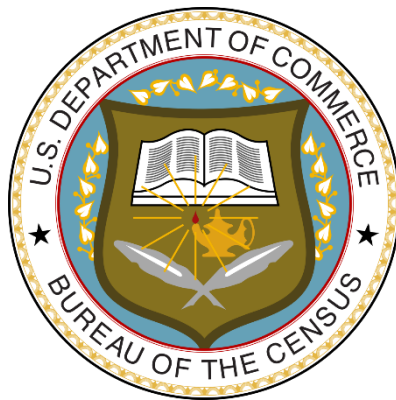


NCVS-521
(9/2017)

National Crime Victimization Survey



CAPI Self-Study For NCVS 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.

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NOTES

Self-Study Instructions

Welcome!

Welcome to the U.S. Census Bureau and to the National Crime Victimization Survey, also called the NCVS. This self-study prepares you for the initial NCVS classroom training and for your job as an NCVS field representative or FR. As an NCVS FR, you will be conducting interviews via computer-assisted personal interviewing (CAPI). Computer-assisted interviewing allows you to key responses from respondents directly into a computer program on a laptop. We call the computer program that runs the NCVS interview the “**instrument**.” The instrument on your laptop consists of all the questions you could possibly ask a respondent. For the NCVS, CAPI interviews are conducted by personal visit or by telephone interview.

Generic Training

Complete the generic interviewer pre-classroom training before you start this NCVS self-study. Refer to your Welcome Letter for a concise list of instructional products for your generic pre-classroom training, as well as your password, and the 11-900 Curriculum Plan. The Curriculum Plan gives the sequence of instructions for the generic pre-classroom training.

If you have not completed the generic pre-classroom training, please notify your supervisor immediately and **DO NOT** begin this self-study. Only proceed with this self-study if you have completed the pre-classroom training.

Time Allowed

Charge only the actual time it takes you to complete this self-study. You may charge **up to 10 hours** to complete the self-study, so keep a record of the time you spend working on it using the “NOTES” page. Also use the “NOTES” page to enter any questions you may have as you complete each lesson, so you can discuss them with your instructor during classroom training.

Charge Time to Appropriate Project Number

Charge the time that you spend completing this self-study (*not to exceed 10 hours*) to the **project number 0976000** and **task code 520**.

Review of the Generic Pre-classroom Training

A summary of the generic pre-classroom training:

Laptop Computer Video

The “Getting to Know Your Laptop Computer” video instructed you on the use of your laptop computer. The video included details on the hardware components of the laptop, startup, log on, shut down

procedures, steps to change the laptop battery, and your legal responsibility regarding the use and care of the laptop.

InterAct Pre-classroom Learning Magazine

From the 11-901, InterAct Preclassroom Learning Magazine, you learned the role and responsibilities of an FR and tools and techniques for succeeding in the field.

WebFRED

The 11-12 (WIN), Windows Field Representative Earnings Data (WINFRED) Self-Study, provided you with the basic knowledge of the time and attendance software. The WINFRED CBT provided you with hands-on practice entering your payroll information.

Other Topics

In the generic pre-classroom training you also learned:

- Safety on the job includes wearing the proper clothing, packing emergency items in your vehicle, and locking all valuables in the trunk while interviewing.
- The Census Bureau conducts a decennial census every ten years and conducts many surveys that complement the decennial census.
- Confidentiality is an important part of conducting surveys for the Census Bureau.
- Primary sampling units (PSUs) are sample counties selected scientifically to represent the entire United States for conducting surveys.
- Practicing good interviewing techniques is necessary for all field representatives.
- The computer has distinct parts, such as a hard drive, a monitor, a keyboard, and a battery.

Materials Needed for this Self-Study

You need the following materials to complete this self-study. Call your supervisor if you are missing any of:

- 1) Your laptop and all related accessories
- 2) NCVS-550 Interviewing Manual for Field Representatives (electronic document on laptop – refer to Lesson 2, page 6 of this self-study for direction to access this manual)

- 3) NCVS-554, Field Representative's CAPI Information Card Booklet
- 4) NCVS-572(L), Introductory Letter (incoming)
- 5) NCVS-573(L), Introductory Letter (continuing)
- 6) Pen or Pencil

About this Self-Study

This self-study contains 18 lessons. Most lessons end with a review exercise followed by an answer key. After you complete each exercise, check your answers to see how well you have learned the major points of the lesson.

Lessons 1 through 3 introduce you to the NCVS, basic interviewing techniques, and the design of the NCVS sample. Lesson 4 illustrates using your interviewing and listing manuals. Lesson 5 introduces you to some of the laptop keys you will use to navigate through the survey instrument. Lessons 6 through 16 explain the different components of the instruments used in managing your sample cases and in conducting the NCVS interviews. Lesson 17 consists of a practice interview and Lesson 18 is a final review exercise which reviews key points presented throughout the self-study.

Since we will discuss Lesson 18 during the classroom training, **make sure to bring your completed self-study with you to the classroom training.**

Throughout this self-study, you will see instructions to stop and read other materials. **Place a checkmark in the brackets [] that follow these instructions so you can find your place more easily when you return to the self-study.**

At the end of this self-study, you will:

See the differences in screen layouts in both case management and the survey instrument;

- Practice some basic navigation in the instrument;
- Become familiar with the NCVS-550 Interviewing Manual for Field Representatives and looking up answers to questions in the manual;

- State the basic rules of interviewing;
- Explain specific NCVS definitions and concepts;
- Use the instrument by entering demographic data; and

Complete an interview by following a script.

Begin

Starting with Lesson 1, complete each lesson in the sequence it is presented. If possible, complete each lesson without interruption. Schedule any breaks between lessons.

Lesson 1. Introduction to the National Crime Victimization Survey

Objectives

The objectives of this lesson are to:

- Give you a brief overview of the National Crime Victimization Survey (NCVS).
- Explain how the data collected for this survey are used.

Purpose of the NCVS

The Bureau of Justice Statistics (BJS), of the U.S. Department of Justice, sponsors the NCVS, which is the Nation's primary source of information on criminal victimization. Each year, data are obtained from a nationally representative sample of households on the frequency, characteristics and consequences of criminal victimization in the United States. For 2017, the sample size is over 200,000 households. The survey enables the BJS to estimate the likelihood of victimization by rape, sexual assault, robbery, assault, theft, household burglary, and motor vehicle theft for the population as a whole, as well as for segments of the population such as women, the elderly, members of various racial groups, city dwellers, or other groups. The NCVS provides the largest national forum for victims to describe the impact of crime and characteristics of violent offenders.

The BJS needs the NCVS data primarily to obtain an accurate, up-to-date measure of the kinds of crimes, as well as the number of crimes committed against persons 12 years of age and older. This survey is widely used by policy makers at all levels of government -- including crime prevention groups, people who help crime victims, researchers, the media, as well as others. It has also been used by the Supreme Court in making decisions. The survey informs data users in a neutral, unbiased way to help them make public policy, plan new ways to attack crime, and evaluate the effectiveness of existing crime prevention programs.

Since not all crimes are reported to the police, the NCVS provides a more complete picture of crime in the United States, because it not only collects data about crimes reported to the police, but also about crimes that are not reported to the police. The NCVS provides statistics about crimes which supplement those maintained by police records.

Statistics from the NCVS are published in reports that deal with types of crime, characteristics of victims, locations of crime, and other detailed information. The cover page from one such publication issued by the BJS is shown on page 1-7.

Take a minute now and look at page 1-7. []

NCVS History

The NCVS has been conducted since 1972. Field Representatives (FRs) contact a specific number of households every month and ask the survey questions of each household member who is 12 years of age and older. The addresses for these households are selected randomly and scientifically from addresses throughout the country.

"Selling" the Survey

If you can explain convincingly why the NCVS is being conducted, your respondents will be more willing to participate. In other words, you must be able to "sell" the survey. If you give solid, logical answers to their questions, you can usually persuade reluctant respondents to allow you to conduct the NCVS interview.

Frequently Asked Questions

Listed below are some frequently asked questions and suggested answers. By the end of the training, you should be able to answer these questions without hesitation.

1. What is this survey all about?

The NCVS is conducted monthly to collect information on the kinds and amount of crime in the United States. From a sample of households throughout the United States, we interview all household members age 12 or older.

2. Why can't you get this information from police records?

Based on information received in previous survey years, we have found that over half of all crimes go unreported to the police. Since this survey includes crimes that are both reported and unreported, data users can get a more complete picture of crime in the United States from this survey.

3. How can this survey help to fight crime?

The results of this survey show a variety of information about crime victims, offenders, types of crimes being committed, and types of places where these crimes occur. All of this information is put to good use by law enforcement agencies, community groups, and government agencies throughout the country to lower the incidence of crime.

4. Why was I selected for this survey?

Actually, we selected your address, not you personally. We scientifically selected a sample of addresses across the country to represent the entire population. If your household should move away while your address is still in the survey, we interview the new family that moves in.

5. Why do you need to interview me when I don't have any crimes to report?

Your participation is important whether or not you report a crime. We cannot accurately find out the percentage of people who experience crime unless we get information from both victims and non-victims. By examining the differences between victims and non-victims, we can try to determine why certain individuals become victims, while others do not.

6. Why waste my tax dollars on a silly survey?

The survey tells us about the amount and nature of crime, as well as crime trends and crimes not reported to the police. It can help save taxpayer money when new programs are developed focusing on the people who are most likely to be victims of crime by making crime prevention and control programs more effective.

7. How can I know for sure that you are who you say you are?

Besides my identification badge, I can give you a telephone number to call so you can verify with my supervisor that I work for the U.S. Census Bureau. You can also click, "Are You in a Survey?" at [Census.gov](https://www.census.gov).

8. Is this survey authorized by law?

Yes. We are conducting this survey for the Bureau of Justice Statistics of the United States Department of Justice under the authority of law (Title 13, United States Code, Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 42, United States Code, Section 3732).

Federal law protects your privacy and keeps your answers confidential (Title 13, United States Code, Section 9 and Title 42, United States Code, Sections 3789g and 3735).

Becoming familiar with these questions and answers will add to your confidence in gaining a successful interview. A more complete list of general survey questions and answers is on pages A2-23 through A2-29 of the NCVS-550 Interviewing Manual for Field Representatives.

Take a moment now to look over the complete list of questions and answers in the NCVS-550 Interviewing Manual for Field Representatives. []

Explain the Sampling

Sometimes respondents may want to know how they were chosen to be interviewed. You can say:

We selected your address, not you personally. We scientifically selected a sample of addresses across the country to represent the entire population. At each selected address, we interview household members who are 12 years of age and older. If your household moves away while your address is still in the survey, we interview the new family that moves in.

Confidentiality

It is important that you understand and maintain strict confidentiality of information. By law, the Census Bureau can only use survey information for statistical research. The Census Bureau is not permitted to publicly release survey responses in a way that could identify the respondent or their household.

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. **Do not permit any**

unauthorized persons, even members of your own family, to see the information that you collect.

The assurance of confidentiality is one of the reasons people are usually willing to participate. All Census Bureau employees must take an oath to uphold this confidentiality. The Census Bureau takes its confidentiality promise to respondents very seriously.

The NCVS is protected by two confidentiality statutes. Title 13 United States Code (U.S.C.), Section 9 and Title 42, U.S.C., Sections 3789g and 3735, 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.

Per the Federal Cybersecurity Enhancement Act of 2015, survey data are protected from cybersecurity risks through screening of the systems that transmit the data. The Cybersecurity Act specifies that if any information that is scanned by the cybersecurity software programs is found to be suspicious, it may be reviewed for specific threats by computer network experts working for the government (or contractors or agents who have governmental authority to do so). The Act does specify that only information directly related to government network security is monitored, and requires that any personal information that identifies respondents be removed from suspicious files before they are shared.

Confidentiality Rules

Rules to help you maintain confidentiality during everyday activities:

1. Lock your car when it contains NCVS materials and store these materials out of view.
2. Do not leave phone numbers (*other than your own*) on notes left at a respondent's door. For example, don't leave the phone numbers of friends, other employees, or relatives.
3. Do not leave completed NCVS materials at home where others might see them or leave your NCVS cases opened on your laptop so others can see the case.

4. If you leave NCVS materials or your laptop in a hotel or motel room, make sure that they are kept in a locked briefcase.
5. Do not leave NCVS materials (such as survey brochures), with nonhousehold members or apartment managers, unless left in sealed envelopes.
6. Use discretion when forced to interview a respondent on a front porch, in a yard, or in a place where the interview can be overheard. Also, use discretion when forced to conduct an interview in the presence of a nonhousehold member.

Review Exercise

Complete the review exercise that starts on page 1-8. Compare your answers to the answer key which follows the review exercise, then continue with Lesson 2.

Illustration of a Crime Victimization Report

U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Statistics



October 2016, NCJ 250180

Criminal Victimization, 2015

Jennifer L. Truman, Ph.D., and Rachel E. Morgan, Ph.D., *BJS Statisticians*

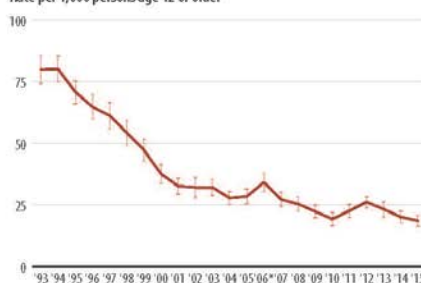
In 2015, U.S. residents age 12 or older experienced an estimated 5.0 million violent victimizations, according to the Bureau of Justice Statistics' (BJS) National Crime Victimization Survey (NCVS).^a There was no statistically significant change in the rate of overall violent crime, defined as rape or sexual assault, robbery, aggravated assault, and simple assault, from 2014 (20.1 victimizations per 1,000 persons age 12 and older) to 2015 (18.6 per 1,000) (figure 1). However, the rate of violent crime in 2015 was lower than in 2013 (23.2 per 1,000). From 1993 to 2015, the rate of violent crime declined from 79.8 to 18.6 victimizations per 1,000 persons age 12 or older.

The rates of violent and property crime largely followed similar trends over time. Households in the U.S. experienced an estimated 14.6 million property victimizations in 2015 (see table 3). The overall property crime rate (which includes household burglary, theft, and motor vehicle theft) decreased from 118.1 victimizations per 1,000 households in 2014 to 110.7 victimizations per 1,000 in 2015. A decline in theft accounted for most of the decrease in property crime.

^aUnless otherwise noted, the findings in this report are at the 95% confidence level.

FIGURE 1
Violent victimization, 1993–2015

Rate per 1,000 persons age 12 or older



Note: Estimates include 95% confidence intervals. See appendix table 1 for estimates and standard errors.

^aSee *Criminal Victimization, 2007* (NCJ 224390, BJS web, December 2008) for information on changes in the 2006 NCVS.

Source: Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1993–2015.

HIGHLIGHTS

Violent crime

- No statistically significant change occurred in the rate of violent crime from 2014 (20.1 victimizations per 1,000) to 2015 (18.6 per 1,000).
- No statistically significant change was detected in the percentage of violent crime reported to police from 2014 (46%) to 2015 (47%).
- No measureable change was detected in the percentage of violent crime victimizations in which victim services were received from 2014 (10.5%) to 2015 (9.1%).

Property crime

- The rate of property crime decreased from 118.1 victimizations per 1,000 households in 2014 to 110.7 per 1,000 in 2015.

Prevalence of crime

- In 2015, 0.98% of all persons age 12 or older (2.7 million persons) experienced at least one violent victimization.
- The prevalence rate of violent victimization declined from 1.11% of all persons age 12 or older in 2014 to 0.98% in 2015.
- In 2015, 7.60% of all households (10 million households) experienced one or more property victimizations.
- The prevalence rate of property victimization declined from 7.99% of all households in 2014 to 7.60% in 2015.

Bulletin



Lesson 1 - Review Exercise

1. Who sponsors the National Crime Victimization Survey (NCVS)?

2. The purpose of the NCVS is to: **(Mark all answers that apply.)**
 - Obtain an accurate, up-to-date measure of the kinds and amount of crimes committed against persons who are 12 years of age and older.
 - Provide statistical information on crime and its impact on society.
 - Plan new ways to attack crime.
 - Evaluate the effectiveness of existing crime prevention programs.

3. Field Representatives (FRs) contact a specific number of households every month and ask the survey questions of each household member who is 12 years of age and older.

| | |
|-------------|--------------|
| TRUE | FALSE |
|-------------|--------------|

4. If a reluctant respondent suggests that you get this crime information from the police, tell the respondent that: **(Mark the correct answer.)**
 - Over half of all crimes go unreported to the police.
 - The police are not allowed to provide our agency with crime information.
 - It is easier to collect crime information directly from crime victims.

5. If a reluctant respondent says that she doesn't have any crimes to report and there is no need to complete the NCVS interview, you can explain that: **(Mark the correct answer.)**

- You will ask the short version for respondents with no crimes to report.
- After asking a few NCVS questions, the respondent may remember a crime.
- By examining the differences between victims and non-victims, we can try to determine why certain individuals become victims, while others do not.

6. All Census Bureau employees take an oath to uphold the confidentiality of information collected for an individual or household participating in our surveys.

TRUE

FALSE

Now compare your answers to the answer key on the next page(s).

Lesson 1 - Answer Key

1. Who sponsors the National Crime Victimization Survey (NCVS)?

Bureau of Justice Statistics, U. S. Department of Justice.
(Page 1-1)

2. The purpose of the NCVS is to: **(Mark all answers that apply.)**

obtain an accurate, up-to-date measure of the kinds and amount of crimes committed against persons who are 12 years of age and older.

provide statistical information on crime and its impact on society.

plan new ways to attack crime.

evaluate the effectiveness of existing crime prevention programs.
(Page 1-1 and 1-2)

3. Field Representatives (FRs) contact a specific number of households every month and ask the survey questions of each household member who is 12 years of age and older.

TRUE
(Page 1-2)

4. If a reluctant respondent suggests that you get this crime information from the police, tell the respondent that: **(Mark the correct answer.)**

Over half of all crimes go unreported to the police.

The police are not allowed to provide our agency with crime information.

It is easier to collect crime information directly from crime victims.

(Page 1-2)

5. If a reluctant respondent says that she doesn't have any crimes to report and there is no need to complete the NCVS interview, you can explain that: **(Mark the correct answer.)**

___ You will ask the short version for respondents with no crimes to report.

___ After asking a few NCVS questions, the respondent may remember a crime.

X By examining the differences between victims and non-victims, we can try to determine why certain individuals become victims, while others do not.

(Page 1-3)

6. All Census Bureau employees take an oath to uphold the confidentiality of information collected for an individual or household participating in our surveys.

TRUE

(Page 1-4)

Continue with Lesson 2.

NOTES

Lesson 2. Basic Interviewing Techniques

Objective

The objectives of this lesson are to:

- Introduce you to your job as an NCVS CAPI Field Representative (FR).
- Introduce you to interviewing techniques to help you do your job.

Three Basic Elements

There are three basic elements in any interview situation:

- The interviewer (*an FR like you*)
- The respondent (*the person answering your questions*)
- The survey questions (*the NCVS interview*)

Let's look at each element separately.

Your Job: Personal Visit and Telephone Interviews

As an FR working on the NCVS, you play an important role in this vital program. Your primary goal is to obtain complete interviews with each person who is 12 years age and older at each sample address assigned to you. You will conduct both personal visit and telephone interviews to complete your monthly assignments for the NCVS.

You also must be able to reassure household members that, by law, the Census Bureau can only use respondent's responses for statistical research. The Census Bureau is not permitted to publicly release responses in a way that could identify the respondent or their household.

Sell the Survey and Know Its Data Uses

The first step in gaining cooperation from all respondents is to know how to sell the survey and how the NCVS data is used. You should be able to explain the importance of the survey and be able to answer any questions that a respondent may have.

In Lesson 1, you read about the most frequently asked questions and how you should respond, along with the importance of learning background information about the NCVS. Use this

information to convince respondents of the importance of the NCVS and show the benefits of the survey results. Give brief, appropriate, and accurate information when talking to a respondent about the NCVS.

Example

Let's look at an example. You visit Megan Moe and she tells you that her house was broken into twice in the last 3 months. Since she reported these crimes to her local police department, she wants you to go to them for a report.

You could tell Megan Moe that the NCVS obtains a more complete picture of a crime than the police records can provide, because we ask about the offender's characteristics and the consequences a victim suffers as a result of a crime.

Explain the Sampling

Sometimes respondents may want to know how they were chosen to be interviewed. You can say:

We selected your address, not you personally. We scientifically selected a sample of addresses across the country to represent the entire population. At each selected address, we interview household members who are 12 years of age and older. If your household moves away while your address is still in the survey, we interview the new family that moves in.

Create an Objective Atmosphere

During an interview, it is important to develop an objective, non-threatening, non-judgmental atmosphere. While interviewing a respondent, do not show signs of approval or disapproval of any information that you receive. Your words and actions can help or hinder the interview.

- Shaking your head or frowning indicates disapproval just as clearly as if you had spoken.
- If the respondent thinks you favor one answer more than the other, he/she may give that answer. As a result, you will influence the interview and possibly the survey.

Remain Neutral

The skill of remaining neutral and creating an objective atmosphere is a difficult one. It comes with experience. Practice using neutral expressions and gestures during an interview such

as "uh-huh," "I've got that," a simple nod, or "Yes, I see." These signs tell a respondent that you are listening, without leading, influencing, or biasing the information that you receive.

Be Sincere

A sincere interest in people will make your interviewing task easier and more enjoyable. No instructions or training can provide a substitute for the combination of intuition and poise, which an FR must use, when someone in the household opens the door or when a respondent answers the telephone. Your voice, tone, and words must convey your credibility and that of the survey. If your approach is uncertain, the respondent will know it.

Be Professional

In your capacity as an FR, you represent the United States Government. This is an important role, which requires you to take a professional approach towards your work.

FR's ID Badge

When you come to class, you will be given an Identification Badge. It will prove that you are an employee of the United States Census Bureau. Always carry it with you when you are conducting personal visit interviews, and show it to the respondent when you introduce yourself.

Introductory Letter

In many cases, the household members will be expecting you. The National Processing Center (NPC) sends a letter to each sample address before a sample household's first personal visit interview for the NCVS. This letter introduces the survey and explains the voluntary nature of the study, while stressing the importance of participation. It also tells respondents that any information given to a Census Bureau representative is confidential.

The letter indicates that an FR will be visiting the household soon. If you learn during your introduction that the household did not receive a copy of this letter, **you must provide them with one and allow them time to read it.**

Look among your materials for the NCVS-572(L), Introductory Letter and read it now. []

Introduce Yourself

When you access the NCVS interviewing instrument, it gives you an introduction to read to the respondent. You will be prompted to insert your name as part of the introduction, which also contains:

- The fact that you represent the United States Census Bureau.
- Your reason for contacting the household, whether in person or by telephone.
- An inquiry about whether or not the household received a letter from the Census Bureau about the NCVS and your visit.

An example of the introduction for the first visit to an assigned household:

"Hello. I'm *(your name)* from the U.S. Census Bureau. Here is my identification. *(Show ID badge)* I'm here concerning the National Crime Victimization Survey. The Census Bureau is conducting this survey here and throughout the nation to determine how often people are victims of crimes. Did you receive our introductory letter in the mail?"

Feel Comfortable With Your Introduction

You must feel comfortable with your introduction so it sounds natural. Adapt your approach to the situation. Different respondents have various kinds of concerns and questions; be prepared to give correct and courteous answers.

Two Types of Information

There will be two types of information that you will collect in the NCVS interview:

- Information about the entire household, and
- Information about each household member who is 12 years of age or older.

Types of NCVS Respondents

The NCVS respondents are classified as two types:

- 1) individual respondent and
- 2) household respondent

Individual Respondents Individual respondents are household members who are 12 years of age or older. Obtain information about each of these household members by self-response; interview each of these persons directly and separately.

Household Respondent Although most adult household members are technically eligible to be the household respondent, try to interview the **most knowledgeable household member**. This is because in addition to the individual respondent questions, the household respondent is asked questions about the entire household. Therefore, the household respondent should be the person who appears to know -- or might reasonably be expected to know -- the answers to the household questions.

The household respondent must be a current household member **who is at least 18 years of age**, except for a few unusual situations, which we will discuss in class. The household questions are asked only once in a sample household during each interview period, which is once every 6 months for 7 interview periods. You **must** complete the household respondent's interview **before** you can interview any other eligible household members.

Proxy Interviews You may encounter situations in which one household member needs to provide the answers for another household member. This is known as a "proxy" interview. We will discuss these situations and who is eligible to be a proxy respondent in detail during classroom training.

Become Familiar With the Survey Questions To be efficient in conducting interviews, become thoroughly familiar with how to complete each NCVS question. We will cover the specific items in detail in class.

Proper Interviewing Procedures For the NCVS, interview household members in private, out of the hearing of others whenever possible. The NCVS covers some very sensitive topics. If a respondent completes the interview in front of other people, they may not be fully truthful about their victimization experiences. This can happen when others are present during the interview, whether they are household members, family, or friends. In general, you get more accurate, complete information when you interview in private.

You may say something to the respondent like, “Research has shown that we get better data when we interview in private. We would also like to ensure confidentiality for each household member. Is there some place we can talk away from others?”

Try to arrange private interviews, out of hearing distance of any other person for the NCVS. If household members sit down together for the interview, tell them that you wish to interview separately to ensure the confidentiality of each household member’s answers, and to ensure that we get the most complete and quality data. Use your discretion if a respondent seems hesitant about providing information when others are present. Ask the household member whether another time or room in the residence might be more convenient to complete the interview. Continue to interview with others present **ONLY** if the household member refuses to be interviewed privately or a private interview is not possible (for example, in a small space such as a studio apartment). Even in front of others, you must still conduct each interview at a conversational pace, and ask each household member all questions in their entirety. Certain NCVS questions require use of a flashcard when conducting in person interviews, which also provides more privacy.

It is important to develop a neutral, non-threatening, non-judgmental atmosphere when asking the new questions, as with all NCVS questions. Do not let the respondent see any signs of approval or disapproval after he/she gives you information.

Be careful not to give your personal opinion by your words, facial expressions, or the tone of your voice. Since some household members might be reluctant or uncomfortable to answer questions, you must be careful not to show any surprise or disapproval. Any of these expressions could cause the respondent to give untrue answers or withhold information.

Here are some reasons for not showing your reactions to what a household member says:

Your actions, as well as your words, can influence an interview. If you frown or shake your head, the respondent will sense your disapproval just as clearly as if you put it into words.

If a respondent thinks that you favor one answer more than another, this could influence his or her responses.

For more detailed information about probing techniques refer to pages A2-37 through A2-43 in the electronic copy of the NCVS Field Representative Manual (NCVS-550, Interviewing Manual for Field Representatives, 8/2017).

Accessing the NCVS-550 Interviewing Manual for Field Representatives

To access the NCVS-550 Interviewing Manual for Field Representatives open Mobile Case Management and click the purple Training/Manuals tab. Click the manuals folder under “Resources” and then click the NCS subfolder. Finally, click the file, “NCVS-550 FR Manual.”

Ask Questions as Worded For now, the most basic rule to remember is to:

- Ask the NCVS questions **EXACTLY AS WORDED** on the screen, and
- Follow all instructions carefully.

The information you collect for the NCVS, or any other survey, is not valid unless **all FRs ask all questions in the same way**. If a question seems awkward, or if you feel you are talking down to a respondent, resist the temptation to apologize or change the question. Simply ask it as worded.

