] to be patient. Whenever appropriate, make sure that the youth respondent understands that we are interested in the non-medical use of these substances. Make sure the youth respondent is clear about the time frame of this question. If necessary, ask the youth respondent for the [date / dates] of the drug use to help [him / her] double check if it happened within 12 months of the interview date. If the youth respondent tells you about a drug that the youth respondent used which is not on the list you are reading, you will get the opportunity to record that answer at yw64a "other drug." If the answer is "YES" to "any other drug," be sure to record the answer clearly and completely.

FA

RATA

NFA

GM

What other drug?

**yw64a**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

Did you: Experience a black out as a result of drinking or drug use in the year before, or during, the episode?

**yw65a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Did you:) Get into fights with other people as a result of drinking or drug use in the year before, or during, the episode?

**yw66a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Did you:) Get expelled or suspended from school (as a result of drinking or drug use)?

**yw67a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Did you:) Get arrested (as a result of drinking or drug use)?

**yw68a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw64a**

You need to read the entire list, even if the youth respondent already told you what [he / she] used or did not use, because something on the list may jog [his / her] memory. Explain that you have to read the whole list, or start by telling [him / her] that you are going to be reading a long list, and ask [him / her] to be patient. Whenever appropriate, make sure that the youth respondent understands that we are interested in the non-medical use of these substances. Make sure the youth respondent is clear about the time frame of this question. If necessary, ask the youth respondent for the [date / dates] of the drug use to help [him / her] double check if it happened within 12 months of the interview date. If the youth respondent tells you about a drug that the youth respondent used which is not on the list you are reading, you will get the opportunity to record that answer at yw64a "other drug." If the answer is "YES" to "any other drug," be sure to record the answer clearly and completely.

**yw65a**

Make sure the youth respondent is clear about the time frame of these items. If necessary, ask the youth

**yw66a**

respondent for the [date / dates] of the incident, to help [him / her] double check if it happened within 12 months of the interview date.

**yw67a**

**yw68a**

In the year before the episode did you attempt to commit suicide?

**yw69a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

In the year before the episode, were you enrolled in school?

**yw70a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

As a result of the episode, did you miss days at school?

**yw71a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

How many days did you miss?

**yw72a**

- <1 - 90> DAYS
- <98> DON'T KNOW
- <97> REFUSED

**yw69a**  
**yw70a**

Make sure the youth respondent is clear about the time frame of these items. If necessary, ask the youth respondent for the [date / dates] of the incident, to help [him / her] double check if it happened within 12 months of the interview date.

**yw71a**

This question is only asked if the youth respondent said [he / she] was enrolled in school in yw70a. Did the youth respondent miss school because of this episode?

**yw72a**

This question is only asked if the youth respondent said [he / she] missed school in yw71a. How much school did [he / she] miss because of this episode? If necessary, encourage the youth respondent to give you [his / her] best guess. If [he / she] gives an answer in something other than days, you will have to calculate the number of school days. 1 week is 5 school days, a month is 20 days of school (4 weeks times 5 days), 6 months is 120 days of school.

In the week before the episode began, did you have an argument, a disagreement, or a fight with anyone?

**yw73**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Was this person a member of the household?

**yw74**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Was this person:

**yw75**

- <1> your parent,
- <2> your step-parent,
- <3> your brother or sister,
- <4> your aunt or uncle,
- <5> your cousin,
- <6> your grandparent,
- <7> your foster parent,
- <8> your adoptive parent,
- <9> your legal guardian,
- <10> the spouse or romantic partner (boyfriend or girlfriend) of your parent, or
- <77> some other relative of the yours? (SPECIFY)
- <98> DON'T KNOW
- <97> REFUSED

**yw73**

If there is more than one child involved in the disagreement and the circumstances for the children is not identical, we are only interested in the circumstances for the youth respondent. Read the question slowly, pausing after "argument," "disagreement," "fight." Stress the phrase "in the week prior to," so that the youth respondent is clear about the time period we are interested in. The youth respondent may have already mentioned this in the open-ended question, yw15. In this case, you should confirm that before recording a "YES" answer for this question by saying, for example, "Now, just to make sure I have this correct, you said you had a fight with your father?"

NOTE: If the youth respondent answered "NO," "DON'T KNOW," or "REFUSED" to yw73 you will skip to yw84. The next series of questions (yw74 through yw83) is asked only if the youth respondent said "YES" to yw73—the youth respondent had a disagreement with someone.

**yw74**

"This person" refers to the person that the youth respondent got into an argument with. Do not assume that you know the answer, do not assume the person is a member of the household or not a member of the household (for example, if the youth respondent says, "I got in a fight with my father," do not assume that the father lives in the house with the youth respondent).

**yw75**

This question is only asked if the youth respondent said the person was a member of the household in yw74. We want the person's relationship to the youth respondent. Record, as clearly as possible, the relationship to the youth respondent if it is not straight forward—for example, person was "foster mother's son" or "aunt's boyfriend." If the youth respondent says that more than one person was involved in the dispute, select <77> for "some other relative," and use the "SPECIFY" line to record complete information. It is important that the scenario be clear to the coder—if necessary, use the note-taking function of the CATI system (in command mode) to clarify what happened. FYI: If the person is not a member of the household we do not ask for any description of who the person is.



Was this disagreement about: Drug usage?

**yw76a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was this disagreement about:) Alcohol usage?

**yw76b**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was this disagreement about:) Sexual behavior?

**yw76c**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was this disagreement about:) Criminal behavior?

**yw76d**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was this disagreement about:) Dress or personal appearance?

**yw76e**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was this disagreement about:) Staying out late?

**yw76f**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw76a**

**yw76b**

**yw76c**

**yw76d**

**yw76e**

**yw76f**

You need to read the entire list of items, even if the youth respondent already told you what the argument was about, because something in the list may jog [his / her] memory. If necessary, ask the youth respondent to be patient and explain that you have to read the whole list. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. If the youth respondent tells you about a situation that the disagreement concerned which is not on the list you are reading, you will get the opportunity to record that answer in question yw76j ("something else"). If the answer is "YES" to "something else," be sure to record the answer fully and clearly in yw77.

(Was this disagreement about:) Friends or personal associates?

**yw76g**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was this disagreement about:) School performance?

**yw76h**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was this disagreement about:) Breaking house rules?

**yw76i**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Was this disagreement about:) Or was it about something else?

**yw76j**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What was the disagreement about?

**yw77**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yw76g**

**yw76h**

**yw76i**

**yw76j**

**yw77**

You need to read the entire list of items, even if the youth respondent already told you what the argument was about, because something in the list may jog [his / her] memory. If necessary, ask the youth respondent to be patient and explain that you have to read the whole list. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it. If the youth respondent tells you about a situation that the disagreement concerned which is not on the list you are reading, you will get the opportunity to record that answer in question yw76j ("something else"). If the answer is "YES" to "something else," be sure to record the answer fully and clearly in yw77.

yw76j: If the youth respondent says "YES" to any of the items, read yw76j as "Was the argument also about something else?"

Did this disagreement involve threats to you?

**yw78**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Which of the following threats were made: A threat to physically punish?

**yw79a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Which of the following threats were made:) A threat to withdraw privileges?

**yw79b**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Which of the following threats were made:) A threat to kick you out of household?

**yw79c**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Which of the following threats were made:) A threat to call police?

**yw79d**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw78**

NOTE: If there is more than one child involved in the threats and the circumstances for the children is not identical, we are only interested in the circumstances for the youth respondent. This question is concerned with whether there were threats to (or against) the youth respondent; not whether the youth respondent made any threats. If the youth respondent says, "What do you mean by threats?" give [him / her] an example from the follow-up question: "A threat such as punishing you or calling the police."

**yw79a**

**yw79b**

**yw79c**

**yw79d**

This series of questions is only asked if the youth respondent said threats were made to [him / her] in yw78. Again, these are threats made to or against the youth respondent. We only want to know if threats were made against the youth respondent involved in the episode. So as you read each of the statements, you may need to remind the youth respondent that we are only interested in threats made to [him / her]. If the youth respondent tells you about a situation that included threats not on the list you are reading, you will get the opportunity to record that answer in question yw79g "something else." If the answer is "YES" to "something else," be sure to record the answer clearly and completely in yw80.

(Which of the following threats were made:) A threat to petition juvenile court?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw79e**

(Which of the following threats were made:) A threat to hurt someone else in some way?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw79f**

(Which of the following threats were made:) Or were they about something else?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw79g**

What were these threats about?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yw80**

**yw79e**

**yw79f**

**yw79g**

**yw80**

This series of questions is only asked if the youth respondent said threats were made to [him / her] in yw78. Again, these are threats made to or against the youth respondent. We only want to know if threats were made against the youth respondent involved in the episode. So as you read each of the statements, you may need to remind the youth respondent that we are only interested in threats made to [him / her]. If the youth respondent tells you about a situation that included threats not on the list you are reading, you will get the opportunity to record that answer in question yw79g "something else." If the answer is "YES" to "something else," be sure to record the answer clearly and completely in yw80.



Did this disagreement involve any hitting, slapping, punching, spanking or hitting with an object?

**yw81**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did [a parent / a step-parent / a brother or sister / an aunt or uncle / a cousin / a grandparent / some other relative] do this to you?  
(HITTING, SLAPPING, PUNCHING, SPANKING, OR HITTING WITH AN OBJECT)

**yw82**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did you do this to [a parent / a step-parent / a brother or sister / an aunt or uncle / a cousin / a grandparent / some other relative]?  
(HITTING, SLAPPING, PUNCHING, SPANKING, OR HITTING WITH AN OBJECT)

**yw83**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw81**

Read the question slowly, pausing after each type of action so that it is clear to the youth respondent. The answer is "YES" if any of these actions were taken against the youth respondent, or if the youth respondent took any of these actions against anyone involved. In other words, this question is asking about hitting done to the youth respondent or by the youth respondent.

**yw82**

This question is only asked if the youth respondent said the disagreement involved hitting in yw81—we want to know if the [person / persons] mentioned in yw75 [was / were] violent toward the youth respondent during the argument. The question text will be filled with the [person / persons] named in yw75—you may have to explain to the youth respondent that we are asking about that person because the youth respondent said [he / she] was the person involved in the disagreement. You may need to use the note-taking function (in command mode) of the CATI system in order to clarify what happened, for example, if there was more than one person involved in the argument. It is important that the scenario be clear to the coder.

**yw83**

This question is only asked if the youth respondent said the disagreement involved hitting in yw81—we want to know whether the youth respondent was violent toward [his / her] [parent / caretaker] or the person mentioned in yw75 during the argument. The question text will be filled with the person named in yw75—you may have to explain to the youth respondent that we are asking about that person because the youth respondent said [he / she] was the person involved in the disagreement. Again, if more than one person was involved in the disagreement or the youth respondent indicates any other qualifications, use the note-taking function (in command mode) of the CATI system in order to clarify what happened. It is important that the scenario be clear to the coder.

Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did your parent or any adult in the household do any of the following to you? Slap you on the face or head or ears?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw84a**

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did your parent or any adult in the household do any of the following to you?) Hit you on some part of the body other than the bottom with something like a belt, hairbrush, stick or other hard object?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw84b**

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did your parent or any adult in the household do any of the following to you?) Throw or knock you down?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw84c**

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did your parent or any adult in the household do any of the following to you?) Beat you up?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw84d**

**yw84a**  
**yw84b**  
**yw84c**  
**yw84d**

This is a difficult series of questions and you may need to use substantial sensitivity when asking it. Stress the phrase "in the year before the episode," so that the youth respondent is clear about the time period we are interested in. The answer to each item is "YES" if any adult in the household did this to the youth respondent in the episode being discussed in this interview. If more than one child was involved in the episode, we only want to know if these things were done to the youth respondent. As you read each of the statements, you may need to remind the youth respondent.

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did your parent or any adult in the household do any of the following to you?) Grab you around the neck and choke you?

**yw84e**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did your parent or any adult in the household do any of the following to you?) Burn or scald you on purpose?

**yw84f**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Parents use many different ways to try to control children when conflicts arise with them. In the year before the episode, did your parent or any adult in the household do any of the following to you?) Threaten you with a knife or gun?

**yw84g**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Were you afraid that you would be beaten or abused if you stayed at home or returned home?

**yw85**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw84e**  
**yw84f**  
**yw84g**

This is a difficult series of questions and you may need to use substantial sensitivity when asking it. Stress the phrase "in the year before the episode," so that the youth respondent is clear about the time period we are interested in. The answer to each item is "YES" if any adult in the household did this to the youth respondent in the episode being discussed in this interview. If more than one child was involved in the episode, we only want to know if these things were done to the youth respondent. As you read each of the statements, you may need to remind the youth respondent.

**yw85**

This is a difficult question and needs to be asked with sensitivity.

Which of the following best describes where you first went when you [left / refused to return / were refused permission to return] home? Was it:

- <1> a relative's home,
- <2> a friend's house,
- <3> your own place,
- <4> a shelter,
- <5> or somewhere else?
- <8> DON'T KNOW
- <7> REFUSED

yw86

Which relative's house did you go to?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

yw87

Where exactly did you go?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

yw88

Please describe where you were first staying for a period of time.  
(FIRST "PRIMARY SITUATION")  
(THIS IS NOT A PLACE YOU JUST STOPPED AT IF YOU NEXT WENT TO A PLACE WHERE YOU STAYED FOR A PERIOD OF TIME)

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

yw89

(REFERRING TO FIRST "PRIMARY" SITUATION:)

Was this a situation that a parent or another adult member of your household helped to arrange?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yw90

**yw86**

Stress "first" when you read this question. If other children were involved in the episode and they went to different places, we are only interested in where the youth respondent went.

**yw87**

This question is only asked if the youth respondent answers "a relative's house" in yw86. Be sure the answer the youth respondent gives you is the person's relationship to the youth respondent. Listen carefully to the youth respondent's answer to make sure you know how to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the relationship of that person to the youth respondent at the time of the incident (i.e., when the youth respondent went to the person's house).

**yw88**

This question is only asked if the youth respondent answers "somewhere else" in yw86. Record the response clearly, carefully, and thoroughly.

**yw89**

Stress "first staying" when you read the question. We want the youth respondent to tell us whatever [he / she] knows about the first place [he / she] went after [he / she] left—we are looking for a description of type of place, for example: "the basement apartment of my friend's house," "I stayed with my friend in a hotel near a beach in Florida," "We slept in a friend's van for several nights," "I went to stay at my girlfriend's house," etc. The youth respondent has probably already told you about where [he / she] went, so ask [him / her] to be patient with these questions (we already asked this question in a different manner in yw86, but we want to give the youth respondent an opportunity to provide a description, if the place [he / she] went does not fit into one of our categories). We consider this place to be the first "primary situation" where the youth respondent stayed—keep track of what the youth respondent tells you in answer to this question, because there are several additional questions about this "primary situation."

**yw90**

If the youth respondent's [parent / caretaker] (or another adult in the household) helped to arrange the first place the youth respondent went, [and / or] helped to arrange for there to be responsible adults available at this place, enter <1> for "YES."



(REFERRING TO FIRST "PRIMARY" SITUATION:)

Were there adults in the situation where you went to stay who took responsibility for you from the time you first got there?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw91**

(REFERRING TO FIRST "PRIMARY" SITUATION:)

Was the quality of supervision in this situation:

- <1> as good or better than you received at home,
- <2> adequate, but not as good as you received at home, or
- <3> probably inadequate?
- <8> DON'T KNOW
- <7> REFUSED

**yw92**

(At any time during this episode) were you at: a relative's house?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw93**

(At any time during this episode) were you at: a friend's house?  
(ANY OF THE CHILDREN)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw94**

(At any time during this episode) were you at: a runaway shelter?  
(ANY OF THE CHILDREN)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw95**

**yw91**

We are interested in whether there were responsible adults in the first place the youth respondent went after [he / she] [left / was told to leave] home. If necessary, refer back to the answer in yw89 and ask this question about that place or situation.

**yw92**

"This situation" refers to the first primary situation where the youth respondent was staying after [he / she] left home. In this question, "supervision" refers to the supervision received by the [child / children] involved in the episode (rather than all the [child / children] in the household, since other [child / children] might receive more comprehensive supervision). Slowly and clearly read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] opinion. You may have to reread the categories because the youth respondent may not have clearly heard the options the first time.

**yw93**

The youth respondent may not have stayed in one place while [he / she] was away, so some of the answer categories from yw86 are asked again. Stress "at any time" when you read the question.

**yw94**

**yw95**

NOTE: "(At any time during this episode)" appears in parentheses, but make sure that you read it for the first item in the series (whichever that may be—it could be any of them) and for subsequent items, if necessary.

yw93: This question will not appear if the youth respondent said "a relative's house" in yw86.

yw94: This question will not appear if the youth respondent said "a friend's house" in yw86.

yw95: This question will not appear if the youth respondent said "a shelter" in yw86.

FA

RATA

NFA

GM

Were there any nights during this episode that you had no place to sleep?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw1a\_2**

How many nights?

- <1 - 90> NIGHTS
- <98> DON'T KNOW
- <97> REFUSED

**yw2a\_2**

Note that yw3a\_2 – yw5a, yw7a – yw11a\_3 and yw27a\_2 – yw33a are considered single questions, although they are asked as a group. Notice that yw1a\_2 through yw13a\_2 are essentially a long list of questions about what kind of place the youth respondent was staying while [he / she] was away.

**yw1a\_2** By “place to sleep” we mean a place the youth respondent knew for sure would be available to [him / her] to stay the night. “No place to sleep” would mean that [he / she] had to find shelter on the streets, in an abandoned building, etc. If the youth respondent slept in shelters for the homeless or was offered a place to sleep by someone (even a stranger), those nights would not be counted as nights without any place to sleep.

**yw2a\_2** This question is only asked if the youth respondent said [he / she] had no place to sleep in yw1a\_2. Carefully record the number of nights. If the youth respondent tells you that [he / she] is sure that there were some nights [he / she] did not have a place to sleep but [he / she] cannot make an estimate of the number, enter <98>, but also make a note using the CATI note-taking function (in command mode), indicating that youth respondent said [he / she] was sure there [were some nights / was at least one night] [he / she] had no place to sleep.”

Did you spend any night in: A public place, like a bus station or restaurant?

**yw3a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did you spend any night in: An unoccupied vehicle, such as a car, truck, van, or railcar?

**yw4a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did you spend any night in: An outdoor area, like a park, street, or rooftop?

**yw5a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Were any of the places where you spent the night open or accessible to the public?

**yw6a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED



**yw3a\_2**

**yw4a**

**yw5a**

Emphasize "any nights" when you read these questions.



**yw6a**

This means, did the youth respondent ever stay in a public place, such as a park or a bus station.



Were any of the places you stayed unsafe because of: Exposure to traffic, vehicles or machinery?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw7a**

(Were any of the places you stayed unsafe because of:) Unsanitary conditions?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw8a\_2**

(Were any of the places you stayed unsafe because of:) The possibility of falling?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw9a\_2**

(Were any of the places you stayed unsafe because of:) The lack of heat when it was cold outside?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw10a\_3**

(Were any of the places you stayed unsafe because of:) People were there who might be dangerous?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw11a\_3**

**yw7a**  
**yw8a\_2**  
**yw9a\_2**  
**yw10a\_3**  
**yw11a\_3**

This series is concerned with the conditions the youth respondent stayed in. These are important questions for determining how much risk the youth respondent was exposed to while [he / she] was away from home.



Did you spend any night in a place where there were no adults?

**yw12a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did you spend any night where there were adults, but the adults were not in charge?

**yw13a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

At any time during the episode were you more than: 100 miles from home?

**yw14a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(At any time during the episode were you more than:) 50 miles from home?

**yw15a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(At any time during the episode were you more than:) 10 miles from home?

**yw16a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(At any time during the episode were you more than:) 1 mile from home?

**yw17a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw12a\_2**

This question is also important in determining how much risk the youth respondent was exposed to while [he / she] was away from home.

**yw13a\_2**

This means, the [adult was / adults were] not supervising the behavior of the youth respondent.

**yw14a\_2**

Obviously, if the youth respondent has been more than 100 miles from home, [he / she] has also been more than 50, 10, and 1 [mile / miles] from home, so CATI will skip you to the next question yw18a as soon as the youth respondent answers "YES" to any of these items.

**yw15a**

**yw16a**

**yw17a**

At any time during the episode [have you left / did you leave] the state?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw18a**

(During this episode) Were you with other people?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yw19a\_2**

How many other people were with you?

- <1 - 90> PEOPLE
- <98> DON'T KNOW
- <97> REFUSED

**yw20a**

Who were these other people?

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yw21a\_2**

**yw18a**

The "state" refers to the state the youth respondent was living in at the time [he / she] left home, chose not to return home, or was not allowed to return.

**yw19a\_2**

This includes anyone the youth respondent was with at any time while [he / she] was away from home. The "other people" could be either adults or children or both, and could include various situations, such as the youth respondent could have run away with friends who helped plan the running away; or the youth respondent could have met another person or persons after [he / she] ran away.

**yw20a**

This question is only asked if the youth respondent said [he / she] had been with other people in yw19a\_2—we want to know the total number of other people the youth respondent was with while [he / she] was away, even if [he / she] was with different people at different times. For example, if the youth respondent was with a friend the first week and then went to another town and stayed with a person [he / she] met there, the answer would be "2".

**yw21a\_2**

This question is only asked if the youth respondent said [he / she] had been with other people in yw19a\_2—we want to know who these people were in relation to the youth respondent (we are not looking for names). Feel free to ask the youth respondent to explain in more detail so that you can pick a category or record [his / her] response under "SPECIFY." If you are recording [his / her] response under "SPECIFY," probe if necessary, for more descriptive terms such as "person [he / she] met in Chicago," "people in the shelter," "boyfriend," "friend," etc.

(During this episode) Were you in the company of someone who was dependent on, or abusing, drugs?

**yw22a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode) Did you spend time in a place where criminal activity was known to be going on (people were doing things that were against the law)?

**yw23a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What was that place?

**yw24a\_2**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

What criminal activity was going on there? (What kinds of illegal things were people doing there?)

**yw25a\_2**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

How did you know about this criminal activity (about these illegal things)?

**yw26a\_2**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED / MISSING

**yw22a\_2**

This question is only asked if the youth respondent said [he / she] had been with other people in yw19a\_2—we want to know if any of the people were drug addicts. This includes any time while the youth respondent was away from home.

**yw23a\_2**

This question, and the three follow-up questions, are only asked if the youth respondent said [he / she] had been with other people in yw19a\_2—we want to know if any of the people were criminals. This includes any time while the youth respondent was away from home.

**yw24a\_2**

This question is only asked if the youth respondent said [he / she] was present where criminal activity was going on in yw23a\_2—we want to know where the youth respondent was when the criminal activity was going on. This could be a public place, such as a park, a street corner, or bus station, or it could be someone's house or car, or a shelter. Wherever the youth respondent was.

**yw25a\_2**

This question is only asked if the youth respondent said [he / she] was present where criminal activity was going on in yw23a\_2—we want to know what the activity was that the youth respondent was present to.

**yw26a\_2**

This question is only asked if the youth respondent said [he / she] was present where criminal activity was going on in yw23a\_2—we want to know how the youth respondent found out about the criminal activity that was going on. For example, the youth respondent could have seen the criminal activity or a friend could have told the youth respondent about the criminal activity.

During this episode, did you: Steal any money or things of value?

**yw27a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, did you:) Destroy property?

**yw28a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, did you:) Attack or sexually assault another person?

**yw29a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, did you:) Sell drugs?

**yw30a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yw27a\_2

This includes any time while the youth respondent was away from home.

yw28a\_2

yw29a\_2

yw30a\_2



FA

RATA

NFA

GM

(During this episode, did you:) Engage in any sexual activity in exchange for money, drugs, food, or a place to stay?

**yw31a\_2**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, did you:) Engage in any other criminal activity?

**yw32a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What kind of criminal activity (were you involved in)?

**yw33a\_2**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yw31a\_2**  
**yw32a**

This includes any time while the youth respondent was away from home.

**yw33a\_2**

This question will only be asked if the youth respondent said that [he / she] engaged in other criminal activity in yw32a. Record the response clearly and thoroughly.

FA

RATA

NFA

GM

(During this episode, you stated that you were involved in the criminal activity you just described.)  
(INTERVIEWER: REFER BACK TO yw33a\_2 IF NECESSARY)

**y35fa**

Was this activity reported to the police?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, you stated that you were involved in the criminal activity you just described.)  
(INTERVIEWER: REFER BACK TO yw33a\_2 IF NECESSARY)

**y36fa**

Were you arrested because of this activity?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, you stated that you stole money or things of value.) Was this activity reported to the police?

