NCVS CAPI Refresher Training Guide:
A Renewed Focus on Data Quality

United States Census Bureau

BJS

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Instructions for the Trainer

The key to effective training is preparation. Prepare in advance and your confidence and readiness will be apparent. No amount of classroom technique or showmanship can overcome the handicap of not knowing your subject matter.

Always treat your trainees with respect and courtesy. Remember, they'll be working for you.

Your Role in Training   Training CAPI interviewers is one of your most important roles as a survey supervisor. The Census Bureau's success depends in part on your ability to train a staff to do an effective job.

There is no substitute for a motivated and competent staff in meeting our responsibility toward the accurate and timely completion of the NCVS.

Prepare to Train   Study all materials well in advance of training. This includes the Training Guide, the Classroom Workbook, and any other material used in the training session. Use a highlighter to mark specific parts of the text, if you find it useful.

If you don't understand a particular part, reread the material in this Training Guide or search for additional information in the NCVS-550 Interviewer Manual. If necessary, ask your supervisor for assistance.

Practice reading the Training Guide aloud to another person, if possible.

Preclassroom   Trainees must complete the NCVS Refresher Knowledge Test before attending refresher training.

Practice interviews   This classroom training includes four interviews. The first two are walkthrough practice interviews done as a group and two paired practice interviews.

Regional Office topics   The Regional Office Survey Supervisor should

prepare a regionally appropriate presentation for this 30 minute discussion.

Prepare for the training session

A suggested refresher training agenda is on the last page of this chapter.

Seating

- Arrange the seats and tables so each trainee can easily see and hear you.

- Provide enough table space so each trainee has sufficient room to spread out their training materials.

- Ensure that coat racks and hangers are available.

- Explain where restrooms are located and where smoking is permitted.

- Adjust seating as needed to accommodate trainees with hearing or sight problems.

Materials

Refer to the materials lists – (1) Trainer Materials and (2) Trainee Materials – found towards the end of this section. Several days ahead of the training session, make sure you have all of the items listed.

Final Steps

- Put training materials at each trainee's work space.

- Ensure that lighting, temperature, and ventilation are adequate.

Using the Training Guide

Verbatim Text

The Census Bureau uses verbatim training that you read to the trainees, word-for-word. This type of training has several advantages:

- Cost and training time are controlled. Specific funds are budgeted for training in each Census

operation. Through uniform and tested training, costs remain within budget.

- Uniform training is assured. At the same time you're using the Guide to train, other supervisors who are using the same material in sessions at other sites.

- Most supervisors don't have the time or resources to develop a training program. Verbatim training frees the supervisor from the need to develop training.

Rules of Use

Follow the instructions in this guide. Several symbols in the guide tell you what to do:

- A "Q" always precedes a question you'll ask, and an "A" precedes the expected answer. For example:

Ask the following question:

Q: If you visit a sample address for the first enumeration period and discover that the only household member home at that time is a 16-year-old son of the homeowner, can you interview the son as the household respondent, _____?

A: No. The son must be at least 18 years of age.

- Answers are not always offered exactly as we suggest, but should include the information shown. In this instance, read aloud the suggested answer from the guide.

- If an answer is incorrect, try to lead the person to the correct answer by re-asking the question, asking additional questions, or having the whole class find the answer together. Be supportive as trainees think of responses. If necessary, provide the answer or information that was not offered.

- When you are questioning the trainees, think "APC" – Ask ... Pause ... Call.

- Words printed in bold italics are instructions to you, the trainer, that you don't read aloud. Following is an example of instructions to the trainer:

> ***Hold up a copy of the Refresher Training Classroom Workbook. Make sure all trainees have a copy.***

- Built-in pauses in the text. Commas signal natural breaks within a sentence. Allow a fraction of a second pause, then continue. Sometimes commas intentionally break up lengthy sentences.

  The end of every paragraph signals a brief pause in your delivery. The start of a new paragraph may also start a new topic. Take a second to pause before continuing.

  Other text pauses are indicated with ***"Pause"*** or ***"Allow time"*** in bold italics. For ***Pause***, a slightly longer stop is needed. As a rule of thumb, allow one silent beat (second) at the end of a paragraph and two or three beats for a

Pause. You can also look up or look around the room while you pause or wait.

When you *Allow time* for trainees to find supplies, you'll soon know just how much time is needed. Keep these pauses brief.

● Some words in your text are underlined or highlighted in bold type. These words should be slightly emphasized as you read. For example:

> "For a **second through seventh enumeration period household**, the NCVS CAPI instrument automatically prompts you to ask to speak with..."

Installing Cases

Training cases should already be on the FR's laptop. If they are not, follow the steps below to install the classroom training cases:

1. Click on the Training icon.

2. Select "NCVS" from the Survey Selection dialog box.

3. Highlight "NCVS Classroom" from the Training Case Management Main Screen.

4. The classroom training cases should already be installed. You can tell whether your cases have been installed by looking at the "Need to Install" column on this screen. If the cases need to be installed, a **Y** appears in the "Need to Install" column otherwise an **N** appears in that column. If the cases need to be installed click F5

(Install). After the training cases install, click OK.

5. Click F8 (CM) to get to the Case Management Case List screen.

6. FRs who did not need to install the training cases may need to restart some or all of their training cases before beginning the classroom training. If this is the case, ask them to restart all cases that have been previously accessed.

Useful Techniques   Merely reading this Training Guide aloud does not ensure effective training. Good preparation and presentation make all the difference. Watch for signs of concentration, as well as for inattentiveness, the types of questions asked, and interest levels.

If you follow the training techniques listed here, you'll hold trainees' attention and guide them to an effective learning experience.

● Study this guide.

● Know the other training materials and when they are used.

● Stand up to train because of these two advantages:

  1. It gives you better control of the class because you can see each trainee and any signals of frustration or difficulty.

  2. Your voice carries better without undue effort.

- Maintain eye contact with your trainees. Look up from your reading whenever the guide says *Pause* and at the end of paragraphs. Notice trainees' facial expressions. If someone looks confused or troubled, stop to ask if the person is having any problem understanding the material.

    As you gain experience, you'll master maintaining eye contact while reading. Hold your place in the text with your finger or a pencil so you can look up without losing your place.

- Speak clearly and convincingly. Make sure everyone in the room can hear you without difficulty. Read at a normal speed. You can lose the class's attention if you read too fast or too slow. Guard against distracting habits such as jingling coins or twirling a pencil.

- Limit discussion. Class participation is central to effective training but must be used wisely. Don't let trainees' eagerness throw the session off schedule. The following techniques will help you control continued questioning or discussion:

    1. If a trainee asks a question about an upcoming topic, tell the person to hold the question since it will be covered later.

    2. If a discussion gets out of hand, interrupt it. Tell the trainees why you must end the discussion, then continue with the Training Guide. If a trainee is persistent in spite of this explanation, tell the person to see

you during break, lunch, or after class.

3.　　Answer all questions at some point in training. Trainees need to be grounded in all concepts, and they also need to know that their problems or questions will have resolution.

● Encourage participation and learning. Don't call on the eager trainees all the time. Try to bring your more reserved trainees into the discussions. Set the tone that encourages learning. Acknowledge incorrect answers with tact. Don't embarrass the trainee, but try to lead them to the correct answer.

● Admit it if you don't know an answer. Don't fumble for an answer or, still worse, give the wrong one. Never bluff. Look up the answers with the help of the trainees. If the subject is not covered in your materials, tell the trainees you'll give them the answer after you speak to your supervisor. Then be sure you do.

Trainer Materials

Classroom Materials
NCVS-550, NCVS Interviewing Manual
NCVS-554, NCVS FR CAPI Information Card Booklet
NCVS-110, NCVS Factsheet Pamphlet
NCVS-531 Training Guide for 2011 Refresher Training
NCVS-531.1 Classroom Workbook for 2011 Refresher Training

RO-Prepared Presentation - Lesson 7
"Message from the Directors" DVD
2011 NCVS Refresher Training - Field Representative Post-Training Evaluation (one per trainee)
Laptop Computer with Peripherals
Extension Cords and Three-Prong Adapters
Each item listed in Trainee Materials
Index cards (3 for each trainee)
Flip pad or whiteboard to record results of screener time exercise in Lesson 2

Trainee Materials

Preclassroom
Laptop computer with peripherals
NCVS CAPI Refresher Training Knowledge Test - completed on laptop before attending classroom training

Classroom
NCVS-531.1 Classroom Workbook for 2011 Refresher Training
BJS Bulletin handout - contains Criminal Victimization 2009, Hate Crime 2003-2009, and Workplace Violence 1993-2009
NCVS-550, NCVS Interviewing Manual
Paired Practice Interviews
2011 NCVS Refresher Training Reference Guide (distribute at conclusion of training)
Laptop computer with peripherals

Special Trainer Instructions

Index cards

The three index cards you have been instructed to place in each trainee's materials are for them to write down any questions they have during this refresher training. Collect the filled-out cards at Day 1 lunch break, Day 1 conclusion, and Day 2 conclusion. Have extra cards on hand in case an FR has more than three questions to write down.

Answer the questions you can. Mark the questions you were able to answer with the letter "A" on the index card, so Headquarters staff know which questions were answered already. These questions will help inform future trainings based on the subjects FRs ask about most often.

At the conclusion of each training session, forward all cards to Pam Harris in LCSB, FLD Division.

Flip chart/ White board

You need a flip chart or white board to record the screener question times in the exercise in Lesson 2.

At the conclusion of all training sessions, record all results of this exercise and forward them to Pam Harris in LCSB, FLD Division.

Suggested Refresher Training Agenda

Day One	**Time**	**Elapsed Time**
Lesson 1 - Welcome and Reintroduction to NCVS	0:45	45 minutes
Lesson 2 - The NCVS Screener	1:15	2 hours
Break	0:15	2 hours 15 minutes
Lesson 3 - The Crime Incident Report	1:15	3 hours 30 minutes
Lunch	1:00	4 hours 30 minutes
Lesson 3 - The Crime Incident Report		
Practice Interviews	1:00	5 hours 30 minutes
Lesson 4 - The Contact History Instrument (CHI)	0:30	6 hours
Break	0:15	6 hours 15 minutes
Lesson 5 - NCVS Concepts and Definitions	1:00	7 hours 15 minutes
Lesson 6 - Refresher Knowledge Test Review	1:00	8 hours 15 minutes

Day Two		
Paired Practice Interviews	1:00	1 hour
Lesson 7 - Regional Office Topics	0:30	1 hour 30 minutes
Break	0:15	1 hour 45 minutes
Lesson 8 - NCVS Data Quality Indicators	0:30	2 hours 15 minutes
Lesson 9 - Conclusion	0:30	2 hours 45 minutes
Training Evaluation	0:30	3 hours 15 minutes

NOTES

Lesson 1
Welcome and Reintroduction to the NCVS
(Approximate time: 45 minutes)

The objectives of this lesson are to:

- Provide an introduction to the training session and current data collection issues;

- Discuss the importance and uses of the NCVS data; and

- Give an overview of the NCVS process.

Good morning. My name is _____ and I will be your trainer for this refresher training on the National Crime Victimization Survey or the NCVS. As your trainer, my job is to go over this refresher material with you, answer any questions you may have, and solve any problems that arise during the course of the training.

(Tell trainees a little about yourself. Also, ask each trainee to introduce themselves and to give a short background about themselves. If they are not familiar with the area, tell them where the restrooms, water fountains, and eating places are located.)

Our training is scheduled to last through **_(Enter day)_**. Each day we will have a short break in the morning and in the afternoon, as well as an hour for lunch. I'll ask you to return to your seats before the end of every break, so we don't fall behind in our schedule. On page 1-1 of your workbook, you'll find the agenda for this training session.

(Pause; allow time)

Let's go through this agenda briefly and I'll give you an overview of the topics that will be covered in each lesson.

- In Lesson 1, "Welcome and Reintroduction to NCVS," I'll talk about the importance of NCVS, the uses of NCVS data, current data collection issues, and the goals of this refresher training.

- In Lesson 2, "The NCVS Screener," I'll talk about the screener questions. We'll do an exercise to review the NCVS screener questions, talk about why the screener questions are designed the way they are, discuss methods of asking sensitive screener questions, and discuss ways of getting respondent cooperation without reading them the survey questions.

- In Lesson 3, "The Crime Incident Report," we'll review the structure of the incident report, as well as review concepts and procedures you need to know in order to fill it out correctly. We'll also do a few practice interviews.

- In Lesson 4, "The Contact History Instrument," we'll talk about the Contact History Instrument, or the CHI, and discuss and practice general and NCVS-specific procedures for using the CHI.

- In Lesson 5, "NCVS Concepts and Definitions," we'll review some survey concepts and definitions that are especially important to the NCVS.

- In Lesson 6, "Refresher Training Knowledge Test Review," we'll review the knowledge test you took before you came to training. We'll go over the correct answers and discuss any questions you may have.

- In Lesson 7, "RO Administrative/Miscellaneous Topics," I'll give a short presentation on *(insert RO topics here).*

- In Lesson 8, "NCVS Data Quality Indicators," I'll discuss the new data quality measures and how they will be used.

- In Lesson 9, "Conclusion," I'll wrap up everything and summarize everything we talked about in the next day and a half. We'll also have time then to answer any final questions.

The topics included in this training were jointly agreed upon during discussions between the Bureau of Justice Statistics and the Census Bureau. The topics selected will help you with your NCVS assignments.

Throughout this training session, don't hesitate to ask questions or let me know if you get lost along the way. You'll also find in your materials several index cards; these are for you to write down any questions during the training that you feel may not have been addressed as thoroughly as you would like. I'll be collecting these at various times during the training session. I'll answer the questions I can. For questions I'm unsure of, I'll find the answers and get back to you.

Let's get started. First I want to talk about why we are conducting this refresher training. This refresher training is one part of an overall program initiated by the sponsor of the National Crime Victimization Survey, the Bureau of Justice Statistics (a.k.a. the BJS), to restore the survey's ability to provide timely, accurate and reliable data on the extent and nature of crime in our country. As you are probably aware, it has been some time since we have conducted "face-to-face" training. The reason for this has not been a lack of interest in you – our FRs – or that training or the NCVS itself is not important.

Instead, the decision to forego refresher training was based solely on containing costs. The NCVS program was flat funded over a long period of time, meaning that the BJS was operating with the same amount of funding from year to year, despite increased costs in general and the addition of new questions to the survey. This financial situation required the BJS to make some tough decisions in order to keep the survey in the field. The BJS started by reducing the sample size, but because criminal victimization is a relatively rare event and has been decreasing in recent years, the BJS could only reduce sample so much before we would not be able to measure crime on an annual basis. This situation forced the

BJS to make the difficult decision to reduce or eliminate a number of processes designed to monitor and maintain the quality of the survey data. Re-interview samples were reduced. General performance reviews and refresher training were eliminated. So while the survey remained in the field and we were still able to generate annual crime estimates, we (Census) and the BJS had limited ability to monitor the quality of the data collected and to ensure that our field staff fully understood what was expected of them.

The BJS is gratified that funding is finally available to reinstate many of these processes and conduct refresher training. BJS and Census Bureau efforts to restore the survey have been facilitated by the recognition by the Administration and Congress of the survey's importance in informing the Nation about the impact crime victimization has on our citizens. Funding has been appropriated to both maintain the current survey, as well as explore ways to improve the survey's methodology. In 2010, the BJS instructed the Census Bureau to restore survey sample that had been previously cut to save money. With a restoration of sample to improve the precision of the survey's estimates, we are turning our attention to issues related to data quality. This training and the changes in survey administration that we will discuss later in the training are part of this effort.

As the Census Bureau reviewed quality control measures and monitored the data more closely, shortcomings in the survey process were uncovered. This refresher training is intended to address these data quality issues and problems.

The primary objectives of this training are:

- To reintroduce some of the goals and purposes of the NCVS;

- To review some of the key concepts and procedures required to conduct NCVS interviewing correctly;

- To introduce a number of new quality related protocols that are being phased in over the next few months; and

- To give you some new tools to help you do your assignments completely and accurately.

This is the start of a continuing process that will include annual refresher training as well as working closely with your supervisor in the regional office in order to monitor your work and ensure that you have the tools you need to make the survey the best it can be.

You are on the front lines in this survey. You identify selected addresses, interact with respondents, ask survey questions and record the information respondents provide. You are the most vital link in the survey process. The results of your efforts determine whether or not the survey's estimates are meaningful and accurate. How well you do your job has an impact on the quality and utility of the estimates produced by the survey.

The NCVS was the first ongoing national victimization survey conducted in the world, and is the model for most such surveys being conducted today. It has been considered for many years the "gold standard" for victimization surveys. While there are local and national sources of crime data such as the FBI's Uniform Crime Reports, only the NCVS obtains measures of crime that go unreported by the victim. The information you collect is used by policy makers in development of crime related programs, lawmakers in developing legislation and the general public in helping understand how crime affects all our lives. You and your fellow NCVS field representatives collect data from approximately 10,500 households each month. This is an extraordinary accomplishment of which you should be extremely proud. We know you share our commitment in promoting the highest quality NCVS program possible and for this we thank you.

Director Groves of the Census Bureau and Director Lynch of the BJS have recorded a special message specifically for this training, which we'll watch now.

(Show the Refresher Training Video from Directors Groves and Lynch)

Now let's talk a little about the basics of the survey.

As I mentioned earlier, the NCVS is sponsored by the Bureau of Justice Statistics, which is part of the U.S. Department of Justice. Currently, the NCVS is the largest ongoing statistical survey sponsored by the BJS. To provide timely and reliable statistics on crime and its impact on society, they contract with the

U.S. Census Bureau to conduct the NCVS. The NCVS is the main source of information for measuring crime and assessing its impact on our nation. It is the only current source of detailed information on the characteristics of victims and crimes, both reported and not reported to the police.

As you learned when you were first trained to be an field representative on the NCVS, the survey's primary purpose is to obtain an accurate and up-to-date measure of the amount and types of crime committed during a specific 6-month reference period. We collect this information from all sample household members who are 12 years of age and older. The NCVS also collects detailed information about specific incidents of criminal victimization that each respondent reports for the 6-month reference period.

Let's discuss the importance of the NCVS. The survey serves a variety of roles and is the only national, ongoing program that can provide information not only on how much crime occurs, and who is victimized by that crime, but can also tell us about the impact that crime has on its victims. The NCVS measures crimes both reported and not reported to the police. Why are the NCVS data you collect so important?

- First, since its inception in 1972 the NCVS has provided much of the information we now know about crime and its impact on its victims. The only other national ongoing system measuring the extent of crime in the United States is the FBI's Uniform Crime Reporting program, or UCR, which measures only crime reported by police.

Please turn to Page 1-2 of your workbook.

(Allow time)

This 1980s cartoon (from "Ripley's Believe It or Not") used estimates from the National Crime Survey (predecessor to the NCVS) to show that more than half of all violent crimes were never reported to police, and therefore never measured by the UCR. Without the NCVS, we would be basing our understanding of crime on a small fraction of crime that actually occurs.

For another example, it was from the NCVS that we learned that a substantial proportion of violent crime is committed by people the victim knows or is related to. This information is vitally important because understanding the nature of crime is necessary for developing programs to prevent it and to address the impact on victims.

- Second, the survey estimates are important because they are national in scope and are based on interviews with a large number of people about their experiences with crime victimization. Because crime is relatively rare, a large sample is necessary to obtain reliable estimates.

- Third, the survey provides information that can be, and has been, used to support and develop programs to address crime and its impact on victims. For example, the survey's estimates on violence against women and intimate partner violence were key elements in raising awareness of these

crimes, which ultimately led to the passage of the Violence Against Women Act of 1994.

● Fourth, the survey provides a platform for research into the nature of crime and its causes and consequences. Survey public use data files, stripped of all identifying information, are archived and used by researchers to explore a vast variety of issues.

The information provided by the NCVS is only valuable if it is accurate. Ultimately, its accuracy depends largely on how well you carry out your work collecting the survey data. The survey methodology and questionnaire have been developed through a great deal of study, which we will discuss later in the training.

Let's talk about what kind of data the NCVS provides. The NCVS collects data measuring the types and amount of crime involving persons 12 years of age and older. The NCVS provides detailed information on the characteristics of both the victim and the crime. By collecting information on crimes both reported and not reported to the police, the survey results give a more complete picture of the extent and nature of crime in the United States.

After the data are collected and tabulated, the BJS analyzes the data and produces several types of publications on an annual basis.

Some of the past publications released from this survey include:

- ***Criminal Victimization, 2009***

- ***Hate Crime 2003-2009***

- ***Workplace Violence, 1993-2009***

You'll find copies of selections from those reports in your materials. Please take a moment to look at them now.

(Allow time)

Please take time later this evening or after you return home to read these publications to become familiar with some of the types of reports that are produced from the NCVS data. The BJS also makes selected crime victimization data available through the Internet at their web site for additional analysis by researchers. BJS is also developing an online data analysis tool to enable anyone to easily explore NCVS data.

Who uses the NCVS data and why. There are three primary uses for NCVS data:

- To inform public policy related to safety and crime prevention;
- To inform the public on the extent and nature of crime; and
- To enable research to better understand the nature and consequences of crime.

Users of the NCVS data cover a wide audience of groups and persons who are all concerned about crime and crime prevention. These users include:

- Government agencies;
- Print and broadcast media;
- Law enforcement agencies;
- Researchers at academic, government, private, and nonprofit research institutions; and
- The public.

Government agencies use the data to understand how best to allocate resources and develop new programs. For example, the NCVS produces data relevant to projecting the costs of victim compensation programs. The NCVS data include age, employment status, and family income of victims of personal crimes, as well as information about victim/offender relationships in these crimes. A review of this data found that some of the eligibility rules for existing compensation programs needed to be changed to better meet the needs of those most likely to be victimized.

Print and broadcast media regularly cite NCVS when reporting on crime-related topics. As I said, much of what we know about crime has come from the NCVS and the media has disseminated this information. Turn to pages 1-3 through 1-6 of your workbook; what you'll see there are a few selected articles from various local and national newspapers that mention the NCVS. Take a moment to look at them now.

(Allow time)

You can read these articles in more detail later.

Law enforcement agencies use the NCVS findings for training purposes, and the findings can be seen in crime prevention public service announcements and in crime documentaries. Law enforcement agencies in various cities also use NCVS data to increase:

• Citizen cooperation with officials in deterring and detecting crime,

• Special police strike forces to combat those crimes which the survey indicates as being most prevalent, and

• Street and park lighting programs in those areas with the highest reported crime rates.

The NCVS has also been the model for local area surveys conducted in various municipalities.

Researchers use the NCVS data to prepare reports, policy recommendations, scholarly publications, testimony before Congress, and documentation for use in courts. Researchers also use the NCVS information to investigate:

• Why certain persons are victimized more than others,

• The characteristics of attempted versus actual victimizations,

• The reasons why persons do not report crime incidents to the police, and

• Victimization among juveniles, domestic violence, gun-related crimes, multiple victimizations, etc.

Other uses of the NCVS include:

• Planning for public education programs, police patrol strategies, and new communities and housing projects. This type of planning requires a knowledge of the characteristics of victimized persons and households, as well as when and where victimizations occur.

• Conducting feasibility studies and planning programs for the restitution and compensation to victims of crime. These studies and programs require information on the nature and extent of injury and loss that results from criminal victimization.

• Assessing the need for property identification programs. These programs require information on the amount of property recovered after burglaries and thefts.

• Understanding more about the nature and extent of biases in police data on <u>known</u> offenses. These kinds of studies require a knowledge of the levels of nonreporting to the police, together with information on the kinds of victimization that are disproportionately <u>not reported</u> to the police.

Do you have any questions about what I just discussed?

(Allow time; answer questions)

Now I'd like to give an overview of the whole NCVS process. We'll being with your role as an NCVS field representative and how it fits into the NCVS as a whole.

The NCVS sample is made up of households from across the country that are selected every 10 years based on the results from the Decennial Census. The NCVS sample is split into six rotation groups which are interviewed twice a year for a total of seven interviews. This format provides households to be interviewed each month throughout the year.

Each month your Regional Office splits up that month's sample cases among all of the Field Representatives (FRs) and then releases your monthly assignment to you. Using your survey-specific and general FR training you go out and do your best to complete all your interviews in as complete and timely a manner as possible.

As you complete and transmit your monthly assignments, we in the Regional Office ensure that all assigned sample cases have been accounted for and all data have been received. At the end of the month, that month's survey closes out, which ends the data collection phase of the NCVS for that month.

Data from all 12 ROs are combined and a database containing all cases that have at least one incident report is created. That database is then sent to the Census Bureau's National Processing Center (NPC) in Jeffersonville, Indiana. In this next phase of data preparation, the data are clerically reviewed and edited. This operation in the NPC is the first look we get at the incident reports you've collected each month. During this process, the data are reviewed to ensure they meet the NCVS guidelines and inconsistent data are corrected. Incidents that cannot be corrected are referred to another unit of editors at Headquarters. Approximately 300 of the 1000 cases that make up the NPC's workload each month are referred to Headquarters staff for further review.

Once the referral process is completed, certain incidents go through Industry and Occupation coding and/or Geographic location coding. The review and coding operations take two months to complete, at which point computer processing is started. During the processing stage the data are edited for consistency, missing values are estimated, estimates are produced, and final tabulations prepared.

Twice a year the NCVS data are sent to the Interuniversity Consortium for Political and Social Research (ICPSR) at the University of Michigan, where our data are accessible for data users. We also send annual data in the form of statistical tables to the BJS, who publishes them in both paper reports and on their web site. As you can see, the NCVS process doesn't stop once the data have been collected. The usefulness and accuracy of the published data depends in large part upon how well you, the field representatives, do your jobs. You are an essential, extremely important part of this process.

Are there any questions about the data flow and processing?

(Allow time)

(Move to next lesson)

NOTES

Lesson 2
The NCVS Screener
(Approximate time: 1 hour and 15 minutes)

The objectives of this lesson are to:

- Demonstrate how long it should take to ask the full NCVS screener;

- Discuss screener questions and why they're constructed the way they are;

- Discuss methods of asking sensitive screener questions;

- Discuss ways of getting respondent cooperation without reading question stems; and

- Review questions respondents might ask about the screener questions.

Let's begin this lesson by discussing why screener questions are used on the NCVS. The screener questions are used to determine whether any of the eligible household members *(12 years of age or older)* at the sample address were victimized by crime during each household member's 6-month reference period. The screening items cover a wide variety of situations and are designed to provide the respondent with concrete examples of the types of crimes that are

typically reported for the NCVS and could be overlooked by respondents. These

screen items attempt to ensure that we collect ALL incidents of crime that

occurred during each sample household member's 6-month reference period.

Next we'll discuss how the NCVS screener questions are constructed. A

screener question has two parts; the "question stem" and the "screener cues."

These are terms you may not have heard before. A "question stem" or "stem"

refers to the main part of the screener question. The term "screener cues" or

"cues" refers to the examples or prompts that follow the main part of each

question. Look at Pages 2-1 and 2-2 of your workbook now for an illustration of

this.

(Allow time)

Notice how every question is broken out into the "stem" and the "cues." The

question "stem" is in regular print and the "cues" are in italics.

Now we're going to do an exercise with the screener questions. Do not rush

through the questions; read them in their entirety in a calm, conversational tone of

voice, pausing briefly between "cues" as instructed in your FR manual. Let me demonstrate.

(Give a brief demonstration of tone/pace for asking screen questions, reading SQTHEFT as the example which is displayed below.)

"I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months, that is, since (first day of the month, six months ago).

Was something belonging to YOU stolen, such as

–   Things that you carry, like luggage, a wallet, purse, briefcase, book – (*Pause*)

–   Clothing, jewelry, or cellphone - (*Pause*)

–   Bicycle or sports equipment - (*Pause*)

–   Things in your home, like a TV, stereo, or tools - (*Pause*)

–   Things outside your home, such as a garden hose or lawn furniture - (*Pause*)

–   Things belonging to children in the household - (*Pause*)

–   Things from a vehicle, such as a package, groceries, camera, or

CDs, OR

–   Did anyone ATTEMPT to steal anything belonging to you?

