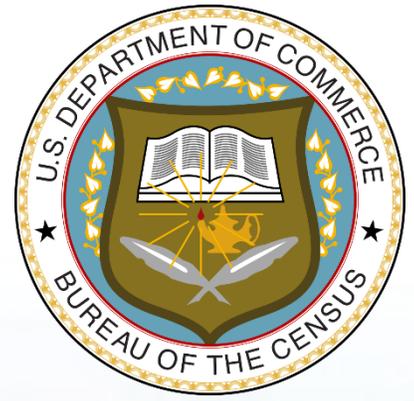


NCVS-522(I)  
(9/2017)



# National Crime Victimization Survey

## Classroom Training Guide: NCVS Initial Training for Field Representatives

***This document does not contain any Title 13 data or other Personally Identifiable Information. All data are fictitious and any resemblance to actual data is coincidental. Consistent with Field Division policy, any names referenced in practice interviews or other exercises are not meant to refer to any actual person, especially any current or past Census Bureau employees.***

## TABLE OF CONTENTS

Chapter	Title	Page
	Suggested Training Schedule	SS-1
	Instructions to the Trainer	i
1	Welcome and Introduction	1-1
2	Administrative Topics	2-1
3	Probing for Accuracy	3-1
4	Power of Persuasion	4-1
5	Case Management	5-1
6	Review of the Pre-Classroom Self-Study Materials	6-1
7	NCVS Concepts and Definitions	7-1
8	NCVS Practice Interviews	8-1
	<i>Practice Exercise 1 - Building a Household Roster</i>	8-7
	<i>Practice Exercise 2 - Picking a New Household Respondent</i>	8-38
	<i>Practice Exercise 3 - Replacement Household by Telephone</i>	8-70
	<i>Practice Exercise 4 - Type A Noninterview</i>	8-75
	<i>Practice Exercise 5 - Type B Noninterview</i>	8-87
	<i>Practice Exercise 6 - Changing the Household Respondent in Household with Other Eligible Respondents</i>	8-95
	<i>Practice Exercise 7 - Selecting a New Reference Person</i>	8-100
	<i>Practice Exercise 8 - Re-entering a Case to Complete Interview with Remaining Eligible Household Members</i>	8-149
	<i>Practice Exercise 9 - Classifying an NCVS Respondent as Type Z Noninterview</i>	8-154
	<i>Practice Exercise 10 - Unduplication of Incidents</i>	8-157
	<i>Practice Exercise 11 - Proxy Interview</i>	8-182
	<i>Practice Exercise 12 - Quitting a Case at Onset of Interview</i>	8-211
	<i>Practice Exercise 13 - Incident of Rape</i>	8-212
	<i>Practice Exercise 14 - Series Incidents</i>	8-250
	<i>Practice Exercise 15 - Adding an Incident</i>	8-278
	<i>Practice Exercise 16 - Accessing the NCVS CAPI Spanish Instrument</i>	8-287
9	Performance and Supervisory Topics	9-1
10	2010 Redesign Listing and Coverage	10-1
11	Paired Practice Interview	11-1

## Suggested Training Schedule

Before your classroom training session begins, read “Instructions to the Trainer,” which follows this suggested training schedule. Make sure trainees log into their laptops before the start of each day.

### DAY 1

Chapter	Title	Time (Mins.)	Time Elapse
1	Welcome and Introduction	:15	:15
2	Administrative Topics	1:30	1:45
	<b>BREAK</b>	:15	2:00
2	Administrative Topics (Continued)	1:45	3:45
	<b>LUNCH</b>	1:00	4:45
3	Probing for Accuracy	1:00	5:45
	<b>BREAK</b>	:15	6:00
4	Power of Persuasion	2:00	8:00

## Suggested Training Schedule

### DAY 2

Chapter	Title	Time (Mins.)	Time Elapse
5	Case Management	1:45	1:45
	<b>BREAK</b>	:15	2:00
5	Case Management (Continued)	1:00	3:00
	<b>LUNCH</b>	1:00	4:00
6	Review of Pre-Classroom Self-Study Materials	:30	4:30
	<b>BREAK</b>	:15	4:45
7	NCVS Concepts and Definitions	2:00	6:45

## Suggested Training Schedule

### DAY 3

Chapter	Title	Time (Mins)	Time Elapse
8	NCVS Practice Interviews		
	<i>Practice Exercise 1 - Building a Household Roster</i>	:45	:45
	<b>BREAK</b>	:15	1:00
	<i>Practice Exercise 2 - Picking a New Household Respondent</i>	:45	1:45
	<i>Practice Exercise 3 - Replacement Household by Telephone</i>	:30	2:15
	<b>LUNCH</b>	1:00	3:15
	<i>Practice Exercise 4 - Type A Noninterview</i>	:20	3:35
	<i>Practice Exercise 5 - Type B Noninterview</i>	:20	3:55
	<i>Practice Exercise 6 - Changing the Household Respondent</i>	:15	4:10
	<b>BREAK</b>	:15	4:25
	<i>Practice Exercise 7 - Selecting a New Reference Person</i>	:45	5:10
	<i>Practice Exercise 8 - Re-entering a Case to Complete Interview with Remaining Eligible Household Members</i>	:15	5:25
	<i>Practice Exercise 9 - Classifying an NCVS Respondent as Type Z Noninterview</i>	:15	5:40
	<i>Practice Exercise 10 - Unduplication of Incidents</i>	:30	6:10
	<i>Practice Exercise 11 - Proxy Interview</i>	:30	6:40

## Suggested Training Schedule

<b>DAY 4</b>			
<b>Chapter</b>	<b>Title</b>	<b>Time (Mins.)</b>	<b>Time Elapsed</b>
8	NCVS Practice Interviews (Continued)		
	<i>Practice Exercise 12 - Quitting a Case at Onset of Interview</i>	:05	:05
	<i>Practice Exercise 13 - Incident of Rape</i>	:30	:35
	<i>Practice Exercise 14 - Series of Incidents</i>	:30	1:05
	<b>BREAK</b>	:15	1:20
	<i>Practice Exercise 15 – Adding an Incident</i>	:15	1:35
	<i>Practice Exercise 16 - Accessing the NCVS CAPI Spanish Instrument</i>	:10	1:45
9	Performance and Supervisory Topics	1:00	2:45
	<b>LUNCH</b>	1:00	3:45
10	2010 Redesign Listing and Coverage	1:00	4:45
	<b>BREAK</b>	:15	5:00
11	Paired Practice Interview	2:00	7:00

## Instructions to the Trainer

Training Field Representatives is one of your most important roles as a supervisor. Your 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 your responsibility toward the accurate and timely completion of the National Crime Victimization Survey (NCVS).

No supervisor can expect an effective training session to occur if he or she is not prepared. To guarantee a positive session, you must prepare ahead of time:

**Advance Preparation** About a week before this training session, send the pre-classroom generic training and the survey specific self-study materials to the trainees.

*NOTE: If any trainees have already received the generic training while being trained for another demographic survey, such as the Current Population Survey, you need not send the trainee the generic training materials.*

The pre-classroom generic training materials consist of:

- ✓ Welcome Letter (provides Census Bureau field representatives (FRs) with a brief statement regarding the importance of their job for communities and the country. It also provides a concise list of instructional products and includes a personal password for the Census Bureau issued laptop computer)
- ✓ 11-900, Curriculum Plan (provides the sequence in which the users access the instructional products of the generic pre-classroom training package)
- ✓ 11-6 (WIN), Quick Reference Guide (provides quick tips for using all Windows applications)
- ✓ 11-7 (WIN), Windows Laptop Users Guide (provides complete documentation of laptop applications) (electronic, on laptop)
- ✓ 11-8, Listing and Coverage: A Survival Guide for the

Field Representative, Volume 2, Demographic Area Address Listing, and 11-922, Current Surveys Listing and Coverage. (electronic, on laptop)

- ✓ 11-12 (WIN), WINFRED Windows Field Representative Earnings Data Self-Study (provides basic knowledge of the time and attendance software, WINFRED) (electronic, on laptop)
- ✓ 11-55 (RO), Administrative Handbook for Regional Office Schedule A Employees (electronic, on laptop)
- ✓ 11-109, Personal Security Self-Study (familiarizes FRs with various personal security and safety options as they go to various communities performing their job) (electronic, on laptop)
- ✓ 11-901, InterAct Field Representative Pre-Classroom Learning Magazine (provides an introduction and overview of the FR's role and responsibilities)
- ✓ 11-902, Getting it Done: The Job of a Field Representative Viewing Guide, and "GETTING IT DONE: The Job of a Field Representative" (Video provides FRs with an initial orientation to a typical day for Census Bureau Field Representatives)
- ✓ "Getting to Know Your Laptop Computer" (shows the hardware components of the laptop, startup, log on, shutdown procedures, and the steps to change the laptop battery; also discusses the new hires' legal responsibility regarding the use and care of the laptop)
- ✓ "Field Representative Safety Video" (provides the FRs with various personal security and safety options as they go to various communities performing their job)

The pre-classroom survey specific training materials consist of the following:

- ✓ NCVS-521, Self-Study for New Field Representatives
- ✓ NCVS-550, Interviewing Manual for Field Representatives (electronic document on laptop)
- ✓ NCVS-554, Field Representative's Information Card Booklet
- ✓ NCVS-572(L), Incoming Case Introductory Letter
- ✓ NCVS-573(L), Continuing Case Introductory Letter
- ✓ Instruct trainees to complete the pre-classroom self-study material before attending the classroom training. Trainees must also complete the Windows Initial CBT and WINFRED CBT before the training session as noted in the 11-900 Curriculum Plan.
- ✓ pCHI CBT (on FR laptop)
- ✓ Study this training guide and become familiar with all the training concepts. This allows you to answer questions more easily and guide the trainees through a successful training session. The more familiar you are with this guide, the more at ease you will be in the classroom training.
- ✓ Try to identify any questions the trainees might ask or any areas that could need additional explanation.
- ✓ Conduct a "dry run" of the training, preferably in the presence of a colleague. A dry run is your practice session. You can practice your delivery, set your timing, make sure you have the correct materials, and know when and how to use these materials. A dry run also takes the nervousness out of that first training session.

- ✓ Assemble training materials for both you and the trainees well before the session. Make sure video equipment is present and in good working order.
- ✓ Several days before the training session, make sure you have all the needed materials for the classroom training. A list of trainer and trainee materials is provided in this section of your Training Guide.
- ✓ Notify all trainees ahead of time about all materials they must bring with them to the classroom training session.

***At the Training Site***

Prepare the training room before training begins:

- ✓ Arrange the seats and tables so each trainee has enough work space to spread out workbooks, manuals, and other NCVS materials and still be in sight of the instructor. Make sure electrical outlets are accessible so trainees can plug in laptop computers or extension cords.
- ✓ Make sure that a television, DVD and projection system are available through the site provider and that they are in working order.
- ✓ Make sure that the training room can be secured (locked) during breaks and lunch periods.
- ✓ Plan the seating and prepare name cards for trainees. A horseshoe seating arrangement encourages trainee interaction and participation.
- ✓ Place name cards and training materials at each trainee's place.
- ✓ Use a projection system, if possible. This method of delivery allows trainees to keep track of the screens

for the walkthrough practice exercises and helps everyone stay together.

- ✓ Make sure the lighting is adequate and the room is well ventilated.
- ✓ Make sure a lectern and table are provided for the trainer.
- ✓ Provide water.
- ✓ Locate the video required for this session:



**Classroom Training Video/DVD**

“Generic Refusal Avoidance”

**Classroom Training**

Videos (on the laptop) used for trainee pre-classroom work are:

**PRE-CLASSROOM VIDEOS ON LAPTOP:**

- ✓ “GETTING IT DONE: The Job of a Field Representative”
- ✓ “Getting to Know Your Laptop Computer”
- ✓ “Field Representative Safety Video”

The trainees are also required to complete the computer-based training (CBTs) as part of their pre-classroom work. You will review these CBTs with the trainees during classroom training.

**Staying on Schedule**

The schedule for this training session is a full four (4) days. To help you to stay on schedule:

1. **Do not allow discussions to get out of control.** While the training schedule allows for some open discussion periods, be sure to manage time efficiently so all the material will be covered.
2. **Try to keep the walkthrough practice interviews moving.** Do not spend too much time on any one question.
3. **Keep the trainees on the correct question.** Make sure all the trainees are on the right question before you begin explaining the question.

**Training Materials for  
Classroom Training**

As the **TRAINER** you need:

1. NCVS-522(I) Classroom Training Guide: NCVS Initial Training for Field Representatives
2. A copy of ALL trainee materials for your reference, including the pre-classroom training materials.
3. Laptop and projection device. Use a high quality overhead projector – one that can be used for long period without overheating. Be sure you have all the necessary accessory equipment well in advance, and *test the equipment before training.*
4. Current RO Letters for Case Management.
5. DVD player and monitor
6. VIDEO: “Generic Refusal Avoidance”
7. 11-903, Getting Started - Administrative (Training Guide)
8. 11-903a, Getting Started - Administrative (Classroom Workbook)
9. 11-904, Probing for Accuracy (Training Guide)

10. 11-904a, Probing for Accuracy (Classroom Workbook)
11. 11-905, Power of Persuasion (Training Guide)
12. 11-905a, Power of Persuasion (Classroom Workbook)
13. 11-924, 2010 Redesign New Hire Listing and Coverage Training (Training Guide)
14. 11-38 and 11-38A, Request for Appointment
15. Trainee name cards
16. 3 notecards per trainee
17. If possible, a flip chart easel, paper, and markers

Each **TRAINEE** needs one copy of each of the following materials in addition to the materials they received for the pre-classroom training:

1. NCVS-550.1, NCVS At a Glance
2. NCVS-522.1, Classroom Workbook: NCVS Initial Training for Field Representatives
3. NCVS-572(L), Incoming Case Introductory Letter
4. NCVS-573(L), Continuing Case Introductory Letter
5. Form 11-38 and 11-38A, Request of Appointment
6. NCVS Function Key Template
7. Black lead pencil
8. 11-903a, Getting Started - Administrative (Classroom Workbook)
9. 11-904a, Probing for Accuracy (Classroom

Workbook)

10. 11-905a, Power of Persuasion (Classroom Workbook)
11. NCVS-110 Fact Sheet
12. 11-925, 2010 Redesign New Hire Listing and Coverage Training (Classroom Workbook).

**Materials Trainees  
Need to Bring to  
Classroom Training**

Each trainee must bring with them to the classroom training session:

1. Laptop computer (with electronic NCVS-550 Interviewing Manual for Field Representatives)
2. NCVS-521 Self-Study for NCVS Field Representatives (**Final review exercise completed**)
3. NCVS-554 Information Card Booklet
4. Field Representative Safety Viewing Guide
5. 11-6(WIN), Quick Reference Guide
6. 11-7(WIN), Windows Laptop Users Guide
7. 11-8, Listing and Coverage: A Survival Guide for the Field Representative, Volume 2, Demographic Area Address Listing, and 11-922, Current Surveys Listing and Coverage. (electronic, on laptop)
8. 11-12(WIN), WINFRED Windows Field Representative Earnings Data Self-Study (**completed**)
9. 11-55 (RO), Administrative Handbook for Regional Office Schedule A Employees

10. 11-109, Personal Security Self-Study  
**(completed)**
11. 11-901, InterAct Field Representative Pre-Classroom Learning Magazine
12. 11-902, Getting it Done: The Job of a Field Representative Viewing Guide
13. DVD **(to be returned to trainer)** with contents:
  - “GETTING IT DONE: The Job of a Field Representative”
  - “Getting to Know Your Laptop Computer”
  - “Field Representative Safety Video”

**Post-Classroom  
Training Materials**

At the conclusion of the training session, provide trainees with the following items, to complete at home as part of their post-classroom training:

- ✓ 11-906, InterAct II Post Classroom Learning Magazine
- ✓ Instructions for completing any current NCVS supplement training that will be in the field when the trainee begins work

**Training  
Techniques**

How you use this training guide is extremely important. Make sure you:

- ✓ **Read this guide word-for-word when training.** This is important so that uniform training is given throughout the country.
- ✓ **Complete all practice interviews,** because each interview covers a different situation.
- ✓ **Follow instructions carefully.** Throughout this training guide, you will see instructions which appear in parentheses ( ), centered, and bolded

such as **(Allow time)**. These instructions are for you, the trainer, to follow. Do not read them aloud.

### **Questions and Answers**

Questions and answers appear throughout this guide and are designated by “Q” and “A.” Call on a different trainee each time you ask a question. This will help you determine which trainees are having difficulty understanding the information. Ask a question, pause, and then call on someone by name to answer it. This way everyone will have a chance to think of an answer.

A trainee’s answer to a question may not always be worded exactly as it appears in this training guide, but may still be correct. However, if the answer is incorrect, make sure that all trainees hear and understand the correct answer. Make sure that you do this in a manner that will not embarrass the trainee.

If a trainee asks a question for which you do not know the answer, don’t fumble for an answer or give an incorrect one. Admit that you don’t know. You are not expected to have an immediate answer for every question. If you are not sure of an answer, have the entire group look for the answer in one of their manuals. This will ensure a comprehensive and correct explanation and reinforce the trainees’ use of the manuals. However, if time is short, look up the answer during a break and answer the question when training resumes. If a trainee asks a question about a topic that you know is covered later in this guide, ask them to hold the question until you reach that topic in the training session.

A line (i.e., “\_\_\_\_\_”) preceding or following a question or statement means you should call on a trainee by name to answer the question or carry out some action.

#### **For example:**

\_\_\_\_\_, please continue the interview.

OR

Can you give me an example of how you would probe for this question, \_\_\_\_\_?

Use positive reinforcement to encourage trainees. If a trainee answers one of your questions correctly, reply with: "Very good," "Good job," or "That's correct." Throughout the training guide there are suggested places for you to call on a trainee, but you may find that you need to call on trainees more often in order to ensure that all trainees have the opportunity to answer a question or serve as the field representative during the practice interview exercises.

Numbers (1, 2, 3, etc.) or letters (a, b, c, etc.) introducing certain categories need not be read aloud, unless you feel that it helps to show the sequence of a procedure. Likewise, when bullets are used, numbers or letters can be substituted. If you choose numbers or letters, it is wise to write them in ahead of time, so you won't make any mistakes during the training.

***Know the  
Training Guide***

Study this training guide carefully. The more familiar you are with it, the more at ease you will be in the classroom. You will also be better prepared to answer questions and lead the trainees through a successful training session.

***Stand During  
Training***

Stand up during the training session. Your voice will project better and it will be easier to hold your trainees' attention.

***Speak Clearly***

Speak clearly and be convincing. Make certain everyone can hear you. Read at a normal rate of speed, not too slow and not too fast. Pause to look at trainees and maintain eye contact. Avoid speaking in a monotonous tone of voice.

Before the classroom training, read through parts of the training guide in the presence of another person. Ask that person to listen to your speech and provide you with suggestions and/or helpful advice.

**Control of Training  
Session**

Keep classroom discussions under control. If a discussion gets out of hand, interrupt and continue with the training. If a trainee insists on pursuing a point, ask the trainee to see you at break time. Keep the training moving so that you cover all of the material. Do not neglect anyone – bring everyone into class discussions. Remember always call on different trainees to answer questions.

Keep an upbeat, positive attitude during the training. Knowing the text and the content helps. Praise the trainees when they answer correctly or give helpful and positive comments.

**Take Notes**

Take the time to write down any comments or questions not covered in the training or in the reference manuals. You may want to write the comments or questions on a flip chart. Please send these questions to the FLD Team at Headquarters so that we may respond to them.

**Post Classroom  
Training**

At the end of the training session, provide trainees with the following items, which they must complete at home as part of post-classroom training:

- ✓ 11-906, InterAct II Post Classroom Learning Magazine
- ✓ 11-907, Safety Video Viewing Guide
- ✓ “Safety” video

Some trainees may want to stay and talk with you after the training session. Make yourself available whenever possible. Talking with the FRs one-on-one is an excellent opportunity to learn about individual problems and concerns, get feedback on your effectiveness, and enhance the trainee’s learning.

Maintain confidentiality regarding any issues trainees bring up during the training or outside of class time. Your credibility and the credibility of the program can quickly be undermined if discretion and confidentiality are not observed.

**Practice Interviews** During this training, trainees go through several practice exercises to familiarize themselves with the NCVS instrument. Since most of the training cases are used in more than one practice exercise and build on a previous exercise, the table on the next page shows the interrelationship of the practice exercises.

**Supplement Training** The NCVS typically has a different supplemental survey attached to it that is administered after the NCVS interview. Supplements are generally in the field for six months (January through June or July through December) and then replaced by a new supplemental survey. The supplements address other topics not covered in the NCVS (e.g., identity theft, school crime, and police contacts). Separate self-study training is developed for each NCVS supplement. You will need to inform trainees of the supplement (if any) that will be in the field when they begin working cases and how to complete the training for that supplement. The FLD Team at headquarters will keep you informed of supplement training.

**Initial Training Feedback** We appreciate feedback from you on the current training. Your comments and suggestions are valuable; we want to make sure that the training properly prepares staff to do an effective job.

**Practice Interview Exercises**

#	Case ID: 00000001	Case ID: 00000002	Case ID: 00000003	Case ID: 00000004	Case ID: 00000005	Case ID: 00000006
<b>Self Study</b>				NCVS-521 Self Study Exercise		
<b>1</b>			Replacement HH identified during PV interview . Build replacement HH roster.			
<b>2</b>			Select new HHR			
<b>3</b>						Replacement HH identified during telephone interview .
<b>4</b>		Type A- Refusal				
<b>5</b>						Replacement HH Vacant- Type B
<b>6</b>					Changing the HHR	
<b>7</b>					Selecting new Reference Person	
<b>8</b>				Re-entering case to complete interview s w with other HHM		
<b>9</b>				Type Z- Noninterview		
<b>10</b>					Unduplication of Incidents	
<b>11</b>					Proxy Interview	
<b>12</b>	Quitting a case before starting the interview					
<b>13</b>					Incident of Rape	
<b>14</b>	Series Incidents					
<b>15</b>	Adding an Incident					
<b>16</b>			Accessing the Spanish NCVS CAPI Instrument			

## Chapter 1 – Welcome and Introduction (Approximate time: 15 minutes)

### Instructor Preparation:

- Have all trainees log into their laptop before you begin classroom training.

### Objectives:

- Provide trainees with an introduction to the training session.

Good morning. My name is \_\_\_\_\_ and I will be your trainer for the National Crime Victimization Survey or the NCVS. As your supervisor, my job is to train you, answer any questions you have, and solve any problems that arise during 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, you can 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 schedule. Charge time and travel for this training session to **project number 0976000 task code 520. (Pause)**

Throughout this training session, don't hesitate to ask questions or let me know if you get lost along the way. I want each of you to feel comfortable and to learn as

much as you can about the NCVS. I will regularly stop and ask for questions. If you have a question, please write it down on your notecard as it occurs to you so you will remember any necessary details when I ask for questions.

As you begin working on the NCVS, remember that you have a support system here to answer your questions and guide you along in becoming a proficient field representative.

The main purpose of the NCVS is to obtain an accurate and up-to-date measure of the amount and kinds 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.

The NCVS is sponsored by the Bureau of Justice Statistics (BJS), which is part of the U.S. Department of Justice. Currently, the NCVS is the largest ongoing statistical survey sponsored by the BJS. To succeed in providing 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.

All the data we collect for the NCVS are tabulated in the form of statistical summaries. No individuals who participate in this survey can be identified from the statistical totals that are released to the public. One of the reasons the U.S. Census Bureau is so successful in collecting information is that people know we are sworn to secrecy. You must not reveal any information you receive about individuals to any unauthorized persons. An unauthorized person is any person who is not a sworn

Census Bureau employee with a work related need to know. To ensure confidentiality of census data, only sworn Census Bureau employees can accompany you while on Census Bureau duty or have access to the schedules, lists, or statements you obtain for the Census Bureau. If it becomes necessary for a spouse, family member, or close friend to accompany you while you are conducting field activities, see me about swearing in that person BEFORE they accompany you on your job. However, we strongly discourage others from accompanying you on your job unless it's for official business. **(Pause)**

You must understand and take very seriously your pledge to keep Census Bureau information confidential. The NCVS is protected by two confidentiality laws. Title 13 and Title 42 both require us to keep all information about NCVS respondents and their households confidential. As a result, the penalty provisions in both statutes apply if you are found guilty of an unauthorized disclosure of individual information provided to the Census Bureau. The penalty for unauthorized disclosure under Title 13 is a fine of up to \$250,000 or a jail term of up to 5 years or both. The penalty for unauthorized disclosure under Title 42 includes a fine of up to \$11,000.

Two of the most important interviewing skills you must possess as an NCVS field representative are being able to use the NCVS instrument correctly and smoothly and to use your reference manuals effectively. You were introduced to the organization of the NCVS interviewing manual in the NCVS self-study you completed before coming to class. You will have the opportunity to use this reference manual again in this classroom training.

Also, during the self-study you were introduced to the NCVS Case Management, the Person Level Contact History Instrument (or pCHI), and the survey instrument.

Throughout this training, you also will have a chance to use them some more as you complete several practice exercises and interviews. Are there any questions so far?

**(Answer questions)**

Next, we'll cover some administrative procedures, then review the pre-classroom self-study material that you were required to complete before coming to this classroom training session. Then we will talk about probing for accuracy and the power of persuasion before discussing the NCVS Case Management and survey instruments.

**(Continue to the next chapter)**

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## Chapter 2 - Administrative Topics (Approximate time: 3 hours, 15 minutes)

### Instructor Preparation:

- Use this time to discuss administrative issues. (*Discussion of performance measures is covered in Chapter 9.*)
- Make sure each trainee has a copy of the 11-903a, Getting Started – Administrative (Classroom Workbook)

### Objectives:

- Review your Regional Office administrative procedures.
- Complete administrative procedures.

### Materials:

#### Trainee

- 11-12(WIN), WINFRED Windows Self-Study (completed)
- 11-109, Personal Security Self-Study (completed)
- 11-903a, Getting Started - Administrative (Classroom Workbook)

#### Trainer

- 11-12(WIN), WINFRED Windows Self-Study
- 11-109, Personal Security Self-Study
- 11-903, Getting Started - Administrative (Training Guide)

### **11-109, Personal Security Self Study**

*Review the 11-109, Personal Security Self-Study. The self-study provides the FRs with various personal security and safety options as they go to various communities performing their job. Answer any questions.*

### **11-903, Administrative (Training Guide)**

*Follow along with the 11-903 Administrative (Training Guide).*

**(Continue to the next chapter)**

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## Chapter 3 – Probing for Accuracy (Approximate time: 1 hour)

### Instructor Preparation:

- Make sure each trainee has a copy of the 11-904a, Probing for Accuracy (Classroom Workbook).

### Objectives:

- Introduce the trainees to the concept of probing.

### Materials Needed:

- 11-904, Probing for Accuracy (Training Guide)
- 11-904a, Probing for Accuracy (Classroom Workbook) (1 for each trainee)

Now we are going to talk about probing for accuracy. However, I want you to remember from your pre-classroom self-study that there are two sets of NCVS questions that you are not allowed to probe on. These are the sexual orientation and gender identity questions. We will talk more about these questions later in practice exercises.

### **11-904, Probing for Accuracy (Training Guide)**

*Follow along with the 11-904, Probing for Accuracy (Training Guide), then continue with the next chapter.*

**(Continue to the next chapter)**

## Chapter 4 – Power of Persuasion (Approximate time: 2 hours)

**Instructor Preparation:**

- Make sure each trainee has a copy of the 11-905a, Power of Persuasion (Classroom Workbook)

**Objectives:**

- Introduce the trainees to the concept of persuading respondents to participate.

**Materials Needed:**

- 11-905, Power of Persuasion (Training Guide)  
11-905a, Power of Persuasion (Classroom Workbook) (1 for each trainee)

### 11-905, Power of Persuasion (Training Guide)

*Follow along with the 11-905, Power of Persuasion (Training Guide), then proceed to the next appropriate chapter.*

**(Continue to the next chapter)**

## Chapter 5 - Case Management (Approximate time: 2 hours, 45 minutes)

### Instructor Preparation

- If available, make sure the projection device is set up.
- Make sure all trainees are logged into their laptops and using AC power. *(Make sure all trainees have access to electrical outlets to plug in their laptop computers. If necessary, help trainees use extension cords or adaptors to connect to outlets in the training room.)*

### Objective:

- Provide trainees with practice using the NCVS Case Management instrument and the Case Management function keys.

### Materials Needed:

#### Trainee

- Laptop computer

#### Trainer

- Laptop computer
- Projection device

**(If there are additional trainees for Day 2 training that were not present for Day 1, refer to Chapter 1 for an introduction. Also, inform the additional trainees to write down their questions as they arise and ask them when you regularly stop to ask for questions.)**

Now we will discuss the NCVS Case Management. During the pre-classroom self-study, you were introduced to the menus, Toolbar, Case List and Details panes as well as the functions and keys used in Case Management. In this part of the training, we will review in more detail the parts of the Case Management window and the functions of Case Management. You will also have the opportunity to practice using the Case Management function keys.

As you learned in the self-study, Case Management is an important part of how you manage your cases and plan for interviewing. It provides you with various tools and features that allow you to manage your NCVS assignment each month.  
**(Pause)**

**(Trainees should already be logged into their computers.)**

Let's get into the NCVS Training file. At your Desktop, double click on the icon named "MCM Training" to access Training Case Management. The window that pops up should read "Mobile Case Management Training" in the upper left corner of the screen. Click on the purple Training/Manual Tab in the top right corner of the screen. **(Pause)**

Click on LCM Training on the left side of the screen under the title "Training." Now use the up or down arrow key on your keyboard to highlight "NCVS" if not already highlighted on the survey list that is displayed in the "Survey Selection Dialog" box. **(Pause)** Now click the "OK" button or press Enter. When the Training Case Management main screen appears, make sure that "NCVS Classroom Training" is highlighted, if not use the up or down arrow key to select. **(Pause)**

Your 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 your cases need to be installed, a **Y** appears in the "Need to Install" column otherwise an **N** appears in that column.

If your NCVS training cases are **NOT** installed, that is, if a **Y** appears in the "Need to Install" column, please raise your hand.

(If there are any trainees who need to install their cases, walk them through the installation process now. To install the NCVS training cases, have the trainee press the F5 function key and wait for the message that indicates that the installation of the training cases was successful. Once the message appears, the trainee can press Enter to proceed.

**IMPORTANT NOTE:** The trainee must go through the Practice Interview in Lesson 17 of the NCVS CAPI self-study since during classroom training the trainees re-enter the self-study training case to complete an interview with the remaining household member.)

Now press the F8 key to get to your Case List in Training Case Management.  
**(Pause)**

In the top left corner of the screen, it should read “Case Management SURVEY NCVS.”

Case Management contains all the sample units in your NCVS assignment. It also provides additional information and functions that assist you in managing your cases. In the pre-classroom self-study you reviewed each of the various parts of the Case Management window, and learned how to navigate within the Case Management Window.

As covered in the self-study, the first part of the Case Management window is the Menu Bar. The menu bar is the area of the window where the words File, Edit, View, Actions, and Help appear. The words along the menu bar are called menu items. Notice that most windows that pop up on your computer screen have a menu;

however, different windows have different menu items depending on the functions you are able to perform while working within the specific window.

Click on the word “File” on the menu bar. **(Pause)** When you click on a menu item, you get a drop down menu with a list of functions you can perform. Using your right arrow key, look at the functions under the other menu items.

**(Allow time)**

In addition to using your arrow keys, you can move from one menu item to the next by pressing the **Alt** key, then pressing the letter that corresponds to the underlined letter on the menu item you want to open. For example, if you want to look at the functions under the “File” menu, press the **Alt** key, then press the “F” key instead of clicking on the word “File” on the menu bar. *Try this now.*

**(Allow time)**

To close the “File” menu, press the Escape (Esc) key, which is located in the top left corner of your keyboard. **(Pause)**

Now look at your toolbar. Remember, the toolbar is the second part of the Case Management window and is the area with the symbols just below the menu bar. On the toolbar notice the labels for each of the function keys included in the NCVS Case Management. Those that are currently active in the NCVS Case Management are in bold. Because you are in the Case Management window, each function key performs a Case Management operation that may differ from the operation it performs when you get into the NCVS instrument.

Before we begin working with the function keys, be aware that there are three ways to activate the operation or function that each function key performs. You can access the function through the menu bar, **(Pause)** through the toolbar by clicking on the function key button using your mouse pad, **(Pause)** and by pressing the function key on your keyboard. As we review each key, you will have the opportunity to practice the most common way of activating each function, which is by pressing the function key on your keyboard. You may use whichever method you choose.

Now we will take a more detailed look at the Case Management functions and see how Case Management can help you manage your assignments.

Highlight the case **286 Erasmus Dr.** You may have to use your up or down arrow key to highlight it. The entire row of the highlighted case will appear in blue.

### **F1 -- Help**

Now press the **F1** key.

**(Allow Time)**

As you learned, this function key is used to bring up the internal Help menu. You should now see a help window called "About Case Management." Take a quick look at some of the information you can get from this "Help" menu in the index on the left of the help screen.

**(Allow time)**

If you want information on something more specific, you can use the index tab on this window. Click on the Index tab or hold down the **Alt** key and press the letter "N" to get to the index menu item.

**(Allow time)**

On this screen you can type in a key word to look for information on a specific topic. In the white box, type in the keywords “Case Management.”

**(Allow time)**

As you type in the words, the search feature scrolls through the index to find it. When you see Case Management highlighted on your index folder, press the Enter key twice. **(Pause)**

As soon as you press the Enter key, the box on the right side of the screen displays information about training Case Management. Now click on the “X” at the top right of the **HELP** window to close it.

You just accessed **F1 Help** using the **F1** function key. This will probably be the way you will most often access it; however, you can also access **HELP** using the icon on the toolbar or by pressing **Alt H**.



**(Make sure all trainees have returned to the main Case List before discussing the next function key.)**

## **F2 -- Interview**

The most commonly used function key is the **F2 Interview** function key. **DO NOT** press this key until I tell you to. The **F2** function key initiates an interview for the selected case. After you decide which case to interview, you must highlight the address on the Case List pane, which is the third part of the Case Management

window. To highlight the address on your Case List, you can use your mouse pad and then click on the address. **(Pause)** Let's try doing this now.

Highlight **611 Produce St.** on your case list by clicking on it. **(Pause)** Now click on another case and see how the highlight moves to the next case you clicked on. **(Pause)**

You can also use your up and down arrow keys to move from one case to another in the Case List. Remember, as you move from one case to another, the information displayed in the Details pane, the bottom part of the Case Management window, changes as the specific case you highlight changes. *Try this now.*

**(Allow Time)**

Now go to the case **286 Erasmus Dr.** Once you have highlighted the address in the Case List, press **F2**. Notice the window that pops up. This is a confirmation screen that allows you to view the address selected before you confirm that you want to open the case. Always make sure that the control number and the address shown are for the correct case. We don't want to get into this case right now so click on the Cancel button to close the window. **(Pause)**

You can also access the **Interview** function by either clicking on the toolbar icon for **F2** or using the menu bar. The **F2** function on the menu bar is under the drop down menu for "Actions." You can access this drop down menu by either clicking on the word Actions or holding down the **Alt** key and pressing the letter "A" which is the underlined letter in the word "Actions."



**(Make sure all trainees have returned to the main Case List before discussing the next function key.)**

### **F3 – Next Tab**

The next Case Management function key is the **F3 Next Tab** key. This key controls the display of the Details pane at the bottom half of the Case Management screen by moving you from tab to tab. By pressing the **F3** key, you can move between the tabs of the Details pane without using the mouse. Click on the Assignment tab located in the Details pane and then press the **F3** function key once.

**(Allow Time)**

Notice that you moved from the Assignment tab to the HH Roster tab. Notice that the Control Number, Assignment Period, Case ID and selected demographic information about each household member are displayed under the household roster tab. Now press the **F3** key to proceed to the other tabs in the Details pane. As you move from tab to tab take a close look at some of the information under each tab. We will go over some of the key information under each tab later in training.

**(Allow time)**

You can also access the **Next tab** function by either clicking on the toolbar icon for **F3** or using the menu bar. The **F3** function on the menu bar is under the drop down menu for “View.” **(Pause)**

### **F4 -- GoTo**

The **F4 GoTo** function key enables you to toggle between the Case List pane and the Details pane. Make sure the case, **286 Erasmus Dr.**, is highlighted on your case

list. Then press the **F4** function key. Notice how the label on the Toolbar for this function key changes. When you are in the Case List pane, the F4 function key label will display the word “Details.” When you are in the Details pane, the F4 function key label will display the word “Case List.”

Press the F4 function key again until the label says “Details.” (**Pause**) Now use the F3 function key to move to the different tabs within the Details pane. Notice that the tab you’re on is highlighted in red. (**Pause**)

You can also access the **GoTo** toggle function by either clicking on the toolbar icon for **F4** or using the menu bar. The **F4** function on the menu bar is under the drop down menu for “View.”



**(Make sure all trainees have returned to the main Case List before discussing the next function key.)**

## **F5 -- Reports**

The next function key is **F5 Reports**. Press the F5 function key. (**Pause**) You will see the Case Management Report Selection dialog box displayed for you to choose the reports you want to view. For the NCVS, there are three reports about your cases that are available for you to view -- a “Counts” report, a “Response Rate” report, and a “Type Z” rate report.

Highlight the “Counts” report and either click the OK button or press Enter to view the report. (**Pause**) As you can see, this report gives you a summary count of your NCVS cases based on category, such as the number of cases not started, the number of cases interviewed, the number of Type A noninterview cases, and so on. At the bottom of the report, you can see how many cases were marked as observed,

transmitted, and received by headquarters.

The number of transmitted cases is a cumulative number, not a count for one day. All the numbers on this report are total counts. The total count of cases includes all cases currently in your interviewing assignment. The count of total cases would increase if you were reassigned cases from another FR during the interviewing period.

Close this report by clicking the “Close” button or by pressing Enter. **(Pause)**

Now press **F5** again and highlight the Response Rate report. View this report by clicking the OK button or by pressing Enter. **(Pause)** This report calculates your response rate based on the current information on your laptop. The NCVS response rate is calculated by dividing the number of interviews by the number of interviews plus the number of Type A noninterviews.

**(Call on Trainee)**

\_\_\_\_\_, read the “Note” displayed in the middle of this report.

**(TRAINEE: This response rate is based on information on your laptop. Your official response rate from your regional office may be different.)**

Thank you.

Because the office might adjust your response rate after the interview period is over, the rate calculated in this report is only an approximation.

Close this report. (**Pause**)

Now press **F5** one final time and select the Type Z Rate report. (**Pause**)

This report displays the total number of eligible people in your NCVS assignment and the number of those people who did not complete an NCVS interview. Based on this information, a Type Z nonresponse rate of eligible NCVS respondents in your assignment is calculated. This rate is based on information on your laptop and may differ from your official Type Z nonresponse rate you receive from the regional office. Like your overall response rate, the regional office might adjust your Type Z noninterview rate after the interview period is over. Therefore, the rate calculated in this report is only an approximation.

Close this report. (**Pause**)

Like the other functions already discussed, you can access the **Reports** function by either clicking on the toolbar icon for **F5** or using the menu bar. The **F5** function on the menu bar is under the drop down menu for “View.”



**(Make sure all trainees have returned to the main Case List before discussing the next function key.)**

### **F7 -- Notes**

The next active function in the NCVS Case Management is the **F7 Notes** function. This function displays the Notes field for a selected case. You may also edit the notes or enter new notes using this function. Press the F7 function key on your keyboard. The Case Level Notes Editor will come up for you to view, edit, or enter notes for a selected case. Enter a note of your choice in the space provided.

**(Allow time)**

To exit the Notes Editor press the F10 function key. **(Pause)** A Notes Editor pop-up screen will appear asking if you want to save the notes entered. Click the “Yes” button. **(Pause)** Now take a look at the Notes tab in the Details pane. When notes for a case are saved, you will see a red check mark in front of the word Notes on the Notes tab. The red check mark is a quick way to tell if there is any information in the Notes folder.

As with the other functions we discussed, you can access the **Notes** function by either clicking on the toolbar icon for F7 or using the menu bar. The **F7** function on the menu bar is under the drop down menu for “Actions.”



**(Make sure all trainees have returned to the main Case List before discussing the next function key.)**

**F8 -- View**

The **F8 View** function activates the “Display Category Selected” dialog box, which allows you to select different views of your NCVS cases in Case Management. Press the **F8** function key. In the **main** Case Management screen, only those cases you haven’t completed are displayed on your case list. However, there might be times when you want to see a larger list of cases, such as ALL of the cases in your NCVS assignment, or you might want to see a shorter list, such as cases not started, or cases you’ve transmitted.

Arrow down to the category labeled “Not started” and then click the OK button or press Enter. You will see that your case list contains only the cases that you have

not yet attempted to interview. Now press the **F8** function key again to return to the “Display Category Selection” menu.

*Note that you cannot interview cases while in the **F8 View** function. You must return to the main case list to start an interview.*

To return to the main Case Management screen, click the Case List button that is below the Cancel button. **(Pause)**

You can also access the **F8** function on the menu bar under the drop down menu for “View.”



**(Make sure all trainees have returned to the main Case List before discussing the next function key.)**

## **F9 -- Sort**

The **F9 Sort** function allows you to sort cases by specific criteria, such as control number, appointment, status, place, and so on. Specifying a new sort changes the order in which cases are listed on the Case Management main screen so that you can manage your assignment more easily. If you specify a new sort, your new arrangement of records will still be there the next time you launch the application. Selecting the “Restore the default sort” puts your records back into their original order. For the NCVS the default sort is by control number.

Let’s try the Sort function. Press the **F9** function key. **(Pause)** Click on the first sort action, which is “Specify new sort” and then click the OK button. **(Pause)** The “Sort-Specify New Sort” dialog box appears. This dialog box has two panes, “Columns Available for Sorting” on the left and “Sort Columns” on the right. The Sort Columns

pane shows you the current sort order for the records on your Case Management screen. If the box under “Ascending” is checked, your records are sorted from low to high. You can change the fields on which your records are sorted, and you can change the sort from ascending to descending or high to low.

