

# FINAL REPORT

## National Crime Victimization Survey Enhanced Contextual Priming Research

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### PRESENTED TO:

Shannan Catalano, Ph.D.

U.S. Department of Justice,  
Bureau of Justice Statistics  
Victimization Statistics Unit  
810 7<sup>th</sup> Street, NW  
Washington, DC 20531  
(202) 616-3502  
(202) 514-1757  
Shannan.Catalano@usdoj.gov

### PRESENTED BY:

Authors:

Lisa Lee, Ph.D.  
Norman Bradburn, Ph.D.  
Stephanie Poland  
Henry Brownstein, Ph.D.  
Parvati Krishnamurty, Ph.D.

NORC at the  
University of Chicago  
55 East Monroe Street  
30th Floor  
Chicago, IL 60603



*at the* UNIVERSITY *of* CHICAGO

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- Eric Lopez and Kate Hobson: Telephone Center data collection (Phase IV)
- Haider Baig: IT development (Phase IV)

Pamela Loose & Lisa Lee

NORC at the University of Chicago

# Table of Contents

**Executive Summary ..... 1**

- Introduction and Background ..... 1
- Phase I Overview..... 3
- Phase II and Phase III Overview ..... 4
  - Cognitive Interview Summary*..... 4
- Phase IV Overview ..... 5
- Findings and Conclusions..... 6

**Chapter One: Report on Phase I: Literature and Data Analysis..... 8**

- Improving Data Quality in the NCVS* ..... 8
- Part I: Theoretical Framework and Literature Review ..... 9
  - Historical Background* ..... 9
  - The CASM Framework*..... 10
  - The Role of Memory in Survey Responding*..... 11
  - The Survey Response Process*..... 13
  - Retrieving Relevant Information*..... 13
  - Effects of Elapsed Time on the Recall of Crime Incidents* ..... 16
  - Enhancing Recall with Contextual Cues*..... 20
  - Enhancing Recall with Event History Calendars*..... 22
  - Effects of Respondent Engagement on Response Rates and Data Quality*..... 26
- Part II: International Surveys: Content, Reference Period, Recall Method and Mode 27
  - British Crime Survey* ..... 27
  - International Crime Victimization Survey and International Crime Survey* ..... 29
  - Canada: GSS Module on Crime Victimization, 2009* ..... 30
  - Australia*..... 31
- Part III: Analysis of the NCVS Data ..... 35
  - Analysis #1: The Effect of Elapsed Time on Crime Reporting in the 2007 NCVS* 35
  - Analysis #2: Effects of Recency on Incident Reporting* ..... 41
- Part IV—Suggestions for Further Research ..... 44
  - The Organization of Crime Event Information* ..... 44
  - Attitude Questions in the NCS*..... 44
  - International Crime Surveys*..... 44
  - NCVS Bounding Procedures*..... 44
  - Effects of Recency on Screener Reporting*..... 45
- Part V—Development of Screeners for the Phase III Cognitive Interviews: Event History Calendar and Enhanced Contextual Priming ..... 46

**Chapter Two: Phase III Cognitive Interviews ..... 49**

- Introduction..... 49
- Overview of Cognitive Testing ..... 50

<i>Training</i> .....	51
Sample Information.....	51
<i>Recruitment</i> .....	52
Interview procedures .....	53
<i>Interview mode</i> .....	54
Findings from the Event History Calendar Cognitive Interviews .....	54
<i>Cognitive interview protocol</i> .....	55
<i>Timing data</i> .....	56
<i>Event characteristics</i> .....	57
<i>Refinement of calendar instructions and prompts</i> .....	57
<i>Summary of event prompting</i> .....	58
Findings from the Enhanced Contextual Priming Cognitive Interviews .....	59
<i>Cognitive interview protocol</i> .....	60
<i>Timing data</i> .....	62
<i>Observations from cognitive interviews</i> .....	62
Confidence in Dating of Events.....	64
Cognitive Interview Debriefing .....	65
Conclusions and Recommendations.....	66
<b>Chapter Three: Phase IV Field Test .....</b>	<b>70</b>
Purpose and Background .....	70
<i>Purpose of the Research</i> .....	70
<i>The SCV Field Test</i> .....	71
Study Materials and Design .....	72
<i>The ECP memory aid</i> .....	73
<i>SCV Instruments</i> .....	75
<i>Power and Precision Analysis</i> .....	76
<i>Landline Random Digit Dial (RDD) sample</i> .....	77
<i>The SCV Data Files</i> .....	77
Findings.....	79
<i>Research Question #1</i> .....	79
<i>Responses to the Crime Screener Questions in the Control and ECP Conditions</i> .....	79
<i>A Comparison of Screener Hits and Crime Rates in the Control and ECP Conditions</i> .....	80
<i>Recall of Crime across Months of the Reference Period</i> .....	84
<i>Research Question #2</i> .....	90
<i>Enhanced Contextual Priming (ECP) Module</i> .....	90
<i>Responses to the ECP: A Comparison of Optimizers and Satisficers</i> .....	93
<i>Responses to the ECP: A Comparison of Victims and Non-victims</i> .....	103
<i>Responses to the ECP: A Comparison of Victims of Single and Multiple Crimes</i> .....	109
<i>Research Question #3</i> .....	114
<i>Research Question #4</i> .....	116
Discussion .....	119
<i>Major Findings from the SCV Field Test</i> .....	119
<i>Key Differences between the NCVS and the SCV and Limitations of the Study</i> .....	119



*Directions for Future Research* ..... 120

**References** ..... **122**

## List of Tables

<b>Table 1.1:</b> Total membership in organizations with and without church membership.....	15
<b>Table 1.2:</b> Summary of Selected International Crime Surveys .....	34
<b>Table 1.3:</b> Type of Crime Codes for Each Crime Category .....	36
<b>Table 1.4:</b> Demographic Categories .....	36
<b>Table 1.5:</b> NCVS Screener Questions .....	42
<b>Table 1.6:</b> Effects of Recency of Crime on Reporting: Percent (N) of incidents reported in response to each screener question .....	43
<b>Table 2.1:</b> Cognitive Interview Respondent Characteristics .....	52
<b>Table 2.2:</b> Round 3 EHC Script.....	56
<b>Table 2.3:</b> EHC Interview Length and Number of Events Reported, Rounds 1 to 3.....	57
<b>Table 2.4:</b> Round 3 ECP .....	61
<b>Table 2.5:</b> Timings for Round 3 ECP .....	62
<b>Table 3.1:</b> Field Test Design.....	73
<b>Table 3.2:</b> Incident inside and outside of the reference period.....	78
<b>Table 3.3:</b> Incidents reported in the crime screener.....	80
<b>Table 3.4:</b> Overall screener hits, screener hit rate, and number of reported crimes .....	81
<b>Table 3.5:</b> Crime rates in the Control and ECP conditions.....	83
<b>Table 3.6:</b> Screener questions yielding a crime classification.....	84
<b>Table 3.7:</b> Distribution of Reported Crime Incidents across Reference Period.....	85
<b>Table 3.8:</b> More Serious Crime Incidents Reported across Reference Period .....	87
<b>Table 3.9:</b> Less Serious Crime Incidents Reported across Reference Period.....	88
<b>Table 3.10:</b> Feelings of safety at and near home .....	91
<b>Table 3.11:</b> Places respondent goes on a regular basis.....	92
<b>Table 3.12:</b> Feelings of safety at places respondent goes on a regular basis.....	92
<b>Table 3.13:</b> Respondent trips away from home .....	92
<b>Table 3.14:</b> Trust in people.....	93
<b>Table 3.15:</b> Overall screener hits and reported crimes: Optimizers and satisficers.....	95
<b>Table 3.16:</b> Crime rates: Optimizers and satisficers .....	96
<b>Table 3.17:</b> Feelings of safety at and near home: Optimizers and satisficers.....	97
<b>Table 3.18:</b> Places respondent goes on a regular basis: Optimizers and satisficers .....	97
<b>Table 3.19:</b> Feelings of safety at places respondent goes on a regular basis: Optimizers and satisficers ..	98
<b>Table 3.20:</b> Respondent trips away from home: Optimizers and satisficers .....	99
<b>Table 3.21:</b> Trust in people: Optimizers and satisficers .....	100
<b>Table 3.22:</b> Overall screener hits and reported crimes: Optimizers and satisficers (education level).....	101
<b>Table 3.23:</b> Crime rates: Optimizers and satisficers (education level).....	102
<b>Table 3.24:</b> Overall screener hits and reported crimes: Optimizers and satisficers (age).....	103
<b>Table 3.25:</b> Crime rates: Optimizers and satisficers (age) .....	103
<b>Table 3.26:</b> Feelings of safety at and near home: Victims and non-victims.....	105

**Table 3.27:** Places respondent goes on a regular basis: Victims and non-victims ..... 106

**Table 3.28:** Feelings of safety at places respondent goes on a regular basis: Victims and non-victims .. 106

**Table 3.29:** Respondent trips away from home: Victims and non-victims ..... 107

**Table 3.30:** Trust in people: Victims and non-victims ..... 108

**Table 3.31:** Overall screener hits and reported crimes: Victims of single and multiple crimes ..... 109

**Table 3.32:** Distribution of crime: Victims of single and multiple crimes ..... 109

**Table 3.33:** Feelings of safety at and near home: Victims of single and multiple crimes ..... 110

**Table 3.34:** Places respondent goes on a regular basis: Victims of single and multiple crimes..... 111

**Table 3.35:** Feelings of safety at places respondent goes on a regular basis: Victims of single and multiple crimes..... 111

**Table 3.36:** Respondent trips away from home: Victims of single and multiple crimes..... 112

**Table 3.37:** Trust in people: Victims of single and multiple crimes..... 113

**Table 3.38:** Timing of the Control and ECP screeners..... 114

**Table 3.39:** Response Rates..... 116

**Table 3.40:** Demographics of CV and ECP samples..... 117

**Table 3.41:** Item nonresponse for selected incident report questions..... 118

## List of Figures

**Figure 1.1:** Design of the Survey of Crime Victimization Field Test ..... 3

**Figure 1.2:** Forgetting Curves ..... 17

**Figure 1.3:** Life Events Calendar ..... 29

**Figure 1.4:** Percent of total crime incidents by number of months elapsed since interview..... 37

**Figure 1.5:** Percent of crime incidents by number of months elapsed since interview— three major crime categories ..... 37

**Figure 1.6:** Percent of crime incidents by number of months elapsed since interview— detailed violent crimes..... 38

**Figure 1.7:** Percent of crime incidents by number of months elapsed since interview— detailed property crimes..... 38

**Figure 1.8:** Percent of crime incidents by number of months elapsed since interview—gender..... 39

**Figure 1.9:** Percent of crime incidents by number of months elapsed since interview—race ..... 39

**Figure 1.10:** Percent of crime incidents by number of months elapsed since interview—age..... 40

**Figure 3.1:** Number of Crime Incidents by Month of the Reference Period, Control ..... 89

**Figure 3.2:** Number of Crime Incidents by Month of the Reference Period, ECP ..... 89

## List of Appendices

- Appendix 1 – Summary of Rounds 1 and 2 EHC Cognitive Interviews
- Appendix 2 – Summary of Rounds 1 and 2 ECP cognitive Interviews
- Appendix 3 – Event History Calendar Screener: Round One
- Appendix 4 – Enhanced Contextual Priming Screener: Round One
- Appendix 5 – Event History Calendar Screener: Round Two
- Appendix 6 – Enhanced Contextual Priming Screener: Round Two
- Appendix 7 – Event History Calendar Screener: Round Three
- Appendix 8 – Enhanced Contextual Priming Screener: Round Three
- Appendix 9 – Summary of Cognitive Interviews and Respondents
- Appendix 10 – Cognitive Interview flyer
- Appendix 11 – Revised Cognitive Interview Flyer
- Appendix 12 – Survey of Crime Victimization Call Scripts
- Appendix 13 – Survey of Crime Victimization Screening Questions
- Appendix 14 – Cognitive Interview Informed Consent
- Appendix 15 – Modified Incident Report
- Appendix 16 – Cognitive Interview Debriefing Questions
- Appendix 17 – Procedure for Obtaining Police Reports for SCV Interviews
- Appendix 18 – Power and Precision Analysis
- Appendix 19 – Enhanced Contextual Priming Module
- Appendix 20 – NCVS/SCV Crime Screener
- Appendix 21 – SCV Modified Incident Report
- Appendix 22 – NCVS/CV Demographic Questions
- Appendix 23 – Additional Study Materials
- Appendix 24 – Criteria for Selecting Incident Reports to Complete
- Appendix 25 – Data Collection Process

## Executive Summary

### Introduction and Background

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The National Crime Victimization Survey (NCVS) surveys a national sample of respondents to determine crime rates based on reports from victims; crimes both reported and not reported to the police are included, and broader information on the context of the crime and its impact on the victim are collected as well. Accurate data on criminal victimization relies on the quality of the data collected from NCVS respondents. Although many factors can influence data quality, the current research focuses on how contextual information in a survey can improve two aspects of quality: recall of crime events and respondent engagement in the survey. NORC at the University of Chicago conducted research on behalf of the Bureau of Justice Statistics (BJS) to examine the effects of adding contextual information to the NCVS on the recall of crime incidents and response rates to the survey. This report presents the findings from this research.

The NCVS is a panel survey in which household members ages 12 and older are interviewed seven times over three and a half years regarding crime incidents that occurred over the prior six months. Each interview consists of two parts, the crime screener and the incident report. If the respondent says “yes” to a screener question, the respondent is then asked how many times this happened. Except for crimes determined to be part of a series (six or more instances) in which the individual incidents cannot be distinguished, each crime incident is detailed in a separate incident report. The respondent must answer affirmatively to a crime screener question in order to generate completion of an incident report about the specific crime experienced. As memory of the events themselves and the details of the event are forgotten, survey data quality can be affected. Missed incidents in the screener will lead to underreporting of crime because a crime must be reported in the screener to trigger the generation of an incident report to capture detailed information about the crime.

NORC designed and tested a memory aid (called “Enhanced Contextual Priming,” or ECP) to be incorporated into the NCVS. This work is grounded in early redesign efforts for the National Crime Survey (NCS) focused attention on the role cognitive psychology could play in understanding response errors in behavioral reports (Biderman, 1980). This work was motivated by the finding that putting an attitude module before the crime screener section of the NCS increased reports of crimes (Taylor and Rand, 1995). In the ECP research, the recall of crime based on the traditional NCVS crime screener and a shortened version of the incident report were compared against a treatment condition in which the NCVS instrument was preceded by a separate module that included questions intended to remind respondents about crime,

including places crime could occur and people who could commit crimes. By placing the memory aid prior to the crime scener questions, we expected to facilitate respondent reporting within the crime screener of the crime incidents they experienced. In addition, if the memory aid increases respondent engagement in the survey, we expected we may see higher response rates in the ECP condition. The contextual questions included the memory aid may offer further value to the NCVS in their potential to increase the data utility of the survey; the contextual questions provide information on attitudes and behaviors that may be related to crime from all respondents, not just those who report experiencing a crime.

The design of the study evolved considerably since the proposed plan was submitted in 2008. The original goal of the research was to examine methods of improving recall with an increased reference period. The proposed research included literature review and analysis of the extant NCVS data (Phase I), development of memory aids (Phase II), cognitive testing of the memory aids (Phase III), a field test (Phase IV), and recommendations for transitioning the NCVS to the 12-month reference period (Phase V).

At the inception of this project in 2008, the research goals concerned the effects of a longer reference period on recall of crime. The proposed memory aids, priming and the event history calendar, address forgetting and increased uncertainty in the dating of events that go along with increase in length of the reference period. The plan was to test these memory aids with a 12-month reference period in the modes in which the NCVS is currently administered, in person and telephone. This was subsequently changed after the project kick-off meeting in January of 2009, with the in-person mode being replaced by a web mode, to reflect increased interest in testing web data collection for the NCVS.

During development and internal testing of web instruments, this mode was found to present certain challenges for data collection, particularly for the EHC module due to the less scripted format of the interview. Upon discussion with BJS, the web mode was dropped from the cognitive testing plan submitted for OMB clearance in 2010; cognitive testing of the two memory aids proceeded only in the telephone mode. The results of the cognitive testing showed that both memory aids worked well for both interviewers and respondents. However, the calendar required more time to administer and would require additional interviewer training due to its partially scripted nature. These considerations and the remaining budget led to the decision to include only the ECP in the field test. Further, at this time the 12-month reference period for the NCVS was no longer under consideration, so the field test included only a six-month reference period and the Phase V report on transitioning the NCVS to a 12-month reference period was also dropped. Figure 1.1 illustrates the changes in the design of the study over the course of the project.

**Figure 1.1:** Design of the Survey of Crime Victimization Field Test

Factor	Proposal	Kick-off	Phase III	Phase IV
<i>Memory Aid</i>				
Control	X	X	X	X
Event History Calendar	X	X	X	
Enhanced Contextual Priming	X	X	X	X
<i>Mode</i>				
Telephone	X	X	X	X
In person	X			
Web		X		
<i>Reference Period</i>				
6 months			X <sub>control</sub>	X
12 months	X	X	X	

To distinguish the current study from the NCVS, we refer to this research study as the Survey of Crime Victimization (SCV). Throughout this report, NCVS refers to the current National Criminal Victimization Survey and SCV refers to the this research experiment on the effects of a memory aid on crime reporting.

### Phase I Overview

The first phase of the project, presented in Chapter 1, was a literature of review of relevant journal articles and analysis of extant data. Review of this research was used to inform the development of materials to enhance recall with a 12-month reference period for the National Crime Victimization Survey (NCVS). Although the focus of the research at the early stages of the project was on ameliorating the effects of forgetting with a longer reference period, the issues of error in recall and dating are relevant regardless of length of the reference period. In Part I of Chapter 1, we discuss the theoretical framework in which the redesign is taking place and review literature on the role of context and event history calendars in improving recall. In Part II, we review crime surveys conducted in other countries to gather the relevant methodological information from those surveys. Part III presents analysis of the 2007 NCVS data. The

data analysis focuses on questions concerning changes in incident reporting over the months of the reference period and the effectiveness of each screener question in eliciting more vs. less recent incidents. Finally, Part IV presents recommendations for further study that arise from the literature review and data analysis.

## Phase II and Phase III Overview

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Phase II involved development of the memory aids to supplement the original NCVS screener, with Phase III serving as a test of these memory aids. This work is presented in Chapter 2 of this report. As a result of the literature review conducted in Phase I, two memory aids were developed to supplement the existing NCVS screening questions. The Event History Calendar (EHC) portion of the screener allowed respondents to place important events on a calendar during the reference period. If the respondent had difficulty recalling events during the reference period, a series of questions were asked to prompt respondents for events. The other memory aid developed was a series of questions that preceded the screening questions, called Enhanced Contextual Priming (ECP). These questions asked about the respondents' feelings of safety at home and the places they go as well as how much they trust others.

During Phase III, NORC conducted a series of cognitive interviews to test these memory aids. Cognitive interviews were conducted between October 4, 2010 and December 15, 2010. Seventy cognitive interviews were completed in an iterative process over three rounds. After each round of testing, NORC analyzed the data, discussed the findings with BJS, and consulted with BJS on revisions to the instruments before the next round began.

### Cognitive Interview Summary

*Interview procedures.* All interviews were conducted at NORC's Chicago Loop office. The interview began with the informed consent process. Respondents then completed the memory aid (EHC or ECP) and proceeded to the NCVS-1 crime screener and, if crimes were reported in the screener, the NCVS-2 modified incident report. Cognitive probing was included in the EHC or ECP portion of the interview, with some probes also occurring after the crime screener. At the end of the crime screener, the interviewer determined which of the elicited crimes had been reported to the police. In completing incident reports, interviewers gave priority to those crimes that were reported to police, and asked about these events in order of mention in the crime screener. If time permitted, additional incident reports on significant crimes not reported to the police were completed as well, up to a total of three incident reports.

In Round 1, potential participants had to have experienced a crime in the last 12 months to be eligible to participate. This approach was taken to ensure that the full instrument, both screener and incident report,



would be tested. To test the materials with a broader pool of respondents, the recruitment criteria were expanded; for Rounds 2 and 3 respondents did not need to have experienced a crime to be eligible to participate.

*Changes to the EHC.* The most notable changes to the instrument that occurred over the first two rounds of testing were that the scripts and prompts read to respondents were edited to reduce the emphasis on reporting of crimes during calendar completion and that the interviewer instructions were refined as well. The Round 3 cognitive probes examined issues related to placing crime events from the NCVS-1 screener into the calendar.

*Changes to the ECP.* Round 1 of cognitive testing revealed issues with selected priming questions. The questions on the respondents' trips away from home and how safe respondents feel at the places they go on a regular basis were both revised per the feedback provided by the cognitive interview respondents. Additionally, the response categories for the question on trust in others were changed from a five-point scale to a four-point scale. These changes were implemented prior to Round 2. No additional revisions were made prior to Round 3.

Subsequent to the completion of Phase III, the emphasis of the research shifted from testing of memory aids to be used with a 12-month reference period for the NCVS to an emphasis on data quality. The plan for the Phase IV Field Test, described below, was revised based on a renewed interest in retaining the six-month reference period, on findings from the cognitive interviews on the ECP and EHC, and the remaining budget for the research.

## Phase IV Overview

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Phase IV, presented in Chapter 3, was a field test of the ECP memory aid with a 6-month reference period, using one mode of data collection, Computer Assisted Telephone Interviewing (CATI). The Field Test includes two conditions, a 6-month reference period control condition and a 6-month reference period ECP condition. The Phase IV Field Test examined the effectiveness of the memory aid (Control vs. ECP) in improving recall within a 6-month reference period and improving response rates through increased respondent engagement. The purpose of the research was to explore the implications of the ECP on data quality, cost, and utility of the ECP to the NCVS.

The Phase IV Field Test progressed through a series of stages:

- Step 1: Identify a household respondent;

- Step 2: Complete the screening instrument;
- Step 3: Complete the incident report(s) (if applicable); and
- Step 4: Complete the demographic information questions.

Collection of the demographic was the last step of the interview process, at which point the interviewer answered any remaining questions and thanked the respondent for his/her time. Although the goal was to complete 1,000 interviews in each condition, the data collection process exceeded goals and NORC was able in the available budget and schedule to complete additional interviews. A total of 2,201 respondents completed the survey – 1,099 in the Control Condition and 1,102 in the ECP condition.

## Findings and Conclusions

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The results of the Field Test showed that the contextual priming provided by the ECP improved recall overall (Research Question #1). The effect was noted specifically for property crimes. However, it is important to consider that, since the interview was unbounded, that telescoping of events contributed to the observed effect. The ECP condition yielded more screener hits overall, although a similar percentage of incident reports classified as crimes in both the ECP and Control conditions. Further, the contextual questions are received well by respondents; they had little difficulty answering the ECP questions (Research Question #2). Differences in responses to the ECP were noted for optimizers and satisficers (that is, respondents who expend high vs. low effort on the survey task) as well as for victims and non-victims. The ECP appears to be viable in the context of a CATI survey (Research Question #3). The module requires about five minutes to administer. Costs associated with training of interviewers and administering the module have relatively little impact since the module is brief. However, development and testing of the questions and possible coding of verbatim responses would be important cost issues to consider. Finally, although it was expected that contextual priming could increase respondent engagement in the survey and thus improve response rates, no effect on response rates was observed (Research Question #4). Response rates were similar in the Control and ECP conditions but more break-offs (partial interviews) occurred in the ECP condition.

The results of the SCV Field Test suggest that the ECP would be a valuable addition to the NCVS. The findings suggest several avenues of research that could be pursued to further understand the value of contextual priming for the NCVS:

- Conduct a field test that employs a bounding interview to ascertain that increased recall of crime is not due to telescoping.

- Test the contextual questions with respondents that represent the full range of eligible ages for the NCVS. In particular, it is important to determine that the questions used work well with respondents in the youngest age range, from 12 to 17 years. Additional testing could focus on the relevance of the questions to the youngest respondents and their ability to understand the questions.
- Part of the utility of a contextual priming lies in the ability to include different questions based on BJS's research interests. The particular questions chosen for the ECP focused on feelings of safety at home and other places the respondent goes, and trust in people. To better understand the effects of the specific questions chosen on the crime estimates, additional question topics could be considered.

## Chapter One: Report on Phase I: Literature and Data Analysis

### Improving Data Quality in the NCVS

Accurate data on criminal victimization relies on the quality of the data collected from NCVS respondents. Although many factors can influence data quality, the current research focuses on how contextual information in a survey can improve two aspects of quality: recall of crime events and respondent engagement in the survey. A fundamental premise of any survey is that the data reflect what survey respondents tell us during the interviewing process. The NCVS asks respondents to report from memory on events that they experienced (Bradburn, Rips, & Shevell, 1987). There are two primary sources of recall error in the NCVS. First, a central issue for the NCVS is the effects of forgetting on victimization estimates because such error is likely to lead to underreporting of crime incidents. Respondents can forget that a crime occurred and as a consequence will omit the incident from their response to the survey. Second, another type of recall error, telescoping, has substantial effects on reporting. Telescoping error occurs when respondents misremember an event as having occurred earlier or later than it did (backward vs. forward telescoping) (Neter & Waksberg, 1964; Huttenlocher, Hedges, & Bradburn, 1990; Rubin & Baddeley, 1989). In a survey interview, events from outside the reference period may be reported to have occurred within it due to error in recall. Panel surveys such as the NCVS address the telescoping issue through the use of bounding procedures. In bounded interviews, respondents are reminded of events they reported from the prior interview. This reminder prevents the duplicate reporting of the previously reported event in the current interview.

The original research plan called for an investigation of the effects of changing the reference period in the NCVS from six months to 12 months. A shift from a focus on the reference period to an interest in improving data quality led to the current investigation of the effects of adding enhanced context to the NCVS. This chapter presents background research, including literature review and data analysis, to inform the development of materials based on the original research plan, to enhance recall with a 12-month reference period for the National Crime Victimization Survey (NCVS). However, this background is relevant as well in understanding the issues of recall within the shorter, six-month reference period and the role that enhanced context can play in improving data quality. In Part I of this chapter, we discuss the theoretical framework in which the redesign is taking place and review literature on the role of context and event history calendars in improving recall. In Part II, we review crime surveys conducted in other countries to gather the relevant methodological information from those surveys. Part III presents analysis

of the 2007 NCVS data. The data analysis focuses on questions concerning changes in incident reporting over the months of the reference period and the effectiveness of each screener question in eliciting more vs. less recent incidents. Finally, Part IV presents recommendations for further study that arise from the literature review and data analysis.

## **Part I: Theoretical Framework and Literature Review**

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### **Historical Background**

For much of the twentieth century the Uniform Crime Reports (UCR) produced by the Federal Bureau of Investigation (FBI) were considered the “almost sacrosanct” source of official crime statistics in the United States (Savitz 1967:31)—“official” defined as statistics “that governments produce, finance, or routinely incorporate into their decisions” (Starr 1987:8). The UCR program was first implemented in the 1920s in response to “publicity about ‘crime waves’ generated by the press” (Maltz 1977:32). In 1929 the International Association of Chiefs of Police (IACP) issued a report and in 1930 a “national system of statistics” was introduced “that would overcome variations in the way crimes were defined in different parts of the country” (Bureau of Justice Statistics 1988:1). The UCR statistics are derived from records of local law enforcement agencies, including counts of selected categories of crime against people, businesses, organizations, and government agencies as reported to the FBI or to centralized state agencies that then report to the FBI (Bureau of Justice Statistics 2004; FBI 2007).

Crime measurement and the validity and reliability of crime statistics have long concerned social scientists (Biderman 1967, 1981; Coleman & Moynihan 1996; Maguire 2007; Maltz 1977; Mosher, Miethe & Phillips 2002; Robinson 1911/1969). In the late twentieth century an increasing part of this concern focused on the UCR, with persistent questions raised about the extent to which UCR statistics are an accurate and adequate measure of crime. Some studies looked at the social processes by which crime is measured and crime statistics are produced (e.g., Best 1999; Black 1970; Brownstein 1996, 2000; Glassner 1999; Maltz 1999; Maxfield, Lewis, & Szoc 1980). Others focused on questions of validity and reliability (e.g., Blumstein, Cohen & Rosenfeld 1991, 1992; Eck & Riccio 1979; Gove, Hughes, & Geerken 1985; Lauritsen & Schaum 2005; McDowell & Loftin 1992; Menard 1991, 1992; Menard & Covey 1988; O’Brien 1990, 1991, 1996; Skogan 1974; Thornberry & Farnworth 1982).

The ability to assess the validity and reliability of crime statistics was greatly enhanced by the introduction of victimization surveys in the 1960s, a development in which NORC was fortunate to play a part. Under a grant from the Office of Law Enforcement Assistance Administration (LEAA), NORC conducted a study “designed to measure the amount of criminal victimization in the United States”

(NORC 1974:1; see also Biderman 1967; Ennis 1967a). In 1962 Peter Rossi, Norman Bradburn, and others at NORC began discussions about developing a workable design with a national sample to estimate crime, which resulted in a survey administered in 1966 to a “national full multi-stage probability sample of 10,000 households in all parts of the Continental United States” (NORC 1974:1). The survey, conducted on behalf of the National Criminal Justice Information and Statistics Service (NCJISS), BJS’s predecessor agency, asked respondents about crimes committed against them in the past year and found that “as many as half of the people interviewed were victims of offenses which they did not report to the police” This raised the obvious question of whether or not victimization statistics would “alter the picture presented by standard measures [of crime, notably the UCR crime index]” (Ennis 1967b:36).

In 1973 BJS introduced the National Crime Victimization Survey (NCVS, formerly NCS), with the purpose of learning “more about crimes and the victims of crime [and] to measure crimes not reported to police as well as those that are reported” (BJS 1988:11). The NCVS collects data twice a year from a nationally representative sample to obtain information about incidents of crime, victimization, and trends involving victims 12 years of age and older and their households. The survey underwent an “intensive methodological redesign” in 1993 to “improve the questions used to uncover crime, update the survey methods, and broaden the scope of the crimes measured” (BJS 2004:1; see also, Taylor & Rand 1995).

Since the UCR and the NCVS “are conducted for different purposes, use different methods, and focus on somewhat different aspects of crime” (BJS 2004:1), there are inevitably discrepancies between estimates derived from the two separate measures of crime. Nonetheless, “long-term [NCVS and UCR] trends can be brought into close concordance” by analysts familiar with the programs and data sets (BJS 2004:2)--not surprising given that the NCVS was designed “to complement the UCR program” (BJS 2004:2). Each offers criminologically relevant data and together they “provide a more complete assessment of crime in the United States” (Lauritsen & Schaum 2005).

The conclusion that both surveys are needed for a full picture underscores the importance of the current BJS program of methodological research to support a present-day redesign of the NCVS. More broadly, these are challenging times for survey research given dramatic and fast paced technological, social, and cultural changes (see, Dillman 2002; Tourangeau 2004).

### **The CASM Framework**

The research was conducted within the theoretical framework which has come to be called Cognitive Aspects of Survey Methodology (CASM). This framework grew out of the collaboration between cognitively oriented psychologists and survey researchers, which began around 1980. One of the first

such collaborations was a seminar held by the British Social Science Research Council (SSRC) and the Royal Statistical Society. Held in 1978, the seminar focused on memory recall issues during data collection as well as the interpretation of this data (Bradburn, 2004; Moss and Goldstein, 1979).

The BJS and its predecessor agencies played a seminal role in this development in the United States. In 1980, the Bureau of Social Science Research, in connection with its work in the redesign of the National Crime Victimization Survey, convened a workshop that brought together cognitive scientists, statisticians and survey methodologists to discuss the contributions cognitive scientists could make to understanding response errors in behavioral reports (Biderman, 1980). The stimulus for this workshop was the serendipitous finding that putting an attitude module before rather than after the crime reporting section of the NCVS resulted in a substantial increase in reports of crimes within the reference period (Taylor and Rand, 1995).

A further development came in 1983 when the Committee on National Statistics (CNSTAT) organized a 6-day seminar in St. Michael's, Maryland on Cognitive Aspects of Survey Methodology, which gave the name to the approach (Jabine, Straf, Tanur, and Tourangeau, 1984). From this seminar two papers, "Potential contributions of cognitive research to survey questionnaire design" (Bradburn and Danis, 1984) and "Cognitive science and survey methods," (Tourangeau, 1984) discussed the mutual benefits of a collaboration between the fields of cognitive psychology and survey methodology (Bradburn, 2004).

At roughly the same time, work was going on in Germany by Norbert Schwarz and his associates. This research led to the influential paper by Strack and Martin (1987), "Thinking, judging and communicating: A process account of context effects in attitude surveys." which proposed a process model for the survey interview (Bradburn, 2004).

As a result of these early seminars and publications, researchers have continued to explore and elaborate on this topic. The Social Science Research Council sponsored work on this subject, some of which was included in the publication *Questions about questions: Inquiries into the cognitive bases of surveys* (Tanur, 1992). Additional research has been included in a series of books edited by Schwarz and Sudman (1992, 1994, 1996).

### **The Role of Memory in Survey Responding**

When answering questions within a survey, numerous cognitive processes are involved in formulating a response. As a basis for understanding the response process, one can apply the models of information processing to the question-answer process.

The mind can be described as a complex information processing center made up of a series of interworking systems, including the sensory register, which receives the sensations of sight and sound. (For a more complete description of this conceptualization see Rumelhart, 1977 or Lindsay and Norman, 1977). The sensory register has limited storage capability; therefore, once information is received only selected pieces are transferred to short-term memory storage. Attention, which functions as part of an executive monitor that controls the information processing system, influences what information is retained in short-term memory. This executive system utilizes a prioritized list of goals and plans to oversee the larger system (Bradburn, 2004).

Within the system is a large capacity storehouse, more commonly known as long-term memory. Research suggests that long-term memory has two distinct subsystems – semantic memory and episodic memory. Semantic memories are those associated with vocabulary, language, and abstract knowledge, while episodic memories are associated with events that take place in time and space (Tulving, 1983). Another component of the executive system is working memory. Drawing on short-term memory and retrievals from long-term memory, working memory is where active thinking occurs. Information retrieved from short-term memory is accessed quickly, whereas information is accessed more slowly from long-term memory (Bradburn, 2004). Information is stored in memory in structures, represented as a list of concepts linked together in networks. Within these structures, the memory is organized in hierarchical fashion with more general concepts placed higher in the structure than more discrete instances of the concept (Bradburn, 2004). Bartlett (1932) applied the term “schema” to refer to shared structures that organize information on familiar topics. Information from these complex structures may be retrieved whole, rather than individually (Bartlett, 1932).

The primary means of communicating information is through language. This information must be linked with a linguistic code in order to be communicated. Researchers continue to explore and debate the relationship between language and thought and the idea that thoughts have verbal representation; however, it is evident that language has meaning. Encoded within language, this meaning influences how information is acquired, stored, and retrieved. Emotion may be a factor as well; although its role in the process is not as well understood.

Knowledge structures guide activation of the networks to recall information; therefore, what enters the consciousness of an individual is a result of the activation of the mind’s networks and the organization of information. As one acquires information, this information is encoded and placed into categories; this process configures the pathways by which information will be retrieved during activation. Cues related to the encoded information stimulate the activation of networks. Even though activation is a rapid process,



measuring an individual's reaction time to a stimulus can provide insight as to how information is coded and stored (Bradburn, 2004).

### **The Survey Response Process**

A number of models of the question-answering process exist (Cannell, Miller and Oksenberg, 1981; Strack and Martin, 1987; Tourangeau and Rasinski, 1988; Sudman, Bradburn and Schwarz, 1996). While each model has unique characteristics, there is general agreement that a similar cycle of cognitive processes is executed in order to respond to a question. The respondent must accomplish several tasks in responding to a survey question. The first task an NCVS respondent must undertake is to comprehend the question being asked. This entails both understanding in a literal sense what the crime screener questions are asking, but may also be influenced by what the respondent thinks the interviewer wants to know. The context of the question can also influence the respondent's understanding of the question. The next stage involves recalling information and computing a judgment. An NCVS respondent must search memory for instances of the type of crime being asked about. The recency of the crime, its seriousness and other factors may play a role in what is recalled. In addition, for some crimes, the respondent may need to judge whether his/her experience fits the category. The next stage of the survey response process is formatting an answer, which involves finding the appropriate response alternative. The crime screener questions ask for a "yes/no" response, although the additional contextual questions under consideration may require a different response format. The final stage of the response process involves editing of the response. It is here where factors such as the social desirability of the respondent's answer, or perhaps the level of sensitivity of the crime, may influence the respondent's decision on how to respond. Further, a panel conditioning effect can occur in which respondents who realize from experience with the survey that responding affirmatively to a screener question will generate more questions, may be motivated to edit their responses to the screener questions to keep the interview short (Yan, 2008).

To summarize, the process of survey response involves: 1) comprehension of the question; 2) retrieving information relevant to the question; 3) formulating a response; and 4) formatting and editing the response. It is important to note that these processes may not occur sequentially; instead, they may occur in parallel or rapidly cycling between processes. However, when considering the process as a whole, it is best to view these as separate processes within a linear sequence. (For a fuller explication of the CASM framework see Sudman, Bradburn, & Schwarz, 1996, Chapter 3.)

### **Retrieving Relevant Information**

The process that is most important for research on reference periods is that of information retrieval. Once a question is comprehended, the respondent must search memory for the necessary information. Bradburn

(2004) compares memory to a large warehouse where information is stored. Memories are labeled, or encoded, using characteristics and emotional tone of the experience. These labels allow memories to be organized in manner that facilitates later retrieval. (For a more complete discussion of memory models see Tourangeau, Rips and Rasinski, 2000, Chapter 3).

When asking a respondent to recall an event, supplemental material or even question structure may serve as retrieval cues to guide the memory search process. Retrieval cues come in a variety of formats (e.g. words, images, emotions); any additional information that directs the memory retrieval process can serve as a cue. If the event type is not specified by the retrieval cues, the larger context (such as question wording or introductory material) may provide additional clues for inferring the event type and activating the memory search (Bradburn, 2004).

Retrieval is an active process facilitated by cues within the question. Cue lists are assumed to reduce survey measurement error in a number of ways (e.g., Tulving and Pearlstone, 1966; Hudson and Davis 1972; Bellezza and Hartwell, 1981). The presence of a cue list may aid the respondent at the comprehension stage in understanding the question and determining what should be included in the answer (Dashen & Fricker, 2001). Cues may also help respondents with retrieval and estimation, in which they recall the information needed to answer the question and decide whether the information is relevant to the question. Further, according to models of memory that describe memory as an associative network (e.g., Collins & Loftus, 1975), the mention of a particular example may activate memories of other, related events the respondent may have experienced.

The particular cues that are included on a list can have an impact on respondent reports. For example, a question on group membership with an extensive cue list appeared in similar forms in the General Social Survey (GSS) and in a 1967 study conducted by Verba and Nie (Smith, 1990). Unlike the Verba-Nie study, the GSS included a specific cue on church-affiliated groups.

Estimates of national membership in organizations, based on Verba-Nie and the GSS, are shown in the table below. As Table 1.1 illustrates, estimates of membership are higher when the additional cue of “church-affiliated groups” is added to the list of cues. The increase can be attributed in part to easing retrieval by providing the cue. However, it is also possible that church membership is not commonly viewed as “organization membership.” Providing the cue may help clarify for respondents that church membership is included in the category of organizations for this question. In a similar fashion, providing additional cues in the redesigned NCVS screener clarified for respondents the types of crimes that are relevant to the survey (Taylor & Rand, 1995).

**Table 1.1:** Total membership in organizations with and without church membership

	Verba-Nie 1967	GSS 1974-1988
Total Membership	61.8%	70.7%
Church Excluded	60.4%	61.2%

However, cue lists can have a negative impact on response for a number of reasons (Nickerson, 1984; Slamecka, 1968; Roediger, 1978; Marsh, Dolan, Balota, & Roediger, 2004). First, omitting items from the cue list may lead respondents to assume those items should not be included. Further, the presentation of some items as cues may prime those items, enhancing the activation and easing retrieval of those items in comparison to other, non-primed items.

The effect of cue lists on recall has been addressed extensively in the psychological realm (for a review of the literature on cue effects and possible explanations see Nickerson, 1984). The results of some of these studies are somewhat counterintuitive to the notion that cues may help respondents answering a survey question. Instead of a facilitative effect of cues, inhibitory effects of cues have often been found. In experiments of part-set cuing effects, respondents hear lists of words and are asked to recall those words by writing them down on paper, sometimes with cues printed on the top of the answer sheet. Experiments may vary the category relatedness of the items on the list and the relatedness of the cues to the list items. For example, the cues may be the categories to which some of the words belong, or they may be a subset of the actual words from the list. The explanation for the inhibitory effect of cues is related to interference—when some items are primed, other items not primed may be more difficult to access.

Another factor that may influence the effectiveness of cue lists on survey response is respondent characteristics. One characteristic that has been demonstrated to moderate data quality is the age of the respondent (e.g., Herzog & Rodgers, 1988). In a study demonstrating the inhibitory effects of providing a partial set of cues to recall in comparison to a free recall condition, the authors found that recall performance was impaired in the partial cue condition (Marsh et al., 2004). Older respondents showed even more impairment compared to younger respondents.

Information is encoded in multiple ways; therefore, cues within the question or the context of the survey may have varying degrees of effectiveness when retrieving information. Tulving (1983) developed the idea of “encoding specificity” in which all of the aspects of events at the time of their occurrence, including, importantly, emotional states, get encoded in the representation of the event in memory. Retrieval is more likely to be successful based on the degree to which cues activate specific aspects of the coding.

Research has shown that time affects retrieval; the longer respondents have to answer a question, the more accurate the response. However, the order of events is also a factor. Assuming a hierarchical structure, memories from one's life appear to be organized by event sequences (Barsalou, 1988). Therefore, cues targeted toward event sequences are more effective than cues aimed at a specific event. For example, alcohol consumption reports increase when the question includes examples of when and where someone may drink as part of an event sequence such as a party (Bradburn, Sudman & Associates, 1979). This research suggests that in the NCVS, reminders to respondents about event sequences in which a crime occurred will increase recall of victimizations. For example, cues about when, where and by whom someone may be victimized may help respondents retrieve events that are relevant to the NCVS.

As noted above with regard to organizational membership, examples serve as important retrieval cues for respondents; providing the respondent with a list of examples helps reduce omission. However, these lists also indirectly target only those items on that list and may result in over-reporting (Tucker, 1992; Smith, 1990). Similarly, if an item is missing from the list, respondents may not be cued to this item leading to underreporting (Bradburn, 2004).

### **Effects of Elapsed Time on the Recall of Crime Incidents**

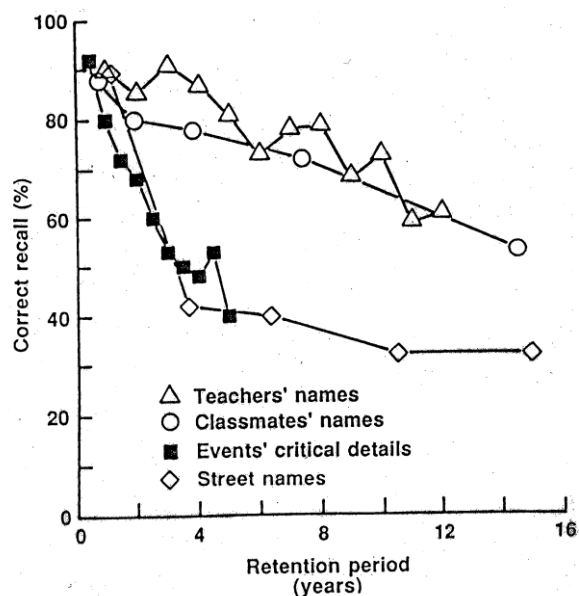
The negative impact of time on the recall of events has been observed in a variety of domains, such as recall of residence, jobs held, hospital visits, etc. (e.g., Ebbinghaus, 1894/1964; Bradburn, Rips, & Shevell, 1987). It has been noted that the rate of forgetting may vary by the domain of information being recalled (Bradburn et al., 1987). In addition, the emotional impact and salience of an event may also play a role in how well remembered the event is (Brewer, 1986).

In the NCVS, respondents are asked to report on crimes that occurred in the six months prior to the interview. Although events that are highly salient are less likely to be forgotten, when reporting over six months, respondents may forget even those crimes that seemed highly salient at the time (Brewer, 1986). An examination of the effects of length of the reference period on recall of crimes in the NCS, the predecessor to the NCVS, demonstrated that increasing the length of the reference period had significant effects on the reporting of crime (Bushery, 1981) such that a six-month reference period yielded lower recall than a three-month reference period for all crimes except burglary and auto theft. Similarly, a 12-month reference period yielded lower recall than the six-month reference period for all crimes except crimes of violence and auto theft. This work demonstrated that even with a 6-month reference period, used for the current NCVS, recall is substantially lowered as compared to a 3-month reference period

condition. Thus, even for a 6-month reference period, the addition of contextual cues can enhance crime recall and improve the quality and utility of NCVS data.

The NCVS asks respondents to report on crimes that have occurred within a reference period. The length of the reference period will have an effect on the completeness and accuracy of the reports. One of the well-established regularities in psychology is that memory for an event is a partial function of time. The longer ago the event, the more difficult it is to remember. This is not a simple relationship, however, depending on many factors other than time that are not fully understood. For many years the shape of “forgetting curves” was thought to be most like the Ebbinghaus ([1894] 1964) negatively accelerating curve. But more recent work indicates that forgetting curves vary by topic, may be nearly linear, may have quite shallow slopes, and may be on the scale of years rather than days (Bahrick, 1983; Wagenaar, 1986; Bradburn, Rips and Shevell, 1987; Sudman et al., 1996; Tourangeau et al., 2000). When people experience many similar incidents, such as repeated sexual harassment or repeated drug use, recalling each event is more difficult than for a one-time event. Initially distinguishable events may become confused or blended with later similar events into a schematic memory (Linton, 1975). Figure 1.2 shows a variety of forgetting curves that have been reported in the literature.

**Figure 1.2:**Forgetting Curves



In a discussion of the utility of using event history calendars to improve the quality of retrospective reports, Belli (1998; also Belli, Shay, & Stafford, 2001) attributes the effectiveness of the calendar to its ability to “tap into available idiosyncratic structures in autobiographical memory” (Belli et al., 2001, p.

48). Belli also describes a hierarchical structure to memory that is consistent with other characterizations of autobiographical memory (e.g., Barsalou, 1998).

According to Belli and colleagues, at the highest level are memories for lifetime periods that define a person's self-concept (such as wife or student). At the next level are memories for general events, which Belli describes as including both extended events, which are similar to those for lifetime periods but not directly related to self-concept, and summarized events ("I watch TV a lot."). Finally, at the lowest end of the hierarchy, are memories for specific events. This hierarchy has a nested structure, in which memories for specific events are linked to general events, which in turn are linked to lifetime periods. Belli (1998, Belli et al., 2001) describes three types of cuing mechanisms that are available within the hierarchical structure of autobiographical memory: top-down, sequential, and parallel cuing. Top-down cues take advantage of the relationships that exist across nested levels of the hierarchical structure of autobiographical memory. For example, the period of life in which one was a student at college may be linked to general events about that period (working as a cashier at a store to pay college costs) and specific events (robbery while working at the store). Sequential cues access the temporal relationships that exist between events (such as employment history) that span across time. Parallel cues access associations that exist in memory across domains (for example, a change of employment may be linked to change in residence).

Various contextual cues present in a survey can enhance recall accuracy by helping the respondent access information from memory. Contextual cues in a survey come from many sources. They come from the information a respondent may learn about the survey from advance materials such as letters or brochures, from the interviewer, and from the survey questionnaire itself. Of particular interest is the context that the survey introduction and question content provide. At the comprehension stage of the response process, a potential advantage of cues is to help respondents understand what the question is asking for (Schwarz & Hippler, 1991; Schuman & Presser, 1981). At the retrieval stage, prior questions provide a context that can make information more accessible for later questions (see for example, Tourangeau & Rasinski, 1988). This effect can be explained by priming models. In this type of model, memory may be viewed as a network of interconnected nodes. Activation of a node for one item, such as "weapon," spreads to related nodes, such as for "knife," facilitating retrieval of the related item.

Providing context through the use of cues and attitude questions can improve recall performance not only by priming the information to be recalled, but also by providing respondents with additional time for processing. Time on task is highly related to improved reporting (Sudman et al., 1996; Williams & Hollan, 1981). Indeed, simply asking longer questions can give people more time to recall events,

producing better data (Cannell, Oksenberg, & Converse, 1977; Bradburn et al., 1979). This evidence suggests that time spent completing the ECP could lead to increased reporting of crime in the crime screener.

The retrieval process is not perfect. Sometimes, the information cannot be recalled in time or the information has been forgotten; other times, information is retrieved, only to learn later that this information was not applicable to the question. Neter and Waksberg (1964) called this phenomenon “telescoping,” where memories are recalled that did not occur within the specified timeframe. Reviewing data from the Consumer Expenditure Survey, part of which asks respondents to report on purchases during different reference periods, Neter and Waksberg found regular occurrences of telescoping. When asked about purchases within a specific time period, respondents would report purchases from the previous time period believing they had been purchased in the time frame in question (Bradburn, 2004).

Rubin and Baddeley (1989) proposed a model to account for telescoping based on the dating of autobiographical events in calendar time. Huttenlocher, Hedges & Bradburn (1990) proposed a model to account for telescoping based on the dating of autobiographical events in terms of elapsed time from the present. The two models share the same general approach but differ in details because of their focus on how the events are represented in temporal memory.

Both models assume there are no systematic errors in dating events (that is, dates associated with events are stored in memory correctly) but rather that observed errors in reporting are the result of errors in the recall process. The observed telescoping errors that result in overreporting are caused by the combination of three independent factors. The first is the normal forgetting process. The second is that, even when events are remembered, errors in dating occur randomly and increase linearly with time. The third is that intrusions often occur from events outside the reference period, but cannot occur from events that have not yet happened. In other words, intrusion occurs in only one direction—from the past forward (Huttenlocher, Hedges, & Bradburn, 1990).

Telescoping can be reduced by “bounding,” that is reminding respondents of what they reported in the previous interview. The design of the NCVS, with its repeated interviews with the same household, reflects a concern for telescoping. After the first interview, respondents are reminded of their incident reports from the previous interview in order to help them remember the timing of the reported incidents. With a longer reference period, the amount of telescoping will increase, because respondent uncertainty about when events happened becomes greater the further away from the present the event occurred (see Huttenlocher, Hedges, & Bradburn, 1990 for a full explanation of the phenomenon). Bounding may



reduce the telescoping produced by the longer reference period but will not totally eliminate it. In an investigation of the effects of differing reference periods, one must be concerned both with forgetting and with telescoping. The optimum reference period is the point where the forgetting curve and the telescoping curves cross (Sudman & Bradburn, 1974).

### **Enhancing Recall with Contextual Cues**

The context within a question can influence response. In a study of reporting of sensitive behaviors such as drinking and sex, question length was found to influence reporting of sensitive behaviors (Blair, Sudman, Bradburn, & Stocking, 1977). For example, a shorter question simply asked how often they became intoxicated while drinking alcoholic beverages. In contrast, in the longer questioning, respondents were probed for the term they used to describe when people drink too much and act differently from usual. The respondent's term was then used in a survey question indicating that people sometimes drink on an empty stomach or drink too much and become intoxicated (using the respondent's word), and asking how often this happened to the respondent. The added context and time for processing offered by the longer questions may have contributed to the higher reporting observed.

The context provided from prior questions within a survey can also influence response. Tourangeau and Rasinski (1988) describe how the context of prior questions affects response to attitude questions. The framework provided by preceding questions may influence interpretation of later questions (Schuman & Presser, 1981; Rasinski, Lee, & Krishnamurty, 2012). Also, through a priming effect, specific information from those questions may be more accessible for retrieval and play a larger role in the process of making a judgment. In a classic example, the order in which questions concerning a woman's right to an abortion under different circumstances (birth defect in child, does not want more children) influence level of support (Schuman & Presser, 1981). Further, preceding these questions by other questions that emphasize women's rights in general raises support for women's right to an abortion (Tourangeau & Rasinski, 1988).

In prior work on the National Crime Survey (NCS), specific cues have been found to influence recall. However, the effects varied by crime severity. Taylor and Rand (1995) found that with the redesigned NCS screener, which included many short cues to different kinds of crime, reports of crime increased, but they did not increase uniformly. There was some evidence that reports of more minor crimes increased relative to more major crimes. Reports of crime by people known to the victim increased relative to reports of crime by strangers.



Biderman (1981) illustrates how the context of location can affect reporting. In a study comparing data on school crime, conducted either at home or in school, he found that location of the survey affected reports on school crime, with increased reporting when the data were collected in school. The school context may have provided additional cues for recall that were not available at other locations.

Persely (1995) reports further detail on the effects of the NCS redesign on crime rates. Overall, there is an increase in rates under the new methods across categories of personal and property crimes. The percent difference is 47.4% for personal crimes and 23.0% for property crimes, which are both significant findings. For specific crimes under these categories, purse snatching and motor vehicle theft, rates fell, but not significantly. For all other specific crimes in these categories, rates went up. It is possible that the added cues have more pronounced impact for some crimes than for others. Cues may be more important for minor crimes than for major ones. This may be because major crimes have more emotional impact and are likely to be rehearsed more often in relating the event to others.

Based on prior work with the NCS (Cowan, Murphy, & Wiener, 1978), we expect that preceding the crime screening questions with questions on the respondent's attitudes toward crime will increase crime reporting rates. Between 1972 and 1975, the NCS included supplemental attitude questions, which were administered to half the sample. The attitude questions appeared prior to the crime screening questions. The rationale for having the attitude supplement precede the crime screening was to avoid any influence of the victimization questions on attitudes to crime. In an analysis of the 1974 data, Cowan et al. (1978) compared crime rates for the half sample that received the attitude supplement to the half sample that did not. The major findings were:

- **Personal crimes of violence:** Robbery and rape showed no effects based on a t-test, but robbery showed an effect with a sign test. That is, reports of these crimes were not increased by the attitude supplement. The sign test suggests that the attitude supplement had a bigger effect on simple than on aggravated assault. The attitude supplement resulted in more reported crimes by strangers and more crimes by nonstrangers as compared to the no-supplement condition. There was a bigger effect of the supplement on crime reports for lower as opposed to higher age ranges; for younger respondents, the supplement yielded more reports as compared to no supplement.

- **Personal crimes of theft:** Higher reports of theft were found when the supplement was used. In the detailed crime categories, only personal larceny without contact showed higher reporting with the supplement; other detailed crimes did not show a difference by supplement condition. The supplement condition had slightly higher rates of reports to police than the no-supplement condition. Whites given the supplement reported more crime than whites not given the supplement—an effect not seen in black respondents.
- **Household crimes:** Reports of household crime are higher for households given the supplement. In detailed crime, larceny—completed and attempted—is the only significant category. Both white and blacks show significantly higher reporting with the supplement as compared to without.

The findings reported by Cowan et al. (1978) suggest that the attitude supplement could be increasing reports of crime in a number of ways. First, the supplement acts generally to prime thoughts about crime and activate memories of crime related events before recall of events is asked for thus increasing the accessibility of memories of particular incidents. It also provides cues for types of crimes, such as relatively less serious crimes, that are more easily forgotten. The supplement may also clarify for respondents what counts as a crime and what should be reported.

In summary, contextual cues can enhance recall in a number of ways. The context can signal what types of incidents constitute a crime. Cues such as location, offender, weapons used, time of day, type of crime, and others can aid in retrieval of specific incidents. In designing the Enhanced Contextual Priming materials, a broad variety of cues were provided, including questions both on respondent attitudes and behaviors. In addition, the priming materials bring location and offender cues to the forefront by asking respondents about places they go and their trust in different groups of people.

### Enhancing Recall with Event History Calendars

The event history calendar is a well-tested tool for improving recall (Freedman, Thornton, Camburn, Alwin, & Young-DeMarco, 1988). In this method of interviewing, a calendar is used to record major life events. The purpose of the calendar is to stimulate the recall of autobiographic information and to aid the respondent in dating life events. This methodology is to be contrasted with the standard “question-list” (Q-list) approach in which scripted questions are asked and the respondent’s answers are recorded. In comparison to standard interviewing, the EHC approach offers more retrieval strategies for the respondent (Belli, Lee, Stafford, & Chou, 2004). Standard questions are more restricted in the type of cues they provide to respondents. The more conversational style of EHC interviewing affords the respondent more cues for use in retrieving information. In their study of the types of retrieval cues present in EHC and standard Q-list interviewing, Belli and colleagues (2004) note that most of the sequential and parallel

interviewer probes they coded appeared more often in EHC interviews than in Q-list interviews. Further, probing was more frequent with EHC than with Q-list interviewing.

EHC has been used extensively for face-to-face interviewing (e.g., Arrestee Drug Abuse Monitoring Program<sup>1</sup> (ADAM)) and also for computer-assisted telephone interviews (CATI; e.g., Belli, 1998; Belli et al., 2001). CATI calendars can be completed over the telephone, without the use of a visual aid such as a paper calendar. However, an option that can be considered for the NCVS is to provide paper calendars to telephone respondents. EHC has been used relatively rarely in web applications and very little literature is available on the topic of web calendars (Belli, personal communication).

Event History Calendars have been used widely as a tool to improve event dating; that is, retrieval of forgotten events is not so much the focus as the accurate dating of events. The events that EHC is often used with include residence, periods of employment and unemployment, and periods during which benefits such as food stamps were received. These events are continuous in nature and the duration of the event, such as employment at a particular job, and the timing of a transition, such as to another job, are of primary interest in the data collection. For example, the National Longitudinal Survey of Youth<sup>2</sup> (NLSY) collects data on dates of employment, training and other variables. The Panel Study of Income Dynamics<sup>3</sup> (PSID) collects data on employment, participation in government programs, schooling, family formation and many other variables). In surveys such as these, the data collected with the aid of the calendar are the data of interest in the survey. The kind of data that the NCVS collects is different from the data often collected with the calendar. Unlike employment, schooling, residence, receipt of benefits and other variables typically collected via calendar, crime events are random, often one-time events, and not a continuous state.

In the literature on the EHC, there is some discussion of the collection of data on events that are similar character to crime events. The review presented here focuses on methodological studies that compare the quality of data collected with a calendar against the quality of data collected in a conventional questionnaire. Although the EHC is widely used among surveys, few studies provide concrete evidence on the effects of the EHC on data quality.

Belli et al. (2001) examined the use of EHC in collection of data for the Panel Survey of Income Dynamics (PSID). One of the variables of interest in this study, days of work missed due to personal illness or illness of others, more closely resembles crime events in its characteristics. Unlike other

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<sup>1</sup> Information about the ADAM survey is available at <http://www.ojp.usdoj.gov/nij/topics/drugs/adam.htm>.

<sup>2</sup> Information about the NLSY is available at <http://www.bls.gov/nls/home.htm>.

<sup>3</sup> Information about the PSID is available at <http://psidonline.isr.umich.edu/>.

variables often collected via calendar, the duration of illnesses is often short, usually on the order of days rather than weeks or months. In this study, data collected in 1997 regarding 1996 for the PSID were compared to data collected regarding 1996 in 1998. In the 1998 study, data were collected either with the aid of a calendar or in a conventional question-list survey. It was found that reports of days missed due to illness collected by calendar showed a high level of agreement with the comparison data from the 1997 PSID; however, the data collected via Q-list did not correspond well to the PSID data. It is important to note that data on specific illness events were not collected. Rather it was the sum of days missed due to illness across illnesses. The high degree of match between the EHC data on total days missed and the standard data suggest that the calendar may have been helpful in recalling the illness events from which estimates of total days could be made.

Data from a study of intimate partner violence (IPV; Yoshihama, 2009) also suggest the effectiveness of the calendar in recalling forgotten events. In this study, data on IPV incidents were collected either in a conventional interview (referred to here as the “conventional sample”) or with the aid of a Life History Calendar (LHC). Data were collected from two separate samples drawn from the same sample frame. Analysis of the findings showed that the LHC sample members were more likely to report a younger age for their first experience of a partner’s physical/sexual violence as compared to the conventional sample. Rates of lifetime IPV are often shown to be lower when based on data collected from older women, but age differences were not found for the LHC sample. In contrast, the conventional sample showed the usual drop in IPV rates for older respondents. This study suggests that a calendar facilitates retrospective recall of IPV experiences. Instances of IPV may resemble series crimes in that the events occur multiple times and the separate episodes may blend into indistinguishable memories. Further, unlike employment or residence, IPV is distinguished by specific incidents and is not a continuous state. This study shows promise for the use a calendar in the NCVS.