Did any incidents of this type happen to you?"

For this exercise I'd like you to break up into groups of three and administer the

NCVS screener questions to each other.

Exercise: Assign one person to be the field representative, one to be

the respondent, and one to time how long it takes to administer the

screener questions. The person you assign to be the field

representative can read the screener questions from Pages 2-1

and 2-2 of the workbook.

If your role in this exercise is the field representative, read the screener questions

from pages 2-1 and 2-2 of the workbook. Ask all the screener questions as if you

are conducting an interview with a household respondent. If you are acting as the

respondent, answer "No" to all screener questions for this exercise. If you are the

timer for the exercise, record the amount of time it takes to ask the screener

questions. You may use a watch, cell phone, etc. to time the reading of the

questions.

(Make sure all groups have a timing device. Allow time - about 10 minutes.

When all groups are finished timing interviews, proceed with discussion.)

Let's review the results of this exercise. What were your findings? How long

did it take to administer the questions when you read each question as worded, in

its entirety?

(Have each group report the total amount of time it took to administer the

full set of screener questions. Record the times on flip pad or white board

and average the results; announce your findings to the trainees. Responses

will vary but should be no less than 4 minutes.)

We have just established an expectation for the minimum time it should take to

administer the NCVS screener questions for a household respondent. It doesn't

take an extreme amount of time to ask the NCVS properly, reading all the

questions completely, as worded, at a conversational pace with the appropriate

pauses between "cues". We'll discuss why this is important in a few minutes, but first let's talk about why we just did this exercise.

This exercise showed us that it only requires *(number of minutes from the exercise)* minutes on average to ask the screener questions of a household respondent. The individual respondent's screener questions should take about three and a half minutes to complete. The household respondent takes longer because they are asked the screener questions about household break-ins, motor vehicles, and motor vehicle theft (screens **SQBREAKIN**, **SQTOTALVEHICLES**, and **SQMVTHEFT**) that are not asked of individual respondents.

Next, we'll discuss the results from time stamp analysis of NCVS screener questions. Since we switched to a fully automated interviewing environment in July 2006, Census Headquarters staff have had the ability to look at interviewing records, based on the keystrokes you've entered, and calculate the amount of time you spend asking and entering in answers for each survey question.

Recent data compiled at Headquarters shows that about 40 percent of all interviews take one minute or less to complete the screener questions, and approximately another 25 percent take less than two minutes. The average amount of time it currently takes to complete the screener questions across all interviews is 1 minute, 46 seconds.

As we have just demonstrated, in order to ask these questions as worded, fully and completely, it takes about three and a half to four and a half minutes. From our analysis of mean screener times, we can tell that these all-important screener questions are, in so many cases, not being administered correctly. The Census Bureau and the sponsor of the survey, the BJS, are extremely concerned about this problem.

Staff from Census Headquarters and the BJS confirmed this during observations of NCVS interviews when we went out to observe in March of 2011. During these observations, we saw FRs paraphrasing the screener questions, skipping specific screener "cues" in certain interviewing situations, and sometimes asking only the screener question stem and none of the "cues" at all. As we'll discuss, these

practices can affect the quality of the data that you collect and in turn, our

understanding about the amount of crime that is occurring.

We understand the real world considerations and implications of conducting this

survey. We realize that you face challenges and obstacles in your interviewing

assignment every month. We know that respondents are reluctant, harried, busy,

and/or unavailable. However, you must not promise a respondent that the

interview will only take a short time. You may be setting yourself up to rush the

interview and feel that you need to skip questions because of this promise to the

respondent. Also, when you promise a short interview and that turns out not to be

the case, you lose credibility. Respondent cooperation will be that much harder to

get in the next interview period.

I'd like to give you a short history of the NCVS screener questions. This will

help you understand how the survey was developed and how we have come

around to asking the questions you see today.

The last major redesign of the survey happened in 1992. Before that, the NCVS

was called simply the National Crime Survey or the NCS. The NCS was first

introduced in 1972, and conducted annually until 1992 when the NCVS was
introduced. One important feature of this "new" crime survey, the NCVS, was the
addition of "cues" that we still use today. As I said before, those are the examples
or prompts that follow each main question.

When we started using this new questionnaire with the "cues", we started
collecting more crimes. Reports of assaults increased by 57%, burglary reports
increased by 20%, and reports of theft went up by 27%. Reports of rape went up
157%. You might reasonably conclude from these statistics that the "cues" really
do help respondents remember more incidents.

It's just as important now as it was then to use the "cues" as written in each
screener question. There can never be a perfect instrument for asking these
questions, but a lot of research and effort has gone into making the questionnaire
as it stands today. When you don't read the questions as worded, in effect you
discard all that research and disregard the evidence that asking screener
questions properly significantly impacts the statistics for certain types of crime.

Why is it important to ask the questions as worded and in their entirety? We are very concerned about the problem of field representatives asking paraphrased or incomplete questions. It's so important to ask all the questions and ask them as they are worded because they have been specially designed to jog respondent's memories and help them recall incidents that they may have forgotten. The screener questions have been developed and refined since the beginning of the NCVS. You must ask all the screener questions *as worded*, wait for the answers, and enter those answers completely and accurately. If a respondent has forgotten an incident and you do not ask the screener question or cue that may help them remember an incident, we run the risk of not collecting it. These omissions and missed incidents can result in the crime rates we calculate being erroneously low, and in survey results being biased.

Human memory is variable and can be unreliable – we may recall certain events with clarity, and repress others so thoroughly that we only have dim memories of what happened. This can often be the case with crime events. Because being the victim of a crime is an unpleasant experience, people may repress those memories or the memory of the incident may decay so much that the respondent has trouble recalling the crime with accuracy. Research shows that assault, for

example, is recalled with the least accuracy of any crime measured by the NCVS.

We don't know exactly why this is true, but it may be related to the tendency of

victims to not report crimes committed against them by offenders who are not

strangers, especially if those offenders are relatives.

Also, for some respondents, crimes which contain elements of assault may be

part of everyday life and completely unremarkable to them until you, the field

representative, ask that screener question which sparks their memory or recall.

People who live in environments in which these incidents commonly happen

either forget them or think they are not important enough to mention.

Research has also shown that context is an important factor in people's ability to

remember events. For example, a respondent may not recall a crime that

happened at school when you ask the screen question about theft, but may

remember it when you ask the screen question that focuses on the location of

possible victimizations. As we'll discuss, these shifts in the focus of the screener

questions and what may appear to be redundancies are a crucial part of the

crime screener, to help respondents recall events they have experienced.

Finally, you must ask the questions as worded and in their entirety for the sake of interview consistency. You and 900 of your fellow field representatives contact over 10,500 sample addresses every month in 627 counties around the country. Standardizing the way in which every FR asks the questions on the NCVS ensures that every respondent hears the exact same questions, helps the survey to collect information consistently across all regions, and helps make the survey results more valid.

All these are excellent reasons not to rush through the screener questions. We know that respondents and field representatives alike sometimes get impatient during these questions. If it becomes necessary, ask politely for the respondent to bear with you while you go through them, as you are required to read them as they are worded. Take your time and allow the questions to do the job for which they were intended – helping the respondent recall and enumerate any crime incidents they may have experienced. We can't stress enough how important it is to ask all the screener questions, and ask them fully and completely, exactly as worded.

Are there any questions so far about why it's so important to go through all the questions in the screening portion of the instrument?

(Answer questions)

Now we'll turn our attention to the pacing of the NCVS interview. Remember this key point about pacing the NCVS interview: DO NOT RUSH to complete an interview under any circumstances. Rushing through the survey questions increases the possibility that the respondent will miss important parts of the question, misinterpret questions, and then give you an answer that is incomplete or inaccurate. Maintain a calm, unhurried manner and ask the questions clearly in an objective, deliberate way. This will not only relax the respondent, but also help to keep their attention.

When respondents sense that you are rushing through an interview, they may withhold information, thinking that it would take too long to explain the crime incident. On the other hand, do not let respondents waste too much time talking about unrelated information. Tactfully steer them back to the interview without making them feel you are hurrying to finish.

Keep a positive attitude and always assume that each respondent has time to be

interviewed when you contact him/her. If the respondent tries to rush you through

the interview or tries to cut you off, arrange to continue the interview at a more

convenient time for the respondent. Whenever possible, make every attempt to

complete at least the household respondent's interview during your first contact

for the interview period. This will make any callbacks for remaining household

members easier.

When conducting interviews, always speak as clearly and distinctly as possible.

Avoid talking too fast or too slow. Talking too fast may give the impression that

you think the questions are either unimportant or sensitive in nature. By speaking

in a confident voice and at a moderate pace, respondents are more likely to stay

relaxed and responsive.

Let's talk more about how the NCVS screener questions are constructed, by

looking more closely at each screener question. As we stated earlier, the

screener questions can be broken into two parts; a main question, or "question

stem," and second examples of the kinds of incidents we are asking about, which

are called the "cues." Look again at Page 2-1 of your classroom workbook; where

the NCVS screener questions are displayed. Let's look at the first NCVS screener

question, **SQTHEFT**. Let me explain its components. The question, in full, reads

as follows –

"I'm going to read some examples that will give you an idea of the kinds of crimes

this study covers. As I go through them, tell me if any of these happened to you in

the last 6 months, that is, since (date). Was something belonging to YOU stolen,

such as – **This is the QUESTION STEM.**

The following are the CUES:

–   Things that you carry, like luggage, a wallet, purse, briefcase, book -

–   Clothing, jewelry, or cellphone -

–   Bicycle or sports equipment -

–   Things in your home, like a TV, stereo, or tools -

–   Things outside your home, such as a garden hose or lawn furniture -

–   Things belonging to children in the household -

–   Things from a vehicle, such as a package, groceries, camera, or

         CDs, OR

–   Did anyone ATTEMPT to steal anything belonging to you?"

(Pause)

Notice at the end of the screener question "cues" is an interviewer instruction to "ask only if necessary". The question that follows, "Did any incidents of this type happen to you?" should be read to the respondent, if they did not respond to you after asking the question. If the respondent has already said 'yes' or 'no', then you do not need to read that part of the question.

Instead of asking this detailed question about theft, we might start out by asking, "Were you robbed during the last six months?", which seems to be a straightforward, direct question. BUT "Were you robbed during the last six months?" is not straightforward at all – in fact, it is an ambiguous question.

Many respondents are unaware of the legal distinction between *robbery* (which involves personal confrontation between the victim and the offender) and *burglary* (which involves breaking and entering but no personal confrontation). Therefore, on the NCVS the screener question dealing with theft does not mention the word "robbery." Instead, there are several more basic, less ambiguous questions used which refer specifically to various items being stolen.

As we already noted, these examples are referred to as "cues," which have been tested and proven to help respondents remember crime incidents that have happened to them. Other screener questions are constructed similarly, with lists of specific "cues" designed for each type of crime. When the whole list of "cues" is not read to the respondent for each screener question, we run the risk of missing some crimes.

There are a number of "cues" in each screener question because sometimes respondents focus only on the specific items being mentioned. In the screen **SQTHEFT**, for example, if we didn't include "Things outside your home, such as a garden hose or lawn furniture," respondents may not realize that we want them to tell us about that type of theft. We can't have a list of every possible kind of property, so as we've developed the screener questions we've tried to identify enough different kinds of property that will help respondents think beyond the examples provided.

Notice that some of the screener questions ask about attempted crimes as well as completed ones. These are important "cues" because many times,

respondents may not think to report incidents that did not result in a completed

crime. Follow along with the screener questions on Page 2-1 and 2-2 of your

workbook now.

(Allow time)

Q: Which screener questions ask about attempts as well as completed crimes,

       _____?

A: **SQTHEFT**, **SQBREAKIN**, **SQMVTHEFT, SQATTACKWHERE**, and

       SQATTACKHOW.

Now we'll cover the rest of the screener questions; you can follow along in your

workbook. We just discussed the first one, **SQTHEFT**.

(In the next section of this lesson, you'll be calling on trainees to have

them read the screener questions aloud. Take this opportunity to

evaluate trainees' reading of the questions – do they read them in a

calm, unhurried, conversational tone of voice? Point out what the

trainee is doing correctly first, then tactfully make suggestions for working on the parts of their technique that need improvement. For this portion of the training try to call on trainees who were the respondents or time keepers in the screener question time exercise.)

The next item is **SQBREAKIN**. Will you read that for us, _____?

"Has anyone broken in or ATTEMPTED to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or entering through an open door or window? (*Pause*) Has anyone illegally gotten in or tried to get into a garage, shed, or storage room? (*Pause*) OR Illegally gotten in or tried to get into a hotel or motel room or vacation home where you were staying?"

This question is asked only of the household respondent to find out if the respondent's home or lodging was broken into or illegally entered, OR if an ATTEMPT was made to break into or illegally enter the household respondent's home or lodging.

The next screener question is **SQTOTALVEHICLES**. Will you read that for us,

_____?

"What was the total number of cars, vans, trucks, motorcycles, or other motor

vehicles owned by you or any other member of this household during the last 6

months? Include those you no longer own."

This question is also only asked of the household respondent, to find out if the

household owns motor vehicles, and if so, how many. If the household

respondent indicates in this item that the household owns vehicles, the question

SQMVTHEFT, is asked. The instrument will display the correct version of the

question based on the number of vehicles entered in the screener question

SQTOTALVEHICLES. For this exercise, let's assume the household respondent

said they have two cars, which means the question in **SQMVTHEFT** should be

read using the plural version of the question. For example, using words like

"vehicles" and "them". _____, will you continue reading at the screener question

SQMVTHEFT?

"During the last 6 months, were the vehicles stolen or used without permission?

Did anyone steal any parts such as a tire, car stereo, hubcap, or battery? (*Pause*)

Did anyone steal any gas from them?(*Pause*) OR Did anyone attempt to steal

any vehicle or parts attached to them?"

Thank you. **SQMVTHEFT** is asked to find out if any of the household's motor

vehicles were stolen or used without permission, including parts and gasoline, or

whether any attempts were made to steal or use them without permission,

including parts and gasoline.

The next screener question, **SQATTACKWHERE**, shifts the focus of the screener

questions from the *type of crime* to the *location where* an incident may have

occurred. This shift in focus, as we've already mentioned, gives the respondent

another way of remembering any crime incidents they may have experienced.

Will you read that for us, _____?

"Since (date) were you attacked or threatened OR did you have something stolen

from you at home including the porch or yard, (*Pause*) At or near a friend's,

relative's, or neighbor's home, (*Pause*) At work or school, (*Pause*) In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport, (*Pause*) While riding in any vehicle, (*Pause*) On the street or in a parking lot, (*Pause*) At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting, (*Pause*) OR Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to you from any of these places?"

This question is asked of all eligible household members and is designed to remind respondents of incidents in which they may have been attacked or threatened with physical harm in a variety of locations or situations. This item also asks about things stolen from the respondent or attempts to steal anything from the respondent.

The next screener question, **SQATTACKHOW,** again shifts the focus of the question. This time from *where* the incident may have occurred to the *ways* a respondent may have been attacked or threatened. This seeming redundancy with earlier questions is intentional. Once again, the "cues" are important aids to help people focus on the type of attack, as well as the ways in which an attack may have occurred. Will you read **SQATTACKHOW** for us, _____?

"Has anyone attacked or threatened you in any of these ways – With any weapon, for instance, a gun or knife, (*Pause*) With anything like a baseball bat, frying pan, scissors, or stick, (*Pause*) By something thrown, such as a rock or bottle, (*Pause*) Include any grabbing, punching, or choking, (*Pause*) Any rape, attempted rape, or other type of sexual attack, (*Pause*) Any face to face threats, (*Pause*) OR Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime."

This question is asked of all eligible household respondents, and is designed to remind each respondent of incidents in which they may have been attacked or threatened with physical harm, involving various weapons or the use of force.

Item **SQTHEFTATTACKKNOWNOFF** shifts the focus again, this time to *relationships* between a victim and the offender(s). Will you read that question for us, _____?

"People don't often think of incidents committed by someone they know. Did you have something stolen from you, or were you attacked or threatened by –

Someone at work or school, (*Pause*) A neighbor or friend, (*Pause*) A relative or family member, (*Pause*) Any other person you have met or known?"

Thank you. **SQTHEFTATTACKKNOWNOFF** is asked of all eligible household members and is designed to remind the respondent of incidents in which the offender is someone they know – for example, a co-worker, friend, neighbor, relative or family member. We know that respondents often don't think of attacks, threats, or thefts by acquaintances and relatives as crimes, so we need a specific question to help them focus on crimes by people they know. Some respondents may not consider an incident to be a crime if it involved someone known to them, but it is a crime and we want to collect that information on the NCVS.

In this and all other screener questions, we only accept threats as NCVS crimes if they are given verbally and face-to-face by the offender to the respondent. We do not accept threats made by phone, letter, fax, or electronic message or email. We also do not accept threats made by another person <u>for</u> the offender. If you are in doubt as to whether to include a type of threat, mark "Yes" to the screener question in which the threat is reported and fill an incident report. Be sure to put

any pertinent information in the incident summary. An editor will then review it

and determine whether the threat is within the scope of the survey.

Let's review those three screener questions I just mentioned,

SQATTACKWHERE, **SQATTACKHOW**, and **SQTHEFTATTACKKNOWNOFF**.

They all ask about attacks but from different frames of reference. As I've

mentioned, this seeming redundancy is intentional. **SQATTACKWHERE** asks

about any attacks or threats the respondent experienced in *specific locations or*

during certain activities. **SQATTACKHOW** also asks about attacks or threats but

it asks about *the method in which* the respondent may have been threatened,

which has also been proven to help jog respondent's memories. Whereas,

SQTHEFTATTACKKNOWNOFF asks about any attacks or threats in the context

of being attacked or threatened *by someone they know*. As I said this question is

asked because respondents often do not think of or remember actions by

offenders who are family, friends, coworkers, and so on in the context of being a

victim of a crime.

_____, will you read the question for Item **SQSEXUAL**?

"Incidents involving forced or unwanted sexual acts are often difficult to talk about. Have you been forced or coerced to engage in unwanted sexual activity by – Someone you didn't know, (*Pause*) A casual acquaintance, (*Pause*) OR Someone you know well?"

Thank you. This question is asked of all eligible household members and is designed to record all incidents in which the respondent was forced or coerced to engage in unwanted sexual activity, regardless of whether the respondent did or did not know the offender. Sexual offenses are a sensitive topic, and later on in this lesson I'll go over guidelines and suggestions for asking this question, as well as any other questions that might be considered sensitive or difficult.

_____, please read the next question, **SQCALLPOLICECRIME**?

"During the last 6 months, did you call the police to report something that happened to YOU which you thought was a crime?"

Item **SQCALLPOLICECRIME** is the first of what we call the "catchall" questions, which are designed to bring out crimes that the respondent may have overlooked

or perhaps we did not specifically ask about in the earlier questions. In this question, we are only interested in an incident when it was reported to police, it directly affected the respondent or another household member, AND the respondent believes it to be a crime. This could be anything from noisy neighbors to an assault by a stranger. Record whatever is reported by the respondent and if necessary, ask the followup question **SQCALLPOLICEATTACKTHREAT,** "Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?"

Will you read **SQNOCALLPOLICECRIME** for us, _____?

"During the last 6 months, did anything which you thought was a crime happen to YOU, but you did NOT report to the police?"

This is the second "catchall" question and is asked of all eligible household members. It is designed to remind each respondent of incidents that he/she did NOT report to the police, even though the respondent thought they were crimes. These incidents could have been overlooked earlier in the interview because we did not ask about them specifically.

I'd like to take a moment to point out two more procedures regarding the screener questions. First, remember that you must record a crime reported by the respondent in whichever question it is reported in, even if it doesn't fit the type of crime asked about in the question.

Q: For example, suppose you ask a respondent the question in **SQTHEFT**, which, as we just discussed, asks about theft and attempted theft. The respondent tells you that someone punched him while he was at a basketball game. In which screener question do you report this incident?

A: In **SQTHEFT**.

Thank you. Always report the crime incident in the screener question where it was reported. Data users are interested in the types of crimes that a respondent reports in each screener question, to determine the types of crime incidents generated by the different sets of "cues." So recording the incident in the screener question that a respondent reports it at does matter.

Second, after an incident is reported in a screener question, the instrument fills a

very important statement in the remaining screener questions.

Q.   Can anyone tell me what that statement is?

A.   The phrase "Other than any incidents already mentioned" is displayed in

        each screener question after at least one of the screener questions is

        marked 'yes.'

This is a very important statement to include when reading the screener

questions, because it lets the respondent know that they do not need to report the

same incident again when the "cues" in subsequent questions may reference the

same type of crime. For example, if a respondent reports that their garage was

broken into when asked the question at the screen **SQTHEFT** we do not want

them to report that same break-in again when asked the question in

SQBREAKIN. This helps us to avoid recording duplicate incident reports which

can lead to respondent fatigue and possible reluctance to participate in the future.

Does anyone have any questions on these two concepts?

(Answer questions)

Most of these screener questions have at least three "cues" and some have as many as eight. This type of question may prompt some respondents to give you an answer before you finish reading each cue. We prefer that you finish reading each cue before the respondent gives an answer. Even if you are interrupted, read each and every cue in its entirety.

The following technique may help you get through all the "cues" on any given screener question before getting the respondent's answer:

- After reading each cue, only pause long enough to let the respondent know that you are about to start reading a new cue. If you pause too long, the respondent may feel that you are waiting for an answer.

- After reading all the "cues" for a question, pause long enough to allow the respondent to reply. If the respondent does not give an answer, then read the question, "Did any incidents of this type happen to you?"

If the respondent interrupts with a "No" response, you must read all the

"cues" anyway to make sure that nothing is missed. If the respondent

interrupts with a "Yes" response, record what the respondent has told you

and continue to read the remaining "cues" to make sure that you do not

miss any additional incidents.

I'd like to go over some points about asking questions about sensitive

topics. When we went out and observed NCVS interviewing last March, we

noticed that in many cases field representatives were either not asking or

selectively asking the screener question that pertains to sexual crimes. We noted

that it is sometimes asked in a whispered voice, or not asked of young people, or

not asked of the elderly, and on some occasions omitted completely. We noted

that it is sometimes not asked if the respondent's spouse, significant other, or

other family member is present during the interview. We saw many different

combinations of circumstances in which this question was not presented correctly

to the respondent.

You must ask all questions of every respondent. You cannot selectively ask the

screener questions, or any other question or group of questions on the survey.

Not asking all the questions of every respondent causes the data we collect to be incomplete and inaccurate.

We realize that being the victim of a sexual crime can be a frightening and disturbing experience and its impact is often wide-ranging, severe, and psychologically traumatic. We recognize that it may be difficult for you to ask the question. If you encounter a respondent who has been a victim of such a crime, it may be difficult for them to talk about it. Recalling the experience may stir up feelings of fright, anxiety, anger, or helplessness. Depending on their individual situation, they may experience a loss of trust, long-term emotional distress, and significant disruption of everyday living.

Alternately, they may suppress the memory so completely that they don't even recall it until you begin asking questions about it. This may also bring up negative emotions and emotional reactions. Your ability to ask questions in a confident and nonjudgmental way encourages respondents to feel comfortable talking about their victimization experiences, especially when those experiences may be embarrassing or sensitive.

We want to give you these suggestions to follow when interviewing victims of

sexual or other sensitive crimes:

- Be sensitive to what the respondent is telling you, however, you keep the

    respondent on track since some respondents may have the tendency to tell

    you more than what is being asked.

- Be respectful and polite to victims, even to those who do not want to talk.

- Avoid unnecessary pressure. Be patient.

- Be supportive and let victims express their emotions, which may include

    crying or angry outbursts.

- Be careful not to appear overprotective or patronizing.

- Avoid judging victims or personally commenting on the situation.

- Remind the respondents periodically, if necessary, about the importance of their responses.

- Reassure the respondent that knowing the prevalence of the form of violence they are experiencing will be useful to expand efforts to identify ways to help victims of that type of crime and to hold perpetrators accountable.

- Supply the respondent with a copy of the NCVS-110 Fact Sheet brochure *(show example)*, which contains several hotline numbers that they may find helpful to call, if the person asks for assistance. Make sure you have an ample supply of the Fact Sheet to provide to respondents when needed.

Respondents recounting their experiences may be upsetting for you to hear and may have a disturbing effect on you long after the interview is completed. If you experience such feelings, contact your supervisor for help.

Now we're going to discuss how to get into the household without revealing specific survey questions before you administer the interview.

When a respondent asks what the survey is about, do not read or give examples of the questions. When we went out observing in March, we saw numerous instances of field representatives reading off portions of the survey questions to respondents in an attempt to get the respondent's cooperation. Do not resort to asking question stems before the respondent consents to an interview; this will contribute to fatiguing the respondent towards the survey questions before you even start to ask them. The first time the respondent should hear any part of the screener question is after you start the actual interview.

You may summarize or paraphrase the information that is contained in the advance letter to describe what the survey is about:

> "The information you provide our representative will help inform the country about how much crime there is, where it occurs, when it occurs, what crime costs victims, and which segments of the population are most frequently victimized. Since many crimes are never reported to police, information from this survey will show a more complete picture of the amount and types of crime occurring in the United States."

You may show the respondent the BJS reports "Criminal Victimization, 2009,"

"Hate Crime, 2003-2009," and "Workplace Violence, 1993-2009," which we just

looked at in Lesson 1.

(Show copy)

These publications show some of the most recent available published results

from the NCVS. Seeing actual results from the survey may help persuade some

respondents to participate.

This will help you give the respondent a general idea of what kinds of statistics

we are collecting, without having to read them all or part of the exact questions.

Does anyone have questions?

(Answer questions)

We have gotten feedback from NCVS field representatives saying that some

respondents can become irritated while being asked the NCVS screener

questions, because they seem so redundant. As we just discussed, while some

screener questions ask about the same types of crime, the questions are

designed to approach the types of crimes from different angles. It is your job as

an NCVS field representative to explain to the respondent that the questions were

designed this way to make sure that the respondent hears many different

memory jogs, and has many chances and adequate time to search their memory

for victimization experiences.

To help the respondent understand the need for the different screener questions,

you can say something like, "Research has shown that asking about events from

different contexts can help respondents remember things they have experienced.

I must read all the questions in their entirety to get the most accurate

information."

Let's take a few minutes to discuss some questions respondents might ask about

the screener questions.

Q.   Why do you keep asking the questions when I told you I didn't have any

        crime?

A.   We have studied asking fewer questions, but have found that people

     sometimes don't think about a crime until a specific question reminds then

     about it. We need to ask all people the same questions to guarantee the

     quality of the data. *(Or something similar. If a point listed above is not*

     covered, discuss it with the trainees. This FAQ is from page A2-27 of

     the NCVS-550 Interviewing Manual)

Q.   Why do you keep asking about the same type of crimes in different

     questions?

A.   Research has shown that asking about events from different contexts can

     help respondents remember things they have experienced. It also provides

     respondents with a frame of reference. For example, they may not

     immediately think of a crime that occurred away from the home or by

     something they know. *(Or something similar. If a point listed above is*

     not covered, discuss it with the trainees. This was pulled from

     different points in this lesson.)

Q.   Why are you asking so many questions about crime?

A. The screening questions are to designed to give each respondent every opportunity to remember any crime incidents that occurred during the 6-month reference period. Asking all of these questions guarantees that we don't miss any crime incidents. Some crime incidents are easily forgotten. By asking these screen questions, you may remember something that you've out of your mind, they may help to jog your memory. The types of crimes referenced in the questions may also help provide context to the types of crimes we are interested in collecting as you may not have perceived an incident to be important enough to include without our mentioning it. *(Or something similar. If a point listed above is not covered, discuss it with the trainees. This FAQ is from page A2-45 and A2-46 of the NCVS-550 Interviewing Manual)*

Also, I'd like to remind you that there is a list of Frequently Asked Questions that appear in your NCVS-550 Interviewing Manual on pages A2-26 through A2-28, in the instrument by pressing Shift + F2, as well as on the back of the NCVS-572 and NCVS-573 Respondent Introductory letters, and the NCVS-550.1 "At a Glance" brochure. These can be helpful in answering general questions about the survey.