Let’s try sorting your cases in a couple of different ways. If you look at the Sort Columns pane on the right, you see that your cases are currently sorted by control number. Let’s sort your cases now by interview number. To remove control number in the current Sort Columns, highlight “control\_number” and then press the Control (Ctrl) and S keys simultaneously.

**(Allow time)**

Now let’s add a new column to the sort. Highlight “interview\_number” in the “Columns Available for Sorting” pane on the left.

**(Allow time)**

Now press **Ctrl S** to move that column to the Sort Columns pane. Then click OK, which returns you to the main Case Management screen.

**(Allow time)**

Notice that your cases are no longer in control number order but are now sorted by interview number. The interview number column is the second to the last column on the Case List pane.

Does everyone see that?

**(Help any trainees who may be having trouble.)**

Now let's try changing the interview number sort from ascending to descending order. Press F9 to get back into the sort function and click OK. To uncheck the Ascending box, highlight interview number in the Sort Columns pane and press the spacebar. *Try this now.*

**(Allow time)**

You can also check and uncheck the Ascending box by clicking on the box. Press F9 to get back into the sort function and click OK. Click on the box so that a check mark appears in the box. **(Pause)**

Now let's add one more sort to the Sort Columns pane. However, let's try a different way to add the column to the Sorts Column. In the "Columns Available for Sorting" pane locate and highlight "phone\_number\_1."

**(Allow time)**

Now drag it across to the Sort Columns. To do this, click on the left button on your mouse and drag the highlighted column to the Sort Columns pane.

**(Allow time)**

**(Help any trainees who may be having trouble with the drag function.)**

You can also drag columns from the right pane to the left pane using the same drag procedure. When you do this, your cases will no longer be sorted by that

column item. Now click on the OK button to return to the main Case Management screen. **(Pause)**

Let's restore the default sort. Activate the sort function by one of the three ways we discussed.

**(Allow time)**

At the "Sort-Options" dialog box click on the "Restore default sort" button and click OK.

**(Allow time)**

Your cases are now sorted by control number, which is the default sort for the NCVS. A quick way to sort your records without using the **F9 Sort** function is to click the heading of the column you want to control your sorting. Click on the words "Control number" on the Control Number column, which is the first column on your Case List pane. **(Pause)** The first time you click the heading, cases will sort in ascending order, low to high. Click again to sort them high to low. **(Pause)** With this method of sorting, only one column can control the sorting.

You can also access the **Sort** function by either clicking on the toolbar icon for **F9** or by using the menu bar. The **F9** function on the menu bar is under the drop down menu for "View." **(Pause)**

## **F10 -- Exit**

The next function key we will discuss is the **F10 Exit** key. You actually used the **F10** key to exit the Notes Editor when you were practicing with the **F7** key. The

**F10** key is used to exit Case Management. However, there are other ways to exit Case Management. You can press the **F10** icon on the Toolbar or go to the drop-down menu under File on the Menu Bar and select Exit. Right now, we will not practice using the **F10** function since we want to continue reviewing Case Management. (*Pause*)

### **F12 – Person Contact History Instrument (pCHI)**

The last function key is **F12**, which for the NCVS opens the Person Level Contact History Instrument or pCHI, where you enter the details about the contacts you make with NCVS eligible household members. You completed a Computer Based Training (CBT) on this topic during your self-study. We'll talk more about pCHI a little later.

Now let's take a look at the Case List pane. Remember, the Case List pane is directly under the toolbar. It is the section of the window that shows a line-by-line summary of some of the information that relates to the cases in your assignment. As you complete interviews, completed cases no longer appear on this main list.

We will not go over all the columns in the Case List pane since most are self-explanatory. However, the one column that needs additional explanation is the last column, which is the "Rte" or Route column. This column is for your use in planning your travel route for your personal visit cases. For example, suppose that your work is dispersed in three different areas. You might decide to interview all cases on the east side of town on the first day, cases on the west side of town on the second day, and cases located in a rural area north of town on the third day. Therefore, you might want to put a number "1" in the Route column for all cases on the east side of town, a number "2" for cases on the west side of town, and a number "3" for cases north of town. These numbers can help you quickly

identify the cases you want to work on during a particular trip.

To edit the number in the Route column you must first make sure that the Case List pane is the **active** window. If the Case List pane is active, the blue bar below the toolbar will read “Case Management - Case List.” If the blue bar on your computer reads “Case Management-Details” press F4 to activate the Case List pane. **(Pause)**

Highlight the case **116 Aphroditedr** on the case list. **(Pause)** Click on the route number for that case which is 999. Delete the entire entry by pressing the delete key or the backspace key until the field is empty. These keys are located in the top right side of your keyboard.

**(Allow time)**

Then in the route field for this case, press the number “1” key on your keyboard. The number in your Route column for this case should now be “1.” **(Pause)** Once you have made your changes you need to press **Ctrl S** to save them. Do this now.

**(Allow time)**

When the save is complete, you will get a window that reads “Save Successful.” Press Enter to get past this window or click on the OK button. **(Pause)**

Now let’s take a look at the last part of the Case Management window, the Details pane. The Details pane is the section of the screen just below the Case List pane. The Details pane has sections called tabs. The names of these tabs are listed horizontally at the top of the Details pane. Let’s take a look at each of

these tabs.

First highlight the case, **373 Alexander Blvd. (Pause)** Make sure that you are in the Details pane. If you are in the Details pane, the blue bar on your computer should read “Case Management-Details” and one of the tabs in the Details pane should be highlighted in red. If you are not in the Details pane, press the F4 function key.

### **Assignment Tab**

In the self-study, you were given a quick look at the information contained within the Assignment tab. Now we will take a closer look at the information in this tab.

In the Assignment tab some fields are editable, meaning that you can make changes to that field, while others are not editable and can't be changed. The fields that you **cannot** edit or change are in gray and those that you can change are displayed in white. As you can see, the first item on the Assignment tab is the case's Control Number, which is not an editable field. Moving horizontally, the next item is the Assignment Period which is the year and month that you receive the case to interview. For your **actual** production cases, the assignment period will reflect the current year and month. **(Pause)**

Next is the Case ID. The Case ID is an eight-digit number used to uniquely identify the case. Following the Case ID is the Interview Number. This number typically reflects where the sample case falls within the sample rotation cycle. Usually, for incoming cases the interview number is 01. Cases in sample for the second time have an interview number of 02, for the third time an interview number of 03 and so on, up to interview 07 for cases in sample for their last interview. However, it is possible that a case is introduced into sample in the middle of the interviewing

cycle for the sample/panel/rotation. So it's possible for incoming cases to have an Interview Number of 02, 03, 04, and so on. **(Pause)**

On the next line of the Assignment tab, you will see a Responsible FR field. If you are responsible for the case, it will have the word "Yes" appear in that field and "No" if not. Outcome Code is the next field. The outcome code reflects the status of the work that has been done on the selected case. For the case we are looking at, the outcome code is 200. If you want to know what this or any other outcome code means, a list of possible outcome codes for the NCVS can be viewed in the Help screen. Press the F1 key and then use the index or search function to find the topic "Outcome Codes."

**(Allow time)**

You will see a list of surveys. Select NCVS and look at the outcome code descriptions.

**(Allow time)**

As you can see, an outcome code of 200 means that the case is a new case and has not been started. As you progress through the interview, the outcome code will change. A quick way to get a description of the outcome code is to right click on the outcome code.

Now click on the "X" in the top right corner of the **HELP** window or press Alt + F4 to close it. You should be back at the Case Management Details pane. **(Pause)**

The Status field in the Details pane contains the same information that is

displayed in the status column of the Case List pane. Remember, if there isn't an entry in the status column, it just means that the case has not been started yet using the F2 key.

Next, if the case is a confirmed refusal (Conf. Refusal) the word "Yes" appears in that field; otherwise "No" is displayed. A confirmed refusal is a case in which the respondent adamantly refuses to be interviewed and demands that he/she not be contacted again. Cases that are confirmed refusals are not subject to follow-up in the regional office by a supervisor or manager, while simple refusals are subject to follow-up.

When you first receive your monthly NCVS cases, the Respondent field contains the name of the household respondent from the previous interview. However, for incoming cases, this field will be blank. Once you have completed the household respondent's current interview, this field is updated to reflect the name of the current household respondent. This respondent may be different than the household respondent in the previous interview.

The Language field is the first editable field in the Assignment tab. You can change or add information in this field, as well as any other editable fields, simply by deleting the old information and typing in the new information. If you know that an eligible household member in the selected case requires that his or her interview be conducted in a language other than English, you can specify what that language is by clicking on the down arrow button at the end of the field and selecting the appropriate language. Click on the arrow button to see a display of the different languages that you can select. Use the scroll bar on the right of the display to view all the languages listed. If you make a mistake and incorrectly select a language displayed, you can select the empty row to correct your error.

**(Allow time)**

Whenever you change or add information in the instrument that has a field in Case Management, that information is copied from the instrument into Case Management.

The next field in the Assignment tab is the “Other Language” field. This field reflects the Other specify entry may have been entered for the non-English language spoken by any eligible household member(s) that didn't fit into one of the predefined language categories.

**(Show example of how to use “Other Language” field. In the Language field, choose “Other Language, Specify”. Point out that the “Other Language” field is now editable and enter in another language. Explain to press Ctrl + S to save.)**

“Phone number” and “Type” are the next fields in the Assignment tab. As you can see there is room for up to three phone numbers to be entered for a case. The “Type” field allows you to enter the type of phone number, such as home or work. Click on the arrow to the right of the “Type” field to see a drop down menu of telephone number types.

**(Allow time)**

The next editable field in the Assignment tab is Appointment. The information entered in this field is for your personal use and is not collected or updated in the CAPI instrument and passed back to Case Management. Instead, only callback

appointments captured in the instrument for the household respondent are passed back to Case Management and displayed in the “Callback” field.

Let’s briefly go over how to enter a date and time in the “Appointment” field. Enter tomorrow’s date by clicking on the Appointment field and then typing in the date. Enter two digits for month, two digits for day, and four digits for year.

**(Allow time)**

The appointment time is 3:00 P.M. If you are unable to enter P.M. use military time and enter 15 for the time. When you are finished entering the date and time information, press the Ctrl and S keys to save the information entered.

When you get the message that the information was saved successfully, press Enter or click the OK button. Notice that the Appointment field has been updated.

**(Allow time)**

Now look at the Callback field. If you need to contact the household respondent at a later date for a callback, you can enter that information here. The callback information will also be captured in the survey instrument and passed back or copied to this field.

The P/T field contains the same information that is displayed in the P/T column in the Case List pane. The letter “P” tells you that the case requires a personal visit interview, while the letter “T” indicates that the case is designated for a telephone interview.

The next field in the Assignment tab is “Address.” The first component of the Address field is House Number. Notice that the House Number field in Case Management has two separate fields in which to make entries. The first field is for a regular house number such as 222. The second field is for a house number suffix such as “A.” So if the address were 222A GRANT STREET, the 222 goes in the first field and the “A” goes in the second field.

The next field is Street. This is where the individual street name is located which is the only information entered in this field. The next fields are Unit and GQ designations. If your assigned case is a unit in a building that has a name, such as an apartment complex, then the building name may also be listed for you in the Building Name field. The next field of the Assignment tab is the Non City-Style address. It is in this field that route and box descriptors, as well as route and box numbers, are entered, such as Rural Route 3 and PO Box 24.

As with other editable fields, you can correct the sample address from Case Management or within the NCVS instrument. Only correct addresses after you have verified the change with a knowledgeable person and always make sure you have located the correct sample unit.

The next field in the Assignment tab is “Mailing Address.” Use your down arrow key to view this field, which contains the same items that are in the address field. Now look at the fields below the mailing address field. You will see information such as FIPS state code, FIPS county code, tract and block number, and so forth. Now look at the Design field. This field tells you which sample design the case is in.

Now in the Assignment tab, look at the space to the right of the Interview number

and GQ flag. If there is something special about a case, there will be one or more small icons displayed in that space. For example, if the case is a confirmed refusal, a STOP sign is displayed. If you are not sure what an icon means, you can right click on the icon and a description of the icon will be displayed.

### **(Answer questions)**

#### **Household Roster Tab**

Now click on the Household Roster tab. (**Pause**) The information on this tab is useful for callbacks to households with missing data. This tab contains the name and selected demographic data entered into the NCVS instrument about the individuals living or staying at the housing unit at the time of interview, such as their name, age, and date of birth. You can also see that the Control Number, Assignment Period, and Case ID information are at the top. At the far right side there is a column labeled OSP. This stands for Original Sample Person and is used by another Census Bureau survey, so you won't see information entered in this column for the NCVS. You also won't see any information entered for middle initial since this information is not collected in the NCVS instrument.

#### **Additional Information Tab**

Now click on the Additional Information tab. This tab contains additional information about the group quarters in which the sample case is located, such as the group quarters name, type, number of units, and the contact person's name.

#### **Notes Tab**

Now look at the Notes tab. The Notes tab contains the same Control Number, Assignment Period, and Case ID information as the previous tab, however this tab displays the Notes field for the selected case. Information can be entered in the

notes at the end of the interview or by using the F7 key in Case Management. You may also edit your notes using this function. As mentioned earlier in training, if notes are entered for a case, you will see a red check mark in front of the word Notes.

### **Contacts Tab**

Now click on the Contacts tab. Here again you see the Control Number, Assignment Period, and Case ID. Sometimes you obtain information about the status of a unit from someone other than an occupant. This happens when a unit is vacant and you talk to someone such as an apartment manager, or when a unit does not exist and you are able to verify it with a reliable source, such as a post office. When you enter the contact person information in the instrument, you will be able to see the information in the Contacts folder. However, for the NCVS, contact information is only collected for one contact person.

### **(Answer questions)**

### **Letter Mgmt Tab**

The Letter Management tab displays information about any special letters that have been sent to the household, and allows you to request that the RO send various respondent letters to the household.

Click on the Letter Management tab. Notice the headings “Letters Requested” and “Letters History.” “Letters Requested” shows pending requests already sent, and lets you initiate new respondent letter requests. “Letters History” displays letters your Regional Office has sent. This list may be updated at varying time intervals depending on your Regional Office procedures.

**(Tell trainees about your RO's specific procedures and letter management policies here. Review copies of the RO letters with trainees so they know what is used in the letter management tab.)**

### **History Tab**

The next tab in the Details pane is the History tab. Click on this tab. (**Pause**) The information on the History tab includes the FR information for all FRs previously assigned to the case. This information appears just below the Control Number. If the case was previously assigned to another FR, the CAPI outcome code from the previous interview appears in the CAPI outcome column. For example, if in a previous interview another FR obtained a refusal for the case and sent it in as a Type A Respondent Refused, code 218 appears in this column. The section of the History tab below the previous FR history area lists the previous address history. If you correct the address under the editable fields in the Assignment tab or in the instrument, the previous address information is stored here so that you can refer to it if needed.

Look at the Record of Calls box on the right side of this folder. The date, time, outcome code, and action code is recorded here each time you access or open the case using the F2 function key. This allows you to see how many times you have opened the case to attempt an interview. The action code listed on the record of calls is a number used by Headquarters to determine what to do with your case once it has been transmitted. In order for information to change in the Record of Calls section, the case has to be accessed using the F2 key. Just reviewing information about a case in Case Management will not change the Record of Calls field.

## Contact History and Returning Contact History Tabs

The Contact History and Returning Contact History tabs contain the history of previous visits/interviews for a case. They also keep a record of the strategies used and respondent behavior for the case, which comes from the entries you make in the Person Level Contact History Instrument. You learned about the Contact History instrument in a CBT during your self-study. The Contact History tab contains contact history for the current interview period; Returning Contact History contains history for the previous interview period.

## Interview Time Preferences Tab

Next is the Interview Time Preferences tab. In this tab you can only **view** the best and worst times to contact the household. However, you can edit these times or specify new times by pressing **Ctrl T** or by clicking on the Ctrl T ITP icon on the toolbar, which opens the Interview Time Preferences application. This application allows you to view **and** record the best and worst times to contact a case.

Let's practice working with the Interview Time Preferences application. Press **Ctrl + T. (Pause)** Preferred times to contact a household are called "Boost" times and will appear in green on the grid. Bad times to contact a household are called "Block" times and appear in red on the grid. If no times are specified, the hour slots appear in white.

Let's assume for this exercise that the respondent indicated that he did not want to be called on Sunday. There are three ways that you can block the hour slots under the Sunday column. One way is to move your mouse arrow to the first hour slot, 9:00 AM, under the Sunday column and then click your bottom right mouse button. The 9:00 AM hour slot will now be in red. Repeat this step for all remaining hour slots under Sunday. *Try this now.*

**(Allow time)**

Now let's clear what you just entered by clicking on the "Clear All" icon. **(Pause)**

**(Allow time)**

Let's try the second way to block times. Click on the "Boost/Block" field, which is located beneath the grid, and then select "Block." **(Pause)** Under "Day of Week" select Sunday. **(Pause)** Under "Time" you can select specific times or if you want to block all of the time slots, select "All." Let's select "All." **(Pause)** Now press the "Set" button. **(Pause)** The hour slots listed under the Sunday column should now appear in red. **(Pause)** Now clear what you just entered by clicking on the "Clear All" icon on the Toolbar.

**(Allow time)**

Now let's try a third way to block times for an entire day. Place your cursor on the column heading "SUN" and click your bottom right mouse button. **(Pause)** The entire day is now blocked. To clear the entry, click on your right mouse button again.

**(Allow time)**

Now let's try entering the best or preferred times to contact the household. For this exercise, let's also assume that the respondent told you that he prefers to be called on Saturdays between noon and 4 o'clock in the afternoon.

There are two ways that you can specify the best times to contact the household. One way is to move your mouse arrow to the 12:00 PM hour slot under the Saturday column and then click your bottom left mouse button. **(Pause)** The hour slot will now be in green. Repeat this step for the four remaining hour slots.

**(Allow time)**

Now let's clear what you just entered using the "Clear All" icon. **(Pause)**

Let's try the second way to boost times. Click on the "Boost/Block" field and select "Boost." **(Pause)** Under "Day of Week" arrow down to Saturday. **(Pause)** Under "Time" arrow down to 12:00 pm and then press the "Set" button. **(Pause)** The hour slot listed under the Saturday column should now appear in green. **(Pause)** You must repeat this process for each of four remaining hours. Do that now.

**(Allow Time)**

To exit the Interview Time Preferences grid, press F10 or click on the F10 button on the toolbar. Then save your changes.

**(Allow time)**

Remember, if you make changes to any of the other editable fields in Case Management, to save those changes, press the **Ctrl** and **S** keys.

## **Building Mgmt Tab**

The last tab is the Building Management tab. It contains building manager contact information for large multi-unit buildings. If you are assigned a case in such a building, the building management's contact information appears when you click the tab.

This concludes our discussion of the NCVS Case Management. Are there any questions?

### **(Answer questions)**

Now I'd like to talk about the Person Level Contact History Instrument or pCHI. You completed a Computer-Based Training or CBT about the Person Level Contact History Instrument during your self-study. In addition to completing interviews in the NCVS instrument, you must enter information into the pCHI each time you ATTEMPT to make contact or MAKE contact with a household or individual respondent. By taking just a few minutes you are providing valuable information to your Regional Office (RO), Headquarters, and the survey sponsor.

The ROs use reports generated from the pCHI data to give you feedback on your contact attempts and make suggestions for future contacts. Headquarters staff and the survey sponsors analyze pCHI data so they can determine reasons behind non-contact and refusal cases on the NCVS, then formulate strategies for dealing with them.

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 pCHI 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 pCHI data if there is a need to make changes to the letters left at a respondent's home to increase response and/or efficiency.

There are several benefits for you, the FR, in the pCHI:

- pCHI is a tool you can use to help track and manage your caseload.
- pCHI provides a record of the best times to make contact so you can use your time efficiently.
- pCHI shows the work that you put into each case since you record every contact attempt.
- For longitudinal surveys like the NCVS, you can see pCHI records from the previous interview period.
- pCHI 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 pCHI 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. The pCHI data is consistent and easy to read. The pCHI standardizes contact information for better tracking and more efficiently produces reports that can be used by various reviewers.

These are all reasons why filling out the pCHI is so important. Does anyone have further questions on the pCHI?

**(Answer questions, continue to the next lesson)**

## Chapter 6 – Review of the Pre-Classroom Self-Study Materials (Total approximate time: 30 minutes)

### Objectives:

- Review the pre-classroom training materials.
- Provide trainees information on computer care.
- Discuss the answers to the Final Review Exercise in the NCVS-521 Self-Study.

### Materials Needed:

#### Trainee

- 11-901, InterAct Pre-Classroom Learning Magazine (completed)
- NCVS-521, Self-Study for NCVS Field Representatives (Lesson 18 completed)

#### Trainer

- 11-7(WIN), Windows Laptop User Guide
- 11-901, InterAct Pre-Classroom Learning Magazine

Over the past few days (weeks), you completed some pre-classroom self-study materials. These materials gave you background information about the laptop computer and the NCVS. During this classroom training, we will review some operations you already learned. You will also learn details on several other topics.

Let's start with the video you watched, "Getting to Know Your FR Interviewing Laptop Computer." Did all of you watch the video?

**(Make a mental note of the trainees who did not watch the video.)**

The video shows the hardware components of your laptop, startup, logon,

shutdown procedures, and the steps to change the laptop battery. The video also discusses your legal responsibility regarding the use and care of the laptop.

Let's take a few minutes to discuss any questions or concerns that you have about any of the features of your laptop computer.

**(Allow time)**

Does anyone have any questions about the computer screen (**Pause**), the controls for the video display (**Pause**), the connectors on the back and side of the computer (**Pause**), the compartments, the keyboard, or accessory equipment?

**(Allow time for an open discussion period, not to exceed 15 minutes. If necessary, also refer to the User's Guide to help you answer any questions about the hardware features. If you can't answer a particular question (or time runs out before you can answer all questions), write them down, do the research as soon as possible, and get answers for the trainees.)**

Let me give you a couple of ideas for taking care of your computer out in the field. First, always carry the computer in your carrying case so that it's hidden. If you must leave it in the car, place it in the trunk. On very hot or very cold days, don't leave your computer in your car for extended periods. Try to keep the laptop computer in a controlled environment as much as possible.

I also have a couple of important reminders about operating the computer. We configure each laptop computer to help you conduct your job effectively. We

modified the system setup on each computer and made entries for various settings. Please do not experiment by trying to change the configuration on your computer. **(Pause)**

Also, **DO NOT load any personal software packages on your computer!** Personal software packages may interfere with the computer operation for the NCVS and for any other surveys you work on. They could also infect your machine and the mainframe computer at headquarters with a computer virus.

Does anyone have any questions about the proper use of your laptop computer?

**(Answer questions)**

You were also required to read the 11-901, InterAct Pre-Classroom Learning magazine.

**(Hold up a copy of the magazine.)**

All of you should have read the magazine.

**(Ask trainees to raise their hand if they read the magazine. Make a mental note of those who did not. Direct them to complete this requirement.)**

The magazine gave an overview of your role and responsibilities as a Field Representative. It also contained important how-to information on getting started with the laptop computer. Its content included:

- Mission of the Census Bureau,

- Information about the job of an FR,
- Overview of survey design and development,
- Confidentiality,
- Personal safety, and
- Logging into the laptop.

Does anyone have any questions about the materials you read in the magazine?

**(Answer questions)**

Next on the list are the Windows CBT and the Person Level Contact History Instrument (pCHI) CBT. Again, all of you should have completed both of those CBTs. The Windows CBT taught you basic Windows usage and trained you on the Census-developed applications on the laptop. These include transmissions, system tools, mail, and so on. The pCHI CBT went over the layout on the screen and the function keys, uses of the pCHI instrument, which is used for keeping track of contacts, and contact attempts for households and individual respondents. We'll practice using the pCHI later in the training.

Any questions about the CBTs?

**(Answer questions)**

A video and viewing guide were also included in with your pre-classroom material. The "Getting it Done: The Job of a Field Representative" video provided you with an initial orientation to a typical day for Census Bureau Field Representatives. The video also showed a realistic, positive, and encouraging portrayal of the job of a Field Representative.

The corresponding Viewing Guide included a question and answer format to help you recognize and retain the key information presented in the video.

We'll discuss more on this topic later in this training session.

Any questions about this topic?

**(Answer questions)**

In your pre-classroom work, you learned about an important responsibility. That's your pledge to keep Census Bureau information confidential. The last paragraph in your Oath of Office applied specifically to this obligation. In this oath, you swore not to disclose any information you obtain as a Census Bureau employee to any person, either during or after your employment. You must be careful that no unauthorized person looks at listing sheets or looks at files and data on your laptop. This restriction applies to members of your family and to respondents.

Does anyone have any questions about survey confidentiality?

**(Answer questions)**

Now take out your NCVS-521, Self-Study, and open it to page 18-1.

**(Allow time)**

Let's go over the final review exercise from Lesson 18 of this self-study. As I call on each of you, please read the question and give us your answer. If anyone has

a question as we go through this exercise, let me know and I will try to answer it.

**(Call on one trainee to answer each question. Use the following answer key to answer any questions. Refer trainees back to the appropriate page in the self-study to reinforce a specific survey concept or procedure if needed.)**

Please start us off with Question 1, \_\_\_\_\_.

1. The BJS needs the NCVS data primarily to obtain an accurate, up-to-date measure of the kinds and amount of crimes committed against persons 12 years of age and older.

***TRUE (NCVS-521, Page 1-1)***

2. The reference period is important because we only ask about crime incidents that occurred during this period. Listed below are interview dates for first month interviews. For these interviews, what is the 6-month reference period for crimes committed?

<u>Date Of Interview</u>	<u>Reference Period</u>
August 5	<b><i><u>February 1 through August 4</u></i></b>
April 1	<b><i><u>October 1 through March 31</u></i></b>
December 3	<b><i><u>June 1 through December 2</u></i></b>

***(NCVS-521, Page 8-1)***

3. Listed below are the Moe family members and their ages. Answer the questions (3a - c) which follow:

<u>Name</u>	<u>Age</u>	<u>Household Relationship</u>
John Moe	46	Reference person

<b>Megan Moe</b>	<b>42</b>	<b>Wife</b>
<b>Mary Moe</b>	<b>20</b>	<b>Daughter</b>
<b>Michael Moe</b>	<b>8</b>	<b>Son</b>

When you make your initial visit to the Moe household, Megan Moe is the only person home. She answers the household characteristic questions, along with other questions relating to her family.

- a. Who is the household respondent?

***Megan Moe***

***(NCVS-521, Page 2-4 through 2-5)***

- b. Which members of the Moe household are eligible respondents for the NCVS?

***John, Megan, and Mary Moe***

***(NCVS-521, Page 2-4 through 2-5)***

- c. Are there any members of the Moe household who are not required to be interviewed for the NCVS?

**YES**

If yes, who?

***Michael Moe, since he is under 12 years of age.***

***(NCVS-521, Page 2-4 through 2-5)***

4. If the occupants at a sample address change between enumeration periods, you: ***(Mark the correct answer.)***

\_\_\_ Try to locate the occupants' new address at the local post office.

\_\_\_ Select another address randomly on the same block.

- X** Interview the people who currently live at the sample address and who consider the address to be their usual place of residence.

**(NCVS-521, Page 8-3)**

5. **Probing** is an interviewing technique you can use to get the respondent to provide more information when the respondent's initial answer is unclear or incomplete.

**(NCVS-521, Page 14-5)**

6. A respondent is considered present during an incident if he/she is at the immediate scene of the crime during the incident and there is an opportunity for the offender to harm the respondent. In the following scenarios, indicate whether or not the respondent was present during the incident:

- a. A woman was putting her groceries in her car when a man approached her and stole her purse.

**PRESENT**

***(The woman was at the immediate scene of the crime during the incident and could have been harmed by the offender.)***

- b. A man fell asleep on the beach and when he woke up his CD player and keys were gone.

**PRESENT**

***(Even though the man was sleeping while the incident took place, he was at the immediate scene of the crime and could have been harmed by the offender.)***

- c. A woman's leather coat was stolen from the coat room in the restaurant lobby while she was eating dinner at the restaurant.

**NOT PRESENT**

***(The woman was not at the immediate scene of the crime, the coatroom, during the incident and the offender did not have an opportunity to harm the woman during the theft.)***

- d. The respondent was in the kitchen cooking dinner while the offender (who was a guest) was stealing jewelry and money from her bedroom dresser.

**PRESENT**

***(The woman was at the immediate scene of the crime, her home, during the incident and could have been harmed by the offender. When an incident occurs inside the house, anywhere inside the house is considered the immediate scene of the crime.)***

- e. The respondent looked out his living room window and saw someone steal his 10-speed bicycle from his front yard. By the time he got outside, the person and his bicycle were gone.

**NOT PRESENT**

***(The respondent was not at the immediate scene of the crime and there was no chance that he could have been harmed during the incident. The respondent was inside and the incident happened outside. Also, the offender was gone when the respondent got to the scene of the crime.)***

- f. A woman was asleep in her house and someone stole a motorcycle from the attached garage.

**PRESENT**

***(The woman was at the immediate scene of the crime, her home [to which the garage was attached], during the incident, and even though asleep, could have been harmed by the offender.)***

- g. A man was asleep in his house and someone stole a lawnmower from the detached garage.

**NOT PRESENT**

***(The man was not at the immediate scene of the crime because the garage was detached from the home, and could not have been harmed by the offender.)***

- h. A woman was walking at the shopping mall and a man walked up behind her and shoved her.

**PRESENT**

***(The woman was at the immediate scene of the crime and was attacked by the offender.)***

- i. A man arrived home from work and saw someone stealing several lawn ornaments out of his yard. He got out of his car and started yelling at the offender, but the offender got away.

**PRESENT**

***(The man was at the immediate scene of the crime and could have been harmed by the offender.)***

- j. A woman on the subway was part of a group robbery when the offender showed a gun, passed around a bag, and told everyone in the subway car to put all their valuables in it.

**PRESENT**

***(The woman was at the immediate scene of the crime and had property stolen from her person.)***

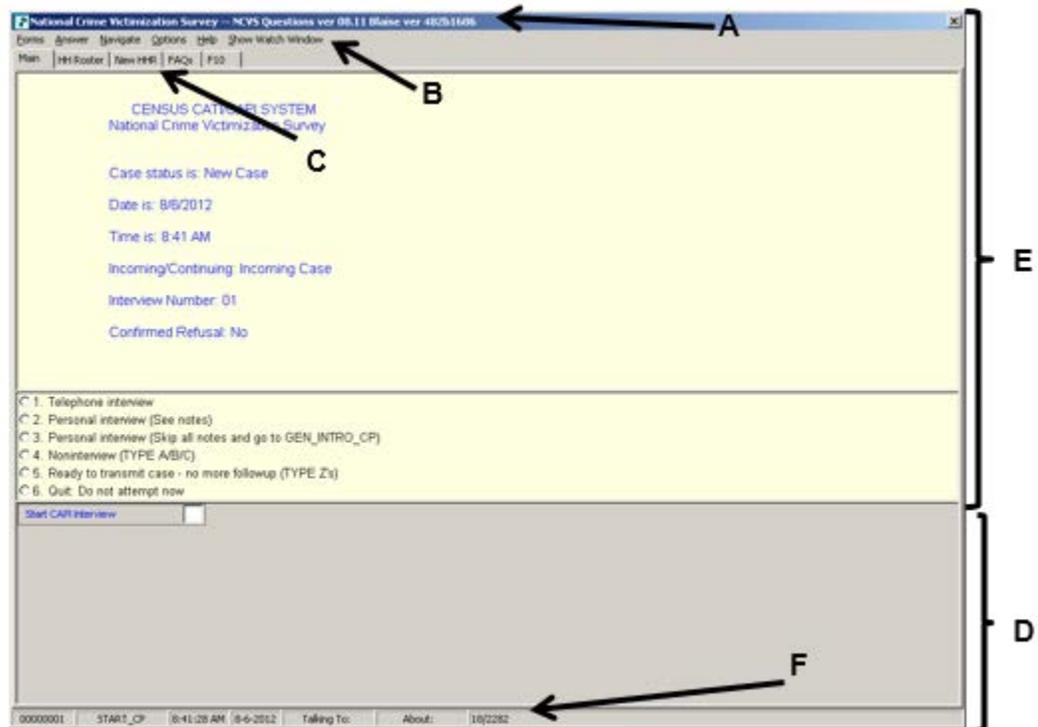
***(NCVS-521, Page 14-3)***

- 7. Enter the letter next to each item that corresponds to the letter that points to a specific part of the NCVS CAPI instrument illustrated below:

  E   Info Pane

  A   Title bar

- C Section Tabs
- D Form Pane
- B Menu Bar
- F Status Bar



(NCVS-521, Page 9-1)

8. Describe in the answer space below how you identify or differentiate each item from other information on the screen:
- a. FR Instructions: **Blue text**
  - b. Questions to ask respondents: **Bold black text**
  - c. Questions that require you to use the information booklet to show respondents:

**Blue booklet icon in the upper left corner of the Info Pane**

- d. Questions that allow multiple answers:

**Square box to the left of answer categories**

- e. Questions that allow only a single response:

**Radio button to the left of answer categories**

***(NCVS-521, Pages 9-4 and 10-2--10-4)***

9. Which key, when pressed in the NCVS CAPI instrument, ensures that the entry is “accepted” within the instrument and moves to the next question?

**Enter**

***(NCVS-521, Page 9-5)***

10. Which Function key in the NCVS CAPI instrument allows you to enter Item Level Notes?

**F7**

***(NCVS-521, Pages 10-14 and 10-15)***

11. Which keys, when pressed while in the NCVS CAPI instrument, allow you to enter Case Level Notes?

**Ctrl+F7**

***(NCVS-521, Page 10-14)***

12. Which Function key in the NCVS CAPI instrument allows you to end the interview?

**F10**

***(NCVS-521, Pages 10-14 and 10-15)***

13. Which section of the NCVS CAPI instrument collects basic household data as well as characteristics of the sample unit?

**Front section**  
 **Middle section**  
 **Back section**

**(NCVS-521, Page 10-11)**

14. At the START\_CP screen, select category 4, Noninterview, to classify a person as a Type Z noninterview.

**FALSE (Category 4, Noninterview, is selected to classify a household as a Type A, Type B, or Type C noninterview. Enter Category 5, Ready to transmit - no more followup, to classify a person as a Type Z noninterview.)**

**(NCVS-521, Page 10-9)**

15. In the NCVS CAPI instrument, **suppress** accepts data item inconsistencies in a **soft** edit check.

**(NCVS-521, Page 10-5)**

16. Six months ago when you interviewed a sample household there were three household members. During the current month, you discover that two of the three household members moved out. You must create a replacement household and interview the remaining household member.

**FALSE (Replacement households are created when all of the household members from the previous interview have moved out. If at least one person from the previous interview is still living at the sample address, you interview them using the current case. If all the previous residents move out, you may not create a replacement household until you have confirmed that new respondents have moved into the sample address.)**

***(NCVS-521, Page 8-3)***

This concludes our review of the pre-classroom training materials and the NCVS self-study final review exercise. Are there any final questions about the material covered before we continue?

***(Answer questions)***

***(Continue to the next chapter)***

## Chapter 7 – NCVS Concepts and Definitions (Total approximate time: 2 hours)

### Instructor Preparation:

- Make sure each trainee has a copy of
  - the NCVS-522.1 Classroom Workbook,
  - the NCVS-550.1, NCVS At a Glance, and
  - the NCVS-554 Information Card Booklet.

### Objectives:

- Familiarize trainees with survey concepts and definitions.

### Materials Needed:

- NCVS-550.1 NCVS At a Glance
- NCVS-522.1 Classroom Workbook
- NCVS-550 Interviewing Manual for Field Representatives (electronic document on laptop)
- NCVS-554 Information Card Booklet

**(Throughout this chapter when you see Q: and A:, ask trainees the questions by name and review the answers with them. Discuss if needed to ensure the concept is clear.)**

**(Before you begin, ask trainees to open and minimize the electronic version of the NCVS-550 Interviewing Manual for Field Representatives. Trainees are going to need to reference it several times in this chapter.)**

Before you have the opportunity to access and use the NCVS automated survey instrument, let's first review and discuss in more detail some survey concepts and definitions that were covered in the self-study, as well as other concepts you should

be familiar with. Understanding these concepts, as well as others we will cover while completing the practice exercises, is critical for the collection of accurate data and for the proper crime classification of reported incidents.

Let's begin with an explanation of sample units. Sample units are addresses selected for the NCVS and are of two types, housing units and other units. A housing unit consists of separate living quarters in which the occupants live separately from any other individuals in the building and have direct access from outside the building or through a common hall or lobby. Examples of a housing unit include a house, an apartment, a mobile home or trailer, or group of rooms. **(Pause)**

"Other units" are units located in non-institutional Group Quarters, such as homes for the elderly, college dormitories, and boarding houses where residents have their own room, groups of rooms, or beds. These residents also have access to some common facilities, such as a dining hall, lobby, living room, or recreational areas.

After classifying a sample unit's type, you will determine if the living quarters is presently being used as student housing by a college or university. For a sample address to be considered student housing, payment for housing must be made directly to a college or university.

Q: Let's say you are at a sample address and you are told that a room is rented out to college students. The student pays rent to the household respondent. Would that unit be considered student housing, \_\_\_\_\_?

A: No, because the student pays rent to the household respondent and not directly to a college or university.

Thank you.

Another important concept is public housing. Public housing is rental housing provided to eligible low-income families, the elderly, and persons with disabilities. Public housing comes in all sizes and types, from scattered single-family houses to high-rise apartments. For the NCVS, the sample address is considered public housing **ONLY** if it is located in a building owned by a public housing authority that is federally funded. Housing funded at the state and local levels is not considered public housing for the NCVS.

A sample unit represents hundreds of other similar units. Therefore, if you omit or obtain incorrect information about one sample unit, the error is multiplied hundreds of times.

Are there any questions?

**(Answer questions)**

Now let's review who can serve as the household respondent and the household reference person. The **household respondent** is a household member who must be **at least 18 years of age** and **knowledgeable** about the household. This household member will answer the household characteristic and household screen questions and **MUST be interviewed BEFORE interviewing any other household member**. You must at least complete the NCVS interview with the household respondent so that the household is a sufficient partial interview. If you can't complete an interview with the household respondent, you must classify the whole household as a Type A Noninterview. You will do a practice Type A Noninterview later in this training.

We will now toggle from the instrument to the NCVS-550 Interviewing Manual for Field Representatives on your laptop. To do this, press Alt + Tab. Once in the manual, press Ctrl + F to bring up the “Find” bar to be able to search the document. Now go to page C1-14 in the NCVS-550 and read the “Definition” and “Who Qualifies to be a Household Respondent.” The reading ends on the top of page C1-16.

**(Allow time)**

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, could you interview the son as the household respondent, \_\_\_\_\_?

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

Thank you.

If you visited a sample household in which the household members are a husband, his wife, and their 18-year-old daughter and all members are available, it is better to interview either the husband or wife as the household respondent, rather than the 18-year-old daughter. This is because the parents are more likely to be knowledgeable about household information: birthdates, education levels, household income, and so on.

Now let's talk about the **reference person**. The reference person must be a responsible adult household member who is at least 18 years of age, and is also one of the persons who owns, rents, or occupies rent free the sample unit. Also, the reference person will be the first person you list as you build a new household roster. Go to page C1-11 and read the “Definition” and the “Special Situations” you may encounter when identifying an eligible reference person. The reading ends in the

middle of page C1-12.

**(Allow time)**

Q: Can the reference person in a sample household also be the household respondent\_\_\_\_\_?

A: Yes, but the reference person does not have to be the household respondent.

Thank you.

The purpose of the reference person is to establish the relationship of all household members to one person who is likely to stay in the household. Are there any questions about who is eligible to be a household respondent and the reference person?

**(Answer questions)**

Let's discuss household membership and usual place of residence. 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 even if the person is temporarily absent at the time of interview,

OR

- Staying temporarily at the sample address AND doesn't have a usual place of residence elsewhere.

Usual place of residence is a specific living quarters, whether a housing unit or a non-institutional group quarters unit, where a person lives and sleeps the greater part of the time and is free to return to at any time. Open your Information Card Booklet, NCVS-554, to page 5 and look over the summary table for determining household membership.

**(Hold up the Information Card Booklet and allow time.)**

Now open your Workbook to page 1 and answer the five questions using the information provided on page 5 in your Information Card Booklet.

**(Allow time and then go over the answers)**

Q1: Paul Moe is staying in the sample unit, but is looking for another place to live. He has no other residence. Is Paul a household member?

A: Yes, because Paul does not have any other usual place of residence.

Q2: Janet Voe is a paid housekeeper who lives in the sample unit. Is Janet a household member?

A: Yes, because the sample unit is her usual place of residence.

Q3: When you interview the Zoe household, Mr. Zoe tells you that his daughter Emily is away at college. Is Emily a household member?

A: No, because Emily is residing away from the family residence while attending school. Her school residence is considered her usual place of residence.

Q4: When you contact the Coe household, Pamela Coe, the household respondent, tells you that her husband, John, is serving with the Army and stationed in Iraq. Is John a household member?

A: No, because he is stationed in a different locality than the sample housing unit.

Q5: If you list someone as living and staying at the sample unit as of the night before the interview and then determine at **HSEMEMURE** (Does \_\_\_\_\_ have a usual place of residence elsewhere? (1) Yes; (2) No.) that the person usually lives somewhere else, what precode do you enter in **HSEMEMURE**?

*Hint: See page B2-87 of the NCVS-550 Interviewing Manual for Field Representatives on your laptop for more information on HSEMEMURE.*

A: Precode 1, "Yes."

When you enter precode 1, "Yes" in **HSEMEMURE** for a person, that person is NOT considered a household member and you do not complete an NCVS interview for that person.

Are there any questions?

### **(Answer questions)**

Each NCVS case assigned to you starts with a sample address. You generally will interview the residents at that address for seven enumeration periods, even if the usual residents change during that time period. If all members of a household move out of the sample address, the new household is considered a replacement

household. Replacement households are treated like incoming or first time in sample households in that you must interview the household respondent in person, along with any remaining household members who are eligible for interview and available at the time of your visit. However, the interview period or enumeration period for the sample address does not change. For example, if a unit is in sample for its third enumeration and you discover a replacement household at the sample unit, the interview period for the replacement household remains three and does not revert to one. **(Pause)**

- Q. Suppose last enumeration three brothers, Michael, John, and Pat Coe lived at the sample unit. When you contact the household during the current interview period, you discover that John and Pat moved out of the household and Michael's new wife, Sarah, has moved in. Is this household considered a replacement household, \_\_\_\_\_?
- A. No, because not all members of the household moved out.
- Q. Now suppose that during the last enumeration, you interviewed the household at a sample address. This enumeration period, you return to the sample address to find that the household you interviewed last time has moved away and the address is vacant. Is this a replacement household?
- A. No, this is not considered a replacement household. This is an error many FRs make. This is only considered to be a replacement household if a new household has moved into the sample address. You would code this address as a "Type B – vacant".