Review Exercise

Complete the review exercise that starts on page 2-7. Compare your answers to the answer key which follows the review exercise, then continue with Lesson 3.

Lesson 2 - Review Exercise

1. Your primary goal is to obtain complete _____ with each sample _____ assigned to you.

 2. As an NCVS FR, you should be able to: **(Mark all answers that apply.)**
 - _____ (a) Explain the importance of the survey.
 - _____ (b) Answer any questions that a respondent may have.
 - _____ (c) Determine if a sample household keeps a home safe for valuables.

 3. As you complete your NCVS assignments, you will be conducting both _____ and _____ interviews.

 4. Your _____ proves that you are an employee of the United States Census Bureau.

 5. A proper introduction to the NCVS for a personal visit interview should contain the following information: **(Mark all answers that apply.)**
 - _____ (a) Your home address and telephone number.
 - _____ (b) Your name.
 - _____ (c) The fact that you represent the United States Census Bureau.
 - _____ (d) Your reason for contacting the household whether in person or by telephone.
 - _____ (e) An inquiry whether or not the household received a letter from the Census Bureau about the NCVS and your visit.
-

6. The household respondent must be a current household member who is at least _____ years of age, except in a few unusual situations.
7. In most cases, self-response is not necessary and it is acceptable for one household member to answer all of the survey questions for all other household members.

TRUE**FALSE**

8. Which of the following statement(s) is/are true about your reaction to a respondent's answer:

1. It's important to develop a neutral non-threatening, nonjudgmental atmosphere since it is difficult not to show personal opinion.
2. It is ok when you agree with the respondent's opinion.
3. Do not show any surprise or disapproval expressions.
4. Do not show favoritism to one answer more than another answer.

9. It is important to ask the NCVS questions as worded so that all respondents hear the same questions in the same order, ensuring the validity of the survey data.

TRUE**FALSE**

***Compare your answers against
the answer key on the next page(s).***

Lesson 2 - Answer Key

1. Your primary goal is to obtain complete **interviews** with each sample **address** assigned to you.
(Page 2-1)

 2. As an NCVS FR, you should be able to: **(Mark all answers that apply.)**
 (a) Explain the importance of the survey.
 (b) Answer any questions that a respondent may have.
 (c) Determine if a sample household keeps a home safe for valuables.
(Page 2-1)

 3. As you complete your NCVS assignments, you will be conducting both **personal visit** and **telephone** interviews.
(Page 2-1)

 4. Your **Identification Badge** proves that you are an employee of the United States Census Bureau.
(Page 2-3)

 5. A proper introduction to the NCVS for a personal visit interview should contain the following information: **(Mark all answers that apply.)**
 (a) Your home address and telephone number.
 (b) Your name.
 (c) The fact that you represent the United States Census Bureau.
 (d) Your reason for contacting the household, whether in person or by telephone.
 (e) An inquiry whether or not the household received a letter from the Census Bureau about the NCVS and your visit.
(Page 2-4)
-

6. The household respondent must be a current household member who is at least **18** years of age, except in a few unusual situations.
(Page 2-5)

7. In most cases, self-response is not necessary and it is acceptable for one household member to answer all of the survey questions for all other household members.

FALSE
(Page 2-4)

8. Which of the following statement(s) is/are true about your reaction to a respondent's answer:
1. It's important to develop a neutral non-threatening, nonjudgmental atmosphere since it is difficult not to show personal opinion.
 2. It is ok when you agree with the respondent's opinion.
 3. Do not show any surprise or disapproval expressions.
 4. Do not show favoritism to one answer more than another answer.

1, 3, 4
(Page 2-6)

9. It is important to ask the NCVS questions as worded so that all respondents hear the same questions in the same order, ensuring the validity of the survey data.

TRUE
(Page 2-6 to 2-7)

Continue with Lesson 3.

NOTES

Lesson 3. NCVS Sample Design and Control Number

Objectives

The objectives of this lesson are to:

- Provide a brief overview of what is referred to as a "sample";
- Explain how the NCVS sample is selected; and
- Explain where to locate information about the NCVS.

Definition of "Sample"

A "sample" is a portion or specimen of a whole object, group, population, etc., from which we learn something about the whole object, group, population, etc.

For example: Television ratings for the entire United States are based on a sample of about 1,500 households.

Sample Survey

The NCVS is a sample survey. The NCVS sample for 2017 consists of over 200,000 household cases throughout the United States. These addresses are scientifically selected so that characteristics of the people who reside at these addresses are representative of the entire population.

Sample Units

Addresses selected for the NCVS sample are called "sample" units or "sample" addresses. A sample unit is occupied usually by one household (*a family, a group of unrelated persons living together, or a person living alone*).

Each sample unit represents hundreds of other similar units. Therefore, when an FR omits or obtains incorrect information about one sample unit, the error is multiplied hundreds of times.

Control number

Until January 2018, there are types of sample cases: 2000 design sample cases (sample based on the 2000 Decennial Census) and 2010 design sample cases (sample based on the 2010 Decennial Census). Starting in January 2018, the 2000 design sample cases will be phased out and the sample will consist entirely of 2010 design sample cases. Each type of sample case has a different style of control number:

2000 DESIGN SAMPLE: For 2000 design sample cases, each sample unit is identified uniquely by a control number, which consists of the following:

- PSU number (*5 digits*)
- Segment number (*2 digits*)
- Segment number suffix (*2 characters*)
- Sample designation (*3 characters*)
- Sample designation suffix (*1 digit*)
- Serial number (*2 digits*)
- Serial number suffix (*1 character*)
- Household number (*1 digit*)
- Spinoff indicator (*2 digits*)

When you receive your assignment, the segment number suffix, the sample designation suffix, and the serial number suffix MAY often be blank.

2010 DESIGN SAMPLE: For 2010 design sample cases, each sample unit is identified uniquely by a control number, which consists of the following:

- Survey code (*2 digits*)
For NCVS the code is 02.
- State code (*2 digits*)
FIPS (Federal Information Processing Standards) state code
- County code (*3 digits*)
FIPS county code
- Frame code (*1 digit*)
Shows what frame the sample unit is in:
G = group quarters frame,
U = unit frame, and
C = coverage improvement frame.
- Sample designation code (*3 digits*)
- Sequence number #1 (*4 digits*)
- Sequence number #2 (*2 digits*)

How Often Is a Sample Address Interviewed?

Generally, a sample address that is selected for the NCVS is contacted every 6 months for 3 years, until the household has

been interviewed a total of 7 times. For example, if a household is interviewed in January 2018 for the first time, that household is interviewed again in July 2018, January 2019, July 2019, January 2020, July 2020 and January 2021.

Only the **first interview** with a sample household must be conducted in person. The remaining interviews (*2nd through 7th*) are conducted by telephone by a field representative (FR).

When Household Members Change The NCVS is a sample of addresses. If the occupants of a sample address change, you interview the people who currently live at the address and consider the address to be their usual place of residence. Always interview the current household members at an assigned sample address.

Unique ID No two sample addresses should ever have the same control number. Control number uniquely identifies sample addresses.

Review Exercise Complete the review exercise starting on page 3-4 on the next page. Make sure to compare your answers to the answer key that follows the review exercise, then continue with Lesson 4.

Lesson 3 - Review Exercise

1. Which households are interviewed in the NCVS each month? *(Mark the correct answer.)*
 All the households in the United States.
 All the households in selected counties.
 A sample of households which represents all households in the United States.

 2. The NCVS sample is selected by a scientific process.
TRUE **FALSE**

 3. The NCVS sample is selected from names, not addresses.
TRUE **FALSE**

 4. What do we call addresses selected for the NCVS sample? *(Mark the correct answer.)*
 Sample places
 Sample areas
 Sample units
 Segments

 5. The information that you collect from a sample unit represents information for: *(Mark the correct answer.)*
 The sample unit only
 Hundreds of other similar units
 All 200,000 units in the survey
-

6. What happens when an FR omits or obtains incorrect information at a sample unit? (**Mark the correct answer.**)

_____ The error affects only the sample unit.

_____ The error is multiplied hundreds of times.

7. How often is a sample unit normally interviewed in the NCVS? (**Mark the correct answer.**)

_____ Every 6 months for 3 years for a total of seven interviews

_____ Every month for 3 years

_____ Every month for 6 months

8. No two sample addresses should ever have the same control number.

TRUE

FALSE

***Compare your answers
to the answer key on the next page(s).***

Lesson 3 - Answer Key

1. Which households are interviewed in the NCVS each month? *(Mark the correct answer.)*

_____ All the households in the United States.

_____ All the households in selected counties.

 X A sample of households which represents all households in the United States.
(Page 3-1)

2. The NCVS sample is selected by a scientific process.

TRUE
(Page 3-1)

3. The NCVS sample is selected from names, not addresses.

FALSE
(Page 3-1)

4. What do we call addresses selected for the NCVS sample? *(Mark the correct answer.)*

_____ Sample places

_____ Sample areas

 X Sample units

_____ Segments
(Page 3-1)

5. The information that you collect from a sample unit represents information for: **(Mark the correct answer.)**

The sample unit only

Hundreds of other similar units

All 200,000 units in the survey
(Pages 3-1)

6. What happens when an FR omits or obtains incorrect information at a sample unit? **(Mark the correct answer.)**

The error affects only the sample unit.

The error is multiplied hundreds of times.
(Page 3-1)

7. How often is a sample unit normally interviewed in the NCVS? **(Mark the correct answer.)**

Every 6 months for 3 years for a total of seven interviews

Every month for 3 years

Every month for 6 months
(Page 3-2)

8. No two sample addresses should ever have the same control number.

TRUE
(Page 3-3)

Continue with Lesson 4.

NOTES

Lesson 4. The NCVS-550 Interviewing Manual for Field Representatives

Objective

In this lesson, we will discuss the primary source of information that you will have. This electronic reference document is located on your laptop:

- The NCVS-550 Interviewing Manual for Field Representatives

Please get your laptop out and find it now. Refer to chapter 2, page 6 of this Self-Study for directions on accessing this document.

Introduction to the NCVS-550

The NCVS-550 Interviewing Manual for Field Representatives is a reference document containing all the information you need to successfully complete your NCVS assignment. It is installed on your laptop as an indexed, searchable file. As you gain experience, you will become a proficient FR, but the manual is designed to answer specific questions about your assignment and the NCVS. []

How the Manual is Organized

Refer to your NCVS-550 Interviewing Manual for Field Representatives as you read the following paragraphs.

Your interviewing manual is divided into four main parts:

Part A: *The National Crime Victimization Survey and You,*

Part B: *National Crime Victimization Survey CAPI Instrument,*

Part C: *Survey Concepts,*

Part D: *NCVS Case Management and Contact History Instrument.*

At the front of the manual is a Table of Contents. The sections and chapters are numbered using the following method, **for example:**

“Page A2-4” refers to Part A, Chapter 2, page 4.

“Page B3-5” refers to Part B, Chapter 3, page 5.

“Page C1-10” refers to Part C, Chapter 1, page 10.

Part A: The National Crime Victimization Survey and You

Part A contains information on the history of the NCVS and talks about your job duties and materials. This section of the manual discusses -

- the purpose and sponsor of the survey,
- sample design,
- use of the data,
- eligible respondents,
- general interviewing techniques,
- proper interviewing procedures,
- basic survey procedures,
- your job duties, and so on.

Take a few minutes now to look through Part A.

[]

**Part A, Chapter 6
“Noninterviews”**

Now look at Part A, Chapter 6.

Chapter 6 includes information on NCVS noninterviews. When you are assigned an NCVS case and cannot get a completed interview either for the entire household or for an eligible household member, that case is considered either a household noninterview or person noninterview. The chapter begins with a general discussion of the household noninterviews, and then a topic for each type of noninterview (A, B, C, and Z), and the procedures for classifying a case as a noninterview.

Read about the four types of NCVS interviews beginning on page A6-2. Your reading ends on page A6-4 with the discussion of Type Z noninterviews.

[]

Part B: The National Crime Victimization CAPI Instrument

Part B contains information on the NCVS interview, an explanation of the three parts of the NCVS instrument (front, middle, and back), and the items contained within each part.

Go to the Table of Contents in the front of your manual to Part B.

[]

Notice that Part B is further broken down into six chapters.

**Part B, Chapter 1,
“Overview of the NCVS
Instrument”**

Chapter 1 contains information about the NCVS Blaise CAPI instrument, so before classroom training, review it carefully. This chapter contains detailed information regarding the layout of the question screens, navigating within the instrument, and using function keys. Function keys are any of a set of keys on a computer keyboard that when pressed activates a special function or operation.

Go to Topics 1 and 2 of this chapter. These topics introduce you to the design of the survey instrument and the layout of the question screens. Read these two topics now. []

Next, locate Topic 5, “Navigation and Using Function Keys” and read this topic now. []

You have the flexibility to navigate through the instrument as dictated by your interview. You can navigate by using the mouse or the keyboard (or a combination of both). However, this self-study focuses on keyboard-based navigation only.

Take a few minutes to read through this topic now. You will learn about this information in detail during classroom training. []

**Part B, Chapter 2,
“Front Section of the
NCVS Instrument”**

This chapter gives you a basic overview of some of the front screens of the instrument. The Front section of the instrument, which also will be discussed in a later lesson, is designed to:

- Provide the telephone number to dial and the introduction to read to the person who answers your telephone call.
- Identify possible interviewing problems.
- Verify that you reached the correct address and household.
- Verify that you are speaking to an eligible household respondent and, if necessary, select another eligible household respondent.

**Part B, Chapter 3,
“Middle Section of the
NCVS Instrument –
Introduction
& Screening Items”**

Chapter 3 covers the screen layout and instructions for specific items within the screening component of the instrument. The various names pertaining to a concept or other kind of information are included in the manual.

**Part B, Chapter 4,
“Middle Section of the
NCVS Instrument -
Incident Report Items”**

Chapter 4 covers the screen layout and instructions for specific items within the incident component of the instrument. Each item has a unique variable name. The variable name pertaining to a concept or other kind of information is included in the manual. Therefore, if you are having trouble with a particular item within the instrument, identify its variable name and look up that variable in your manual.

Chapter 4 also contains important information about how to write a summary report when you have completed collecting details about a crime incident. Each summary report should be written so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized.

Detailed discussions of the Middle section of the instrument, which contains the screening questions and the incident questions are covered in Part C of the manual and also discussed later in this self-study.

**Part B, Chapter 5,
“Middle Section of the
NCVS Instrument-
Additional Incidents,
Unduplication, and Help
Screens”**

This chapter gives you an overview of how to handle adding incidents and reviewing incidents for duplication in the middle section of the NCVS CAPI instrument. This chapter also provides a list of “Help” screens available to you for specific NCVS items within the instrument. Turn to Topic 3 of Chapter 5 in your NCVS-550 Interviewing Manual for Field Representatives and look over the different help screens that are available to you as you conduct NCVS interviews. []

**Part B, Chapter 6,
“Back Section of the
NCVS Instrument”**

This chapter discusses the Back section of the instrument which is made up of screens that you use to:

- Make appointments to recontact a sample household to complete an interview.
- Thank respondents for their participation in the NCVS.
- Enter any final notes about the case.

Further discussion of the Back section of the instrument is provided later in this self-study.

Part C: “Survey Concepts” This part of the manual contains information related to survey concepts, and not so much to the instrument. Part C covers all the concepts used in the NCVS interview. Chapter 1 provides concept definitions and examples for the basic NCVS concepts. Chapter 2

covers the concepts that you will encounter as you are screening for crimes, and Chapter 3 explains the concepts pertaining to the reporting of crime incidents. It is **extremely** important that you develop a good understanding of these concepts.

Take a few minutes now to look through Part C. []

Part D: NCVS Case Management and Contact History Instrument

Part D discusses Case Management and the Contact History Instrument (CHI), which are the two systems you use to track your cases and contacts with households and respondents. *Case Management* helps you organize and manage your assignments while the *survey instrument* contains the survey questions you will ask respondents. These two systems are integrated so that they “talk” to each other. That is, you must “tell” case management what case you want to interview in order to pull that case up. Likewise, any changes you make to the address, contact information, or notes feed back and forth between the instrument and case management.

Go to the Table of Contents for Chapter 1 now. []

This chapter explains:

- getting into case management,
- function keys, and
- transmissions.

Part D, Chapter 1, Getting into Case Management

Now go to Chapter 1, in Part D of your manual. []

This section of your manual includes information on logging into your laptop, as well as how the screens are set up and how the function keys work in Case Management. You will practice using some of the function keys and learning about your screen setup later in the self-study. Also, during classroom training, you will practice using these function keys and learn about your screen setup in more detail.

Part D, Chapter 1, Topic 2, Transmissions

Topic 2 covers important information on transmitting your completed work.

**Part D, Chapter 2,
Personal Contact History
Instrument**

Chapter 2 covers all the details for using the Personal Contact History Instrument or pCHI. The pCHI allows you to keep track of household contacts and contacts with individual respondents.

[]

Go to the Table of Contents for Chapter 2 now. You can see that the chapter gives an overview of the pCHI, information on how it works along with Case Management, how to handle contact information for both households with rosters and households without rosters. The final topic describes how to use pCHI in specific situations.

Table of Contents

The NCVS- 550 Interviewing Manual for Field Representatives contains a Table of Contents that helps you locate information in the manual for specific NCVS subjects or items in the NCVS instrument. (You may also use the search function in Adobe Acrobat to locate specific terms or phrases.)

Review Exercise

Complete the review exercise on starting on page 4-7. Check your answers against the answer key that follows the review exercise, then continue with Lesson 5.

Lesson 4 - Review Exercise

1. Which of the following two manuals contains a section covering basic NCVS survey concepts?
 Listing and Coverage: A Survival Guide for Field Representatives (Volume II)
 NCVS-550 Interviewing Manual for Field Representatives
2. Identify the Part (A, B, C, or D) of the NCVS-550 Interviewing Manual for Field Representatives, where you would find information on the following subjects:
 Historical overview of the NCVS
 How to answer questions from respondents
 How to access a case to conduct an NCVS interview.
 Discussion of the instrument's front, middle, and back sections.
 Where to look up a definition of the NCVS concept of presence during an incident.
 How the function keys work in case management
3. List the Part and Topic of the NCVS-550 Interviewing Manual for Field Representatives which provides instructions for completing the summary of the crime incident report.

Compare your answers to the answer key on the next page(s).

Lesson 4 - Answer Key

1. Which of the following two manuals contains a section covering basic NCVS survey concepts?

Listing and Coverage: A Survival Guide for Field Representatives (Volume II)

NCVS-550 Interviewing Manual for Field Representatives

(Page 4-1)

2. Identify the Part (A, B, C, or D) of the NCVS-550 Interviewing Manual for Field Representatives, where you would find information on the following subjects:

A Historical overview of the NCVS

A How to answer questions from respondents

D How to access a case to conduct an NCVS interview.

B Discussion of the instrument's front, middle, and back sections.

C Where to look up a definition of the NCVS concept of presence during an incident.

B How the function keys work in case management

(Page 4-1 and the NCVS-550 Manual Table of Contents)

3. List the Part and Topic of the NCVS-550 Interviewing Manual for Field Representatives which provides instructions for completing the summary of the crime incident report.

Part B, Chapter 4

(Page 4-4)

Continue with Lesson 5

Lesson 5. Blaise and the NCVS

Objective At the end of this lesson, you will familiarize yourself with some of the basic keys that you will use to navigate or “move around” in the NCVS survey instrument.

What is Blaise? Blaise is the name of the software in which the NCVS instrument is programmed. The “instrument” is the automated questionnaire, or the computer program used to present the survey questions. Throughout training you will practice identifying information and learning where to look for things in Blaise.

Entering Information You can enter information and navigate through the instrument by using the keyboard and/or a mouse. Throughout this self-study you will focus on using the keyboard. To enter information and navigate through the instrument, you use several keys on your laptop. Look at the illustration on the next page and take note of where these keys are.

You use various Function Keys: Tab, PageUp and PageDown, Enter, and End, as well as the up, down, right and left arrow keys to navigate through the instrument.

Typing the appropriate pre-code and pressing “Enter” takes you to the next question or item in the instrument.

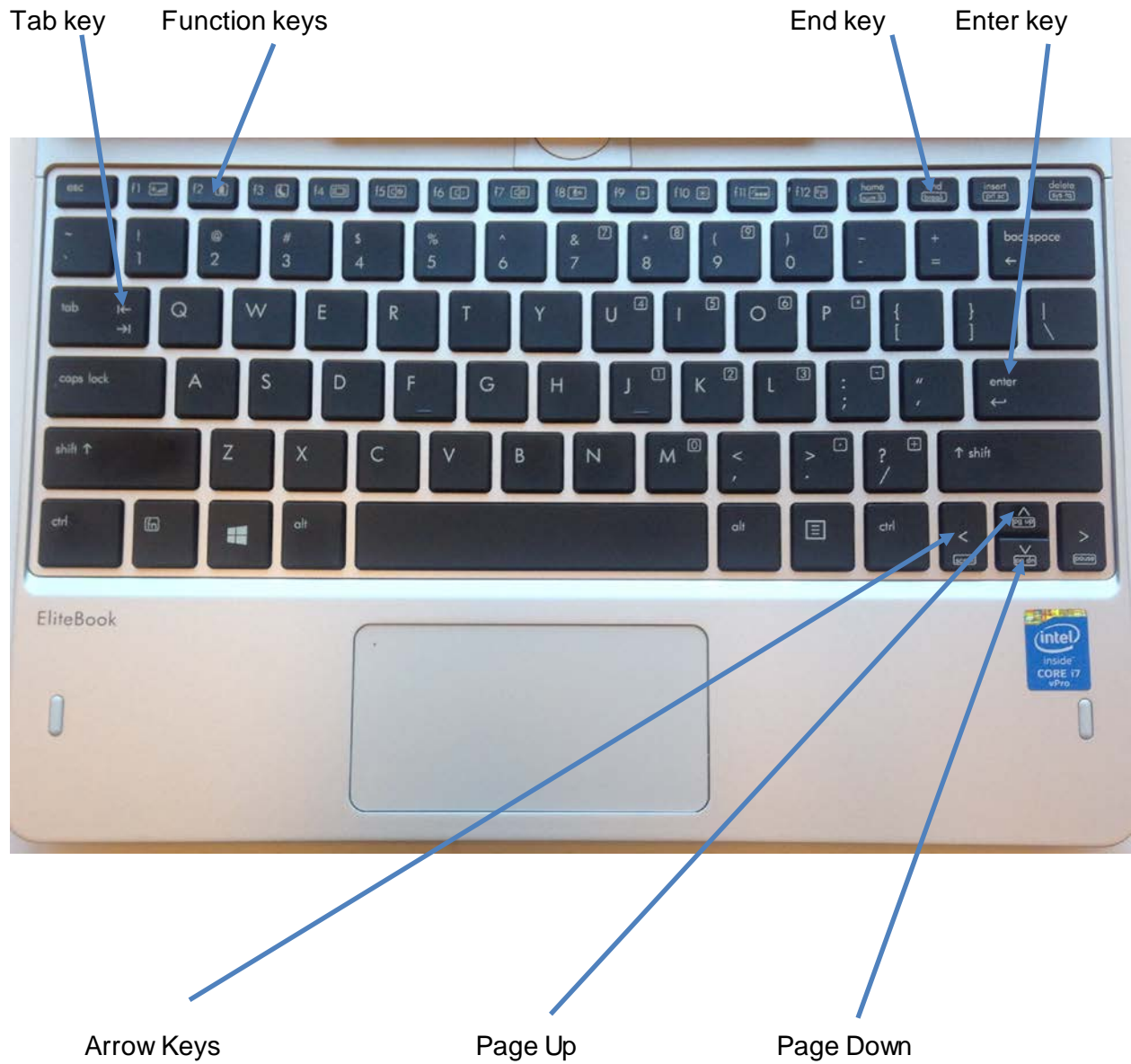
The “End” key takes you to the next unanswered question, which is good for getting back to where you left off if you need to re-enter the case.

You will practice using these keys later in the self-study and during classroom training. []

Summary Points Familiarize yourself with the keys on your keyboard, particularly the tab key, the enter key, the end key, the PageUp and PageDown keys, the up, down, right and left arrow keys, and the function keys.

Review Exercise

Complete the review exercise starting on page 5-3 for this lesson. Compare your answers to the answer key which follows the review exercise and continue with Lesson 6.



Lesson 5 - Review Exercise

1. If you re-enter a case, which key do you press to take you to the next unanswered question?
 PageUp
 PageDown
 Enter
 End

2. The_____ is the automated questionnaire, or the computer program used to present the survey questions.

Compare your answers to the answer key on the next page.

Lesson 5 - Answer Key

1. If you re-enter a case, which key do you press to take you to the next unanswered question?
 PageUp
 PageDown
 Enter
 End
(Page 5-1)
2. The **instrument** is the automated questionnaire, or the computer program used to present the survey questions.
(Page 5-1)

Continue with Lesson 6.

Lesson 6. Case Management

Objectives

During this lesson, you will learn some of the basic ways that information is displayed in Case Management for a Windows-based survey. In this lesson, you will:

- review some Case Management screen layouts;
- learn how to identify different parts of the screen;
- learn about the Case Management function keys.

What is Case Management?

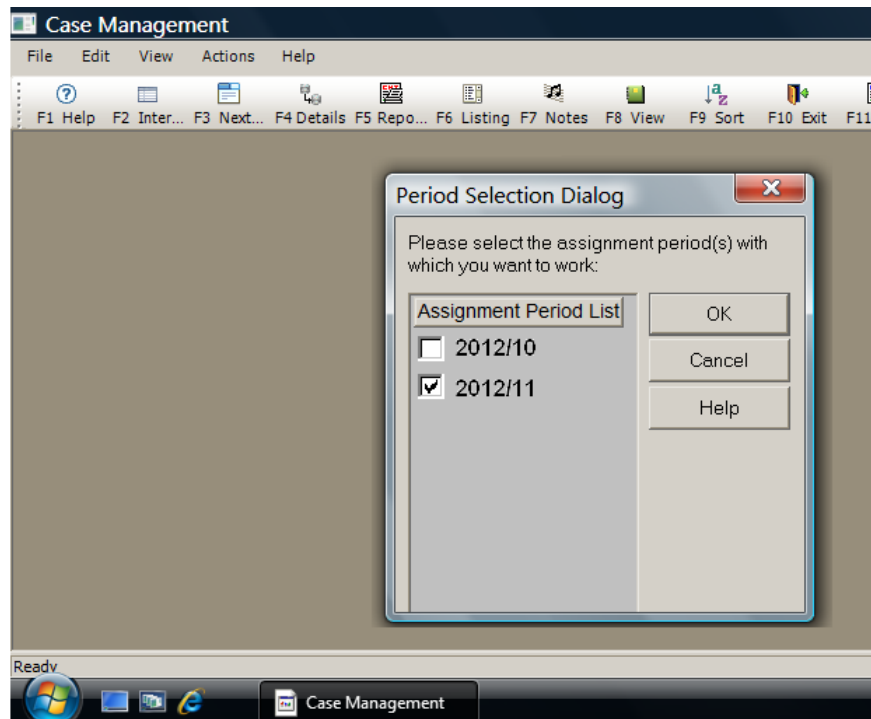
Case Management is an application that helps you (and staff at headquarters) manage your work. Case Management provides a list of all sample cases in your NCVS monthly assignment, along with additional information that is helpful to you in managing your work, such as appointments, telephone numbers, respondent names, and so on. Some of the function keys used in Case Management work differently than in the survey instrument screens.