Are there any questions?

(Answer questions)

In this lesson:

- We learned that it should take at least three and a half minutes to ask the screener questions of an individual respondent and at least four minutes to ask the screener questions of a household respondent.

- We discussed how screener questions are constructed with a "stem" or main part of the question and three to eight "cues" or examples of crimes or contexts crimes may have occurred in.

- We learned that the screener questions are designed to jog respondents' memories and give them every possible opportunity to remember incidents of crime they have experienced.

- We discussed a number of different ways of asking sensitive survey

  questions; and

- We discussed techniques for gaining respondent cooperation without

  resorting to asking survey questions and fatiguing respondents toward the

  questions.

Does anyone have questions about any of those topics?

(Answer questions)

(Continue with next lesson)

NOTES

Lesson 3
The Crime Incident Report
(Estimated total time: 2 hours and 30 minutes)

The objective of this lesson is to:

- Review incident report structure, concepts, and procedures.

- Review the incident report by completing two practice interviews.

We're going to talk about the NCVS incident report in this lesson, and why it asks the questions it does. As you know, NCVS requires that an incident report be filled out for each instance of a crime the respondent reports in the screener. As we've been discussing, the incident report is designed to collect all the pertinent details about an incident that help us to classify the crime into the correct category.

Let's briefly review the various types of NCVS crimes. First of all, as you know, we do not collect homicide statistics. We collect the following types of crimes in the NCVS: rape, sexual assault, robbery, assault, burglary, motor vehicle theft, and theft. In compiling crime statistics, if an event can be classified as more than one type of crime, a hierarchy is used which classifies the crime

according to the most serious event that occurred. We'll talk more about the types of crimes in the next lesson; I'll go over them briefly now.

Personal Crimes

Personal crimes include **attempted and completed** crimes that involve direct contact between the victim and the offender(s). Personal crimes can fall under either one of two categories: **violent crimes**, or **personal theft**.

- **Violent crimes** include:

    ✓ Rape

    ✓ Sexual assault

    ✓ Personal robbery

    ✓ Assault

    ✓ Verbal threats of rape, sexual assault, personal robbery, and assault.

    These are all considered violent crimes, whether they are **attempted** or **completed**.

- Personal theft includes:

✓ Purse snatching

✓ Pocket picking

A personal theft involves an offender taking or attempting to take property or cash directly from the victim by stealth, without force or threat of force. Again, whether **attempted** or **completed**, purse snatching and pocket picking are considered to be personal theft.

Personal crimes involve direct contact between offenders and eligible household members during an incident, regardless of whether or not the crimes were completed. If more than one household member was attacked, verbally threatened, or had property or cash taken directly from them during the same incident, you must complete the incident report screens of the NCVS instrument, for each eligible household member who was personally victimized during the incident.

Does anyone have a question about the concept of personal crime?

(Answer questions)

Property Crimes

Property crimes include attempted and completed crimes that do not involve any direct contact with a sample household member.

Property crimes include:

- ✓ Forcible entry

- ✓ Burglary with forcible entry

- ✓ Burglary, with illegal entry and no force

- ✓ Motor vehicle theft

- ✓ Theft

Since property crimes do not involve any personal contact between a household member and an offender, you only need to keep one set of incident report screens for a property crime incident. For example, if two household members report the same property crime incident, you'll mark one incident report as a duplicate during the unduplication process, which we'll discuss in more detail later in this lesson.

Now, let's do a couple of examples. During an interview, the household respondent tells the field representative that an offender threatened to shoot him, his wife, and their 14-year old daughter if they didn't give the offender all their money and jewelry. This incident happened one night during the reference period while the three of them were walking to their car in a restaurant parking lot.

Q: How many incident reports do you fill out and why, _____?

A: Three, one for each household member who was threatened during the incident, because there was direct contact between each of them and the offender, and this is considered a personal crime. *(Or something similar. If a point listed above is not covered, discuss it with the trainees.)*

That's correct, the field representative must complete three separate incident reports--one for the household respondent, one for his wife, and one for their daughter. There was direct contact with the offender, so this is considered a personal crime.

Let's do another example. During the reference period, the Coe's household was broken into and burglarized while they were both at work. Joe Coe (who is the household respondent) and Sue Coe (his wife) both reported this incident.

Q: How many incident reports would we keep, _____?

A: Just one, because this was a property crime. We only want to keep one incident report for property crimes where no household members were personally victimized. *(Or something similar. If a point listed above is not covered, discuss it with the trainees.)*

Thank you, that is correct. Let's say that you completed the incident report screens for the property crime I just described, one for Joe Coe, the household respondent, and one for Sue Coe. Then you discover that you have completed two sets of incident reports for the same property crime incident. If this happens, keep only **one** incident report, usually the one reported by the household respondent. Mark the incident reported in Sue Coe's interview as a duplicate report during the unduplication process.

Does anyone have questions about filling out incident reports for property

crimes?

(Answer questions)

Now we'll discuss completing crime incident reports. The crime incident

report section of the NCVS instrument is designed to gather detailed information

about each <u>time</u> an incident or victimization occurred during the reference period.

The crime incident report is made up of twelve sections:

1. <u>***Location and presence***</u> Is the first section and collects information about

    where the incident occurred, details about a break-in when it happened at the

    respondent's home or lodging, and whether or not the respondent was

    present.

2. <u>***Attack/threat/injury/medical care***</u> section asks questions about how the

    respondent was attacked or threatened, injuries the respondent may have

suffered (if any), whether the respondent sought medical care, and details about that medical care.

3. ***Emotional toll*** section asks questions about the emotional toll the crime took on the respondent. Such as how it affected work, relationships, the respondent's emotional and physical health, and so on.

4. ***Actions against offender*** section asks about what actions were taken by the victim during the incident, whether those actions helped or made the situation worse, whether others were present at the scene, their actions, and so on.

5. ***Offender*** section asks about the number and characteristics of the offender(s) such as their gender and age, how well the victim knew the offender(s), whether offenders were drinking or on drugs and if the offender belonged to a gang, etc.

6. ***Attempted and completed thefts*** section asks about the type and value of any stolen items or about items the offender attempted to steal, whether items

were in or attached to a motor vehicle, whether property was recovered, and so on.

7. ***Property damage and police*** section asks about whether there was any damage to household property and if so how much it cost to repair or replace the damaged items, and about contact with the police and their response to the incident.

8. ***Activity at the time of the incident and time or money lost*** This section asks about what the respondent was doing when the incident happened and whether the respondent was employed at the time of the incident, and whether the respondent or other household members lost time or pay from work because of the incident.

9. ***Series of crimes*** section is asked when six or more incidents were coded as a series. This section asks how many incidents were part of the series, where they took place, how well the respondent knew the offenders, and so on.

10. **_Hate crime_** section asks about whether the respondent feels the incident was

a hate crime, and if so, what was it the reason for the hate crime, such as the

respondent's religion, race, etc.

11. **_Disability_** section asks questions about any disabilities the respondent may

have and whether they believe they were targeted because of their disability.

12. **_Summary_** section is where you enter a detailed descriptive summary of the

crime incident.

Are there any questions about these twelve sections of the instrument?

(Answer questions)

When completing a crime incident report you must:

• Collect accurate information when screening respondents making sure to

    enter the "number of times" count correctly, and

- Complete an incident report for each "time" that an incident or victimization happened during the reference period, regardless of how minor the incident may seem.

We want you and the respondent to know that no incident is too minor. Your main task is to gather as much information as possible about each crime incident that occurred during the reference period by asking all appropriate questions from the NCVS instrument. It is <u>not</u> your responsibility to determine whether or not a reported incident is important enough to require a completed crime report. Leave that responsibility to our processing staff. They will take all the detailed information that you collect and use it to determine which reported incidents classify as NCVS crimes, and which *type* of crime it is.

Trying to speed up the process for collecting crime incident reports to appease an impatient respondent. Cutting corners to save time or try to make the interview faster for an impatient respondent can jeopardize the value of the data that you collect.

For example, when asked the question in screen **SQTHEFT**, the respondent

replied that some of his money was stolen from his bowling bag on <u>two different</u>

<u>nights</u> while he was bowling with his bowling league. Since the two incidents

reported in **SQTHEFT** sounded basically the same, the field representative only

completed one crime report.

Q: Is this correct, _____, and why or why not?

A: __   No, this is incorrect.

    __   Even though the circumstances seem to be the same, the

        respondent reported <u>two distinct incidents</u> and the field

        representative must complete two separate crime reports for the

        incidents reported in **SQTHEFT**. ***(Or something similar. If a point***

        listed above is not covered, discuss it with the trainees.)

Let's take another example. After a field representative asked the question on

screen **SQSEXUAL** (about forced or unwanted sexual acts), the young female

respondent answered "Yes." However, she told the field representative that she

really did not want to discuss any details about what happened to her. The field

representative entered a "No" reply to this screen question, because the field

representative didn't think he could persuade the respondent to complete a crime

report.

Q: Is this correct, _____, and why or why not?

A: __   No, this is incorrect.

     __   The field representative must record the "Yes" answer given by the

               respondent, and make every effort to persuade her to answer the

               crime report questions.

     __   If he can't persuade the respondent to complete the crime report,

               then he must classify the respondent as a refusal and her interview

               is considered **incomplete.** *(Or something similar. If a point listed*

               above is not covered, discuss it with the trainees.)

Let's discuss further handling respondents who become reluctant during

incident reports. There will be instances when respondents don't mind telling

you that a particular crime incident happened, but they are reluctant to give you

any details to describe what really happened. Remember that part of your

interviewing job is "salesmanship." You need to sell the importance of this survey

and the information that respondents can provide to us. Also, just because a

respondent tells you that talking about a reported incident is too upsetting, don't

use that as an excuse for not completing **all** required incident reports. Ask the

questions in a matter-of-fact way; if you make it clear that you expect answers to

your questions the chance that you will get those answers increases.

Are there any more questions about filling out incident reports?

(Answer questions)

Before we get into all the details of the incident report, though, let's take a

look at the kinds of statistics BJS publishes using the results of the NCVS.

Please take out your workbooks and look at Pages 3-1, 3-2, and 3-3, which show

some samples of information that the BJS publishes using statistics from the

NCVS.

(Allow time)

Take a look at all the different types of crimes listed on Page 3-1. Find the arrows

near the top of the page. The top arrows point to statistics on "personal crimes"

and the bottom arrows point to "property crimes." Looking at the data in these two

rows you'll notice that 23.4 percent of all crimes were personal crimes and 76.6

percent were property crimes. Does everyone see that?

(Allow time)

As you can see we are reporting that there were a total of 21,312,400 crimes

reported in 2008. You might be asking yourself whether we collected that many

crime reports. And the answer to that question is no, we didn't collect 21,312,400

incident reports in 2008. The data published reflects the number of victimizations

at the national level, based on national population counts. From the data you

collect we found that in 2008 people were victimized by personal crimes at a rate

of 19.8 per 1,000 persons. So that rate is applied to the national population to

arrive at the number of personal crimes of 4,993,220. Does everyone follow that

logic?

(Answer questions)

Now let's talk about the rest of this table. As you can see each type of crime (i.e.

"Personal crimes" and "Property crimes") is broken down into several different

subcategories. For example, "Personal crimes" consist of the categories "Crimes of violence," and "Purse snatching/pocket picking." Whereas "Property crimes" consist of the categories "Household burglary," "Motor vehicle theft," and "Theft."

Each of the subcategories are further divided. For example, find the category "Robbery" under "Personal crimes." "Robbery" is broken down into two subcategories, "Completed/property taken" and "Attempted to take property." Then each of those is broken into two more categories, "With injury" and "Without injury." Did everyone follow that?

(Answer questions)

Q: How do you suppose the BJS knows which categories and subcategories to classify incidents of crime in when it's time to publish the data, _____?

A: Because of the details we collect on the incident report *(Or something similar.)*

That's correct, thank you. If we don't collect all the pertinent details during the crime incident report, we risk missing or misclassifying some incidents, which can make our data less reliable. For instance, one of the common errors encountered during the Editing and Coding process is when an incident report is collected for an attack in which the interviewer marks the respondent as not being present during the attack. This results in questions about the nature and details of the attack not being asked. This situation limits our ability to correctly classify the type of attack. During the editing process, we may not be able to determine if the offender was known to the victim, whether this crime was an attack with a weapon, a sexually related attack, or some other type of crime. We may end up misclassifying it in a category where it really doesn't belong because critical information is missing. This is why the incident report summary is so crucial to the type of crime classification process.

Now turn to Page 3-2 in the workbook, as you can see the BJS publishes statistics on violent victimizations in which victims took self-protective measures. You'll also see an arrow on this table, pointing out the statistic that in 57.6 percent of violent crimes, the victim took self-protective measures. Does everyone see that number?

(Allow time)

Q: From your knowledge of the NCVS instrument, from which question do you

     suppose this statistic is calculated?

A: From question **PROTECTSELF**, which asks, "Did you do anything with the

     idea of protecting yourself or your property while the incident was going on?"

     (Or something similar.)

Thank you. Now look at the table shown on Page 3-3 of your workbook which

shows statistics on economic losses of crime victims. The arrow on this table

points out that the total economic losses of victims of crime was 17,397 million

dollars. Has everyone found that number?

(Allow time)

Q: From your knowledge of the NCVS instrument, what are some of the

     questions you think might be used to calculate the statistics shown in this

     table?

A: **PROPERTYVALUE** "What was the value of the property that was taken?"

and **AMOUNTCASHTAKEN**, "How much cash was taken?" to name just two.

(Or something similar.)

That's correct, thank you. All of these pieces of data that we've just discussed are

things that are collected in the incident report. As you can see, it's important to

collect all the correct information in the incident report. When you skip or leave

items blank, we can lose data, or our data can end up being less reliable.

If anyone would like to look at more statistics from the NCVS after this training

session is over, you can go to the BJS web site. The address of that web site is:

http://bjs.ojp.usdoj.gov/. The address is also listed on the NCVS-110 Factsheet.

(Hold up a copy of the Factsheet,

showing the back page where the address is located.

The address on the form is slightly different,

but both web addresses will get you to the BJS web site.)

Now let's to the topic of writing summary reports in Item SUMMARY. The SUMMARY screen in the instrument is designed for you to summarize all of the pertinent facts about a reported crime incident. Each summary report must be written so that anyone reading it can get a clear picture of exactly how the respondent was victimized.

Include in the summary report any details that you feel are not evident from the answers already provided in the crime report. This is very important because during processing, editors often need more specific details than they can get from the information provided in the crime report. When this happens, they must rely on what is written in your summary report.

As you write a summary report, do not use misleading or vague words and phrases that may raise more questions about the incident instead of clarifying what actually happened. Also, when writing the summary it is very important that you refer to respondents by their line numbers, and not by their name. We want to make sure that no identifying information about the respondent or the household, such as names, addresses, or telephone numbers, are entered in the summary.

To help you write a complete summary, remember the following words: *who,*

what, when, where, and how.

WHO: Use the person's line number (L1, L2, etc.) and identify all household

members who were involved in the incident, even if the member refused to be

interviewed. Also include any non-household members who were involved in the

incident. In the summary report, identify that they are non-household members

and use specific descriptions, such as "friend," "neighbor," or "co-worker" to show

their relationship to the respondent. Avoid using pronouns such as "he," "she,"

"they," and so on to describe persons involved in an incident.

WHAT: Explain the type of crime and any pertinent details related to the incident;

for example, "Purse stolen & offender threatened to punch L1 while L1 was

washing her hands"

WHEN: Enter date and time if known by the respondent: "Dec 23 at 10 pm"

WHERE: Explain where the crime took place; in the example just mentioned,

"Restaurant restroom"

HOW: Explain how the crime was executed; for example, "Offender pulled purse from L1's shoulder, threatened to punch L1 & ran/no injury to L1/reported to police/property not recovered"

There are other things you must consider when writing summary reports. You must pay attention to the answers you have entered in the rest of the incident report and make sure that your summary is consistent with those answers. The next few minutes we'll discuss topics to include in an incident summary for various situations.

SEX-RELATED CRIMES: Since sex-related crimes are rare compared to other types of crimes, include as many details as the respondent is willing to provide. This is important so that we can classify any sex-related crimes into the correct category: rape, attempted rape, sexual assault, or unwanted sexual contact.

Even though we want all the pertinent facts, do not probe beyond the structured probes that are provided in the instrument. Sexual offenses are a sensitive subject, but as an NCVS field representative you must use the same tone of

voice and manner you use to ask less sensitive questions; doing so will make the
interview easier for you and the respondent.

STOLEN PROPERTY: If stolen money and/or property belongs to the respondent
<u>and</u> other household members <u>or</u> just to other household members, make sure to
specifically identify these persons in the summary report by their line numbers
(L1, L2, and so on).

If stolen money and/or property belongs to non-household members, mention that
they are non-household members, along with a specific description of their
relationship to the respondent, such as "co-worker," "friend," "cousin," and so on.

Do not use any person's name in your summary report. If stolen property is jointly
owned, only show the dollar amount <u>that belongs to the respondent</u> in the
summary report.

Let's go over some more of the specific things you need to mention in your
summary report for various types of incidents. Look in your workbook on page 3-4
"Guidelines for Completing the Summary Section of the NCVS CAPI Instrument."

These guidelines can also be found in your NCVS-554 Information Card Booklet

for easy reference.

(Hold up NCVS-554)

Review these guidelines regularly before you begin your monthly interviewing

assignment; if you are familiar with and adhere to them it will make your summary

more useful.

Let's go over these guidelines now. _____, will you read the first two

items?

WHERE RESPONDENT WAS DURING INCIDENT: Things to mention in the

Summary section: A specific description about where respondent was and what

they were doing when the incident occurred. Examples – Respondent was at

home sleeping; respondent was watching TV at home; respondent was in

restaurant, respondent was at work.

WHERE INCIDENT HAPPENED: Things to mention in the Summary section: If the incident occurred in or near the respondent's residence, then the incident should have an entry in Item **LOCATION_IN_HOME** or in Item **LOCATION_NEAR_HOME**. Please specify in the summary where exactly in or near the respondent's residence the incident occurred. If the incident happened on a porch, specify whether the porch was an open porch or whether it was an enclosed porch. Example – Offender stole lawn furniture from respondent's enclosed front porch.

Thank you. Does everyone understand these concepts? You must include information about exactly what the respondent was doing and where the incident happened.

(Allow time for questions)

Please read the next one, _____.

RESPONDENT MENTIONS A GARAGE: Things to mention in the Summary section: Specify whether the garage was attached to the house or detached from

the house. Specify how the offender entered the garage. Examples – Offender

entered attached garage through an opened door, offender entered detached

garage after breaking glass in a locked window.

Thank you. Does everyone understand this concept, that you must specify

whether the garage was attached to or detached from the residence, as well as

exactly how the offender entered the garage?

(Allow time for questions)

Please read the next one, _____.

CAR STOLEN/BROKEN INTO: Things to mention in the Summary section:

Specifically describe where the car was parked at the time it was stolen/broken

into. Examples – Car was in parking lot at work/shopping mall; car was in the

respondent's driveway; car was in the respondent's attached/detached garage.

Thank you. This one's self-explanatory; you must describe exactly where the car

was, *not* where the respondent was. We often see incident reports in which the

field representative writes in the summary where the respondent was at the time

of the car theft or break-in, but neglects to tell where the car was during the

incident, and that is incorrect. *(Pause)* Any questions?

(Allow time for questions)

Please read the next one, _____.

RESPONDENT WAS THREATENED: Things to mention in the Summary

section: Describe specifically the nature of the threat. Examples – Threatened to

hurt the respondent; threatened to rape the respondent; threatened to kill the

respondent; threatened to burn the respondent's house down.

Thank you. You must tell exactly what the offender threatened to do to the victim,

and the threat must be in person. Threats over the phone, email, text message,

and so on do not count as threats for the NCVS.

Please read the next one about weapons, _____.

WEAPON PRESENT: Things to mention in the Summary section: Describe the weapon used or threatened to be used. Describe how the weapon was used or threatened to be used. Example – Offender threatened to hit the respondent with a wrench; offender pointed a gun at the respondent.

Thank you. So it's important when weapons are mentioned to tell exactly **how** a weapon was used or **how** the victim was threatened with it. Does anyone have questions about that?

(Allow time for questions)

Please read the next one, _____.

PURSE OR WALLET STOLEN WHILE OUT SHOPPING OR RUNNING ERRANDS: Things to mention in the Summary section: Describe when the respondent noticed the item was stolen. Examples – Respondent noticed her purse was gone while at the counter paying; several hours later the respondent discovered his wallet was missing.

Thank you. Does everyone understand that we need to know **WHEN** the respondent noticed that their purse or wallet was gone so that we can determine whether the respondent was present or not?

(Allow time for questions)

[If an FR is still unclear about why this information is needed, explain that a respondent would be considered present if the purse/wallet was taken from the counter next to where they were staying because they were present at the time of the theft, while a respondent probably was not present if they left and later noticed the purse/wallet was gone. So the theft may have actually occurred after they walked away.]

Please read the next one, _____.

PROPERTY BROKEN INTO WAS A VACATION/RENTAL HOME: Things to mention in the Summary section: How is property used, that is, exclusively as a rental property or does the respondent stay there sometimes. Examples –

Respondent's vacation home where they live 6 months out of the year was broken into while they were at the sample address; while respondent was renting their vacation home to renters someone broke into it.

Thank you. So we need to know exactly how the vacation or second home was used, and who, if anyone was staying there when the crime incident occurred.

Does anyone have questions on all the rules about writing summaries that we just went over?

(Allow time for questions)

Now let's do a short exercise. Turn to page 3-5 in your workbook and look at the table there entitled "Examples of 'Good' Summary Reports with Adequate Information." Take a moment now to read over them and notice how they include all the pertinent information that we just discussed.

(Allow time)

Now look at the next page, 3-6, which shows a group of "bad" summaries with

inadequate information. For each summary, tell what information is missing from

the summary and exactly why it is "inadequate" or "bad." We'll do the first one

together. Let's look at it now. _____, can you please read the first

summary aloud?

"There was unwanted sexual contact between off. and L2 with no injuries."

Q: _____, can you give me some reasons why the first summary, is

      inadequate?

A: __   WHEN: it doesn't mention the date or the time of day,

      __   WHERE: the location is missing,

      __   HOW: it doesn't tell exactly what kind of unwanted sexual contact.

            (Or something similar. If any of the points above are not

            mentioned, discuss them now.)

That's correct, thank you. Without all that information we're not sure exactly how

to classify that crime, or if it would even classify as a crime at all. Now I'd like you

to complete the rest of the exercise on your own. We'll discuss the answers after you're done.

(Allow time for trainees to complete remainder of exercise)

Let's review the rest of the examples in the workbook.

Q: Look at the second summary "Sam was threatened by his co-worker in an office building. There were no injuries." What information is missing from that summary _____?

A: __   WHO: the field representative used the respondent's name instead of line number,

__   WHEN: there is no date, no time of day,

__   HOW: there is no specific information as to exactly how the respondent was threatened, in other words the nature of the threat is not described. Did the co-worker threaten to stab the respondent, threaten to kill the respondent's dog, threaten to break the

respondent's car windows? *(Or something similar. If any of the*

points above are not mentioned, discuss them now.)

This summary leaves out these important details.

Q: What about the third summary, "Rsp. sd she was shot at while walking down

the street/offenders were arrested." What information is missing?

A: __   WHO: how many offenders, were the offenders known by the

respondent, and if so did the respondent describe the offender's

age/sex/race,

__   WHEN: there is no date, no time of day,

__   WHERE: although the summary mentions the street, it does not

mention which street. Was it on the street in front of the

respondent's home, in a city 10 miles away from the sample

address, etc.

__   HOW: there is no description of weapon used. Were there injuries,

was the respondent the target or caught in the middle of a shoot out.

(Or something similar. If any of the points above are not

mentioned, discuss them now.)

These are all things we need to know when we look at this incident later on, after

data collection.

Q: Let's look at number 4, "Rsp. was involved in a carjacking/threatened to

     shoot/not far from home/police notified." What information is missing here?

A: __   WHO: there is no description of offender, no information on number

             of offenders, does not specify whether the offender was known to the

             respondent, does not mention whether it was the respondent or

             offender who threatened to shoot,

     __   WHEN: does not specify date or time or day,

     __   WHERE: does not specify location,

     __   HOW: does not tell if weapon was actually present, does not specify

             if there were injuries. **(Or something similar. If any of the points**

             above are not mentioned, discuss them now.)

Q:　What about number 5, "Was on way to school/music compact discs stolen/$75/no police." What information is missing?

A:　__　WHO: the respondent line number is not specified, no information about whether the offender(s) known to the victim, how many offenders were there, description of offenders

　　__　WHEN:　date and time of day are not specified,

　　__　WHERE: no information as to mode of transportation respondent was using – was he walking, on the bus, train, etc., no mention of whether the CDs were with the victim when stolen or if they were somewhere else,

　　__　HOW:　no information about whether respondent was actually attacked, if so were there injuries. *(Or something similar. If any of the points above are not mentioned, discuss them now.)*

Q:　Number 6, "Garage broken into/HH sleeping at time/bike stolen/no police/no injuries." What information is missing in this summary?

A: __ WHO: there is no mention of who the offender is or whether they

even know who the offender is, no information about which line

number the bicycle belonged to,

__ WHAT: no information about whether it was a child's or adult

bicycle, which helps to determine the correct category for the type of

property stolen,

__ WHEN: there is no information about the date and time of incident,

__ WHERE: whether the garage was attached or detached,

__ HOW: no information about how the offender entered the garage or

whether there was damage from the entry. *(Or something similar.*

If any of the points above are not mentioned, discuss them

now.)

Q: Number 7, "Lawnmower stolen from premises/hh on vacation/no threats,

attack, or injury." What information was left out of this summary?

A: __ WHO: there is no mention on whether the lawnmower belonged to

the household or one specific member,

__   WHAT: no mention of the mower's value, whether police were

        called.

__   WHEN: there is no information about the date and time of incident,

__   WHERE: where the lawnmower was stolen from - the garage, the

        yard, the patio, or somewhere else?,

__   HOW: if the lawnmower was stolen from inside, was there evidence

        of damage from a break-in? *(Or something similar. If any of the*

        points above are not mentioned, discuss them now.)

None of these questions are answered in this summary. When summing up an

incident you should look at the summary as the one shot you have to tell

someone what happened during the incident. If someone were to review the

summary and did not have the benefit of having access to the data, would they

be able to tell what happened? In the examples above they would not have a

clear picture of the crime.

Right about now you may be asking yourself why we instruct you to put

information in the summary report that's already been collected in many of the

incident report items. Not only do we use these details to classify crimes, but we use them to correct data collection errors after the fact.

For example, if a field representative makes an error and enters that the respondent was *not present* for an incident instead of *present*, a number of crucial questions about the incident are skipped, that can only be answered if the respondent was marked *present*. We are going to review the concept of presence in more detail during a lesson later in the training. When editors at the NPC or at Headquarters see the incident data later on in the process and encounter this scenario, they can use the summary information to go back and fill in those questions that were skipped over because presence was marked incorrectly. Studies have been conducted looking at the incident summary to determine what types of information the field representative collected that may not have been asked about in the questionnaire.

We also understand that typing in a summary report can be time consuming especially with a respondent who is rushed or when a respondent reported multiple crime incidents. If you find that the summary is taking too long to write in front of the respondent do your best to include as much information as you can in

the summary and then provide more information about *who, what, when, where,*

and how in the CAPI Case Level Notes after finishing the interview with the

respondent.

Does everyone understand why it's so important to put these specific details in

your summary reports?

(Allow time for questions)

On pages 3-7 and 3-8 of your workbook are some exercises to practice including

information in the incident summary. Practice answering the questions *who,*

what, when, where, and how when filling out an incident summary. You can do

this tonight or after you return home from this training session. On Page 3-9 of

your workbook is an answer key which shows examples of the kind of summaries

you should be writing.