Regardless of whether or not a sample unit is a replacement household, survey procedures require that you conduct NCVS interviews for all household members 12 years of age or older by self-response. Let's talk about proxy interviews. You may

encounter situations in which the household member is unable to complete his/her interview for himself/herself. For some cases, a proxy interview is allowed. Go to page C1-18 of the NCVS-550 Interviewing Manual for Field Representatives on your laptop, and read the definition for a proxy interview. Also, read the three reasons in which a proxy interview is acceptable for the NCVS and when a proxy interview is acceptable for household respondents. The reading ends on page C1-19.

**(Allow time)**

If you must take a proxy interview for an acceptable reason, your first choice for a proxy respondent is a household member who is at least 18 years old, very knowledgeable about the proxy person, and who has already completed his/her own NCVS interview by self-response. As you read in the manual, proxy interviews should be taken as a **last resort** since you may be collecting incomplete or inaccurate information; a proxy respondent is more likely to omit an incident or leave out some of the details about a reported incident.

Q: Suppose Mrs. Voe refuses to let you interview her daughter Mary, who is 15 years old. Can you conduct a proxy interview for Mary with Mrs. Voe, \_\_\_\_\_?

A: No, a parent who does not allow you to speak to his/her child can only complete a proxy interview for children who are 12 and 13 years old.

Q: Suppose on September 8 you call the Coe household to conduct their NCVS interview. Jennifer Coe tells you that her husband, Fred, is on an extended business trip and will not return home until the following month. Can you conduct a proxy interview with Mrs. Coe for Fred, \_\_\_\_\_?

A: Yes, since the household member is temporarily absent during the entire interview period and will not return before closeout.

Now let's discuss the crimes measured by the NCVS. Locate the job aid, Form NCVS-550.1, NCVS At a Glance from your materials. This job aid provides some key information about the NCVS so it is good idea to keep this form handy when conducting your interviews. **(Pause)** Turn to page 6 of the job aid and read the information under the heading Type of NCVS Crimes.

**(Allow time)**

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, purse snatching and pocket picking, household burglary, theft, and motor vehicle theft. As you read, the NCVS does not measure homicide, kidnapping, commercial crimes, such as burglaries of stores, or the so-called victimless crimes, such as drunkenness, drug abuse, illegal gambling, con games, prostitution, and blackmail.

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, sexual assault, 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.

Go to page C2-3 in your NCVS-550 Interviewing Manual for Field Representatives and read Topic 2, Crimes Measured by the NCVS. The reading ends on page C2-6.

**(Allow time)**

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**.

Let's determine if the following examples are acceptable NCVS threats:

Q: Nick sent an e-mail message to John warning him to stop seeing his ex-girlfriend or he would beat him up the next time he saw him. Is this an acceptable threat for the NCVS, \_\_\_\_\_?

A: No, since the threat was not verbal and not face-to-face.

Q: Amy was driving home at night when a car pulled up behind her. The driver honked his horn, flashed his headlights, and then passed her at a high rate of speed. When passing her, Amy noticed that the driver made an obscene gesture at her. 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 at an ATM when a man approached him and told him to hand over the money he just withdrew or else 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: James was outside in his yard when his neighbor Phil came over and warned James to stop parking in his parking space or he would slash his tires the next time he was parked in his reserve space. 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.

Thank you.

The most serious crime against households is burglary, which is the illegal or attempted entry of a structure. An example of **burglary** would be if a person actually broke into a house, or if a person having no right to be there entered through an unlocked door.

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. If the offender has **no legal right** to be in the house, the incident is classified as a burglary. Examples of theft are: theft of cash by a houseguest, theft of a garden hose from the yard, theft of a briefcase or umbrella from a restaurant, or theft of a portable radio from the beach.

Any crime involving personal contact is not a household crime.

Q: What are personal crimes of violence, \_\_\_\_\_?

A: Crimes in which an offender attempted to attack or attacked a household member or threatened a household member with physical harm, robbed a household member by force or threat of physical harm.

Thank you.

Respondents sometimes report the theft of articles belonging to a household member under 12 years of age, such as a bicycle left outside the house. This can be considered a crime against the household, because the theft happened near the home. If the respondent mentions this type of incident, record it in the screen question. However, do not include the theft of items belonging to household members under 12 years of age when the theft takes place **away** from home; for example, a bicycle stolen from a school playground. Also, do not record any threats of physical harm or attacks to household members under 12 years of age. Since household members who are under 12 years of age are not eligible respondents for the NCVS, these crimes fall out of scope for the NCVS.

You also record all crimes to unrecognizable businesses, as these are included in the NCVS data. Go to page C2-9 of your NCVS-550 Interviewing Manual for Field Representatives, and read the definitions for recognizable and unrecognizable businesses. The reading ends on page C2-10.

**(Allow time)**

Q: If a respondent does sewing alterations in her house and she has a sign in her front yard which reads: "Alterations - Same Day Service," is this a recognizable or unrecognizable business, \_\_\_\_\_?

A: A recognizable business.

Q: One of your respondents prepares income tax forms in his basement and there is no sign outside his house advertising his 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: Let's say that two thieves stole a sewing machine that belonged to a person's recognizable alterations business. Do you include the theft in the NCVS, \_\_\_\_\_?

A: No, because the stolen item belonged to a recognizable business.

Q: If a respondent uses a computer to prepare income tax forms in her unrecognizable business and her 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.

Q: If a shopkeeper's wallet was stolen during the robbery of his small business, do you include the theft of the shopkeeper's wallet, \_\_\_\_\_?

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.

Q: While conducting a screen interview, a respondent says that her recognizable business, which is located in a downtown store, was burglarized and she was attacked during the burglary. Do you record this incident? Why or why not?

A: Yes, because the household member was attacked during the burglary.

In this last situation, if any personal property or cash was stolen from the store owner, you record the stolen property and cash because it belongs to the respondent, and NOT to the recognizable business. If the respondent was attacked and only business property was stolen, record information on the attack, but exclude the theft of the business property from the crime incident report.

Are there any questions?

### **(Answer questions)**

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 the respondent is unable to describe separately in detail to you, are called a **series** of crimes.

Go to page C3-3 in your NCVS-550 Interviewing Manual for Field Representatives and read the definition for series of crimes.

**(Allow time)**

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, \_\_\_\_\_?

A: No. The respondent reported less than six similar incidents so it cannot be a series.

Are there any questions?

**(Answer questions)**

**Now we'll discuss the structure of the crime incident report.** The crime incident report section of the NCVS instrument is designed to gather detailed information about each time an incident or victimization occurred during the reference period.

The crime incident report is made up of eleven sections. Turn to Pages 4 and 5 of your classroom workbook and follow along as I describe each one:

1. **Location and presence** 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. **Attack/threat/injury/medical care** 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 offender(s) were drinking or on drugs and if the offender(s) belonged to a gang, and so on.
  
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 the reason was for the hate crime, such as the respondent's religion, race, nationality, sexual orientation, and so on.
11. **Summary** section is where you enter a detailed descriptive summary of the crime incident.

Are there any questions about these eleven sections of the incident report?

**(Answer questions)**

Now let's go over several important items within the crime incident report. The first is the location in which the incident occurred. Go to Page B4-17 in the NCVS-550 Interviewing Manual for Field Representatives on your laptop to Item **LOCATION\_GENERAL** so you can follow along.

**(Allow time)**

The type of place at which the incident took place falls into one of eight general categories – 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*.

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. 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 to gain entry through 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.

Q: If a respondent says that he was robbed in his motel room at a ski lodge, which general location category do you select, INSIDE OWN HOME or NEAR OWN HOME, \_\_\_\_\_?

A: INSIDE OWN HOME for the hotel or motel room respondent was staying in.

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

Q: A respondent says a lawn mower was stolen from her detached garage. Which general location category do you select, INSIDE OWN HOME or NEAR OWN HOME, \_\_\_\_\_?

A: INSIDE OWN HOME. As I just told you, INSIDE OWN HOME includes enclosed structures owned or rented by the respondent, including enclosed

structures on the respondent's property detached from the main structure, such as a detached garage or storage shed.

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. For this survey, the word "commercial" does not refer to who uses the parking lot, for example the parking lot of a commercial establishment such as a convenience store, restaurant, or mall. The word "commercial" refers to whether a company profits from fees charged to use that parking lot.

Q: What do you do 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.

If a respondent tells you that an incident happened at her school, you will select the sixth general location category, **SCHOOL**. Then probe 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 that 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.

When a respondent tells you that the incident occurred in his/her home or lodging, you 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.

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 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. 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 offender got inside or tried to get inside any of the places inside the respondent’s home or lodging, you 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)**

Another **VERY CRITICAL** item on the Crime Incident Report is **PRESENCE**. If you enter someone as not being present during the incident and they were present, you will skip important questions about attacks, attempted attacks, and threats. This will affect 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 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.**

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. 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.

Go to page C3-16 in the NCVS-550 Interviewing Manual for Field Representatives on your laptop and read the definition of "presence."

**(Allow time)**

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 is detached or the porch is unenclosed, a household member inside the house at the time of the incident is considered “not present.”)

Now let's try a few examples.

Q: After a respondent heard a noise, she looked out her kitchen window and saw several young men running away from her detached garage. By the time she got to the garage, the men were gone. After looking around the garage, she discovered that some power tools were missing. Was the respondent present at the immediate scene of the crime, \_\_\_\_\_? 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)**

Q: If another respondent was asleep in his house when someone broke the patio door and entered his family room, would he be present, \_\_\_\_\_? Why or why not?

A: Yes. The house was the immediate scene of the crime and the respondent was in the house during the break-in. **(OR SOMETHING SIMILAR)**

Q: If a respondent has guests at her house and one of the guests steals something 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.

Q: If the offender puts his hands around the respondent's neck and chokes him, is the respondent present, \_\_\_\_\_? Why or why not?

A: Yes, the respondent was at the immediate scene of the crime and was in fact attacked by the offender.

Thank you.

This last example might seem like an obvious example, 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." You must avoid errors like this one.

Are there any questions about presence during an incident?

**(Answer questions)**

Finally, let's review the NCVS reference period. Go to page C1-3 in the NCVS-550 Interviewing Manual for Field Representatives on your laptop and read the definition of a "reference period."

**(Allow time)**

Sometimes you will encounter a reported incident that occurred before the reference period start date or on the day of the interview. If you discover at **INCIDENTDATE** that the incident occurred before the reference period start date, the incident is considered **out-of-scope** and the instrument will not prompt you to collect any more information about the incident. If the incident occurred on the day of interview, collect the incident information as usual. During post-data collection processing the incident will be reviewed.

Are there any questions?

**(Answer questions)**

**(Continue to the next chapter)**

## Chapter 8 – NCVS Practice Interviews (Total approximate time: 6 hours, 40 minutes)

**Instructor Preparation:** Review Completed for Exercises 1-4

- If available, set up projection device.
- Make sure all trainees are logged into their laptops and using AC power. *(Make sure all trainees have access to electrical outlets to plug in their laptop computers. If necessary, help trainees use extension cords or adaptors to connect to outlets in the training room.)*
- Make sure trainees have a copy of the materials needed listed below.

**Objective:**

- Familiarize trainees with the survey questions and their intent.
- Provide trainees with practice using the NCVS instrument and the instrument function keys.

**Materials Needed:**

Trainee

- Laptop computer
- Function key template
- Form 11-38, Request for Appointment
- Form 11-38A, Request for Appointment
- NCVS-522.1 Classroom Workbook
- NCVS-554, Information Card Booklet
- NCVS-572(L) Introductory Letter *(for incoming households)*
- NCVS-573(L) Introductory Letter *(for continuing households)*
- NCVS-110 Factsheet

Trainer

- Same as trainee materials
- Projection device

Before we get into the practice interviews, I want to talk about conducting the NCVS interviews in your assignment. As we've mentioned, for first time in sample households, and occasionally for other cases, you'll visit the household in person. For NCVS personal interviews, interview respondents in private, out of the hearing range of others whenever possible. Research has shown that we get more complete

and accurate data when we interview away from other household members.

In a survey like the NCVS, which can cover some sensitive topics, if a respondent is interviewed in front of other people, they may not be fully truthful about their victimization experiences. Try to arrange private interviews for the NCVS. If household members sit down together for an interview, tell them that you wish to interview separately to ensure the confidentiality of the respondent's answers, and to ensure that we get the most complete and quality data. ONLY continue to interview with others present if the respondents refuse to be interviewed privately or a private interview is not possible (for example, in a small space like a studio apartment). Even in front of others, you still must conduct each interview at a conversational pace, and ask each respondent all the screen questions in their entirety. Are there any questions?

### **(Answer questions)**

Another thing I want to emphasize is that you must ask all the screener questions in their entirety at a conversational pace. Do not change the wording or paraphrase any questions, and do not omit any part of a question. It's important to ask all the questions and ask them as they are worded because they have been specifically designed to jog respondents' 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 it, we run the risk of not collecting that incident. These omissions and missed incidents can result in the crime rates we calculate being erroneously low, and in survey results being biased.

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. Also, for some respondents, crimes may be part of their everyday life and completely unremarkable to them until you, the interviewer, 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 screener question about theft, but may remember it when you ask the screener 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.

It is of the utmost importance that each respondent hears exactly the same questions in exactly the same way as every other survey respondent. Standardizing the way in which each FR asks the questions to thousands of respondents each month to ensure that the data is collected consistently across the country. This helps us avoid bias and makes survey results more accurate.

We know that respondents and interviewers 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 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 about why it's 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 help keep the respondent's 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. 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. Are there any questions about pacing?

**(Answer questions)**

You learned in the self-study about the different parts of the NCVS CAPI instrument and the function keys that are used in this instrument. You also

practiced using the instrument by completing an interview. In this section of the classroom training, you will have the opportunity to go through several additional practice exercises to become more familiar with using the NCVS automated instrument. You will practice re-entering a case to complete an interview, conducting a proxy interview, choosing a new household respondent, changing the reference person, building a household roster, classifying a sample unit as a noninterview, classifying an eligible NCVS respondent as a Type Z noninterview, unduplicating incidents, and quitting a case before proceeding with the interview. Before we begin the practice exercises, let's review how to correct answers to questions if you make a mistake. If you are in the middle of an interview and get off track by entering the wrong answer for a question, press the **left** or **up arrow** key in the lower right corner of your keyboard. This step takes you to the previous question so you can change the answer. If you have to go back several questions, keep pressing the **left** or **up arrow** key until you get to the question where you need to change the answer. You will practice changing a response to a previously answered question later in the training. **(Pause)** To return to the next unanswered question in the instrument path, you can press the End key. The End key is particularly important to use when you re-enter a case that was a partial interview for a respondent.

During the practice exercises, you will also have the opportunity to use some of the function keys that are available in the CAPI instrument. Remember, the functions of some of the keys within this instrument differ from their functions within Case Management, but some are the same. For example, the F1 key displays Help information in both Case Management and in the NCVS CAPI instrument. However, the F2 function key in Case Management opens the selected case so you can start the interview, while in the CAPI instrument this function key is not used.

To get an idea of the variety of functions you can use in the instrument, pull out the function key template and look at the keys available to you for use in the NCVS instrument. You can also see a copy of the function keys in your NCVS-522.1 Classroom Workbook.

**(Allow time)**

Each function key or combination of keys allows you to perform specific tasks while working in the NCVS instrument. Many of these operations were discussed in the self-study you completed. You will have the opportunity to practice using some of these function keys as you go through the practice interview exercises.

Now we will begin the practice exercises. If you get off track or get stuck on a particular question, let me know right away so that you don't fall behind.

Especially in the first two exercises, I will interrupt the interview often to provide an explanation about the intent or the meaning behind a question.

Also, **DO NOT** re-enter or reinstall your training cases at the end of the day, because that will delete all information entered during training. Finally, as we go through each practice exercise do not jump ahead of the class. That may cause delays for you and the rest of the trainees.

**PRACTICE EXERCISE #1 –Building a Household Roster**  
**Case ID: 00000003**

**(Approximate time: 45 minutes)**

The first practice exercise covers building a household roster for a replacement household. The process of building a roster for incoming or first time in sample cases is the same as what we'll be going through for a replacement household. Make sure the case **611 Produce St** is highlighted. This is the case we want to interview, so press the F2 function key to access the NCVS CAPI instrument. Before you actually enter the instrument, confirm that you selected the correct case. At the "Confirmation Screen", check the information displayed to make sure you selected the right unit. **(Pause)** If the case selected is correct, click the OK button or press Enter. Do that now. You will see a screen that says "This is a training case." If you do, type (1) and press Enter to bypass it, both here and throughout this training.

**(Allow time)**

The **START\_CP** screen is the first NCVS instrument screen that you see when you enter a case. Look at the information in blue text displayed in the Info Pane of the **START\_CP** screen. Remember, any time you see blue text in the Info Pane it is an instruction for you to read the text to yourself and **not** to the respondent.

This screen provides you with the survey title, the case status, the current date and time, the incoming/continuing status, interview number, and confirmed refusal status.

Notice that the “Case Status” indicator, which measures the progress of the case throughout the interview process, identifies this household as a “New Case.” This means that this is your first attempt to interview the household for the current interview period.

Now look at the “Interview Number.” For this case, the interview number is 3. This tells you that this case is in sample for its third NCVS interview. **(Pause)** When the interview number is “1,” the Incoming/Continuing status field displays the word “incoming.” When the interview period is two through seven, this field usually displays the word “continuing.” For a replacement household, regardless of the interview period, this field displays the word incoming.

The Confirmed Refusal field identifies a situation where a respondent adamantly refused to be interviewed and demanded that he/she not be contacted again. When a case is a confirmed refusal, the words “Confirmed Refusal” are displayed. If it is not a confirmed refusal, “No” is displayed.

After reviewing the information at **START\_CP**, select the appropriate interview mode. For interviews you conduct by telephone, select Precode (1). For personal interviews, you have two options for recording the case’s interview status. Selecting Precode (2) classifies the case as a personal interview and enables you to view any notes that have been recorded previously for the case.

Selecting Precode (3) also classifies the case as a personal interview but allows you to bypass or skip any notes that have been recorded previously for the selected case. **(Pause)** To code a case as a Type A, B, or C noninterview, select Precode (4). Selecting Precode (4) at **START\_CP** takes you to another item that collects

additional information about the noninterview, such as the reason for the noninterview. **(Pause)**

Enter Precode (5) for cases that you are ready to transmit. These are cases in which the interview is complete with at least the household respondent but there are other household members whose interview you were unable to complete and you have exhausted all attempts to interview these individuals. Before you can transmit these cases to Headquarters, you must code each noninterview person as a Type Z noninterview. Selecting Precode (5) at **START\_CP** takes you to another screen that collects the line number of each Type Z noninterview person and the reason for the noninterview. **(Pause)**

Enter Precode (6) if you want to quit the case, for example, if you decide that you don't want to interview the case at this time.

Now, take a look at the "Status bar" at the very bottom of the Form Pane. This is the shaded portion of the screen. **(Pause)** Notice the fields "Talking to" and "About." The "Talking to" field contains the name of the person who answers the survey questions. The "About" field contains the name of the eligible NCVS household member for whom you need to obtain an interview. For self-response interviews, the name entered in both of these fields is always the same. For proxy interviews, the proxy respondent's name is entered in the "Talking To" field and the proxy person's name will appear in the "About" field. When you first enter a continuing case to interview for a given month, the first name that appears in these fields is that of the household respondent from the previous interview, since the household respondent is the first person with whom you must complete an interview. For incoming cases, these fields are blank until you build the household roster and select a household respondent.

Before we proceed with the interview, let's take a look at the composition of this household to get an idea of the number of people in the household and those who you need to interview. Remember, you can also view the household composition when you are in Case Management. To view the household roster in the NCVS CAPI instrument, you can either press the **SHIFT** and **F1** keys simultaneously or you can click on the "HH Roster" tab on the toolbar. Use one of these two methods now to view the household roster for this case.

**(Allow time)**

Notice that there are three eligible members in this household, Roy, Mary, and Colin Coe. Line number 3 is Kevin Coe, who is not a household member, so Kevin will not be interviewed. Roy Coe, who is line number 1, is currently designated as the household respondent. The "X" in the "HHR" column preceding his line number tells you that he is the household respondent. Remember, the household respondent must be a household member who is at least 18 years of age and knowledgeable about the household. This household member will answer the household characteristics and household screen questions in addition to the individual screen questions. Remember, you **MUST** interview the household respondent **BEFORE** interviewing any other household members.

Now look at the column labeled REL on the Household Roster screen. This column shows the relationship of the household members to the reference person. For this case, Mary Coe, who is line number 2, is the reference person. Remember, the reference person is usually one of the owners or renters of the sample unit. When you interview at a sample address for the first time, the first person listed will be designated as the reference person so you want to make sure that this person is

one of the owners or renters of the sample unit.

Now take a look at the “STATUS” column. For any respondent whose interview you have not started, you will see “Need Self” displayed in the “STATUS” column. You could also see the following descriptions entered in the “STATUS” column as the interview progresses. You may see NEED PROXY if the respondent needs a proxy interview, Partial-Int for partial interviews, REFUSED for refusals, Under 12 for household members under the age of 12, Moved Out for any household member who has moved out of the sample unit, Deceased for household members who have died, and so on. If you completed a respondent’s interview, the status would change to a final status of “DONE-Int” for a completed interview.

Let’s return to the **START\_CP** screen. To return to this screen, either click on the “Main” tab, which is the first tab on the toolbar, or press “1” to continue.

**(Allow time)**

We need to indicate the case’s type of interview or interview mode. **(Pause)** As we want to proceed and interview this case, we need to identify the type of interview we are conducting, that is, telephone or personal. Although this case should be interviewed by telephone as it’s a third enumeration case, for this exercise we will conduct a personal interview. Remember, for personal interviews, you have two options for recording the case’s interview status. Selecting category 2 classifies the case as a personal interview and lets you view any notes that may have been recorded previously for the case. Selecting category 3 also classifies the case as a personal interview but allows you to bypass or skip any notes that may have been recorded previously for the selected case.

Before we continue with the interview, I want to mention that there are two ways of recording a response. One way is by using your mouse pad and clicking on the radio button or square box preceding the answer category to be selected. The second way is by pressing the number on your keyboard that corresponds to the answer category to be selected. Press the number 3 key on your keyboard but **do not** press the Enter key just yet. **(Pause)** Notice that the radio button next to the answer category is filled and a “3” appears in the white answer field box in the Form Pane. **(Pause)** Does everyone see that?

**(Help trainees who are having difficulty)**

Now press Enter. This takes you to the **GEN\_INTRO\_CP** screen. This screen gives you the text for introducing yourself, instructions for starting the interview, and displays the household address. Look at the third FR instruction. **(Pause)** Notice that you are instructed to ask to speak to Roy Coe since he was the household respondent in the previous interview.

At the **GEN\_INTRO\_CP** screen, introduce yourself and show your Official Census Bureau identification badge. For this case, you will not be able to speak to Roy Coe or anyone who was previously interviewed since this is a replacement household.

Let’s suppose that after introducing yourself and asking to speak to Roy Coe, the person who answered the door tells you that the Coe family moved. You need to enter 2, “Respondent not available” and then press Enter. Do that now. **(Pause)**

The next screen, **HHNUM\_VR\_CP**, asks you if the case is a replacement household. Remember, since the question is in blue text you are **NOT** to ask the respondent this question. Since you know that this is a replacement household,

press 1, "Yes," and then press Enter.

The next screen, **CK\_REPLACE\_CP**, is a check screen to make sure that this is truly a replacement household.

**(Call on Trainee)**

\_\_\_\_\_, please read the definition of a replacement household and the question that follows the definition.

**(TRAINEE: A replacement household means that there are NO members of the household interviewed during the previous enumeration period living at this address. Are you sure this is a replacement household?)**

Thank you.

We are sure that this is a replacement household, so enter 1 and press Enter.

**(Call on Trainee)**

\_\_\_\_\_, what does the pop-up screen tell you?

**(TRAINEE: This is the last screen before the roster and all incoming data is deleted and must be re-entered. You are about to start a new case and this action cannot be undone without the case being restarted. If "Yes", click SUPPRESS)**

Thank you.

Click Suppress to continue, as we are sure this is a replacement household.

At the next screen, **GETLETTER\_CP**, you need to verify that the person you are speaking with is eligible to be the household respondent, that is, someone who lives there, is at least 18 years old, and is knowledgeable about the household. If the person you are speaking with is not an eligible household respondent, you need to press F10 to breakoff the interview and return at a later date to return to speak to an eligible household member. If at the **GETLETTER\_CP** screen, you are speaking to an eligible respondent, ask if the respondent received the introductory letter in the mail.

**(Pause)**

For incoming or first time in sample households, as well as for replacement households, hand the respondent a copy of the NCVS-572(L) letter if they did not receive it in the mail. For continuing or second through seventh enumeration period households, hand the respondent a copy of the NCVS-573(L) letter if they did not receive it in the mail. Pull out a copy of these two letters from your training materials and take a look at them.

**(Allow time)**

These letters comply with the provisions of the Privacy Act of 1974 that requires that all Federal agencies provide specific facts to anyone from whom they plan to collect personal information. These facts include the legal authority for collecting the information, the principal purpose for collecting the information, the uses of the data collected, and the mandatory or voluntary nature of the survey and any penalties. These letters also prepare the household for your visit or telephone call. The National Processing Center (NPC) mails the NCVS-572(L) to a household just

before it comes into sample for the first enumeration period. The NPC also mails the NCVS-573(L) letter before each subsequent enumeration period.

For telephone interviews, press the F1 function key and read to the respondent key points contained within the letter.

You can also read this list of key points to replacement respondents. Press the F1 function key now.

**(Allow time)**

The key points to convey to the respondent are:

- The National Crime Victimization Survey is conducted by the U.S. Census Bureau on behalf of the U.S. Department of Justice. It asks people about their experiences as victims of crime.
- The survey is voluntary and their participation is appreciated. Their address was one of a sample that was randomly selected for the survey to represent the entire population. Their responses are important to ensure data accuracy and completeness, regardless of whether or not the respondent or anyone in their household has experienced a crime.
- Information collected in this survey is confidential by law. As an FR, you should NEVER make survey information available to anyone except sworn Census Bureau employees who have a work related need to know the information. By law, the Census Bureau can only use survey information for statistical research.
- Survey results provide an understanding of the experiences of victims and are used in many ways. Citizens, legislators, policymakers, researchers, and others rely on this data to gain a better picture of crime victimization in their

efforts to assist victims.

- Although the Census Bureau collects this information, it is not part of the U.S. Population Census. The Census Bureau, with their resources and expertise, collects data on many topics beyond the decennial census.

Now press the ALT + F4 keys to exit the Help screen.

Now let's proceed with the interview. During this exercise and in the other practice exercises throughout this training, 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 points, I will interrupt the interview to provide further explanation about a question.

\_\_\_\_\_, please continue the interview. As you enter a response, please tell us what you enter at each screen as you go through the interview.

**GETLETTER\_CP**      FR:      I'm here 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. Did you receive our introductory letter in the mail?

R:      No.

**(Enter 2, No)**

**VERADD\_CP**      FR:      I have your address listed as

611 Produce St.  
Any Town, AZ 99995

Is that your exact address?

R: Yes, it is.

**(Enter 1, Same Address)**

**MAILINGSAME\_CP** FR: Is your mailing address still the same as your physical address?

R: Yes, it is.

**(Enter 1, Yes)**

**(Interrupt and say)**

Throughout the instrument, you will encounter questions in which you can either ask or verify the question. For such questions, if the respondent has indicated the answer earlier in the interview or the response from the previous enumeration is provided, you can verify the answer with the respondent without asking the question. Otherwise, you must ask the question as worded. Also, for questions in which you are not instructed to ask or verify the question, you must ask the question as worded.

You will also encounter some questions in which you are instructed to read the answer categories out loud to the respondent. As you read the categories, always speak as clearly and distinctly as possible and avoid rushing through the categories.

\_\_\_\_\_, please continue the interview.

**TENURE**

FR: *Ask or verify*  
Are your living quarters

-- Owned or being bought by you or someone in your household?

-- Rented for cash?

R: Yes, rented for cash.

**(Enter 2, Rented for cash)**

**STUDENTHOUSING** FR: *If apparent, enter precode without asking*  
Are your living quarters presently used as student housing by a college or university?

R: No.

**(Enter 2, No)**

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

R: No.

**(Enter 2, No not public housing)**

#### **INDIANRESERVATIONHU**

FR: *If apparent, enter precode without asking*  
Are your living quarters located on an American Indian Reservation or on American Indian Lands?

**(Interrupt and say)**

Remember, if you are familiar with the area in which the sample address is located and know for sure whether or not the living quarters is located on an American Indian Reservation or on American Indian Lands, you can enter the appropriate precode in this item without asking the question. If there is any doubt in your mind, ask the question and then enter the appropriate precode that corresponds to the respondent's answer.

The sample unit is not on an American Indian Reservation or on American Indian

Lands so enter Precode (2), "No" and press Enter. Now, to help you through the next couple of questions, here is some additional information about the household. The unit is a single unit apartment that has direct access.

Q: What precode do you enter for **ACCESS**, \_\_\_\_\_?

A: Precode (1), "Direct."

Enter Precode (1). Now look at the twelve descriptions for type of housing unit.

**(Allow time)**

Q: Which category do you select for this sample unit, \_\_\_\_\_?

A: Category 1, House, apartment flat.

**(Enter Precode 1).**

\_\_\_\_\_, please continue.

**NUMBEROFUNITS** FR: *Observe or ask*  
How many housing units are in this structure?

R: About 10 units.

**(Enter 6, 10+)**

**DIRECTENTRANCETOUNIT**

FR: *Observe or ask*  
Does the unit have an outside entrance, patio doors, or windows, etc. on the ground level or outside stairs leading directly to this unit?

R: Yes.

**(Enter 1, Yes)**

### **GATEDWALLEDCOMMUNITY**

FR: *Ask if unsure*

Is this unit in a gated or walled community that restricts access by non-residents or requires entry codes, key cards, or security guard approval to access?

R: No.

**(Enter 2, No)**

### **RESTRICTEDACCESS**

FR: *Ask if unsure*

Is this unit in a building that requires a special entry system such as entry codes, key cards, or security guard approval to access?

R: No.

**(Enter 2, No)**

**(Interrupt and say)**

Now you begin to build the household roster. You enter the first and last name of every person **who lives at the sample unit or who stayed at the sample address at least one night before the interview**. Turn to page 6 of your NCVS CAPI Classroom Workbook and read to yourself who should be listed.

**(Allow time)**

For each person you list, you record the first name, press enter, and then enter the last name.

\_\_\_\_\_, please continue.

**HHROSTER\_FNAME**

FR: What are the names of all the other people living or staying here? Start with the name of the person or one of the people who rents this home.

R: That's me. My name is John Zoe.

**(Enter John, then press Enter)**

**HHROSTER\_LNAME (Enter Zoe, press Enter)**

**SEX**

FR: Ask if necessary  
Is John Zoe male or female?

**(Enter 1, Male, for John Zoe)**

Notice that the first person listed automatically becomes the reference person for the household. Code 21, which is the 2-digit relationship code for the reference person, is automatically entered in the Relation column for this person. Also, the "HH member" column already has a "1" (one) inserted since we know that the first person listed is a household member. Press Enter to continue. **(Pause)**

Continue collecting the names of all other people living or staying at the sample unit, until there are no more people to add to the roster. If the respondent doesn't automatically mention the next person's name, probe the household respondent to give you the names of all remaining persons living or staying at the sample address. You can probe by asking, "What are the names of all the **other** people living or staying here?" Repeat this question, as necessary, until you are sure that the household roster is complete. Also, after listing the first person, notice that the instrument automatically inserts the surname of the first person in the last name field for each subsequent person. If the last name is correct for each subsequent

person, press Enter to proceed, otherwise change the entry to the appropriate surname.

Finally, when there are no more people to add to the roster, enter 999 in the next blank first name field and then press Enter to continue the interview.

\_\_\_\_\_, please continue.

**HHROSTER\_FNAME**

FR: What are the names of all the other people living or staying here?

R: There's my wife Maria Zoe.

**(Enter Maria, then press Enter)**

**HHROSTER\_LNAME**

**(Press Enter since the prefilled surname is correct)**

**SEX**

FR: Ask if necessary.  
Is Maria Zoe male or female?

R: Female

**(Enter 2, Female)**

**RELATIONSHIP**

FR: What is Maria Zoe's relationship to John Zoe?

**(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 in the next two questions is to verify the information without asking the full question, since the respondent already mentioned it in a previous

question. For example, instead of asking “What is Maria Zoe’s relationship to John Zoe?” here you could ask “Maria is your wife, is that correct?” to simply verify the answer. Using this active listening technique lets the respondent know that you are paying attention and makes the interview more efficient.

\_\_\_\_\_, please continue.

R: Wife

**(Enter 12, Wife)**

**(Interrupt and say)**

The next question, **HHMEMBER**, determines whether the person listed qualifies as a household member. Remember, 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 interview or is staying temporarily at the sample unit at the time of the current interview AND doesn’t have a usual place of residence elsewhere. **(Pause)** If you determine that a person is not a member of the household, you do not collect any additional information about the person.

\_\_\_\_\_, please continue.

**HHMEMBER** FR: Does Maria Zoe usually live here?

R: Yes

**(Enter 1, Yes)**

**HHROSTER\_FNAME**

FR: What are the names of all the other people living or staying here?

R: My mother-in-law, Rosa Nombre, is staying with us.

**(Enter Rosa, then press Enter)**

**HHROSTER\_LNAME (Enter Nombre)**

**SEX**

FR: *Ask if necessary.*  
Is Rosa Nombre male or female?

R: Female

**(Enter 2, Female)**

**RELATIONSHIP**

FR: What is Rosa Nombre's relationship to John Zoe?

R: Mother-in law

**(Enter 19, Other relative)**

**HHMEMBER**

FR: Does Rosa Nombre usually live here?

R: Yes

**(Enter 1, Yes)**

**HHROSTER\_FNAME**

FR: What are the names of all the other people living or staying here?

R: My brother-in-law, Carlos Nombre.

**(Enter Carlos, then press Enter)**

**HHROSTER\_LNAME (Press Enter since Nombre already appears)**

**SEX**

FR: *Ask if necessary.*  
Is Carlos Nombre male or female?

R: Male

**(Enter 1, Male)**

**RELATIONSHIP** FR: What is Carlos Nombre's relationship to John Zoe?

**(Interrupt and say)**

Although we know that we are talking to John Zoe, we have not yet selected the household respondent, so the instrument doesn't know who we are talking to. This is why the instrument is filling "John Zoe" at the end of the question rather than "you."

\_\_\_\_\_, please continue.

R: Brother-in law

**(Enter 19, Other relative)**

**HHMEMBER** FR: Does Carlos Nombre usually live here?

R: No

**(Enter 2, No)**

**HSEMEMURE** FR: Does Carlos Nombre have a usual place of residence elsewhere?

R: Yes, he is just visiting us for a few days.

**(Enter 1, Yes)**

**(Interrupt and say)**

If Carlos Nombre did NOT have a usual place of residence elsewhere he would be considered a member of the household, and Precode (2) in the HHMEMBER column would be changed to 1 indicating that he is indeed a member of the

household. Since Carlos Nombre is not a household member and has a usual place of residence elsewhere, you do not ask any more questions about him.

\_\_\_\_\_, please continue the interview.

**HHROSTER\_FNAME**

FR: What are the names of all the other people living or staying here?

R: There is no one else.

**(Enter 999, then press Enter)**

**HHLDCOVERAGE**

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

**(Interrupt and say)**

The purpose of this question is to make sure that no one has been missed. It may sound repetitive, but this question is important. Many respondents forget to mention babies, lodgers, and visitors. When you ask this question, you are reminding the household respondent of anyone he or she may have forgotten to mention.

**Enter 2, “No” for this question.**

At the next screen, **PICK1STHHRESP**, you need to pick a household respondent. You will see the names of all the persons listed on the household roster who are members. Enter the line number of the person with whom you are speaking, which is John Zoe, since earlier you asked to speak to someone in the household who was **at least 18 years of age and knowledgeable about the household**, and that

person was John Zoe. Enter John Zoe's line number, which is 1, at this screen **(PICK1STHHRESP)**.

\_\_\_\_\_, please continue.

**BIRTHDATEMO** FR: What is your date of birth?

R: March 8, 1980.

**(Enter 3, March)**

**BIRTHDATEDY** **(Enter 8)**

**BIRTHDATEYR** **(Enter 1980)**

**(Interrupt and say)**

After entering the respondent's birthday, the instrument calculates the respondent's age. Each household member's age is calculated **AS OF THE LAST DAY OF THE MONTH PRECEDING THE INTERVIEW MONTH**.

For example, if you are interviewing on April 2 and a household member turned 37 years old on March 31, the age displayed for you to confirm at the verify age (**VFYAGE**) screen will be "37." However, if the person turned 37 years old on April 1, the age displayed will be "36."

\_\_\_\_\_, please continue the interview.

**VFYAGE** FR: That would make you 37 years old (as of last month). Is that correct?

R: Yes.

**(Trainees may read a different age than displayed if training is conducted after 2017.)**

**(Enter 1, Yes)**

**MARITAL**

FR: *If in doubt, ask*  
Are you now married, widowed, divorced, separated or have you never been married?

**(Interrupt and say)**

In many instances, you will already know the answer to this item without asking because of the names and relationships that you entered in the previous screens. Also, in subsequent interviews this screen displays the person's marital status as reported in the previous enumeration period. If this is the case, you can verify with the respondent his/her marital status based on the information at the top of the screen. Previously collected marital status is displayed after the text "Last reported as." The rest of the demographic questions have a similar display. If you don't know the person's marital status, then ask the question as worded. For household members who are 12 and 13 years of age, the instrument codes them automatically as "Never Married."

**Enter 1, Married, for John Zoe.**

After completing the marital status question you ask the Armed Forces question for each household member, male or female, who is between the ages of 18 and 65. Turn to page 7 of your Workbook and read when to consider a household member as "in the Armed Forces." Then answer the question at the bottom of page 7 of your Workbook.

**(Allow time)**

Now let's go over the workbook question and answer.

Q: Let's say that a household member is in the U.S. Army Reserves and spends two weeks on active duty in June of each year. If you are conducting an interview on June 7 and his wife says that he is away on active duty with the Army Reserve, what do you enter in **ARMEDFORCES** and why, \_\_\_\_\_?

A: Enter 2 "No," because the household member is only away for a short period of time on active reserve training. Members of the reserve component of any branch of the Armed Forces are only considered to be on active duty when they have been called to active duty by military order and are currently on active duty for several months.

However, if the household member was called to active duty to serve in Iraq, for example, then you enter 1, "Yes."

\_\_\_\_\_, please continue the interview with the **ARMEDFORCES** question.

**ARMEDFORCES** FR: Are you now in the Armed Forces?

R: No.

**(Enter 2, No)**

**EDUCATIONATTAIN**

FR: (*SHOWFLASHCARD*)  
What is the highest level of school you completed or the highest degree you received?

R: I have a Bachelor's degree.

**(Enter 16, Bachelor's degree)**

**(Interrupt and say)**

For personal interviews, always remember to show the household respondent the Educational Attainment flashcard located in the NCVS Information Card Booklet BEFORE asking this question. Throughout this training, some flashcard page references may be wrong in the instrument, but will be correct in the production instrument. \_\_\_\_\_, please continue.

### **ATTENDINGSCHOOL**

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

**(Interrupt and say)**

This item is used to find out if a household member is attending or enrolled in school either full or part time at the time of the interview. Precode (1), Regular school, includes both public and private schools starting with kindergarten and continuing through elementary, middle, and high school. If a household respondent answers "No" to this item for a household member, enter Precode (5), "None of the above schools." Also, enter Precode (5) if the household member is attending a home school, a school devoted entirely to special education, such as an alternative school, or the person is working on completing his or her GED.

R: No

**(Enter 5, None of the above schools)**

\_\_\_\_\_, please continue.

**SP\_ORIGIN**                      FR:     (*SHOW FLASHCARD*)  
Are you Spanish, Hispanic, or Latino?

**(Interrupt and say)**

For personal interviews, remember to always show the household respondent the Hispanic Origin flashcard located in the NCVS Information Card Booklet BEFORE asking this question. The booklet icon displayed in the top left of the Info Pane is a reminder to refer to the NCVS Information Card Booklet when asking this question. For this item, as well as other items requiring you to show a flashcard, you can also display the flashcard information on your screen by pressing the F1 function key. **(Pause)** Press F1 and look at the categories listed.

**(Allow time)**

Now press the ALT + F4 keys to exit the Help screen. It is very important to know that ALT +F4 is the way you escape from or exit the Help screens. Does everyone understand this?

In response to this question, John Zoe says that he is not Spanish, Hispanic, or Latino, so enter 2, No, and then press Enter.

\_\_\_\_\_, please continue.

**RACE**                              FR:     (*SHOW FLASHCARD*)  
Please choose one or more races that you consider yourself to be

**(Interrupt and say)**

As with the Hispanic Origin and Educational Attainment questions, when conducting personal visit interviews, remember to ALWAYS show the household respondent the Race flashcard located in the NCVS Information Card Booklet BEFORE asking this question. Make sure to show the race flashcard no matter how obvious you think the answer may be. For telephone interviews, read the answer categories to the household respondent.

Notice that you can enter more than one race. Normally, you get straightforward answers when asking the race question. However, if a household respondent should refuse to answer this question and you cannot change his or her mind, press the Ctrl + R keys to record that the respondent refused the question. Under no circumstances are you to mark race by observation, probing, or asking a neighbor. Since the Census Bureau bases race on self-identification, you must ask this race question for each household member even when it seems obvious. Let's talk about race for a moment. 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 are not asking about the color of a person's skin. You are looking for the racial group or groups *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 race or races 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 response to this question, John Zoe says that he is White so enter 1, White, then press Enter.