**y35aa**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, you stated that you stole money or things of value.) Were you arrested because of this activity?

**y36aa**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

For each "YES" to yw27a\_2 - yw32a, a series of two questions will be asked. **NOTE:** The question text will include the criminal activity, except in the case of "other;" if the youth respondent says [he / she] was involved in some other criminal activity, you need to keep track of what the youth respondent says, so that you can remind [him / her] about what these questions are referring to.

**y35fa**  
**y36fa** If youth respondent answered "YES" to question yw32a (youth respondent engaged in any other criminal activity), this series of two questions will be asked.

y35fa: The answer is "YES" if anyone reported this particular criminal activity.

y36fa: The answer is "YES" only if the youth respondent was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.

**y35aa**  
**y36aa** If youth respondent answered "YES" to question yw27a\_2 (youth respondent stole money or things of value), this series of two questions will be asked.

y35aa: The answer is "YES" if anyone reported this particular criminal activity.

y36aa: The answer is "YES" only if the youth respondent was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.

(During this episode, you stated that you destroyed property.) Was this activity reported to the police?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, you stated that you destroyed property.) Were you arrested because of this activity?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, you stated that you attacked or sexually assaulted another person.) Was this activity reported to the police?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(During this episode, you stated that you attacked or sexually assaulted another person.) Were you arrested because of this activity?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**y35ba****y36ba****y35ca****y36ca**

**y35ba**  
**y36ba**

If youth respondent answered "YES" to question yw28a\_2 (youth respondent destroyed property), this series of two questions will be asked.

y35ba: The answer is "YES" if anyone reported this particular criminal activity.

y36ba: The answer is "YES" only if the youth respondent was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.

**y35ca**  
**y36ca**

If youth respondent answered "YES" to question yw29a\_2 (youth respondent attacked or sexually assaulted another person), this series of two questions will be asked.

y35ca: The answer is "YES" if anyone reported this particular criminal activity.

y36ca: The answer is "YES" only if the youth respondent was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.

(During this episode, you stated that you sold drugs.) Was this activity reported to the police?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**y35da**

(During this episode, you stated that you sold drugs.) Were you arrested because of this activity?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**y36da**

(During this episode, you stated that you engaged in sexual activity in exchange for money, drugs, food, or a place to stay.) Was this activity reported to the police?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**y35ea**

(During this episode, you stated that you engaged in sexual activity in exchange for money, drugs, food, or a place to stay.) Were you arrested because of this activity?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**y36ea**

**y35da**  
**y36da**

If youth respondent answered "YES" to question yw30a\_2 (sold drugs), this series of two questions will be asked.

r35da: The answer is "YES" if anyone reported this particular criminal activity.

r36da: The answer is "YES" only if the youth respondent was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.

**y35ea**  
**y36ea**

If youth respondent answered "YES" to question yw31a\_2 (youth respondent engaged in sexual activity in exchange for money, drugs, food, or a place to stay), this series of two questions will be asked.

y35ea: The answer is "YES" if anyone reported this particular criminal activity.

y36ea: The answer is "YES" only if the youth respondent was arrested because of this particular criminal activity, not for something else, and not for running away or being involved in this episode.



Did you contact your [parent / parents] or [caretaker / caretakers] at any time during this episode?

**yw37**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

During how much of the episode did your [parent / parents] (or [caretaker / caretakers]), (at the household where you were supposed to be), know where you were? Was it:

**yp73\_2**

**yw38**

- <1> most of the time,
- <2> more than half of the time,
- <3> less than half of the time,
- <4> or not at all?
- <8> DON'T KNOW
- <7> REFUSED

Did they know the actual address or phone number where you were staying?

**yp74\_2**

**yw39**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What information did they have about your location?

**yp75\_2**

**yw40**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yp73\_2**  
**yw38**

This includes any kind of contact—the answer to this question is “YES” if the youth respondent called [his / her] [parent’s / caretaker’s] home, even if [he / she] did not speak directly to the [parent / caretaker]. It would also be “YES” if the youth respondent called someone else and asked that person to call the respondent for [him / her].

**yp74\_2**  
**yw39**

This only includes what the youth respondent’s [parent / caretaker] knew (not what they thought or what they assumed or what they suspected) during the time the youth respondent was away from home during this episode. Read all of the possible answer categories except “DON’T KNOW” and “REFUSED” before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] situation. Do not hesitate to reread the categories if it will help the youth respondent determine which answer [he / she] thinks is correct.

**yp75\_2**  
**yw40**

This question is only asked if the youth respondent said that [his / her] [parent / caretaker] knew where [he / she] was at least part of the time [he / she] was away (<1>, <2>, or <3> in [yp73\_2 / yw38]).

yp74\_2: This question refers to the place the youth respondent was staying while with the perpetrator.

yw39: This question refers to the [place / places] the youth respondent staying while [he / she] was away from home.

If the youth respondent indicates that [his / her] [parent / caretaker] knew at least one address where [he / she] lived while away, even if the [parent / caretaker] did not know all of the addresses, enter <1> for “YES.”

**yp75\_2**  
**yw40**

This question is only asked if the youth respondent said that [his / her] [parent / caretaker] did not know [his / her] exact address while [he / she] was away in [yp74\_2 / yw39]—we want to know what information [his / her] [parent / caretaker] did have. Record the youth respondent’s answer carefully and completely.

"CAR SERIES"—PARENTS' CONCERN

	FA	RATA	NFA	GM
Now I'd like to ask you about the experiences of your parents (or caretakers), during this episode.	<b>yp76_2</b>	<b>yw41</b>	<b>ya66</b>	<b>yu14</b>

While this episode was going on, was there a point in time when your [parent / parents] (or [caretaker / caretakers]), or someone else, in the household where you were supposed to be, became concerned because they did not know where you were? (That is, they realized you were missing.)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

To the best of your knowledge, what were the exact events that caused your [parent / parents] (or [caretaker / caretakers]) (or someone else in the household) to be concerned about where you were?	<b>yp77_2</b>	<b>yw42</b>	<b>ya67</b>	<b>yu15</b>
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- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

"CAR SERIES"—PARENTS' CONCERN

The following is an important series of questions for determining how serious this episode was.

**yp76\_2** . This question screens youth respondents into or skips youth respondents past, the series of questions regarding the  
**yw41** . youth respondent's [parent's / caretaker's] concern over [him / her].  
**ya66** .  
**yu14** .

**yp77\_2** . Probe for details—we want to know exactly what [event / events] alarmed the youth respondent's [parent /  
**yw42** . caretaker]. Make sure you record everything the youth respondent tells you. If necessary, read what you have  
**ya67** . written down to the youth respondent and ask whether you have written down everything [he / she] said.  
**yu15** .

To the best of your knowledge, how long had the episode been going on when your [parent / parents] (or [caretaker / caretakers]) (or someone else in your household) became concerned?

FA	RATA	NFA	GM
<b>yp78a</b>	<b>yw43a_2</b>	<b>ya68a</b>	<b>yu16a</b>

<1 - 90> DURATION

<96> IMMEDIATELY

<98> DON'T KNOW

<97> REFUSED

(UNIT OF TIME)

<1> MINUTES

<2> HOURS

<3> DAYS

<4> WEEKS

<5> MONTHS

<b>yp78u</b>	<b>yw43u</b>	<b>ya68u</b>	<b>yu16u</b>
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**yp78a**  
**yw43a\_2**  
**ya68a**  
**yu16a**

This question assumes that the youth respondent's [parent / caretaker] knew when the episode began and that the youth respondent knew when [his / her] [parent / caretaker] became concerned.

yp78a: However, the calculation must start from when the youth respondent started being

ya68a: somewhere other than where [he / she] was supposed to be, not

yu16a: when the youth respondent's [parent / caretaker] noticed [he / she] was gone.

yw43a\_2: However, the calculation must start from when the youth respondent left home, not when the youth respondent's [parent / caretaker] noticed [he / she] was gone.

If the youth respondent does not know exactly when [his / her] [parent / caretaker] became concerned, try to get an estimate of how long [he / she] had been missing when the youth respondent's [parent / caretaker] became concerned. For example, you could say: "Was it the same day?" Do not probe too long—if one or two questions do not help the youth respondent to remember, discontinue the questioning.

yp78a: If the youth respondent's [parent / caretaker] saw the abduction or was told right away that

ya68a: the youth respondent was not going to be returned, and became concerned at that time,

yu16a: enter <96> for "IMMEDIATELY."

yw43a\_2: Only enter <96> for "IMMEDIATELY" if the youth respondent's [parent / caretaker] knew when [he / she] left and became worried right away.

FA	RATA	NFA	GM
<b>yp80a</b>	<b>yw44a_2</b>	<b>ya70a</b>	<b>yu17a</b>

(At the time your [parent / parents] (or [caretaker / caretakers]) (or someone else in the household) became concerned, what did they know about where you were? Did they know: Which town or city you were in?

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—R OUTSIDE [FA]
- <8> DON'T KNOW [RATA]
- <7> REFUSED

<b>yp81a</b>	<b>yw45a</b>	<b>ya71a</b>	<b>yu18a</b>
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(At the time your [parent / parents] (or [caretaker / caretakers]) (or someone else in the household) became concerned, what did they know about where you were?) Did they know: Which neighborhood you were in?

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—R OUTSIDE [FA]
- <8> DON'T KNOW [RATA]
- <7> REFUSED

<b>yp82a</b>	<b>yw46a</b>	<b>ya72a</b>	<b>yu19a</b>
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(At the time your [parent / parents] (or [caretaker / caretakers]) (or someone else in the household) became concerned, what did they know about where you were?) Did they know: The house, dwelling or building you were in?

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—R OUTSIDE [FA / RATA / NFA]
- <6> NOT APPLICABLE [GM]
- <8> DON'T KNOW [RATA]
- <7> REFUSED

<b>yp83a</b>	<b>yw47a</b>	<b>ya73a</b>	<b>yu20a</b>
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(At the time your [parent / parents] (or [caretaker / caretakers]) (or someone else in the household) became concerned, what did they know about where you were?) Did they know: The house, dwelling or building where you would be spending the night?

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—R OUTSIDE [FA / RATA / NFA]
- <6> NOT APPLICABLE [GM]
- <8> DON'T KNOW [RATA]
- <7> REFUSED

**yp80a**  
**yw44a\_2**  
**ya70a**  
**yu17a**

Only include what the youth respondent's [parent / caretaker] knew at the time that [he / she] first became concerned about the youth respondent and what [he / she] knew about where the youth respondent actually was.

**yp81a**  
**yw45a**  
**ya71a**  
**yu18a**

See specifications for [yp80a / yw44a\_2 / ya70a / yu17a] above.

This question, about the neighborhood the youth respondent was in, will be skipped if the youth respondent said "NO" to [yp80a / yw44a\_2 / ya70a / yu17a].

**yp82a**  
**yw46a**  
**ya72a**  
**yu19a**

See specifications for [yp80a / yw44a\_2 / ya70a / yu17a] above.

This question, about the building the youth respondent was in, will be skipped if the youth respondent said "NO" to [yp80a / yw44a\_2 / ya70a / yu17a] or [yp81a / yw45a / ya71a / yu18a].

**yp83a**  
**yw47a**  
**ya73a**  
**yu20a**

See specifications for [yp80a / yw44a\_2 / ya70a / yu17a] above.

This question, about where the youth respondent would be overnight, is especially important for determining how serious the episode was so it will be asked regardless of how the youth respondent answered the previous questions. It seems awkward to ask again about the building where the youth respondent would be, but this question concerns where the youth respondent would be during the night.



(At the time your [parent / parents] (or [caretaker / caretakers]) (or someone else in the household) became concerned, what did they know about where you were?) Did they know: Who you were with?

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—R OUTSIDE [FA / NFA]
- <8> DON'T KNOW [RATA]
- <7> REFUSED

(At the time your [parent / parents] (or [caretaker / caretakers]) (or someone else in the household) became concerned, what did they know about where you were?) Did they know: Where you were going?

- <1> YES
- <5> NO
- <6> NOT APPLICABLE—R OUTSIDE [FA]
- <8> DON'T KNOW [RATA]
- <7> REFUSED

To the best of your knowledge, did your [parent / parents] (or [caretaker / caretakers]) (or someone else in the household) (at the household where you were supposed to be) do anything to try to find you?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What did they do (to try to find you)?  
(INCLUDES ANYTHING THAT WAS DONE)

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

Did any of these efforts result in your [parent / parents] (or [caretaker / caretakers]) (or this other person) (at the household where you were supposed to be) finding out where you were?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

FA	RATA	NFA	GM
<b>yp84a</b>	<b>yw48a_2</b>	<b>ya74a</b>	<b>yu21a</b>

<b>yp85a</b>	<b>yw49a_2</b>	<b>ya75a</b>	<b>yu22a</b>
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<b>yp88</b>	<b>yw52</b>	<b>ya78</b>	<b>yu25</b>
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<b>yp90a</b>	<b>yw54a_2</b>	<b>ya80a</b>	<b>yu27a</b>
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<b>yp92</b>	<b>yw56</b>	<b>ya82</b>	<b>yu29</b>
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**yp84a**  
**yw48a\_2**  
**ya74a**  
**yu21a**

Only include what the youth respondent's [parent / caretaker] knew at the time that [he / she] first became concerned about the child, and what [he / she] knew about where the youth respondent actually was.

**yp85a**  
**yw49a\_2**  
**ya75a**  
**yu22a**

See specifications for [yp84a / yw48a\_2 / ya74a / yu21a] above.

**yp88**  
**yw52**  
**ya78**  
**yu25**

Includes anything that was done while the youth respondent was away. If the youth respondent does not say "YES," you will skip to [yp93a / yw57a\_2 / ya83a / yu30a]. If the youth respondent says "YES," [he / she] may proceed to tell you what [his / her] [parent / caretaker] did—you will need to be prepared to take down [his / her] answer in question [yp90a / yw54a\_2 / ya80a / yu27a] in the "SPECIFY" line.

**yp90a**  
**yw54a\_2**  
**ya80a**  
**yu27a**

This question is only asked if the youth respondent said something was done to try to find [him / her] in [yp88 / yw52 / ya78 / yu25]—we want to know what was done. This includes anything that was done. Keep probing and make sure you record everything the youth respondent tells you. If necessary, read what you have written down to the youth respondent and ask whether you have written down everything [he / she] said.

**yp92**  
**yw56**  
**ya82**  
**yu29**

This question is only asked if the youth respondent said something was done to try to find [him / her] in [yp88 / yw52 / ya78 / yu25]—we want to know if these efforts were successful.

	FA	RATA	NFA	GM
How much time passed from when your [parent / parents] (or [caretaker / caretakers]) (or this other person) (in the household where you were supposed to be) became concerned about where you were and when you were actually <u>found</u> (they discovered where you were)?	<b>yp93a</b>	<b>yw57a_2</b>	<b>ya83a</b>	<b>yu30a</b>
<u>&lt;1 - 90&gt; DURATION</u>				
<98> DON'T KNOW				
<97> REFUSED				
(UNIT OF TIME)	<b>yp93a_2</b>	<b>yw58a_2</b>	<b>ya83a_2</b>	<b>yu30a_2</b>
<1> MINUTES				
<2> HOURS				
<3> DAYS				
<4> WEEKS				
<5> MONTHS				
How much time passed from when your [parent / parents] (or [caretaker / caretakers]) (or this other person) (in the household where you were supposed to be) became concerned about where you were and when you were actually <u>returned</u> ?	<b>yp94a</b>	<b>yw59a_2</b>	<b>ya84a</b>	<b>yu31a</b>
<u>&lt;1 - 90&gt; DURATION</u>				
<98> DON'T KNOW				
<97> REFUSED				
(UNIT OF TIME)	<b>yp94a_2</b>	<b>yw60a_2</b>	<b>ya84a_2</b>	<b>yu31a_2</b>
<1> MINUTES				
<2> HOURS				
<3> DAYS				
<4> WEEKS				
<5> MONTHS				

**yp93a**  
**yw57a\_2**  
**ya83a**  
**yu30a**

This question refers to the time that elapsed between when the youth respondent's [parent / caretaker] became concerned, and when [he / she] found out where the youth respondent was. If the youth respondent says [he / she] does not know, ask whether [he / she] could estimate when it was. Depending on what you know about the episode, you could say: "Was it within one week (or two days)?" Do not probe too long—if one or two questions do not help the youth respondent to remember, discontinue the questioning.

**yp94a**  
**yw59a\_2**  
**ya84a**  
**yu31a**

This question refers to the time that elapsed between when the youth respondent's [parent / caretaker] became concerned, and when the youth respondent was returned to where [he / she] belonged. It is not usual for this to be the same amount of time that elapsed between when the youth respondent's [parent / caretaker] became concerned, and when [he / she] found out where the youth respondent was (i.e., [yp93a / yw57a\_2 / ya83a / yu30a]). If the youth respondent says [he / she] does not know, ask whether [he / she] could estimate when it was. Depending on what you know about the episode, you could say: "Was it within one week (or two days)?" Do not probe too long—if one or two questions do not help the youth respondent to remember, discontinue the questioning.

During the time when you were missing or lost, were you trying to get home or make contact with your [parent / parents] or [caretaker / caretakers]?

**yu32**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did you know how to make contact with your [parent / parents] or [caretaker / caretakers]?

**yu33**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did you know how to return home or to where your [parent / parents] were?

**yu34**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

During this episode, what kind of a place were you in?

**yu35**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

Was that a place where you could not leave or could not contact anyone?

**yu36**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yu32**

This is an important question for determining how serious this episode is.

**yu33**

This means, was the youth respondent aware of how to get in touch with the [parent / caretaker]—did [he / she] know where the [parent / caretaker] was, did the youth respondent know how to reach [his / her] [parent / caretaker], such as a phone number, and so on.

**yu34**

This means, was the youth respondent aware of how to get home, for example, did [he / she] know how to get transportation.

**yu35**

This could be a public place, such as a park or bus station, or it could be someone's house, or a shelter, or it could be an outdoor place, like "in the woods." Wherever the youth respondent was. Get as much description as possible so that the coder can make a judgment about how much risk the youth respondent was in.

**yu36**

For example, was [he / she] lost, or hurt, or was [he / she] in a place where there was no telephone and no one to ask for help (such as lost in the woods).

	FA	RATA	NFA	GM
Now I'd like to ask you some questions about any experience your family may have had with the police as a result of this episode.	<b>yp95</b>	<b>yw61</b>	<b>ya85</b>	<b>yu37</b>

Did your [parent / parents] (or [caretaker / caretakers]), or anyone else, in the household where you were supposed to be, contact the police about this episode?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What was the reason this episode was not reported to the police? (Can you tell me a little more?) What other reason?	<b>yp96a</b>	<b>yw62a_2</b>	<b>ya86a</b>	<b>yu38a</b>
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- <77> SPECIFY
- <98> RESPONDENT NOT PRESENT OR DOESN'T KNOW WHY IT WASN'T REPORTED
- <97> REFUSED

(IF ONLY ONE REASON--CODE 91, OTHERWISE ASK:  
Which one of these would you say was the most important reason why the episode was not reported to the police?)  
(IF NECESSARY, SAY: Which one of the reasons that you just told me about was the most important?)

<b>yp97</b>	<b>yw63</b>	<b>ya87</b>	<b>yu39</b>
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- <91> ONLY ONE REASON GIVEN
- <77> SPECIFY
- <95> NO ONE REASON MORE IMPORTANT
- <98> RESPONDENT NOT PRESENT OR DOESN'T KNOW WHY IT WASN'T REPORTED
- <97> REFUSED

**yp95**  
**yw61**  
**ya85**  
**yu37**

**CONTACT WITH POLICE**

Any kind of contact with the police about this particular episode should be recorded <1> for "YES."

**yp96a**  
**yw62a\_2**  
**ya86a**  
**yu38a**

This question, and the three after it, are only asked if the answer to [yp95 / yw61 / ya85 / yu37] is not "YES."  
Carefully and completely record exactly what the youth respondent tells you.

**yp97**  
**yw63**  
**ya87**  
**yu39**

This question is asked regardless of the answer to [yp96a / yw62a\_2 / ya86a / yu38a]. If the youth respondent only gave one reason in [yp96a / yw62a\_2 / ya86a / yu38a] for not contacting the police, enter <91>. If the youth respondent said "DON'T KNOW" in [yp96a / yw62a\_2 / ya86a / yu38a], enter <98>. Otherwise ask the question about the one most important reason [he / she] gave in [yp96a / yw62a\_2 / ya86a / yu38a]. Carefully and completely record exactly what the youth respondent tells you. NOTE: Because this question comes from another survey, we cannot alter the wording, but we have created another sentence you can use to clarify the meaning of the question—use it if you need to, but only after you have read the original question wording.



	FA	RATA	NFA	GM
<p>Did anyone else [FA] anyone <u>outside</u> your household [RATA / NFA / GM] contact the police about this episode?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>yp98</b>	<b>yw64</b>	<b>ya88</b>	<b>yu40</b>
<p>Who contacted the police (what is this person's relationship to the you)?</p> <p>&lt;777&gt; SPECIFY            &lt;998&gt; DON'T KNOW            &lt;997&gt; REFUSED</p>	<b>yp99</b>	<b>yw65</b>	<b>ya89</b>	<b>yu41</b>
<p>Did <u>you</u> contact the police about this episode?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>yp99a</b>	<b>yw66</b>	<b>ya89a</b>	<b>yu41a</b>

**yp98**  
**yw64**  
**ya88**  
**yu40**

This question is only asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to [yp95 / yw61 / ya85 / yu37]. Includes other relatives not living in the household or neighbors, who made any kind of contact with the police about this particular episode.

**yp99**  
**yw65**  
**ya89**  
**yu41**

This question is only asked if the youth respondent said that someone outside the household contacted the police in [yp98 / yw64 / ya88 / yu40]. Be sure the answer the youth respondent gives you is the relationship of the person who contacted the police to the youth respondent.

**yp99a**  
**yw66**  
**ya89a**  
**yu41a**

This is an important question. Read question clearly and record answer carefully.

	FA	RATA	NFA	GM
How soon after this episode started were the police contacted?	<b>yp100</b>	<b>yw66a_2</b>	<b>ya90a</b>	<b>yu42a</b>
<p>&lt;1 - 90&gt; DURATION</p> <p>&lt;95&gt; IMMEDIATELY</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>				
(UNIT OF TIME)	<b>yp100_2</b>	<b>yw66u</b>	<b>ya90u</b>	<b>yu42u</b>
<p>&lt;1&gt; MINUTES</p> <p>&lt;2&gt; HOURS</p> <p>&lt;3&gt; DAYS</p> <p>&lt;4&gt; WEEKS</p> <p>&lt;5&gt; MONTHS</p>				
When people call the police, sometimes it is to help them get back home and sometimes police are contacted for some other reason, such as to report a crime or catch an offender. Was the <u>main</u> purpose of this report to the police:	<b>yp101</b>	<b>yw67</b>	<b>ya91</b>	<b>yu43</b>
<p>&lt;1&gt; primarily to help you get home, or [FA / NFA / GM]</p> <p>&lt;1&gt; primarily for someone to help you get home, or [RATA]</p> <p>&lt;5&gt; primarily for some other reason?</p> <p>&lt;8&gt; DON'T KNOW</p> <p>&lt;7&gt; REFUSED</p>				
What was the reason?	<b>yp101_2</b>	<b>yw67a_2</b>	<b>ya91a</b>	<b>yu43a</b>
<p>&lt;77&gt; SPECIFY</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>				

**yp100**  
**yw66a\_2**  
**ya90a**  
**yu42a**

This question is only asked if the youth respondent said that [he / she], [his / her] [parent / caretaker] or someone outside the household contacted the police ("YES" to [yp95 / yw61 / ya85 / yu37] or [yp98 / yw64 / ya88 / yu40] or [yp99a / yw66 / ya89a / yu41a]).

If the police were contacted as soon the youth respondent was missing, enter <96> for "IMMEDIATELY." If the youth respondent tells you [he / she] "Doesn't know" or "Can't remember," ask [him / her] if [he / she] could estimate how long it was before the police were contacted. If necessary, you could help the youth respondent's recall by asking "Were the police contacted the same day?" If the answer is "YES," you could then ask: "Do you think that the police were contacted within an hour after [you / your [parent / caretaker] / the person outside the household] found out?" Do not probe too long—if one or two questions do not help the youth respondent to remember, discontinue the questioning.