There's one more thing I want to mention, and it's something that is often seen

when we process the data after it's collected. We encounter lot of cases where

the respondent indicates in the screen questions that a theft or attempted theft

has occurred. When the field representative gets further into the interview, to

items **THEFT** and **ATTEMPTTHEFT**, which verify that a theft or attempted theft

took place the field representative enters "No," which is inconsistent with the

screener question. ***Don't make this mistake***; do not enter an incorrect,

inconsistent answer in **THEFT** or **ATTEMPTTHEFT** to skip pertinent questions

and make the interview go faster. Understanding the purpose of the questions

and how questions are inter-related can help you avoid these inconsistencies.

Are there any questions about what we've covered in the crime incident report?

(Allow time for questions)

(Depending on the time, this may be a good place to break for lunch)

In-Class Practice Exercise 1 (CASE ID 00000005)

Property crime

(Approximate time: 30 minutes)

Now we're going to do a couple of interviews together as a group. The first one we complete will be a property crime. The second one we'll do is a violent crime, so we can go through all the questions that appear when a respondent has experienced a violent personal crime.

Let's begin now. If you are not already, get into the Case Management and select caseid 5 which has an address of **105 Beach Road**. Highlight the case, then start the interview by pressing the F2 function key to get into the NCVS CAPI instrument for this case.

(Allow time)

For purposes of this exercise, you are calling the household to interview household respondent Joel Boe. When you call, Joel Boe answers the telephone and is available to be interviewed.

During both practice exercises I will call on one or more of you to serve as the field representative. You will ask the questions and I will act as the respondent. At

certain questions I will interrupt the interview to provide further explanation about a question, procedure, or concept.

_____, please begin the interview at the **START_CP** screen. As you enter a response, please tell us what you enter at each screen as you go through the interview so everyone can follow along on their laptop.

START_CP   **(Enter 1, Telephone interview)**

SHOW_CP_ROSTER   **(Enter 1 to continue)**

SHOW_INFO_CP   **(Enter 1 to continue)**

HHNUM_VR_CP   **(Enter 2 to continue)**

DIAL_CP   **(Enter 1, Someone answers)**

HELLO_1_CP   FR: Hello. This is (TRAINEE'S NAME) from the U.S. Census Bureau. May I please speak to Joel Boe?

                       R: This is Joel Boe.

                       (Enter 1, This is the correct person)

GETLETTER_CP   FR: I'm calling concerning the National Crime
                          Victimization Survey. The Census Bureau is
                          conducting a survey here and throughout the
                          Nation to determine how often people are victims
                          of crime. We contacted your household for this
                          survey several months ago. Did you receive our
                          introductory letter in the mail?

                     R: Yes. **(Enter 1)**

VERADD_CP   FR: I have your address listed as 105 Beach Road
                          Anytown, CA 99997. Is that your exact address?

                     R: Yes. **(Enter 1)**

CHNGPH_CP   FR: **(Enter 2 to continue)**

MAILINGSAME_CP   FR: Is your mailing address the same as your physical
                          address?

                     R: Yes. **(Enter 1)**

TENURE   FR: Are your living quarters owned or being bought by
                          someone in your household, rented for cash, or
                          occupied without payment of cash rent?

R: We rent here. **(Enter 2)**

STUDENTHOUSING   FR: Are your living quarters presently used as student housing by a college or university?

R: No. **(Enter 2)**

PUBLICHOUSING   FR: Is this building owned by a public housing authority?

R: No. **(Enter 2)**

NUMBEROFUNITS   FR: How many housing units are in this structure? **(Enter 1)**

NAMECHECK   FR: I have Joel Boe, Brian Public, Michael Goe, and Will Loe listed as living or staying at that address. Are ALL of these people still living or staying at that address?

R: Yes. **(Enter 1)**

HHLDCOVERAGE   FR: Have I missed anyone else living or staying there such as any babies, any lodgers, or anyone who is away at present traveling or in the hospital?

                          R: No. **(Enter 2)**

AGECHECK   FR: I have you listed as 51 years old. Is that correct?

                          R: Yes. **(Enter 1)**

MARITAL   FR: And you are not married, is that correct?

                          R: Yes, I'm single. **(Press Enter as 5 was prefilled based on a previous interview)**

ARMEDFORCES   FR: Are you now in the Armed Forces?

                          R: No. **(Press enter)**

EDUCATIONATTAIN   FR: What is the highest level of school you completed or the highest degree you received?

                          R: I have a Master's degree. **(Press enter)**

ATTENDINGSCHOOL FR: Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No. **(Press enter)**

AGECHECK FR: I have Brian Public listed as 36 years old. Is that correct?

R: Yes. **(Enter 1)**

MARITAL FR: And he is not married, is that correct?

R: Yes. **(Press Enter as 5 was prefilled based on a previous interview)**

ARMEDFORCES FR: Is Brian now in the Armed Forces?

R: No. **(Press enter)**

EDUCATIONATTAIN FR: What is the highest level of school Brian completed or the highest degree he received?

R: He has an Associate's degree. **(Press enter)**

ATTENDINGSCHOOL   FR: Is Brian currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

                      R: No. **(Press enter)**

AGECHECK   FR: I have Michael Goe listed as 38 years old. Is that correct?

                      R: Yes. **(Enter 1)**

MARITAL   FR: And he is not married, is that correct?

                      R: That's correct. **(Press Enter as 5 was prefilled based on a previous interview)**

ARMEDFORCES   FR: Is Michael now in the Armed Forces?

                      R: No. **(Press enter)**

EDUCATIONATTAIN   FR: What is the highest level of school Michael completed or the highest degree he received?

                      R: He started, but did not finish college. **(Press enter)**

ATTENDINGSCHOOL   FR: Is Michael currently attending or enrolled either

full-time or part-time in a college or university,

trade, or vocational school?

R: No. **(Press enter)**

AGECHECK   FR: I have Will Loe listed as 59 years old. Is that

correct?

R: Yes. **(Enter 1)**

MARITAL   FR: And he is not married, is that correct?

R: Yes, that's correct. **(Press Enter as 5 was
prefilled based on a previous interview)**

ARMEDFORCES   FR: Is Will now in the Armed Forces?

R: No. **(Press enter)**

EDUCATIONATTAIN   FR: What is the highest level of school Will completed

or the highest degree he received?

R: He has a high school diploma. **(Press enter)**

ATTENDINGSCHOOL   FR: Is Will currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

                      R: No. **(Press enter)**

ROSTERREVIEW   FR: **(Enter 1)**

TIMEATADDRESS   FR: Before we get to the crime questions I have some questions that are helpful in studying where and why crimes occur. How long have you lived at this address?

                      R: Twelve years. **(Enter 12)**

BUSINESS   FR: Does anyone in this household operate a business from this address?

                      R: No. **(Enter 2)**

SQTHEFT   FR: I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months, that is, since (date).

Was something belonging to YOU stolen, such as

-- Things that you carry, like luggage, a wallet, purse, briefcase, book

-- Clothing, jewelry, or cellphone

-- Bicycle or sports equipment-

-- Things in your home - like a TV, stereo, or tools

-- Things from a vehicle, such as a package, groceries, camera, or CDs-

OR

-- Did anyone ATTEMPT to steal anything belonging to you?

Ask only if necessary

Did any incidents of this type happen to you?

R: Yes

(Enter 1, Yes)

SQTHEFTTIMES   FR: How many times?

                          R: Just once. **(Enter 1)**

SQTHEFTSPEC   FR: What happened?

                          R: I came out of the house one morning to find the driver's side of my car on blocks; both tires on that side had been stolen. **(Enter description of incident)**

SQBREAKIN   FR: Other than any incidents already mentioned, has anyone –

                          –   Broken in or ATTEMPTED to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or entering through an open door or window?

                          –   Has anyone illegally gotten in or tried to get into a garage, shed, or storage room?

                          OR

                          –   Illegally gotten in or tried to get into a hotel or motel room or vacation home where you

were staying?

Ask only if necessary

Did any incidents of this type happen to you?

R: No. **(Enter 2)**

SQTOTALVEHICLES   FR: What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of that household during the last 6 months?

R: Mine is the only one. **(Enter 1)**

SQMVTHEFT   FR: During the last 6 months, other than any incidents already mentioned, was the vehicle -

– Stolen or used without permission?

– Did anyone steal any parts such as a tire, car stereo, hubcap, or battery?

– Did anyone steal any gas from it?

OR

– Did anyone ATTEMPT to steal any vehicle or parts attached to it?

Ask only if necessary

Did any incidents of this type happen to you?

R: Aside from someone stealing the two tires, no. **(Enter 2, No)**

SQATTACKWHERE   FR: Other than any incidents already mentioned, Since (date), were you attacked or threatened OR did you have something stolen from you -

-- At home including the porch or yard

-- At or near a friend's, relative's, or neighbor's home

-- At work or school

-- In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport

-- While riding in any vehicle

-- On the street or in a parking lot

-- At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting

OR

-- Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to you from any of these places?

Ask only if necessary
Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQATTACKHOW   FR: Other than any incidents already mentioned, has anyone attacked or threatened you in any of these ways?

-- 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
-- Include any grabbing, punching, or choking,
-- Any rape, attempted rape, or other type of sexual attack
-- Any face to face threats

OR

-- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Ask only if necessary
Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQTHEFTATTACKKNOWNOFF

FR: People often don't think of incidents committed by someone they know. Other than any incidents already mentioned, did you have something stolen from you or were you attacked or threatened by-

-- Someone at work or school
-- A neighbor or friend
-- A relative or family member
-- Any other person you have met or known?

Ask only if necessary
Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQSEXUAL   FR: Incidents involving forced or unwanted sexual

                          acts are often difficult to talk about. Other than any

                          incidents already mentioned, have you been forced

                          or coerced to engage in unwanted sexual activity by

                          --   Someone you didn't know before -

                          --   A casual acquaintance -

                          OR

                          --   Someone you know well?

                          Ask only if necessary

                          Did any incidents of this type happen to you?

                   R: No

(Enter 2, No)

SQCALLPOLICECRIME

                   FR: During the last 6 months, other than any

                          incident(s) already mentioned, did you call the

police to report something that happened to YOU

which you thought was a crime?

R: No

(Enter 2, No)

SQNOCALLPOLICECRIME

FR: During the last 6 months, other than any

incident(s) already mentioned, did anything which

you thought was a crime happen to YOU, but you

did NOT report to the police?

R: No

(Enter 2, No)

_____, please continue the interview at the **IDENTITTTHEFTINTRO1**
screen.

IDENTITYTHEFTINTRO1

FR: The next few questions are related to identity

theft. They refer to episodes of identity theft

discovered by you or anyone in your household

during the last 6 months.

(Enter 1 to continue)

IDTHEFTCREDITCARD FR: Since (date), have you or anyone in your household discovered that someone - used or attempted to use any existing credit card numbers without permission to place charges on an account?

R: No. **(Enter 2, No)**

IDTHEFTACCOUNTS   FR: Used or attempted to use any existing accounts other than a credit card account - for example, a wireless telephone account, bank account, or debit/check cards - without the account holder's permission to run up charges or to take money from accounts?

R: No. **(Enter 2, No)**

IDTHEFTPERSONALINFO

FR: Used or attempted to use personal information to obtain NEW credit cards or loans, run up debts, open other accounts, or otherwise commit theft, fraud, or some other crime?

R: No. **(Enter 2, No)**

PRESENTFORSQS   **(Enter 11, Telephone)**

INC_REPORTS   **(Enter 1 to continue)**

INCIDENTINTRO   FR: You said that during the last 6 months *that tires were stolen from your car overnight*. **(Or something similar as the text in italics is based on what the FR typed in the screener question.)**

       (Enter 1 to continue)

INCIDENTDATE   FR: In what month did this incident happen?

       R: It happened in May.

(Make sure the month the incident occurred falls WITHIN the reference period.)

       (Enter 5, May)

INCIDENTNUMBEROFTIMES

       FR: *Ask or verify*

Altogether, how many times did this type of incident happen during the last 6 months?

R: Just one time.

(Enter 1)

INCIDENTTIME   FR: About what time did this incident happen?

R: It must have been sometime between midnight and 5 am.

(Enter 17, After 12 midnight - 6 a.m.)

INCIDENTPLACE   FR: In what city, town, or village did this incident occur?

R: It happened in Any Town.

(Enter 3, SAME city/town/village as present residence)

INCIDENTAIR   FR: Did this incident occur on an American Indian Reservation or on American Indian Lands?

R: No

(Enter 2, No)

LOCATION_GENERAL

FR: Did this incident happen...

– In your home or lodging?

– Near your home or lodging?

– At, in, or near a friend's/relative's/neighbor's
home?

R: **(Interrupts during reading of categories)** It
happened on the street in front of my house, while
my car was parked overnight.

(Enter 12, Near your home or lodging)

LOCATION_NEAR_HOME

FR: *Ask or verify*

Where near your home or lodging did this incident
happen?

R: As I said, on a street near my house.

**(Enter 17, On street immediately adjacent to own
home or lodging)**

(Interrupt and say)

An important skill you can use as an interviewer is the skill of active listening, which means using the information the respondent has already provided. One way to practice active listening at this screen is to verify the location without asking the full question, since the respondent gave us a detailed description of the location in a previous question. For example, instead of asking "Where near your home or lodging did this incident happen?" we can use the answer category to verify the answer by asking "you just stated this happened on the street in front of your house, is that correct?" Using this active listening technique when you can will help the respondent know that you really are paying attention to their answers as well as make the interviewing process more efficient.

INSIDEOROUT   FR: That means it happened outdoors, is that
                            correct?

                      R: Outdoors.

                      (Enter 2, Outdoors)

FARFROMHOME   FR: *Ask or verify*
                            How far away from home did this happen?

                      R: It was in front of the next door neighbor's house,
                            about fifty feet from my front door.

(Enter 1, At, in, or near building containing the respondent's home or next door)

(Interrupt and say)

Once again we can use the information already provided to verify the question in this screen. Another way to do this is to verify the answer with the respondent by using the answer category. For example, "So this happened near your home."

HHMEMBERPRESENT

FR: *Ask or verify*

Were you or any other member of this household present when this incident occurred?

(Interrupt and say)

Notice that tem **HHMEMEBERPRESENT** has a help screen which contains information to help you and the respondent answer this question. You can access the help screen by pressing the F1 function key.

Q: I want to take this opportunity to point out the importance of getting the concept of "presence" right. In this case, was the respondent present or not and why, _____?

A: Not present, because he was not at the immediate scene of the crime during the incident, and he was not in a place reachable by the offender, so there was no possibility of his being attacked or threatened, or having something stolen directly from him by the offender. *(Or something similar. If a point listed above is not covered, discuss it with the trainees.)*

Does anyone have a question about why this respondent is not marked as "Present"?

(Answer questions)

The respondent's answer to this question is:

R: No, we were all inside, asleep for the night.

(Enter 2, No)

(Interrupt and say)

As you can see, when we enter Precode (2) at Item **HHMEMBERPRESENT** an edit check appears to prompt us to verify that we coded **HHMEMBERPRESENT** correctly. As I mentioned, this is a very important concept that is crucial to correctly coding incidents. In this situation, the respondent reported that the car was parked outside and the respondents were inside sleeping so we know that

no household members were present. So to continue with the interview, press the "Suppress" button.

KNOWLEARNOFFENDERS

FR: Do you know or have you learned anything about the offender(s) - for instance, whether there was one or more than one offender involved, whether it was someone young or old, male or female?

R: No

(Enter 2, No)

_____, please begin reading at the **THEFT** screen.

THEFT   FR: *Ask or verify:*
Was something stolen or taken without permission that belonged to you or others in the household?

R: Yes, the tires.

(Enter 1, Yes)

WHATWASTAKEN   FR: What was taken that belonged to you or others in the household?

R: Two tires from my car.

(Enter 17, Part of motor vehicle)

FR: Anything else?

R: Nothing else.

WHOOWNEDSTOLENPROPERTY

FR: Did the stolen property belong to you personally, to someone else in the household, or to both you and other household members?

R: Just me.

(Enter 1, Respondent only)

ARTICLEINCAR   FR: Was the article IN or ATTACHED to a motor vehicle when it was taken?

R: Yes.

(Enter 1, Yes)

OTHERONPERSON   FR: Was there anything the offender took directly from you, for instance, from your pocket or hands, or something that you were wearing?

R: No, I was inside asleep.

(Enter 2, No)

PROPERTYVALUE   FR: What was the value of the PROPERTY that was taken? Include recovered property.

R: $500.

(Enter 500)

DECIDEDVALUE   FR: How did you decide the value of the property that was taken?

R: It cost me $250 to replace each tire, so that's a total of $500.

(Enter 12, Replacement cost)

ALLPARTRECOVERED

         FR: Was all or part of the stolen property recovered, not counting anything received from insurance?

         R: None.

         (Enter 3, None)

RECOVEREDINSURANCE

         FR: Was the theft reported to an insurance company?

         R: No.

         (Enter 2, No)

DAMAGED   FR: Other than stolen property, was anything that belonged to you or other members of the household damaged in this incident?

         R: No.

         (Enter 2, No)

POLICEINFORMED   FR: Were the police informed or did they find out about this incident in any way?

R: Yes.

(Enter 1, Yes)

POLICEFINDOUT   FR: How did the police find out about it?

R: I called them.

(Enter 11, Respondent)

REASONREPORT   FR: Besides the fact that it was a crime, did YOU have any other reason for reporting this incident to police?

R: I just thought the police should be aware this type of thing was happening.

(Enter 20, Duty to let police know about crime)

FR: Any other reason?

R: No.

(If the FR did not ask the probe question, interrupt to point out that the probe needs to be asked.)

REPORTIMPORTANT   FR: Which of these would you say was the most important reason why the incident was reported to the police: Duty to let police know about crime, Because it was a crime was most important, No one reason more important?

             R: Because it was a crime.

(Enter 22, Because it was a crime was most important)

POLICEARRIVE   FR: Did the police come when they found out about the incident?

             R: No, they did not.

(Enter 2, No)

POLICECONTACT   FR: Did you or anyone in your household have any later contact with the police about the incident?

             R: No.

(Enter 2, No)

SIGNCOMPLAINT   FR: Did you or someone in your household sign a

complaint against the offender(s) to the police

department or the authorities?

R: No.

(Enter 2, No)

ARRESTMADE   FR: As far as you know, was anyone arrested or were

charges brought against anyone in connection

with this incident?

R: No.

(Enter 2, No)

AGENCYHELP   FR: Did you or someone in your household receive

any help or advice from any office or agency -

other than the police - that deals with victims of

crime?

R: No.

(Enter 2, No)

CONTACTAUTHORITIES

FR: Have you or someone in your household had

contact with any other authorities about this

incident (such as a prosecutor, court, or juvenile

officer)?

R: No.

(Enter 2, No)

ANYTHINGFURTHER   FR: Do you expect the police, courts, or other

authorities will be doing anything further in

connection with this incident?

R: No.

(Enter 2, No)

DOINGATINCIDENTTIME   *Ask or verify:*

FR: What were YOU doing when this incident

happened?

R: Sleeping.

(Enter 18, Sleeping)

(Interrupt and say)

Here is another example where the respondent told us earlier that the household was sleeping when the incident occurred when they answered the question at the screen **HHMEMBERPRESENT**, so we can verify the answer without having to ask the full question.

JOBDURINGINCIDENT FR: Did you have a job at the time of the incident?

R: No.

(Enter 2, No)

MAJORACTIVITY   FR: What was your major activity the week of the incident - were you looking for work, keeping house, going to school, or doing something else?

R: Looking for work.

(Enter 1, Looking for work)

HHMEMLOSTWORKTIME

FR: Were there any other members 16 years or older who lost time from work because of this incident?

R: No.

(Enter 2, No)

INCIDENTHATECRIME

FR: Hate crimes or crimes of prejudice or bigotry

occur when offenders target people because of

one or more of their characteristics or religious

beliefs.

Do you have any reason to suspect the incident

just discussed was a hate crime or crime of

prejudice or bgotry?

R: No

(Enter 2, No)

DISABILITY_INTRO   FR: Research has shown that people with disabilities

may be more vulnerable to crime victimization.

The next questions ask about any health

conditions, impairments, or disabilities you may

have.

(Enter 1 to continue)

HEARING   FR: Are you deaf or do you have serious difficulty hearing?

                                     R: No

                                     (Enter 2, No)

VISION   FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

                                     R: No

                                     (Enter 2, No)

LEARN_CONCENTRATE

                                 FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

                                           Concentrating, remembering or making decisions?

                                 R: No

                                   (Enter 2, No)

PHYSICAL_LIMIT   FR: Walking or climbing stairs?

                          R: No

                          (Enter 2, No)

DRESS_BATH   FR: Dressing or bathing?

                          R: No

                          (Enter 2, No)

LEAVING_HOME   FR: Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?

                          R: No

                          (Enter 2, No)

                              (Interrupt and say)

Now you need to write a summary about the incident.

Q: What do we need to remember when writing an incident summary, _____?

A: We need to remember to include **who, what, when, where, and how**, and

        to include any pertinent details that may not have been asked about in the

        incident report questions.

Thank you. Please write your summaries now.

(Allow time)

Your summary should have included the following points:

Between midnight-5 am on (date) tires were stolen off L1's car from street outside

residence overnight while respondent slept inside residence. Replacement cost

$500. Reported to police, not reported to insurance, offender not caught, no

property recovered.

Are there any questions?

(Answer questions)

Now complete the next several screen items based the following information:

1.   You don't need to make any changes to the summary. **(Pause)**

2.   The respondent didn't recall any additional incidents.   **(Pause)**

3.   After reviewing the crimes the current respondent reported at the

        CRIME_END screen, enter 1.   **(Pause)**

4.   Enter 1 to continue at the next two screens and stop at the **INTRO_UNDUP**
        screen.

                              (Allow time)

SUMMARYPROBE   **(Enter 1 to continue)**

INCIDENTTOADD   **(Enter 2, No: NONE to add)**

CRIME_END   **(Enter 1 to continue)**

ENDINCIDENT   **(Enter 1 to continue)**

ENDSCREENER   **(Enter 1 to continue)**

_____, please read the text on the screen **INTRO_UNDUP**.

INTRO_UNDUP   FR: Now it will just take me a minute to review the

                             crime incidents I have recorded from you during

                             the interview at your household.

                        (Interrupt and say)

Q: Who can tell me what the purpose of the unduplication section is?

A: __   Process to ensure that only one set of incident report questions is

                retained for each incident or personal victimization.

___ Designed to avoid keeping incidents that were reported in a previous enumeration and did not happen again during the current reference period.

___ Designed to avoid keeping multiple reports of the same incident, in which no household members were personally victimized during the incident. This can happen when multiple respondents report the same incident during the current enumeration. **(Or something similar. If any of these points were left out of the answer, then discuss those points.)**

This process is often misunderstood, so I'd like to take a minute to discuss this in more detail. When duplicate incident reports are kept, we are inflating the crime rate by double counting an incident. This tool is provided to you since the the respondent may have provided information that is not readily available to staff who review the data after it is collected. When incidents are reviewed, the coders only have the data from the report, the incident summary, and case notes to determine whether an incident was double reported.

When you mark an incident report as a duplicate you are essentially saying that this incident report should be deleted from the data and therefore excluded from the crime rates. Incident reports that are marked as duplicates are reviewed in the Editing & Coding operation I mentioned earlier. From that operation we've found that, on average, 31% of incident reports that are marked as duplicates are correctly coded as duplicates. Which means that out of 100 incidents marked as duplicate incident reports almost 70 are incorrectly marked as duplicates. If the

data were not reviewing, we would be removing 70 valid incidents based solely on coding done in the unduplication section.

Are there any questions about the purpose of the unduplication section?

(Answer questions)

Lets continue. Please enter 1 to continue to the next screen.

Q: What can you tell me about the two incident reports being compared at this screen?

A: The incident report just collected is being compared to an incident report collected during the previous enumeration **(or something similar.)**

The unduplication screens are set up to display the same type of information about the two incident reports. Where one incident report is displayed in a column to the left and is compared to another incident report displayed in a column to the right. As you can see, the information was set up to display the same data from each incident report in each row. For instance, the row with the header titled "Month" displays the month the incident occurred. When you read that row from left to right you see that the month of the incident on the left occurred in (month) and then incident displayed on the right occurred in December. This provides an efficient way to compare incident reports.

Q: How can we tell which incident report is displayed in the left column and which incident report is displayed in the right column?

A: The first line under the FR instructions contains the headers *"incident reported during the current enumeration"* over the column on the left and "*incident reported during the previous enumeration*" above the right hand column **(or something similar.)**

Lets take a minute to compare the two incidents that are displayed.

(Allow time)

Q: _____, are these incident reports duplicates of each other? Why or why not?

A: __   No

 __   Because the incidents took place in different months.

 __   Because they are not the same type of incident (i.e. stolen tires versus the theft of two games) **(Or something similar. If any of these points were left out of the answer, then mention those points.)**

Are there any questions about why these are not duplicate incident reports?

(Answer questions)

Now that we've established that these two incident reports are not the same incident, enter 2 at the **UNDUP_OLDINC** screen and then enter 1 at the **UNDUP_DONE** screen.

UNDUP_OLDINC   **(Enter 2, No)**

UNDUP_DONE   **(Enter 1 to continue)**

Please continue the interview with **JOBLASTWEEK**.

JOBLASTWEEK   FR: Did you have a job or work at a business LAST
                              WEEK?
                              If necessary: Do not include volunteer work or
                              work around the house.

                       R: Yes
                       (Enter 1, Yes)

                       (Interrupt and say)

Notice that this screen contains a book icon and a page reference at the top left of the screen. This lets you know there is a corresponding page in the NCVS-554 Information Card Booklet. During personal visit interviews, show the "Employment" flashcard to the respondent so they can see the job categories.

Ask the question in Item **JOBDESCRIPTION**, then ask the respondent to identify on the flashcard the job category that best describes their job.

Please continue the interview at the screen **JOBDESCRIPTION**.

JOBDESCRIPTION   FR: Which of the following best describes your job?

Were you employed in the –

- Medical Profession?

- Mental Health Services Field?

- Teaching Profession?

R: Yes, I'm a math teacher.

(Enter 13, Teaching Profession)

TEACHINGJOB   FR: Were you employed in a --

- Preschool?

- Elementary school?

- Junior high or middle school?

- High school?

R: Yes, I teach geometry to tenth graders.

(Enter 21, High school)

EMPLOYERTYPECURRENT

FR: *Ask or verify*

Is your job with --

- A private company, business, or individual for

wages?

- The Federal government?

- A State, county, or local government?

R: Yes, I'm employed by the county.

(Enter 3, A State, county, or local government)

COLLEGEEMPLOYER FR: Are you employed by a college or university?

R: No

(Enter 2, No)

CURRENTJOBMSATYPE

FR: While working at your job, do you work mostly in -

- A city?

- Suburban area?

R: Yes.

(Enter 2, Suburban area)

HOUSEHOLDINCOME FR: Which category represents the TOTAL combined

income of all members of the HOUSEHOLD

during the past 12 months? This includes money

from jobs, net income from business, farm, or

rent, pensions, dividends, interest, Social Security

payments, and any other money income received

by members of this HOUSEHOLD who are 14

years of age or older?

- Less than $5,000

- Between $5,000 and $7,499

- Between $7,500 and $9,999

- Between $10,000 and $12,499

R: About 15,500 dollars.

(Enter 16, "$15,000-$17,499")

Now complete the next several screen items based the following information:

1.   You don't need to make any changes to the contact preferences. **(Pause)**

2.   The respondent didn't give a new number to contact them on.   **(Pause)**

3.   The respondent's interview was conducted in English.   **(Pause)**

4.   Enter 1 to continue at the next screen.

BESTIME_NOSUNDAY   **(Enter 1 to continue)**

RESPONDENTPHONENUMBER   **(Enter 0 [zero] to continue)**

RESPINTERVIEWLANG   **(Enter 2 to continue)**

ENDPERSON   **(Enter 1 to continue)**

This concludes this practice exercise. To summarize, in this practice interview we completed an incident report on a property crime, discussed the concept of presence, talked about active listening, practiced unduplication of incidents, and wrote a summary report. Are there questions about anything we covered here?

 We are going to stay in the same case to continue with the next practice exercise.