Although some of the literature on the EHC supports the use of the calendar for the NCVS, other studies have not found the calendar to be effective for enhancing event recall. One study found that the calendar does not facilitate respondent reports of hospitalizations, violent events, and drinking (Roberts & Mulvey, 2009). The investigators collected data with the aid of a calendar and compared those data to data collected from conventional interviews with the same respondents. The conventional interviews were conducted on a weekly basis for six months. One year to 51 months after the first of the weekly interviews, respondents participated in an interview with a calendar to aid recall. They were interviewed about the six-month period covered by the weekly interviews continuing to the time they participated in the calendar interview. The amount of time about which respondents were retrospectively reporting ranged from 12 to 51 months. The weekly interview data provided the standard of comparison for the

accuracy of the retrospective data collected with the calendar. In comparison to the weekly interview data, the calendar produced underreporting for hospitalizations, violent events, and drinking, but did capture residence information accurately.

A study on the use of the calendar in the ADAM survey also casts some doubt on the effectiveness of the calendar (Yacoubian & Peters, 2002), although the reasons for the ineffectiveness of the calendar are not completely clear. The ADAM survey collects self-reported data on drug use. Although the program has been in existence since 1987, it was not until 2000 that a calendar was incorporated into the survey. To test the effectiveness of the calendar, Yacoubian and Peters compared drug use for the city of Houston for 1999, the year before the calendar was implemented, and 2000, in which data were collected with the aid of the calendar. Completion of the ADAM calendar involves first noting major holidays (e.g., Thanksgiving) then adding personal events for the past 12 months, such as birthdays and anniversaries. Data on drug use for the past 30 days are collected after the calendar is completed. The measures included urinalysis results and 30-day self-report measures on use of marijuana, cocaine and heroin. The biological specimen (urinalysis) provides a measure of validity for assessing the accuracy of the self-report measures. Underreporting of drug use is common and survey data on individual's recent drug use is generally lower than suggested from the analysis of biological specimens such as hair and urine samples. Although the use of a calendar could be expected to increase concordance between level of drug use as suggested by the biologic specimens and self-reports, this was not the case. Agreement between the results of the urinalysis and the self-report survey data were at similar levels across the two years. Yacoubian and Peters conclude that the lack of better agreement between the biologic and self-report data suggest that the calendar was not helpful in improving self-reports of drug use. Their conclusion, however, may not mean that the calendar does not help recall. With sensitive behaviors, at least part of the underreporting problem could be editing of socially undesirable responses rather than a failure to accurately recall drug use.

In summary, the evidence on the use of the calendar is somewhat mixed. Much evidence supports its use for the collection of data on continuous events such as employment, schooling and residence. However, the smaller number of studies that have used the calendar to collect data on discrete events, such as IPV episodes or arrests, have varied in their findings on the effectiveness of the calendar in improving recall.

In the original research plan, the EHC was to be used as part of the NCVS screener to help the respondent define the reference period of the survey and to recall the major life events that occurred during that period. With an increased reference period, events that are further from the interview date become more difficult to recall accurately. The intent of using the EHC was to address these recall issues by enhancing

the respondent's memory for the events that happened during the reference period. By stimulating the respondent's memory for various autobiographical events during the reference period, the EHC may increase recall of crime events as well. Recalling events for the reference period, may lead to recall of a crime event related in time, location, people or activities. The EHC was tested during the cognitive interviews, but as will be described in Chapter 2, it was not included in the Phase IV Field Test.

### **Effects of Respondent Engagement on Response Rates and Data Quality**

In addition to aiding the recall of crime incidents, contextual questions such as those included in the ECP may also increase respondent engagement with the survey both for respondents who have experienced victimizations and those who have not. The ECP questions touch upon issues that respondents may have experienced in their everyday lives, whether they have experienced a crime or not. Respondents' reports from the cognitive interviews suggested that the majority of respondents, victims and non-victims alike, found the ECP questions interesting. Many respondents commented that the ECP section contained questions that made them think about their own lives or their neighborhoods. One respondent stated that these questions "cause you to reflect on things that you kind of block out of your mind" while another specifically stated that "the questions about safety were interesting because they made me think about my own area." It is important to keep in mind that the respondents volunteered to participate in the survey (by responding to advertisements on a crime or neighborhood safety survey). However, the overwhelmingly positive reaction of the participants suggests that many Field Test respondents will also find the ECP questions to be relevant and of interest.

Evidence from the literature suggests that respondent interest in the survey influences decisions to participate and to complete a survey (e.g., Groves, Singer, & Corning, 2000; Groves, Presser, & Dipko, 2004; Galesic, 2006). In a web survey on unemployment (Galesic, 2006), level of interest in the survey questions along with the perception that the survey is not burdensome increased the likelihood that respondents completed the survey. This study further suggested that respondents who completed the survey yielded higher quality data with regard to open-ended answers than those who dropped out before the end. Groves et al. (2000) found that respondents who were motivated by a sense that community involvement were more likely to agree to do a survey (and less likely to be influenced by an incentive) than those who had a lesser sense of community involvement. They found response rates of 58% vs. 43%, respectively, for the high vs. low community involvement samples, a difference of 15%. In another study, Groves et al. (2004) compared response rates depending on whether the survey topic was one of interest to the respondent. Samples of teachers, new parents, adults age 65 and older, and political contributors were given one of four survey introductions (e.g., education, Medicare, etc.), one of which was assumed

to be of greater interest given the respondent's characteristics. Groves et al. (2004) found that response rates were up to 14% higher when the survey topic was of interest to the respondent than when it was not.

By highlighting issues of interest and importance to respondents, the ECP may increase respondent engagement in the survey. In turn, this engagement may yield fewer break-offs and higher response rates for the crime screener when it follows the ECP. Increasing the relevance of a survey may positively impact data quality for the NCVS in at least two ways. First, within each wave of the survey, response rates to the survey and accuracy of reports could be enhanced and item nonresponse reduced. Across survey waves, it is possible that increased respondent engagement could reduce effects of panel attrition, as panel members, particularly those from specific demographic groups, drop out from later rounds of the survey. Panel conditioning effects, in which respondents may change their response patterns over the time they are in the panel (such as providing answers that they know will reduce the number of questions asked), could also be reduced by increasing respondent engagement. However, since the SCV Field Test involves only a single interview, potential effects of the ECP on panel-level data quality outcomes cannot be assessed.

## **Part II: International Surveys: Content, Reference Period, Recall Method and Mode**

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Apart from the United States, many other countries conduct crime victimization surveys. These include Canada, the United Kingdom, Australia and the European Union. The reference period, mode of data collection, sample size and use of priming, cues and other aids vary considerably. Table 2 at the end of this section presents a summary of the features of each of the international surveys we reviewed.

We reviewed materials from crime surveys conducted in other countries to determine what methods, if any, they use to enhance recall of crime incidents. The surveys we examined are listed below.

### **British Crime Survey**

Currently conducted by the British Market Research Bureau (BMRB), the British Crime Survey<sup>4</sup> (BCS) is one of the largest social surveys conducted in Britain. The BCS is primarily a 'victimization' survey, in which respondents are asked about crimes committed against the household (i.e. property crimes) and personal crimes, which they themselves have experienced. The survey is a repeated cross sectional study, which was initially conducted biennially, but moved to an annual cycle in 2001 with an enlarged sample size of approximately 40,000 individuals. The survey is conducted in person using Computer Assisted Personal Interviewing (CAPI) with several self-administered modules on topics such as drug use,

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<sup>4</sup> For more information see <http://www.esds.ac.uk/findingData/snDescription.asp?sn=6066>.



drinking behavior, stolen goods and interpersonal violence. In most cases, questions are asked of all household members age 16 or older.

The initial sections of the questionnaire collect data on the household and the respondent. This is followed by a series of attitude questions, which include questions on fear of crime, perception of the local area and local crime rates. The screener for victimization incidents is next, which asks about all crimes that the respondent has been a victim of over the last 12 months. Crimes include vehicle crimes, property crimes, and personal crimes. The questions are designed to ensure that the respondent does not mention the same incident more than once. At the end of the screener questions, the interviewer is shown a list of all incidents recorded and is asked to check with the respondent that all incidents have been documented and nothing has been counted twice. If this is not the case, the respondent has an opportunity to correct the information before proceeding.

The next section is the Victim Form that contains offense-level data. Up to six different incidents are asked about for each respondent, each of which constitutes a separate victim form. Various topics are covered, including the nature and circumstances of the incident, details of the offender(s), emotional reactions to the crime, and outcome of the incident, where known. Incidents are covered in a specific priority order. Most incidents represent one-off crimes, or single incidents. However, in a minority of cases a respondent may be victimized a number of times in succession. At each screener question where a respondent reports an incident, he/she is asked how many incidents of the given type occurred during the reference period. If more than one incident is reported, the respondent is asked whether he/she thought that these incidents represented a 'series' or not. A series is defined as, "the same thing, done under the same circumstances and probably by the same people". Where this is the case, only one Victim Form is completed in relation to the most recent incident in the series.

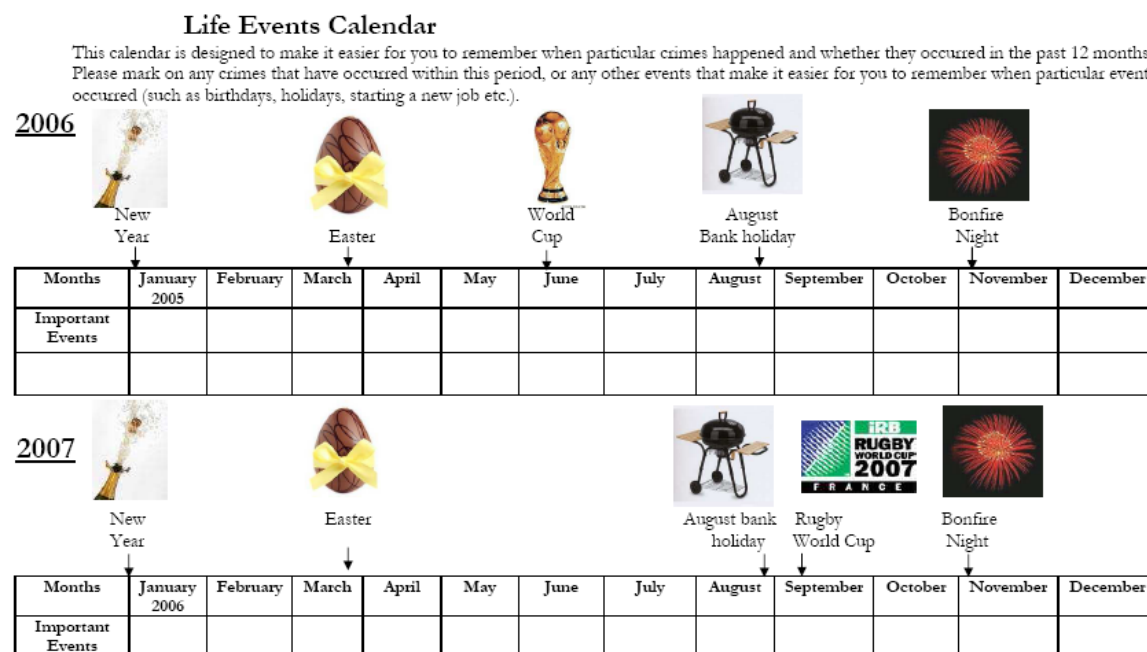
Other sections of the BCS include mobile phone theft, experiences with the police, attitudes to the criminal justice system, crime prevention and security, witnessing crime, technology crime, the night-time economy and alcohol disorder, identity fraud, experiences of antisocial behavior, crime and disorder in town centers and high streets, crime and disorder on public transport, and demographic information. In the survey, different sub-samples are asked different modules.

After 2001, the survey increased in size and moved to continuous fielding, which changed the reference period to the last 12 months rather than the previous calendar year. To help improve recall of events and the accuracy of dating the incidents, a life event calendar was introduced to the survey (see Figure 1.3). For each respondent, events or incidents are added to the calendar, which builds a picture of memorable



events that have happened to the respondent in the last year (e.g. birthdays, anniversaries, holidays, starting a new job, etc.). Additionally, national dates such as Christmas, Easter, or Bank Holidays can be added to the calendar as common reference points. Therefore, the life event calendar is used not only for bounding purposes, but also as a visual aid in the screener.

**Figure 1.3: Life Events Calendar**



In addition to the life event calendar, there are cues used throughout the questionnaire. For instance, for the questions related to break-ins, the questionnaire provides a list of example places where break-ins occur to aid in recall. Contextual priming is also implemented in the BCS to aid with recall. There are several introductory statements that precede questions in the screener as well as a series of attitude questions that also come before the screener questions.

### International Crime Victimization Survey and International Crime Survey

The International Crime Victims Survey<sup>5</sup> (ICVS) is a cross sectional telephone survey conducted to monitor crime and perceptions of crime and criminal justice internationally in a standardized way, and to provide comparative information on the patterns, contours and effects of victimization in both developed countries and the rest of the world. First conducted in 1989, the ICVS has been fielded in several non-European Union countries, along with a similar survey called the International Crime Survey (ICS) for European Union countries. The ICVS was most recently fielded in 2006.

<sup>5</sup> For more information see <http://rechten.uvt.nl/icvs/>.

In the screener, respondents are asked about crimes that have occurred in the past five years, though detailed information is only collected for crimes that occurred in the past year. The ICVS covers conventional crimes, such as crimes related to vehicles, burglary, attempted theft, sexual offenses, and domestic incidents. Respondents are asked when the crimes occurred, where and how often they occurred, questions about the offender, and the seriousness of the crime. In addition, respondents are asked if the incidents were reported and their level of satisfaction with police and victim services. The screener also covers some non-conventional crimes. Respondents are asked about hate crimes, consumer fraud, corruption, and drug related crimes (EU only).

The survey does not use any life event calendars or any other aid to help the respondents recall events correctly or provide bounds for the recall period. However, the questionnaire does provide cues and examples for the respondents in many of the questions to improve recall. These include examples of different locations for violent crimes, items that could be stolen for theft, people involved in the crime, and examples of consumer fraud. Respondents also are asked attitude questions after the victimization questions on topics such as attitudes to crime, policing, gun ownership and home security systems.

### **Canada: GSS Module on Crime Victimization, 2009**

The two primary objectives of the General Social Survey<sup>6</sup> (GSS) are 1) to gather data on social trends in order to monitor changes in the living conditions and well-being of Canadians over time, and 2) to provide information on specific social policy issues of current or emerging interest. The goal of the 2009 module on crime victimization is to better understand how Canadians perceive crime and the justice system, and their experiences of victimization.

This survey is the only national survey of self-reported victimization that provides data on criminal victimization for the provinces and territories. As not all crimes are reported to the police for a variety of reasons, the survey provides an important complement to officially recorded crime rates. It measures both crime incidents that come to the attention of the police and those that are unreported. It also helps to understand why some people choose whether to report a crime to the police.

The survey is conducted by telephone using Computer Assisted Telephone Interviewing (CATI), with a few surveys done by personal interviewing when needed. After collecting the relevant demographic information, the respondents are asked a series of attitude questions about crime, their neighborhood, how safe they feel, their evening activities, perceptions of local police, the prison and parole system, contact

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<sup>6</sup> For more information see <http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4504&lang=en&db=imdb&adm=8&dis=2>.

with police, community, neighbors and social isolation. These questions provide data on attitudes related to crime, and can help to prime respondents about the context of the survey. Following these questions is the crime victimization screener that asks respondents about crimes they have been victims of in the last 12 months. There are also questions about domestic violence or abuse by spouse or partner in the past 5 years. Some cues and examples are provided to help the respondent with recalling various incidents. No event history calendar or other aids are used.

The screener is followed by the crime incident report, which records details of the crimes reported in the screener. Respondents are asked what month the crime occurred (and must confirm that it happened within the last 12 months), where it occurred, weapon(s) used, and the type of threat, if applicable. Examples are used in several questions to improve recall. Many questions contain response categories that make it easier for respondents to answer the questions.

A series of questions on other crimes and internet victimization follows the incident report. The survey also collects information on occupation, activity and education as well as the health and well-being of the respondent.

## **Australia**

In Australia, data on crime victimization are available from several sources.<sup>7</sup> These include surveys conducted in many countries like the GSS and ICVS, as well as surveys conducted specifically in Australia such as the National Crime and Safety Survey and the Women's Safety Survey.

### **National Crime and Safety Survey.**

The ABS National Crime and Safety Survey (NCSS) is specifically designed to collect crime and safety information from individuals in selected households and enable investigation of movements across crime topics, populations, geography and time. In 1983, the NCSS was completed by personal interviews. Since 1993, the NCSS has been a mail-back collection conducted as a supplementary survey to the ABS monthly Labour Force Survey. All persons aged 15 years and over within selected households are in the scope of the survey, with the exception of a separate module on sexual assault that is only enumerated for persons aged 18 years or over (1993 and 1998 was female only).

The survey collects data on safety followed by data on crime. The survey begins with a question related to perceived neighborhood problems and is followed by feelings of safety. The second part of the survey relates to experiences of crime and the reporting of incidents.

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<sup>7</sup> For more information see <http://www.aic.gov.au/stats/victims/victims.html>.

The NCSS uses a self-administered questionnaire, which is delivered to the selected households by interviewers, or it is mailed to those respondents who completed the Labour Force Survey by telephone. Three paper forms are used in the NCSS to collect crime victimization information, and respondents are asked to complete the relevant questionnaires and return them by mail. Each respondent is provided with an individual mail back envelope, to minimize the likelihood of other members of the household seeing another person's form. Form A is completed by one member of the household; this form collects information on household crimes and personal crimes. Form B is completed by all other in-scope members of the household and collects information on personal crimes only. Form C is completed by all in-scope members of the household age 18 years or over and collects information on sexual assault only. Completion of the third form relating to sexual assault was voluntary.

Overall, the survey focuses on those categories of more serious crime occurring in the 12 months prior to the survey that affect the largest number of people (e.g. household break-in and attempted break-in, motor vehicle theft, assault, sexual assault for persons aged 18 years and over, and robbery). No event history calendars or other aids are used to improve recall in the survey. However, information is collected from individuals and households regarding their experience with selected crimes, their perception of problems in their neighborhood, and their feelings of safety. Detailed information is collected about the most recent incident experienced by the victim, including whether the incident was reported to the police and whether the victim was physically injured.

### **Women's Safety Survey.**

The first Women's Safety Survey (WSS) was conducted by the Australian Bureau of Statistics in 1996 to provide information on the safety of women at home and in the community. The WSS was an interviewer based survey in which one respondent, a female randomly selected per household and aged 18 years or over, was asked a series of questions by a female ABS interviewer regarding her safety in the home and the community. The majority of interviews were conducted face-to-face using pen and paper techniques; however, telephone interviews were available for respondents who did not wish to proceed with a face-to-face interview. The WSS interviews included a household form completed by any responsible adult within the household to collect basic demographic data. This was followed by a personal questionnaire for a selected in-scope respondent, which included demographic information, fear of violence, and victimization (sexual violence followed by physical violence). In 2005, the coverage was extended to include men as well as women.

**The ABS General Social Survey (GSS).**

This is a multi-topic survey conducted for the first time in 2002; it is expected to be repeated every four years. The survey was conducted to give social researchers the ability to cross-classify a broad range of social characteristics relating to the same person at a single point in time. The GSS is an interviewer-based CAPI survey in which one respondent, randomly selected per household and aged 18 years or over, is asked a series of questions by an ABS interviewer for each area of social concern. For the topics of crime and safety, the GSS asks about assault, breaking and entering, and feelings of safety.

**The International Crime Victims Survey.**

The ICVS is a telephone based survey (in Australia and most other countries) in which one respondent, randomly selected per household and aged 16 years and over, is asked a series of questions on crime victimization by an interviewer.

Table 1.2 summarizes the key characteristics of several international crime surveys.

**Table 1.2:** Summary of Selected International Crime Surveys

Survey	Mode	Reference Period	Sample Size	Priming	Other Cues	Additional Info
British Crime Survey	CAPI	12 month	Cross-sectional sample of approx. 40,000	Attitude questions prior to victimization	Life Events Calendar	Includes a victim form for offense-level data Includes additional modules
International Crime Victimization Survey and International Crime Survey	Telephone survey	12 month*	Cross-sectional sample	Attitude questions after victimization	Cues to help recall (ex: items that could be stolen, locations crimes can occur, people involved in crime)	
2009 Canadian GSS Module	CATI (personal interviews conducted if necessary)	12 month**		Attitude questions before victimization	Cues present to help recall	Series of questions on other crimes and internet victimization follow the incident report
National Crime and Safety Survey (Australia)***	Mail	12 months		Questions regarding feelings of safety and neighborhood problems precede victimization questions		

\*The ICVS/ICS ask about crimes from the past 5 years, but only collect details on crimes from the past year.

\*\*Questions regarding domestic violence or abuse by a spouse or partner reference the past 5 years.

\*\*\*Australia also conducts the Women’s Safety Survey, ABS GSS, and ICVS. Information for these surveys was too limited to present in tabular form.

## Part III: Analysis of the NCVS Data

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To inform the design of memory aids to enhance recall with a lengthened reference period, we conducted analyses on the 2007 NCVS data. By looking at patterns in the existing data, we can make inferences about what to expect with a lengthened reference period. We focus our analysis on two aspects of the data. The first is forgetting of crime incidents over time. We look at how the passage of time affects the number of incidents reported. The second set of analyses focus on the percentage of crimes elicited by each screener question and examines changes in these percentages as time from the incident increases.

### Analysis #1: The Effect of Elapsed Time on Crime Reporting in the 2007 NCVS

We compared differences in crime reporting for incidents occurring earlier vs. later in the six months of the reference period. To examine the effect of elapsed time between a crime incident and interview on reporting, we look at the forgetting curves for crime incidents based on month in which the incident was reported to have occurred. As discussed earlier, elapsed time is a major factor that affects reporting. As prior studies of forgetting would suggest, reports of crime incidents should decrease as time from the event increases. Further, forgetting may be influenced by other factors; for example, events with high emotional content are more easily recalled than events with relatively less emotional impact (Brewer, 1986). Since the impact of any changes in methodology may be mediated by the demographic characteristics of the victim (Persely, 1995), forgetting curves are plotted separately for different demographic groups.

We hypothesized that reports of crime will be higher for months closer to the interview date than for months further from the interview date. Such a pattern of results would be consistent with what is expected based on the forgetting of crime incidents with the passage of time.

**Methodology.** Data from the household, person and incident files were merged to conduct the analysis. The household file (da24741p2) and person file (da24741p3) were merged by the variables YEARQ and IDHH. The resulting merged file was then merged with the incident file (da24741p4) by YEARQ, IDHH and IDPER. To be consistent with published BJS data (Criminal Victimization, 2007<sup>8</sup>) series crimes (v4019=2) and crimes outside the US (v4022=1) were excluded from the file.

A variable, elapsed\_month, was created to reflect the recency of the crime incident in relation to interview date. This variable was calculated by taking the difference between the month of the interview (v3025)

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<sup>8</sup> This report is available at <http://www.ojp.usdoj.gov/bjs/pub/pdf/cv07.pdf>.

and the month of the incident (v4014). If, for example, an interview was conducted in March and a crime incident occurred in February, elapsed\_month would equal 1.

Three categories of crimes were defined, in alignment with the categories shown in Table 1 of Criminal Victimization, 2007 (see Table 1.3).

**Table 1.3:** Type of Crime Codes for Each Crime Category

Crime category	Type of Crime Code (v4029)
Violent crimes	
Rape/sexual assault	1, 2, 3, 4, 15, 16, 18 and 19
Robbery	5, 6, 7, 8, 9 and 10
Aggravated assault	11, 12 and 13
Simple assault	14, 17 and 20
Personal theft	21, 22 and 23
Property crimes	
Household burglary	31, 32 and 33
Motor vehicle theft	40 and 41
Theft	54, 55, 56, 57, 58 and 59

The demographic variables defined for the analysis are shown in Table 1.4:

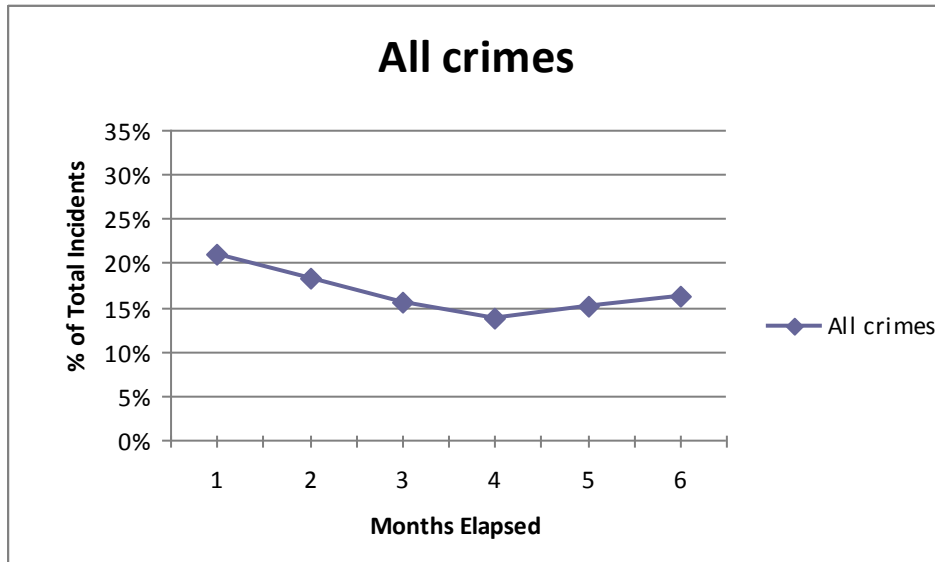
**Table 1.4:** Demographic Categories

Demographic category	Variable
Gender	
Male	V3018 Sex (Allocated)
Female	
Race	
White	V3023A Race Recode
Black	
Other	
Age in years	
12 to 17	V3014 Age (Allocated)
18 to 24	
25 to 34	
35 to 49	
50 to 64	
65 and over	

**Results and discussion.** In the line graph shown below, Figure 1.4, the percentage of total crimes reported for months 1 through 6 of the reference period is displayed by months elapsed from interview month. Month 1 represents the calendar month closest to the month of interview; similarly, Month 6 represents the calendar month furthest from the date of interview. These data are presented aggregated across all crimes and all respondents and also by type of crime and by selected respondent characteristics.



**Figure 1.4:** Percent of total crime incidents by number of months elapsed since interview.

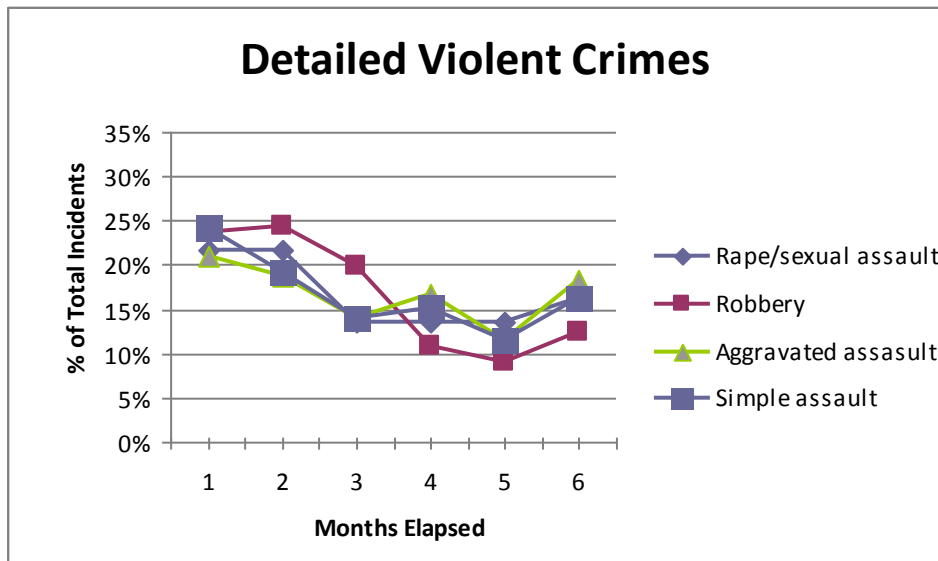


In the line graphs that follow, the data are presented for the three major crime categories (Figure 1.5), for detailed violent crime category (Figure 1.6), and for detailed property crime category (Figure 1.7).

**Figure 1.5:** Percent of crime incidents by number of months elapsed since interview—three major crime categories



**Figure 1.6:** Percent of crime incidents by number of months elapsed since interview—  
detailed violent crimes

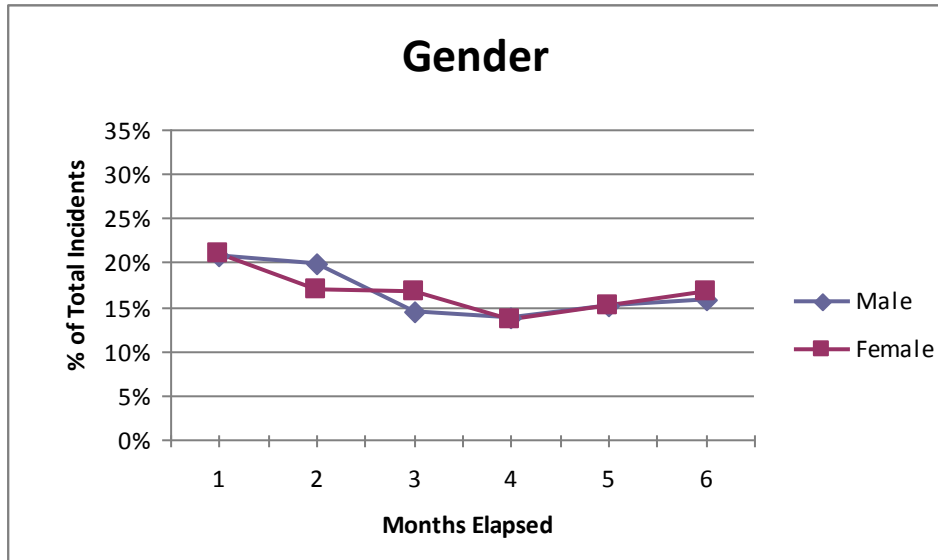


**Figure 1.7:** Percent of crime incidents by number of months elapsed since interview—  
detailed property crimes

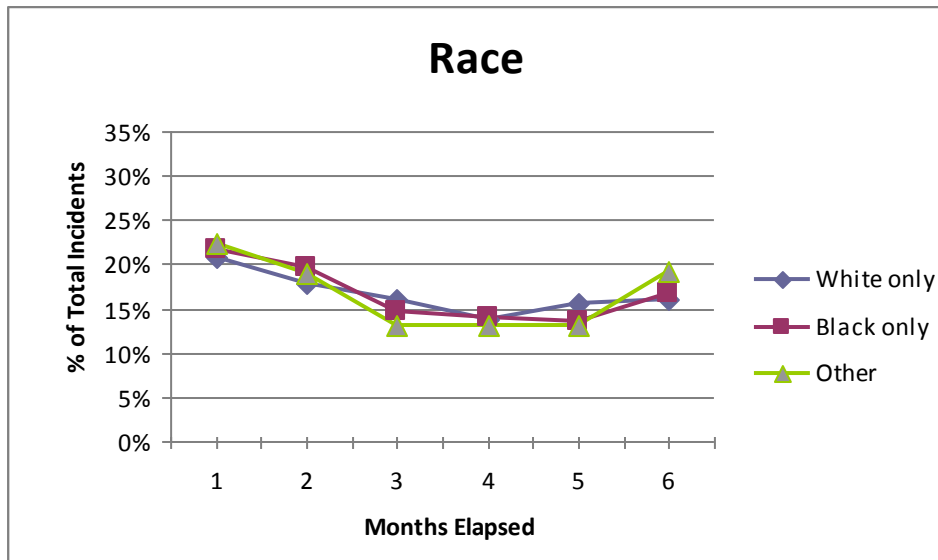


Next, the data are presented by gender, race and age categories (Figures 1.8 through 1.10).

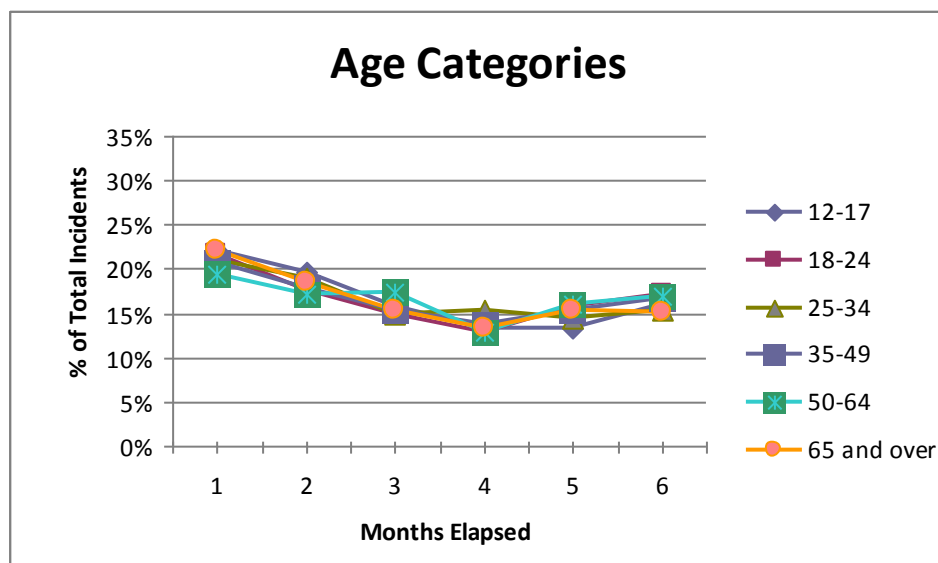
**Figure 1.8:** Percent of crime incidents by number of months elapsed since interview—gender



**Figure 1.9:** Percent of crime incidents by number of months elapsed since interview—race



**Figure 1.10:** Percent of crime incidents by number of months elapsed since interview—age.



A pattern of note in the line graphs is that there is a decline in reporting of crimes over the first three months of the reference period. The number of crime incidents reported is generally highest for Month 1 and decreases with each passing month until about Month 3 or 4. The graphs show an increase in reporting for the latter months, Months 5 and 6 of the reporting period.

There is an upswing in number of reported crime incidents for the latter months of the reference period. This is the pattern of reporting that is observed when respondents engage in forward telescoping of events, recalling the dates of events as more recent than they are.

In panel surveys bounding procedures are often implemented to prevent the duplication of reports across rounds of the survey. In bounded interviews, the respondent is typically reminded of the information that he/she reported in the prior round before the interviewer collects data for the current round. In the NCVS, the first of the seven interviews is a bounding interview. Previously, the data from this interview were not included in the data set, but used to bound the data in the subsequent interview. However, the current procedure is to apply a correction factor to the first, unbounded, interview to adjust for telescoping.

Whenever a crime incident report is completed in the NCVS, the interviewer also enters information (called “bounding information”) about the incident onto Control Card Item 32 (Field Interviewer Manual, page B1-97; U. S. Census Bureau, 2003). After completing Item 32, the interviewer is to check the bounding information for previous enumeration periods. If a review of the bounding information shows

that there may be duplicate incidents, the interviewer must ask probing questions of the respondent to determine whether they are duplicates or different incidents.

The bounding procedure described in the interviewer manual suggests that it is the interviewer's job to determine, based on the control card information, whether the respondent has reported an incident that was already reported in the previous round. A possible problem with this method is that incidents that do not appear to be duplicates may be duplicates. Duplicates may have less likelihood of being detected if the interviewer must make the judgment and decide whether respondent clarification is needed. Details of a duplicate incident may be reported differently across interviews, making it difficult to judge whether the incidents are the same. Further, pressures on the interviewer to complete cases in a timely manner, and the effort of clarifying with respondent, may discourage the interviewer from probing for duplications.

### **Analysis #2: Effects of Recency on Incident Reporting**

The NCVS screener provides multiple opportunities for a crime to be reported. The screener includes nine screen questions. In many cases the same crime incident can be reported in response to an earlier or a later screener question. Incidents of theft may have the most opportunities to be reported.

Since a crime incident may become harder to retrieve as it becomes more distant, it is possible to speculate that it may take more time to retrieve the memory. As a result, reporting of less recent crimes may shift to later screener questions.

We examined the position of the screener question that elicits recall of a crime incident for crimes reported to have occurred earlier vs. later in the 6-month reference period. We examined the data for different types of crimes. We hypothesized that crimes that occurred more recently will be elicited earlier on in the screener as compared to crimes that occurred less recently.

**Methodology.** Variable v4011 indicates which screener question number prompted the completion of an incident report. Table 1.5 shows the variable names and labels for each screener question.

**Table 1.5:** NCVS Screener Questions

Order	Screen Q #.	Var Name	Label
1	36	V3034	Something Stolen or Attempt
2	37	V3036	Broken In or Attempted
3	39	V3038	Motor Vehicle Theft
4	40	V3040	Attack, Threat, Theft: Location Cues
5	41	V3042	Attack, Threat: Weapon, Attack Cues
6	42	V3044	Stolen, Attack, Threat: Offender Known
7	43	V3046	Forced Or Coerced Unwanted Sex
8	44	V3048	Call Police To Report Something Else
9	45	V3054	Thought Crime But Didn't Call Police

The months of the reference period were divided into two categories, recent incidents and distant incidents. Recent incidents were those reported to have occurred in the first three months closest to interview date. Distant incidents were those reported to have occurred in the three months farthest from incident date. The variable v4014 was consulted to determine the month in which an incident occurred. The value for this variable was compared to month of interview, v3025, to determine whether an incident should be classified as recent or distant.

**Results and discussion.** Table 1.6 shows the number and percent of recent vs. distant crime incidents reported in response to each screener question. As the table shows, the distribution of incidents across the screener is fairly similar for both recent and distant events.

**Table 1.6:** Effects of Recency of Crime on Reporting: Percent (N) of incidents reported in response to each screener question

% (N)	All Incidents	Early Incidents				Late Incidents			
		All	Violent	Theft	Property	All	Violent	Theft	Property
Something Stolen or Attempt	55 (4488)	55 (2434)	7 (59)	77 (24)	66 (2351)	56 (2054)	5 (34)	96 (24)	67 (1996)
Broken In or Attempted	7 (559)	7 (298)	2 (15)	0 (0)	8 (283)	7 (261)	2 (14)	0 (0)	8 (247)
Motor Vehicle Theft	12 (977)	12 (549)	1 (6)	0 (0)	15 (543)	12 (428)	0 (0)	0 (0)	14 (428)
Location Cues	13 (1093)	14 (616)	44 (388)	13 (4)	6 (224)	13 (477)	46 (290)	4 (1)	6 (186)
Weapon, Attack Cues	6 (460)	6 (268)	29 (257)	0 (0)	0 (11)	5 (192)	30 (190)	0 (0)	0 (2)
Offender Known	4 (298)	4 (165)	10 (86)	10 (3)	2 (76)	4 (133)	10 (64)	0 (0)	2 (69)
Forced or Coerced Unwanted Sex	0 (34)	0 (19)	2 (19)	0 (0)	0 (0)	0 (15)	2 (13)	0 (0)	0 (2)
Called Police	2 (124)	1 (62)	4 (37)	0 (0)	1 (25)	2 (62)	4 (23)	0 (0)	1 (39)
Didn't Call Police	1 (66)	1 (37)	1 (11)	0 (0)	1 (26)	1 (29)	1 (8)	0 (0)	1 (21)
	100 (8099)	100 (4448)	100 (878)	100 (31)	100 (3539)	100 (3651)	100 (636)	100 (25)	100 (2990)

Note: Table data based on unweighted incident data from the 2007 NCVS. Also, percentages may not add up to 100 due to rounding.

Even though the number of crime incidents reported was somewhat lower for distant crime events occurring further in time from the interview, the screener cues did not function differently in eliciting these events. That is, reporting of the incidents did not shift to the later screener questions. This suggests that the additional opportunities for recall provided by the list of screen questions are not necessarily helpful in recalling incidents. Rather, the results suggest that the specific types of cues presented, related to type of crime, location of crime, weapon used, and so forth, are as effective for both recent and distant crimes. The type of cue that can effectively elicit the crime does not seem to shift as crimes become more distant.

Another aspect to note about the pattern of reports across screener questions is that some questions elicit many more incidents than others. This is due in part to the relative infrequency of some crimes (such as sexual assault) as compared to other crimes (theft). However, the questions on crimes reported to police or not reported to police elicited relatively few incidents. We should consider the possibility that that these last two screener questions could be replaced with other questions that better cue recall.

## Part IV—Suggestions for Further Research

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Based on the literature review and data analysis that we have completed, we identified a number of avenues for further analysis. Although these additional analyses were not carried out as part of the current research, they could provide valuable information for further exploration.

### The Organization of Crime Event Information

Relatively little is known about how people store and organize information about crime events in memory. As part of the Phase III cognitive interviews, we asked respondents to provide verbal descriptions of the crimes they experienced. Analysis of the verbal protocols could provide insight into respondent memory for the incidents. This analysis would focus on review of the types of information that are spontaneously reported, and the order and organization of crime event information. This information would be useful in determining what cues would be most effective to include in the NCVS screener.

### Attitude Questions in the NCS

To better understand the impact of an attitude supplement on crime rates, a more detailed analysis of the questionnaire would be useful. This detailed analysis would involve analysis of the content of the supplement. This analysis would look for ways in which the supplement cues specific crimes or clarifies what types of incidents should be reported. A comparison of the data for the supplement and no-supplement samples would help determine whether some of the questions prime or clarify specific types of crime.

### International Crime Surveys

- **British Crime Survey (BCS):**
  - ▶ This survey uses a Life Events Calendar. Any research done in designing this calendar and evaluating its effectiveness in improving recall accuracy would be relevant.
- **International Crime Victims Survey (ICVS)**
  - ▶ This survey includes attitude questions which could be explored for relevance to the NCVS.
- **Canada: General Social Survey Module on Crime Victimization**
  - ▶ This survey also includes attitude questions which could be relevant to the NCVS.

### NCVS Bounding Procedures

Further exploration may be necessary to more fully understand the effects of bounding procedures in the NCVS on the data. It would be useful to know the number and percentage of incidents that are judged by



interviewers to be duplicates. (Note that the cases included in the line graphs in this report are all those included in Table 1 of Criminal Victimization, 2007.) When a household moves (or a household gains a new member age 12 or over) the interviews will not be bounded. Further, although the first of the seven interviews used to be considered a bounding interview and excluded from analysis, these interviews are now included with a factor applied to correct for telescoping. Comparing data from interviews known to be unbounded vs. bounded would help clarify how bounding procedures are affecting the data. It would also be fruitful to examine bounding procedures used in prior years of the NCVS. If the methods have changed over the years, comparing different bounding methods against the data may help clarify the effects of specific procedures on the data.

### **Effects of Recency on Screener Reporting**

An additional analysis that may be useful would be to conduct Analysis Task #2, on the effects of recency on screener reporting, separately for major and minor crimes. Under the assumption that major crimes are less likely to be forgotten, a difference between the early and late incidents would not be expected. However, for minor crimes, which are more subject to forgetting, we may indeed see a shift to the later screener questions.

## Part V—Development of Screeners for the Phase III Cognitive Interviews: Event History Calendar and Enhanced Contextual Priming

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Two versions of the NCVS screener were developed. Although both versions included all questions required for crime classification, they represent just one version of each type that would have been possible to develop and test. In an experiment that allows testing of only one version of each, it is not possible to evaluate different implementations of the ECP and EHC screeners. For the purposes of this methodological experiment, the screeners have been simplified in a number of ways:

- Household respondent screen questions only
- No identity theft questions
- No vandalism questions
- No hate crime questions

The screeners were to be tested in both telephone and web modes. However, changes to the study design led to the omission of the web mode prior to conducting the cognitive testing. The cognitive testing of the ECP and EHC instruments was conducted both face-to-face and by telephone. As will be discussed later, after the cognitive testing it was decided to proceed with only the ECP for the Phase IV Field Test.

The ECP version of the screener includes a set of introductory questions at the beginning, before the crime screen questions. The introductory questions include items that ask respondents about their attitudes (feelings of safety and trust in others) and about their behaviors (places they go on a regular basis and on trips away from home). The intent of the ECP questions is to activate context that may aid respondents in the recall of crime incidents. The questions are not intended to ask specifically about an experience with crime, but rather to remind respondents of times when they may have felt unsafe, places they go where they may experience a crime, and people who could be offenders.

The first two introductory questions are items on the respondent's feelings of safety at home and in the neighborhood at night. These two questions have been used in the General Social Survey (GSS; see variables FEAR and FEARHOME)<sup>9</sup>. Since the questions have been asked in prior rounds of the GSS, comparison data on the questions is available. For example, it is possible to examine the distribution of responses to these questions on the GSS for various years and by various demographic groups and compare to the data obtained for the NCVS sample. Additional introductory questions remind respondents that crime can happen in different locations and ask the respondent to report the different places they go on a regular basis, whether they have traveled, and feelings of safety when not at home.

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<sup>9</sup> For more information about the General Social Survey see <http://www.norc.org/GSS+Website/>.

These questions were written by NORC. Finally, respondents are reminded that crimes can be committed both by people they know and by strangers; they are asked about their trust in other people. The questions on trust are adapted from the crime victimization module (module on trust and reciprocity) of the Canadian General Social Survey.

As discussed in the literature review, time spent on the recall task and context are both key to enhancing recall of crime events. The intent of the introductory questions is to provide respondents with time to recall events that may be relevant to the NCVS (Sudman et al., 1996; Cannell et al., 1977; Bradburn et al., 1979), and specific cues to aid recall (Bradburn, 2004). The questions give respondents time to think about crime in general, about the locations where crimes can occur, and the people who can commit crimes. The questions that were selected emphasize locations where crimes can occur and offenders (including non-strangers). These questions move to the forefront two types of cues already present in the NCVS crime screener (screener questions SQATTACKWHERE, SQTHEFTATTACKKNKOWNOFF), which ask respondents about locations where they may have experienced a crime and offenders who may have committed the crime. The placement of these questions before the first NCVS crime screener question allows the respondent the opportunity to recall relevant information before being asked whether they experienced a particular crime. It is important to note that different introductory questions could have been chosen for the ECP version. Currently, no data are available that supports the use of one set of questions over another. Rather, the literature supports the general approach of providing more time and context for recall to occur.

In the EHC version of the screener, calendar questioning has been woven into the original NCVS screener questions. Respondents first completed the calendar and then the NCVS crime screener. Events reported in response to the crime screener were placed on the calendar. No additional enhancements to the screener questions were made. Rather, the completion of the calendar and reference to the calendar were built around the exact wording of the original screener questions. The approach that was developed includes segmenting of the 12-month reference period into smaller intervals to encourage respondents to increase time spent on retrieval and sharpen their focus on specific time periods within the year. This segmented approach was included for some but not all of the screener questions because of the excessive time it would require to cycle through all the screener question repeatedly for each segment of the year. This approach combines the need to provide respondents with more time for recall and balance that against level of burden. Due to the time burden of conducting the calendar interview on shorter time intervals within the year, and the later interest in testing memory aids only with a six-month reference period, the segmentation of the reference period was dropped.

As cited in the literature review, completion of the EHC may influence recall in two ways. First, using a calendar is typically thought to improve the accuracy of the dating of events. Whereas errors in event dating due to forward telescoping could spuriously increase crime reporting with a lengthened reference period, the EHC may alleviate these errors. At the same time, the activation of memory structures that occurs as the respondent recalls significant personal events as part of the calendaring could enhance recall of events during the reference period. Thus, in addition to improved dating of events, enhanced recall of crime events could result from the use of the calendar.

In Phase III, the ECP and EHC versions of the screener were tested in cognitive interviews. Cognitive pretesting provided an opportunity to test the screener questions along a variety of dimensions. The goal of the testing was to uncover potential problems with question wording, response categories, and instructions to the respondent. Particular attention was given to the new introductory questions in the ECP screener and the calendar questioning in the EHC screener. The cognitive interviewing involved both direct probing of the respondent and observation of respondent behavior. Probing revealed whether respondents have understood questions as we had intended, whether they felt able to answer the questions, and whether the response options were appropriate. Respondent behaviors that were observed include: requests for clarification, requests to have a question repeated, long pauses before answering, responses of “don’t know” and responses that are not appropriate to the question or do not fit the response categories. The cognitive testing was iterative; as we learned how the screeners were working, we continued to revise and test new versions. In the field test to be conducted in Phase IV, the final ECP version of the screener and a control version were administered to respondents in the telephone mode. As will be discussed as part of Chapter 2, the EHC version that was developed was not included in the field test. The goal of the field test was to determine whether the use of a memory aid yielded better reporting of crime events relative to the control condition.

## Chapter Two: Phase III Cognitive Interviews

### Introduction

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The National Crime Victimization Survey (NCVS) collects data on crime victimization in the United States. A nationally representative sample of households participates in this panel survey, where respondents ages 12 and over within the household report on crime incidents that they experienced in the six months prior to the interview. The Bureau of Justice Statistics (BJS) is considering changing the NCVS from a 6-month to a 12-month reference period. The research that NORC is conducting addresses methods of improving event recall and assesses respondent burden with the 12-month reference period in the telephone mode.

As described in Chapter 1, in Phase I of this methodological research NORC completed a literature review to help inform the design of the study. In Phase II NORC developed memory aids to be cognitively tested in Phase III.

The design of the Enhanced Contextual Priming (ECP) memory aid reflects the role of context in influencing survey response. Prior questions within a survey can affect response to later questions (e.g., Tourangeau and Rasinski, 1988; Schuman & Presser, 1981). In prior work on the National Crime Survey (NCS), specific cues have been found to influence recall. Taylor and Rand (1995) found that with the redesigned NCS screener, which included many short cues to different kinds of crime, reports of some crimes increased. Cowan, Murphy, and Wiener (1978) found that including attitude questions prior to the crime screening questions increased reporting of crime.

The Event History Calendar (EHC) is a well-tested tool for improving recall of retrospective data (Freedman, Thornton, Camburn, Alwin, & Young-DeMarco, 1988). In this method of interviewing, a calendar is used to record major life events. The purpose of the calendar is to stimulate the recall of autobiographic information and to aid the respondent in dating life events. In comparison to standard interview questions, the conversational style of the EHC approach is thought to offer more retrieval strategies for the respondent (Belli, Lee, Stafford, & Chou, 2004).

In the Phase III cognitive interviews described in this chapter, the two memory aids—the EHC and the ECP—were cognitively tested and refined. Respondents in the Chicago area were recruited through advertisements and were given \$40 in compensation for their participation in a cognitive interview.

In the EHC interview, respondents were asked to name personal landmark events of their choosing to place on a calendar. The interviewer prompted the respondent as necessary to aid in eliciting events. For crimes reported in the NCVS-1 crime screener, the interviewer asked the respondent to place the crime incident on the calendar and referred to other events already placed on the calendar as needed to help the respondent date the crime incident. This interactive approach may enhance the ability of the calendar to aid respondents in recalling crime incidents and in determining when the incidents occurred.

In the ECP interview, respondents were asked about their feelings of safety at and near their home, places they go, trips away from home, feelings of safety at the places they go, and trust in others. These questions were intended to prompt respondents to think about the places they go where crimes can occur, the people who can commit crimes, and safety.

NORC completed three rounds of cognitive testing of the memory aids. The findings from Rounds 1 and 2 are briefly described in this chapter, with added detail in Appendices 1 and 2. This report will focus on the findings from Round 3 of testing and on NORC's recommendations for the ECP and EHC to be tested in the Phase IV Field Test.

## Overview of Cognitive Testing

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Cognitive interviews were conducted between October 4 and December 15, 2010. The cognitive testing was conducted iteratively. After each round of testing, analysis of the data, discussion with BJS, and revision of the instruments and procedures were carried out before the next round began. Copies of the EHC and ECP versions and cognitive probes presented in each round are included in Appendices 3 through 8. Three rounds of cognitive testing, for a total of 70 interviews, were conducted. In Round 3, 12 EHC interviews and 19 ECP interviews were completed. Relatively more respondents were assigned to the ECP in this round of testing because of the need to obtain sufficient data on the timing of this instrument.

The interviewers who were recruited to conduct the cognitive interviews included three members of the NORC research staff (two methodologists and a survey specialist) all of whom had prior interviewing experience, and one graduate research assistant and one field manager, both of whom had also had interviewing experience. Of the five, three had experience with cognitive interviews (methodologist, graduate research assistant and field manager).

## Training

A training session was held on October 1, 2010 in NORC's Chicago Loop office. The training included the following topics:

- Background on the NCVS/SCV
- Review of ECP and EHC instruments
- Review of NCVS-1 screener and NCVS-2 modified incident report
- Cognitive interviewing techniques
- Cognitive interview protocol for ECP and EHC interviews
- Paperwork and procedures

## Sample Information

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Of the 70 cognitive interviews, 17 were completed in Round 1, 22 in Round 2, and 31 in Round 3. Respondents ranged in age from 19 to 69, with a mean of 41.3 years (s.d.=11.1). Table 2.1 presents a summary of other characteristics of the respondents; additional detail on the respondents is available in Appendix 9. As shown in the table, most of the respondents identified themselves as Black/African American (no respondent chose more than one racial category). Of the 70 respondents, 11% (n=8) identified as Hispanic. The majority of respondents were male (66%). Fewer than half (41%) of respondents reported being employed either part-time or full-time. More than half (58%) were unemployed and about one-quarter (24%) were not in the labor force. Most respondents (90%) reported that they had at least a high school education; 7% indicated that they had a BA/BS or graduate degree.

**Table 2.1:** Cognitive Interview Respondent Characteristics

Respondent Characteristics	All Respondents % (n=70)	Memory Aid Condition	
		EHC % (n=32)	ECP % (n=38)
Race			
White	14	19	11
Black/African American	84	81	87
Other	1	0	3
Sex			
Male	66	72	61
Female	34	28	39
Employment			
Full-time	21	28	16
Part-time	20	22	18
Unemployed, looking	34	19	47
Not in labor force	24	31	18
Education			
Less than HS	10	3	16
HS/GED	36	38	34
Vocational	3	0	5
Some college/AA degree	44	47	42
BA/BS degree	4	6	3
Graduate degree	3	6	0

Note: Some percentages may not sum to 100 due to rounding.

### Recruitment

For Round 1, flyers were posted in the metropolitan Chicago area at public places such as libraries, grocery stores, and community centers, and at social service agencies; the majority of flyers were posted in lower income communities (see Appendix 10). The flyer asked individuals who had experienced a crime in the last 12 months to participate in a survey on crime. In Round 1, potential participants had to have experienced a crime in the last 12 months to be eligible to participate. This approach was taken to ensure that the full instrument, both screening and incident report, would be tested. Because of the recruitment flyer, the eligibility screening process, and the nature of the survey, the cognitive interviews were conducted in a context that strongly emphasized crime victimization. The interviews demonstrated that respondents with a number of crime victimizations to report are able to complete the EHC and ECP. With the EHC, however, the emphasis on crime prompted respondents to report crimes rather than other personal events on the calendar.

To test the materials with a broader pool of respondents, the recruitment criteria were expanded for Rounds 2 and 3. The flyer was changed to indicate that the study was on neighborhood safety and respondents did not need to have experienced a crime to be eligible to participate (see Appendix 11).



Flyers were posted in neighborhoods reflecting a wider range of economic diversity than in the first round. Although most of the Rounds 2 and 3 respondents were still crime victims, they did not focus on reporting crimes in the EHC as the Round 1 respondents did.

Potential participants who called in response to the flyer were screened by telephone. During the screening process callers learned more about nature of the survey and provided basic demographic information about themselves (see Appendices 12 and 13). Only Round 1 respondents were screened on whether they had experienced a crime in the last 12 months; this screener question was omitted after Round 1 recruitment was completed. In most cases, at the time respondents called in to be screened and scheduled, they were assigned alternately to the ECP or EHC condition. However, in Round 2, since the revisions to the EHC were completed before the revisions to the ECP, initial interviews in that round were all assigned to the EHC condition. Further, during a client visit in Round 3, some respondents were switched to a different condition to assure a balance in the types of interviews that were observed during the course of the visit.

## Interview procedures

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All interviews were conducted at NORC's Chicago Loop office. The interview began with the informed consent process (Appendix 14). Respondents then completed the memory aid (EHC or ECP) and proceeded to the NCVS-1 crime screener (Appendices 3 through 8) and the NCVS-2 modified incident report (Appendix 15). Cognitive probing was included in the EHC or ECP portion of the interview, with some probes also occurring after the crime screener. At the end of the crime screener, the interviewer determined which of the elicited crimes had been reported to the police. In completing incident reports, interviewers gave priority to those crimes that were reported to police, and asked about these events in order of mention in the crime screener. If time permitted, additional incident reports on significant crimes not reported to the police were completed as well, up to a total of three incident reports. Occasionally, when there were multiple unreported crimes to be selected from, the time remaining to complete another incident report, or a respondent's reluctance to discuss a sensitive crime, would prompt the interviewer to select a more minor incident for discussion. After the incident reports had been completed, the respondent was asked several debriefing questions regarding their thoughts about the survey, suggestions for improvements, and questions they had about the survey (Appendix 16).

At the conclusion of the interview, the respondent was paid \$40. After receiving payment, the interviewer asked the respondent for permission to obtain any police reports that may have been filed (Appendix 17). Permission was asked only for those incidents reported to police that had been detailed in an incident report. The police reports were to be compared with the incident reports to determine the level of

concordance between these two sources of information about the crime incident. However, very few police reports could be obtained from police departments; therefore, the validation study was not conducted.

### Interview mode

Early interviews (Round 1) were all conducted in-person to allow the interviewer to observe nonverbal cues from the respondent. In subsequent rounds, interviews were completed either in person or by telephone. In the telephone interviews, the respondent and interviewer sat in different rooms in NORC's office and spoke over the telephone. Since the Phase IV Field Test interviews were to be conducted by telephone, it was important to thoroughly test the EHC and ECP in the telephone mode in the cognitive interviews.

Some of the later interviews were conducted in person during the client visit, so that the client could observe both interviewer and respondent during the interview. Some interviews were also conducted in person if interviewers without a private office were unable to book two private meeting rooms to conduct the telephone interview. Interviewers reported that interviews went smoothly in both modes and that no mode differences were apparent. To examine mode differences with a quantitative measure, NORC compared the number of incidents reported in the NCVS-1 crime screener in the telephone vs. the in-person interviews in Rounds 2 and 3, the rounds in which interviews were conducted in both modes. (Round 1 was omitted from this analysis due to two key differences in that round: the recruitment method emphasized crime reporting, and all interviews were done in person.) For the telephone interviews, a mean of 2.9 (n=17) crime incidents per interview was found; for the in-person interviews, the mean was 3.1 (n=36). The similarity in reports of crime in the screener and the interviewers' impressions both suggest that the interviews were successfully completed in either mode.

### Findings from the Event History Calendar Cognitive Interviews

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The EHC instrument that was developed during Phases I and II of the research was tested and refined over three rounds of cognitive testing. The findings from earlier rounds of cognitive testing have been reported previously and are summarized in Appendix 1. The appendix includes the prior versions on the EHC and information on the results of earlier rounds of cognitive testing of the EHC and the refinements that were implemented in each round. The most notable changes to the instrument that occurred over the first two rounds of testing were that the scripts and prompts read to respondents were edited to reduce the emphasis on reporting of crimes during calendar completion and that the interviewer instructions were refined as well.

### Cognitive interview protocol

In earlier interview rounds, respondents were probed about the purpose of completing the EHC, difficulty/ease of recalling events, whether the EHC seemed helpful, and suggestions for improvements. Since those probes had yielded the needed information, they were dropped from Round 3 and a new set of probes added. The Round 3 cognitive probes examined issues related to placing crime events from the NCVS-1 screener into the calendar. The data on dating of crime events are reported in a later section.

Table 2.2 shows the version of the EHC that was tested in Round 3. As will be discussed in greater detail below, the version of the EHC tested in Round 3 worked well. Respondents understood the task and were able to complete the calendar, providing a range of personal events in response to the prompts.

Interviewers also successfully navigated the script and found the instructions on prompting to be clear.

Therefore, we recommend the Round 3 version of the EHC script as the final version for moving into the Phase IV Field Test.