**yp101**  
**yw67**  
**ya91**  
**yu43**

This question is especially important for determining how serious the episode was. Read the question slowly to make sure the youth respondent understands you. Clarify if necessary to make sure you understand what the youth respondent intends with [his / her] answer.

**yp101\_2**  
**yw67a\_2**  
**ya91a**  
**yu43a**

This question is only asked if the youth respondent said the police were contacted for a reason other than to help [him / her] get home in [yp101 / yw67 / ya91 / yu43]. We want to know the reason the police were contacted.

	FA	RATA	NFA	GM
Did the police come when they found out about the episode?	<b>yp102</b>	<b>yw68</b>	<b>ya92</b>	<b>yu44</b>
<1> YES				
<2> NO				
<3> RESPONDENT WENT TO POLICE				
<8> DON'T KNOW				
<7> REFUSED				
How soon after the police found out did they respond?	<b>yp103</b>	<b>yw69a_2</b>	<b>ya93a</b>	<b>yu44a</b>
<u>&lt;1 - 90&gt; DURATION</u>				
<98> DON'T KNOW				
<97> REFUSED				
(UNIT OF TIME)	<b>yp103_2</b>	<b>yw69u</b>	<b>ya93u</b>	<b>yu44u</b>
<1> MINUTES				
<2> HOURS				
<3> DAYS				
<4> WEEKS				
<5> MONTHS				

**yp102**  
**yw68**  
**ya92**  
**yu44**

Only enter <1> for "YES" if the police came to the youth respondent. If the youth respondent went to the police, enter <3>.

**yp103**  
**yw69a\_2**  
**ya93a**  
**yu44a**

This question is only asked if the youth respondent said the police came when contacted ([yp102 / yw68 / ya92 / yu44]). That is, how long did it take for the police to come. If the youth respondent tells you [he / she] "Doesn't know" or "Can't remember," ask [him / her] if [he / she] could estimate how long it was before the police came. If necessary, you could help the youth respondent's recall by asking "Do you think that the police came within an hour after [you / your [parent / caretaker] / the person outside your household] called?" Do not try to probe too long—if one or two questions do not help the youth respondent to remember, discontinue the questioning.

	FA	RATA	NFA	GM
<p>What did the police do (at any time during the episode)? Did they: take a report over the phone?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp104</b>	<b>yw70a_2</b>	<b>ya94a</b>	<b>yu45a</b>
<p>(What did the police do (at any time during the episode)? Did they: send officers to your household or the scene?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp105</b>	<b>yw70b</b>	<b>ya94b</b>	<b>yu45b</b>
<p>(What did the police do (at any time during the episode)? Did they: interview you or adult household members in person?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp106</b>	<b>yw70c</b>	<b>ya94c</b>	<b>yu45c</b>
<p>(What did the police do (at any time during the episode)? Did they: take a written report?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp107</b>	<b>yw70d</b>	<b>ya94d</b>	<b>yu45d</b>
<p>What did the police do (at any time during the episode)? Did they: give you or adult household members a copy of the report?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp108</b>	<b>yw70e</b>	<b>ya94e</b>	<b>yu45e</b>

**yp104**  
**yw70a\_2**  
**ya94a**  
**yu45a**

This series of questions, [yp104 – yp117 / yw70a – yw70h\_2 / ya94a – ya94n / yu45a – yu45i] asks what actions the police took at any time during the episode—this means it does not only include what the police did when they were initially contacted but it does only include things that were done while the episode was going on (not things that the police did after the youth respondent returned). Remind the youth respondent of this fact if you feel it is needed.

**yp105**  
**yw70b**  
**ya94b**  
**yu45b**

See specifications for [yp104 / yw70a\_2 / ya94a / yu45a] above.

**yp106**  
**yw70c**  
**ya94c**  
**yu45c**

See specifications for [yp104 / yw70a\_2 / ya94a / yu45a] above.

**yp107**  
**yw70d**  
**ya94d**  
**yu45d**

See specifications for [yp104 / yw70a\_2 / ya94a / yu45a] above.

**yp108**  
**yw70e**  
**ya94e**  
**yu45e**

See specifications for [yp104 / yw70a\_2 / ya94a / yu45a] above.

This question, about whether the police provided a copy of the report, will be skipped if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to [yp107 / yw70d\_2 / ya94d / yu45d] (did the police take a report).



	FA	RATA	NFA	GM
(What did the police do (at any time during the episode?)) Did they: get photos of you?	<b>yp109</b>	<b>yw70f</b>	<b>ya94f</b>	<b>yu45f</b>

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(What did the police do (at any time during the episode?)) Did they: search or look around?	<b>yp110</b>		<b>ya94g</b>	
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- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(What did the police do (at any time during the episode?)) Did they: take evidence such as fingerprints or inventory?	<b>yp111</b>		<b>ya94h</b>	
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- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(What did the police do (at any time during the episode?)) Did they: question witnesses or suspects?	<b>yp112</b>		<b>ya94i</b>	
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- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(What did the police do (at any time during the episode?)) Did they: promise surveillance (someone to watch a place or a person to see what is going on)?	<b>yp113</b>		<b>ya94j</b>	
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- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yp109**  
**yw70f**  
**ya94f**  
**yu45f**

This series of questions, [yp104 – yp117 / yw70a\_2 – yw70h / ya94a – ya94n / yu45a – yu45i] asks what actions the police took at any time during the episode—this means it does not only include what the police did when they were initially contacted but it does only include things that were done while the episode was going on (not things that the police did after the youth respondent was returned). Remind the youth respondent of this fact if you feel it is needed.

**yp110**  
**ya94g**

See specifications for [yp109 / yw70f / ya94f / yu45f] above.

**yp111**  
**ya94h**

See specifications for [yp109 / yw70f / ya94f / yu45f] above.

**yp112**  
**ya94i**

See specifications for [yp109 / yw70f / ya94f / yu45f] above.

**yp113**  
**ya94j**

See specifications for [yp109 / yw70f / ya94f / yu45f] above.

	FA	RATA	NFA	GM
<p>(What did the police do (at any time during the episode)?) Did they: promise to investigate?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DONT KNOW &lt;7&gt; REFUSED</p>	<b>yp114</b>		<b>ya94k</b>	<b>yu45g</b>
<p>(What did the police do (at any time during the episode)?) Did they: make an arrest?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DONT KNOW &lt;7&gt; REFUSED</p>	<b>yp115</b>		<b>ya94l</b>	
<p>(What did the police do (at any time during the episode)?) Did they: refer the case to another justice agency?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DONT KNOW &lt;7&gt; REFUSED</p>	<b>yp116</b>	<b>yw70g</b>	<b>ya94m</b>	<b>yu45h</b>
<p>(What did the police do (at any time during the episode)?) Did they: do anything else?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DONT KNOW &lt;7&gt; REFUSED</p>	<b>yp117</b>	<b>yw70h</b>	<b>ya94n</b>	<b>yu45i</b>

**yp114**  
**ya94k**  
**yu45g**

This series of questions, [yp104 – yp117 / yw70a\_2 – yw70h / ya94a – ya94n / yu45a – yu45i] asks what actions the police took at any time during the episode—this means it does not only include what the police did when they were initially contacted but it does only include things that were done while the episode was going on (not things that the police did after the youth respondent was returned). Remind the youth respondent of this fact if you feel it is needed.

**yp115**  
**ya94l**

See specifications for [yp114 / ya94k / yu45g] above.

**yp116**  
**yw70g**  
**ya94m**  
**yu45h**

See specifications for [yp114 / ya94k / yu45g] above.

**yp117**  
**yw70h**  
**ya94n**  
**yu45i**

See specifications for [yp114 / ya94k / yu45g] above.

	FA	RATA	NFA	GM
<p>What justice agency did the police refer the case to (to the best of your knowledge)? (EXACT NAME OF AGENCY)</p> <p>&lt;77&gt; SPECIFY &lt;98&gt; DON'T KNOW &lt;97&gt; REFUSED</p>	<b>yp118</b>	<b>yw71a_2</b>	<b>ya95a</b>	<b>yu46a</b>
<p>What else did the police do?</p> <p>&lt;77&gt; SPECIFY &lt;98&gt; DON'T KNOW &lt;97&gt; REFUSED</p>	<b>y11p9</b>	<b>yw72</b>	<b>ya94c</b>	<b>yu47</b>
<p>What did the police tell you or your [parent / parents] (or [caretaker / caretakers]) (at any time during the episode)?</p> <p>&lt;77&gt; SPECIFY &lt;98&gt; DON'T KNOW &lt;97&gt; REFUSED</p>	<b>yp119</b>	<b>yw73_2</b>	<b>ya96</b>	<b>yu48</b>
<p>To the best of your knowledge, did the police report the case to: the Federal Parent Locator Service?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp120</b>	<b>yw74a</b>		

**yp118**  
**yw71a\_2**  
**ya95a**  
**yu46a**

This question is only asked if the youth respondent said that the police referred the case to another justice agency in [yp116 / yw70g\_2 / ya94m / yu45h]—we want to know which agency. Encourage the youth respondent to tell you the exact name of the agency, but if [he / she] does not know, get as much information as you can. NCMEC (National Center for Missing and Exploited Children) or their local offices, may be mentioned; NCMEC is sometimes called the Adam Walsh Center. Make a note of the youth respondent’s answer and do not dispute [his / her] understanding (NCMEC is not a justice agency)—the coder will sort it out later.

**y11p9**  
**yw72**  
**ya95c**  
**yu47**

This question is only asked if the youth respondent said that the police did something other than what is listed in this question series in [yw117 / yw70h / ya94n / yu45i]—we want to know what they did, such as put out an APB. Carefully and completely record everything that the youth respondent tells you.

**yp119**  
**yw73\_2**  
**ya96**  
**yu48**

Probe if necessary—we want to know about anything the police said at any time during the episode—this means it also includes what the police said when they were initially contacted and it also includes things that were said while the episode was going on (not things that the police said after the youth respondent was returned). The youth respondent may have already told you what the police said during [his / her] answer to one of the previous questions about the police; if so, confirm with the youth respondent what you are writing down, and ask if there was anything else, other than what [he / she] told you so far. Carefully and completely record everything that the youth respondent tells you.

yw73\_2: NOTE: The police may not get very involved in a missing person or runaway incident. If the youth respondent says that the police said they could not help or there was nothing they could do or they probably would not find the youth respondent or something along that line, make sure that you include that in the verbatim.

**yp120**  
**yw74a**

This series of questions asks about referrals that the local police made to law enforcement agencies at the federal level.

Youth respondents may not be familiar with the Parent Locator Service, even if [he / she] says “YES” to this item. If [he / she] says “YES,” just take [his / her] word for it, and do not try to determine if [he / she] is correct.

	FA	RATA	NFA	GM
<p>(To the best of your knowledge, did the police report the case to:) the FBI?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp121</b>	<b>yw74b</b>	<b>ya97a</b>	<b>yu49a</b>
<p>(To the best of your knowledge, did the police report the case to:) any other federal agency?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp122</b>	<b>yw74c</b>	<b>ya97b</b>	<b>yu49b</b>
<p>Which federal agency did the police report the case to (to the best of your knowledge)? (EXACT NAME OF AGENCY)</p> <p>&lt;77&gt; SPECIFY &lt;98&gt; DON'T KNOW &lt;97&gt; REFUSED</p>	<b>yp123</b>	<b>yw75a</b>	<b>ya98a</b>	<b>yu50a</b>
<p>How satisfied are you with the way the police handled your case? Would you say:</p> <p>&lt;1&gt; very satisfied, &lt;2&gt; somewhat satisfied, &lt;3&gt; somewhat <u>d</u>issatisfied, or &lt;4&gt; very <u>d</u>issatisfied? &lt;5&gt; NO OPINION &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp124</b>	<b>yw76</b>	<b>ya99</b>	<b>yu51</b>

**yp121**  
**yw74b**  
**ya97a**  
**yu49a**

This series of questions asks about referrals that the local police made to law enforcement agencies at the federal level.

The answer is "YES" only if the police referred the case to the FBI, not if the youth respondent or someone else contacted the FBI directly.

**yp122**  
**yw74c**  
**ya97b**  
**yu49b**

This series of questions asks about referrals that the local police made to law enforcement agencies at the federal level.

**yp123**  
**yw75a**  
**ya98a**  
**yu50a**

This question is only asked if the youth respondent said that the police referred the case to another federal agency in [yp122 / yw74c / ya97b / yu49b]—we want to know which agency. Encourage the youth respondent to tell you the exact name of the agency, but if [he / she] does not know, get as much information as you can. NOTE: This might be the same agency that was discussed in [yp118 / yw71a\_2 / ya95a / yu46a] ("justice" agency); just note the information again. If [he / she] says something that you believe is not a federal agency, just write down what [he / she] tells you, and do not try to determine if [he / she] is correct—get as much detail as you can so the coder can assess [his / her] answer.

**yp124**  
**yw76**  
**ya99**  
**yu51**

Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to [his / her] situation. Emphasize "dis" when you read "dissatisfied," so that the youth respondent hears the difference between "satisfied" and "dissatisfied." Do not hesitate to reread the categories if it will help the youth respondent determine which answer [he / she] thinks is correct.



As far as you know, was anyone arrested, or were charges brought against anyone, in connection with this episode?

**ya100**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Now I'd like to ask you about contacts you or your family may have had with other agencies or professionals.

**yp126**

**ya101**

Did anyone tell you or your [parent / parents] (or [caretaker / caretakers]) that you could receive money or compensation from a state agency because of this episode?  
(THE GOVERNMENT ALLOWS CRIME VICTIMS TO BE PAID FOR THINGS LIKE MEDICAL EXPENSES AND LOST WAGES)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Did you or your [parent / parents] (or [caretaker / caretakers]) receive any money or compensation (from a state agency because of this episode)?

**yp127**

**ya102**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**ya100**

This question will be skipped if the youth respondent answered "YES" to ya94f. This includes anyone who was arrested.

However, this only includes arrests resulting from this episode (it would not include, for example, an arrest of a person involved, if the arrest was for an unrelated crime, such as an outstanding warrant).

**yp126**

**ya101**

OTHER "AGENCY CONTACT"

The government has the option to pay victims of crime, in order to compensate them for lost wages or other material hardship. We want to know if the youth respondent or [his / her] [parent / caretaker] has ever heard of this. Explain what the compensation is if necessary.

**yp127**

**ya102**

This question is only asked if the youth respondent said "YES" to [yp126 / ya101]—we want to know if [he / she] or [his / her] [parent / caretaker] received any monetary compensation from this source.

	FA	RATA	NFA	GM
<p>Was the state child protection agency contacted about this episode?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp128</b>	<b>yw78_2</b>	<b>ya103</b>	
<p>Did the state child protection agency conduct an investigation?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp129</b>	<b>yw79</b>	<b>ya104</b>	
<p>What were the results of that investigation?</p> <p>&lt;77&gt; SPECIFY &lt;98&gt; DON'T KNOW &lt;97&gt; REFUSED</p>	<b>yp130</b>	<b>yw80a</b>	<b>ya105</b>	
<p>Did you or your [parent / parents] (or [caretaker / caretakers] (or someone else in the household where you were supposed to be) contact a missing persons <u>agency</u> concerning your being [taken / kept]?</p> <p>(NOT INCLUDING PRIVATE DETECTIVES OR INVESTIGATORS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp131</b>	<b>yw81_2</b>	<b>ya106</b>	<b>yu52</b>

**yp128**  
**yw78\_2**  
**ya103**

This would include a situation where the youth respondent or someone else contacted the agency regarding this particular episode. However, the only kind of agency that counts for this question is one run by the state government, such as The Department of Youth and Family Services.

**yp129**  
**yw79**  
**ya104**

This question is only asked if the youth respondent said a state agency was contacted in [yp128 / yw78\_2 / ya103]—we want to know if the agency conducted an investigation into this particular episode.

**yp130**  
**yw80a**  
**ya105**

This question is only asked if the youth respondent said an investigation was conducted in [yp128 / yw78\_2 / ya103]—we want to know what the outcome was. Carefully and completely record everything that the youth respondent tells you.

**yp131**  
**yw81\_2**  
**ya106**  
**yu52**

This would include a situation where the youth respondent or someone else contacted the agency regarding this particular episode.

yw81\_2: It does not include others outside the household who made such contacts (neighbors, the police, etc.).

However, only an agency counts for this question, not individuals, such as a private detective. NCMEC (National Center for Missing and Exploited Children) or their local offices, can be included; NCMEC is sometimes called the "Adam Walsh Center."

THE NEXT SIX QUESTIONS ARE "CODE ALL THAT APPLY" SUBSETS OF

FA RATA NFA GM  
yp133 yw83z ya108

As a result of this episode, did your [parent / parents] (or anyone else in your household have contact with: a shelter?

yp13a yw83a ya08a

- <1> YES
- <5> NO
- <98> DON'T KNOW
- <97> REFUSED

As a result of this episode, did your [parent / parents] (or anyone else in your household have contact with: a child advocacy center, like the National Center for Missing and Exploited Children?

yp13b yw83b ya08b

- <1> YES
- <5> NO
- <98> DON'T KNOW
- <97> REFUSED

As a result of this episode, did your [parent / parents] (or anyone else in your household have contact with: a crisis counseling center or hotline?

yp13c yw83c ya08c

- <1> YES
- <5> NO
- <98> DON'T KNOW
- <97> REFUSED

As a result of this episode, did your [parent / parents] (or anyone else in your household have contact with: a sexual assault center or support group?

yp13d yw83d ya08d

- <1> YES
- <5> NO
- <98> DON'T KNOW
- <97> REFUSED

As a result of this episode, did your [parent / parents] (or anyone else in your household have contact with: a victim services agency?

yp13e yw83e ya08e

- <1> YES
- <5> NO
- <98> DON'T KNOW
- <97> REFUSED

As a result of this episode, did your [parent / parents] (or anyone else in your household have contact with: or something else (SPECIFY)?

yp13f yw83f ya08f

- <1> YES
- <5> NO
- <6> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

**yp133**  
**yw83z**  
**ya108**

Read the list slowly, allowing the youth respondent to respond to each item; enter the number for any (and all) agencies that the youth respondent says [he / she] or anyone else in [his / her] household contacted. Only code agencies that were contacted during the episode. Local chapters of NCMEC do not count as NCMEC; NCMEC is sometimes called the "Adam Walsh Center. Enter "n" if the youth respondent says no agencies were contacted, or when you have finished entering everything the youth respondent reported.

	FA	RATA	NFA	GM
<p>Did you or your [parent / parents] (or [caretaker / caretakers]) receive services from (this agency / these agencies)?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED            &lt;9&gt; MISSING</p>	<b>yp134</b>	<b>yw84</b>	<b>ya109</b>	
<p>Did you or your [parent / parents] (or [caretaker / caretakers]) contact any <u>other</u> agency or professional person?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>yp135</b>	<b>yw85_2</b>	<b>ya110</b>	<b>yu53</b>
<p>What kind of agency or professional person (did you or your [parent / parents] (or [caretaker / caretakers]) contact)? (EXACT NAME OF AGENCY)</p> <p>&lt;77&gt; SPECIFY            &lt;98&gt; DON'T KNOW            &lt;97&gt; REFUSED</p>			<b>ya111</b>	
<p>Who was contacted: a minister, priest, rabbi, or other religious official?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>yp136</b>	<b>yw86a_2</b>	<b>ya112</b>	<b>yu54a</b>

**yp134**  
**yw84**  
**ya109**

This question is only asked if the youth respondent or someone else in [his / her] household contacted any of the agencies listed in [yp133 / yw83z / ya108]—we want to know if [he / she], or anyone else in the household, received services or got any help from any of these organizations during the episode.

**yp135**  
**yw85\_2**  
**ya110**  
**yu53**

This only includes agencies or professionals that have not already been discussed (i.e., we have already asked about the police and crisis intervention agencies). Media, like newspapers and TV stations, do not count. Make sure the youth respondent hears you say “professional people” so [he / she] does not think that you are only asking about other agencies. Only includes agencies and professionals that were contacted during the episode.

**ya111**

This question is only asked if the youth respondent said that other agencies or professionals were contacted in ya110—we want to know who was contacted. Record the youth respondent’s answer carefully and completely.

**yp136**  
**yw86a\_2**  
**ya112**  
**yu54a**

yp136: This series of questions is only asked if the youth respondent said that other professionals were yw86a\_2: contacted in [yp135 / yw85\_2 / yu53] and asks about the types of professionals that might yu54a: have been contacted. The answer is “YES,” even if someone else contacted the professional, as long as [he / she] did it on behalf of the youth respondent in connection with this particular episode. If it was done by someone else in this way, be sure to make a note about that fact (use the CATI note-taking function—in command mode). Do not probe for this, but just note it down if the youth respondent volunteers the information.

ya112: This series is only asked if the youth respondent said that other professionals were contacted in ya110. It asks about the types of professionals and community members who might have found out about the episode. The question is worded this way on purpose—we are interested in people that the youth respondent or someone else in [his / her] family contacted, but also people who found out about the episode some other way. However, this only includes people who found out while the episode was going on, that is, before the episode was resolved (the youth respondent was returned or [his / her] status was determined) —this does not include people who found out later, after the episode was over.



	FA	RATA	NFA	GM
<p>(Who was contacted:) a lawyer?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp137</b>	<b>yw86b_2</b>	<b>ya113</b>	<b>yu54b</b>
<p>(Who was contacted:) a teacher or school official?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp138</b>	<b>yw86c_2</b>	<b>ya114</b>	<b>yu54c</b>
<p>(Who was contacted:) a social worker, therapist, counselor, or psychologist?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp139</b>	<b>yw86d</b>	<b>ya115</b>	<b>yu54d</b>
<p>(Who was contacted:) a doctor, nurse, or medical person?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp140</b>	<b>yw86e</b>	<b>ya116</b>	<b>yu54e</b>

**yp137**  
**yw86b\_2**  
**ya113**  
**yu54b**

yp137: This series of questions is only asked if the youth respondent said that other professionals were yw86b\_2: contacted in [yp135 / yw85\_2 / yu53] and asks about the types of professionals that might yu54b: have been contacted. The answer is "YES," even if someone else contacted the professional, as long as [he / she] did it on behalf of the youth respondent in connection with this particular episode. If it was done by someone else in this way, be sure to make a note about that fact (use the CATI note-taking function—in command mode). Do not probe for this, but just note it down if the youth respondent volunteers the information.

ya113: This series is only asked if the youth respondent said that other professionals were contacted in ya110. It asks about the types of professionals and community members who might have found out about the episode. The question is worded this way on purpose—we are interested in people that the youth respondent or someone else in [his / her] family contacted, but also people who found out about the episode some other way. However, this only includes people who found out while the episode was going on, that is, before the episode was resolved (the youth respondent was returned or [his / her] status was determined) —this does not include people who found out later, after the episode was over.

**yp138**  
**yw86c\_2**  
**ya114**  
**yu54c**

See specifications for [yp137 / yw86b\_2 / ya113 / yu54b] above.

**yp139**  
**yw86d**  
**ya115**  
**yu54d**

See specifications for [yp137 / yw86b\_2 / ya113 / yu54b] above.

**yp140**  
**yw86e**  
**ya116**  
**yu54e**

See specifications for [yp137 / yw86b\_2 / ya113 / yu54b] above.

FA

RATA

NFA

GM

(Who was contacted:) anyone else?

**yp141**

**yw86f**

**yu54f**

- <1> YES [FA / RATA]
- <2> YES (SPECIFY) [GM]
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

Who else was contacted?

**yp141z**

**yw87\_2**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

To the best of your knowledge, to try to get you to come home did your parents or caretakers: Contact your friends or parents of friends?

**yw88a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(To the best of your knowledge, to try to get you to come home did your parents or caretakers): Go to any places where they believed you were staying?

**yw88b**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(To the best of your knowledge, to try to get you to come home did your parents or caretakers): Contact a runaway hotline?

**yw88c**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yp141**  
**yw86f**  
**yu54f**

yp141: Do not slide past this category—make sure you give the youth respondent the opportunity  
yw86f: to tell you if [he / she] or someone else in [his / her] household contacted someone other than  
a professional on the preceding list. If the answer is “YES,” be sure to record the answer fully  
and clearly in [yp141z / yw87\_2].

yu54f: Do not slide past this category—make sure you give the youth respondent the opportunity to tell  
you if [he / she] or someone else in [his / her] household contacted someone other than a  
professional in the preceding list. If the youth respondent says someone else was contacted,  
carefully and completely record what [he / she] says on the “SPECIFY” line.