In-Class Practice Exercise 2 (CASE ID 00000005)

Violent crime - assault with weapon

(Approximate time: 30 minutes)

In this exercise you will again work with the training case with the address **105 Beach Road.** We'll continue in the same household to interview Brian Public, so at the **NEXTPERSON**, enter 2 to continue with Brian Public's interview.

(Allow time)

_____, please begin the interview at the **START_CP** screen.

NEXTPERSON   (Enter 2 to continue with Brian Public's interview)

INTERVIEWSTATUS   (Enter 1 to continue interview)

INTROFORNEWRESPONDENT

        FR: Hello, I'm [Name] from the U.S. Census Bureau.

             I'm calling concerning the National Crime Victimization Survey. We are talking with members of your household to obtain statistics on the kinds

and amount of crime committed against individuals 12 years or age and older.

We would like to complete your interview now.

R: Ok.

(Enter 1 to continue interview)

TIMEATADDRESS   FR: Before we get to the crime questions, I have one or two questions that are helpful in studying where and why crimes occur.

How long have you lived at this address?

R: 10 years.

(Enter 10)

SQTHEFT   FR: I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months, that is, since (date).

Was something belonging to YOU stolen, such as

-- Things that you carry, like luggage, a wallet, purse, briefcase, book

-- Clothing, jewelry, or cellphone

-- Bicycle or sports equipment-

-- Things in your home - like a TV, stereo, or tools

-- Things from a vehicle, such as a package, groceries, camera, or CDs-

OR

-- Did anyone ATTEMPT to steal anything belonging to you?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQATTACKWHERE   FR: Since (date), were you attacked or

threatened OR did you have something stolen

from you -

--   At home including the porch or yard

--   At or near a friend's, relative's, or

neighbor's home

--   At work or school

--   In places such as a storage shed or laundry

room, a shopping mall, restaurant, bank, or

airport

--   While riding in any vehicle

--   On the street or in a parking lot

--   At such places as a party, theater, gym,

picnic area, bowling lanes, or while fishing or

hunting

OR

--   Did anyone ATTEMPT to attack or ATTEMPT

to steal anything belonging to you from any of

these places?

Ask only if necessary

Did any incidents of this type happen to you?

R: Yes.

(Enter 1, Yes)

SQATTACKWHERETIMES

FR: How many times?

R: Just once.

(Enter 1)

SQATTACKWHERESPEC

FR: What happened?

R: I was leaving a concert when a man ran up behind me and stabbed me in the shoulder.

(L2 was leaving a concert when a man stabbed him in the shoulder.)

SQATTACKHOW   FR: Other than any incidents already mentioned, has anyone attacked or threatened you in any of these ways?

-- 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

--   Include any grabbing, punching, or choking,

--   Any rape, attempted rape, or other type of sexual attack

--   Any face to face threats

OR

--   Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Ask only if necessary
Did any incidents of this type happen to you?

R: No, just the stabbing incident I already mentioned.

(Enter 2, No)

SQTHEFTATTACKKNOWNOFF

FR: People often don't think of incidents committed by someone they know. Other than any incidents already mentioned, did you have something stolen from you or were you attacked or threatened by-

--   Someone at work or school

--   A neighbor or friend

--   A relative or family member

--   Any other person you have met or known?

Ask only if necessary

Did any incidents of this type happen to you?

R: No.

(Enter 2, No)

SQSEXUAL   FR: Incidents involving forced or unwanted sexual
                                acts are often difficult to talk about. Other than any
                                incidents already mentioned, have you been forced
                                or coerced to engage in unwanted sexual activity by

--   Someone you didn't know before -

--   A casual acquaintance -

OR

--   Someone you know well?

Ask only if necessary

Did any incidents of this type happen to you?

R: No.

(Enter 2, No)

SQCALLPOLICECRIME

FR: During the last 6 months, other than any
        incident(s) already mentioned, did you call the
        police to report something that happened to YOU
        which you thought was a crime?

R: No.

(Enter 2, No)

SQNOCALLPOLICECRIME

FR: During the last 6 months, other than any
        incident(s) already mentioned, did anything which
        you thought was a crime happen to YOU, but you
        did NOT report to the police?

R: No.

(Enter 2, No)

PRESENTFORSQS   **(Enter 11, Telephone)**

INC_REPORTS   **(Enter 1 to continue)**

INCIDENTINTRO   FR: You said that during the last 6 months *that you*
                               were leaving a concert when a man stabbed you
                               one time. **(Or something similar as the text in**
                               italics is based on what the FR typed in the
                               screener question.)

                         (Enter 1 to continue)

INCIDENTDATE   FR: In what month did this incident happen?

                         R: It happened in May.

                         (Make sure the month the incident
                         occurred falls WITHIN the reference period.)

                         (Enter 5, May)

INCIDENTNUMBEROFTIMES

                         FR: *If unsure, ask:*
                               Altogether, how many times did this type of
                               incident happen during the last 6 months?

                         R: Just one time.

(Enter 1)

(Interrupt and say)

Once again we can verify the answer the respondent has already given by verifying their answer rather than asking the full question. In fact, in this screen you can enter the answer without asking if you are sure of the answer.

INCIDENTTIME   FR: About what time did this incident happen?

R: It happened around 9:30 in the evening.

(Enter 16, After 9 p.m. – 12 midnight)

INCIDENTPLACE   FR: In what city, town, or village did this incident occur?

R: It happened in Midtown.

(Enter 4, DIFFERENT city/town/village as present residence)

INCIDENTPLACESPEC (Type "Midtown")

INCIDENTSTATE   FR: In what state did it occur?

                         R: California.

                         (Enter CA)

INCIDENTCOUNTY   FR: In what county did it occur?

                         R: Los Angeles County

                         (Enter Los Angeles)

COUNTYSTATE   FR: Is this the same county and state as your present
                                residence?

                         R: Yes.

                         (Enter 1, Yes)

INCIDENTAIR   FR: Did this incident occur on an American Indian
                                Reservation or on American Indian Lands?

                         R: No.

(Enter 2, No)

LOCATION_GENERAL

FR: Where did this incident happen?

R: It happened in the lobby of the club, just as I was leaving.

(Enter 14, At a commercial place)

LOCATION_COMMERCE

FR: *Ask or verify:*
At what type of a commercial place did this incident happen?

R: It was a nightclub.

(Enter 22, Inside restaurant, bar, nightclub)

RESTRICTEDAREA FR: *Ask or verify:*
Did the incident happen in an area restricted to certain people or was it open to the public at the time?

R: It's open to the public.

(Enter 1, Open to the public)

INSIDEOROUT   FR: *Ask or verify:*

                              Did it happen indoors, outdoors, or both?

                       R: Indoors.

(Enter 1, Indoors)

(Interrupt and say)

This is another screen where we can use our active listening skills to verify the fact that the incident happened indoors. The respondent said that the incident occurred in the lobby of the nightclub when responding to the question in **LOCATION_GENERAL**.

FARFROMHOME   FR: *Ask or verify:*

                              How far away from home did this happen?

                       R: This club is about 15 miles from here.

(Enter 4, Fifty miles or less)

HHMEMBERPRESENT

> FR: *Ask or verify*
>
> Were you or any other member of this household present when this incident occurred?
>
> R: I was the only member present.
>
> **(Enter 1, Yes)**
>
> **(Interrupt and say)**

Q: In this case, was the respondent present or not and why, _____?

A: Present, because he was at the immediate scene of the crime during the incident, and he was in a place reachable by the offender and he in fact was attacked by the offender. **(Or something similar. If a point listed above is not covered, discuss it with the trainees.)**

Remember, you must consider the respondent "present" in any situation where:

- They were attacked or someone attempted to attack them.
- They had something taken directly from them or an attempt was made to take something directly from them.
- They were personally threatened with physical harm by the offender.

Does anyone have a question about why this respondent is "Present"?

WHICHMEMBER   FR: *Ask or verify*

                                Which household members were present?

                         R: Just me.

                         (Enter 1, Respondent only)

                         (Interrupt and say)

Notice, that the screen **SEEOFFENDER** has the FR instruction to "Ask or verify."
In previous screens we've discussed verifying the answer when the respondent
has previously provided the answer in an earlier question. In this situation, the
respondent has not told us whether they saw the offender. Therefore, we should
ask the question as worded.

SEEOFFENDER   FR: *Ask or verify*

                                Did you personally see an offender?

                         R: Yes.

                         (Enter 1, Yes)

WEAPONPRESENT   FR: Did the offender have a weapon such as a gun or
                                knife, or something to use as a weapon, such as a
                                bottle or wrench?

R: Yes.

(Enter 1, Yes)

(Interrupt and say)

Notice at the screen **WEAPONPRESENT** has a help screen linked to this screen. This help screen will assist you and the respondent in determining whether an object mentioned by the respondent is considered a weapon by NCVS standards. The next question, **WEAPON**, asks about the type of weapon the offender had during the incident. Hand guns, shot guns, knives, and most other types of guns are considered weapons. Also considered a weapon are objects the offender had that he or she intended to use as a weapon, such as scissors, an ice pick, an axe, a rock, club, or blackjack. Pellet guns, BB guns, air pistols, flare guns, stun guns, and tear gas guns are NOT considered weapons, unless they are used as clubs. Other objects which are not considered weapons include animals, parts of the body, food, empty cans, mace or pepper spray, tear gas, chloroform, rings, and casts.

_____, please continue the interview.

WEAPON   FR: What was the weapon?

                        R: A pocket knife.

(Enter 4, Other sharp object)

FR: Anything else?

R: No.

ATTACK   FR: Did the offender hit you, knock you down or

actually attack you in any way?

R: Yes.

(Enter 1, Yes)

HOWATTACK   FR: How were you attacked?

R: Well, he stabbed me.

(Enter 17, Stabbed/cut with knife/sharp weapon)

FR: Any other way?

R: No.

PRETHREATEN   FR: Did the offender THREATEN to hurt you before

you were actually attacked?

R: No, he just appeared out of nowhere and stabbed me.

(Enter 2, No)

INJURY   FR: What were the injuries you suffered, if any?

R: Stab wounds.

(Enter 15, Knife or stab wounds)

FR: Anything else?

R: No.

MEDICALCARE   FR: Were you injured to the extent that you received any medical care, including self-treatment?

(Interrupt and say)

By medical care we mean any care or treatment given for physical injuries. If the victim is taken to the hospital, it is evident that he or she had medical treatment. Medical care also includes home care, such as ice packs and bandages. When the respondent receives any type of medical care the next series of questions asks the respondent where medical care was received. A victim may receive emergency treatment at the scene of the crime, further treatment at a doctor's

office, and additional care at home. If the respondent received care in a hospital you ask if the respondent stayed overnight in a hospital because of injuries received in the incident and how many days the respondent stayed in the hospital. Questions are also asked about medical insurance the victim had at the time of the incident and the total amount of the victim's medical expenses resulting from the incident.

R: Yes, I swabbed it with alcohol, and taped some gauze over it.

(Enter 1, Yes)

RECEIVECAREWHERE

FR: Where did you receive this care?

R: I treated myself when I got home.

(Enter 12, At home/neighbor/friend's)

MEDICALINSURANCE FR: At the time of the incident, were you covered by any medical insurance, or were you eligible for benefits from any other type of health benefits program, such as Medicaid, Veterans Administration, or Public Welfare?

R: No, none of those.

(Enter 2, No)

MEDICALEXPENSES   FR: What was the total amount of your medical
expenses resulting from this incident? Include
hospital and doctor bills, medicine, therapy,
braces, and any other injury-related expenses.

R: About two dollars probably, for the alcohol, gauze,
and tape.

(Enter 2)

IMPACT_JOB   FR: Being a victim of crime affects people in different
ways. Next I would like to ask you some questions
about how being a crime victim may have affected
you.

Did being a victim of this crime lead you to have
significant problems with your job or schoolwork,
or trouble with your boss, coworkers, or peers?

R: No.

(Enter 2, No)

IMPACT_FAMILY   FR: Did being a victim of this crime lead you to have

significant problems with family members or

friends, including getting into more arguments or

fights than you did before, not feeling you could

trust them as much, or not feeling as close to

them as you did before?

R: No.

(Enter 2, No)

HOW_DISTRESSING   FR: How distressing was being a victim of this crime

to you? Was it not at all distressing, mildly

distressing, moderately distressing, or severely

distressing?

R: It was mildly distressing.

(Enter 2, mildly distressing)

PROTECTSELF   FR: Did you do anything with the idea of protecting

YOURSELF or your PROPERTY while the

incident was going on?

R: Yes.

(Enter 1, Yes)

ACTIONSDURINGINC   FR: What did you do?

R: I ran away from the guy.

(Enter 22, Ran or drove away or tried; hid, locked door)

FR: Anything else?

R: I was yelling at him, too.

(Enter 19, Yelled at offender, turned on lights, threatened to call police, etc.)

FR: Anything else?

R: No.

INJACTION   FR: Did you take these actions before, after, or at the same time that you were injured?

R: Well, at the same time and after.

(Enter 2, After injury, and 3, Same time)

INJACTIONHELP   FR: Did any of your actions help the situation in any

way?

R: Yes, I think so.

(Enter 1, Yes)

HELP   FR: How were they helpful?

R: It kept him from hurting me worse.

(Enter 1, Helped avoid injury or greater injury)

FR: Any other way?

R: No.

(Interrupt and say)

When a respondent gives an answer that doesn't exactly match a precoded

category you can probe to verify the correct category. For example, in the screen

HELP, we could rephrase the respondent's answer from 'it kept him from hurting

me worse' to "so your actions helped avoid greater injury, correct?"

ACTIONWORSE   FR: Did any of your actions make the situation worse
                               in any way?

                        R: No.

                        (Enter 2, No)

ANYONEPRESENT   FR: Was anyone present during the incident besides
                               you and the offender?

                        R: Yes, there was a whole crowd of people there at
                               the club.

                        (Enter 1, Yes)

OTHERSACTIONS   FR: Did the actions of (this person/any of these
                               people) help the situation in any way?

                        R: No.

                        (Enter 2, No)

OTHERSACTIONSWORSE

> FR: Did the actions of (this person/any of these
>
>   people) make the situation worse in any way?
>
> R: No.
>
> **(Enter 2, No)**

PERSONSHARMED   FR: Not counting yourself, were any of these persons

>   present during the incident harmed, (*Pause*)
>
>   threatened with harm, (*Pause*) or robbed by force
>
>   or threat of harm?
>
> R: No.
>
> **(Enter 2, No)**

_____, please continue the interview

ONEORMOREOFFENDERS

> FR: *Ask or verify*
>
>   Was the crime committed by only one or by more
>
>   than one offender?
>
> R: Just one.

(Enter 1, Only 1)

SINGOFFENDERGENDER

FR: Was the offender male or female?

R: Male.

(Enter 1, Male)

SINGOFFENDERAGE   FR: How old would you say the offender was?

R: I would say around 25.

(Enter 5, Twenty-one to twenty-nine)

SINGOFFENDERGANG

FR: Was the offender a member of a street

gang, or don't you know?

R: I don't know.

(Enter 3, Don't know)

SINGOFFENDERDRINKDRUG

FR: Was the offender drinking or on drugs, or don't you know?

R: He appeared to have been drinking.

(Enter 1, Yes (drinking or on drugs))

SINGOFFENDERDRINKORDRUG

FR: So he appeared to have been drinking?

R: Yes. I could smell the alcohol on his breath.

(Enter 1, Drinking)

(Interrupt and say)

If the FR asked the question rather than verifying the answer in the screen **SINGOFFENDERDRINKORDRUG**, mention that they could have verified the answer based on the respondent's answer to the previous question.

SINGOFFENDERKNEW

FR: Was the offender someone you knew or a stranger you had never seen before?

R: A stranger.

(Enter 2, Stranger)

SINGOFFENDERRECOG

    FR: Would you be able to recognize the offender if you saw him?

    R: Yes.

(Enter 1, Yes)

SINGOFFENDERSIGHT

    FR: Would you have been able to tell the police how they might find the offender, for instance, where he lived, worked, went to school, or spent time?

    R: No.

(Enter 2, No)

SINGOFFENDERRACE FR: Was the offender White, Black, or some other race?

    R: White.

(Enter 1, White)

SINGOFFENDERONLYTIME

      FR: Was this the only time this offender committed a crime against you or your household or made threats against you or your household?

      R: Yes.

(Enter 1, Yes (only time))

THEFT   FR: *Ask or verify:*
               Was something stolen or taken without permission that belonged to you or others in the household?

      R: No.

(Enter 2, No)

ATTEMPTTHEFT   FR: *Ask or verify:*
               Did the offender(s) ATTEMPT to take something that belonged to you or others in your household?

      R: No.

(Enter 2, No)

DAMAGED   FR: Was anything that belonged to you or other
                           members of the household damaged in this
                           incident?

                     R: No.

(Enter 2, No)

POLICEINFORMED   FR: Were the police informed or did they find out
                           about this incident in any way?

                     R: No.

(Enter 2, No)

NOTREPORTEDPOLICE

                     FR: What was the reason it was not reported to the
                           police?

                     R: I went and told the club manager so they wouldn't
                           let the guy in there anymore; I figured that was
                           good enough.

(Enter 11, Reported to another official)

AGENCYHELP

FR: Did you or someone in your household receive any help or advice from any office or agency -- other than the police -- that deals with victims of crime?

R: No.

(Enter 2, No)

DOINGATINCIDENTTIME

FR: *Ask or verify:*

What were you doing when this incident started?

R: Attending a concert.

(Enter 17, Leisure activity away from home)

(Interrupt and say)

Again, we can verify that the respondent was doing a leisurely activity away from home as they had previously told us they were at a concert. Using the "active listening" technique will help to make the respondent feel they are being heard and reduce redundancies asking questions we already have an answer for.

JOBDURINGINCIDENT

FR: *Ask or verify:*

Did you have a job at the time of the incident?

R: No.

(Enter 2, No)

MAJORACTIVITY   FR: What was your major activity the week of the

incident – were you looking for work, keeping

house, going to school, or doing something else?

R: Well, I'm taking college courses, but my major

activity would be keeping house.

(Enter 2, Keeping house)

HHMEMLOSTWORKTIME

FR: Were there any household members 16 years or

older who lost time from work because of this

incident?

R: No.

(Enter 2, No)

INCIDENTHATECRIME

FR: Hate crimes or crimes of prejudice or bigotry occur when offenders target people because of one or more of their characteristics or religious beliefs.

Do you have any reason to suspect the incident just discussed was a hate crime or crime of prejudice or bigotry?

R: No.

(Enter 2, No)

DISABILITY_INTRO FR: Research has shown that people with disabilities may be more vulnerable to crime victimization. The next questions ask about any health conditions, impairments, or disabilities you may have.

(Enter 1 to continue)

HEARING FR: Are you deaf or do you have serious difficulty hearing?

R: No.

(Enter 2, No)

VISION   FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

                              R: No.

(Enter 2, No)

LEARN_CONCENTRATE

                              FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

                                     Concentrating, remembering or making decisions?

                              R: No.

(Enter 2, No)

PHYSICAL_LIMIT   FR: Walking or climbing stairs?

                              R: No.

(Enter 2, No)

DRESS_BATH   FR: Dressing or bathing?

                        R: No.

(Enter 2, No)

LEAVING_HOME   FR: Because of a physical, mental, or emotional
                               condition, do you have difficulty doing errands
                               alone such as visiting a doctor's office or
                               shopping?

                        R: No.

(Enter 2, No)

(Interrupt and say)

Now you need to write a summary about the incident. Don't forget, "Who, what, when, where, and how".

(Allow time)

Your summary should have included the following points:

Around 9:30 p.m., on (date) L2 was leaving a nightclub when a 25-year-old male stabbed him in the shoulder with a small pocket knife. L2 injuries minor stab wounds. Self medicated/bandages at home. Offender had been drinking. L2 reported inc to club mgr.

Are there any questions?

(Answer questions)

Now complete the next several screen items based the following information:

1. You don't need to make any changes to the summary. **(Pause)**
2. The respondent didn't recall any additional incidents. **(Pause)**
3. Enter 1 after reviewing the crimes the current respondent reported at the **CRIME_END** screen. **(Pause)**
4. Enter 1 to continue at the next three screens and stop at the **UNDUP_CURINC** screen.

(Allow time)

SUMMARYPROBE   **(Enter 1 to continue)**

INCIDENTTOADD   **(Enter 2, No: NONE to add)**

CRIME_END   **(Enter 1 to continue)**

ENDINCIDENT   **(Enter 1 to continue)**

ENDSCREENER   **(Enter 1 to continue)**

INTRO_UNDUP   **(Enter 1 to continue)**

Q: What comparisons will we be making in the unduplication section this time?

A: __   We'll compare this respondent's incident report to the incident report collected for the household respondent.

      __   We'll also compare this respondent's incident report to the incident report collected in the previous enumeration.

          (Or something similar. Discuss any of these points that were not mentioned.)

Does everyone follow the logic that the instrument will prompt you to review the current incident report against two other incident reports?

(Answer questions)

Q: Based on the information displayed, how can we tell which incident report is the current respondent's incident and which incident report was collected during the Household Respondent's interview?

A: __   The row of data that contains the header "***Enum***"or enumeration, also has the headers "***Ln No.***" for the Line number of the respondent who reported that incident and "***Inc. No.***" for the incident number.

      __   You can also compare the summaries of the two incident reports to help differentiate between the two. **(Or something similar. Discuss**

any of these points that were not mentioned.)

As we discussed in the previous exercise, the unduplication screens were set up to display the same type of information about the two incident reports. Where one incident report is displayed in a column to the left and is compared to another incident report displayed in a column to the right. Let's take a minute to discuss the header *Inc. No.* or "incident number". That number is linked to the respondent who reported the incident. For example, if Line Number 2 reported two incidents, their first incident would have an Incident Number of 1, while their second incident would have an Incident Number of 2. As you can see from the **UNDUP_CURINC** screen we are comparing the first incident reported by Line Number 1 to the first incident reported by Line Number 2 (NOTE: In the exercise only one incident was reported for each respondent.)

Does everyone understand what the Incident Number is and how it is displayed at this screen?

(Answer questions)

Lets take a minute to compare the two incidents that are displayed.

(Allow time)

Q: _____, are these incidents duplicates of each other? Why or why not?

A: __   No

        __   Because the incidents took place in different locations.

        __   Because they are not the same type of incident (i.e. theft versus

                attack) **(Or something similar. If any of these points were left out**

                of the answer, then mention them now.)

Are there any questions about why these are not duplicate incident reports?

(Answer questions)

Now that we've established that these two incident reports are not the same

incident, enter 2 at the **UNDUP_CURINC** screen. Now the instrument is

prompting us to make another comparison to check for duplicate incident reports.

Q: Are these two incidents reports duplicates? Why or why not?

A: __   No

        __   Because the incidents took place in different locations.

        __   Because they are not the same type of incident (i.e. theft versus

                attack) **(Or something similar. If any of these points were left out**

                of the answer, then mention them now.)

UNDUP_OLDINC   **(Enter 2, No)**

UNDUP_DONE   **(Enter 1 to continue)**

_____, please continue the interview with **JOBLASTWEEK**.

JOBLASTWEEK   FR: Did you have a job or work at a business LAST WEEK?

*If necessary***:** Do not include volunteer work or work around the house.

R: No

(Enter 2, No)

JOBDURINGREFPERIOD

FR: Did you have a job or work at a business DURING THE LAST 6 MONTHS?

R: No

(Enter 2, No)

Now complete the next several screen items based on the following information:

1.   You don't need to make any changes to the contact preferences. **(Pause)**

2.   The respondent didn't give a new number to contact them on. **(Pause)**

3.   The respondent's interview was conducted in English. **(Pause)**

4.   Enter 1 to continue at the next two screens. **(Pause)**

5.   No one else is available to be interviewed at the current time. **(Pause)**

6.   Code the end of this call as a breakoff **(Pause)**

7.   There are no updates to make to the phone numbers displayed.

BESTTIME_NOSUNDAY   **(Enter 1 to continue)**

RESPONDENTPHONENUMBER   **(Enter 0 [zero] to continue)**

RESPINTERVIEWLANG   **(Enter 2 to continue)**

ENDPERSON   **(Enter 1 to continue)**

ENDSCREENER   **(Enter 1 to continue)**

NEXTPERSON   **(Enter 33, "No other person available")**

REFCBBREAK_CP   **(Enter 3, "Breakoff")**

VERIFY   **(Enter 2, "No")**

Upon exiting the NCVS instrument, the Contact History Instrument or CHI is activated. Although we'll be discussing CHI in more detail in the next chapter, let's go ahead and follow the special NCVS procedures to complete the contact information for the two respondents we just had contact with/interviewed during the contact attempt. Everyone should have the CHI instrument active and should be at the **CTATTEMPT** screen.

We'll be entering information about our interview with line number 1, who was the household respondent and then getting back into CHI to record the contact with line number 2.

_____, please walk us through the CHI screens for the contact with line number 1.

CTATEMPT	Enter 1.
TIMEOFCT	Enter 1.
PERORTEL	Enter 2.
CTSTATUS	Enter 1.
CTTYPE	Enter 2.

The reason we are using Precode (2) Partial interview, follow up required instead of Precode (1) Complete interview is because we still have two more respondents to interview.

NONINTER	Enter 1.
RSPNDENT	Enter 22.
STRATEGS	Enter 5 and 23.
STRATOTH	Enter "LN1."

We've now completed entering the contact information with line number 1. Since we also interviewed line number 2, we'll need to re-enter CHI to collect the contact information for that respondent as well. Then you have to get back into the same case to enter the information for the respondent who is line number 2.

_____, please walk us through the CHI screens for the contact with line number 2.

CASE MANAGEMENT	Highlight 105 Beach Road and press F12.
CASE CONFIRMATION SCREEN	Click OK.
CTATEMPT	Enter 1.
TIMEOFCT	Enter 1.
PERORTEL	Enter 2.
CTSTATUS	Enter 1.
CTTYPE	Enter 2.
NONINTER	Enter 1.
RSPNDENT	Enter 22.
STRATEGS	Enter 5 and 23.
STRATOTH	Enter "LN2."

Thank you. This concludes this practice exercise. To summarize, in this practice interview we completed an incident report for a violent crime, which took us through a lot of incident report items we don't often see because crime incidents, especially violent ones, are so rare. We talked more about active listening, discussed the concepts of weapons and medical care, practiced unduplication of incidents, and wrote a summary report. Are there any questions?

(Answer questions)

NOTES

Lesson 4
The Contact History Instrument (CHI)
(Approximate time: 30 minutes)

The objectives of this lesson are to:

● Review general CHI procedures; and

● Review NCVS-specific CHI procedures.

During this lesson, we will discuss the uses of the Contact History Instrument (CHI) data. We will also discuss CHI procedures that are specific to the NCVS and practice using the instrument.

In addition to completing interviews in the NCVS instrument, you should be entering information into the CHI. The CHI was developed to capture details of ALL contact attempts made for a household. Each time you ATTEMPT to make contact or MAKE contact with a household you enter information into the CHI. By taking just a few extra minutes and completing the questions asked in the CHI, you are providing valuable information to your Regional Office (RO), Headquarters, and the survey sponsor.

The ROs use reports that are generated from the CHI data to give you feedback on your contact attempts and make suggestions for future contacts. Headquarters staff and the survey sponsors analyze CHI data so they can determine reasons

behind non-contact and refusal cases among our surveys, then formulate strategies for dealing with these cases.

For example, after an FR has made six contact attempts for the same household at different times of the day and on different days of the week, and the FR has also spoken to the neighbors on more than one occasion and still has not been able to get a response from a household, is it worth making a seventh attempt? Maybe and maybe not. The CHI data can help us determine if there should be a cutoff on the number of contact attempts made so that you can turn your attention to other cases. We can also determine from CHI data if there is a need to make changes to the letters left at a respondent's home, so that they are targeted to a certain group of respondents who consistently refuse to participate.

There are a several benefits for you, the FR, in the CHI:

- CHI is a tool you can use to help track and manage your caseload.

- CHI provides a record of the best times to make contact so you can use your time efficiently.

- CHI shows the work that you put into each case since you record every contact attempt.