**Table 2.2:** Round 3 EHC Script

<p>Introduction: Before I ask you the questions on crime, let's spend a few minutes talking about what you did and things that happened to you over the last year. It might be difficult to remember things that happened as long as a year ago. Sometimes people find it helpful to think about a calendar to remember things. Let's note some dates on the calendar. Looking back a year ago, there was Thanksgiving in November of 2009, New Year's Day in winter, St. Patrick's Day in the spring, Memorial Day in May, the Fourth of July in summer, and Halloween in October. Now let's put some things that are specific to you on the calendar.</p> <p>PROMPT 1: What are some of the things you did or things that happened to you this past year, that is, since &lt;REFERENCE MONTH&gt; 1<sup>st</sup> of 2009?</p> <p>RECORD RESPONDENT'S EVENTS ON CALENDAR. TRY TO GET AT LEAST FOUR EVENTS SPREAD THROUGH THE YEAR WITH ONE BEING AT THE BOUNDARY. COLLECT MORE EVENTS IF R IS ABLE TO NAME MORE.</p> <p>READ PROMPT 2 IF RESPONDENT HAS NOT PRODUCED AT LEAST FOUR EVENTS, INCLUDING A BOUNDARY EVENT:</p> <p>PROMPT 2: Are there dates for things you did or things that happened since last &lt;REFERENCE MONTH&gt; 1<sup>st</sup> that we can note on the calendar? It doesn't have to be anything unusual or important, just anything that you remember from the past 12 months.</p> <p>RECORD RESPONDENT'S EVENTS ON CALENDAR. ASK A GENERAL PROMPT SUCH AS "ANYTHING ELSE?" TO ELICIT MORE EVENTS.</p> <p>READ PROMPT 3a-d IF RESPONDENT HAS NOT PRODUCED AT LEAST FOUR EVENTS:</p> <p>IF RESPONDENT HAS NOT MENTIONED A FAMILY MILESTONE, READ:</p> <p>3a. Were there any family events, such as a birth or birthday celebration, a wedding, or a death in the family?</p> <p>IF RESPONDENT HAS NOT MENTIONED A VACATION OR FAMILY EVENT, READ:</p> <p>3b. Did you or anyone in your family go on vacation or to a special event?</p> <p>IF RESPONDENT HAS NOT MENTIONED A WORK-RELATED EVENT, READ:</p> <p>3c. Did you change jobs, or get a promotion?</p> <p>IF RESPONDENT HAS NOT MENTIONED CHANGING RESIDENCES, READ:</p> <p>3d. Did you move to a different house or apartment?</p> <p>MARK EVENTS ON THE CALENDAR. READ PROMPT 4 IF RESPONDENT HAS NOT PRODUCED AT LEAST FOUR EVENTS:</p> <ul style="list-style-type: none"> <li>○ Where are you living now? [NOTE ADDRESS ON CALENDAR] How long have you lived there? Did you move in the last 12 months, since &lt;REFERENCE MONTH&gt; 1<sup>st</sup> of 2009?</li> <li>○ Do you work or attend school? Where are you working/attending school now? How long have you worked there/attended that school? [RECORD JOBS AND SCHOOLS ON CALENDAR.] Did you work at any other jobs or attend another school in the last 12 months, since &lt;REFERENCE MONTH&gt; 1<sup>st</sup> of 2009?</li> </ul> <p>READ PROMPT 5 IF NO BOUNDARY EVENT OBTAINED FROM &lt;REFERENCE MONTH&gt; of 2009.</p> <p>PROMPT 5: We are interested in getting events from the entire year, beginning in &lt;REFERENCE MONTH&gt; of 2009. Can you think of anything from your life to put on the calendar for &lt;REFERENCE MONTH&gt; of 2009?</p> <p>READ PROMPT 6 IF RESPONDENT HAS ANY PERIOD OF AT LEAST THREE MONTHS WITH NO REPORTED EVENTS.</p> <p>PROMPT 6: Can you think of anything from your life to put on the calendar that happened [in &lt;MONTH1&gt;, &lt;MONTH2&gt;, or &lt;MONTH3&gt;] between &lt;EVENT 1&gt; and &lt;EVENT 2&gt;]?</p>
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### Timing data

Table 2.3 shows the mean length of the EHC for each round. The timings presented are only for the calendar portion of the interview, beginning with the Introduction and ending with the last event placed on the calendar. When several timings that were outliers are excluded the mean calendar time is about six

to seven minutes.<sup>10</sup> Timing is closer to eight minutes when the longest interviews are also included. As noted earlier, respondents were highly focused on reporting crime events during the first round, reporting a mean of close to five events in Round 1. When the emphasis was shifted away from reporting crime events to reporting personal events in Rounds 2 and 3, respondents placed an average of about seven to eight events on the calendar.

**Table 2.3:** EHC Interview Length and Number of Events Reported, Rounds 1 to 3

	Number of Interviews	Mean Interview Length in Minutes (s.d.)	Range of Interview Length in Minutes	Mean Events Added to Calendar (s.d.)	Range of Events Added to Calendar
Round 1	7	6.8 (2.2)	3.4 – 9.6	4.7 (0.5)	4 - 5
Round 2	9	7.1 (2.1)	3.4 – 9.9	7.1 (2.7)	4 – 12
Round 3	12	6.1 (1.7)	3.6 – 8.8	8.2 (1.9)	5 – 11

Note: Mean and range of interview times excludes outliers, interviews that were more than one standard deviation longer than the mean. However, these outlier cases remained in the calculation of mean number and range of events. Only “in scope” events that occurred within the reference period are included. Two events from one respondent in Round 2 and one event from one respondent in Round 3 that occurred prior to the reference period were out of scope.

### Event characteristics

As shown in Table 2.3 above, Round 3 respondents reported an average of about 8 events in the calendar. Of the total of 98 events, five were crimes and 93 were personal events. The personal events that respondents placed on the calendar were similar to those named in prior rounds. These personal events included events related to work (promotion, new job, receiving a bonus), residence (moves, period of homelessness), birthdays, and family/personal events (holidays, deaths, health issues and personal relationships).

### Refinement of calendar instructions and prompts

The EHC included a scripted introduction that explained the calendar procedure to respondents, and a series of prompts for interviewers to use to elicit personal landmark events. Between Rounds 1 and 2 the major changes to the introduction and prompts, along with the change in recruiting strategy already outlined above, lessened the emphasis on crimes experienced and promoted reporting of more general personal events for the calendar. This was accomplished by asking not only about what happened to respondents but also about things the respondent did. For example, “I am interested in the crimes *that you*

<sup>10</sup> Mean interview length and standard deviation for each round was first calculated including all EHC interviews in that round. Four cases (one from Round 1, two from Round 2, and one from Round 3) in which the mean interview time was more than one standard deviation from the mean for that round were identified. These cases were removed and the mean interview length recalculated. With the outliers included, mean interview length in minutes would have been 7.8 (s.d.=3.4) for Round 1, 8.0 (s.d.=3.1) for Round 2, and 7.6 (s.d.=5.5) for Round 3.

*may have experienced* was changed to, “Before I ask you the questions on crime, let’s spend a few minutes talking about *what you did and things that happened to you* over the last year.”

The Round 3 testing focused on refining the wording of the prompts and the instructions on when to use the prompts. The instructions remind the interviewer at the first prompt to attempt to elicit at least four events, including a boundary event, and to collect more events if the respondent can name more.

Reminders to attempt to obtain these events are dispersed throughout the calendar script. Further, Prompt 3 was broken down into four separate prompts, since the original prompt combined prompts for family, work and residence and was lengthy if all the subparts of the prompt were read. Interviewers began with Prompt 3a and proceeded through Prompt 3d, reading the relevant prompts as instructed. The order of Prompts 3a through 3d was decided upon based on the relative relevance these prompts would have to most respondents. Most respondents are likely to have a family or personal event to report (3a, 3b), but relatively fewer would have employment- or residence-related events to report (3c, 3d). Therefore, prompting on family and personal events appeared earlier in the Prompt 3 list. Finally, the instructions are more explicit about when to use the gap prompt to fill in an event (if there is a period of three or more months without an event listed).

### Summary of event prompting

As explained earlier, Round 1 respondents were strongly focused on the reporting of crimes on the EHC, and a number of them had difficulty turning their attention to other, non-crime events. One step we took to address this issue in Round 2 was revising the EHC introduction and prompts to reduce the emphasis on crime events. Respondents in Round 2 successfully provided personal events to place on the calendar.

The Round 3 results show that, as in Round 2, respondents were able to provide a variety of personal events to place on the calendar and that interviewers were successful at eliciting these events with the prompts scripted in the calendar.

Nearly half of respondents (5 of 12) began mentioning events to place on the calendar immediately after Prompt 1. The other seven respondents asked for clarification first but then were able to name events.

Comparing the ratio of number of prompts given to the number of events given, respondents averaged 2.0 events per prompt. This ratio ranged from 0.6 (for a respondent who was presented with 11 prompts and named seven events) to 5.5 (for a respondent who was given two prompts and named 11 events).

Nearly half of respondents (5 of 12) were presented with Prompt 2, which emphasized for respondents that the events they report do not have to be unusual or important, but simply events from the last 12 months. These prompts were presented early in the interview.

Prompts of “anything else” were presented to half of the respondents (6 of 12, with 3 of these receiving two “anything else” prompts) and also tended to occur earlier in the interview, since interviewers were instructed to begin with more general prompting before proceeding to the more specific prompts.

Type 3 prompts asked about family milestones (such as a birth, birthday, wedding, death in family), family vacations/special events, job-related events, and residence-related events. The ordering of the Type 3 prompts was based on the expected greater frequency of family events as opposed to events related to employment and residence. Thirty-six percent of prompts were of this type. Although Type 3 prompts were the most frequently presented prompts, one third of respondents (4 of 12) did not receive any prompts of this type.

Type 4 prompts, which asked respondents explicitly about where they work, go to school and live, were to be used only if the respondent was not able to name events in response to more general prompting. Prompt 4 was presented to only one respondent. This relative low frequency reflects the ease with which most respondents placed personal events on the calendar.

Half of respondents (6 of 12) were prompted to name an event that occurred at the 12-month boundary of the reference period. Two of these respondents were prompted more than once regarding events at the 12-month boundary.

Half of respondents (6 of 12) were prompted to fill in gaps between events. Gaps were considered to be periods of three or more months on the calendar with no event.

## **Findings from the Enhanced Contextual Priming Cognitive Interviews**

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The ECP instrument that was developed during the earlier phases of the research was tested and refined over three rounds of cognitive testing. The findings from Rounds 1 and 2 are summarized in Appendix 2. This appendix includes earlier versions of the ECP and key findings from the Round 1 and 2 cognitive interviews that informed changes to the instrument. After Round 1, one question that asked for a summary judgment of feelings of safety at different locations was changed to ask separately about each location. In addition, more detail was asked about the respondent’s trips away from home. Finally, the scale used with the question on trust in others was revised to make the scale easier for respondents to use. Round 2 testing

revealed no new information that warranted changes to the ECP. Therefore, the ECP questions were not modified prior to Round 3 testing.

### **Cognitive interview protocol**

For Round 3 testing, some cognitive probing that had been interspersed in the questionnaire for Rounds 1 and 2 was eliminated from the instrument because we had learned sufficient information from those probes. Other probes were moved to the end of the questionnaire. We continued to probe Introduction Q3 (concerning where respondents go when they are not at home) to confirm that respondents are providing appropriate answers. As with the EHC, new probes were added to collect information on the difficulty of recalling when a crime incident occurred. The probes for Introduction Q3 were moved to the end of the ECP (before the crime screener) to allow for accurate timing of the ECP section alone.

Table 2.4 present the Round 3 ECP questionnaire items. The cognitive interview findings suggest that the ECP continued to work well. The questions were clear and respondents could provide appropriate answers. NORC recommended using the Round 3 version of the ECP for the Phase IV Field Test.



**Table 2.4:** Round 3 ECP

<p><b>Introduction:</b> I am going to ask you some questions about crimes that may have happened to you in the last 12 months, that is, since &lt;REFERENCE MONTH&gt; 1<sup>st</sup>, 2009. Before we talk about these crimes, let's think about your feelings of safety at home, the places you go, and your trust in the people you meet.</p> <p><b>Introduction Q1:</b> Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?</p> <p>YN</p> <p><b>Introduction Q2:</b> How about at home at night – do you feel safe and secure, or not?</p> <p>YN</p> <p><b>Introduction Q3:</b> Crimes can happen in many different locations. To help remind you of crime incidents that may have happened, let's begin with some questions about the places you have been. Thinking about the last 12 months, that is, since &lt;REFERENCE MONTH&gt; 1<sup>st</sup>, 2009, where do you go on a regular basis?</p> <p><b>Introduction Q4:</b> You mentioned that you go to [Q3, PLACE 1]. When you go there, would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?</p> <ul style="list-style-type: none"> <li>b. How about [Q3, PLACE 2]? How safe do you feel there? [IF NECESSARY, READ: would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?]</li> <li>c. How about [Q3, PLACE 3]? How safe do you feel there? [IF NECESSARY, READ: would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?]</li> </ul> <p><b>Introduction Q5:</b> Have you been away from home for at least one night in the last 12 months, that is, since &lt;REFERENCE MONTH&gt; 1<sup>st</sup>, 2009?</p> <p>YN</p> <p>How many trips away from home did you take? _____ TRIPS</p> <p><b>Introduction Q6:</b> What different places did you go?</p> <p><b>Introduction Q6b:</b> How many nights did you stay in [DESTINATION]?</p> <p><b>Introduction Q6c:</b> During your time there, what type of lodging did you stay in?</p> <p>[CHOOSE ALL THAT APPLY.]</p> <ul style="list-style-type: none"> <li>Private home</li> <li>Hotel, motel, B&amp;B, resort</li> <li>Condo, cabin, vacation home</li> <li>Camper, trailer, RV, tent/campsite</li> <li>Other</li> </ul> <p><b>Introduction Q6d:</b> While you were in [DESTINATION], would you say you felt very safe, fairly safe, a bit unsafe, or very unsafe?</p> <p><b>Introduction Q7:</b> Crimes can be committed by people we know well, by acquaintances, or by strangers.</p>
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I'm going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement.

The first statement is, "I trust strangers". Do you strongly agree, agree, disagree or strongly disagree with this statement?

The next statement is, "I trust people in my neighborhood". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]

The next statement is, "I trust people I work or go to school with". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]

The next statement is, "I trust people in my family". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]

Note: Introduction Questions 1 and 2 are taken from the General Social Survey (<http://www.norc.uchicago.edu/GSS+Website/>). Introduction Question 6 was adapted from the 2001 National Household Travel Survey (<http://nhts.ornl.gov/>). Introduction Question 7 was adapted from the Canadian General Social Survey module on crime victimization (<http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4504&lang=en&db=imdb&adm=8&dis=2>).

### Timing data

The timings for the Round 3 ECP are summarized in Table 2.5. As discussed earlier, cognitive probing that was interspersed throughout the ECP precluded accurate timings of the length of the instrument in Rounds 1 and 2. The timings presented are from the beginning of the Introduction statement through the last Introduction Question on trust in others. When the timings that were outliers are excluded, the ECP averaged about five minutes in length.<sup>11</sup> Timing is nearly six minutes when the outliers are included.

**Table 2.5:** Timings for Round 3 ECP

	Number of Interviews	Mean Interview Length in Minutes (s.d.)	Range of Interview Length in Minutes
Round 3	19	5.0 (1.2)	3.5 – 7.5

Note: Mean and range of interview times excludes outliers, interview timings that were more than one standard deviation longer than the mean.

### Observations from cognitive interviews

For the ECP questions that were not investigated with specific probing, interviewers noted any problems, comments and questions respondents may have had with the items. Overall, the issues that emerged were minor and clarified easily by the interviewer.

<sup>11</sup> Mean interview length and standard deviation was first calculated including all ECP interviews in Round 3. Three interviews in which the mean length was more than one standard deviation from the mean were identified. The mean interview length and standard deviation were recalculated excluding those cases; these data are presented in Table 5. With the three outliers included, mean interview length in minutes would have been 5.8 (s.d.=2.2).

- Two respondents with unusual housing situations (one recently released from prison and another in unstable housing) qualified some of their answers. One respondent’s comments concerned feelings of safety at home; this respondent stayed in different places and answered based on the place he currently spent the most time. Another respondent qualified statements concerning where she usually went in the last 12 months, by indicating that she was speaking of the part of the year in which she was no longer in prison. Both respondents were able to answer the questions asked, but wanted to provide further information to elaborate on their answers for the interviewer.
- A question in the ECP (Introduction Question 3) asks respondents where they go on a regular basis. The intent of the question is to promote thinking about the places where respondents may have experienced a crime. In cognitive probing, respondents were asked an alternate question concerning where they go as part of their normal routine. A comparison of their responses to the “regular basis” phrasing and “normal routine” suggests that “regular basis” is the more appropriate term to use. In particular...
  - ▶ Of the 19 EHC respondents, six indicated that they would have provided the same list of places in response to both the “regular basis” and the “normal routine” wording. However, twelve respondents named more places in response to “regular basis” than normal routine”; one respondent named fewer. Not including the six who gave the same list to both question wordings, the mean number of places named to “regular basis” was 4.0 (range of 2 to 8); the mean for “normal routine” was 2.3 (range of 1 to 5).
  - ▶ For seven of the 12 respondents who named more places in response to “regular basis,” the places they go as part of their “normal routine” is a subset of the “regular basis” list. Three of the twelve named some new places to the “normal routine” question; two showed no overlap in places named for the two questions.
  - ▶ Limited evidence from respondent comments suggests that “normal routine” is interpreted as “every day” or nearly so; “regular basis” is interpreted as less often than every day, such as “weekly.”

The overall evidence suggests that the phrase “regular basis” casts a wider net and primes more locations than “normal routine” and thus is the better wording to use.

- Although the cognitive probing suggested that some respondents may have been considering feelings of safety when reporting the places they go on a regular basis, the overall evidence suggests that responses to this question were likely not edited by whether they felt safe at the place. The comments from three respondents, summarized below, were suggestive that they did not name some places they go if they felt safe at those places.

- ▶ One respondent thought it was a conversation about crime, didn't think certain places applied to a survey on crime.
- ▶ Another said, "I was probably thinking of places where I would be more vulnerable."
- ▶ A third respondent indicated he felt secure at the grocery store (and thus did not report going there).

However, the ratings on feelings of safety suggest that most respondents are not excluding places where they feel safe. For the first place mentioned (n=19), responses on feelings of safety were 84% very/fairly safe and 16% a bit/very unsafe. For the second place (n=19), responses were 74% very/fairly safe and 26% a bit/very unsafe. For the third place (n=18), responses were 56% very/fairly safe and 44% a bit/very unsafe. These data show that the first places respondents mention tend to receive higher ratings of safety than the subsequent places. Indeed, the three respondents whose comments suggested that they were editing their responses to exclude places where they felt safe all did mention at least one place where they felt very/fairly safe.

- When presented with response scales, respondents occasionally qualified their responses or gave responses that did not fit the response options. However, overall, interviewers were readily able to prompt the respondent to provide an answer from the options presented.
  - ▶ For the 56 safety ratings collected across 19 respondents for Introduction Question 4, two respondents wanted to indicate they felt "safe" at a particular place; with probing from the interviewers these respondents were able to choose the "fairly safe" response.
  - ▶ One respondent asked for the response options for Introduction Question 4 to be repeated.
  - ▶ For the agreement scale used in the question on trust in others (Introduction Question 7) one respondent wanted to say "somewhat agree" and with the help of the interviewer chose "agree" as the closest answer. Another respondent responded before hearing all the options, gave a "somewhat agree" answer and changed her answer in giving her responses to the three trust questions. However, this respondent was atypical in showing some initial difficulty with a number of the survey questions.

## Confidence in Dating of Events

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During the crime screener portion of Round 3, respondents in both the ECP and EHC conditions were asked to say when each reported incident occurred. Interviewers recorded the descriptions verbatim; respondents were then asked to say how they arrived at their answer, and to rate how confident they were in the accuracy of their dating of the incident. After Round 3 was completed, respondents' initial answers to the question "When did that happen?" were categorized by whether they were able to identify the

specific month when a crime incident occurred. Responses were coded to indicate whether the respondent named a period *more specific than a month*, (either a specific date or time period such as "in the first half of March"), *one specific month* (such as "March"), *a specific month with qualification* (such as "around July"), or a time period *more than a single month* (either an entire season or several individual months, such as "maybe April or May"). Respondents' descriptions of how those datings were arrived at were also reviewed to see if patterns emerged. Below is a summary of the results of those reviews:

- There were a total of 109 in-scope incidents reported in the crime screener portion of the interviews, 77 from the 19 ECP respondents and 32 from the 12 EHC respondents, for which 103 independent datings were collected (the number is less than 109 because two ECP respondents gave only one dating for a cluster of related crime incidents).
- Of the 103 dated events, respondents reported that they were "Very confident" of 79 (77%), which was similarly high in both conditions: ECP respondents were very confident of 56/71 or 79% of their datings, and EHC respondents of 23/32 or 72%. Only 3 events elicited a "Not very confident" rating from respondents.
- Overall, 84% of dated events were initially specified to at least their month of occurrence. (The figure was 89% for events dated by ECP respondents and 75% for EHC respondents, although the small sample sizes involved make it difficult to infer a group difference.) Additional information was often elicited by prompting during the interview and/or included in the explanation respondents gave; when this additional information is considered, the overall percentage of events that could be specified at least to the month level rose to 89%.
- Respondents' explanations for how they arrived at their datings of crime events drew on a fairly small and consistent set of factors. Respondents were most likely to cite elements from episodic memory to support their knowledge; these included details of the event such as "It was taken by a family member; he had come to visit", and causes or consequences of the event, such as "Because I had a temporary phone for like two months because I didn't have the hundred dollars to pay the deductible to replace my phone". Respondents were also likely to date crimes with reference to events of personal importance, such as "It happened during the move" or "I have not been to the pool since then". Other factors frequently cited include the weather at the time or the fact that the incident was very recent.

## Cognitive Interview Debriefing

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After completing the crime screener and incident reports (if any), respondents were asked several debriefing questions. Respondents were asked whether they found the interview interesting, why or why

not, whether they had suggestions to improve the survey, any problems they noted with the survey, and any questions they had about the survey.

Only a few respondents reported that the interview was not interesting. Some respondents expressed moderate interest (the interview was “kind of” or “somewhat” interesting) but many did feel that the interview was interesting, and some respondents expressed strongly positive reactions. Some respondents liked that they had a chance to express their feelings about crimes they had experienced; others found that taking the time to review an entire year’s worth of life events was valuable, or expressed appreciation that someone was focusing attention on a serious community problem. The generally positive expressions of interest in the survey may be due to self-selection of respondents into the survey. Those who participated had actively volunteered to be surveyed on crime and neighborhood safety by responding to the recruitment flyer.

Most respondents did not have questions about the survey. The questions that were asked concerned what is done with the survey data, what the data are for, and who conducts the survey. A number of respondents wanted to know about other studies or whether more participants were needed for the SCV. Some respondents noted redundancy and repetition in the survey questions.

Respondents provided a number of useful suggestions about the survey:

- Ask about a longer period than 12 months (particularly because issues such as domestic violence can be ongoing).
- Ask questions about offenders, survey offenders and find out why they commit crimes.
- Ask about different times of the year (seasons) and about different locations.
- Ask more about neighborhoods (this comment may have been prompted by the expectation from the recruitment flyer that the survey was focused on neighborhoods).
- Part of the questionnaire could be completed before the survey (completed individually by the respondent) and parts could be asked in the interview.

## Conclusions and Recommendations

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In 70 interviews, NORC cognitively tested and refined the EHC and ECP memory aids. As a result of the cognitive testing, we have determined that respondents can successfully complete these interviews using the finalized versions of these instruments for the Phase IV Field Test.

With small sample sizes in the cognitive interviews, and changes in the instruments across rounds, the cognitive data should not be used to address whether the EHC or ECP better enhances memory for crime

victimizations. The determination of which memory aid more effectively improves recall is best answered in a larger test, as was conducted in Phase IV.

With regard to timing, the ECP is somewhat shorter on average than the EHC. Whether outliers are included or excluded, the timing of the ECP is about two minutes shorter than the EHC.

Both EHC and ECP respondents seem quite confident that they have accurately dated when a crime incident occurred. The ECP respondents gave slightly higher confidence ratings (79% vs. 72% very confident). Further, the ECP respondents were more specific in naming the time period of the crime (89% of ECP respondents vs. 75% of EHC respondents specified at least at the month level). However, given the small number of incidents on which this is based, particularly for the EHC, it is difficult to draw firm conclusions from these differences.

The most notable difference regarding the EHC and ECP which would impact the Phase IV Field Test and implementation of these memory aids in the NCVS is the conversational nature of the EHC interview. The ECP is a standard interview with lists of questions and relatively few open-ended questions. Standard procedures for training and monitoring interviews conducting ECP interviews would suffice. In contrast, the EHC is a loosely scripted interview. The interviewer's job is to assist the respondent in finding personal events to place on a calendar. Although portions of the interview are scripted, the interviewer has much discretion in choosing which prompts to use to elicit events, what order to do the prompting, and to some extent, how many events to attempt to elicit. This type of interview will require additional training and monitoring to assure that interviewers are conducting the interview and recording the calendar data correctly. The cognitive interviewers who conducted the Phase III interviews had training and experience in survey methods that was certainly important to the success of the more demanding EHC interviews. More typically, telephone interviews have little methodological background and are accustomed to scripted interviews.

NORC presented three options to consider for the Phase IV field test:

- Option 1: Move forward with the current field test plan.

The current design of the field test calls for including both the EHC and ECP in the Phase IV Field Test. The Field Test would provide a comparison of the memory aids with a larger sample to better determine which memory aid elicits better recall of crime victimizations. It is important to note, however, that the sample sizes for the Field Test would ideally be larger. Although we may be able to observe the direction of the effects, depending on the size of the effects seen with each memory aid, differences between conditions may not reach statistical significance.

Pros: The Field Test provides the opportunity to test both the ECP and EHC, a more standardized questionnaire and a more conversational one. The Field Test will help determine how these different types of memory aids may be effective at promoting recall of crime victimizations.

Cons: Training interviewers to conduct the EHC will require more effort than the typical standardized interview. The EHC will likely take longer to administer than the ECP. The conversational nature of the interview allows for the potential of varying implementations of the EHC across interviewers. These factors may affect the feasibility of the EHC for the NCVS.

- Option 2: Move forward with the ECP in the Field Test, but not the EHC.

In this option, the Field Test would include only the 6-month and 12-month control conditions and the ECP.

Pros: May be able to increase sample sizes in some cells by distributing the cases assigned to the EHC to the other conditions (6-month control, 12-month control, ECP). This will provide more power and precision for the comparison between the ECP and the control conditions.

Cons: The cognitive testing has shown that respondents can complete the EHC and the literature suggests that the EHC may facilitate recall (Belli, Lee, Stafford, & Chou, 2004). Excluding the EHC from the Phase IV Field Test will be a missed opportunity to test if this method holds promise for the NCVS.

- Option 3: Develop and test another memory aid to replace the EHC in the Field Test. This new memory aid condition could be another version of the ECP.



Pros: More information can be gained from the Field Test if more than one memory aid option is tested. The priming questions that were developed are just one of a number of versions that could be utilized. Including another version of the ECP in the Field Test would allow us to test the effectiveness of other types of priming questions and compare the relative effectiveness of each.

Cons: Additional time and budget would be required to prepare additional materials. This would delay the start of the Phase IV Field Test.

In sum, both the EHC and the ECP have the potential to improve recall with a lengthened reference period. Although the cognitive testing demonstrates that respondents can successfully complete the EHC and ECP interviews, the relative effectiveness of these memory aids must be determined in an experimental test with appropriate sample size. In evaluating the feasibility and potential success of each memory aid, the most relevant factor may be the higher level of training and experience and additional administration time required for the EHC. In addition to the considerations outlined above, a shift away from the proposal to transition the NCVS to a 12-month reference period resulted in a renewed focus on maintaining the six-month reference period. BJS chose a version of Option 2, in which a six-month recall period was tested against the recommended version of the ECP.

## Chapter Three: Phase IV Field Test

### Purpose and Background

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The Survey of Crime Victimization (SCV) Field Test was conducted to explore the viability of adding contextual questions to the NCVS<sup>12</sup>. As was discussed in Chapter 1, there is considerable evidence from both the psychological and survey research literature that providing contextual cues can facilitate the retrieval of events. Chapter 2 described the development and testing of an Enhanced Contextual Priming (ECP) memory aid that incorporates attitudinal and behavioral questions relevant to the recall of crime. The current chapter presents the purpose, study design, and findings and recommendations from the SCV Field Test.

### Purpose of the Research

The SCV Field Test features two crime screeners:

- (1) The current NCVS screener with a six-month reference period.
- (2) An enhanced screener (called Enhanced Contextual Priming, or ECP), also with a six-month reference period, that includes attitudinal and behavioral priming questions that provide context that may improve the recall of crime.

The purpose of the research is to explore the implications of the ECP on data quality, cost, and utility to the NCVS.

- **Quality:** The ECP can potentially increase data quality by enhancing respondent engagement with the survey. The contextual questions that are presented may promote the legitimacy of the survey, highlight its importance and provide a means of allowing respondents who may not have experienced a crime to see a personal connection to the survey topic.
- **Cost:** The ECP module adds some additional burden to the respondents, since it requires several minutes to complete the questions. However, the ECP questions have the potential to increase respondent engagement in the survey, which could be reflected in higher response rates and fewer break-offs.

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<sup>12</sup> To distinguish the current study from the NCVS, we refer to this research study as the Survey of Crime Victimization (SCV).

- **Utility:** The ECP provides the opportunity to collect data from non-victims on their attitudes and behaviors on issues related to crime. Substantial resources are invested in contacting households and screening individuals within households, most of whom have not experienced a crime. Minimal additional resources would be required to collect additional contextual data from both victims and non-victims. These contextual data increase the analytic utility of the NCVS data for examining the correlates of crime.

We first summarize the ECP module and the design of the SCV Field Test. We then present the findings from the Field Test and discuss conclusions and recommendations on the use of contextual priming in the NCVS.

### **The SCV Field Test**

Adding the ECP module to the beginning of the NCVS, before the administration of the crime screener questions, may influence both recall and response rates for the survey. The added contextual information in the ECP may help respondents recall crime incidents they may have otherwise forgotten. This context may also increase respondent engagement and increase response rates to the survey for both respondents who have experienced victimizations and those who have not. It should also be noted that the effect of adding context to the survey on the dating of events is unclear. It is possible that context can remind respondents of events that occurred prior to the beginning of the reference period. Uncertainty about the exact date of the recalled event could lead respondents to telescope and incorrectly report it. This effect of forward telescoping on the data could be observed in the current study as increased crime reporting. A Field Test that employs bounding techniques would be required to reduce potential effects of forward telescoping on the data.

Note that a test of the ECP versus Control requires two comparable samples (not necessarily two samples that represent the general population) to determine whether the ECP elicits greater recall of crimes and higher response rates. To ensure the samples are comparable; cases have been randomized to the Control and ECP conditions.

If the added context in the ECP improves recall of crime incidents, we expect the estimated crime rate to be higher in the ECP than in the Control condition. Similarly, if the general questions about crime and safety in the ECP increase respondent interest and feeling that the survey is relevant to them, we may expect higher response rates and fewer refusals in the ECP condition.

## Study Materials and Design

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The SCV Field Test examined the effects of adding a memory aid (called “Enhanced Contextual Priming,” or ECP) on recall of crime and respondent engagement. The Field Test also addresses broader issues of the effects of the ECP on data quality, such as response rates, and cost. Like the NCVS, the SCV incorporates a six-month reference period and uses the NCVS crime screener; to ease respondent burden, a modified version of the incident report that still retained all questions required for crime classification was developed for the SCV. In addition, if responses to the crime screener indicated that more than four incident reports would be completed, the interviewer used a selection process to determine which four incident reports would be completed (Appendix 25). Although the NCVS is a panel survey in which household members ages 12 and older are interviewed seven times over three and a half years in the panel, the SCV interviewed only one household adult at a single time point. Details of the survey procedures for the SCV are presented in Appendix 26.

In the SCV Field Test, the recall of crime based on the traditional NCVS crime screener and a shortened version of the incident report was compared against a treatment condition in which the NCVS instrument was preceded by the ECP priming module. The ECP included questions intended to remind respondents about crime, including places crime could occur and people who could commit crimes. The details of the development of the ECP module were presented in Chapter 2.

The focus of the current research is on the effects of enhanced context on reporting. The focus on context addresses two particular factors that can determine whether respondents will report in the NCVS that a crime incident occurred—respondent understanding of the types of crime relevant to the survey, and ability to recall events from the past that are relevant to the survey. Further, we will examine the potential effects that the added context can have in highlighting the relevance of the survey and heightening respondent interest, which can improve response rates as well as other aspects of data quality, such as item nonresponse.

This project will answer the following research questions:

**Research Question 1:**

*Does the use of enhanced contextual priming (i.e. attitudinal and behavioral questions) increase respondent reports of crime incidents?*

**Research Question 2:**

*How are contextual questions received by respondents?*

**Research Question 3:**

*Are contextual questions viable within a Computer Assisted Telephone Interviewing (CATI) environment?*

**Research Question 4:**

*Does the use of enhanced contextual priming increase response rates to the crime screener by increasing respondent engagement in the survey?*

In the Field Test, the ECP was used with a 6-month reference period and single mode of data collection, CATI. As shown in Table 3.1, the Field Test included two conditions, a 6-month reference period control condition and a 6-month reference period ECP condition.

**Table 3.1:** Field Test Design

Mode	Memory Aid	
	6-Month Control (No Memory Aid)	Enhanced Contextual Priming
Telephone/CATI	1,000	1,000

**The ECP memory aid**

The ECP presented respondents with additional context that may be relevant to the recall of crime incidents. Unlike the short cues in the NCVS crime screener, which are phrased to directly cue for specific types of crime, the ECP questions covered a broader range of attitudinal and behavioral questions that related to crime, such as feelings of safety, places the respondent goes, and trust in people. In addition, the positioning of these questions at the beginning of the survey may prime respondents to think about general issues related to crime and incidents specific to themselves before the crime screening (Tourangeau & Rasinski, 1988). These questions were intended to remind respondents of crimes they may have experienced by focusing their attention on times they may have felt unsafe, the places where crime can occur (such as while traveling), and the people who can commit crimes (including offenders both known and unknown to the victim). The ECP questions touch upon issues that respondents may have experienced in their everyday lives, whether they have experienced a crime or not. Thus, the ECP may increase interest and engagement in the survey both for respondents who were crime victims and those who were not.

The ECP was developed over three rounds of cognitive testing with 38 respondents, as described in Chapter 2. Respondents’ reports from the cognitive interviews suggested that the majority of respondents, victims and non-victims alike, found the ECP questions interesting. During cognitive testing of the ECP,

many respondents commented that the ECP section contained questions that made them think about their own lives or their neighborhoods.

An introductory statement presented the topic of crime and the topics of the questions in the module:

“I am going to ask you some questions about crimes that may have happened to you in the last 6 months, that is, since <REFERENCE MONTH> 1st, <YEAR>. Before we talk about these crimes, let's think about your feelings of safety at home, the places you go, and your trust in the people you meet.”

To remind respondents of crimes that happen at different locations, particularly at places other than home, respondents were asked about the places they go on a regular basis:

“Crimes can happen in many different locations. To help remind you of crime incidents that may have happened, let's begin with some questions about the places you have been. Thinking about the last 6 months, that is, since <REFERENCE MONTH> 1st, <YEAR>, where do you go on a regular basis?”

Next, respondents were asked about trips away from home that they may have taken during the reference period. Follow-up questions were asked about the first three destinations that respondents named:

“Have you been away from home for at least one night in the last 6 months, that is, since <REFERENCE MONTH> 1st, <YEAR>?”

[IF YES]: “How many trips away from home did you take?”

“What different places did you go?”

“How many nights did you stay in [DESTINATION]?”

“During your time there, what type of lodging did you stay in?”

“While you were in [DESTINATION], would you say you felt very safe, fairly safe, a bit unsafe, or very unsafe?”

Finally, respondents in the ECP condition were reminded that crimes could be committed both by strangers and non-strangers. They were asked about their level of trust in people that they know. A preamble to the questions on trust indicated:

“Crimes can be committed by people we know well, by acquaintances, or by strangers. I’m going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement.”

“I trust strangers.”

“ I trust people in my neighborhood.”

“I trust people I work or go to school with.”

“I trust people in my family.”

Respondents were prompted as needed after each statement to indicate their level of trust:

“Would you say you strongly agree, agree, disagree or strongly disagree with this statement?”

### **SCV Instruments**

The crime screener used for the SCV mirrors the NCVS-1 crime screener. Respondents were presented with a series of nine screener questions that ask whether the respondent had experienced particular types of events in the last six months. These questions ask about attacks and threats, forced and unwanted sexual acts, places where a crime incident may have happened, attacks by persons known to the victim, incidents reported and not reported to the police, and incidents involving household vehicles (Appendix 20). Following the current NCVS protocol, if the respondent answers “yes” to the screener question, he/she is asked how many times they experienced that crime. Although a particular crime incident may apply to more than one screener question (for example, an incident could involve both a break-in and an assault), the screener questions ask respondents not to report the same incident across multiple screener questions (“Other than any incidents already mentioned...”). If an interviewer noticed during the screener that an incident reported in response to a later screener question may have already been reported at an earlier question, the interviewer clarified to assure that incidents already mentioned would not be double-counted.

A modified NCVS instrument was developed for use in the SCV. The instrument was shortened to reduce respondent burden by excluding some questions that were not required for the classification of crime. The questions that were necessary to classify incidents into types of crimes, and other contextual information on offender characteristics, impact of the crime on the respondent and reporting of the incident to police, were preserved in the modified incident report used for the SCV. The final instrument used in the study is

presented in Appendix 21. After completing the screener and any incident reports, the respondent was asked a series of demographic questions. These questions are presented in Appendix 22.

A number of additional materials were developed for use in the SCV. The introductory script to the survey identified the household respondent who would complete the survey. A household member who was 18 or older and knowledgeable about the household was eligible to complete the survey. After the eligible household member was identified, the consent statement was read to the respondent. The consent statement included the purpose of the study, respondent burden, and confidentiality. Also, the respondents were informed that the study was completely voluntary and that they could stop the interview at any time. The interviewer referenced training materials and a list of Frequently Asked Questions (FAQs) to address the respondent's concerns. These study materials are included in Appendix 23.

### **Power and Precision Analysis**

Power and precision analyses were conducted to determine the appropriate sample size for the study. The power of a statistical test is its probability of correctly rejecting a null hypothesis. For the SCV, the power of the experiment tells us the likelihood that we will be able to detect a difference between the Control and ECP conditions when a difference exists between groups. Power analysis is often done prior to a study in order to understand the likelihood of making a Type II error (failing to detect a difference between groups when a difference exists). The precision of the test refers to the width of the interval with which we try to estimate the true population value. The precision of an estimate increases with larger sample sizes.

We examined a report from Cowan et al. (1978) on the effects of an attitude supplement on estimates of crime victimization to determine that the relative change in crime victimization based on receiving the supplement was between 13% for property crimes and 22% for violent crimes, with the relative change at 16% for personal theft (purse snatching/pocket picking). Using the most conservative value, 13%, we determined that we could detect a percent change of 13% in crime rates with 85% confidence with a sample size of 1000 per condition. However, the power of the experiment was only 29%, which indicated that there was a high likelihood that the sample size would be insufficient to detect a difference that exists between conditions.

With regard to the response rates hypothesis, since the Groves et al. (2000, 2004) studies suggest increases of up to 15% based on level of respondent engagement, we made a conservative estimate of a 5% increase in response rates with the addition of the ECP. With an assumed CASRO response rate in the Control condition of 25%, we expected a CASRO response rate of 30% in the ECP condition. The power



analysis indicated that with a sample size of 1000 per condition, with a one-tailed test, this difference could be detected with 99% confidence, and that the power of the experiment was 80%.

Details of the power and precision analysis are presented in Appendix 18.

### **Landline Random Digit Dial (RDD) sample**

The SCV utilized a national sample of RDD landline telephone numbers in each of the 50 states.

Although RDD studies often include a separate cell phone sample in order to represent cell phone only households in the sample, NORC did not include a separate cell phone sample for this Field Test. In a study in which it is necessary to have a sample representative of the U.S. population, a cell phone component is required due to the proliferation of households that only have cell phone coverage. In the year 2001, fewer than 2% of households in the United States were “wireless-only households.” However, by 2009 the percentage of wireless-only households had grown to 24.5% (Blumberg & Luke, 2010).

The original sample specifications for the study indicated that the sample could be drawn to facilitate data collection for in-person and telephone interviews. Accordingly, a sample of Chicago neighborhoods was proposed in which in-person contact was to be made with selected addresses in both modes. As the scope of the research design was refined, only the telephone mode was to be included in the SCV, making it unnecessary to conduct interviews only in the Chicago area. Data collection with a national RDD landline sample would provide richer information about the feasibility of the ECP with a broader sample. The goal of the current study was methodological, to determine whether the ECP enhances recall. Hence, it is crucial that the samples fielded in the control and treatment conditions are equivalent to ensure that any differences in crime reporting that are observed are due to the effects of the treatment. The RDD landline sample allowed us to conduct the test with a sample that largely represents the general population in the U.S. and to ascertain whether the ECP can be fielded successfully with the general population.

### **The SCV Data Files**

A total of 2201 respondents completed the survey, 1099 in the Control condition and 1102 in the ECP condition. The data from the SCV Field Test are contained in two separate files. The person level file includes data about each respondent who completed the survey:

- ECP (for respondents in this condition)
- Crime screener
- Selected information from the RDD file
- Demographics
- Incident report data

The incident level file contains data from the incident reports that respondents completed. Each incident reported is a separate line in this file. Since respondents could complete from zero to four incident reports, some respondents are not included in the incident file whereas others may contribute up to four incidents to the file.

A total of 581 incident reports were completed. However, for 20 cases interviewer error resulted in missing data for the incident reports. These incident reports were considered invalid and have been excluded from the analysis but remain in the incident data file; the respondent-level data for these incidents have been retained in the person-level data file. An examination of the incident dates provided by respondents revealed that 13 of the incidents reported had occurred outside of the six-month reference period. As displayed in Table 3.2, the 13 incidents that were outside the reference period accounted for less than 3% of all incident reports completed. These incidents received a type of crime code to indicate whether the incident reported qualified as a crime; seven of the eight incidents that classified as a crime were property crimes. A flag included in the dataset identifies these cases as outside of the reference period. Using this flag, these incidents were excluded from the crime rate calculations. For an additional 13 incidents, respondents were unable to recall the month of the incident but were able to recall that it happened in the current year. Based on the field period dates for the SCV, it was determined that these incidents had occurred during the reference period.

**Table 3.2:** Incident inside and outside of the reference period

	<b>Control % (n)</b>	<b>ECP % (n)</b>	<b>Total % (n)</b>
<b>Incident reports in reference period</b>	96.2 (250)	92.8 (298)	94.3 (548)
<b>Incident reports outside of reference period</b>	0.4 (1)	3.7 (12)	2.2 (13)
<b>Invalid incident reports</b>	3.5 (9)	3.4 (11)	3.4 (20)
<b>Total</b>	100.0 (260)	100.0 (321)	100.0 (581)

Note: Percentages may not sum to 100.0% due to rounding. Count of incident reports outside of reference period excludes reports also determined to be invalid.

## Findings

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### Research Question #1

*Does the use of enhanced contextual priming (i.e., attitudinal and behavioral questions) increase respondent reports of crime incidents?*

In order for the ECP to increase respondent reports of crime incidents, the respondent must provide details in the incident report that lead to the classification of the respondent's experience as a crime. Incident reports must be triggered in the crime screener, through an affirmative response to the crime screener question. If priming increases reports of crime incidents, the effects of priming may be observed in different aspects of the data. In the analyses that follow, we examine the number of incident reports that are triggered by the respondent's answers. Second, we examine differences across conditions in whether incident reports yield a crime in the NCVS classification.

We constructed several measures to examine the differences in screener hits and crime rates yielded by the Control and ECP conditions. These measures are described below. Some of these measures are person-level estimates. That is, the person, not the crime incident, is the unit of analysis. Others are incident-level measures in which the screener hit or crime incident are the units of analysis; one respondent can contribute no screener hits or crime incidents or multiple hits and incidents to the file.

### Responses to the Crime Screener Questions in the Control and ECP Conditions

All respondents in both the Control and ECP conditions were presented with nine crime screener questions. In the NCVS, respondents must indicate that "yes," they experienced the type of crime being asked about in order to be asked "how many times" they experienced that type of crime. In discussing the findings, each instance of a potential crime that is reported in the screener (the instances reported to the "how many times" question) is referred to as a "screener hit." Screener hits have not been verified as a crime or assigned a type of crime classification. However, in order for the respondent to complete an incident report, which provides the necessary details to determine if a crime that is counted in the NCVS occurred, a screener hit must first trigger the incident report. For this reason, the yield of screener hits is an important measure of how the ECP condition is working. Prior to presenting the findings on screener hits, we first present summary data by screener question at the person level on the percent of all respondents in each condition that responded "yes" to that question, as well as the mean number of times they gave when asked "how many times" something happened (Table 3.3).

**Table 3.3:** Incidents reported in the crime screener

Crime screener question	Control (n) % Yes	Mean times	SE	ECP % Yes (n)	Mean times	SE
Theft	10.5	1.3	0.06	11.3	1.4	0.08
Break-in	1.6	1.1	0.08	2.8	1.2	0.08
Motor vehicle theft	2.8	1.1	0.06	3.2	1.4	0.24
Where crime occurred	1.9	1.6	0.55	2.5	1.2	0.11
How attacked	1.4	1.7	0.32	2.3	1.5	0.44
Known offender	1.6	2.6	0.87	1.7	2.2	0.61
Sexual assault	0.2	1.0	-	0.3	1.3	0.33
Reported to police	4.0	1.0	0.00	5.1	1.0	0.00
Not reported to police	2.9	1.3	0.33	2.6	1.5	0.50
<b>Overall % reporting at least one screener hit and mean hits per respondent</b>	15.6	1.8	0.15	17.7	1.9	0.16

As the table shows, for both conditions, the theft question triggered the highest percentage of "yes" responses compared to the other screener questions. Comparing across conditions, in eight out of nine screener questions (all but the screener question on crimes not reported to the police) the ECP yielded a slightly higher percentage of "yes" responses to the screener question. The higher percent of respondents reporting "yes" to the screener question on break-ins was marginally significant for the ECP condition ( $z=-1.92, p>05$ , one-tailed test); the percent of "yes" responses was not significantly different across conditions for the other screener questions.<sup>13</sup>

The last row of Table 3.3 displays by condition the percentage of respondents with at least one screener hit, and the mean number of hits per respondent. Although the percentage of respondents with at least one screener hit and the mean hits was slightly higher in the ECP condition, the differences were not significant. That is, considered at the person level, priming appears to have little effect on percent reporting at least one screener and mean number of hits.

### A Comparison of Screener Hits and Crime Rates in the Control and ECP Conditions

To compute the overall *yield of screener hits* (which reflects the number of events that would be detailed in incident reports), for each experimental condition, we summed across screener questions and respondents the total number of hits elicited by the "how many times" questions. To normalize for differing numbers of cases in each condition, these sums are also presented as *screener hit rates* (number

<sup>13</sup> Significance testing is based on a one-tailed test for screener hit rates and crime rates, consistent with the assumptions made in the power and precision analyses.

of screener hits per 1000) by condition in Table 3.4. For each condition, screener hits were calculated as follows:

$$hit = \sum_{i=1}^R \sum_{a=1}^Q n_i^a$$

Where

R= number of respondents

Q=number of questions

$n_i^a$  =number of incidents for the  $i^{th}$  respondent on the  $a^{th}$  question

Respondents in the Control condition reported a total of 302 screener hits in response to the “how many times” questions across the nine screener items. The ECP respondents reported a total of 379 hits.

Converting this to a rate we find a yield rate of 275 per 1000 for the CV condition and 344 per 1000 for the ECP condition, a significantly higher rate for the ECP condition ( $z = -3.50, p < .05$ ). This difference indicates that the ECP condition has yielded a significantly larger number of screener hits that would be detailed in an incident report and that would potentially be incorporated into the crime rate. That is, the ECP has prompted respondents to recall more events that could potentially be classified as a crime.

**Table 3.4:** Overall screener hits, screener hit rate, and number of reported crimes

	Control n=1099	ECP n=1102	Total n=2201
Total hits reported in crime screener (n)	302	379	681
Screener hit rate (n per 1000)	275	344	309
Incident reports completed (n)	251	310	561
Incident reports that classified as a crime (%)	69.7	65.8	67.6
Classified crimes (n)	175	204	379
Violent	41	41	82
Purse snatching/pocket picking	2	4	6
Property	132	159	291
Not classified as crime (n)	79	106	185

Note: TOC of 90 (unwanted sexual contact) has been assigned to the category of violent crimes.

NCVS respondents complete an incident report for every screener hit (although the methodology differs for series incidents). The SCV methodology mirrored that of the NCVS, except that to put an upper limit on the amount of time respondents would have to spend during the telephone interview and the number of incident reports was capped at four. The procedure for selecting which incidents to detail in an incident report is detailed in Appendix 25.

For the screener hits that were detailed in an incident report (up to four were selected), we can examine incident report yield between conditions, that is, the proportion of incident reports that is successfully classified as a crime incident. Not all screener hits will yield a criminal victimization; respondents may sometimes report on incidents that are not in the scope of the NCVS. Incidents that may be out of scope, for example, include those in which the respondent was not the victim, those in which the respondent's report of the incident date places it outside of the reference period, or incidents that are not considered crimes for the purposes of the NCVS (such as telephone threats, calling the police regarding a loud party). Table 3.4 shows the number of incident reports completed by condition and the percentage of these reports that resulted in a crime classification. The incident level file includes the data on all completed incident reports; respondents could contribute from zero to four incident reports, depending on the number of screener hits the respondent has.

As shown in Table 3.4, a total 561 incident reports were collected, 251 in the Control condition and 310 in the ECP condition. Note that these figures are raw numbers of incident reports, not rates. As a result of the crime classification process a total of 175 (69.7%) incident reports in the Control condition and 204 (65.8%) in the ECP classified as a type of crime; a total of 185 incident reports (79 in the Control condition and 106 in ECP) did not classify as a crime. The percentage of incident reports that classified as a crime was not significantly different across conditions. This finding is important in determining that the productivity of the screener is not negatively impacted by the ECP. If the ECP were producing a substantial number of crime screener reports that are not relevant to the NCVS, a practical concern would be the amount of interviewer time needed to complete incident reports for incidents that would not ultimately be included in the crime rate. As Table 3.4 shows, the percentage of relevant incidents does not decrease with the addition of the ECP.

The NCVS type of crime classification is based on an algorithm that utilizes respondent answers to questions in the incident form. These detailed crime categories may be collapsed into violent crimes, purse snatching/pocket picking, and property crimes. Although many times a respondent may report an incident that they believe is a crime, only those that meet specific criteria are classified as a crime within the NCVS.

The SCV utilizes the same classification as the ongoing NCVS. To conduct the analysis on the SCV data, we applied the same criteria for type of crime (TOC) classification as used in the NCVS. In calculating crime rates for the SCV, we used the number of reported crimes of a particular type as the numerator; the denominator was the number of respondents. Depending on the respondents’ victimization experiences, they could contribute no crimes or multiple crimes to the rate calculation. The rates presented are per 1000 people.

Table 3.5 presents the crime rates for overall, violent, purse snatching/pocket picking, and property crimes for those incidents that were classified as a crime. A comparison of crime rates across experimental conditions shows an effect in the direction expected; there is a higher rate of total crimes in the ECP condition as compared to the Control, but this difference is only marginally significant ( $z=-1.62, p>.05$ , one-tailed test). For property crimes, the ECP condition did yield a significantly higher rate than the Control condition ( $z =-1.66, p<.05$ , one-tailed test).

**Table 3.5:** Crime rates in the Control and ECP conditions

	Control n=1099	ECP n=1102	Total N=2201
<b>All crimes (n per 1000)</b>	159	185	172
<b>Violent crimes</b>	37	37	37
<b>Purse snatching/Pocket picking</b>	2	4	3
<b>Property crimes</b>	120	144	132

The screener questions were examined to determine whether the increase in screener hits and crime incidents in the ECP condition is associated with specific screener questions. As can be seen in Table 3.6, the screener questions functioned similarly across conditions. That is, the effect of the ECP in increasing screener hits appears not to be isolated to particular screener questions.

**Table 3.6:** Screener questions yielding a crime classification

Screener Identifier	Control n=1099 n (%)	ECP n=1102 n (%)	Total N=2201 n (%)
SQTHEFT	54.3 (95)	54.9 (112)	54.6 (207)
SQBREAKIN	6.9 (12)	10.3 (21)	8.7 (33)
SQMVTHEFT	8.6 (15)	9.3 (19)	9.0 (34)
SQATTACKWHERE	10.3 (18)	10.8 (22)	10.6 (40)
SQATTACKHOW	9.7 (17)	7.4 (15)	8.4 (32)
SQATTACKKNOWOFF	7.4 (13)	5.9 (12)	6.6 (25)
SQSEXUAL	0.6 (1)	1.0 (2)	0.8 (3)
SQCALLPOLICE	1.7 (3)	0.5 (1)	1.1 (4)
SQNOCALLPOLICE	0.6 (1)	0.0 (0)	0.3 (1)

Note: Percentages may not sum to 100.0% due to rounding.

The findings on incidents screener hit rates and crime rates suggest that the ECP is effective in eliciting higher reports of crime incidents.

### Recall of Crime across Months of the Reference Period

Although events are more likely to be forgotten as time elapses, error in dating of events is also more likely with greater elapsed time. To explore the data for effects of forgetting and telescoping, we examined the distribution of the crime incidents reported by respondents over the months of the reference period (see Table 3.7). We compared these distributions separately for the Control and ECP to observe any differences by condition. The number of months elapsed since a crime incident occurred was calculated by comparing interview month to the month respondent reported that a crime occurred. In Table 3.7, Month 0 is the month of the interview and Month 6 is the month six months prior to the month in which the interview took place. If a respondent was interviewed on July 5<sup>th</sup>, for example, the six-month reference period would span from January 1<sup>st</sup> to July 4<sup>th</sup>. Incidents during the first days of July would be represented in Month 0; incidents from January would be part of Month 6. A comparison of the



Control and ECP conditions suggests no significant difference in the distribution of incidents over the months of the reference period ( $\chi^2=3.26, p>.05$ ) between conditions.

In examining the distribution of crimes over months of the reference period in the NCVS (see Figure 1.3), it was found that the percent of total incidents recalled declined with elapsed time but increased for the most distant two months of the reference period (Months 5 and 6 in Figure 1.3). This pattern suggests that some telescoping of events from outside the reference period may have occurred despite the implementation of bounding procedures in the NCVS. For the ECP condition in the SCV (in which interviews were unbounded), the total number of incidents recalled was higher in both Months 5 and 6 relative to Month 4. This pattern is similar to that observed in the NCVS data. The data from the Control condition in the SCV do not mimic the NCVS pattern; for the last two months of the reference period, total incidents recalled increased slightly for Month 5 relative to Month 4 and then decreased in Month 6. This pattern in the data suggests that some telescoping of events could be occurring in the ECP condition. However, this interpretation must be considered with caution, since each respondent completed only a maximum of four incident reports, and the distribution in Table 3.7 does not reflect the full complement of incidents reported by respondents.

**Table 3.7:** Distribution of Reported Crime Incidents across Reference Period

Months elapsed since crime occurred	Control (n=170) % crime incidents (n)	ECP (n=201) % crime incidents (n)	Total (n=371) % crime incidents (n)
0	10.0 (17)	6.5 (13)	8.1 (30)
1	16.5 (28)	13.4 (27)	14.8 (55)
2	11.8 (20)	11.0 (22)	11.3 (42)
3	15.3 (26)	15.4 (31)	15.4 (57)
4	14.7 (25)	15.4 (31)	15.1 (56)
5	17.6 (30)	20.4 (41)	19.1 (71)
6	14.1 (24)	17.9 (36)	16.2 (60)
<b>Total</b>	100.0 (170)	100.0 (201)	100.0 (371)

Note: Incidents in month zero are those that occurred during the interview month. Percentages across months may not add up to 100.0% due to rounding.

To more fully understand the factors that may influence recall and the differences in recall of crimes across the reference period in the Control and ECP conditions, we examined the reported crimes each month of the reference period by crime seriousness. In this examination, seriousness of the crime was determined by the following hierarchy:

- Rape and sexual assault
- Robbery
- Aggravated assault
- Simple assault
- Other crimes

Tables 3.8 and 3.9 show by month and by experimental condition the percent and number of reported crime incidents that are classified as more serious (assault and robbery) vs. less serious (other crimes). As shown in these tables, the majority of crimes both overall and in each experimental condition were other crimes that were less serious. In the Control condition, 23.5% of crimes (40 of 170) were serious crimes. In the ECP condition, 19.9% of crimes (40 of 201) were serious crimes. Figures 3.1 and 3.2 display the number of more vs. less serious crimes reported per month of the reference period for the Control (Figure 3.1) and ECP (Figure 3.2) conditions. As both the tables and the figures suggest, reporting of serious crimes for both the Control and ECP groups appears fairly steady throughout the reference period, with a peak at Month 1. However, reporting of less serious crimes appears to increase with each elapsed month. Due to the small number of incidents that result when the data are classified by month and by experimental condition, it is difficult to make conclusions regarding the relationship between the seriousness of a crime and months elapsed and between seriousness and experimental condition. However, it appears that if the increase in crime reporting for more distant months of the reference period could be a sign of telescoping; this telescoping is more pronounced for the less serious crimes.

**Table 3.8:** More Serious Crime Incidents Reported across Reference Period

Months elapsed	Level of seriousness	Control (n=170) % crime incidents (n)	ECP (n=201) % crime incidents (n)	Total (n=371) % crime incidents (n)
0	More	10.0 (4)	10.0 (4)	10.0 (8)
1	More	27.5 (11)	20.0 (8)	23.8 (19)
2	More	10.0 (4)	7.5 (3)	8.8 (7)
3	More	17.5 (7)	12.5 (5)	15.0 (12)
4	More	17.5 (7)	15.0 (6)	16.2 (13)
5	More	7.5 (3)	15.0 (6)	11.2 (9)
6	More	10.0 (4)	20.0 (8)	15.0 (12)
<b>Total</b>	<b>More</b>	100.0 (40)	100.0 (40)	100.0 (80)

Note: Incidents in Month 0 are those that occurred during the interview month. Percentages across months may not add up to 100.0% due to rounding. More serious crimes include rape and sexual assault, robbery, aggravated assault, and simple assault. All other types of crime are included in the less serious category.

**Table 3.9:** Less Serious Crime Incidents Reported across Reference Period

Months elapsed	Level of seriousness	Control (n=170) % crime incidents (n)	ECP (n=201) % crime incidents (n)	Total (n=371) % crime incidents (n)
0	Less	10.0 (13)	5.6 (9)	7.6 (22)
1	Less	13.1 (17)	11.8 (19)	12.4 (36)
2	Less	12.3 (16)	11.8 (19)	12.0 (35)
3	Less	14.6 (19)	16.2 (26)	15.5 (45)
4	Less	13.8 (18)	15.5 (25)	14.8 (43)
5	Less	20.8 (27)	21.7 (35)	21.3 (62)
6	Less	15.4 (20)	17.4 (28)	16.5 (48)
<b>Total</b>	<b>Less</b>	100.0 (130)	100.0 (161)	100.0 (291)

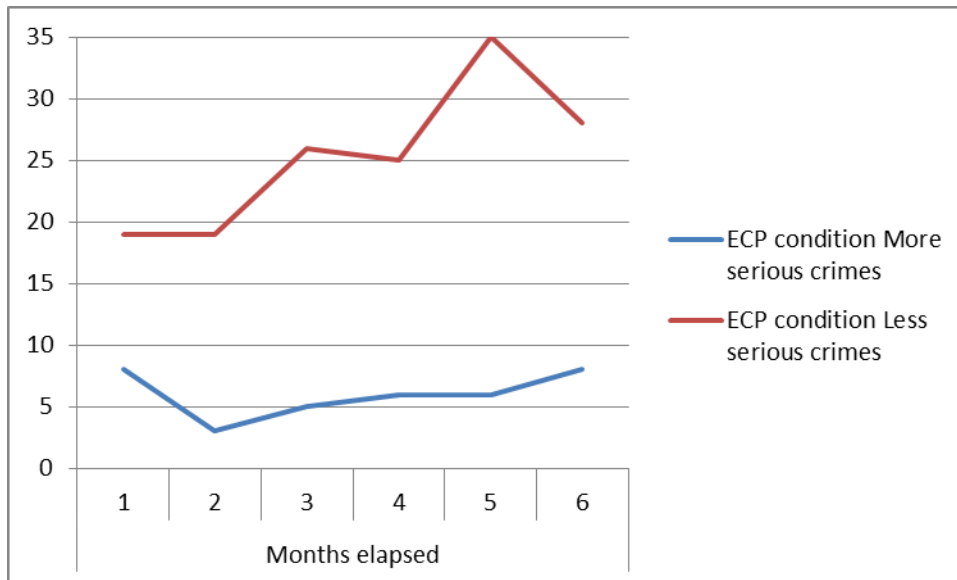
Note: Incidents in Month 0 are those that occurred during the interview month. Percentages across months may not add up to 100.0% due to rounding. More serious crimes include rape and sexual assault, robbery, aggravated assault, and simple assault. All other types of crime are included in the less serious category.

**Figure 3.1:** Number of Crime Incidents by Month of the Reference Period, Control



Note: Month 0 is the month of the interview and length of this month will vary by respondents depending on when the interview took place. Since Month 0 does not represent a full month, it was excluded from the figure.

**Figure 3.2:** Number of Crime Incidents by Month of the Reference Period, ECP



Note: Month 0 is the month of the interview and length of this month will vary by respondents depending on when the interview took place. Since Month 0 does not represent a full month, it was excluded from the figure.