**yp141z**  
**yw87\_2**

If the youth respondent says someone else was contacted, carefully and completely record what [he / she] says on  
the “SPECIFY” line.

**yw88a**  
**yw88b**  
**yw88c**

Recall that earlier we asked, in an open-ended format, what the youth respondent’s [parent / caretaker] did to try to  
find the youth respondent (in yw54a\_2), so [he / she] has probably already told you most of what was done. Read  
through the list, and confirm anything that the youth respondent already mentioned.

We want to know anything the youth respondent’s [parent / caretaker] did at any time while the youth respondent  
was away to try to get [him / her] to come home, so enter <1> for “YES” if [his / her] [parent / caretaker] did this  
at any time during the episode. NOTE: This may be a sensitive series of questions, especially if the youth  
respondent was forced out of the house or not allowed to return.

(To the best of your knowledge, to try to get you to come home did your parents or caretakers): Contact runaway shelters?

**yw88d**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(To the best of your knowledge, to try to get you to come home did your parents or caretakers): Do something else?

**yw88e**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What else did they do?

**yw89\_2**

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

During this episode were you placed in a juvenile detention center?

**yw90a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

How long were you in the juvenile detention center?

**yw91a**

- <1 - 90> DURATION
- <98> DON'T KNOW
- <97> REFUSED

(UNIT OF TIME)

**yw92a**

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS
- <6> YEARS

**yw88d**  
**yw88e**

Recall that earlier we asked, in an open-ended format, what the youth respondent's [parent / caretaker] did to try to find the youth respondent (in yw54a\_2), so [he / she] has probably already told you most of what was done. Read through the list, and confirm anything that the youth respondent already mentioned.

We want to know anything the youth respondent's [parent / caretaker] did at any time while the youth respondent was away to try to get [him / her] to come home, so enter <1> for "YES" if [his / her] [parent / caretaker] did this at any time during the episode. NOTE: This may be a sensitive series of questions, especially if the youth respondent was forced out of the house or not allowed to return.

**yw89\_2**

This question is asked if the youth respondent said that [his / her] [parent / caretaker] did "something else" in yw88e. Record the response clearly and thoroughly, however, the youth respondent has probably told you what [his / her] [parent / caretaker] did to try and get the [him / her] back in yw54a\_2, so do not probe extensively unless [he / she] is telling you new things (things that were not mentioned before).

**yw90a**

It is implied in this question that the child was picked up by the police and placed in a detention center by the police.

**yw91a**  
**yw92a**

This question is only asked if the youth respondent said that [he / she] was placed in a detention center in yw90a. If the youth respondent was placed in a detention center more than once during the episode, we would like to know the total number of hours, days, weeks, or months [he / she] was detained. Before accepting a "DON'T KNOW" response, ask the youth respondent if [he / she] can make an estimate.

FA

RATA

NFA

GM

(During this episode) were you placed in a jail?

**yw93a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

How long were you in jail?

**yw94a**

- <1 - 90> DURATION
- <98> DON'T KNOW
- <97> REFUSED

(UNIT OF TIME)

**yw95a**

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS
- <6> YEARS

**yw93a**

It is implied in this question that the youth respondent was picked up by the police and placed in jail by the police.

**yw94a**

**yw95a**

This question is only asked if the youth respondent said that [he / she] was placed in jail in yw93a. If the youth respondent was placed in jail more than once during the episode, we would like to know the total number of hours, days, weeks, or months [he / she] was detained. Before accepting a "DON'T KNOW" response, ask the youth respondent if [he / she] can make an estimate.



FA

RATA

NFA

GM

Now I'm going to read a short list of statements. Which of the following describes a reason that you were missing? You were hurt or injured.

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yu55a

(Now I'm going to read a short list of statements. Which of the following describes a reason that you were missing?) You were lost.

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yu56a

(Now I'm going to read a short list of statements. Which of the following describes a reason that you were missing?) You forgot about time or about an appointment.

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yu57a

(Now I'm going to read a short list of statements. Which of the following describes a reason that you were missing?) You misunderstood what was expected.

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

yu58a

**yu55a**  
**yu56a**  
**yu57a**  
**yu58a**

Enter a response for each statement. The youth respondent may say "YES" to more than one statement, because more than one of the statements may apply to this situation. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it.

FA

RATA

NFA

GM

(Now I'm going to read a short list of statements. Which of the following describes a reason that you were missing?) Someone taking care of you had misunderstood what was expected.

**yu59a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Now I'm going to read a short list of statements. Which of the following describes a reason that you were missing?) Unforeseen circumstances caused delay.

**yu60a**

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

(Now I'm going to read a short list of statements. Which of the following describes a reason that you were missing?) Any other reason.

**yu61a**

- <2> YES (SPECIFY)
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**yu59a**  
**yu60a**

Enter a response for each statement. The youth respondent may say "YES" to more than one statement, because more than one of the statements may apply to this situation. If necessary, repeat the statement exactly as worded, do not attempt to explain the statement or reword it.

**yu61a**

If the youth respondent says something else happened, carefully and completely record what [he / she] says on the "SPECIFY" line that will appear if you enter <1>.

HARM SERIES

	FA	RATA	NFA	GM
<p>Now I would like to ask you some questions about what happened to you while you were away.</p> <p>Did you suffer any physical harm or injury during this episode?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa1</b>	<b>ywa1</b>	<b>yaa1</b>	<b>yua1</b>
<p>Please describe this harm.</p> <p>&lt;77&gt; SPECIFY &lt;98&gt; DON'T KNOW &lt;97&gt; REFUSED</p>	<b>ypa2a</b>	<b>ywa2a</b>	<b>yaa2a</b>	<b>yua2a</b>
<p>Did this injury or harm require medical attention? (PROFESSIONAL MEDICAL ATTENTION ONLY)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa3</b>	<b>ywa3</b>	<b>yaa3</b>	<b>yua3</b>

## HARM SERIES

The final series of questions may be difficult both for you, the interviewer, and the youth respondent. It is very important to be neutral (non-judgmental and calm) as well as sensitive during this series of questions. This series of questions is only concerned with what happened to the youth respondent while [he / she] was away during this episode.

If there is more than one child involved in the episode, we are only interested in what happened to the youth respondent.

Throughout the series, if the youth respondent questions what "episode" means (and [he / she] may!), you could say, "When you were gone from home."

**ypa1** This is a lead-in to question [ypa2a / ywa2a / yaa2a / yua2a] which allows the youth respondent to describe any  
**ywa1** physical harm or injury [he / she] may have suffered during the episode. If you know, at this point in the interview,  
**yaa1** that the youth respondent was hurt during the episode, just confirm the answer with the youth respondent.  
**yua1**

yaa1: This is especially true if this is an assault only, so, if appropriate, just enter <1> and do not read the question.

**ypa2a** This question is only asked if the youth respondent said [he / she] was harmed in [ypa1 / ywa1 / yaa1 / yua1].  
**ywa2a** Carefully and completely record the youth respondent's answer.  
**yaa2a**  
**yua2a**

**ypa3** This question is only asked if the youth respondent said [he / she] was harmed in [ypa1 / ywa1 / yaa1 / yua1]. By  
**ywa3** "medical attention" we mean professional attention. That is, the youth respondent was seen by a doctor, nurse, or  
**yaa3** other medical personnel, but not including a psychiatrist or other mental health professional (we ask about that  
**yua3** later).

	FA	RATA	NFA	GM
<p>Did this injury include any broken bones or bleeding, cuts, or bruises <u>that lasted until the next day</u>?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>y pa4</b>	<b>y wa4</b>	<b>y aa4</b>	<b>y ua4</b>
<p>During this episode were you in <u>serious danger</u> of being harmed? Would you say:</p> <p>&lt;1&gt; definitely,            &lt;2&gt; probably, or            &lt;3&gt; not at all?            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>y pa5</b>	<b>y wa5</b>	<b>y aa5</b>	<b>y ua5</b>
<p>Please describe this danger.</p> <p>&lt;77&gt; SPECIFY            &lt;98&gt; DON'T KNOW            &lt;97&gt; REFUSED</p>	<b>y pa6a</b>	<b>y wa6a</b>	<b>y aa6a</b>	<b>y ua6a</b>
<p>Were you <u>mentally</u> harmed by this episode?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>y pa7</b>	<b>y wa7</b>	<b>y aa7</b>	<b>y ua7</b>
<p>Would you say this mental harm was:</p> <p>&lt;1&gt; very serious,            &lt;2&gt; somewhat serious,            &lt;3&gt; mild, or            &lt;4&gt; minor?            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>y pa8</b>	<b>y wa8</b>	<b>y aa8</b>	<b>y ua8</b>

**ypa4**  
**ywa4**  
**yaa4**  
**yua4**

This question is only asked if the youth respondent said [he / she] was harmed in [ypa1 / ywa1 / yaa1 / yua1]—we want to get a sense of how serious [his / her] injury was.

**ypa5**  
**ywa5**  
**yaa5**  
**yua5**

This question is only asked if the youth respondent said [he / she] was not harmed in [ypa1 / ywa1 / yaa1 / yua1]—we want to know if [he / she] was at risk for physical harm. Stress “To the best of your knowledge.”

**ypa6a**  
**ywa6a**  
**yaa6a**  
**yua6a**

This question is only asked if the youth respondent said [he / she] was not harmed in [ypa1 / ywa1 / yaa1 / yua1] but was in danger of being harmed in [ypa5 / ywa5 / yaa5 / yua5]. Carefully and completely record the youth respondent’s answer, probe for details if necessary (the coder needs to understand how much risk the youth respondent was exposed to).

**ypa7**  
**ywa7**  
**yaa7**  
**yua7**

Stress the word “mentally” when you read this question. If the youth respondent asks what you mean by “mentally harmed,” do not try to define what that means. Instead, you could say: “Do you feel you were mentally harmed by this episode?”

**ypa8**  
**ywa8**  
**yaa8**  
**yua8**

This question is only asked if the youth respondent said [he / she] was mentally harmed in [ypa7 / ywa7 / yaa7 / yua7]. Read all the answer categories except “DON’T KNOW” and “REFUSED” before accepting or recording an answer.



	FA	RATA	NFA	GM
<p>Have you received any counseling because of this episode? (PROFESSIONAL COUNSELING ONLY)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa9</b>	<b>ywa9</b>	<b>yaa9</b>	<b>yua9</b>
<p>During this episode were you robbed or did you have any personal property or money taken?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa10</b>	<b>ywa10</b>	<b>yaa10</b>	<b>yua10</b>
<p>During this episode was there any <u>intent</u> to rob or take personal property or money from you?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa11</b>	<b>ywa11</b>	<b>yaa13</b>	<b>yua11</b>
<p>During this episode were you hit, punched, beaten up, hit with an object, or otherwise physically abused?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa12</b>	<b>ywa12</b>	<b>yaa14</b>	<b>yua12</b>
<p>During this episode was there any <u>attempt</u> to hit, punch, beat you up, hit you with an object, or otherwise physically abuse you?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa13</b>	<b>ywa13</b>	<b>yaa15</b>	<b>yua13</b>

**ypa9**  
**ywa9**  
**yaa9**  
**yua9**

This question is only asked if the youth respondent said [he / she] was mentally harmed in [ypa7 / ywa7 / yaa7 / yua7]. By "counseling" we mean counseling provided by a professional person, not discussions with someone in the household. The counseling could be provided by a social worker, a psychologist, hospital professional staff, etc.

**ypa10**  
**ywa10**  
**yaa10**  
**yua10**

This is a very important question. Read the question slowly, pausing after each comma.

**ypa11**  
**ywa11**  
**yaa13**  
**yua11**

This question is only asked if the youth respondent answered "NO," "DON'T KNOW," or "REFUSED" in [ypa10 / ywa10 / yaa10 / yua10]. In other words, did the perpetrator or anyone else plan to rob the youth respondent during this episode.

**ypa12**  
**ywa12**  
**yaa14**  
**yua12**

This is a very important question. Read the question slowly, pausing after each comma.

**ypa13**  
**ywa13**  
**yaa15**  
**yua13**

This question is only asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" in [ypa12 / ywa12 / yaa14 / yua12]. This is also an important question. Read the question slowly, pausing after each comma, and emphasizing "attempt."

Were you held there by force or threat after the (attempted) assault?

ypa14\_2

yaa16\_2

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

What kind of force or threat was used?

ypa15

yaa17

- <77> SPECIFY
- <98> DON'T KNOW
- <97> REFUSED

How long were you held there after the (first) assault?

ypa16

yaa18

- <1 - 90> DURATION
- <98> DON'T KNOW
- <97> REFUSED

(UNIT OF TIME)

ypa16\_2

yaa18\_2

- <1> MINUTES
- <2> HOURS
- <3> DAYS
- <4> WEEKS
- <5> MONTHS

During this episode, were you with someone who had beat up or physically abused someone else at some other time?

ywa14

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**ypa14\_2**  
**yaa16\_2**

This question is only asked if the youth respondent answered "YES" to [ypa12 / yaa14] or [ypa13 / yaa15]. In this question, "assault" refers to "hit, punched, beaten up, hit with an object or otherwise physically abused." If the youth respondent asks what you mean by "force or threat," do not try to define the words; instead, say: "Do you think the person used any kind of force or threat to hold you there? NOTE: "Add the word "attempted" if the youth respondent answered "YES" to [ypa13 / yaa15].

**ypa15**  
**yaa17**

This question is only asked if the youth respondent said "YES" to [ypa14\_2 / yaa16\_2]. Carefully and completely record the youth respondent's answer.

**ypa16**  
**yaa18**

This question is only asked if the youth respondent said "YES" to [ypa14\_2 / yaa16\_2]. If the youth respondent tells you [he / she] "doesn't know," ask [him / her] if [he / she] could estimate how long [he / she] was held there. NOTE: Add the word "first" if the youth respondent indicated (while answering previous questions) that there was more than one assault.

**ywa14**

We are checking to see if youth respondent might have been at risk for being beaten up or physically assaulted. Emphasize "someone else" when you read the question.

SEXUAL ASSAULT SECTION

	FA	RATA	NFA	GM
During this episode were you sexually abused or molested?	<b>ypa17</b>	<b>ywa15</b>	<b>yaa19</b>	<b>yua14</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
During this episode was there any <u>attempt</u> to sexually abuse or molest you?	<b>ypa18</b>	<b>ywa16</b>	<b>yaa20</b>	<b>yua15</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
During this episode were you in the company of someone who had sexually assaulted or molested someone else at some other time?		<b>ywa17</b>		
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
(During this episode) Were you in the company of someone who might have tried to engage you in sexual activities?		<b>ywa18</b>		
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				

SEXUAL ASSAULT SECTION

**ypa17** This is a very important question, because a "YES" answer leads to asking several follow-up questions. It is also  
**ywa15** very sensitive, so ask it gently.  
**yaa19**  
**yua14**

**ypa18** This question is only asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" in [ypa17 / ywa15 /  
**ywa16** yaa19 / yua14]. This is also an important question. Read the question gently, and emphasize "attempt."  
**yaa20**  
**yua15**

**ywa17** We are checking to see if the youth respondent might have been at risk for being sexually molested. Emphasize  
"someone else" when you read the question.

**ywa18** This is an important question. We want to know if the youth respondent was in the presence of someone who  
might have tried to engage the youth respondent in sexual activities whether that person did or not.

"B SERIES"—SEXUAL MOLESTATION

	FA	RATA	NFA	GM
<p>During this episode did [the person / any of the persons] actually touch you or get you to touch [him / her / them] (the [person / persons] responsible for the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa70</b>	<b>ywa70</b>	<b>yaa21</b>	<b>yua70</b>
<p>(During this episode) Did the [person / persons] ask you to do something sexual with [him / her / them] or with someone else? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa71</b>	<b>ywa71</b>	<b>yaa22</b>	<b>yua71</b>
<p>(During this episode) Did the [person / persons] show you [his / her / their] private parts? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa72</b>	<b>ywa72</b>	<b>yaa23</b>	<b>yua72</b>

"B SERIES"—SEXUAL MOLESTATION

If the youth respondent says "YES" to either [ypa17 / ywa15 / yaa19 / yua14] or [ypa18 / ywa16 / yaa20 / yua15], you will ask a series of very explicit questions about what exactly was done to the youth respondent. Unfortunately, these questions may be embarrassing to both you and the youth respondent, so you will have to demonstrate a great deal of sensitivity.

In the rare case that more than one perpetrator was involved in molesting the child, say "persons" when reading the questions. Otherwise, just read "person."

Emphasize "during this episode" if you think the youth respondent might be talking about activities that happened during a different episode or at some other time.

**ypa70** This question screens youth respondents into, or skips youth respondents past, the first half of this series. If the  
**ywa70** youth respondent says [he / she] was touched, CATI skips you to the second half of the series, regarding touching.  
**yaa21** If the youth respondent says [he / she] was not touched, the next set of questions asks about what sort of non-  
**yua70** touching activities [he / she] was exposed to.

**ypa71** Was the youth respondent asked to do something.  
**ywa71**  
**yaa22**  
**yua71**

**ypa72** "Private parts" means genitalia or sexual organs.  
**ywa72**  
**yaa23**  
**yua72**



	FA	RATA	NFA	GM
<p>(During this episode) Did the [person / persons] spy on you or try to look at you without your clothes on? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa73</b>	<b>ywa73</b>	<b>yaa24</b>	<b>yua73</b>
<p>(During this episode) Did the [person / persons] show you something sexual, like pictures or a movie? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa74</b>	<b>ywa74</b>	<b>yaa25</b>	<b>yua74</b>
<p>(During this episode) Did the [person / persons] do something else sexual that did <u>not</u> include any touching? (ANY OF THE PERSONS)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa75</b>	<b>ywa75</b>	<b>yaa26</b>	<b>yua75</b>
<p>What exactly [was he / was she / were they] doing?</p> <p>&lt;77&gt; SPECIFY &lt;98&gt; DON'T KNOW &lt;97&gt; REFUSED</p>	<b>ypa76</b>	<b>ywa76</b>	<b>yaa27</b>	<b>yua76</b>

**y**pa73  
**y**wa73  
**y**aa24  
**y**ua73

Was the youth respondent watched while undressed?

**y**pa74  
**y**wa74  
**y**aa25  
**y**ua74

Refers to pornographic pictures or movies.

**y**pa75  
**y**wa75  
**y**aa26  
**y**ua75

This question gives the youth respondent the opportunity to tell you if something else happened that was not specified in the previous questions.

**y**pa76  
**y**wa76  
**y**aa27  
**y**ua76

This question is only asked if the youth respondent said "YES" in [ywa75 / ywa75 / yaa26 / yua75]. Try to get the youth respondent to be as specific as possible. Record the youth respondent's answer carefully and completely. Do not probe a "DON'T KNOW" answer.

	FA	RATA	NFA	GM
(During this episode) Did the [person / persons] do something else sexual that <u>did</u> include touching? (ANY OF THE PERSONS)	<b>ypa77</b>	<b>ywa77</b>	<b>yaa28</b>	<b>yua77</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				

(During this episode) Did the [person / persons] touch <u>your</u> private parts in any way? (ANY OF THE PERSONS)	<b>ypa78</b>	<b>ywa78</b>	<b>yaa29</b>	<b>yua78</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				

Was this touching done on top of your clothes or directly on the skin?	<b>ypa79</b>	<b>ywa79</b>	<b>yaa30</b>	<b>yua79</b>
<1> ON TOP				
<5> ON SKIN				
<8> DON'T KNOW				
<7> REFUSED				

(During this episode) Did the [person / persons] get you to touch <u>[his / her / their]</u> private parts in any way?	<b>ypa80</b>	<b>ywa80</b>	<b>yaa31</b>	<b>yua80</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				

Was this on top of the [person's / persons'] clothes or directly on the skin?	<b>ypa81</b>	<b>ywa81</b>	<b>yaa32</b>	<b>yua81</b>
<1> ON TOP				
<5> ON SKIN				
<8> DON'T KNOW				
<7> REFUSED				

**ypa77**  
**ywa77**  
**yaa28**  
**yua77**

Although the youth respondent has already said that the perpetrator did not touch [him / her], we are asking again, in case [he / she] wants to change [his / her] answer.

**ypa78**  
**ywa78**  
**yaa29**  
**yua78**

The second half of the series concerns the particular type of touching.

"Private parts" means genitalia or sexual organs.

**ypa79**  
**ywa79**  
**yaa30**  
**yua79**

This question is only asked if the youth respondent said "YES" in [ypa78 / ywa78 / yaa29 / yua78]. This means: was the perpetrator touching the youth respondent's skin or touching the youth respondent through [his / her] clothes.

**ypa80**  
**ywa80**  
**yaa31**  
**yua80**

This question is skipped if the youth respondent said that the perpetrator touched [his / her] bare skin in [ywa79 / ywa79 / yaa30 / yua79]. This means: did the youth respondent touch the perpetrator in a sexual way. NOTE: If the youth respondent says "NO" at this point, you will skip to [yp19a / ywa22 / yaa36 / yua19].

**ypa81**  
**ywa81**  
**yaa32**  
**yua81**

This question is only asked if the youth respondent said "YES" in [ypa80 / ywa80 / yaa31 / yua80]. This means: was the youth respondent touching the perpetrator's skin or touching the perpetrator through [his / her] clothes.

	FA	RATA	NFA	GM
<p>(During this episode) Did the [person / persons] actually put some part of [his / her / their] body, or something else, inside of you?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>ypa82</b>	<b>ywa82</b>	<b>yaa33</b>	<b>yua82</b>
<p>(During this episode) Did the [person / persons] <u>try</u> to put some part of [his / her / their] body, or something else, inside of you?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>ypa83</b>	<b>ywa83</b>	<b>yaa34</b>	<b>yua83</b>
<p>(During this episode) Did the [person / persons] actually put [his / her / their] mouth on your private parts, or get you to put your mouth on (any of) the [person's / persons'] private parts?</p> <p>&lt;1&gt; YES            &lt;5&gt; NO            &lt;8&gt; DON'T KNOW            &lt;7&gt; REFUSED</p>	<b>ypa84</b>	<b>ywa84</b>	<b>yaa35</b>	<b>yua84</b>

**ypa82**  
**ywa82**  
**yaa33**  
**yua82**

Did the perpetrator put an object or a body part (including a finger) into the youth respondent (in a sexual way).

**ypa83**  
**ywa83**  
**yaa34**  
**yua83**

If the perpetrator did not put something into the youth respondent, did the perpetrator attempt to do this.

**ypa84**  
**ywa84**  
**yaa35**  
**yua84**

This question is skipped if the youth respondent said "YES" in [ypa82 / ywa82 / yaa33 / yua82]. Did the perpetrator perform oral sex on the youth respondent, or have the youth respondent perform oral sex on the perpetrator.

PHYSICAL OR SEXUAL ASSAULT PERPETRATOR IDENTIFICATION

	FA	RATA	NFA	GM
During the episode, when you were assaulted, was the person most responsible for the <u>assault</u> the <u>same</u> person who was (most) responsible for the episode?	<b>ypa19</b>		<b>yaa36</b>	
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
Was the person (most) responsible for the assault someone <u>else</u> that you already told me about?	<b>ypa20</b>		<b>yaa37</b>	
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
I know you already told me about this person, but I need to ask a few questions again, because it's important to know exactly who the person was.	<b>ypa21</b>		<b>yaa38</b>	
<1> TO CONTINUE				

## PHYSICAL OR SEXUAL ASSAULT PERPETRATOR IDENTIFICATION

If the youth respondent said "YES" to [ypa12 / ywa12 / yaa14 / yua12], [ywa13 / ywa13 / yaa15 / yua13], [ypa17 / ywa15 / yaa19 / yua14], or [ypa18 / ywa16 / yaa20 / yua15] in the "HARM" section, the following questions about the identity of the perpetrator of a physical or sexual assault or molestation will be asked.

In this series, "the episode" no longer refers to the original abduction episode—now it means when the youth respondent was molested [and / or] assaulted. "The responsible person" (or people) means the person (or people) involved in molesting or attacking the youth respondent.

**ypa19**  
**yaa36** VERY IMPORTANT: "Assault" in this question refers to a physical or sexual assault or molestation, as determined by the four questions asked in the "HARM" section noted above. A "YES" answer to this question allows you to skip past the identification questions, because you have already discussed the perpetrator of the physical or sexual assault or molestation at the beginning of the interview as the perpetrator of the abduction or assault episode that was the topic of this interview.