- For longitudinal surveys like the NCVS, you can see CHI records from previous interview periods.

●   CHI records follow a case, so if a case is reassigned, the new FR has a history of contact attempts and outcomes.

You have the ability to leave FR notes in a case, however, you must complete the CHI entries as well. Your FR notes are very difficult to analyze since each FR enters different information and you may not record a note for EVERY contact attempt. CHI data is consistent and easy to read. The CHI standardizes contact information for better tracking and more efficiently produces reports that can be used by various reviewers.

If you work on any other surveys that use the CHI, especially if it's a household survey like the CPS, you know that the version of the CHI we are using was really intended for surveys that interview households. It was not designed specifically for use in surveys that interview individuals, like the NCVS. We hope to have a person-level CHI instrument soon. Until then we have to use a temporary work-around designed to use the household level CHI in the NCVS to track person level contacts. We're going to go over using the CHI for household level contacts first, then discuss and practice the NCVS work-around for using the CHI to track contacts with individual household members, which we'll discuss in a few minutes.

Does anyone have any questions before we continue?

(Answer questions)

Today, we will practice using the instrument with a few interviewing scenarios. There is a flowchart for CHI in your workbook. Open your workbook to page 4-1 and take a look at it now.

(Allow time)

This is the same flowchart that was sent out with your CHI self study, so it should look familiar. Before we proceed does anyone have any questions anout the flowchart or the household level, or regular, CHI?

(If any of the questions are regarding NCVS specific procedures, ask the trainees to hold onto those questions until we get to those procedures later in this chapter)

(Answer questions)

For the rest of this lesson you will use your laptop. Before continuing, make sure your laptop is still on and you are at the Case Management Screen. The scenarios that we are using, along with the answers, are in your workbook starting on page 4-2. Follow along in your workbook as we go through the practice scenarios.

Scenario #1 – Let's get started with our first scenario on page 4-2 of your workbook.

It's 2:00 p.m. and you drive by a household that you have not been able to reach to see if you can catch someone at home and get the interview. You pull up to 101 Railroad Drive. There are no cars in the driveway. You knock on the door, but no one answers. After a few minutes, you leave an advance letter along with a card that has your name and telephone numbers (for both your home and cell phone) and return to your car. In your car, you enter the contact attempt information into CHI.

Let's make the entries in CHI for this attempt. For this example, the case is a time in sample 1 case so we'll assume we don't have a household roster or any line numbers yet.

***(Although answers are listed in FR workbook, tell the trainees
what you are entering as you go through each screen.
When you get to the "Strategies" screen, read over the
categories once again with the trainees as you make your selections.)***

CASE MANAGEMENT	Highlight 101 Railroad Drive and press F12.
CASE CONFIRMATION SCREEN	Click OK.
CTATEMPT	Enter 1.
TIMEOFCT	Enter 1.
PERORTEL	Enter 1.
CTSTATUS	Enter 3.
NCTPER	Enter 1.
STRATEGS	Enter 1, and 3.

After pressing OK at the Case Management dialog box, click on the "Contact History" tab and review your entries. You will see that the entries you just made are there. Does everyone see your entries?

(Allow time)

Also, click on the snowflake next to the "Strategies" column. You will see that both strategies, leaving an advance letter and leaving an appointment card appear in the contact strategy pop-up box.

Click Close.

Now we will continue with the second scenario, which also starts on page 4-2 of your workbook. Again, we'll assume that it's a time in sample "1" case with no roster and no line numbers yet.

Scenario #2 -- It's 7:30 p.m. and you are heading home after completing the last interview you had scheduled for the day. You decide to drive by 105 Beach Road to see if anyone is home. You knock on the door and no one appears to be home. There is a woman working in the yard next door, who tells you, "They aren't home, they went on vacation. Try back in a week." You thank her and leave a note on their door with your name and telephone numbers.

You go back to your car and your cell phone rings. It's respondent Megan Moe from 104 Ocean View Lane, which is a time in sample 3 household. The day before, you left her a note requesting an appointment. She has participated in the

survey before, but now refuses to be interviewed because she is busy and
doesn't have time to schedule an appointment. She doesn't think she wants to
participate this time. Once you get home, you decide to make your entries in CHI
for both contact attempts.

Start with the first one, 105 Beach Road. Remember, since this is not an
immediate contact attempt, the instrument will ask for the date and time of the
attempt. The computer enters the date automatically, so if you are not entering
the information on the same day that you made the contact attempt, you must
change the date manually. For the purposes of this exercise, it is the same day,
so at that screen, press ENTER.

Let's make the entries in the CHI now.

CASE MANAGEMENT	Highlight 105 Beach Road and press F12.
CASE CONFIRMATION SCREEN	Click OK.
CTATEMPT	Enter 1.
TIMEOFCT	Enter 2.
FR_DATE	Press Enter.
FR_TIME	Enter 730P.
PERORTEL	Enter 1.
CTSTATUS	Enter 2.
NCTPER	Enter 1, 9, and 10.
STRATEGS	Enter 3.

After pressing OK at the Case Management dialog box, click on the "Contact History" tab and review your entries. You can see that the entries you just made are there. Also, click on the snowflake next to the "Description" column. You can see that all three entries you made are there. No one was home, you spoke with a neighbor, and she told you that the household was on vacation. Click "close."

Now let's review the NCVS-specific CHI procedures. The next entry you need to make is for the callback you received from the respondent at 104 Ocean View Lane. Even though you didn't initiate the attempt, we still want you to record it in the CHI. The CHI isn't really set up to record these types of instances, but we still want to capture the data. Treat it as a contact attempt with the sample member. In this example we're going to use the NCVS special procedure where we enter the respondent's line number at the **STRATOTH** screen.

The special procedure is illustrated and described on Page 4-5 of your workbook. Let's take a moment to review that page now and make sure you understand it.

(Allow time)

Because the NCVS is a person-level survey rather than a household survey, you must keep track of your contacts with each individual household member. In order to do this, you must enter a line number at item **STRATOTH** where contact with a sample unit member has been indicated (when response option '1' is selected at item **CTSTATUS**). The line number entered at **STRATOTH** helps in the analysis of person level CHI data. Follow the steps outlined below:

1.   When you've entered precode (1), "Contact with SAMPLE unit member" at
        CTSTATUS, DO NOT select precode (22) at the **STRATEGS** screen.
        Doing so will keep you from entering the line number of the person for
        whom the CHI record is being collected, because **STRATOTH** will not
        appear. (However, you can enter precode (23) in conjunction with precodes
        (1)- (21)).

2.   Always select Precode (23) "Other" at the **STRATEGS** screen, which asks
        about contact strategies, when you've entered precode (1) to **CTSTATUS**.
        You then proceed to item **STRATOTH,** which asks about "other contact
        strategies."

3.   Enter the line number of the respondent for whom you are entering the CHI
        data in the input field on the **STRATOTH** screen in the following manner:
        type LN and the respondent's line number, for example, LN7, in the "Other-
        specify" field.

(Allow time)

If there is other information you would like to share at **STRATOTH** please
separate this information from the line number information using a semicolon. For
example, assume there is a legitimate *"other contact"* strategy that you need to
document for LN6. When answering CHI for LN6, record the line number and the
legitimate *"other contact"* strategy information in the "Other - specify" field on the
STRATOTH screen by typing *"LN6; other legitimate contact strategy"* there.

You must return to the case management screen and enter the CHI again for each person whose CHI information you wish to update.

These procedures were instituted to fill a avoid created by only having a household level version of the CHI available. Although we are developing a person level CHI to use for the NCVS and other Census Bureau surveys where more than one person is interviewed in a household, we still need to collect this information for the NCVS interviews now. We are revisiting the CHI procedures in this refresher training as we've found that 87% of contacts made with a household do not have the correct information entered into CHI in order to capture the person level contact information. The following exercises are meant to review and clarify the NCVS CHI procedures.

Let's make our entries now, following the special procedure for NCVS that I just went over.

CASE MANAGEMENT	Highlight 104 Ocean View Lane and press F12.
CASE CONFIRMATION SCREEN	Click OK.
CTATEMPT	Enter 1.
TIMEOFCT	Enter 2.
FR_DATE	Press Enter.
FR_TIME	Enter 730P.
PERORTEL	Enter 2.
CTSTATUS	Enter 1.

CTTYPE	Enter 3.
NONINTER	Enter 2, and 3.
RSPNDENT	Enter 1, 2, 5, and 9.
STRATEGS	Enter 8, 9, and 23.
STRATOTH	Enter LN2.

After pressing OK at the Case Management dialog box, click on the "Contact History" tab and review your entries. You can see the entries you just made are there.

Let's do one last scenario. Look at Scenario #3 on page 4-4 of your workbook. For this scenario, we'll have two successfully interviewed respondents, Jane Voe and Andrew Voe. It's 4:00 p.m. and you stop by 106 Robin Street, and both household members are home. You complete both their interviews during the visit, and make the entries in CHI after you complete each interview.

CASE MANAGEMENT	Highlight 106 Robin Street and press F12.
CASE CONFIRMATION SCREEN	Click OK.
CTATEMPT	Enter 1.
TIMEOFCT	Enter 2.
FR_DATE	Press Enter.
FR_TIME	Enter 400P.
PERORTEL	Enter 1.
CTSTATUS	Enter 1.
CTTYPE	Enter 1.

RSPNDENT   Enter 22.

STRATEGS   Enter 23.

STRATOTH   Enter LN1.

Then you have to get back into the same case to enter the information for the respondent who is line number 2.

CASE MANAGEMENT   Highlight 106 Robin Street and press F12.

CASE CONFIRMATION SCREEN   Click OK.

CTATEMPT   Enter 1.

TIMEOFCT   Enter 2.

FR_DATE   Press Enter.

FR_TIME   Enter 400P.

PERORTEL   Enter 1.

CTSTATUS   Enter 1.

CTTYPE   Enter 1.

RSPNDENT   Enter 22.

STRATEGS   Enter 23.

STRATOTH   Enter LN2.

Once again, press OK at the Case Management dialog box, click on the "Contact History" tab and review your entries. You can see the entries you just made are there. Notice that the entries you just made for each respondent is listed separately. Since they are listed separately we are able to review the contacts

made for each respondent. If we had entered both persons contacts in one CHI record we would not be able to see who the contact information is for.

Here are seven key points to remember:

1.   You must make a CHI entry for EVERY contact attempt, whether it's a drive-by, or you speak with a neighbor, or you call a respondent and no one answers.

2.   The CHI was originally created for surveys that require only a single respondent, like the Current Population Survey (CPS). For surveys like the NCVS that require interviews with multiple persons in a household, special procedures have been developed to help overcome some of the limitations of the CHI that are related to its structure. We've just gone over those special procedures; that is, entering Precode (23) along with the precodes for any attempted contact strategies at Item **STRATEGS** to bring up Item **STRATOTH**, and then entering the person's line number at **STRATOTH**.

3.   There are TWO ways to initiate the CHI: It automatically launches after you exit a case, or you can launch the CHI from Case Management using the F12 function key.

4.   CHI records travel with a case. If you are taking over a case that was previously assigned to another FR, you will have the CHI record of what has happened with the case up until that point.

5.   CHI is not just for Type A's. We want contact attempts for **ALL** outcomes including Type A's, B's, and C's, as well as completed interviews.

6.   Each CHI record is for ONE contact attempt. Do not record information on all contact attempts in one CHI record. For example, if you are making a CHI entry at the "STRATEGS" screen, do not record all strategies you have ever made with that case. Only record the strategies you have attempted for THAT contact attempt.

7.   Longitudinal/panel surveys like the NCVS have a Returning Contact History Tab in Case Management. This displays the CHI records from the previous interview period.

8.   For each <u>person</u> contacted, you must enter a separate CHI record.

(Allow time)

Are there any questions about anything we've covered on the NCVS Specific CHI procedures?

(Answer questions)

That completes our lesson on the Contact History Instrument (CHI).

(Continue with next lesson)

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Lesson 5
NCVS Concepts and Definitions
(Approximate time: 1 hour and 15 minutes)

</div>

> Objective:
>
> ● Re-familiarize trainees with survey concepts and definitions.

(NOTE TO TRAINER: Included in this lesson are NCVS-550 CAPI Interviewing Manual for Field Representatives page references in case questions arise about any topic. Page references appear in [brackets] in each section heading.)

Let's review and discuss in more detail some survey concepts and definitions. Understanding these concepts is critical for the collection of accurate data and for the proper crime classification of reported incidents. The concepts I'll discuss in this lesson are ones that we've noted FRs sometimes have trouble understanding and/or applying correctly. I'm going to go over them in the approximate order in which they appear in the instrument. We'll discuss some miscellaneous topics at the end of the lesson.

Race [B2-135 – B2-136]
Before we get into the concepts that are specific to collecting crime reports, let's talk about an important demographic concept. I'd like to talk specifically

about the question where we collect each household members race. When we use the term "race" on a Census Bureau survey, we are asking whether the person is White, Black/African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander. In the NCVS we ask for demographic characteristics such as race to learn about crime among many detailed population groups (for example, African Americans, Asians, etc.)

Race does not equal skin color.

When you ask the race question, you <u>are not</u> asking about the color of a person's skin. You are looking for the racial <u>group or groups</u> *with which that person most closely identifies, or the race or races that person considers him/herself to be.* For example, a person whose physical features are White could consider herself Black because the only parent who raised her was Black. In this case, if the person reports that she is Black, regardless of what her skin color or physical features might be, you must record her as Black.

Race is the <u>race or races </u>that the person considers him/herself to be.

The Census Bureau uses five different racial categories to classify a person's race: these are "White," "Black or African American," "American Indian or Alaska Native," "Asian," and "Native Hawaiian or other Pacific Islander." However, a person may use one or more of these categories to identify his/her race.

In the example I just gave you, assume that the person considers herself to be both Black and White, because she had one parent of each race and she

identifies equally with both races. In this case, you must enter the precodes for both Black and White. In this example, you would select both Precode (2) "Black or African American" and Precode (1) "White." Do not use Precode (6) "Other - Specify" to type in "Black and White." This question is designed to be able to collect multiple race categories for each household member.

It is important to remember that "origin" does not have the same meaning as "race" even though many respondents may use the two terms interchangeably. Remember that "Spanish, Hispanic or Latino" relates to a person's ethnic background or national origin, NOT to his/her race. Be careful when collecting race for Hispanics because they often report their Hispanic ethnicity as part of their race (for example, Mexican, Salvadoran, Puerto Rican, etc.) However, just like people of other ethnic groups, Hispanics can be White, Black, or of some other race or races. If the household respondent provides an ethnicity in place of a race, ask the respondent to identify which racial group(s) each household member identifies with based on the categories shown on the race flashcard in the NCVS-554 Information Card Booklet. If you are conducting a telephone call, read the five racial categories out loud to the respondent.

Do not mark the race item by observation or asking a neighbor. Since the Census Bureau bases race on self-identification, you must ask this question for each household member -- even when the answer seems obvious.

Are there any questions on the concept of race?

(Answer questions)

Now we'll focus on NCVS concepts, starting with which crimes are measured by the NCVS. [C2-3 – C2-6] We talked about this in the last lesson, but now we will discuss them in greater detail. Look at pages 5-1 and 5-2 of your workbook and read the information about the hierarchy of crimes and crime definitions.

(Allow time)

Notice the small details in each different type of crime, for example, you'll notice on page 5-1 of your classroom workbook that under "Robbery" that there are six different categories of robbery – completed with property taken, completed with injury, completed without injury, and so on. Notice that many of the different crimes listed are separated into different categories. One reason we ask you to put specific concrete details in your incident summaries has a lot to do with these classifications, and making sure we classify each incident of crime in the correct category.

The NCVS collects information on crimes suffered by individuals and households, whether or not those crimes were reported to law enforcement. These include crimes of rape, sexual assault, aggravated and simple assault, household burglary, theft, and motor vehicle theft. The NCVS also measures identity theft, but does not collect the same amount of detail on this as it does on other crimes. As you know, the NCVS does not measure homicide, kidnapping, commercial crimes, such as thefts of property belonging to a commercial business, some

difficult-to-measure crimes such as fraud, or the so-called victimless crimes, such as drunkenness, drug abuse, illegal gambling, con games, and prostitution.

Crimes measured by the NCVS can be classified into two general types: crimes against persons and crimes against households. Crimes against persons, which are referred to as personal crimes and include rape, personal robbery, assault, purse snatching, and pocket picking, involve contact between the victim and offender. All three of the measured crimes against households, which are referred to as property crimes and include burglary, theft, and motor vehicle theft, are crimes that **do not** involve personal confrontation.

Threats [C2-7 – C2-9]

It is important to know that threats of rape, sexual assault, personal robbery, and assault made against a respondent must be delivered verbally and face-to-face between the offender and the respondent **AND** the threat must involve the potential for physical harm to the respondent, to be counted by the survey. As discussed in the Crime Incident Report lesson, you should include the content of the threat in the **SUMMARY**.

Let's determine if the following examples are acceptable NCVS threats:

Q: Nick sent a text message to John warning him to stop seeing his ex-girlfriend or he would get John fired from his job. Is this an acceptable threat for the NCVS, _____?

A: No, since the threat was not verbal, not face-to-face, and not to physically harm to the respondent.

Q: Amy was driving home at night when a car pulled up behind her. The driver honked his horn, flashed his headlights, then passed her at a high rate of speed. Amy noticed that the driver made an obscene gesture at her as he passed. Amy said that she felt threatened. Is this an acceptable threat for the NCVS, _____?

A: No, because the other driver did not verbally threaten to physically harm Amy.

Q: Eric was riding the train when a man approached him and told him to hand over his wallet and wedding ring or he would shoot him. Is this an acceptable threat for the NCVS, _____?

A: Yes, because the threat was delivered verbally and face-to-face and involved the potential for physical harm to the respondent.

Let's try one more.

Q: Sean's neighbor Chris came over and warned Sean to stop parking in his reserved space or he would smash his windshield the next time he was parked there. Is this an acceptable threat for the NCVS, _____?

A: No, because the threat, although verbal and face-to-face, did not involve the
      potential for physical harm to the respondent.

Thank you. Are there any questions about threats?

(Answer questions)

Burglary [C3-41]

The most serious crime against households is burglary, which is the illegal or
attempted entry of a structure. An example of **burglary** is if a person actually
breaks into a house, or if a person having no right to be there enters through an
unlocked door.

If the offender has **no legal right** to be in the house, the incident is classified as a
burglary. Examples of burglaries are: an offender with no legal right to be in the
house enters the sample household and takes respondents' money or other
household items; an offender with no legal right to be there takes tools from a
respondent's garden shed; or an offender with no legal right to be there takes
respondent's belongings from a motel/hotel room where respondent is staying.

Theft [C3-41 – C3-43]

Theft, the most prevalent property crime, includes completed or attempted theft of
property or cash without personal contact. Incidents involving theft of property
from within the sample household are classified as theft if the offender has a legal
right to be in the house, such as a maid, delivery person, or guest. Examples of
theft are: theft of cash by a houseguest, theft of garden furniture or statuary from

the yard, theft of a purse or backpack from a restaurant, or theft of a portable radio from the park.

Recognizable and unrecognizable businesses [C3-43 – C3-44]

You must record all crimes to unrecognizable businesses, as these are included in the NCVS data. Never accept an incident that involves a theft of items belonging to a recognizable business. *Note that most businesses are recognizable.*

Q: Who can tell me what a recognizable business is, _____?

A: A recognizable business is one that has a sign or some type of observable and identifiable indicator outside the structure identifying it as a business. **(*Or something similar.*)**

Q: If a respondent cuts hair in her house and has a sign in her front yard which reads: "Curl Up and Dye Hair Styling." Is this a recognizable or unrecognizable business, _____?

A: A recognizable business.

Q: One of your respondents does web site design from a home office; there is no sign outside his house advertising those services. He only advertises his business in the local newspaper. Do you consider his business recognizable or unrecognizable, _____?

A: Unrecognizable.

As mentioned earlier, all crimes to **unrecognizable** businesses, such as the theft of business property, are included in the NCVS data. However, if a reported crime involves a recognizable business, report only the personal items stolen or any personal threats of physical harm or assaults that may occur to the respondent during a theft from a recognizable business. Do not include any stolen items that belong to the recognizable business.

Q: A thief stole a hair dryer that belonged to a person's recognizable hair cutting business. Do you include the theft in the NCVS, _____?

A: No, because the stolen item belonged to a recognizable business. **(*Or something similar.*)**

Q: A respondent uses a computer to design web sites in his unrecognizable business and his business computer was stolen. Do you include the theft when completing a crime incident report, _____?

A: Yes, because the stolen computer belonged to an unrecognizable business. **(*Or something similar.*)**

Q: If a shopkeeper's purse was stolen during the robbery of her small business, do you include the theft of the shopkeeper's purse,___?

A: Yes, because we want to include thefts of personal items, regardless of
        whether the personal theft took place at a recognizable or unrecognizable
        business. **(*Or something similar.*)**

Thank you. Are there any questions about recognizable and unrecognizable
businesses?

(Answer questions)

Location [B4-17 – B4-37]
**Now we'll turn our attention to several important items within the crime
incident report. The first is the location in which the incident occurred.** Turn
to page B4-17 in your NCVS-550 Interviewer Manual to follow along during this
discussion.

This item is **EXTREMELY IMPORTANT** because if you identify the wrong place,
you will ask inappropriate questions and the incident may eventually classify into
the wrong type of crime category.

The type of place at which the incident took place falls into one of eight general
categories, which are displayed at the screen **LOCATION_GENERAL**. These
categories are – 1) *Inside OWN home,* 2) *Near OWN home*, 3) *Inside or near
another's home,* 4) *Commercial place*, 5) *Parking lot or garage*, 6) *School*, 7)
Open area, on the street, or on public transportation, AND 8) *Somewhere else*.

Each general location category is further subdivided into more specific locations. For example, if you select INSIDE OWN HOME you must determine more specifically where the incident took place. INSIDE OWN HOME covers **enclosed** structures owned or rented by the respondent. An enclosed structure is one which has a door or window through which to gain entry, such as the respondent's home, apartment, dormitory room, garage, shed, or an enclosed porch, or a vacation home, second home, hotel or motel room in which the respondent could have been staying at the time of the incident. This category also includes enclosed structures that are on the respondent's property but are detached from the main structure, such as a detached garage or storage shed. Select INSIDE OWN HOME **only** if the offender got inside or tried to get inside the respondent's home or lodging facilities. It does not matter whether the offender entered by force, was let in, or gained entrance through an unlocked door.

For incidents that happened on an **unenclosed** porch, patio, or carport of the respondent's home, select NEAR OWN HOME rather than INSIDE OWN HOME. Although these areas are often attached to the home, they are not enclosed and do not have a door or window through which an offender could enter. After selecting NEAR OWN HOME you then select the appropriate subcategory of where the incident occurred near the respondent's home or lodging.

Here is an example:

- If someone stole potted plants from a respondent's unenclosed porch, select NEAR OWN HOME. Then select the appropriate subcategory titled

"Own yard, sidewalk, driveway, carport, unenclosed porch" indicating where the incident occurred near the respondent's home or lodging.

Select these same categories if an offender stole a respondent's baseball bat and glove from his carport.

Let's try a few more examples. When answering these questions, please refer the screen shot on page B4-17 of the manual.

Q: If a respondent says that he was robbed in his motel room while at the beach on vacation, which general location category do you select, INSIDE OWN HOME or NEAR OWN HOME,___?

A: INSIDE OWN HOME for the hotel or motel room in which respondent was staying.

Q: Another respondent says that she was mugged in her own home by a thief. Which general location category do you select, INSIDE OWN HOME or NEAR OWN HOME,___?

A: INSIDE OWN HOME

Now let's go over the other general location categories. The third general category is INSIDE OR NEAR ANOTHER'S HOME. This category includes places where the incident may have happened that are **at, in, or near** the home of a respondent's friend, relative, or neighbor. Such places include: the dwelling

or other building owned by a friend, relative, or neighbor; in a friend's, relative's, or neighbor's yard, driveway, carport, open porch; in the building where a respondent's friend, relative, or neighbor lives; or on the street immediately adjacent to the property of the respondent's friend, relative, or neighbor.

The fourth general location category is COMMERCIAL PLACE. This includes places such as: inside a restaurant, bar, nightclub, bank, gas station, office, factory or warehouse, and other commercial buildings such as a store. *(Pause)*

The next category is PARKING LOT OR GARAGE. This includes commercial and noncommercial parking lots or garages as well as those provided to residents and guests of apartments, townhouses, rooming houses, dormitories, condominiums, and so forth. After selecting PARKING LOT OR GARAGE, probe to determine the specific type of parking lot or garage. Commercial parking lots or garages are those that are privately operated for profit AND require a parking fee regardless of whether or not the parking lot or garage is attended or unattended. In contrast, noncommercial parking lots or garages are those in which the general public can park free of charge, such as a shopping mall. They also include a parking lot or garage that has parking meters and those operated by a local, state, or Federal government regardless of whether or not a fee is required. If it is unclear as to which type of parking lot the respondent is referring, probe to find out if the parking lot is privately owned and a fee is paid to park. Don't ask the respondent if it's a commercial or noncommercial parking lot or garage, because the respondent's definition of such parking lots may differ from the survey's definition. Remember the word "commercial" is not referring to who uses the parking lot, for example a convenience store, restaurant, or mall. Rather, the word commercial

here is in regards to whether a company profits from fees charged to use that parking lot.

Q: What location do you select if a respondent reports that while out shopping his car was stolen from a parking lot,____?

A: Select the general location category, PARKING LOT OR GARAGE, ask whether the respondent was parked in a privately operated lot that charges a fee to park, and then mark the appropriate subcategory. *(Or something similar.)*

When coding a situation, similar to above where a car was stolen or broken into, we want the location of the car, not where the respondent was. We often see situations where the location was coded inside a restaurant or store because the respondent was in one of those locations, but the car was parked in the street or in a parking lot. In this situation, we want to capture the street or parking lot location since that is where the car was parked.

If a respondent tells you that an incident happened at her school, select the sixth general location category, SCHOOL. Then ask the follow up question to determine if the incident took place inside or outside the school building, such as on the school parking area, play area, or school bus.

The next category, OPEN AREA, ON THE STREET, OR ON PUBLIC TRANSPORTATION covers a variety of places open to the general public where the incident could take place. This category includes places such as: apartment

yard, park, playground, on some type of public transportation, or in a bus depot, train station, airport, or subway station. *(Pause)*

When the incident happened at or in a place that doesn't fit any of the other location categories, select the final general location category, OTHER. You must describe the place such as hospital, library, church, on the beach, and so on.

Are there any questions about the concept of location?

(Answer questions)

Now let's focus on incidents that happen inside the respondent's home or lodging. When a respondent tells you that the incident occurred in his/her home or lodging, you will ask if the offender had a right to enter the building or dwelling legally.

Q: Who would have a "right" to be in a dwelling,____?

A: People who live there, friends or relatives of the household, salespersons, maintenance workers, or other persons who have been given permission to enter the home. **(*Or something similar. If a point listed above is not covered, discuss it with the trainees.*)**

It's possible that the offender was allowed inside the dwelling, but still did not have a "right" to be there. Children may let a stranger into the home, while adults would not. An offender may push his or her way in when the respondent answers

the door, or an offender may have entered a dwelling by misrepresenting himself or herself as a repair person, police officer, and so forth. These persons do not have a right to be there.

If the offender didn't have the right to be in the respondent's home or other structure on the respondent's property, you'll ask if the offender actually got in or just tried to get inside the respondent's house, apartment, room, garage, shed, or enclosed porch. If the offender **did NOT** get inside or **did NOT** try to get inside any of the places inside the respondent's home or lodging, the category INSIDE OWN HOME is an incorrect response. If the data is entered such that the offender did not get in or try to get in, you'll encounter an edit check that forces you to change either the location or whether the offender got in or tried to get in. Probe to find out which of the other general location categories more appropriately applies and then back up in the instrument to correct the answer.

If the incident occurred in the respondent's home then the offender had to either get in or tried to get in. In the situation of an attempted break-in of the respondent's home or lodging, the location should be coding as inside the respondent's home even though they did not get in. This procedure is necessary so we can capture the attempted break-in information.