## Research Question #2

*How are contextual questions received by respondents?*

### Enhanced Contextual Priming (ECP) Module

Respondents in the ECP condition received a set of questions intended to remind them of crimes they may have experienced. The ECP has the promise of incorporating not only a memory aid that may improve the quality of the crime data collected, but also to obtain data from all respondents regardless of whether they had experienced a crime during the reference period. The topics incorporated in the ECP on safety, trust, and the places people go both on an everyday basis and on trips away from home, can add depth to understanding differences in the experiences of victims and non-victims as well as victims of fewer and more crimes. Respondents in the ECP condition were presented with seven or more sets of questions, the exact number depending on their responses to some of the questions presented.

Although a priming module could be designed to combine both contextual questions and crime screener questions, there is an advantage to having a separate priming module. By not integrating the priming and screener question modules, the priming questions can be easily modified as needed to address BJS interest in collecting certain types of information without affecting the screening items.

As described in Chapter 2, cognitive testing suggested that respondents are able to understand the ECP questions and provide adequate answers to them. The SCV Field Test provided the opportunity to test these questions with a larger sample that more closely reflects a nationally representative sample. The data from the Field Test can speak to whether respondents can successfully complete the ECP and whether their responses are related to characteristics of their victimization experiences.

Data on the ECP questions is presented first for the ECP group as a whole. The data are then presented by groups of interest: optimizers vs. satisficers, victims vs. non-victims, and victims of single vs. multiple crimes to inform how characteristics of respondent survey behavior and status as a crime victim are related to their responses to the priming questions.

The optimizer-satisficer analyses address whether respondents who appear to be devoting more effort to the survey task also report higher rates of victimization. An important caveat, however, is that the measure used to create these groups may be correlated with crime; that is, people who go more places may also be exposed to more opportunities for criminal victimization. Comparisons of victims and non-victims and victims of single vs. multiple crimes addresses whether the attitudes and behaviors of these groups as reflected in the ECP is also related to their victimization experiences.

Respondent answers to the ECP questions are shown in Tables 3.10 through 3.14. As shown in Table 3.10, most respondents feel safe at and near their homes. Less than a quarter of respondents reported that there was an area around their home that they would be afraid to walk alone at night. Also, the large majority of respondents reported feeling safe at home at night.

Table 3.11 shows the data on places respondents go on a regular basis. Interviewers collected up to six locations from respondents on where they go on a regular basis; although interviewers prompted for at least three locations not all respondents were able to name three places. Respondents reported a mean of 3.0 (s.e.=0.03) places that they go, with a range of 0 to 6 (responses to this question were capped at six).

Respondents were asked how safe they felt at the places they go on a regular basis; they provided a rating of safety for the first three places they mentioned they go on a regular basis (or fewer if they did not name three places that they go). Table 3.12 presents the data for each of the three places. Most respondents reported feeling very safe or fairly safe at the places they go on a regular basis.

A total of 67.4% of the respondents reported that they had taken a trip away from home. The mean number of trips away from home that these respondents reported was 4.4 (s.e.=0.21), with the number of trips ranging from 0 to 50.<sup>14</sup> As Table 3.13 shows, safety ratings were similar across the destinations respondents named. The majority of respondents felt safe at the destinations they visited. As Table 3.14 shows, respondents showed the least trust for strangers and the greatest level of trust for people in their families.

**Table 3.10:** Feelings of safety at and near home

Question	n	% Yes (s.e.)
Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?	1093	23.2 (0.01)
How about at home at night – do you feel safe and secure, or not?	1096	96.0 (0.01)

<sup>14</sup> Note that one respondent indicated a trip away from home but was unable to name any destinations. As a result, the data include a value of zero for number of trips for this respondent.

**Table 3.11:** Places respondent goes on a regular basis

Number of places	% (n=1102)
0	0.7
1	6.4
2	17.5
3	56.1
4	12.8
5	5.0
6	1.5
Total	100.0
Mean=3.0 (s.e. =0.03)	

**Table 3.12:** Feelings of safety at places respondent goes on a regular basis

Feelings of Safety	First Place (n=1093) %	Second Place (n=1022) %	Third Place (n=831) %	Overall
Very safe	73.6	70.8	72.0	72.1
Fairly safe	20.6	22.7	23.0	22.1
A bit unsafe	4.9	6.0	4.3	5.1
Very unsafe	0.9	0.5	0.7	0.7

Note: The mean percentage for each response option is calculated across the three places respondents reported going on a regular basis. This percentage is not weighted to reflect different n's for each place.

**Table 3.13:** Respondent trips away from home

Feelings of Safety	Destination 1 (n=733) %	Destination 2 (n=517) %	Destination 3 (n=301) %	Overall
Very safe	64.3	66.2	64.8	65.1
Fairly safe	29.2	26.7	27.9	27.9
A bit unsafe	5.2	6.8	6.6	6.2
Very unsafe	1.4	0.4	0.7	0.8
Mean number of nights (s.e.)	6.3 (0.40)	4.8 (0.30)	4.1 (0.38)	5.1

Note: The overall mean for number of nights and the mean percentage for each response option for feelings of safety is calculated across the three places respondents reported going on a regular basis. The overall mean and percentages are not weighted to reflect different n's for each destination.



**Table 3.14:** Trust in people

I'm going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement. I trust...	N	Strongly agree	Agree	Disagree	Strongly disagree
		%	%	%	%
Strangers	1085	2.7	34.9	43.5	19.0
People in my neighborhood	1088	33.6	48.9	13.1	4.4
People I work or go to school with	838	39.4	48.8	9.2	2.6
People in my family	1093	67.5	25.2	5.3	2.0

**Responses to the ECP: A Comparison of Optimizers and Satisficers**

As will be addressed later in a discussion of Research Question #4, the SCV Field Test produced no evidence that the ECP increased overall respondent engagement with respect to willingness to complete the survey; a predicted difference between conditions in response rates was not observed. However, evidence from the literature does suggest that respondents who are more engaged and put more effort into the survey task (“optimizers”) provide higher quality data than those who are less engaged in the survey (“satisficers”; Krosnick, Narayan, & Smith, 1996; Krosnick, 1991; Krosnick, 1999). Satisficers may devote less effort to each stage of the question answering process, comprehension, retrieving information, forming judgments and estimations, and formulating a response. For example, satisficers are more likely to answer “don’t know” to a question, choose the first answer that is satisfactory, or be prone to response order effects (e.g., choosing the first item off a list). In the SCV, instead of taking the time to reflect on whether they have experienced a particular crime being asked about in the screener, satisficers may simply state that they did not.

We may expect that respondents who are optimizers will have more screener hits and demonstrate a higher yield of crime incidents than respondents who are satisficers because they are focusing more effort on the task. If places respondents go are correlated with victimization experiences, expending more effort in recalling these places may allow the respondent to recall more potential incidents as well. We will use multiple methods to determine optimizer-satisficer status. Since we expect higher quality data from optimizers, the first method will focus on respondent answers to survey questions. Due to the nature of the NCVS crime screener and incident report, which consist primarily of closed-ended items, little information about respondents who take an optimizing strategy can be gleaned from these instruments. The few open-ended items that exist (such as descriptions of incidents captured in the screener) are not asked of respondents who respond “no” to the questions leading into the open-ended items. However, the ECP module does provide respondent answers that may be useful for this analysis. Although this analysis would exclude the respondents who are in the Control condition, it will provide a window for examining

the effects of optimizing behavior on recall for the respondents who were randomized to the treatment condition.

Two additional measures of optimizing behavior can be constructed from data available on respondent characteristics—respondent education level and age. Optimizing behavior tends to be associated with higher levels of education (Krosnick & Alwin, 1987). It is thought that the greater cognitive sophistication of more highly educated respondents may lead to higher quality survey responses. Further, research has shown that respondents who are older have less working memory than those who are younger; which may affect their ability to use prior context that has been presented (Knauper, Schwarz, Park and Fritsch, 2007).

To construct the first measure of optimizing behavior, based on survey data, we examined the data from two open-ended questions in the ECP module: places respondents go on a regular basis and trips away from home. We may expect that optimizers will, on average, name more places that they go in response to these questions as compared to satisficers. We classified the ECP respondent group into two separate groups, optimizers and satisficers, based on their responses to these questions. A cut-off point based on the total number of places or trips respondents named was determined that would place approximately half of respondents in each category. The cut-off was five places, with five or more places in response to the two questions; satisficers were those who named fewer than five places.<sup>15</sup> Of the 1102 ECP respondents, 568 (51.8%) fell in the optimizer category by this definition and 529 (48.2%) fell in the satisficer category. Five respondents who had missing data for both places gone on a regular basis and trips away from home were excluded from the analysis.

To construct the second measure of optimizing behavior, based on respondent education level, we examined the distribution of respondents across educational levels and chose a cut-off point. Respondents with some college or less education were placed in the satisficer group and those with at least a four-year college degree were placed in the optimizer group. Finally, to construct the third measure, based on respondent age, we examined the age distribution and chose a cut-off point that placed approximately half of respondents in the younger group (optimizer) and half in the older group

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<sup>15</sup> It is important to note some limitations of this measure of satisficing behavior. First, some respondents may simply not have many places they go on a regular basis and may not go on overnight trips. Such respondents could still have adopted an optimizer strategy but would be classified as satisficers in this measure. However, this classification procedure would bias against finding differences between groups since some optimizers would be classified as satisficers. This results in a conservative measure of optimizing and satisficing behavior for this exploration of the data.

(satisficer). Based on this criterion, respondents who were ages 57 and younger were in the younger category (optimizers) and those ages 58 and older were in the older category (satisficers).

*Optimizing among ECP respondents.* As Table 3.15 shows, the screener hit rate was higher for optimizers than satisficers ( $z=4.14, p<.05$ ). That is, the respondents who appeared to be more engaged in the survey task named more potential crimes in the screener than those who were putting less effort into the task. Interestingly, the percent of incident reports that classified as a crime is also higher for the optimizers. Whereas 68.5% of the incident reports completed by optimizers classified as a crime, only 60.7% of those completed by the satisficers classified as a crime ( $z=2.70, p<.05$ ).

The data on optimizers and satisficers provide additional evidence that priming can increase respondent reports of crime incidents. Those respondents who appeared to be more engaged in the survey process reported more screener hits and a higher percentage of these hits were classified as crime incidents. However, the possibility that the characteristics used to define optimizers are correlated with increased victimization should be considered in interpreting the data. For example, optimizers may actually be at higher risk of victimization because their exposure is greater.

**Table 3.15:** Overall screener hits and reported crimes: Optimizers and satisficers

	<b>Optimizer n=568</b>	<b>Satisficer n=529</b>
<b>Total hits reported in crime screener (n)</b>	229	150
<b>Screener hit rate (n per 1000)</b>	403	284
<b>Total incident reports completed (n)</b>	203	107
<b>Classified as a crime</b>	139	65
<b>Not classified as crime</b>	64	42

Note: Up to four incident reports were completed per respondent. Except for screener hit rate, the other estimates displayed in this table are raw numbers (and percentages) of screener hits, incident reports, crimes, and non-classified incident reports.

As Table 3.16 shows, the crime rates observed were higher for the optimizers than the satisficers. The crime rates for optimizers are higher than the rates for those who are satisficing both overall ( $z=5.19, p<.05$ ) and for two subcategories, violent and property crimes ( $z=2.79, p<.05$  and  $z=4.09, p<.05$ ).

**Table 3.16:** Crime rates: Optimizers and satisficers

	Optimizers n=568	Satisficers n=529	Total N=1097
<b>All crimes (n per 1000)</b>	245	123	186
<b>Violent crimes</b>	53	21	37
<b>Purse snatching/Pocket picking</b>	5	2	4
<b>Property crimes</b>	187	100	145

The crimes being reported by the optimizers were reported by 15.5% (88 of 568) of the respondents in this group; a mean of 1.58 crimes was reported by the optimizers who reported at least one crime. For the satisficers, crimes were reported by 9.1% (48 of 529) of those in this group; a mean of 1.35 crimes was reported by the satisficers who reported at least one crime. The proportion of optimizers reporting a crime was higher than that for satisficers ( $t=-3.26, p<.05$ ); however, the mean number of crimes reported by those who experienced a crime was not significantly different for optimizers and satisficers ( $t=-1.59, n.s.$ ).

Tables 3.17 through 3.21 present data on the ECP questions for optimizers and satisficers. A similar percentage of optimizers and satisficers expressed that there was an area near their home where they would be afraid to walk at night (Table 3.17,  $t=1.18, p>.05$ ). However, optimizers were somewhat more likely to say that they felt safe at home at night ( $t=-2.37, p<.05$ ).

Since the criterion for grouping ECP respondents into optimizers and satisficers is based in part on the number of places they report going on a regular basis, it is not surprising that optimizers reported significantly more places (Table 3.18,  $t=-13.90, p<.05$ ). However, ratings on feelings of safety at these places is not significantly different across groups (Table 3.19,  $t=0.56, p>.05$  for first place;  $t=0.65, p>.05$  for second place;  $t=0.21, p>.05$  for third place).

Also as expected, since trips away from home was also part of the criterion for determining the groups, a higher percentage of optimizers reported trips away from home as compared to satisficers, (97.1% vs. 35.7%,  $t=-27.86, p<.05$ ). Optimizers took a mean of 5.4 trips whereas satisficers took a mean of 1.2 trips ( $t=-15.22, p<.05$ ). However, their feelings of safety at their destinations were not significantly different (Table 3.20).

There is a clear difference between optimizers and satisficers in their level of trust of other people (Table 3.21). Optimizers displayed a higher level of trust than satisficers for all groups of people asked about

( $t=4.48$ ,  $p<.05$  for strangers;  $t=2.91$ ,  $p<.05$  for people in neighborhood;  $t=3.88$ ,  $p<.05$  for people at work or school;  $t=3.59$ ,  $p<.05$  for family).

**Table 3.17:** Feelings of safety at and near home: Optimizers and satisficers

Question	Optimizers		Satisficers	
	n	% Yes	n	% Yes
Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?	567	21.7	522	24.7
How about at home at night – do you feel safe and secure, or not?	565	97.4	527	94.5

**Table 3.18:** Places respondent goes on a regular basis: Optimizers and satisficers

Number of places	Optimizers %	Satisficers %
1	2.1	11.0
2	9.0	27.0
3	59.0	53.8
4	17.2	8.2
5	9.7	0.0
6	3.0	0.0
Total	100.0	100.0
Mean=3.0 (s.e. =0.03)	3.3 (0.04)	2.6 (0.03)

**Table 3.19:** Feelings of safety at places respondent goes on a regular basis: Optimizers and satisficers

Place	%	
	Optimizers	Satisficers
First place	(n=568)	(n=525)
Very safe	73.6	73.5
Fairly safe	21.1	20.0
A bit unsafe	4.8	5.1
Very unsafe	0.5	1.3
Second place	(n=555)	(n=467)
Very safe	71.7	69.8
Fairly safe	21.8	23.8
A bit unsafe	6.3	5.6
Very unsafe	0.2	0.9
Third place	(n=505)	(n=326)
Very safe	72.7	70.9
Fairly safe	22.2	24.2
A bit unsafe	4.2	4.6
Very unsafe	1.0	0.3
Mean Percentage		
Very safe	72.1	72.0
Fairly safe	22.4	22.0
A bit unsafe	5.2	5.0
Very unsafe	0.3	1.1

Note: Percentages may not sum to 100.0% due to rounding.

**Table 3.20:** Respondent trips away from home: Optimizers and satisficers

Destination	Feelings of safety	Optimizers		Satisficers	
		Mean number of nights (s.e.)	%	Mean number of nights (s.e.)	%
1	Very safe	6.1 (0.45)	(n=548) 63.9	6.4 (0.66)	(n=185) 65.4
	Fairly safe		29.4		28.6
	A bit unsafe		5.8		3.2
	Very unsafe		0.9		2.7
2	Very safe	4.7 (0.32)	(n=472) 65.2	3.3 (0.68)	(n=45) 75.6
	Fairly safe		27.8		15.6
	A bit unsafe		6.8		6.7
	Very unsafe		0.2		2.2
3	Very safe	4.1 (0.40)	(n=292) 65.1	3.1 (1.03)	(n=9) 55.6
	Fairly safe		27.7		33.3
	A bit unsafe		6.5		11.1
	Very unsafe		0.7		0.0
	Grand mean	5.0	Mean percentage 64.7 28.3 6.4 0.6	4.3	Mean percentage 65.5 25.8 7.0 1.6

**Table 3.21:** Trust in people: Optimizers and satisficers

I'm going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement. I trust...	%	
	Optimizers	Satisficers
<b>Strangers</b>	(n=562)	(n=519)
Strongly agree	2.0	3.3
Agree	42.5	26.6
Disagree	40.2	47.2
Strongly disagree	15.3	22.9
<b>People in my neighborhood</b>	(n=565)	(n=520)
Strongly agree	36.6	30.4
Agree	48.8	48.8
Disagree	10.8	15.6
Strongly disagree	3.7	5.2
<b>People I work or go to school with</b>	(n=467)	(n=369)
Strongly agree	45.8	31.4
Agree	44.8	53.7
Disagree	6.6	12.5
Strongly disagree	2.8	2.4
<b>People in my family</b>	(n=565)	(n=524)
Strongly agree	72.6	62.0
Agree	22.1	28.4
Disagree	3.4	7.4
Strongly disagree	2.0	2.1

Note: Percentages may not sum to 100.0% due to rounding.

*Optimizing among respondents with lower and higher education levels.* In comparing optimizers and satisficers in the ECP condition, as defined by responses to ECP questions, it was found that optimizers had higher screener hit rates, more incident reports classifying as a crime, and higher crime rates (Tables 3.15 to 3.16). However, when optimization is defined instead by respondent education level, a different picture of optimizer-satisficer differences emerges. Overall, satisficers showed higher overall screener hit rates (367 per 1000) as compared to optimizers (238 per 1000,  $z=6.48$ ,  $p<.05$ ).<sup>16</sup> Although satisficers also had a somewhat higher overall crime rate, this difference between groups was not significant (184 per 1000 for satisficers and 158 per 1000 for optimizers,  $z=1.60$ , n.s.).<sup>17</sup> Tables 3.22 and 3.23 show total screener hits, screener hit rate, and reported crimes and crime rates by experimental condition for optimizing and satisficing respondents (as defined by education level). As these tables show, when examined by experimental condition, ECP respondents among both optimizers and satisficers show

<sup>16</sup> Overall screener hit rate per 1000 for satisficers calculated by summing screener hits across Control and ECP conditions, dividing by number of satisficers and multiplying by 1000,  $(197+253)/1225*1000=367$  per 1000. Similarly for optimizers,  $(103+126)/964*1000=238$  per 1000.

<sup>17</sup> Overall satisficer crime rate,  $(98+128)/1225*1000=184$  per 1000. Overall optimizer crime rate,  $(76+76)/964*1000=158$  per 1000.



higher screener compared to Control respondents ( $z=-2.41$ ,  $p<.05$  for optimizers and  $z=-2.32$ ,  $p<.05$  for satisficers). Although overall crime rates are also higher for ECP respondents among both optimizers and satisficers, the differences were not significant ( $z=-0.51$ , n.s. for optimizers and  $z=-1.62$ , n.s. for satisficers).

These findings suggest that likelihood of experiencing a crime may differ by education level. That is, respondents with lower education levels may be subject to more victimization experiences. However, among respondents of both higher and lower education level, the ECP may enhance recall of crime.

**Table 3.22:** Overall screener hits and reported crimes: Optimizers and satisficers (education level)

	Optimizer (higher education) n=964		Satisficer (lower education) n=1225	
	Control n=500	ECP n=464	Control n=590	ECP n=635
<b>Total hits reported in crime screener (n)</b>	103	126	197	253
<b>Screener hit rate (n per 1000)</b>	206	272	334	398
<b>Total incident reports completed (n)</b>	98	110	151	200
<b>Classified as a crime</b>	76	76	98	128
<b>Not classified as crime</b>	22	34	53	72

Note: Up to four incident reports were completed per respondent. Except for screener hit rate, the other estimates displayed in this table are raw numbers (and percentages) of screener hits, incident reports, crimes, and non-classified incident reports.

**Table 3.23:** Crime rates: Optimizers and satisficers (education level)

	Optimizer (higher education) n=964		Satisficer (lower education) n=1225	
	Control n=500	ECP n=464	Control n=590	ECP n=635
<b>All crimes (n per 1000)</b>	152	164	166	202
<b>Violent crimes</b>	28	19	46	50
<b>Purse snatching/Pocket picking</b>	4	0	0	6
<b>Property crimes</b>	120	144	120	145

*Optimizing among respondents who are younger and older.* Tables 3.24 and 3.25 show total screener hits, screener hit rates, reported crime and crime rates for optimizing and satisficing respondents (as defined by age) in each condition. It may be expected that younger respondents (assumed to be optimizers) may be better at recalling events such as crime incidents as compared to older respondents (satisficers). The data show this to be the case; overall, optimizers showed higher screener hit rates (405 per 1000 vs. 218 per 1000,  $z=-9.40$ ,  $p<.05$ ) and crime rates (235 per 1000 vs. 113 per 1000,  $z=-7.49$ ,  $p<.05$ ) as compared to satisficers.<sup>18</sup> Further, for both optimizers and satisficers, the ECP yielded higher screener hit rates than in the Control condition ( $z=-2.55$ ,  $p<.05$  for optimizers and  $z=-2.91$ ,  $p<.05$  for satisficers). The ECP also yielded higher overall crime rates than in the Control condition for satisficers ( $z=-2.18$ ,  $p<.05$ ), but the effect of the ECP on overall crime rate for optimizers was not significantly different ( $z=-0.66$ , n.s.). In interpreting the data, it is important to note that the NCVS data suggest that older persons do experience less crime than younger persons (Planty & Truman, 2012). This relationship between age and victimization could contribute to the finding that optimizers recall more crimes than satisficers, when these groups are defined by age.

<sup>18</sup> Overall optimizer screener hit rate,  $(199+240)/1084*1000=405$  per 1000. Overall satisficer screener hit rate,  $(99+137)/1082*1000=218$  per 1000. Overall optimizer crime rate,  $(123+132)/1084*1000=235$  per 1000. Overall satisficer crime rate,  $(50+72)/1082*1000=113$  per 1000.

**Table 3.24:** Overall screener hits and reported crimes: Optimizers and satisficers (age)

	Optimizer (younger) n=1084		Satisficer (older) n=1082	
	Control n=542	ECP n=542	Control n=544	ECP n=538
<b>Total hits reported in crime screener (n)</b>	199	240	99	137
<b>Screener hit rate (n per 1000)</b>	367	443	182	255
<b>Total incident reports completed (n)</b>	165	186	82	122
<b>Classified as a crime</b>	123	132	50	72
<b>Not classified as crime</b>	42	54	32	50

Note: Up to four incident reports were completed per respondent. Except for screener hit rate, the other estimates displayed in this table are raw numbers (and percentages) of screener hits, incident reports, crimes, and non-classified incident reports.

**Table 3.25:** Crime rates: Optimizers and satisficers (age)

	Optimizer (younger) n=1084		Satisficer (older) n=1082	
	Control n=542	ECP n=542	Control n=544	ECP n=538
<b>All crimes (n per 1000)</b>	227	244	92	134
<b>Violent crimes</b>	65	54	11	22
<b>Purse snatching/Pocket picking</b>	2	6	2	2
<b>Property crimes</b>	161	185	79	110

### Responses to the ECP: A Comparison of Victims and Non-victims

In addition to the goal of prompting respondents to remember crimes they experienced, a further objective in adding the ECP is to increase data utility by collecting data that provides information about non-victims. The answers that respondents provide to these questions can be a window to understanding differences between victims and non-victims in issues of safety and trust.

The respondents in the ECP condition were classified as victims or non-victims based on whether they reported any crimes. Non-victims were those respondents who had no screener hits or whose incident reports did not yield any crimes according to the NCVS classification. Victims were those respondents whose incident reports yielded one to four classifiable crimes. A total of 966 (87.7%) of the 1102 ECP

respondents were classified as non-victims and 136 (12.3%) as victims. Tables 3.26 through 3.30 present information on responses to the ECP for victims and non-victims.

The data reveal differences between victims and non-victims in how safe responders feel at and near their homes. As seen in Table 3.26, more victims report feeling afraid to walk alone at night around their home as compared to non-victims ( $t=-4.80$ ,  $p<.05$ ) Further, victims are less likely to report feeling safe and secure at home at night as compared to non-victims ( $t=2.70$ ,  $p<.05$ ).

It may be hypothesized that people who go more places are more likely to experience a crime because their exposure to risk increases. According to Routine Activity Theory, a motivated offender must come into contact with a target (such as property or a person) for a crime to occur (Cohen & Felson, 1979). As more of person's activities are away from home and family that person may be subject to a greater likelihood of experiencing a crime. Accordingly, SCV respondents in the ECP condition who report going more places on a regular basis or going on more trips may report more victimizations on average than respondents who go fewer places. Table 3.27 shows that this is not the case for victims and non-victims in the SCV. Victims and non-victims were not significantly different in the number of places they report going on a regular basis ( $t= -0.76$ ,  $p>.05$ )

Victims and non-victims did appear to differ, however, in how safe they feel at the places they go on a regular basis (Table 3.28). Reports on level of safety were compared for victims and non-victims separately for each of the first three places the respondents named. Non-victims reported higher ratings of feeling safe for the first place ( $t=-4.70$ ,  $p<.05$ ), second place ( $t=-3.13$ ,  $p<.05$ ), and the third place ( $t=-2.87$ ,  $p<.05$ ) they stated they went to on a regular basis.

Victims and non-victims also differed on whether they had taken a trip away from home and the number of trips taken during the reference period. A total of 76.3% of respondents who reported a victimization had taken at least one trip whereas 66.2% of non-victims had taken a trip ( $t=-2.35$ ,  $p<.05$ ). The victims reported a mean of 5.9 trips during the reference period, whereas non-victims reported significantly fewer trips, with a mean of 4.1 trips ( $t=-2.24$ ,  $p<.05$ ).

Unlike the feelings of safety expressed for places visited on a regular basis, victims and non-victims show more similar feelings of safety at the places they go on overnight trips. The safety ratings that victims and non-victims provided for each of up to three destinations is shown in Table 3.29. A comparison between these groups showed that for the first destination named, non-victims were more likely to report feeling safe than victims ( $t=-2.62$ ,  $p<.05$ ). However, for the second and third destinations respondents named,

victims and non-victims did not differ in how they rated their feelings of safety ( $t=-1.90$ ,  $p>.05$  for the second destination,  $t=-1.56$ ,  $p>.05$  for the third destination).

With regard to trust in people, victims showed lower levels of trust for all four groups asked about-- strangers, people in their neighborhood, people they work or go to school with, and family-- as compared to non-victims ( $t=-3.05$ ,  $p<.05$  for strangers,  $t=-6.34$ ,  $p<.05$  for people in neighborhood,  $t=-4.15$ ,  $p<.05$  for people at work/school,  $t=-4.28$ ,  $p<.05$  for family; Table 3.30).

The data consistently show that non-victims tend to feel safer at or near home and at home at night. They also tend to feel safer at the places they go on a regular basis and, to a lesser extent, when on trips away from home. Further, they trust others more than victims do. The differences in attitude between victims and non-victims could be a result of their recent experiences with crime. That is, it could be that victims feel less safe and trust others less than non-victims do because someone committed a crime against them. However, it is difficult to address the reasons for the difference in attitude within the available data.

**Table 3.26:** Feelings of safety at and near home: Victims and non-victims

Question	Victims		Non-victims	
	n	% Yes	n	% Yes
Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?	136	41.9	957	20.6
How about at home at night – do you feel safe and secure, or not?	134	89.6	962	96.9

**Table 3.27:** Places respondent goes on a regular basis: Victims and non-victims

Number of places	Victims % (n=136)	Non-Victims % (n=958)
1	6.6	6.4
2	13.2	18.3
3	59.6	56.0
4	14.0	12.7
5	4.4	5.1
6	2.2	1.5
Total	100.0	100.0
Mean (s.e.)	3.0 (0.08)	3.0 (0.03)

Note: Percentages may not sum to 100.0% due to rounding.

**Table 3.28:** Feelings of safety at places respondent goes on a regular basis: Victims and non-victims

Place	%	
	Victims	Non-Victims
First place	(n=136)	(n=957)
Very safe	55.9	76.1
Fairly safe	27.9	19.5
A bit unsafe	13.2	3.8
Very unsafe	2.9	0.6
Second place	(n=127)	(n=895)
Very safe	60.6	72.3
Fairly safe	24.4	22.5
A bit unsafe	13.4	4.9
Very unsafe	1.6	0.3
Third place	(n=109)	(n=722)
Very safe	63.3	73.3
Fairly safe	22.9	23.0
A bit unsafe	10.1	3.5
Very unsafe	3.7	0.3
Mean Percentage		
Very safe	59.9	73.9
Fairly safe	25.1	21.7
A bit unsafe	12.2	4.1
Very unsafe	2.7	0.4

Note: Percentages may not sum to 100.0% due to rounding.

**Table 3.29:** Respondent trips away from home: Victims and non-victims

Destination	Feelings of safety	Victims		Non-victims	
		Mean number of nights (s.e.)	%	Mean number of nights (s.e.)	%
1	Very safe	7.2 (1.31)	(n=103) 54.4	6.1 (0.41)	(n=630) 65.9
	Fairly safe		32.0		28.7
	A bit unsafe		10.7		4.3
	Very unsafe		2.9		1.1
	Very safe				
2	Very safe	5.2 (0.96)	(n=80) 56.2	4.5 (0.30)	(n=437) 68.0
	Fairly safe		33.8		25.4
	A bit unsafe		10.0		6.2
	Very unsafe		0.0		0.5
	Very safe				
3	Very safe	4.8 (0.94)	(n=49) 57.1	4.0 (0.42)	(n=252) 66.3
	Fairly safe		30.6		27.4
	A bit unsafe		8.2		6.4
	Very unsafe		4.1		0.0
	Very safe				
	Grand mean	5.7	Mean percentage 55.9 32.1 9.6 2.3	4.8	Mean percentage 66.7 27.2 5.6 0.5

Note: Percentages may not sum to 100.0% due to rounding.

**Table 3.30:** Trust in people: Victims and non-victims

I'm going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement. I trust...	Victims	Non-victims
	%	%
<b>Strangers</b>	(n=135)	(n=950)
Strongly agree	3.0	2.6
Agree	24.4	36.3
Disagree	44.4	43.4
Strongly disagree	28.2	17.7
<b>People in my neighborhood</b>	(n=132)	(n=956)
Strongly agree	16.7	35.9
Agree	44.7	49.5
Disagree	26.5	11.3
Strongly disagree	12.1	3.4
<b>People I work or go to school with</b>	(n=110)	(n=728)
Strongly agree	28.2	41.1
Agree	43.6	49.6
Disagree	21.8	7.3
Strongly disagree	6.4	2.1
<b>People in my family</b>	(n=136)	(n=957)
Strongly agree	52.9	69.6
Agree	27.2	24.9
Disagree	15.4	3.9
Strongly disagree	4.4	1.7

Note: Percentages may not sum to 100.0% due to rounding.



### Responses to the ECP: A Comparison of Victims of Single and Multiple Crimes

To further examine the utility of the information provided by the ECP, we next compare victims of only one crime to victims of multiple crimes. For these comparisons, victims of a single crime were those who had one screener hit classify as a type of crime according to the NCVS classification. Although they may have had more than one screener hit or completed more than one incident report, only one event classified as a crime. Victims of multiple crimes were those whose incident reports classified into two to four crimes. Among respondents in both the Control and ECP conditions, 186 (8.5%) experienced a single crime and 78 (3.5%) experienced two or more crimes (Table 3.31). Of the incident reports completed by victims of single crimes, 85.3% classified as a crime; for victims of multiple crimes, 90.2% of incidents classified as crimes; this difference was not statistically significant.

**Table 3.31:** Overall screener hits and reported crimes: Victims of single and multiple crimes

	Single crime n=186	Multiple crimes n=78
<b>Total hits reported in crime screener (n)</b>	256	263
<b>Total incident reports completed (n)</b>	218	214
<b>Classified as a crime</b>	186	193
<b>Not classified as crime</b>	32	21

Table 3.32 shows the distribution of crimes across violent, purse snatching/pocket picking, and property crimes for victims of single and multiple crimes. The percent of violent crimes among victims of multiple crimes is somewhat higher than for victims of single crimes, but this difference is not statistically significant.

**Table 3.32:** Distribution of crime: Victims of single and multiple crimes

	Single % n=186	Multiple % n=78
<b>All crimes</b>	100.0 (186 incidents)	100.0 (193 incidents)
<b>Violent crimes</b>	18.3	24.9
<b>Purse snatching/Pocket picking</b>	2.2	1.0
<b>Property crimes</b>	79.6	74.1

In comparing victims of single and multiple crimes on their response to the ECP questions, we include 92 ECP respondents (8.3%) who experienced only one crime and 44 (4.0%) who experienced two or more crimes. Due to these smaller sample sizes it may be difficult to detect statistically significant differences between victims of single and multiple crimes. Tables 3.33 through 3.37 present data on responses to the ECP for victims of single and multiple crimes.

As Table 3.33 shows, a higher percentage of victims of multiple crimes as compared to victims of single crimes reported that there was a place near home they were afraid to walk at night; however, this difference was not significant ( $t=0.95, p>.05$ ). Victims of multiple crimes were less likely to report that they felt safe and secure at home at night; this difference approached significance ( $t=1.83, p<.08$ ).

Victims of single crimes named on average just under three places they go on a regular basis. In comparison, consistent with what Routine Activity Theory would predict, victims of multiple crimes named significantly more places they go on a regular basis, with a mean of 3.3 places ( $t=2.40, p<.05$ ; Table 3.34). Victims of single and multiple crimes were similar in their ratings of safety for the first and third places they named going on a regular basis (Table 3.35). For the second place, victims of multiple crimes provided somewhat lower ratings of safety ( $t=1.91, p<.07$ ).

A comparison of victims of single and multiple crimes on whether they had taken a trip away from home during the reference period shows that these groups were similarly likely to have taken a trip, 75.8% for the single crime group and 77.3% for the multiple crime group. In addition these two groups took similar numbers of trips, with a mean of 6.1 trips for single-crime victims and a mean of 5.4 for multiple-crime victims. Further, their ratings on feelings of safety for their destinations were similar (Table 3.36). Table 3.37 shows respondent ratings on level of trust in different groups of people. The differences among victims of single and multiple crimes were not significant.

**Table 3.33:** Feelings of safety at and near home: Victims of single and multiple crimes

Question	Single crime		Multiple crimes	
	n	% Yes	n	% Yes
Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?	92	39.1	44	47.7
How about at home at night – do you feel safe and secure, or not?	91	93.4	43	81.4

**Table 3.34:** Places respondent goes on a regular basis: Victims of single and multiple crimes

Number of places	Single Crime % (n=92)	Multiple Crimes % (n=44)
1	7.6	4.6
2	14.1	11.4
3	64.1	50.0
4	10.9	20.4
5	3.3	6.8
6	0.0	6.8
Total	100.0	100.0
Mean (s.e.)	2.9 (0.09)	3.3 (0.17)

Note: Percentages may not sum to 100.0% due to rounding.

**Table 3.35:** Feelings of safety at places respondent goes on a regular basis: Victims of single and multiple crimes

Place	%	
	Single Crime (n=92)	Multiple Crimes (n=44)
First place	(n=92)	(n=44)
Very safe	55.4	56.8
Fairly safe	30.4	22.7
A bit unsafe	12.0	15.9
Very unsafe	2.2	4.6
Second place	(n=85)	(n=42)
Very safe	65.9	50.0
Fairly safe	22.4	28.6
A bit unsafe	11.8	16.7
Very unsafe	0.0	4.8
Third place	(n=72)	(n=37)
Very safe	66.7	56.8
Fairly safe	23.6	21.6
A bit unsafe	6.9	16.2
Very unsafe	2.8	5.4
Mean Percentage		
Very safe	62.7	54.5
Fairly safe	25.5	24.3
A bit unsafe	10.2	16.3
Very unsafe	1.7	4.9

Note: Percentages may not sum to 100.0% due to rounding.

**Table 3.36:** Respondent trips away from home: Victims of single and multiple crimes

Destination	Feelings of safety	Single crime		Multiple crimes	
		Mean number of nights (s.e.)	%	Mean number of nights (s.e.)	%
1	Very safe	7.7 (1.89)	(n=69) 58.0	6.1 (1.03)	(n=34) 47.1
	Fairly safe		29.0		38.2
	A bit unsafe		8.7		14.7
	Very unsafe		4.4		0.0
2	Very safe	4.8 (0.92)	(n=53) 54.7	5.9 (2.21)	(n=27) 59.3
	Fairly safe		35.9		29.6
	A bit unsafe		9.4		11.1
	Very unsafe		0.0		0.0
3	Very safe	5.8 (1.41)	(n=32) 56.3	3.1 (0.48)	(n=17) 58.8
	Fairly safe		31.3		29.4
	A bit unsafe		9.4		5.9
	Very unsafe		3.1		5.9
	Grand mean	6.1	56.3	5.0	55.1
			32.1		32.4
			9.2		10.6
			2.5		2.0

**Table 3.37:** Trust in people: Victims of single and multiple crimes

I'm going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement. I trust...	Single crime	Multiple crimes
	%	%
<b>Strangers</b>	(n=91)	(n=41)
Strongly agree	3.3	2.3
Agree	22.0	29.6
Disagree	48.4	36.4
Strongly disagree	26.4	31.8
<b>People in my neighborhood</b>	(n=88)	(n=44)
Strongly agree	20.4	9.1
Agree	43.2	47.7
Disagree	28.4	22.7
Strongly disagree	8.0	20.4
<b>People I work or go to school with</b>	(n=74)	(n=36)
Strongly agree	31.1	22.2
Agree	43.2	44.4
Disagree	17.6	30.6
Strongly disagree	8.1	2.8
<b>People in my family</b>	(n=92)	(n=44)
Strongly agree	58.7	40.9
Agree	25.0	31.8
Disagree	12.0	22.7
Strongly disagree	4.4	4.6

Note: Percentages may not sum to 100.0% due to rounding.

### Research Question #3

*Are contextual questions viable within a Computer Assisted Telephone Interviewing (CATI) environment?*

An indicator of the viability of the ECP lies in the comparable response rates across conditions (to be discussed as part of Research Question #4) is the comparability in response rates across conditions. Although it was hypothesized that the ECP could increase respondent engagement and response rates, this was not found. However, the response rates do remain comparable when the ECP is added to the interview.

Table 3.38 shows the time in minutes required to complete the screening portion of the interview. For respondents in the Control condition, the estimates show the time required to complete the crime screener. For respondents in the ECP condition, the estimates show the time required to complete both the ECP module and the crime screener. As the table shows, it took approximately five minutes longer to complete the ECP version of the screener as compared to the Control condition. This finding accords with the findings from the cognitive interviews presented in Chapter 2, in which the mean length of the ECP module was found to be 5.0 minutes.

**Table 3.38:** Timing of the Control and ECP screeners

	<b>Control (n=1099)</b>	<b>ECP (n=1102)</b>	<b>Total (n=2201)</b>
Mean completion time in minutes (s.e.)	13.4 (0.30)	18.6 (0.35)	16.0 (0.24)

A comparison with extant survey data also lends support to the viability of the contextual questions. The first two questions in the ECP are from the General Social Survey (GSS), which collects data on social change in the United States. As presented as part of Research Question #2, 23.2% of SCV respondents indicated “yes,” that there was an area around their home where they would be afraid to walk at night. The GSS results show that 40.2% of respondents said “yes.” For the question on feeling safe and secure at

home at night, 96.0% of SCV respondents said “yes,” whereas 86.0% of GSS respondents did so.<sup>19</sup> Given that the GSS is a national probability sample and the SCV reflects only landline users in the U.S., and different procedures for selecting a household respondent, the data across these studies are not fully comparable. The SCV and GSS respondents vary somewhat in magnitude of their responses, with SCV respondents expressing higher feelings of safety than GSS respondents. Yet, the direction of responses is the same for SCV and GSS respondents, with the majority of respondents expressing feeling safe walking near home at home and safe at home at night.

In exploring the cost implications of adding contextual priming to the NCVS, several factors should be considered. Among the survey processes that would be impacted by adding contextual priming would be the following:

- Development and testing of the module: There may be a number of topics of interest to examine within the priming module. The selection of questions in the ECP that NORC designed and tested covered issues of feeling safe, places the respondent goes, and trust in people. These issues are of interest because of their potential priming effect on recall of crime and because of the analytic utility in examining correlates of crime. However, other topics could have been chosen as well, such as attitudes toward police or the criminal justice system. Any questions that may be included in the module would require development and cognitive and field testing. The resources required for development and testing are an important consideration in cost.
- Interviewer training and monitoring: Some additional resources would be required to develop training materials and to train interviewers to implement a contextual module. Further time would be needed to monitor interviewer performance in administering the contextual questions. Adding the module to existing training and monitoring procedures, however, is not likely to add substantial cost.
- Coding of data: Depending on the format of questions selected for the module, time may be required to code responses. The ECP included some open-ended questions intended to prompt respondents to think about the places they go, either on a regular basis or on trips away from home. The verbatim answers were not coded. If coding of verbatim responses from the module would be of interest, resources to carry out the coding would be required.

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<sup>19</sup> Information on the FEAR and FEARHOME variables in the GSS are available at: <http://www3.norc.org/GSS+Website/Browse+GSS+Variables/Mnemonic+Index/>.

### Research Question #4

*Does the use of enhanced contextual priming increase response rates to the crime screener by increasing respondent engagement in the survey?*

The data show that the ECP did not yield a statistically significant increase response rates (see Table 3.33). The CASRO rate that is typically calculated for telephone RDD surveys consists of the proportion of complete cases factoring in the resolution rate (percent of total sample that has been resolved as working residential or not) and screener completion rate (percent of known households). Although the response rate in the ECP was higher than for the Control condition, the difference was not significant. That is, the ECP appears not to have increased respondent engagement in the survey as measured by response rates. Table 3.39 also shows the percent of partial interviews in each condition. A partial interview is considered to be an interview in which the respondent began the survey by answering at least the first question, but broke off the interview and did not complete the survey during the field period. An instance in which a respondent completed part of the interview during one session and the remainder of the interview during a callback would not be counted as a partial interview. Although overall, only 5% of respondents completed only part of the interview, the difference between Control and ECP respondents in percent of partial interviews was statistically significant, with ECP respondents demonstrating a higher percentage of partial interviews ( $z=2.68, p<.05$ ).

**Table 3.39: Response Rates**

	Control % n=1099	ECP % n=1102	Overall % n=2201
<b>CASRO response rate</b>	50.5	51.4	50.9
<b>Partial interviews</b>	3.8	6.3	5.0

As part of a comparison of the Control and ECP conditions on crime reporting and response rates, it is important to determine whether the demographic characteristics of the samples are different. Criminal victimization has been shown to vary by demographic group (Truman, 2011). For example, the NCVS data from 2010 indicates that persons ages 25 and older experience fewer crimes than those younger than 25; households with lower incomes and larger households experience more crime than households with higher incomes and smaller households. If response differs across the Control and ECP samples among certain demographic groups, this could lead to differences in the observed crime rates that are due to demographic differences in the sample rather than to the effects of the ECP on recall.



The responses to the demographic questions on gender, age, marital status, education, race and ethnicity, and household size were compared across the Control and ECP samples to determine if significant differences exist between the two samples. T-tests indicated no significant differences between experimental conditions on any of the demographic variables (Table 3.40).

**Table 3.40:** Demographics of CV and ECP samples

Demographic characteristic	CV	ECP	Total
Gender (%)			
Male	38.2	37.2	37.7
Mean Age (s.e.)	57.1 (0.48)	57.0 (0.47)	57.1 (0.33)
Age in years (%)			
18 to 24	2.3	2.7	2.5
25 to 34	6.0	5.8	5.9
35 to 49	20.6	20.4	20.5
50 to 64	43.0	40.9	42.0
65 and over	28.1	30.1	29.1
Marital status (%)			
Married	60.1	59.5	59.8
Widowed	12.8	12.7	12.8
Divorced	13.1	13.3	13.2
Separated	1.6	1.8	1.7
Never married	12.4	12.6	12.5
Education level (%)			
Less than high school	3.2	2.8	3.0
High school/GED	20.3	24.0	22.2
Vocational/trade school	4.7	4.4	4.5
Some college/A.A.	26.0	26.6	26.3
Four-year college degree	27.6	23.4	25.5
Graduate degree	18.3	18.9	18.5
Race (%)			
White	81.7	79.6	80.6
Non-white	14.1	15.4	14.8
Hispanic	4.2	5.0	4.6
Number of HH adults			
Mean (s.e.)	2.0 (0.03)	2.1 (0.03)	2.0 (0.02)
Percent of HH with children	26.8	25.1	26.0
Number of children in HH			
Mean (s.e.)			
HH with children	1.8 (0.05)	1.8 (0.06)	1.8 (0.04)
All households	0.5 (0.03)	0.46 (0.03)	0.48 (0.02)

Note: T-tests conducted on percent male, age, percent married, percent with four-year college degree or above, percent white, number of household adults and number of household children indicated no significant differences between the Control and ECP conditions.

Although response rates for the survey were not significantly different in the Control and ECP conditions, it is possible that contextual priming has effects at the level of item nonresponse. To examine whether contextual priming enhances data quality with regard to item responses, we examined the level of item nonresponse for selected incident report items. The items selected required recall of when the incident occurred, where, and the value of items or cash that was taken. In these analyses, responses that were missing due to survey skips are not included as missing data. As shown in Table 3.41, there is relatively little difference in item nonresponse for the questions examined. The largest difference is for recall of the amount of cash taken; however, the number of observations is also small for this question. Overall, contextual priming seems to have little effect on item nonresponse.

**Table 3.41:** Item nonresponse for selected incident report questions

	Control % missing data (n)	ECP % missing data (n)
<b>INCIDENT_M</b>	2.8 (251)	5.5 (310)
<b>INCIDENTTIME</b>	18.7 (251)	21.0 (310)
<b>FARFROMHOME</b>	2.0 (251)	1.3 (310)
<b>AMOUNTCASHTAKEN</b>	7.4 (27)	14.8 (27)
<b>PROPERTYVALUE</b>	4.1 (98)	4.1 (122)

## Discussion

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The SCV Field Test addressed four key questions. This section summarizes the findings with regard to each research question, outlines points to consider in the differences between the NCVS and SCV, and provides suggestions for future research directions.

### Major Findings from the SCV Field Test

The results of the Field Test showed that the contextual priming provided by the ECP improved recall overall (Research Question #1). The effect was noted specifically for property crimes; no significant effects of contextual priming were observed in the rates for violent crimes and purse snatching/pocket picking. The ECP condition yielded more screener hits overall, although a similar percentage of incident reports were classified as crimes in both the ECP and Control conditions. Further, the contextual questions are received well by respondents (Research Question #2). Differences in responses to the ECP were noted for optimizers and satisficers as well as for victims and non-victims. Monitoring of interviews by project staff suggested that the contextual questions were well received; respondents had little difficulty answering the ECP questions. The ECP appears to be viable in the context of a CATI survey (Research Question #3). The module requires about five minutes to administer. Costs associated with training of interviewers and administering the module have relatively little impact since the module is brief. However, development and testing of the questions and possible coding of verbatim responses would be the most significant cost issues to consider in determining the viability of including contextual priming in the NCVS. Finally, although it was expected that contextual priming could increase respondent engagement in the survey and thus improve response rates, no effect on response rates was observed (Research Question #4). Response rates were similar in the Control and ECP conditions but more break-offs (partial interviews) occurred in the ECP condition.

### Key Differences between the NCVS and the SCV and Limitations of the Study

In evaluating the evidence from the SCVC Field Test on the suitability of including contextual priming in the NCVS, differences in methodology between the NCVS and the SCV should be considered. The NCVS is typically conducted in person or by telephone (in a decentralized CATI interview). The current experiment is a departure from the methodology of the NCVS in its use of a Random Digit Dial (RDD) landline sample. This type of sample was chosen because a national sample allows for the examination of how the ECP will function with a broad spectrum of respondents. Although the ECP developed and tested for CATI are likely to work well in the modes of data collection in which the NCVS is conducted, the different field test environment of the ECP should be noted.

An additional difference from NCVS methodology that should be noted in interpreting the effects of the ECP on recall of crime is the lack of a bounding interview. Panel surveys typically institute a bounding procedure to reduce the effects of telescoping. In panel surveys, the first interview is an unbounded interview in which the respondent is asked to report events that happened since a particular date. The subsequent interviews are bounded interviews in which the respondent is reminded at the beginning of the interview of events reported in the previous interview. This technique reduces the probability that respondents will provide duplicate reports of events already reported in the past, or that they will omit events in the reference period because they mistakenly thought they had already reported it last time. Since a bounding interview was not within the scope of the SCV Field Test, there is the possibility that respondent could include reports include events from outside the six-month reference period and omit reports from within the reference period. Since the net effect of telescoping error is in the forward direction (Neter & Waksberg, 1964), employing bounding techniques will help clarify the degree to which context has improved recall in the ECP condition.

Finally, since the Field Test involved only one knowledgeable adult from each household, we were not able to investigate the use of the ECP with other household members who are eligible to participate in the NCVS. Since the ECP was tailored to an adult household respondent, younger household members, such as those under 18, may receive the ECP differently.

### **Directions for Future Research**

The results of the SCV Field Test suggest that the ECP would be a valuable addition to the NCVS. The findings suggest several avenues of research that could be pursued to further understand the value of contextual priming for the NCVS:

- Conduct a field test that employs a bounding interview to ascertain that increased recall of crime is not due to telescoping.
- Test the contextual questions with respondents that represent the full range of eligible ages for the NCVS. In particular, it is important to determine that the questions used work well with respondents in the youngest age range, from 12 to 17 years. Additional testing could focus on the relevance of the questions to the youngest respondents and their ability to understand the questions.
- Part of the utility of a contextual priming lies in the ability to include different questions based on BJS's research interests. The particular questions chosen for the ECP focused on feelings of safety at home and other places the respondent goes, and trust in people. To better understand the

effects of the specific questions chosen on the crime estimates, additional question topics could be considered.

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## Appendix 1: Summary of Rounds 1 and 2 EHC Cognitive Interviews

The scripts for the Round 1 and Round 2 EHC are presented below (Appendix Tables 1.1 and 1.2).

Summary of Round 1 prompting to elicit events:

- Five of the seven respondents reported a crime victimization in response to the initial prompt.
- In four interviews, Prompts 2 and 3 were used. In the remaining three interviews, Prompt 4 was used to attempt to elicit additional events.
- Five of seven interviews required a prompt to elicit an event from the 12-month boundary of the reference period.
- The number of events placed on the calendar ranged from four to five. Thirteen of the 33 events were crimes. The 20 personal landmarks that respondents mentioned that were not related to crime concerned birthdays, graduations, moves/evictions, jobs, and vacations. Of the seven respondents, one reported no crimes on the EHC and one reported one crime. The remaining five respondents reported between two and four crimes during completion of the calendar.

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### Appendix Table 1.1: Round 1 EHC Script

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Introduction: I am interested in the crimes that you may have experienced in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009. It might be difficult to remember things that happened as long as a year ago. Sometimes people find it helpful to think about a calendar to remember what happened and when it happened. Let's note some dates on the calendar that may help you remember things. For example, looking back 12 months ago, there was ...

[READ THE HOLIDAYS FROM MOST DISTANT TO MOST RECENT. FOR EXAMPLE, IN OCTOBER, START WITH HALLOWEEN IN OCTOBER AND END WITH LABOR DAY IN SEPTEMBER.]

...New Year's Day in winter, St. Patrick's Day in the spring, Memorial Day in May, the Fourth of July in summer, Halloween in October, and Thanksgiving in November.

Now let's put some things that are specific to you on the calendar.

Prompt 1: What are some of the things that happened to you this past year, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009? While you tell me about the things that happened this past year, I am going to take notes on a calendar.

RECORD RESPONDENT'S EVENTS ON CALENDAR. READ PROMPT 2 IF NECESSARY:

Prompt 2: Are there dates for things that happened since last <REFERENCE MONTH> 1<sup>st</sup> that we can note on the calendar? It doesn't have to be an unusual or important event, just anything that you remember that happened since <REFERENCE MONTH> 1<sup>st</sup> of 2009.

RECORD RESPONDENT'S EVENTS ON CALENDAR. READ PROMPT 3 IF NECESSARY:

Prompt 3: [ASK DETAILED QUESTIONS SUCH AS:]

Did you or anyone in your family:

- Go on vacation or to a family event?
- Change jobs, get a promotion?
- Move to a different house or apartment?
- Was there a wedding, birth, or death in the family?

[MARK THE EVENT ON THE CALENDAR. ATTEMPT TO GET AT LEAST ONE EVENT (HOLIDAY OR PERSONAL) FOR EACH QUARTER OF THE CALENDAR. ALSO, PLEASE ATTEMPT TO GET AN EVENT THAT MARKS THE 12-MONTH BOUNDARY (<REFERENCE MONTH>, 2009).

RECORD RESPONDENT'S EVENTS ON CALENDAR. READ PROMPT 4 IF NECESSARY:

Prompt 4: Residence, work, school.

- Where are you living now? [NOTE ADDRESS ON CALENDAR] How long have you lived there? Did you move in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?
- Do you work or attend school? Where are you working/attending school now? How long have you worked there/attended that school? [RECORD JOBS AND SCHOOLS ON CALENDAR.] Did you work at any other jobs or attend another school in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?

[READ PROMPT 5 IF NO BOUNDARY EVENT OBTAINED FROM <REFERENCE MONTH> of 2009]

Prompt 5: We are most interested in things that happened since <REFERENCE MONTH> 1<sup>st</sup> of 2009. Can you think of any events in your life from <REFERENCE MONTH> of 2009?

[MARK THE EVENT ON THE CALENDAR]

Key changes to the EHC prompts as a result of cognitive testing:

- Prompt 1 was asked of all respondents to initiate the process of eliciting events. After Round 1 testing, the phrase “things that happened to you” was changed to “*things you did* or things that happened to you” to broaden the types of events respondents would report. Although all respondents were presented with the Introduction and Prompt 1, interviewers could choose to present additional prompts as needed.
- Prompt 2 emphasized that the events named do not have to be unusual or important. This prompt was changed between rounds to include “things you did” in addition to “things that happened.”

- Prompts 3 and 4 remained unchanged through Rounds 1 and 2. Prompt 3 provided cues for specific types of events. The exact wording of the prompts varied as required (for example, if a respondent had already mentioned a vacation, this cue could be omitted from Prompt 3). The respondent was asked Prompt 4, to indicate place of residence, work status, or school attendance, only if he/she could not name other events.
- Prompt 5 was asked if the respondent did not spontaneously name an event from the start of the reference period (the 12-month boundary). This prompt was shortened after Round 1. Interviewers also asked “gap-filling” prompts, which were not scripted in Rounds 1 and 2, as needed to fill in additional events between already named events that were several months apart.

Summary of Round 2 prompting to elicit events:

Almost all respondents (12 of 13) began mentioning events after the initial prompt, although 8 asked clarifying questions first. The most common clarifying questions involved whether we were looking for both negative and positive events and whether we were interested in both crime and non-crime events.

Respondents mentioned about one event per prompt they were given. This was estimated by calculating for each respondent the ratio of total prompts (including the initial prompt) to total reported events. All but 3 respondents fell in the range between 0.50 and 1.50 on this measure.

Prompt 3, in which interviewers asked specific questions about domains such as family events, work, and vacations, was the most common type of prompt used. Twenty-five of these prompts were given by interviewers.

Gap-filling prompts were the second most common type, 9 of which were required, by 4 respondents.

Five prompts to obtain an event at the 12-month boundary were needed, for 4 respondents, although 2 respondents were still unable to produce boundary events even after prompting.

Type 2 prompts and a general “anything else” prompt were also occasionally used (7 and 5 times, respectively).

As in Round 1, the personal events that respondents placed on the calendar included events related to work, moves, birthdays, and family/personal events (holidays, deaths, major health issues, and personal relationships).



---

## Appendix Table 1.2: Round 2 EHC Script

---

Introduction: Before I ask you the questions on crime, let's spend a few minutes talking about what you did and things that happened to you over the last year. It might be difficult to remember things that happened as long as a year ago. Sometimes people find it helpful to think about a calendar to remember things. Let's note some dates on the calendar. Looking back a year ago, there was...

[READ THE HOLIDAYS FROM MOST DISTANT TO MOST RECENT. FOR EXAMPLE, IN NOVEMBER, START WITH THANKSGIVING AND END WITH HALLOWEEN IN OCTOBER.]

... Thanksgiving in November, New Year's Day in winter, St. Patrick's Day in the spring, Memorial Day in May, the Fourth of July in summer, and Halloween in October.

Now let's put some things that are specific to you on the calendar.

Prompt 1: What are some of the things you did or things that happened to you this past year, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?

RECORD RESPONDENT'S EVENTS ON CALENDAR.

ASK A GENERAL PROMPT SUCH AS "ANYTHING ELSE?" TO ELICIT MORE EVENTS. READ PROMPT 2 IF NECESSARY:

Prompt 2: Are there dates for things you did or things that happened since last <REFERENCE MONTH> 1<sup>st</sup> that we can note on the calendar? It doesn't have to be anything unusual or important, just anything that you remember from the past 12 months.

RECORD RESPONDENT'S EVENTS ON CALENDAR. READ PROMPT 3 IF NECESSARY:

Prompt 3: [ASK DETAILED QUESTIONS SUCH AS:]

Did you or anyone in your family:

- Go on vacation or to a family event?
- Change jobs, get a promotion?
- Move to a different house or apartment?
- Was there a wedding, birth, or death in the family?

MARK EVENTS ON THE CALENDAR. ASK A GENERAL QUESTION SUCH AS "ANYTHING ELSE?" TO ELICIT MORE EVENTS. USE MORE SPECIFIC PROMPTS IF NEEDED. TRY TO GET AT LEAST FOUR EVENTS SPREAD THROUGH THE YEAR WITH ONE BEING AT THE BOUNDARY. COLLECT MORE EVENTS IF R IS ABLE TO NAME MORE.

RECORD RESPONDENT'S EVENTS ON CALENDAR. READ PROMPT 4 IF NECESSARY:

Prompt 4:

- Where are you living now? [NOTE ADDRESS ON CALENDAR] How long have you lived there? Did you move in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?
- Do you work or attend school? Where are you working/attending school now? How long have you worked there/attended that school? [RECORD JOBS AND SCHOOLS ON CALENDAR.] Did you work at any other jobs or attend another school in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?
- [READ PROMPT 5 IF NO BOUNDARY EVENT OBTAINED FROM <REFERENCE MONTH> of 2009]
- Prompt 5: Can you think of anything from your life to put on the calendar for <REFERENCE MONTH> of 2009?

[MARK THE EVENT ON THE CALENDAR]



## Appendix 2: Summary of Rounds 1 and 2 ECP Cognitive Interviews

The questions for the Rounds 1 and 2 ECP are presented below (Appendix Tables 2.1 through 2.7).

Where changes have been made based on the cognitive interview findings, we show both the original and revised questions.

---

### Appendix Table 2.1: ECP Introduction Script

---

The Introduction Script did not change as a result of cognitive testing.

I am going to ask you some questions about crimes that may have happened to you in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009. Before we talk about these crimes, let us think about your feelings of safety at home, the places you go, and your trust in the people you meet.

Introduction Q1 and Q2 were both asked in Rounds 1 and 2 (see Appendix Table 2.2). Respondents were able to answer these questions without significant difficulty. Round 1 cognitive probing indicated that respondents had slightly varying definitions of “at home” (such as inside the home only, including the porch or stairwell, and so on), but that these definitions were all appropriate. Since the Round 1 interviews did not reveal problems that needed to be addressed, we did not probe on these questions in Round 2. In Round 2, respondents did not spontaneously indicate problems in answering them and interviewers did not observe any indications of problems.

---

### Appendix Table 2.2: ECP Questions—Introduction Q1 and Q2

---

Introduction Q1 and Q2 did not change as a result of cognitive testing.

Introduction Q1: Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?

YES  
NO

Introduction Q2: How about at home at night – do you feel safe and secure, or not?

YES  
NO

Introduction Q3 was asked in Rounds 1 and 2 (see Appendix Table 2.3). The Round 1 data suggested that respondents were able to name places they go on a regular basis; however, it was possible that some respondents were naming only places they go for recreation. To explore this possibility in Round 2, we presented an alternate wording of the question (asking where respondents go as part of their “normal routine”) and specifically probed respondents about places people often go regularly (work, religious services, school, grocery store) if the respondent did not name these places.

The Round 2 findings showed that respondents were able to name places they go on a regular basis and that they were not misinterpreting the question to refer only to places of recreation. Asking about respondents’ “normal routine” yielded answers that were very similar to those given to the original question. The places respondents commonly named going on a regular basis included meetings/appointments, the homes of family and friends, church, shopping , work, and places of recreation (such as restaurants, movies).