Practice

The best way to familiarize yourself with NCVS Case Management is by hands-on practice. To do this, get into Training Case Management and install your training cases.

- Turn your computer on, and log in using your profile name and password.
-
- Click on the MCM Training Icon
- Click on the top right Training/ Manuals Tab (purple)
- Click on LCM Training
- Select NCVS from the survey list and press Enter (or click OK).
- Highlight the row “NCVS Classroom training” and **press F5** to install your training cases.
- When you receive a message that the installation of training cases was successful, press Enter (or click OK).
- Get into the training cases in Case Management; **press F8**.

You should have a list of training cases on your screen. When you enter Case Management during actual production interviewing, a dialog box appears that asks you to select the assignment (interview) period with which you want to work (see example below of screen). Arrow up or down to the appropriate assignment period. (When using training cases, this screen does not appear.)

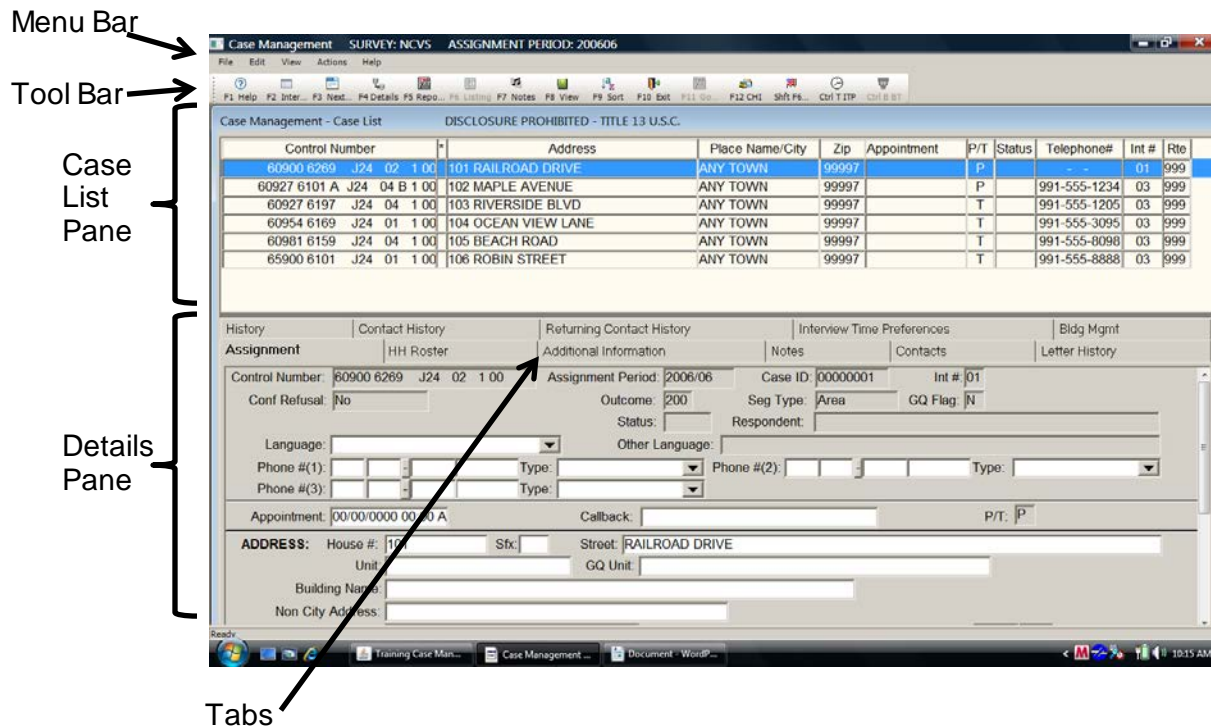


Follow the instructions in this lesson as you go through some Case Management functions.

Parts of Case Management

There are four main parts to the Case Management window. They are the:

- Menu Bar,
- Tool Bar,
- Case List Pane, and
- Details Pane.



MENU BAR

The first section of the Case Management window, called the Menu Bar, is at the top left corner of the screen. The Menu Bar shows the words File, Edit, View, Actions, and Help. These are called menu items. Most applications have a menu; however, different applications have different **menu items**.

Once a menu item is selected, you can move from one menu item to the next by using your **arrow** keys or by pressing the **Alt** key and the letter that is underlined in the menu item's name, for example, **Alt+H** will access the help drop down list. You can also select a menu item by using the mouse pad and clicking on the menu item you want to look at. A drop down menu appears, displaying information contained within the menu item.

TOOL BAR

Look at the next section of the Case Management window just below the menu bar. This section is the Toolbar. The Toolbar in Case Management lists the function keys and contains a symbol and name for each function key. Function keys are shortcuts for evoking specific actions within Case Management.

For example, look at the question mark symbol just below the words File and Edit on the Menu Bar. The question mark stands for the Help function key (**F1**) which is printed directly below the question mark. If you click on the question mark with your mouse you get the Help window, but you can also access the Help window by pressing the **F1** key.

Using the Function Keys

In this section of the self-study, we will discuss each function key. As you review each of the function keys listed on the Tool Bar, do not press a key unless instructed to do so.

F1 - Help

The **F1** key is the Help key. By pressing **F1**, you access Case Management Help, which explains a specific function of Case Management.

F2 - Interview

Press the **F2** key to begin an interview for the case currently highlighted on your case list.

Once you press the **F2** key to begin an interview, you are no longer in Case Management, and have at that point accessed the NCVS interviewing instrument.

F3 - Next Tab

Press the **F3** key and the view in the Details Pane changes from one tab to another. For example, if you are looking at the Assignment tab and press **F3**, the view changes to the HH Roster tab.

F4 - Go to (Case List/Details)

The **F4** key allows you to switch your focus between the Case List Pane and the Details Pane. Press **F4** so that the label on the toolbar for the **F4** button reads Case List. Notice that the Assignment tab is in red and your cursor is in the Control Number field. You are now in the Details Pane. Notice the Title Bar now says "Case Management – Details." []

Notice that some of the fields displayed in the Assignment tab are shaded and others are white. The fields that are in white are editable fields which means that you can make changes only to those fields. If you make any changes in the Details Pane, it is recommended that you save those changes (using the save shortcut Ctrl + S) before returning to the Case List Pane. However, if you do not save your changes before returning to the Case List Pane, you will be prompted to save any changes upon exiting Case Management or when you press **F2** to interview a case.

Press the **F4** key again, and you will see your cursor blinking in the Case List Pane in the last column to the right titled, "RTE." Now any action you take affects the Case List Pane.

F5 - Reports

Press the **F5** function key to view various reports to help you check the status of your overall assignment. Some of the types of reports you will be able to see are counts of your cases (all complete interviews, all noninterviews or Type As, etc.), overall response rates based on the information on your laptop, as well as your Type Z noninterview rate. You can select the report you want to view by using your down and up arrow keys until the report you want is highlighted. Select "OK" to view the report.

Click on F5-Reports in the Toolbar. []

Highlight the "Counts" report and select "OK." When you are done viewing the report click on the "Close" button, which takes you back to your Case List.

F6 - Listing

The **F6** key is not used for the NCVS and is grayed out.

F7 – Case Level Notes

The **F7** key allows you to add case notes and view existing case notes for a highlighted case.

F8 - View

The **F8** key allows you to look at your cases in a variety of ways, such as those cases - -

Not Started,
Interviewed,
Transmitted, etc.

Click on the **F8-View** button now to see the different ways you can view the cases in your assignment. []

DO NOT press a key unless instructed to do so. You will have an opportunity to use these function keys during classroom training.

F9 - Sort

In organizing your work, you may find that you need to be able to see your cases in a different order, according to a specific field. The **F9** key allows you to sort the list according to any column heading or any field within the Case List Pane. Cases are automatically sorted in the order of the control number, but that may not work best for you. For example, you may want to view

your cases according to where they are located, in which case you may want to sort according to ZIP code. Or you may want to view your cases according to appointments you have made, in which case, you would sort according to appointment.

F10 - Exit

Use the **F10** function key to exit Case Management.

F11

F11 is inactive for the NCVS in Case Management.

F12

Press **F12** to access the Person Level Contact History Instrument (pCHI).

Ctrl T

Press the **CTRL+T** keys simultaneously to open the Interview Time Preferences (also known as ITP) application. This application allows you to view and record the best and worst times to contact a case. You can also access the Interview Time Preferences by clicking on the Ctrl +T ITP icon. You can view the interview time preferences on the Case List toolbar or by clicking on the Interview Time Preferences tab in the Details Pane.

Using other Keys

In addition to using the function keys alone, Case Management uses function keys in combination with other keys on the keyboard to allow you to perform some additional operations in Case Management. For example:

- **Shift + F1** - Displays General Help.
- **Alt + F4** - Closes the active window or exits the active program or help screen.
- **Shift + F8** - Returns you to the main Case Management screen from the Display Categories (**F8**) screen.

Other useful shortcut keys in Case Management include:

- **Ctrl + S** - Saves any changes you made to one or more editable fields.
- **Ctrl + Home** - Moves you to the first case in the list.
- **Ctrl + End** - Moves you to the last case in the list.

Practice Makes Perfect

After you begin working with your actual assignment, you will use Case Management functions every day. As you use them more, you will see how they work best for you.

Things change when you access the survey instrument ...

Case Management (and all of its functions) are separate from how things operate once you access the NCVS instrument. Once you use **F2** in Case Management to access a case, you have then accessed the NCVS instrument, and the function keys and the way in which you view information, etc., changes somewhat. Later in this self-study, you will have a chance to look at some NCVS screens and see how they differ from Case Management.

CASE LIST PANE

The Case List Pane is directly under the Toolbar. (See the illustration on Page 6-3.) It shows a line-by-line summary of some of the information about the housing units in your assignment.

All of your monthly cases are listed in the Case List Pane, and more information for the highlighted case is listed in the Details Pane. As you complete interviews, cases will no longer appear on this list.

The information displayed in the Case List Pane includes *Control Number, *, Address, Place Name/City, Zip, Appointment, P/T, Status, Telephone #, Int #, and Rte*. Most of the information displayed is self-explanatory; however, a few of the columns require further explanation.

Asterisk (*)**Column**

The appearance of an asterisk in the column between the Control Number and Address columns indicates that there is something special about the case, such as the case is a confirmed refusal and you are not to contact the case, or the case has been reassigned from another FR. When there is a special characteristic about a case, in addition to the asterisk, one or more small icons appear in the upper right corner of the Assignment tab in the Details pane. For example, if a case is a confirmed refusal a STOP sign icon displays. To view what is special about the case without getting into the Assignment tab, right click on the icon and a description of the icon is displayed.

P/T Column

The P/T column indicates that the case is to be contacted either by personal visit or by telephone. A "P" appears for those cases that require a personal visit and a "T" for those cases that are eligible for a telephone interview.

Status Column

The Status column indicates the status of the case. A code is entered in this column depending upon the outcome of the case. Some of the codes you frequently see are:

- no code (blank) appears in the Status column if the case has not been started;
- an “O” appears if you have opened a case but have not completed the household respondent’s interview; and
- a “P” appears if you have completed the household respondent’s interview but need to complete interviews for other eligible members of the household.

Rte Column

The last column, “Rte” or route is a function that can be used to plan your route each day by prioritizing cases in the order in which you plan to interview each case. The entry of “999” that you see for all of your cases is the default setting for route. You will learn more about this during classroom training.

Scroll Through Your Case List

As you scroll through your case list (in the Case List Pane), the information in the Details Pane (portion of the screen below the Case List Pane) changes to reflect the case that is currently highlighted. *Try this now using your up arrow and down arrow keys.*

You can also use your Tab key to scroll down. Note how the information in the Details Pane changes. Scroll back to the top and make sure you have the first case on the case list highlighted.

DETAILS PANE

Look at the last part of the Case Management window, the Details Pane, in the illustration on Page 6-3. The Details Pane is the section of the screen just below the Case List Pane. Notice that the Details Pane has several sections called tabs. The names of these tabs are listed horizontally at the top of the Details Pane (about the middle of your screen). The tabs in the Details Pane are:

- Assignment
- HH Roster
- Additional Information
- Notes
- Contacts
- Letter Mgmt
- History
- Contact History
- Returning Contact History
- Interview Time Preferences.
- Bldg Mgmt

Each tab is like a folder in a file cabinet. Now click on each tab as they are discussed. Take a moment to look at the information under each tab in the Details Pane.

Assignment

The Assignment tab (which is highlighted by default) shows more detailed information about a case, such as the full address, telephone number, case ID, current outcome code, and so on. You can make changes in the white editable fields. []

HH Roster

The HH Roster tab shows the household roster, which consists of the names of all household members from the last interview. It is updated by the instrument if any changes are made during the current interview period. The information in this tab is useful for callbacks to households with missing data. []

Additional Information

This tab provides additional information for those cases that are in Group Quarters (GQ), such as the GQ name, type, number of units, contact name, contact address, etc. []

| | |
|--|--|
| Notes | <p>The Notes tab only allows you to view notes regarding this case. If you or another FR enter notes for a case, you will see a red checkmark in front of the word "Notes." The red checkmark is a quick way to tell if there is any information in the Notes folder.</p> <p>To add or edit notes use the F7 function key. []</p> |
| Contacts | <p>The Contacts tab contains the names, addresses, and telephone numbers of contact people who are persons other than members of the household. Sometimes you get information about the status of a unit from someone other than the occupant. This happens when a unit is vacant and you talk to a neighbor or a real estate agent, 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 can see the information in the Contacts folder. []</p> |
| Letter Mgmt | <p>This tab shows the history of the letters that have been sent from the regional office to the household, by type and date. []</p> |
| History | <p>The History tab gives historical information about the case, such as the previous outcome, whether the case was a replacement household, or if the case was previously assigned to another FR. It also shows you the previous addresses during the current interview periods and captures and shows the outcome code, action code, and the date/time each time an FR enters into a case by pressing the F2 function key. []</p> |
| Contact History and Returning Contact History | <p>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. Contact History contains contact history for the current interview period; Returning Contact History contains history for the previous interview period. []</p> |
| Interview Time Preferences | <p>This tab allows you to view the best and worst times to contact a case. The best times are shown in green and the worst times in red. To edit or enter good or bad times to contact, you may press "Ctrl" + "T" at any time during an interview. []</p> |

Bldg Mgmt

To return to the Case List Pane, press the **F4** function key. 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. []

Press F10 to exit out of case management.

Review Exercise

Complete the review exercise on the next page. Compare your answers to the answer key that follows the review exercise, then continue with Lesson 7.

Lesson 6 - Review Exercise

1. One of the purposes of Case Management is to help you manage your monthly assignment.

TRUE **FALSE**

2. Match the function keys below with their function in Windows Case Management:

| | |
|---------------------------|--|
| _____ F1 Help | A - Lets you rearrange the listed cases according to your criteria. |
| _____ F2 Interview | B - Enables you to move from tab to tab in the Details Pane. |
| _____ F3 Next Tab | C - Displays the Notes field for the selected case. |
| _____ F4 Go to | D - Displays Case Management Help information about the active window. |
| _____ F5 Reports | E - Closes Case Management |
| _____ F7 Notes | F - Opens the selected case so you can interview the respondent. |
| _____ F8 View | G - Toggles focus between the Case List pane and the Details pane. |
| _____ F9 Sort | H - Displays the CM Report Selection dialog box, in which you choose the report(s) you want. |
| _____ F10 Exit | I - Activates the Display Category Selected dialog box, in which you choose the category of cases you would like to see. This lets you look at a shorter list of cases, only those which fall into the category you choose. |
| _____ Ctrl+T | J - Opens the Interview Time Preferences application. |

3. Identify the main section(s) of the Case Management system.

_____ Menu Bar

_____ File Bar

_____ Case List Pane

_____ Info Pane

_____ Tool Bar

_____ Details Pane

4. Which section of the Case Management lists all of your monthly cases?

_____ Menu Bar

_____ File Bar

_____ Case List Pane

_____ Info Pane

_____ Tool Bar

_____ Details Pane

5. Match the function keys below with their function in Case Management.

_____ **Shift + F1** **A** - Saves any changes you made to one or more editable fields.

_____ **Alt + F4** **B** - Moves you to the last case in the list.

_____ **Shift + F8** **C** - Displays General Help.

_____ **Ctrl + S** **D** - Moves you to the first case in the list.

_____ **Ctrl + Home** **E** - Returns you to the main Case Management screen from the Display Categories (**F8**) screen.

_____ **Ctrl + End** **F** - Closes the active window or exits the active program or help screen.

6. Match the tab in the Details Pane with its function.

_____ **Assignment** **A** - Displays notes.

| | |
|---|---|
| _____ HH Roster | B - Shows the contact people names, addresses and telephone numbers. |
| _____ Additional Information | C - Displays the previous outcome code and the FR code of the person who previously interviewed the case. |
| _____ Notes | D - Shows more detailed information about a case, such as the full address, telephone number, case ID, current outcome code. |
| _____ Contact History | E - Displays the names of all household members. |
| _____ Contacts | F - Contains information about previous visits, strategies used, and respondent behavior. |
| _____ Letter Mgmt | G - Displays the best and worst times to contact a case. |
| _____ History | H - Contains building manager contact information for large multi-unit buildings. |
| _____ Bldg Mgmt | I - Provides additional information for GQ cases. |
| _____ Interview Time Preferences | J - Provides type and date of respondent letters sent by the regional office. |

Compare your answers to the answer key on the next page.

Lesson 6 - Answer Key

1. One of the purposes of Case Management is to help you manage your monthly assignment.

TRUE
(Page 6-1)

2. Match the function keys below with their function in Windows Case Management:

- | | |
|--|---|
| <u>D</u> F1 Help | A. Lets you rearrange the listed cases according to your criteria. |
| <u>E</u> F2 Interview | B. Enables you to move from tab to tab in the Details Pane. |
| <u>B</u> F3 Next Tab | C. Displays the Notes field for the selected case. |
| <u>G</u> F4 Go to | D. Displays Case Management Help. |
| <u>H</u> F5 Reports | E. Closes Case Management. |
| <u>C</u> F7 Notes | F. Opens the selected case so you can interview the respondent. |
| <u>I</u> F8 View | G. Toggles focus between the Case List pane and the Details pane. |
| <u>A</u> F9 Sort | H. Displays the CM Report Selection dialog box, in which you choose the report(s) you want. |
| <u>E</u> F10 Exit | I. Activates the Display Category Selected dialog box, in which you choose the category of cases you would like to see. This lets you look at a shorter list of cases, only those which fall into the category you choose. |
| <u>J</u> CTRL+T (Pages 6-4 through 6-6) | J. Opens the Interview Time Preferences application. |

3. Identify the main section(s) of the NCVS Case Management system.

Menu Bar

File Bar

Case List Pane

Info Pane

Tool Bar

Details Pane
(Page 6-3)

4. Which section of the Case Management lists all of your monthly cases?

Menu Bar

File Bar

Case List Pane

Info Pane

Tool Bar

Details Pane
(Page 6-7)

5. Match the function keys below with their function in Case Management.

C Shift + F1

A - Saves any changes you made to one or more editable fields.

E Alt + F4

B - Moves you to the last case in the list.

E Shift + F8

C - Displays General Help.

A Ctrl + S

D - Moves you to the first case in the list.

D Ctrl + Home

E - Returns you to the main Case Management screen from the Display Categories (**F8**) screen.

B Ctrl + End **F** - Closes the active window or exits the active program or help screen.
(Pages 6-6 through 6-7)

6. Match the tab in the Details Pane with its function.

D Assignment **A** - Displays notes.

E HH Roster **B** - Shows the contact people names, addresses and telephone numbers.

I Additional Information **C** - Displays the previous outcome code and the FR code of the person who previously interviewed the case.

A Notes **D** - Shows more detailed information about a case, such as the full address, telephone number, case ID, current outcome code.

F Contact History **E** - Displays the names of all household members.

B Contacts **F** - Contains information about previous visits, strategies used, and respondent behavior.

J Letter Mgmt **G** - Displays the best and worst times to contact a case.

C History **H** - Contains building manager contact information for large multi-unit buildings.

H Bldg Mgmt **I** - Provides additional information for GQ cases.

G Interview Time Preferences **J** - Provides type and date of respondent letters sent by the regional office.
(Pages 6-9 through 6-11)

Continue with Lesson 7

NOTES

Lesson 7. The Person Level Contact History Instrument (pCHI)

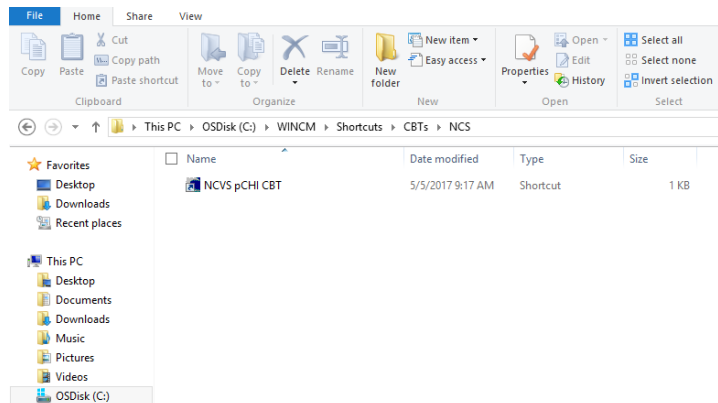
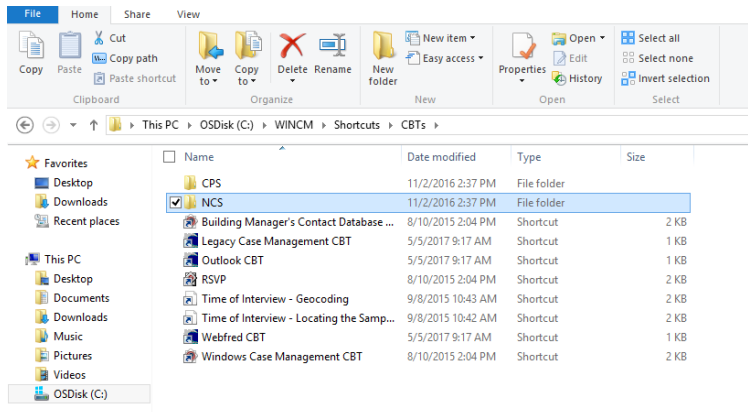
Person Level Contact History Instrument (pCHI)

The Person Level Contact History instrument (also known as pCHI) allows you to track NCVS contact history on a person level basis.

pCHI Computer Based Training (CBT)

Log onto your laptop and complete the pCHI Computer Based Training. Click to open Mobile Case Management and click the purple Training/Manuals tab. Click the CBT folder under “Resources” and then click the NCS subfolder. Finally, click the file, NCVS pCHI and follow instructions to complete the training.

When you have completed it, continue with Lesson 8.



NOTES

Lesson 8. More Details about Your Job

| | |
|---------------------------------|---|
| Objective | This lesson will help you understand the basic procedures for the NCVS, as well as provide you with an overview of specific household procedures. |
| Length of Time in Sample | Each address that is selected as a sample unit for the NCVS is usually interviewed seven times. These interviews are conducted once every 6 months over a period of 3 years. This allows us to compile a continuous record of the sample household's experiences at a reasonable cost while balancing respondent burden. |
| Enumeration Periods | We refer to each time a sample household's address is assigned for interview as an "enumeration period." Since we generally interview or attempt to interview each sample household seven times, there are usually seven "enumeration periods" for each sample address. |
| Reference Periods | <p>The reference period for the NCVS covers the 6-month time period prior to the interview day. When conducting interviews, we are only interested in crime incidents that occurred during a household member's specific 6-month reference period. Even though the NCVS instrument inserts the appropriate reference period start date, it is still important that you understand how a household member's reference period is determined.</p> <p>For the first enumeration period, each household member's reference period will start 6 months prior to the interview date on the first day of that month, and end on the day prior to the interview date.</p> <p>For example: If a household respondent's first enumeration period interview is conducted on March 1, 2018, the current reference period for the household respondent is September 1, 2017 to February 28, 2018. If the remaining household members were interviewed for the first enumeration period on March 4, 2018, the current reference period for each of these household members is September 1, 2017 to March 3, 2018.</p> <p>After the first enumeration period, reference periods for all remaining enumeration periods start on the date of the household member's last interview and end on the day prior to the member's current interview date. For example, if the respondent was previously interviewed on February 3, 2018 and you are conducting the respondent's current interview on</p> |

August 8, 2018, then the current reference period for this respondent is **February 3, 2018** to **August 7, 2018**.

By using this type of reference period, we can compile a continuous record of the household's experiences for the entire 3 years that they are in sample.

Personal vs Telephone Interviews

The first interview at a sample address is always conducted in person. Interviews with units in sample for their second through seventh interview should be conducted by telephone from a secure place in your home. We realize that there will be times when this is not possible, such as when the unit was a noninterview the previous enumeration, there is no telephone available in the sample unit, or the household indicated that a telephone interview is not acceptable.

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 are to be interviewed using the personal visit procedure, after you complete the household respondent's personal interview, you are allowed to make telephone callbacks to obtain interviews with the remaining household members.

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 to reduce the number of return visits to a sample address. Always remember to make the fewest number of trips to a sample area as possible to complete your assignment.

Interview Period

An interview period is the time that you are allowed to complete all of the NCVS interviews assigned for an interview month. Typically, the interview period begins on the first day of the month and continues almost the entire month. Your close-out date is typically a day or two before the last business day of the month.

Refusals

Occasionally, an entire household may refuse to participate in our survey. Make every effort to persuade the household to participate. If your attempts to gain a household's cooperation are unsuccessful, you need to indicate through the NCVS instrument that the household refuses to participate.

If the household respondent refuses his/her interview and there is no other eligible household member who can serve as the new household respondent, discontinue interviewing in the sample household. However, if there is another eligible household member who can serve as the new household respondent, you can interview that person as the new household respondent. Remember, BEFORE you can interview any other eligible household members, you must complete the household respondent's interview. When there is more than one eligible individual respondent, the refusal of one individual respondent does NOT end the NCVS interviews in the sample household.

Replacement Households

When an entire household moves out and the new household moves in (i.e., the sample household is not the same household as was interviewed in the previous enumeration period) the new household at the sample unit is referred to as a "replacement" household. Replacement households are treated as incoming or first time in sample households -- 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. Callbacks for individual respondents can be done by telephone.

NCVS Changes

The survey sponsor, the BJS, is always looking for ways to improve the NCVS interview, as well as ways to collect information on topics of current interest. Some of these changes are temporary, while other changes could become permanent. Over the past few years, new or revised questions have been incorporated into the NCVS interview including questions about:

- Hate crimes
- Sexual Orientation
- Gender Identity
- Citizenship
- Veteran's Status

Starting With the Household Respondent

ALWAYS complete the household respondent's interview before interviewing any remaining eligible household members (*household members who are 12 years of age and older*).

When you get into the NCVS CAPI instrument and the case is a returning (continuing) household, that is, a household in sample for its second through seventh interviews, you will be prompted to ask to speak with the household member who was the household respondent for the previous enumeration period. If

that household member is not available, you will be instructed to identify another eligible household respondent.