If the offender got inside or tried to get inside any of the places inside the respondent's home or lodging, the instrument prompts you to ask if there was any evidence that the offender got in by force or tried to get in by force. Visible evidence is evidence that can be seen after the incident takes place, such as a

broken lock, a broken window, or a door jimmied. It does not refer to an open, undamaged door or an offender forcing a person to let him or her in.

Are there any questions?

(Answer questions)

Now we'll discuss another VERY CRITICAL item on the Crime Incident Report, which is PRESENCE. [C3-19 – C3-25]

Q: Can you tell me what the definition of presence is for the NCVS,_____?

A: A sample household member must be at the immediate scene of the crime during the incident AND the household member must be in a place that was reachable by the offender, so that the offender could have or did attack, threaten to attack, or steal something directly from the household member. **(*Or something similar. If a point listed above is not covered, discuss it with the trainees.*)**

Thank you. As we discussed earlier, if you code that someone was **not present** during the incident and they **were present,** important questions about attacks, attempted attacks, and threats are skipped. This affects the classification of the crime. On the other hand, if you mark someone as present during the incident when they were not present, you will ask the respondent irrelevant questions. To repeat: in order to consider a household member present during an incident, there must be an opportunity for an offender to attack or threaten to attack the

person or the possibility that an offender could take something **directly** from the household member.

Also, remember that if the respondent says that someone personally threatened, attacked, or tried to attack them, then they are considered present. Sometimes it's difficult to determine if the respondent was present since some respondents may not know what is meant by "present" for the NCVS. If this happens, then you need to probe. Some sample probing question include; "Were you at the immediate scene of the crime?," "Were you inside the house when the offender broke into the basement?," or "Were you and the offender both in the yard when the bike was stolen from the driveway?"

If you are still unsure after probing, consider the person present. This ensures that we will not miss important details, such as whether or not the respondent was attacked or threatened with physical harm.

Look at the illustration on page 5-3 of your classroom workbook, which shows the check item that appears in **HHMEMBERPRESENT**, which asks "Were you or any other member of this household present when this incident occurred? When you mark "No" or "Don't know" in **HHMEMBERPRESENT**, the check item pops up to remind you to make sure you marked presence correctly. When the check item appears, take a moment to verify that you marked presence correctly. If you need to change your answer to **HHMEMBERPRESENT**, click the "Close" or the "Goto" button to return to the previous question to change the answer. If you do not need to change your answer, click "Suppress." Because presence is one of the most

critical questions asked in the crime incident report, please make sure that it is marked correctly so that the incident is portrayed correctly.

Are there any questions on this presence check item?

(Answer questions)

*There are three other important things you **must** remember about presence.*

- **First**, the respondent does not have to be awake or conscious to be considered present.

- **Second,** the respondent does not have to be in the same room in the house where the incident happened to be considered present.

- **Third**, when a household member is in the house and the incident takes place in an *attached* garage or an enclosed porch, the household member is considered present during the incident.

  However, if the *garage or porch is not attached or enclosed*, a household member inside the house at the time of the incident is considered not present.

Now let's try a few examples.

Q: The respondent looks out her kitchen window and sees several young men running away from her detached garage. By the time she gets to the garage, the men are gone. After looking around the garage, she discovers that her husband's expensive bicycle is missing. Was the respondent present at the immediate scene of the crime,____? And why or why not?

A: No. The detached garage was the immediate scene and she didn't arrive until after the crime was committed. (**Or something similar. If a point listed above is not covered, discuss it with the trainees.**)

Q: If another respondent is asleep in his house when someone breaks the patio door and enters his family room, is he considered present, ____? Why or why not?

A: Yes. The house is the immediate scene of the crime and the respondent was in the house during the break in. (**Or something similar. If a point listed above is not covered, discuss it with the trainees.**)

Q: If a respondent has guests at her house and one of the guests steals a necklace from her bedroom while the respondent is in the kitchen, is the respondent present,___? Why or why not?

A: Yes. Anywhere inside the house is the immediate scene of the crime, even though the respondent was in a different room. The respondent could have been attacked or threatened with physical harm. *Or something similar. If a point listed above is not covered, discuss it with the trainees.*)

Q: If the offender enters or tries to enter a respondent's attached garage and
        the respondent is inside the home at that time, is the respondent present,
        ___? Why or why not?

A: Yes, the offender could enter or try to enter the home through a door which
        gives access between the garage and the house and this could allow the
        offender to attack or threaten to physically harm the respondent. ***Or
        something similar. If a point listed above is not covered, discuss it
        with the trainees.*)**

Are there any questions about presence during an incident?

(Answer questions)

Turn to page 5-4 in your workbook; we'll do the exercise on presence.

For each scenario, mark in your workbook whether the respondent is present or
not present during the crime incident.
(Allow time)

Let's discuss the first one, "Mary is napping in her house while offenders steal
license plates from her car, which is parked on the street in front of the house.

Q: Is Mary present or not present, _____, and why or why not?

A: Mary is not present; she was not at the immediate scene of the crime and she was unreachable by the offenders because she was inside. The fact that she was sleeping makes no difference at all. *(Or something similar. If a point listed above is not covered, discuss it with the trainees.)*

Thank you, that's correct.

Let's look at the next one, "Jean falls asleep at the beach. Her cell phone is lying on the towel next to her when an offender comes by, grabs the phone, and runs off with it."

Q: Is she present or not present and why, _____?

A: She is present, because she was at the immediate scene of the crime and reachable by the offender. Once again, the fact that she was asleep makes no difference. As we mentioned before, the person being asleep makes no difference in whether or not they were present. *Or something similar. If a point listed above is not covered, discuss it with the trainees.*)

Thank you. Let's discuss the third example, "Dan goes to a restaurant and leaves his briefcase at the coat check. When he goes back to retrieve it, he discovers that it has been stolen."

Q: Is he present or not present and why, _____?

A: He is not present. He was not at the immediate scene of the crime, which is the coat room, and he was unreachable by the offender. **(*Or something similar. If a point listed above is not covered, discuss it with the trainees.*)**

Look at the fourth example, "Janet's ex-boyfriend is waiting for her outside her house when she comes home from work. They get into an argument, which ends with him putting his hands around her neck and choking her. He then gets in his car and drives off."

Q: Was Janet present or not present, and why?

A: She was present, because she was at the immediate scene of the crime, and was reachable by the offender, and in fact was attacked by the offender. **(*Or something similar. If a point listed above is not covered, discuss it with the trainees.*)**

Thank you. This might seem like an obvious example to you, but you'd be surprised how often we see crime reports in which a respondent was attacked and clearly present during a crime incident, but has been marked as "not present." This is the kind of thing we have to avoid. Even a small number of incidents where presence is marked incorrectly can skew the data and make it inaccurate. If a respondent has been attacked during an incident, *then by definition, they must be present.*

Now let's do the fifth example, "Karen goes to a friend's dorm room. While she is there, he sexually assaults her."

Q: Was Karen present or not present?

A: Present, because she was at the immediate scene of the crime, and was reachable by the offender, and in fact was attacked by the offender. *(Or something similar. If a point listed above is not covered, discuss it with the trainees.)*

Again, this may seem like an obvious example, but we have seen incident reports for rapes and sexual assaults where the respondent is marked as "not present." As I just said, if a respondent has been attacked during an incident, *then by definition, they must be present.*

Let's discuss the sixth example, "Jim watches out the kitchen window as offenders break into his detached backyard shed and steal some tools."

Q: Is he present or not present and why, _____?

A: Not present. He is not at the *immediate* scene of the crime. The shed is not attached to the house, so he is not considered to be reachable by the offenders. *(Or something similar. If a point listed above is not covered, discuss it with the trainees.)*

Let's look at the last one, "Dave is in the kitchen of his house while offenders steal firewood from a breezeway that is attached to the house."

Q: Is he present or not present and why, _____?

A: He is present; because the breezeway is attached to the house he is considered to be at the immediate scene of the crime and reachable by the offender. *(Or something similar. If a point listed above is not covered, discuss it with the trainees.)*

Are there any further questions about the concept of presence?

(Allow time)

Now I'm going to briefly discuss a couple of miscellaneous topics that we've noticed have caused confusion in the past.

Series of Crimes [C3-4 – C3-8]

Sometimes respondents are unable to describe separately the details of each reported incident when they are similar. Six or more similar but separate events, which all occurred in the same reference period, and which the respondent is unable to describe separately in detail to you, are called a series of crimes.

Whenever possible, attempt to complete a separate incident report for each reported incident. Classifying six or more similar incidents as a "series" ***should***

only be done as a last resort, since the NCVS will be losing detailed information for all but the most recent incident.

Q: In **SQTHEFT**, Nicole reported that money was stolen from her desk at work on five different occasions. All incidents occurred during her 6-month reference period. Nicole never found out who stole the money and each time the circumstances were so similar that she cannot differentiate one incident from the other. Do these incidents qualify as a series of crimes, and why or why not, _____?

A: No, because although all the incidents were reported in the same screen question, all occurred during the 6-month reference period, and the respondent cannot recall enough details to report each incident separately, the respondent reported less than six similar incidents. In this instance, you must fill five incident reports and provide as much detail for each incident that the respondent can remember. **(*Or something similar. If a point listed above is not covered, discuss it with the trainees.*)**

When a respondent reports more than six similar incidents you should only code them as a series as a last resort. When a group of crimes are coded as a series we are losing valuable about all of the incidents other than the most recent one. In addition, series of incidents are handled differently in the data, so this classification will ultimately effect the crime rates.

Are there any questions about when to classify incidents into a series of crimes?

(Answer questions)

Weapons [C3-26 – C3-33]

Let's talk about weapons now. In the last lesson we said that in the summary report, if there was a weapon other than any type of gun, rifle, shotgun, or knife involved in the incident, you must tell exactly what the weapon was and how the weapon was used.

Keep in mind that thrown objects are only considered weapons if they hit and seriously injure the respondent and BB guns are only considered weapons if they are used as a club.

The following objects are <u>never</u> considered weapons:

- ✖   Animals
- ✖   Pellet guns
- ✖   Chloroform
- ✖   Food
- ✖   Mace
- ✖   Parts of the body
- ✖   Small empty cans, such as food or beverage cans
- ✖   Tear gas and tear gas guns
- ✖   Water balloons

Now let's discuss the situations in which a car would be considered a weapon. A motor vehicle can be considered a weapon if :

The respondent knows the offender and the offender **deliberately** used a motor vehicle to try to run into the respondent's vehicle or a vehicle in which the respondent is riding, or the respondent believes that the offender **deliberately** struck or tried to hit him/her with a motor vehicle while the respondent was on foot, a bicycle, in a motor vehicle, and so forth. The respondent's belief could be based on words spoken by the offender or facts known about the offender.

However, the offender's vehicle is NOT a weapon if the respondent does not know the offender and there was **NO verbal threat of physical harm to the respondent** when:

The offender cut in front of a vehicle driven by the respondent or in which the respondent was a passenger, or the offender and the respondent were involved in some type of traffic accident or incidence of road rage.

Are there any questions about weapons?

(Answer questions)

This is a good point in the training to discuss the Editing and Coding process in more detail. As I mentioned back in Lesson 1, the NCVS data collected by you and Field Representatives around the country goes through a review process after the monthly interviewing has been completed. The data from all 12 ROs are combined and a database containing all cases that have at least one incident report is created. That database is then sent to the Census Bureau's

National Processing Center (NPC) in Jeffersonville, Indiana to be reviewed and edited to verify the data are consistent and meet NCVS standards. Many of the topics in your monthly memorandums are based on the results of this operation.

Staff in the NPC review incident reports to ensure data quality, by reviewing such items as the "Other-Specify" write-in entries to determine whether the write-in entry can be recoded to one of the precoded categories. For example, if the location of the incident was classified as "Other" and the write-in entry is "inside the restaurant the respondent works at", this will be reclassified to the precoded category "Inside restaurant, bar, nightclub." The NPC staff also compare the Crime Incident Report data to the data entered at the **SUMMARY** screen, the description of the incident in the screener question, and any relevant Case Level Notes. The NPC staff edits the data to make the incident reports consistent with other information. For some cases, the NPC staff are unable to resolve the inconsistencies and refer those incidents to reviewers in Headquarters for resolution.

So how big of an operation are we talking about? The database that is created with all cases that have at least one incident contains on average about 1,000 cases. Keep in mind that a case can have multiple incidents, so the number of incidents reviewed is even larger. About 30 percent of the all of the incidents collected require no editing. For the other 70 percent of the incident reports, the edits range from minor updates such as recoding an "Other - Specify" entry to major modifications that change how the incident classifies. One example of incidents requiring major edits is where a respondent was attacked and had to go to the emergency room for the injuries they suffered. However, during the data

collection stage the respondent was marked as 'Not Present', which means the field representative skipped over all of the attack, injury, and offender characteristics questions. If the summary or other notes are vague or incomplete, the NPC and Headquarters staffs may not be able to recode the incident to match what actually happened. For instance, the attack, if coded correctly in production would have classified as an aggravated assault, but with the miscoded incident in conjunction with a lack of detail in the incident summary, we may only be able to code the incident to simple assault without injury.

Approximately 25 percent of the 300 cases referred to Headquarters staff are due to issues with duplicate incidents. Another 15 percent contain issues with presence, while problems with location and theft make up another 10 percent each.

Only 12 percent of the incidents coded as duplicates in production are actually duplicate incident reports. That works out to about 9 incidents a month correctly coded as duplicate reports and 66 incidents miscoded as duplicates. As mentioned earlier, when you code an incident as a duplicate, you are saying that the incident report should be deleted. If we did not review incidents after data collection we would be deleting about 66 valid incidents each month.

We've mention on several occasions how important it is to code presence correctly. 47 percent of the incidents where presence is recoded are situations where coding the respondent as present should have been apparent. The example of the miscoded assault that we just discussed is an example of this.

Another often miscoded concept is theft. Many of these situations are where a bicycle, car, or cash was reported as being stolen but Item **THEFT** was marked "No." In many cases, these incidents wouldn't even classify as a crime based on the data entered during the interview. Based on the incidents referred from the NPC to Headquarters for issues with theft or attempted theft, we find that 83% were recoded to theft. That accounts for about 40 incidents a month.

Forty incidents a month may not seem like a lot when discussing incidents on a national level. However, we need to keep in mind that each household interviewed represents about 3,500 households. This means those forty incidents when applied to the national population, really equate to hundreds, if not thousands, of incidents that would have been missed if we had not recoded them during the Editing and Coding operation. Imagine the drop in the crime rate if we were not including thousands of reported crimes.

The inconsistencies encountered during the Editing and Coding process have been part of the focus of this lesson and the refresher training as a whole. In addition, providing the big picture of the NCVS shows how your job in collecting the data is an important first step in informing the nation about crime and its impact on the country. The Editing and Coding process is a tool for ensuring the best quality data are provided to the BJS and data users and should not be relied upon to produce consistent and quality data. The Census Bureau cannot expect to improve and maintain data quality without providing you the needed resources to do your job. One such resource is providing feedback on what is being done correctly as well as incorrectly, which we'll discuss in a couple of lesson from

now. This refresher training and the implementation of more regular refresher training is another resource.

Are there any questions?

(Answer questions)

(Move to next lesson)

Lesson 6
Review of Knowledge Test
(Approximate time: 60 minutes)

The objective of this lesson is to:

● Review and discuss the correct answers to the pre-classroom knowledge test.

(Note to the trainer: the following pages contain the questions and answers to the pre-classroom knowledge test. First read the question, then read the correct answer followed by the rationale for the answer, which is displayed in the grey boxes. If questions arise, page number references in the NCVS-550 are provided for each item on the test.)

Let's discuss the knowledge test you took before you came to training. This test was given to measure the your current survey knowledge. It will also be used to assist in developing future training materials. We'll go over the questions and the correct answers. Please be sure to ask any questions as we go along. A version of the test with the correct answers, explanations, and NCVS-550 FR Manual page references starts on Page 6-1 of your workbook. Please open your workbook to that page now so you can follow along.

(Allow time)

NCVS CAPI Refresher Training 2011
Pretest Answer Key - Annotated

Section A.   *Household Contact and Roster*

1. Which of the following is the best answer to a respondent's question, "Why was I selected for this survey?" *(Mark only one)*

    ☐ 1.   The economic status of this household meets the requirements for the survey.

    ☐ 2.   A computer scientifically selects people at random to be in the sample.

    ☒ 3.   Your address was selected to be in the sample, not you individually.

    ☐ 4.   The office supervisor selects the addresses that are in the sample.

We selected your address, not you personally. Using statistical methods, we select a sample of addresses across the country to represent the entire population. (NCVS-550, Page A2-30)

2. True or False: When trying to gain cooperation with a respondent, it is appropriate to tell them that the NCVS asks questions about crime and that their interview won't take more than 5-10 minutes. *(Mark only one)*

    True   False
    ☐   ☒

When respondents ask how long the interview will take, give them an honest answer as to its length. The NCVS interview takes, on average, about 25 minutes to complete for each household member, but this can vary depending on each person's experiences during the reference period. (NCVS-550, Page A2-22)

3. True or False: When conducting a telephone interview, you must verify the sample address to confirm that the person you are speaking to still lives at the sample address. *(Mark only one)*

    True   False
    ☒   ☐

One of the most important purposes of the VERADD_CP screen is to verify that you have reached the correct sample address and make sure the household did not move to a different address while keeping the same phone number. (NCVS-550, Page A3-11)

4. For which of the following scenarios is a personal visit required? (*Mark "Yes" or "No" for each item*)

	Yes	No	
a.	☒	☐	The address is in sample for the first time.
b.	☐	☒	A sample address is in its fifth interview period, but it is the first time the case has been assigned to you.

	Yes	No	
c.	☐	☒	A sample address is in its third interview period, but it is the first time respondents will be asked the new supplement questions.
d.	☒	☐	A sample address is in its second interview period, and a new family has moved into the house.

For the first enumeration period, a sample household is always scheduled for a personal visit interview. Other qualifications that must exist before you can conduct the NVCS interview in person include: the sample household has not been interviewed in any previous enumeration period, or the sample household does not have a telephone, or the sample household does not want to be interviewed over the telephone, or the sample household has a privacy detector that requires the caller to enter a personal identification number. (NCVS-550, Page A5-3)

5.   Generally, what is the minimum age for an eligible NCVS **household respondent**? *(Mark only one)*

   ☐ 1.   12

   ☐ 2.   14

   ☐ 3.   16

   ☒ 4.   18

In most cases the household respondent must be a household member, at least 18 years of age, and knowledgeable about the household. (NCVS-550, Page C1-15) (Exceptions to this rule are in the NCVS-550, Pages A2-11, C1-16 and C1-17)

6.   Which of the following criteria are used to determine if a person on the household roster is a member of the sample household? *(Mark "Yes" or "No" for each item)*

	Yes	No	
a.	☐	☒	How long the person has been living at the sample address
b.	☒	☐	Whether the person has a usual place of residence elsewhere at the time of the interview
c.	☐	☒	Whether the person had a usual place of residence elsewhere at any time in the six months before the interview
d.	☐	☒	Whether the person is related to the household respondent

For a person to be considered a member of a sample household, he/she must be: using the sample address as his/her usual place of residence at the time of the current interview, OR staying temporarily at the sample address at the time of the current interview and DOES NOT have a usual place of residence elsewhere. (NCVS-550, Page C1-5)

7.   What is the minimum age for a **household member** to be **eligible** for an NCVS interview? *(Mark only one)*

    ☒ 1.   12

    ☐ 2.   14

    ☐ 3.   16

    ☐ 4.   18

Any household member of the sample address who is 12 years of age or older and lives in the United States is eligible for the NCVS. (NCVS-550, Page A1-8)

8.   Which of the following criteria are used to determine if a person qualifies as a **household respondent**? *(Mark "Yes" or "No" for each item)*

	Yes	No	
a.	☒	☐	Age of the person
b.	☒	☐	Household membership of the person
c.	☐	☒	Education level of the person
d.	☒	☐	Whether the person is knowledgeable about the people living in the household
e.	☐	☒	Whether the person has been living at the address for the entire reference period

A household respondent is the household member that is selected to be the first household member interviewed and is almost always a self-response interview. The household respondent must be able to provide information for all persons in the sample household, as well as for himself/herself. (NCVS-550, Page C1-15)

9.   Which of the following are correct procedures if you attempt a personal visit and find that the respondents from the prior interview have moved out and that the unit is currently vacant? *(Mark "Correct" or "Incorrect" for each item)*

	Correct	Incorrect	
a.	☐	☒	Attempt to contact the previous household members to conduct the interview
b.	☐	☒	Code the current case as Type B - Usual Residence Elsewhere
c.	☐	☒	Create a replacement household and code the new case as a Type B – Vacant
d.	☒	☐	Code the current case as a Type B – Vacant

A household is classified as a "Type B, vacant" when the unit is vacant and the occupants have permanently left the unit and no new household has moved in. (NCVS-550, Page A6-19)

10. During a month-in-sample 4 interview, you contact a household that has refused to be interviewed in previous interview periods. They tell you that they distrust the government and that they still refuse to cooperate. How do you code the case? *(Mark only one)*

☒ 1. Type A

☐ 2. Type B

☐ 3. Type C

Code refusal households as Type A. (NCVS-550, Pages A6-14 and A6-15)

11. You contact a sample address that had ten household members in the last interview period, mostly between the ages of 12 and 18. This interview period there are two new people living at the sample address. These new members are ages 11 and 14, began living at the sample address within the last week, and have no other residence. Which of the following is the correct procedure? *(Mark only one)*

☐ 1. Add the 14 year old to the roster but not the 11 year old since the 11 year old is not eligible for the NCVS.

☒ 2. Add both the 11 and 14 year old to the roster since they both are living or staying at the sample address at the time of interview.

☐ 3. Add neither to the roster since they have not been living at the sample address for the past 6 months.

For a person to be considered a member of a sample household, he/she must be: using the sample address as his/her usual place of residence at the time of the current interview, OR staying temporarily at the sample address at the time of the current interview and DOES NOT have a usual place of residence elsewhere. (NCVS-550, Page C1-5)

12. For which of the following scenarios do you record a replacement household? *(Mark "Yes" or "No" for each item)*

	Yes	No	
a.	☐	☒	The sample address has been condemned due to flooding.
b.	☐	☒	Three of the four household members moved since the last interview period.
c.	☐	☒	You discover, during a telephone contact attempt, that the household has moved from the sample address.
d.	☒	☐	A personal visit confirms that a completely new household has moved into the sample address since the last interview.

A replacement household happens when there are no members of the original household living at the address and you have verified that new respondents have moved into the sample address. (NCVS-550, Page A3-13 and Page B2-17)

13. For which of the following scenarios are you allowed to accept a proxy interview? *(Mark "Yes" or "No" for each item)*

	Yes	No	
a.	☐	☒	You have interviewed all of the household members, except the teenaged son who seems to always be working or at school when you call. His sister volunteers to conduct a proxy interview for him.
b.	☒	☐	A mother refuses to allow you to interview her 13 year old daughter, but says that she will answer for the daughter.
c.	☒	☐	A household member is away on business until after the interview period. His 20 year old son has already been interviewed and agrees to be a proxy respondent for his father.
d.	☐	☒	An 18 year old household member is permanently physically incapacitated and unable to be interviewed. His care-taker agrees to conduct the interview while the mother is at work.
e.	☐	☒	A family is on vacation until after the interview period, but their in-laws who live next door are very knowledgeable about the family and agree to conduct the interview.

Acceptable reasons for proxy interviews are: 1) A parent will not allow you to speak to his/her 12 or 13 year old child to conduct the interview; 2) An eligible household member is temporarily absent during the entire interview period, or 3) An eligible household member is physically or mentally incapacitated during the entire interview period. (NCVS-550, Page C1-19 and C1-20) A proxy respondent should be a household member who is at least 18 years old, very knowledgeable about the proxy person, and has already completed his/her own interview by self-response. (NCVS-550, Page C1-22) (Exceptions found in NCVS-550, Page C1-22, C1-23.)

Section B. NCVS Screening Questions

14. Which of the following are correct procedures for dealing with a respondent who is becoming annoyed and impatient with the screening questions *(Mark "Correct" or "Incorrect" for each item)*

	Correct	Incorrect	
a.	☐	☒	If the respondent says he is absolutely sure that he has not been a victim of crime in the last 6 months, enter 'No' responses to all the remaining NCVS screening questions to move on with the interview.
b.	☐	☒	To speed up the interview and avoid a refusal, only ask the core question, that is, only ask "Was something belonging to you stolen?" or "Were you attacked or threatened?" but do not read the rest of the question, which gives examples of the kinds of incidents that may have happened.
c.	☒	☐	Explain that you are required to ask each question as worded, and proceed to do so.
d.	☒	☐	If you are unable to ask all of the screening questions exactly as worded, code the respondent as a noninterview.

Even if you are interrupted, read each and every subcategory in its entirety. Explain to the respondent that NCVS procedure is to read all of the categories in order to jog the respondent's memory and to ensure consistent application of the screener questions across all interviews. (NCVS-550, Page A2-35, A2-36, A2-46)

15.   Which of the following are correct statements about the NCVS screening questions? *(Mark "Correct" or "Incorrect" for each item)*

	Correct	Incorrect	
a.	☒	☐	The screening questions are designed to give the respondent concrete examples of the kinds of crimes included in the NCVS.
b.	☐	☒	Reading the screening questions with only slight wording changes will not adversely affect the quality of the data because slight wording changes will not affect which crimes a respondent reports.
c.	☒	☐	Screening questions help to prompt recall of all NCVS incidents that occurred during the respondent's six-month reference period.

The screening questions are designed to give respondents concrete examples of the types of crimes included in the NCVS, and they help to prompt recall of all NCVS incidents that occurred during the six-month reference period. Wording changes, even slight ones, can affect which crimes a respondent reports, therefore negatively affecting data quality. (NCVS-550, Pages B3-9 through B3-12)

16.   Which of the following items indicate that an incident was reported in a prior screen question? For example, if a theft was reported in the screening question SQTHEFT, what is different about the questions asked in the remaining screening questions? *(Mark "Yes" or "No" for each item)*

	Yes	No	
a.	☐	☒	The interview instruction "If unsure ask" is displayed along with the question text.
b.	☐	☒	There is no difference; the question is the same whether or not a crime has been previously reported.
c.	☒	☐	The phrase "other than any incidents already mentioned" is included in the question text.

For remaining screen questions, the phrase "other than any incidents already mentioned" is automatically displayed when at least one incident was reported in a previous screen question by the current respondent. This lets the respondent know that they do not need to report it again and helps us to avoid recording duplicate incident reports for the same incident. (NCVS-550, Page B3-13)

17.   If the respondent reports their car was stolen when being asked the question in Item
        SQATTACKWHERE, in which screening question do you record the incident? *(Mark only one)*

        ☐ 1. SQTHEFT   Asks if something belonging to the respondent was stolen.

        ☐ 2. SQMVTHEFT   Asks if a vehicle was stolen, used without permission, or was there a
                              theft or attempted theft of parts of a motor vehicle.

        ☒ 3. SQATTACKWHERE   Asks if the respondent was attacked, threatened, or had something
                              stolen from them)

**Record incidents as a respondent reports them, regardless of whether the screening
question relates to the type of incident reported. (NCVS-550, Page B3-10)**

Section C.   NCVS Incident Report

18.   At item LOCATION_GENERAL, which response would you record for the following scenario: An
        offender gets into or attempts to get into an enclosed structure on the same property as the
        respondent's home. Did this incident happen... *(Mark only one)*.

        ☒ 1   ...In your home or lodging?
        ☐ 2   ...Near your home or lodging?
        ☐ 3   ...At, in, or near a friend's/relative's/neighbor's home?
        ☐ 4   ...At a commercial place?
        ☐ 5   ...In a parking lot or garage?
        ☐ 6   ...At school?
        ☐ 7   ...In open areas, on the street, or on public transportation?
        ☐ 8   ...Somewhere else?