---

**Appendix Table 2.3:** ECP Questions—Introduction Q3

---

Introduction Q3 did not change as a result of cognitive testing.

Introduction Q3: Crimes can happen in many different locations. To help remind you of crime incidents that may have happened, let’s begin with some questions about the places you have been. Thinking about the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009, where do you go on a regular basis?

Introduction Q4 is a revised version of a question in Round 1 (see Appendix Table 2.4). The Round 1 question required respondents to give a judgment summarizing their feelings of safety at a number of places, which may have been difficult for them to do. In Round 2, Introduction Q4 was asked for up to three places the respondent had named in Q3. Also, the question was moved up to immediately follow the question on where the respondent goes on a regular basis. The phrasing of the question (“when you go there”) was intended to leave open to the respondent the option of judging safety at the destination only, or to include safety considerations on the way to and from the destination. Responses to a follow-up probe indicated that some were considering safety during travel as well as safety at the destination; respondents were able to consider both aspects of safety and arrive at a response to the question.

---

**Appendix Table 2.4:** ECP Questions—Introduction Q4

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Introduction Q4 was revised based on cognitive testing.

Introduction Q4: You mentioned that you go to [Q3, PLACE 1]? When you go there, would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?

Introduction Q4 was based on this Round 1 question:

How safe do you feel when you are not at home? Please think about the places you mentioned that you go on a regular basis, such as [FILL IN FIRST 3 ITEMS FROM QUESTION 3]. Do you feel very safe, fairly safe, a bit unsafe, or very unsafe?

Introduction Q5a was asked in Round 1; Q5b is a new item (see Appendix Table 2.5). In Round 1, we asked only whether the respondent took trips away from home and about the purpose of those trips. In Round 2, to promote more thinking about those trips and feelings of safety, the questions on trips away from home were expanded. Introduction Q5a and Q5b determine whether the respondent took any trips

away from home and if so, how many. Introduction Q6, discussed below, asked the respondent for details on up to three trips.

---

### Appendix Table 2.5: ECP Questions—Introduction Q5a and Q5b

---

Introduction Q5a did not change as a result of cognitive testing. Introduction Q5b was added as a follow-up question.

Introduction Q5a: Have you been away from home for at least one night in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009?

YES

NO

[IF YES] Introduction Q5b: How many trips away from home did you take?

\_\_\_\_\_ trips

The Introduction Q6 questions are new to Round 2 (see Appendix Table 2.6). Round 1 asked only about the purpose of the trips away from home. The Round 2 questions ask for detail on where the respondent went on trips away from home: the number of nights away, where the respondent stayed, and feelings about safety while at the destination. These questions were meant to enhance thinking about the places the respondent went and to remind the respondent of crimes that may have occurred while they were away. The respondents who had been away from home reported the details for up to three trips. They were able to do so with few issues. Cognitive probing revealed that respondents made reasonable judgments about their feelings of safety on the trips they took. One respondent who took a cruise did mention that safety varied depending on where they were, since there were many stops. However, this respondent was still able to provide an overall answer for the safety question.

---

### Appendix Table 2.6: ECP Questions—Introduction Q6a to Q6d

---

Introduction Q6 was revised based on cognitive testing.

Introduction Q6a: What different places did you go?

Introduction Q6b: How many nights did you stay in [DESTINATION]?

Introduction Q6c: During your time there, what type of lodging did you stay in?

[CHOOSE ALL THAT APPLY.]

Private home

Hotel, motel, B&B, resort

Condo, cabin, vacation home

Camper, trailer, RV, tent/campsite

Other

Introduction Q6d: While you were in [DESTINATION], would you say you felt very safe, fairly safe, a bit unsafe, or very unsafe?

Introduction Q6a-Q6d replaces this Round 1 question:

Did you go... [CHOOSE ALL THAT APPLY.]

On a vacation?

To visit family and friends?

On a business trip?

For another reason? (Please specify: \_\_\_\_\_)

Introduction Q7 is a revised version of the Round 1 question (see Appendix Table 2.7). In the Round 1 question, respondents were asked to judge different people's trustworthiness using a five-point scale from 1 (cannot be trusted at all) to 5 (can be trusted a lot). The mid-points were not labeled. This scale was a bit difficult for respondents to use. In Round 2 the scale was changed to an agreement scale. Respondents were asked to indicate their level of agreement with a statement on trust of strangers, people in my neighborhood, people I work or go to school with, and people in my family. Respondents were easily able to answer the revised trust question. One respondent asked for both the statement and response categories to be repeated for Q7c, but otherwise, respondents did not indicate any difficulties with the statements or the agreement scale.

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## Appendix Table 2.7: ECP Questions—Introduction Q7

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Introduction Q7 was revised based on cognitive testing.

Introduction Q7: Crimes can be committed by people we know well, by acquaintances, or by strangers. I'm going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement.

The first statement is, "I trust strangers". Do you strongly agree, agree, disagree or strongly disagree with this statement?

The next statement is, "I trust people in my neighborhood". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]

The next statement is, "I trust people I work or go to school with". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]

The next statement is, "I trust people in my family". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]

Introduction Q7 is based on this Round 1 Question:

Remember, crimes can be committed by people we know well, by acquaintances, or by strangers. Let us think about different people you know or happen to meet and how much you trust them. Using a scale of 1 to 5 where 1 means 'Cannot be trusted at all' and 5 means 'Can be trusted a lot', how much do you trust each of the following groups of people:

Strangers?

People in your neighborhood?

People you work with or go to school with?

People in your family?

APPENDIX 3

Event History Calendar Screener: Round One

Respondent ID:

BEGIN TIMING FOR INTRODUCTION QUESTIONS

**BEGIN RECORDING AND READ: "I would like to confirm that I have your permission to audiotape this interview." RECORD RESPONDENT'S CONSENT.**

---

INTRODUCTION

---

I am interested in the crimes that you may have experienced in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009. It might be difficult to remember things that happened as long as a year ago. Sometimes people find it helpful to think about a calendar to remember what happened and when it happened. Let's note some dates on the calendar that may help you remember things. For example, looking back 12 months ago, there was ... [READ THE HOLIDAYS FROM MOST DISTANT TO MOST RECENT. FOR EXAMPLE, IN OCTOBER, START WITH HALLOWEEN IN OCTOBER AND END WITH LABOR DAY IN SEPTEMBER.]

... New Year's Day in winter, St. Patrick's Day in the spring, Memorial Day in May, the Fourth of July in summer, Halloween in October, and Thanksgiving in November.

Now let's put some things that are specific to you on the calendar.

PROMPT 1: What are some of the things that happened to you this past year, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009? While you tell me about the things that happened this past year, I am going to take notes on a calendar.

RECORD RESPONDENT'S EVENTS ON CALENDAR. READ PROMPT 2 IF NECESSARY:

PROMPT 2 NEEDED

PROMPT 2: Are there dates for things that happened since last <REFERENCE MONTH> 1<sup>st</sup> that we can note on the calendar? It doesn't have to be an unusual or important event, just anything that you remember that happened since <REFERENCE MONTH> 1<sup>st</sup> of 2009.

RECORD RESPONDENT'S EVENTS ON CALENDAR. READ PROMPT 3 IF NECESSARY:

PROMPT 3 NEEDED

PROMPT 3: [ASK DETAILED QUESTIONS SUCH AS:]

Did you or anyone in your family:

- Go on vacation or to a family event?
- Change jobs, get a promotion?
- Move to a different house or apartment?
- Was there a wedding, birth, or death in the family?

[MARK THE EVENT ON THE CALENDAR. ATTEMPT TO GET AT LEAST ONE EVENT (HOLIDAY OR PERSONAL) FOR EACH QUARTER OF THE CALENDAR. ALSO, PLEASE ATTEMPT TO GET AN EVENT THAT MARKS THE 12-MONTH BOUNDARY (<REFERENCE MONTH>, 2009).

RECORD RESPONDENT'S EVENTS ON CALENDAR. READ PROMPT 4 IF NECESSARY:

PROMPT 4 NEEDED

- Where are you living now? [NOTE ADDRESS ON CALENDAR] How long have you lived there? Did you move in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?
- Do you work or attend school? Where are you working/attending school now? How long have you worked there/attended that school? [RECORD JOBS AND SCHOOLS ON CALENDAR.] Did you work at any other jobs or attend another school in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?

[READ PROMPT 5 IF NO BOUNDARY EVENT OBTAINED FROM <REFERENCE MONTH> of 2009]

PROMPT 5 NEEDED

PROMPT 5: We are most interested in things that happened since <REFERENCE MONTH> 1<sup>st</sup> of 2009. Can you think of any events in your life from <REFERENCE MONTH> of 2009?

[MARK THE EVENT ON THE CALENDAR]

Now I'm going to ask you a few questions about the calendar we just created.

PROBE 1

What is the purpose of completing this calendar, as you understand it?

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**PROBE 2a**

How easy or difficult was it for you to recall events to fill out the calendar? Very easy, fairly easy, somewhat difficult, or very difficult?

- 1  Very easy
- 2  Fairly easy
- 3  Somewhat difficult
- 4  Very difficult
- [DO NOT READ:]
- 77  DON'T KNOW
- 99  REFUSED

**PROBE 2b**

What made it (easy/difficult) to recall events from the last year?

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**PROBE 3**

How accurate do you feel your placement of the events in the calendar was? Completely accurate, mostly accurate, or not very accurate?

- 1  Very accurate
- 2  Mostly accurate
- 3  Not very accurate
- [DO NOT READ:]
- 77  DON'T KNOW
- 99  REFUSED

**END TIMING FOR INTRODUCTION QUESTIONS**

**RECORD ELAPSED TIME: \_\_\_\_\_ minutes**

**AFTER COMPLETING THE PROBES, READ:**

Now I am going to ask you about the crimes that you may have experienced in the past 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of last year.



## BEGIN TIMING FOR SCREENER QUESTIONS

---

### SCREENER QUESTION #1

---

Variable: **SQTHEFT**

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 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009.

Was something belonging to **YOU** stolen, such as:

[READ EACH CATEGORY]

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment
- Things in your home like a TV, stereo or tools
- **Things outside your home such as a garden hose or lawn furniture**
- **Things belonging to children in the household**
- Things from a vehicle such as a package, groceries, camera or CDs

**OR**

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

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTTIMES**

How many times?

Variable: **SQTHEFTSPEC**

What happened? (*Describe all incidents for this screener below*)

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

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SCREENER QUESTION #2

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Variable: **SQBREAKIN**

**(OTHER THAN ANY INCIDENTS ALREADY MENTIONED,) has anyone –**

READ EACH CATEGORY

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

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQBREAKINTIMES**

How many times?

Variable: **SQBREAKINSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

---

SCREENER QUESTION #3

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Variable: **SQTOTALVEHICLES**

What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 12 months? Include those you no longer own.

**IF 0, SKIP TO SCREENER QUESTION #5.  
IF GREATER THAN 4, ENTER 4.**

---

---

SCREENER QUESTION #4

---

Variable: **SQMVTHEFT**

During the last 12 months, (other than any incident already mentioned,) was the vehicle/were any of the vehicles --

READ EACH CATEGORY

- Stolen or used without permission?
  - Did anyone steal any parts such as a tire, car stereo, hubcap or battery?
  - Did anyone steal any gas from **(it/them)**?
- OR
- Did anyone ATTEMPT to steal any vehicle or parts attached to **(it/them)**?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQMVTHEFTTIMES**

How many times?

Variable: **SQMVTHEFTSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

---

SCREENER QUESTION #5

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Variable: **SQATTACKWHERE**

(Other than any incidents already mentioned,) since <REFERENCE MONTH> of 2009 were you attacked or threatened OR did you have something stolen from you --

READ EACH CATEGORY

- 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 belong to **you** from any of these places?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKWHERETIMES**

How many times?

Variable: **SQATTACKWHERESPEC**

What happened? (*Describe all incidents for this screener below*)

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

Screener Question #6

---

Variable: **SQATTACKHOW**

**(Other than any incidents already mentioned,)** has anyone attacked or threatened **you** in any of these ways?  
(Exclude telephone threats).

READ EACH CATEGORY

- 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 IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKHOWTIMES**

How many times?

Variable: **SQATTACKHOWSPEC**

What happened? (*Describe all incidents for this screener below*)

---

**SCREENER QUESTION #7**

---

Variable: **SQTHEFTATTACKKNOWNOFF**

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 – (Exclude telephone threats)

[READ EACH CATEGORY]

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

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTATTACKKNOWNOFFTIMES**

How many times?

Variable: **SQTHEFTATTACKKNOWNOFFSPEC**

What happened? (*Describe all incidents for this screener below*)

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

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---

SCREENER QUESTION #8

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Variable: **SQSEXUAL**

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 –

[READ EACH CATEGORY]

- Someone **you** didn't know
  - A casual acquaintance
- OR
- Someone **you know** well?

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQSEXUALTIMES**

How many times?

Variable: **SQSEXUALSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

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SCREENER QUESTION #9

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Variable: **SQCALLPOLICECRIME**

During the last 12 months, (**other than any incidents already mentioned,**) did **you** call the police to report something that happened to **you** which **you** thought was a crime?

- 1  YES  
2  NO

Variable: **SQCALLPOLICESPEC**

What happened? (*Describe all incidents for this screener below.*)

Variable: **SQCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES  
2  NO

Variable: **SQCALLPOLICEATTACKTHREATTIMES**

How many times?

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?



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SCREENER QUESTION #10

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Variable: **SQNOCALLPOLICECRIME**

During the last 12 months, (**other than any incidents already mentioned,**) did anything which **you** thought was a crime happen to **you**, but **you** did NOT report it to the police?

- 1  YES  
2  NO

Variable: **SQNOCALLPOLICESPEC**

What happened? (*Describe all incidents for this screener below.*)

Variable: **SQNOCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES  
2  NO

Variable: **SQNOCALLPOLICEATTACKTHREATTIMES**

How many times?

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

## END TIMING FOR SCREENER QUESTIONS

RECORD ELAPSED TIME: \_\_\_\_\_minutes

Now I'm going to ask you a few questions about your use of the Event History Calendar.

**PROBE 4:** While we were going through the questions about different kinds of crimes, we frequently referred back to the landmarks on the Event History Calendar. Did you find that these reminders helped you remember the events of the past year, or were they not helpful?

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**PROBE 5:** Is there anything we could change about the calendar to make it a better aid for your memory?

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**PROBE 6:** Did you make any notes for yourself to refer to during the interview?

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To summarize, you reported the following crime incidents.

INCIDENT	REPORTED TO POLICE?
	Y N
	Y N
	Y N
	Y N
	Y N

**INTERVIEWER: COLLECT UP TO 3 INCIDENT REPORTS, STARTING WITH CRIMES REPORTED TO POLICE.**

[READ:]That's the end of this section. Next, we'll discuss in detail the crime(s) you described.

APPENDIX 4

Enhanced Contextual Priming Screener: Round One

Respondent ID#:

BEGIN TIMING FOR INTRODUCTION QUESTIONS

**BEGIN RECORDING AND READ: “I would like to confirm that I have your permission to audiotape this interview.” RECORD RESPONDENT’S CONSENT.**

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INTRODUCTION

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I am going to ask you some questions about crimes that may have happened to you in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009. Before we talk about these crimes, let us think about your feelings of safety at home, the places you go, and your trust in the people you meet.

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INTRODUCTION QUESTION #1

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Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?

	PROBLEM
--	---------

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  YES → (ASK PROBE 1 )
- 2  NO → (SKIP TO INTRO QUESTION #2)  
[DO NOT READ]
- 77  DON'T KNOW → (SKIP TO INTRO QUESTION #2)
- 99  REFUSED (SKIP TO INTRO QUESTION #2)

PROBE 1

What makes you feel afraid to walk in that place?

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INTRODUCTION QUESTION #2

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How about at home at night – do you feel safe and secure, or not?

	PROBLEM
--	---------

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  YES → (Ask Probe 2a)
- 2  NO → (Ask Probe 2b)
- [DO NOT READ]
- 77  DON'T KNOW → (Skip to Introduction Question #2)
- 99  REFUSED → (Skip to Introduction Question #2)

PROBE 2a  
What makes you feel safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROBE 2b  
What makes you feel unsafe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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INTRODUCTION QUESTION #3

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Crimes can happen in many different locations. To help remind you of crime incidents that may have happened, let's begin with some questions about the places you have been.

Thinking about the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009, where do you go on a regular basis?

	PROBLEM
--	---------

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RECORD VERBATIM RESPONSES IN ORDER.  
GET AS MANY AS RESPONDENT WILL GIVE.  
PROMPT IF NECESSARY TO GET AT LEAST THREE PLACES.

PROMPT NEEDED

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DON'T KNOW → (Skip to Introduction Question #4)

REFUSED → (Skip to Introduction Question #4)

**PROBE 3a**

When we asked you where you go on a regular basis, how did you come up with the list of places you gave us?

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**PROBE 3b**

We asked you where you go on a regular basis. What does the phrase “on a regular basis” mean to you?

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INTRODUCTION QUESTION #4

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Have you been away from home for at least one night in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009?

	PROBLEM
--	---------

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  YES → (Ask Introduction Question 5)
- 2  NO → (Skip to Introduction Question 6)  
[DO NOT READ]
- 77  DON'T KNOW → (Ask Introduction Question 5)
- 99  REFUSED → (Skip to Introduction Question 6)

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INTRODUCTION QUESTION #5

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Did you go... [CHOOSE ALL THAT APPLY.]

- 1  On a vacation?
  - 2  To visit family and friends?
  - 3  On a business trip?
  - 4  For another reason? (Please specify: \_\_\_\_\_)
- [DO NOT READ]
- 77  DON'T KNOW
  - 99  REFUSED

	PROBLEM
--	---------

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROBE 5a

Did the categories we provided cover all your reasons for being away from home?

- 1  YES → (Skip to Introduction Question 6)
- 2  NO → (Ask Probe 5b)

PROBE 5b  
What did we miss?

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INTRODUCTION QUESTION #6

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**[If Respondent listed places they go on a regular basis]:**

How safe do you feel when you are not at home? Please think about the places you mentioned that you go on a regular basis, such as [FILL IN FIRST 3 ITEMS FROM QUESTION 3, PAGE 2]. Do you feel very safe, fairly safe, a bit unsafe, or very unsafe?

**[If Respondent could not answer where they go on a regular basis (DK or REF at Q3)]:**

How safe do you feel when you are not at home, such as at work or school, shopping, traveling, or somewhere else? Do you feel very safe, fairly safe, a bit unsafe, or very unsafe?

	PROBLEM
--	---------

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  Very safe
- 2  Fairly safe
- 3  A bit unsafe
- 4  Very unsafe
- [DO NOT READ:]
- 77  DON'T KNOW
- 99  REFUSED

(INTERVIEWER: IF RESPONDENT SAYS HE/SHE NEVER GOES OUT, ASK HOW SAFE WOULD YOU FEEL?)

- 1  Very safe
- 2  Fairly safe
- 3  A bit unsafe
- 4  Very unsafe
- [DO NOT READ:]
- 77  DON'T KNOW
- 99  REFUSED



PROBE 6

What places were you thinking about when you answered this question?

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INTRODUCTION QUESTION #7

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Remember, crimes can be committed by people we know well, by acquaintances, or by strangers. Let us think about different people you know or happen to meet and how much you trust them.

Using a scale of 1 to 5 where 1 means 'Cannot be trusted at all' and 5 means 'Can be trusted a lot', how much do you trust each of the following groups of people:

	PROBLEM
--	---------

Notes: \_\_\_\_\_

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7a. Strangers?

- 1  Cannot be trusted at all
- 2
- 3
- 4
- 5  Can be trusted a lot
- [DO NOT READ:]
- 77  DON'T KNOW
- 99  REFUSED

7b. People in your neighborhood?

- 1  Cannot be trusted at all
- 2
- 3
- 4
- 5  Can be trusted a lot
- [DO NOT READ:]
- 77  DON'T KNOW
- 99  REFUSED

7c. People you work with or go to school with?

- 1  Cannot be trusted at all
  - 2
  - 3
  - 4
  - 5  Can be trusted a lot
- [DO NOT READ:]
- 77  DON'T KNOW
  - 99  REFUSED

7d. People in your family?

- 1  Cannot be trusted at all
  - 2
  - 3
  - 4
  - 5  Can be trusted a lot
- [DO NOT READ:]
- 77  DON'T KNOW
  - 99  REFUSED

**PROBE 7**

When we asked you how much you trust strangers, what did the word “trust” mean to you?

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**END TIMING FOR INTRODUCTION QUESTIONS**

**RECORD ELAPSED TIME: \_\_\_\_\_minutes**

**BEGIN TIMING FOR SCREENER QUESTIONS**

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**SCREENER QUESTION #1**

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Variable: **SQTHEFT**

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 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009.

Was something belonging to **YOU** stolen, such as-

[READ EACH CATEGORY]

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment
- Things in your home like a TV, stereo or tools
- Things outside your home such as a garden hose or lawn furniture
- Things belonging to children in the household
- Things from a vehicle such as a package, groceries, camera or CDs

**OR**

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

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTTIMES**

How many times?

Variable: **SQTHEFTSPEC**

What happened? (*Describe all incidents for this screener below*)

---

---

SCREENER QUESTION #2

---

Variable: **SQBREAKIN**

**(Other than any incidents already mentioned,) has anyone –**

[READ EACH CATEGORY]

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

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQBREAKINTIMES**

How many times?

Variable: **SQBREAKINSPEC**

What happened? *(Describe all incidents for this screener below)*

---

---

SCREENER QUESTION #3

---

Variable: **SQTOTALVEHICLES**

What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 12 months? Include those you no longer own.

**IF 0, SKIP TO SCREENER QUESTION #5.  
IF GREATER THAN 4, ENTER 4.**

---

---

SCREENER QUESTION #4

---

Variable: **SQMVTHEFT**

During the last 12 months, **(other than any incident already mentioned,) was the vehicle/were any of the vehicles --**

[READ EACH CATEGORY]

- Stolen or used without permission?
  - Did anyone steal any parts such as a tire, car stereo, hubcap or battery?
  - Did anyone steal any gas from **(it/them)**?
- OR
- Did anyone ATTEMPT to steal any vehicle or parts attached to **(it/them)**?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQMVTHEFTTIMES**

How many times?

Variable: **SQMVTHEFTSPEC**

What happened? *(Describe all incidents for this screener below)*

---

---

SCREENER QUESTION #5

---

Variable: **SQATTACKWHERE**

(Other than any incidents already mentioned) since <REFERENCE MONTH> 1<sup>st</sup> of 2009 were you attacked or threatened OR did you have something stolen from you --

[READ EACH CATEGORY]

- 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 belong to **you** from any of these places?

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKWHERE**TIMES

How many times?

Variable: **SQATTACKWHERE**SPEC

What happened? (*Describe all incidents for this screener below*)

---

---

SCREENER QUESTION #6

---

Variable: **SQATTACKHOW**

**(Other than any incidents already mentioned,) has anyone attacked or threatened you** in any of these ways?

(Exclude telephone threats).

READ EACH CATEGORY

- 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 IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKHOWTIMES**

How many times?

Variable: **SQATTACKHOWSPEC**

What happened? (*Describe all incidents for this screener below*)

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---

SCREENER QUESTION #7

---

Variable: **SQTHEFTATTACKKNOWNOFF**

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 –  
(Exclude telephone threats)

[READ EACH CATEGORY]

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

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTATTACKKNOWNOFFTIMES**

How many times?

Variable: **SQTHEFTATTACKKNOWNOFFSPEC**

What happened? *(Describe all incidents for this screener below)*



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SCREENER QUESTION #8

---

Variable: **SQSEXUAL**

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 –

[READ EACH CATEGORY]

- Someone **you** didn't know
  - A casual acquaintance
- OR
- Someone **you know** well?

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQSEXUALTIMES**

How many times?

Variable: **SQSEXUALSPEC**

What happened? (*Describe all incidents for this screener below*)

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SCREENER QUESTION #9

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Variable: **SQCALLPOLICECRIME**

During the last 12 months, (**other than any incidents already mentioned,**) did **you** call the police to report something that happened to **you** which **you** thought was a crime?

- 1  YES
- 2  NO

Variable: **SQCALLPOLICESPEC**

What happened? (*Describe all incidents for this screener below.*)

Variable: **SQCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES
- 2  NO

Variable: **SQCALLPOLICEATTACKTHREATTIMES**

How many times?

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SCREENER QUESTION #10

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Variable: **SQNOCALLPOLICECRIME**

During the last 12 months, (**other than any incidents already mentioned,**) did anything which **you** thought was a crime happen to **you**, but **you** did NOT report it to the police?

- 1  YES  
2  NO

Variable: **SQNOCALLPOLICESPEC**

What happened? (*Describe all incidents for this screener below.*)

Variable: **SQNOCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES  
2  NO

Variable: **SQNOCALLPOLICEATTACKTHREATTIMES**

How many times?

END TIMING FOR SCREENER QUESTIONS

RECORD ELAPSED TIME: \_\_\_\_\_minutes

Now I'm going to ask you a few questions about the first part of this interview.

PROBE 8: At the beginning of the interview I asked you questions about safety, places where crimes can occur, and people who can commite crimes. Did you think answering these questions helped you remember what crimes happened to you and when they happened?

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PROBE 9: Is there anything we could change about these questions to make them a better aid for your memory?

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**To summarize, you reported the following crime incidents.**

INCIDENT	REPORTED TO POLICE?
	Y N
	Y N
	Y N
	Y N
	Y N

**INTERVIEWER: COLLECT UP TO 3 INCIDENT REPORTS, STARTING WITH CRIMES REPORTED TO POLICE.**

[READ:]This is the end of this section. Next, we'll discuss in detail the crime(s) you described.

**APPENDIX 5**

**Event History Calendar Screener: Round Two**

**Respondent ID:**

BEGIN TIMING FOR INTRODUCTION QUESTIONS

**BEGIN RECORDING AND READ: “I would like to confirm that I have your permission to audiotape this interview.” RECORD RESPONDENT’S CONSENT.**

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INTRODUCTION

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Before I ask you the questions on crime, let’s spend a few minutes talking about what you did and things that happened to you over the last year. It might be difficult to remember things that happened as long as a year ago. Sometimes people find it helpful to think about a calendar to remember things. Let’s note some dates on the calendar. Looking back a year ago, there was ...[READ THE HOLIDAYS FROM MOST DISTANT TO MOST RECENT. FOR EXAMPLE, IN NOVEMBER, START WITH THANKSGIVING AND END WITH HALLOWEEN IN OCTOBER.]

... Thanksgiving in November, New Year’s Day in winter, St. Patrick’s Day in the spring, Memorial Day in May, the Fourth of July in summer, and Halloween in October.

Now let’s put some things that are specific to you on the calendar.

PROMPT 1: What are some of the things you did or things that happened to you this past year, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?

RECORD RESPONDENT’S EVENTS ON CALENDAR.

ASK A GENERAL PROMPT SUCH AS “ANYTHING ELSE?” TO ELICIT MORE EVENTS.  
READ PROMPT 2 IF NECESSARY:

PROMPT 2 NEEDED

PROMPT 2: Are there dates for things you did or things that happened since last <REFERENCE MONTH> 1<sup>st</sup> that we can note on the calendar? It doesn’t have to be anything unusual or important, just anything that you remember from the past 12 months.

RECORD RESPONDENT’S EVENTS ON CALENDAR. READ PROMPT 3 IF NECESSARY:

PROMPT 3 NEEDED

PROMPT 3: [ASK DETAILED QUESTIONS SUCH AS:]

Did you or anyone in your family:

- Go on vacation or to a family event?
- Change jobs, get a promotion?
- Move to a different house or apartment?
- Was there a wedding, birth, or death in the family?

MARK EVENTS ON THE CALENDAR. ASK A GENERAL QUESTION SUCH AS “ANYTHING ELSE?” TO ELICIT MORE EVENTS. USE MORE SPECIFIC PROMPTS IF NEEDED. TRY TO GET AT LEAST FOUR EVENTS SPREAD THROUGH THE YEAR WITH ONE BEING AT THE BOUNDARY. COLLECT MORE EVENTS IF R IS ABLE TO NAME MORE.

RECORD RESPONDENT’S EVENTS ON CALENDAR. READ PROMPT 4 IF NECESSARY:

PROMPT 4 NEEDED

- Where are you living now? [NOTE ADDRESS ON CALENDAR] How long have you lived there? Did you move in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?
- Do you work or attend school? Where are you working/attending school now? How long have you worked there/attended that school? [RECORD JOBS AND SCHOOLS ON CALENDAR.] Did you work at any other jobs or attend another school in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?

[READ PROMPT 5 IF NO BOUNDARY EVENT OBTAINED FROM <REFERENCE MONTH> of 2009]

PROMPT 5 NEEDED

PROMPT 5: Can you think of anything from your life to put on the calendar for <REFERENCE MONTH> of 2009?

[MARK THE EVENT ON THE CALENDAR]

END TIMING FOR INTRODUCTION QUESTIONS

RECORD ELAPSED TIME: \_\_\_\_\_minutes

Now I’m going to ask you a few questions about the calendar we just created.

PROBE 1

What is the purpose of completing this calendar, as you understand it?

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**PROBE 2a**

How easy or difficult was it for you to recall events to fill out the calendar? Very easy, fairly easy, somewhat difficult, or very difficult?

- 1  Very easy
- 2  Fairly easy
- 3  Somewhat difficult
- 4  Very difficult
- [DO NOT READ:]
- 77  DON'T KNOW
- 99  REFUSED

**PROBE 2b**

What made it (easy/difficult) to recall events from the last year?

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**PROBE 3**

How accurate do you feel your placement of the events in the calendar was? Completely accurate, mostly accurate, or not very accurate?

- 1  Very accurate
- 2  Mostly accurate
- 3  Not very accurate
- [DO NOT READ:]
- 77  DON'T KNOW
- 99  REFUSED

**AFTER COMPLETING THE PROBES, READ:**

Now I am going to ask you some questions about crimes you may have experienced.

## BEGIN TIMING FOR SCREENER QUESTIONS

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### SCREENER QUESTION #1

---

Variable: **SQTHEFT**

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 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009. [IF RESPONDENT REPORTED A BOUNDING EVENT IN THE REFERENCE MONTH THEN SAY: As a reminder, November of 2009 is when [FILL IN EVENT OR ACTIVITY].

Was something belonging to **YOU** stolen, such as:

[READ EACH CATEGORY]

- Things that you carry, like luggage, a wallet, purse, briefcase, book
  - Clothing, jewelry, or cellphone
  - Bicycle or sports equipment
  - Things in your home like a TV, stereo or tools
  - **Things outside your home such as a garden hose or lawn furniture**
  - **Things belonging to children in the household**
  - Things from a vehicle such as a package, groceries, camera or CDs
- OR**
- Did anyone ATTEMPT to steal anything belonging to **you**?

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTTIMES**

How many times?

Variable: **SQTHEFTSPEC**

What happened? (*Describe all incidents for this screener below*)

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?



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SCREENER QUESTION #2

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Variable: **SQBREAKIN**

**(OTHER THAN ANY INCIDENTS ALREADY MENTIONED,) has anyone –**

READ EACH CATEGORY

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

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQBREAKINTIMES**

How many times?

Variable: **SQBREAKINSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

---

SCREENER QUESTION #3

---

Variable: **SQTOTALVEHICLES**

What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 12 months? Include those you no longer own.

**IF 0, SKIP TO SCREENER QUESTION #5.  
IF GREATER THAN 4, ENTER 4.**

---

---

SCREENER QUESTION #4

---

Variable: **SQMVTHEFT**

During the last 12 months, (other than any incident already mentioned,) was the vehicle/were any of the vehicles --

READ EACH CATEGORY

- Stolen or used without permission?
  - Did anyone steal any parts such as a tire, car stereo, hubcap or battery?
  - Did anyone steal any gas from **(it/them)**?
- OR
- Did anyone ATTEMPT to steal any vehicle or parts attached to **(it/them)**?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQMVTHEFTTIMES**

How many times?

Variable: **SQMVTHEFTSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

SCREENER QUESTION #5

---

Variable: **SQATTACKWHERE**

[IF RESPONDENT REPORTED A BOUNDING EVENT IN THE REFERENCE MONTH, SAY: As a reminder, November of 2009 is when [FILLIN EVENT OR ACTIVITY]. (Other than any incidents already mentioned,) since <REFERENCE MONTH> of 2009 were you attacked or threatened OR did you have something stolen from you --

READ EACH CATEGORY

- 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 belong to **you** from any of these places?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKWHERETIMES**

How many times?

Variable: **SQATTACKWHERESPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

Screener Question #6

---

Variable: **SQATTACKHOW**

**(Other than any incidents already mentioned,)** has anyone attacked or threatened **you** in any of these ways?  
(Exclude telephone threats).

READ EACH CATEGORY

- 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 IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKHOWTIMES**

How many times?

Variable: **SQATTACKHOWSPEC**

What happened? (*Describe all incidents for this screener below*)

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

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SCREENER QUESTION #7

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Variable: **SQTHEFTATTACKKNOWNOFF**

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 – (Exclude telephone threats)

[READ EACH CATEGORY]

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

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTATTACKKNOWNOFFTIMES**

How many times?

Variable: **SQTHEFTATTACKKNOWNOFFSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

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---

SCREENER QUESTION #8

---

Variable: **SQSEXUAL**

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 –

[READ EACH CATEGORY]

- Someone **you** didn't know
  - A casual acquaintance
- OR
- Someone **you know** well?

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQSEXUALTIMES**

How many times?

Variable: **SQSEXUALSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

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SCREENER QUESTION #9

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Variable: **SQCALLPOLICECRIME**

During the last 12 months, (**other than any incidents already mentioned,**) did **you** call the police to report something that happened to **you** which **you** thought was a crime?

- 1  YES  
2  NO

Variable: **SQCALLPOLICESPEC**

What happened? (*Describe all incidents for this screener below.*)

Variable: **SQCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES  
2  NO

Variable: **SQCALLPOLICEATTACKTHREATTIMES**

How many times?

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

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SCREENER QUESTION #10

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Variable: **SQNOCALLPOLICECRIME**

During the last 12 months, (**other than any incidents already mentioned,**) did anything which **you** thought was a crime happen to **you**, but **you** did NOT report it to the police?

- 1  YES  
2  NO

Variable: **SQNOCALLPOLICESPEC**

What happened? (*Describe all incidents for this screener below.*)

Variable: **SQNOCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES  
2  NO

Variable: **SQNOCALLPOLICEATTACKTHREATTIMES**

How many times?

When did this happen?

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?



## END TIMING FOR SCREENER QUESTIONS

RECORD ELAPSED TIME: \_\_\_\_\_minutes

Now I'm going to ask you a few questions about your use of the Event History Calendar.

**PROBE 4:** While we were going through the questions about different kinds of crimes, we frequently referred back to the landmarks on the Event History Calendar. Did you find that these reminders helped you remember the events of the past year, or were they not helpful?

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**PROBE 5:** Is there anything we could change about the calendar to make it a better aid for your memory?

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**PROBE 6:** Did you make any notes for yourself to refer to during the interview?

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To summarize, you reported the following crime incidents.

INCIDENT	REPORTED TO POLICE?
	Y N
	Y N
	Y N
	Y N
	Y N

**INTERVIEWER: COLLECT UP TO 3 INCIDENT REPORTS, STARTING WITH CRIMES REPORTED TO POLICE.**

[READ:]That's the end of this section. Next, we'll discuss in detail the crime(s) you described.

APPENDIX 6

Enhanced Contextual Priming Screener: Round Two

Respondent ID#: \_\_\_\_\_

BEGIN TIMING FOR INTRODUCTION QUESTIONS

**BEGIN RECORDING AND READ: "I would like to confirm that I have your permission to record this interview." RECORD RESPONDENT'S CONSENT.**

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INTRODUCTION

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I am going to ask you some questions about crimes that may have happened to you in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009. Before we talk about these crimes, let us think about your feelings of safety at home, the places you go, and your trust in the people you meet.

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INTRODUCTION QUESTION #1

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Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?

Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  YES
- 2  NO
- [DO NOT READ]
- 77  DON'T KNOW
- 99  REFUSED

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INTRODUCTION QUESTION #2

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How about at home at night – do you feel safe and secure, or not?

Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  YES
- 2  NO
- [DO NOT READ]
- 77  DON'T KNOW
- 99  REFUSED

---

INTRODUCTION QUESTION #3

---

Crimes can happen in many different locations. To help remind you of crime incidents that may have happened, let's begin with some questions about the places you have been.

Thinking about the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009, where do you go on a regular basis?

Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RECORD VERBATIM RESPONSES IN ORDER.  
GET AS MANY AS RESPONDENT WILL GIVE.  
PROMPT IF NECESSARY TO GET AT LEAST THREE PLACES.

PROMPT NEEDED

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

DON'T KNOW → (Skip to Introduction Question #4)

REFUSED → (Skip to Introduction Question #4)

PROBE 1

What if I had asked you this question instead?

“What are the places you go to as part of your *normal routine*?”

[REPEAT IF NEEDED.]

What places would you have named if I had asked you that?

[REMIND R OF PLACES MENTIONED IN INTRO Q3 IF NEEDED.]

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PROBE 2

I am going to name some other places and I'd like to know if you go there on a regular basis or as part of your normal routine. [ASK ABOUT THE PLACES R DID NOT ALREADY NAME.]

			IF YES: How often?
Work?	YES	NO	_____
Religious services?	YES	NO	_____
School?	YES	NO	_____
Grocery store?	YES	NO	_____

PROBE 3

When I asked you where you go, you didn't mention that you go to [work/religious services/school/grocery store]. Can you tell me why you didn't mention [that place/those places]?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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INTRODUCTION QUESTION #4

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**[REFER TO QUESTION 3, PAGE 2]**

- a. You mentioned that you go to [Q3, PLACE 1]. When you go there, would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?

Problem Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 1  Very safe
- 2  Fairly safe
- 3  A bit unsafe
- 4  Very unsafe
- [DO NOT READ:]
- 77  DON'T KNOW
- 99  REFUSED

[IF R MENTIONED MORE THAN ONE PLACE IN Q3, READ:]

b. How about [Q3, PLACE 2]? How safe do you feel there? [IF NECESSARY, READ: would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?]

- 1  Very safe
  - 2  Fairly safe
  - 3  A bit unsafe
  - 4  Very unsafe
- [DO NOT READ:]
- 77  DON'T KNOW
  - 99  REFUSED

[IF R MENTIONED THREE PLACES IN Q3, READ:]

c. How about [Q3, PLACE 3]? How safe do you feel there? [IF NECESSARY, READ: would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?]

- 1  Very safe
  - 2  Fairly safe
  - 3  A bit unsafe
  - 4  Very unsafe
- [DO NOT READ:]
- 77  DON'T KNOW
  - 99  REFUSED

**PROBE 4**

When I asked you about [PLACE 1], what kinds of things did you think about in deciding how safe you felt going there?

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INTRODUCTION QUESTION #5

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- a. Have you been away from home for at least one night in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009?

Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  YES → (Ask Introduction Question 5b)  
2  NO → (Skip to Introduction Question 7)  
[DO NOT READ]  
77  DON'T KNOW → (Skip to Introduction Question 7)  
99  REFUSED → (Skip to Introduction Question 7)

- b. How many trips away from home did you take? \_\_\_\_\_ TRIPS

INTRODUCTION QUESTION #6

What different places did you go?

[RECORD UP TO THREE LOCATIONS IN THE **DESTINATION** COLUMN. FOR EACH DIFFERENT DESTINATION REPORTED, ASK 6.2-6.4. IF R REPORTS A SERIES OF TRIPS TO THE SAME LOCATION, SUCH AS A REGULARLY-OCCURRING BUSINESS TRIP, ASK ABOUT THE MOST RECENT TRIP.]

<b>Item 6.1</b> <b>Destination</b>	<b>Item 6.2</b> <b>How many nights did you stay in [DESTINATION]?</b>	<b>Item 6.3</b> <b>During your time there, what type of lodging did you stay in? [RECORD, THEN CODE]</b>	<b>Item 6.4</b> <b>While you were in [DESTINATION], would you say you felt very safe, fairly safe, a bit unsafe, or very unsafe?</b>
<b>a.</b> _____	_____	_____ 1 <input type="checkbox"/> Private home 2 <input type="checkbox"/> Hotel, motel, B&B, resort 3 <input type="checkbox"/> Condo, cabin, vacation home 4 <input type="checkbox"/> Camper, trailer, RV, tent/campsite 5 <input type="checkbox"/> Other 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED	1 <input type="checkbox"/> Very safe 2 <input type="checkbox"/> Fairly safe 3 <input type="checkbox"/> A bit unsafe 4 <input type="checkbox"/> Very unsafe 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED
<b>b.</b> _____	_____	_____ 1 <input type="checkbox"/> Private home 2 <input type="checkbox"/> Hotel, motel, B&B, resort 3 <input type="checkbox"/> Condo, cabin, vacation home 4 <input type="checkbox"/> Camper, trailer, RV, tent/campsite 5 <input type="checkbox"/> Other [77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED	1 <input type="checkbox"/> Very safe 2 <input type="checkbox"/> Fairly safe 3 <input type="checkbox"/> A bit unsafe 4 <input type="checkbox"/> Very unsafe 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED
<b>c.</b> _____	_____	_____ 1 <input type="checkbox"/> Private home 2 <input type="checkbox"/> Hotel, motel, B&B, resort 3 <input type="checkbox"/> Condo, cabin, vacation home 4 <input type="checkbox"/> Camper, trailer, RV, tent/campsite 5 <input type="checkbox"/> Other 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED	1 <input type="checkbox"/> Very safe 2 <input type="checkbox"/> Fairly safe 3 <input type="checkbox"/> A bit unsafe 4 <input type="checkbox"/> Very unsafe 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED



Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PROBE 5**

When I asked you about your trip to [DESTINATION 1], what kinds of things did you think about in deciding how safe you felt while you were there?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PROBE 6**

How easy or difficult was it for you to remember details like the number of nights you were away and the type of lodging you stayed in when you were thinking about that trip to [DESTINATION 1]? Would you say very easy, fairly easy, somewhat difficult, or very difficult? [PROBE TO GET EXPLANATION IF DIFFICULT.]

- 1  Very easy
  - 2  Fairly easy
  - 3  Somewhat difficult
  - 4  Very difficult
- [DO NOT READ:]
- 77  DON'T KNOW
  - 99  REFUSED

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PROBE 7**

When you were thinking about that trip, did it bring to mind any other events that were happening in your life around the same time? [PROBE FOR DETAILS.]

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**INTRODUCTION QUESTION #7**

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Crimes can be committed by people we know well, by acquaintances, or by strangers.

Problem Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	READ LIST. RECORD ONE ANSWER FOR EACH ITEM.				
	Strongly agree	Agree	Disagree	Strongly disagree	[DO NOT READ] NEITHER / NO OPINION
I'm going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement.					
7a. The first statement is, "I trust strangers". Do you strongly agree, agree, disagree or strongly disagree with this statement?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>
7b. The next statement is, "I trust people in my neighborhood". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>
7c. The next statement is, "I trust people I work or go to school with". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>
7d. The next statement is, "I trust people in my family". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>

**END TIMING FOR INTRODUCTION QUESTIONS**

RECORD ELAPSED TIME: \_\_\_\_\_minutes

**BEGIN TIMING FOR SCREENER QUESTIONS**

---

**SCREENER QUESTION #1**

---

Variable: **SQTHEFT**

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 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009.

Was something belonging to **YOU** stolen, such as-

[READ EACH CATEGORY]

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment
- Things in your home like a TV, stereo or tools
- Things outside your home such as a garden hose or lawn furniture
- Things belonging to children in the household
- Things from a vehicle such as a package, groceries, camera or CDs

**OR**

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

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTTIMES**

How many times?

Variable: **SQTHEFTSPEC**

What happened? (*Describe all incidents for this screener below*)

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---

SCREENER QUESTION #2

---

Variable: **SQBREAKIN**

**(Other than any incidents already mentioned,) has anyone –**

[READ EACH CATEGORY]

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

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQBREAKINTIMES**

How many times?

Variable: **SQBREAKINSPEC**

What happened? *(Describe all incidents for this screener below)*

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---

SCREENER QUESTION #3

---

Variable: **SQTOTALVEHICLES**

What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 12 months? Include those you no longer own.

**IF 0, SKIP TO SCREENER QUESTION #5.  
IF GREATER THAN 4, ENTER 4.**

---

---

SCREENER QUESTION #4

---

Variable: **SQMVTHEFT**

During the last 12 months, **(other than any incident already mentioned,)** was the vehicle/were any of the vehicles --

[READ EACH CATEGORY]

- Stolen or used without permission?
  - Did anyone steal any parts such as a tire, car stereo, hubcap or battery?
  - Did anyone steal any gas from **(it/them)**?
- OR
- Did anyone ATTEMPT to steal any vehicle or parts attached to **(it/them)**?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQMVTHEFTTIMES**

How many times?

Variable: **SQMVTHEFTSPEC**

What happened? *(Describe all incidents for this screener below)*

---

---

SCREENER QUESTION #5

---

Variable: **SQATTACKWHERE**

(Other than any incidents already mentioned) since <REFERENCE MONTH> 1<sup>st</sup> of 2009 were you attacked or threatened OR did you have something stolen from you --

[READ EACH CATEGORY]

- 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 belong to **you** from any of these places?

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKWHERETIMES**

How many times?

Variable: **SQATTACKWHERESPEC**

What happened? *(Describe all incidents for this screener below)*

---

---

SCREENER QUESTION #6

---

Variable: **SQATTACKHOW**

**(Other than any incidents already mentioned,) has anyone attacked or threatened you** in any of these ways?

(Exclude telephone threats).

READ EACH CATEGORY

- 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 IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKHOWTIMES**

How many times?

Variable: **SQATTACKHOWSPEC**

What happened? *(Describe all incidents for this screener below)*

---

---

SCREENER QUESTION #7

---

Variable: **SQTHEFTATTACKKNOWNOFF**

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 – (Exclude telephone threats)

[READ EACH CATEGORY]

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

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTATTACKKNOWNOFFTIMES**

How many times?

Variable: **SQTHEFTATTACKKNOWNOFFSPEC**

What happened? *(Describe all incidents for this screener below)*



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---

SCREENER QUESTION #8

---

Variable: **SQSEXUAL**

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 –

[READ EACH CATEGORY]

- Someone **you** didn't know
- A casual acquaintance

OR

- Someone **you know** well?

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQSEXUALTIMES**

How many times?

Variable: **SQSEXUALSPEC**

What happened? *(Describe all incidents for this screener below)*

---

---

SCREENER QUESTION #9

---

Variable: **SQCALLPOLICECRIME**

During the last 12 months, (**other than any incidents already mentioned,**) did **you** call the police to report something that happened to **you** which **you** thought was a crime?

- 1  YES
- 2  NO

Variable: **SQCALLPOLICESPEC**

What happened? (*Describe all incidents for this screener below.*)

Variable: **SQCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES
- 2  NO

Variable: **SQCALLPOLICEATTACKTHREATTIMES**

How many times?

---

---

SCREENER QUESTION #10

---

Variable: **SQNOCALLPOLICECRIME**

During the last 12 months, **(other than any incidents already mentioned,)** did anything which **you** thought was a crime happen to **you**, but **you** did NOT report it to the police?

1  YES

2  NO

Variable: **SQNOCALLPOLICESPEC**

What happened? *(Describe all incidents for this screener below.)*

Variable: **SQNOCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

1  YES

2  NO

Variable: **SQNOCALLPOLICEATTACKTHREATTIMES**

How many times?

END TIMING FOR SCREENER QUESTIONS

RECORD ELAPSED TIME: \_\_\_\_\_ minutes

Now I'm going to ask you a few questions about the first part of this interview.

PROBE 8: At the beginning of the interview I asked you questions about safety, places where crimes can occur, and people who can commit crimes. Did you think answering these questions helped you remember what crimes happened to you and when they happened?

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---

---

---

PROBE 9: Is there anything we could change about these questions to make them a better aid for your memory?

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---

---

---

**To summarize, you reported the following crime incidents.**

INCIDENT	REPORTED TO POLICE?
	Y N
	Y N
	Y N
	Y N
	Y N

**INTERVIEWER: COLLECT UP TO 3 INCIDENT REPORTS, STARTING WITH CRIMES REPORTED TO POLICE.**

[READ:] This is the end of this section. Next, we'll discuss in detail the crime(s) you described.

APPENDIX 7

Event History Calendar Screener: Round 3

Respondent ID:

BEGIN TIMING FOR INTRODUCTION QUESTIONS

**BEGIN RECORDING AND READ: “I would like to confirm that I have your permission to audiotape this interview.” RECORD RESPONDENT’S CONSENT.**

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INTRODUCTION

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Before I ask you the questions on crime, let’s spend a few minutes talking about what you did and things that happened to you over the last year. It might be difficult to remember things that happened as long as a year ago. Sometimes people find it helpful to think about a calendar to remember things. Let’s note some dates on the calendar. Looking back a year ago, there was ...  
... Thanksgiving in November of 2009, New Year’s Day in winter, St. Patrick’s Day in the spring, Memorial Day in May, the Fourth of July in summer, and Halloween in October.

Now let’s put some things that are specific to you on the calendar.

PROMPT 1: What are some of the things you did or things that happened to you this past year, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?

RECORD RESPONDENT’S EVENTS ON CALENDAR. TRY TO GET AT LEAST FOUR EVENTS SPREAD THROUGH THE YEAR WITH ONE BEING AT THE BOUNDARY. COLLECT MORE EVENTS IF R IS ABLE TO NAME MORE.

READ PROMPT 2 IF RESPONDENT HAS NOT PRODUCED AT LEAST FOUR EVENTS, INCLUDING A BOUNDARY EVENT:

PROMPT 2 NEEDED

PROMPT 2: Are there dates for things you did or things that happened since last <REFERENCE MONTH> 1<sup>st</sup> that we can note on the calendar? It doesn’t have to be anything unusual or important, just anything that you remember from the past 12 months.

RECORD RESPONDENT’S EVENTS ON CALENDAR. ASK A GENERAL PROMPT SUCH AS “ANYTHING ELSE?” TO ELICIT MORE EVENTS.

READ PROMPT 3a-d IF RESPONDENT HAS NOT PRODUCED AT LEAST FOUR EVENTS:

AT LEAST ONE PROMPT 3 NEEDED

IF RESPONDENT HAS NOT MENTIONED A FAMILY MILESTONE, READ:

3a. Were there any family events, such as a birth or birthday celebration, a wedding, or a death in the family?

IF RESPONDENT HAS NOT MENTIONED A VACATION OR FAMILY EVENT, READ:

3b. Did you or anyone in your family go on vacation or to a special event?

IF RESPONDENT HAS NOT MENTIONED A WORK-RELATED EVENT, READ:

3c. Did you change jobs, or get a promotion?

IF RESPONDENT HAS NOT MENTIONED CHANGING RESIDENCES, READ:

3d. Did you move to a different house or apartment?

MARK EVENTS ON THE CALENDAR. READ PROMPT 4 IF RESPONDENT HAS NOT PRODUCED AT LEAST FOUR EVENTS:

PROMPT 4 NEEDED

- Where are you living now? [NOTE ADDRESS ON CALENDAR] How long have you lived there? Did you move in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?
- Do you work or attend school? Where are you working/attending school now? How long have you worked there/attended that school? [RECORD JOBS AND SCHOOLS ON CALENDAR.] Did you work at any other jobs or attend another school in the last 12 months, since <REFERENCE MONTH> 1<sup>st</sup> of 2009?

READ PROMPT 5 IF NO BOUNDARY EVENT OBTAINED FROM <REFERENCE MONTH> of 2009.

PROMPT 5 NEEDED

PROMPT 5: We are interested in getting events from the entire year, beginning in <REFERENCE MONTH> of 2009. Can you think of anything from your life to put on the calendar for <REFERENCE MONTH> of 2009?

[MARK THE EVENT ON THE CALENDAR]

READ PROMPT 6 IF RESPONDENT HAS ANY PERIOD OF AT LEAST THREE MONTHS WITH NO REPORTED EVENTS.

PROMPT 6 NEEDED

PROMPT 6: Can you think of anything from your life to put on the calendar that happened [in <MONTH1>, <MONTH2>, or <MONTH3>] between <EVENT 1> and <EVENT 2>]?

[MARK THE EVENT ON THE CALENDAR]

END TIMING FOR INTRODUCTION QUESTIONS

RECORD ELAPSED TIME: \_\_\_\_\_minutes

Now I am going to ask you some questions about crimes you may have experienced.

## BEGIN TIMING FOR SCREENER QUESTIONS

---

### SCREENER QUESTION #1

---

Variable: **SQTHEFT**

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 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009. [IF RESPONDENT REPORTED A BOUNDING EVENT IN THE REFERENCE MONTH THEN SAY: As a reminder, November of 2009 is when [FILL IN EVENT OR ACTIVITY].

Was something belonging to **YOU** stolen, such as:

[READ EACH CATEGORY]

- Things that you carry, like luggage, a wallet, purse, briefcase, book
  - Clothing, jewelry, or cellphone
  - Bicycle or sports equipment
  - Things in your home like a TV, stereo or tools
  - **Things outside your home such as a garden hose or lawn furniture**
  - **Things belonging to children in the household**
  - Things from a vehicle such as a package, groceries, camera or CDs
- OR**
- Did anyone ATTEMPT to steal anything belonging to **you**?

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTTIMES**

How many times?

Variable: **SQTHEFTSPEC**

What happened? (*Describe all incidents for this screener below*)

When did this happen?  
RECORD VERBATIM

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?



---

---

SCREENER QUESTION #2

---

---

Variable: **SQBREAKIN**

**(OTHER THAN ANY INCIDENTS ALREADY MENTIONED,) has anyone –**

READ EACH CATEGORY

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

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQBREAKINTIMES**

How many times?

Variable: **SQBREAKINSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

RECORD VERBATIM

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

**SCREENER QUESTION #3**

---

Variable: **SQTOTALVEHICLES**

What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 12 months? Include those you no longer own.

**IF 0, SKIP TO SCREENER QUESTION #5.  
IF GREATER THAN 4, ENTER 4.**

---

**SCREENER QUESTION #4**

---

Variable: **SQMVTHEFT**

During the last 12 months, (other than any incident already mentioned,) was the vehicle/were any of the vehicles --

READ EACH CATEGORY

- Stolen or used without permission?
- Did anyone steal any parts such as a tire, car stereo, hubcap or battery?
- Did anyone steal any gas from **(it/them)**?  
OR
- Did anyone ATTEMPT to steal any vehicle or parts attached to **(it/them)**?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES2  NOVariable: **SQMVTHEFTTIMES**

How many times?

Variable: **SQMVTHEFTSPEC**What happened? *(Describe all incidents for this screener below)*When did this happen?  
RECORD VERBATIM

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]

---

SCREENER QUESTION #5

---

Variable: **SQATTACKWHERE**

[IF RESPONDENT REPORTED A BOUNDING EVENT IN THE REFERENCE MONTH, SAY: As a reminder, November of 2009 is when [FILLIN EVENT OR ACTIVITY]. (Other than any incidents already mentioned,) since <REFERENCE MONTH> of 2009 were you attacked or threatened OR did you have something stolen from you --

READ EACH CATEGORY

- 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 belong to **you** from any of these places?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKWHERETIMES**

How many times?

Variable: **SQATTACKWHEREESPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?  
RECORD VERBATIM

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

Screener Question #6

---

Variable: **SQATTACKHOW**

**(Other than any incidents already mentioned,)** has anyone attacked or threatened **you** in any of these ways?  
(Exclude telephone threats).

READ EACH CATEGORY

- 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 IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKHOWTIMES**

How many times?

Variable: **SQATTACKHOWSPEC**

What happened? (*Describe all incidents for this screener below*)

When did this happen?  
RECORD VERBATIM

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

SCREENER QUESTION #7

---

Variable: **SQTHEFTATTACKKNOWNOFF**

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 – (Exclude telephone threats)

[READ EACH CATEGORY]

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

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTATTACKKNOWNOFFTIMES**

How many times?

Variable: **SQTHEFTATTACKKNOWNOFFSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?  
RECORD VERBATIM

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

---

SCREENER QUESTION #8

---

Variable: **SQSEXUAL**

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 –

[READ EACH CATEGORY]

- Someone **you** didn't know
  - A casual acquaintance
- OR
- Someone **you know** well?

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQSEXUALTIMES**

How many times?

Variable: **SQSEXUALSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?  
RECORD VERBATIM

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

**SCREENER QUESTION #9**

---

Variable: **SQCALLPOLICECRIME**

During the last 12 months, (**other than any incidents already mentioned,**) did **you** call the police to report something that happened to **you** which **you** thought was a crime?

- 1  YES  
2  NO

Variable: **SQCALLPOLICESPEC**

What happened? (*Describe all incidents for this screener below.*)

Variable: **SQCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES  
2  NO

Variable: **SQCALLPOLICEATTACKTHREATTIMES**

How many times?

When did this happen?  
RECORD VERBATIM

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?

---

**SCREENER QUESTION #10**

---

Variable: **SQNOCALLPOLICECRIME**

During the last 12 months, **(other than any incidents already mentioned,)** did anything which **you** thought was a crime happen to **you**, but **you** did NOT report it to the police?

1  YES

2  NO

Variable: **SQNOCALLPOLICESPEC**

What happened? *(Describe all incidents for this screener below.)*

Variable: **SQNOCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

1  YES

2  NO

Variable: **SQNOCALLPOLICEATTACKTHREATTIMES**

How many times?

When did this happen?  
RECORD VERBATIM

[ADD EACH EVENT TO CALENDAR. USE THE RESPONDENT'S PERSONAL LANDMARKS IF NEEDED TO HELP PLACE THE EVENT ON THE CALENDAR

- Was it before or after [BOUNDING EVENT/OTHER CALENDAR EVENT]?
- Was it when you were working at [JOB]/attending school at [SCHOOL]/living at [ADDRESS]?



END TIMING FOR SCREENER QUESTIONS

RECORD ELAPSED TIME: \_\_\_\_\_minutes

**To summarize, you reported the following crime incidents.**

INCIDENT	REPORTED TO POLICE?	You said earlier that the incident happened in [WHEN HAPPENED]. How confident are you that it happened then? Are you...	How did you figure out that the incident happened in [WHEN HAPPENED]? What makes you say that you are [CONFIDENCE LEVEL] about when the incident happened? IF R DID NOT NAME AN EXACT MONTH: What month do you think the incident occurred in? (ASK FOR EXPLANATION).
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	

**INTERVIEWER: COLLECT UP TO 3 INCIDENT REPORTS, STARTING WITH CRIMES REPORTED TO POLICE.**

**[READ:]That's the end of this section. Next, we'll discuss in detail the crime(s) you described.**

APPENDIX 8

Enhanced Contextual Priming Screener: Round Three

Respondent #: \_\_\_\_\_

BEGIN TIMING FOR INTRODUCTION QUESTIONS

**BEGIN RECORDING AND READ: "I would like to confirm that I have your permission to record this interview." RECORD RESPONDENT'S CONSENT.**

---

INTRODUCTION

---

I am going to ask you some questions about crimes that may have happened to you in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009. Before we talk about these crimes, let's think about your feelings of safety at home, the places you go, and your trust in the people you meet.

---

INTRODUCTION QUESTION #1

---

Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?

Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  YES
- 2  NO
- [DO NOT READ]
- 77  DON'T KNOW
- 99  REFUSED

---

INTRODUCTION QUESTION #2

---

How about at home at night – do you feel safe and secure, or not?

Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  YES
- 2  NO
- [DO NOT READ]
- 77  DON'T KNOW
- 99  REFUSED

---

---

INTRODUCTION QUESTION #3

---

Crimes can happen in many different locations. To help remind you of crime incidents that may have happened, let's begin with some questions about the places you have been.

Thinking about the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009, where do you go on a regular basis?

Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RECORD VERBATIM RESPONSES IN ORDER.  
GET AS MANY AS RESPONDENT WILL GIVE.  
**PROMPT IF NECESSARY TO GET AT LEAST THREE PLACES.**

PROMPT NEEDED

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

77  DON'T KNOW → (SKIP TO QUESTION #5)

99  REFUSED → (SKIP TO QUESTION #5)

---

---

INTRODUCTION QUESTION #4

---

**[REFER TO LIST FROM QUESTION 3]**

- a. You mentioned that you go to [Q3, PLACE 1]. When you go there, would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?

Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 1  Very safe
  - 2  Fairly safe
  - 3  A bit unsafe
  - 4  Very unsafe
- [DO NOT READ:]
- 77  DON'T KNOW

99  REFUSED

b. How about [Q3, PLACE 2]? How safe do you feel there? [IF NECESSARY, READ: would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?]

1  Very safe

2  Fairly safe

3  A bit unsafe

4  Very unsafe

[DO NOT READ:]

77  DON'T KNOW

99  REFUSED

c. How about [Q3, PLACE 3]? How safe do you feel there? [IF NECESSARY, READ: would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?]