Reporting Crime Incidents

If the respondent reports one or more crime incidents, then proceed through the incident report screens for each reported incident that occurred during the 6-month reference period. These screens are designed to gather information about:

- Where the incident took place
- Whether or not the respondent or other household members were present during the incident
- How the incident happened
- Any injuries that the respondent or other household members may have experienced during the incident
- Information about the offender(s).
- Details about the respondent's employer and job when the incident occurred while the respondent was working or on duty when the incident occurred.
- Whether or not the police were notified and reasons for not reporting the incident to the police.
- What the respondent was doing when the incident happened.

Review Exercise

Complete the review exercise that starts on the following page. Compare your answers to the answer key, which follows the review exercise, then continue with Lesson 9.

Lesson 8 - Review Exercise

1. Each address that is selected as a sample unit for the NCVS is usually interviewed:

(Mark the correct answer.)

_____ Only one time

_____ Seven times

_____ Three times

2. The reference period for the NCVS covers the following time period:

(Mark the correct answer.)

_____ The 12 months prior to the interview month

_____ The 6 months prior to the interview day

_____ The 2 years prior to the interview month

3. The first NCVS interview at a sample address is always conducted in person.

TRUE

FALSE

4. When conducting first interviews at a sample household, you must complete the household respondent's interview as well as interviews with all other eligible household members by personal visit.

TRUE

FALSE

5. Typically, your interview period begins on the first day of the month and lasts for about:

(Mark the correct answer.)

_____ 2 1/2 weeks

_____ One month

_____ 1 week

6. It does not matter which household member gets interviewed first for the NCVS.

TRUE

FALSE

7. When an entire household moves out and a new household moves in, the new household is referred to as a _____ and the interview with the new household should be treated like _____ households.
8. Interviews with units in sample for their second through seventh interview should be conducted by telephone from a secure place in your home.

TRUE

FALSE

Compare your answers against the answer key on the next page(s).

Lesson 8 - Answer Key

1. Each address that is selected as a sample unit for the NCVS is usually interviewed:

(Mark the correct answer.)

Only one time

Seven times

Three times

(Page 8-1)

2. The reference period for the NCVS covers the following time period:

(Mark the correct answer.)

The 12 months prior to the interview month

The 6 months prior to the interview day

The 2 years prior to the interview month

(Page 8-1)

3. The first NCVS interview at a sample address is always conducted in person.

TRUE

(Page 8-2)

4. When conducting first interviews at a sample household, you must complete the household respondent's interview as well as interviews with all other eligible household members by personal visit.

FALSE

(Page 8-2)

5. Typically, your interview period begins on the first day of the month and lasts for about:
(Mark the correct answer.)

2 1/2 weeks

1 month

1 week

(Page 8-2)

6. It does not matter which household member gets interviewed first for the NCVS.

FALSE

(Page 8-3)

7. When an entire household moves out and a new household moves in, the new household is referred to as a **replacement household** and the interview with the new household should be treated like **incoming or first time in sample** households

(Page 8-3)

8. Interviews with units in sample for their second through seventh interview should be conducted by telephone from a secure place in your home.

TRUE

(Page 8-2)

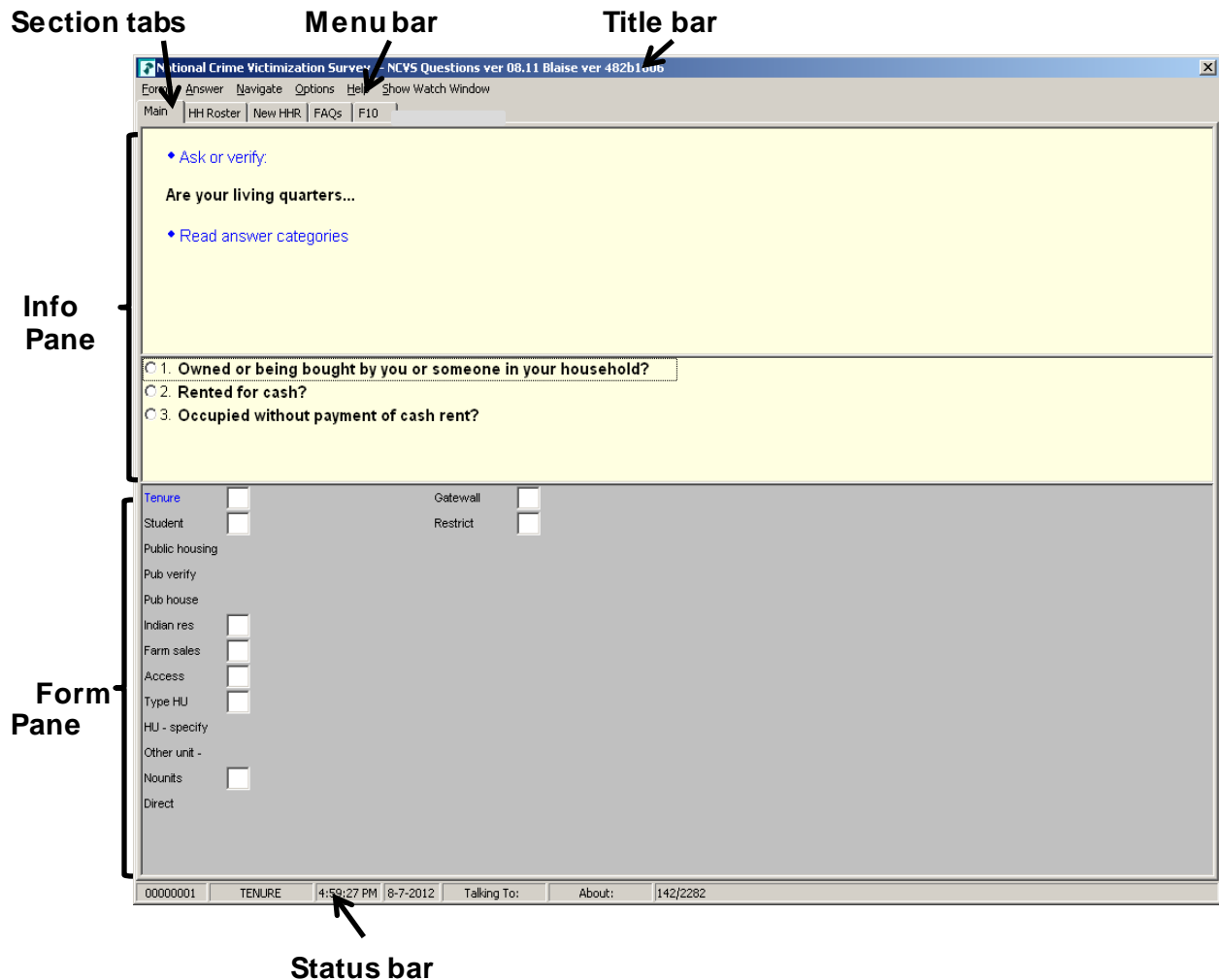
Continue with Lesson 9.

Lesson 9. The Blaise Basics: The Survey Instrument

Purpose

The purpose of this lesson is to familiarize you with the basic setup of the NCVS instrument screens. At the end of this section, you will be able to:

- differentiate between respondent questions and FR instructions;
- locate different types of information on the screen; and
- locate Help items and other information on your screen.



**Basic Elements of a
NCVS Instrument
Screen**

The illustration on the previous page shows a screen from the NCVS instrument. The Blaise software features a distinctive split-screen display. The “screen” in Blaise refers to the entire area of the Blaise window, from the title bar on top to the status bar on the bottom.

Title Bar

The Title Bar identifies the name of the survey.

Menu Bar

The Menu Bar contains five menus:

- Forms
- Answer
- Navigate
- Options, and
- Help

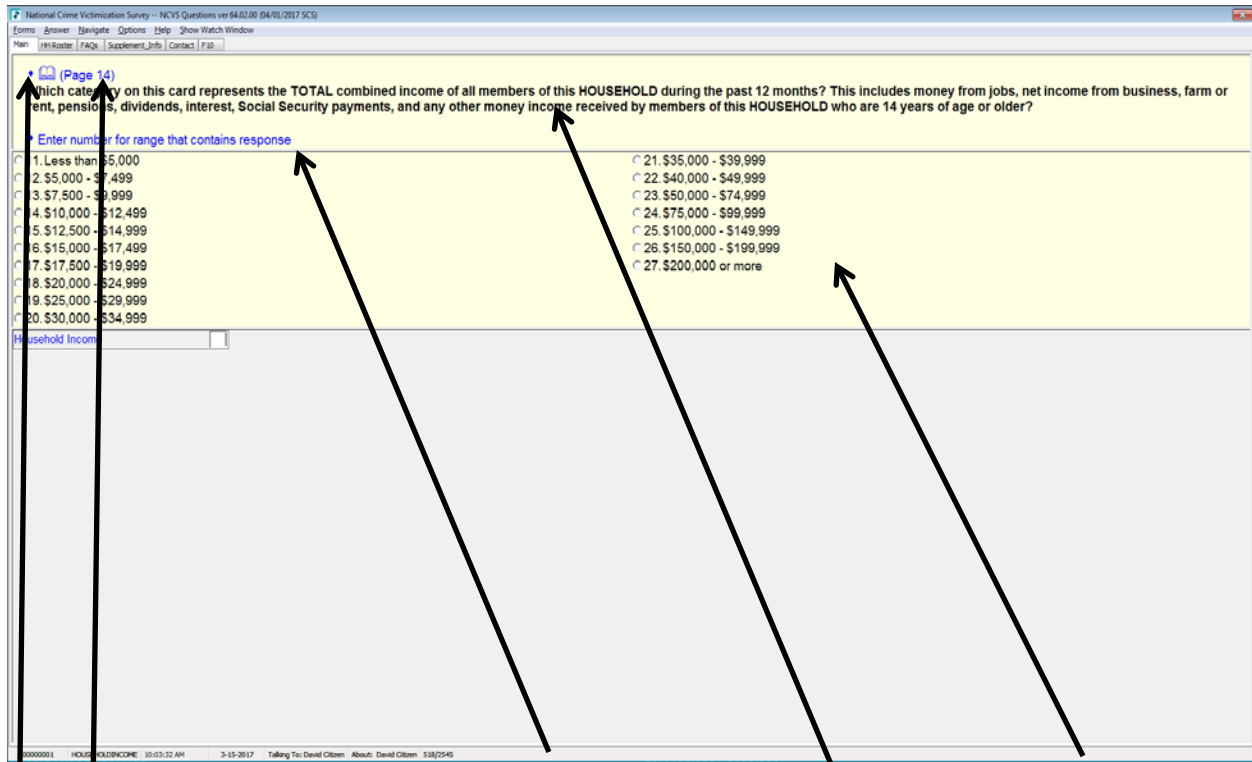
These menus each contain lists that help you navigate, enter data, and access help throughout the NCVS instrument.

Section Tabs

Section Tabs show the different sections of the NCVS instrument, as well as give you the option of displaying the household roster or answers to the most frequently asked questions about the survey.

Info Pane

The panes are the different areas of the screen. Each pane is surrounded by a border. The Info Pane contains the question text and any FR instructions for an item as well as the list of answer choices below the question.



Location of Info Card Booklet and Help screen indicator

FR instruction

Question text

Answer list

Book Icon

Help Screens

Some questions have a “Help” screen. By accessing the Help screen, you can look at additional information to help you enter information for that screen. Access Help screens by pressing **F1**. For those questions that have a specific Help screen, the question mark (?) followed by [F1] appears in blue text in the top left of the question screen.

Information Card Booklet Icon

Looking at the illustration above, notice the graphic of a book (this type of graphic is called an icon). This icon indicates that, for this question, you must show the respondent the Information Card Booklet for your personal visit interviews and refer to it for your telephone interviews. Sometimes a number appears next to the icon.

The number next to the book indicates the page to refer to within the booklet. On your laptop, the graphic and page number reference, if provided, are in blue text.

Blue Text

Any time you see blue text in the Info Pane, it is an FR instruction for you to read to yourself, not aloud, to the respondent. For example, you may see an instruction that says “Read answer categories.”

Bold Black Text

Bold black text in the Info Pane indicates that this is a question you read aloud to the respondent. On the previous page, the HOUSEHOLDINCOME question appears in bold black text and is read aloud to the respondent. Note that some questions require you to read the answer categories aloud to the respondent. Remember, you are only required to read the answer categories to the respondent when the categories are in **bold** black text.

Gray Text

Gray text in the Info Pane indicates that you have the option to read the text to the respondent. This appears for questions in which you have read the same text to the respondent in a previous question. You may want to re-read the question text to reinforce the intent of the question.

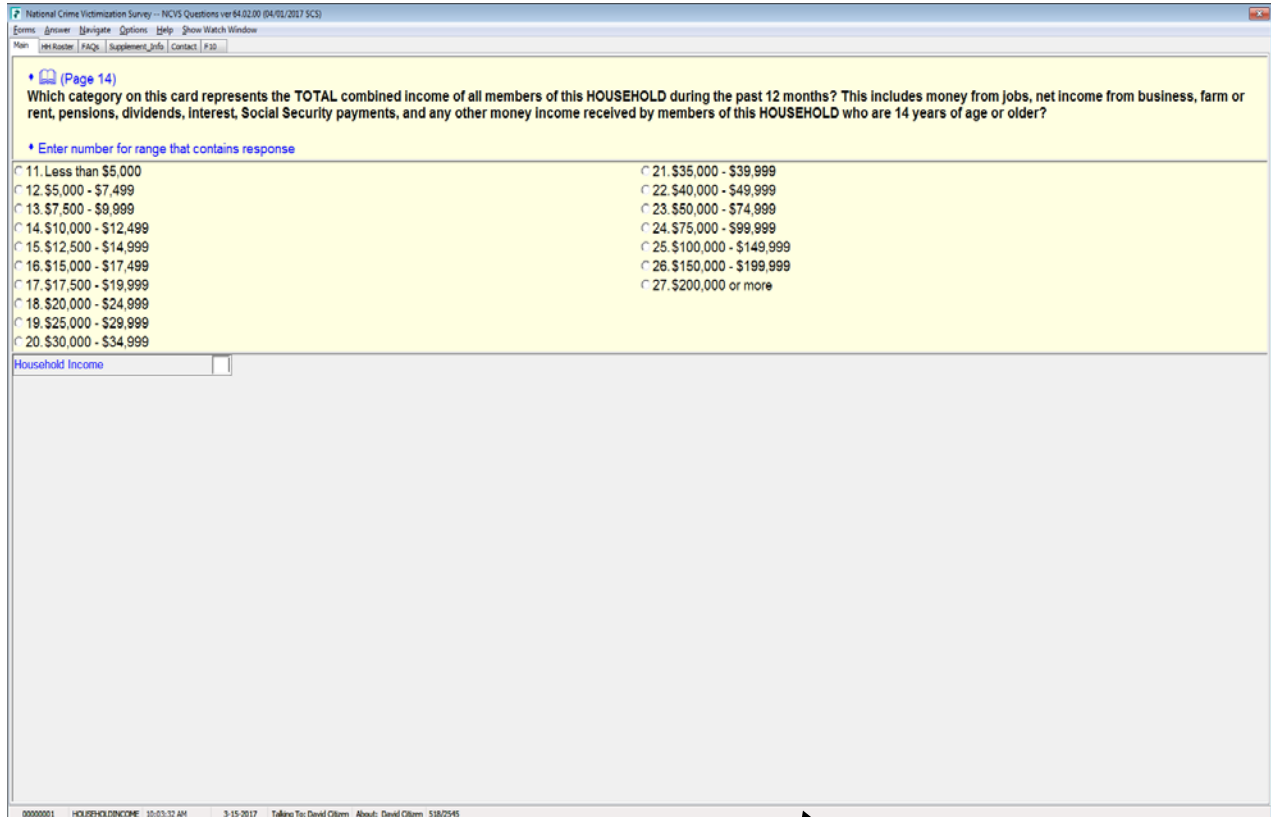
Form Pane

The Form Pane contains data entry cells or spaces for entering responses. It shows a “map” of where you are within a section and displays previous information that has been collected for that part. Look at the illustration of the Form Pane on the next page.

The Form Pane is formatted differently depending on the type of information being obtained. You can change or update the information in boxes with white backgrounds. For example, if you make a mistake, you can back up when you are in a case by using the back arrows to correct an entry. If the information is in a box with a gray background, it cannot be changed.

Locating Your Position Within the Form Pane

Looking at the second column of the Form Pane, you see that the information in the last box is displayed in white text within a dark box (on your screen that box is blue). This is how you know where you are within the Form Pane, or where your cursor is.



↑ Case ID ↑ Variable name ↑ Page number ↑ Status bar

Status Bar

The Status Bar appears at the bottom of the screen and gives information about the case you are interviewing, such as the case ID, where you are within the instrument (i.e., section, page number), as well as the variable name. When you encounter an error that you must report to your regional office, supply the regional office with specific information from the Status Bar, including the section, page number, and the variable (screen) name.

Navigation

To navigate through the instrument, the key you use most often to move from one question to another is the **Enter** key. Pressing **Enter** after typing an entry ensures that the entry is “accepted” within the CAPI instrument and also takes you to the next

question on the instrument path. Also, remember that if you need to re-enter a case and want to return to where you left off, pressing the **End** key takes you to the next unanswered question.

Use the arrow keys mostly when navigating sequentially from one item to the next. Use the Left and Right Arrows to navigate horizontally, and use the Up and Down Arrows to navigate vertically. Use the Page Up (**PgUp**) and Page Down (**PgDn**) keys when navigating sequentially, from one Form Pane to the next.

You will learn about the types of navigation, such as backing up and jumping to another section of the instrument, during classroom training. The **Tab** key, the **PgUp** and **PgDn** keys, the up, down, right and left arrow keys, the function keys, and of course, the **End** and **Enter** keys – are the ones you will use the most.

Review Exercise

Complete the review exercise that starts on the following page. Compare your answers to the answer key which follows the review exercise, then continue with Lesson 10.

Lesson 9 - Review Exercise

1. The Form Pane contains the specific survey questions and/or FR instructions for an item as well as listing the answer categories.

TRUE FALSE

2. Text appearing in blue in the Info Pane is for you to read to yourself and not out loud to respondents.

TRUE FALSE

3. Which key, when pressed, ensures that the entry is “accepted” within the CAPI instrument?

- Tab key
- End key
- PgUp key
- Enter key

4. The Info Pane shows you where you are within a section and displays previous information that has been collected within that section.

TRUE FALSE

5. Where within the CAPI screen do you find information about the case such as the case ID and the question name?

- Title Bar
- Menu Bar
- Status Bar

6. For those questions that have a specific Help screen associated with that question, which symbol appears in blue text followed by which function key?

- Exclamation point (!) followed by F1
- Question mark (?) followed by F10
- Exclamation point (!) followed by F10
- Question mark (?) followed by F1

7. Which color text indicates that you have the option to read the text to the question to reinforce its intent?

- Blue text
- Grey text
- Black text
- Red text

Compare your answers against the answer key on the next page.

Lesson 9 - Answer Key

1. The Form Pane contains the specific survey questions and/or FR instructions for an item as well as listing the answer categories.

FALSE
(Page 9-2)

2. Text appearing in blue in the Info Pane is for you to read to yourself and not aloud to respondents.

TRUE
(Page 9-4)

3. Which key, when pressed, ensures that the entry is “accepted” within the CAPI instrument?

Tab key
 End key
 PgUp key
 Enter key

(Page 9-5)

4. The Info Pane shows you where you are within a section and displays previous information that has been collected within that section.

FALSE
(Page 9-4)

5. Where within the CAPI screen do you find information about the case such as the case ID and the question name?

Title Bar
 Menu Bar
 Status Bar

(Page 9-5)

6. For those questions that have a specific Help screen associated with that question, which symbol appears in blue text followed by which function key?

- Exclamation point (!) followed by F1
- Question mark (?) followed by F10
- Exclamation point (!) followed by F10
- Question mark (?) followed by F1

(Page 9-3)

7. Which color text indicates that you have the option to read the text to the question to reinforce its intent?

- Blue text
- Grey text
- Black text
- Red text

(Page 9-4)

Continue with Lesson 10.

Lesson 10. The NCVS CAPI Instrument

Objective

This lesson will familiarize you with certain features of the NCVS instrument, as well as its different sections. At the end of this lesson you should know the difference between the instrument's:

Front section,
Middle section, and
Back section.

Ask Questions As Worded

When asking NCVS questions, **do not change the words or omit any parts of the questions**. Even if the change seems insignificant to you, it could change the way the respondent interprets the question. We want each respondent to hear the NCVS questions the same way, so the answers we get are comparable throughout the entire sample. In general, use neutral probes when the respondent does not seem to understand the question. (Probing is prohibited for the sexual orientation and gender identity questions. These are discussed more in Lesson 15.) When appropriate, verify the information entered.

Answer Categories

Notice that some question answer lists contain values starting with "11" rather than "1." This was designed to minimize errors in the data collected.

Answer List

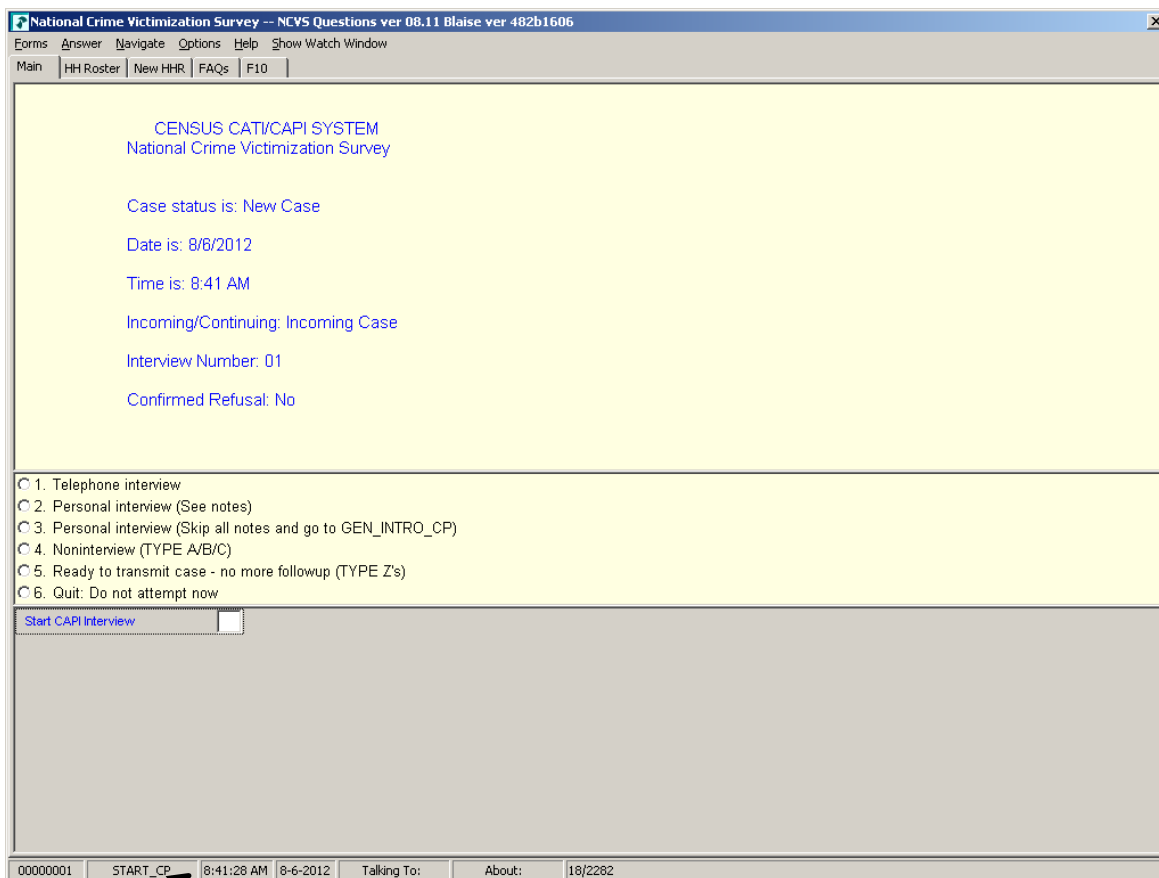
The screenshot shows a web-based survey interface for the National Crime Victimization Survey (NCVS). The window title is "National Crime Victimization Survey -- NCVS Questions ver 2.0". The main content area displays a question: "Who besides the respondent was present when the screen questions were asked?" with a sub-instruction: "If telephone interview mark box 11." Below the question is a list of eight answer options, each with a checkbox:

- 11. Telephone (Field telephone or CATI)
- 12. No one besides respondent present
- 13. Respondent's spouse
- 14. Household member(s) 12+, not spouse
- 15. Household member(s) under 12
- 16. Nonhousehold member(s)
- 17. Someone was present - Can't say who
- 18. Don't know if someone else present

Below the list are two input fields: "Who present during pt." and "Was proxy resp. helped". The "Form management" text is visible at the bottom left of the window.

Question/Item Name

A descriptive name or label has been assigned to each question/item. This label is referred to as the Blaise Variable Name and is displayed on the screen's Status Bar. For the NCVS, we refer to the Blaise Variable Name as the screen or item name. For example, the Blaise Variable Name for the question below is **START_CP**.



Variable name

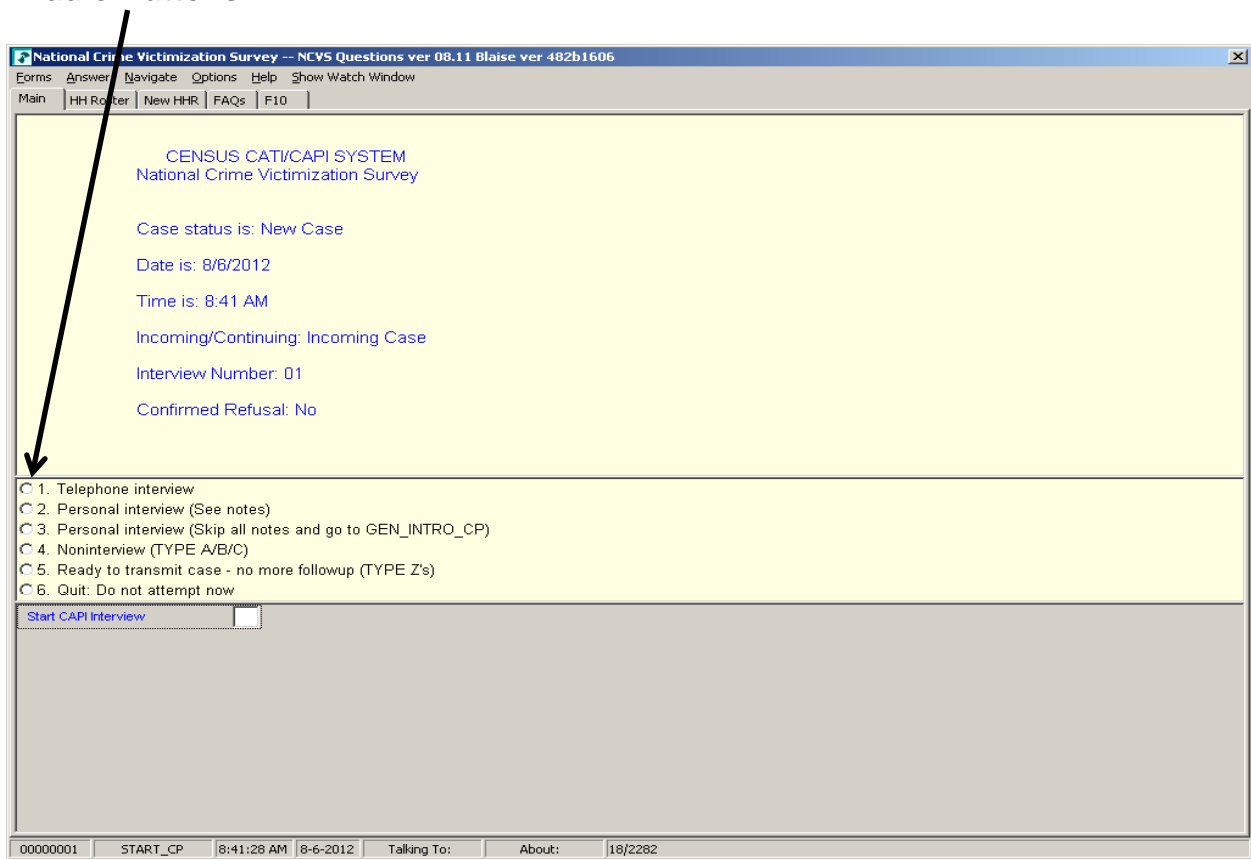
Single and Multiple Response Categories

Some questions allow you to enter only one response, while others allow multiple answers. Notice that there are two types of responses, noted by radio buttons and boxes. Radio buttons (O) are used beside the response categories when a single response is required. Boxes (□) are used beside the response categories when multiple entries are acceptable. Also, for questions that allow multiple responses the screen displays the FR instruction

“Enter all that apply.” In the illustrations below and on the next page, notice that the response field to the left of the answer categories differs between multiple and single response questions.