\_\_\_\_\_, please continue.

**BRTHDATEMO** FR: What is Maria Zoe's date of birth?

R: July 15, 1983.

**(Enter 7, July)**

**BRTHDATEDY** **(Enter 15)**

**BRTHDATEYR** **(Enter 1983)**

**VFYAGE** FR: That would make Maria Zoe 33 years old (as of last month). Is that correct?

R: Yes.

**(Trainees may read a different age than displayed if training is conducted after 2017.)**

**(Enter 1, Yes)**

**MARITAL** FR: *If in doubt, ask*

Is Maria Zoe now married, widowed, divorced, separated or has she never been married?

**(Interrupt and say)**

Notice that this question includes the instruction: "If in doubt, ask." You only need to ask this question if you don't already know the answer.

Please Continue.

R: She's married.

**(Enter 1, Married)**

**ARMEDFORCES** FR: Is Maria Zoe now in the Armed Forces?

R: No.

**(Enter 2, No)**

**EDUCATIONATTAIN**

FR: (*SHOWFLASHCARD*)  
What is the highest level of school Maria Zoe completed or the highest degree she received?

R: She has a Bachelor's degree.

**(Enter 16, Bachelor's degree)**

**ATTENDINGSCHOOL**

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

R: No.

**(Enter 5, None of the above schools)**

**SP\_ORIGIN** FR: (SHOW FLASHCARD)  
Is Maria Zoe Spanish, Hispanic, or Latino?

R: Yes

**(Enter 1, Yes)**

**RACE** FR: (SHOW FLASHCARD)  
Please choose one or more races that Maria Zoe considers herself to be.

R: White

**(Enter 1, White)**

**BIRTHDATEMO** FR: What is Rosa Nombre's date of birth?

R: August 12, 1956

**(Enter 8, August)**

**BIRTHDATEDY** **(Enter 12)**

**BIRTHDATEYR** **(Enter 1956)**

**VFYAGE** FR: That would make Rosa Nombre 60 years old (as of last month). Is that correct?

R: Yes

**(Trainees may read a different age than displayed if training is conducted after 2017.)**

**(Enter 1, Yes)**

**MARITAL** FR: *If in doubt, ask*  
Is Rosa Nombre now married, widowed, divorced, separated or has she never been married?

R: She's widowed.

**(Enter 2, Widowed)**

**ARMEDFORCES** FR: Is Rosa Nombre now in the Armed Forces?

R: No

**(Enter 2, No)**

**EDUCATIONATTAIN** FR: *(SHOW FLASHCARD)*  
What is the highest level of school Rosa Nombre completed or the highest degree she received?

R: I don't know.

**(Enter Ctrl+D, then press Enter)**

**ATTENDINGSCHOOL**

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

R: No

**(Enter 5, None of the above schools)**

**SP\_ORIGIN** FR: *(SHOW FLASHCARD)*  
Is Rosa Nombre Spanish, Hispanic, or Latino?

R: Yes

**(Enter 1, Yes)**

**RACE** FR: *(SHOW FLASHCARD)*  
Please choose one or more races that Rosa Nombre considers herself to be.

R: White

**(Enter 1, White)**

**(Interrupt and say)**

At the **ROSTERREVIEW** screen **don't** press Enter just yet. At this screen you want to make sure that the information you entered is correct. Suppose when you get to this screen, the respondent tells you that he is late for a meeting and can't finish his interview. However, he tells you to call him back later to complete the interview. Survey procedures require that you complete the household respondent's interview before you can interview any other eligible household members. At this point, you have two options. You can either exit the case and call John Zoe later to complete his interview before completing interviews with any other eligible household members. Or, if there are other eligible household members available to be interviewed at the time of your visit, you must pick and interview a new household respondent in order to interview any other eligible members who are available to be interviewed.

In the next exercise, we will go over the process of picking a new household respondent when this situation occurs. But before we continue with that exercise, does anyone have any questions about building a household roster?

**(Answer questions)**

**PRACTICE EXERCISE #2 –Picking a New Household Respondent  
Case ID: 00000003**

**(Approximate time: 45 minutes)**

In the previous exercise, John Zoe, the household respondent, could not complete his interview. However, his wife, Maria Zoe, is also present during your initial contact with the household and is available to be interviewed. In order to complete her interview now and that of any other eligible household member present, you must select another qualified household respondent. Turn to page 8 in you NCVS-522.1 Classroom Workbook and review the eligibility criteria for a household respondent.

**(Allow time)**

Click on the “New HHR” tab for a display of all members of the household who are eligible to be the household respondent. At this screen you pick another eligible household respondent. You can only use the New HHR tab to select a new household respondent if the original household respondent's interview **DID NOT** progress to the NCVS screen questions beginning with **TIMEADDRESS**. Otherwise, you must end the original household respondent's interview by exiting the case using the F10 function and then re-entering the case to select a new household respondent.

Since John Zoe’s interview ended before getting to the **TIMEADDRESS** question, you can select a new household respondent using the New HHR tab. Besides John Zoe, Maria Zoe is the only other household member present. Since she is eligible to

serve as the new household respondent, you can enter her line number, which is 2, at the **NEWHHR** tab. Enter 2 at this screen. (**Pause**)

Since John Zoe's interview progressed through the building characteristics and household roster questions, Maria Zoe's interview begins at the **ROSTERREVIEW** question. Notice that the name at the bottom of the screen has changed from John Zoe to Maria Zoe.

As mentioned previously, at the **ROSTERREVIEW** screen you are given the opportunity to review selected information that you have entered. If at this screen you indicated that the information listed is NOT correct, in subsequent screens you will be allowed to change the name, relationship, date of birth, sex, and marital status for any of the persons listed. For this case, the information listed is correct, so enter 1.

Everyone should be at the **TIMEADDRESS** question. Always read the introduction, which lets the respondent know that before asking the crime questions, you have a few questions to ask relating to where and why crimes occur. If the respondent answer is in fractions or partial months and the respondent has lived at the address more than one year, round up or down a year based on the number of months. For example, if the respondent says "5 years and 3 months," round down to "5 years." However, if the respondent says "5 years and 6 months," round up to "6 years." If a respondent has lived at the sample address for less than 12 months, enter code "0," "Less than one year."

\_\_\_\_\_, please continue the interview with Maria Zoe. Remember to tell us what you enter at each screen as you proceed through the interview.

**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: We just moved here two months ago.

**(Enter 0, Less than year)**

**MONTHSATADDRESS**

FR: *Ask or verify*  
How many months?

(If the FR asks the question, remind them that they can simply verify the information since it was given in the answer to the previous question. For example, “You say you moved in two months ago, is that correct?)

R: Two.

**(Enter 2)**

**(Interrupt and say)**

For this next item, **TIMESMOVEDIN5YEARS**, we want to know how many times the respondent has moved in the last 5 years. For those respondents who move frequently, such as military personnel moving from base to base, you may have problems getting them to remember exactly how many times they have moved. In this case, probe to get their best estimate.

\_\_\_\_\_, please continue.

**TIMESMOVEDIN5YEARS**

FR: Altogether, how many times have you moved in the

last 5 years, that is since (date)?

R: Just once.

**(Enter 1)**

**BUSINESS**

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

R: Yes, my mother does tailoring from our home.

**(Enter 1, Yes)**

**(Interrupt and say)**

Since Maria Zoe said that someone in the household operates a business from the sample address, the next question is asked to determine if the business operated from the sample address is considered recognizable or unrecognizable. Remember, to be considered recognizable there must be a sign on the sample household's property that is visible to the public from outside the sample unit.

\_\_\_\_\_, please continue.

**BUSINESSSIGN**

FR: Is there a sign on the premises or some other indication to the general public that a business is operated from this address?

R: No

**(Enter 2, No)**

**(Interrupt and say)**

Since the business operated from the Zoe household is unrecognizable, remember any theft from the unrecognizable business operated by a sample household

member will be included in the NCVS. **(Pause)**

You will now begin “Household Respondent’s Screen Questions.” **SQTHEFT** is the beginning of what we call the “screen questions” or “screener/screening questions.” The purpose of these questions is to remind the household respondent of crimes that may have occurred during the last six months. These questions cover a wide variety of situations and are designed to give respondents specific examples of 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 household member’s six-month reference period.

The kinds of things these questions will help the household respondent remember are:

1. Items which might have been taken;
2. Different types of crimes which may have occurred; and
3. Different places where crimes may have happened.

Also, **SQTHEFT** is the first item in which the respondent’s reference period is displayed. For those respondents who were interviewed previously and their interview was no longer than six months ago, the start date of the current reference period is the date of their previous interview. For those respondents who were interviewed more than 6 months prior to the current interview date, or were never interviewed before, the start date will be on the first day of the month 6 months prior to the current month of interview. **(Pause)** The reference period extends up to the day **before** the current interview date. Also, although the reference period is automatically filled, it is important to understand why you may see different reference periods for different respondents.

Now let's cover the proper way to ask the screen questions. Notice that **SQTHEFT** has multiple subcategories. After reading the introductory statements for **SQTHEFT**, ask the question as worded, pausing briefly after each subcategory. Pause long enough to let the respondent know that you are switching subcategories, but not long enough to make the respondent think you are expecting a response after each subcategory. On the telephone, do not pause too long between the subcategories or the respondent may think that you expect an answer after each subcategory. If the respondent answers "Yes" after a subcategory in a screen question, continue reading the remaining subcategories for that screen question before entering 1, "Yes". This is to ensure that we do not miss any crime incidents. After reading all categories for a screening question, pause long enough to allow the respondent to reply. If the respondent doesn't give you an answer, then ask the question, "Did any incidents of this type happen to you?"

If you get a "Yes" response at a screen question, enter precode 1, "Yes" and then ask the respondent "How many times" the reported incident occurred. At this screen, record the total number of incidents reported at the screening question along with a brief description of what happened during each incident.

Sometimes a respondent may report an incident that was already reported in a previous screen question. If you are in doubt about an incident already reported, probe by asking something like: "Is this the same break-in that you mentioned earlier?" Also, if a respondent reports a crime that doesn't relate to a particular screen question you are asking, you still record the incident in the screen question where it is reported.

For example, let's say that you ask a respondent the following question in **SQMVTHEFT**, regarding any motor vehicles owned by household members:

*“During the last 6 months were any of the vehicles 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 them? OR Did anyone ATTEMPT to steal any vehicle or parts attached to them?”*

The respondent replies with: “No, but I had my wallet stolen two weeks ago.” If this happens, record the theft of the wallet in **SQMVTHEFT** even though the incident doesn’t relate to this screen question. Analysts are interested in seeing which screen questions remind respondents of specific types of crimes, so it is very important that you record each crime incident in the screen question in which the respondent reports it, even if the screen question has nothing to do with the crime reported. Are there any questions about recording the crime incident in the screener question where it is reported?

### **(Answer questions)**

Although the screen questions dealing with the household are asked only of the household respondent, any household member could report a household crime, too. If any eligible household member reports a household crime that **has not** been reported earlier in the interview, accept the incident at the screen question where the respondent reports it. This is true even if the incident doesn’t relate to the specific screen question. However, if more than one household member reports the same **household** crime, only record the household crime incident in **one** household member’s screen questions. For example, a household respondent might report that in May the family van was stolen from their driveway. When you interview the household respondent’s spouse, she also reports the theft of the family van in May. If you are sure that both reports are for the same incident, do not record the incident in the spouse’s screen questions. However, if you are not certain that both

household members reported the same household crime, record the incident in both household members' screen questions. In the incident section of the instrument, you will have the opportunity to indicate whether or not you believe the incidents are duplicates.

The only situations that require you to record the same crime incident in each household member's screen question are those in which more than one household member reports that he/she was a victim of a personal crime of violence or a personal theft with contact.

Also, sometimes respondents report the theft of articles belonging to a household member under 12 years of age, such as a bicycle left outside the house. This can be considered a crime against the household, because the theft happened near the home. If the respondent mentions this type of incident, record it in the screen question. However, **DON'T** include the theft of items belonging to household members under 12 years of age when the theft takes place away from home; for example, a bicycle stolen from a school playground. Also, do not record any threats of physical harm or attacks to household members under 12 years of age. Since household members who are under 12 years of age are not eligible respondents for the NCVS, these crimes fall out of scope for the NCVS.

Finally, when an incident is reported in a screen question, the subsequent screen questions will begin with the phrase "Other than any incidents already mentioned." Make sure to read this phrase as you ask the subsequent screen questions since we want to remind the respondent to exclude any incidents mentioned previously.

**(The reference period month and year may differ from what the trainee reads depending on when training is conducted.)**

\_\_\_\_\_, please continue the interview.

**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 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?

*Ask only if necessary*

Did any incidents of this type happen to you?

R: No

**(Enter 2, No)**

**SQBREAKIN**

FR: Has anyone -

- Broken in or ATTEMPTED to break into your home by forcing a door or a 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?

**(Interrupt and say)**

This question is asked only of the household respondent. In **SQBREAKIN**, include both break-ins and attempted break-ins of a household respondent's home or lodging, and second homes or vacation homes owned by the household respondent, as long as the homes were **not rented out** to someone else at the time of the incident. We are also asking about incidents in which the offender did not have the right to be in the household respondent's hotel or motel rooms, attached garages, or buildings on his or her property.

For this question, the respondent answers "No" so enter 2 to proceed to the next question, **SQTOTALVEHICLES**, which is also asked only of the household respondent. Take a look at the question. **(Pause)** This item asks about the total number of motor vehicles owned by the entire household during the 6-month reference period. After asking the question, you will remind the household respondent to include all vehicles that were owned by household members at any time during the last 6 months, even if they no longer own the vehicle.

We will now toggle from the instrument to the NCVS-550 Interviewing Manual for Field Representatives. To do this, press Alt + Tab. Once in the manual, press Ctrl + F to be able to search the document. Go to page **C2-16** in your NCVS-550 Interviewing Manual and read Topic 5, Ownership of Motor Vehicles. The reading ends on page **C2-17**.

**(Allow time)**

Q. If a respondent sold one car during the reference period and bought a truck during the same period, what do you enter in **SQTOTALVEHICLES**, \_\_\_\_\_?

A. 2, for two vehicles.

Q. If a respondent uses a minivan solely to carry equipment for his recognizable carpet installation business, do you count this business vehicle in **SQTOTALVEHICLES**, \_\_\_\_\_?

A. No, because the business is recognizable.

\_\_\_\_\_, please continue the interview.

**SQTOTALVEHICLES**

FR: What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any member of that household during the last 6 months? Includes those you no longer own.

R: We have two cars.

**(Enter 2)**

**SQMVTHEFT**

FR: During the last 6 months, were any of the vehicles -

- 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 them?

OR

- Did anyone ATTEMPT to steal any vehicle or parts attached to them?

*Ask only if necessary*

Did any incidents of this type happen to you?

**(Interrupt and say)**

This question asks about the theft and attempted theft of any motor vehicle, as well as any parts attached to a motor vehicle owned by a household member during the last 6 months. This also includes items attached to the inside of the vehicle, such as a CD player, satellite radio, CB radio, steering wheel, and so on. If the respondent thinks there was an attempted theft, accept his or her judgment.

A respondent may answer in **SQMVTHEFT** that someone stole packages or clothing from a vehicle, or things that were not actually part of the vehicle. If this happens, always remember to record incidents in the screen question where the respondent reported the incident, even if there is another screen question that is more applicable.

Now let's get back to the interview. There was no theft or attempted theft of any motor vehicle, as well as any parts attached to a motor vehicle owned by any household member during the last 6 months, so enter 2, "No", at **SQMVTHEFT**.

The next four questions ask about attacks, threats of physical harm, thefts,

attempted attacks and thefts, and incidents involving forced or unwanted sexual acts committed by people known to the respondent, such as someone at work or school, a neighbor or friend, a relative or family member, some other person the respondent knows or has met, or someone the respondent does not know.

These threats can include verbal threats of attack or rape, and threats made with a weapon. However, they don't include threats made by telephone, email, or regular mail.

\_\_\_\_\_, please continue the interview. Remember to tell us what you enter at each screen as you proceed through the interview.

**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: No

**(Enter 2, No)**

**SQATTACKHOW**

FR: 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. 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. Have you been forced or coerced to engage in unwanted sexual activity by -

- Someone you didn't know-
- 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)**

**(Interrupt and say)**

The next two questions are considered “catch-all” questions. These questions give the respondent another opportunity to report things that are believed to be crimes and may or may not have been reported to the police. Because these questions are more general, they may encourage the respondent to report some types of crimes that are not asked about elsewhere in the screen questions.

\_\_\_\_\_, please continue the interview.

**SQCALLPOLICECRIME**

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

R: No

**(Enter 2, No)**

Now I'd like to talk a little bit about the screener questions that we just asked. We know that respondents and field representatives alike sometimes get impatient during these questions, because they can sound repetitive, but there are reasons we ask the questions from so many different perspectives.

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 screener question about theft, but may remember it when you ask the screener that asks about the location of possible victimizations. 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.

Are there any questions about the screener section?

**(Answer questions)**

The next screen, **PRESENTFORSQS**, is used to determine if anyone was present or could have overheard all or part of the respondent's interview. If you are

conducting the interview by telephone, enter Precode (11), Telephone. Precodes (12) through (18) are for personal visit interviews; enter all that apply. When completing this item, don't include yourself, the respondent, the person for whom you are taking a proxy interview, or any Census observers. **(Pause)**

For this interview, no one besides the respondent was present so enter Precode (12) at **PRESENTFORSQS**. Also enter 1 at the next two screens, **NO\_CRIMES** and **ENDSCREENER**. Since the respondent didn't report any crime incidents, the interview proceeds to the socio-demographic questions. The socio-demographic questions contain the topics of disability, citizenship, sexual orientation, gender identity, veteran status, and employment. These questions are not always asked at every enumeration period. Lesson 15 in your NCVS-521 Self Study provides more information on these questions including why we ask them.

### **INTRO\_SOCIO\_DEMO**

FR: Now we have some questions about your demographic characteristics.

**(Enter 1 to continue)**

### **HEARING**

FR: Are you deaf or do you have serious difficulty hearing?

R: No.

**(Enter 2)**

### **VISION**

FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

R: No.

**(Enter 2)**

**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)**

**PHYSICAL\_LIMIT**

FR: Walking or climbing stairs?

R: No.

**(Enter 2)**

**DRESS\_BATH**

FR: Dressing or bathing?

R: No.

**(Enter 2)**

**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)**

**CITIZENSHIP**

FR: Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parent(s), or become a citizen of the U.S. through naturalization?

R: Yes, I was born in the U.S.

**(Enter 1)**

The NCVS includes a question on sexual orientation. It is asked of those respondents 16 years of age and older who answer the NCVS by self-interview.

This will never be asked during a proxy interview. Sexual orientation is the direction of one's romantic or sexual attraction to members of the same sex, opposite sex, or both sexes. There are tremendous gaps in information about crime victimization as it relates to lesbian, gay, bisexual, and transgender (LGBT) persons. By collecting sexual orientation data, researchers, policy makers, health providers, and advocates will be able to identify and address crimes affecting the LGBT community.

A respondent may ask you why you are asking them questions about sexual orientation and gender identity. If so, reference the FAQs tab and read the appropriate response. Definitions of some terms are provided on the question screen. Do not mark this question by observation or probing. Read the question exactly as worded.

Please note that the training instrument is a different than the production instrument. In the production instrument, a flashcard icon will appear on the sexual orientation and gender identity question screens with a page number that corresponds to your current NCVS-554 Information Card Booklet.

### **ORIENTATION\_FEMALE**

FR: Which of the following best represents how you think of yourself?

- Lesbian or gay
- Straight, that is, not lesbian or gay
- Bisexual
- Something else
- I don't know the answer

R: Why are you asking me this?

**(Interrupt and say)**

Click on the FAQs tab and choose precode 11, “Why does the NCVS ask about sexual orientation and gender identity?”

FR: Research has shown that sexual orientation and gender identity are correlated with crime victimization. These questions are included in the NCVS to better understand the relationship between these characteristics and experiences with criminal victimization. Additionally, discrimination against persons because of their sexual orientation and gender identity is prohibited by federal hate crime statutes and the 2013 reauthorized Violence Against Women Act (VAWA). Since the NCVS includes measures of hate crime and the provision of victim services, the inclusion of these items in the NCVS will allow researchers to better address policy-relevant questions about victimization and victim services.

R: Well, I’m straight.

**(Interrupt and say)**

**If you were conducting a personal visit interview you would show the respondent the appropriate SO\_ Flash Card in the Information Card Booklet. Remember that screens with an associated flashcard will have an open book icon in the upper left hand corner of the Info pane.**

**(Enter 1 to return to the instrument)**

The NCVS includes questions on gender identity which is asked of respondents age 16 years of age and older who answer the NCVS by self-interview. Gender identity is a person’s internal sense of gender, that is, being male, female, or a

blend of both. As stated in the sexual orientation question section of this self-study, there are tremendous gaps in information about crime victimization as it relates to LGBT persons. Do not mark this question by observation or probing. Read the question exactly as worded.

**GENID\_BIRTH** FR: What sex were you assigned at birth, on your original birth certificate?

R: Male

**(Interrupt and say)**

**If you were conducting a personal visit interview, you would show the respondent the first question on the GI Flash Card in the Information Card Booklet. Remember that screens with an associated flashcard will have an open book icon in the upper left hand corner of the Info pane.**

**(Enter 2)**

**GENID\_DESCRIBE** FR: Do you currently describe yourself as male, female or transgender?

R: Female

**(Interrupt and say)**

**If you were conducting a personal visit interview, you would show the respondent the second question on the GI Flash Card in the Information Card Booklet. Remember that screens with an associated flashcard will have an open book icon in the upper left hand corner of the Info pane.**

**(Enter 1)**

**GENID\_CONFIRM** FR: Just to confirm, you were assigned male at birth and now describe yourself as female. Is that correct?

R: I don't want to answer.

**(Enter 3)**

The veteran status questions are asked of all persons 18 years of age and older. After the first interview, the veteran status questions are asked of those 18 to 39 years of age who previously answered "Never served in the military," "Don't Know," or "Refused."

**ACTIVE\_DUTY** FR: Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: Yes, I was in the Navy.

**(Enter 4)**

**ACTIVE\_DUTYWHEN**

FR: When did you serve on active duty in the U.S. Armed Forces?

R: I served in August 2005 to 2009.

**(Enter 11)**

The instrument then moves on to the employment questions. The employment questions are asked of all household members who are 16 years of age or older. These questions are important since the respondent's job may be a reason the respondent was or was not a victim of crime. The first question, **JOBLASTWEEK**, asks whether or not the respondent had a job or was working at a business during the week prior to the interview. If necessary, you can tell the respondent to NOT

include volunteer work or work around the house.

If you get a “No” answer, then ask if the person worked at a job or business during the last 6 months. If the respondent had a job during the week prior to the interview or for at least two consecutive weeks during the 6 months prior to the interview, you will ask about the respondent’s occupation. The occupations listed are considered to be jobs that tend to place a person at a higher risk for becoming a crime victim. You also ask if the respondent works for a private company, the Federal government, a local government, or is self-employed; whether the respondent is employed by a college or university; and the type of area where the respondent works. **(Pause)**

These employment questions differ from those asked in the Crime Incident Report. As already mentioned, these questions are asked of all respondents who are at least 16 years of age and they relate to the respondent’s **job during the week prior to the interview**. However, the employment questions in the Crime Incident Report are asked of any respondent, but only if the incident happened while the respondent was working or on duty.

Another difference between these two series of employment questions is that the employment questions in the screen section are designed to obtain less detailed information about a respondent’s job, while the employment questions in the Crime Incident Report are designed to obtain more detailed information about the respondent’s job and employer at the time of the incident.

Now let’s continue the interview. \_\_\_\_\_, please continue.

**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)**

For the next question, **JOBDESCRIPTION**, if you are conducting a personal visit interview, show the respondent the employment flashcard on page 16 in your Information Card Booklet before asking the question. Note that the training instrument references the wrong page number, but the production instrument will reference the correct page number in the Information Card Booklet. This flashcard will make it easier for the respondent to identify into which category his or her job fits best.

For telephone interviews, read the main headings, such as “Medical Profession” and “Mental Health Services Field,” until you get a “Yes” response.

Many of your respondents will fall into the “Something else” category. If someone wonders why their job is not specifically listed, briefly explain that these jobs were identified as “high risk” jobs and may increase or decrease a person’s likelihood of becoming a crime victim. Researchers use the entries in the “Something else” category looking for other high risk occupations to add to the existing list.

\_\_\_\_\_, please continue the interview.

**JOBDESCRIPTION** FR: *(SHOWFLASHCARD)*  
*Ask or verify*  
Which of the following best describes your job?

Were you employed in the...

Medical Profession?  
Mental Health Services Field?  
Teaching Profession?  
Law Enforcement or Security Field?  
Retail Sales?  
Transportation Field?  
Something else?

R: Something else.

**(Enter 17, Something else)**

#### **JOBDESCRIPTIONSPEC**

FR: Please specify the job.

R: I'm a Dividends Analyst.

**(Enter Dividends Analyst)**

#### **EMPLOYERTYPECURRENT**

FR: *Ask or verify*  
Is your job with -

- A private company, business, or individual for wages?

R: Yes.

**(Enter 1, Private company, business, or individual for wages)**

#### **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?
- Rural area?

OR

- Combination of these?

R: In a city.

**(Enter 1, A city)**

**INTVDONE (Enter 1 to continue)**

**(Interrupt and say)**

The next question asks about household income. For personal interviews, always remember to show the household respondent the Household Income flashcard located on page 18 in the Information Card Booklet BEFORE asking this question. Note that the production instrument will always reference the correct pages in your current NCVS-554 Information Card Booklet. **(Pause)**

Now turn to page **B3-61** in your NCVS-550 manual and read “What to Include” and “What to Exclude” in this item. The reading ends on page **B3-62**.

**(Allow time)**

Q: If a man receives \$500 from his grandfather every other month, and the grandfather does not live with him, do you include this sum as household income, \_\_\_\_\_?

A: Yes, since the respondent is receiving this money every other month and the grandfather does not live with him.

Q: What if a person received a lump sum inheritance of \$10,000 from an uncle \_\_\_\_\_?

A: No, since this is just a one-time lump sum inheritance.

Q: Should the respondent include money received from a tax refund and the sale of his car as part of his household total income?

A: No, since tax refunds are not included in household income.

\_\_\_\_\_, please continue the interview.

## HOUSEHOLDINCOME

FR: (SHOW FLASHCARD)

Which category represents the TOTAL combined income of all members of this 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.

R: Category 23

(Enter 23, \$50,000-\$74,999)

**(Interrupt and say)**

If the respondent mentions a specific day or time to call or not to call, at the **BESTTIME\_NOSUNDAY** screen, you are given the opportunity to review or update the interview time preferences. You practiced updating the Interview Time

Preferences earlier in training, so for this exercise just enter 1 to continue at this screen.

\_\_\_\_\_, please continue.

**RESPONDENTPHONENUMBER**

FR: What is the telephone number where you would like to be called?

R: It's (555) 555-1212.

**(Enter 555-555-1212)**

**RESPONDENTPHONETYPE**

FR: What type of phone is this (for example, a home, office, or cell phone)?

R: It's a home phone.

**(Enter 1, Home)**

**RESPINTERVIEWLANG**

FR: Was this respondent's interview conducted in a language other than English?

R: No

**(Enter 2, No)**

This concludes Maria Zoe's interview. Enter 1 at the **ENDPERSON** screen.

**(Allow time)**

At **NEXTPERSON**, you only read the names of the people whose interview status is "NEED SELF" and ask to speak to them. Also, you will see "DONE-Int" (for done interview) under the interview status column for persons(s) you already interviewed.

Q: What are the names of the people you would ask to speak to?

A: Rosa Nombre or John Zoe.

Thank you.

We already know John Zoe is unavailable. Maria Zoe tells you that her mother, Rosa Nombre is not available to be interviewed at this time. Therefore, at the **NEXTPERSON** screen enter 33, "No other person available now." (**Pause**) At **REFCBBREAK\_CP** enter 2, Callback, since Rosa Nombre and John Zoe are not available at the time of your interview with Maria Zoe. You must call back the household to complete John Zoe's and Rosa Nombre's interviews.

\_\_\_\_\_, what are you instructed to do at the **PERSAPPT** screen?

**(TRAINEE: Press Control+F7 to enter appointment information for this person in Case Level Notes and enter 1 to continue.)**

Thank you.

Press **Ctrl+F7** and enter that you need to call back the household to complete John Zoe's and Rosa Nombre's interviews. Whenever you have to write text in which you refer to a respondent, such as the screen questions or item summaries, you must always use the respondent's line number and **not** the respondent's name. However, it is acceptable to use the respondent's name when entering text in the Notes Editor as well as any other pertinent information such as address location, directions, and so on in the Case Level Notes. This is particularly important when you have difficult, potential, and real Type A cases. Enter a note that you need to call back the

household to complete John Zoe's and Rosa Nombre's interview. Also, enter a date and time to contact them. When you are done entering this note, press the F10 function key or click on the F10 icon on the toolbar to exit the "Notes Editor."

**(Allow time)**

Next, click the "Yes" button to save the notes entered and OK to the pop-up message. Then press 1 to continue at **PERSAPPT**.

**(Allow time)**

At the **THANKYOU\_INDIV** screen, you thank Maria Zoe, then enter 1 to continue. **(Pause)** You don't need to make any changes to the telephone number and you don't need to access the Interview Time Preferences application, so at the **VERIFY** screen enter 2. **(Pause)**

At the "Case Level Notes Editor," you don't need to enter any **new** notes so press the F10 function key or click on the F10 icon on the toolbar to exit the "Notes Editor" and, pCHI will appear automatically. Then the CAPI Instrument goes to the Case Management Case List. Be sure to click OK to successfully update the database.

**(Allow time)**

Let's go through the pCHI screens. After exiting the NCVS instrument, the pCHI automatically appears. At the **CTATEMPT** screen, enter 1. Since this was a replacement household, we did a personal visit to conduct the interview.

\_\_\_\_\_, please walk us through the entries for the next pCHI screens.

**TIMEOFCT** (Enter 1, at time of contact attempt)

**pCASECONTACT** (Enter 1, made contact with one or more eligible persons)

**PCONTACTPER** (Enter 1, made contact with John Zoe)

**pCTTYPE** (Enter 2, partial interview follow up required)

**(Interrupt and say)**

Remember, we started interviewing John Zoe, but he had to leave before we could ask the screener questions, so we changed the household respondent to Maria and completed her interview.

**pNONINTER** (Enter 1, inconvenient time)

**pRSPNDENT** (Enter 98, no concerns)

**(Interrupt and say)**

Since John did not have any concerns about completing his interview, select Precode 98. But look at Precodes 1-5; note that these are for **other** situations where a respondent is reluctant. The fact that this was an inconvenient time for John was recorded in **pNONINTER**, so we don't need to record it again here.

**pSTRATEGES** (Enter 2, scheduled an appointment)

**(Interrupt and say)**

After entering any strategies used for John, the instrument cycles to the next

respondent, line 2, who is Maria Zoe. \_\_\_\_\_, please continue.

**PCONTACTPER (LN 2)**

**(Enter 1, made contact with Maria Zoe)**

**pCTTYPE (Enter 1, completed interview)**

**pRSPNDENT (Enter 98, no concerns)**

**pSTRATEGS (Enter 98, no strategies)**

**PCONTACTPER (LN 3)**

**(Enter 3, noncontact)**

**pNOCONTACT (Enter 1, person not home)**

**pSTRATEGS (Enter 2, scheduled appointment)**

After entering the strategy used for the last eligible person, you exit the pCHI. Click “OK” at the pop-up screen that tells you that the database has been successfully updated.

Notice that the letter “P” now appears in the “Status” column for this case. This tells you that you have started or accessed the case but have not gotten an interview for one or more persons in the household.

Click on the “Assignment” tab in the Details Pane. Locate the field labeled “Outcome” which is beneath the “Control Number” field. Using your right mouse pad button, click on the code, 204, entered in this field.

**(Allow time)**

\_\_\_\_\_, please read the description for this outcome code.

**(TRAINEE: *Sufficient partial – follow-up needed*)**

Thank you.

This means that you have completed the household respondent's interview but need to follow up with the household to interview one or more other persons in the sample unit.

If the interview for the household respondent was incomplete, outcome code 202, "Accessed instrument – insufficient partial" would have been displayed. We will discuss a few other outcome codes later in training. This concludes this exercise. Are there any questions?

**(Answer questions)**

**PRACTICE EXERCISE #3 – Replacement Household by Telephone  
Case ID: 0000006**

**(Approximate time: 30 minutes)**

In this exercise, we will go over what to do when you discover a replacement household during a telephone interview. This can occur when a household has moved but doesn't change their telephone number.

Highlight case **373 Alexander Blvd.** and press F2 to get into the NCVS CAPI instrument.

**(Allow time)**

Enter 1 on the “This is a Training Case” screen.

At the **START\_CP** screen enter 1, Telephone interview. Also, enter 1 at the next two screens, **SHOW\_CP\_ROSTER** and **SHOW\_INFO\_CP**.

**(Allow time)**

At this point in the interview, you don’t know that the household has moved. Therefore, at the **HHNUM\_VR\_CP** screen enter 2 “No” indicating that this is not a replacement household. Then at the **DIAL\_CP** screen enter 1, Someone answers.

**(Allow time)**

\_\_\_\_\_, please be our FR for this exercise. Remember to tell us what you enter at each screen as you proceed through the interview.

**HELLO\_1\_CP** FR: Hello. This is (TRAINEE’S NAME) from the U.S. Census Bureau.

May I speak with Jane Voe?

R: This is Jane.

**(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: No we didn't.

**(Enter 2, No)**

**VERADD\_CP**

FR: I have your address listed as

373 Alexander Blvd.  
Any Town, CO 99984

Is that your exact address?

R: No, we moved three months ago.

**(Enter 2, Moved (NOT same address))**

**MOVED\_CP**

FR: Since your address rather than you personally was chosen for inclusion in the survey, no interview is required of you at this time. Thank you for your past cooperation. The help you gave us was an important contribution to the National Crime Victimization Survey data.

**(Enter 1 to continue)**

**(Interrupt and say)**

Be sure to confirm that all members of the HH roster moved out. As you can see, when you entered code 1 at **MOVED\_CP** indicating that the household moved, a hard error message popped up. This is because you indicated in the **HHNUM\_VR\_CP** screen that this was not a replacement household but in **VERADD\_CP** screen you found out that the household moved.

\_\_\_\_\_, please read what the message says.

**(TRAINEE: This case needs to be made a replacement household. Press GOTO to continue.)**

Thank you.

Click on the “Goto” button located in the bottom right corner of the error message screen. **(Pause)** Notice that the instrument takes you back to the screen that is highlighted, which is **HHNUM\_VR\_CP**.

Enter 1 in **HHNUM\_VR\_CP**. Since this is a telephone interview, the instrument then goes to **CK\_REPLACEFOLLOWUP\_CP**, which says, “You are attempting to code a replacement household during a telephone interview. A personal visit followup is required to verify new respondents have moved into the sample address before this case can be coded as a replacement.” Since this household was contacted by telephone, we don’t know if a new household has moved into the sample address. Enter Precode 1, “Possible replacement household,” at this item.

In order for a replacement household to be created, new respondents have to have moved into the sample address. You must confirm this by following up with a personal visit. If no one has moved into the sample address, code the case as Type B, vacant.

You should now be at the **VERIFY** screen. Enter Precode (2) to exit the case. At the “Case Level Notes Editor,” type a note indicating that the household members moved but did not change their telephone number.

**(Allow time)**

Press the F10 key to exit the "Case Level Notes Editor" and click "Yes" that you want to save the note entered for this case. Then click OK on the pop-up message.

Since this was a contact attempt, we have to record information about it in pCHI. Use pCHI for all contact attempts, regardless of their outcome.

**CTATEMPT** (Enter 2, telephone, outgoing)

**TIMEOFCT** (Enter 1, yes)

At **pCASECONTACT** enter Precode 2, made contact with only non-eligible persons, because Jane Voe is no longer eligible to be interviewed at the sample address. Does everyone understand that?

**(Answer questions)**

At **NCTTEL**, select Precode 6, spoke with ineligible person. Use this precode in situations like the one we just went over -- when you are coding the original case as a replacement household during a personal visit or during a telephone contact, and there is a possibility that a replacement household exists because the previous household members have moved out.

Finally, enter Precode 5, at **STRATEGS**, "Called household," to document the strategy used. Then press enter to exit the pCHI.

This concludes this exercise. Are there any questions?

**(Answer questions)**

**PRACTICE EXERCISE #4 - Type A Noninterview**  
**Case ID: 00000002**

**(Approximate time: 20 minutes)**

This practice exercise covers what to do when a sample unit is a Type A noninterview. As you learned in the pre-classroom self-study, sometimes you may not be able to get interviews for the entire household. **(Pause)**

Type A noninterviews are one of four types of NCVS noninterviews you will encounter. Types A, B, and C noninterviews relate to the entire household or sample unit, while a Type Z noninterview relates to an individual household member who is NOT the household respondent. **(Pause)**

Some noninterviews can be avoided, but there are some that are beyond your control. Type A noninterviews are **often avoidable**. A Type A noninterview consists of a household occupied by eligible respondents, but, for some reason, none of these persons can be interviewed. Remember, you must complete at least the household respondent's interview otherwise the entire household will be classified as a Type A noninterview. Because Type A noninterviews are often avoidable, it is part of your job to keep Type A noninterviews to a minimum. **(Pause)** To avoid Type A noninterviews, make your visits or calls when people are likely to be home. Often this means contacting respondents in the early evening and on Saturdays.

When you make your initial visit to a sample unit and find that no one is home, try to find out from neighbors, a janitor, the rental office, or from some other source, when it is likely that the household members will be home. However, in keeping with our confidentiality rules, don't mention the National Crime Victimization Survey by

name when asking neighbors, janitors, and so on to help you determine when household members will be home. Instead, identify yourself and the fact that you are from the United States Census Bureau. Tell the person you are talking to that you are trying to contact someone at the specific address and ask if they know when it is likely that someone would be there. Then revisit the sample address at that time.

If the sources that you try are unable to provide any useful information, try visiting the sample unit at a different time of day on the next visit. If your initial visit was during the morning and you didn't find anyone at home, then try visiting in the afternoon or evening. We also provide a few forms that you can leave at the household to let them know that you have been there and plan to return.

Find Form 11-38, Request for Appointment, and 11-38A in your materials.

**(Hold up a copy of Forms 11-38 and 11-38A. If your region uses other methods for requesting an appointment, mention them now.)**

**(Allow time)**

Fill out the top of this form before leaving it at the address. This "Request for Appointment" form says, "There was no one here when I called to obtain information for an important Census survey. In order to do this I plan to..." and then you can check a box that says when you will return to conduct the interview. Space is also provided on this form for you to enter the date and time when you intend to return, along with your name and telephone number. The bottom half of the form contains the identical information. Fill out both parts of this form and then separate them. Leave the top half at the sample address and keep the bottom half for your records. This will be your reminder to revisit the household at the time and day noted on the

“Request for Appointment” form. Make sure that you keep your appointments and, if an emergency will keep you from making an appointment, notify the household, if possible.

Form 11-38A says the same thing as Form 11-38. However, it is designed to be hung on a door knob and it is perforated.

You will receive a supply of both forms to use in making interview appointments.

Are there any questions so far?

**(Answer questions)**

Another Type A noninterview that is often avoidable happens when a sample household refuses to be interviewed. In order for you to sell this survey to a “reluctant” respondent, you must be able to answer his or her questions about the survey.

Q: What do you say to a person who objects to participating in the NCVS because he or she feels that it is an invasion of privacy, \_\_\_\_\_?

A: I would stress the Census Bureau’s excellent record concerning confidentiality and tell the respondent that the information is kept confidential by law. **(OR SOMETHING SIMILAR)**

Thank you. People object to participating in surveys for many different reasons. However, people are occasionally reluctant to participate because they don’t understand why the survey is being taken, how important it is, or how the information will be used. That is why you must be prepared to provide this type of information

about the NCVS. **(Pause)**

Fortunately, the National Crime Victimization Survey has had fewer problems with reluctant respondents than some of our other surveys. Perhaps most people are aware that the crime problems in this country affect everyone. In any event, make sure that you can explain the importance of the NCVS and its many uses.

In your training materials, you should have an NCVS Fact Sheet, NCVS-110. Take it out now.

**(Hold up a copy of the NCVS-110 Fact Sheet)**

**(Allow time)**

The NCVS Fact Sheet, which is updated each year with the most recent available data, provides summarized results from the most recent NCVS findings. These results are presented in text, graphs, and charts, and a copy of this brochure is mailed to each sample household prior to the first interview. For subsequent enumeration periods, you can hand or mail the respondent this brochure if:

- The respondent requests the type of information provided in this brochure.
- You discover a replacement household at the sample address.
- You feel that this brochure may encourage a respondent to cooperate.

Are there any questions?

**(Answer questions)**

Remember, each Type A noninterview has an adverse effect on the survey,

because each Type A noninterview means lost data. Since this is a sample survey and each household represents many other households, you can understand why each completed interview is so important.

It is your job to keep your Type A's to a minimum. To avoid refusals, be friendly, but businesslike. Be prepared to explain the survey and answer a respondent's objections. Census Bureau information is confidential.

Are there any questions about Type A noninterviews?

**(Answer questions)**

Highlight the case, **286 Erasmus Dr.** Let's look at a few things about this case before starting the interview. **(Pause)** Click on the "HH Roster" tab in the Details Pane to view the composition of the household. **(Pause)** This household contains only one respondent, David Citizen. Now let's see what is entered under the "History" tab. Remember, one way to move from one tab to the next in the Details Pane is to use the F3 function key. You can also click on the tab using your mouse pad. **(Pause)**

Notice that the "CAPI Outcome" for the previous interviews for this case are 201. This means that the household was a completed interview in the previous interview period. Now let's look at the "Interview Time Preferences" tab to see if there are any times specified that are best to contact the household as well as any bad times to contact the household.

**(Allow time)**

As you can see, no such times have been specified.

Now press the **F2** function key to start the interview and at the “Confirmation Screen” click OK or press Enter. Then click 1 on the **TRAININGCASE** screen.