**Enclosed structures that are on the respondent's property but are detached from the
main structure are considered to be at the respondent's home for the NCVS. (NCVS-
550, B4-19 and B4-20)**

19.   Which of the following are correct statements related to the INCIDENTDATE item? *(Mark "Correct"
        or "Incorrect" for each item*

        Correct Incorrect

a.   ☒   ☐   When you report in item **INCIDENTDATE** that an incident occurred outside of the
                          current reference period, a check item appears to confirm that the incident occurred
                          outside the reference period.

b.   ☐   ☒   If you are filling out an incident report and the respondent remembers that the incident
                          occurred seven months ago, you should continue to collect the crime incident report
                          and indicate that the incident occurred outside the six month reference period in the
                          incident summary.

c.   ☒   ☐   If the date of an incident is outside of the reference period, no incident report is
                          collected.

Correct Incorrect

d. ☒   ☐   If you are filling out an incident report and the respondent realizes that the incident was outside the reference period, you should back up to **INCIDENTDATE** and change the entry to reflect the correct incident date.

(NCVS-550, Pages B4-5 and B4-6)

20. For the following scenarios, indicate whether the respondent was present or not present while the crime took place: *(Mark "Present" or "Not Present" for each item)*

Present Not present

a. ☐   ☒   Respondent is sleeping in her apartment while an offender steals tires from her vehicle, which is in the parking lot outside her front window.

Respondent is not present; she is indoors while the incident takes place outdoors; therefore not at the immediate scene of the crime. The fact that she is asleep makes no difference.

b. ☐   ☒   Respondent goes to a concert and hangs her coat on a rack in the lobby of the concert hall. When the concert ends, she discovers that someone has stolen her coat.

Respondent is not present because concert hall is a public area; she is not at the immediate scene of the crime.

c. ☐   ☒   Respondent is inside his residence when he sees a truck pull up. A man gets out and removes lawn furniture from the yard, putting it into the back of the truck.

If the respondent watched the offender from inside the house, then the respondent was not present during the incident because they were not at the immediate scene of the crime. (NCVS-550, Page C3-23)

d. ☒   ☐   Respondent has a cleaning crew in the house; he stays in his den working while the crew cleans all the other rooms. After they leave, he discovers that $200 he usually keeps in the cookie jar in the kitchen has been stolen.

Respondent is present because he is at the immediate scene of the crime, even though he was in another room.

e. ☒   ☐   Respondent is out for the evening and comes home to find a burglar in his house. As the respondent comes in the front door, the offender leaves through the back door.

Respondent is present because he is at the immediate scene of the crime; both the offender and the victim were in the house at the same time.

f. ☒   ☐   Respondent is inside her residence; offender tries to break through the door on the attached garage.

Respondent is present because garage is attached; therefore considered to be at the immediate scene of the crime.

	Present	Not present	
g.	☐	☒	Respondent is inside his residence while offender is trying to break into detached garage.

Respondent is not present because garage is detached, therefore not considered to be at the immediate scene of the crime.

h.	☐	☒	Respondent is inside his residence while offender is trying to steal the respondent's car, which is parked in the driveway of the residence.

Respondent is not present; he is indoors while the incident takes place outdoors.

i	☒	☐	During a party at the respondent's home, the respondent is in his family room while a party guest steals money from the bedroom dresser.

Respondent is present because respondent was at the immediate scene of the crime (that is, inside the same structure).

j.	☐	☒	The respondent looks out her kitchen window and sees someone steal her son's bicycle from the backyard.

Respondent is not present; she is indoors while the incident takes place outdoors and therefore not at the immediate scene of the crime. The fact that she can look out the window and witness the incident makes no difference.

k.	☒	☐	The respondent was taking a nap in an upstairs bedroom when someone stole the lawnmower from the attached garage.

Respondent is present because respondent was at the immediate scene of the crime (that is, inside the same structure). Respondent's being asleep makes no difference.

l.	☒	☐	The respondent looks out his living room window and sees a stranger steal a package from his mailbox. The respondent goes outside and yells at the stranger to stop, but the offender flees.

If the respondent went outside during the incident and the offender flees because the respondent attempted to intervene, then the respondent was present during the incident. Victim and offender were both at the immediate scene of the crime before the offender fled. (NCVS-550, Page C3-22)

In general, a respondent is "present" during an incident if they 1) were at the immediate scene of the crime during the incident, and 2) was in a place that was reachable by the

offender, so that the offender could have or did attack, threaten to attack, or steal
something directly from the household member. (NCVS-550, Pages C3-19 through C3-
25)

21.   Which of the following are correct procedures when writing a summary report for a crime incident?
        (Mark "Correct" or "Incorrect" for each item)

        Correct Incorrect

a.   ☒   ☐   Summarize all pertinent facts involving the reported crime incident.

b.   ☒   ☐   Add details that were not included in the incident report items, if necessary, to
                            create a clear picture of the incident.

c.   ☐   ☒   Use respondent first names, if necessary, to avoid confusion.

d.   ☒   ☐   Use respondent line numbers to identify respondents in the summary report.

e.   ☐   ☒   Include identifying information about the household, such as address or
                            telephone number.

When writing summary reports, summarize all pertinent facts, add clarifying details that
were not included in the incident report items, and use only line numbers to identify
household members. Never use names, addresses, or telephone numbers in the
incident summary. (NCVS-550, Pages B4-282 through B4-288)

Section D. SERIES OF INCIDENTS

22.   True or False: Classifying six or more similar incidents as a "series " should be done only as a last
        resort. *(Mark only one)*

        True   False
        ☒   ☐

Classifying six or more similar incidents as a "series" should be done only as a last
resort, since the NCVS will be losing detailed information for all but the most recent
incident. (NCVS-550, Page C3-4)

23.   Which of the following are correct statements about completing one incident report for a series of
        incidents? *(Mark "Correct" or "Incorrect" for each item)*

        Correct Incorrect

a.   ☐   ☒   Any number of separate incidents can be reported as a series of incidents

b.   ☒   ☐   All incidents must occur during the respondent's 6-month reference period

c.   ☒   ☐   All incidents must have been reported in the same screen item.

	Correct	Incorrect	
d.	☐	☒	The incidents do not have to be similar in nature
e.	☒	☐	Complete one incident report for a series of incidents if the respondent cannot provide enough detail to complete an incident report for each incident

A series of crimes consists of six or more separate incidents that all occurred during the six-month reference period, were all reported in the same screener question, are all similar in nature, and cannot be described separately in enough detail so that you can complete most items in the incident report section of the instrument. (NCVS-550, Page C3-4)

Section E. UNDUPLICATION OF INCIDENTS

24. The following incidents occurred within the reference period. Which of the incidents are considered duplicate incidents? *(Mark "Yes" or "No" for each item)*

	Yes	No	
a.	☐	☒	Two bikes were stolen from the household respondent during the reference period. One bike was stolen in May and one bike was stolen in August. Are these duplicate incidents?

These are not duplicate incidents because they happened at two different times. Although similar in that the same item was stolen, this is not the same incident, so they are not duplicates. Fill one incident report for each incident. (NCVS-550, Pages C1-26 through C1-28)

b.	☒	☐	The household respondent reports an attempted break-in at the sample household last month. In her interview, the household respondent's wife reports the same attempted break-in of the sample address last month. Are these duplicate incidents?

These are duplicate incidents because no household member was threatened, attacked, or personally victimized during the incident, and the incident has already been reported by the household respondent. We only want to keep one incident report for each property crime where no household member was personally victimized. Keep only one incident report. (NCVS-550, Pages C1-26 through C1-28)

	Yes	No	
c.	☐	☒	A husband and wife both report that last week, as they were leaving a movie theater, an offender threatened to shoot them if the wife didn't hand over her purse and the husband didn't hand over his wallet. Are these duplicate incidents?

These are not duplicate incidents because **both** household members were threatened, attacked, or personally victimized during the incident. Fill one incident report for each incident. (NCVS-550, Pages C1-26 through C1-28)

d.   ☐   ☒ A respondent reports that her car was stolen from the parking space in front of her residence and that later that day, she was threatened with harm at work. Are these duplicate incidents?

These are not duplicate incidents because they happened at two different times. (NCVS-550, Pages C1-26 through C1-28) Fill one incident report for each incident.

25.   Which of the following are correct statements about unduplication? *(Mark "Correct" or "Incorrect" for each item)*

        Correct Incorrect

a.   ☒   ☐   Unduplication ensures that only one set of incident report questions is completed for each incident or personal victimization reported in the screen questions.

b.   ☒   ☐.   Unduplication is used to avoid recording duplicate incidents that happened in a previous enumeration period and did not happen again during the current enumeration period.

c.   ☐   ☒   The unduplication section of the instrument compares each incident reported by a respondent during the current reference period only to other incidents reported in the same reference period.

d.   ☒   ☐   Unduplication is used to avoid recording the same household crime (in which no household members were threatened or personally victimized) more than once for the current enumeration period.

Unduplication is an NCVS process to ensure that only one set of incident report questions is completed for each incident or personal victimization reported in the screen questions. This process is designed to avoid duplicate incidents that could occur when the incident actually occurred during a previous enumeration period and did not occur again during the current enumeration period. It is also designed to avoid duplicate incidents when an incident was already reported by another household member during the current enumeration period, such as a household break-in in which no household members were threatened, attacked, or personally victimized during the crime incident. (NCVS-550, Pages C1-26, C1-27)

Section F. OTHER/GENERAL

26. For each of the following statements about the NCVS, indicate if the statement is true or false. *(Mark "True" or "False" for each item)*

     True False

a.   ☒   ☐   The NCVS is the only ongoing source of detailed national information on the characteristics of both the victim and the crime in the U.S.

b.   ☐   ☒   The NCVS is sponsored by the Federal Bureau of Investigation
                (NCVS-550, Page A1-2)

c.   ☒   ☐   The purpose of the NCVS is to collect information from victims of nonfatal violent and property crimes, reported and not reported to the police, against persons age 12 or older.
                (NCVS-550, Pages C2-3 through C2-5)

d.   ☒   ☐   The NCVS is the only ongoing source of detailed national information on crimes that are not reported to police in the U.S.
                (NCVS-550, Page A1-4)

e.   ☐   ☒   The NCVS produces national statistics on homicides.
                (NCVS-550, Pages C2-3 through C2-5)

27. Which of the following are correct statements about the Contact History Instrument (CHI)? *(Mark "Correct" or "Incorrect" for each item)*

    Correct Incorrect

a.   ☒   ☐   The NCVS has special CHI procedures which instruct you to record the line number of the respondent in the STRATOTH screen when you make contact with a sample unit member listed on the household roster.

b.   ☐   ☒   You cannot see CHI data from previous interview periods.

c.   ☐   ☒   Only record information in CHI only when you establish contact and have a personal interaction with a household member.

You must follow special NCVS CHI procedures for collecting contact information for each individual household member. CHI data are sent back each month, allowing the current FR to see how easy or difficult it was to conduct the interview in previous interview periods. Each time you attempt to make contact or make contact with a household, enter information into the CHI. (NCVS-550, Page D1-19)

28.   True or False: The quality of data collected from sufficient partial interviews is just as good as fully completed interviews. (*Mark only one*)

   True   False
   ☐   ☐

The correct answer is "False." For any survey, the data from a completed interview is better than data from a partial interview. More complete interviews make survey data more complete and therefore, more accurate. (This item does not count toward test score.)

29.   True or False: In your opinion, do you get more reliable crime incident information if you interview each household member privately? (*Mark only one*)

   True   False
   ☐   ☐

The correct answer is "True." Research has shown that you get more complete and reliable information if you interview respondents in private. (This item does not count toward test score.)

30.   Which of the following statements do you most agree with? (*Mark only one*)

   ☐ 1.   Achieving the highest possible response rate is **more important** than collecting quality data

   ☐ 2.   Achieving the highest possible response rate is **equally as important** as collecting quality data

   ☐ 3.   Achieving the highest possible response rate is **less important** than collecting quality data

The correct answer is 2, "Achieving the highest possible response rate is equally as important as collecting quality data." We want you to keep total survey quality in mind as you complete your monthly assignments. (This item does not count toward test score.)

NOTES

Lesson 7
RO Administrative/Miscellaneous Topics
(Approximate time: 30 minutes)

The objectives of this lesson is to:

- Go over any miscellaneous regional office administrative and/or supervisory topics.

NOTES

Lesson 8
NCVS Data Quality Indicators
(Approximate time: 30 minutes)

The objective of this lesson is to:

- Discuss the NCVS Data Quality Indicators and their meaning and importance to field representatives.

Over the course of this training we have spent a lot of time discussing a renewed focus on improving data quality. While BJS and the Census Bureau are seeking to improve quality in every aspect of the NCVS program, the work you do is central to this effort. In Lesson 2, we talked about the need to ask every screener question as worded. In Lesson 3, we discussed the structure of the crime incident report and the procedures for completing it correctly. Another aspect of this focus on quality involves measuring and monitoring the work you do and providing continuous feedback to let you know what you are doing well and in what areas you need improvement.

In order to accomplish this we plan to introduce changes to the NCVS program that will allow us measure, monitor, and provide feedback to you on a continuous basis once you complete this refresher training. Further, we also plan to expand the criteria used to evaluate your performance as an NCVS field representative by revising your performance plan. The goal in doing this is to align your interest in achieving a fully successful performance review with the sponsor's and Census Bureau goals of improving and maintaining overall NCVS data quality. The additional metrics that will be incorporated into your individual performance plans will be exactly the same or a subset of the indicators that we will provide to you on a continuous basis. This approach encourages you to improve and maintain your performance and the quality of the NCVS data you collect over time. We need and expect your total commitment to improving NCVS data quality. The integrity of the NCVS estimates and the reputation of the Census Bureau as a premier data collection agent depend on it.

We intend to produce a number of indicators that will identify field representatives who do not meet specific performance or quality thresholds. The purpose of this, as we've said, is both to monitor performance, as well as to identify those areas

of your job that you need to focus on and improve. This feedback will be part of

the enhanced observation and reinterview program and the performance review

modifications I just mentioned.

I want to spend a few minutes reviewing the data quality indicators that will be

introduced after this refresher training and continual quality improvement

program. Yesterday, we learned that a majority of NCVS field representatives are

administering the NCVS screener questions in less than 1.5 minutes per person

interview. Since it is highly improbable that the screener questions can be read as

presented, in their entirety, and at a normal interviewing pace in this amount of

time, it is an indicator that the screener questions are not being administered as

designed or intended. We also learned that you must read the screener questions

in their entirety as worded at a pace that is not hurried or rushed in order to

enable respondents to recall crimes that they may have experienced. Changing

the words or omitting parts of the NCVS questions could change the way the

respondent interprets the question. We want each respondent to interpret the

NCVS questions the same way, so the answers we receive will be comparable

throughout the entire sample. Not asking the screener as intended may result in

fewer incidents collected and an underestimate of crime.

Since it is not possible to observe every interview and therefore know whether the screener questions have been asked as designed, we are using screener question times as an indicator of the pace and completeness with which the questions are asked. Therefore one indicator will measure and monitor the actual amount of time it takes you to administer the NCVS screener questions for each person you interview. We will then take the result and compare it to thresholds that we have developed through timing a number of interviews done at the appropriate pace. The thresholds will define the minimum acceptable amount of time it should take to administer the NCVS screener questions. There will be two different minimum thresholds to account for the different numbers of screener questions that can be asked since the household respondent has more questions than other household members. If the amount of time it takes you to complete the screener questions is less than the threshold, that person's interview along with your FR code will be identified on an outlier report. The outlier reports will be reviewed by your RO supervisor. I/your Supervisor will be required to contact you to provide you with feedback regarding your 'quick' screener time. As I said there are two different thresholds:

1.   Interview with household respondent with at least one vehicle in the household (asked all 10 NCVS screener questions)

2.   Interview with an individual respondent (asked 7 of 10 NCVS screener questions)

Since individual respondents are only asked 7 of the 10 screener questions that are asked of household respondents, the predetermined threshold will be shorter. Thus, the amount of time it takes you to administer the screener questions for interviews with individual respondents will be compared to the shorter threshold. The quick screener time indicator is but one example of a dozen primary indicators that we plan to monitor, track, and provide feedback to you on a regular basis. Turn to page 7-1 in your workbook to follow along as we discuss these data quality indicators.

(Note for Instructor: We understand that you may be concerned about taking more time to conduct interviews and the impact it may have on your Household Response and Type Z Non-Response rates. We'll talk about this

in a few minutes. Are there any other questions? Try to defer questions

*about impact until later.***)**

Some indicators lend themselves to be produced on a weekly basis while others

are more appropriate to produce on a less frequent basis, say monthly.

Traditional measures of interview performance such as the Household Response

Rate (Type A) indicator is an example of an indicator that is more appropriate to

produce on a monthly basis. Similarly, the Type Z Non-Response Rate indicator

will be produced monthly. The actual screener time indicator will be produced

weekly along with other indicators such as the overnight starts indicator that will

track person interviews started between 10pm to 7 am local time, and the early

starts indicator that will track any case where person level interviews begin before

the 1st of the interview month.

We also felt it is critical to monitor the quality of the crime incident report data you

collect. To accomplish this we plan to produce an indicator that identifies the

number of incident data items that are changed during the editing/coding

operations. An incident data item refers to a single question in the crime incident

report. During Lesson 1 we provided an overview of the entire NCVS operation

and discussed how your approach to your data collection responsibilities

everyday not only impact others within the Census organization but the NCVS

estimates. Specifically, we indicated how every incident report you collect is

reviewed by a clerical unit in the National Processing Center. During the

editing/coding operation clerks compare the written summary and case notes to

the responses provided throughout the crime incident report data items to verify

they meet NCVS standards. Data inconsistencies can and do result in changes

being made during editing/coding to specific incident data items. These changes

in incident data items will be the basis of the quality of the crime incident report

indicator.

Another indicator we would like to follow would be late starts where the FR's date

of first contact is attempted mid-way (15th of the month) through the interview

month or later. NCVS FRs who regularly delay the start of their NCVS

assignment until later in the interview month may leave themselves so little time

to complete their interviews that it could lead an FR to consistently perform below

average in terms of household and person non-response.

We would like to track the completeness of the NCVS screener questions. This indicator would report the number and percent of NCVS person interview that have two or more screener questions with a don't know or refused response. We will also track the completeness of the crime incident data items. This indicator would report the number and percent of NCVS person interviews that have 50 percent or more of the crime incident data items with a don't know or refused response.

Just like the indicator that will measure and monitor the actual amount of time it takes to administer the NCVS screener questions for each person you interview, we will also monitor and track the amount of time it takes to complete the NCVS crime incident report. This report will identify all incident reports that don't meet the minimum established time for asking the crime incident questions based on the different types of crime.

Finally regarding the Contact History Instrument, we plan to monitor and provide feedback on 1) whether you are filling out CHI for every NCVS case in your assignment, and 2) following the special NCVS CHI procedures.

(Note for Instructor: Break for discussion on the Data Quality Indicators. Emphasize to the FRs there will be a renewed focus on improving NCVS data quality and the continuous feedback they will receive on their performance.)

For month in sample 2-7 cases, we encourage telephone interviews to minimize interviewing costs. Monitoring interviews is another critical component to ensuring data quality and identifying the challenges you face while administering the NCVS. Therefore, field observations by Regional Office staff, Headquarters, and BJS staffs will become more frequent. These interactions should be viewed as your opportunity to express first-hand what works and what doesn't work with the NCVS as well as our opportunity to observe and help you improve your performance. Discuss your challenges with observers candidly, as sometimes specific challenges might not be apparent or manifested during the observation.

Also, since a majority of NCVS interviews are conducted by phone there has been a recent push to monitor CAPI phone interviews to determine if there are specific challenges you experience related to phone interviews. We are working towards developing procedures for both the observer and you, the Field

Representative. When a phone interview is being observed, you will be required

to notify each respondent that the interview is being monitored for quality control

purposes. You may be asked to accommodate monitoring of those cases in your

assignment that you plan to conduct over the phone. We are also looking into

using Computer Audio Recorded Interviewing, also known as CARI, as a way to

provide feedback to field representatives. CARI is a laptop software application

that allows the computer to act as a tape recorder as the field representative

administers a Computer Assisted Personal Interview (CAPI) questionnaire.

Continuous monitoring and feedback on your performance and the quality of your

monthly assignment is an important first step in establishing a cycle of

maintaining and improving data quality. We can't expect improvement in

performance or data quality if we do not provide you with specific feedback on

where your performance or the quality of the data you collect does not meet

NCVS standards.

We also recognize that it is not sufficient to just identify the problems in

performance but to provide you with the resources and coaching to get your

performance to an acceptable level and maintain that level of performance.

Initially as we roll out this continuous monitoring and feedback process, if the indicators we monitor inform us of some sort of performance problem I/your NCVS Supervisor will contact you to discuss and coach you on how you can improve.

We recognize the need for better approaches to training. This includes training options that are more engaging and interactive. We are currently developing computer based trainings that address specific NCVS procedures and concepts. These additional training resources would be available outside yearly refresher training.

(Note for Instructor:

This is the time to address concerns about increased type A and Z rates.

Say something like:

- *The rates will be monitored and standards adjusted as necessary.*

- *The intent is not to penalize FR's but to improve overall data quality.*

- *An improperly conducted interview is worse than no interview at all because the information obtained is not of sufficient quality to be useful.*

- ***Census is working towards introducing performance standards for each of the twelve NCVS data quality indicators in developing the rating system for NCVS field representatives for FY2012 once you have completed refresher training.)***

Another component to improving your performance and data quality is the reintroduction of regular general performance reviews (also known as GPRs). As discussed in Lesson 1, GPRs were discontinued during the flat funding years. These GPRs will be specific to the NCVS program, which is different than what you are used to in the current GPRs. The level of GPRs will be reevaluated each year to determine whether there is a need to adjust the level of GPRs up or down.

The renewed focus on NCVS data quality involves monitoring the NCVS more closely then we have in the past. This monitoring includes the twelve primary NCVS data quality indicators mentioned earlier and the use of GPRs specific to the NCVS program.

With this new extension of continuous monitoring of the NCVS, the Regional

Offices will be able to provide feedback to you and afford you the opportunity to

comment back regarding tasks that you face as a NCVS field representative.

NOTES

Lesson 9
Conclusion
(Approximate time: 20 minutes)

The objectives of this lesson are to:

● Summarize what we have learned in this refresher training; and

● Supply you with a quick reference guide to use to reinforce important information and help you complete your monthly assignment.

The BJS wants you to know that they are committed to investing in you. They also want you to know that they understand and appreciate the critical role you play in the statistics they publish every year. The BJS and the Census Bureau are both concerned with improving and maintaining NCVS data quality. Because it has been so long since a refresher training has been conducted for the NCVS we developed this training session to "reintroduce" the survey and its concepts and procedures. We felt this was a good place to start the first of more regularly scheduled Refresher Trainings. The BJS plans to conduct annual refresher trainings to help you keep up on your knowledge of NCVS procedures and concepts. As the NCVS budget allows, there is a potential of a conducting

centralized training so that FRs across all ROs can share best practices with respect to their NCVS work.

Let's review what we've covered in this training:

- In Lesson 1 we reviewed the importance of the NCVS and provided an overview of the survey process and the essential role you play as an NCVS Field Representative. The primary objective of Lesson 1 was to help you realize how fundamental your role is to the final product we produce, victimization estimates. Without the data you collect we could not produce the estimates.

- Lesson 2 explored the NCVS screener. Together, we established a minimum expectation for how long it takes to ask the NCVS screen questions. We deconstructed the screen question into its respective parts, the screener "stem" and the "cues." We discussed why it is important to ask each NCVS screen question as worded and in its entirety. We examined how cues were specifically designed to clarify and elicit the recall of the types of crimes and victimization experiences we collect in the

NCVS. In this lesson you learned that different screen questions were designed to ask about the same type of crime from a different context or frame of reference. We discussed why the pace of the NCVS interview is so important and that under no circumstance should you hasten the NCVS interview to gain cooperation.

- Lesson 3 examined the NCVS crime incident report. We explored what the crime incident report does and how the crime incident report works. To reinforce your understanding of the nuances of the crime incident report, we also did some practice interviews. Another goal of this lesson was to help you understand what crime incident report questions you should expect to ask, based on the type of crime the respondent is reporting.

Back when the NCVS was conducted on paper, it was easier for FRs who worked on the survey to develop an understanding of the flow of the questionnaire, because the paper questionnaire displayed the skip patterns while the CAPI instrument determines the skip patterns for you. You had to understand the flow and skip patterns in order to conduct an efficient, correct interview. While CAPI makes your interviewing job easier, it does

have one disadvantage: it makes it more difficult for you to understand the

flow of the interview. Because of that, it is very important for you to review

the content and flow of the crime incident report on a regular basis, as we

did in Lesson 3. For this reason we reviewed the different sections of the

Crime Incident Report.

● In Lesson 4 we talked about the importance of filling out the Contact

History Instrument (CHI) and following the special NCVS CHI procedures.

You learned how CHI benefits you and gives us good information about the

level of effort you put into completing each NCVS case. We learned that by

not filling out CHI for each contact attempt you under-represent the amount

of effort you invest in each NCVS case.

● Lesson 5 identified some of the survey concepts that we know FRs often

struggle with. These concepts included: race, presence, location of

incident, series of crimes, and weapons. We also discussed the Editing

and Coding process and the types of edits done during that process. As

well as how miscoding in data collection can effect the data. Just collecting

an incident report does not mean we have a crime that will factor into the

crime rate. Instead, we need to be sure we collect an incident report and

code it properly so the type of crime the respondent reported is what the

crime classifies as.

- We also went over the answers to the knowledge test that you took before

    this training. This test was conducted to assess the current level of

    knowledge of the NCVS concepts and procedures across all Frs. We'll also

    use the results to help plan future trainings.

- Last, we discussed how interviews will be monitored more closely. As

    discussed in the last lesson, the results of that monitoring will be used to

    provide feedback. The twelve data quality indicators will also be

    incorporated into your performance plans. This process will create a forum

    for providing you with feedback, but also for you to provide information

    back to your supervisor and headquarters. Although we should always be

    focused on quality data, this renewed focus of data quality is being

    implemented from the top down, so everyone is accountable for the data

    we produce.

The topics we covered over the last day and a half were discussed to help you do your job as a field representative on the NCVS. As Director Lynch of the BJS said in yesterday's video message, "You are the public face of the NCVS." In collecting NCVS interviews, you represent both the BJS and the Census Bureau. The rapport you establish with respondents goes a long way in selling the survey and gaining/keeping respondent cooperation.

As Director Groves said, "Your time and talent are not only valuable contributions to this project, but also to maintain the Census Bureau's mission of serving as the leading source of quality data about the nation's people." We understand the job you do can be difficult. Collecting data is not easy these days with so many demands on a household's time. Using the resources you have, such as the contact information in the CHI, the NCVS interviewer's manual, attending training, and other handouts can assist you in successfully completing your monthly assignments.

Are there any questions at this point?

(Answer questions)

If you have any questions after we leave today about what you see in the

reference guide, all this information is outlined in detail in your other NCVS

materials – the NCVS-550 FR Manual, the NCVS-554 Information Card Booklet,

and the NCVS-550.1 "At a Glance." I want to encourage you to use all of these

manuals and job aids if you ever have any questions about the survey. If after

consulting all of your NCVS materials, you still can't find an answer to your

questions, get in touch with (me/your supervisor).

What I'm going to distribute next is the NCVS Refresher Training Reference

Guide, which is a summary of what we discussed in this training session.

(Distribute Reference Guide, allow time for questions)

Are there any questions about this reference guide?

(Answer questions)

Now please take a moment to write down any remaining questions you have.

Write them on the index cards you were given at the beginning of training.

> ***(Allow time, then collect cards. Answer the questions you can. After completion of training session, bundle cards and send to your FLD HQ contact as directed in "Instructions to the Trainer.")***

I'd like to thank you all for your attention and participation as we've gone over all the information in this training session. We hope that what you have reviewed and learned here will help you collect complete and quality data in your future NCVS assignments.

There's one last piece of business before we leave. Please fill out the training evaluation form that I'm passing out now. Once you have finished, please turn them in to me.

> ***(Distribute/collect evaluation form)***