Single Response Question

“Radio Buttons”



Multiple Response Question

“Boxes”

What was taken that belonged to you or others in the household?

- Probe: **Anything else?**
- Enter all that apply, separate with commas

- **CASH/PURSE/WALLET/CREDIT CARDS:**
 - 11. Cash
 - 12. Purse
 - 13. Wallet
 - 14. Credit cards, checks, bank cards
- **VEHICLE OR PARTS:**
 - 15. Car
 - 16. Other motor vehicle
 - 17. Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.)
 - 18. Unattached motor vehicle accessories or equipment (unattached CD player or satellite radio)
 - 19. Gasoline or oil
 - 20. Bicycle or parts
- **HOUSEHOLD FURNISHINGS:**
 - 21. TV, DVD player, VCR, stereo, other household appliances
 - 22. Silver, china, art objects
 - 23. Other household furnishings (furniture, rugs, etc.)
 - 24. Portable electronic and photographic gear (Personal stereo, TV, cellphone, camera, etc.)
- **PERSONAL EFFECTS:**
 - 25. Clothing, furs, luggage, briefcase
 - 26. Jewelry, watch, keys
 - 27. Collection of stamps, coins, etc.
 - 28. Toys, sports and recreational equipment (not listed above)
 - 29. Other personal and portable objects
- **FIREARMS:**
 - 30. Handgun (pistol, revolver)
 - 31. Other firearm (rifle, shotgun)
- **MISCELLANEOUS:**
 - 32. Tools, machines, office equipment
 - 33. Farm or garden produce, plants, fruits, logs
 - 34. Animals - pet or livestock
 - 35. Food or liquor
 - 36. Other - specify
 - 37. Don't know

What was stolen

00000002 WHATWASTAKEN 11:48:57 AM 9/7/2012 Talking To: David Citizen About: David Citizen 221/2282

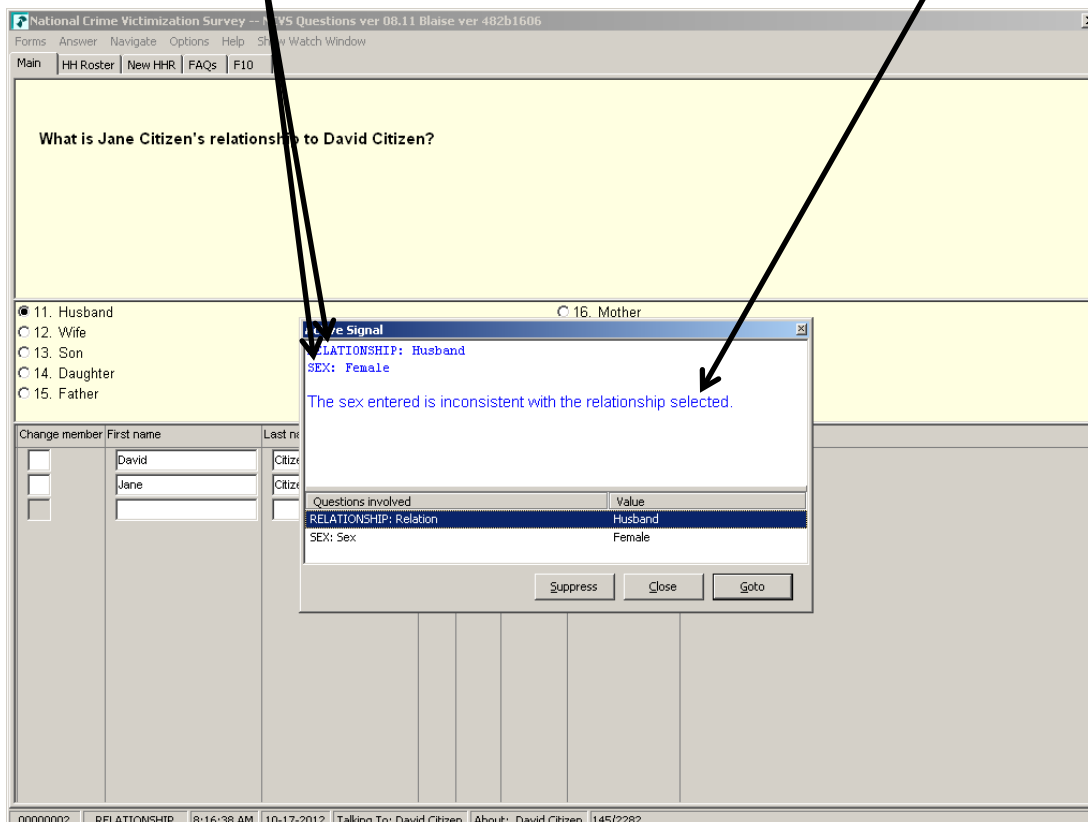
When you see response categories with boxes, before pressing “Enter,” keep asking the appropriate probe, “**Anything else?**” or “**Any other way?**” and record all responses. Continue probing in this manner until you get a “No” response.

Edit Checks

In order to detect inconsistencies in the data at the time of collection, several questions contain edit checks. The edit checks examine the response to individual items and determine if the responses are consistent with the other data entered. An error message appears when possible errors (inconsistencies) are detected in the respondent’s answers. The screen displays an error message and identifies the questions that are inconsistent.

Items with Inconsistent Responses

Edit Check Error Message



Types of Edit Checks

There are two types of edit checks, **soft edit** checks and **hard edit** checks. A soft edit check appears for a situation like a 14 year-old attending college (possible but not likely); a hard edit check appears for a situation like a 4 year old attending college (not possible).

- For soft edit checks, you can either accept the responses and therefore the inconsistency (select the **Suppress** button) OR resolve the error by going back (select the **GoTo** button) to the items in question and rechecking the responses.
- For hard edit checks, you must go back and resolve the inconsistency.

In many cases, the inconsistencies occur as a result of keying errors. To go back and correct a particular item, make sure that the item displayed in the "Questions involved" column of the "Edit Check Error Message" (refer to illustration on page 10-5) is highlighted; then click the **GoTo** button, which takes you to the question that needs correcting.

When resolving inconsistencies in a soft edit check, the pop-up window displays two screens in the "Questions Involved" column, which you can choose from to select which answer you want to change. In the example on Page (10-5), if you want to fix the inconsistency by updating the relationship value, highlight the "RELATIONSHIP: Relation" row and select the **GoTo** button to return to the Relationship Screen to change the answer. If the respondent's gender was incorrect, highlight the second row "SEX:sex" and select the **GoTo** button to change the respondent's gender.

Don't Know and Refused Responses

Some questions allow a "Don't know" response. In the NCVS CAPI instrument, such questions either have a "Don't know" category displayed as a valid response category or the category is "blind." A blind "Don't know" category is not displayed. The instrument allows you to enter a "Don't know" response by pressing the **CTRL** + **D** keys if the respondent does not know the answer to the question. A question mark (?) then appears in the answer field. Also, some questions allow a "blind" refusal. For those questions, you can press the **CTRL** + **R** keys if the respondent refuses to answer. An exclamation point (!) then appears in the answer field.

Specify Fields

Some questions require that you enter a description of the respondent's answer. For example, in the screener questions you enter a brief description of the incident when the respondent reports that he/she was a victim of crime. For questions that contain an "Other - specify" category record the respondent's answer on the "Other - specify" screen if you are unable to classify the respondent's answer into a predefined category. For these types of questions, as well as the crime incident report summary, the length of the "Specify" field varies:

Screener questions – 100 characters
"Other – specify" categories, most are 35 characters
Crime incident summary – 300 characters

If you need to record more information for a particular item, enter additional text in the “Item Level” notes by pressing the **F7** function key.

Overview of Front Section

The Front Section of the NCVS instrument lets you:

- Introduce and reintroduce the survey to the respondent;
- Record the type of interview you are conducting (personal visit or telephone);
- Record the outcome of your attempts to contact the household respondent or individual respondents; and
- Select a new household respondent when necessary.

The Front Section of the instrument also includes screens for verifying the sample address, the mailing address, and the sample address’ phone number and also captures person and household noninterview information.

Look at the **START_CP** screen shown on the next page. This is the first screen in the instrument’s Front Section that appears when you enter the NCVS CAPI instrument from Case Management. At this screen you select whether to:

- Interview by telephone or personal visit,
- Classify the case as a noninterview,
- Transmit the case, or
- Exit the case before attempting to conduct an interview.

If a case is a Type A, B, or C noninterview, select category (4), “Noninterview” at the **START_CP** screen which takes you to the screen to classify the type of noninterview and code appropriate noninterview reasons.

The screenshot shows the 'National Crime Victimization Survey -- NCVS Questions ver 08.11 Blaise ver 482b1606' window. The main content area is yellow and displays the following information:

- CENSUS CAT/CAPI SYSTEM
- National Crime Victimization Survey
- Case status is: New Case
- Date is: 8/6/2012
- Time is: 8:41 AM
- Incoming/Continuing: Incoming Case
- Interview Number: 01
- Confirmed Refusal: No

Below this information is a list of radio button options:

- 1. Telephone interview
- 2. Personal interview (See notes)
- 3. Personal interview (Skip all notes and go to GEN_INTRO_CP)
- 4. Noninterview (TYPE A/B/C)
- 5. Ready to transmit case - no more followup (TYPE Z's)
- 6. Quit: Do not attempt now

At the bottom of the main area, there is a text box labeled 'Start CAPI Interview' with a dropdown arrow. A black arrow points from the text below to this dropdown menu.

The status bar at the bottom of the window shows: 00000101 | START_CP | 8:41:28 AM | 8-6-2012 | Talking To: | About: | 18/2282

For a noninterview, select Precode (4) at START_CP

The screenshot shows the same software window. The main content area is yellow and displays the following information:

- ? [F1]
- ◆ What type of noninterview do you have?

Below this question is a list of radio button options:

- 1. Type A
- 2. Type B
- 3. Type C

Select the type of noninterview at NONTYP

Select the reason for the noninterview at TYPEA (shown here), TYPEB, or TYPEC

However, if you are unable to interview an eligible household member **and** the household member is **not** the household respondent you must classify the respondent as a Type Z person noninterview. In CAPI, you classify household members for whom an interview was not obtained **after** you have completed interviews with all other eligible household members and are ready to transmit the case. When you enter “5” at **START_CP**, the Type Z block appears and asks you to record the best reason data were not collected for the respondent. We will practice classifying a household member as a Type Z noninterview during classroom training.

Also notice that at the **START_CP** Main Menu, the following information about the case is displayed:

Case Status - Measures the progress of the case, such as “New Case,” “Unreached Household,” “Household reached, no respondent contact,” “Household Refusal,” “Household Respondent (complete),” “Noninterview,” etc. (See illustration below.)

National Crime Victimization Survey -- NCVS Questions ver 08.11 Blaise ver 482b1606

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster New HHR FAQs F10

CENSUS CATI/CAPI SYSTEM
National Crime Victimization Survey

Case status is: New Case
Date is: 9/7/2012
Time is: 11:50 AM
Incoming/Continuing: Continuing Case
Interview Number: 03
Confirmed Refusal: No

1. Telephone interview
 2. Personal interview (See notes)
 3. Personal interview (Skip all notes and go to GEN_INTRO_CP)
 4. Noninterview (TYPE A/B/C)
 5. Ready to transmit case - no more followup (TYPE Z's)
 6. Quit: Do not attempt now

Start CAPI Interview

00000003 START_CP 11:52:38 AM 9-7-2012 Talking To: Roy Coe About: Roy Coe 18/2282

Case status

- **Date and Time** - Displays the current date and time.
- **Incoming (Interview 1)/Continuing (Interviews 2-7)** - Identifies whether the case is an incoming or continuing case.
- **Interview Number** - Identifies the case's interview number or enumeration period (1-7).
- **Confirmed Refusal** - Indicates whether or not the case is a confirmed refusal. An entry of "Yes" indicates that the case is a confirmed refusal and an entry of "No" indicates that it is not a confirmed refusal.

**Overview of
Middle Section**

A replacement household is always considered “incoming,” and requires a personal visit interview but retains the interview number of the parent. This is because the interview number is associated with the sample address, not with the current household.

The Middle Section of the NCVS instrument collects household characteristics and collects/updates the person level characteristics of the household roster. Information collected includes:

- the sample unit’s tenure,

basic household data (names of all persons living in the household, relationship, household membership, birthday, age, marital status, sex, armed forces, education, ethnicity, and race),

- changes in household composition,
- use of telephone,
- building characteristics,
- household income, and so on.

The Middle Section of the NCVS instrument also contains:

- the screen questions,
- socio-demographic questions,

the incident questions asked on the Crime Incident Report, and screens for comparing/unduplicating incidents reported in the current enumeration and previous enumeration periods.

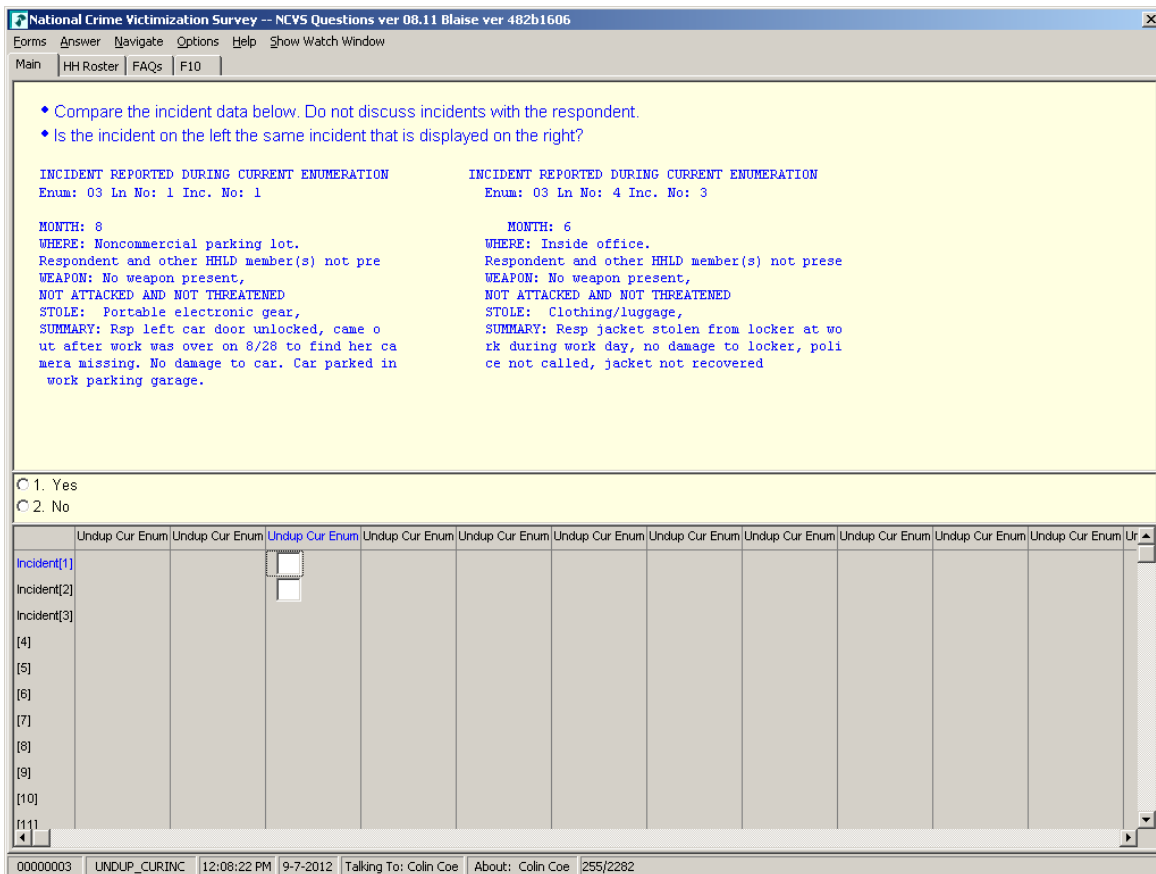
To ensure that we do not collect duplicate information about incidents, the unduplication screens compare incident(s) reported by the current respondent against --

other incidents reported during the current enumeration by the current respondent,

incidents reported during the current enumeration by other respondents, and

up to four incidents reported by any respondent in the household during the previous enumeration.

An example of a unduplication screen is shown below:



Overview of Back Section

The Back Section of the instrument includes thank you screens, screens for setting appointments and recording information, such as telephone numbers, best time to call, whether there are any language or hearing problems, case level notes, and screens for recording the incomplete status (either Refusal/Callback/Breakoff) of a household respondent's interview.

The information you enter in the back of the instrument is fed

back into Case Management and appears in Case Management after you exit the case.

Tabs

Throughout the instrument, starting at the **START_CP** screen, there are various tabs you can access anytime during the interview. Four tabs appear on all screens:

- **Main** tab - used to return to the interview after pressing the “HH roster” or “FAQs” tab.
- **HH Roster** tab - Displays the Household composition. For an incoming case this tab is empty until you complete the household coverage items,
- **FAQs** tab - provides responses to Frequently Asked Questions about the survey.
- **F10** tab - which ends the interview.

Other tabs display depending on the progress of the interview. For example, the **New HHR** tab appears until you have completed the household roster. This tab can be used to change the household respondent. This tab will only display the persons eligible to act as the household respondent. If displayed, the tabs items are accessible from any item in the instrument.

Instrument Function Keys

Function keys are shortcuts for specific actions in the instrument. The function of some of the keys in the CAPI instrument **differs** from their function in Case Management. In the CAPI survey instrument you can display the function keys at any time by going to the Navigate menu and selecting “Show Function Keys.” You can also display the function keys by pressing the **Ctrl+K** keys.

| KEY | FUNCTION | KEY | FUNCTION | KEY | FUNCTION |
|------------|--------------------|------------------|---|-----------------|-------------------------------------|
| F1 | Question Help | Shift+F1 | Show HH | END | Next Question on Path |
| F2 | (Unassigned) | Shift+F2 | FAQs | HOME | First Question on Path |
| F3 | (Unassigned) | Shift+F3 | RI FAQs | Ctrl+F3 | Show Question Text |
| F4 | Jump Menu | Shift+F4 | (Unassigned) | Ctrl+D | Don't Know |
| F5 | Show Status | Shift+F5 | Language | Ctrl+F | Search Tag |
| F6 | (Unassigned) | Shift+F6 | (Unassigned) | Ctrl+H | Info |
| F7 | Item Notes/Remarks | Shift+F7 | Show notes/Remarks | Ctrl+F7 | Case Level Notes |
| F8 | Return | Shift+F8 | (Unassigned) | Ctrl+K | Show Function Keys |
| F9 | Skip Forward | Shift+F9 | (Unassigned) | Ctrl+M | Show DK & Refused |
| F10 | Exit | Shift+F10 | Show Function Keys | Ctrl+R | Refused |
| F11 | Calculator | Shift+F11 | Show Standard Abbr | Ctrl+F11 | Calendar |
| F12 | Copy Down (Repeat) | Shift+F12 | Show Original Notes (RI) | Ctrl+T | Interview Time Preferences |
| | | Alt +F4 | Closes active window or exits active program or help screen | Alt+S | Save |
| | | | | Alt +F4 | Closes active window or help screen |

The chart below further explains the operations of function keys in the NCVS survey instrument. During classroom training, you will practice using some of the function keys.

| <i>If you press function key:</i> | <i>You can perform this operation within the instrument during the interview</i> |
|--|--|
| F1 | QUESTION HELP Displays any help screens for the current question. Help screens are designed to aid you with a particular concept, to define the meaning or intent of a particular word, to provide specific probes, and so on. |
| F4 | JUMP MENU Accesses a “Jump” menu, which enables you to jump back to a previously answered section of the incident report items. Note that this function only works in the incident report items, which are part of the middle section of the NCVS instrument. |
| ALT + F4 | Closes the active window, closes help screen, or exits the active program. |
| F7 | ITEM NOTES/REMARKS Allows you to view or add comments and explanations for the screen currently displayed. |
| F8 | RETURN Allows you to skip back over a block of questions. |
| F10 | EXIT Skips from the present question to the REFCBBREAK_CP Screen at the back of the instrument. You do this whenever you must make an early exit from the interview. |
| SHIFT + F5 | LANGUAGE Allows you to switch from the English version of the instrument to the Spanish version for the current question and all subsequent questions. |
| SHIFT + F11 | SHOW STANDARD ABBREVIATIONS Displays the standard recommended and accepted abbreviations for the NCVS. Abbreviations can be used to conserve space when entering text in item text boxes that allow only a limited number of characters. |
| END | Takes you to the next unanswered question in the instrument path. |
| CTRL + D | DON'T KNOW Allows you to record a don't know response to a question when a separate “Don't Know” response category is not a Precode in the answer list. Also referred to as a “Blind” Don't Know. |
| CTRL + R | REFUSED Allows you to record a refusal to a question by the respondent. |
| CTRL + T | INTERVIEW TIME PREFERENCES Accesses the BOOST/BLOCK feature of the instrument for you to view or record the best times or worst times to contact the household. |

Review Exercise

Complete the review exercise that starts on the following page. Compare your answers to the answer key that follows the review exercise and continue with Lesson 11.

Lesson 10 - Review Exercise

1. How can you tell questions that allow multiple responses from those that allow a single response in the NCVS CAPI instrument?

_____ The answer fields for multiple response questions have radio buttons, while single response questions have square boxes.

_____ An asterisk appears in the answer list.

_____ The answer fields for multiple response questions have square boxes, while single response questions have radio buttons.

_____ There is no distinction between the two types of responses.

2. The Middle Section of the NCVS CAPI instrument contains thank you screens and screens for setting callback appointments.

TRUE **FALSE**

3. The uses of the function keys within the survey instrument are identical to those in Case Management.

TRUE **FALSE**

4. You will capture Type Z information about NCVS noninterview respondents at the time you discover that the respondent is a noninterview.

TRUE **FALSE**

5. A “blind” “Don’t know” or “blind” “Refusal” means that the survey instrument accepts such responses for certain questions even though “Don’t know” and “Refused” categories are not displayed.

TRUE **FALSE**

6. What appears in the answer field when you press Ctrl+D for a blind “Don’t know”?

- D
- !
- CtrlD
- ?

7. What appears in the answer field when you press Ctrl+R for a blind “Refusal”?

- R
- !
- CtrlR
- ?

8. Some items contain edit checks that identify data inconsistencies or errors. “Suppress” accepts the inconsistency in a hard edit check.

TRUE FALSE

9. “Goto” in an edit check returns you to inconsistent item(s) to make corrections to the items in both soft and hard edit checks.

TRUE FALSE

10. Which keys do you press to display the function keys for the NCVS CAPI instrument?

- Ctrl E
- Ctrl K
- Ctrl M
- Ctrl R

Compare your answers against the answer key on the next page(s).

Lesson 10 - Answer Key

1. How can you tell questions that allow multiple responses from those that allow a single response in the NCVS CAPI instrument?

_____ The answer fields for multiple response questions have radio buttons, while single response questions have square boxes.

_____ An asterisk appears in the answer list.

 X The answer fields for multiple response questions have square boxes, while single response questions have radio buttons.

_____ There is no distinction between the two types of responses.

(Page 10-2)

2. The Middle Section of the NCVS CAPI instrument contains thank you screens and screens for setting callback appointments.

FALSE

(Page 10-11)

3. The uses of the function keys within the survey instrument are identical to those in Case Management.

FALSE

(Page 10-13)

4. You will capture Type Z information about NCVS noninterview respondents at the time you discover that the respondent is a noninterview.

FALSE

(Page 10-9)

5. A “blind” “Don’t know” or “blind” “Refusal” means that the survey instrument accepts such responses for certain questions even though “Don’t know” and “Refused” categories are not displayed.

TRUE

(Page 10-6)

6. What appears in the answer field when you press Ctrl+D for a blind “Don’t know”?

- D
 - !
 - CtrlID
 - ?
- (Page 10-6)**

7. What appears in the answer field when you press Ctrl+R for a blind “Refusal”?

- R
 - !
 - CtrlIR
 - ?
- (Page 10-6)**

8. Some items contain edit checks that identify data inconsistencies or errors. “Suppress” accepts the inconsistency in a hard edit check.

FALSE
(Page 10-5)

9. “Goto” in an edit check returns you to inconsistent item(s) to make corrections to the items in both soft and hard edit checks.

TRUE
(Page 10-6)

10. Which keys do you press to display the function keys for the NCVS CAPI instrument?

- Ctrl E
 - Ctrl K
 - Ctrl M
 - Ctrl R
- (Page 10-13)**

Continue with Lesson 11.

Lesson 11. The NCVS Front Section

| | |
|---|---|
| Objective | <p>The objectives of this lesson are to:</p> <ul style="list-style-type: none">• Explain the design of the Front Section of the NCVS CAPI instrument.• Provide an overview of the items that make up the Front Section of the survey instrument. |
| Introduction | <p>The Front Section of the NCVS instrument is designed to:</p> <ul style="list-style-type: none">• Give you case-level information to review before attempting to contact the sample household.• Guide you through screens for making contact with a household respondent or an individual respondent for personal visit or telephone interviews, and record possible interviewing problems.• Guide you through screens for selecting a new household respondent or new individual respondent.• Update sample address, mailing address, and telephone number information for the household with the household respondent. |
| Getting into the NCVS Instrument | <p>To access the NCVS instrument from Case Management to begin interviewing a sample case, press the F2 key. Later in the self-study you will practice getting into the NCVS instrument and conducting an interview. For now, let's review some of the main screens you see when you enter the Front Section of the instrument.</p> |
| START_CP | <p>Go to page B2-3 in your NCVS-550 Interviewing Manual for Field Representatives and read about the START_CP screen, which is the first screen in the instrument's Front Section that appears when you enter the NCVS instrument from Case Management. The reading ends on page B2-4.</p> <p>At this screen you select whether to proceed to interview the case by telephone or personal visit, classify the case as a Type A, B, or C noninterview, transmit the case, or get out of the case before</p> |

attempting to conduct an interview.