**(Allow time)**

Next, enter 1, “Telephone Interview” and at the next two screens, **SHOW\_CP\_ROSTER** and **SHOW\_INFO\_CP**, enter 1 to continue.

**(Allow time)**

This case is not a replacement household so in response to the question in the next screen, **HHNUM\_VR\_CP**, enter 2. **(Pause)** At the **DIAL\_CP** screen enter 1, “Someone answers” and also enter a 1, “This is the correct person” at the **HELLO\_1\_CP** screen.

**(Allow time)**

**(Call on Trainee)**

\_\_\_\_\_, please read the introduction in **GETLETTER\_CP**.

***(TRAINEE: 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?)***

Thank you.

After reading the introduction to David Citizen, he tells you that he doesn't want to participate. You explain the importance of the survey and his participation, but he still refuses to cooperate. At this point you need to end the interview. Terminate the interview using one of the three methods discussed earlier -- either by pressing the **F10** function key, clicking on the **F10** tab on the toolbar, or clicking on the Forms tab on the menu bar and arrow down to the "Exit" function.

**(Allow time)**

At the next screen, **REFCBBREAK\_CP**, enter 1, Refusal. **(Pause)** At the **VERIFY** screen review the information displayed and determine whether or not you need to make any changes. You also have the opportunity to review or update the Interview Time Preferences (ITP). Since you don't need to make any changes to the information displayed or need to update the ITP, enter 2 at the **VERIFY** screen. **(Pause)** At the "Case Level Notes Editor" record that the respondent refused to participate. Include as much information as possible about the refusal in the Notes to help your supervisor on follow-up for the case.

**(Allow time)**

Now press the **F10** function key or click on the F10 icon on the toolbar to exit the "Notes Editor." Then, click Yes on the Notes Editor –Confirmation pop-up, then OK on the Message pop-up. **(Pause)** Then fill the pCHI screens.

Let's step through the pCHI items for a Type A noninterview. At **CTATEMPT** enter 2, telephone (outgoing). At **TIMEOFCT** enter 1, Yes.

Q: In **pCASECONTACT**, which precode do you enter?

A: Precode 1, made contact with one or more eligible persons, because we made contact with Line 1, David Citizen.

Enter Precode 1 in **pCASECONTACT** and **PCONTACTPER**. At **pCTTYPE**, enter 3, unable to conduct interview. Since the respondent refused, select Precode 2, "Respondent is reluctant" at **pNONINTER**.

Q: Why do you think we do not enter Precode 5 in **pNONINTER** in this situation?

A: Because there is only one household member we can't have a Type Z for this household. If they are a noninterview, the case becomes a Type A.

The respondent said they weren't interested in participating.

Q: Which precode do we enter in **pRSPNDENT**, \_\_\_\_\_?

A: Precode 1, "Not interested".

For this exercise, enter 5, called HH and enter 99, request Better Understanding Letter in **pSTRATEGS**. Press enter to exit the pCHI, since there are no other household members at this address.

**(Allow time)**

Notice that the letter "O" now appears in the "Status" column for this case. If there are no other people in this household to be interviewed and there is no chance of converting this case to an interview, you must close out the case and make it a Type A noninterview before it is considered done and the case can be transmitted. You can do this at any time before your interviewing closeout date.

However, it is highly recommended that you do this as quickly as possible so the case is transmitted to the regional office for review and possible follow-up.

**(Demonstrate letter management and how to request letters)**

Let's record this case as a Type A noninterview. Press **F2** to re-enter the CAPI instrument for this case. At the "Confirmation Screen," make sure you selected the correct household, **286 Erasmus Dr**, and then click OK or press Enter.

**(Allow time)**

At the **START\_CP** screen enter 4, "Noninterview." The next screen asks you whether the case is a Type A, Type B, or Type C noninterview. Turn to page 9 of your Workbook and look over the noninterview reasons listed under each noninterview type.

**(Allow time)**

This is a Type A noninterview so enter 1, "Type A" at this screen. **(Pause)** The purpose of the next screen, **TYPEA**, is to capture the noninterview reason. Notice that you are instructed **NOT** to exit this screen. This is because the noninterview outcome code gets set at this screen. We want to capture the noninterview reason, as this information is extremely important in understanding survey nonresponse.

It is **extremely important** that for this screen and any other screen in which you are instructed **NOT** to press F10 to exit the screen that you follow these instructions. If you find that you need to exit a case when at such screens, go back to the previous screen or to the next screen in which it is acceptable to exit the screen. If you don't

follow the instructions, you will encounter major instrument problems.

Since David Citizen refused to participate, enter 4, “Refused” at this screen. **(Pause)** The intent of the next screen, **TYPEA\_CHK**, is to make sure that the case wasn’t incorrectly classified as a Type A noninterview. Since we are sure that this is a Type A noninterview, enter 1 at this screen and then a 1 at the **THANKYOU\_CP** screen to continue. **(Pause)** Since you don’t need to make any changes to the case’s phone number and you also don’t need to access the Interview Time Preferences application, enter 2 at the **VERIFY** screen. **(Pause)** At the Case Level Notes Editor, record that the respondent, David Citizen, refused to participate and that you made this case a Type A noninterview. Also, include any other pertinent information that may be useful during follow-up, such as whether or not the respondent was hostile.

Now exit the Notes Editor to return to pCHI and Case Management. We already recorded that the case was a Type A noninterview in pCHI, so when you get back to the **CTATEMPT** screen enter Precode (4), “Not attempting contact”. At **NOATTEMPT** enter Precode (2), “Readying case for transmission”.

**(Allow time)**

When you return to the Case Management Main screen, you will see that the case is no longer displayed on the Case List. However, you can view the case in other display lists, using the **F8** function. Press the **F8** function key. **(Pause)** Arrow down to the “Type A” display category, then click OK. **(Pause)** Any cases you make a Type A noninterview are displayed on this screen.

Now click on the Assignment tab. **(Pause)** Notice that the outcome code is now set to 218. Right click on this code to display a description of the Type A reason.

**(Allow time)**

Q: What reason is displayed, \_\_\_\_\_?

A: Type A – refused.

Thank you.

Now press the Escape key. (**Pause**)

Press the **F8** function key again, arrow up to the “All” display, and then click OK.

**(Allow time)**

You will see a display of all cases in your monthly NCVS assignment, including those not yet started. To return to the Case Management Main screen, press **F8** one more time and then click on the “Case List” button which is beneath the “Cancel” button.

**(Allow time)**

The process you followed for classifying a case as a Type A noninterview is **similar** to the process for classifying Type B and Type C noninterviews. In the next exercise, you will practice classifying a case as a Type B noninterview.

Remember, you must specify the noninterview reason for all Type A, Type B, and Type C cases in your monthly NCVS assignment before you can close out and transmit these cases.

This concludes this practice exercise. Are there any questions about the material covered in this exercise?

**(Answer questions)**

**PRACTICE EXERCISE #5 - Type B Noninterview**  
**Case ID: 00000006**

**(Approximate time: 20 minutes)**

In this exercise you will practice coding a case as a Type B noninterview. Type B noninterviews consist of sample households that could be vacant or occupied entirely by persons who have a usual residence elsewhere. Although these cases are not eligible for interview during the current interview, they could become eligible at a later time. Unlike Type A noninterviews, Type B noninterviews are **unavoidable. (Pause)**

In a previous exercise, when conducting a telephone interview at the household located at **373 Alexander Blvd.** you found out that the residents at this sample unit moved away three months ago but kept their telephone number. When you go to the sample address to conduct a personal interview with members of the replacement household, you discover that the household is vacant. According to survey procedures, when you are unable to interview a sample unit you must contact a neighbor, apartment manager, or similar person to obtain noninterview information about the unit or its residents. After talking to a neighbor, Joe Doe, you find out that the house was sold but the new owners have not moved in yet. If the sample unit was occupied by the new household, you would interview the new household. Because the sample unit is still vacant and will remain vacant through the interview month, you must enter the case and classify it as Type B noninterview.

Highlight the case **373 Alexander Blvd.** and press the F2 function key to get into the NCVS CAPI instrument for this case.

**(Allow time)**

At the **START\_CP** screen enter code 4, Noninterview (Type A/B/C). **(Pause)** At the **NONTYP** screen you enter the noninterview type. For this exercise, enter 2, Type B. **(Pause)** At the **TYPEB** screen, specify the Type B noninterview reason.

Turn to page 9 of your Workbook and examine the reasons for Type B noninterviews.

Notice that codes 225 through 233 are reasons for a Type B noninterview. Of those reasons, the most commonly entered reason is code 226, "Vacant-regular." The "Vacant-regular" category includes vacant units that are available for rent or sale, furnished or unfurnished, or units held off the market for personal reasons.

The "Vacant-regular" category also includes vacant seasonal units, such as mountain or beach resort cabins, as well as year-round units. A vacant unit that is dilapidated but is still considered a living quarters can still be classified as a "Vacant-regular" Type B noninterview.

If you encounter a vacant mobile home, trailer, tent, or other less common type of living quarters and it is intended for occupancy, you can classify it as a "Vacant-regular" Type B noninterview.

Q: Based on what we just covered, can you give me an example of a Type B, Vacant Regular unit, \_\_\_\_\_?

A: A vacant apartment unit available for rent. **(OR SIMILAR ANSWER)**

Thank you.

Code 227 is used when a vacant unit is used only for storing excess household furniture. For example, a garage apartment, or an apartment in an attic or basement that is used only for the storage of excess household furniture. Do not confuse a vacant unit used for storage of excess household furniture with a vacant unit offered for rent as a furnished apartment. Report the latter situation as a “Vacant-regular” unit.

Now look at code 225, “Temporarily occupied by persons with usual residence elsewhere (URE).” You would enter this Type B reason when a unit is occupied temporarily by persons who have a usual place of residence elsewhere. When a sample unit is occupied entirely by persons who have a usual residence elsewhere, do not interview those persons. Persons should only be interviewed at their usual residence and not at a temporary place of residence.

For example, a family whose usual residence is in Philadelphia, Pennsylvania, should not be interviewed while staying at a vacation cottage in Atlantic City, New Jersey.

Are there any questions?

**(Answer questions)**

One category that needs a little explanation is code 228, “Unfit or to be demolished.” To fit into this category, a sample unit must, first of all, be unoccupied. No matter how decrepit or run down a place looks, if somebody lives there, you must conduct an interview. But, if it is unoccupied and the windows or doors no longer protect the interior, consider the unit to be unfit.

However, be careful not to rush to the conclusion that a unit is “Unfit or to be demolished.” Sometimes a boarded-up place is mistakenly classified as unfit, when, in fact, the boards are there to protect the windows and doors until it can be sold or rented. The point is that you cannot always go by first impressions. Many times you will have to inquire of residents or merchants in the area to make sure that you classify the vacant unit correctly.

The other part of code 228, “to be demolished,” only applies when there is positive evidence, such as a sign, notice, or mark on the house or on the block— stating that the unit is scheduled for demolition.

Let’s see if you remember what we just discussed.

Q: What kind of noninterview is a vacant-regular, \_\_\_\_\_?

A: Type B.

Q: If a sample unit is obviously unfit to live in and is not occupied as a living quarters, which noninterview reason do you select, \_\_\_\_\_?

A: Type B - code 228, “Unfit or to be demolished.”

For this exercise, enter reason 1, “Vacant- regular.” **(Pause)** Unlike Type A noninterviews, with the exception of Type A - Temporarily Absent, there is one more step you must take when classifying noninterview cases as a Type B, Type C, or Type A -Temporarily Absent noninterview. You must record information about the person you contacted to obtain noninterview information about the unit or its residents.

At the **BCNAME** screen enter the name of the contact person you spoke to which is Joe Doe. At **BCTITL** enter the contact person's title such as neighbor or apartment manager. For this case enter "Neighbor."

**(Allow time)**

At **BCNUM** enter Joe Doe's telephone number as 999-555-9999 and then press Enter. **(Pause)** Press enter at **BCEXT** and at **BCPHTYPE** enter code 1, Home. **(Pause)**

Complete the next items using the following information about Joe Doe's address:

House number and street name: **370 Alexander Blvd.**

City: **Any Town**

The contact person lives in Colorado, which is the same state as the sample unit. For your production interviews, you will be able to press Enter rather than entering the 2-character state abbreviation when the contact person lives in the same state as the sample unit. However, for the training instrument this feature is not active.

**(Pause)**

Let's assume that we don't know the state abbreviation for Colorado. Enter the letter C. **(Pause)** Notice that you get a pop-up screen of state abbreviations. You will be taken to the first state whose name begins with the letter C. Notice the second column displays state name. Arrow through the screen until you get to Colorado.

**(Allow time)**

Click on the Select button. **(Pause)** When you return to the contact information

screen notice that the 2-character state abbreviation is filled in the answer field. **(Pause)** Now press Enter. Now enter the 5-digit zipcode, which is 99999. **(Pause)** The contact person doesn't know his 4-digit zipcode so press Enter.

Now enter 2 at the **BCOBS** screen since you didn't determine the noninterview status of this sample unit by observation. **(Pause)** At the **THANKYOU\_CP** screen you thank Joe Doe for his time and then press 1 to continue. Then enter 2 at the **VERIFY** screen.

At the Case Level Notes Editor, enter a note indicating the status of the household. Enter as much information as possible so that others who review the notes will have a good understanding of the case, then save your note and return to pCHI.

**(Allow time)**

Now let's go through the pCHI items.

<b>CTATEMPT</b>	<b>(Enter 1, personal visit)</b>
<b>TIMEOFCT</b>	<b>(Enter 1 since you are entering pCHI at the time of the contact attempt)</b>
<b>pCASECONTACT</b>	<b>(Enter 2, contact with NON-SAMPLE unit member)</b>
<b>NCTPER</b>	<b>(Enter 8, spoke with neighbor and 10, completed case – Type B or C)</b>
<b>STRATEGS</b>	<b>(Enter 8, checked with neighbors)</b>

Any questions about the pCHI items?

**(Answer questions)**

You will follow this same procedure for handling Type A- Temporarily Absent noninterviews and for Type C noninterviews. Like Type B noninterviews, Type C noninterviews are **unavoidable**. Once a unit is classified as a Type C noninterview, the sample unit is permanently removed from the NCVS sample and will not be assigned to you in subsequent enumeration periods. Like Type B noninterviews, the Type C noninterview reasons are self-explanatory for the most part. Let's go over a few of the Type C reasons that are shown on page 9 of your Workbook.

Code 240, "Demolished," means that the unit has been torn down, burned down, or otherwise destroyed, or is in the process of being demolished. **(Pause)**

Code 242, "Outside segment," applies only to units in area segments. Select this reason when you find that a sample unit is outside the area segment boundaries and the unit was listed on the Area Segment Listing Sheet by mistake. **(Pause)**

Code 243, "Converted to permanent business or storage," looks very similar to one of the Type B noninterview reasons.

Q: Suppose you find that a sample unit has been converted to a business or used for storage. What distinction must you make before you can classify it as either a Type B or Type C noninterview, \_\_\_\_\_?

A: Find out whether the conversion is temporary or permanent. If it is temporary, it will classify as a Type B noninterview and, if it is permanent, it will classify as a Type C noninterview.

Thank you.

Code 244, “Merged,” is used when you discover that a sample unit has been merged with another unit to form one “new” merged unit. **(Pause)**

A unit is considered “Condemned,” code 245, if there is positive evidence, such as a sign, notice, or mark on the house or in the block—stating that the unit is condemned. Once again, the unit must be **unoccupied** before you can select this code. If the unit is occupied, you must conduct an interview, even if there is a “condemned” sign posted. Remember, if the unit is vacant and no positive evidence is present that it is condemned, report the unit as “Vacant-regular,” code 226, Type B noninterview.

Notice the last reason listed for Type B noninterviews is category 233, called “Other.” Also notice the category 248, “Other (including permit abandoned)” for Type C noninterviews. When you have a Type B or Type C noninterview that does not fit any of the other categories, use the “Other” category and specify the reason.

However, before selecting the “Other” reason for a Type B or Type C noninterview, make sure that one of the reasons already listed doesn't apply.

This concludes this practice exercise. Are there any questions about the material covered in this exercise?

**(Answer questions)**

**PRACTICE EXERCISE #6 – Changing the Household Respondent in  
Household with Other Eligible Respondents  
Case ID: 00000005**

**(Approximate time: 15 minutes)**

This practice exercise covers changing the household respondent. Highlight the case, **116 Aphroditedr**, and then look at the composition of the household. **(Pause)**

**(Have trainees click on the HH Roster tab in Case Management)**

**(Call on Trainee)**

\_\_\_\_\_, how many people listed are eligible for the NCVS?

**(TRAINEE: 4)**

That's correct.

Press the F2 function key to start the interview. Make sure that you have selected the correct address, **116 Aphroditedr**.

**(Allow time)**

In this exercise, I will not give you screen-by-screen instructions on what to enter so listen carefully to the information I provide throughout the exercise.

First, this is a **telephone interview (Pause)** Second, the unit is **not a replacement**

**household. (Pause)** Third, when you dial the telephone number **someone answers**. Now proceed through the various screens using the information I just provided. When you get to the **HELLO\_1\_CP** screen raise your hand.

**(Allow time)**

As with the previous exercises, I will call on one of you to serve as the FR. You will ask the questions and I will continue to act as the respondent. Again, at certain points I will interrupt the interview to provide further explanation about a question.

**(Call on Trainee)**

\_\_\_\_\_, will you be our first FR? Remember to tell us what you enter at each screen as you proceed through the interview.

**HELLO\_1\_CP** FR: Hello. This is (TRAINEE'S NAME) from the U.S. Census Bureau. May I please speak with JOEL BOE?

R: Joel doesn't live here anymore.

**(Enter 5, Person no longer lives here)**

**(Interrupt and say)**

At the **HELLO\_ALT2\_CP** screen you need to pick a new household respondent since Joel Boe was the household respondent in the previous interview.

**(Allow time)**

Since Brian Public, Michael Goe, and Will Loe all qualify to serve as the new

household respondent you need to ask to speak to one of them.

\_\_\_\_\_, please continue the interview.

**HELLO\_ALT2\_CP** FR: May I speak to Brian Public, Michael Goe, or Will Loe?

R: This is Brian.

**(Enter 2, Line number of Brian Public)**

**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, I believe we did.

**(Enter 1, Yes)**

**VERADD\_CP** FR: I have your address listed as

116 Aproditedr  
Any Town, CA 99984-9997

Is that your exact address?

R: Yes, it is.

**(Enter 1, Same Address)**

**(Interrupt and say)**

Sometimes at the beginning of an interview you may know that the household's telephone number has changed. At this **CHNGPH\_CP** screen you are given the opportunity to change the telephone number.

**CHNGPH\_CP** (Instruct trainees to enter 2, No)

\_\_\_\_\_, please continue.

**MAILINGSAME\_CP** FR: Is your mailing address the same as your physical address?

R: Yes it is.

**(Enter 1, Yes)**

**TENURE** FR: *Ask or verify* - Are your living quarters

-- Owned or being bought by you or someone in your household?

-- Rented for cash?

R: Yes, we rent this home.

**(Press Enter since the item is pre-filled or enter 2, Rented for cash)**

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

R: No

**(Enter 2, No)**

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

R: No

**(Enter 2, No not public housing)**

**NUMBEROFUNITS** FR: *Observe or ask*  
How many housing units are in this structure?

R: Just one

**(Enter 1, One)**

**(Interrupt and say)**

This concludes this exercise in which you selected a new household respondent. In the next exercise we will continue to interview this household so **don't** exit this case or continue with this case yet.

Are there any questions about the material covered in this practice exercise?

**(Answer questions)**

**PRACTICE EXERCISE #7 – Selecting a New Reference Person**  
**Case ID: 00000005**

**(Approximate time: 45 minutes)**

In this practice exercise you pick a new reference person since Joel Boe was not only the household respondent in the previous enumeration, but also the reference person. Turn to page 10 of your Workbook and read the definition of a reference person.

**(Allow time)**

Now let's continue interviewing the household.

\_\_\_\_\_, please be our FR and continue the interview starting at **NAMECHECK**. Remember to tell us what you enter at each screen as you proceed through the interview.

**NAMECHECK** FR: I have Joel Boe, Brian Public, Michael Goe, and Will Loe listed as living or staying at this address.

Are ALL of these people still living or staying at this address?

R: No.

**(Enter 2, No)**

**REFPERSTILLLIVE** FR: Does Joel Boe still live at this address?

**(Interrupt and say)**

This is another example of how active listening can help during an interview. When you first called the household, you were told that Joel Boe had moved out. You can verify that here instead of asking the question. \_\_\_\_\_, please continue.

R: No.

**(Enter 2, No)**

**NEWREFPER**

FR: What is the name of the person or one of the persons who owns or rents that home? Would that be you?

R: Yes.

**(Enter 2, Line number of Brian Public)**

**(Interrupt and say)**

At the next screen, **MEMBERCHANGES**, you are asked to indicate the reason for a change in household membership for any member who entered or left the household since the previous interview.

The next few questions are a little tricky so let me walk you through them. The **MEMBERCHANGES** screen displays a table or grid showing the name, sex, relationship, and membership status of all persons living or staying at the sample unit as of the previous interview. It also contains a field for you to enter a code that describes the reason for a change in household membership. For Joel Boe, enter 19 in the “Change member” column since we don’t know the specific reason why he left the household. After pressing Enter, look at the “Household member” column. His membership status changed from **1**, a member, to **2**, a nonmember. Also notice that his row is now shaded, so no more demographic data will be collected for him.

Also notice that Brian Public is now the reference person since his relationship code was changed to 21.

Since there is no change in Brian Public's membership from the previous interview, you don't need to enter a reason code, so press Enter in the "Change member" column. Pressing Enter takes you to the "first" name field. If you need to make a change to the respondent's first name for reasons such as misspellings, you can do that here. Otherwise, press Enter to proceed to the next field or use the arrow key to move through the table to review or update the remaining information. We are not going to make any changes to either Brian's first or last name so arrow through those fields. **(Pause)**

Now press Enter in the "Change member" column for Michael Goe since there is no change in his membership since the previous interview. Then tab through the first and last name fields. Because the reference person changed, you now need to specify the relationship of the household member, Michael Goe, to the **NEW** reference person, Brian Public.

**(Check to see if all trainees are on the "RELATIONSHIP" screen for Michael Goe. Help any trainees who may have fallen behind.)**

\_\_\_\_\_, please be our FR and continue the interview starting at the **RELATIONSHIP** screen for Michael Goe. Don't forget to tell us what you enter at each screen as you proceed through the interview.

**RELATIONSHIP** FR: What is Michael Goe's relationship to you?

**(Interrupt and say)**

Before I provide a response to that question, let's see what happens when you enter 18, "Sister" in the relation field for Michael Goe. As you learned in the self-study, several questions contain edit checks to detect inconsistencies in the data at the time of data capture. The edit checks examine responses to individual items and determine if the responses are consistent with the other data entered. You also learned that there are two types of edit checks, soft and hard edits. You can recognize soft edits because you are given two options - "Suppress," which accepts the inconsistency, or "Goto" which returns you to the inconsistent item to make corrections. **(Pause)**

Turn to pages 11 and 12 of your Workbook for an example of a soft and hard edit.

**(Allow time)**

What type of edit shows up when you enter 18 for Michael Goe, soft or hard?

**(TRAINEE: Soft)**

That's correct. How did you know that it was a soft edit?

**(TRAINEE: It contains a Suppress option that is only available for soft edits)**

That's right. You are **not** given the option to suppress or accept the inconsistent entry in a hard edit. The inconsistency must be resolved before you continue the interview in a hard edit.

Notice that the edit check pop up screen displays an error message and also

identifies the questions that are inconsistent with one another.

\_\_\_\_\_, please read which questions are inconsistent with one another, the answers recorded in these questions, and the message that is displayed in the middle of the screen.

**(TRAINEE: RELATIONSHIP with an entry of Sister, and SEX with an entry of Male. The message reads: The sex entered is inconsistent with the relationship selected.)**

Remember, if you need to go back and correct one of the inconsistent items, make sure that the item displayed in the “Questions involved” column of the Edit Check Error Message is highlighted and then click the Goto button, which takes you to that question to correct.

In our example, we **don’t** want to accept the inconsistent entry for **RELATIONSHIP** so make sure **RELATIONSHIP** is highlighted. Click the “Goto” button, which returns you to the relationship question for Michael Goe. Michael Goe and Brian Public are friends so enter 20, “Nonrelative” at the **RELATIONSHIP** screen.

\_\_\_\_\_, please continue being our FR and ask the membership question for Michael Goe.

**HHMEMBER** FR: Does Michael Goe usually live there?

R: Yes, he does.

**(Enter 1, Yes)**

**(Interrupt and say)**

You have returned to the **MEMBERCHANGES** screen. Press Enter in the “Change member” column for Will Loe, then tab through the first and last name fields. Because the reference person changed, you also need to specify Will Loe’s relationship to the **NEW** reference person, Brian Public.

\_\_\_\_\_, please continue the interview starting at the **RELATIONSHIP** screen for Will Loe.

**RELATIONSHIP** FR: What is Will Loe’s relationship to you?

R: We're friends.

**(Enter 20, Nonrelative)**

**HHMEMBER** FR: Does Will Loe usually live there?

R: Yes, he does.

**(Enter 1, Yes)**

**(Interrupt and say)**

Since there are no more persons listed who are living or staying at the sample unit, enter 999 in the first blank name field and then press Enter to leave the table or grid. You have just completed the process of selecting a new reference person and changing the relationship of the other household members to the new reference person. Are there any questions about that?

**(Answer questions)**

Now let’s complete the rest of Brian Public’s interview. \_\_\_\_\_, please continue the interview.

**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: Yes, my sister is recently separated from her husband and is staying here for awhile.

**(Enter 1, Yes)**

**(Interrupt and say)**

Because Brian Public answered “Yes,” that there are persons missing from the household roster, the instrument takes you back to the grid so you can make additions to the household roster.

\_\_\_\_\_, please continue the interview by asking for the name of the person who was missed.

**HHROSTER\_FNAME**

FR: What is the name of the person/people that is new to the household?

R: My sister Megan Moe.

**(Enter Megan, then press Enter)**

**HHROSTER\_LNAME** **(Enter Moe)**

**SEX**

FR: *Ask if necessary*  
Is Megan Moe male or female?

R: Female

**(Enter 2, Female)**

**RELATIONSHIP** FR: What is Megan Moe's relationship to you?

**(Interrupt and say)**

Again, another example of how active listening can help during an interview. Since the question was already answered twice, you can verify that here instead of asking the question.

\_\_\_\_\_, please continue.

R: Sister

**(Enter 18, Sister)**

**HHMEMBER** FR: Does Megan Moe usually live there?

R: She is staying with us until she finds an apartment.

**(Enter 1, Yes)**

**(Interrupt and say)**

Before asking for the names of any other persons new to the household you must record the reason Megan Moe entered the household. Use the up arrow to go to the field containing Megan's name. Now use the left arrow to the blank "Change member" column in that row. You must enter the code that best describes the reason for this person being added to the household roster.

Q: What precode do you enter, \_\_\_\_\_?

A: Precode 13, Entered because of marriage/separation/divorce.

That's correct. Thank you.

Enter Precode 13. Tab through the rest of the row until you get to the next row.

\_\_\_\_\_, please continue the interview.

**HHROSTER\_FNAME**

FR: What is the name of the person/people that is new to the household?

R: There's no one else.

**(Enter 999 then press Enter)**

**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, No)**

**AGECHECK**

FR: I have you listed as 32 years old. Is that correct?

R: Yes it is.

**(Trainees may read a different age than displayed if training is conducted after 2017.)**

**(Enter 1, Yes age IS correct)**

**MARITAL**

FR: *If in doubt, ask*  
Are you now married, widowed, divorced, separated or has he never been married?

R: I've never been married.

**(Press Enter, since the item is pre-filled, or enter 5)**

**ARMEDFORCES** FR: Are you now in the Armed Forces?

R: No

**(Press Enter, if already pre-filled, or enter 2)**

**EDUCATIONATTAIN**

FR: (*SHOWFLASHCARD*)  
What is the highest level of school Michael Goe completed or the highest degree he received?

R: I have a Master's degree.

**(Enter 17, Master's degree)**

**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.

**(Enter 5, None of the above schools)**

**AGECHECK**

FR: I have Michael Goe listed as 35 years old. Is that correct?

R: Yes it is.

**(Trainees may read a different age than displayed if training is conducted after 2017.)**

**(Enter 1, Yes age IS correct)**

**MARITAL**

FR: *If in doubt, ask*  
Is Michael Goe now married, widowed, divorced, separated or has he never been married?

R: He's never been married.

**(Press Enter, if already pre-filled, or Enter 5)**

**ARMEDFORCES** FR: Is Michael Goe now in the Armed Forces?

R: No.

**(Press Enter, if already pre-filled, or enter 2)**

### **EDUCATIONATTAIN**

FR: *(SHOWFLASHCARD)*  
What is the highest level of school Michael Goe completed or the highest degree he received?

R: He has a Bachelor's degree.

**(Enter 16, Bachelor's degree)**

**(Mention that the FR can verify all these demographic items based on "last reported as" fill, rather than asking the full question. For example: "We last recorded that Micahel has a Bachelor's degree, is that still correct?")**

### **ATTENDING SCHOOL**

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

R: No.

**(Enter 5, None of the above schools)**

**AGECHECK** FR: I have Will Loe listed as 55 years old.  
Is that correct?

R: Yes it is.

**(Trainees may read a different age than displayed if**

training is conducted after 2017.)

**(Enter 1, Yes age IS correct)**

**MARITAL**

FR: *If in doubt, ask*

Is Will Loe now married, widowed, divorced, separated or has he never been married?

R: He's divorced

**(Enter 3, Divorced)**

**ARMEDFORCES**

FR: Is Will Loe now in the Armed Forces?

R: No.

**(Press Enter, if already pre-filled, or enter 2)**

**EDUCATIONATTAIN**

FR: (*SHOWFLASHCARD*)

What is the highest level of school Will Loe completed or the highest degree he received?

R: High school.

**(Press Enter, if already pre-filled, or enter 13)**

**ATTENDINGSCHOOL**

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

R: No.

**(Enter 5, None of the above schools)**

**BRTHDATEMO**

FR: What is Megan Moe's date of birth?

R: June 1, 1978.

**(Enter 6, June)**

**BRTHDATEDY** (Enter 1)

**BRTHDATEYR** (Enter 1978)

**VFYAGE** FR: That would make Megan Moe 39 years old. Is that correct?

R: Yes

**(Trainees may read a different age than displayed if training is conducted after 2017.)**

**(Enter 1, Yes)**

**MARITAL** FR: *If in doubt, ask*  
Is Megan Moe now married, widowed, divorced, separated or has she never been married?

R: She's separated.

**(Enter 4, Separated)**

**(Interrupt and say)**

Sometimes the term "separated" causes confusion. Would you always know who to include in this category? Maybe not, so go to page **B2-108 in your NCVS-550 Interviewing Manual for Field Representatives.**

**(Allow time)**

Q: Read out loud the instructions on this page for when to enter Precode (4) "Separated," \_\_\_\_\_?

A: Enter Precode (4), "Separated," when the household member:

- Is married, but has a legal separation.
- Is married, but parted from his/her spouse because of marital discord.

- Expects to obtain a divorce in the future.
- Intends to remain separated from his/her spouse permanently and never get a divorce.

If the person is separated from his/her spouse for reasons other than marital discord, enter Precode (1), "Married."

Thank you.

\_\_\_\_\_, please continue.

**ARMEDFORCES** FR: Is Megan Moe now in the Armed Forces?

R: No.

**(Enter 2, No)**

**EDUCATIONATTAIN**

FR: (*SHOWFLASHCARD*)  
What is the highest level of school Megan Moe completed or the highest degree she received?

R: A Bachelor's degree.

**(Enter 16, Bachelor's degree)**

**ATTENDINGSCHOOL**

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

R: No.

**(Enter 5, None of the above schools)**

**SP\_ORIGIN** FR: (SHOW FLASHCARD)  
Is Megan Moe Spanish, Hispanic, or Latino?

R: No.

**(Enter 2, No)**

**RACE** FR: Please choose one or more races that Megan Moe considers herself to be.

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander

R: White.

**(Enter 1, White)**

**(Interrupt and say)**

The instrument now goes to the **ROSTERREVIEW** screen. At **ROSTERREVIEW** notice that Joel Boe is no longer listed as a part of the household roster. **(Pause)** Also, at this screen you must review for correctness selected information displayed, specifically, name, relationship, age, sex, and marital status, for each member of the household. If any of this information is incorrect, you can indicate that you need to make corrections by entering 2. For this interview, all information is correct so enter 1 to continue.

\_\_\_\_\_, please continue the interview.

**TIMEADDRESS** 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: 5 years.

**(Enter 5)**

**BUSINESS**

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

R: No.

**(Enter 2, No)**

**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 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?

*Ask only if necessary*

Did any incidents of this type happen to you?

R: Yes.

**(Enter 1, Yes)**

**SQTHEFTTIMES** FR: How many times?

R: One time.

**(Enter 1)**

**SQTHEFTSPEC** FR: What happened?

R: Lawn ornaments were stolen from the yard.

**(Enter: Lawn ornaments were stolen from L2's yard.)**

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

-- Broken in or ATTEMPTED to break into your home by forcing a door or a 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, No)**

### SQTOTALVEHICLES

FR: What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any member of that household during the last 6 months? Includes those you no longer own.

R: We have three cars and a SUV.

**(Enter 4)**

**(Interrupt and say)**

In the next screen, **SQMVTHEFT**, notice the phrase “Other than any incident already mentioned.” Whenever a respondent has already reported an incident in an earlier screen question, this is displayed in this question as well as in subsequent questions. This lets the respondent know that we don’t want them to include any incidents they have already told you about. Reading this phrase to the respondent will help avoid the reporting of duplicate incidents.

\_\_\_\_\_, please continue.

### SQMVTHEFT

FR: During the last 6 months, other than any incidents already mentioned, were any of the vehicles -

- 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 them?

OR

- Did anyone ATTEMPT to steal any vehicle or parts attached to them?

*Ask only if necessary*

Did any incidents of this type happen to you?

R: 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-
- 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)**

This concludes the **screen questions** for Brian Public. At the **PRESENTFORSQS** (Present for Screen Questions) item enter 11 since this is a telephone interview.

I want to make sure that you're all aware that we expect you to ask all the questions

in the NCVS screener fully and completely, at a conversational pace. We know that to do this, it takes about four minutes to interview a household respondent and three and a half minutes to interview someone who is not the household respondent. When you transmit your cases, we can tell how long it takes you to ask these questions in each interview. We also expect you to read all other NCVS questions fully and completely and at a conversational pace.

These standards will be part of your performance plan; we'll discuss that later.

Are there any questions?

**(Answer questions)**

Let's continue with the practice interview. The **INC\_REPORTS** screen indicates the total of number of incidents reported and whether or not the respondent refused to report the number of times an incident occurred. One incident was reported by Brian Public; enter 1 at the **INC\_REPORTS** screen.

\_\_\_\_\_, please continue with the incident questions.

**INCIDENTINTRO** FR: You said before that during the last 6 months lawn ornaments were stolen from your yard one time.

**(Interrupt and say)**

Notice that there are a couple of instructions telling you **NOT** to F10 from this screen. This is because doing so impacts the incident counter in the instrument. If you need to exit the case, enter 1 to continue at **INCIDENTINTRO** and then F10 at the next screen. However, don't press F10 because we want to continue this interview. Enter

1 at **INCIDENTINTRO** now.

In the next screen, **INCIDENTDATE**, notice that the beginning and ending months as well as the year of the reference period are displayed on the top of the Info Pane. In this training instrument these dates are not displaying correctly but in production the correct beginning and end dates will be displayed. You can refer to this in case you have to remind the respondent of the reference period especially when the month given in **INCIDENTDATE** is outside this reference period. Turn to page 13 of your Workbook for an explanation of the NCVS reference period.

**(Allow time)**

\_\_\_\_\_, please continue with the **INCIDENTDATE** question.

**INCIDENTDATE** FR: In what month did this incident happen?

R: It happened in April.

**(For training, make sure the month the incident occurred falls WITHIN the reference period; that is, within the last six months.)**

**(Enter 4, April)**

**INCIDENTNUMBEROFTIMES**

FR: *Ask or verify*  
Altogether, how many times did this type of incident happen during the last 6 months?

R: Just once.

**(Enter 1)**

**INCIDENTTIME** FR: About what time did this incident happen?

R: It happened sometime during the night but I'm not sure what time.

**(Enter 18, Don't know what time of night)**

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

R: Right here in Any Town.

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

**(Interrupt and say)**

The next question, **INCIDENTAIR**, differs from the housing unit question pertaining to American Indian Reservations (**INDIANRESERVATIONHU**). **INCIDENTAIR** asks whether the **incident** happened on an American Indian Reservation or on American Indian Lands whereas **INDIANRESERVATIONHU** asks if the **living quarters** for the sample address is located on an American Indian Reservation or on American Indian Lands.

\_\_\_\_\_, please continue.

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

R: No.

**(Enter 2, No)**

**(Interrupt and say)**

Remember, this next question is EXTREMELY IMPORTANT. If the wrong category is selected, you will ask inappropriate questions and the incident may eventually be classified into the wrong type of crime category. Select category 11 ONLY if the

offender got inside or tried to get inside the respondent's home or lodging facilities regardless of whether the offender entered by force, was let in, or gained entrance through an unlocked door. Category 11 includes the respondent's house, apartment, dormitory room, attached or detached garage, shed, or an enclosed porch. Also included are vacation homes, second homes, hotel or motel rooms at which the respondent could have been staying at the time of the incident, or **ANY** detached structure on the respondent's property.

Remember, select category 12 for incidents that happened on an unenclosed porch, patio, or carport. 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.

\_\_\_\_\_, please continue the interview.

#### LOCATION\_GENERAL

FR: Did this incident happen...

-- In your home or lodging?

R: Yes.

**(Enter 11, Inside home or lodging)**

#### LOCATION\_IN\_HOME

FR: Where in your home or lodging did this incident happen?

R: In my front yard.

**(Interrupt and say)**

Notice that the categories listed in this screen apply to incidents that occurred either **INSIDE** an **enclosed** structure of the respondent's home, a building on the

respondent's property, or inside a place the respondent was temporarily staying, such as a vacation home or hotel room and not outside the respondent's home.

Let's see what happens if we continue down this path of questions. Select category 11.

**OFFENDERLIVE** FR: Did the offender live there or have a right to be there, for instance, as a guest or a repair person?

R: No.

**(Enter 2, No)**

**OFFENDERINSIDE** FR: Did the offender actually get INSIDE your house?

R: No.

**(Enter 2, No)**

**OFFENDERTRY** FR: Did the offender TRY to get in your house?

R: No.

**(Enter 2, No)**

**(Interrupt and say)**

\_\_\_\_\_, please read the hard edit message that appears.

***(TRAINEE: Inconsistent entries in LOCATION\_IN\_HOME, OFFENDERLIVE, OFFENDERINSIDE, and OFFENDERTRY. The reported location of this incident was inside the respondent's home or lodging but it was also reported that the offender did not live there, actually get in, or try to get in.***

**Select GOTO to return to OFFENDERTRY and up-arrow to change LOCATION\_IN\_HOME, OFFENDERLIVE, OFFENDERINSIDE, and OFFENDERTRY)**

Thank you.

Remember, if you select that an incident occurred inside the respondent's home or lodging facilities then that means that the offender got inside or tried to get inside the home regardless of whether the offender entered by force, was let in, or gained entrance through an unlocked door. Since the offender didn't get inside or try to get inside the respondent's home, you know that the location where the incident occurred was incorrectly identified. Therefore, you need to go back to the **LOCATION\_GENERAL** screen and change the original answer.

Select the GoTo button and then press the up arrow until you get back to the **LOCATION\_GENERAL** screen.

**(Allow time)**

Now change the answer to 12, "Near your home or lodging."

\_\_\_\_\_, please continue the interview with the **LOCATION\_NEAR\_HOME** question.

**LOCATION\_NEAR\_HOME**

FR: *Ask or verify*  
Where near your home or lodging did this incident happen?

R: In the front yard.

**(Enter 15, Own yard, sidewalk, driveway, etc.)**

Notice what happens next. A check item appears asking you to verify whether the incident happened in a garage and whether the garage was attached or detached. Since you know that the incident happened in the respondent's front yard, you can click "Suppress" to continue. However, if the incident had taken place in a garage, you would have to click "Goto" and change the answer to **LOCATION\_GENERAL** to Precode (11), "Inside own home." Does everyone understand that?

**(Allow time)**

\_\_\_\_\_, please continue.

**INSIDEOROUT**

FR: *Ask or verify*  
Did it happen outdoors, indoors, or both?

R: Outdoors.

**(Enter 2, Outdoors)**

**FARFROMHOME**

FR: *Ask or verify*  
How far away from home did this happen?

R: It was at my home.

**(Enter 1, At, in, or near the building containing the respondent's home or next door)**

**HHMEMBERPRESENT**

FR: *Ask or verify*  
Were you or any other household member present when this incident occurred?

R: No.

**(Enter 2, No)**

**(Interrupt and say)**

Again, notice what happens. A check item appears asking you to verify whether or not the respondent or another household member was at the immediate scene of the crime during the incident. After verifying presence, if you determine they were present press the Close or Goto button. If you determine they really were not present, press the Suppress button. We do this check to make sure you have marked presence correctly; if you have not marked it correctly, the instrument may not ask the right questions of the respondent. \_\_\_\_\_, please continue.

### **KNOWLEARNOFFENDERS**

FR: Do you know or have you learned anything about the offender - for instance, whether there was one or more than one offender involved, whether it was someone young or old, or male or female?

R: No.

**(Enter 2, No)**

### **THEFT**

FR: *Ask or verify*  
Was something stolen or was taken without permission that belonged to you or others in the household?

R: Yes.

**(Enter 1, Yes)**

### **WHATWASTAKEN**

FR: What was taken that belonged to you or others in the household?

**(Interrupt and say)**

Some questions allow you to enter multiple responses. Can anyone tell me how you can tell those questions that accept multiple responses from those that allow only a single response?

**(Call on Trainee if one volunteers; otherwise explain the difference using the text below.)**

***(TRAINEE: The answer categories for multiple response questions contain square boxes in front of them. The answer categories for single response questions contain radio buttons in front of them.)***

Thank you.