**ypa20**  
**yaa37** This question is only asked if the youth respondent said "YES" for [ypa19 / yaa36]—we are asking if the physical or sexual assault perpetrator was one of the accomplices in the abduction or assault episode discussed at the beginning of the interview.

**ypa21**  
**yaa38** NOTE: The transitional phrase will only appear if the youth respondent said that the perpetrator of the physical or sexual assault or molestation was one of the accomplices in the abduction or assault episode discussed at the beginning of the interview. This sentence explains that we have to ask these identification questions again, though we have asked [him / her] at the beginning of the interview, because we do not want any confusion about who was responsible for molesting [him / her].



	FA	RATA	NFA	GM
<p>Was more than one person responsible for the assault?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa22</b>	<b>ywa22</b>	<b>yaa38_2</b>	<b>yua19</b>
<p>How many people were involved?</p> <p>&lt;2 - 20&gt; PEOPLE &lt;98&gt; DON'T KNOW &lt;97&gt; REFUSED</p>	<b>ypa23</b>	<b>ywa23</b>	<b>yaa39</b>	<b>yua20</b>
<p>I would like to ask you some questions about the person who was <u>most</u> responsible for assaulting you.</p> <p>&lt;1&gt; TO CONTINUE</p>	<b>ypa24</b>	<b>ywa24</b>	<b>yaa40</b>	<b>yua21</b>
<p>Was the person (most) responsible for the assault a member of your family? ("FAMILY" INCLUDES ANYONE WITH A BLOOD OR LEGAL TIE TO THE CHILD)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa25</b>	<b>ywa25</b>	<b>yaa41</b>	<b>yua22</b>

**ypa22** The following series of questions is identical to the questions asked at the beginning of the interview about the  
**ywa22** episode perpetrator.

**yaa38\_2**  
**yua19** By "responsible" we mean anyone who was involved in molesting or attacking the youth respondent.

**ypa23** This question is only asked if the youth respondent said more than one perpetrator was involved in [ypa22 / ywa22 /  
**ywa23** yaa38\_2 / yua19]. By "involved" we mean anyone who was involved in molesting or attacking the child.  
**yaa39**  
**yua20**

**ypa24** If the youth respondent reported that there was more than one perpetrator, this lead-in sentence will appear. This  
**ywa24** transitional phrase explains that we are focusing on the person the youth respondent considers most responsible for  
**yaa40** molesting or attacking [him / her]. If the youth respondent considers the perpetrators equally responsible, have  
**yua21** [him / her] pick one person and answer the series of questions about that person. You'll ask the same series of  
questions again, and [he / she] can then tell you about the other [perpetrator / perpetrators] as accomplices.

**ypa25** By "family member," we mean anyone related to the youth respondent by blood or by law (like adoption, marriage  
**ywa25** to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse /  
**yaa41** boyfriend / girlfriend] of a parent or guardian.  
**yua22**

	FA	RATA	NFA	GM
Was the person responsible:	<b>ypa26</b>	<b>ywa26</b>	<b>yaa42</b>	<b>yua23</b>
<1> your parent,				
<2> your step-parent,				
<3> your brother or sister,				
<4> your aunt or uncle,				
<5> your cousin,				
<6> your grandparent,				
<7> your foster parent,				
<8> your adoptive parent,				
<9> your legal guardian,				
<10> the spouse or romantic partner (boyfriend or girlfriend) of your parent, or				
<77> some other relative of the yours?(SPECIFY)				
<98> DON'T KNOW				
<97> REFUSED				

Was the person (most) responsible someone known to you (before the episode)?	<b>ypa27</b>	<b>ywa27</b>	<b>yaa43</b>	<b>yua24</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				

**ypa26**  
**ywa26**  
**yaa42**  
**yua23**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the perpetrator's relationship to [him / her]. It is very likely that the youth respondent will know the relationship between [himself / herself] and the other person; therefore, do not accept a "DON'T KNOW" response too easily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. If the relationship does not fit into one of the categories listed, clearly record the respondent's answer on the "SPECIFY" line. Note that we are interested in the person's relationship to the youth respondent at the time of the incident (i.e., molesting the youth respondent).

**ypa27**  
**ywa27**  
**yaa43**  
**yua24**

Emphasize the word "known." "Known" includes anyone that the youth respondent knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the youth respondent decide: "Whatever that (known) means to you."

FA

RATA

NFA

GM

Now I'm going to read a list of relationships. Which of the following best describes how the person (most) responsible for the assault was related to you:

**y pa28**

**y wa28**

**y aa44**

**y ua25**

- <1> A friend of yours,
- <2> A friend of someone in your household,
- <3> An acquaintance of yours,
- <4> An acquaintance of the family,
- <5> A neighbor,
- <6> A person in authority such as a teacher,
- <7> A caretaker or babysitter,
- <8> Someone known to you only by sight,
- <77> Or someone else? (SPECIFY)
- <11> PARENT'S BOYFRIEND / GIRLFRIEND
- <13> COMPLETE STRANGER
- <12> FOSTER FAMILY MEMBER
- <16> DEPARTMENT OF HUMAN SERVICES
- <98> DON'T KNOW
- <97> REFUSED

Was the person:

**y pa29**

**y wa29**

**y aa45**

**y ua26**

- <1> a romantic friend (boyfriend or girlfriend) or
- <5> just an ordinary friend?
- <8> DON'T KNOW
- <7> REFUSED

**ypa28**

**ywa28**

**yaa44**

**yua25**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is the perpetrator's relationship to the youth respondent. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. If the relationship does not fit into one of the categories listed, clearly record the youth respondent's answer on the "SPECIFY" line. Note that we are interested in that person's relationship to the youth respondent at the time of the incident (i.e., molesting the youth respondent).

**ypa29**

**ywa29**

**yaa45**

**yua26**

If the youth respondent says the person was a "friend," we want to know if the person was considered as a partner in a boyfriend/girlfriend way. If the youth respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode, or did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the perpetrator was the youth respondent's friend, or a friend of some other household member, such as the friend of a sibling (e.g., "Was this person your sister's boyfriend at the time of the episode?")

DETERMINING "ACQUAINTEDNESS"

	FA	RATA	NFA	GM
Did you, or anyone else in your family, know this person's name (before the episode)?	<b>yp162</b>	<b>yw100</b>	<b>ya120</b>	<b>yu70</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
Did you, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?	<b>yp163</b>	<b>yw101</b>	<b>ya121</b>	<b>yu71</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
For how long (before the episode) did you, or other family members, know this person:	<b>yp164</b>	<b>yw102</b>	<b>ya122</b>	<b>yu72</b>
<1> a long-standing acquaintance (known for more than six months),				
<2> a recent acquaintance (known for more than one month but less than six months), or				
<3> a very recent acquaintance (known for less than one month)?				
<8> DON'T KNOW				
<9> REFUSED				
How often (before the episode) did you, or other family members, see this person (your best guess is fine):	<b>yp165</b>	<b>yw103</b>	<b>ya123</b>	<b>yu73</b>
<1> Daily,				
<2> Weekly,				
<3> Several times a month, or				
<4> Less than once a month (SPECIFY)?				
<5> Less than once a month (SPECIFY)?				
<8> DON'T KNOW				
<9> REFUSED				

## DETERMINING "ACQUAINTEDNESS"

If the youth respondent said that the perpetrator was known to [him / her] or someone else in the family, we want to find out how well the person was known.

**yp162**  
**yw100**  
**ya120**  
**yu70**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person's name.

**yp163**  
**yw101**  
**ya121**  
**yu71**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person well enough to speak to.

**yp164**  
**yw102**  
**ya122**  
**yu72**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ypa66 / ywa66 / yaa82 / yua63] and [ypa67 / ywa67 / yaa83 / yua64]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**yp165**  
**yw103**  
**ya123**  
**yu73**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [ypa66 / ywa66 / yaa82 / yua63] and [ypa67 / ywa67 / yaa83 / yua64]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. If the youth respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but had not seen him at all since then, until just before the episode began.



	FA	RATA	NFA	GM
<p>Had you or anyone else in your family ever seen this person before? (INCLUDES <u>ANYONE</u> IN THE FAMILY)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa30</b>	<b>ywa30</b>	<b>yaa46</b>	<b>yua27</b>
<p>Would you say that you or anyone else in your family knew this person by sight? (INCLUDES <u>ANYONE</u> IN THE FAMILY)</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa31</b>	<b>ywa31</b>	<b>yaa47</b>	<b>yua28</b>
<p>Was this person someone you met on the Internet or through any communications by computer?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa32</b>	<b>ywa32</b>	<b>yaa48</b>	<b>yua29</b>

**yva30**  
**ywa30**  
**yaa46**  
**yua27**

If the youth respondent says the perpetrator was not known to [him / her] or anyone else in [his / her] family, we want to check if anyone in the family had seen this person before.

**yva31**  
**ywa31**  
**yaa47**  
**yua28**

This question is only asked if the youth respondent says the perpetrator had been seen by someone in the family in [yva30 / ywa30 / yaa46 / yua27]—we want to find out if the youth respondent believes that someone in the family knew this person by sight.

**yva32**  
**ywa32**  
**yaa48**  
**yua29**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a person in authority, or a caretaker or babysitter.

	FA	RATA	NFA	GM
(VERIFY: Was this person male or female?)	<b>ypa33</b>	<b>ywa33</b>	<b>yaa49</b>	<b>yua30</b>
<1> MALE				
<5> FEMALE				
<8> DON'T KNOW				
<7> REFUSED				

To the best of your knowledge, what is [his / her] current age? (Your best guess is fine.)	<b>ypa34</b>	<b>ywa34</b>	<b>yaa50</b>	<b>yua31</b>
<0-85> 0 – 85 years old				
<115> teens				
<120> 20's				
<130> 30's				
<140> 40's				
<150> 50's				
<160> 60's				
<170> 70's				
<180> 80's				
<998> DON'T KNOW				
<997> REFUSED				

Now I'm going to ask two questions about race and ethnicity. Let's start with ethnicity.	<b>ypa35</b>	<b>ywa35</b>	<b>yaa51</b>	<b>yua32</b>
Is this person of Hispanic or Latino origin?				
<1> YES, HISPANIC OR LATINO				
<5> NO, NOT HISPANIC OR LATINO				
<98> DON'T KNOW				
<97> REFUSED				

What is this person's race?	<b>ypa36</b>	<b>ywa36</b>	<b>yaa52</b>	<b>yua33</b>
<1> AMERICAN INDIAN, ALEUT, ESKIMO				
<2> ASIAN OR PACIFIC ISLANDER				
<3> BLACK				
<4> WHITE				
<77> OTHER (SPECIFY)				
<95> HISPANIC / LATINO				
<96> MIXED				
<98> DON'T KNOW				
<97> REFUSED				

**ypa33**  
**ywa33**  
**yaa49**  
**yua30**

This statement is not read unless necessary—at this point the sex of the perpetrator may already be clear. If the sex of the person is not clear, then ask the question.

**ypa34**  
**ywa34**  
**yaa50**  
**yua31**

Note that this question asks for the perpetrator's current age (i.e., at the time of the interview). If the youth respondent says [he / she] does not know the age, ask for the youth respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ypa35**  
**ywa35**  
**yaa51**  
**yua32**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau (Hispanic is an ethnicity not a race).

**ypa36**  
**ywa36**  
**yaa52**  
**yua33**

Do not read the answer list unless necessary. If the youth respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the youth respondent says something else, write the answer in "SPECIFY." If the youth respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race, or write the answer in "SPECIFY." If the youth respondent cannot make that distinction, record both races on the "SPECIFY" line.

SEXUAL ASSAULT ACCOMPLICE IDENTIFICATION

**ACCOMPLICE 1**

Now I would like to ask you about the next most responsible person. You may have already told me about this person, but I need to ask a few questions again, because it's important to know exactly who the person was.  
 (IF YOU THINK YOU KNOW WHO THE PERSON IS, AT LEAST VERIFY THE INFORMATION)

FA

RATA

NFA

GM

**ypa37**

**ywa37**

**yaa53**

**yua34**

Was this person male or female?

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

What is [his / her] current age?

**ypa38**

**ywa38**

**yaa54**

**yua35**

- <0-85> 0 – 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

Now I'm going to ask two questions about race and ethnicity. Let's start with ethnicity.

**ypa39**

**ywa39**

**yaa55**

**yua36**

Is this person of Hispanic or Latino origin?

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <8> DON'T KNOW
- <7> REFUSED

## SEXUAL ASSAULT ACCOMPLICE IDENTIFICATION

The same questions that were asked regarding the main perpetrator of the sexual assault are asked again if there were additional people involved—accomplices. You can ask about a total of four people—one perpetrator and three accomplices.

### ACCOMPLICE 1

**ypa37**  
**ywa37**  
**yaa53**  
**yua34**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**ypa38**  
**ywa38**  
**yaa54**  
**yua35**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the youth respondent says [he / she] does not know the age, ask for the youth respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ypa39**  
**ywa39**  
**yaa55**  
**yua36**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau (Hispanic is an ethnicity not a race).

	FA	RATA	NFA	GM
What is this person's race?	<b>ypa40</b>	<b>ywa40</b>	<b>yaa56</b>	<b>yua37</b>
<1> AMERICAN INDIAN, ALEUT, ESKIMO				
<2> ASIAN OR PACIFIC ISLANDER				
<3> BLACK				
<4> WHITE				
<77> OTHER (SPECIFY)				
<95> HISPANIC / LATINO				
<96> MIXED				
<98> DON'T KNOW				
<97> REFUSED				
Is [he / she] a member of the child's family? [FA] your family? [RATA / NFA / GM]	<b>ypa41</b>	<b>ywa41</b>	<b>yaa57</b>	<b>yua38</b>
<1> YES				
<5> NO				
Is the person responsible:	<b>ypa42</b>	<b>ywa42</b>	<b>yaa58</b>	<b>yua39</b>
<1> your parent,				
<2> your step-parent,				
<3> your brother or sister,				
<4> your aunt or uncle,				
<5> your cousin,				
<6> your grandparent,				
<7> your foster parent,				
<8> your adoptive parent,				
<9> your legal guardian,				
<10> the spouse or romantic partner (boyfriend or girlfriend) of your parent, or				
<77> some other relative of the yours? (SPECIFY)				
<98> DON'T KNOW				
<97> REFUSED				

**ypa40**  
**ywa40**  
**yaa56**  
**yua37**

Do not read the answer list unless necessary. If the youth respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the youth respondent says something else, write the answer in "SPECIFY." If the youth respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the youth respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ypa41**  
**ywa41**  
**yaa57**  
**yua38**

By "family member" we mean anyone related to the youth respondent by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ypa42**  
**ywa42**  
**yaa58**  
**yua39**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is [his / her] relationship to the accomplice. It is unlikely that the youth respondent will not know the relationship between [himself / herself] and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the youth respondent's relationship to that person at the time of the incident (i.e., molesting the youth respondent).



	FA	RATA	NFA	GM
Was [he / she] someone known to the you (before the episode)?	<b>ypa43</b>	<b>ywa43</b>	<b>yaa59</b>	<b>yua40</b>
<1> YES				
<5> NO				
Which of the following best describes how the person (most) responsible for the assault was related to you:	<b>ypa44</b>	<b>ywa44</b>	<b>yaa60</b>	<b>yua41</b>
<1> A friend of yours,				
<2> A friend of someone in your household,				
<3> An acquaintance of yours,				
<4> An acquaintance of the family,				
<5> A neighbor,				
<6> A person in authority such as a teacher,				
<7> A caretaker or babysitter,				
<8> Someone known to you only by sight,				
<77> Or someone else? (SPECIFY)				
<11> PARENT'S BOYFRIEND/GIRLFRIEND				
<13> COMPLETE STRANGER				
<12> FOSTER FAMILY MEMBER				
<16> DEPARTMENT OF HUMAN SERVICES				
<98> DON'T KNOW				
<97> REFUSED				
Was the person:	<b>ypa45</b>	<b>ywa45</b>	<b>yaa61</b>	<b>yua42</b>
<1> a romantic friend (boyfriend or girlfriend) or				
<5> just an ordinary friend?				
<8> DON'T KNOW				
<7> REFUSED				

**ypa43**  
**ywa43**  
**yaa59**  
**yua40**

Emphasize the word "known." "Known" includes anyone that the youth respondent knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the youth respondent decide: "Whatever that (known) means to you."

**ypa44**  
**ywa44**  
**yaa60**  
**yua41**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is [his / her] relationship to the person. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the youth respondent's relationship to that person at the time of the episode (i.e., the assault of the youth respondent).

**ypa45**  
**ywa45**  
**yaa61**  
**yua42**

This question is only asked if the youth respondent said the person was a friend of [his / hers] or a friend of the family in [ypa44 / ywa44 / yaa60 / yua41]—we want to know if the person was considered a partner in a boyfriend/girlfriend way. If the youth respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode, or did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the youth respondent's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your sister's boyfriend at the time of the episode?").

DETERMINING "ACQUAINTEDNESS"

	FA	RATA	NFA	GM
<p>Did you, or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp166</b>	<b>yw104</b>	<b>ya124</b>	<b>yu74</b>
<p>Did you, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp167</b>	<b>yw105</b>	<b>ya125</b>	<b>yu75</b>
<p>For how long (before the episode) did you, or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months), &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or &lt;3&gt; a very recent acquaintance (known for less than one month)? &lt;8&gt; DON'T KNOW &lt;9&gt; REFUSED</p>	<b>yp168</b>	<b>yw106</b>	<b>ya126</b>	<b>yu76</b>
<p>How often (before the episode) did you, or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; Daily, &lt;2&gt; Weekly, &lt;3&gt; Several times a month, or &lt;4&gt; Less than once a month (SPECIFY)? &lt;5&gt; Less than once a month (SPECIFY)? &lt;8&gt; DON'T KNOW &lt;9&gt; REFUSED</p>	<b>yp169</b>	<b>yw107</b>	<b>ya127</b>	<b>yu77</b>

## DETERMINING "ACQUAINTEDNESS"

If the youth respondent said that the perpetrator was known to [him / her] or someone else in the family, we want to find out how well the person was known.

**yp166** This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers] or  
**yw104** someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If  
**ya124** the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure,  
**yu74** we ask if anyone in the family knew the person's name.

**yp167** This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers] or  
**yw105** someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If  
**ya125** the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure,  
**yu75** we ask if anyone in the family knew the person well enough to speak to.

**yp168** This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp166 /  
**yw106** yw104 / ya124 / yu74] and [yp167 / yw105 / ya125 / yu75]. However, it is asked if the perpetrator was a friend of  
**ya126** the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the  
**yu76** possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the  
youth respondent will be able to choose the answer that most closely corresponds to the relationship. Read the  
definitions of the answer categories only if necessary.

**yp169** This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp166 / yw104  
**yw107** / ya124 / yu74] and [yp167 / yw105 / ya125 / yu75]. However, it is asked if the perpetrator was a friend of the  
**ya127** youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the  
**yu77** possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the  
youth respondent will be able to choose the answer that most closely corresponds to the relationship. If the youth  
respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use  
the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago,  
and saw him regularly at that time, but had not seen him at all since then, until just before the episode began.

**ACCOMPLICE 2**

FA

RATA

NFA

GM

(Now I would like to ask you about the next most responsible person. You may have already told me about this person, but I need to ask a few questions again, because it's important to know exactly who the person was.)

**ypa47**

**ywa47**

**yaa63**

**yua44**

(IF YOU THINK YOU KNOW WHO THE PERSON IS, AT LEAST VERIFY THE INFORMATION)

Was this person male or female?

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

What is [his / her] current age?

**ypa48**

**ywa48**

**yaa64**

**yua45**

- <0-85> 0 – 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

Now I'm going to ask two questions about race and ethnicity. Let's start with ethnicity.

**ypa49**

**ywa49**

**yaa65**

**yua46**

Is this person of Hispanic or Latino origin?

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <98> DON'T KNOW
- <97> REFUSED

## ACCOMPLICE 2

**ypa47**

**ywa47**

**yaa63**

**yua44**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**ypa48**

**ywa48**

**yaa64**

**yua45**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the youth respondent says [he / she] does not know the age, ask for the youth respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ypa49**

**ywa49**

**yaa65**

**yua46**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau (Hispanic is an ethnicity not a race).

	FA	RATA	NFA	GM
<p>What is this person's race?</p> <p>&lt;1&gt; AMERICAN INDIAN, ALEUT, ESKIMO</p> <p>&lt;2&gt; ASIAN OR PACIFIC ISLANDER</p> <p>&lt;3&gt; BLACK</p> <p>&lt;4&gt; WHITE</p> <p>&lt;77&gt; OTHER (SPECIFY)</p> <p>&lt;95&gt; HISPANIC / LATINO</p> <p>&lt;96&gt; MIXED</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>	<b>ypa50</b>	<b>ywa50</b>	<b>yaa66</b>	<b>yua47</b>
<p>Is [he / she] a member of the your family?</p> <p>&lt;1&gt; YES</p> <p>&lt;5&gt; NO</p>	<b>ypa51</b>	<b>ywa51</b>	<b>yaa67</b>	<b>yua48</b>
<p>Is the person responsible:</p> <p>&lt;1&gt; your parent,</p> <p>&lt;2&gt; your step-parent,</p> <p>&lt;3&gt; your brother or sister,</p> <p>&lt;4&gt; your aunt or uncle,</p> <p>&lt;5&gt; your cousin,</p> <p>&lt;6&gt; your grandparent,</p> <p>&lt;7&gt; your foster parent,</p> <p>&lt;8&gt; your adoptive parent,</p> <p>&lt;9&gt; your legal guardian,</p> <p>&lt;10&gt; the spouse or romantic partner (boyfriend or girlfriend) of your parent, or</p> <p>&lt;77&gt; some other relative of the yours?(SPECIFY)</p> <p>&lt;98&gt; DON'T KNOW</p> <p>&lt;97&gt; REFUSED</p>	<b>ypa52</b>	<b>ywa52</b>	<b>yaa68</b>	<b>yua49</b>

**ypa50**

**ywa50**

**yaa66**

**yua47**

Do not read the answer list unless necessary. If the youth respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the youth respondent says something else, write the answer in "SPECIFY." If the youth respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the youth respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ypa51**

**ywa51**

**yaa67**

**yua48**

By "family member" we mean anyone related to the youth respondent by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ypa52**

**ywa52**

**yaa68**

**yua49**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is [his / her] relationship to the accomplice. It is unlikely that the youth respondent will not know the relationship between [himself / herself] and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the youth respondent's relationship to that person at the time of the incident (i.e., molesting the youth respondent).



	FA	RATA	NFA	GM
Was [he / she] someone known to you (before the episode)?	<b>ypa53</b>	<b>ywa53</b>	<b>yaa69</b>	<b>yua50</b>
<1> YES				
<5> NO				
Which of the following best describes how the person (most) responsible for the assault was related to you:	<b>ypa54</b>	<b>ywa54</b>	<b>yaa70</b>	<b>yua51</b>
<1> A friend of yours,				
<2> A friend of someone in your household,				
<3> An acquaintance of yours,				
<4> An acquaintance of the family,				
<5> A neighbor,				
<6> A person in authority such as a teacher,				
<7> A caretaker or babysitter,				
<8> Someone known to you only by sight,				
<77> Or someone else? (SPECIFY)				
<11> PARENT'S BOYFRIEND/GIRLFRIEND				
<12> FOSTER FAMILY MEMBER				
<13> COMPLETE STRANGER				
<16> DEPARTMENT OF HUMAN SERVICES				
<98> DON'T KNOW				
<97> REFUSED				
Was the person:	<b>ypa55</b>	<b>ywa55</b>	<b>yaa71</b>	<b>yua52</b>
<1> a romantic friend (boyfriend or girlfriend) or				
<5> just an ordinary friend?				
<8> DON'T KNOW				
<7> REFUSED				

**ypa53**  
**ywa53**  
**yaa69**  
**yua50**

Emphasize the word "known." "Known" includes anyone that the youth respondent knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the youth respondent decide: "Whatever that (known) means to you."

**ypa54**  
**ywa54**  
**yaa70**  
**yua51**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is [his / her] relationship to the person. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the youth respondent's relationship to that person at the time of the episode (i.e., the assault of the youth respondent).