SHOW_CP_ROSTER

After indicating at **START_CP** that you are ready to proceed to interview the sample case, when conducting interviews with continuing households (households that have been in sample previously) the instrument takes you to **SHOW_CP_ROSTER**. This screen displays the name and other information regarding the composition of the household, as shown below. Once you have reviewed this screen, enter 1 to proceed to the next screen.

Introductory Screen

The instrument goes to an introduction screen where you introduce yourself and the survey to the respondent. When talking to the household respondent, you inquire about whether or not the respondent received the NCVS introductory letter, at the **GETLETTER** screen.

Before the interview, the National Processing Center (NPC), sends an advance letter to the household to say that you will be contacting the household for an interview. For personal visit interviews, if the respondent does not recall receiving the letter, you must hand the respondent a copy of the introductory letter. Allow the respondent time to read the letter.

VERADD_CP

The next question you ask the household respondent is if the address listed on the screen for the household is the household's exact address. The question reads:

I have your address listed as ...

Is that your exact address?

If the respondent says: "This is 3423 Randolph Place," and the address reads, "3423 Randolph Street," first make sure that you are at the correct address before indicating in **VERADD_CP** that an "incorrect address was previously recorded."

From the **VERADD_CP** screen the instrument proceeds to **CHGPH_CP**, which asks if you need to change the household's current telephone number. Sometimes you may know that the current telephone number recorded for the household needs to be changed to another number. For example, when verifying the household's address the respondent may tell you to start calling at a different telephone number than previously recorded.

If you need to change the telephone number, the instrument takes you to screen **NEWPH_CP** to enter the new telephone number.

NEWADDNO_CP

If you discover that you reached the correct sample address but the address needs additions or corrections, you can edit the address at one of the **NEWADDNO_CP** screens as shown on the next page. Go to page B2-55 in your NCVS-550 Interviewing Manual for Field Representatives and read about the address information you can update or correct when you are at this screen.

[]

If you discover that an assigned housing unit is actually a Group Quarters (GQ) unit and the “New Group Quarters” description is incorrect or needs to be completed, enter the description before pressing Enter. A GQ unit is a type of living quarters where the

residents share common facilities, such as a college dormitory, or where residents receive authorized care or custody. Detailed procedures for working with GQs and explanations of the types of GQs are covered in the LiMA – Listing and Coverage training you reviewed in the self study generic training package.

You can either press the TAB key or the ENTER key to move through the items and enter the correct information for those items that need to be updated. To exit this screen you need to proceed to the “New Group Quarters” field and then press Enter.

ADRCHECK_CP

The address check screen prompts you to select a reason or multiple reasons as to why the address information provided by the respondent did not match the displayed address for the household.

Go to page B2-56 of the NCVS-550 Interviewing Manual for Field Representatives and read the description of the reasons you can select. []

MAILINGSAME_CP

At **MAILINGSAME_CP** you ask the respondent if the mailing address is the same as the household's physical address. If the address is not the same because the household's mail is sent to a different address, the instrument goes to the **VERIFYMAILING_CP** screen.

VERIFYMAILING_CP

At **VERIFYMAILING_CP** you re-verify the mailing address. If the respondent indicates that the mailing address is correct, the instrument goes to the Middle Section of the NCVS instrument. If the mailing address is incorrect, the instrument goes to the **NEWMAIL_CP** screen.

NEWMAIL_CP

NEWMAIL_CP allows you to modify the mailing address information for the household. It includes all of the same address fields for the sample address except the physical location description, such as “red house on corner,” which is not part of the mailing address.

Lesson 11 - Review Exercise

1. The Front Section of the NCVS instrument is designed to: *(Mark all that apply)*

- Provide information about the case for you to review before attempting contact with the sample household.
- Screen for crime incidents.
- Guide you through screens for making contact with a household respondent or an individual respondent.
- Collect detailed information about the incident reported.
- Update sample address, mailing address, and telephone number information for the household with the household respondent.

2. Which function key do you press in Case Management to start the interview process with the household?

- F1**
- F2**
- F7**
- F10**

3. The first screen in the survey instrument's Front Section that appears when you enter the NCVS instrument from Case Management is:

- SHOW_CP_ROSTER**
- VERADD_CP**
- START_CP**
- HHROSTER**
-

4. A _____ is a type of living quarters where the residents share common facilities or where residents receive authorized care or custody.

Compare your answers to the answer key on the next page(s).

Lesson 11 - Answer Key

1. The Front Section of the NCVS instrument is designed to: *(Mark all that apply)*

- Provide information about the case for you to review before attempting contact with the sample household.
- Screen for crime incidents.
- Guide you through screens for making contact with a household respondent or an individual respondent.
- Collect detailed information about the incident reported.
- Update sample address, mailing address, and telephone number information for the household with the household respondent.

(Page 11-1)

2. Which function key do you press in Case Management to start the interview process with the household?

- F1
- F2
- F7
- F10

(Page 11-1)

3. The first screen in the survey instrument's Front Section that appears when you enter the NCVS instrument from Case Management is:

___ SHOW_CP_ROSTER

___ VERADD_CP

X START_CP

___ HHROSTER

(Page 11-1)

4. A **Group Quarters** is a type of living quarters where the residents share common facilities or where residents receive authorized care or custody.

(Page 11-3)

Continue with Lesson 12.

Lesson 12. NCVS Middle Section Basic Household Questions

Objective

The objectives of this lesson are to:

Explain the design and components of the Middle Section of the NCVS CAPI instrument.

Provide an overview of the items that make up the first part of the Middle Section of the survey instrument: questions about the characteristics of the sample unit and its members.

NCVS Middle Section

The Middle Section of the NCVS instrument is made up of four main parts or sets of questions. These include:

Questions about the characteristics of the sample unit and its members.

Screening questions designed to identify all crime incidents which occurred during the respondent's **6-month reference period**.

Incident questions designed to collect detailed information about each crime incident reported by a sample household member.

Other survey questions:

Socio-demographic questions about disability, citizenship, sexual orientation, gender identity, veteran status, employment, and household income.

Questions about use of telephone and contact information.

Questions about language requirements.

Basic Household Questions

The purpose of this first set of questions is to collect or update information about the characteristics of the household and its members. These questions are asked initially during the first interview and may be verified or updated in subsequent interviews. This part of the instrument contains questions about:

- the sample unit's tenure,
- each person's relationship,

- building characteristics and basic household information (names of all persons living in the household),
- household membership,
- birthday,
- age,
- marital status,
- sex,
- armed force status,
- education,
- ethnicity, and
- race.

The Basic Household Questions can be divided into two parts:

- Questions designed for the collection of household characteristics and
- Questions designed for the collection/updating of person level characteristics of the household roster.

Household Characteristics Questions about the characteristics of the sample unit include the following:

TENURE

Go to page B2-60 of your NCVS 550 Interviewing Manual for Field Representatives and look at the question screen shot at the top of the page. []

Item **TENURE** determines if the sample unit is owned or being bought, rented for cash, or occupied without payment of cash rent. You ask **TENURE** for each sample unit in the first, third, fifth, and seventh interview (enumeration) periods. This question is used to determine if people who own their own home are more or less victimized than people who rent. The reason for

asking this question four different times is that the tenure status could change.

STUDENTHOUSING

Go to page B2-62 of your NCVS 550 Interviewing Manual for Field Representatives and look at the screen shot for the **STUDENTHOUSING** question. []

This question determines if the sample unit is being used as student housing by a college or university. You ask or verify this question each enumeration period. The reason for asking or verifying this question each time is that the status of the housing unit could change between enumeration periods.

PUBLICHOUSING

The public housing question is asked during the odd numbered enumerations. This question determines if the sample unit is owned by a public housing authority, and is asked only if the sample unit is “Rented for cash” or “Occupied without payment of cash rent.”

To be considered public housing the unit must be in a **federally funded** project. A unit located in a building that is funded by a state or local government or part of a federal assisted program, such as VA (veteran), FHA (Federal Housing Authority), voucher, or certificate assisted housing is NOT considered public housing for the NCVS.

PUBLICHOUSINGMGR VERIFY

If you determine that the sample unit *is* in a building that is owned by a public housing authority, you must:

Locate the building manager and

Verify that this is correct and that the building is indeed owned by a public housing authority.

This verification should be done during the first enumeration period for incoming cases and in the third, fifth, and seventh interview periods for continuing cases (or replacement households).

INDIANRESERVATIONHU

This item asks if the sample unit is located on an American Indian Reservation or American Indian Lands. On page B2-65 of

your interviewing manual, read what is meant by an American Indian Reservation and American Indian Lands. The reading ends in the middle of page B2-66.

This screen only appears for you to ask during the sample unit's initial interview.

FARM SALES

FARM SALES is asked only during the first enumeration period interview. This question asks if sales of crops, livestock, and other farm products from the sample unit (or land on the sample unit's property) during the past 12 months were \$1,000 or more, or less than \$1,000. This item will be covered in more detail during classroom training.

ACCESS

Complete **ACCESS** by observation during your initial visit to the sample housing unit. This item is designed to indicate whether or not a sample household has direct access to their living quarters.

A living quarters has direct access when an occupant can either:

Enter his/her living quarters directly from the outside of the structure, or

Enter his/her living quarters from a common hall or lobby that is used by occupants of more than one unit.

If the only entrance to an occupant's living quarters is through a room or hall of another household's living quarters, then the living quarters does not have direct access. Therefore, the unit is not a separate housing unit and should be considered part of the housing unit through which access to it is gained.

TYPEOFHOUSINGUNIT

A housing unit (HU) is a group of rooms or a single room occupied as separate living quarters or intended for occupancy as separate living quarters. A housing unit may be occupied by a family or one person, as well as by two or more unrelated people who share the living quarters. For this item you will select a category that best describes the housing unit from one of the following types:

- ✓ House, apartment, flat

- ✓ HU in nontransient hotel, motel, etc.
- ✓ HU permanent in transient hotel, motel, etc.
- ✓ HU in rooming house
- ✓ Mobile home or trailer with no permanent room added
- ✓ Mobile home or trailer with one or more permanent rooms attached
- ✓ HU not specified above
- ✓ Quarters not HU in rooming or boarding house
- ✓ Unit not permanent in transient hotel, motel, etc.
- ✓ Unoccupied site for mobile home, trailer, or tent
- ✓ Student quarters in college dormitory
- ✓ Other unit not specified above

NUMBEROFUNITS

During your initial or first interview with a household, you need to determine how many housing units are in the structure. A structure is a separate building that either:

Has open space on all sides (*no other building attached to it*) or

Is separated from other structures by dividing walls that extend from ground to roof.

You can either ask the respondent this question if you have any doubt about the number of units in the structure or you can complete this item by observation.

DIRECTENTRANCETOUNIT

This question determines if there is some means of entering the sample unit directly from the outside, such as a door, patio doors, or windows, etc., on the ground level, or from outside stairs that lead directly to an outside entrance for the sample unit.

GATEWALLEDCOMMUNITY This question determines if access to the household's community requires some kind of special entry procedure and the community is surrounded by walls, fences, or other barriers to restrict entrance to the community's homes by non-residents of the community. Some resort and retirement communities are good examples of gated or walled communities.

RESTRICTEDACCESS This question determines if the household's unit is in a building that has restricted access that requires some type of special entry system, such as an intercom system where the occupants can identify and buzz in visitors or a security guard who monitors access into the building.

**Person Level
Characteristics**

After collecting basic information about the sample unit, you go through a series of questions that builds or updates the household roster or composition. You collect or update information on the names of all persons living in the household and their -

- sex,
- relationship to the reference person,
- household membership status,
- birthday and age,
- marital status
- armed forces status,
- education,
- ethnicity, and
- race.

You also select (or change, if necessary) the household's reference person. The reference person is one of the persons who owns or rents the sample unit AND who is normally 18 years of age or older. The reference person for the household can be the household respondent, but he/she does not have to be the household respondent.

This lesson does not go over each of the personal characteristic items, as these items are addressed in the practice exercise as well as during classroom training when you complete the practice interview exercises.

Household Roster

When building the household roster, list the names of:

- All persons living or staying at the sample unit at the time of your visit or telephone call, and
- Any persons who usually live there but are temporarily absent.

Go to pages B2-80 and B2-81 of your NCVS 550 Interviewing Manual for Field Representatives and read about who else to list. []

The **preferred** order for entering names when building the household roster is shown below. The order is by relationship to the reference person and is as follows:

- Reference person
- Husband or wife of reference person
- Unmarried children of the reference person or his/her spouse, starting with the oldest and ending with the youngest.
- Married sons and/or daughters of the reference person or his/her spouse followed by the married child's spouse, and each of their children (*oldest to youngest*)
- Other persons related to the reference person or his/her spouse.
- Lodgers and other nonrelatives staying at the sample address.

As you build the household roster, each person is assigned a unique line number. These numbers correspond to the order in which you list the occupants of a sample unit. The first person listed on the roster is always the reference person when first building a roster and therefore has a line number of one. In subsequent interviews, the reference person may not be the first person listed on the roster due to household roster changes.

These numbers are important since you use line numbers, rather than names, to refer to any household member when entering text in the screening questions about what happened

and in the incident summary. You refer to the first person as L1, the second person listed as L2, and so on. Since the survey sponsor periodically requests to review the entries in the screening items and summary reports, we want to ensure that no identifying information about the respondent or the household are entered, such as names, address, telephone numbers. The only time it is acceptable to include information such as names, phone numbers, address location directions, etc., is in the Case Level Notes, particularly for difficult, potential, and actual noninterview cases. The lack of such information can impact subsequent interviews and can also prevent your supervisor from effectively working on following up with household refusals.

RELATIONSHIP

In **RELATIONSHIP**, collect the precise relationship of all members of the household to the **reference person**, such as husband, wife, son, daughter, and so on.

HHMEMBER

After determining the person's relationship to the reference person, identify whether or not each person is a member of the household by asking, "**Does (person's name) usually live here?**"

HHMEMURE

If you discover in **HHMEMBER** that a person **does not** usually live at the sample unit, the instrument goes to **HHMEMURE** to find out whether the person has a usual place of residence elsewhere by asking,

"Does (person's name) have a usual place of residence elsewhere?"

If a person usually lives and sleeps at the sample address and does not have a usual residence elsewhere, he or she is a household member.

"Usual residents" include such persons as lodgers and servants who usually live at the sample address. Also included are persons who usually live at the address, but are temporarily away for some reason. However, do not consider students living away at school as "usual residents."

Now take out your NCVS-554, Information Card Booklet, and open it to Page 5. Look over this summary table designed to help you determine household membership.

HHLDCOVERAGE

This question: “**Have I missed anyone else living or staying (HERE/THERE) such as any babies, any lodgers, or anyone who is away at present traveling or in the hospital?**” is asked each time the household is interviewed to ensure that we do not omit persons who may have moved into the household since the previous interview. Many household respondents forget to mention babies, lodgers, and visitors when asked about persons staying at their home.

Once you determine that the listing of persons in the household roster is complete, you will select a household respondent. This is the household member at the sample address who is answering the questions about the household for the current enumeration period and is one of the household members who is most knowledgeable about household matters. In most cases, this person must be at least 18 years of age.

SP_ORIGIN

This question: “**Are you Spanish, Hispanic, or Latino?**” is asked of each household member to determine if the person is Spanish, Hispanic or Latino. Go to Page B2-119 of your NCVS 550 Interviewing Manual for Field Representatives and scan the list of groups, in the middle of the page, which distinguishes a person as being Spanish, Hispanic or Latino. []

Now open your NCVS-554 Information Card Booklet to Page 8 and look at the Hispanic Origin flash card. During a personal visit interview, show this flash card to the respondent as you ask this item. For Spanish-speaking respondents show the Hispanic Origin flash card on Page 9. During telephone interviews you must read the categories to the household respondent. []

SP_ORIGIN is asked of each household member during the initial visit and when a new person is added to the household during subsequent interviews.

RACE

This question is asked of the household respondent to choose one or more races that each household member considers himself/herself to be. It is asked separately for each household member and allows up to five different races to be reported for each household member. You also ask this race question during subsequent enumeration periods when a new person is added to the household.

During a personal visit interview, show the respondent the Race flash card on Page 10 in your NCVS-554 Information Card Booklet. For Spanish-speaking respondents show this the Race flash card on Page 11. During telephone interviews you must read the categories to the household respondent.

Take a moment now to look over this flash card. []

The Office of Management of Budget requires that the collection of data on race be based on self-identification. Therefore, you MUST ask this question for each household member even when the race of the respondent may seem obvious. If a respondent refuses to answer the race question, do NOT fill it by observation.

ROSTERREVIEW

When you have completed the demographic questions in the NCVS instrument for all household members, the **ROSTERREVIEW** screen appears. At this screen, you can make changes to some of the demographic information you entered, such as the respondent's name, relationship, or sex. You will have the opportunity to make changes to the household roster later in training.

Review Exercise

Complete the review exercise for this lesson that starts on the following page. Compare your answers to the answer key, which follows the review exercise, and continue with Lesson 13.

Lesson 12 - Review Exercise

1. The tenure question determines if the sample unit is owned or being bought, rented for cash, or occupied without payment of cash rent.

TRUE

FALSE

2. To be considered public housing for the NCVS, a unit can be located in a building that is funded by the Federal government, a state or local government, or part of a federal assisted program.

TRUE

FALSE

3. The _____ is one of the persons who owns or rents the sample unit AND who is normally ___ years of age or older.

4. When building the household roster, the household respondent is always the first person listed.

TRUE

FALSE

5. You discover that a sample unit's garage was converted into an apartment. The only entrance to the apartment is through the kitchen of the sample unit. (**Mark the correct answer.**)

___ The apartment has direct access and is considered a separate housing unit from the sample unit through which access to it is gained.

___ The apartment does not have direct access but is considered a separate housing unit from the sample unit through which access to it is gained.

___ The apartment has direct access but is not a separate housing unit from the sample unit through which access to it is gained.

___ The apartment does not have direct access and is not a separate housing unit from the sample unit through which access to it is gained.

6. The household roster should include all persons living or staying at the sample address at the time of the interview, including visitors and other persons who are not household members, but are in the sample unit and have stayed at the sample address at least _____ before the interview.
7. As you build the household roster, each person is assigned a unique line number. These numbers correspond to the order in which you list the occupants of a sample unit.

TRUE

FALSE

Compare your answers to the answer key on the next page(s).

Lesson 12 - Answer Key

1. The tenure question determines if the sample unit is owned or being bought, rented for cash, or occupied without payment of cash rent.

TRUE
(Page 12-2)

2. To be considered public housing for the NCVS, a unit can be located in a building that is funded by the Federal government, a state or local government, or part of a federal assisted program.

FALSE
(Page 12-3)

3. The reference person is one of the persons who owns or rents the sample unit AND who is normally **18** years of age or older.

(Page 12-6)

4. When building the household roster, the household respondent is always the first person listed.

FALSE
(Page 12-6–12-7)

5. You discover that a sample unit's garage was converted into an apartment. The only entrance to the apartment is through the kitchen of the sample unit. **(Mark the correct answer.)**

- The apartment has direct access and is considered a separate housing unit from the sample unit through which access to it is gained.
- The apartment does not have direct access but is considered a separate housing unit from the sample unit through which access to it is gained.
- The apartment has direct access but is not a separate housing unit from the sample unit through which access to it is gained.
- The apartment does not have direct access and is not a separate housing unit from the sample unit through which access to it is gained.

(Page 12-4)

6. The household roster should include all persons living or staying at the sample address at the time of the interview, including visitors and other persons who are not household members, but are in the sample unit and have stayed at the sample address at least **one night** before the interview.

(NCVS-550, page B2-80)

7. As you build the household roster, each person is assigned a unique line number. These numbers correspond to the order in which you list the occupants of a sample unit.

TRUE

(Page 12-7)

Continue with Lesson 13

Lesson 13. The NCVS Middle Section NCVS Screen Questions

| | |
|---|---|
| Objective | <p>The objectives of this lesson are to:</p> <p>Explain the design of the second component of the Middle Section of the NCVS CAPI instrument.</p> <p>Provide an overview of the items that make up this section of the instrument.</p> |
| NCVS Screen Questions | <p>The second component of the Middle Section of the NCVS instrument is comprised of screening questions. These questions are referred to as the screening items of the NCVS instrument.</p> <p>These questions can be subdivided into three parts:</p> <p>Mobility Questions Business Operated from Sample Address Questions Crime Screen Questions.</p> <p>Discussion of the individual questions within each set will be covered in detail during the classroom training.</p> |
| Mobility Question: TIMEATADDRESS | <p>TIMEATADDRESS is the first question in the screening section of the NCVS instrument and is used to determine the length of <i>continuous time</i> the respondent has lived at the sample address.</p> |
| Business at Sample Address: BUSINESS | <p>You ask the BUSINESS question only of the household respondent to determine if a sample household member operates a business from the sample address. If a business is operated from the sample address you will next need to determine if the business is a recognizable or unrecognizable business. Knowing this distinction is important for the following reasons:</p> <p>We keep crime incidents that involve property stolen from an unrecognizable business, but</p> <p>We do NOT keep crime incidents that ONLY involve property stolen from a recognizable business.</p> |

Go to Topic 2 in Part B, Chapter 3 of your NCVS-550 Interviewing Manual for Field Representatives and read about recognizable and unrecognizable businesses on pages B3-7 and B3-8. []

Crime Screen Questions

These screen questions cover a wide variety of situations. They are designed to stimulate respondent recall of incidents by providing concrete examples of the kinds of crimes typically reported for the NCVS that could be overlooked by respondents. These screen questions ensure that we collect ALL incidents of crimes in a sample household that occurred during each respondent's **6-month reference period**.

All eligible NCVS respondents are asked questions about crime incidents for which they may have been a victim. However, the household respondent is asked a few additional screen questions about crimes against the household, as well as personal and property crimes committed against the household respondent. The additional questions cover:

Things stolen from outside the house, such as lawn furniture or a garden hose.

Things stolen from a household member under 12 years of age, such as a bicycle stolen from the home's driveway.

Break-ins, attempted break-ins, or illegal entries at the sample address or at a hotel, motel, or vacation home where the respondent was staying.

The total number of motor vehicles owned by the entire household during the six months prior to the interview.

Thefts or attempted thefts of motor vehicles owned by the household including gasoline and motor vehicle parts.

If in the screen questions a respondent reports an incident that involves an attack or a threat of attack, or a theft or attempted theft, you collect details about the incident later in the Crime Incident Report section of the instrument.

Go to Page B3-9 in your NCVS-550 Interviewing Manual for Field Representatives on the laptop now and read about the crime screen questions. The reading ends on Page B3-29. []

Review Exercise

Complete the review exercise for this lesson that starts on the following page. Compare your answers to the answer key which follows the review exercise and continue with Lesson 14.

Lesson 13 - Review Exercise

1. The Crime Screen Questions asked of the household respondent include additional questions about the household such as attempted break-ins or illegal entries.

TRUE

FALSE

2. A business operated from a sample unit by a household member is considered recognizable if: **(Mark all that apply.)**

There is a business sign visible from outside the sample unit.

The business is advertised in a newspaper, magazine, telephone book, or on the Internet.

A business sign must be located on the sample household's property.

There is a vehicle parked in the housing unit's driveway or in front of the sample unit that carries the business logo on it.

3. Crime incidents involving property stolen from a/an _____ business are kept for the NCVS.

TRUE

FALSE

4. The two parts of the screener question are referred to as the "question stem" and the "screener cues."

TRUE

FALSE

Compare your answers to the answer key on the next page(s).

Lesson 13 - Answer Key

1. The Crime Screen Questions asked of the household respondent include additional questions about the household such as attempted break-ins or illegal entries.

TRUE

(Page 13-2)

2. A business operated from a sample unit by a household member is considered recognizable if: **(Mark all that apply.)**

There is a business sign visible from outside the sample unit.

The business is advertised in a newspaper, magazine, telephone book, or on the Internet.

A business sign must be located on the sample household's property.

There is a vehicle parked in the housing unit's driveway or in front of the sample unit that carries the business logo on it.

(NCVS-550, Pages B3-7 and B3-8)

3. Crime incidents involving property stolen from a/an **unrecognizable** business are kept for the NCVS.

TRUE

(Page 13-1)

4. The two parts of the screener question are referred to as the "question stem" and the "screener cues."

TRUE

(NCVS-550, Page B3-9)

Continue with Lesson 14.

NOTES

Lesson 14. The NCVS Middle Section Crime Incident Report

Objective

The objectives of this lesson are to:

- Explain the design of the third component of the Middle Section of the NCVS CAPI instrument.
- Provide an overview of the items that make up this section of the instrument.

Crime Incident Report Questions

This third component of the NCVS instrument is designed to collect detailed information about each crime incident reported by each sample household member. It is important to record accurate and complete information about each reported crime incident to give a clear picture of what happened during the incident.

In most cases, you complete a separate set of crime incident report questions for each crime incident that a household member reports during his/her 6-month reference period. The only exception is a series of crimes which we will discuss in your classroom training.

Kinds of Information Collected

When you complete the Crime Incident Report section of the NCVS instrument, **you ask the respondent about:**

- When the crime incident took place;
 - Where the crime incident occurred;
 - Whether the respondent or other household members were present when the incident happened;
 - How the crime incident was committed;
 - What injuries the respondent may have suffered as a result of the crime incident;
 - What actions the respondent took and whether those actions helped the situation in any way;
 - Who committed the crime;
-

- Whether property that was stolen or damaged during the crime incident will be covered by insurance; and
- Whether the police were informed.

You also ask whether or not the respondent:

- Had a job or business at the time of the incident; and
- Has any reason to suspect that the incident was a hate crime or crime of prejudice or bigotry; and

Later in this self-study as well as during classroom training, we will discuss the crime incident report items in detail. For this lesson, we will highlight just a few of these items.

OFFENDERLIVE

When the respondent tells you that the incident happened in his/her own home, in a detached building on his/her property, in a vacation home or second home, or in his/her hotel/motel room, you must determine whether or not the offender had a *legal right* to enter the respondent's home or lodging by asking:

Did the offender live (here/there) or have a right to be (here/there), for instance, as a guest or a repair person?

An offender has a legal right to enter a respondent's home or lodging when the offender:

- ✓ Was living or staying with the respondent at the time of the incident

OR

- ✓ Had the right to be in the home or lodging or had permission at the time of the incident to be inside the home or lodging, such as a maid from a cleaning service or a hotel maid, a babysitter, nurse, salespersons, friend, and so on. However, the offender must not have entered the sample unit fraudulently by misrepresenting his/her purpose to enter the dwelling.

RESTRICTEDAREA

When an incident happened in a commercial place, parking lots or garages, or on school property you determine if the incident happened in a restricted area by asking:

Did the incident happen in an area restricted to certain people or was it open to the public at the time?

A “restricted area” is one which only certain people are allowed to enter without being considered trespassers. An area “open to the public” at the time of the incident is one in which anyone has a right to enter the place.

HHMEMBERPRESENT

Understanding whether or not the respondent or any other current member of the household was “**present**” during an incident is a *very important part of the Crime Incident Report interview.*

For the NCVS, “presence” during an incident is intended to determine whether any household member at the time of the interview:

- ✓ Was at the **immediate scene** of the crime during the incident; and
- ✓ Was in a place that was reachable by the offender so that the offender could have or did attack, threaten to attack, or stolen something directly from the household member.

ATTACK

Ask **ATTACK** to determine if the respondent was actually attacked during the incident. In other words, there was some type of **physical contact** between the offender and the respondent.