This is a multiple response question and you can record more than one response. Keep asking the appropriate probe “Anything else?” or “Any other way?” until you get a “No” response. When recording responses, you can either click on the box to select all appropriate categories or enter the appropriate category number in the answer field. When entering multiple responses, you can enter the response values by either using commas between each category value, such as “12 comma,” “13 comma,” “14 comma,” and so on or by pressing the spacebar after entering each response value. Let’s see what happens if you don’t do this.

I will give you two values to enter. Make sure that you **don't** press the Enter key after entering the values. First enter 27. Remember **don't** press the Enter key. **(Pause)** . Now enter value 28, but again don’t press enter. Notice that the check mark for the first value is deselected or unmarked and the second value never gets selected or marked. Now press enter, and back arrow to the screen WHATWASTAKEN. Notice both values are ultimately recorded. However, without pressing the space bar or entering a comma between values you may miss which values are selected while in the current screen.

Now delete these entries by using your backspace key. **(Pause)** In response to this question, the respondent tells you that outdoor lawn ornaments were stolen. Take a look at the categories displayed.

Q: Which category do you select for the theft of the lawn ornaments,  
\_\_\_\_\_?

A: Code 36, Other

**(If trainee says code 23, “Other household furnishings,” explain that this category applies to furnishings inside the house such as furniture, rugs, lamps, mirrors, and so on.)**

After selecting category 36, assume the respondent said that nothing else was taken. Press enter. At the **WHATWASTAKEN\_SPEC** screen specify what was taken.

**(Allow time)**

\_\_\_\_\_, please continue the interview.

#### **WHOOWNEDSTOLENPROPERTY**

FR: Did the stolen property belong to you personally, to someone else in the household, or to both you and other household members?

**(Interrupt and say)**

This question is asked to identify the owners of the property or money that the offender stole during the incident. When we refer to household members we mean household members at the time of the interview, NOT just at the time of the incident. The property could belong *solely* to the respondent, to the respondent and other household members either *jointly or partially*, to other household members ONLY

and NONE to the respondent, or to a nonhousehold member at the time of the interview. The property owner could be a current household member whose property was stolen from a former residence during the 6-month reference period.

R: They belonged to me and others in the household.

**(Enter 2, Respondent and the other household member(s))**

#### **OTHERSOWNEDSTOLENPROPERTY**

FR: Besides you, which household members owned the stolen property?

**(Interrupt and say)**

This question is asked to identify each household member who owned any or part of the property or money that the offender took without permission. If the property belongs to the entire household or to more than three household members, enter Precode (40), Household property. It is acceptable to enter Precode (40) and also enter one or more line numbers in situations in which the offender took both personal and household property.

R: They belonged to everyone.

**(Enter 40, Household property)**

#### **ARTICLEINCAR**

FR: *Ask or verify*  
Was the article IN or ATTACHED to a motor vehicle when it was taken?

R: No.

**(Enter 2, No)**

**OTHERONPERSON** FR: Ask or verify  
Was there anything ELSE the offenders took directly from you, for instance, from your pocket or hands, or something that you were wearing?

R: No.

**(Enter 2, No)**

**PROPERTYVALUE** FR: What was the value of the PROPERTY that was taken? Include recovered property (If jointly owned with nonhousehold members, include only share owned by household members.)

R: I remember it was exactly \$50.86.

**(Interrupt and say)**

Remember, when entering monetary values, only enter the dollar amount and not the cents, so enter 51.

\_\_\_\_\_, please continue.

**DECIDEDVALUE** FR: How did you decide the value of the property that was taken?

R: That was the cost we paid to purchase the decorations.

**(Enter 11, Original cost)**

**ALLPARTRECOVERED**

FR: Was all or part of the stolen property recovered, not counting anything received from insurance?

R: No.

**(Enter 3, None)**

**RECOVEREDINSURANCE**

FR: Was the theft reported to an insurance company?

R: No.

**(Enter 2, No)**

**DAMAGED**

FR: Other than any 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: No.

**(Enter 2, No)**

**NOTREPORTEDPOLICE**

FR: What was the reason it was not reported to the police?

R: We didn't think it was important enough to bother the police.

**(Enter 13, Minor or unsuccessful crime)**

FR: Any other reason?

R: We also didn't want to take the time to report it.

**(Enter 27, Did not want to or could not take time)**

**(If the FR doesn't ask the probe for this question, remind trainees to ask the probe displayed on the screen for multiple entry questions.)**

FR: Any other reason?

R: No.

**(Press Enter)**

#### **NOTREPORTIMPORTANT**

FR: Which of these would you say was the most important reason why the incident was not reported to the police?

R: Because it just wasn't important enough to call the police.

**(Enter 13, Minor or unsuccessful crime)**

#### **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 happened?

R: I don't know.

**(Enter 21, Don't know)**

#### **JOBDURINGINCIDENT**

FR: *Ask or verify*  
Did you have a job at the time of the incident?

R: Yes.

**(Enter 1, Yes)**

### LOSTOTHERWORKTIME

FR: Did you lose any time from work because of this incident for such things as cooperating with a police investigation, testifying in court, or repairing or replacing damaged or stolen property?

R: No.

**(Enter 6, None)**

### 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)**

**(Interrupt and say)**

The next question, **INCIDENTHATECRIME**, begins a series of questions asking about hate crime. These questions are intended to find out whether the respondent was **victimized** due to prejudice or bigotry towards members of a specific group.

\_\_\_\_\_, please continue.

### 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: I really don't know.

**(Press Ctrl+D, then press Enter)**

Now you need to write a summary about the incident. Remember, you are limited to 300 characters. You can record additional information in the CAPI case level notes or press the F7 key to record additional information on the **SUMMARY** screen. To save space in the summary box, you can also use abbreviations. The standard recommended abbreviations for the NCVS are found in the Help item on the Menu bar. To access the standard abbreviations, click on the Help item or press the Shift and F11 keys. *Try this now* and take a few minutes to look at the list of abbreviations that are acceptable to use for the NCVS.

**(Allow time)**

You can also toggle between the summary and the Help screen by pressing the ALT and TAB keys. Also, the list of abbreviations is provided on pages 28 and 29 in the Information Card booklet.

When writing summary reports, you must include the **who, what, when, where,** and **how** of the incident and any pertinent details not covered in the incident report questions. When writing the summary, avoid pronouns, generalizations, making up abbreviations and omitting pertinent details. If you run out of room for your summary, press F7 to record additional information. Now turn to page 14 of your Workbook for the text you should enter in the Incident Summary.

**(Allow time)**

**SUMMARY**

***During night on (date) lawn ornaments stolen from L2's front yard while HH asleep. Belonged to entire HH. Incident not reported to police b/c not important enough. Also L2 didn't want to take time to report it. Value***

***property \$51. L2 doesn't know who took the ornaments.  
Nothing recovered.***

**(Allow time)**

At **SUMMARYPROBE** you can either return to the summary to edit it or you can continue with the interview. Let's go back to the summary for a moment, so press the UP arrow key. When you return to the summary you need to make sure that the text is not highlighted before editing or adding more text. Either press F2 or click on the text box to unhighlight the text. If you don't do this when you begin typing in additional text you will lose the text previously entered. Edit the summary by removing the word entire in the sentence "Belonged to entire HH." When you are done press Enter.

**(Allow time)**

At **SUMMARYPROBE** enter 1 to continue. **(Pause)**

The next screen, **INCIDENTTOADD**, provides you with the opportunity to add incidents that the respondent may have recalled during the interview but which were not already reported in the screen questions. **(Pause)** For this exercise, enter code 2.

The next screen, **CRIME\_END**, tells you that you have completed all incident reports for Brian Public. Enter 1 to continue. Also, enter 1 at the **ENDINCIDENT** screen and a 1 at **ENDSCREENER**, which tells you that there are no more incidents to report.

At the **INTRO\_ UNDUP** screen read the respondent the text, which tells them that

you must review the incidents reported during the current interview for the household.

\_\_\_\_\_, please read the introduction to us.

***(TRAINEE: Now it will just take me a minute to review the crime incidents I have recorded from you during this interview at your household.)***

Thank you. Now enter 1 to continue.

The next screen, **UNDUP\_OLDINC**, compares incidents reported by the respondent during the current interview with those that were reported in the previous interview, either by the respondent or someone else in the household, to ensure that the current incident reported is not a duplicate of incidents reported in the past. Selected information about the current incident is displayed in the left column and selected information about the incident reported in a previous interview is displayed in the right column. Because the incident reported in a previous interview may have been reported by another household member, **DO NOT** discuss the incident with the current respondent, in order to maintain confidentiality.

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 gives you 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 current enumeration**" over the column on the left and "**incident reported during previous enumeration**" above the right hand column (**OR SOMETHING SIMILAR**)

Let's 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

1. Because the incidents took place in different months.
2. Because they are not the same type of incident (i.e. stolen lawn ornaments versus the theft of two games) (**OR SOMETHING SIMILAR**)

Are there any questions about why these are not duplicate incident reports?

**(Answer questions)**

Now that we've established that these two incidents are not the same, enter 2 to continue the interview. Since there are no more incidents to compare, the unduplication process is completed. At the **UNDUP\_DONE** screen enter 1 to continue.

\_\_\_\_\_, please continue the interview with the socio-demographic questions.

**INTRO\_SOCIO\_DEMO**

FR: Now we have some questions about your demographic characteristics.

**(Enter 1 to continue)**

**HEARING**

FR: Are you deaf or do you have serious difficulty hearing?

R: No.

**(Enter 2)**

**VISION**

FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

R: No.

**(Enter 2)**

**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)**

**PHYSICAL\_LIMIT** FR: Walking or climbing stairs?

R: No.

**(Enter 2)**

**DRESS\_BATH** FR: Dressing or bathing?

R: No.

**(Enter 2)**

**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)**

**CITIZENSHIP** FR: Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parent(s), or become a citizen of the U.S. through naturalization?

R: Yes, I became a citizen through naturalization.

**(Enter 4)**

**ORIENTATION\_MALE**

FR: Which of the following best represents how you think of yourself?

- Gay
- Straight, that is, not gay
- Bisexual
- Something else
- I don't know the answer

R: What do you mean by bisexual?

**(Interrupt and say)**

If the respondent asks for further clarification of a term on this screen, read the appropriate definition that appears on this screen in optional text. Do not try and define these terms yourself.

FR: By bisexual, we mean romantic or sexual attraction to persons of both the same sex and opposite sex.

R: Oh okay, I'm bisexual.

**(Enter 3)**

**GENID\_BIRTH** FR: What sex were you assigned at birth, on your original birth certificate?

R: Male.

**(Enter 1)**

**GENID\_DESCRIBE** FR: Do you currently describe yourself as male, female or transgender?

R: Male.

**(Enter 1)**

**ACTIVE\_DUTY** FR: Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: Yes, I'm in the Reserves.

**(Enter 2)**

**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. Since this is a telephone interview, read the answer categories aloud to the respondent until they give a “Yes” response or provide an answer.

\_\_\_\_\_, please continue the interview at the screen **JOBDESCRIPTION**.

**JOBDESCRIPTION** FR: *Ask or verify*  
Which of the following best describes your job?

Were you employed in the -

Medical Profession?  
Mental Health Services Field?

R: Yes, mental health field.

**(Enter 12, Mental Health Services Field)**

**MENTALHEALTHJOB**

FR: Are your duties -  
Professional (Social worker/psychiatrist)?  
Custodial care?  
Some other Mental Health Services Profession?

R: It's professional, I'm a social worker.

**(Enter 15, Professional)**

**EMPLOYERTYPECURRENT**

FR: *Ask or verify*  
Is your job with a private company, business, or individual for wages?

R: No.

FR: The Federal government?

R: No.

FR: A State, county, or local government?

R: Yes, it's with the state.

**(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?
- Rural area?

OR

-- Combination of these?

R: In a city.

**(Enter 1, A city)**

**INTVDONE**

**(Enter 1 to continue)**

**HOUSEHOLDINCOME**

FR: (SHOW FLASHCARD)

**(Interrupt and say)**

Since this is a telephone interview, if necessary read the answer categories to the respondent until you get a "Yes" response.

What is the TOTAL combined income of all members of this 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

**(Interrupt and say)**

R: It's about \$150,000.

**(Enter 26, \$150,000 - \$199,999)**

At the next screen, **BESTTIME\_NOSUNDAY**, you can review or update the Interview Time Preferences if you need to. For this exercise, enter 1 to continue.

\_\_\_\_\_, please continue the interview.

**RESPONDENTPHONENUMBER**

**(Enter 0)**

**RESPINTERVIEWLANG**

FR: Was this respondent's interview conducted in a language other than English?

R: No.

**(Enter 2, No)**

**(Interrupt and say)**

This concludes Brian Public's interview. Enter 1 at the **ENDPERSON**.

Brian Public tells you that Michael Goe, Will Loe, and Megan Moe are not available to be interviewed at this time. Therefore, at the **NEXTPERSON** screen enter 33, which takes you to **REFCBBREAK\_CP**. This question asks you if the interview with the household ended because of a refusal, a callback was needed, a breakoff occurred, or because of a language or other problem. Since Michael Goe, Will Loe, and Megan Moe are not available to be interviewed, you will need to call the household back to complete their interview. Enter 2, Callback.

**(Pause)** At **PERSAPPT** you may want to ask the respondent what time would be best to call the household back to complete the remaining interviews. At this screen you can either enter 1 to proceed and enter a note later in the Case Level Notes Editor or you can enter a note now by pressing Ctrl+F7. Let's enter a note later, so enter 1 at **PERSAPPT**.

At the **THANKYOU\_INDIV** screen you thank Brian Public and tell him that you will call back at the suggested time, if he provided a specific time for you to call. Enter 1 to continue.

You don't need to make any changes to the telephone number and you don't need to access the Interview Time Preferences application, so at the **VERIFY** screen enter 2. (**Pause**)

**(Allow time)**

Now at the "Case Level Notes Editor," enter a note that you have to call back the household to complete interviews with Michael Goe, Will Loe, and Megan Moe. For this exercise, assume that Brian Public told you to call back after 7:00 p.m. so also enter the date and time to call back the household. You can also enter notes here regarding the incident that you captured and any other details about the case.

**(Allow time)**

Press F10 to exit the "Notes Editor." When the "Case Level Notes Editor" pop-up screen appears asking if you want to save the notes entered, click the "Yes" button. You then automatically return to pCHI, then Case Management.

\_\_\_\_\_, will you walk us through the pCHI items? Note that we won't be collecting any contact information for L1, as he is no longer a household member.

<b>CTATEMPT</b>	<b>(Enter 2 for telephone, outgoing)</b>
<b>TIMEOFCT</b>	<b>(Enter 1 since you are entering pCHI at the time of the contact attempt)</b>
<b>pCASECONTACT</b>	<b>(Enter 1, made contact with one or more eligible persons)</b>
<b>PCONTACTPER</b>	<b>(Enter 1, made contact with Brian Public)</b>
<b>pCTTYPE</b>	<b>(Enter 1, completed interview)</b>

**pRSPNDENT** (Enter 98 since the respondent completed his interview without expressing any concerns about participating)

**pSTRATEGS** (Enter 5, called household)

**PCONTACTPER (LN3)**  
(Enter 3, noncontact)

**pNOCONTACT** (Enter 1, person not home)

**pSTRATEGS** (Enter 2, scheduled appointment)

**PCONTACTPER (LN4)**  
(Enter 3, noncontact)

**pNOCONTACT** (Enter 1, person not home)

**pSTRATEGS** (Enter 2, scheduled appointment)

**PCONTACTPER (LN5)**  
(Enter 3, noncontact)

**pNOCONTACT** (Enter 1, person not home)

**pSTRATEGS** (Enter 2, scheduled appointment)

Then we exit the pCHI, because we've updated the contact information for all the household members.

Click on the "OK" button at the Case Management pop-up screen.

Notice that the status code changes to a "P". This lets you know that you have completed the household respondent's interview but that there are other eligible household members whose interview you still need to complete.

This concludes the interview for this practice exercise. Are there any questions?

**(Answer questions)**

**PRACTICE EXERCISE #8 - Re-entering a Case to Complete Interview with  
Remaining Eligible Household Members  
Case ID: 00000004**

**(Approximate time: 15 minutes)**

In this exercise you will practice re-entering a case. We'll be working with the training case for the Moe household. You already completed Megan Moe's interview, the household respondent, during the self-study Practice Interview. Now you need to call back the household to interview her husband, Ted Moe.

Highlight the case, **508 Neil St.** Start the interview by pressing the **F2** function key and get into the NCVS CAPI instrument for this case.

**(Allow time)**

At the **START\_CP** screen, enter 1 since you are calling the household back to interview Ted Moe. Look at the next to the last column, STATUS, on the **SHOW\_CP\_ROSTER** screen. As you can see, Megan Moe's interview is done but Ted Moe has an interview designation of "NEED SELF" which means that he still needs to be interviewed. Enter 1 at this screen to continue. **(Pause)**

At the **SHOW\_INFO\_CP** screen you can view any notes about the case by pressing **Ctrl F7** and you can look to see if there are any best or worst time preferences to contact this case by pressing the **Ctrl+T** keys. For this exercise, enter 1 at the **SHOW\_INFO\_CP** screen to continue the interview. **(Pause)** The next screen you see is **WHOTOCALL\_CP**. This screen displays the names of the household members with whom you still need to complete an interview. Notice that Ted Moe's

name is listed. Enter 1 to select Ted Moe as the person to interview. **(Pause)**

At the **DIAL\_CP** screen, call the household. Assume someone answers, so enter 1. **(Pause)** At the **HELLO\_1\_CP** screen read the introduction, then ask to speak to Ted Moe. The person who answered the phone calls Ted Moe to the telephone so at the **HELLO\_1\_CP** screen enter 2, "Correct person called to the phone."

At the next screen, **INTRO\_REC\_CP**, introduce yourself to Ted Moe since this is the first time you are talking to him. Also, explain to him the purpose of the survey and tell him that you would like to complete his interview. However, Ted Moe tells you that he doesn't want to be interviewed. At this point, you should try to explain the importance of the survey and his participation. You can refer to the responses under the **Frequently Asked Questions** tab to help explain the importance of the survey to him.

Let's take a look at some of the responses available. Click on the **FAQs** tab on the toolbar. As you can see, there are several questions that are frequently asked about the NCVS. Let's look at question 4, "Who uses this information? What good is it?" Enter 4.

\_\_\_\_\_, please read the response to this question.

***(TRAINEE: This survey is widely used by policy makers at all levels of government, crime prevention groups, people who help crime victims, researchers in many fields, the media, as well as others. It has sometimes been used by the Supreme Court in making decisions. The survey informs our users in a neutral, unbiased way to help them make public policy.)***

Thank you.

Let's take a look at one more question so enter 2 to return to the list of questions, then select question 3, "Why not ask the police about crimes?"

\_\_\_\_\_, would you please read the response to Question 3?

***(TRAINEE: Less than half of all crimes are reported to police. The survey is the only way we have to find out about these crimes. We also get the details about the characteristics of the crimes and the effects of the crime on the victim. The survey provides much more detailed information than we get from the police on both reported and unreported crime.)***

Thank you.

Now let's continue the interview, so enter 1.

After attempting to convince Ted Moe to participate he still refuses, so press F10 at the **INTRO\_REC\_CP** screen. **(Pause)** Then, enter 1 at the **REFCBBREAK\_CP** screen and a 2 at the **VERIFY** screen.

At the "Case Level Notes Editor" enter "Ted Moe refused to be interviewed." It is acceptable to enter household members' names at the "Case Level Notes Editor." Exit and save the notes.

Now let's enter contact information in the pCHI.

**CTATEMPT**                   **(Enter 2 for telephone, outgoing)**

**TIMEOFCT**                   **(Enter 1 since you are entering pCHI at the time of the contact attempt)**

When you get to **pCASECONTACT**, look at the roster. Ted Moe is in blue text, which means that he is eligible for the NCVS and his interview has not been completed yet. Megan Moe is in gray text with a “C” next to her name, which means that she completed her NCVS interview in a previous contact, so we don’t have to enter any pCHI information for her.

\_\_\_\_\_, please walk us through the remaining pCHI screens.

**pCASECONTACT** (Enter 1, made contact with one or more eligible persons)

(Interrupt and say)

Even though we did not complete his interview, we did speak with Ted Moe, so we want to note that contact was made.

**PCONTACTPER** (Enter 1, made contact with Ted Moe)

**pCTTYPE** (Enter 3, unable to conduct interview)

**pNONINTER** (Enter 5, potential Type-Z)

(Interrupt and say)

Use this category, “Potential Type Z” for household members who are potential or confirmed Type Zs, as shown in this exercise.

Look at the next item, **pRSPNDENT**. Let’s say that Ted refused to participate because the survey is voluntary, and he’s too busy. What precodes do you enter, \_\_\_\_\_?

**pRSPNDENT (Enter 5, survey is voluntary, and 2, too busy)**

Thank you. When possible, enter the precodes in the order the respondent mentions them, just as we did here. This is so we can see how often a category is mentioned, and how often it is mentioned first. That would imply that it is the most important reason for that respondent.

**pSTRATEGS (Enter 5, called household)**

We don't need to collect any contact information for Megan since she is grayed out. This concludes this practice exercise of re-entering a case to interview any remaining eligible household members.

Are there any questions?

**(Answer questions)**

**PRACTICE EXERCISE #9– Classifying an NCVS Respondent as a Type Z  
Noninterview**

**Case ID: 00000004**

**(Approximate time: 15 minutes)**

This next exercise covers classifying an NCVS respondent as a Type Z noninterview. When a case is ready to be transmitted, it means that the household doesn't require any more follow-up contacts. This is because you either interviewed all eligible members in the household, completed an interview with one or more eligible members and made every attempt to interview other household members but were unsuccessful, or the household was a Type A, Type B, or Type C noninterview.

If the household contains any members who have not been interviewed, either because they refused, were never available despite repeated attempts to interview them, they were physically or mentally unable to answer and no proxy was available, or they were temporarily absent and no proxy was available, you must specify the Type Z noninterview reason for every noninterview person in the household before you can transmit the case. Since this process can only be done at the time you are ready to transmit the case to Headquarters, it is very important that if you have identified any eligible household members as a noninterview early in the interview period, you annotate the reason in the CAPI notes so you don't forget the reason when you are ready to transmit the case later on.

Let's go back to the training case for the Moe household. You completed Megan Moe's interview, but her husband, Ted Moe, refused to be interviewed. There aren't

any other eligible household members whose interview you need to complete so this case is ready to be transmitted. However, in order to transmit this case, you first need to specify the reason why Ted Moe is a Type Z noninterview. In the Case List, highlight the case **508 Neil St.** Start the interview by pressing the **F2** function key and get into the NCVS CAPI instrument for this case.

**(Allow time)**

At the **START\_CP** screen notice that the “Case Status” indicates that the household respondent’s interview was completed. Since this case doesn’t require any more follow-up, enter 5, “Ready to transmit case-no more follow up.” You now see a pop up screen that asks you if you are ready to transmit the case. Since this case doesn’t require any more follow-up you are ready to transmit it, so click the “Suppress” button. The TYPE Z screen tells you that no survey data was collected for Ted Moe and instructs you to select the reason that best describes why survey data were not collected for him. Enter 3 since Ted Moe refused to participate. At the **VERIFY** screen enter 2. In the Case Level Notes Editor enter that Ted Moe refused to participate, then save the notes entered.

**(Allow time)**

Since we got back into the NCVS instrument to code Ted as a Type Z and did not attempt another contact we can enter Precode (4), “Not attempting contact” at **CTATEMPT** and Precode (2), “Readying case for transmission” at **NOATTEMPT**. If we entered data in pCHI it would be a duplicate of the last record entered in pCHI; since there was not another attempt, we don’t need to enter any contact information here. Does everyone understand that?

**(Answer questions)**

Notice that the case is no longer listed on the Case List.

This concludes this practice exercise. Are there any other questions?

**(Answer questions)**

**PRACTICE EXERCISE #10 – Unduplication of Incidents**  
**Case ID: 00000005**

**(Approximate time: 30 minutes)**

In this exercise you will practice handling duplicate incidents. We will be working with the training case with the address **116 Aphroditedr**. You already completed Brian Public's interview. Now you are calling the household back to interview Michael Goe, Will Loe, and Megan Moe.

Highlight the case and then start the interview by pressing the F2 function key to get into the NCVS CAPI instrument for this case.

**(Allow time)**

At the **START\_CP** screen, notice that the Case Status description changed from New Case to Household Respondent Complete since you completed the household respondent's interview. Enter 1 at this screen since you are calling the household back to interview other eligible household members. At the next screen, **SHOW\_CP\_ROSTER**, look at the column labeled STATUS. Notice that you still need to complete interviews for Michael Goe, Will Loe, and Megan Moe. **(Pause)** Enter 1 at this screen and also enter 1 at the **SHOW\_INFO\_CP** screen. **(Pause)**

The next screen you see is **WHOTOCALL\_CP**. This screen displays the name and the line number of household members with whom you still need to complete an NCVS interview. You can select either Michael Goe, Will Loe, or Megan Moe to interview next. Select Michael Goe. Enter his line number, 3, as the person to interview next. **(Pause)**

At the **DIAL\_CP** screen call the household. Assume someone answers, so enter  
**(Pause)**

\_\_\_\_\_, please continue the interview. Remember to tell us what you enter at  
each screen as you proceed through the interview.

**HELLO\_1\_CP** FR: Hello. This is (TRAINEE'S NAME) from the U.S.  
Census Bureau. May I please speak to Michael Goe?

R: This is Michael Goe.

**(Enter 1, This is the correct person)**

**INTRO\_REC\_CP** FR: We are talking with members of your household to  
obtain statistics on the kinds and amount of crime  
committed against individuals 12 years of age or  
older.

We would like to complete your interview now.

R: Ok.

**(Enter 1, Proceed with interview)**

You don't need to re-ask the respondent questions that were answered when you  
conducted the interview earlier. Therefore, press the "END" key to resume the  
interview at the question where the interview was terminated.

**(Press the End key to proceed to the next unanswered question)**

**INTERVIEWSTATUS (Enter 1 to continue interview)**

**INTROFORNEWRESPONDENT**

**(Enter 1 to proceed with interview)**

**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: 5 years.

**(Enter 5)**

**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 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?

*Ask only if necessary*

Did any incidents of this type happen to you?

R: Yes.

**(Enter 1, Yes)**

**SQTHEFTTIMES** FR: How many times?

R: One time.

**(Enter 1)**

**SQTHEFTSPEC** FR: What happened?

R: Lawn ornaments were stolen from our front yard.

**(Enter: Lawn ornaments were stolen from household's front yard.)**

**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

R: *(Interrupts)* No, nothing like that at all.

**(Interrupt and say)**

This is a good place for us to talk about asking the respondent to wait until you are finished reading the whole question. Here, we are interrupted by the respondent before the FR has asked all the cues. Notice how the FR now politely asks the respondent to wait until the whole question is asked.

FR: If you could just bear with me while I finish reading the question, please.

- 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. 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. Have you been forced or coerced to engage in unwanted sexual activity by -

- Someone you didn't know-
- 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)**

**(Interrupt and say)**

This concludes the **screen questions** for Michael Goe. At the “Present for Screen Questions” screen enter 11 since this is a telephone interview.

The **INC\_REPORTS** screen tells you that an incident was reported by Michael Goe. Enter 1 at this screen.

\_\_\_\_\_, please continue with the incident questions.

**INCIDENTINTRO** FR: You said before that during the last 6 months lawn ornaments were stolen from your household’s front yard one time.

**(Enter 1 to continue)**

**INCIDENTDATE** FR: In what month did this incident happen?

R: I think it happened sometime in March.

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

**(Enter 3, March)**

**INCIDENTNUMBEROFTIMES**

FR: *Ask or verify*  
Altogether, how many times did this type of incident happen during the last 6 months?

R: Just once.

**(Enter 1)**

**INCIDENTTIME**

FR: About what time did this incident happen?

R: I didn't notice that the ornaments were missing until the next day so it must have happened sometime during the night.

**(Enter 18, Don't know what time of night)**

**INCIDENTPLACE**

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

R: Right here 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?

R: It happened in my front yard.

**(Enter 12, Near your home or lodging)**

## LOCATION\_NEAR\_HOME

FR: *Ask or verify*  
Where near your home or lodging did this incident happen?

**(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 said this happened in your front yard, is that correct?” Using this active listening technique will help the respondent know that you really are paying attention to their answers and make interviewing more efficient.

R: In the front yard.

**(Enter 15, Own yard, sidewalk, driveway, etc.)**

Notice the pop-up that appears. It asks, “Did this incident happen in a garage? If yes, was the garage attached or detached?” In this example, the incident did not happen in a garage, so click “Suppress.”

## INSIDEOROUT

FR: *Ask or verify*  
Did it happen outdoors, indoors, or both?

R: Outdoors.

**(Enter 2, Outdoors)**

**FARFROMHOME**

FR: *Ask or verify*  
How far away from home did this happen?

R: It was at my home.

**(Enter 1, At, in, or near the building containing the respondent's home or next door)**

**HHMEMBERPRESENT**

FR: *Ask or verify*  
Were you or any other household member present when this incident occurred?

R: No.

**(Enter 2, No)**

Notice that we have another pop-up screen: "Verify whether or not the respondent or another household member was at the immediate scene of the crime during the incident. If after verifying presence, you determine they were present, press the Close or Goto button. If after verifying presence, you determine they were not present, press the Suppress button." You must verify that the household member was in fact not present. The respondent could be sleeping, remember to probe. After you verify, click "Suppress."

**KNOWLEARNOFFENDERS**

FR: Do you know or have you learned anything about the offender for instance, whether there was one or more than one offender involved, whether it was someone young or old, or male or female?

R: No.

**(Enter 2, No)**

**THEFT**

FR: *Ask or verify*  
Was something stolen or taken without permission that belonged to you or others in the household?

R: Yes.

**(Enter 1, Yes)**

**WHATWASTAKEN**

FR: *Ask or verify*  
What was taken that belonged to you or others in the household?

R: Outdoor lawn decorations.

**(Enter 36, Other)**

FR: Anything else?

R: No.

**(Press Enter)**

**WHATWASTAKEN\_SPEC**

**(Enter "Lawn ornaments")**

**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: To me and others in the household.

**(Enter 2, Respondent and the other household member(s))**

**OTHERSOWNEDSTOLENPROPERTY**

FR: Besides you, which household members owned the stolen property?

R: They belonged to everyone.

**(Enter 40, Household property)**

**ARTICLEINCAR** FR: *Ask or verify*  
Was the article IN or ATTACHED to a motor vehicle when it was taken?

R: No.

**(Enter 2, No)**

**OTHERONPERSON** FR: *Ask or verify*  
Was there anything ELSE the offenders took directly from you, for instance, from your pocket or hands, or something that you were wearing?

R: No.

**(Enter 2, No)**

**PROPERTYVALUE** FR: What was the value of the PROPERTY that was taken? Include recovered property (If jointly owned with nonhousehold members, include only share owned by household members.)

R: About \$50.

**(Enter 50)**

**DECIDEDVALUE** FR: How did you decide the value of the property that was taken?

R: That was the cost we paid to purchase the decorations.

**(Enter 11, Original cost)**

FR: Any other way?

R: No.

**(Press ENTER)**

**(If the FR doesn't ask the probe for this question, remind trainees to ask the probe displayed on the screen for multiple entry questions.)**

**ALLPARTRECOVERED**

FR: Was all or part of the stolen property recovered, not counting anything received from insurance?

R: No.

**(Enter 3, None)**

**RECOVEREDINSURANCE**

FR: Was the theft reported to an insurance company?

R: No.

**(Enter 2, No)**

**DAMAGED**

FR: Other than any stolen property, was anything that belonged to you or other members of the household damaged in this incident?

R: Yes, some shrubs were damaged.

**(Enter 1, Yes)**

**DAMAGEDREPAIRED**

FR: Were the damaged items repaired or replaced?

R: Yes, we had to replace the two bushes that were damaged.

**(Enter 1, Yes, all)**

**ACTCOSTREPAIRREPLACE**

FR: How much was the repair or replacement cost?

R: About \$50.

**(Enter 50)**

**PAIDREPAIRS** FR: Who paid for the repairs or replacement?

R: We did.

**(Enter 2, Household member)**

**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: We figured it was just kids playing around.

**(Enter 14, Child offender(s); "kid stuff")**

FR: Any other reason?

R: No.

**(Press Enter)**

**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 happened?

R: I was probably sleeping.

**(Enter 18, Sleeping)**

### **JOB DURING INCIDENT**

FR: *Ask or verify*  
Did you have a job at the time of the incident?

R: Yes.

**(Enter 1, Yes)**

### **LOST OTHER WORK TIME**

FR: Did you lose any time from work because of this incident for such things as cooperating with a police investigation, testifying in court, or repairing or replacing damaged or stolen property?

R: No.

**(Enter 6, None)**

### **HHMEM LOST WORK TIME**

FR: Were there any household members 16 years or older who lost time from work because of this incident?

R: No.

**(Enter 2, No)**

### **INCIDENT HATE CRIME**

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)**

**(Interrupt and say)**

Now you need to write a summary about the incident. Remember to answer who, what, when, where, and how in your summary. After you finish, turn to page 15 of your workbook for the text you should enter. When you are done completing and comparing the summary press Enter.

**SUMMARY**

*In (enter date within reference period) lawn decorations taken from L3's front yard at night. Hhld sleeping. Decorations belonged to the HH. Incident not reported to police since kid's stuff. Stolen items valued at \$50. Shrubs damaged; cost to replace shrubs was \$50. L3 doesn't know who took. No time lost from work. Nothing recovered.*

(Allow time)

After completing the summary you proceed to **SUMMARYPROBE**. You don't need to edit or continue entering any more summary text, so enter 1 to continue. **(Pause)** Now enter 2 at **INCIDENTTOADD** since the respondent did not recall during the interview any additional incidents that were not already reported in the screen questions. **(Pause)**

The next screen, **CRIME\_END**, tells you that you have completed all incident reports for Michael Goe. Enter 1 to continue. Also, enter 1 at the **ENDINCIDENT** screen and a 1 at the **ENDSCREENER** screen, which tells you that there are no more incidents to report.

In the next screen, **INTRO\_UNDUP**, remember you read the text to the respondent to let him or her know that you need to review the incidents reported during the current interview for the household. **(Pause)** The unduplication process is an NCVS

process to ensure that **each reported incident is not a duplicate of another incident already reported for the respondent or the sample household in the current and previous enumeration periods.** This quality assurance measure is designed so that we can provide a more accurate measure of criminal victimization in the United States.

A “duplicate” incident report is a report of the same crime incident, not similar incidents. For example, when two different respondents report that Line Number 1's bicycle was stolen in January, this is considered a duplicate incident. Whereas, if Line Number 1 reports that their bicycle was stolen in November and Line Number 2's bicycle was stolen in September these incidents, although similar, are not considered duplicates because they are two separate crimes. This section of the instrument is set up to avoid double reporting of incidents.

Now enter 1 at the **INTRO\_UNDUP** screen to continue. **(Pause)** If more than one incident was reported by the respondent OR by the respondent and someone else in the household during the current interview period, you review the remaining incidents to identify whether the incidents are potential duplicates.

In this exercise, both Michael Goe and Brian Public reported incidents during the current interview period, so at the **UNDUP\_CURINC** screen, compare the incidents reported. During the unduplication process, in order to keep the data confidential, **DO NOT** discuss the incidents you are reviewing with the respondent, particularly when the incidents are reported by different household members.

Q: What comparisons will we be making in the unduplication section this time?

A: 1. We'll compare this respondent's incident report to the incident report collected for the household respondent.

2. 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:
1. 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.
  2. 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. One incident report is displayed in a column on 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 an incident reported by Line Number 2 to an incident reported by Line Number 3. The purpose of comparing the two incidents on this screen is to determine if Line 2 and Line 3 are reporting the same incident, so please read each summary carefully.

Does everyone understand the purpose of reviewing the summaries of the two incidents displayed at this screen?

**(Answer questions)**

Let's 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: Yes, the incidents are the same; it was the same situation and it happened in the same time frame. **(OR SOMETHING SIMILAR. If any of these points were left out of the answer, mention them now.)**

Are there any questions about why these are duplicate incident reports?

**(Answer questions)**

Ask trainees, how and why are they different?

**(Allow time)**

Now that we've established that these two incident reports are the same incident, enter 1 at the **UNDUP\_CURINC** screen.

In the next screen, **UNDUP\_OLDINC**, incidents reported during the current interview are also compared to incidents reported in previous interviews to ensure that they aren't duplicates. Review the incidents to see if the current incident is a duplicate of one previously reported.

**(Allow time)**

Q: Are these two incident reports duplicates? Why or why not?

A: No.

1. Because the incidents took place in different locations.
2. Because they are not the same type of incident. **(OR SOMETHING SIMILAR. If any of these points were left out of the answer, mention them now.)**

The incidents don't appear to be duplicates so enter 2 at the **UNDUP\_OLDINC** screen. Continue this process until there are no more incidents to compare.

**(Allow time)**

At the **UNDUP\_DONE** screen, the unduplication process is completed. Enter 1 to continue.

\_\_\_\_\_, please continue the interview with the employment questions.

**INTRO\_SOCIO\_DEMO**

FR: Now we have some questions about your demographic characteristics.

**(Enter 1 to continue)**

**HEARING**

FR: Are you deaf or do you have serious difficulty hearing?

R: No.

**(Enter 2)**

**VISION**

FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

R: No.

**(Enter 2)**

**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)**

**PHYSICAL\_LIMIT**

FR: Walking or climbing stairs?

R: No.

**(Enter 2)**

**DRESS\_BATH**

FR: Dressing or bathing?

R: No.

**(Enter 2)**

**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)**

**CITIZENSHIP** FR: Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parent(s), or become a citizen of the U.S. through naturalization?

R: Yes, I was born in Guam.

**(Enter 2)**

**ORIENTATION\_MALE**

FR: Which of the following best represents how you think of yourself?

- Gay
- Straight, that is, not gay
- Bisexual
- Something else
- I don't know the answer

R: I'd prefer not to answer.

**(Enter 6, Refused)**

**GENID\_BIRTH** FR: What sex were you assigned at birth, on your original birth certificate?

R: Male.

**(Enter 1)**

**GENID\_DESCRIBE** FR: Do you currently describe yourself as male, female or transgender?

R: Male.

**(Enter 1)**

**ACTIVE\_DUTY**

FR: Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: No.

**(Enter 1)**

**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)**

**JOBDESCRIPTION**

FR: *(SHOWFLASHCARD)*  
*Ask or verify*  
Which of the following best describes your job?  
Were you employed in the –  
  
Medical Profession?  
Mental Health Services Field?  
Teaching Profession?  
Law Enforcement or Security Field?

R: Yes, law enforcement.

**(Enter 14, Law Enforcement or Security Field)**

**LAWENFORCEJOB**

FR: Were you employed as a -  
  
-- Law enforcement officer?

R: Yes, I'm a police officer.

**(Enter 26, Law enforcement officer)**

**EMPLOYERTYPECURRENT**

FR: *Ask or verify*  
Is your job with -

A private company, business, or individual for wages?

R: No.

FR: The Federal government?

R: No.

FR: A State, county, or local government?

R: Yes, it's with the state.

**(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?
- Rural area?

OR

- Combination of these?

R: I would say it's a combination.

**(Enter 4, Combination of these)**

**INTVDONE (Enter 1 to continue)**

**BESTTIME\_NOSUNDAY**

**(Enter 1 to continue)**

**RESPONDENTPHONENUMBER**

**(Enter 0 to continue)**

**RESPINTERVIEWLANG**

**(Enter 2, No)**

**(Interrupt and say)**

This concludes Michael Goe's interview. Enter 1 at the **ENDPERSON**. This ends the interview for this practice exercise. In the next exercise we will continue with this case. Are there any questions about this exercise?

**(Answer questions)**

**PRACTICE EXERCISE #11 – Proxy Interview**  
**Case ID: 00000005**

**(Approximate time: 30 minutes)**

In this practice exercise you will complete a proxy interview. Turn to page 16 of your Workbook to review the NCVS proxy rules.

**(Allow time)**

Now let's continue with the interview. Everyone should be at the **NEXTPERSON** screen. Notice that this is another screen where you are instructed **NOT** to F10. Please make sure that you follow this instruction.

Q: Can anyone tell me whose interview you still need to complete?

A: Will Loe's and Megan Moe's

That's correct.

After telling Michael Goe that you need to speak to Will Loe or Megan Moe he tells you that Will Loe had a stroke that left him cognitively impaired and he is unable to complete the interview himself. Michael Goe is eligible to serve as the proxy respondent for Will Loe and agrees to do so. At the **NEXTPERSON** screen enter Will Loe's line number, which is 4.

Take a look at the **INTERVIEWSTATUS** screen. It currently indicates that Will Loe's interview is a self-response interview. **(Pause)** Also, take a look at the "Talking to"

and “About” fields at the bottom of the screen. Both of these fields contain Will Loe’s name. **(Pause)** When you change the interview status to proxy and select a proxy respondent, you will notice that the “Talking to” field will contain Michael Goe's name, the proxy respondent.

To change the interview status from self to proxy, select Precode (2), “Change to a proxy interview” since you will be conducting Will Loe’s interview by proxy and not by self-response. When you enter 2, notice that you get a soft edit informing you that the interview status is about to be changed to “Proxy interview.” Here you have the option to either accept the change by clicking on the “Suppress” button or to go back to the **INTERVIEWSTATUS** screen and change the entry. Since you want to change the interview status for Will Loe to proxy, the entry of 2 is correct so click the “Suppress” button.

Michael Goe told you that Will Loe had a stroke and is unable to answer the survey questions, so at the **PROXYREASON** screen enter 2, “Proxy person is physically/mentally unable to answer.” **(Pause)** At the next screen, **PROXYREASONSPEC**, describe the physical or mental condition that prevents the respondent from completing the interview by self-response. Turn to page 17 of your Workbook for examples of acceptable or valid proxy reasons.

**(Allow time)**

Now in the **PROXYREASONSPEC** screen enter “***L4 suffered a stroke.***” Then press Enter.

**(Allow time)**

At the next screen, **PICKPROXYRESP**, enter the line number of the proxy respondent. Notice that Megan Moe's name is not listed as an eligible proxy respondent. This is because she has not yet completed her interview by self-response.