1  Very safe

2  Fairly safe

3  A bit unsafe

4  Very unsafe

[DO NOT READ:]

77  DON'T KNOW

99  REFUSED

---

---

INTRODUCTION QUESTION #5

---

---

a. Have you been away from home for at least one night in the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009?

Problem Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1  YES → (Ask Introduction Question 5b)

2  NO → (Skip to Introduction Question 7)

[DO NOT READ]

77  DON'T KNOW → (Skip to Introduction Question 7)

99  REFUSED → (Skip to Introduction Question 7)

b. How many trips away from home did you take? \_\_\_\_\_ TRIPS

INTRODUCTION QUESTION #6

What different places did you go?

[RECORD UP TO THREE LOCATIONS IN THE **DESTINATION** COLUMN. FOR EACH DIFFERENT DESTINATION REPORTED, ASK 6.2-6.4. IF R REPORTS A SERIES OF TRIPS TO THE SAME LOCATION, SUCH AS A REGULARLY-OCCURRING BUSINESS TRIP, ASK ABOUT THE MOST RECENT TRIP.]

<u>Item 6.1</u> Destination	<u>Item 6.2</u> How many nights did you stay in [DESTINATION]?	<u>Item 6.3</u> During your time there, what type of lodging did you stay in? [RECORD, THEN CODE]	<u>Item 6.4</u> While you were in [DESTINATION], would you say you felt very safe, fairly safe, a bit unsafe, or very unsafe?
a. _____	_____	_____ 1 <input type="checkbox"/> Private home 2 <input type="checkbox"/> Hotel, motel, B&B, resort 3 <input type="checkbox"/> Condo, cabin, vacation home 4 <input type="checkbox"/> Camper, trailer, RV, tent/campsite 5 <input type="checkbox"/> Other 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED	1 <input type="checkbox"/> Very safe 2 <input type="checkbox"/> Fairly safe 3 <input type="checkbox"/> A bit unsafe 4 <input type="checkbox"/> Very unsafe 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED
b. _____	_____	_____ 1 <input type="checkbox"/> Private home 2 <input type="checkbox"/> Hotel, motel, B&B, resort 3 <input type="checkbox"/> Condo, cabin, vacation home 4 <input type="checkbox"/> Camper, trailer, RV, tent/campsite 5 <input type="checkbox"/> Other [77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED	1 <input type="checkbox"/> Very safe 2 <input type="checkbox"/> Fairly safe 3 <input type="checkbox"/> A bit unsafe 4 <input type="checkbox"/> Very unsafe 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED
c. _____	_____	_____ 1 <input type="checkbox"/> Private home 2 <input type="checkbox"/> Hotel, motel, B&B, resort 3 <input type="checkbox"/> Condo, cabin, vacation home 4 <input type="checkbox"/> Camper, trailer, RV, tent/campsite 5 <input type="checkbox"/> Other 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED	1 <input type="checkbox"/> Very safe 2 <input type="checkbox"/> Fairly safe 3 <input type="checkbox"/> A bit unsafe 4 <input type="checkbox"/> Very unsafe 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED

Problem Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

---

**INTRODUCTION QUESTION #7**

---

Crimes can be committed by people we know well, by acquaintances, or by strangers.

Problem Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

	READ LIST. RECORD ONE ANSWER FOR EACH ITEM.				
I'm going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement.	Strongly agree	Agree	Disagree	Strongly disagree	[DO NOT READ] NEITHER / NO OPINION
7a. The first statement is, "I trust strangers". Do you strongly agree, agree, disagree or strongly disagree with this statement?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>
7b. The next statement is, "I trust people in my neighborhood". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>
7c. The next statement is, "I trust people I work or go to school with". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>
7d. The next statement is, "I trust people in my family". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>

**END TIMING FOR INTRODUCTION QUESTIONS**

RECORD ELAPSED TIME: \_\_\_\_\_ minutes



Now I'd like you to go back and think about one of the questions I asked you earlier. For our third question, I said: "Crimes can happen in many different locations. To help remind you of crime incidents that may have happened, let's begin with some questions about the places you have been. Thinking about the last 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2009, where do you go on a regular basis?" Does that sound familiar?

PROBE 1

I wonder if you can tell me, what if I had asked you this question instead:

"What are the places you go to as part of your *normal routine*?"

[REPEAT IF NEEDED.]

If I asked you that question, what places would you name?

---

---

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---

PROBE 2

Now I'm going to name some other places and I'd like to know if you go to [that place/those places]. [ASK ONLY ABOUT THE PLACES R DID NOT ALREADY INCLUDE IN EITHER LIST.]

	YES	NO	IF YES: How often?
Work?	YES	NO	_____
Religious services?	YES	NO	_____
School?	YES	NO	_____
A grocery store?	YES	NO	_____
Restaurants?	YES	NO	_____

PROBE 3

When I asked you where you go, you didn't mention that you go to [work/religious services/school/grocery store/restaurants]. Can you tell me why you didn't mention [that place/those places]?

---

---

---

---

# BEGIN TIMING FOR SCREENER QUESTIONS

---

## SCREENER QUESTION #1

---

Variable: **SQTHEFT**

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 12 months, that is, since <REFERENCE MONTH> 1<sup>st</sup> of 2009.

Was something belonging to **YOU** stolen, such as-

[READ EACH CATEGORY]

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment
- Things in your home like a TV, stereo or tools
- Things outside your home such as a garden hose or lawn furniture
- Things belonging to children in the household
- Things from a vehicle such as a package, groceries, camera or CDs

**OR**

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

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTTIMES**

How many times?

Variable: **SQTHEFTSPEC**

What happened? (*Describe all incidents for this screener below*)

When did this happen?  
RECORD VERBATIM

---

---

SCREENER QUESTION #2

---

---

Variable: **SQBREAKIN**

**(Other than any incidents already mentioned,) has anyone –**

[READ EACH CATEGORY]

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

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQBREAKINTIMES**

How many times?

Variable: **SQBREAKINSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?  
RECORD VERBATIM

---

---

SCREENER QUESTION #3

---

---

Variable: **SQTOTALVEHICLES**

What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 12 months? Include those you no longer own.

**IF 0, SKIP TO SCREENER QUESTION #5.  
IF GREATER THAN 4, ENTER 4.**

---

---

SCREENER QUESTION #4

---

---

Variable: **SQMVTHEFT**

During the last 12 months, **(other than any incident already mentioned,)** was the vehicle/were any of the vehicles --

[READ EACH CATEGORY]

- Stolen or used without permission?
  - Did anyone steal any parts such as a tire, car stereo, hubcap or battery?
  - Did anyone steal any gas from **(it/them)**?
- OR
- Did anyone ATTEMPT to steal any vehicle or parts attached to **(it/them)**?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQMVTHEFTTIMES**

How many times?

Variable: **SQMVTHEFTSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?  
RECORD VERBATIM

---

---

SCREENER QUESTION #5

---

---

Variable: **SQATTACKWHERE**

(Other than any incidents already mentioned) since <REFERENCE MONTH> 1<sup>st</sup> of 2009 were you attacked  
or threatened OR did you have something stolen from you --

[READ EACH CATEGORY]

- 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 belong to **you** from any of these places?

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKWHERETIMES**

How many times?

Variable: **SQATTACKWHERESPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?  
RECORD VERBATIM

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SCREENER QUESTION #6

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Variable: **SQATTACKHOW**

**(Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways?**

(Exclude telephone threats).

READ EACH CATEGORY

- 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 IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKHOWTIMES**

How many times?

Variable: **SQATTACKHOWSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

RECORD VERBATIM

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SCREENER QUESTION #7

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Variable: **SQTHEFTATTACKKNOWNOFF**

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 – (Exclude telephone threats)

[READ EACH CATEGORY]

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

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTATTACKKNOWNOFFTIMES**

How many times?

Variable: **SQTHEFTATTACKKNOWNOFFSPEC**

What happened? *(Describe all incidents for this screener below)*

When did this happen?

RECORD VERBATIM

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SCREENER QUESTION #8

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Variable: **SQSEXUAL**

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 –

[READ EACH CATEGORY]

- Someone **you** didn't know
- A casual acquaintance

OR

- Someone **you know** well?

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQSEXUALTIMES**

How many times?

Variable: **SQSEXUALSPEC**

What happened? (*Describe all incidents for this screener below*)

When did this happen?

RECORD VERBATIM



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SCREENER QUESTION #9

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Variable: **SQCALLPOLICECRIME**

During the last 12 months, **(other than any incidents already mentioned,)** did **you** call the police to report something that happened to **you** which **you** thought was a crime?

- 1  YES  
2  NO

Variable: **SQCALLPOLICESPEC**

What happened? *(Describe all incidents for this screener below.)*

Variable: **SQCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES  
2  NO

Variable: **SQCALLPOLICEATTACKTHREATTIMES**

How many times?

When did this happen?  
RECORD VERBATIM

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SCREENER QUESTION #10

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Variable: **SQNOCALLPOLICECRIME**

During the last 12 months, **(other than any incidents already mentioned,)** did anything which **you** thought was a crime happen to **you**, but **you** did NOT report it to the police?

- 1  YES
- 2  NO

Variable: **SQNOCALLPOLICESPEC**

What happened? *(Describe all incidents for this screener below.)*

Variable: **SQNOCALLPOLICEATTACKTHREAT**

[IF RESPONDENT IS NOT SURE, ASK:] Were you attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you or another household member?

- 1  YES
- 2  NO

Variable: **SQNOCALLPOLICEATTACKTHREATTIMES**

How many times?

When did this happen?  
RECORD VERBATIM

END TIMING FOR SCREENER QUESTIONS

RECORD ELAPSED TIME: \_\_\_\_\_minutes

[COMPLETE SCREENER SUMMARY ON NEXT PAGE]

**To summarize, you reported the following crime incidents.**

INCIDENT	REPORTED TO POLICE?	You said earlier that the incident happened in [WHEN HAPPENED]. How confident are you that it happened then? Are you...	How did you figure out that the incident happened in [WHEN HAPPENED]? What makes you say that you are [CONFIDENCE LEVEL] about when the incident happened? IF R DID NOT NAME AN EXACT MONTH: What month do you think the incident occurred in? (ASK FOR EXPLANATION).
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	
	Y N	<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not very confident <input type="checkbox"/> Not confident at all	

**INTERVIEWER: COLLECT UP TO 3 INCIDENT REPORTS, STARTING WITH CRIMES REPORTED TO POLICE.**

**[READ:]**This is the end of this section. Next, we'll discuss in detail the <NAME CRIME(S) FOR WHICH YOU WILL BE DOING INCIDENT REPORTS>.

## Appendix 9: Summary of Cognitive Interviews and Respondents

The table below presented detailed demographic information for respondents in each round of cognitive interviews.

	Round 1		Round 2		Round 3		Total	
	EHC	ECP	EHC	ECP	EHC	ECP	EHC	ECP
Number of interviews	7	10	13	9	12	19	32	38
Respondent characteristics								
Mean age (years)	40	36	47	39	42	41	43	40
Hispanic (n)	1	2	2	1	1	1	4	4
Race (n)								
White	2	2	3	1	1	1	6	4
Black/African American	5	7	10	8	11	18	26	33
Other	0	1	0	0	0	0	0	1
Sex (n)								
Male	4	7	11	4	8	12	23	23
Female	3	3	2	5	4	7	9	15
Education (n)								
Less than HS	1	3	0	2	0	1	1	6
HS/GED	2	3	6	4	4	6	12	13
Vocational	0	0	0	1	0	1	0	2
Some college/AA degree	4	4	6	1	5	11	15	16
BA/BS degree	0	0	1	1	1	0	2	1
Graduate degree	0	0	0	0	2	0	2	0
Employment (n)								
Full-time	0	2	2	2	7	2	9	6
Part-time	2	2	3	1	2	4	7	7
Unemployed, looking	3	4	1	5	2	9	6	18
Not in labor force	2	2	7	1	1	4	10	7

Have you been a victim of crime  
in the past 12 months?

Would you like to participate  
in a research study and  
get PAID for it?

If you answered "Yes" to both  
of those questions, call this  
number for more information:  
1-877-262-1484.

*The National Opinion Research Center at the University of Chicago is seeking volunteers to participate on a study related to crime. At the end of the interview, participants will be asked for their feedback on the survey. For more information, please call 877-262-1484.*

**NORC**  
at the UNIVERSITY OF CHICAGO

We need your help  
on a neighborhood  
safety research study!

Please call this number  
for more information:  
1-877-262-1484.

Eligible participants will be  
PAID for their time.

*The National Opinion Research Center at the University of Chicago is seeking volunteers to participate in a research study related to neighborhood safety. At the end of the interview, participants will be asked for their feedback on the survey. For more information, please call 877-262-1484.*

**NORC**  
at the UNIVERSITY OF CHICAGO

## **Appendix 12 – Survey of Crime Victimization Call Scripts**

Hello. My name is [XXXXXXX] and I work for the NORC at the University of Chicago. Thank you for your interest in the study. Let me tell you a little bit about what we are going to do and then you can let me know if you are still interested.

### **Description of Study and the Cognitive Interviews:**

The Bureau of Justice Statistics (BJS) is sponsoring a study to explore ways to help people remember crime events, and NORC, acting as the data collection agent, is conducting the Survey of Crime Victimization (SCV) to examine this issue. The research that NORC will conduct also will help improve how data is obtained. We are currently scheduling volunteers to help assess the methods NORC is developing. Your participation and interest is very important to us.

### **What will happen/Procedure:**

For this particular study, we will ask you to come in person to one of our offices here in Chicago. Once here, we will ask you a series of questions related to neighborhood safety and crime you may have experienced. You may find some questions embarrassing or distressing, and you can refuse to answer any question or stop the interview at any time. Your participation is voluntary and confidential. Any information you provide is unavailable to anyone outside of the research project. At the end of the interview, we will ask you to complete a debriefing questionnaire to obtain your input on whether the materials were easy to understand and your overall impression of the survey.

Everyone working on this project is required by law to protect your privacy. BJS is required to only use your information for statistical purposes, and we are prohibited from ever using your information in a way that identifies you. Your answers will always be kept private, and none of the information that we collect about you will be used for any purpose other than statistics unless we first get your consent.

The interview and debriefing should take approximately 1 hour and will be conducted at NORC's Chicago offices. With your permission, we will record the interview to assist with data analysis. Would you grant your permission to record the interview?

RECORD ANSWER: YES NO [PROCEED WITH REMAINING TEXT.]

If you are interviewed, you will be compensated \$40 for your time. If you have any questions about the research, please contact James Carr, Project Director at 312-759-5088.

Would you like to participate?

- ➡ Yes -- Great. I am going to ask you a few background questions to confirm your eligibility. Then we can schedule an appointment time for you. If you have any questions regarding your rights as a study participant, you may call Kathleen Parks, the NORC IRB Administrator, toll free, at 866-309-0542.
- ➡ No -- That's okay. We appreciate your call. Have a nice day.



## **Frequently Asked Questions**

### ***What is the Bureau of Justice Statistics (BJS)?***

The Bureau of Justice Statistics (BJS) is the United States' primary source for criminal justice statistics. Part of the U.S. Department of Justice, Office of Justice Programs, the Bureau collects, analyzes, publishes and disseminates information on crime, criminal offenders, victims of crime and the operation of justice systems at all levels of government. You may learn more about BJS at its website, [www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/)

### ***How much will I get paid?***

You will be compensated \$40 for your time.

### ***Who do I contact if I have questions about my rights as a respondent?***

If you have any questions regarding your rights as a study participant, you may call Kathleen Parks, the NORC IRB Administrator, toll free, at 866-309-0542.

### ***What is the study about?***

This survey, the Survey of Crime Victimization, is a survey that collects information on crime victimization. Conducting this research will help improve ways that data is collected as well as help improve the accuracy of data collection.

### ***Who is NORC?***

NORC is the National Opinion Research Center, a not-for-profit social science research organization affiliated with the University of Chicago. You may learn more about NORC at its website, [www.norc.org](http://www.norc.org), or call one of the study directors, Lisa Lee at (312) 759 4284 or Jim Carr at (312) 759 5088. If you have questions about your rights as a study participant, please contact Kathleen Parks, the NORC IRB Administrator, toll-free at 866-309-0542.

### ***Do I have to participate?***

Participation is voluntary. You may choose whether or not you want to be in this study. If you decide to be in the study, you may refuse to answer any question you do not want to answer or to stop participating at any time.

### ***How is my privacy protected?***

To protect the privacy of study participants, your name will not appear on the survey. Your survey will be identified only by an identification number. Any results of the study that are released (such as in a scholarly publication) will be in a summary form that does *not* allow individual participants such as yourself to be identified. Any documents that include your name will be destroyed at the conclusion of the study.

Everyone working on this project is required by law to protect your privacy. The Bureau of Justice Statistics (BJS) is required to only use your information for statistical purposes, and NORC is prohibited from ever using your information in a way that identifies you. Your answers will always be kept private, and none of the information that we collect about you will be used for any purpose other than statistics unless we first get your consent.

## Appendix 1 – Survey of Crime Victimization Screening Questions

Before we begin, I would like to collect some background information.

1. How old are you?

2. Are you of Hispanic or Latino(a) origin or background?

1. Yes
2. No

3. What is your race? Please select one or more.

1. White
2. Black or African American
3. Asian
4. Native Hawaiian or other Pacific Islander
5. American Indian or Alaska Native

4. What is the highest educational degree you have?

1. High school or GED
2. Vocational or trade school
3. Some college or two-year associate degree
4. Four-year college degree
5. Graduate degree
6. No Degree (Ask 5b)

- 4b. What is the last grade or year that you completed in school?

0. No Schooling or Completed Kindergarten Only
1. First Grade
2. Second Grade
3. Third Grade
4. Fourth Grade
5. Fifth Grade
6. Sixth Grade
7. Seventh Grade
8. Eighth Grade
9. Ninth Grade
10. Tenth Grade
11. Eleventh Grade

5. What is your current work status?
1. Working full-time; that is, 35 or more hours per week in one or more jobs, including self-employment
  2. Working part-time
  3. Currently on active military status
  4. Have a job, but out due to illness/leave/furlough/strike
  5. Have seasonal work, but currently not working
  6. Unemployed or laid off and looking for work
  7. Unemployed and not looking for work
  8. Full-time homemaker
  9. In school only
  10. Retired
  11. Disabled for work
  12. Other – specify

6. A member of the research team may wish to observe the interview. Would that be okay?
1. Yes
  2. No

## Appendix 14 - Cognitive Interview Informed Consent

OMB Number: 1121-0325



### Survey of Crime Victimization CONSENT TO PARTICIPATE IN RESEARCH

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**Purpose.** The Survey of Crime Victimization is being conducted by the Bureau of Justice Statistics (BJS) of the Department of Justice, and NORC, a research organization at the University of Chicago. The purpose of the study is to evaluate the feasibility of a twelve-month reference period when collecting data instead of a six-month reference period.

**Procedures.** For the cognitive interviews, we will collect information from approximately 100 individuals. If you agree to participate, I will ask you some background information, which may include noting important events in your life in an event history calendar. This will be followed by questions about crime and your experience with crime victimization. I also will ask a series of debriefing questions that will help us revise the current questionnaire. Your responses will be completely confidential. The survey should take between 45-60 minutes.

**Confidentiality.** All information that you provide will be kept confidential. Your name will not be attached to the answers that you provide. All responses are held to strict federal laws regarding human subject protections (28 CFR Part 46), and confidentiality (28 CFR Part 22). Any reports published for this study will exclude any data that could lead to your identification.

**Possible Risks and Discomforts.** Some questions in this study are of a personal nature and you may find them embarrassing or distressing. If you are upset or uncomfortable you may skip any question, or you may stop the interview at any time.

**Voluntary Participation/ Compensation.** Your participation is completely voluntary. A decision to not participate will not be held against you. If you agree to participate, you will receive \$40 as compensation for your participation in the study.

**Further Questions.** If you have any questions about the project, you may call Project Director Jim Carr at 312-759-5088. . If you have questions about your rights as a project participant, you may call Kathleen Parks, administrator of NORC's Institutional Review Board, toll-free at 866-309-0542.

If you have questions and would like to contact BJS directly, please contact Michael Rand, Chief, Victimization Statistics Unit at 1-202-616-3494.

With your permission, we would like to record this interview for quality assurance purposes. You will not be penalized for refusing, and will still receive the \$40 compensation.

[READ ONLY IF OBSERVER PRESENT: A member of the research team would like to observe the interview. Do we have your permission to allow this individual observe this interview?]

**Appendix 15 - Modified Incident Report**

Respondent ID:

OMB No. 1121-0111: Approval Expires 7/31/2009

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**NOTICE** - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly **confidential**. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code, also requires us to keep all information about you and your household strictly confidential. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB number.

FORM NCVS-2 Implementation Date: (07-01-2008)	U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. CENSUS BUREAU ACTING AS COLLECTING AGENT FOR THE BUREAU OF JUSTICE STATISTICS U.S. DEPARTMENT OF JUSTICE	Control number PSU      Segment/Suffix      Sample designation/Suffix      Serial/Suffix      HH No.      Spinoff Indicator
<b>CRIME INCIDENT REPORT</b>		Notes

<b>1a.</b> LINE NUMBER OF RESPONDENT	601	<input type="text"/> <input type="text"/>	Line number (ex., 01)
<b>1b.</b> SCREEN QUESTION NUMBER	602	<input type="text"/> <input type="text"/>	Screen question number (ex., 39)
<b>1c.</b> INCIDENT NUMBER	603	<input type="text"/> <input type="text"/>	Incident number (ex., 01)

<b>2a.</b> <b>CHECK ITEM A</b> Has the respondent lived at this address for more than 6 months? (If not sure, refer to 33a on the NCVS-1 or ASK.)	<input type="checkbox"/> Yes (more than 6 months) - SKIP to 3 <input type="checkbox"/> No (6 months or less) - ASK 2
---	---

<b>2b. INCIDENTADDRESS</b> You said that during the last <span style="border: 1px solid red; padding: 2px;">12 months -</span> (description of the crime reported in the screen question.) <b>Did (this/the first) incident happen while you were living here or before you moved to this address?</b>	605 <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="border: 1px solid black; width: 10px; height: 10px;"></td> <td style="border: 1px solid black; width: 10px; height: 10px;"></td> <td style="border: 1px solid black; width: 10px; height: 10px;"></td> <td style="border: 1px solid black; width: 10px; height: 10px;"></td> </tr> <tr> <td style="border: 1px solid black; width: 10px; height: 10px;"></td> <td style="border: 1px solid black; width: 10px; height: 10px;"></td> <td style="border: 1px solid black; width: 10px; height: 10px;"></td> <td style="border: 1px solid black; width: 10px; height: 10px;"></td> </tr> </table> 1 While living at this address 2 Before moving to this address								

Start Here →

<b>3. INCIDENTDATE</b> In what month did (this/the first) incident happen? Encourage respondent to give exact month.	606	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Month      Year
--	-----	---	---	-----------------

<b>4. INCIDENTNUMBEROFTIMES</b> If unsure, ask -  <b>Altogether, how many times did this type of incident happen during the last <span style="border: 1px solid red; padding: 2px;">12 months?</span></b>	607	_____ Number of incidents
--	-----	---------------------------

<b>5a.</b> <b>CHECK ITEM B</b> How many incidents? (Refer to 4.)	608	1 <input type="checkbox"/> 1-5 incidents (not a "series") - SKIP to 6 2 <input type="checkbox"/> 6 or more incidents - ASK 5b
--	-----	--

<b>5b.</b> <b>CHECK ITEM C</b> <b>INCIDENTSSIMILAR</b> If unsure, ask:  <b>Are these incidents similar to each other in detail or are they for different types of crimes?</b>	609	1 <input type="checkbox"/> Similar - ASK 5c 2 <input type="checkbox"/> Different (not a "series") - SKIP to 6
--	-----	--

<b>5c.</b> <b>CHECK ITEM D</b> <b>RECALLEDDETAILS</b> If unsure, ask:  <b>Can you recall enough details of each incident to distinguish them from each other?</b>	610	1 <input type="checkbox"/> Yes (not a "series") 2 <input type="checkbox"/> No (is a "series")
--	-----	--

<b>6. INCIDENTTIME</b> (If box 2 is marked in 5c, read: <b>The following questions refer only to the most recent incident.</b> )  <b>About what time did (this/the most recent) incident happen?</b>	612	During day 1 <input type="checkbox"/> After 6 a.m. - 12 noon 2 <input type="checkbox"/> After 12 noon - 3 p.m. 3 <input type="checkbox"/> After 3 p.m. - 6 p.m. 4 <input type="checkbox"/> Don't know what time of day At night 5 <input type="checkbox"/> After 6 p.m. - 9 p.m. 6 <input type="checkbox"/> After 9 p.m. - 12 midnight 7 <input type="checkbox"/> After 12 midnight - 6 a.m. 8 <input type="checkbox"/> Don't know what time of night OR 9 <input type="checkbox"/> Don't know whether day or night
---	-----	--

<p><b>7a. INCIDENTPLACE</b>  <b>In what city, town, or village did this incident occur?</b></p>	<p>613</p> <p>1 <input type="checkbox"/> Outside U.S. - SKIP to 10a  2 <input type="checkbox"/> Not inside a city/town/village - ASK 8a  3 <input type="checkbox"/> SAME city/town/village as present residence - <b>SKIP to 10a</b>  4 <input type="checkbox"/> DIFFERENT city/town/village from present residence } ASK 7b  5 <input type="checkbox"/> Don't know - ASK 8a</p>
<p><b>7b. INCIDENTPLACESPEC</b>  Please specify the city, town, or village, in which the incident occurred.</p>	<p>Specify  _____</p>
<p><b>8a. INCIDENTSTATE</b>  <b>In what state did it occur?</b></p> <p><b>8b. INCIDENTCOUNTY</b>  <b>In what county did it occur?</b></p>	<p>614</p> <p>State _____</p> <p>County _____</p>
<p><b>8c. COUNTYSTATE</b>  Ask or verify:  <b>Is this the same county and state as your present residence?</b></p>	<p>615</p> <p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p><b>10a. LOCATION_GENERAL</b>  <b>Did this incident happen ...</b>  Read each category until respondent says "yes", then enter appropriate precode.</p>	<p>1 <input type="checkbox"/> <b>In your home or lodging?</b> - SKIP to 10b  2 <input type="checkbox"/> <b>Near your home?</b> - SKIP to 10c  3 <input type="checkbox"/> <b>At, in or near a friend's/relative's/neighbor's home?</b> - SKIP to 10d  4 <input type="checkbox"/> <b>At a commercial place?</b> - SKIP to 10e  5 <input type="checkbox"/> <b>In a parking lot or garage?</b> - SKIP to 10f  6 <input type="checkbox"/> <b>At school?</b> - SKIP to 10g  7 <input type="checkbox"/> <b>In open areas, on the street, or on public transportation?</b> - SKIP to - 10h  8 <input type="checkbox"/> <b>Some where else?</b> - SKIP to 10i</p>
<p>Notes</p>	

**10b. LOCATION\_IN\_HOME**

Ask if necessary:

**Where in your home or lodging did this incident happen?**

**10c. LOCATION\_NEAR\_HOME**

Ask if necessary:

**Where near your home or lodging did this incident happen?**

**10d. LOCATION\_OTHER\_HOME**

Ask if necessary:

**Where at, in, or near a friend's/relative's/neighbor's home did this incident happen?**

**10e. LOCATION\_COMMERCE**

Ask if necessary:

**At what type of a commercial place did this incident happen?**

**10f. LOCATION\_PARKING**

Ask if necessary:

**In what type of a parking lot or garage did this incident happen?**

**10g. LOCATION\_SCHOOL**

Ask if necessary:

**Where at school did this incident happen?**

**10h. LOCATION\_OPEN\_AREA**

Ask if necessary:

**Where in an open area, on the street, or on public transportation did this incident happen?**

**10i. LOCATION\_SPEC**

Please specify the other location where this incident occurred.

616

- 1  In own dwelling, own attached garage, or enclosed porch (Include illegal entry or attempted illegal entry of same) .....
- 2  In detached building on own property, such as detached garage, storage shed, etc. (Include illegal entry of same) .....
- 3  In vacation home/second home (Include illegal entry or attempted illegal entry of same) .....
- 4  In hotel or motel room respondent was staying in (Include illegal entry or attempted illegal entry of same) .....

} SKIP to 11

- 5  Own yard, sidewalk, driveway, carport, unenclosed porch (does not include apartment yards).....
- 6  Apartment hall, storage area, laundry room (does not include apartment parking lot/garage).....
- 7  On street immediately adjacent to own home or lodging.....

} SKIP to Q19

- 8  At or in home or other building on their property .....
- 9  Yard, sidewalk, driveway, carport (does not include apartment yards) .....
- 10  Apartment hall, storage area, laundry room (does not include apartment parking lot/garage) .....
- 11  On street immediately adjacent to their home .....

} SKIP to Q19

- 12  Inside restaurant, bar, nightclub .....
- 24  Inside bank.....
- 25  Inside gas station.....
- 26  Inside other commercial building, such as a store.....
- 14  Inside office.....
- 27  Inside factory or warehouse.....

} SKIP to Q19

- 15  Commercial parking lot/garage .....
- 16  Noncommercial parking lot/garage .....
- 17  Apartment/townhouse parking lot/garage .....

} SKIP to Q19

- 18  Inside school building ..... SKIP to 17a
- 19  On school property (school parking area, play area, school bus, etc.) ..... SKIP to Q19

- 20  In apartment yard, park, field, playground (other than school) .....
- 21  On the street (other than immediately adjacent to own/friend's/relative's/neighbor's home) .....
- 22  On public transportation or in station (bus, train, plane, airport, depot, etc.).....

} SKIP to Q19

- 23  Other - Specify..... SKIP to Q19

<p><b>11. OFFENDERLIVE</b></p> <p><b>Did the offender live (here/there) or have a right to be (here/there), for instance, as a guest or a repairperson?</b></p>	<p>617</p> <p>1 <input type="checkbox"/> Yes - SKIP to 19</p> <p>2 <input type="checkbox"/> No ..... } ASK 12</p> <p>3 <input type="checkbox"/> Don't know }</p>
<p><b>12. OFFENDERINSIDE</b></p> <p><b>Did the offender actually get INSIDE your (house/apartment/room/garage/ shed/ enclosed porch)?</b></p>	<p>618</p> <p>1 <input type="checkbox"/> Yes - SKIP to 14</p> <p>2 <input type="checkbox"/> No ..... } ASK 13</p> <p>3 <input type="checkbox"/> Don't know }</p>
<p><b>13. OFFENDERTRY</b></p> <p><b>Did the offender TRY to get in your (house/ apartment/room/garage/shed/porch)?</b></p>	<p>619</p> <p>1 <input type="checkbox"/> Yes - ASK 14</p> <p>2 <input type="checkbox"/> No - SKIP to 19</p> <p>3 <input type="checkbox"/> Don't know - ASK 14</p>
<p><b>14. FORCEENTRY</b></p> <p><b>Was there any evidence, such as a broken lock or broken window, that the offender(s) (got in by force/TRIED to get in by force)?</b></p>	<p>620</p> <p>1 <input type="checkbox"/> Yes - ASK 15a</p> <p>2 <input type="checkbox"/> No - SKIP to 16a</p>
<p><b>15a. EVIDENCE</b></p> <p><b>What was the evidence?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>625</p> <p>*</p> <p>Window</p> <p>1 <input type="checkbox"/> Damage to window (include frame, glass broken/removed/cracked) ..... } SKIP to 19</p> <p>2 <input type="checkbox"/> Screen damaged/removed ..... }</p> <p>3 <input type="checkbox"/> Lock on window damaged/tampered with in some way ..... }</p> <p>4 <input type="checkbox"/> Other - Specify ..... SKIP to 15b</p> <p>Door</p> <p>5 <input type="checkbox"/> Damage to door (include frame, glass panes or door removed) ..... } SKIP to 19</p> <p>6 <input type="checkbox"/> Screen damaged/removed ..... }</p> <p>626</p> <p>*</p> <p>7 <input type="checkbox"/> Lock or door handle damaged/tampered with in some way ..... }</p> <p>8 <input type="checkbox"/> Other - Specify ..... SKIP to 15c</p> <p>Other</p> <p>9 <input type="checkbox"/> Other than window or door - Specify ..... SKIP to 15d</p>
<p><b>15b. EVIDENCE_SPEC14</b></p> <p>Please specify what was the other evidence related to a window.</p>	<p>Specify - SKIP to 19</p> <p>_____</p>
<p><b>15c. EVIDENCE_SPEC18</b></p> <p>Please specify what was the other evidence related to a door.</p>	<p>Specify - SKIP to 19</p> <p>_____</p>
<p><b>15d. EVIDENCE_SPEC19</b></p> <p>Please specify what was the evidence other than to a window or door.</p>	<p>Specify - SKIP to 19</p> <p>_____</p>
<p>Notes</p>	



<p><b>16a. OFFENDERGETIN</b></p> <p><b>How did the offender (get in/TRY to get in)?</b></p>	<p>627</p> <p>1 <input type="checkbox"/> Let in .....</p> <p>2 <input type="checkbox"/> Offender pushed his/her way in after door opened .....</p> <p>3 <input type="checkbox"/> Through OPEN DOOR or other opening ...</p> <p>4 <input type="checkbox"/> Through UNLOCKED door or window .....</p> <p>5 <input type="checkbox"/> Through LOCKED door or window - Had key .....</p> <p>6 <input type="checkbox"/> Through LOCKED door or window - Picked lock, used credit card, etc., other than key .....</p> <p>7 <input type="checkbox"/> Through LOCKED door or window - Don't know how .....</p> <p>8 <input type="checkbox"/> Don't know .....</p> <p>9 <input type="checkbox"/> Other - Specify ..... SKIP to 16b</p> <p style="text-align: right;">} SKIP to 19</p>
<p><b>16b. OFFENDERGETIN_SPEC</b></p> <p>Please specify - how the offender got in/TRIED to get in.</p>	<p>Specify - SKIP to 19</p> <p>_____</p>
<p><b>17a. RESPONDENTSSCHOOL</b></p> <p><b>Was it your school?</b></p>	<p>628</p> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No - SKIP to <b>Q19</b></p>
<p><b>17b. PARTSCHOOLBLDG</b></p> <p><b>In what part of the school building did it happen?</b></p>	<p>629</p> <p>1 <input type="checkbox"/> Classroom</p> <p>2 <input type="checkbox"/> Hallway/Stairwell</p> <p>3 <input type="checkbox"/> Bathroom/Locker room</p> <p>4 <input type="checkbox"/> Other (library, gym, auditorium, cafeteria)</p>
<p><b>19. FARFROMHOME</b></p> <p>Ask or verify -</p> <p><b>How far away from home did this happen?</b></p> <p>PROBE: <b>Was it within a mile, 5 miles, 50 miles or more?</b></p> <p>Enter the code for the first answer category that the respondent is sure of.</p>	<p>632</p> <p>1 <input type="checkbox"/> At, in, or near the building containing the respondent's home/next door</p> <p>2 <input type="checkbox"/> A mile or less</p> <p>3 <input type="checkbox"/> Five miles or less</p> <p>4 <input type="checkbox"/> Fifty miles or less</p> <p>5 <input type="checkbox"/> More than 50 miles</p> <p>6 <input type="checkbox"/> Don't know how far</p>
<p><b>20a. HHMEMBERPRESENT</b></p> <p>Ask or verify -</p> <p><b>Were you or any other member of this household present when this incident occurred?</b></p> <p>You may need to probe to obtain more details to determine if respondent was present.</p>	<p>634</p> <p>1 <input type="checkbox"/> Yes - ASK 20b</p> <p>2 <input type="checkbox"/> No - <b>SKIP to 88</b></p>
<p><b>20b. WHICHMEMBER</b></p> <p>Ask or verify -</p> <p><b>Which household members were present?</b></p>	<p>635</p> <p>1 <input type="checkbox"/> Respondent only .....</p> <p>2 <input type="checkbox"/> Respondent and other household member(s) .....</p> <p>3 <input type="checkbox"/> Only other household member(s), not respondent - <b>SKIP to 60</b></p> <p style="text-align: right;">} Ask 21</p>

<p><b>21. SEEOFFENDER</b> Ask or verify -</p> <p><b>Did you personally see an offender?</b></p>	<p>636 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>22. WEAPONPRESENT</b> <b>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?</b></p>	<p>637 1 <input type="checkbox"/> Yes - ASK 23a 2 <input type="checkbox"/> No ..... } SKIP to 24 3 <input type="checkbox"/> Don't know }</p>
<p><b>23a. WEAPON</b> <b>What was the weapon?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>638 * 1 <input type="checkbox"/> Hand gun (pistol, revolver, etc.) ..... } SKIP to 24 2 <input type="checkbox"/> Other gun (rifle, shotgun, etc.) ..... } 3 <input type="checkbox"/> Knife ..... } 4 <input type="checkbox"/> Other sharp object (scissors, ice pick, axe, etc.) ..... } 5 <input type="checkbox"/> Blunt object (rock, club, blackjack, etc.) ..... } 6 <input type="checkbox"/> Other - Specify - ASK 23b }</p>
<p><b>23b. WEAPON_SPEC</b> Please specify the other weapon.</p>	<p>Specify _____</p>
<p><b>24. ATTACK</b> <b>Did the offender hit you, knock you down or actually attack you in any way?</b></p>	<p>639 1 <input type="checkbox"/> Yes - SKIP to 29a 2 <input type="checkbox"/> No - ASK 25</p>
<p><b>25. TRYATTACK</b> <b>Did the offender TRY to attack you?</b></p>	<p>640 1 <input type="checkbox"/> Yes - SKIP to 28a 2 <input type="checkbox"/> No - ASK 26</p>
<p><b>26. THREATEN</b> <b>Did the offender THREATEN you with harm in any way?</b></p>	<p>641 1 <input type="checkbox"/> Yes - SKIP to 28c 2 <input type="checkbox"/> No - ASK 27a</p>
<p><b>27a. WHATHAPPEN</b> <b>What actually happened?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>642 * 1 <input type="checkbox"/> Something taken without permission ..... } SKIP to 35c 2 <input type="checkbox"/> Attempted or threatened to take something ..... } 3 <input type="checkbox"/> Harassed, argument, abusive language ..... } 4 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.) ..... } SKIP to 27c 5 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.) ..... } 6 <input type="checkbox"/> Forcible entry or attempted forcible entry of house/apartment ..... } SKIP to 35c 7 <input type="checkbox"/> Forcible entry or attempted forcible entry of car ..... } 8 <input type="checkbox"/> Damaged or destroyed property ..... } 9 <input type="checkbox"/> Attempted or threatened to damage or destroy property ..... } 10 <input type="checkbox"/> Other - Specify - ASK 27b }</p>
<p><b>27b. WHATHAPPEN_SPEC</b> Please specify what actually happened.</p>	<p>Specify - SKIP to 35c _____</p>
<p><b>27c. SEXCONFORCEPROBE_1</b> <b>You mentioned some type of unwanted sexual contact with force. Do you mean forced or coerced sexual intercourse including attempts?</b></p>	<p>1 <input type="checkbox"/> Yes - SKIP to 29a 2 <input type="checkbox"/> No - SKIP to 35c</p>
<p>Notes</p>	

<p><b>28a. HOWTRYATTACK</b>  <b>How did the offender TRY to attack you?</b></p> <p>Probe: <b>Any other way?</b></p> <p>Enter all that apply.</p>	<p>643 * 1 <input type="checkbox"/> Verbal threat of rape ..... } SKIP to 35c  2 <input type="checkbox"/> Verbal threat to kill .....  3 <input type="checkbox"/> Verbal threat of attack other than to kill or rape ..  4 <input type="checkbox"/> Verbal threat of sexual assault other than rape ..  5 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.) ..... SKIP to 28e  6 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.) .....  644 * 7 <input type="checkbox"/> Weapon present or threatened with weapon .. } SKIP to 35c  8 <input type="checkbox"/> Shot at (but missed) .....  9 <input type="checkbox"/> Attempted attack with knife/sharp weapon ...  10 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon .....  645 * 11 <input type="checkbox"/> Object thrown at person .....  12 <input type="checkbox"/> Followed or surrounded .....  13 <input type="checkbox"/> Tried to hit, slap, knock down, grab, hold, trip, jump, push, etc. ....  14 <input type="checkbox"/> Other - Specify - ASK 28b</p>
<p><b>28b. HOWTRYATTACK_SPEC</b>  Please specify how the offender TRIED to attack you.</p>	<p>Specify - SKIP to 35c</p> <hr/>
<p><b>28c. HOWTHREATEN</b>  <b>How were you threatened?</b></p> <p>Probe: <b>Any other way?</b></p> <p>Enter all that apply.</p>	<p>643 * 1 <input type="checkbox"/> Verbal threat of rape ..... } SKIP to 35c  2 <input type="checkbox"/> Verbal threat to kill .....  3 <input type="checkbox"/> Verbal threat of attack other than to kill or rape ..  4 <input type="checkbox"/> Verbal threat of sexual assault other than rape ..  5 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.) ..... SKIP to 28e  6 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.) .....  644 * 7 <input type="checkbox"/> Weapon present or threatened with weapon .. } SKIP to 35c  8 <input type="checkbox"/> Shot at (but missed) .....  9 <input type="checkbox"/> Attempted attack with knife/sharp weapon ...  10 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon .....  645 * 11 <input type="checkbox"/> Object thrown at person .....  12 <input type="checkbox"/> Followed or surrounded .....  13 <input type="checkbox"/> Tried to hit, slap, knock down, grab, hold, trip, jump, push, etc. ....  14 <input type="checkbox"/> Other - Specify - ASK 28d</p>
<p><b>28d. HOWTHREATEN_SPEC</b>  Please specify how you were threatened.</p>	<p>Specify - SKIP to 35c</p> <hr/>
<p><b>28e. SEXCONFORCEPROBE_2</b>  <b>You mentioned some type of unwanted sexual contact with force. Do you mean forced or coerced sexual intercourse including attempts?</b></p>	<p>1 <input type="checkbox"/> Yes - ASK 29a  2 <input type="checkbox"/> No - SKIP to 35c</p>
<p><b>29a. HOWATTACK</b>  <b>How were you attacked?</b></p> <p>Probe: <b>Any other way?</b></p> <p>Enter all that apply.</p>	<p>646 * 1 <input type="checkbox"/> Raped ..... - ASK 29c  2 <input type="checkbox"/> Tried to rape ..... - ASK 29d  3 <input type="checkbox"/> Sexual assault other than rape or attempted rape .....  4 <input type="checkbox"/> Shot .....  5 <input type="checkbox"/> Shot at (but missed) .....  6 <input type="checkbox"/> Hit with gun held in hand .....  647 * 7 <input type="checkbox"/> Stabbed/cut with knife/sharp weapon ..... } SKIP to Q31a  8 <input type="checkbox"/> Attempted attack with knife/sharp weapon..  9 <input type="checkbox"/> Hit by object (other than gun) held in hand..  10 <input type="checkbox"/> Hit by thrown object .....  648 * 11 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon.....  12 <input type="checkbox"/> Hit, slapped, knocked down.....  13 <input type="checkbox"/> Grabbed, held, tripped, jumped, pushed, etc.  14 <input type="checkbox"/> Other - Specify - ASK 29b</p>
<p><b>29b. HOWATTACK_SPEC</b>  Please specify how you were attacked.</p>	<p>Specify - SKIP to <b>Q31a</b></p> <hr/>

<p><b>29c. RAPE_CK1</b></p> <p><b>You mentioned rape. Do you mean forced or coerced sexual intercourse?</b></p> <p>If "no", then ask: <b>What do you mean?</b></p>	<table border="0"> <tr> <td style="text-align: center;"> <table border="1" style="border-collapse: collapse;"> <tr><td style="width: 10px; height: 10px;"> </td></tr> <tr><td style="width: 10px; height: 10px;"> </td></tr> <tr><td style="width: 10px; height: 10px;"> </td></tr> <tr><td style="width: 10px; height: 10px;"> </td></tr> </table> </td> <td>           Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q31a</span>            No - go back to 29a         </td> </tr> </table>	<table border="1" style="border-collapse: collapse;"> <tr><td style="width: 10px; height: 10px;"> </td></tr> <tr><td style="width: 10px; height: 10px;"> </td></tr> <tr><td style="width: 10px; height: 10px;"> </td></tr> <tr><td style="width: 10px; height: 10px;"> </td></tr> </table>					Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q31a</span> No - go back to 29a
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<p><b>29d. ATTRAPE_CK1</b></p> <p><b>You mentioned attempted rape. Do you mean attempted forced or coerced sexual intercourse?</b></p> <p>If "no", then ask: <b>What do you mean?</b></p>	<table border="0"> <tr> <td style="text-align: center;"> <input type="checkbox"/> </td> <td>Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q31a</span> </td> </tr> <tr> <td style="text-align: center;"> <input type="checkbox"/> </td> <td>No - go back to 29a         </td> </tr> </table>	<input type="checkbox"/>	Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q31a</span>	<input type="checkbox"/>	No - go back to 29a		
<input type="checkbox"/>	Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q31a</span>						
<input type="checkbox"/>	No - go back to 29a						
<p><b>31a. INJURY</b></p> <p><b>What were the injuries you suffered, if any?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<table border="0"> <tr> <td style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">655</span> *         </td> <td>           1 <input type="checkbox"/> None ..... SKIP to 35c            2 <input type="checkbox"/> Raped ..... SKIP to 31c            3 <input type="checkbox"/> Attempted rape ..... SKIP to 31d            4 <input type="checkbox"/> Sexual assault other than rape or            5 <input type="checkbox"/> attempted rape .....            6 <input type="checkbox"/> Knife or stab wounds .....            7 <input type="checkbox"/> Gun shot, bullet wounds .....            8 <input type="checkbox"/> Broken bones or teeth knocked out .....            9 <input type="checkbox"/> Internal injuries .....            10 <input type="checkbox"/> Knocked unconscious .....            11 <input type="checkbox"/> Bruises, black eye, cuts, scratches,                swelling, chipped teeth .....         </td> <td style="vertical-align: middle; padding-left: 10px;">           } SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span> </td> </tr> <tr> <td style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">656</span> *         </td> <td>           Other - Specify - ASK 31b         </td> <td></td> </tr> </table>	<span style="border: 1px solid black; padding: 2px;">655</span> *	1 <input type="checkbox"/> None ..... SKIP to 35c 2 <input type="checkbox"/> Raped ..... SKIP to 31c 3 <input type="checkbox"/> Attempted rape ..... SKIP to 31d 4 <input type="checkbox"/> Sexual assault other than rape or 5 <input type="checkbox"/> attempted rape ..... 6 <input type="checkbox"/> Knife or stab wounds ..... 7 <input type="checkbox"/> Gun shot, bullet wounds ..... 8 <input type="checkbox"/> Broken bones or teeth knocked out ..... 9 <input type="checkbox"/> Internal injuries ..... 10 <input type="checkbox"/> Knocked unconscious ..... 11 <input type="checkbox"/> Bruises, black eye, cuts, scratches, swelling, chipped teeth .....	} SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span>	<span style="border: 1px solid black; padding: 2px;">656</span> *	Other - Specify - ASK 31b	
<span style="border: 1px solid black; padding: 2px;">655</span> *	1 <input type="checkbox"/> None ..... SKIP to 35c 2 <input type="checkbox"/> Raped ..... SKIP to 31c 3 <input type="checkbox"/> Attempted rape ..... SKIP to 31d 4 <input type="checkbox"/> Sexual assault other than rape or 5 <input type="checkbox"/> attempted rape ..... 6 <input type="checkbox"/> Knife or stab wounds ..... 7 <input type="checkbox"/> Gun shot, bullet wounds ..... 8 <input type="checkbox"/> Broken bones or teeth knocked out ..... 9 <input type="checkbox"/> Internal injuries ..... 10 <input type="checkbox"/> Knocked unconscious ..... 11 <input type="checkbox"/> Bruises, black eye, cuts, scratches, swelling, chipped teeth .....	} SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span>					
<span style="border: 1px solid black; padding: 2px;">656</span> *	Other - Specify - ASK 31b						
<p><b>31b. INJURY_SPEC</b></p> <p>Please specify the injuries you suffered.</p>	<p>Specify - SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span></p> <hr style="width: 100%; border: 0; border-top: 1px solid black;"/>						
<p><b>31c. RAPE_CK2</b></p> <p><b>You mentioned rape. Do you mean forced or coerced sexual intercourse?</b></p> <p>If "no", then ask: <b>What do you mean?</b></p>	<table border="0"> <tr> <td style="text-align: center;"> <input type="checkbox"/> </td> <td>Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span> </td> </tr> <tr> <td style="text-align: center;"> <input type="checkbox"/> </td> <td>No - go back to 31a         </td> </tr> </table>	<input type="checkbox"/>	Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span>	<input type="checkbox"/>	No - go back to 31a		
<input type="checkbox"/>	Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span>						
<input type="checkbox"/>	No - go back to 31a						
<p><b>31d. ATTRAPE_CK2</b></p> <p><b>You mentioned attempted rape. Do you mean attempted forced or coerced sexual intercourse?</b></p> <p>If "no", then ask: <b>What do you mean?</b></p>	<table border="0"> <tr> <td style="text-align: center;"> <input type="checkbox"/> </td> <td>Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span> </td> </tr> <tr> <td style="text-align: center;"> <input type="checkbox"/> </td> <td>No - go back to 31a         </td> </tr> </table>	<input type="checkbox"/>	Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span>	<input type="checkbox"/>	No - go back to 31a		
<input type="checkbox"/>	Yes - SKIP to <span style="border: 1px solid red; padding: 2px;">Q33a</span>						
<input type="checkbox"/>	No - go back to 31a						
<p><b>33a. MEDICALCARE</b></p> <p><b>Were you injured to the extent that you received any medical care, including self treatment?</b></p>	<table border="0"> <tr> <td style="text-align: center;"> <span style="border: 1px solid black; padding: 2px;">659</span> </td> <td>           1 <input type="checkbox"/> Yes - ASK 33b            2 <input type="checkbox"/> No - SKIP to 35c         </td> </tr> </table>	<span style="border: 1px solid black; padding: 2px;">659</span>	1 <input type="checkbox"/> Yes - ASK 33b 2 <input type="checkbox"/> No - SKIP to 35c				
<span style="border: 1px solid black; padding: 2px;">659</span>	1 <input type="checkbox"/> Yes - ASK 33b 2 <input type="checkbox"/> No - SKIP to 35c						

<p><b>33b. RECEIVECAREWHERE</b>  <b>Where did you receive this care?</b></p> <p>Probe: <b>Anywhere else?</b></p> <p>Enter all that apply.</p>	<p>660 *  1 <input type="checkbox"/> At the scene .....  2 <input type="checkbox"/> At home/neighbor's/friend's .....  3 <input type="checkbox"/> Health unit at work/school, first aid station at a stadium/park, etc. ....  4 <input type="checkbox"/> Doctor's office/health clinic .....  5 <input type="checkbox"/> Emergency room at hospital/emergency clinic .....  6 <input type="checkbox"/> Hospital (other than emergency room) .....  7 <input type="checkbox"/> Other - Specify - ASK 33c</p> <p style="text-align: right;">} SKIP to 33d</p>
<p><b>33c. RECEIVECAREWHERE_SPEC</b>  Please specify where you received this care.</p>	<p>Specify _____</p>
<p><b>33d. CHECK ITEM E1</b> Is (box 6) "Hospital" marked in <span style="border: 1px solid red; padding: 2px;">33b?</span></p>	<p>1 <input type="checkbox"/> Yes - ASK 34a  2 <input type="checkbox"/> No - SKIP to 35a</p>
<p><b>34a. CAREOVERNIGHT</b>  <b>Did you stay overnight in the hospital?</b></p>	<p>662  1 <input type="checkbox"/> Yes - ASK 34b  2 <input type="checkbox"/> No - SKIP to 35a</p>
<p><b>34b. CAREDAYHOSPIT</b>  <b>How many days did you stay in the hospital?</b></p>	<p>663 _____ Number of days</p>
<p><b>35a. MEDICALINSURANCE</b>  <b>At the time of the incident, were you covered by any medical insurance, or were you eligible for benefits from any other type of health benefits program, such as medicaid, Veterans Administration, or Public Welfare?</b></p>	<p>664  1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>
<p><b>35b. MEDICALEXPENSES</b>  <b>What was the total amount of your medical expenses resulting from this incident (INCLUDING anything paid by insurance)? Include hospital and doctor bills, medicine, therapy, braces, and any other injury related expenses.</b></p> <p>Obtain an estimate, if necessary.</p>	<p>665 \$ _____ . <span style="border: 1px solid black; padding: 2px;">00</span> Total amount  0 No cost</p>
<p><b>35c. CHECK ITEM E2</b> Is (box 1) "Yes" marked in 24, 25 or 26 or are (box 4 or 5) "Unwanted sexual contact with or without force" marked in 27?</p>	<p>1 <input type="checkbox"/> Yes - ASK 36a  2 <input type="checkbox"/> No - <span style="border: 1px solid red; padding: 2px;">SKIP to 47</span></p>
<p><b>36a. IMPACT_JOB</b>  <b>Being a victim of crime affects people in different ways. Next I would like to ask you some questions about how being a crime victim may have affected you.</b></p> <p><b>Did being a victim of this crime lead you to have significant problems with your job or schoolwork, or trouble with your boss, coworkers, or peers?</b></p>	<p>emo_toll_impact_job  1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p><b>36b. IMPACT_FAMILY</b>  <b>Did being a victim of this crime lead you to have significant problems with family members or friends, including getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before?</b></p> <p><b>36c. HOW_DISTRESSING</b>  <b>How distressing was being a victim of this crime to you? Was it not at all distressing, mildly distressing, moderately distressing, or severely distressing?</b></p>	<p>emo_toll_impact_family  1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p> <p>emo_toll_how_distressing  1 <input type="checkbox"/> Not at all distressing  2 <input type="checkbox"/> Mildly distressing  3 <input type="checkbox"/> Moderately distressing  4 <input type="checkbox"/> Severely distressing</p>

<p><b>36d. CHECK ITEM E3</b> Is (box 1) "Yes" marked in 36a or 36b or are (box 3 or 4) "Moderately or severely distressing" marked in 36c?</p>	<p>1 <input type="checkbox"/> Yes - ASK 37  2 <input type="checkbox"/> No - <b>SKIP to 47</b></p>																								
<p><b>37. Still thinking about your distress associated with being a victim of this crime did you feel any of the following ways for A MONTH OR MORE? Did you feel ...</b></p> <p>(a) <b>FEEL_WORRIED</b>  <b>Worried or anxious?</b> .....</p> <p>(b) <b>FEEL_ANGRY</b>  <b>Angry?</b> .....</p> <p>(c) <b>FEEL_SAD</b>  <b>Sad or depressed?</b> .....</p> <p>(d) <b>FEEL_VULNERABLE</b>  <b>Vulnerable?</b> .....</p> <p>(e) <b>FEEL_VIOLATED</b>  <b>Violated?</b> .....</p> <p>(f) <b>FEEL_MISTRUST</b>  <b>Like you couldn't trust people?</b> .....</p> <p>(g) <b>FEEL_UNSAFE</b>  <b>Unsafe?</b> .....</p> <p>(h) <b>FEEL_OTHER_WAY</b>  <b>Some other way?</b> .....</p>	<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">emo_toll_feel_worried</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes</td> <td style="padding: 2px;">2 <input type="checkbox"/> No</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">emo_toll_feel_angry</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes</td> <td style="padding: 2px;">2 <input type="checkbox"/> No</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">emo_toll_feel_sad</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes</td> <td style="padding: 2px;">2 <input type="checkbox"/> No</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">emo_toll_feel_vulnerable</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes</td> <td style="padding: 2px;">2 <input type="checkbox"/> No</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">emo_toll_feel_violated</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes</td> <td style="padding: 2px;">2 <input type="checkbox"/> No</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">emo_toll_feel_mistrust</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes</td> <td style="padding: 2px;">2 <input type="checkbox"/> No</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">emo_toll_feel_unsafe</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes</td> <td style="padding: 2px;">2 <input type="checkbox"/> No</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">emo_toll_feel_other_way</td> <td style="padding: 2px;">1 <input type="checkbox"/> Yes</td> <td style="padding: 2px;">2 <input type="checkbox"/> No</td> </tr> </table>	emo_toll_feel_worried	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	emo_toll_feel_angry	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	emo_toll_feel_sad	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	emo_toll_feel_vulnerable	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	emo_toll_feel_violated	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	emo_toll_feel_mistrust	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	emo_toll_feel_unsafe	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	emo_toll_feel_other_way	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No
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emo_toll_feel_unsafe	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No																							
emo_toll_feel_other_way	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No																							
<p><b>37i. FEEL_OTH_WAY_SP</b>  <b>What other way did being a victim of this crime make you feel?</b></p>	<p>Specify _____</p>																								
<p><b>37j. CHECK ITEM E4</b> Is (box 1) "Yes" marked in any of 37a through 37h?</p>	<p>1 <input type="checkbox"/> Yes - ASK 37k  2 <input type="checkbox"/> No - <b>SKIP to 47</b></p>																								
<p><b>37k. SEEK_PRO_HELP</b>  <b>Did you seek any kind of professional help for the feelings you experienced as a result of being a victim of this crime?</b></p>	<p style="border: 1px solid black; padding: 2px;">emo_toll_seek_pro_help</p> <p>1 <input type="checkbox"/> Yes - ASK 37l  2 <input type="checkbox"/> No - <b>SKIP to 47</b></p>																								
<p><b>37l. PRO_HELP_SOUGHT</b>  <b>Did you seek any kind of professional help for the feelings you experienced as a result of being a victim of this crime?</b></p> <p>Enter all that apply.</p>	<p style="border: 1px solid black; padding: 2px;">emo_toll_pro_help_sought</p> <table border="0"> <tr> <td style="padding: 2px;">1 <input type="checkbox"/> Counseling/therapy.....</td> <td rowspan="5" style="font-size: 3em; padding: 0 10px;">}</td> <td rowspan="5" style="border: 1px solid black; padding: 2px; text-align: center;">SKIP to 47</td> </tr> <tr> <td style="padding: 2px;">2 <input type="checkbox"/> Medication .....</td> </tr> <tr> <td style="padding: 2px;">3 <input type="checkbox"/> Visited a doctor or nurse....</td> </tr> <tr> <td style="padding: 2px;">4 <input type="checkbox"/> Visted ER/hospital/clinic.....</td> </tr> <tr> <td style="padding: 2px;">5 <input type="checkbox"/> Other - Specify - ASK 37m</td> </tr> </table>	1 <input type="checkbox"/> Counseling/therapy.....	}	SKIP to 47	2 <input type="checkbox"/> Medication .....	3 <input type="checkbox"/> Visited a doctor or nurse....	4 <input type="checkbox"/> Visted ER/hospital/clinic.....	5 <input type="checkbox"/> Other - Specify - ASK 37m																	
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<p><b>37m. HELP_SOUGHT_SP</b>  What other kind of professional help did you seek?</p>	<p>Specify _____</p>																								
<p>Notes</p>																									

**47. ANYONEPRESENT**

**Was anyone present during the incident besides you and the offender? (Other than children under age 12.)**

677

- 1  Yes - **SKIP to 52**
- 2  No .....
- 3  Don't know } SKIP to 54c

Notes

<p><b>52. PERSONSHARMED</b>  <b>Not counting yourself, were any of the 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.)</b></p>	<p>682    1 <input type="checkbox"/> Yes - ASK 53  2 <input type="checkbox"/> No .....  3 <input type="checkbox"/> Don't know } SKIP to 54c</p>
<p><b>53. PERSONSHARMEDNUM</b>  <b>How many? (Do not include yourself, the offender or children under 12 years of age.)</b></p>	<p>683    _____ Number of persons</p>
<p><b>54a. HHMEMHARMED</b>  <b>How many of these persons are members of your household now? (Do not include yourself, the offender or children under 12 years of age.)</b></p>	<p>684    _____ Number of persons  0 <input type="checkbox"/> None - SKIP to 54c</p>
<p><b>54b. HHMEMHARMED_NAMES</b>  If not sure ask:  <b>Who are these household members? (Do not include yourself, the offender, or children under 12 years of age)</b>  Enter the line number(s) of other household members.</p>	<p>Line number(s)  _____  _____  _____</p>
<p><b>54c.</b> _____ Did <span style="border: 1px solid red; padding: 2px;">you</span> use or threaten to use physical force against the offender? (Are any of the boxes 1-6 marked in 42a?)</p>	<p>685    1 <input type="checkbox"/> Yes - ASK 55  2 <input type="checkbox"/> No - SKIP to 60</p>
<p><b>55. FIRSTTOUSEFORCE</b>  <b>Who was the first to use or threaten to use physical force - you, the offender, or someone else?</b></p>	<p>686    1 <input type="checkbox"/> Respondent  2 <input type="checkbox"/> Offender(s)  3 <input type="checkbox"/> Someone else } SKIP to 60</p>
<p>Notes</p>	