**ypa55**  
**ywa55**  
**yaa71**  
**yua52**

This question is only asked if the youth respondent said the person was a friend of [his / hers] or a friend of the family in [ypa44 / ywa44 / yaa60 / yua41]—we want to know if the person was considered a partner in a boyfriend/girlfriend way. If the youth respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode, or did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the youth respondent's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your sister's boyfriend at the time of the episode?").

DETERMINING "ACQUAINTEDNESS"

	FA	RATA	NFA	GM
Did you, or anyone else in your family, know this person's name (before the episode)?	<b>yp170</b>	<b>yw108</b>	<b>ya128</b>	<b>yu78</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
Did you, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?	<b>yp171</b>	<b>yw109</b>	<b>ya129</b>	<b>yu79</b>
<1> YES				
<5> NO				
<8> DON'T KNOW				
<7> REFUSED				
For how long (before the episode) did you, or other family members, know this person:	<b>yp172</b>	<b>yw110</b>	<b>ya130</b>	<b>yu80</b>
<1> a long-standing acquaintance (known for more than six months),				
<2> a recent acquaintance (known for more than one month but less than six months), or				
<3> a very recent acquaintance (known for less than one month)?				
<8> DON'T KNOW				
<9> REFUSED				
How often (before the episode) did you, or other family members, see this person (your best guess is fine):	<b>yp173</b>	<b>yw111</b>	<b>ya131</b>	<b>yu81</b>
<1> Daily,				
<2> Weekly,				
<3> Several times a month, or				
<4> Less than once a month (SPECIFY)?				
<5> Less than once a month (SPECIFY)?				
<8> DON'T KNOW				
<7> REFUSED [FA / RATA / NFA]				
<9> REFUSED [GM]				

## DETERMINING "ACQUAINTEDNESS"

If the youth respondent said that the perpetrator was known to [him / her] or someone else in the family, we want to find out how well the person was known.

**yp170**  
**yw108**  
**ya128**  
**yu78**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person's name.

**yp171**  
**yw109**  
**ya129**  
**yu79**

This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person well enough to speak to.

**yp172**  
**yw110**  
**ya130**  
**yu80**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp170 / yw108 / ya128 / yu78] and [yp171 / yw109 / ya129 / yu79]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**yp173**  
**yw111**  
**ya131**  
**yu81**

This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp170 / yw108 / ya128 / yu78] and [yp171 / yw109 / ya129 / yu79]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. If the youth respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but had not seen him at all since then, until just before the episode began.

**ACCOMPLICE 3**

(Now I would like to ask you about the next most responsible person. You may have already told me about this person, but I need to ask a few questions again, because it's important to know exactly who the person was.)  
(IF YOU THINK YOU KNOW WHO THE PERSON IS, AT LEAST VERIFY THE INFORMATION)

Was this person male or female?

- <1> MALE
- <5> FEMALE
- <8> DON'T KNOW
- <7> REFUSED

What is [his / her] current age?

- <0-85> 0 – 85 years old
- <115> teens
- <120> 20's
- <130> 30's
- <140> 40's
- <150> 50's
- <160> 60's
- <170> 70's
- <180> 80's
- <998> DON'T KNOW
- <997> REFUSED

Now I'm going to ask two questions about race and ethnicity. Let's start with ethnicity.

Is this person of Hispanic or Latino origin?

- <1> YES, HISPANIC OR LATINO
- <5> NO, NOT HISPANIC OR LATINO
- <98> DON'T KNOW
- <97> REFUSED

FA	RATA	NFA	GM
<b>ypa57</b>	<b>ywa57</b>	<b>yaa73</b>	<b>yua54</b>

<b>ypa58</b>	<b>ywa58</b>	<b>yaa74</b>	<b>yua55</b>
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<b>ypa59</b>	<b>ywa59</b>	<b>yaa75</b>	<b>yua56</b>
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### ACCOMPLICE 3

**ypa57**

**ywa57**

**yaa73**

**yua54**

This statement is not read unless necessary—at this point the sex of the [accomplice / accomplices] may already be clear. If the sex of the person is not clear, then ask the question.

**ypa58**

**ywa58**

**yaa74**

**yua55**

Note that this question asks for the accomplice's current age (i.e., at the time of the interview). If the youth respondent says [he / she] does not know the age, ask for the youth respondent's best estimate of age. If necessary, probe for whether the person is in [his / her] 20's, 30's, etc.

**ypa59**

**ywa59**

**yaa75**

**yua56**

We must ask the "ethnicity" question prior to the "race" question, in order to follow the convention of the Census Bureau (Hispanic is an ethnicity not a race).

	FA	RATA	NFA	GM
What is this person's race?	<b>ypa60</b>	<b>ywa60</b>	<b>yaa76</b>	<b>yua57</b>
<1> AMERICAN INDIAN, ALEUT, ESKIMO				
<2> ASIAN OR PACIFIC ISLANDER				
<3> BLACK				
<4> WHITE				
<77> OTHER (SPECIFY)				
<95> HISPANIC / LATINO				
<96> MIXED				
<98> DON'T KNOW				
<97> REFUSED				

Is [he / she] a member of the your family?	<b>ypa61</b>	<b>ywa61</b>	<b>yaa77</b>	<b>yua58</b>
<1> YES				
<5> NO				

Is the person responsible:	<b>ypa62</b>	<b>ywa62</b>	<b>yaa78</b>	<b>yua59</b>
<1> your parent,				
<2> your step-parent,				
<3> your brother or sister,				
<4> your aunt or uncle,				
<5> your cousin,				
<6> your grandparent,				
<7> your foster parent,				
<8> your adoptive parent,				
<9> your legal guardian,				
<10> the spouse or romantic partner (boyfriend or girlfriend) of your parent, or				
<77> some other relative of the yours?(SPECIFY)				
<98> DON'T KNOW				
<97> REFUSED				

**ypa60**  
**ywa60**  
**yaa76**  
**yua57**

Do not read the answer list unless necessary. If the youth respondent clearly identifies the person as belonging to one of the four categories, enter the number for the category. If the youth respondent says something else, write the answer in "SPECIFY." If the youth respondent says that the person is two races, ask whether the person identifies [himself / herself] primarily or mainly with one or the other; and if you get a primary race, enter the number for that race. If the youth respondent cannot make that distinction, record both races on the "SPECIFY" line.

**ypa61**  
**ywa61**  
**yaa77**  
**yua58**

By "family member" we mean anyone related to the youth respondent by blood or by law (like adoption, marriage to a blood relative, foster care, or legal guardianship). Also, the current or former romantic partner [spouse / boyfriend / girlfriend] of a parent or guardian.

**ypa62**  
**ywa62**  
**yaa78**  
**yua59**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is [his / her] relationship to the accomplice. It is unlikely that the youth respondent will not know the relationship between [himself / herself] and the person; therefore, do not accept a "DON'T KNOW" response too readily. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the youth respondent's relationship to that person at the time of the incident (i.e., molesting the youth respondent).



	FA	RATA	NFA	GM
Was [he / she] someone known to you (before the episode)?	<b>ypa63</b>	<b>ywa63</b>	<b>yaa79</b>	<b>yua60</b>
<1> YES				
<5> NO				

Which of the following best describes how the person (most) responsible for the assault was related to you:	<b>ypa64</b>	<b>ywa64</b>	<b>yaa80</b>	<b>yua61</b>
<1> A friend of yours,				
<2> A friend of someone in your household,				
<3> An acquaintance of yours,				
<4> An acquaintance of the family,				
<5> A neighbor,				
<6> A person in authority such as a teacher,				
<7> A caretaker or babysitter,				
<8> Someone known to you only by sight,				
<77> Or someone else? (SPECIFY)				
<11> PARENT'S BOYFRIEND/GIRLFRIEND				
<13> COMPLETE STRANGER				
<12> FOSTER FAMILY MEMBER				
<16> DEPARTMENT OF HUMAN SERVICES				
<98> DON'T KNOW				
<97> REFUSED				

Was the person:	<b>ypa65</b>	<b>ywa65</b>	<b>yaa81</b>	<b>yua62</b>
<1> a romantic friend (boyfriend or girlfriend) or				
<5> just an ordinary friend?				
<8> DON'T KNOW				
<7> REFUSED				

**ypa63**  
**ywa63**  
**yaa79**  
**yua60**

Emphasize the word "known." "Known" includes anyone that the youth respondent knew by sight, such as a crossing guard or hotdog vendor. If there is any question about who is considered a stranger and who is considered "known," let the youth respondent decide: "Whatever that (known) means to you."

**ypa64**  
**ywa64**  
**yaa80**  
**yua61**

Read all the answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer. Be sure the answer the youth respondent gives you is [his / her] relationship to the person. Make sure you are familiar with the answer categories and the order of the list, so that you can quickly and accurately record the response. Listen carefully to the youth respondent's answer to make sure you know where to record it. If you need to, clarify what the youth respondent has said so that you are sure you understand [his / her] answer. Note that we are interested in the youth respondent's relationship to that person at the time of the episode (i.e., the assault of the youth respondent).

**ypa65**  
**ywa65**  
**yaa81**  
**yua62**

This question is only asked if the youth respondent said the person was a friend of [his / hers] or a friend of the family in [ypa44 / ywa44 / yaa60 / yua41]—we want to know if the person was considered a partner in a boyfriend/girlfriend way. If the youth respondent tells you the person was a [boyfriend / girlfriend] and it is not clear from the answer what the relationship was at the time of the episode, you will need to probe to determine whether [he / she] was a current partner at that time. You could probe by saying: "Was this person your [boyfriend / girlfriend] at the time of the episode, or did you consider [him / her] no longer a [boyfriend / girlfriend] at that time?" This same wording can be adapted if the accomplice was the youth respondent's friend, or a friend of some other household member, such as the friend of a sibling who was not involved in the episode (e.g., "Was this person your sister's boyfriend at the time of the episode?").

DETERMINING "ACQUAINTEDNESS"

	FA	RATA	NFA	GM
<p>Did you, or anyone else in your family, know this person's name (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>yp174</b>	<b>yw112</b>	<b>ya132</b>	<b>yu82</b>
<p>Did you, or anyone else in your family, know this person well enough to speak to [him / her] (before the episode)?</p> <p>&lt;1&gt; YES &lt;5&gt; NO &lt;8&gt; DON'T KNOW &lt;7&gt; REFUSED</p>	<b>ypa175</b>	<b>yw113</b>	<b>ya133</b>	<b>yu83</b>
<p>For how long (before the episode) did you, or other family members, know this person:</p> <p>&lt;1&gt; a long-standing acquaintance (known for more than six months), &lt;2&gt; a recent acquaintance (known for more than one month but less than six months), or &lt;3&gt; a very recent acquaintance (known for less than one month)? &lt;8&gt; DON'T KNOW &lt;9&gt; REFUSED</p>	<b>yp176</b>	<b>yw114</b>	<b>ya134</b>	<b>yu84</b>
<p>How often (before the episode) did you, or other family members, see this person (your best guess is fine):</p> <p>&lt;1&gt; Daily, &lt;2&gt; Weekly, &lt;3&gt; Several times a month, or &lt;4&gt; Less than once a month (SPECIFY)? &lt;5&gt; Less than once a month (SPECIFY)? &lt;8&gt; DON'T KNOW &lt;9&gt; REFUSED</p>	<b>ypa177</b>	<b>yw115</b>	<b>ya135</b>	<b>yu85</b>

## DETERMINING "ACQUAINTEDNESS"

If the youth respondent said that the perpetrator was known to [him / her] or someone else in the family, we want to find out how well the person was known.

**yp174**  
**yw112**  
**ya132**  
**yu82** This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person's name.

**yp175**  
**yw113**  
**ya133**  
**yu83** This question is not asked if the youth respondent reported that the perpetrator was a friend of [his / hers] or someone else in the household, or was a neighbor, a caretaker or babysitter, or someone known only by sight. If the perpetrator was an acquaintance of the youth respondent or someone else in the family, or an authority figure, we ask if anyone in the family knew the person well enough to speak to.

**yp176**  
**yw114**  
**ya134**  
**yu84** This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp174 / yw112 / ya132 / yu82] and [yp175 / yw113 / ya133 / yu83]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. Read the definitions of the answer categories only if necessary.

**yp177**  
**yw115**  
**ya135**  
**yu85** This question is not asked if the youth respondent said "NO," "DON'T KNOW," or "REFUSED" to both [yp174 / yw112 / ya132 / yu82] and [yp175 / yw113 / ya133 / yu83]. However, it is asked if the perpetrator was a friend of the youth respondent's or someone else in the household, a neighbor, or a caretaker or babysitter. Read all of the possible answer categories except "DON'T KNOW" and "REFUSED" before accepting or recording an answer, so the youth respondent will be able to choose the answer that most closely corresponds to the relationship. If the youth respondent chooses "less than one month", use the "SPECIFY" line to record the exact situation. You would also use the "SPECIFY" line to record any irregular contact, for example, if the family knew the perpetrator a few years ago, and saw him regularly at that time, but had not seen him at all since then, until just before the episode began.







INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

**THE SECOND NATIONAL INCIDENCE OF  
MISSING, ABDUCTED, RUNAWAY AND  
THROWAWAY CHILDREN  
HOUSEHOLD SURVEY**

STUDY # 31-191

**Appendix**





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TEMPLE UNIVERSITY  
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1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

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**Appendix**



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PHILADELPHIA, PENNSYLVANIA 19122-6099**

# CONFIDENTIALITY PLEDGE

**NISMART-2  
STUDY #31-1893-191**

ISR assures all respondents that their responses are confidential and that no information obtained in the course of this activity will be disclosed except to persons directly connected with the survey. The information is in anonymous form.

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**AGREEMENT**

I have carefully read and understand the assurance which pertains to the confidential nature of informants, references, respondent identities and all records to be handled in regard to this survey. I understand that contacting informants, references or respondents for personal reasons or for reasons not related to the study constitutes a violation of confidentiality. As an interviewer or employee providing services to the Institute for Survey Research, Temple University, I understand that I am prohibited by law from disclosing any names or information obtained in this project. I understand that any violation of the Privacy Act of 1974 is a misdemeanor and may subject the violator to a fine of up to \$5,000 and possible imprisonment.

---

Interviewer's / Employee's Signature

---

ID Number

---

Date

---

Field Administrator's Signature

---

ID Number

---

Date



## NISMART-2 Result Codes

	HH Screener Codes	Adult Interview	Youth Interview	Hand-written LFU Sheet
Interim Codes:				
Appointment	73	11	111	CB
General Callback	74	12	112	CB
Callback, 800# given		13	113	CB
Partial Interview Callback		6	106	CB
Partial Interview Refusal		7	107	RB
General Refusal	75			RS
Refusal by Respondent		21	121	RS
Refusal by Someone Else		22	122	RS
Comp Adult, Youth Cons Ref		23		
Language Barrier	72	42	142	LB
New Phone Number		99	199	CB
Initial Problem	76	19	119	PO
Ring / No Answer	64	34	134	RNA
Busy Signal	65	35	135	BZ
Answering Machine, No Message	70	40	140	AM
Answering Machine, Message Left		41	141	AM
FAX, Modem	60	30	130	FX
Temporary Disconnect	61	31	131	TD
Final Codes:				
Complete	55	1,2,3	101	CA
No Adult in HH	56			
Final Partial Complete, Refused		9	109	RF
General Refusal	77			RF
Refusal by Respondent		28	128	RF
Refusal by Someone Else		29	129	RF
Final Language Barrier	81	50	150	
Final Unlocatable		38	138	UL
Final Unavailable		48	148	
Final Non-Residential	66			UL
Final Non-Working	62			UL
End of Field Period	79	49	149	



## NISMART-2 Frequently Asked Questions

HOW GET MY NUMBER	How did you get my phone number?	Your telephone number was randomly selected by the computer and will never be associated with your answers.
PURPOSE	What's this all about? What is the purpose of this call?	As part of a nationwide study, we are talking to parents and caretakers about issues that concern child safety.
HOW LONG	How long will this take?	In most cases this survey will only take about 10 minutes, but if your case is especially helpful to the study, it could take somewhat longer.
TEMPLE / ISR	What is Temple University? What is the Institute for Survey Research?	We are a non-profit survey research organization that has been contracted to conduct this study for the Office of Juvenile Justice and Delinquency Prevention.
WHO IS SPONSOR	Who wants this information? Who is the sponsor of the study?	The study is sponsored by the Office of Juvenile Justice and Delinquency Prevention.
WHY ASK IF CHILDREN IN HOME	Why do you need to know if I have children?	This study concerns the welfare of children, therefore we are speaking to households that have children. All information is kept strictly confidential.
WHAT HAPPENS TO THE INFORMATION	What happens to the answers that I give you? Who will see my answers?	I enter your answers into our computers as you give them to me. All answers you provide will be kept completely confidential and anonymous. Your answers will help us to better protect children nationwide.
IF NO CHILDREN	Why can't you interview me?	We are only talking to households where children have lived in the past twelve months.
IF NOT PRIMARY CARETAKER	Why can't you interview me?	We are only allowed to interview the household member who takes care of the [child / children] most of the time when they are at home.
WHY TALK TO MY CHILD	Why do you want to talk to my child?	Because the study concerns children, it is important to give them a voice in the matters that affect them.
LISTEN TO CHILD INTERVIEW	Can I listen to the interview when you talk to my child?	As we promised you, we also promise your child that all of his or her answers will be kept confidential and will never be revealed. Therefore, we prefer that you do <u>not</u> listen.
SURVEY RESULTS	Can I have a copy of the results of the survey?	The study results will not be ready for over a year from now. If you would like, at the time of the interview, I can take your name and address and be sure that you are included on our list of respondents who have requested this.





## NISMART-2 Refusal Avoidance

<p>NOT INTERESTED / TOO BUSY</p>	<p>I'm not interested. I'm too busy.</p>	<p>I know you must be busy but this is an important survey concerning children's welfare. In most cases it will only take about 10 minutes of your time. We can begin right now if you want, or I could call you back at a time that is better for you.</p>
<p>CALL SOMEONE ELSE</p>	<p>Why don't you just call someone else?</p>	<p>It would be very costly to call every household in America. Therefore, using scientific methods, a representative sample of telephone numbers has been selected for the study. Once a number has been selected, no other number can be substituted for it.</p>
<p>DON'T DO SURVEYS</p>	<p>I don't do surveys. I don't do surveys over the phone.</p>	<p>I can assure you that I am not trying to sell you anything. We are only interested in gaining the American public's view on issues that affect child safety. In most cases, it will only take about 10 minutes of your time and you can skip any question that you don't want to answer.</p>
<p>IS THE STUDY LEGITIMATE</p>	<p>How do I know the study is legitimate?</p>	<p>You can call my supervisor directly at 1-800-827-5477 Monday through Friday between 9:00 a.m. and 4:00 p.m., or you can verify the study by calling the Office of Juvenile Justice and Delinquency Prevention in Washington, D.C. at 1-202-307-1308.</p>
<p>SEND ME SOME INFORMATION FIRST</p>	<p>I won't do the interview unless you mail me some information about it first.</p>	<p>We are calling a random sample of telephone numbers and I do not have your name or address. If you would like to give me that information, I could ask my supervisor to send you a letter further describing the study.</p>
<p>GIVE TO CHARITIES ALREADY</p>	<p>I already give to children's charities.</p>	<p>We are not collecting donations. We are conducting a very important nationwide survey concerning children's welfare. In most cases it will only take about 10 minutes of your time.</p>
<p>PERSONAL INFORMATION</p>	<p>I don't want to give out any personal information about me or my children.</p>	<p>All answers you provide will be kept completely confidential and anonymous. Your telephone number will not be connected with your answers, so whatever you tell me will never be linked back directly to you. Your answers, combined with the interviews from other households, will help us to better protect children nationwide.</p>



**GENERAL PROMPTS AND COMMANDS**

Login:

annex:	telnet temss2
login:	nistest
password:	Ntest31

what are you? ==> i (for interviewer)

enter the case id ==> (press "Enter ↵")

enter your identification code ==> (enter your booth number)

**BASIC COMMANDS**

==>	—	Response arrow
///	—	Ends text entry
CTRL "C" (^C)	—	Puts you in CATI Command mode. Also exits the questionnaire program when you are at the "enter case id" prompt

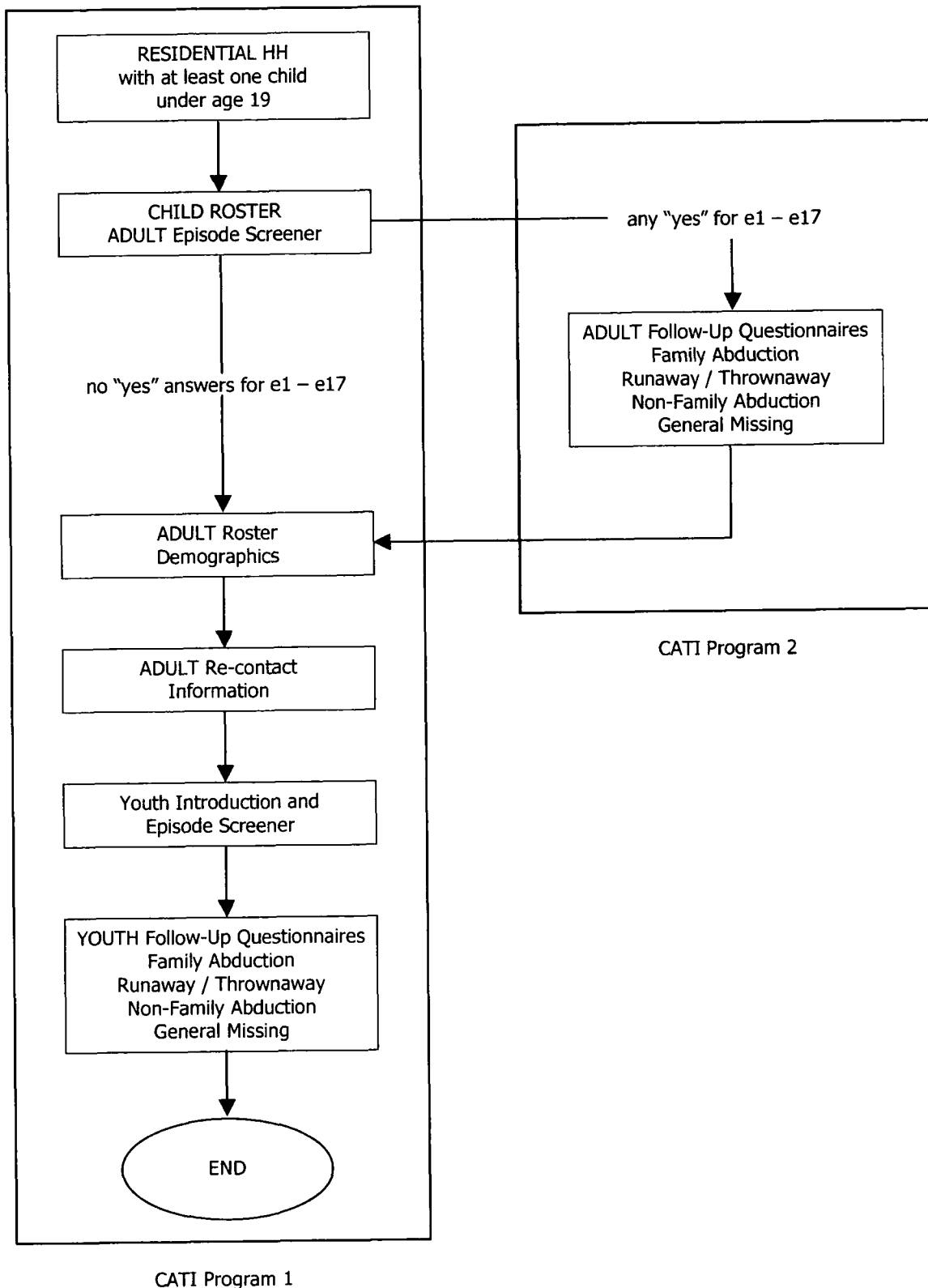
---

**CATI COMMANDS**

(COMMAND:) b	—	backs-up to the previous question
(COMMAND:) caN	—	changes answer to a previously answered question (e.g. ca5 changes the answer to "5")
(COMMAND:) d	—	redraws the screen
(COMMAND:) f	—	moves forward one question
(COMMAND:) jb	—	jumps back to a screen that shows all of the questions that have been answered so far
(COMMAND:) jb N	—	jumps back to question N (N = the question number you specify)
(COMMAND:) jf	—	jumps forward to the next unanswered question
(COMMAND:) jf N	—	jumps forward to question N
(COMMAND:) n	—	allows you to enter notes (always end text with ///)
(COMMAND:) sh	—	shows text of notes
(COMMAND:) sk cbx	—	skips to Callback question



### NISMART-2 Household Survey CATI Program Flow Chart











**NISMART-2 INTERVIEW COMMENTS FORM**

Your Name: \_\_\_\_\_

Your ID #: \_\_\_\_\_

Your Booth #: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Time: \_\_\_\_\_

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

CURRENT RESULT CODE: \_\_\_\_\_

ADULT RESPONDENT'S NAME: \_\_\_\_\_

Please provide any comments regarding the Adult respondent for this interview that you feel may be helpful for a possible second interview (The Barriers Study). Describe the level of cooperation, how informed the respondent was, and any additional details that are appropriate.