Enter 3, which is Michael Goe's line number, and then press Enter. **(Enter 3)**

At the next screen, **INTROPROXYSTATUS**, look at the five FR instructions in blue. These instructions tell you that you are conducting a proxy interview; that the interview is for Will Loe, and that you are talking to Michael Goe, the proxy respondent. Also look at the Status bar located in the grey portion at the bottom of the screen. Notice that the "Talking to" field now reflects the name of the proxy respondent, Michael Goe. The survey questions will now be worded so that you are asking Michael Goe about Will Loe. If you click on the HH Roster tab, you will notice that Will Loe's STATUS has changed from "NEED SELF" to "NEED PRXY." After look at this, go back to the interview by clicking the Main tab.

**Enter 1 at this screen.**

\_\_\_\_\_, please be our FR. Remember to tell us what you enter at each screen as you proceed through the interview.

**TIMEADDRESS** FR: Before we get to the crime questions, I have some questions that are helpful in studying where and why crimes occur.

How long has Will Loe 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 Will Loe in the last 6 months, that is, since (date).

Was something belonging to WILL LOE 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 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 Will Loe?

*Ask only if necessary*

Did any incidents of this type happen to him?

R: No.

**(Enter 2, No)**

**SQATTACKWHERE**

FR: Since (date), was Will Loe attacked or threatened OR did he have something stolen from him -

- 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 him from any of these places?

*Ask only if necessary*

Did any incidents of this type happen to Will Loe?

R: No.

**(Enter 2, No)**

**SQATTACKHOW**

FR: Has anyone attacked or threatened Will Loe 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 Will Loe?

R: No.

**(Enter 2, No)**

**SQTHEFTATTACKKNOWNOFF**

FR: People often don't think of incidents committed by someone they know. Did Will Loe have something stolen from him or was he attacked or threatened by-

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

*Ask only if necessary*

Did any incidents of this type happen to Will Loe?

R: Yes.

**(Enter 1, Yes)**

**SQTHEFTATTACKKNOWNOFFTIMES**

FR: How many times?

R: Two times.

**(Enter 2)**

**SQTHEFTATTACKKNOWNOFFSPEC**

FR: What happened?

R: One of the guys at the rehab center where Will goes threatened to beat him up.

**(Enter "One of the guys at the rehab center where L4 goes threatened to beat him up")**

**SQSEXUAL**

FR: Incidents involving forced or unwanted sexual acts are often difficult to talk about. Other than incidents already mentioned, has he been forced or

coerced to engage in unwanted sexual activity by -

- Someone he didn't know-
- A casual acquaintance-

OR

- Someone he knows well?

*Ask only if necessary*

Did any incidents of this type happen to him?

R: No.

**(Enter 2, No)**

#### **SQCALLPOLICECRIME**

FR: During the last 6 months, other than any incidents already mentioned, did Will Loe call the police to report something that happened to HIM which he thought was a crime?

R: No.

**(Enter 2, No)**

#### **SQNOCALLPOLICECRIME**

FR: During the last 6 months, other than any incidents already mentioned, did anything which Will Loe thought was a crime happen to HIM, but he 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 before that during the last 6 months one of the guys at the rehab center where Will Loe goes threatened to beat him up two times.

**(Enter 1 to continue)**

**INCIDENTDATE** FR: In what month did the first incident happen?

**(Interrupt and say)**

Since this incident happened more than one time, make sure that you let the respondent know that the questions you will be asking pertain to the first incident. Be sure to read the words “the first” when asking this question.

R: I think it happened sometime in October.

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

**(Enter 10, October)**

**(Interrupt and say)**

Because the incident occurred outside the reference period, an edit error message pops up for you to verify the response given.

\_\_\_\_\_, please continue the interview by asking the question appearing in the edit error message.

FR: Did you say October?

R: Yes.

**(Select “Suppress” button)**

**OSINCNOTNEEDED** FR: We are only asking about crimes that happened

during the last 6 months. We will not collect information on this incident.

**(Interrupt and say)**

This is a quick way to remove an incident if you make a mistake.

**(Press 1 to continue)**

**INCIDENTDATEPROBE**

FR: Did Will Loe have anything else like this happen between (date) and (date)?

R: This incident happened to him one other time.

**(Interrupt and say)**

The intent of this question is to find out if anything similar to the incident that is outside the reference period happened to the respondent during the reference period. However, this includes ONLY incidents that have NOT already been reported to you. The production instrument makes it clearer that we only are asking about incidents not already reported. For this exercise enter 2, No. By selecting "No" the current incident entry will be deleted. Now at **INC\_REDUCE** enter that the first incident is outside the reference period, then press Enter. Enter 1 at **ENDINCIDENT**. Notice that you have returned to **INCIDENTINTRO** which begins the incident report for the next incident.

\_\_\_\_\_, please begin the incident report for the second incident.

**INCIDENTINTRO**

FR: You said before that during the last 6 months one of the guys at the rehab center where Will Loe goes threatened to beat him up two times.

**(Enter 1 to continue)**

**INCIDENTDATE** FR: In what month did this incident happen?

R: I believe 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: Once.

**(Enter 1)**

**INCIDENTTIME** FR: About what time did this incident happen?

R: I'm not exactly sure but he he is at rehab in the morning between 9 and 12.

**(Enter 11, After 6a.m –12 noon)**

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

R: Right here 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 Will Loe's home or lodging?
- Near Will Loe's home or lodging?
- At, in, or near a friend's/relatives/neighbor's home?
- At a commercial place?
- In a parking lot or garage?
- At school?
- In open areas, on the street, or on public transportation?
- Somewhere else?

R: It happened somewhere else, at the rehabilitation center.

**(Enter 36, Somewhere else)**

**LOCATION\_SPEC (Enter "Rehab center")**

**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 restricted.

**(Enter 2, Restricted to certain people)**

**INSIDEOROUT FR:** *Ask or verify*  
Did it happen outdoors, indoors, or both?

R: Indoors.

**(Enter 1, Indoors)**

**FARFROMHOME FR:** *Ask or verify*  
How far away from home did this happen?

R: The rehab center is about 10 miles from home.

**(Enter 4, Fifty miles or less)**

**HHMEMBERPRESENT**

FR: *Ask or verify*  
Was Will Loe or any other household member present when this incident occurred?

R: Yes.

**(Enter 1, Yes)**

**WHICHMEMBER**

FR: Which household members were present?

R: Just Will.

**(Enter 1, Victim only)**

**SEEOFFENDER**

FR: Did Will Loe 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: No.

**(Enter 2, No)**

**ATTACK**

FR: Did the offender hit Will Loe, knock him down or actually attack him in any way?

R: No.

**(Enter 2, No)**

**TRYATTACK**

FR: Did the offender TRY to attack Will Loe?

R: No.

**(Enter 2, No)**

**THREATEN** FR: Did the offender THREATEN Will Loe with harm in any way?

R: Yes.

**(Enter 1, Yes)**

**HOWTHREATEN** FR: How was Will Loe threatened?

R: Well, the other guy at the rehab center threatened to beat up Will.

FR: Any other way?

R: No, that's it.

**(Enter 13, Verbal threat of attack other than kill or rape)**

**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 him.

Did being a victim of this crime lead Will Loe to have significant problems with his job or schoolwork, or trouble with his boss, coworkers, or peers?

R: No.

**(Enter 2, No)**

**IMPACT\_FAMILY** FR: Did being a victim of this crime lead Will Loe to have significant problems with family members or friends, including getting into more arguments or fights than he did before, not feeling he could trust them as much, or not feeling as close to them as he did before?

R: No.

**(Enter 2, No)**

**HOW\_DISTRESSING**

FR: How distressing was being a victim of this crime to Will Loe? Was it not at all distressing, mildly distressing, moderately distressing, or severely distressing?

R: Mildly distressing, I think.

**(Enter 2, Mildly distressing)**

**PROTECTSELF**

FR: Did Will Loe do anything with the idea of protecting HIMSELF or his PROPERTY while the incident was going on?

R: No.

**(Enter 2, No/took no action/kept still)**

**DURINGINCIDENT**

FR: Was there anything Will Loe did or tried to do about the incident while it was going on?

R: No.

**(Enter 2, No/took no action/kept still)**

**ANYONEPRESENT**

FR: Was anyone present during the incident besides Will Loe and the offender? Other than children under age 12.

R: I don't know.

**(Enter 3, Don't know)**

**ONEORMOREOFFENDERS**

FR: *Ask or verify*  
Was the crime committed by only one or by more than one offender?

R: Just one offender.

**(Enter 1, Only one)**

**SINGOFFENDERKNEW**

FR: Was the offender someone Will Loe knew or a stranger he had never seen before?

R: He knows the guy.

**(Enter 1, Knew or had seen before)**

**SINGOFFENDERHOWWELL**

FR: How well did Will Loe know the offender -- by sight only, casual acquaintance, or well known?

**(Interrupt and say)**

“**Sight only**” means that the victim had seen the offender before, but had never said much to him or her. “**Casual acquaintance**” means that the victim knew the offender well enough to say more than just “Hello,” but did not necessarily know the offender by name. Determining whether the offender was “**Well known**” should be the sole decision of the respondent. Only select this category when the respondent says the offender was well known to him or her.

R: By sight only.

**(Enter 1, Sight only)**

**SINGLEOFFENDERSIGHT**

FR: Would Will Loe 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: Yes.

**(Enter 1, Yes)**

**SINGOFFENDERGENDER**

FR: Was the offender male or female?

R: Male.

**(Enter 1, Male)**

**SINGOFFENDERAGE**

FR: How old would Will Loe say the offender was?

R: He was probably in his forties.

**(Enter 6, 30 or older)**

**SINGOFFENDERETHNICITY**

FR: Was the offender Hispanic or Latino?

R: I don't think so.

**(Enter 2, No)**

**SINGOFFRRACE**

FR: What race or races was the offender? You may select more than one. Was the offender...

- White?
- Black or African American?
- American Indian or Alaska Native?
- Asian?
- Native Hawaiian or Other Pacific Islander?

**(Interrupt and say)**

This question is asked to determine the offender's race as **perceived** by the respondent.

R: He is White.

**(Enter 1, White)**

**SINGOFFENDERGANG**

FR: Was the offender a member of a street gang, or doesn't Will Loe know?

R: I don't think that Will knows.

**(Enter 3, Don't know)**

**SINGOFFENDERDRINKDRUG**

FR: Was the offender drinking or on drugs, or doesn't Will Loe know?

R: He doesn't know.

**(Enter 3, Don't know)**

**SINGLEOFFENDERONLYTIME**

FR: Was this the only time this offender committed a crime or made threats against Will Loe or his household?

R: No.

**(Enter 2, No (there were other times))**

**THEFT**

FR: *Ask or verify*  
Was something stolen or was taken without permission that belonged to Will Loe or others in the household?

R: No.

**(Enter 2, No)**

**ATTEMPTTHEFT**

FR: Did the offender ATTEMPT to take something that belonged to Will Loe or others in the household?

R: No.

**(Enter 2, No)**

**DAMAGED**

FR: Was anything that belonged to Will Loe 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)**

**(Interrupt and say)**

For a proxy interview, the next item, **POLICEFINDOUT**, begins a series of police questions that will NOT be directed to Will Loe, the person for whom the proxy interview is being taken. Instead, you ask the questions in Items **POLICEFINDOUT** through **ANYTHINGFURTHER** directly of the proxy respondent, Michael Goe. Just for this series of questions, we are interested in the proxy respondent's feelings about why the police were or were not informed.

As you ask these questions notice that instrument substitutes the word "you" rather than Will Loe's name.

\_\_\_\_\_, please continue the interview with **POLICEFINDOUT**.

**POLICEFINDOUT** FR: How did the police find out about it?

R: When Will told us about the incident Brian called the police to report the threat.

**(Enter 12, Other household member)**

**POLICEARRIVE** FR: Did the police come when they found out about the incident?

R: No.

**(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 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)**

**ANYTHING FURTHER**

FR: Do you expect the police, courts, or other authorities will be doing anything further in connection with this incident?

R: No, I really don't.

**(Enter 2, No)**

**(Interrupt and say)**

This concludes the series of police questions directed to Michael Goe. For the remaining questions, Will Loe's name is substituted in the questions.

Please continue, \_\_\_\_\_.

**DOING AT INCIDENT TIME**

FR: *Ask or verify*  
What was Will Loe doing when this incident happened?

R: He was at rehab going through therapy.

**(Enter 15, Shopping, errands)**

**(Interrupt and say)**

Doctor appointments, such as therapy, can be considered an errand for this question, so use precode 15.

**JOB DURING INCIDENT**

FR: *Ask or verify*

Did Will Loe have a job at the time of the incident?

R: No.

**(Enter 2, No)**

**MAJORACTIVITY** FR: What was his major activity the week of the incident – was he looking for work, keeping house, going to school, or doing something else?

R: He's retired, so he stays at home.

**(Enter 5, Retired)**

**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.

Does Will Loe have any reason to suspect the incident just discussed was a hate crime or crime of prejudice or bigotry?

R: No.

**(Enter 2, No)**

**(Interrupt and say)**

Now you must write a summary about the incident. Remember to include all pertinent facts surrounding the reported crime incident. Write each summary so that

anyone reading it can get a clear, well-defined picture of how the person was victimized.

When writing the summary report remember the key words – WHO, WHAT, WHERE, WHEN, and HOW. Use the words to explain **who** was victimized, **what** happened, **where** and **when** the crime took place, and **how** the crime was executed. Also include other details about the crime, such as whether or not a weapon was used and whether or not the police were contacted.

Now complete the summary.

**(Call on a couple of trainees to read the incident summary they wrote. Help identify what other details they should include in the summary if it seems incomplete.)**

Example:

**SUMMARY**

*On (date) bet 6am-noon at rehab center male offender threatened to beat up L4. Happened once within last 6 months. L4 knows offender by sight only. L2 called police. Police did not do anything. Nothing taken, no weapon used.*

At **SUMMARYPROBE** enter 1 to continue. **(Pause)** Now enter 2 at **INCIDENTTOADD** since the respondent did not recall during the interview any additional incidents that were not already reported in the screen questions. **(Pause)**

The next screen, **CRIME\_END**, tells you that you have completed all incident reports for Will Loe. Enter 1 to continue. Also, enter 1 at the **ENDINCIDENT** screen and a 1 at the **ENDSCREENER** screen, which tells you that there are no more incidents to report.

Now proceed through the incident unduplication screens. Remember, the **UNDUP\_CURINC** screen displays incidents reported by the household during the current interview period for you to compare. The **UNDUP\_OLDINC** screen compares incidents reported by the respondent during the current interview with those that were reported in previous interviews, either by the respondent or someone else in the household, to ensure that the incidents are not duplicates.

**(Allow time)**

**INTRO\_UNDUP** (Enter 1 to continue)

**UNDUP\_CURINC** (Enter 2, No)

**UNDUP\_CURINC** (Enter 2, No)

**UNDUP\_OLDINC** (Enter 2, No)

**UNDUP\_DONE** (Enter 1 to continue)

\_\_\_\_\_, please continue the interview with socio-demographic questions.

**INTRO\_SOCIO\_DEMO**

FR: Now we have some questions about Will Loe's demographic characteristics.

**(Enter 1 to continue)**

**HEARING**

FR: Is Will Loe deaf or does he have serious difficulty hearing?

R: No.

**(Enter 2)**

**VISION** FR: Is Will Loe blind or does he have serious difficulty seeing even when wearing glasses?

R: No.

**(Enter 2)**

**LEARN\_CONCENTRATE**

FR: Because of a physical, mental, or emotional condition does he have serious difficulty:

Concentrating, remembering, or making decisions?

R: Yes.

**(Enter 1)**

**PHYSICAL\_LIMIT** FR: Walking or climbing stairs?

R: No.

**(Enter 2)**

**DRESS\_BATH** FR: Dressing or bathing?

R: Yes.

**(Enter 1)**

**LEAVING\_HOME** FR: Because of a physical, mental or emotional condition, does he have difficulty doing errands alone such as visiting a doctor's office or shopping?

R: Yes.

**(Enter 1)**

**CITIZENSHIP** FR: Is Will Loe a citizen of the United States? That is, was he born in the United States, born in a U.S. territory, born of U.S. citizen parent(s), or become a citizen of the U.S. through naturalization?

R: I'm not sure.

**(Enter Ctrl+D)**

**ACTIVE\_DUTY**

FR: Has Will Loe ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: No.

**(Enter 1)**

**JOBLASTWEEK**

FR: Did Will Loe 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 he have a job or work at a business DURING THE LAST 6 MONTHS?

R: No.

**(Enter 2, No)**

**INTVDONE**

**(Enter 1 to continue)**

**BESTTIME\_NOSUNDAY**

**(Enter 1 to continue)**

**RESPONDENTPHONENUMBER**

**(Enter 0 to continue)**

**RESPINTERVIEWLANG**

**(Enter 2, No)**

**ENDPERSON**

**(Enter 1 to continue)**

**(Interrupt and say)**

This concludes Will Loe's interview. You still need to interview Megan Moe; however, Michael Goe says that she is not home right now so at **NEXTPERSON** enter code 33, No other person available now. **(Pause)** At **REFCBBREAK\_CP** select code 2, Callback. **(Pause)** Now at **PERSAPPT** press Control F7 and enter a note to call back the household to complete Megan Moe's interview, then press F10 to exit the Notes Editor. Be sure to save the notes you entered.

**(Allow time)**

Now enter 1 at **PERSAPPT** and also at **THANKYOU\_INDIV**. **(Pause)** At the **VERIFY** screen you don't need to make any changes to the telephone number nor do you need to review or edit the Interview Time Preferences application, so enter 2 to continue. **(Pause)**

At the "Case Level Notes Editor" enter a note that "Line 4, Will Loe, is cognitively impaired and that his interview was completed by proxy by Line 3, Michael Goe." When you are done entering this note, press F10 to return to pCHI.

**(Allow time)**

Everyone should be at the **CTATEMPT** screen in pCHI. Is everyone there?

**(Allow time, help any trainees who are not at the correct screen)**

Before we continue, let's look at the household roster. Click on the "Roster Information" tab. Here we see the same five people listed in the NCVS instrument. Notice that L1 is in gray text and has an "I" next to the name. This means Joel Boe is no longer a household member. L2, Brian Public, is also in gray text and there's a "C" next to the name; that means his interview is complete. That leaves L3, L4, and L5 still eligible for entries in pCHI. We can also tell that Michael, Will, and Megan are still eligible for pCHI because their information is displayed in blue text.

Q: Who can tell me the two methods we can use now to get back to the **CTATEMPT** screen?

A: Either enter 1 to continue in the "Roster Information" tab or click on the pCHI tab.

Thank you. Use either method to get back to pCHI. \_\_\_\_\_, please walk us through the pCHI screens.

**CTATEMPT**                   **(Enter 2 for telephone, outgoing)**

**TIMEOFCT**               **(Enter 1, Yes)**

**pCASECONTACT**       **(Enter 1, made contact with one or more eligible persons)**

**(Interrupt and say)**

Notice that the instrument automatically goes to item **PCONTACTPER** for L3, since we do not need to collect contact information for L1 or L2. \_\_\_\_\_, please continue.

**PCONTACTPER(LN3) (Enter 1, made contact with Michael Goe.)**

**pCTTYPE (Enter 1, completed interview)**

**(Interrupt and say)**

For this respondent, let's assume there were no concerns about completing the interview and that no additional strategies were used. \_\_\_\_\_, please continue.

**pRSPNDENT (Enter 98, no concerns)**

**pSTRATEGS (Enter 5, called household)**

Thank you. \_\_\_\_\_, please walk us through the remaining pCHI screens.

**PCONTACTPER(LN4)**

**(Enter 2, made contact with proxy)**

**(If FR misses this, remind trainees that Will Loe's interview was completed by proxy.)**

**pCTTYPE (Enter 1, completed interview)**

**pRSPNDENT (Enter 98, no concerns)**

**pSTRATEGS (Enter 5, called household)**

**(If necessary: explain that the fact that the interview was conducted by proxy was captured in a previous item, so we don't need to enter that in pSTRATEGS)**

After completing the proxy interview for L4, Michael Goe tells you that Megan is not

home. \_\_\_\_\_, please walk us through the pCHI items for L5.

**PCONTACTPER(LN5)**

**(Enter 3, noncontact)**

**pNOCONTACT**

**(Enter 1, person not home)**

**pSTRATEGS**

**(Enter 5, called household, and 2, scheduled appointment)**

Press enter to return to Case Management. This concludes the interview for this practice exercise. Are there any questions?

**(Answer questions)**

**PRACTICE EXERCISE #12 – Quitting a Case at Onset of Interview**  
**Case ID: 00000001**

**(Approximate time: 5 minutes)**

The next practice exercise covers what to do if you get into the CAPI instrument for a case but then decide that you don't want to start the interview. For example, you may realize that after checking the Interview Time Preferences that the time you accessed the case was a time that the sample unit requested not to be contacted. To quit a case is a simple process. At the Case Management Case List, highlight the case **502 Stuart St.**, then press F2 to start the interview.

**(Allow time)**

At the **START\_CP** screen enter Precode (6), "Quit, Do not attempt now." Then at the **VERIFY** screen, enter 2 since you don't need to make any changes to the telephone number nor do you need to review or update the interview time preferences. At the "Case Level Notes Editor" press F10 without entering any notes. When pCHI appears, enter Precode (4), "Not attempting contact" at **CTATEMPT**. At **NOATTEMPT** enter Precode (6), "Opened case/CHI by mistake". You return to the Case Management main screen to select another case to interview. This concludes this practice exercise. Are there any questions?

**(Answer questions)**

**PRACTICE EXERCISE #13 – Incident of Rape**  
**Case ID: 00000005**

**(Approximate time: 30 minutes)**

In this exercise you will work with the training case with the address **116 Aphroditedr**. You already completed interviews with three of the four household members. Now you are calling the household back to interview Megan Moe.

When you call the household back, Megan Moe answers the telephone and is available to be interviewed.

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)**

\_\_\_\_\_, please begin the interview at the **START\_CP** screen. Remember to tell us what you enter at each screen as you proceed through the interview.

**START\_CP** (Enter 1, Telephone interview)

**SHOW\_CP\_ROSTER** (Enter 1 to continue)

**SHOW\_INFO\_CP** (Enter 1 to continue)

**WHOTOCALL\_CP** (Enter 5, Megan Moe)

**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 Megan Moe?

R: This is Megan Moe.

**(Enter 1, This is the correct person)**

**INTRO\_REC\_CP** FR: We are talking with members of your household to obtain statistics on the kinds and amount of crime committed against individuals 12 years of age or older.

We would like to complete your interview now.

R: Ok.

**(Enter 1, Proceed with interview)**

You don't need to re-ask the respondent questions that were answered when you conducted the interview earlier. Therefore, press the "END" key to resume the interview at the question where the interview was terminated.

**(Press the End key to proceed to the next unanswered question)**

**INTERVIEWSTATUS (Enter 1 to continue interview)**

**INTROFORNEWRESPONDENT  
(Enter 1 to continue interview)**

**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: 2 months.

**(Enter 0)**

(Make sure trainees enter zero at TIMEATADDRESS, otherwise if trainees enter 2 the instrument interprets this entry as 2 years.)

**MONTHSATADDRESS**

FR: *Ask or verify*  
How many months?

R: 2 months.

**(Enter 2)**

**TIMESMOVEDIN5YEARS**

FR: Altogether, how many times have you moved in the last 5 years, that is since (date)?

R: 2 times.

**(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: 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)**

**SQATTACKWHERE TIMES**

FR: How many times?

R: Just once.

**(Enter 1)**

**SQATTACKWHERE SPEC**

FR: What happened?

R: I was leaving a shopping mall when a man attacked me and stole my purse.

**(L5 was leaving a shopping mall when a man attacked her and stole her purse.)**

**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-
- 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 shopping mall when a man attacked you and stole your purse one time.

**(Enter 1 to continue)**

**INCIDENTADDRESS**

FR: Did this incident happen while you were living here or before you moved to this address?

R: A couple of months before I moved here.

**(Enter 2, Before moving to this address)**

**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 happened around 9:30 in the evening.

**(Enter 16, After 9 p. – 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**

**(Enter 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: 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?
- At a commercial place?
- In a parking lot or garage?

R: It happened in the parking lot at our shopping mall.

**(Enter 15, In a parking lot or garage)**

**LOCATION\_PARKING**

FR: *Ask or verify*  
In what type of a parking lot or garage did this incident happen?

**(Interrupt and say)**

Remember, sometimes you may need to probe to determine if the parking lot is commercial or noncommercial. As mentioned earlier in training, 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. 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. Notice that these definitions are provided on the screen. If it is unclear which type of parking lot the respondent is referring to, probe to find out if the parking lot is privately owned and a fee is paid to park.

R: It's the parking lot at the shopping mall.

**(Enter 29, Noncommercial parking lot/garage)**

**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 outdoors, indoors, or both?

R: Outdoors.

**(Enter 2, Outdoors)**

**FARFROMHOME** FR: *Ask or verify*  
How far away from home did this happen?

R: Our mall is about 15 miles from our home.

**(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)**

**WHICHMEMBER**

FR: *Ask or verify*  
Which household members were present?

**(If FR asks the full question, remind trainees that we can just verify the answer since it was already given in HHMEMBERPRESENT.)**

R: Just me.

**(Enter 1, Respondent only)**

**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)**

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, , mace or pepper spray, tear gas, chloroform, rings, and casts. You can press F1 at any time during an interview for a help screen when asking the weapons questions.

\_\_\_\_\_, please continue the interview.

**WEAPON**

FR: What was the weapon?

R: A knife.

FR: Anything else?

R: No.

**(Enter 3, Knife)**

**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 raped me and stole my purse.

FR: Any other way?

R: No.

**(Enter 11, Raped)**

**(Interrupt and say)**

Notice that when you enter code 11, "Raped," you must ask the additional probe question, "Do you mean forced or coerced sexual intercourse?" If the respondent answers "No" to the probe question or was unsure of the answer to your probe question, then you must probe further by asking, "What do you mean?" This additional probe is needed to determine if the crime was actually a rape, an attempted rape, or some other sexual assault. From the answer to the probe question "What do you mean?" you will either accept the answer by selecting "Suppress" or go back and change the response in **HOWATTACK** by selecting "Goto." Do not probe further for details beyond what the question is asking. However, since the reporting of sexual crimes is rare, make sure to include in your summary report as many details about the "rape" incident as the respondent provides.

The same procedure must be followed when the respondent replies "Tried to rape."  
**(Pause)**

Open your Workbook to page 18. When you get to that page, read the NCVS definition for rape.

**(Allow time)**

Are there any questions?

**(Answer questions)**

\_\_\_\_\_, please continue the interview with the rape probe.

FR: You mentioned rape. Do you mean forced or coerced sexual intercourse?

R: Yes.

**(Select “Suppress”)**

**PRETHREATEN**

FR: Did the offender THREATEN to hurt you before you were actually attacked?

R: Yes.

**(Enter 1, Yes)**

**INJURY**

FR: What were the injuries you suffered, if any?

R: A few bruises and scratches.

**(Enter 20, Bruises, black eye ...)**

FR: Anything else?

**(Interrupt and say)**

In this item you **MUST** also select code 12, “Raped,” as an injury even though the respondent did not report it as an injury. Mention to the respondent that for this survey we always consider rape as an injury. That way the respondent will understand why you are asking the following questions about an injury.

When you enter code 12, “Raped,” the special probe question is displayed again. However, you don’t have to ask the special instruction in this case, since you have already asked this probe question earlier in **HOWATTACK**.

**(Select “Suppress”)**

R: Nothing else

**(Press Enter)**

\_\_\_\_\_, please continue the interview.

**INJURYNOTGUN**

FR: *Ask or verify*

Were any of the injuries caused by a weapon other than a gun or knife?

R: No.

**(Enter 2, 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.

**(Enter 1, Yes)**

**RECEIVEDCAREWHERE**

FR: Where did you receive this care?

R: I went to the emergency room.

FR: Anywhere else?

R: No.

**(Enter 15, Emergency room at hospital/emergency clinic)**

**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: Yes.

**(Enter 1, Yes)**

**MEDICALEXPENSES** FR: What was the total amount of your medical expenses resulting from this incident (INCLUDING anything paid by insurance)? Include hospital and doctor bills, medicine, therapy, braces, and any other injury-relating expenses.

R: About \$500.00.

**(Enter 500)**

**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 severely distressing.

**(Enter 4, Severely distressing)**

**FEEL\_WORRIED**

FR: Still thinking about your distress associated with being a victim of this crime, did you feel any of the following ways for A MONTH OR MORE? Did you feel...

Worried or anxious?

R: Yes

**(Enter 1, Yes)**

**FEEL\_ANGRY**

FR: Angry?

R: Yes.

**(Enter 1, Yes)**

**FEEL\_SAD**

FR: Sad or depressed?

R: Yes.

**(Enter 1, Yes)**

**FEEL\_VULNERABLE**

FR: Vulnerable?

R: Yes.

**(Enter 1, Yes)**

**FEEL\_VIOLATED**

FR: Violated?

R: Yes.

**(Enter 1, Yes)**

**FEEL\_MISTRUST**

FR: Like you couldn't trust people?

R: Yes.

**(Enter 1, Yes)**

**FEEL\_UNSAFE**

FR: Unsafe?

R: Yes.

**(Enter 1, Yes)**

**FEEL\_OTHER\_WAY**

FR: Some other way?

R: No.

**(Enter 2, No)**

**SEEK\_PRO\_HELP**

FR: Did you seek any kind of professional help for the feelings you experienced as a result of being a victim of this crime?

R: No.

**(Enter 2, No)**

**HAVE\_HEADACHES**

FR: Did you experience any of the following physical problems associated with being a victim of this crime for A MONTH OR MORE? Did you experience...

Headaches?

R: No.

**(Enter 2, No)**

**TRBL\_SLEEPING** FR: Trouble sleeping?

R: Yes.

**(Enter 1, Yes)**

**EATING\_PROBS** FR: Changes in your eating or drinking habits?

R: No.

**(Enter 2, No)**

**UPSET\_STOMACH** FR: Upset stomach?

R: No.

**(Enter 2, No)**

**FATIGUE** FR: Fatigue:

R: No.

**(Enter 2, No)**

**HIGH\_BLOOD\_PRESS**

FR: Did you experience any of the following physical problems associated with being a victim of this crime

for A MONTH OR MORE?...

High blood pressure?

R: No.

**(Enter 2, No)**

**MUSCLE\_TENSION** FR: Muscle tension:

R: No.

**(Enter 2, No)**

**OTHER\_PHYSICAL** FR: Some other physical problem?

R: No.

**(Enter 2, No)**

**SEEK\_HELP\_PHYPROBS**

FR: Other than any medical care you received for the injuries you suffered, did you seek any kind of professional or medical help for the physical problems you experienced as a result of being a victim of this crime?

R: No.

**(Enter 2, No)**

**PREGATTIEMOFINC**

FR: Research shows that pregnant women may be at a higher risk of being the victim of a violent crime.

Were you pregnant at the time of this incident?

R: No.

**(Enter 2, No)**

**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)**

**ACTIONS DURING INJURY**

FR: What did you do?

R: I screamed as loud as I could out of fear.

FR: Anything else?

R: I ran away as soon as I could.

FR: Anything else?

R: No.

**(Enter 25, Screamed from pain or fear; 22, Ran or drove away, or tried; hid, locked door)**

**INJURY ACTION**

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)**

**INJURY ACTION HELP**

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.

FR: Any other way?

R: No.

**(Enter 1, Help avoid injury or greater injury)**

**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 (other than children under age 12?)

R: No.

**(Enter 2, No)**

**ONEORMOREOFFENDERS**

FR: *Ask or verify*  
Was the crime committed by only one or by more than one offender?

R: Only one.

**(Enter 1, Only one)**

**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)**

**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 saw around 25.

**(Enter 5, Twenty-one to twenty-nine)**

**SINGOFFENDERETHNICITY**

FR: Was the offender Hispanic or Latino?

R: I don't know.

**(Enter 3, Don't know)**

**SINGOFFENDERRACE**

FR: What race or races was the offender? You may select more than one. Was the offender...

- White?
- Black or African American?
- American Indian or Alaska Native?
- Asian?

-- Native Hawaiian or Other Pacific Islander?

R: White.

**(Enter 1, White)**

**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: Yes.

**(Enter 1, Yes (drinking or on drugs))**

**SINGOFFENDERDRINKORDRUG**

FR: Which was it? (Drinking or on drugs)?

R: Drinking. I could smell the alcohol on his breath.

**(Enter 1, Drinking)**

**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 was taken without permission that belonged to you or others in the household?

R: Yes.

**(Enter 1, Yes)**

**WHATWASTAKEN** FR: What was taken that belonged to you or others in the household?

R: My purse and everything in it.

**(Interrupt and say)**

Since we need the respondent to tell us what was in the purse when it was stolen, you need to probe for the respondent to itemize the stolen items. Please continue by asking the respondent to tell you what was in the purse when it was stolen.

FR: Can you tell me what was in your purse when it was stolen?

R: Well, my wallet, about \$75, my driver's license and credit cards, and house keys.

FR: Anything else?

R: No.

**(Enter 12, "Purse"; 13, "Wallet"; 11, "Cash"; 29 "Other personal and portable objects"; 14, "Credit cards, checks, bank cards"; 26, "Jewelry, watch, keys")**

**PRSWLT\_CONTAINMONEY**

FR: Did the stolen purse and wallet contain any money?

R: Yes.

**(Enter 1, Yes)**

**AMOUNTCASH TAKEN**

FR: *If not sure, ask*  
How much cash was taken?

R: \$75.00.

**(Enter 75)**

**WHO OWNED STOLEN PROPERTY**

FR: Did the stolen property and money belong to you personally, to someone else in the household, or to both you and other household members?

R: It was all mine.

**(Enter 1, Respondent only)**

**ARTICLE IN CAR**

FR: *Ask or verify*  
Were the articles IN or ATTACHED to a motor vehicle when they were taken?

R: No.

**(Enter 2, No)**

**CASH ON PERSON**

FR: Was the cash, purse, or wallet on your person, for instance, in a pocket or being held?

R: Yes.

**(Enter 1, Yes)**

**OTHER ON PERSON**

FR: *Ask or verify*  
Was there anything ELSE the offender took directly from you, for instance, from your pocket or hands, or something that you were wearing?

R: No.

**(Enter 2, No)**

**PROPERTY VALUE**

FR: What was the value of the PROPERTY that was

taken? Include recovered property (Exclude any stolen cash/checks/credit cards. If jointly owned with nonhousehold members, include only share owned by household members.)

R: I'd say about \$400.

**(Enter 400)**

**DECIDEDVALUE** FR: How did you decide the value of the property that was taken?

R: Based on what I paid for the items and how old they were.

FR: Any other way?

R: No.

**(Enter 11 "Original cost" and 13 "Personal estimate")**

**ALLPARTRECOVERED**

FR: Was all or part of the stolen money and property recovered, not counting anything received from insurance?

R: I only got back my purse and my credit cards. Nothing else.

**(Enter 2, Part)**

**WHATRECOVERED** FR: What was recovered?

R: As I just told you, only my purse and my credit cards.

**(Enter 2 and 4, (Purse and credit cards, ect))**

**CONTAINMONEY** FR: Did the recovered purse contain any money?

R: Are you kidding? Of course not.

**(Enter 2, No)**

**RECOVEREDCASHVALUE**

FR: Considering any damage, what was the value of the property after it was recovered?

R: I'd say about \$40.

**(Enter 40)**

**RECOVEREDINSURANCE**

FR: Was the theft reported to an insurance company?

R: I don't have any insurance.

**(Enter 4, Don't have insurance)**

**DAMAGED**

FR: Other than the 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 ran into a store and a security officer called the police.

**(Enter 13, Someone official)**

**POLICEARRIVE**

FR: Did the police come when they found out about the incident?

R: Yes.

**(Enter 1, Yes)**

**TIMEPOLICEARRIVE**

FR: How soon after the police found out did they respond? Was it within 5 minutes, within 10 minutes, an hour, a day, or longer?

R: Within 10 minutes.

**(Enter 2, Within 10 minutes)**

**POLICEACTION**

FR: What did they do while they were there?

R: They searched the shopping mall area, took a report, and said they would investigate the incident.

FR: Anything else?

R: No.

**(Enter 12, “Searched/looked around”; 11, “Took report”; 16, “Promised to investigate”)**

**POLICECONTACT**

FR: Did you or anyone in your household have any later contact with the police about the incident?

R: Yes.

**(Enter 1, Yes)**

**POLICEINTOUCH**

FR: Did the police get in touch with you or did you get in touch with them?

R: I got in touch with them.

**(Enter 2, Respondent or other household member)**

**HOWPOLICECONTACT**

FR: Was that in person, by phone, or some other way?

R: By phone

**(Enter 2, Not in person)**

**POLICEFOLLOWUP** FR: What did the police do in following up this incident?

R: They said they had questioned witnesses.

FR: Anything else?

R: No.

**(Enter 12, Questioned witnesses or suspects)**

**SIGNCOMPLAINT** FR: Did you or someone in your household sign a complaint against the offender to the police department or the authorities?

R: No.

**(Enter 2, No)**

**ARRESTMADE** FR: *Ask or verify*  
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: Yes.

**(Enter 1, Yes)**

**TYPEOFAGENCY** FR: Was that a government or private agency?

R: A private agency.

**(Enter 2, Private)**

### 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: Yes, hopefully they'll make an arrest.

**(Enter 1, Yes)**

### ANYTHINGFURTHERSPEC

**(Enter "Make an arrest")**

### DOINGATINCIDENTTIME

FR: What were you doing when this incident started?

R: I was walking to my car after shopping.

**(Enter 14, On the way to or from other place)**

### JOB DURING INCIDENT

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)**

#### **TYPETRANSPORTATION**

FR: *Ask or verify*  
You told me earlier you were on the way (to/from) some place when the incident happened.

What means of transportation were you using?

R: I was walking to my car.

**(Enter 14, On foot)**

#### **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)**

**(Interrupt and say)**

Now you need to write a summary about the incident. Remember to include who, what, when, where, and how.

**(Allow time; select an FR to read the summary they have written)**

\_\_\_\_\_, will you read us the summary you wrote?

**(Allow time for FR to read summary, then solicit input from other FRs)**

Does anyone else have additional information that should be in the summary?

**(Accept suggestions, then say)**

Now complete the next several screen items based the following information:

1. You don't need to make any changes to the summary.
2. The respondent didn't recall any additional incidents.
3. The incident is not a duplicate of any other incidents reported during the current or previous enumeration period.

**(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)**

**ENSCREENER (Enter 1 to continue)**

**INTRO\_UNDUP** (Enter 1 to continue)  
**UNDUP\_CURINC** (Enter 2, No) (Incident 1)  
**UNDUP\_CURINC** (Enter 2, No) (Incident 2)  
**UNDUP\_CURINC** (Enter 2, No) (Incident 4)  
**UNDUP\_OLDINC** (Enter 2, No)  
**UNDUP\_DONE** (Enter 1 to continue)

\_\_\_\_\_, please continue the interview with **JOBLASTWEEK**.

**INTRO\_SOCIO\_DEMO**

FR: Now we have some questions about your demographic characteristics.

(Enter 1 to continue)

**HEARING**

FR: Are you deaf or do you have serious difficulty hearing?

R: Yes.

(Enter 1)

**VISION**

FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

R: No.

(Enter 2)

**LEARN\_CONCENTRATE**

FR: Because of a physical, mental, or emotional condition do you have serious difficulty:

Concentrating, remembering, or making decisions?

R: Yes.

**(Enter 1)**

**PHYSICAL\_LIMIT** FR: Walking or climbing stairs?

R: No.

**(Enter 2)**

**DRESS\_BATH** FR: Dressing or bathing?

R: No.

**(Enter 2)**

**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)**

**CITIZENSHIP** FR: Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parent(s), or become a citizen of the U.S. through naturalization?

R: Yes, I was born abroad.

**(Enter 3)**

**ORIENTATION\_FEMALE**

FR: Which of the following best represents how you think of yourself?

- Lesbian or gay
- Straight, that is, not lesbian or gay
- Bisexual
- Something else

-- I don't know the answer

R: Something else.

**(Enter 4, Something else)**

**GENID\_BIRTH** FR: What sex were you assigned at birth, on your original birth certificate?

R: Female.

**(Enter 2)**

**GENID\_DESCRIBE** FR: Do you currently describe yourself as male, female or transgender?

R: Female.

**(Enter 2)**

**ACTIVE\_DUTY** FR: Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: I have.

**(Enter 4)**

**ACTIVE\_DUTYWHEN**

FR: When did you serve on active duty in the U.S. Armed Forces?

R: I served in January 2000 through 2004.

**(Enter 11 and 12)**

**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)**

**JOB DURING REF PERIOD**

FR: Did you have a job or work at a business DURING THE LAST 6 MONTHS?

R: No.

**(Enter 2, No)**

**INTVDONE (Enter 1 to continue)**

**BESTTIME\_NOSUNDAY**

**(Enter 1 to continue)**

**RESPONDENT PHONENUMBER**

**(Enter 0 to continue)**

**RESPINTERVIEWLANG**

**(Enter 2, No)**

**ENDPERSON (Enter 1 to continue)**

**THANKYOU\_CP** FR: Six months from now we will be contacting you again. Thank you for your time. You've been very helpful.

**(Interrupt and say)**

In addition to thanking the respondent, you should also mention to the respondent that a supervisor may call them to conduct reinterview. If necessary, you may have to explain to the respondent what reinterview is. You can tell respondents that reinterview is a quality control measure used to evaluate your on-the-job performance in which a sample of cases are recontacted to verify that the

information collected was accurately recorded.

This concludes Megan Moe's interview and the last interview for the household. Now enter 1 to continue. **(Pause)**

Now at the **VERIFY** screen, enter 2 since you don't need to make any changes to the telephone number nor do you need to review or update the Interview Time Preferences. At the "Case Level Notes Editor" enter "L5 interview complete/hhld done" and press F10. You will return to the Case Management main screen to select another case to interview.

Since Megan is the last person we needed to interview, you only have to enter data into the pCHI about your contact with her. \_\_\_\_\_, will you lead us through the pCHI screens?