<p><b>60. ONEORMOREOFFENDERS</b> Ask or verify -</p> <p><b>Was the crime committed by only one or by more than one offender?</b></p>	<p>692 1 <input type="checkbox"/> Only one - SKIP to 62 2 <input type="checkbox"/> More than one - SKIP to 73 3 <input type="checkbox"/> Don't know - ASK 61</p>
<p><b>61. KNOWOFFENDERS</b></p> <p><b>Do you know anything about one of the offenders?</b></p>	<p>693 1 <input type="checkbox"/> Yes - ASK 62 2 <input type="checkbox"/> No - SKIP to 88</p>
<p><b>62. SINGOFFENDERGENDER</b></p> <p><b>Was the offender male or female?</b></p>	<p>698 1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female 3 <input type="checkbox"/> Don't know</p>
<p><b>63. SINGOFFENDERAGE</b></p> <p><b>How old would you say the offender was?</b></p>	<p>699 1 <input type="checkbox"/> Under 12    5 <input type="checkbox"/> 21-29 2 <input type="checkbox"/> 12-14    6 <input type="checkbox"/> 30 or older 3 <input type="checkbox"/> 15-17    7 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> 18-20</p>
<p><b>64a. SINGOFFENDERGANG</b></p> <p><b>Was the offender a member of a street gang, or don't you know?</b></p>	<p>700 1 <input type="checkbox"/> Yes (a member of a street gang) 2 <input type="checkbox"/> No (not a member of a street gang) 3 <input type="checkbox"/> Don't know (if a member of a street gang)</p>
<p><b>64b. SINGOFFENDERDRINKDRUG</b></p> <p><b>Was the offender drinking or on drugs, or don't you know?</b></p>	<p>701 1 <input type="checkbox"/> Yes (drinking or on drugs) - ASK 65 2 <input type="checkbox"/> No (not drinking/not on drugs)..... } SKIP to 66 3 <input type="checkbox"/> Don't know (if drinking or on drugs) .....</p>
<p><b>65. SINGOFFENDERDRINKORDRUG</b></p> <p><b>Which was it? (Drinking or on drugs?)</b></p>	<p>702 1 <input type="checkbox"/> Drinking 2 <input type="checkbox"/> On drugs 3 <input type="checkbox"/> Both (drinking and on drugs) 4 <input type="checkbox"/> Drinking or on drugs - could not tell which</p>
<p><b>66. SINGOFFENDERKNEW</b></p> <p><b>Was the offender someone you knew or a stranger you had never seen before?</b></p>	<p>703 1 <input type="checkbox"/> Knew or had seen before - SKIP to 68 2 <input type="checkbox"/> Stranger 3 <input type="checkbox"/> Don't know</p>

<p><b>67. SINGOFFENDERRECOG</b></p> <p><b>Would you be able to recognize the offender if you saw him/her?</b></p>	<p>704</p> <p>1 <input type="checkbox"/> Yes .....</p> <p>2 <input type="checkbox"/> Not sure (possibly or probably) .....</p> <p>3 <input type="checkbox"/> No - SKIP to 71a</p> <p>} SKIP to Q71a</p>
<p><b>68. SINGOFFENDERHOWWELL</b></p> <p><b>How well did you know the offender - by sight only, casual acquaintance, or well known?</b></p>	<p>705</p> <p>1 <input type="checkbox"/> Sight only - ASK Q71a</p> <p>2 <input type="checkbox"/> Casual acquaintance ...</p> <p>3 <input type="checkbox"/> Well known .....</p> <p>} SKIP to 70a</p>
<p><b>70a. SINGOFFENDERRELATION</b></p> <p><b>How well did you know the offender? For example, was the offender a friend, cousin, etc.?</b></p>	<p>707</p> <p><b>RELATIVE</b></p> <p>1 <input type="checkbox"/> Spouse at time of incident .....</p> <p>2 <input type="checkbox"/> Ex-spouse at time of incident .....</p> <p>3 <input type="checkbox"/> Parent or step-parent .....</p> <p>4 <input type="checkbox"/> Own child or step-child .....</p> <p>5 <input type="checkbox"/> Brother/sister .....</p> <p>6 <input type="checkbox"/> Other relative - Specify - ASK Q71a</p> <p>} SKIP to 71a</p> <p><b>NONRELATIVE</b></p> <p>7 <input type="checkbox"/> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend .....</p> <p>8 <input type="checkbox"/> Friend or ex-friend .....</p> <p>9 <input type="checkbox"/> Roommate, boarder .....</p> <p>10 <input type="checkbox"/> Schoolmate .....</p> <p>11 <input type="checkbox"/> Neighbor .....</p> <p>12 <input type="checkbox"/> Customer/client .....</p> <p>14 <input type="checkbox"/> Patient .....</p> <p>15 <input type="checkbox"/> Supervisor (current or former) .....</p> <p>16 <input type="checkbox"/> Employee (current or former) .....</p> <p>17 <input type="checkbox"/> Co-worker (current or former) .....</p> <p>18 <input type="checkbox"/> Teacher/school staff .....</p> <p>13 <input type="checkbox"/> Other nonrelative - Specify - ASK Q71a</p> <p>} SKIP to 71a</p>
<p><b>71a. SINGOFFENDERRACE</b></p> <p><b>Was the offender White, Black, or some other race?</b></p>	<p>708</p> <p>1 <input type="checkbox"/> White .....</p> <p>2 <input type="checkbox"/> Black .....</p> <p>3 <input type="checkbox"/> Other - Specify - ASK 71b</p> <p>4 <input type="checkbox"/> Don't know - SKIP to 72</p> <p>} SKIP to 72</p>
<p><b>71b. SINGOFFENDERRACE_SPEC</b></p> <p>Please specify some other race.</p>	<p>Specify</p> <p>_____</p>
<p><b>72. SINGOFFENDERONLYTIME</b></p> <p><b>Was this the only time this offender committed a crime against you or your household or made threats against you or your household?</b></p>	<p>709</p> <p>1 <input type="checkbox"/> Yes (only time) .....</p> <p>2 <input type="checkbox"/> No (there were other times) .....</p> <p>3 <input type="checkbox"/> Don't know .....</p> <p>} SKIP to 88</p>
<p><b>73. HOWMANYOFFENDERS</b></p> <p><b>How many offenders?</b></p>	<p>710</p> <p>_____ Number of offenders</p>
<p>Notes</p>	

<b>74. MULTOFFENDERGENDER</b> <b>Were they male or female?</b>	<input type="checkbox"/> 711 1 <input type="checkbox"/> All male ..... 2 <input type="checkbox"/> All female ..... } SKIP to 76 3 <input type="checkbox"/> Don't know sex of any offenders... 4 <input type="checkbox"/> Both male and female ..... } If only two offenders, SKIP to 76 otherwise ASK 75
<b>75. MULTOFFENDERMOSTGENDER</b> <b>Were they mostly male or mostly female?</b>	<input type="checkbox"/> 712 1 <input type="checkbox"/> Mostly male 2 <input type="checkbox"/> Mostly female 3 <input type="checkbox"/> Evenly divided 4 <input type="checkbox"/> Don't know
<b>76. MULTOFFENDERYOUNG</b> <b>How old would you say the youngest was?</b>	<input type="checkbox"/> 713 1 <input type="checkbox"/> Under 12    5 <input type="checkbox"/> 21-29 2 <input type="checkbox"/> 12-14    6 <input type="checkbox"/> 30 or older 3 <input type="checkbox"/> 15-17    7 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> 18-20
<b>77. MULTOFFENDEROLD</b> <b>How old would you say the oldest was?</b>	<input type="checkbox"/> 714 1 <input type="checkbox"/> Under 12    5 <input type="checkbox"/> 21-29 2 <input type="checkbox"/> 12-14    6 <input type="checkbox"/> 30 or older 3 <input type="checkbox"/> 15-17    7 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> 18-20
<b>78a. MULTOFFENDERGANG</b> <b>Were any of the offenders a member of a street gang, or don't you know?</b>	<input type="checkbox"/> 715 1 <input type="checkbox"/> Yes (a member of a street gang) 2 <input type="checkbox"/> No (not a member of a street gang) 3 <input type="checkbox"/> Don't know (if a member of a street gang)
<b>78b. MULTOFFENDERDRINKDRUG</b> <b>Were any of the offenders drinking or on drugs, or don't you know?</b>	<input type="checkbox"/> 716 1 <input type="checkbox"/> Yes (drinking or on drugs) - ASK 79 2 <input type="checkbox"/> No (not drinking/not on drugs) ..... } SKIP to 80 3 <input type="checkbox"/> Don't know (if drinking or on drugs) .....
<b>79. MULTOFFENDERDRINKORDRUG</b> <b>Which was it? (Drinking or on drugs?)</b>	<input type="checkbox"/> 717 1 <input type="checkbox"/> Drinking 2 <input type="checkbox"/> On drugs 3 <input type="checkbox"/> Both (drinking and on drugs) 4 <input type="checkbox"/> Drinking or on drugs - could not tell which
<b>80. MULTOFFENDERKNEW</b> <b>Were any of the offenders known to you, or were they strangers you had never seen before?</b>	<input type="checkbox"/> 718 1 <input type="checkbox"/> All known    } SKIP 2 <input type="checkbox"/> Some known    } to 82a 3 <input type="checkbox"/> All strangers    } ASK 81 4 <input type="checkbox"/> Don't know
<b>81. MULTOFFENDERRECOG</b> <b>Would you be able to recognize any of them if you saw them?</b>	<input type="checkbox"/> 719 1 <input type="checkbox"/> Yes ..... } SKIP to 83a 2 <input type="checkbox"/> Not sure (possibly or probably) ..... } 3 <input type="checkbox"/> No - SKIP to 85a
<b>82a. MULTOFFENDERHOWWELL</b> <b>How well did you know the offender(s) - by sight only, casual acquaintance, or well known?</b>  Probe: <b>Anything else?</b>  Enter all that apply.	<input type="checkbox"/> 720 1 <input type="checkbox"/> Sight only * 2 <input type="checkbox"/> Casual acquaintance 3 <input type="checkbox"/> Well known
<b>82b. CHECK ITEM H</b> Is "casual acquaintance" or "well known" marked in 82a?	<input type="checkbox"/> Yes - SKIP to 84a <input type="checkbox"/> No - ASK 83a
<b>83a. MULTOFFENDERSIGHT</b> <b>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?</b>	<input type="checkbox"/> 722 1 <input type="checkbox"/> Yes ..... } SKIP to 85a 2 <input type="checkbox"/> No ..... } 3 <input type="checkbox"/> Other - Specify - ASK 83b
<b>83b. MULTOFFENDERSIGHT_SPEC</b>  Please specify.	Specify - SKIP to 85a _____
Notes	

<p><b>84a. MULTOFFENDERRELATION</b></p> <p><b>How did you know them? For example, were they friends, cousins, etc.?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p><b>RELATIVE</b></p> <p>723 *  1 <input type="checkbox"/> Spouse at time of incident .....  2 <input type="checkbox"/> Ex-spouse at time of incident .....  3 <input type="checkbox"/> Parent or step-parent .....  4 <input type="checkbox"/> Own child or step-child .....  5 <input type="checkbox"/> Brother/sister .....  6 <input type="checkbox"/> Other relative - Specify - ASK Q85a</p> <p>SKIP to 85a</p> <p><b>NONRELATIVE</b></p> <p>724 *  7 <input type="checkbox"/> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend .....  8 <input type="checkbox"/> Friend or ex-friend .....  9 <input type="checkbox"/> Roommate, boarder .....  10 <input type="checkbox"/> Schoolmate .....  725 *  11 <input type="checkbox"/> Neighbor .....  12 <input type="checkbox"/> Customer/client .....  14 <input type="checkbox"/> Patient .....  15 <input type="checkbox"/> Supervisor (current or former) .....  16 <input type="checkbox"/> Employee (current or former) .....  17 <input type="checkbox"/> Co-worker (current or former) .....  18 <input type="checkbox"/> Teacher/school staff .....  13 <input type="checkbox"/> Other nonrelative - Specify - ASK 84c</p> <p>SKIP to 85a</p>
<p><b>85a. MULTOFFENDERRACE</b></p> <p><b>Were the offenders White, Black, or some other race?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>726 *  1 <input type="checkbox"/> White .....  2 <input type="checkbox"/> Black .....  3 <input type="checkbox"/> Other - Specify - ASK 85b  4 <input type="checkbox"/> Don't know race of any/some - SKIP to 85c</p> <p>SKIP to 85c</p>
<p><b>85b. MULTOFFENDERRACE_SPEC</b></p> <p>Please specify some other race.</p>	<p>Specify</p> <p>_____</p>
<p><b>85c. CHECK ITEM I</b> Is more than one box marked in 85a?</p>	<p><input type="checkbox"/> Yes - ASK 86  <input type="checkbox"/> No - SKIP to Q88</p>
<p><b>86. MULTOFFENDERRACEMOST</b></p> <p><b>What race were most of the offenders?</b></p>	<p>727  1 <input type="checkbox"/> Mostly White  2 <input type="checkbox"/> Mostly Black  3 <input type="checkbox"/> Mostly some other race  4 <input type="checkbox"/> Equal number of each race  5 <input type="checkbox"/> Don't know</p>
<p><b>88. THEFT</b></p> <p>Ask or verify:</p> <p><b>Was something stolen or taken without permission that belonged to you or others in the household? (Include anything stolen from the business operated from the respondent's home.)</b></p> <p>Include anything stolen from an <i>unrecognizable</i> business. Do not include anything stolen from a <i>recognizable</i> business in respondent's home or another business, such as merchandise or cash from a register.</p>	<p>731  1 <input type="checkbox"/> Yes - SKIP to 96a  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>

<p><b>89. ATTEMPTTHEFT</b></p> <p>Ask or verify:</p> <p><b>Did the offender(s) ATTEMPT to take something that belonged to you or others in the household? (Include anything stolen from the operated from the respondent's home.)</b></p> <p>Do not include anything the offender tried to steal from a recognizable business in respondent's home or another business, such as merchandise or cash from a register.</p>	<p>732 1 <input type="checkbox"/> Yes - ASK 90a  2 <input type="checkbox"/> No ..... } SKIP to 110  3 <input type="checkbox"/> Don't know..... }</p>
<p><b>90a. ATTEMPTTHEFTWHAT</b></p> <p><b>What did the offender try to take?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>733 1 <input type="checkbox"/> Cash .....  * 2 <input type="checkbox"/> Purse .....  3 <input type="checkbox"/> Wallet .....  4 <input type="checkbox"/> Credit cards, checks, bank cards .....  5 <input type="checkbox"/> Car .....  6 <input type="checkbox"/> Other motor vehicle .....  734 7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap,  * attached car stereo or satellite radio, attached CB radio, etc.) .....  8 <input type="checkbox"/> Gasoline or oil .....  9 <input type="checkbox"/> Bicycle or parts .....  735 10 <input type="checkbox"/> TV, DVD player, VCR, stereo, other  * household appliances .....  11 <input type="checkbox"/> Silver, china, art objects .....  12 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.) .....  736 13 <input type="checkbox"/> Personal effects (clothing, jewelry, toys,  * etc.) .....  14 <input type="checkbox"/> Handgun (pistol, revolver) .....  15 <input type="checkbox"/> Other firearm (rifle, shotgun) .....  737 16 <input type="checkbox"/> Other - Specify - ASK 90b  * 17 <input type="checkbox"/> Don't know - SKIP to 91a</p> <p style="text-align: right;">} SKIP to 91a</p>
<p><b>90b. ATTEMPTTHEFTWHAT_SPEC</b></p> <p>Please specify what the offender(s) tried to take.</p>	<p>Specify _____</p>
<p><b>91a. ATTEMPTTHEFTOWNER</b></p> <p><b>Did the (property/money) the offender tried to take belong to you personally, to someone else in the household, or to both you and other household members?</b></p>	<p>738 1 <input type="checkbox"/> Respondent only - SKIP to 92a  2 <input type="checkbox"/> Respondent and other household member(s) ..... } SKIP to 91c  3 <input type="checkbox"/> Other household member(s) only ..... }  4 <input type="checkbox"/> Nonhousehold member(s) only - SKIP to 92a  5 <input type="checkbox"/> Other - Specify - ASK 91b</p>
<p><b>91b. ATTEMPTTHEFTOWNER_SPEC</b></p> <p>Please specify who the (property/money) the offender(s) tried to take belonged to.</p>	<p>Specify - SKIP to 92a _____</p>
<p><b>91c. CHECK ITEM J ATTEMPTTHEFTLNS</b></p> <p>If not sure, ask:</p> <p><b>Besides the respondent, which household member(s) owned the (property/money) the offender tried to take?</b></p> <p>Enter appropriate line number(s).</p>	<p>739 <input type="text"/> <input type="text"/> Line number  * <input type="text"/> <input type="text"/> Line number  <input type="text"/> <input type="text"/> Line number</p> <p>OR</p> <p>40 <input type="checkbox"/> Household property</p>
<p><b>92a. ATTEMPTTHEFTITEMSINMV</b></p> <p>Ask or verify:</p> <p><b>(Was/Were) the article(s) IN or ATTACHED to a motor vehicle when the attempt was made to take (it/them)?</b></p>	<p>740 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p>Notes</p>	

<p><b>92b. CHECK ITEM K</b> Did the offender try to take cash, a purse, or a wallet? (Is box 1, 2, or 3 marked in 90a?)</p>	<p><input type="checkbox"/> Yes - ASK 93  <input type="checkbox"/> No - SKIP to 94</p>
<p><b>93. ATTEMPTTHEFTONPERSON</b>  Ask or verify:  <b>Was the (cash/purse/wallet) on your person, for instance, in a pocket or being held?</b></p>	<p><input type="checkbox"/> 742 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p><b>94. ATTEMPTTHEFTITEMONPERSON</b>  Ask or verify:  <b>Was there anything (else) the offender(s) tried to take directly from you, for instance, from your pocket or hands, or something that you were wearing?</b>  Exclude property not belonging to respondent or other household member</p>	<p><input type="checkbox"/> 745 1 <input type="checkbox"/> Yes - ASK 95  2 <input type="checkbox"/> No - SKIP to 110</p>
<p><b>95. ATTEMPTTHEFTITEMS</b>  <b>Which items did the offender(s) try to take directly from you?</b>  Exclude property not belonging to respondent or other household member.</p>	<p><input type="checkbox"/> 746 *  4 <input type="checkbox"/> Credit cards, checks, bank cards .....  5 <input type="checkbox"/> Car .....  6 <input type="checkbox"/> Other motor vehicle .....  7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.) .....  8 <input type="checkbox"/> Gasoline or oil .....  9 <input type="checkbox"/> Bicycle or parts .....  10 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances .....  11 <input type="checkbox"/> Silver, china, art objects .....  12 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.) .....  13 <input type="checkbox"/> Personal effects (clothing, jewelry, toys, etc.) .....  14 <input type="checkbox"/> Handgun (pistol, revolver) .....  15 <input type="checkbox"/> Other firearm (rifle, shotgun) .....  16 <input type="checkbox"/> Other .....  40 <input type="checkbox"/> Tried to take everything marked in 90a directly from respondent .....</p> <p style="text-align: right;">} SKIP to 110</p>
<p>Notes</p>	

<p><b>96a. WHATWASTAKEN</b></p> <p><b>What was taken that belonged to you or others in the household?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p><b>CASH/PURSE/WALLET/CREDIT CARDS</b></p> <p>748 * <input type="checkbox"/> 1 Cash  <input type="checkbox"/> 2 Purse  <input type="checkbox"/> 3 Wallet  <input type="checkbox"/> 4 Credit cards, check, bank cards</p> <p><b>VEHICLE OR PARTS</b></p> <p>5 <input type="checkbox"/> Car  6 <input type="checkbox"/> Other motor vehicle  749 * <input type="checkbox"/> 7 Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.)  <input type="checkbox"/> 8 Unattached motor vehicle accessories or equipment (unattached CD player or satellite radio, etc.)  <input type="checkbox"/> 9 Gasoline or oil  <input type="checkbox"/> 10 Bicycle or parts</p> <p><b>HOUSEHOLD FURNISHINGS</b></p> <p>750 * <input type="checkbox"/> 11 TV, DVD player, VCR, stereo, other household appliances  <input type="checkbox"/> 12 Silver, china, art objects  <input type="checkbox"/> 13 Other household furnishings (furniture, rugs, etc.)</p> <p><b>PERSONAL EFFECTS</b></p> <p>751 * <input type="checkbox"/> 14 Portable electronic and photographic gear (Personal stereo, TV, cellphone, camera, etc.)  <input type="checkbox"/> 15 Clothing, furs, luggage, briefcase  <input type="checkbox"/> 16 Jewelry, watch, keys  752 * <input type="checkbox"/> 17 Collection of stamps, coins, etc.  <input type="checkbox"/> 18 Toys, sports and recreation equipment (not listed above)  <input type="checkbox"/> 19 Other personal and portable objects</p> <p><b>FIREARMS</b></p> <p>753 * <input type="checkbox"/> 20 Handgun (pistol, revolver)  <input type="checkbox"/> 21 Other firearm (rifle, shotgun)</p> <p><b>MISCELLANEOUS</b></p> <p>754 * <input type="checkbox"/> 22 Tools, machines, office equipment  <input type="checkbox"/> 23 Farm or garden produce, plants, fruit, logs  <input type="checkbox"/> 24 Animals -pet or livestock  <input type="checkbox"/> 25 Food or liquor  755 * <input type="checkbox"/> 26 Other - Specify  <input type="checkbox"/> 27 Don't know</p>
<p><b>96b. CHECK ITEM L1</b> Follow the skip pattern for the first category met, based on the entries in 96a.</p>	<p><input type="checkbox"/> If Box 26 is marked in 96a - ASK 96c  <input type="checkbox"/> If Box 2 and/or 3 is marked in 96a - SKIP to 96d  <input type="checkbox"/> If Box 1 is marked in 96a - SKIP to 96e  <input type="checkbox"/> If none of the conditions above are met - SKIP to 97a</p>
<p><b>96c. WHATWASTAKEN_SPEC</b></p> <p>Please specify what was taken.</p>	<p>Specify - If Box 2 and/or 3 is marked in 96a - ASK to 96d  If Box 1 is marked in 96a - SKIP to 96e  Otherwise SKIP to 97a</p> <p>_____</p>
<p><b>96d. PRSWLT_CONTAINMONEY</b></p> <p><b>Did the stolen (purse/wallet) contain any money?</b></p>	<p>1 <input type="checkbox"/> Yes - ASK 96e  2 <input type="checkbox"/> No ..... If Box 1 is marked in 96a ASK 96e otherwise SKIP to 97a</p>
<p><b>96e. AMOUNTCASH TAKEN</b></p> <p>If not sure, ask:</p> <p><b>How much cash was taken?</b></p>	<p>747 \$ _____ . <input type="text" value="00"/> Amount of cash taken</p>
<p><b>97a. WHOOWNEDSTOLENPROPERTY</b></p> <p><b>Did the stolen (property/money) belong to you personally, to someone else in the household, or to both you and other household members?</b></p>	<p>760 <input type="checkbox"/> 1 Respondent only - SKIP to 97d  <input type="checkbox"/> 2 Respondent and other household member(s) ..... } SKIP to <b>Q97d</b>  <input type="checkbox"/> 3 Other household member(s) only ..... }  <input type="checkbox"/> 4 Nonhousehold member(s) only - SKIP to 97d  <input type="checkbox"/> 5 Other - Specify - ASK 97b</p>
<p><b>97b. ATTEMPTTHEFTOWNER_SPEC</b></p> <p>Please specify who the stolen (property/money) belonged to.</p>	<p>Specify - SKIP to 97d</p> <p>_____</p>

<b>97d. CHECK ITEM M1</b> Was a car or other motor vehicle stolen? (Is box 5 or 6 marked in 96a?)	<input type="checkbox"/> Yes - ASK 98 <input type="checkbox"/> No - SKIP to <b>Q100b</b>
<b>98. PERMISSION GIVEN</b> <b>Had permission to use the (car/motor vehicle) ever been given to the offender(s)?</b>	<b>763</b> 1 <input type="checkbox"/> Yes - ASK 99 2 <input type="checkbox"/> No ..... } SKIP to 100b 3 <input type="checkbox"/> Don't know ..... }
<b>99. RETURN CAR</b> <b>Did the offender return the (car/motor vehicle) this time?</b>	<b>764</b> 1 <input type="checkbox"/> Yes ..... } SKIP to 100b 2 <input type="checkbox"/> No ..... }
<b>100b. CHECK ITEM M2</b> Did the offender(s) take a handgun? (Is box 20 marked in 96a?)	<input type="checkbox"/> Yes - ASK 101a <input type="checkbox"/> No - SKIP to 101b
<b>101a. NUMBER HANDGUNS</b> <b>How many handguns were taken?</b>	<b>923</b> _____ Number of handguns
<b>101b. CHECK ITEM M3</b> Did the offender(s) take some other type of firearm? (Is box 21 marked in 96a?)	<input type="checkbox"/> Yes - ASK 101a <input type="checkbox"/> No - SKIP to <b>101d</b>
<b>101c. NUMBER FIREARMS</b> <b>How many other types of firearms were taken?</b>	<b>924</b> _____ Number of handguns
<b>101d. CHECK ITEM N1</b> Was cash, a purse, or a wallet taken? (Is box 1, 2, or 3 marked in 96a?)	<input type="checkbox"/> Yes - ASK 102a <input type="checkbox"/> No - SKIP to 102b
<b>102a. CASH ON PERSON</b> Ask or verify:  <b>Was the (cash/purse/wallet) on your person, for instance, in a pocket or being held?</b>	<b>767</b> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<b>102b. OTHER ON PERSON</b> Ask or verify:  <b>Was there anything (else) the offender(s) took directly from you, for instance, from your pocket or hands, or something that you were wearing?</b>  Exclude property not belonging to respondent or other household member	<b>768</b> 1 <input type="checkbox"/> Yes - ASK 103 2 <input type="checkbox"/> No - SKIP to 104a
Notes	



<p><b>103. ITEMSTAKEN</b></p> <p><b>Which items did the offender(s) take directly from you?</b></p> <p>Exclude property not belonging to respondent or other household member.</p>	<p>769 *</p> <p>4 <input type="checkbox"/> Credit cards, check, bank cards</p> <p>5 <input type="checkbox"/> Car</p> <p>6 <input type="checkbox"/> Other motor vehicle</p> <p>7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.)</p> <p>8 <input type="checkbox"/> Unattached motor vehicle accessories or equipment (unattached CD player or satellite radio, etc.)</p> <p>9 <input type="checkbox"/> Gasoline or oil</p> <p>10 <input type="checkbox"/> Bicycle or parts</p> <p>11 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances</p> <p>12 <input type="checkbox"/> Silver, china, art objects</p> <p>13 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.)</p> <p>14 <input type="checkbox"/> Portable electronic and photographic gear (Personal stereo, TV, cellphone, camera, etc.)</p> <p>15 <input type="checkbox"/> Clothing, furs, luggage, briefcase</p> <p>16 <input type="checkbox"/> Jewelry, watch, keys</p> <p>17 <input type="checkbox"/> Collection of stamps, coins, etc.</p> <p>18 <input type="checkbox"/> Toys, sports and recreation equipment (not listed above)</p> <p>19 <input type="checkbox"/> Other personal and portable objects</p> <p>20 <input type="checkbox"/> Handgun (pistol, revolver)</p> <p>21 <input type="checkbox"/> Other firearm (rifle, shotgun)</p> <p>22 <input type="checkbox"/> Tools, machines, office equipment</p> <p>23 <input type="checkbox"/> Farm or garden produce, plants, fruit, logs</p> <p>24 <input type="checkbox"/> Animals -pet or livestock</p> <p>25 <input type="checkbox"/> Food or liquor</p> <p>26 <input type="checkbox"/> Other</p> <p>40 <input type="checkbox"/> Everything marked in 96a was taken directly from respondent</p>
<p><b>104a. CHECK ITEM N2</b> Were only cash, a purse, or a wallet taken? (Are boxes 1, 2, or 3 the only boxes marked in 96a?)</p>	<p><input type="checkbox"/> Yes - SKIP to 106</p> <p><input type="checkbox"/> No - ASK 104b</p>
<p><b>104b. PROPERTYVALUE</b></p> <p><b>What was the value of the PROPERTY that was taken? Include recovered property. (Exclude any stolen (cash/checks/credit cards) If jointly owned with a nonhousehold member(s), include only the share owned by household members.)</b></p> <p>Enter total dollar value for all items taken.</p>	<p>770 \$ _____ . 00 Value of property taken</p>
<p><b>106. ALLPARTRECOVERED</b></p> <p><b>Was all or part of the stolen (money/property) recovered, not counting anything received from insurance?</b></p>	<p>772</p> <p>1 <input type="checkbox"/> All - SKIP to Q110</p> <p>2 <input type="checkbox"/> Part - ASK 107a</p> <p>3 <input type="checkbox"/> None - SKIP to Q110</p>
<p><b>107a. WHATRECOVERED</b></p> <p><b>What was recovered?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>776 *</p> <p>1 <input type="checkbox"/> Cash recovered</p> <p>2 <input type="checkbox"/> Purse</p> <p>3 <input type="checkbox"/> Wallet</p> <p>4 <input type="checkbox"/> Credit cards, checks, bank cards</p> <p>5 <input type="checkbox"/> Car or other motor vehicle</p> <p>6 <input type="checkbox"/> Property other than the above</p>

**110. DAMAGED**

**(Other than any stolen property) was anything that belonged to you or other members of the household damaged in this incident?**

Probe: **For example, was (a lock or window broken/clothing damaged/damage done to a car), or something else?**

- 780 1  Yes - ASK **Q115**  
2  No - SKIP to 115

**115. POLICEINFORMED**

**Were the police informed or did they find out about this incident in any way?**

- 800 1  Yes - ASK 116a  
2  No - SKIP to 117a  
3  Don't know - SKIP to **Q135a**

<p><b>116a. POLICEFINDOUT</b></p> <p><b>How did the police find out about it?</b></p> <p>Enter first precode that applies.</p> <p>If proxy interview, we want the proxy respondent to answer questions 116a - 134b for herself/himself, not for the person for whom the proxy interview is being taken.</p>	<p>801</p> <p>1 <input type="checkbox"/> Respondent - SKIP to 119a</p> <p>2 <input type="checkbox"/> Other household member .....</p> <p>3 <input type="checkbox"/> Someone official called police (guard, apt. manager, school official, etc.)..... } SKIP to 121</p> <p>4 <input type="checkbox"/> Someone else .....</p> <p>5 <input type="checkbox"/> Police were at scene - SKIP to 123a</p> <p>6 <input type="checkbox"/> Offender was a police officer - SKIP to 124</p> <p>7 <input type="checkbox"/> Some other way - Specify - ASK 116b</p>
<p><b>116b. POLICEFINDOUT_SPEC</b></p> <p>Please specify how the police found out about it.</p>	<p>Specify - SKIP to 124</p> <p>_____</p>
<p><b>117a. NOTREPORTEDPOLICE</b></p> <p><b>What was the reason it was not reported to the police?</b></p> <p>Probe: <b>Can you tell me a little more? Any other reason?</b></p> <p>Enter all that apply.</p> <p>STRUCTURED PROBE -</p> <p><b>Was the reason because you dealt with it another way, it wasn't important enough to you, insurance wouldn't cover it, police couldn't do anything, police wouldn't help, or was there some other reason?</b></p>	<p><b>DEALT WITH ANOTHER WAY</b></p> <p>802 * 1 <input type="checkbox"/> Reported to another official (guard, apt. manager, school official, etc.)</p> <p>2 <input type="checkbox"/> Private or personal matter or took care of it myself or informally; told offender's parent</p> <p><b>NOT IMPORTANT ENOUGH TO RESPONDENT</b></p> <p>3 <input type="checkbox"/> Minor or unsuccessful crime, small or no loss, recovered property</p> <p>4 <input type="checkbox"/> Child offender(s), "kid stuff"</p> <p>5 <input type="checkbox"/> Not clear it was a crime or that harm was intended</p> <p><b>INSURANCE WOULDN'T COVER</b></p> <p>6 <input type="checkbox"/> No insurance, loss less than deductible, etc.</p> <p><b>POLICE COULDN'T DO ANYTHING</b></p> <p>803 * 7 <input type="checkbox"/> Didn't find out until too late</p> <p>8 <input type="checkbox"/> Could not recover or identify property</p> <p>9 <input type="checkbox"/> Could not find or identify offender, lack of proof</p> <p><b>POLICE WOULDN'T HELP</b></p> <p>10 <input type="checkbox"/> Police wouldn't think it was important enough, wouldn't want to be bothered or get involved</p> <p>804 * 11 <input type="checkbox"/> Police would be inefficient, ineffective (they'd arrive late or not at all, wouldn't do a good job, etc.)</p> <p>12 <input type="checkbox"/> Police would be biased, would harass/insult respondent, cause respondent trouble, etc.)</p> <p>13 <input type="checkbox"/> Offender was police officer</p> <p><b>OTHER REASON</b></p> <p>805 * 14 <input type="checkbox"/> Did not want to get offender in trouble with the law</p> <p>15 <input type="checkbox"/> Was advised not to report to police</p> <p>16 <input type="checkbox"/> Afraid of reprisal by offender or others</p> <p>806 * 17 <input type="checkbox"/> Did not want to or could not take time - too inconvenient</p> <p>18 <input type="checkbox"/> Other - Specify - ASK 117b</p> <p>19 <input type="checkbox"/> Respondent not present or doesn't know why it wasn't reported - SKIP to 117c</p> <p>Codes 1-17 SKIP to 117c</p>
<p><b>117b. NOTREPORTEDPOLICE_SPEC</b></p> <p>Please specify the reason it was not reported to the police.</p>	<p>Specify</p> <p>_____</p>
<p><b>117c. CHECK ITEM P</b> Is more than one reason marked in 117a?</p>	<p>1 <input type="checkbox"/> Yes - ASK 118</p> <p>2 <input type="checkbox"/> No - SKIP to Q135a</p>
<p>Notes</p>	

<p><b>118. NOTREPORTIMPORTANT</b></p> <p><b>Which of these would you say was the most important reason why the incident was not reported to the police?</b></p>	<p>808 *</p> <ol style="list-style-type: none"> <li>1 <input type="checkbox"/> Reported to another official (guard, apt. manager, school official, etc.)</li> <li>2 <input type="checkbox"/> Private or personal matter or took care of it myself or informally; told offender's parent</li> <li>3 <input type="checkbox"/> Minor or unsuccessful crime, small or no loss, recovered property</li> <li>4 <input type="checkbox"/> Child offender(s), "kid stuff"</li> <li>5 <input type="checkbox"/> Not clear it was a crime or that harm was intended</li> <li>6 <input type="checkbox"/> No insurance, loss less than deductible, etc.</li> <li>7 <input type="checkbox"/> Didn't find out until too late</li> <li>8 <input type="checkbox"/> Could not recover or identify property</li> <li>9 <input type="checkbox"/> Could not find or identify offender, lack of proof</li> <li>10 <input type="checkbox"/> Police wouldn't think it was important enough, wouldn't want to be bothered or get involved</li> <li>11 <input type="checkbox"/> Police would be inefficient, ineffective (they'd arrive late or not at all, wouldn't do a good job, etc.)</li> <li>12 <input type="checkbox"/> Police would be biased, would harass/insult respondent, cause respondent trouble, etc.)</li> <li>13 <input type="checkbox"/> Offender was police officer</li> <li>14 <input type="checkbox"/> Did not want to get offender in trouble with the law</li> <li>15 <input type="checkbox"/> Was advised not to report to police</li> <li>16 <input type="checkbox"/> Afraid of reprisal by offender or others</li> <li>17 <input type="checkbox"/> Did not want to or could not take time - too inconvenient</li> <li>18 <input type="checkbox"/> Other</li> <li>30 <input type="checkbox"/> No one reason more important</li> </ol> <p>All codes, SKIP to Q135a</p>
<p><b>119a. REASONREPORT</b></p> <p><b>Besides the fact that it was a crime, did YOU have any other reason for reporting this incident to the police?</b></p> <p>Probe: <b>Any other reason?</b></p> <p>Enter all that apply.</p> <p>STRUCTURED PROBE -</p> <p><b>Did you report it to get help with this incident, to recover your loss, to stop or punish the offender, to let police know about it, or was there some other reason?</b></p>	<p>809 *</p> <p><b>TO GET HELP WITH THIS INCIDENT</b></p> <ol style="list-style-type: none"> <li>1 <input type="checkbox"/> Stop or prevent THIS incident from happening .....</li> <li>2 <input type="checkbox"/> Needed help after incident due to injury, etc. ....</li> </ol> <p><b>TO RECOVER LOSS</b></p> <ol style="list-style-type: none"> <li>3 <input type="checkbox"/> To recover property .....</li> <li>4 <input type="checkbox"/> To collect insurance .....</li> </ol> <p><b>TO GET OFFENDER</b></p> <ol style="list-style-type: none"> <li>5 <input type="checkbox"/> To prevent further crimes against respondent/ respondent's household by this offender .....</li> <li>6 <input type="checkbox"/> To stop this offender from committing other crimes against anyone .....</li> </ol> <p>810 *</p> <ol style="list-style-type: none"> <li>7 <input type="checkbox"/> To punish offender .....</li> <li>8 <input type="checkbox"/> Catch or find offender - other reason or no reason given .....</li> </ol> <p><b>TO LET POLICE KNOW</b></p> <ol style="list-style-type: none"> <li>9 <input type="checkbox"/> To improve police surveillance of respondent's home, area, etc. ....</li> <li>10 <input type="checkbox"/> Duty to let police know about crime ....</li> </ol> <p><b>OTHER</b></p> <p>811 *</p> <ol style="list-style-type: none"> <li>11 <input type="checkbox"/> Other reason - Specify - ASK 119b</li> <li>12 <input type="checkbox"/> No other reason - SKIP to 121</li> </ol> <p>SKIP to 119c</p>
<p><b>119b. REASONREPORT_SPEC</b></p> <p>Please specify other reason for reporting this incident to the police.</p>	<p>Specify</p> <p>_____</p>
<p><b>119c. CHECK ITEM Q</b> Is more than one reason marked in 119a?</p>	<ol style="list-style-type: none"> <li>1 <input type="checkbox"/> Yes - ASK 120</li> <li>2 <input type="checkbox"/> No - SKIP to 121</li> </ol>
<p>Notes</p>	

<p><b>120. REPORTIMPORTANT</b></p> <p><b>Which of these would you say was the most important reason why the incident was reported to the police?</b></p>	<p>813</p> <p>1 <input type="checkbox"/> Stop or prevent THIS incident from happening</p> <p>2 <input type="checkbox"/> Needed help after incident due to injury, etc.</p> <p>3 <input type="checkbox"/> To recover property</p> <p>4 <input type="checkbox"/> To collect insurance</p> <p>5 <input type="checkbox"/> To prevent further crimes against respondent/ respondent's household by this offender</p> <p>6 <input type="checkbox"/> To stop this offender from committing other crimes against anyone</p> <p>7 <input type="checkbox"/> To punish offender</p> <p>8 <input type="checkbox"/> Catch or find offender - other reason or no reason given</p> <p>9 <input type="checkbox"/> To improve police surveillance of respondent's home, area, etc.</p> <p>10 <input type="checkbox"/> Duty to let police know about crime</p> <p>11 <input type="checkbox"/> Other reason</p> <p>21 <input type="checkbox"/> No one reason more important</p> <p>22 <input type="checkbox"/> Because it was a crime was most important</p>
<p><b>121. POLICEARRIVE</b></p> <p><b>Did the police come when they found out about the incident?</b></p>	<p>814</p> <p>1 <input type="checkbox"/> Yes - ASK 122</p> <p>2 <input type="checkbox"/> No .....</p> <p>3 <input type="checkbox"/> Don't know..... } SKIP to 124</p> <p>4 <input type="checkbox"/> Respondent went to police - SKIP to 123a</p>
<p><b>122. TIMEPOLICEARRIVE</b></p> <p><b>How soon after the police found out did they respond? Was it within 5 minutes, within 10 minutes, an hour, a day, or longer?</b></p> <p>Enter the code for the first answer category respondent is sure of.</p>	<p>815</p> <p>1 <input type="checkbox"/> Within 5 minutes</p> <p>2 <input type="checkbox"/> Within 10 minutes</p> <p>3 <input type="checkbox"/> Within an hour</p> <p>4 <input type="checkbox"/> Within a day</p> <p>5 <input type="checkbox"/> Longer than a day</p> <p>6 <input type="checkbox"/> Don't know how soon</p>
<p><b>123a. POLICEACTION</b></p> <p><b>What did they do while they were (there/here)?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>816 *</p> <p>1 <input type="checkbox"/> Took report .....</p> <p>2 <input type="checkbox"/> Searched/looked around .....</p> <p>3 <input type="checkbox"/> Took evidence (fingerprints, inventory, etc.) ...</p> <p>4 <input type="checkbox"/> Questioned witnesses or suspects .....</p> <p>5 <input type="checkbox"/> Promised surveillance .....</p> <p>6 <input type="checkbox"/> Promised to investigate .....</p> <p>817 *</p> <p>7 <input type="checkbox"/> Made arrest .....</p> <p>8 <input type="checkbox"/> Other - Specify - ASK 123b</p> <p>9 <input type="checkbox"/> Don't know - SKIP to 124</p> <p>} SKIP to 124</p>
<p><b>123b. POLICEACTION_SPEC</b></p> <p>Please specify what they did while they were (there/ here).</p>	<p>Specify</p> <p>_____</p>
<p><b>124. POLICECONTACT</b></p> <p><b>Did you (or anyone in your household) have any later contact with the police about the incident?</b></p>	<p>818</p> <p>1 <input type="checkbox"/> Yes - ASK 125a</p> <p>2 <input type="checkbox"/> No .....</p> <p>3 <input type="checkbox"/> Don't know..... } SKIP to 128</p>
<p><b>125a. POLICEINTOUCH</b></p> <p><b>Did the police get in touch with you or did you get in touch with them?</b></p>	<p>819</p> <p>1 <input type="checkbox"/> Police contacted respondent or other HHL member .....</p> <p>2 <input type="checkbox"/> Respondent (or other HHL member) contacted police .....</p> <p>3 <input type="checkbox"/> Both .....</p> <p>4 <input type="checkbox"/> Don't know</p> <p>5 <input type="checkbox"/> Other - Specify - ASK 125b</p> <p>} SKIP to 126</p>
<p><b>125b. POLICEINTOUCH_SPEC</b></p> <p>Please specify did the police get in touch with you or did you get in touch with them.</p>	<p>Specify</p> <p>_____</p>
<p><b>126. HOWPOLICECONTACT</b></p> <p><b>Was that in person, by phone, or some other way?</b></p>	<p>820</p> <p>1 <input type="checkbox"/> In person</p> <p>2 <input type="checkbox"/> Not in person (by phone, mail, etc.)</p> <p>3 <input type="checkbox"/> Both in person and not in person</p> <p>4 <input type="checkbox"/> Don't know</p>
<p>Notes</p>	

<p><b>127a. POLICEFOLLOWUP</b></p> <p><b>What did the police do in following up this incident?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">821</td> <td>1 <input type="checkbox"/> Took report .....</td> <td rowspan="6" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="6" style="vertical-align: middle;">SKIP to 128</td> </tr> <tr> <td style="text-align: center;">*</td> <td>2 <input type="checkbox"/> Questioned witnesses or suspects .....</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/> Did or promised surveillance/investigation ....</td> </tr> <tr> <td></td> <td>4 <input type="checkbox"/> Recovered property .....</td> </tr> <tr> <td></td> <td>5 <input type="checkbox"/> Made arrest .....</td> </tr> <tr> <td></td> <td>6 <input type="checkbox"/> Stayed in touch with respondent/household..</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">822</td> <td>7 <input type="checkbox"/> Other - Specify - ASK 127b</td> <td rowspan="3" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="3" style="vertical-align: middle;">SKIP to 128</td> </tr> <tr> <td style="text-align: center;">*</td> <td>8 <input type="checkbox"/> Nothing (to respondent's knowledge) ...</td> </tr> <tr> <td></td> <td>9 <input type="checkbox"/> Don't know .....</td> </tr> </table>	821	1 <input type="checkbox"/> Took report .....	}	SKIP to 128	*	2 <input type="checkbox"/> Questioned witnesses or suspects .....		3 <input type="checkbox"/> Did or promised surveillance/investigation ....		4 <input type="checkbox"/> Recovered property .....		5 <input type="checkbox"/> Made arrest .....		6 <input type="checkbox"/> Stayed in touch with respondent/household..	822	7 <input type="checkbox"/> Other - Specify - ASK 127b	}	SKIP to 128	*	8 <input type="checkbox"/> Nothing (to respondent's knowledge) ...		9 <input type="checkbox"/> Don't know .....
821	1 <input type="checkbox"/> Took report .....	}	SKIP to 128																				
*	2 <input type="checkbox"/> Questioned witnesses or suspects .....																						
	3 <input type="checkbox"/> Did or promised surveillance/investigation ....																						
	4 <input type="checkbox"/> Recovered property .....																						
	5 <input type="checkbox"/> Made arrest .....																						
	6 <input type="checkbox"/> Stayed in touch with respondent/household..																						
822	7 <input type="checkbox"/> Other - Specify - ASK 127b	}	SKIP to 128																				
*	8 <input type="checkbox"/> Nothing (to respondent's knowledge) ...																						
	9 <input type="checkbox"/> Don't know .....																						
<p><b>127b. POLICEFOLLOWUP_SPEC</b></p> <p>Please specify what the police did in following up this incident.</p>	<p>Specify</p> <hr style="border: 0; border-top: 1px solid black; width: 100%;"/>																						
<p><b>128. SIGNCOMPLAINT</b></p> <p><b>Did you (or someone in your household) sign a complaint against the offender(s) to the police department or the authorities?</b></p>	<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">825</td> <td>1 <input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/> No</td> </tr> </table>	825	1 <input type="checkbox"/> Yes		2 <input type="checkbox"/> No																		
825	1 <input type="checkbox"/> Yes																						
	2 <input type="checkbox"/> No																						
<p><b>129. ARRESTMADE</b></p> <p>Ask or verify:</p> <p><b>As far as you know, was anyone arrested or were charges brought against anyone in connection with this incident?</b></p>	<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">826</td> <td>1 <input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/> No</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/> Don't know</td> </tr> </table>	826	1 <input type="checkbox"/> Yes		2 <input type="checkbox"/> No		3 <input type="checkbox"/> Don't know																
826	1 <input type="checkbox"/> Yes																						
	2 <input type="checkbox"/> No																						
	3 <input type="checkbox"/> Don't know																						

<p><b>135a. DOINGATINCIDENTTIME</b></p> <p>Ask or verify:</p> <p><b>What were you doing when this incident (happened/started)?</b></p>	<p>832</p> <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> Working or on duty - <span style="border: 1px solid red; padding: 2px;">SKIP to 152b</span></li> <li>2 <input type="checkbox"/> On the way to or from work - <span style="border: 1px solid red; padding: 2px;">SKIP to 152b</span></li> <li>3 <input type="checkbox"/> On the way to or from school .....</li> <li>4 <input type="checkbox"/> On the way to or from other place .....</li> <li>5 <input type="checkbox"/> Shopping, errands .....</li> <li>6 <input type="checkbox"/> Attending school .....</li> <li>7 <input type="checkbox"/> Leisure activity away from home .....</li> <li>8 <input type="checkbox"/> Sleeping .....</li> <li>9 <input type="checkbox"/> Other activities at home.....</li> <li>10 <input type="checkbox"/> Other - Specify - ASK 135b</li> <li>11 <input type="checkbox"/> Don't know - <span style="border: 1px solid red; padding: 2px;">SKIP to 137a</span></li> </ul> <div style="position: absolute; left: 800px; top: 140px; border: 1px solid red; padding: 5px;">       SKIP to 137a     </div>
<p><b>135b. DOINGATINCIDENTTIME_SPEC</b></p> <p>Please specify what you were doing when this incident (happened/started).</p>	<p>Specify</p> <p>_____</p>
<p><b>137a. MAJORACTIVITY</b></p> <p><b>What was your major activity the week of the incident - were you looking for work, keeping house, going to school, or doing something else?</b></p>	<p>841</p> <ul style="list-style-type: none"> <li>1 <input type="checkbox"/> Looking for work .....</li> <li>2 <input type="checkbox"/> Keeping house .....</li> <li>3 <input type="checkbox"/> Going to school .....</li> <li>4 <input type="checkbox"/> Unable to work .....</li> <li>5 <input type="checkbox"/> Retired .....</li> <li>6 <input type="checkbox"/> Other - Specify - <span style="border: 1px solid red; padding: 2px;">SKIP to 152b</span></li> </ul> <div style="position: absolute; left: 740px; top: 350px; border: 1px solid red; padding: 2px;">       SKIP to 152b     </div>

<p><b>152b. CHECK ITEM T</b> Was the respondent on the way to or from work, school, or some other place when the incident (happened/started)? (Is box 2, 3, or 4 marked in 135a?)</p>	<p>1 <input type="checkbox"/> Yes - ASK 153a 2 <input type="checkbox"/> No - SKIP to 153c</p>
<p><b>153a. TYPETRANSPORTATION</b> Ask or verify:  <b>You told me earlier you were on the way (to/from) (work/school/some place) when the incident happened.</b>  <b>What means of transportation were you using?</b></p>	<p>881</p> <p>1 <input type="checkbox"/> Car, truck or van ..... 2 <input type="checkbox"/> Motorcycle ..... 3 <input type="checkbox"/> Bicycle ..... 4 <input type="checkbox"/> On foot ..... 5 <input type="checkbox"/> School bus (private or public).... 6 <input type="checkbox"/> Bus or trolley ..... 7 <input type="checkbox"/> Subway or rapid transit ..... 8 <input type="checkbox"/> Train ..... 9 <input type="checkbox"/> Taxi ..... 10 <input type="checkbox"/> Other - Specify - Ask 153b</p> <p style="text-align: right;">} Skip to 153c</p>
<p><b>153b. TYPETRANSPORTATION_SPEC</b> Please specify what means of transportation you were using.</p>	<p>Specify _____</p>
<p><b>153c. CHECK ITEM U</b> Is this incident part of a series of crimes? (Is box 2 (is a "series") marked in 5c?)</p>	<p>1 <input type="checkbox"/> Yes - ASK 154a 2 <input type="checkbox"/> No - <span style="border: 1px solid red; padding: 2px;">SKIP to 174</span></p>
<p><b>154a. SERIESNUMTIMES</b> <b>You have told me about the most recent incident. How many times did this kind of thing happen to you during the last 6 months?</b></p>	<p>883 _____ Number of incidents - SKIP to 155a  <input type="checkbox"/> Don't know - ASK 154b</p>
<p><b>154b. SERIESDK</b> <b>Is that because there is no way of knowing, or because it happened too many times, or is there some other reason?</b></p>	<p>884</p> <p>1 <input type="checkbox"/> No way of knowing ..... 2 <input type="checkbox"/> Happened too many times ..... 3 <input type="checkbox"/> Some other reason - Specify - <span style="border: 1px solid red; padding: 2px;">SKIP to 155a</span></p> <p style="text-align: right;">} SKIP to 155a</p>
<p>Notes</p>	



<p><b>155a. SERIESWHICHMONTHQ1</b>  <b>In what month or months did these incidents take place?</b>          Probe: <b>How many in</b> (name months)?</p>	<p>885</p>	<p>Number of incidents per quarter</p> <p>Jan., Feb., or Mar. (Qtr. 1)</p>
<p><b>155b. SERIESWHICHMONTHQ2</b>  <b>In what month or months did these incidents take place?</b>          Probe: <b>How many in</b> (name months)?</p>	<p>886</p>	<p>Apr., May, or Jun. (Qtr. 2)</p>
<p><b>155c. SERIESWHICHMONTHQ3</b>  <b>In what month or months did these incidents take place?</b>          Probe: <b>How many in</b> (name months)?</p>	<p>887</p>	<p>Jul., Aug., or Sept. (Qtr. 3)</p>
<p><b>155d. SERIESWHICHMONTHQ4</b>  <b>In what month or months did these incidents take place?</b>          Probe: <b>How many in</b> (name months)?</p>	<p>888</p>	<p>Oct., Nov., or Dec. (Qtr. 4)</p>
<p><b>156. SERIESLOCATION</b>  <b>Did all, some, or none of these incidents occur in the same place?</b></p>	<p>889</p>	<p>1 <input type="checkbox"/> All in the same place          2 <input type="checkbox"/> Some in the same place          3 <input type="checkbox"/> None in the same place</p>
<p><b>157. SERIESOFFENDER</b>  <b>Were all, some, or none of these incidents done by the same person(s)?</b></p>	<p>890</p>	<p>1 <input type="checkbox"/> All by same person          2 <input type="checkbox"/> Some by same person          3 <input type="checkbox"/> None by same person          4 <input type="checkbox"/> Don't know - SKIP to 159a</p>
<p><b>158c. SERIESOFFENDERRELATION26SPEC</b>          Please specify the other nonrelative.</p>		<p>Specify</p> <p>_____</p>
<p><b>159a. SAMETHINGEACHTIME</b>  <b>Did the same thing happen each time?</b></p>	<p>893</p>	<p>1 <input type="checkbox"/> Yes - <b>SKIP to 174</b>          2 <input type="checkbox"/> No - <b>174</b></p>

Empty rectangular area for notes or summary.

**174. CHECK ITEM W SUMMARY**

Summarize this incident. Also include any details about the incident that were not asked about in the incident report that might help clarify the incident.

Horizontal lines for writing the summary.

**Notes**

Large empty rectangular area for notes.

Respondent ID:

**Respondent Debriefing Form**

Thanks for completing the survey!

I just wanted to ask you a few general questions about your interview experience.

**1) Did you find the interview interesting? Why or why not?**

**2) Do you have any suggestions on how we can improve the questionnaire?**

**3) Did you see any problems with the interviews?**

**4) Do you have any questions for me about this survey?**

**INTERVIEWER: PAY RESPONDENT AND COMPLETE PAYMENT RECEIPT. COMPLETE POLICE REPORT FORM WITH RESPONDENT.**

If you have any questions, please contact James Carr at 312-759-5088.

Thanks again for your contributions to the success of the project!

**Appendix 17 – Procedure for obtaining police reports for  
Survey of Crime Victimization Cognitive interviews**

Method:

NORC will obtain written permission from the individual for each police report in order to obtain a copy from the police department. (See Form #1). This will be done after the interview and payment process has been completed.

Handling and Storage of Police Reports:

A trained NORC project staff member, based in Chicago, will work with the independent police department to determine the correct procedure to obtain the report. Once the report is obtained by NORC staff, it will be secured in an envelope and brought immediately back to NORC's office where it will be secured in a locked filing cabinet. Within two business days, NORC will convert the hardcopy form into an electronic format and destroy the hardcopy. All electronic files will be stored on NORC's secure servers. At the completion of the study, all electronic forms will be permanently deleted.

**FORM #1: Permission to Obtain Police Report from Police Agency**

**Person Contact Information**

Respondent ID:

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone Number: ( ) - \_\_\_\_\_ Cell Phone Number: ( ) - \_\_\_\_\_

**Incident Information**

Date of Incident: \_\_\_\_\_ Police Report Number: \_\_\_\_\_

Incident Location: \_\_\_\_\_ Name of Responding Police Agency: \_\_\_\_\_

Short Description of Incident:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NORC requests your permission to obtain a copy of the police report(s) for the incident described above. Police report(s) will be used only by staff at NORC and the U. S. Bureau of Justice Statistics for the purpose of making improvements to the National Crime Victimization Survey. The report(s) will be scanned and stored on NORC's secure server and the hard copy of the report will be destroyed. The findings from an examination of the police reports will only be released in summary form that does not identify individuals who participated in the study.

I, \_\_\_\_\_, grant permission to NORC to contact the police agency named above and obtain the police report filed regarding the incident above.

\_\_\_\_\_  
Signature of Individual Granting Permission

\_\_\_\_\_  
Date

## Appendix 18 – Power and Precision Analysis

In conducting this research on Enhanced Contextual Priming (ECP) in the National Crime Victimization Survey (NCVS), the ECP will be used with a 6-month reference period and single mode of data collection, CATI. The field test includes two conditions, a 6-month reference period control condition and a 6-month reference period ECP condition. The purpose of the research is to determine whether the ECP improves recall of crime incidents and increases respondent engagement in the survey.

The design of the field test is shown in Table 1:

**Table 1: Field Test Design**

Mode	Memory Aid	
	6-Month Control (No Memory Aid)	Enhanced Contextual Priming
Telephone/CATI	1,000	1,000

In calculating power and precision for the field test, we examined data from Cowan et al. (1978) on the effects of an attitude supplement on estimates of crime victimization. Half of the sample of respondents received an attitude supplement on crime prior to answering the NCVS screener and half completed the crime screener without the supplement. Table 2 summarizes the effects of the attitude supplement on crime rates. As can be seen in the table, the crime rate in the 13 cities sampled is somewhat higher than the national estimates from the NCS/NCVS. The relative change in crime estimates varies from 22.25% for violent crime and 12.69% for property crime.

**Table 2: Crime rates with and without an attitude supplement**

	No attitude supplement	With attitude supplement	Relative change (%)
Violent crime	48.27	59.01	22.25
Personal theft	97.56	112.70	15.52
Property crime	447.68	504.49	12.69

Note: Data from Cowan et al. (1978). The “no attitude supplement” condition is considered the reference point in determining relative change. Table 2 represents victimization rate per 1,000 persons or per 1,000 households.

We assumed the lowest level of relative change observed when the attitude supplement is included before the crime screener (12.69%, rounded up to 13%). Taking the lowest relative change observed will provide the most conservative assumption of the effect of the ECP on crime rates with respect to the sample size.

Evidence from the literature suggests that respondent interest in the survey influences decisions to participate and to complete a survey (e.g., Groves, Singer, & Corning, 2000; Groves, Presser, & Dipko, 2004). Groves et al. (2000) found that respondents who were

motivated by a sense that community involvement were more likely to agree to do a survey (and less likely to be influenced by an incentive) than those who had a lesser sense of community involvement. They found response rates of 58% vs. 43%, respectively, for the high vs. low community involvement samples, a difference of 15%. In another study, Groves et al. (2004) compared response rates depending on whether the survey topic was one of interest to the respondent. Samples of teachers, new parents, adults age 65 and older, and political contributors were given one of four survey introductions (e.g., education, Medicare, etc.), one of which was assumed to be of greater interest given the respondent's characteristics. Groves et al. (2004) found that response rates were up to 14% higher when the survey topic was of interest to the respondent than when it was not.

A number of articles on the effects of the NCS attitude supplement on crime rates were examined to explore the effect of the attitude supplement on response rates (Gibson, Shapiro, Murphy, & Stanko, 1978; Murphy, 1976; Cowan, Murphy, & Wiener, 1978; Kalton & Schuman, 1982). None of these articles provided a breakdown of response rates for households or respondents based on whether they received the attitude supplement. However, the more recent work on respondent engagement provides data that allow for an estimate of the effects of increased engagement on response rates. The findings of Groves et al. (2000) and Groves et al. (2004) suggest that respondent interest in a survey enhances response rates, with observed increases up to 15%.

We expect the CASRO response rate in the Control condition will be 25%. We expect that the added survey interest provided by the ECP could increase the response rate in that condition by a few percentage points. Since the Groves et al. (2000, 2004) studies suggest increases of up to 15%, we make a conservative estimate of a 5% increase in response rates with the addition of the ECP, for a CASRO response rate of 30%.

In conducting the power and precision analysis the following assumptions were made:

- Following standard statistical assumptions, precision will be held constant at 95% for the power calculation.
- Number of completed cases will be 1,000 per condition (2,000 total): The remaining budget for the project supports the completion of 2,000 cases. The projected number of completed cases will be distributed evenly across the Control and Treatment conditions.
- The use of ECP will increase reporting of crime over the Control condition (one-sided test): Based on the work of Cowan et al. (1978), we expect that the ECP will increase crime reporting. The interest in the use of the ECP centers around its facilitative effects on reporting; our hypothesis reflects this expectation that the ECP will increase reporting.
- The 2009 NCVS property crime rate (127.4 per 1,000) will be adopted as the 6M Control value: The NCVS data provide the best estimate of what the crime rate will be in the Control condition of the field test. The Control condition reflects the current design of the NCVS, using the same reference period and crime screener. Therefore, the crime rate observed in the Control condition is expected to approximate that found in the NCVS.

- The increase in crime rates with the ECP will be 13%, the observed relative change in property crime rates when the attitude supplement was added to the NCS: This estimate of the relative change in crime rates that we expect to observe is based on the work of Cowan et al. (1978), in which the effect of an attitude supplement on the crime rates was examined. Although an increase in reporting is expected for violent crime and personal theft as well, we focus on the property crime rates because the incidence of these crimes is higher than for other crimes. Given the small sample size for the field test, it will be more difficult to observe changes in the rate of more rare crime events.
- The increase in response rates will be from 25% to 30%, a relative change of 20%, when the ECP is administered.