**NISMART-2 STEP-BY-STEP PROCEDURES FOR  
MOVING TO THE FOLLOW-UP QUESTIONNAIRES**

Screen Name	What YOU Enter:	"Question"	Comments
ENDE	1	COMPUTER NEEDS TO THINK	the program is choosing the appropriate follow-up questionnaires
LIN1	1	FILL OUT LFU	information is displayed so that you can fill out the LFU sheet
Inf1, or Inr1, or Inn1 or Ing1	1 1 1 1	DESCRIBES THE [EPISODE / EPISODES] THAT [WAS / WERE] SELECTED	add this information to the LFU sheet
lin1	1 or 5	CONTINUE NOW OR CALL BACK	if "5" (call back), enter the appointment on the LFU sheet. Then continue with the set-up procedures. Otherwise, just continue
NFIN	1	ENTER "1" TO BRING UP THE CASE ID PROMPT	"1" goes to "enter the case id"
enter the case ID	CTRL/C	RETURN TO THE PRODUCTION MENU	CTRL/C takes you back to the production menu
NISMART PROD MENU	2	ENTER "2" TO SET UP THE CASE	this creates the appropriate [record / records] for the follow-up [interview / interviews]
"CASEID"	(case id)	ENTER THE CASE ID FROM THE LFU SHEET	enter the case id to set-up the follow-up [interview / interviews]
(words)	(nothing, just wait)	MESSAGES DURING THE SET-UP PROCESS	the ID is displayed plus some messages to let you know that the set-up process is working

**NISMART-2 STEP-BY-STEP PROCEDURES FOR  
MOVING TO THE FOLLOW-UP QUESTIONNAIRES  
(CONTINUED)**

<b>Screen Name</b>	<b>What YOU Enter:</b>	<b>"Question"</b>	<b>Comments</b>
(words)	(Enter ↵)	MESSAGE SAYING THE SET-UP PROCESS IS DONE	the message also says which follow-ups were created
NISMART PRODUCTION MENU	3(FA) or 4(RA), or 5 (NFA), or 6 (GM)	ENTER THE NUMBER OF THE FOLLOW-UP YOU NEED TO DO	if more than one follow-up needs to be done, enter the "lowest" numbered one first (e.g., if 3 and 4, enter 3 first)
"what are you?"	i	ENTER "i" FOR INTERVIEWER	you are beginning the log-in process for the follow-up interview
"enter the case id"	(case id)	ENTER THE CASE ID FROM THE LFU SHEET	enter the case id to access the (first, second, etc.) follow-up interview
"what's your name?"	(your booth number)	ENTER YOUR BOOTH NUMBER	enter the number on the front of your monitor
chk	1 or 5	ENTER WHETHER THIS IS THE CORRECT CASE	review the information by comparing it to the LFU Sheet and then answer appropriately
inum	(your id)	ENTER YOUR ID NUMBER	enter your 5 digit interview id number
init	(your initials)	ENTER YOUR INITIALS	enter your initials
f1, or r1, or n1, or g1	1	DESCRIPTION OF THE EPSODE (FIRST SCREEN IN THE FOLLOW-UP)	enter "1" to continue

**NISMART-2 STEP-BY-STEP PROCEDURES FOR MOVING FROM  
ONE FOLLOW-UP QUESTIONNAIRE TO THE NEXT FOLLOW-UP QUESTIONNAIRE**

Screen Name	What YOU Enter:	"Question"	Comments
LIN1	1	THE COMPUTER WILL TELL YOU IF THERE IS STILL ANOTHER FOLLOW-UP QUESTIONNAIRE TO DO	the program checks to see if there is still another follow-up that has not been completed. If so, this screen will be shown
LINN	1	ENTER "1" TO BRING UP THE CASE ID PROMPT	"1" goes to "enter the case id"
enter the case id	CTRL/C	RETURN TO THE PRODUCTION MENU	CTRL/C takes you back to the production menu
NISMART PRODUCTION MENU	4 (RA), or 5 (NFA), or 6 (GM)	ENTER THE NUMBER OF THE NEXT FOLLOW-UP YOU NEED TO DO	if there is another follow-up to be done, you will choose that number at the menu
"what are you?"	i	ENTER "i" FOR INTERVIEWER	this begins the log-in process for the next follow-up interview
"enter the case id"	(case id)	ENTER THE CASE ID FROM THE LFU SHEET	enter the case id to access the (second, third, etc.) follow-up
"what's your name?"	(your booth number)	ENTER YOUR BOOTH NUMBER	enter the number on the front of your monitor
chk	1 or 5	ENTER WHETHER THIS IS THE CORRECT CASE	compare the information to the LFU Sheet and answer appropriately
inum	(your id)	ENTER YOUR ID NUMBER	enter your 5 digit interviewer id number
init	(your initials)	ENTER YOUR INITIALS	enter your initials
r1, or n1, or g1	1	(FIRST SCREEN IN THE FOLLOW-UP)	enter "1" to continue



**NISMART –2 STEP-BY-STEP PROCEDURES FOR MOVING BACK TO THE  
MAIN CATI ADULT ROSTER SECTION FROM THE FOLLOW-UP QUESTIONNAIRES**

<b>Screen Name</b>	<b>What YOU Enter:</b>	<b>"Question"</b>	<b>Comments</b>
log	1	ENTER "1" TO BRING UP THE CASE ID PROMPT	"1" goes to "enter the case id"
enter the case id	CTRL/C	RETURN TO THE PRODUCTION MENU	CTRL/C takes you back to the production menu
NISMART PRODUCTION MENU	7	ENTER "7" TO RETURN TO THE PRIMARY INTERVIEW	this tells the computer you want to go back to the main program to finish the Adult interview
"what are you?"	i	ENTER "i" FOR INTERVIEWER	you are beginning the log-in process for going back to the main Adult interview
"enter the case id"	(case id)	ENTER THE CASE ID FROM THE LFU SHEET	enter the case id to access the Adult roster
"enter your identification code"	(your booth number)	ENTER YOUR BOOTH NUMBER	enter the number on the front of your monitor
inid	(your id)	ENTER YOUR ID NUMBER	enter your 5 digit interviewer id number
init	(your initials)	ENTER YOUR INITIALS	enter your initials
call	1	CALL HISTORY FOR THIS CASE	check to be sure you have the correct ID and that the last result code was "004." Enter "1" to continue



**NISMART-2 STEP-BY-STEP PROCEDURES FOR MOVING BACK TO THE  
MAIN CATI ADULT ROSTER SECTION FROM THE FOLLOW-UP QUESTIONNAIRES  
(CONTINUED)**

<b>Screen Name</b>	<b>What YOU Enter:</b>	<b>"Question"</b>	<b>Comments</b>
cala	1	DESCRIBES WHO YOU ARE CONTACTING	enter "1" to continue
redy	1	DESCRIBES HOW TO REVIEW THE QUESTION WHERE THE INTERVIEW WILL "BEGIN"	enter "1" to continue
lin2	CTRL/C cx	WHEN YOU FIRST REACH THIS SCREEN... ENTER "CTRL/C" AND THEN ENTER "cx"	"CTRL/C" and "cx" takes you to the "dial" screen
dial	1	"SOMEONE ANSWERS"	enter "1" to choose "SOMEONE ANSWERS"
calA	1	"YES, SPEAKING TO RESPONDENT"	do not read the question to the respondent. Enter "1" to indicate that you are speaking to the respondent
par1	1 or 5	DESCRIBES THE CALLBACK	do not read the question to the respondent. Enter "1" to continue or "5" to make it a callback
lin2	1	WHEN YOU FIRST REACH THIS SCREEN... (THE SECOND TIME)  ENTER "1" TO CONTINUE	"1" takes you to screen "pd1x," the first screen in the Adult roster

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HOUSEHOLD SURVEY**

STUDY # 31-191

**Child Roster for Households  
with more than 12 children**



ID Number:

>pm5< Please give me the first name (or initials) of all the people 18 and under who live or have lived in this household for at least 2 consecutive weeks at any time during the past 12 months. Please give each name (or set of initials) one at a time.

LIST ALL NAMES OR INITIALS FIRST. THEN ASK m6 – m18 FOR EACH CHILD LISTED.

	CHILD # 1	CHILD # 2	CHILD # 3	CHILD # 4
>pm6< (IF NECESSARY, ASK: Is [CHILD'S NAME] a boy or a girl?	<1> BOY <2> GIRL	<1> BOY <2> GIRL	<1> BOY <2> GIRL	<1> BOY <2> GIRL
>pm7< What is [CHILD'S NAME]'s birth date?	MONTH DAY YEAR	MONTH DAY YEAR	MONTH DAY YEAR	MONTH DAY YEAR
>pm8< How old is [CHILD'S NAME]?	AGE	AGE	AGE	AGE
>pm9a< (READ FIRST TIME ONLY: Now I'm going to ask you two questions about race and ethnicity. Let's start with ethnicity.)  Is [CHILD'S NAME] of Hispanic or Latino origin?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF

ID Number:

	CHILD # 1	CHILD # 2	CHILD # 3	CHILD # 4
pm9b< What is [his / her] race?	<1> AMER INDIAN, ALUET, ESKIMO	<1> AMER INDIAN, ALUET, ESKIMO	<1> AMER INDIAN, ALUET, ESKIMO	<1> AMER INDIAN, ALUET, ESKIMO
	<2> ASIAN / PACIFIC ISLAND	<2> ASIAN / PACIFIC ISLAND	<2> ASIAN / PACIFIC ISLAND	<2> ASIAN / PACIFIC ISLAND
	<3> BLACK	<3> BLACK	<3> BLACK	<3> BLACK
	<4> WHITE	<4> WHITE	<4> WHITE	<4> WHITE
	<5> OTHER	<5> OTHER	<5> OTHER	<5> OTHER
	<8> DK	<8> DK	<8> DK	<8> DK
	<7> REF	<7> REF	<7> REF	<7> REF
pm10< What is [his / her] relationship to you? (IF NECESSARY, READ LIST)	<1> CHILD	<1> CHILD	<1> CHILD	<1> CHILD
	<2> STEP	<2> STEP	<2> STEP	<2> STEP
	<3> ADOPTED	<3> ADOPTED	<3> ADOPTED	<3> ADOPTED
	<4> GRAND CHILD	<4> GRAND CHILD	<4> GRAND CHILD	<4> GRAND CHILD
	<5> NIECE / NEPHEW	<5> NIECE / NEPHEW	<5> NIECE / NEPHEW	<5> NIECE / NEPHEW
	<6> FOSTER	<6> FOSTER	<6> FOSTER	<6> FOSTER
	<7> WARD	<7> WARD	<7> WARD	<7> WARD
	<8> SIBLING	<8> SIBLING	<8> SIBLING	<8> SIBLING
	<9> CHARGE	<9> CHARGE	<9> CHARGE	<9> CHARGE
	<s> OTHER (SPECIFY)	<s> OTHER (SPECIFY)	<s> OTHER (SPECIFY)	<s> OTHER (SPECIFY)
	<98> DK	<98> DK	<98> DK	<98> DK
<97> REF	<97> REF	<97> REF	<97> REF	
pm13< During the past 12 months, has [CHILD'S NAME] had any serious or permanent physical or mental disability or impairment, or life threatening medical condition?	<1> YES	<1> YES	<1> YES	<1> YES
	<5> NO	<5> NO	<5> NO	<5> NO
	<8> DK	<8> DK	<8> DK	<8> DK
	<7> REF	<7> REF	<7> REF	<7> REF

	CHILD # 1	CHILD # 2	CHILD # 3	CHILD # 4
>pm14< Is [CHILD'S NAME] <u>currently</u> living in the household?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm15< Did [CHILD'S NAME] live in any <u>OTHER households</u> for at least 2 consecutive weeks in the past 12 months?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm16< (ASK IF pm15 = 1)  How many other households did [CHILD'S NAME] live in for at least 2 consecutive weeks?	<u>#HOUSEHOLDS</u> <98> DK <97> REF	<u>#HOUSEHOLDS</u> <98> DK <97> REF	<u>#HOUSEHOLDS</u> <98> DK <97> REF	<u>#HOUSEHOLDS</u> <98> DK <97> REF
>pm17< (ASK IF pm10 = 9 (CHARGE))  Has [CHILD'S NAME] stayed overnight in this household for at least 2 consecutive weeks during the past 12 months?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm18< (ASK IF pm14 ≠ 1 (LIVING IN HH))  Is [CHILD'S NAME] living or is [he / she] deceased?	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED



ASK m6 – m18 FOR EACH CHILD LISTED.

	CHILD # _____	CHILD # _____	CHILD # _____	CHILD # _____
>pm6< (IF NECESSARY, ASK: Is [CHILD'S NAME] a boy or a girl?)	<1> BOY <2> GIRL	<1> BOY <2> GIRL	<1> BOY <2> GIRL	<1> BOY <2> GIRL
>pm7< What is [CHILD'S NAME]'s birth date?	_____ MONTH _____ DAY _____ YEAR	_____ MONTH _____ DAY _____ YEAR	_____ MONTH _____ DAY _____ YEAR	_____ MONTH _____ DAY _____ YEAR
>pm8< How old is [CHILD'S NAME]?	_____ AGE	_____ AGE	_____ AGE	_____ AGE
>pm9a< (READ FIRST TIME ONLY: Now I'm going to ask you two questions about race and ethnicity. Let's start with ethnicity.)  Is [CHILD'S NAME] of Hispanic or Latino origin?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF



	CHILD # _____	CHILD # _____	CHILD # _____	CHILD # _____
>pm9b< What is [his / her] race?	<1> AMER INDIAN, ALUET, ESKIMO	<1> AMER INDIAN, ALUET, ESKIMO	<1> AMER INDIAN, ALUET, ESKIMO	<1> AMER INDIAN, ALUET, ESKIMO
	<2> ASIAN / PACIFIC ISLAND	<2> ASIAN / PACIFIC ISLAND	<2> ASIAN / PACIFIC ISLAND	<2> ASIAN / PACIFIC ISLAND
	<3> BLACK	<3> BLACK	<3> BLACK	<3> BLACK
	<4> WHITE	<4> WHITE	<4> WHITE	<4> WHITE
	<s> OTHER	<s> OTHER	<s> OTHER	<s> OTHER
	<8> DK	<8> DK	<8> DK	<8> DK
	<7> REF	<7> REF	<7> REF	<7> REF
>pm10< What is [his / her] relationship to you? (IF NECESSARY, READ LIST)	<1> CHILD	<1> CHILD	<1> CHILD	<1> CHILD
	<2> STEP	<2> STEP	<2> STEP	<2> STEP
	<3> ADOPTED	<3> ADOPTED	<3> ADOPTED	<3> ADOPTED
	<4> GRAND CHILD	<4> GRAND CHILD	<4> GRAND CHILD	<4> GRAND CHILD
	<5> NIECE / NEPHEW	<5> NIECE / NEPHEW	<5> NIECE / NEPHEW	<5> NIECE / NEPHEW
	<6> FOSTER	<6> FOSTER	<6> FOSTER	<6> FOSTER
	<7> WARD	<7> WARD	<7> WARD	<7> WARD
	<8> SIBLING	<8> SIBLING	<8> SIBLING	<8> SIBLING
	<9> CHARGE	<9> CHARGE	<9> CHARGE	<9> CHARGE
	<s> OTHER (SPECIFY)	<s> OTHER (SPECIFY)	<s> OTHER (SPECIFY)	<s> OTHER (SPECIFY)
	<98> DK	<98> DK	<98> DK	<98> DK
	<97> REF	<97> REF	<97> REF	<97> REF
>pm13< During the past 12 months, has [CHILD'S NAME] had any serious or permanent physical or mental disability or impairment, or life threatening medical condition?	<1> YES	<1> YES	<1> YES	<1> YES
	<5> NO	<5> NO	<5> NO	<5> NO
	<8> DK	<8> DK	<8> DK	<8> DK
	<7> REF	<7> REF	<7> REF	<7> REF

	CHILD # _____	CHILD # _____	CHILD # _____	CHILD # _____
>pm14< Is [CHILD'S NAME] <u>currently</u> living in the household?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm15< Did [CHILD'S NAME] live in any <u>OTHER households</u> for at least 2 consecutive weeks in the past 12 months?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm16< (ASK IF pm15 = 1)  How many other households did [CHILD'S NAME] live in for at least 2 consecutive weeks?	<u>#HOUSEHOLDS</u> <98> DK <97> REF	<u>#HOUSEHOLDS</u> <98> DK <97> REF	<u>#HOUSEHOLDS</u> <98> DK <97> REF	<u>#HOUSEHOLDS</u> <98> DK <97> REF
>pm17< (ASK IF pm10 = 9 (CHARGE))  Has [CHILD'S NAME] stayed overnight in this household for at least 2 consecutive weeks during the past 12 months?	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF	<1> YES <5> NO <8> DK <7> REF
>pm18< (ASK IF pm14 ≠ 1 (LIVING IN HH))  Is [CHILD'S NAME] living or is [he / she] deceased?	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED	<1> LIVING <5> DECEASED



INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

**THE SECOND NATIONAL INCIDENCE OF  
MISSING, ABDUCTED, RUNAWAY AND  
THROWAWAY CHILDREN  
HOUSEHOLD SURVEY**

STUDY # 31-191

**Episode Screener for Households  
with more than 12 children**



>peint< 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 [CHILD'S NAME / CHILDREN'S NAMES] during the time [he / she / they] [was / were] living in your household during the past 12 months, that is since [DATE OF INTERVIEW].

>pe1< Was there any time when anyone tried to take [this child / any of these children] away from you against your wishes?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe2< In the past 12 months, did any family member outside your household, such as a spouse, an ex-spouse, an ex-partner, brother, sister, parent, in-law, or any other person you consider a family member, or someone acting for them, do any of the following things:

Did any family member or someone acting for them take or try to take [this child / any of these children] in violation of a custody order, agreement or other child living arrangement?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe3< (In the past 12 months,) Did any family member outside of your household keep or try to keep [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?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe4< (In the past 12 months,) Did any family member conceal [this child / any of these children] or try to prevent you from having contact with [him / her / them]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**BOX pev**

QUESTIONS pe5 - pe9 ONLY APPLY TO CHILDREN 7 YEARS OF AGE OR OLDER.

ASK QUESTIONS pe5 - pe9 OF HOUSEHOLDS WITH ONLY CHILDREN 7 YEARS OF AGE OR OLDER.

IF HOUSEHOLD DOES NOT HAVE CHILDREN AGE 7 YEARS OR OLDER, SKIP TO pe10.

&gt;pe5&lt;

These questions apply only to your [child / children] 7 years of age or older:  
(READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER)

In the last year did [this child / any of these children] leave home without permission and stay away for at least a few hours?

<1>	YES	.	.	.	.	.	pe5a
<5>	NO	.	.	.	.	.	pe6
<8>	DON'T KNOW	.	.	.	.	.	pe6
<7>	REFUSED	.	.	.	.	.	pe6

&gt;pe5a&lt;

Did [this child / any of these children] stay away for at least one night?

<1>	YES
<5>	NO
<8>	DON'T KNOW
<7>	REFUSED

&gt;pe6&lt;

(In the past 12 months:)

Did [this child / any of these children] choose not to come home from somewhere when [he / she / they] [was / were] supposed to and stay away for at least two nights?

(SOMEWHERE INCLUDES A FRIEND'S HOUSE, A PARTY, OR A CONCERT)

(IF NECESSARY, READ: Remember, we're only talking about:

(READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER))

<1>	YES
<5>	NO
<8>	DON'T KNOW
<7>	REFUSED

>pe7< (In the past 12 months:)  
 Did you or any adult member of your household force or tell [this child / any of these children] to leave home or decide not to allow [him / her / them] back in the home?  
 (IF NECESSARY, READ: REMEMBER, WE'RE ONLY TALKING ABOUT:  
 (READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER))

<1> YES . . . . . pe7a  
 <5> NO . . . . . pe8  
 <8> DON'T KNOW . . . . . pe8  
 <7> REFUSED . . . . . pe8

>pe7a< Did [this child / any of these children] leave for at least one night?

<1> YES  
 <5> NO  
 <8> DON'T KNOW  
 <7> REFUSED

>pe8< (In the past 12 months:)  
 Was there any time when having [this child / any of these children] in your home became a lot of trouble and [he / she / they] left?  
 (IF NECESSARY, READ: Remember, we're only talking about:  
 (READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER))

<1> YES  
 <5> NO  
 <8> DON'T KNOW  
 <7> REFUSED

>pe9< Other than anything you have already told me about, has there been any time, either currently or during the past twelve months, when you did not know where [this child / any of these children] [was / were] living?  
 (IF NECESSARY, READ: Remember, we're only talking about:  
 (READ [NAME OF CHILD / NAMES OF CHILDREN] 7 YEARS OR OLDER))

<1> YES  
 <5> NO  
 <8> DON'T KNOW  
 <7> REFUSED



>pe10<

The rest of the questions in this section apply to ALL the children in the household.  
(READ [CHILD'S NAME / CHILDREN'S NAMES]:)

In the past 12 months, was there any time when [this child / any of these children] [was / were] seriously hurt or injured and as a result didn't come home and you were concerned about where [he / she / they] [was / were]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe11<

(In the past 12 months:)

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?

Remember, now we're talking about all the children in the household:  
(READ [CHILD'S NAME / CHILDREN'S NAMES]:)

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe12<

(In the past 12 months:)

Was there any time when [this child / any of these children] became lost or you were unable to locate [his / her / their] whereabouts and you became alarmed and tried to find [him / her / them]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

&gt;pe13&lt;

(In the past 12 months:)

Was there any time when anyone tried to sexually molest, rape, attack, or beat up [this child / any of these children]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

&gt;pe14&lt;

In the past 12 months, has anyone attacked or threatened [this child / any of these children] in any of these ways:

(READ ALL CATEGORIES BELOW)

- With any weapon, for instance, a gun or knife;
- With anything like a baseball bat, frying pan, scissors or stick;
- By something thrown, such as a rock or bottle;
- Including any grabbing, punching or choking;
- Any rape, attempted rape or other type of sexual attack;
- Any face to face threats;
- Any attack or threat or use of force by anyone at all?

Did any incidents of this type happen to [this child / any of these children] (in the past 12 months)?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

&gt;pe15&lt;

Something that happens to some children these days is that adults or other youth try to force or trick them into doing something sexual. This includes trying to touch the child's private parts or trying to make the child touch or look at the other person's private parts. Children report that these kinds of things happen with people they know well or trust, like teachers or relatives.

In the past 12 months, has there been a time when an older person, like an adult, an older teenager, or a babysitter, deliberately touched or tried to touch your child's private parts or tried to make your child touch or look at their private parts, when your child didn't want it?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe16<

(In the past 12 months:)

[Has / Have] [this child / any of these children] been forced or coerced to engage in unwanted sexual activity by someone [he / she / they] didn't know before, a casual acquaintance, or someone [he knows / she knows / they know] well?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

>pe17<

This next question applies to: [CHILD'S NAME / CHILDREN'S NAMES] for ALL the time [he / she / they] [has / have] lived in this household.

Has anyone EVER kidnapped or tried to kidnap [this child / any of these children]?

- <1> YES
- <5> NO
- <8> DON'T KNOW
- <7> REFUSED

**BOX pe17**

CHECK TO SEE IF ANY OF THE PREVIOUS QUESTIONS WERE ANSWERED "YES."

IF THERE ARE ANY "YES", GO TO COLUMN "a" ON THE NEXT PAGE AND MARK EACH OF THE 17 QUESTIONS AS "YES" OR "NO" BASED ON THE ANSWERS ALREADY COLLECTED. THEN FOR EACH "YES" TOPIC, ANSWER THE QUESTIONS THAT FOLLOW THAT CATEGORY.