TRYATTACK

Ask **TRYATTACK** to determine if the offender tried to attack the respondent during the incident, but did NOT have any physical contact with the respondent. If there is any question in your mind whether or not the offender tried to attack the respondent, go with the respondent's perception.

THREATEN

Ask the question in Item **THREATEN** to determine whether the offender made a **face-to-face verbal threat to physically harm the respondent** during the incident. Both the respondent and the offender must be present and the threat must be voiced by the offender directly to the respondent.

Do NOT include threats made by:

- x Telephone,
- x Letter,

- x Electronic mail or on the internet,
- x FAX machine, or
- x Threats delivered by someone other than the offender.

INJURY

Ask **INJURY** to determine if the respondent experienced any personal injuries during the attack and, if so, to identify what type of bodily injuries were suffered from the incident. Do not include mental or emotional suffering as an injury.

POLICEINFORMED

Item **POLICEINFORMED** is used to determine whether the police are aware that this incident took place, regardless of how they found out about it. For the NCVS, consider the police to be all regular police officers at the city, county, State, or Federal government level, as well as officers who work for sheriff's departments. Also include officers working for specialized police forces who are authorized to make arrests in a special area or jurisdiction (for example, campus police, park police, transit police, harbor police, and airport police).

For the NCVS, exclude as police officers any security forces, building guards, prison guards, fish and game wardens, fire marshals, and all others **who do not have the authority to make police arrests.**

SUMMARY

SUMMARY is designed for you to summarize all of the pertinent facts surrounding a reported crime incident. Each summary report must be written so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized. This field allows a maximum of 300 characters.

Include in the summary report any details that you feel are not evident from the answers in the incident report items. This is very important because, before sending a case for processing, editors often need more specific details than they can get from other entries for the incident report items. When this happens, they must rely on what is written in your summary report.

As you write your summary report, be careful not to use misleading words or phrases that may raise more questions about the incident, instead of clarifying what really happened. Also, when writing the summary it is very important that you refer to

respondents by their line number, such as L1, L2, L3 and so forth and not by their name. Since the survey sponsor periodically requests to review the summary reports, we want to ensure that no identifying information about the respondent or the household, such as names, address, telephone numbers, are entered in the summary.

Other Incident Questions We will cover some of the other incident report items in detail during the classroom training.

Probing As you ask the detailed crime incident questions, there may be times when you need to probe for more information. At other times, you only need to verify answers.

You may encounter situations when the respondent gives an answer that does not quite fit the question. Probing is a technique in which you casually get the respondent to provide an answer that meets the question's objective. At these times, you must ask one or more probing questions. Whenever the respondent's answer is not relevant to the question or the answer is unclear or incomplete, probe to get the required information.

Sometimes probes are displayed for you to ask the respondent when probing is necessary. These are called structured probes.

For example, for item **FARFROMHOME**, the question text incorporates a structured probe.

How far away from home did this happen?

Probe: Was it within a mile, 5 miles, 50 miles or more?

This probe asks a more specific question than the original, more general, question. It is worded so that we can get a more accurate answer from the respondent.

For item **WHATHAPPEN**, the following probe appears only if the respondent states he/she experienced unwanted sexual contact with force.

You mentioned some type of unwanted sexual contact with force. Do you mean forced or coerced sexual intercourse including attempts?

This probe is necessary in order to determine if the unwanted sexual contact actually is an incident of rape.

Ways to Probe

If a probe is not displayed for a particular question, there are many ways to probe, including:

- Repeating the question;
- Pausing to give the respondent time to think;
- Asking for more information to find out what the respondent means;
- Stressing the generality of the question by asking for an estimate;
- Zeroing in (*In the example you just read, "How far away from home did this happen?"*, you would probe by asking, "Was it within a mile, 5 miles, 50 miles or more?").

Probes Must Not Suggest Responses

As an FR, you may often think that you know what respondents mean, how they feel, and what their real opinion is, even though they have not expressed these feelings.

Do not assume and suggest an answer when you are probing. Avoid any comments that may lead a respondent to an answer. Probes must always be **NEUTRAL**.

Do Not Over Probe

Since probes, by nature, tend to press or challenge a respondent, limit your use of probes so that they do not have an adverse effect on the interview. Unless indicated in the questionnaire, only use probes when necessary to clarify a response.

Once the respondent has answered your question, do not continue to probe. You can avoid over-probing by knowing the question's objective. If you understand the main purpose for asking the question, then you will know when the respondent has answered it appropriately.

Review Exercise

Complete the review exercise for this lesson that starts on the following page. Compare your answers to the answer key which follows the review exercise, then continue with Lesson 15.

Lesson 14 - Review Exercise

1. In most cases, you complete a separate set of crime incident report questions for each crime incident that a household member reports during his/her 12-month reference period.

TRUE FALSE

2. Collecting details about a reported crime incident is important so that we have a clear picture of what happened during the incident.

TRUE FALSE

3. An offender has the right to be in the respondent's home if: *(Mark all that apply)*

He was living or staying with the respondent when the incident happened.

Pushed his way into the dwelling when the respondent answered the door.

Was let into the dwelling by a child even though the parents would not have allowed access to the offender.

Had permission to enter the respondent's home because he was a repairman who was called to fix the kitchen sink.

Had permission to enter the respondent's home even though he fraudulently misrepresented himself as a repair person.

4. To be considered present during an incident, the household member must be at the _____ of the crime during the incident and was in a place that was reachable by the offender so that the offender could have or did attack, threaten to attack, or stolen something directly from the household member.

5. An area that is _____ is one which only certain people are allowed to enter without being considered trespassers.

6. Probing is a technique in which you casually get the respondent to provide an answer that meets the question's objective.

TRUE FALSE

7. Threats by an offender to physically harm the respondent includes face-to-face verbal threats as well as those made over the telephone.

TRUE FALSE

8. The _____ screen is designed for you to summarize all of the pertinent facts surrounding a reported crime incident.

9. How do you complete the **POLICEINFORMED** question, which asks “Were the police informed or did they find out about this incident in any way?” if the respondent states that she reported the theft of her purse to the building’s security guard?

_____ **Yes** (*Police informed*)

_____ **No** (*Police not informed*)

_____ **Don’t know**

Compare your answers to the answer key on the next page(s).

Lesson 14 - Answer Key

1. In most cases, you complete a separate set of crime incident report questions for each crime incident that a household member reports during his/her 12-month reference period.

FALSE
(Page 14-1)

2. Collecting details about a reported crime incident is important so that we have a clear picture of what happened during the incident.

TRUE
(Page 14-1)

3. An offender has the right to be in the respondent's home if: (**Mark all that apply**)

He was living or staying with the respondent when the incident happened.

Pushed his way into the dwelling when the respondent answered the door.

Was let into the dwelling by a child even though the parents would not have allowed access to the offender.

Had permission to enter the respondent's home because he was a repairman who was called to fix the kitchen sink.

Had permission to enter the respondent's home even though he fraudulently misrepresented himself as a repair person.

(Pages 14-2, 14-3)

4. To be considered present during an incident, the household member must be at the **immediate scene** of the crime during the incident and was in a place that was reachable by the offender so that the offender could have or did attack, threaten to attack, or stolen something directly from the household member.

(Page 14-3)

5. An area that is **restricted** is one which only certain people are allowed to enter without being considered trespassers.

(Page 14-3)

6. Probing is a technique in which you casually get the respondent to provide an answer that meets the question's objective.

TRUE
(Page 14-5)

7. Threats by an offender to physically harm the respondent includes face-to-face verbal threats as well as those made over the telephone or internet.

FALSE
(Page 14-3)

8. The **SUMMARY** screen is designed for you to summarize all of the pertinent facts surrounding a reported crime incident.

(Page 14-4)

9. How do you complete the **POLICEINFORMED** question, which asks "Were the police informed or did they find out about this incident in any way?" if the respondent states that she reported the theft of her purse to the building's security guard?

Yes (*Police informed*)

No (*Police not informed*)

Don't know
(Page 14-4)

Continue with Lesson 15.

Lesson 15. The NCVS Middle Section Other Survey Questions

Objective

The objectives of this lesson are to:

- Explain the design of the fourth component of the Middle Section of the NCVS CAPI instrument.
- Provide an overview of the items that make up this section of the instrument.

Additional NCVS Questions

The fourth component of the Middle Section of the NCVS instrument is made up of questions about:

1. Disability
2. Citizenship
3. Sexual Orientation
4. Gender Identity
5. Veteran Status
6. Employment
7. Total Household Income
8. Use of Telephone and Contact Information
9. Language requirements

Disability Questions

The disability questions are asked of each respondent 12 years of age or older except **LEAVING_HOME** which is asked of those 15 years of age or older. They are asked at the first, third, fifth and seventh enumeration periods or if never asked before. Research has shown that people with disabilities may be more vulnerable to crime victimization. This series of questions asks about impairments or disabilities the respondent has. The reason for asking these questions more than once is that the status of disability could change over time.

Go to page B3-33 of your NCVS 550 Interviewing Manual for Field Representatives and review the disability questions. []

Citizenship Question

The citizenship question is asked of each respondent 12 years of age or older. It is asked at the first interview. If the respondent reports being a citizen, it is not asked again. If the respondent does not report being a citizen, it is asked again at the next enumeration since non-citizen status may change. The reason for asking this question is to research if citizens have different rates of crime victimization than non-citizens.

Go to page B3-34 of your NCVS 550 Interviewing Manual for Field Representatives and review the citizenship question. []

Sexual Orientation Questions

A sexual orientation question is asked of all ~~persons~~ 16 years of age or older at the first, ~~third, fifth, and seventh~~ interview or if never asked before. There are two versions of the question that differ slightly. What version you ask a respondent depends on the sex recorded on the household roster for that individual. This question will not be asked if the interview is being conducted by a proxy.

The sexual orientation question does not follow the standard NCVS probing guidelines. **Do NOT mark this question by observation or probing. Answers to this question must be obtained strictly through self-identification; meaning that you must ask the question even if you think you know the answer.**

Open your NCVS-554, Information Card Booklet, to Page 12 and look over the sexual orientation flash card. This flash card is also provided in Spanish on Page 13. []

During personal visit interviews, show the respondent the flash card as you ask the question.

Respondents may ask why you are asking them this question. Refer to the FAQ tab in the instrument and read the answer to the respondent.

Go to page B3-36 of your NCVS 550 Interviewing Manual for Field Representatives and carefully review the information on the sexual orientation questions. []

Gender Identity Questions The gender identity questions are asked of all ~~persons~~ 16 years of age or older at the first, ~~third, fifth, and seventh~~ interview or if never asked before. These questions will not be asked if the interview is being conducted by a proxy.

The gender identity questions do not follow the standard NCVS probing guidelines. Like the sexual orientation question, **do NOT mark this question by observation or probing. Answers to this question must be obtained strictly through self-identification; meaning that you must ask the question even if you think you know the answer.**

Open your NCVS-554, Information Card Booklet, to Page 14 and look over the gender identity flash card. This flash card is also provided in Spanish on Page 15. []

During personal visit interviews, show the respondent the flash card as you ask the question.

Respondents may ask why you are asking them this question. Refer to the FAQ tab in the instrument and read the answer to the respondent.

Go to page B3-40 of your interviewing manual and carefully review the information on the gender identity questions. []

Veteran Status Questions The veteran status questions are asked of each respondent 18 years of age or older. After the first interview, it is only asked again of those 18 to 39 years of age who previously did not report being in the military as their status may change.

Go to page B3-44 of your interviewing manual and review the veteran status questions. []

Employment Questions The employment questions are asked of each respondent who is 16 years of age or older. These questions are used to determine if the respondent had a job or worked at a business during the week prior to the interview. We also determine the type of job and the type of area in which the person is working. These questions are asked to identify those jobs which may increase or decrease a person's likelihood of becoming a crime victim.

Open your NCVS-554, Information Card Booklet, to Page 16 and look over the employment flash card. This flash card is also provided in Spanish on Page 17. []

During personal visit interviews, show the respondent the flash card as you ask the question and ask the respondent to choose the category which best describes his/her job. During telephone interviews, read the main employment categories until you get a "Yes" answer. Then read the subcategories contained within the main category selected.

Total Household Income

During the first, third, fifth and seventh enumeration periods you ask the household respondent the household income (**HOUSEHOLDINCOME**) question. During the first interview with a household, show the household respondent the flashcard on Page 18 of the Information Card Booklet (Page 19 for Spanish) and allow the respondent time to read the categories, make an estimate, and respond. For telephone interviews, read each of the following categories until the respondent identifies the appropriate income category.

Less than \$5,000
\$5,000 - \$7,499
\$7,500 - \$9,999
\$10,000 - \$12,499
\$12,500 - \$14,999
\$15,000 - \$17,499
\$17,500 - \$19,999
\$20,000 - \$24,999
\$25,000 - \$29,999
\$30,000 - \$34,999
\$35,000 - \$39,999
\$40,000 - \$49,999
\$50,000 - \$74,999
\$75,000 - \$99,999
\$100,000 - \$149,999
\$150,000 - \$199,999
\$200,00 or more

The purpose of this question is to determine the TOTAL combined income of all members of the HOUSEHOLD during the past 12 months. This includes:

- Income received from jobs
- Net income from business, farm or rent
- Pensions
- Dividends and interest
- Social Security payments
- Alimony and child support
- Public assistance
- Any other money income received by members of the household who are **14 years of age or older**.

We do not need the respondent to identify the actual total household income just the income range. We are interested in the household's combined income during the 12 months immediately preceding the date of interview, not the last calendar year unless they happen to coincide.

Use of Telephone and Contact Information

At the end of your first interview with a sample household, you ask the household respondent about the presence of a telephone in the sample unit. Also, ask what the telephone number is, and whether a telephone interview is acceptable. You may need to explain to the respondent the reason for asking these questions. You can tell a household respondent that:

- In order to limit survey costs, future interviews should be conducted by telephone whenever possible.
- We need the household's telephone number to:
 - ✓ Make appointments to call other household members who are not present during your initial visit to their interview.
 - ✓ Re-contact respondents to obtain any missing information that a respondent may be unable to supply during an interview.

You can also record the best time to call or visit the household by accessing the Interview Time Preferences screen by pressing "CTRL" + "T." Collecting this information ensures that we contact each household at an acceptable time of day. You will practice using the Interview Time Preferences during classroom training.

After each respondent's interview, you also have the ability to collect phone numbers for each individual respondent.

Language Questions

The last questions in the Middle Section of the NCVS instrument pertain to language needs. These questions ask if the respondent's NCVS interview was conducted in a language other than English, and if so, what language.

Review Exercise

Complete the review exercise for this lesson that starts on the following page. Compare your answers to the answer key, which follows the review exercise, then continue with Lesson 16.

Lesson 15 - Review Exercise

1. Answers to the sexual orientation and gender identity questions can be marked by observation if obvious?

TRUE

FALSE

2. What resources are available in the instrument to help with questions from respondents on the sexual orientation and gender identity questions?

_____ Verbatim response to read if asked, "Why are you asking me this question?" in the FAQ tab.

_____ Definitions of terms used in the question in gray text on the question screen.

_____ Definitions of sexual orientation, gender identity, and terms used in the questions in the FAQ tab.

_____ all of the above

3. The employment questions are asked of each respondent who is 12 years of age or older.

TRUE

FALSE

4. When asking the household respondent the household income question, only include income received from jobs.

TRUE

FALSE

5. The TOTAL combined household income includes money income received:
- during the 6 months preceding the interview by all members of the household who are 12 years of age or older.
 - during the 6 months preceding the interview by all members of the household who are 14 years of age or older.
 - during the 6 months preceding the interview by all members of the household who are 16 years of age or older.
 - during the 12 months preceding the interview by all members of the household who are 12 years of age or older.
 - during the 12 months preceding the interview by all members of the household who are 14 years of age or older.
 - during the 12 months preceding the interview by all members of the household who are 16 years of age or older.
6. One reason why questions are asked about the presence of a telephone in the sample unit and whether a telephone interview is acceptable is so you are able to conduct future interviews with the sample household by telephone in order to save survey costs.

TRUE

FALSE

Compare your answers to the answer key on the next page(s).

Lesson 15 - Answer Key

1. Answers to the sexual orientation and gender identity questions can be marked by observation if obvious?

FALSE

(Page 15-2 and 15-3)

2. What resources are available in the instrument to help with questions from respondents on the sexual orientation and gender identity questions?

Verbatim response to read if asked, "Why are you asking me this question?" in the FAQ tab.

Definitions of terms used in the question in gray text on the question screen.

Definitions of sexual orientation, gender identity, and terms used in the questions in the FAQ tab.

all of the above

(NCVS-550, Pages B3-36 and B3-40)

3. The employment questions are asked of each respondent who is 12 years of age or older.

FALSE

(Page 15-3)

4. When asking the household respondent the household income question, only include income received from jobs.

FALSE

(Pages 15-4 and 15-5)

5. The TOTAL combined household income includes money income received:
- during the 6 months preceding the interview by all members of the household who are 12 years of age or older.
 - during the 6 months preceding the interview by all members of the household who are 14 years of age or older.
 - during the 6 months preceding the interview by all members of the household who are 16 years of age or older.
 - during the 12 months preceding the interview by all members of the household who are 12 years of age or older.
 - during the 12 months preceding the interview by all members of the household who are 14 years of age or older.
 - during the 12 months preceding the interview by all members of the household who are 16 years of age or older.
- (Pages 15-4 and 15-5)**
6. One reason why questions are asked about the presence of a telephone in the sample unit and whether a telephone interview is acceptable is so you are able to conduct future interviews with the sample household by telephone in order to save survey costs.
- TRUE**
(Page 15-5)

Continue with Lesson 16.

Lesson 16. The NCVS Back Section

Objective

The objectives of this lesson are to:

- Explain the design of the Back Section of the NCVS CAPI instrument.
- Provide an overview of the items that make up the back part of the survey instrument.

Introduction

The Back Section of the NCVS instrument is designed to guide you through screens for:

- Setting appointments.
- Recording information, such as telephone numbers, best time to call, and whether there are any language or hearing problems
- Recording the incomplete status (either Refusal/Callback /Breakoff) of a respondent's interview.
- Entering case level notes to record appointments for an individual respondent other than the household respondent.
- Thanking the respondent for completing the interview.

The information you enter in the back of the instrument is fed back into Case Management and appears in Case Management after you exit the case. Now let's review some of the main screens you see when you enter the Back Section of the instrument.

REFCBBREAK_CP

When you terminate an interview by pressing the F10 key or clicking on the F10 tab, the instrument goes to **REFCBBREAK_CP**. This item asks you if the interview ended because of a refusal, a callback is needed to complete the interview, if a breakoff occurred (for example, if the respondent hung up the telephone), or there was some other problem you encountered.

If you indicate that you need to call the respondent back to complete the interview, the instrument goes to **APPT** during a household respondent's interview; to **PERSAPPT** when interviewing individual respondents.

APPT

At **APPT** you set an appointment to conduct or complete the interview with the household respondent. Ask the respondent for a date and time that is best to complete the interview.

THANKYOU_CP

At **THANKYOU_CP**, thank the respondent for his/her participation in the survey. For all sample cases (except those that are in sample for the last time), you tell respondents that they will be contacted again in six months. Read the text displayed at **THANKYOU_CP**:

"Six months from now we will be contacting you again. Thank you for your time. You've been very helpful."

For cases that have completed their final interview, tell respondents that this is their last interview. Read the text displayed at **THANKYOU_CP**:

"This is the last regularly scheduled interview for this household, for the National Crime Victimization Survey. Thank you for your participation in this survey."

At **THANKYOU_CP** you also tell the respondent that a supervisor may call them to conduct reinterview. You may have to explain to respondents that reinterview is a quality control measure on interviewing. In reinterview, a sample of interviewed households are recontacted shortly after the original interview is completed and interviewed again. The purpose of the reinterview program is to deter and detect falsification by survey enumerators or FRs.

Review Exercise

Complete the review exercise on the next page. Compare your answers to the answer key that follows the review exercise, then continue with Lesson 17.

Lesson 16 - Review Exercise

1. The Back Section of the NCVS instrument is designed to guide you through screens for:
(Mark all that apply.)

- Setting appointments.
- Updating sample address, mailing address, and telephone number information for the household with the household respondent.
- Recording information, such as telephone numbers, best time to call, and whether there are any language or hearing problems.
- Making contact with a household respondent or an individual respondent.
- Thanking the respondent for his/her participation.
- Recording the incomplete status of a household respondent's interview.

2. When you terminate an interview by pressing the key, the instrument proceeds to _____.

3. The information you enter in the back of the instrument is retained within the survey instrument and not fed back into Case Management.

TRUE

FALSE

4. The purpose of the _____ program is to _____ and _____ falsification by field representatives.

Compare your answers to the answer key on the next page(s).

Lesson 16 - Answer Key

1. The Back Section of the NCVS instrument is designed to guide you through screens for:
(Mark all that apply.)

Setting appointments.

Updating sample address, mailing address, and telephone number information for the household with the household respondent.

Recording information, such as telephone numbers, best time to call, and whether there are any language or hearing problems.

Making contact with a household respondent or an individual respondent.

Thanking the respondent for his/her participation.

Recording the incomplete status of a household respondent's interview.
(Page 16-1)

2. When you terminate an interview by pressing the **F10** key, the instrument proceeds to **REFCBBREAK CP.**

(Page 16-1)

3. The information you enter in the back of the instrument is retained within the survey instrument and not fed back into Case Management.

FALSE
(Page 16-1)

4. The purpose of the **reinterview** program is to **deter** and **detect** falsification by field representatives.

(Page 16-2)

Continue with Lesson 18.

Lesson 17. Practice Interview

Objective

During this lesson, you will have the opportunity to familiarize yourself with the NCVS CAPI instrument by going through a practice interview. Since this is your first attempt at completing an NCVS CAPI interview, this interview will be much simpler than most of your actual interviews will be. The purpose of this self-study interview is to make you more familiar with the instrument. Concentrate on mastering navigation of the NCVS instrument and understanding the NCVS questions during your classroom training session.

Caution

To keep things simple, go straight through the scripted interview. **DO NOT** attempt to jump around to different sections or to enter "Don't Know" and "Refused" answers unless instructed in the interview. If you follow the instructions throughout this lesson, you should not have any problems.

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 will take you to the previous question so you can change the answer. If you enter an invalid response by mistake you may get a pop-up screen telling you that the value entered is invalid. Click the "OK" button or press the Esc (Escape) key to return to the question, then enter the correct answer.

What do I do when I have questions?

Write down any questions or comments you have while completing this interview on the pages at the end of this lesson and mention them during classroom training. Remember to write down the screen name if your question or comment pertains to a particular screen.

Follow the Instructions

Complete this practice interview in its entirety. The script includes the survey questions, statements, etc., that you, as the FR, will read as well as the respondent's answers. Throughout this interview, you will see "FR" used to indicate what you, the field representative, should say or do, and an "R" is used to indicate what the respondent's answers are. Below each FR and R exchange, the information to enter is in bold and parentheses. In order for a response to be recorded, you must press the ENTER key. All instructions to you are written in bold.

Access Training Case Management

Your practice interview is in Mobile Case Management Training. To access your cases:

- Click on the MCM Training Icon
- Click on the top right Training/ Manuals Tab (purple)
- Click on LCM Training
- Use the up or down arrow key on your keyboard to highlight “NCVS” on the “Survey List” that is displayed in the “Survey Selection Dialog box.”
- Click the OK button or press Enter.
- When the Training Case Management main screen appears, make sure that “NCVS Classroom” training is highlighted using the **up** or **down arrow** key.

Your NCVS 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 are already installed you will see an **N** in the “Need to Install” column. Otherwise, a **Y** appears in that column.

If you need to install your cases, 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, press Enter to proceed.



******If you have trouble installing the training cases, notify your supervisor. It's important to complete the practice exercise in this lesson before you go to classroom training.******

- Press **F8** to enter Training Case Management.

Access Your Case

For this practice interview, highlight the address **508 NEIL ST** and press **F2**.

DO NOT at any time get into the other households listed in your Case List as these cases will be used during classroom training.

Also, after completing this practice exercise, **DO NOT** restart or re-install your training cases since doing so will delete the information you entered for this practice interview.

At the “NCVS Selected Case Confirmation Screen,” **press Enter** (or click OK).

TRAININGCASE

The first screen you see when accessing a training case is Item **TRAININGCASE**. When you are conducting a live interview with a production case this screen does not appear.

START_CP

(Enter 1 to continue)

START_CP is the first screen that is displayed. Look at the left of the status bar (bottom of your screen; second box from the left). You should see the word “**START_CP**.” This is the item or variable name. While completing this interview, if you feel lost, look for the variable name in the status bar. If it does not match the variable name you see in this lesson, use the “left” or “up” arrow to back up until you get to a screen that does match. Then re-enter your answers from that point.

At **START_CP**, notice that this is a continuing case. Also notice the “Interview Number” is “3” which indicates this is the third time this case will be interviewed. Therefore, there may be information already entered for this case from a previous interview.

Now let’s begin the interview. Remember to follow the scripted interview and make the entries as indicated using the keyboard. Be sure to read the instructions in **bold** since they describe specific screens and concepts as you go through the script.

blocks appear in red. This grid can be accessed anywhere in the instrument by pressing Ctrl+T.

At this screen you can also enter the best and worst times to contact the household. To enter best or preferred times, left click on the appropriate hour slot. Left click 7:00 p.m. under Monday now.

[]

Notice that this time slot is now green.

To enter the worst times to contact a household, right click on the hour slot. Right click on 9:00 a.m. and 10:00 a.m. under Sunday now.

[]

Notice that these slots are now red. To exit this screen, press F10. Do that now.

[]

Since you made changes to the grid, an Interview Time Preferences pop-up screen will appear asking if you want to save the changes. For this exercise, click on the “No” button.

(Enter 1 to continue)

HHNUM_VR_CP

This screen asks if this is a replacement household. If you are unsure, enter 2.

(Enter 2, No, since you do not know if this is a replacement household yet.)

DIAL_CP

This screen instructs you to dial the household’s telephone number, which is displayed in the screen along with the name of the prior household respondent and the sample unit’s address.

(Enter 1, Someone answers)

HELLO_1_CP

FR: Hello. This is (your name) from the U.S. Census Bureau. May I please speak with Megan Moe?

R: Yes, this is Megan Moe speaking.

(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: I don't think so.

For personal visit interviews, hand the respondent the introductory letter and give him/her time to read the letter before continuing with the interview. For telephone interviews, press the F1 function key and read through the letter now. The key points contained within the letter are highlighted in this Help Screen and can be read to the respondent. Then press the red X at the top to exit the Help screen.

(Enter 3)

VERADD_CP

FR: I have your address listed as 508 NEIL ST, Any Town, AR 99991. Is that your exact address?

R: Yes it is.

(Enter 1, Same address)

CHNGPH_CP

Sometimes at the beginning of an interview you may know that the household's telephone number has changed. At this screen you are given the opportunity to change the telephone number. DO NOT read the question to the respondent. For this interview, you do not need to change the phone number so select "No."

(Enter 2)

MAILINGSAME_CP

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

R: Yes it is.

(Enter 1)

TENURE

FR: *Ask or verify* - Are your living quarters
- Owned or being bought by you or someone in your household?

R: Yes, we own our home.

Even though some items may already be pre-filled with a value based upon responses from a previous interview, it is important to ask or verify the question during the current enumeration in case there are changes since the previous interview. If in the current interview the response is the same, you can press the Enter key rather than re-entering the response value. In this case, the response is different.