<b>CTATEMPT</b>	<b>(Enter 2 for telephone, outgoing)</b>
<b>TIMEOFCT</b>	<b>(Enter 1 since you are entering pCHI at the time of the contact attempt)</b>
<b>pCASECONTACT</b>	<b>(Enter 1 [made contact with one or more eligible persons] because you were able to complete Megan Moe's interview during this contact attempt)</b>
<b>PCONTACTPER(LN5)</b>	<b>(Enter 1 because you made contact with Megan Moe)</b>
<b>pCTTYPE</b>	<b>(Enter 1 for a completed interview.)</b>
<b>pRSPNDENT</b>	<b>(Enter 98 [no concerns]; we'll assume Megan had no concerns about completing her interview)</b>
<b>pSTRATEGS</b>	<b>(Enter 98 [no strategies] because no additional strategies were needed to complete L5's interview)</b>

This concludes this practice exercise. Are there any questions?

**(Answer questions)**

**PRACTICE EXERCISE #14 – Series Incidents  
Case ID: 00000001**

**(Approximate time: 30 minutes)**

Highlight the case **502 Stuart St**. Take a look at the interview number and segment type designation displayed for this unit in the Assignment tab. **(Pause)** This case is a first time in sample case (Int #: 01). Now get into the NCVS CAPI instrument to begin the interview.

**(Allow time)**

Since this is a first time in sample case, your initial contact with the household respondent must be by personal visit. Before selecting Precode (2) or (3) at the **START\_CP** screen for personal interview, let's see what happens if you entered code 1, Telephone, for a personal visit case. Enter 1 and then press Enter. **(Pause)** As you can see, an error message appears. \_\_\_\_\_, please read the error message.

***(TRAINEE: This is an incoming case and requires a personal visit interview with the household respondent, unless this is a last resort. If this is a last resort, select <suppress> to continue with a telephone interview for this case. Otherwise, select <goto> to return to the START\_CP screen and select personal interview.)***

Thank you.

Sometimes when attempting to conduct interviews with cases whose interviews **must** be conducted by a personal visit, the household respondent **insists** that his or her interview be completed by telephone even though survey procedures require you to complete the household respondent's interview in person. When you encounter such a situation and have exhausted all possible attempts to persuade the household respondent to complete his or her interview in person, you can complete the household respondent's interview by telephone as a **LAST RESORT**. For this case, we **don't** want to conduct a telephone interview. Before going back to the **START\_CP** screen and correcting your entry, let me explain to you what to do if you need to conduct a telephone interview for this case. As I describe the process **DO NOT** press any keys until I tell you to.

If you need to conduct a telephone interview for this case, at the error pop-up screen click the "Suppress" button to proceed to the next screen. Then press F10 to terminate the interview. Pressing F10 takes you to the back of the instrument where you can record the telephone number at which the household respondent requested to be called.

Now let's go back to the **START\_CP** screen. Press the Escape key or click either the Close or GoTo button. **(Pause)** Now enter 3 and then press Enter. **(Pause)**

For this exercise, let's assume that the person who answers the door is at least 18 years of age and knowledgeable about the household and is also ready to complete the interview. So at the **GEN\_INTRO\_CP** screen enter 1, Respondent available, and at the **CAPI\_INTRO\_B** screen enter 1 to continue to the interview.

**(Allow time)**

\_\_\_\_\_, please be our FR for this exercise. Remember to tell us what you enter at each screen.

**GETLETTER\_CP** FR: I'm here 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. Did you receive our introductory letter in the mail?

R: I don't think so.

**(Enter 2, No)**

**VERADD\_CP** FR: I have your address listed as

502 Stuart St.  
Any Town, AL 99996

Is that your exact address?

R: Yes, it is.

**(Enter 1, Same Address)**

**MAILINGSAME\_CP** FR: Is your mailing address the same as your physical address?

R: Yes it is.

**(Enter 1, Yes)**

**TENURE** FR: *Ask or verify*  
Are your living quarters...

-- Owned or being bought by you or someone in

your household?  
-- Rented for cash?

R: Rented for cash.

**(Enter 2, Rented for cash)**

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

R: No.

**(Enter 2, No)**

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

R: No.

**(Enter 2, No not public housing)**

**INDIANRESERVATIONHU**

FR: Are your living quarters located on an American Indian Reservation or on American Indian Lands?

R: No.

**(Enter 2, No)**

**FARMSALES** FR: During the past 12 months did sales of crops, livestock, and other farm products from this place amount to \$1,000 or more?

R: No.

**(Enter 2, No)**

**(Interrupt and say)**

Now open your Workbook to page 19. Start by reading the three things to remember about **FARMSALES** and then complete the exercise at the bottom of page 19.

**(Allow time)**

Please read the exercise and question, and then give us your answer,\_\_\_\_\_.

***(Trainee: Q: Jimmy Voe bought a cucumber farm two months ago. Since the time he bought the farm, he has sold about \$500 worth of cucumbers. The previous owner, Carl Loe, told Mr. Voe that he sold almost \$800 worth of cucumbers during the last three months that he owned the farm. Which precode do you enter in FARMSALES? A: I would enter Precode (1), Yes.)***

Thank you. Is this clear to everyone?

**(If not, explain further.)**

Now to help you through the next couple of questions, here is some additional information about the household. It is in a building consisting of two units each having direct access.

\_\_\_\_\_, please continue.

**ACCESS (Enter 1, Direct)**

**TYPEOFHOUSINGUNIT**

**(Enter 1, House, apartment, flat)**

**NUMBEROFUNITS** FR: *Observe or ask*  
How many housing units are in this structure?

R: About 2 units.

**(Enter 2, Two)**

### DIRECTENTRANCETOUNIT

FR: *Observe or ask*  
Does the unit have an outside entrance, patio doors, or windows, etc., on the ground level - or outside stairs leading directly to this unit?

R: Yes.

**(Enter 1, Yes)**

### GATEDWALLEDCOMMUNITY

FR: *Ask if unsure*  
Is this unit in a gated or walled community that restricts access by non-residents or requires entry codes, key cards, or security guard approval to access?

R: No.

**(Enter 2, No)**

### RESTRICTEDACCESS

FR: *Ask if unsure*  
Is this unit in a building that requires a special entry system such as entry codes, key cards, or security guard approval to access?

R: No.

**(Enter 2, No)**

### HHROSTER\_FNAME

FR: What are the names of all the other people living or staying here? Start with the name of the person or the people who rents this home.

R: I'm the only one who lives here. My name is Jason Doe.

**(Enter Jason)**

**HHROSTER\_LNAME (Enter Doe)**

**SEX** FR: *Ask if necessary.*  
Is Jason Doe male or female?

R: Male.

**(Enter 1, Male)**

**HHMEMBER** FR: Does Jason Doe usually live here?

R: Yes.

**(Enter 1, Yes)**

**HHROSTER\_FNAME**

FR: What are the names of all the other people living or staying here?

R: There is no one else.

**(Enter 999, then press Enter)**

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

R: No.

**(Enter 2, No)**

**PICK1STHHRESP (Enter 1, line number of Jason Doe)**

**BRTHDATEMO** FR: What is your date of birth?

R: September 16, 1978

**(Enter 9, September)**

**BRTHDATEDY (Enter 16)**

**BRTHDATEYR (Enter 1978)**

**VFYAGE** FR: That would make you 38 years old. Is that correct?  
R: Yes.

**(TRAINEES may read a different age than displayed if training is conducted after 2017.)**

**(Enter 1, Yes)**

**MARITAL** FR: *If in doubt, ask*  
Are you now married, widowed, divorced, separated or have you never been married?  
R: I've never been married.

**(Enter 5, Never married)**

**ARMEDFORCES** FR: Are you now in the Armed Forces?  
R: No.

**(Enter 2, No)**

**EDUCATIONATTAIN** FR: *(SHOW FLASHCARD)*  
What is the highest level of school you completed or the highest degree you received?  
R: I really don't have time to answer any more questions.

**(Interrupt and say)**

The respondent tells you that he doesn't have the time to answer any more questions right now and closes the door. You must exit this case.

\_\_\_\_\_, what do we need to press to exit the case? **(F10)**

At the next screen, **REFCBBREAK\_CP**, what should we enter?

**(Enter 3, Breakoff)**

**(Enter 2 at VERIFY)**

At the “Case Level Notes Editor” record that the respondent, Jason Doe, broke off the interview and you need to recontact the household to complete his interview.

**(Allow time)**

Now press the F10 function key or click on the F10 icon on the toolbar to exit the “Notes Editor.” Next, click the “Yes” button to save the notes entered. **(Pause)**

Now let’s update the pCHI. We need to record the contact attempt with Jason. Since this is an incoming case and no roster existed before, you’ll see that pCHI knows this is a one person household, based on the data it gets from the NCVS instrument. Follow along now in the pCHI.

**CTATEMPT**           **(Enter 1, personal interview)**

**TIMEOFCT**           **(Enter 1, Yes)**

**CASECONTACT**      **(Enter 1, made contact with one or more eligible persons)**

**CONTACTPER**       **(Enter 1, contact, made contact with Jason Doe)**

**CTTYPE**             **(Enter 2, partial interview)**

Since we started but did not complete Jason’s NCVS interview we code this contact attempt as a partial interview in pCHI.

Q: Which precode or precodes do we enter at **PNONINTER**?

A: "Respondent is reluctant," since he said he didn't have time for more question and closed the door before you could set up a callback appointment.

**NONINTER** (Enter 2, respondent is reluctant)

Q: Which precode or precodes do we enter at **PRSPNDENT**?

A: Precode 2, "Too busy," and Precode 9, "Hangup/slams door on FR)

**RSPNDENT** (Enter 2, Too busy, and 9, Hangup/slams door on FR)

**STRATEGS** (Enter 1, Advanced letter given, and 99, Other-specify)

**STRATOTH** (Write in "Request Better Understanding Letter")

In the next part of this exercise you will practice collecting incidents that are a series. Remember, series incidents are incidents of 6 or more that all occurred during the respondent's 6-month reference period, were reported all in the same screen item, are all very similar in nature, and the respondent can't describe them separately in enough detail.

Now let's get back into the previous case, **502 Stuart St.**, to complete Jason Doe's interview. On your return visit to the household a couple of days later you find Jason Doe at home.

\_\_\_\_\_, please be our FR. Remember to tell us what you enter at each screen as you go through the interview.

**START\_CP** (Enter 3, Personal interview)

**GEN\_INTRO\_CP** (Enter 1, Respondent available)

**(Interrupt and say)**

You don't need to re-ask the respondent questions that were answered when you conducted the interview earlier. Therefore, press the "END" key to resume the interview at the question where the interview was terminated. For this case, the interview ended at the **EDUCATIONATTAIN** question.

\_\_\_\_\_, please continue the interview.

**EDUCATIONATTAIN**

FR: (SHOWFLASHCARD)  
What is the highest level of school you completed or the highest degree you received?

R: I have a Bachelor's degree.

**(Enter 16, Bachelor's degree)**

**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.

**(Enter 5, None of the above schools)**

**SP\_ORIGIN**

FR: (SHOW FLASHCARD)  
Are you Spanish, Hispanic, or Latino?

R: No.

**(Enter 2, No)**

**RACE**

FR: (SHOW FLASHCARD)  
Please choose one or more races that you consider

yourself to be

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander

R: I'm White.

**(Enter 1, White)**

**ROSTERREVIEW (Enter 1, Yes)**

**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: 6 years.

**(Enter 6)**

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

R: No.

**(Enter 2, No)**

**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 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?

*Ask only if necessary*

Did any incidents of this type happen to you?

R: No.

**(Enter 2, No)**

**SQBREAKIN**

FR: Has anyone -

- Broken in or ATTEMPTED to break into your home by forcing a door or a 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, No)**

**SQTOTALVEHICLES**

FR: What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any member of that household during the last 6 months? Includes those you no longer own.

R: Just one car.

**(Enter 1)**

**SQMVTHEFT**

FR: During the last 6 months, 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 them?

OR

- Did anyone ATTEMPT to steal any vehicle or parts attached to them?

*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)**

**SQATTACKWHERE TIMES**

FR: How many times?

R: It's happened about 10 times.

**(Enter 10)**

**SQATTACKWHERE SPEC**

FR: What happened?

R: Someone kept taking my newspaper off my porch.

**(Enter: Newspaper taken from L1's porch 10 times.)**

**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-
- 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)**

**(Interrupt and say)**

This is the end of the **screen questions** for Jason Doe. No one besides the respondent was present for the screen questions so at the **PRESENTFORSQS** screen enter 12.

The **INC\_REPORTS** screen tells you that 10 incidents were reported by the respondent. Enter 1 to continue the interview.

\_\_\_\_\_, please continue with the incident questions.

**INCIDENTINTRO** FR: You said before that during the last 6 months your newspaper was taken from the porch 10 times.

**(Enter 1 to continue)**

**INCIDENTDATE** FR: In what month did this incident happen?

R: March.

**(For training, make sure the month the incident occurred falls WITHIN the reference period.)**

**(Enter 3, March)**

**INCIDENTNUMBEROFTIMES**

FR: *Ask or verify*  
Altogether, how many times did this type of incident happen during the last 6 months?

R: About 10 times.

**(Enter 10)**

**INCIDENTSIMILAR** FR: *If unsure ask*  
Are these incidents similar to each other in detail or are they for different types of crimes?

R: They are similar to one another.

**(Enter 1, Similar)**

**RECALLDETAILS** FR: *If unsure ask*  
Can you recall enough details of each incident to distinguish them from each other?

R: No I cant.

**(Enter 2, No (is a series))**

**INCIDENTTIME**

FR: The following questions refer only to the most recent incident.

About what time did the most recent incident happen?

**(Interrupt and say)**

This screen contains an introductory statement only displayed when there is a series of incidents, determined when item **RECALLDETAILS** is coded (2), "No (is a series)." The introduction tells the respondent that we only want to collect data about the most recent incident.

R: It happened sometime before I left for work in the morning probably around 6 o'clock.

**(Enter 11, After 6 a.m. – 12 noon)**

**INCIDENTPLACE**

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

R: Right here 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?

R: It happened on my porch.

**(Interrupt and say)**

You need to probe to find out if the porch is enclosed or unenclosed. Enclosed structures on the respondent's property, such as an enclosed porch, garage, or shed, are included in category 11 as being **IN** the respondent's home or lodging. Unenclosed structures on the respondent's property are included in category 12, Near home or lodging.

FR: Is this an enclosed or unenclosed porch?

R: Unenclosed.

**(Enter 12, Near your home or lodging)**

**LOCATION\_NEAR\_HOME**

FR: *Ask or verify*  
Where near your home or lodging did this incident happen?

**(If FR reads the question as worded, remind them they can verify the answer without asking the full question because the answer has already been given.)**

R: On my porch.

**(Enter 15, Own yard, sidewalk, driveway, etc.)**

Notice the pop-up that appears. It asks, "Did this happen in a garage? If yes, was the garage attached or detached?" In this example, the incident did not happen in a

garage, so click "Suppress." \_\_\_\_\_, please continue.

**INSIDEOROUT**

FR: *Ask or verify*  
Did it happen outdoors, indoors, or both?

R: Outdoors.

**(Enter 2, Outdoors)**

**FARFROMHOME**

FR: *Ask or verify*  
How far away from home did this happen?

R: It was at my home.

**(Enter 1, At, in, or near the building containing the respondent's home or next door)**

**HHMEMBERPRESENT**

FR: *Ask or verify*  
Were you or any other household member present when this incident occurred?

R: No.

**(Enter 2, No)**

Notice that we have another pop-up screen: "Verify whether or not the respondent or another household member was at the immediate scene of the crime during the incident. If after verifying presence, you determine they were present, press the Close or Goto button. If after verifying presence, you determine they were not present, press the suppress button." You must verify that the household member was in fact not present. After you verify, click "Suppress."

**KNOWLEARNOFFENDERS**

FR: Do you know or have you learned anything about the offender for instance, whether there was one or more than one offender involved, whether it was someone

young or old, or male or female?

R: No.

**(Enter 2, No)**

**THEFT**

FR: *Ask or verify*

Was something stolen or taken without permission that belonged to you or others in the household?

R: Yes.

**(Enter 1, Yes)**

**WHATWASTAKEN**

FR: *Ask or verify*

What was taken that belonged to you or others in the household?

R: Newspaper.

**(Enter 36, Other specify)**

FR: Anything else?

R: No.

**(Press Enter)**

**WHATWASTAKEN\_SPEC**

**(Enter "Newspaper")**

**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: The newspaper belonged to me.

**(Enter 1, Respondent only)**

**ARTICLEINCAR**

FR: *Ask or verify*

Was the article IN or ATTACHED to a motor vehicle when it was taken?

R: No.

**(Enter 2, No)**

**OTHERONPERSON**

FR: *Ask or verify*

Was there anything the offender took directly from you, for instance, from your pocket or hands, or something that you were wearing?

R: No.

**(Enter 2, No)**

**PROPERTYVALUE**

FR: What was the value of the PROPERTY that was taken? Include recovered property (If jointly owned with nonhousehold members, include only share owned by household members.)

R: A dollar.

**(Enter 1)**

**DECIDEDVALUE**

FR: How did you decide the value of the property that was taken?

R: That's the cost of the paper each day.

**(Enter 11, Original cost)**

FR: Any other way?

R: No.

**(Press Enter)**

**ALLPARTRECOVERED**

FR: Was all or part of the stolen property recovered, not counting anything received from insurance?

R: No.

**(Enter 3, None)**

**RECOVEREDINSURANCE**

FR: Was the theft reported to an insurance company?

R: No.

**(Enter 2, No)**

**DAMAGED**

FR: Other than any 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: No.

**(Enter 2, No)**

**NOTREPORTEDPOLICE**

FR: What was the reason it was not reported to the police?

R: Because it was so minor.

**(Enter 13, Minor or unsuccessful crime)**

FR: Any other reason?

R: No.

**(Press Enter)**

**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 happened?

R: Probably sleeping.

**(Enter 18, Sleeping)**

#### **JOB DURING INCIDENT**

FR: *Ask or verify*  
Did you have a job at the time of the incident?

R: Yes.

**(Enter 1, Yes)**

#### **LOST OTHER WORK TIME**

FR: Did you lose any time from work because of this incident for such things as cooperating with a police investigation, testifying in court, or repairing or replacing damaged or stolen property?

R: No.

**(Enter 6, None)**

**SERIES NUM TIMES** FR: You have told me about the most recent incident. How many times did this kind of thing happen to you during the last 6 months?

R: About 10 times.

**(Enter 10)**

**(Interrupt and say)**

The next questions ask about the series of incidents. In the production instrument, the respondent will be asked what month or months the incidents took place. These are not on path in the training instrument.

\_\_\_\_\_, please continue.

**SERIESLOCATION** FR: Did all, some, or none of these incidents occur in the same place?

R: They all happened in the same place.

**(Enter 1, All in the same place)**

**SERIESOFFENDER** FR: Were all, some, or none of these incidents done by the same person(s)?

R: I don't know.

**(Enter 4, Don't know)**

**SAMETHINGEACHTIME**

FR: Did the same thing happen each time?

R: Yes.

**(Enter 1, Yes)**

**TROUBLEONGOING**

FR: Is the trouble still going on?

R: No.

**(Enter 2, No)**

**WHATENDEDIT**

FR: What ended it?

R: I don't know.

**(Press Ctrl+D, then press Enter)**

**(Interrupt and say)**

In the next screen, **SERIESCONTACTORNOT**, you are asked to select the explanation that best describes the series of crimes reported. If more than one category describes the series of incidents, enter the precode with the lowest number. For example, if categories 21 and 22 apply, select category 21. For this series of crimes, only one category applies. Enter 21 at this screen.

\_\_\_\_\_, please continue the interview.

### **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: I really don't know.

**(Press Ctrl+D, then press Enter)**

**(Interrupt and say)**

Now write a summary about the incident. Remember to answer the WHO, WHAT, WHEN, WHERE, and HOW questions, such as who the offender was, who did the property belong to, what happened, what the respondent was doing, where it

happened, and so on.

**(Allow time)**

Your summary should include the following:

**SUMMARY:**            *Newspaper stolen from L1 unenclosed front porch 10x throughout last 6 mos while L1 was asleep, value \$1, belonged to L1 only, not reported to police, L1 not present, no injury, no insurance*

At the **SUMMARYPROBE** screen you don't need to edit or enter any more summary text, so enter 1 to continue the interview.

We will continue the interview for this case in the next practice exercise so keep the case open. But first, are there any questions about what we have covered so far with handling series incidents?

**(Answer questions)**

**PRACTICE EXERCISE #15 – Adding an Incident**  
**Case ID: 00000001**

**(Approximate time: 15 minutes)**

Now let's continue Jason Doe's interview. During the interview, he recalled that someone stole his car tools, which he hadn't reported in the screen questions. At the **INCIDENTTOADD** screen, enter 1 indicating that another incident is needed for this person.

The next screen, **INCIDENTNUMTOADD**, asks you how many incidents you want to add. Since the respondent mentioned only one incident, enter 1 at this screen.  
**(Pause)**

Now, in **INCIDENTTOADDWHY** enter a description of the incident you are adding. For example, enter L1's car tools stolen.

**(Enter 1 at ENDINCIDENT)**

**(Enter 1 at ENDSCREENER)**

**(Allow time)**

Now we'll complete an incident report for the newly added incident.

\_\_\_\_\_, please continue the interview.

**INCIDENTINTRO** FR: You said before that during the last 6 months your car tools were stolen.

**(Enter 1 to continue)**

**INCIDENTDATE** FR: In what month did this incident happen?

R: September.

**(For training, make sure the month the incident occurred falls OUTSIDE the reference period.)**

**(Enter 9)**

FR: Did you say September?

R: Yes.

**(Interrupt and say)**

Remember, when you enter a month that is outside the reference period, a soft edit pops up for you to verify with the respondent the answer provided. Since the respondent confirmed that his answer is correct, click on the "Suppress" button to accept the entry.

\_\_\_\_\_, please continue.

**OSINCNOTNEEDED** FR: We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

**(Enter 1 to continue)**

**INCIDENTDATEPROBE**

FR: Did you have anything like this happen between (date) and (date)?

R: No.

**(Enter 2, Deletes the current incident entered)**

**(Interrupt and say)**

At the **INC\_REDUCE** screen, you need to explain why the incident is being deleted, such as the incident is out-of-scope or outside the reference period. Enter a reason.

**(Allow time)**

At the **INCIDENTTOADD** screen enter 2 since you don't have any more incidents to add. **(Pause)** The next screen, **CRIME\_END**, tells you that you have completed all incident reports for Jason Doe. Enter 1 to continue. Also, enter 1 at the **ENDINCIDENT** screen and a 1 at the **ENDSCREENER** screen, which tells you that there are no more incidents to report. **(Pause)**

Now complete the incident unduplication screens.

**INTRO\_UNDUP**      **(Enter 1 to continue)**

**UNDUP\_DONE**      **(Enter 1 to continue)**

**(Allow time)**

\_\_\_\_\_, please continue the interview with the socio-demographic questions.

**INTRO\_SOCIO\_DEMO**

FR: Now we have some questions about your demographic characteristics.

**(Enter 1 to continue)**

**HEARING**

FR: Are you deaf or do you have serious difficulty hearing?

R: No.

**(Enter 2)**

**VISION**

FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

R: No.

**(Enter 2)**

**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)**

**PHYSICAL\_LIMIT**

FR: Walking or climbing stairs?

R: No.

**(Enter 2)**

**DRESS\_BATH**

FR: Dressing or bathing?

R: No.

**(Enter 2)**

**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)**

**CITIZENSHIP** FR: Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parent(s), or become a citizen of the U.S. through naturalization?

R: Yes, I was born in the U.S.

**(Enter 1)**

**ORIENTATION\_MALE**

FR: Which of the following best represents how you think of yourself?

- Gay
- Straight, that is, not gay
- Bisexual
- Something else
- I don't know the answer

R: Straight.

**(Enter 2)**

**GENID\_BIRTH** FR: What sex were you assigned at birth, on your original birth certificate?

R: Male.

**(Enter 1)**

**GENID\_DESCRIBE** FR: Do you currently describe yourself as male, female or transgender?

R: Male.

**(Enter 1)**

**ACTIVE\_DUTY**

FR: Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: No.

**(Enter 1)**

**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)**

**JOBDESCRIPTION**

FR: *(SHOWFLASHCARD)*  
*Ask or verify*  
Which of the following best describes your job?  
Were you employed in the –  
  
Medical Profession?  
Mental Health Services Field?  
Teaching Profession?  
Law Enforcement or Security Field?  
Retail Sales?  
Transportation Field?  
Something else?

R: It's something else. I'm a real estate agent.

**(Enter 17, Something else)**

**JOBDESCRIPTIONSPEC**

**(Enter "Real estate agent")**

**EMPLOYERTYPECURRENT**

FR: *Ask or verify*

Is your job with a private company, business, or individual for wages?

R: Yes.

**(Enter 1, Private company, business, or individual for wages)**

**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?
- Rural area?

OR

- Combination of these?

R: Suburbs.

**(Enter 2, Suburban area)**

**INTVDONE**

**(Enter 1 to continue)**

**HOUSEHOLDINCOME**

FR: *(SHOW FLASHCARD)*

Which category represents the TOTAL combined income of all members of this 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.

R: Its about \$32,000.

**(Enter 20, \$30,000-\$34,999)**

**TELEPHONEINUNIT** FR: Is there a telephone in this home? Please include cell phones, regular phones, and any other type of telephone service.

R: Yes.

**(Enter 1, Yes)**

**TELEPHONENUMBERFIRST**

FR: What is the telephone number?

R: 991-555-1134.

**(Enter 9915551134)**

**TELEPHONETYPE1ST**

FR: What type of phone is this for example, a home, office, or cell phone?

R: Home.

**(Enter 1, Home)**

**TELEPHONECK** **(Enter 2, No, you don't want to ask for a second phone number)**

**TELEPHONEACCEPTABLE**

FR: Is a telephone interview acceptable?

R: Yes.

**(Enter 1, Yes)**

**(Interrupt and say)**

The respondent doesn't mention any specific day or time to call the household, so at the **BESTTIME\_NOSUNDAY** screen enter 1 to continue.

\_\_\_\_\_, please continue the interview.

**RESPINTERVIEWLANG**

FR: Was this respondent's interview conducted in a language other than English?

R: No

**(Enter 2, No)**

**ENDPERSON (Enter 1 to continue)**

**THANKYOU\_CP** FR: Six months from now we will be contacting you again. Thank you for your time. You've been very helpful.

**(Enter 1 to continue)**

At the **VERIFY** screen enter 2 since you don't need to make any changes to the telephone number and you don't need to access the Interview Time Preferences application. At the "Case Level Notes Editor," enter that you completed L1's interview, then press the F10 function key to exit the "Notes Editor," and complete pCHI and return to Case Management. \_\_\_\_\_, please lead us through the pCHI screens.

**CTATEMPT (Enter 1, Personal interview)**

**TIMEOFCT (Enter 1, Yes)**

**pCASECONTACT (Enter 1, made contact with one or more eligible persons)**

**PCONTACTPER (Enter 1, made contact with Jason Doe)**

**pCTTYPE (Enter 1, completed interview)**

pRSPNDENT (Enter 98, no concerns)

pSTRATEGS (Enter 98, no strategies)

(Allow time)

This concludes this practice exercise. Are there any questions?

(Answer questions)

**PRACTICE EXERCISE #16 – Accessing the NCVS CAPI Spanish Instrument  
Case ID: 00000003**

**(Approximate time: 10 minutes)**

This next practice exercise covers accessing the Spanish NCVS CAPI instrument. Highlight the case **611 Produce St**. If you recall, this was a replacement household. You started to interview John Zoe, who was the original household respondent, but because he was unable to complete the interview you selected a new household respondent, Maria Zoe, since she was present and willing to complete her interview at the time of your visit. Since your initial contact with the household respondent was by personal visit, survey procedures allow you to finish interviews with remaining household members by telephone. Rosa Nombre, Maria's mother, still needs to be interviewed, in addition to John Zoe.

Get into the CAPI instrument for this case.

(Allow time)

At the **START\_CP** screen notice that the “Case Status” no longer says “New Case.”

\_\_\_\_\_, please read what is now displayed for “Case Status.”

**(TRAINEE: Household respondent complete)**

Thank you.

Since you completed the household respondent’s interview, the status for this case changed. As mentioned earlier in training, the “Case Status” measures the progress of the case throughout the interview process.

Now enter 1, Telephone interview, at the **START\_CP** screen. **(Pause)** At the next screen, look at the STATUS column, which tells you the interview status of each eligible household member. Notice that John Zoe’s interview status says “Need Self” rather than “Partial.” This is because his interview ended before the **TIMEATADDRESS** question. Maria Zoe’s interview is done and Rosa Nombre’s interview has not been started (“Need self” is noted in the STATUS column). **(Pause)**

Now enter a 1 at the **SHOW\_CP\_ROSTER** screen and also at the **SHOW\_INFO\_CP** screen.

**(Allow time)**

At the **WHOTOCALL\_CP** screen, enter 3, Rosa Nombre's line number. **(Pause)** At the **DIAL\_CP** screen someone answers the phone so enter 1. **(Pause)** At the **HELLO\_1\_CP** screen you introduce yourself to the person who answers the telephone and ask to speak with Rosa Nombre. The person you are speaking to tells you in Spanish that she does not speak English. If you speak Spanish, you can

toggle to the NCVS Spanish instrument to continue the interview.

Let's take a look at the NCVS Spanish instrument. At the **HELLO\_1\_CP** screen, press the SHIFT and F5 keys. **(Pause)** At the "Form Languages" screen arrow down to "ESP" which is the name for the NCVS Spanish instrument. Then click OK. **(Pause)** Notice that the question text is now in Spanish. Another way to access the Spanish instrument is to press "Options" in the toolbar and then choose "Language." In some screens in the Spanish instrument, the answer categories that need to be read to the respondent are also in Spanish; however, for this section they are not because the categories do not need to be read to the respondent. You are ready to complete the interview in Spanish.

Let's go through a couple of screens in the Spanish instrument. You are speaking to Rosa Nombre so enter 1. This is the correct person at the **HELLO\_1\_CP** screen. **(Pause)** At the **INTRO\_REC\_CP** screen, the respondent agrees to be interviewed so enter 1 to proceed with the interview. At the **VERADD\_CP** enter 1 to verify that Rosa lives at the same address. Next, at the **NEXTPERSON** screen enter 3 to select Rosa to be interviewed. Enter 1 at the **INTERVIEWSTATUS** screen to continue the interview.

You are now ready to begin asking the survey questions starting with the **INTROFORNEWRESPONDENT** question. For this exercise, let's assume that Rosa Nombre tells you she really doesn't have the time right now to complete the interview and to call her back later around 8 o'clock. Before you set a callback appointment for Rosa Nombre, let's practice how to toggle back to the English version of the NCVS CAPI instrument. You **don't** need to be back into the English version of the instrument to exit the case or to set a callback appointment. The intent of this exercise is to show you how to toggle or move between instruments.

Press the SHIFT and F5 keys or press “Options” and then “Languages.” Then arrow up to “ENG.” **(Pause)** Click OK to return to the English NCVS CAPI instrument.

Now let's set a call back appointment for Rosa Nombre. Press the F10 function key. At the **REFCBBREAK\_CP** screen enter 2, Callback. Then at the **PERSAPPT** screen press Ctrl+F7 to enter appointment information for Rosa Nombre in the Case Level Notes. Enter a note that you need to call back Rosa Nombre to complete her interview and that she is a Spanish speaking respondent. When you are done entering a note, exit the Notes Editor and be sure to save the information entered, then enter 1 at **PERSAPPT** to continue.

At the **THANKYOU\_INDV** screen enter 1 after thanking the respondent. **(Pause)** Now, enter 2 at the **VERIFY** screen. **(Pause)** At the “Case Level Notes Editor” if you have any other notes you want to enter you can do that now, otherwise press F10 to exit to return to the **pCHI**, then the “Case List.” For this exercise we won't fill out the **pCHI**, so at **CTATEMPT**, enter Precode (4), “Not attempting contact.” At **NOATTEMPT** enter Precode (6), “Opened case/CHI by mistake”.

**(Allow time)**

Although you still need to complete John Zoe's interview, for this exercise you are not going to get back into the case to complete his interview. This concludes this exercise. Are there any questions?

**(Answer questions)**

**(Continue to the next chapter)**

## Chapter 9 – Performance and Supervisory Topics (Approximate time: 1 hour)

**Instructor Preparation:**

- Review the RO procedures on the measures used to evaluate the performance of NCVS field representatives.
- Review other RO administrative topics not covered in Chapter 2.

**Objectives:**

- Provide trainees with an understanding of the measures in place to evaluate their performance as NCVS field representatives.

The final part of this training covers the production and quality standards expected of you, as well as other administrative topics and a paired practice interview.

As an NCVS field representative, there are established measures for various elements of your job. Your performance is evaluated based on these measures. The success of the NCVS depends on accurate and complete information. We count on you, our field representatives, to help us succeed in this effort.

We hope that you will always strive for the highest level of quality and productivity in your NCVS work. We also realize that a new field representative cannot be expected to start out with an outstanding performance rating. However, we expect you to do your best and to improve as you gain more interviewing experience using the NCVS CAPI instrument. Your work will be monitored and measured. Your supervisor will provide frequent feedback and direction about your work and its quality.

This survey operates on a fixed budget. The only way we can conduct the NCVS on schedule and within budget is with your cooperation. We depend on you to conduct

your work accurately and efficiently. Completing a sufficient number of NCVS interviews within the specified interview period is not only important from a cost standpoint, but also is essential for meeting the survey's processing schedules.

The following are some pointers for saving survey costs and time without sacrificing accuracy:

- With the exception of holidays, always begin your assignment on **the first working day of the month**. Schedule your work so that your assignment is completed **before** the closeout date for the interview month.
- Conduct interviews with units in sample for their second through seventh interview by telephone. We realize that there are times when this is not possible, such as when the unit is a Type A or Type B noninterview the previous enumeration, there is no telephone available in the sample unit, or the household said a telephone interview is not acceptable.
- Begin your telephone work first. In the process of doing the telephone interview cases first, you may discover some replacement households as well as some other situations where it becomes necessary to make a personal visit. Because of these possible personal visits, it is extremely important that you try to complete the telephone interviewing within the first few days of the interview period. Since the primary purpose of the telephone procedure is to save money by reducing travel costs, Do NOT go out to a sample unit until you have attempted to complete telephone interviewing of all the households that qualify for a telephone interview.
- To reduce travel costs, plan your travel route so you can do your NCVS work and move from one case to another using the least amount of time and mileage. Try to plan your personal visits during the most productive hours of the day and days of the week, so you can find household members at home and reduce the number of return visits to a sample address. Evening hours

and weekends tend to be most productive in areas where a majority of the household members work outside the home.

- Make the fewest number of trips to a sample area as possible to complete your assignment. If you need to make personal visit callbacks in a sample area where you still have some initial visits, try to complete these interviews in one trip. If no one is at home at the time of your visit, try to find out the best time to contact the household before you leave the sample area. You can inquire of neighbors, apartment managers, janitors, and the like, but **you cannot mention the survey name to these people.**
- After completing the household respondent's interview, always try to complete interviews for all remaining eligible household members during the same contact. Any follow-up contacts to interview remaining household members should be done by telephone. For sample units that must be interviewed during a personal visit, if you complete the household respondent's personal interview, you may make telephone callbacks to get interviews with the remaining household members.
- Become familiar with the sequence of the items in the NCVS instrument and understand how to enter answers on each NCVS screen so the interview flows smoothly.

For each interview month, we calculate the response rates for your NCVS interviewing assignment. This includes

- Household Response Rates – your Type As,
- Person-Level Response Rates – your Type Zs, and
- NCVS Supplement Response Rates.

The household response rates take into consideration how many interviews you were able to complete from all **eligible** sample addresses assigned to you (*excluding Type*

*B and C noninterviews*). Person-level response rates take into consideration how many interviews you were able to complete from all eligible household members. The NCVS supplement response rates take into consideration how many supplement interviews you were able to complete for all eligible individuals. You can find more detailed information on response rates on pages A4-7 thru A4-9 of your NCVS-550 Interviewing Manual for Field Representatives on your laptop.

By reviewing your response rates, you and your supervisor can track how effective you are at obtaining interviews. The NCVS prides itself on having high response rates. Maintaining such response rates is essential to ensure that the NCVS and supplement data are representative of the entire U.S. population. Failure to interview all eligible household members can introduce a serious bias into the survey. For example, sample persons who are difficult to contact or who resist being interviewed could have very different victimization experiences than those sample persons who are easy to contact and interview.

There are a number of other performance measures. Data quality indicators are incorporated into your performance plan; your supervisor will go over them with you when you go over your performance plan together. The indicators are intended to help you achieve a fully successful performance review while aligning your performance with the sponsor's and the Census Bureau's goals of improving and maintaining NCVS data quality. The indicators may change from time to time. These indicators include

- pCHI completion,
- time to administer screener questions,
- time to administer crime incident questions,
- monitoring when interviews are conducted outside of normal operating hours,
- monitoring when you begin your assignment during the interview month, and
- monitoring the quality of the crime incident data you collect.

Now, I will take a moment to briefly explain each of these.

You should complete the **pCHI** for each contact you attempt. This helps you demonstrate the level of effort you invested in achieving the specific disposition of the case. Not completing pCHI misrepresents the level of effort you invested in a case.

You must read questions as worded. The time goal for going through the **screener questions** with the household respondent is at least 4 minutes and at least 3.5 minutes for all other eligible household members. Other eligible household members receive less questions than the household respondent, hence, the lower time goal. The time goal for going through the **crime incident questions** is 10 minutes for a violent crime and 8 minutes for all other crimes.

The **time of day you conduct your interviews** will also be monitored. While there may be a legitimate reason for an NCVS interview to be conducted at 2 a.m. on occasion, FRs who consistently conduct interviews at odd hours require further investigation and explanation of the circumstances.

It is important to begin working your NCVS cases early. **When you begin your assignment during the interview month** will be monitored. This helps identify FRs that are beginning their assignment (or a large percentage of it) so late in the interview month that it may jeopardize the FR's ability to maximize household and person response.

The **quality of the crime incident data you collect** is also monitored. All crime incidents are reviewed once the data is collected. If critical items are mismarked that effect the classification of a crime, you will get specific feedback from an NCVS supervisor.

In fact, for all of these data quality indicators I mentioned, you will get feedback from an NCVS supervisor if it appears you aren't meeting quality expectations.

Are there any questions?

**(Answer questions)**

Periodically, a portion of your assignment is eligible for reinterview. Remember, reinterview is a method we use to evaluate your performance independently. An independent Census Bureau interviewer reinterviews a portion of your assignment for the interview month. The reinterviewer contacts some of the same households that you have already contacted. The reinterview answers are compared against the original answers that you recorded, differences are identified, and reasons for the differences are determined. The reinterviewer verifies that the correct sample units were interviewed, you properly followed procedures during interviews, and any noninterviews were classified accurately.

In some cases, the extent and type of errors identified may require a special needs observation and/or retraining.

Are there any questions?

**(Answer questions)**

If you have any other questions after you leave this training session, all the information we discussed can be found in detail in your other NCVS materials – the NCVS-550 Interviewing Manual for Field Representatives on your laptop, the NCVS-554 Information Card Booklet, and the NCVS-550.1 “At a Glance.” I encourage you

to use all of these manuals and job aids if you ever have any questions about the survey. If after consulting all your NCVS materials, you still can't find an answer to your question, get in touch with (me/your supervisor). Are there any questions about these survey materials?

**(Answer questions)**

To conclude this chapter, we're going to talk about some other topics that are of concern for this regional office.

**(Cover any other topics that you feel are important to the survey and the relationship between the survey supervisor and the FR. Emphasize the importance of the telephone communication process between the FRs and the RO staff. Ask the FRs for suggestions on making survey operations run smoothly.)**

**(Answer questions. Allow time for discussion.)**

**(If necessary, continue to Chapter 10, "2010 Redesign and Coverage" for new hires who have not had the 2010 redesign and coverage training. Otherwise, go to Chapter 11, "Paired Practice Interview".)**

## Chapter 10 – 2010 Redesign Listing and Coverage (Approximate time: 1 hour)

### Instructor Preparation:

- Make sure each trainee has a copy of the 11-925, 2010 Redesign New Hire Listing and Coverage Training (Classroom Workbook).

### Objectives:

- Introduce the trainees to the concept of Listing and Coverage.

### Materials Needed:

- 11-924, 2010 Redesign New Hire Listing and Coverage Training (Training Guide)

### 11-924, New Hire Listing and Coverage Training (Training Guide)

*If training NEW FRs on 2010 redesign topics, follow along with the 11-924, New Hire Listing and Coverage Training (Training Guide). If there are no new FRs who require this training, go on to Chapter 11. Otherwise, after this chapter, go on to Chapter 11.*

*As of September 2017, FLD Training is in the process of updating generic initial training for FRs to include a CLC exercise titled "LiMA Training - Locating Sample Units (Stateside)." Once this is implemented, you will no longer need to review the 11-924 with NEW FRs.*

## Chapter 11 – Paired Practice Interview (Approximate time: 2 hours)

### Instructor Preparation:

- Make sure all trainees are logged into their laptops and using AC power. *(Ensure all trainees have access to electrical outlets to plug in their laptop computers. If necessary, assist the trainees using extension cords or adaptors and connection to outlets in the training room.)*

### Objective:

- Provide trainees experience administering the survey and recording answers.

### Materials Needed:

#### Trainee

- Laptop Computer
- Function Key Template
- NCVS-522.1 Classroom Workbook
- NCVS-554 Information Card Booklet
- NCVS-572(L) Introductory Letter

You will now have the opportunity to administer an NCVS interview. I will pair you up and you will each have a chance to be the FR and the respondent.

**(Pair up trainees, if they need to move, ensure that they bring their materials with them.)**

Turn to page 20 in your NCVS CAPI Classroom Workbook.

**(If you are short on time, use Case ID 2 (286 Erasmus Dr) instead of Case ID 1 (502 Stuart St). In Case ID 2, trainees will not need to build a roster and will instead just interview the 1 household member already listed; trainees should follow the other information given in the workbook besides the first 4 bulleted items.)**

Follow the instructions for the paired practice interview. Please let me know if you have any questions. Once you have fully completed the interview with the details provided in your workbook, you may switch roles.

**(Answer any questions that trainees have during and after the paired practice interview. After answering all questions, conclude the training.)**