IF NONE OF THE PREVIOUS QUESTIONS WERE ANSWERED "YES," GO TO BOX pe17-5.

**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe1< A child was taken against your wishes	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe2< A child was taken in violation of a custody agreement	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe3< A child was kept instead of returned	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe4< A child was concealed or you were prevented from contact by a family member	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe5< A child left or stayed away without permission	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e6< A child chose not to come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e7< A child was told to leave or not allowed to return home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e8< A child became a lot of trouble and left	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe9< You did not know where a child was living	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe10< A child was seriously injured and did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe11< A child could not be found or did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe12< A child was lost and you were alarmed	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe13< A child was sexually assaulted or beaten	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe14< A child was attacked or threatened	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe15< An older person touched or saw a child's private parts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 1**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe16< A child was involved in unwanted sexual activity	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe17< A child was kidnapped including attempts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES <5> NO

**BOX pe17-2**

CHECK TO SEE IF ANY OF pe22 WAS ANSWERED "YES."

IF ANY ARE "YES," GO TO COLUMN "a" FOR THE SECOND EPISODE AND MARK EACH OF THE 17 QUESTIONS AS "YES" OR "NO" BASED ON THE ANSWERS ALREADY COLLECTED. THEN FOR EACH "YES" TOPIC, ANSWER THE QUESTIONS THAT FOLLOW THAT CATEGORY.

IF NONE OF pe22 WAS ANSWERED "YES," GO TO BOX pe17-5.





**EPISODE 2**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe1< A child was taken against your wishes	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe2< A child was taken in violation of a custody agreement	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe3< A child was kept instead of returned	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe4< A child was concealed or you were prevented from contact by a family member	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 2**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe5< A child left or stayed away without permission	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e6< A child chose not to come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e7< A child was told to leave or not allowed to return home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e8< A child became a lot of trouble and left	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 2**

<p>TOPIC</p>	<p>COL "a"</p>	<p>&gt;pe18&lt; Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?</p>	<p>&gt;pe18m&lt; Since [DATE], in what month and year did this happen the first / next time?</p>	<p>&gt;pe19&lt; Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)</p>	<p>&gt;pe22&lt; Were there any more times when [TOPIC] since [DATE]?</p>
<p>&gt;pe9&lt; You did not know where a child was living</p>	<p>&lt;1&gt; YES &lt;5&gt; NO</p>	<p>&lt;1&gt; YES &lt;5&gt; NO (NEXT)</p>	<p>_____ MONTH _____ YEAR</p>	<p>_____ CHILD _____ CHILD _____ CHILD _____ CHILD</p>	<p>&lt;1&gt; YES (NEXT) &lt;5&gt; NO (NEXT)</p>
<p>&gt;pe10&lt; A child was seriously injured and did not come home</p>	<p>&lt;1&gt; YES &lt;5&gt; NO</p>	<p>&lt;1&gt; YES &lt;5&gt; NO (NEXT)</p>	<p>_____ MONTH _____ YEAR</p>	<p>_____ CHILD _____ CHILD _____ CHILD _____ CHILD</p>	<p>&lt;1&gt; YES (NEXT) &lt;5&gt; NO (NEXT)</p>
<p>&gt;pe11&lt; A child could not be found or did not come home</p>	<p>&lt;1&gt; YES &lt;5&gt; NO</p>	<p>&lt;1&gt; YES &lt;5&gt; NO (NEXT)</p>	<p>_____ MONTH _____ YEAR</p>	<p>_____ CHILD _____ CHILD _____ CHILD _____ CHILD</p>	<p>&lt;1&gt; YES (NEXT) &lt;5&gt; NO (NEXT)</p>
<p>&gt;pe12&lt; A child was lost and you were alarmed</p>	<p>&lt;1&gt; YES &lt;5&gt; NO</p>	<p>&lt;1&gt; YES &lt;5&gt; NO (NEXT)</p>	<p>_____ MONTH _____ YEAR</p>	<p>_____ CHILD _____ CHILD _____ CHILD _____ CHILD</p>	<p>&lt;1&gt; YES (NEXT) &lt;5&gt; NO (NEXT)</p>

**EPISODE 2**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe13< A child was sexually assaulted or beaten	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe14< A child was attacked or threatened	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe15< An older person touched or saw a child's private parts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES <5> NO (NEXT)

**EPISODE 2**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe16< A child was involved in unwanted sexual activity	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe17< A child was kidnapped including attempts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES <5> NO

**BOX pe17-3**

CHECK TO SEE IF ANY OF pe22 WAS ANSWERED "YES."

IF ANY ARE "YES," GO TO COLUMN "a" FOR THE SECOND EPISODE AND MARK EACH OF THE 17 QUESTIONS AS "YES" OR "NO" BASED ON THE ANSWERS ALREADY COLLECTED. THEN FOR EACH "YES" TOPIC, ANSWER THE QUESTIONS THAT FOLLOW THAT CATEGORY.

IF NONE OF pe22 WAS ANSWERED "YES," GO TO BOX pe17-5.



**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe1< A child was taken against your wishes	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe2< A child was taken in violation of a custody agreement	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe3< A child was kept instead of returned	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe4< A child was concealed or you were prevented from contact by a family member	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)



**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe5< A child left or stayed away without permission	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e6< A child chose not to come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e7< A child was told to leave or not allowed to return home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e8< A child became a lot of trouble and left	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe9< You did not know where a child was living	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe10< A child was seriously injured and did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe11< A child could not be found or did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe12< A child was lost and you were alarmed	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe13< A child was sexually assaulted or beaten	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe14< A child was attacked or threatened	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe15< An older person touched or saw a child's private parts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 3**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe16< A child was involved in unwanted sexual activity	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe17< A child was kidnapped including attempts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES <5> NO

**BOX pe17-4**

CHECK TO SEE IF ANY OF pe22 WAS ANSWERED "YES."

IF ANY ARE "YES," GO TO COLUMN "a" FOR THE SECOND EPISODE AND MARK EACH OF THE 17 QUESTIONS AS "YES" OR "NO" BASED ON THE ANSWERS ALREADY COLLECTED. THEN FOR EACH "YES" TOPIC, ANSWER THE QUESTIONS THAT FOLLOW THAT CATEGORY.

IF NONE OF pe22 WAS ANSWERED "YES," GO TO BOX pe17-5.



**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe1< A child was taken against your wishes	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe2< A child was taken in violation of a custody agreement	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe3< A child was kept instead of returned	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe4< A child was concealed or you were prevented from contact by a family member	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe5< A child left or stayed away without permission	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e6< A child chose not to come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e7< A child was told to leave or not allowed to return home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>e8< A child became a lot of trouble and left	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe9< You did not know where a child was living	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe10< A child was seriously injured and did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe11< A child could not be found or did not come home	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe12< A child was lost and you were alarmed	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)



**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe13< A child was sexually assaulted or beaten	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe14< A child was attacked or threatened	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe15< An older person touched or saw a child's private parts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH  _____ YEAR	_____ CHILD  _____ CHILD  _____ CHILD  _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)

**EPISODE 4**

TOPIC	COL "a"	>pe18< Earlier I recorded that there was a time when [TOPIC] in the past 12 months. Is this correct?	>pe18m< Since [DATE], in what month and year did this happen the first / next time?	>pe19< Which children were involved in this incident in [pe18m DATE]? (ENTER ALL THAT APPLY)	>pe22< Were there any more times when [TOPIC] since [DATE]?
>pe16< A child was involved in unwanted sexual activity	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES (NEXT) <5> NO (NEXT)
>pe17< A child was kidnapped including attempts	<1> YES <5> NO	<1> YES <5> NO (NEXT)	_____ MONTH _____ YEAR	_____ CHILD _____ CHILD _____ CHILD _____ CHILD	<1> YES <5> NO

**BOX pe17-5**

TELL THE RESPONDENT THAT WE WILL NEED TO CALL BACK TO FINISH THE INTERVIEW IN ABOUT ONE WEEK.  
(SET A SOFT APPOINTMENT ON PAPER.)

THANK THE RESPONDENT, SAY GOODBYE, AND HANG UP.

GO BACK TO THE CATI SCREEN AND FOLLOW THE INSTRUCTIONS LISTED THERE.



INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

**THE SECOND NATIONAL INCIDENCE OF  
MISSING, ABDUCTED, RUNAWAY AND  
THROWAWAY CHILDREN  
HOUSEHOLD SURVEY**

STUDY # 31-191

**Family Abduction Follow-Up  
Supplement**



>ff13<

At the time of the episode, which of the following best describes your relationship to the person most responsible:  
(READ UNTIL YES)

- a. former spouse, 1
- b. former partner (unmarried), 2
- c. current spouse, 3
- d. current partner (unmarried), or 4
- e. something else? (SPECIFY) 5  
\_\_\_\_\_
- f. DON'T KNOW 8
- g. REFUSED 7

**(DO NOT READ)**

>ff18<

What city and state was the person responsible living in when this episode began?

(CITY)

(STATE)

(IF FOREIGN COUNTRY, SPECIFY)

&gt;ff43a&lt;

What did the person responsible tell [CHILD'S NAME / CHILDREN'S NAMES] about what was happening?  
(SPECIFY)

NOT APPLICABLE—CHILD TOO YOUNG	95
DON'T KNOW	98
REFUSED	97

&gt;ff44&lt;

Was this episode in violation of a court order or decree, or a custody order made by a court, or agreed to during a legal divorce or custody proceeding?

(SKIP TO ff47)	YES	1
	NO	5
	DON'T KNOW	8
	REFUSED	7

&gt;ff45&lt;

Was this episode in violation of any other kind of written custody order or agreement?

(SKIP TO ff47)	YES	1
	NO	5
	DON'T KNOW	8
	REFUSED	7

>ff46< Was this episode a violation of a mutual understanding regarding custody or visitation rights?

YES	1
NO	5
(SKIP TO ff48) DON'T KNOW	8
REFUSED	7

>ff47< What were the conditions of the [custody order or agreement / mutual understanding] that this episode violated?  
(SPECIFY)

(ALL SKIP TO ff50)	DON'T KNOW	98
	REFUSED	97



>ff48<

If this was not a custody violation, are there any other reasons for your belief that the [taking / keeping] of [CHILD'S NAME / CHILDREN'S NAMES] [is / was] unauthorized?

	YES	1
	NO	5
(SKIP TO ff50)	DON'T KNOW	8
	REFUSED	7

>ff49<

What are the reasons?  
(SPECIFY)

	DON'T KNOW	98
	REFUSED	97

>ff50< [Has / Did] the person responsible [made / make] any claims to justify this episode?  
 (IF NECESSARY, ASK:) Did [he / she] explain why [he / she] [ took / kept] the [child / children]?

YES	1
NO	5
(SKIP TO ff52) DON'T KNOW	8
REFUSED	7

>ff51< What were these claims?  
 (SPECIFY)

DON'T KNOW	98
REFUSED	97

(IF [CHILD **HAS** / CHILDREN **HAVE**] BEEN RETURNED, ASK:)

>ff52<

Did you have any contact with the person responsible regarding [your son / your daughter / any of your children] at any time before [he was / she was / they were] returned?

(INCLUDES ANY CONTACT, EVEN A MESSAGE FROM THE PERPETRATOR)

(SKIP TO ff54)	YES	1
	NO	5
(SKIP TO ff57)	DON'T KNOW	8
	REFUSED	7

(IF [CHILD HAS / CHILDREN HAVE] **NOT** BEEN RETURNED, ASK:)

>ff53<

Have you had any contact with the person responsible regarding [CHILD'S NAME / CHILDREN'S NAMES] SINCE [he was / she was / they were] [taken / kept]?

(INCLUDES ANY CONTACT, EVEN A MESSAGE FROM THE PERPETRATOR)

	YES	1
	NO	5
(SKIP TO ff57)	DON'T KNOW	8
	REFUSED	7

>ff54<

What kind of contact did you have?  
(SPECIFY)

DON'T KNOW	98
REFUSED	97

>ff55a< How soon after [CHILD'S NAME / CHILDREN'S NAMES] [was / were] [taken / kept] did you have contact with the person responsible?

MINUTES	HOURS	DAYS	WEEKS	MONTHS
			IMMEDIATELY	96
			DON'T KNOW	98
			REFUSED	97

>ff56a< For how long did the person responsible say [he / she] would be keeping [CHILD'S NAME / CHILDREN'S NAMES]?

MINUTES	HOURS	DAYS	WEEKS	MONTHS	
				PERSON DENIED RESPONSIBILITY	94
				PERSON RESPONSIBLE DIDN'T SAY	95
				PERMANENTLY	96
				DON'T KNOW	98
				REFUSED	97

>ff57< [Has / Was] any attempt (been) made to prevent you from having contact with [CHILD'S NAME / CHILDREN'S NAMES]?

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

>ff58<

Did the person responsible make any threats or statements or do anything that would suggest [he / she] wanted to prevent you from ever contacting [CHILD'S NAME / CHILDREN'S NAMES] ??

	YES	1
	NO	5
(SKIP TO ff60)	DON'T KNOW	8
	REFUSED	7

>ff59<

What were these threats or statements?  
 (PROBE: What specifically did [he / she] say?)  
 (SPECIFY)

	DON'T KNOW	98
	REFUSED	97

>ff60<

Did the person responsible try to use the episode to deny you custody of your [child / children] on a permanent basis, that is, keep you from ever having custody of [CHILD'S NAME / CHILDREN'S NAMES]?

	YES	1
	NO	5
	DON'T KNOW	8
	REFUSED	7

>ff61<

Did the person responsible make any other threats or demands? (Anything you haven't told me about.)

YES	1
NO	5
(SKIP TO ff63) DON'T KNOW	8
REFUSED	7

>ff62<

What were these threats or demands?  
(PROBE: What specifically did [he / she] say?)  
(SPECIFY)

DON'T KNOW	98
REFUSED	97

&gt;ff63&lt;

(To the best of your knowledge) Did the person responsible make any attempt to hide the fact that [CHILD'S NAME / CHILDREN'S NAMES] had been [taken / kept]?

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

&gt;ff64&lt;

Did the person responsible make any attempt to hide from you where [CHILD'S NAME / CHILDREN'S NAMES] [was / were]?

(SKIPT TO ff67)

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

&gt;ff65&lt;

Was hiding [CHILD'S NAME / CHILDREN'S NAMES] intended to prevent you from having contact with [him / her / them]?

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

&gt;ff66&lt;

Was hiding the [CHILD'S NAME / CHILDREN'S NAMES] intended to prevent [him / her / them] from being returned?

YES	1
NO	5
DON'T KNOW	8
REFUSED	7

>ff67< To the best of your knowledge, [was / were] [CHILD'S NAME / CHILDREN'S NAMES] taken to another state or country during this episode?

(SKIP TO ff71)	YES	1
	NO	5
	DON'T KNOW	8
	REFUSED	7

>ff68< To the best of your knowledge, was there any intent to take your [child / children] to another state or country?

	YES	1
	NO	5
(SKIP TO ff73)	DON'T KNOW	8
	REFUSED	7

>ff69< Why do you believe that the person responsible intended to take [CHILD'S NAME / CHILDREN'S NAMES] to another state or country? (SPECIFY)

	DON'T KNOW	98
	REFUSED	97



ff70< Which state or country was the person responsible planning to take [him / her / them] to?  
(SPECIFY)

(STATE OR COUNTRY)

DON'T KNOW 98

REFUSED 97

ff71< Which state or country?  
(SPECIFY)

(STATE OR COUNTRY)

DON'T KNOW 98

REFUSED 97

(IF f68 = YES, THIS SERIES OF QUESTIONS WILL BE WORDED: Would this have been done:)

ff72< Was taking [CHILD'S NAME / CHILDREN'S NAMES] to another [state / country] done:

	YES	NO	DON'T KNOW	REFUSED
To take a vacation?	1	5	8	7
To go to the person responsible's place of residence?	1	5	8	7
To visit relatives?	1	5	8	7
To make recovery or return of [CHILD'S NAME / CHILDREN'S NAMES] more difficult?	1	5	8	7
To make <u>contact</u> with [CHILD'S NAME / CHILDREN'S NAMES] more difficult?	1	5	8	7

>ff73< During how much of the episode [have you known / did you know] where [CHILD'S NAME / CHILDREN'S NAMES] ([is / are] / [was / were])?

- a. most of the time, 1
- b. more than half of the time, 2
- c. less than half of the time, or 3
- d. not at all? 4
- e. DON'T KNOW 8
- f. REFUSED 7

**(DO NOT READ)**

**(RETURN TO CATI)**

>ff74< [Did / Do] you know the actual address or phone number where [CHILD'S NAME / CHILDREN'S NAMES] ([is / are] / [was / were]) staying?

- (RETURN TO CATI)** YES 1
- NO 5
- REFUSED 7

>ff75< What information [do / did] you have about [CHILD'S NAME / CHILDREN'S NAMES]'s location?  
(SPECIFY)

**(RETURN TO CATI)**

- DON'T KNOW 98
- REFUSED 97



INSTITUTE FOR SURVEY RESEARCH  
TEMPLE UNIVERSITY  
-Of the Commonwealth System of Higher Education-  
1601 NORTH BROAD STREET  
PHILADELPHIA, PA 19122-6099

**THE SECOND NATIONAL INCIDENCE OF  
MISSING, ABDUCTED, RUNAWAY AND  
THROWAWAY CHILDREN  
HOUSEHOLD SURVEY**

STUDY # 31-191

**Non-Family Abduction Follow-Up  
Supplement**

**NOTE:** Some questions contain a code 6 (or 96) for "not applicable—assault only." If you know that there was no abduction or attempted abduction included in the assault incident, you may circle the code 6 and not ask the question.



(IF MORE THAN ONE CHILD INVOLVED IN THE EPISODE, SAY: The next questions are about all the children involved in this episode.)

>nn40<

Did the [person / persons] responsible for this episode have authority or permission to take or keep [him / her / any of the children involved]?

- |                             |   |
|-----------------------------|---|
| YES                         | 1 |
| NO                          | 5 |
| NOT APPLICABLE—ASSAULT ONLY | 6 |
| DON'T KNOW                  | 8 |
| REFUSED                     | 7 |

>nn41<

To the best of your knowledge, did the [person / persons] try to hide that [he was / she was / they were] moving [your child / any of your children]?

- |                             |   |
|-----------------------------|---|
| YES                         | 1 |
| NO                          | 5 |
| NOT APPLICABLE—ASSAULT ONLY | 6 |
| DON'T KNOW                  | 8 |
| REFUSED                     | 7 |

(IF MULTIPLE CHILDREN INVOLVED, ASK THE NEXT 2 QUESTIONS IN A SERIES, SEPARATELY FOR EACH CHILD)

>nn47(x)<

Which of the following best describes what kind of place [CHILD'S NAME] was taken to by the [person / persons] responsible for the episode:  
(MARK ALL THAT APPLY; IF NECESSARY, USE "SPECIFY" TO CLARIFY)

- a. a vehicle (for the whole episode), 1
  - b. a building, 2
  - c. the perpetrator's home, 3
  - d. an outside area—like the woods, or 4
  - e. somewhere else? (SPECIFY) 5
- 
- f. NOT APPLICABLE—ASSAULT ONLY 6
  - g. DON'T KNOW 8
  - h. REFUSED 7

**(DO NOT READ)**

>nn48a(x)<

To the best of your knowledge, how far was [CHILD'S NAME] moved? (Your best guess is fine.)

FEET

YARD

MILES

CITY BLOCKS

- NOT APPLICABLE—ASSAULT ONLY 96
- DON'T KNOW 98
- REFUSED 97

(IF MORE THAN ONE CHILD INVOLVED IN THE EPISODE, SAY: The next questions are about all the children involved in this episode.)

>nn49<

Did moving [him / her / the children] hide what was going on?  
(HIDE THE FACT THAT THE [CHILD WAS / CHILDREN WERE] BEING ABDUCTED)

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

>nn50a<

(IF n49 = 1, ASK:) To the best of your knowledge, was anything else done to hide what was going on?

(IF n49 = 5, 8, 7, ASK:) To the best of your knowledge, was anything done to hide what was going on?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7



>nn51a< (IF n49 = 1, ASK:) How else were the activities hidden?  
(SPECIFY)

(IF n49 = 5, 8, 7, ASK:) How were the activities hidden?  
(SPECIFY)

NOT APPLICABLE—ASSAULT ONLY	96
DON'T KNOW	98
REFUSED	97

>nn52< To the best of your knowledge, [was your son / was your daughter / were any of your children] stopped or held against [his / her / their] will?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
(SKIP TO nn55) NOT APPLICABLE—CHILD TOO YOUNG	95
DON'T KNOW	8
REFUSED	7

>nn53a< To the best of your knowledge, how long [was / were] [CHILD'S NAME / CHILDREN'S NAMES] stopped and held against [his / her / their] will?

MINUTES	HOURS	DAYS	WEEKS	MONTHS	
					NOT APPLICABLE—ASSAULT ONLY 96
					DON'T KNOW 98
					REFUSED 97

>nn54< (To the best of your knowledge,) [was he / was she / were any of them] stopped or held using any kind of force or threat?

(SKIP TO nn59)	YES	1
	NO	5
	NOT APPLICABLE—ASSAULT ONLY	6
	DON'T KNOW	8
	REFUSED	7

>nn55< Was there any attempt to stop or hold [your son / your daughter / any of your children] by force or threat?

	YES	1
	NO	5
(SKIP TO nn58)	NOT APPLICABLE—ASSAULT ONLY	6
	DON'T KNOW	8
	REFUSED	7

>nn56< If the [person / persons] responsible had managed to stop or hold [him / her / them], do you think [CHILD'S NAME / CHILDREN'S NAMES] would have been held using force or threat for more than half an hour?

	YES	1
	NO	5
	NOT APPLICABLE—ASSAULT ONLY	6
	DON'T KNOW	8
	REFUSED	7

&gt;nn57&lt;

(If the [person / persons] responsible had managed to stop or hold [him / her / them],) Do you think [CHILD'S NAME / CHILDREN'S NAMES] would have been held using force or threat in an isolated place?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

&gt;nn58&lt;

Did [your child / any of your children] believe [he / she / they] would be hurt if [he / she / they] tried to leave the [person / persons] responsible for this episode?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
NOT APPLICABLE—CHILD TOO YOUNG	95
DON'T KNOW	98
REFUSED	97

>nn59<

To the best of your knowledge, did the [person / persons] responsible for this episode show [your son / your daughter / any of your children] a weapon, like a knife, gun or club?

- |                              |   |
|------------------------------|---|
| YES                          | 1 |
| NO                           | 5 |
| (SKIP TO nn61(x)) DON'T KNOW | 8 |
| REFUSED                      | 7 |

>nn60<

What kind of weapon?

- |                              |   |
|------------------------------|---|
| a. Knife                     | 1 |
| b. Gun                       | 2 |
| c. Club                      | 3 |
| d. Something else? (SPECIFY) | 4 |
| <hr/>                        |   |
| e. DON'T KNOW                | 8 |
| f. REFUSED                   | 7 |

(IF MULTIPLE CHILDREN INVOLVED, ASK THE NEXT 2 QUESTIONS IN A SERIES, SEPARATELY FOR EACH CHILD)

(IF YOU KNOW CHILD WAS GONE OVERNIGHT, SKIP TO n62)

>nn61(x)< Was [CHILD'S NAME] gone for at least one night?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

>nn62(x)< To the best of your knowledge, was [CHILD'S NAME] taken more than 50 miles from where [he / she] started?

YES	1
NO	5
NOT APPLICABLE—ASSAULT ONLY	6
DON'T KNOW	8
REFUSED	7

(IF MORE THAN ONE CHILD INVOLVED IN THE EPISODE, SAY: The next questions are about all the children involved in this episode.

>nn63< To the best of your knowledge, did the [person / persons] responsible for taking your [son / daughter / children] have any intention of releasing or returning [him / her / them]?

- YES 1
- NO 5
- NOT APPLICABLE—ASSAULT ONLY 6
- DON'T KNOW 8
- REFUSED 7

>nn64< Did the [person / persons] responsible demand any ransom money, goods or services during this episode?

- YES 1
- NO 5
- (RETURN TO CATI)** NOT APPLICABLE—ASSAULT ONLY 6
- DON'T KNOW 8
- REFUSED 7

>nn65a< What was demanded?  
(SPECIFY)

- (RETURN TO CATI)** DON'T KNOW 98
- REFUSED 97