(Enter 1, Owned or being bought)

STUDENTHOUSING

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

R: No.

(Enter 2)

NAMECHECK

FR: I have Ted Moe and Megan Moe listed as living or staying at that address.

Are ALL of these people still living or staying at that address?

R: Yes.

(Enter 1)

HHLDCOVERAGE

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

R: No.

(Enter 2)

AGECHECK

FR: I have Ted Moe listed as 37 years old. Is that correct?

R: Yes it is.

(For purposes of this exercise, enter 1 "Yes" even if the age is different. This scenario will be discussed further in the classroom training.)

(Enter 1)

MARITAL FR: *If in doubt ask* - Is Ted Moe now married, widowed, divorced, separated or has he never been married?

R: He's married.

Remember, some items may already be pre-filled with a value based upon responses from a previous interview. If in the current interview the response is the same, you can press the Enter key rather than re-entering the response.

(Press Enter)

ARMEDFORCES FR: Is Ted Moe now in the Armed Forces?

R: No.

(Press Enter)

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

R: The highest level he completed is 12th grade (no diploma).

(Press Enter)

ATTENDINGSCHOOL FR: Is Ted Moe currently attending or enrolled in a regular school, such as elementary or high school or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No.

(Enter 5)

AGECHECK FR: I have you listed as 37 years old. Is that correct?

R: Yes it is.

(Enter 1)

MARITAL

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

R: I'm married.

(Press the Enter key since there is already a 1 pre-filled)

ARMEDFORCES

FR: Are you now in the Armed Forces?

R: No.

(Press Enter)

EDUCATIONATTAIN

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

R: I am a high school graduate (diploma, or the equivalent).

(Press Enter)

ATTENDINGSCHOOL

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

R: No.

(Enter 5)

ROSTERREVIEW

At this screen review the name, relationship, age, sex, and marital status information for correctness. If the information is not correct, you have the opportunity to make corrections to these items if you enter 2 in this screen. Let's assume that Megan Moe's age is incorrect because her birthday was not correct.

(Enter 2)

WHOTOCHANGE

At this screen enter Megan Moe's line number, which is 2, since she is the respondent whose information you need to change.

(Enter 2)

WHATFIX **Now select the category that needs to be changed. Since Megan Moe's age is incorrect, you must fix her birth date.**

(Enter 3)

CHNG_BRTHDATE
MO **(Press Enter)**

CHNG_BRTHDATE
DY **(Press Enter)**

CHNG_BRTHDATE
YR **(Enter 1944)**

CHNG_ANYOTHER **At this screen you can review your changes and back up if you need to make any further corrections. No additional changes are needed, so you can proceed with the interview.**

(Enter 1)

ROSTERREVIEW **The information displayed is now correct so you don't need to make any other changes.**

(Enter 1)

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: 15 years.

(Enter 15)

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

R: No.

(Enter 2)

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

Was something belonging to YOU stolen, such as -

- Things that you carry, like luggage, a wallet, purse, briefcase, book -
 - Clothing, jewelry, or cell phone -
 - 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.

***This household was previously interviewed on (date).
Reminder! The date of the last interview is the basis for a respondent's reference period.***

(Enter 1)

SQTHEFTTIMES

FR: How many times?

R: Once.

(Enter 1)

SQTHEFTSPEC

FR:What happened?

R: A co-worker and I were walking to my car when two young men grabbed my leather tote bag and ran.

Briefly describe the incident in SQTHEFTSPEC. Remember, you are limited to 100 characters.

Also remember, when writing a description of what happened refer to the respondent and any other household member by his or her line number (for example L1, L2) and NOT by their name. If you click on the HH ROSTER tab, you will see the

names of those persons living or staying in the household and their corresponding line number. Click on the HH ROSTER tab now.

You will see that Megan Moe's line number is 2. Now either click on the "Main" tab or enter 1 to continue on the toolbar to go back to SQTHEFTSPEC.

Enter the following summary.

L2 and co-worker were walking to L2's car when 2 young men grabbed L2's leather tote bag and ran.

(Press Enter to continue)

SQBREAKIN

FR: Other than any incident 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)

SQTOTALVEHICLES

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

R: We have two cars.

(Enter 2)

SQMVTHEFT

FR: During the last 6 months, other than any incident(s) 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)

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: Just the incident I told you about earlier.

(Enter 2)

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)

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)

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)

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)

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)

PRESENTFORSQS

(Enter 11, since this is a telephone interview)

INC_REPORTS

This screen tells you that you have completed the screening questions and indicates the number of incidents reported in the screen questions and the number of refusals in the screen questions.

(Enter 1)

INCIDENTINTRO

FR: You said before that during the last 6 months you and your co-worker were walking to your car when 2 young men grabbed your leather tote bag and ran. This happened just one time?

R: Yes, just once.

(Enter 1)

INCIDENTDATE

FR: In what month did this incident happen?

R: It happened in (pick date within 6-month reference period).

(Enter precode for appropriate month)

INCIDENTNUMBEROFTIMES

FR: 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: Around 5:00 in the evening.

(Enter 13)

INCIDENTPLACE

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

R: Right here in Any Town.

Precode (3) is the correct choice.

It is important to be aware of what the precodes are for each question. In this screen, the appropriate precode to enter is (3) “SAME city/town/village as present residence,” based on the respondent’s answer.

(Enter 3)

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

R: No.

(Enter 2)

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?
- At school?
- In open areas, on the street, or on public transportation?
- Somewhere else?

R: At school where I teach.

(Enter 16)

LOCATION_SCHOOL FR: *Ask or verify* - Where at school did this incident happen?

R: In the school's parking lot.

(Enter 32)

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: Well, it was the school parking lot, but that's open to the public.

(Enter 1)

INSIDEOROUT FR: *Ask or verify* - Did it happen indoors, outdoors, or both?

R: Outdoors.

(Enter 2)

FARFROMHOME FR: *Ask or verify* - How far away from home did this happen?

R: The school is about 5 miles from my home.

(Enter 3)

HHMEMBERPRESENT FR: *Ask or verify* - Were you or any other member of this household present when this incident occurred?

R: Yes.

(Enter 1)

WHICHMEMBER FR: *Ask or verify* - Which household members were present?

R: Just me.

(Enter 1)

SEEOFFENDER FR: *Ask or verify* - Did you personally see an offender?

R: You bet I did.

(Enter 1)

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, I don't remember anything like that. They just used their hands to grab my tote bag.

(Enter 2)

ATTACK FR: Did the offender hit you, knock you down, or actually attack you in any way?

R: No.

(Enter 2)

TRYATTACK FR: Did the offender TRY to attack you?

R: No.

(Enter 2)

THREATEN

FR: Did the offender THREATEN you with harm in any way?

R: No. In fact, I don't think they said anything.

(Enter 2)

WHATHAPPEN

FR: What actually happened?

R: Like I said, these two guys came running at us as we were getting into my car, grabbed my tote bag, and ran off.

(Enter 11)

FR: Anything else?

R: No.

(Press Enter)

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)

ACTIONS DURING INC

FR: What did you do?

R: I yelled at the guys.

(Enter 19)

FR: Anything else?

R: No.

(Press Enter)

INJECTIONHELP

FR: Did your action help the situation in any way?

R: No.

(Enter 2)

ACTIONWORSE

FR: Did your action make the situation worse in anyway?

R: No.

(Enter 2)

ANYONEPRESENT

FR: Was anyone present during the incident besides you and the offender? (Other than children under age 12.)

R: Yes, my co-worker.

(Enter 1)

OTHERSACTIONS

FR: Did the actions of (this person/ any of these people) help the situation in any way?

R: No.

(Enter 2)

OTHERSACTIONSWORSE

FR: Did the actions of (this person/ any of these people) make the situation worse in any way?

R: No.

(Enter 2)

PERSONSHARMED

FR: Not counting yourself, were any of these persons present during the incident harmed (*Pause*), threatened with harm (*Pause*), or robbed by force or threat of harm? (Do not include yourself, the offender, or children under 12 years of age.)

R: No.

(Enter 2)

ONEORMOREOFFENDERS

FR: *Ask or verify* - Was the crime committed by only one or by more than one offender?

R: There were two offenders.

(Enter 2)

HOWMANYOFFENDERS

FR: How many offenders?

R: As I just told you, there were two offenders.

Remember, even though you know the answer to this question, you must ask it because it does not show the "Ask or verify" instruction.

(Enter 2)

MULTOFFENDERKNEW

FR: Were any of the offenders known to you, or were they all strangers you had never seen before?

R: No, neither of us had seen them before.

(Enter 3)

MULTOFFENDERRECOG

FR: Would you be able to recognize any of them if you saw them?

R: Possibly.

(Enter 2)

MULTOFFENDERSIGHT

FR: Would you have been able to tell the police how they might find any of them, for instance, where they lived, worked, went to school, or spent time?

R: No.

(Enter 2)

MULTOFFENDERGENDER

FR: Were they male or female?

R: They were both male.

(Enter 1)

MULTOFFENDERYOUNG

FR: How old would you say the youngest was?

R: He was about 18.

(Enter 4)

MULTOFFENDEROLD

FR: How old would you say the oldest was?

R: Probably about 22.

(Enter 5)

MULTOFFETHNICITY

FR: Were any of the offenders Hispanic or Latino?

R: No

(Enter 2)

MULTOFFENDERRACE

FR: Were the offenders White, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander?

R: They were both White.

(Enter 1)

MULTOFFENDERGANG

FR: Were any of the offenders a member of a street gang, or don't you know?

R: I don't know.

(Enter 3)

MULTOFFENDERDRINKDRUG

FR: Were any of the offenders drinking or on drugs, or don't you know?

R: I really don't know.

(Enter 3)

MULTIOFFENDERONLYTIME

FR: Was this the only time any of these offenders committed a crime against you or your household or made threats against you or your household?

R: Yes.

(Enter 1)

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)

WHATWASTAKEN

FR: What was taken that belonged to you or others in the household?

R: My leather tote bag.

(Enter 29,)

FR: Anything else?

R: I had three credit cards in my tote bag.

(Enter 14,)

FR: Anything else?

R: My car keys.

(Enter 26,)

FR: Anything else?

R: Yes, my watch. I had taken it off in the classroom and it was in my tote bag when the tote bag was stolen.

Category 26, which you already entered, includes watches.

FR: Anything else?

R: No.

(Press Enter)

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: It was all mine.

(Enter 1)

ARTICLEINCAR

FR: *Ask or verify* - Were the articles IN or ATTACHED to a motor vehicle when they were taken?

R: No.

(Enter 2)

OTHERONPERSON

FR: *Ask or verify* - Was there anything the offenders took directly from you, for instance, from your pocket or hands, or something that you were wearing?

R: Yes.

(Enter 1)

ITEMSTAKEN

FR: Which items did the offenders take directly from you?

R: My tote bag and the items in it.

For this item, the categories selected in item WHATWASTAKEN are displayed.

(Enter 40, since all the items stolen were taken directly from the respondent or click on all the categories displayed.)

PROPERTYVALUE

FR: What was the value of the PROPERTY that was taken? Include recovered property. (Exclude any stolen checks, or credit cards.) If jointly owned with a nonhousehold member, include only the shared owned by the household member.

R: I don't suppose the keys had any real monetary value. The tote bag was worth about \$150 and the watch about \$85.

To help you add the different values reported, you can press the F11 key to access the calculator function. You can also get to the calculator function by clicking on the Options tab and selecting Calculator.

Take a moment now to use the calculator. Then verify the total amount with the respondent before proceeding. []

FR: **(Probe)** So, altogether, the stolen property was worth about \$235. Is that correct?

R: Yes.

(Enter 235, then press Enter)

DECIDEDVALUE

FR: How did you decide the value of the property that was taken?

R: That was the cost for me to purchase the items.

(Enter 11,)

FR: Any other way?

R: Well, I paid about the same amount to replace some of the stolen items.

(Enter 12,)

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, nothing.

(Enter 3)

RECOVEREDINSURANCE

FR: Was the theft reported to an insurance company?

R: No.

(Enter 2)

DAMAGED

FR: Other than stolen property was anything that belonged to you or other members of the household damaged in this incident?

R: No.

(Enter 2)

POLICEINFORMED

FR: Were the police informed or did they find out about this incident in any way?

R: Oh yes!

(Enter 1)

POLICEFINDOUT

FR: How did the police find out about it?

R: I called them.

(Enter 11)

REASONREPORT

FR: Besides the fact that it was a crime, did YOU have any other reason for reporting this incident to the police?

R: Well, I wanted to recover everything the two men stole from me.

(Enter 13)

FR: Any other reason?

R: No.

(Press Enter)

REPORTIMPORTANT FR: Which of these would you say was the most important reason why the incident was reported to the police?

R: I wanted to recover my property.

(Enter 13)

POLICEARRIVE FR: Did the police come when they found out about the incident?

R: Yes.

(Enter 1)

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: They came about 25 minutes after I called.

(Enter 3)

POLICEACTION FR: What did they do while they were there?

R: They took a report from both me and my friend, questioned some of the people that had seen the incident, and told us they would investigate.

(Enter 11, 14, 16)

FR: Anything else?

R: No.

(Press Enter)

POLICECONTACT FR: Did you or anyone in your household have any later contact with the police about the incident?

R: Yes.

(Enter 1)

POLICEINTOUCH FR: Did the police get in touch with you or did you get in touch with them?

R: The police called me.

(Enter 1)

HOWPOLICECONTACT FR: Was that in person, by phone, or some other way?

R: By phone.

(Enter 2)

POLICEFOLLOWUP FR: What did the police do in following up this incident?

R: They told me they had uncovered no leads in the case and that they thought the possibility of recovering the tote bag and its contents was unlikely. They were just staying in touch.

(Enter 16,)

FR: Anything else?

R: No.

(Press Enter)

SIGNCOMPLAINT FR: Did you or someone in your household sign a complaint against the offenders to the police department or the authorities?

R: No.

(Enter 2)

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: Not that I know of.

(Enter 2)

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)

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)

ANYTHINGFURTHER

FR: Do you expect the police, courts, or other authorities will be doing anything further in connection with this incident?

R: No.

(Enter 2)

DOINGATINCIDENTTIME

FR: *Ask or verify* - What were you doing when this incident happened?

R: I had just left work and was about to drive home.

(Enter 12)

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)

HHMEMLOSTWORKTIME

FR: Were there any household members 16 years or older who lost time from work because of this incident?

R: No.

(Enter 2)

TYPETRANSPORTATION

FR: *Ask or verify* - You told me earlier you were on the way from work when the incident happened.

What means of transportation were you using?

R: I was walking.

(Enter 14)

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)

SUMMARY

Now write a summary about this incident. Remember, your summary must include all of the pertinent facts surrounding the reported incident and be written so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized. Because you are limited to 300 characters, you may use abbreviations when writing your summary. Go to page B5-14 of your NCVS-550 Interviewing Manual for Field Representatives and review the acceptable abbreviations you can use for the NCVS. The list of abbreviations ends on page B5-19. []

In addition to using these abbreviations when preparing your summary for an incident, you can also use them when entering any other written entries or notes in the NCVS instrument. Also remember when writing the summary to use the respondent's line number, not the respondent's name, when referring to the

respondent. If you need additional space, you can press F7 to include additional notes.

Here is an example of what to enter, "*In 1/2017 at 5:15 pm 2 men took L2's leather tote bag as L2 & co-worker were walking to L2's car in school parking lot where L2 teaches. L2 not attacked, injured, or threatened. L2's tote bag contained credit cards, keys, & L2's watch. Total value of property stolen was \$235. L2 called police.*"

After completing the summary, read it back to the respondent to make sure you have the facts entered correctly and have not omitted any pertinent information. When you read back the summary to the respondent insert the appropriate pronoun in place of the respondent's line number. As a result you may have to reword the summary slightly. For example, you would say:

In 1/2017 at 5:15 pm 2 men took your leather tote bag as you and a co-worker were walking to your car in your school parking lot where you teach. You were not attacked, injured, or threatened. Your tote bag contained credit cards, keys, and your watch. The total value of the property stolen was \$235. You called the police.

(Press Enter)

SUMMARYPROBE

This screen asks if you have completed the summary. If you need to edit or need to continue entering summary text, press the "up" arrow key, otherwise enter 1 to continue. If you use the "Up" arrow key to return to the Summary, the next box is highlighted in blue. If you need to edit the Summary, move your mouse key to access the next box. Do this before making any revisions. *Please Note: If you begin clicking inside the text box, you will lose the Summary you just typed.*

(Enter 1)

INCIDENTTOADD

If, during the course of the interview, the respondent recalls any incidents that were not reported in the screen questions, at INCIDENTTOADD you indicate that other incidents need to be added for the respondent.

(Enter 2)

| | |
|--------------------------|---|
| CRIME_END | This screen tells you that you have completed all incidents for Megan Moe. (Enter 1) |
| ENDINCIDENT | The current incident is completed so enter 1 to continue. |
| ENDSCREENER | Since there are no more incident reports to complete enter 1 to continue. |
| INTRO_SOCIO_DEMO | FR: Now we have some questions about your demographic characteristics. (Enter 1) |
| 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_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: Straight.

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 2)

GENID_BIRTH

FR: What sex were you assigned at birth, on your original birth certificate?

R: Female.

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: Male.

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 female at birth and now describe yourself as male. Is that correct?

R: I don't want to answer.

(Enter 3)

ACTIVE_DUTY

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

R: Yes, I have served in the military.

(Enter 4)

ACTIVE_DUTYWHEN

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

R: I served in August 1964 to 1968.

(Enter 14)

JOBLASTWEEK

FR: Did you have a job or work at a business LAST WEEK?

R: Yes.

(Enter 1)

JOBDESCRIPTION

FR: *Ask or verify*-- Which of the following best describes your job?

Were you employed in the --

- Medical Profession?
- Mental Health Services Field?
- Teaching Profession?

R: Yes, teaching profession. I teach the third grade.

If you were conducting a personal visit interview you would show the respondent the Employment 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 13)

TEACHINGJOB

FR: Were you employed in a

- Preschool?
- Elementary school?

R: Yes, elementary school.

(Enter 19)

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 a county public school.

(Enter 3)

COLLEGEEMPLOYER FR: Are you employed by a college or university?

R: No.

(Enter 2)

CURRENTJOBMSATYPE

FR: While working at your job, do you work mostly in

- A city?
- Suburban area?
- Rural area?
- Or
- Combination of any of these?

R: In a suburban area.

(Enter 2)

INTVDONE

FR Instruction

Enter 1 to continue. DO NOT F10 OUT OF THIS SCREEN.

HOUSEHOLDINCOME

FR: 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: I really don't want to answer that question.

For personal interviews, remember to always show the household respondent the Household Income flashcard located in the Information Card Booklet BEFORE asking this question. Allow the respondent time to read the categories, make an estimate, and respond. If necessary, explain that we do not need the respondent to identify the actual amount of the total household income, just the income range that it falls within.

FR: If you are more comfortable, you can provide a range that your household income falls within.

R: I'd rather not.

(Press Ctrl + R keys to record a refusal, then press Enter)

BESTTIME_NO SUNDAY Use this screen to update the interview time preference chart. After updating the chart (or if you do not need to update now), press "1" to continue.

RESPONDENTPHONENUMBER

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

R: It's (555)555-5555.

RESPONDENTPHONE TYPE

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

R: It's my cell phone.

(Enter 3)

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

(Enter 2)

ENDPERSON

(Enter 1)

ENDSCREENER

(Enter 1)

NEXTPERSON

FR: I also need to talk with Ted Moe. Is Ted Moe at home now?

R: No, he is not at home.

Ted Moe is not available at the time of your interview with Megan Moe.

(Enter 33)

REFCBBREAK_CP

This question asks you if the interview with the household ended because of a refusal, a callback was needed, or a

breakoff occurred. Since Ted Moe is not available at the time of your interview with Megan Moe and there are no other persons in the household to be interviewed, you will need to call back the household to complete Ted Moe's interview.

(Enter 2)

PERSAPPT

This screen tells you that you can enter appointment information for Ted Moe in the Case Level Notes by pressing Ctrl+F7.

Megan Moe tells you to call her husband back later in the day after 6:00 p.m. Press the Ctrl+F7 keys and enter a note to call the household back at 6:00 p.m. to complete Ted Moe's interview.

Remember, the only time it is acceptable to include information such as names, phone numbers, address location directions, etc., is when you are entering such information in the Case Level Notes.

After entering this note, press F10 to exit the Case Level Notes. After pressing the F10 key, a Note Editor pop-up screen will appear asking if you want to save the notes entered. Click "Yes."

Since Ted Moe is the only remaining household member to be interviewed, enter 1 to continue at PERSAPPT.

THANKYOU_INDIV

FR: Thank you. I'll call back at the time suggested.

(Enter 1)

VERIFY

This screen asks if you need to change the household's telephone number or review or edit the interview time preferences for this household. For this interview, you don't need to do either, so enter 2.

(Enter 2)

CASE LEVEL NOTES

Enter any additional notes about the case that you feel will be helpful for completing interviews with remaining eligible household members or for future interviews with the household.

Here is an example of what to enter in the Case Level Notes:
“L2 completed interview, set up callback with L1.”

(Press F10)

After pressing the F10 key, save the notes entered by pressing the “yes” button. You will then automatically return to Case Management. Click on the “OK” button at the Case Management pop-up screen.

| | |
|--------------|--|
| CTATEMPT | (Enter 2 for telephone - outgoing) |
| TIMEOFCT | (Enter 1 since you are entering pCHI at the time of the contact attempt) |
| pCASECONTACT | (Enter 1 [made contact with one or more eligible persons] because you were able to complete Megan Moe’s interview during this contact attempt) |
| PCONTACTPER | (Enter 3 [noncontact] for L1 because Ted Moe was not at home during this contact.) |
| pNOCONTACT | (Enter 1 [person not home]) because Megan Moe said he was not at home [Page 17-34]) |
| pSTRATEGS | (Enter 2 [scheduled appointment] because Megan Moe was able to provide a time for a callback) |
| | Now enter the contact information for Megan Moe (L2): |
| PCONTACTPER | (Enter 1 [made contact with Megan Moe]) |
| pCTTYPE | (Enter 1 [completed interview]) because you were able to complete L2’s interview) |
| pRSPNDENT | (Enter 98 [no concerns]; we’ll assume Megan had no concerns about completing her interview) |
| pSTRATEGS | (Enter 98 [no strategies] because no additional strategies were needed to complete L2’s interview) |

After answering pSTRATEGS, you exit the pCHI and return to Case Management.

This concludes the practice interview. During classroom training you will complete the interview with Ted Moe and then practice transmitting the completed case. Also, you will practice using the NCVS CAPI instrument in more detail during classroom training using the other training cases; therefore, DO NOT get into these cases before classroom training. DO NOT RESTART OR RE-INSTALL your training cases; otherwise, all the information you entered during this practice interview will be lost.

When you return to the Case Management case list, notice that a “P” appears in the “Status” column for this household. This indicates that the case is a sufficient partial which means that you completed the household respondent’s interview but there remain other eligible household members whose interview still needs to be completed.

You can now exit Case Management by pressing the F10 key or clicking on the F10-Exit button on the Case Management toolbar.

Complete the final review exercise in Lesson 18

Lesson 18. Final Review Exercise

Complete each item in the final review exercise. Bring all of your self-study materials to the classroom training, including your completed self-study.

- 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

FALSE

- 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?

Date of Interview

Reference Period

August 5

April 1

December 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 |
| Megan Moe | 42 | Wife |
| Mary Moe | 20 | Daughter |
| Michael Moe | 8 | Son |

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?

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

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

YES

NO

If yes, who?

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.

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

5. _____ 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.

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

NOT PRESENT

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

PRESENT

NOT PRESENT

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

PRESENT

NOT PRESENT

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

NOT PRESENT

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.

PRESENT

NOT PRESENT

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

PRESENT

NOT PRESENT

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

PRESENT

NOT PRESENT

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

PRESENT

NOT PRESENT

- 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

NOT PRESENT

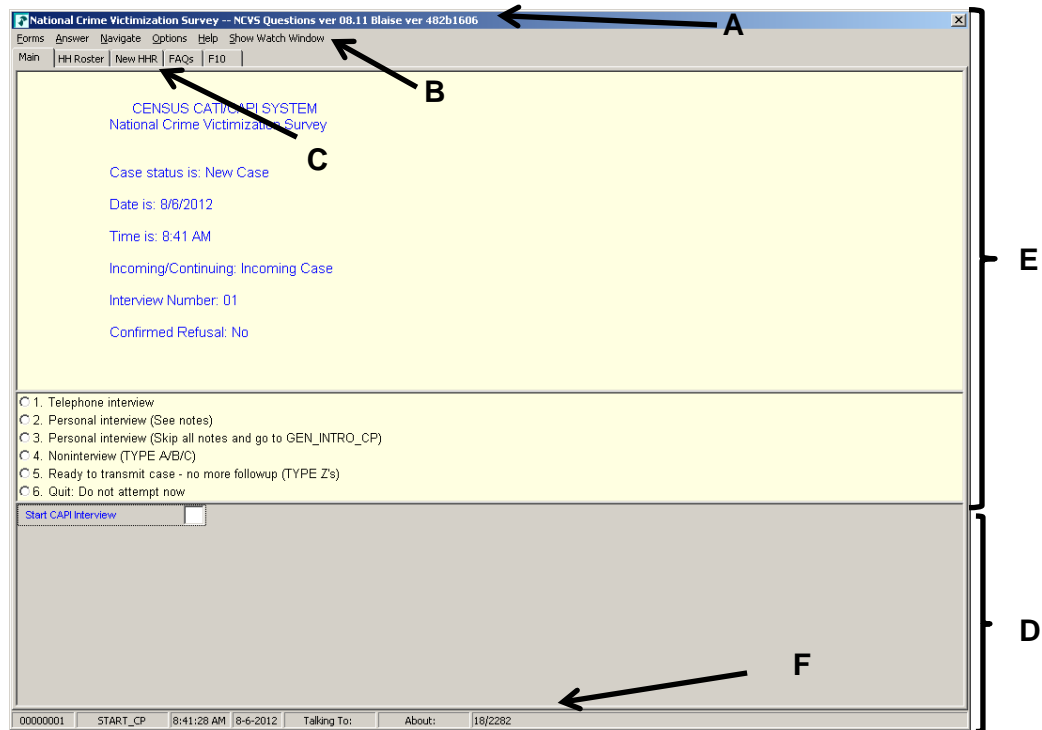
- j. A woman on the subway was part of a group robbery when the offender showed a gun, passed around a bag, and told everyone in the subway car to put all their valuables in it.

PRESENT

NOT PRESENT

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.

- _____ Info Pane
- _____ Title bar
- _____ Section Tabs
- _____ Form Pane
- _____ Menu Bar
- _____ Status Bar



8. Describe in the answer space below how you identify or differentiate each item from other information on the screen.

a. FR Instructions: _____

b. Questions to ask respondents: _____

c. Questions that require you to use the information booklet to show respondents:

d. Questions that allow multiple answers: _____

e. Questions that allow only a single response: _____

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?

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

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

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

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

14. At the START_CP screen, select category 4, Noninterview, to classify a person as a Type Z noninterview. (See illustration of this item on Page 18-4.)

TRUE **FALSE**

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

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.

TRUE **FALSE**

Bring your laptop and this completed self-study to the classroom training. Write down any questions you want to ask during the training.