Analyses were conducted to determine the power and precision of 1,000 completed cases in the Control and ECP conditions. Precision is the width of the interval with which we try to estimate the true population value; precision estimates increase with larger sample sizes. Also, with a larger percent change between the Control and Treatment conditions, we would have a higher likelihood of detecting the change as significant. Table 3 presents the confidence level for detecting 13% change in crime rates between the Control and Treatment values for 1,000 cases per cell; this table also shows the confidence level for detecting 20% change in response rates between the Control and Treatment conditions. This table tells us that 85% (for crime rates) or 99% (for response rates) of the time, we would observe that the percent change between Control and Treatment condition is greater than 0% (that is, that the direction of the effect is positive). If we wished to observe that the difference is greater than, say, 10%, our confidence would be much lower. Only 59% of the time would we observe that the percent change between Control and Treatment is greater than 10%.

**Table 3: Confidence level**

Hypothesis	Cell size	Proportion Control	Proportion Treatment	% change	S.E. of % change	Confidence level (% one-tail)
Crime rates	1000	0.1274	0.1440	13	0.1278	85
Response rates	1000	0.25	0.30	20	0.0876	99

The power of a statistical test is its probability of correctly rejecting a null hypothesis; it tells us the likelihood that we will be able to detect a difference when the difference exists between groups. Power analysis is often done prior to a study in order to understand the likelihood of making a Type II error (failing to detect a difference that exists). Table 4 presents the power of the experiment to detect 13% change in crime rates or 20% change in response rates between the Control and Treatment values for 1,000 cases per cell.

**Table 4: Power**

	Cell	Proportion Control	Proportion Treatment	%	Power (%)



Hypothesis	size			Change	
Crime rates	1000	0.1274	0.1440	13	29
Response rates	1000	0.25	0.30	20	80

Although the power and precision of the field test is not at an optimal level, the experiment is still capable of providing valuable information in two key areas. First, we expect to see the direction of the effect, that is, whether including the ECP affects recall and response rates, even though ascertaining statistical significance will be difficult. More importantly, the addition of attitudinal questions in the NCVS has not been examined since the 1970's. At various times in the history of the survey, BJS has considered incorporating attitudinal and behavioral questions as a method of utilizing the non-victims that are screened for crime thereby increasing the analytical value of the survey by generating valuable data by which to examine victimization. This study will provide initial findings on how respondents receive these questions and whether administering these questions in a CATI environment is viable.

## Appendix 19 – Enhanced Contextual Priming Screener V3

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### INTRODUCTION

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I am going to ask you some questions about crimes that may have happened to you in the last 6 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2010. Before we talk about these crimes, let's think about your feelings of safety at home, the places you go, and your trust in the people you meet.

---

### INTRODUCTION QUESTION #1

---

Is there any area right around your home – that is, within a mile – where you would be afraid to walk alone at night?

- 1  YES
- 2  NO
- 77  DON'T KNOW
- 99  REFUSED

---

### INTRODUCTION QUESTION #2

---

How about at home at night – do you feel safe and secure, or not?

- 1  YES
- 2  NO
- 77  DON'T KNOW
- 99  REFUSED

---

### INTRODUCTION QUESTION #3

---

Crimes can happen in many different locations. To help remind you of crime incidents that may have happened, let's begin with some questions about the places you have been.

Thinking about the last 6 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2010, where do you go on a regular basis?

RECORD VERBATIM RESPONSES IN ORDER.  
GET AS MANY AS RESPONDENT WILL GIVE.  
**PROMPT IF NECESSARY TO GET AT LEAST THREE PLACES.**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

77  DON'T KNOW → (SKIP TO QUESTION #5)

99  REFUSED → (SKIP TO QUESTION #5)

---

INTRODUCTION QUESTION #4

---

**[REFER TO LIST FROM QUESTION 3]**

a. You mentioned that you go to [Q3, PLACE 1]. When you go there, would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?

1  Very safe

2  Fairly safe

3  A bit unsafe

4  Very unsafe

[DO NOT READ:]

77  DON'T KNOW

99  REFUSED

b. How about [Q3, PLACE 2]? How safe do you feel there? [IF NECESSARY, READ: would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?]

1  Very safe

2  Fairly safe

3  A bit unsafe

4  Very unsafe

[DO NOT READ:]

77  DON'T KNOW

99  REFUSED

c. How about [Q3, PLACE 3]? How safe do you feel there? [IF NECESSARY, READ: would you say you feel very safe, fairly safe, a bit unsafe, or very unsafe?]

1  Very safe

2  Fairly safe

3  A bit unsafe

4  Very unsafe

[DO NOT READ:]

77  DON'T KNOW

99  REFUSED

---

---

INTRODUCTION QUESTION #5

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a. Have you been away from home for at least one night in the last 6 months, that is, since <REFERENCE MONTH> 1<sup>st</sup>, 2010?

1  YES → (Ask Introduction Question 5b)

2  NO → (Skip to Introduction Question 7)

77  DON'T KNOW → (Skip to Introduction Question 7)

99  REFUSED → (Skip to Introduction Question 7)

b. How many trips away from home did you take? \_\_\_\_\_ TRIPS

INTRODUCTION QUESTION #6

What different places did you go?

[RECORD UP TO THREE LOCATIONS IN THE **DESTINATION** COLUMN. FOR EACH DIFFERENT DESTINATION REPORTED, ASK 6.2-6.4. IF R REPORTS A SERIES OF TRIPS TO THE SAME LOCATION, SUCH AS A REGULARLY-OCCURRING BUSINESS TRIP, ASK ABOUT THE MOST RECENT TRIP.]

<u>Item 6.1</u> Destination	<u>Item 6.2</u> How many nights did you stay in [DESTINATION]?	<u>Item 6.3</u> During your time there, what type of lodging did you stay in? [RECORD, THEN CODE]	<u>Item 6.4</u> While you were in [DESTINATION], would you say you felt very safe, fairly safe, a bit unsafe, or very unsafe?
a. _____	_____	_____ 1 <input type="checkbox"/> Private home 2 <input type="checkbox"/> Hotel, motel, B&B, resort 3 <input type="checkbox"/> Condo, cabin, vacation home 4 <input type="checkbox"/> Camper, trailer, RV, tent/campsite 5 <input type="checkbox"/> Other 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED	1 <input type="checkbox"/> Very safe 2 <input type="checkbox"/> Fairly safe 3 <input type="checkbox"/> A bit unsafe 4 <input type="checkbox"/> Very unsafe 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED
b. _____	_____	_____ 1 <input type="checkbox"/> Private home 2 <input type="checkbox"/> Hotel, motel, B&B, resort 3 <input type="checkbox"/> Condo, cabin, vacation home 4 <input type="checkbox"/> Camper, trailer, RV, tent/campsite 5 <input type="checkbox"/> Other [77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED	1 <input type="checkbox"/> Very safe 2 <input type="checkbox"/> Fairly safe 3 <input type="checkbox"/> A bit unsafe 4 <input type="checkbox"/> Very unsafe 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED
c. _____	_____	_____ 1 <input type="checkbox"/> Private home 2 <input type="checkbox"/> Hotel, motel, B&B, resort 3 <input type="checkbox"/> Condo, cabin, vacation home 4 <input type="checkbox"/> Camper, trailer, RV, tent/campsite 5 <input type="checkbox"/> Other 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED	1 <input type="checkbox"/> Very safe 2 <input type="checkbox"/> Fairly safe 3 <input type="checkbox"/> A bit unsafe 4 <input type="checkbox"/> Very unsafe 77 <input type="checkbox"/> DON'T KNOW 99 <input type="checkbox"/> REFUSED

INTRODUCTION QUESTION #7

Crimes can be committed by people we know well, by acquaintances, or by strangers.

	READ LIST. RECORD ONE ANSWER FOR EACH ITEM.				
I'm going to read you some statements about different people you know or happen to meet and how much you trust them. Please tell me how much you agree or disagree with each statement.	Strongly agree	Agree	Disagree	Strongly disagree	[DO NOT READ] NEITHER / NO OPINION
7a. The first statement is, "I trust strangers". Do you strongly agree, agree, disagree or strongly disagree with this statement?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>
7b. The next statement is, "I trust people in my neighborhood". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>
7c. The next statement is, "I trust people I work or go to school with". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>
7d. The next statement is, "I trust people in my family". [IF NEEDED: Would you say you strongly agree, agree, disagree or strongly disagree with this statement?]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77 <input type="checkbox"/>

---

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SCREENER QUESTION #1

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Variable: **SQTHEFT**

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 <REFERENCE MONTH> 1<sup>st</sup> of 20XX.

Was something belonging to **YOU** stolen, such as-

[READ EACH CATEGORY]

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment
- Things in your home like a TV, stereo or tools
- Things outside your home such as a garden hose or lawn furniture
- Things belonging to children in the household
- Things from a vehicle such as a package, groceries, camera or CDs

**OR**

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

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTTIMES**

How many times?

Variable: **SQTHEFTSPEC**

What happened? (*Describe all incidents for this screener below*)

---

---

SCREENER QUESTION #2

---

---

Variable: **SQBREAKIN**

**(Other than any incidents already mentioned,) has anyone –**

[READ EACH CATEGORY]

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

**[ASK ONLY IF NECESSARY:]** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQBREAKINTIMES**

How many times?

Variable: **SQBREAKINSPEC**

What happened? *(Describe all incidents for this screener below)*



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SCREENER QUESTION #3

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Variable: **SQTOTALVEHICLES**

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

**IF 0, SKIP TO SCREENER QUESTION #5.  
IF GREATER THAN 4, ENTER 4.**

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SCREENER QUESTION #4

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Variable: **SQMVTHEFT**

During the last 6 months, **(other than any incident already mentioned,)** was the vehicle/were any of the vehicles --

[READ EACH CATEGORY]

- Stolen or used without permission?
  - Did anyone steal any parts such as a tire, car stereo, hubcap or battery?
  - Did anyone steal any gas from **(it/them)**?
- OR
- Did anyone ATTEMPT to steal any vehicle or parts attached to **(it/them)**?

**ASK ONLY IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQMVTHEFTTIMES**

How many times?

Variable: **SQMVTHEFTSPEC**

What happened? *(Describe all incidents for this screener below)*

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---

SCREENER QUESTION #5

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Variable: **SQATTACKWHERE**

(Other than any incidents already mentioned) since <REFERENCE MONTH> 1<sup>st</sup>, 20XX were you attacked or threatened OR did you have something stolen from you --

[READ EACH CATEGORY]

- 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 belong to **you** from any of these places?

[ASK ONLY IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKWHERETIMES**

How many times?

Variable: **SQATTACKWHERESPEC**

What happened? *(Describe all incidents for this screener below)*

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SCREENER QUESTION #6

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Variable: **SQATTACKHOW**

**(Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways?**

(Exclude telephone threats).

READ EACH CATEGORY

- 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 IF NECESSARY:** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQATTACKHOWTIMES**

How many times?

Variable: **SQATTACKHOWSPEC**

What happened? *(Describe all incidents for this screener below)*

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---

SCREENER QUESTION #7

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Variable: **SQTHEFTATTACKKNOWNOFF**

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 – (Exclude telephone threats)

[READ EACH CATEGORY]

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

[ASK IF NECESSARY:] Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQTHEFTATTACKKNOWNOFFTIMES**

How many times?

Variable: **SQTHEFTATTACKKNOWNOFFSPEC**

What happened? *(Describe all incidents for this screener below)*

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SCREENER QUESTION #8

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Variable: **SQSEXUAL**

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 –

[READ EACH CATEGORY]

- Someone **you** didn't know
- A casual acquaintance

OR

- Someone **you know** well?

**[ASK IF NECESSARY:]** Did any incidents of this type happen to **you**?

1  YES

2  NO

Variable: **SQSEXUALTIMES**

How many times?

Variable: **SQSEXUALSPEC**

What happened? *(Describe all incidents for this screener below)*

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SCREENER QUESTION #9

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Variable: **SQCALLPOLICECRIME**

During the last 6 months, (**other than any incidents already mentioned,**) did **you** call the police to report something that happened to **you** which **you** thought was a crime?

- 1  YES
- 2  NO

Variable: **SQCALLPOLICESPEC**

What happened? (*Describe all incidents for this screener below.*)

Variable: **SQCALLPOLICEATTACKTHREAT**

[IF NOT SURE, ASK:] Were you (**was the respondent**) attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you (**the respondent**) or another household member?

- 1  YES
- 2  NO

Variable: **SQCALLPOLICEATTACKTHREATTIMES**

How many times?

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SCREENER QUESTION #10

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Variable: **SQNOCALLPOLICECRIME**

During the last 6 months, **(other than any incidents already mentioned,)** did anything which **you** thought was a crime happen to **you**, but **you** did NOT report it to the police?

- 1  YES  
2  NO

Variable: **SQNOCALLPOLICESPEC**

What happened? *(Describe all incidents for this screener below.)*

Variable: **SQNOCALLPOLICEATTACKTHREAT**

[IF NOT SURE, ASK:] Were you **(was the respondent)** attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you **(the respondent)** or another household member?

- 1  YES  
2  NO

Variable: **SQNOCALLPOLICEATTACKTHREATTIMES**

How many times?

**Appendix 20 – Survey of Crime Victimization - Original Control Screener**

**SQTHEFT**

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 (\_\_\_\_\_, 20\_\_) (**REFERENCE PERIOD START**).

Was something belonging to **YOU** stolen, such as--

◆ Read each category.

- Things that you carry, like luggage, a wallet, purse, briefcase, book -
- Clothing, jewelry, or cellphone -
- Bicycle or sports equipment -
- Things in your home - like a TV, stereo, or tools -
- **Things outside your home such as a garden hose or lawn furniture**
- **Things belonging to children in the household**
- Things from a vehicle, such as a package, groceries, camera, or CDs -
- OR
- Did anyone ATTEMPT to steal anything belonging to **you**?

◆ Ask only if necessary:

Did any incidents of this type happen to **you**?

1. Yes
2. No

**SQTHEFTTIMES**

How many times?

**SQTHEFTSPEC**

What happened?

◆ Describe all incidents for this screener below.

**SQBREAKIN**



**(OTHER THAN ANY INCIDENTS ALREADY MENTIONED,) has anyone--**

◆ Read each category.

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

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

OR

--Illegally gotten in or tried to get into a hotel or motel room or vacation home where **you** were staying?

◆ Ask only if necessary:

Did any incidents of this type happen to **you**?

1. Yes
2. No

**SQBREAKINTIMES**

How many times?

**SQBREAKINSPEC**

What happened?

◆ Describe all incidents for this screener below.

**SQTOTALVEHICLES**

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

◆ If greater than 4, enter 4.

**SQMVTHEFT**

During the last 6 months, **(OTHER THAN ANY INCIDENT ALREADY MENTIONED,) (was the vehicle/were any of the vehicles) -**

◆ Read each category.

-- Stolen or used without permission?

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

-- Did anyone steal any gas from **(it/them)**?

OR

-- Did anyone ATTEMPT to steal any vehicle or parts attached to **(it/them)**?

◆ Ask only if necessary:

Did any incidents of this type happen to **you**?

1. Yes
2. No

**SQMVTHEFTTIMES**

How many times?

**SQMVTHEFTSPEC**

What happened?

◆ Describe all incidents for this screener below.

**SQATTACKWHERE**

**(OTHER THAN ANY INCIDENTS ALREADY MENTIONED,) since \_\_\_\_\_, 20\_\_, were you attacked or threatened OR did you have something stolen from you –**

◆ Read each category.

- 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**?

1. Yes
2. No

**SQATTACKWHERETIMES**

How many times?

**SQATTACKWHERESPEC**

What happened?

◆ Describe all incidents for this screener below.

**SQATTACKHOW**

**(OTHER THAN ANY INCIDENTS ALREADY MENTIONED,) has** anyone attacked or threatened **you** in any of these ways –

Exclude telephone threats.

◆ Read each category.

- 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**?

1. Yes
2. No

**SQATTACKHOWTIME**  
**S**

How many times?

**SQATTACKHOWSPEC**

What happened?

◆ Describe all incidents for this screener below.

**SQTHEFTATTACKKNOWNOFF**

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**

–

- ◆ Exclude telephone threats.

- ◆ Read each category.

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

- ◆ Ask only if necessary:

Did any incidents of this type happen to **you**?

1. Yes
2. No

#### SQTHEFTATTACKKNO WNOFFTIMES

How many times?

#### SQTHEFTATTACKKNO WNOFFSPEC

What happened?

- ◆ Describe all incidents for this screener below.

#### SQSEXUAL

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 --**

- ◆ Read each category.

- 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**?

1. Yes

2. No

**SQSEXUALTIMES**

How many times?

**SQSEXUALSPEC**

What happened?

◆ Describe all incidents for this screener below.

**SQCALLPOLICECRIME**

During the last 6 months, **(OTHER THAN ANY INCIDENTS ALREADY MENTIONED,)** did **you** call the police to report something that happened to **you** which **you** thought was a crime?

1. Yes
2. No

**SQCALLPOLICESPEC**

What happened?

◆ Describe all incidents for this screener below.

**SQCALLPOLICEATTACKTHREAT**

◆ If not sure ask:

**Were you (WAS THE RESPONDENT)** attacked or threatened, or was something stolen or an attempt made to steal something that belonged to **you (THE RESPONDENT)** or another household member?.

1. Yes
2. No

**SQCALLPOLICEATTACKTHREATTIMES**

How many times?

**SQNOCALLPOLICECRIME**

During the last 6 months, **(OTHER THAN ANY INCIDENTS ALREADY MENTIONED,)** did anything which **you** thought was a crime happen to **YOU**, but **you** did NOT report to the police?

1. Yes
2. No

**SQNOCALLPOLICESP  
EC**

What happened?

◆ Describe all incidents for this screener below.

**SQNOCALLPOLICEAT  
TACKTHREAT**

If not sure ask:

**Were you (WAS THE RESPONDENT) attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you (THE RESPONDENT) or another household member?**

1. Yes
2. No

**SQNOCALLPOLICEAT  
TACKTHREATTIMES**

How many times?

# Appendix 21 - SCV Modified Incident Report

OMB Number: 1121-0325

Expiration Date: 6/30/2012

Respondent ID:

OMB No. 1121-0111: Approval Expires 7/31/2009

**NOTICE** - We are conducting this survey under the authority of Title 13, United States Code, Section 8. Section 9 of this law requires us to keep all information about you and your household strictly **confidential**. We may use this information only for statistical purposes. Also, Title 42, Section 3732, United States Code, authorizes the Bureau of Justice Statistics, Department of Justice, to collect information using this survey. Title 42, Sections 3789g and 3735, United States Code, also requires us to keep all information about you and your household strictly confidential. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB number.

FORM NCVS-2  
 U.S. DEPARTMENT OF COMMERCE  
 Economics and Statistics Administration  
 U.S. CENSUS BUREAU  
 IMPLEMENTATION DATE: (07-01-2008)  
 ACTING AS COLLECTING AGENT FOR THE  
 BUREAU OF JUSTICE STATISTICS  
 U.S. DEPARTMENT OF JUSTICE

Control number  
 PSU Segment/Suffix Sample designation/Suffix Serial/Suffix HH No. Spinoff Indicator

## CRIME INCIDENT REPORT

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- 1a.** LINE NUMBER OF RESPONDENT    Line number (ex., 01)
- 1b.** SCREEN QUESTION NUMBER    Screen question number (ex., 39)
- 1c.** INCIDENT NUMBER    Incident number (ex., 01)

- 2a.**  **CHECK ITEM A** Has the respondent lived at this address for more than 6 months? (If not sure, refer to 33a on the NCVS-1 or ASK)
- Yes (more than 6 months) - SKIP to 3  
 No (6 months or less) - ASK 2

- 2b. INCIDENT ADDRESS**  
 You said that during the last  (description of the crime reported in the screen question.)  
**Did (this/the first) incident happen while you were living here or before you moved to this address?**
- 605 While living at this address  
 2 Before moving to this address

Start Here →

- 3. INCIDENT DATE**  
 In what month did (this/the first) incident happen?  
 Encourage respondent to give exact month.
- Month Year

- 4. INCIDENT NUMBER OF TIMES**  
 If unsure, ask -  
**Altogether, how many times did this type of incident happen during the last .**
- \_\_\_\_\_ Number of incidents

- 5a.**  **CHECK ITEM B** How many incidents? (Refer to 4.)
- 608 1  1-5 incidents (not a "series") - SKIP to 6  
 2  6 or more incidents - ASK 5b

- 5b.**  **CHECK ITEM C** **INCIDENTS SIMILAR**
- If unsure, ask:  
**Are these incidents similar to each other in detail or are they for different types of crimes?**
- 609 1  Similar - ASK 5c  
 2  Different (not a "series") - SKIP to 6

- 5c.**  **CHECK ITEM D** **RECALL DETAILS**
- If unsure, ask:  
**Can you recall enough details of each incident to distinguish them from each other?**
- 610 1  Yes (not a "series")  
 2  No (is a "series")

- 6. INCIDENT TIME**  
 (If box 2 is marked in 5c, read: **The following questions refer only to the most recent incident.**)  
**About what time did (this/the most recent) incident happen?**
- 612 During day  
 1  After 6 a.m. - 12 noon  
 2  After 12 noon - 3 p.m.  
 3  After 3 p.m. - 6 p.m.  
 4  Don't know what time of day  
 At night  
 5  After 6 p.m. - 9 p.m.  
 6  After 9 p.m. - 12 midnight  
 7  After 12 midnight - 6 a.m.  
 8  Don't know what time of night  
 OR  
 9  Don't know whether day or night

<p><b>7a. INCIDENTPLACE</b>  <b>In what city, town, or village did this incident occur?</b></p>	<p>613</p> <p>1 <input type="checkbox"/> Outside U.S. - SKIP to 10a  2 <input type="checkbox"/> Not inside a city/town/village - ASK 8a  3 <input type="checkbox"/> SAME city/town/village as present residence - SKIP to 10a  4 <input type="checkbox"/> DIFFERENT city/town/village from present residence } ASK 7b  5 <input type="checkbox"/> Don't know - ASK 8a</p>
<p><b>7b. INCIDENTPLACESPEC</b>  Please specify the city, town, or village, in which the incident occurred.</p>	<p>Specify  _____</p>
<p><b>8a. INCIDENTSTATE</b>  <b>In what state did it occur?</b></p> <p><b>8b. INCIDENTCOUNTY</b>  <b>In what county did it occur?</b></p>	<p>614</p> <p>State _____</p> <p>County _____</p>
<p><b>8c. COUNTYSTATE</b>  Ask or verify:  <b>Is this the same county and state as your present residence?</b></p>	<p>615</p> <p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p><b>10a. LOCATION_GENERAL</b>  <b>Did this incident happen ...</b>  Read each category until respondent says "yes", then enter appropriate precode.</p>	<p>1 <input type="checkbox"/> <b>In your home or lodging?</b> - SKIP to 10b  2 <input type="checkbox"/> <b>Near your home?</b> - SKIP to 10c  3 <input type="checkbox"/> <b>At, in or near a friend's/relative's/neighbor's home?</b> - SKIP to 10d  4 <input type="checkbox"/> <b>At a commercial place?</b> - SKIP to 10e  5 <input type="checkbox"/> <b>In a parking lot or garage?</b> - SKIP to 10f  6 <input type="checkbox"/> <b>At school?</b> - SKIP to 10g  7 <input type="checkbox"/> <b>In open areas, on the street, or on public transportation?</b> - SKIP to - 10h  8 <input type="checkbox"/> <b>Some where else?</b> - SKIP to 10i</p>
<p>Notes</p>	



<p><b>10b. LOCATION_IN_HOME</b></p> <p>Ask if necessary:</p> <p><b>Where in your home or lodging did this incident happen?</b></p>	<p>616</p> <p>1 <input type="checkbox"/> In own dwelling, own attached garage, or enclosed porch (Include illegal entry or attempted illegal entry of same) .....</p> <p>2 <input checked="" type="checkbox"/> In detached building on own property, such as detached garage, storage shed, etc. (Include illegal entry of same) .....</p> <p>3 <input checked="" type="checkbox"/> In vacation home/second home (Include illegal entry or attempted illegal entry of same) .....</p> <p>4 <input type="checkbox"/> In hotel or motel room respondent was staying in (Include illegal entry or attempted illegal entry of same) .....</p> <p>} SKIP to 11</p>
<p><b>10c. LOCATION_NEAR_HOME</b></p> <p>Ask if necessary:</p> <p><b>Where near your home or lodging did this incident happen?</b></p>	<p>5 <input type="checkbox"/> Own yard, sidewalk, driveway, carport, unenclosed porch (does not include apartment yards).....</p> <p>6 <input type="checkbox"/> Apartment hall, storage area, laundry room (does not include apartment parking lot/garage).....</p> <p>7 <input type="checkbox"/> On street immediately adjacent to own home or lodging.....</p> <p>} SKIP to Q19</p>
<p><b>10d. LOCATION_OTHER_HOME</b></p> <p>Ask if necessary:</p> <p><b>Where at, in, or near a friend's/relative's/neighbor's home did this incident happen?</b></p>	<p>8 <input checked="" type="checkbox"/> At or in home or other building on their property .....</p> <p>9 <input checked="" type="checkbox"/> Yard, sidewalk, driveway, carport (does not include apartment yards) .....</p> <p>10 <input checked="" type="checkbox"/> Apartment hall, storage area, laundry room (does not include apartment parking lot/garage) .....</p> <p>1 <input type="checkbox"/> On street immediately adjacent to their home.....</p> <p>} SKIP to Q19</p>
<p><b>10e. LOCATION_COMMERCE</b></p> <p>Ask if necessary:</p> <p><b>At what type of a commercial place did this incident happen?</b></p>	<p>12 <input type="checkbox"/> Inside restaurant, bar, nightclub .....</p> <p>24 <input type="checkbox"/> Inside bank .....</p> <p>25 <input type="checkbox"/> Inside gas station.....</p> <p>26 <input type="checkbox"/> Inside other commercial building, such as a store.....</p> <p>14 <input type="checkbox"/> Inside office.....</p> <p>27 <input type="checkbox"/> Inside factory or warehouse.....</p> <p>} SKIP to Q19</p>
<p><b>10f. LOCATION_PARKING</b></p> <p>Ask if necessary:</p> <p><b>In what type of a parking lot or garage did this incident happen?</b></p>	<p>15 <input type="checkbox"/> Commercial parking lot/garage .....</p> <p>16 <input type="checkbox"/> Noncommercial parking lot/garage .....</p> <p>17 <input type="checkbox"/> Apartment/townhouse parking lot/garage.....</p> <p>} SKIP to Q19</p>
<p><b>10g. LOCATION_SCHOOL</b></p> <p>Ask if necessary:</p> <p><b>Where at school did this incident happen?</b></p>	<p>18 <input type="checkbox"/> Inside school building ..... SKIP to 17a</p> <p>19 <input type="checkbox"/> On school property (school parking area, play area, school bus, etc.) ..... SKIP to Q19</p>
<p><b>10h. LOCATION_OPEN_AREA</b></p> <p>Ask if necessary:</p> <p><b>Where in an open area, on the street, or on public transportation did this incident happen?</b></p>	<p>20 <input type="checkbox"/> In apartment yard, park, field, playground (other than school) .....</p> <p>21 <input type="checkbox"/> On the street (other than immediately adjacent to own/friend's/relative's/neighbor's home) .....</p> <p>22 <input type="checkbox"/> On public transportation or in station (bus, train, plane, airport, depot, etc.).....</p> <p>} SKIP to Q19</p>
<p><b>10i. LOCATION_SPEC</b></p> <p>Please specify the other location where this incident occurred.</p>	<p>23 <input type="checkbox"/> Other - Specify..... SKIP to Q19</p>

<b>11. OFFENDERLIVE</b> <b>Did the offender live (here/there) or have a right to be (here/there), for instance, as a guest or a repairperson?</b>	<input type="checkbox"/> 617 1 <input type="checkbox"/> Yes - SKIP to 19 <input type="checkbox"/> 2 <input type="checkbox"/> No ..... } ASK 12 <input type="checkbox"/> 3 <input type="checkbox"/> Don't know
<b>12. OFFENDERINSIDE</b> <b>Did the offender actually get INSIDE your (house/apartment/room/garage/ shed/ enclosed porch)?</b>	<input type="checkbox"/> 618 1 <input type="checkbox"/> Yes - SKIP to 14 <input type="checkbox"/> 2 <input type="checkbox"/> No ..... } ASK 13 <input type="checkbox"/> 3 <input type="checkbox"/> Don't know
<b>13. OFFENDERTRY</b> <b>Did the offender TRY to get in your (house/ apartment/room/garage/shed/porch)?</b>	<input type="checkbox"/> 619 1 <input type="checkbox"/> Yes - ASK 14 <input type="checkbox"/> 2 <input type="checkbox"/> No - SKIP to 19 <input type="checkbox"/> 3 <input type="checkbox"/> Don't know - ASK 14
<b>14. FORCEENTRY</b> <b>Was there any evidence, such as a broken lock or broken window, that the offender(s) (got in by force/TRIED to get in by force)?</b>	<input type="checkbox"/> 620 1 <input type="checkbox"/> Yes - ASK 15a <input type="checkbox"/> 2 <input type="checkbox"/> No - SKIP to 16a
<b>15a. EVIDENCE</b> <b>What was the evidence?</b> Probe: <b>Anything else?</b> Enter all that apply.	<div style="margin-bottom: 10px;"> <input type="checkbox"/> 625 * Window          1 <input type="checkbox"/> Damage to window (include frame, glass broken/removed/cracked) ..... } SKIP to 19          2 <input type="checkbox"/> Screen damaged/removed ..... }          3 <input type="checkbox"/> Lock on window damaged/tampered with in some way ..... }          4 <input type="checkbox"/> Other - Specify ..... SKIP to 15b       </div> <div> <input type="checkbox"/> 626 * Door          5 <input type="checkbox"/> Damage to door (include frame, glass panes or door removed) ..... } SKIP to 19          6 <input type="checkbox"/> Screen damaged/removed ..... }          7 <input type="checkbox"/> Lock or door handle damaged/tampered with in some way ..... }          8 <input type="checkbox"/> Other - Specify ..... SKIP to 15c          Other          9 <input type="checkbox"/> Other than window or door - Specify ..... SKIP to 15d       </div>
<b>15b. EVIDENCE_SPEC14</b> Please specify what was the other evidence related to a window.	Specify - SKIP to 19 _____
<b>15c. EVIDENCE_SPEC18</b> Please specify what was the other evidence related to a door.	Specify - SKIP to 19 _____
<b>15d. EVIDENCE_SPEC19</b> Please specify what was the evidence other than to a window or door.	Specify - SKIP to 19 _____
Notes	

<p><b>16a. OFFENDERGETIN</b></p> <p><b>How did the offender (get in/TRY to get in)?</b></p>	<p>627</p> <p>1 <input type="checkbox"/> Let in .....</p> <p>2 <input type="checkbox"/> Offender pushed his/her way in after door opened .....</p> <p>3 <input type="checkbox"/> Through OPEN DOOR or other opening ...</p> <p>4 <input type="checkbox"/> Through UNLOCKED door or window .....</p> <p>5 <input type="checkbox"/> Through LOCKED door or window - Had key .....</p> <p>6 <input type="checkbox"/> Through LOCKED door or window - Picked lock, used credit card, etc., other than key .....</p> <p>7 <input type="checkbox"/> Through LOCKED door or window - Don't know how .....</p> <p>8 <input type="checkbox"/> Don't know .....</p> <p>9 <input type="checkbox"/> Other - Specify .....</p> <p style="text-align: right;">SKIP to 16b</p>
<p><b>16b. OFFENDERGETIN_SPEC</b></p> <p>Please specify - how the offender got in/TRIED to get in.</p>	<p>Specify - SKIP to 19</p> <p>_____</p>
<p><b>17a. RESPONDENTSSCHOOL</b></p> <p><b>Was it your school?</b></p>	<p>628</p> <p>1 <input checked="" type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No - SKIP to Q19</p>
<p><b>17b. PARTSCHOOLBLDG</b></p> <p><b>In what part of the school building did it happen?</b></p>	<p>629</p> <p>1 <input type="checkbox"/> Classroom</p> <p>2 <input type="checkbox"/> Hallway/Stairwell</p> <p>3 <input type="checkbox"/> Bathroom/Locker room</p> <p>4 <input type="checkbox"/> Other (library, gym, auditorium, cafeteria)</p>
<p><b>19. FARFROMHOME</b></p> <p>Ask or verify -</p> <p><b>How far away from home did this happen?</b></p> <p>PROBE: <b>Was it within a mile, 5 miles, 50 miles or more?</b></p> <p>Enter the code for the first answer category that the respondent is sure of.</p>	<p>632</p> <p>1 <input type="checkbox"/> At, in, or near the building containing the respondent's home/next door</p> <p>2 <input type="checkbox"/> A mile or less</p> <p>3 <input type="checkbox"/> Five miles or less</p> <p>4 <input type="checkbox"/> Fifty miles or less</p> <p>5 <input type="checkbox"/> More than 50 miles</p> <p>6 <input type="checkbox"/> Don't know how far</p>
<p><b>20a. HHMEMBERPRESENT</b></p> <p>Ask or verify -</p> <p><b>Were you or any other member of this household present when this incident occurred?</b></p> <p>You may need to probe to obtain more details to determine if respondent was present.</p>	<p>634</p> <p>1 <input type="checkbox"/> Yes - ASK 20b</p> <p>2 <input type="checkbox"/> No - SKIP to 88</p>
<p><b>20b. WHICHMEMBER</b></p> <p>Ask or verify -</p> <p><b>Which household members were present?</b></p>	<p>635</p> <p>1 <input type="checkbox"/> Respondent only .....</p> <p>2 <input type="checkbox"/> Respondent and other household member(s) .....</p> <p>3 <input type="checkbox"/> Only other household member(s), not respondent - SKIP to 60</p> <p style="text-align: right;">Ask 21</p>

<p><b>21. SEEOFFENDER</b> Ask or verify -</p> <p><b>Did you personally see an offender?</b></p>	<p>636 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>22. WEAPONPRESENT</b> <b>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?</b></p>	<p>637 1 <input type="checkbox"/> Yes - ASK 23a 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know } SKIP to 24</p>
<p><b>23a. WEAPON</b> <b>What was the weapon?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>638 * 1 <input type="checkbox"/> Hand gun (pistol, revolver, etc.) ..... 2 <input type="checkbox"/> Other gun (rifle, shotgun, etc.) ..... 3 <input type="checkbox"/> Knife ..... 4 <input type="checkbox"/> Other sharp object (scissors, ice pick, axe, etc.) ..... 5 <input type="checkbox"/> Blunt object (rock, club, blackjack, etc.) ..... 6 <input type="checkbox"/> Other - Specify - ASK 23b</p> <p>} SKIP to 24</p>
<p><b>23b. WEAPON_SPEC</b> Please specify the other weapon.</p>	<p>Specify _____</p>
<p><b>24. ATTACK</b> <b>Did the offender hit you, knock you down or actually attack you in any way?</b></p>	<p>639 1 <input type="checkbox"/> Yes - SKIP to 29a 2 <input type="checkbox"/> No - ASK 25</p>
<p><b>25. TRYATTACK</b> <b>Did the offender TRY to attack you?</b></p>	<p>640 1 <input type="checkbox"/> Yes - SKIP to 28a 2 <input type="checkbox"/> No - ASK 26</p>
<p><b>26. THREATEN</b> <b>Did the offender THREATEN you with harm in any way?</b></p>	<p>641 1 <input type="checkbox"/> Yes - SKIP to 28c 2 <input type="checkbox"/> No - ASK 27a</p>
<p><b>27a. WHATHAPPEN</b> <b>What actually happened?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>642 * 1 <input type="checkbox"/> Something taken without permission ..... 2 <input type="checkbox"/> Attempted or threatened to take something ..... 3 <input type="checkbox"/> Harassed, argument, abusive language ..... 4 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.) ..... 5 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.) ..... 6 <input type="checkbox"/> Forcible entry or attempted forcible entry of house/apartment ..... 7 <input type="checkbox"/> Forcible entry or attempted forcible entry of car ..... 8 <input type="checkbox"/> Damaged or destroyed property ..... 9 <input type="checkbox"/> Attempted or threatened to damage or destroy property ..... 10 <input type="checkbox"/> Other - Specify - ASK 27b</p> <p>} SKIP to 35c } SKIP to 27c } SKIP to 35c</p>
<p><b>27b. WHATHAPPEN_SPEC</b> Please specify what actually happened.</p>	<p>Specify - SKIP to 35c _____</p>
<p><b>27c. SEXCONFORCEPROBE_1</b> <b>You mentioned some type of unwanted sexual contact with force. Do you mean forced or coerced sexual intercourse including attempts?</b></p>	<p>1 <input type="checkbox"/> Yes - SKIP to 29a 2 <input type="checkbox"/> No - SKIP to 35c</p>
<p>Notes</p>	

**28a. HOWTRYATTACK**  
**How did the offender TRY to attack you?**  
 Probe: **Any other way?**  
 Enter all that apply.

643 \*  
 1  Verbal threat of rape ..... } SKIP to 35c  
 2  Verbal threat to kill ..... }  
 3  Verbal threat of attack other than to kill or rape ..... }  
 4  Verbal threat of sexual assault other than rape ..... }  
 5  Unwanted sexual contact with force (grabbing, fondling, etc.) ..... SKIP to 28e  
 6  Unwanted sexual contact without force (grabbing, fondling, etc.) ..... }  
 7  Weapon present or threatened with weapon .. }  
 8  Shot at (but missed) ..... }  
 9  Attempted attack with knife/sharp weapon ... }  
 10  Attempted attack with weapon other than gun/knife/sharp weapon ..... } SKIP to 35c  
 11  Object thrown at person ..... }  
 12  Followed or surrounded ..... }  
 13  Tried to hit, slap, knock down, grab, hold, trip, jump, push, etc. .... }  
 14  Other - Specify - ASK 28b

**28b. HOWTRYATTACK\_SPEC**  
 Please specify how the offender TRIED to attack you.

Specify - SKIP to 35c  
 \_\_\_\_\_

**28c. HOWTHREATEN**  
**How were you threatened?**  
 Probe: **Any other way?**  
 Enter all that apply.

643 \*  
 1  Verbal threat of rape ..... } SKIP to 35c  
 2  Verbal threat to kill ..... }  
 3  Verbal threat of attack other than to kill or rape ..... }  
 4  Verbal threat of sexual assault other than rape ..... }  
 5  Unwanted sexual contact with force (grabbing, fondling, etc.) ..... SKIP to 28e  
 6  Unwanted sexual contact without force (grabbing, fondling, etc.) ..... }  
 7  Weapon present or threatened with weapon .. }  
 8  Shot at (but missed) ..... }  
 9  Attempted attack with knife/sharp weapon ... }  
 10  Attempted attack with weapon other than gun/knife/sharp weapon ..... } SKIP to 35c  
 11  Object thrown at person ..... }  
 12  Followed or surrounded ..... }  
 13  Tried to hit, slap, knock down, grab, hold, trip, jump, push, etc. .... }  
 14  Other - Specify - ASK 28d

**28d. HOWTHREATEN\_SPEC**  
 Please specify how you were threatened.

Specify - SKIP to 35c  
 \_\_\_\_\_

**28e. SEXCONFORCEPROBE\_2**  
**You mentioned some type of unwanted sexual contact with force. Do you mean forced or coerced sexual intercourse including attempts?**

1  Yes - ASK 29a  
 2  No - SKIP to 35c

**29a. HOWATTACK**  
**How were you attacked?**  
 Probe: **Any other way?**  
 Enter all that apply.

646 \*  
 1  Raped ..... - ASK 29c  
 2  Tried to rape ..... - ASK 29d  
 3  Sexual assault other than rape or attempted rape ..... }  
 4  Shot ..... }  
 5  Shot at (but missed) ..... }  
 6  Hit with gun held in hand ..... }  
 7  Stabbed/cut with knife/sharp weapon ..... }  
 8  Attempted attack with knife/sharp weapon .. }  
 9  Hit by object (other than gun) held in hand .. }  
 10  Hit by thrown object ..... } SKIP to Q31a  
 11  Attempted attack with weapon other than gun/knife/sharp weapon ..... }  
 12  Hit, slapped, knocked down ..... }  
 13  Grabbed, held, tripped, jumped, pushed, etc. .... }  
 14  Other - Specify - ASK 29b

**29b. HOWATTACK\_SPEC**  
 Please specify how you were attacked.

Specify - SKIP to Q31a  
 \_\_\_\_\_

<p><b>29c. RAPE_CK1</b></p> <p><b>You mentioned rape. Do you mean forced or coerced sexual intercourse?</b></p> <p>If "no", then ask: <b>What do you mean?</b></p>	<p><input checked="" type="checkbox"/> Yes - SKIP to Q31a</p> <p><input checked="" type="checkbox"/> No - go back to 29a</p>
<p><b>29d. ATTRAPE_CK1</b></p> <p><b>You mentioned attempted rape. Do you mean attempted forced or coerced sexual intercourse?</b></p> <p>If "no", then ask: <b>What do you mean?</b></p>	<p><input type="checkbox"/> Yes - SKIP to Q31a</p> <p><input type="checkbox"/> No - go back to 29a</p>
<p><b>31a. INJURY</b></p> <p><b>What were the injuries you suffered, if any?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>655 1 <input type="checkbox"/> None ..... SKIP to 35c</p> <p>* 2 <input type="checkbox"/> Raped ..... SKIP to 31c</p> <p>3 <input type="checkbox"/> Attempted rape ..... SKIP to 31d</p> <p>4 <input type="checkbox"/> Sexual assault other than rape or</p> <p>5 <input type="checkbox"/> attempted rape .....</p> <p>6 <input type="checkbox"/> Knife or stab wounds .....</p> <p>656 7 <input type="checkbox"/> Gun shot, bullet wounds ..... } SKIP</p> <p>* 8 <input type="checkbox"/> Broken bones or teeth knocked out ..... } to</p> <p>9 <input type="checkbox"/> Internal injuries ..... } Q33a</p> <p>10 <input type="checkbox"/> Knocked unconscious .....</p> <p>11 <input type="checkbox"/> Bruises, black eye, cuts, scratches, swelling, chipped teeth.....</p> <p>Other - Specify - ASK 31b</p>
<p><b>31b. INJURY_SPEC</b></p> <p>Please specify the injuries you suffered.</p>	<p>Specify - SKIP to Q33a</p> <p>_____</p>
<p><b>31c. RAPE_CK2</b></p> <p><b>You mentioned rape. Do you mean forced or coerced sexual intercourse?</b></p> <p>If "no", then ask: <b>What do you mean?</b></p>	<p><input type="checkbox"/> Yes - SKIP to Q33a</p> <p><input type="checkbox"/> No - go back to 31a</p>
<p><b>31d. ATTRAPE_CK2</b></p> <p><b>You mentioned attempted rape. Do you mean attempted forced or coerced sexual intercourse?</b></p> <p>If "no", then ask: <b>What do you mean?</b></p>	<p><input type="checkbox"/> Yes - SKIP to Q33a</p> <p><input type="checkbox"/> No - go back to 31a</p>
<p><b>33a. MEDICALCARE</b></p> <p><b>Were you injured to the extent that you received any medical care, including self treatment?</b></p>	<p>659 1 <input type="checkbox"/> Yes - ASK 33b</p> <p>2 <input type="checkbox"/> No - SKIP to 35c</p>

<p><b>33b. RECEIVECAREWHERE</b>  <b>Where did you receive this care?</b></p> <p>Probe: <b>Anywhere else?</b></p> <p>Enter all that apply.</p>	<p>660</p> <p>* <input type="checkbox"/> 1 At the scene .....</p> <p><input type="checkbox"/> 2 At home/neighbor's/friend's .....</p> <p><input type="checkbox"/> 3 Health unit at work/school, first aid station at a stadium/park, etc. ....</p> <p><input type="checkbox"/> 4 Doctor's office/health clinic .....</p> <p><input type="checkbox"/> 5 Emergency room at hospital/emergency clinic .....</p> <p><input type="checkbox"/> 6 Hospital (other than emergency room) .....</p> <p><input type="checkbox"/> 7 Other - Specify - ASK 33c.</p> <p style="text-align: right;">} SKIP to 33d</p>
<p><b>33c. RECEIVECAREWHERE_SPEC</b></p> <p>Please specify where you received this care.</p>	<p>Specify _____</p>
<p><b>33d. CHECK ITEM E1</b> Is (box 6) "Hospital" marked in 33b?</p>	<p><input type="checkbox"/> 1 Yes - ASK 34a</p> <p><input type="checkbox"/> 2 No - SKIP to 35a</p>
<p><b>34a. CAREOVERNIGHT</b></p> <p><b>Did you stay overnight in the hospital?</b></p>	<p>662 <input type="checkbox"/> 1 Yes - ASK 34b</p> <p><input type="checkbox"/> 2 No - SKIP to 35a</p>
<p><b>34b. CAREDAYHOSPIT</b></p> <p><b>How many days did you stay in the hospital?</b></p>	<p>663 _____ Number of days</p>
<p><b>35a. MEDICALINSURANCE</b></p> <p><b>At the time of the incident, were you covered by any medical insurance, or were you eligible for benefits from any other type of health benefits program, such as medical, Veterans Administration, or Public Welfare?</b></p>	<p>664 <input type="checkbox"/> 1 Yes</p> <p><input type="checkbox"/> 2 No</p> <p><input type="checkbox"/> 3 Don't know</p>
<p><b>35b. MEDICALEXPENSES</b></p> <p><b>What was the total amount of your medical expenses resulting from this incident (INCLUDING anything paid by insurance)? Include hospital and doctor bills, medicine, therapy, braces, and any other injury related expenses.</b></p> <p>Obtain an estimate, if necessary.</p>	<p>665 \$ _____ 00 Total amount</p> <p>0 No cost</p>
<p><b>35c. CHECK ITEM E2</b> Is (box 1) "Yes" marked in 24, 25 or 26 or are (box 4 or 5) "Unwanted sexual contact with or without force" marked in 27?</p>	<p><input type="checkbox"/> 1 Yes - ASK 36a</p> <p><input type="checkbox"/> 2 No - SKIP to 47</p>
<p><b>36a. IMPACT_JOB</b></p> <p><b>Being a victim of crime affects people in different ways. Next I would like to ask you some questions about how being a crime victim may have affected you.</b></p> <p><b>Did being a victim of this crime lead you to have significant problems with your job or schoolwork, or trouble with your boss, coworkers, or peers?</b></p>	<p>emo_toll_impact_job</p> <p><input type="checkbox"/> 1 Yes</p> <p><input type="checkbox"/> 2 No</p>
<p><b>36b. IMPACT_FAMILY</b></p> <p><b>Did being a victim of this crime lead you to have significant problems with family members or friends, including getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before?</b></p>	<p>emo_toll_impact_family</p> <p><input type="checkbox"/> 1 Yes</p> <p><input type="checkbox"/> 2 No</p>
<p><b>36c. HOW_DISTRESSING</b></p> <p><b>How distressing was being a victim of this crime to you? Was it not at all distressing, mildly distressing, moderately distressing, or severely distressing?</b></p>	<p>emo_toll_how_distressing</p> <p><input type="checkbox"/> 1 Not at all distressing</p> <p><input type="checkbox"/> 2 Mildly distressing</p> <p><input type="checkbox"/> 3 Moderately distressing</p> <p><input type="checkbox"/> 4 Severely distressing</p>

<b>36d. CHECK ITEM E3</b> Is (box 1) "Yes" marked in 36a or 36b or are (box 3 or 4) "Moderately or severely distressing" marked in 36c?	1 <input type="checkbox"/> Yes - ASK 37 2 <input type="checkbox"/> No - SKIP to 47
<b>37. Still thinking about your distress associated with being a victim of this crime did you feel any of the following ways for A MONTH OR MORE? Did you feel ...</b>  <b>(a) FEEL_WORRIED</b> Worried or anxious? ..... <b>(b) FEEL_ANGRY</b> Angry? ..... <b>(c) FEEL_SAD</b> Sad or depressed? ..... <b>(d) FEEL_VULNERABLE</b> Vulnerable? ..... <b>(e) FEEL_VIOLATED</b> Violated? ..... <b>(f) FEEL_MISTRUST</b> Like you couldn't trust people? ..... <b>(g) FEEL_UNSAFE</b> Unsafe? ..... <b>(h) FEEL_OTHER_WAY</b> Some other way? .....	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px;">emo_toll_feel_worried</div> <div>1 <input type="checkbox"/> Yes</div> <div>2 <input type="checkbox"/> No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">emo_toll_feel_angry</div> <div>1 <input type="checkbox"/> Yes</div> <div>2 <input type="checkbox"/> No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">emo_toll_feel_sad</div> <div>1 <input type="checkbox"/> Yes</div> <div>2 <input type="checkbox"/> No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">emo_toll_feel_vulnerable</div> <div>1 <input type="checkbox"/> Yes</div> <div>2 <input type="checkbox"/> No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">emo_toll_feel_violated</div> <div>1 <input type="checkbox"/> Yes</div> <div>2 <input type="checkbox"/> No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">emo_toll_feel_mistrust</div> <div>1 <input type="checkbox"/> Yes</div> <div>2 <input type="checkbox"/> No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">emo_toll_feel_unsafe</div> <div>1 <input type="checkbox"/> Yes</div> <div>2 <input type="checkbox"/> No</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">emo_toll_feel_other_way</div> <div>1 <input type="checkbox"/> Yes</div> <div>2 <input type="checkbox"/> No</div> </div>
<b>37i. FEEL_OTH_WAY_SP</b> What other way did being a victim of this crime make you feel?	Specify _____
<b>37j. CHECK ITEM E4</b> Is (box 1) "Yes" marked in any of 37a through 37h?	1 <input type="checkbox"/> Yes - ASK 37k 2 <input type="checkbox"/> No - SKIP to 47
<b>37k. SEEK_PRO_HELP</b> Did you seek any kind of professional help for the feelings you experienced as a result of being a victim of this crime?	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">emo_toll_seek_pro_help</div> 1 <input type="checkbox"/> Yes - ASK 37l 2 <input type="checkbox"/> No - SKIP to 47
<b>37l. PRO_HELP_SOUGHT</b> Did you seek any kind of professional help for the feelings you experienced as a result of being a victim of this crime?  Enter all that apply.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">emo_toll_pro_help_sought</div> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">           1 <input type="checkbox"/> Counseling/therapy.....            2 <input type="checkbox"/> Medication .....            3 <input type="checkbox"/> Visited a doctor or nurse ....            4 <input type="checkbox"/> Visted ER/hospital/clinic.....            5 <input type="checkbox"/> Other - Specify - ASK 37m         </div> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 5px; margin-left: 5px;">           SKIP to 47         </div> </div>
<b>37m. HELP_SOUGHT_SP</b> What other kind of professional help did you seek?	Specify _____
Notes	



**47. ANYONEPRESENT**

**Was anyone present during the incident besides you and the offender? (Other than children under age 12.)**

677

- 1  Yes } SKIP to 52
- 2  No } SKIP to 54c
- 3  Don't know }

Notes

<b>52. PERSONSHARMED</b> <b>Not counting yourself, were any of the 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.)</b>	<b>682</b> 1 <input type="checkbox"/> Yes - ASK 53 2 <input type="checkbox"/> No ..... } SKIP to 54c 3 <input type="checkbox"/> Don't know
<b>53. PERSONSHARMEDNUM</b> <b>How many? (Do not include yourself, the offender or children under 12 years of age.)</b>	<b>683</b> _____ Number of persons
<b>54a. HHMEMHARMED</b> <b>How many of these persons are members of your household now? (Do not include yourself, the offender or children under 12 years of age.)</b>	<b>684</b> _____ Number of persons 0 <input type="checkbox"/> None - SKIP to 54c
<b>54b. HHMEMHARMED_NAMES</b> If not sure ask:  <b>Who are these household members? (Do not include yourself, the offender, or children under 12 years of age)</b>  Enter the line number(s) of other household members.	Line number(s)  _____ _____ _____
<b>54c.</b> _____ Did <input type="checkbox"/> you use or threaten to use physical force against the offender? (Are any of the boxes 1-6 marked in 42a?)	<b>685</b> 1 <input type="checkbox"/> Yes - ASK 55 2 <input type="checkbox"/> No - SKIP to 60
<b>55. FIRSTTOUSEFORCE</b> <b>Who was the first to use or threaten to use physical force - you, the offender, or someone else?</b>	<b>686</b> 1 <input type="checkbox"/> Respondent 2 <input type="checkbox"/> Offender(s) 3 <input type="checkbox"/> Someone else } SKIP to 60
Notes	

<p><b>60. ONEORMOREOFFENDERS</b> Ask or verify -</p> <p><b>Was the crime committed by only one or by more than one offender?</b></p>	<p>692 1 <input type="checkbox"/> Only one - SKIP to 62 2 <input type="checkbox"/> More than one - SKIP to 73 3 <input type="checkbox"/> Don't know - ASK 61</p>
<p><b>61. KNOWOFFENDERS</b></p> <p><b>Do you know anything about one of the offenders?</b></p>	<p>693 1 <input type="checkbox"/> Yes - ASK 62 2 <input type="checkbox"/> No - SKIP to 88</p>
<p><b>62. SINGOFFENDERGENDER</b></p> <p><b>Was the offender male or female?</b></p>	<p>698 1 <input type="checkbox"/> Male 2 <input type="checkbox"/> Female 3 <input type="checkbox"/> Don't know</p>
<p><b>63. SINGOFFENDERAGE</b></p> <p><b>How old would you say the offender was?</b></p>	<p>699 1 <input type="checkbox"/> Under 12      5 <input type="checkbox"/> 21-29 2 <input type="checkbox"/> 12-14          6 <input type="checkbox"/> 30 or older 3 <input type="checkbox"/> 15-17          7 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> 18-20</p>
<p><b>64a. SINGOFFENDERGANG</b></p> <p><b>Was the offender a member of a street gang, or don't you know?</b></p>	<p>700 1 <input type="checkbox"/> Yes (a member of a street gang) 2 <input type="checkbox"/> No (not a member of a street gang) 3 <input type="checkbox"/> Don't know (if a member of a street gang)</p>
<p><b>64b. SINGOFFENDERDRINKDRUG</b></p> <p><b>Was the offender drinking or on drugs, or don't you know?</b></p>	<p>701 1 <input type="checkbox"/> Yes (drinking or on drugs) - ASK 65 2 <input type="checkbox"/> No (not drinking/not on drugs) ..... SKIP to 66 3 <input type="checkbox"/> Don't know (if drinking or on drugs) ..... SKIP to 66</p>
<p><b>65. SINGOFFENDERDRINKORDRUG</b></p> <p><b>Which was it? (Drinking or on drugs?)</b></p>	<p>702 1 <input type="checkbox"/> Drinking 2 <input type="checkbox"/> On drugs 3 <input type="checkbox"/> Both (drinking and on drugs) 4 <input type="checkbox"/> Drinking or on drugs - could not tell which</p>
<p><b>66. SINGOFFENDERKNEW</b></p> <p><b>Was the offender someone you knew or a stranger you had never seen before?</b></p>	<p>703 1 <input type="checkbox"/> Knew or had seen before - SKIP to 68 2 <input type="checkbox"/> Stranger 3 <input type="checkbox"/> Don't know</p>

<b>67. SINGOFFENDERRECOG</b> <b>Would you be able to recognize the offender if you saw him/her?</b>	<input type="checkbox"/> 704 1 <input type="checkbox"/> Yes ..... } SKIP to <input type="checkbox"/> Q71a 2 <input type="checkbox"/> Not sure (possibly or probably) ..... 3 <input type="checkbox"/> No - SKIP to 71a
<b>68. SINGOFFENDERHOWWELL</b> <b>How well did you know the offender - by sight only, casual acquaintance, or well known?</b>	<input type="checkbox"/> 705 1 <input type="checkbox"/> Sight only - ASK <input type="checkbox"/> Q71a 2 <input type="checkbox"/> Casual acquaintance ... } SKIP to 70a 3 <input type="checkbox"/> Well known .....
<b>70a. SINGOFFENDERRELATION</b> <b>How well did you know the offender? For example, was the offender a friend, cousin, etc.?</b>	<input type="checkbox"/> 707 <b>RELATIVE</b> 1 <input type="checkbox"/> Spouse at time of incident ..... } SKIP to 71a 2 <input type="checkbox"/> Ex-spouse at time of incident ..... 3 <input type="checkbox"/> Parent or step-parent ..... 4 <input type="checkbox"/> Own child or step-child ..... 5 <input type="checkbox"/> Brother/sister ..... 6 <input type="checkbox"/> Other relative - Specify - ASK <input type="checkbox"/> Q71a  <b>NONRELATIVE</b> 7 <input type="checkbox"/> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend ..... } SKIP to 71a 8 <input type="checkbox"/> Friend or ex-friend ..... 9 <input type="checkbox"/> Roommate, boarder ..... 10 <input type="checkbox"/> Schoolmate ..... 11 <input type="checkbox"/> Neighbor ..... 12 <input type="checkbox"/> Customer/client ..... 14 <input type="checkbox"/> Patient ..... 15 <input type="checkbox"/> Supervisor (current or former) ..... 16 <input type="checkbox"/> Employee (current or former) ..... 17 <input type="checkbox"/> Co-worker (current or former) ..... 18 <input type="checkbox"/> Teacher/school staff ..... 13 <input type="checkbox"/> Other nonrelative - Specify - ASK <input type="checkbox"/> Q71a
<b>71 a. SINGOFFETHNICITY</b> <b>Was the offender Hispanic or Latino?</b> 1. Yes 2. No 3. Don't know	<b>71b. SINGOFFRACE</b> <b>What race or races was the offender? You may mark more than one. Was the offender...</b> Enter all that apply, separate with commas. 1. White? 2. Black or African American? 3. American Indian or Alaska Native? 4. Asian? 5. Native Hawaiian or Other Pacific Islander 6. Don't know
<b>72. SINGOFFENDERONLYTIME</b> <b>Was this the only time this offender committed a crime against you or your household or made threats against you or your household?</b>	<input type="checkbox"/> 709 1 <input type="checkbox"/> Yes (only time) ..... } SKIP to 88 2 <input type="checkbox"/> No (there were other times) ..... 3 <input type="checkbox"/> Don't know .....
<b>73. HOWMANYOFFENDERS</b> <b>How many offenders?</b>	<input type="checkbox"/> 710 _____ Number of offenders
Notes	

<b>74. MULTOFFENDERGENDER</b> <b>Were they male or female?</b>	<input type="checkbox"/> 711 1 <input type="checkbox"/> All male ..... 2 <input type="checkbox"/> All female ..... 3 <input type="checkbox"/> Don't know sex of any offenders ..... 4 <input type="checkbox"/> Both male and female ..... } SKIP to 76 If only two offenders, SKIP to 76 otherwise ASK 75
<b>75. MULTOFFENDERMOSTGENDER</b> <b>Were they mostly male or mostly female?</b>	<input type="checkbox"/> 712 1 <input type="checkbox"/> Mostly male 2 <input type="checkbox"/> Mostly female 3 <input type="checkbox"/> Evenly divided 4 <input type="checkbox"/> Don't know
<b>76. MULTOFFENDERYOUNG</b> <b>How old would you say the youngest was?</b>	<input type="checkbox"/> 713 1 <input type="checkbox"/> Under 12    5 <input type="checkbox"/> 21-29 2 <input type="checkbox"/> 12-14    6 <input type="checkbox"/> 30 or older 3 <input type="checkbox"/> 15-17    7 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> 18-20
<b>77. MULTOFFENDEROLD</b> <b>How old would you say the oldest was?</b>	<input type="checkbox"/> 714 1 <input type="checkbox"/> Under 12    5 <input type="checkbox"/> 21-29 2 <input type="checkbox"/> 12-14    6 <input type="checkbox"/> 30 or older 3 <input type="checkbox"/> 15-17    7 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> 18-20
<b>78a. MULTOFFENDERGANG</b> <b>Were any of the offenders a member of a street gang, or don't you know?</b>	<input type="checkbox"/> 715 1 <input type="checkbox"/> Yes (a member of a street gang) 2 <input type="checkbox"/> No (not a member of a street gang) 3 <input type="checkbox"/> Don't know (if a member of a street gang)
<b>78b. MULTOFFENDERDRINKDRUG</b> <b>Were any of the offenders drinking or on drugs, or don't you know?</b>	<input type="checkbox"/> 716 1 <input type="checkbox"/> Yes (drinking or on drugs) - ASK 79 2 <input type="checkbox"/> No (not drinking/not on drugs) ..... 3 <input type="checkbox"/> Don't know (if drinking or on drugs) ..... } SKIP to 80
<b>79. MULTOFFENDERDRINKORDRUG</b> <b>Which was it? (Drinking or on drugs?)</b>	<input type="checkbox"/> 717 1 <input type="checkbox"/> Drinking 2 <input type="checkbox"/> On drugs 3 <input type="checkbox"/> Both (drinking and on drugs) 4 <input type="checkbox"/> Drinking or on drugs - could not tell which
<b>80. MULTOFFENDERKNEW</b> <b>Were any of the offenders known to you, or were they strangers you had never seen before?</b>	<input type="checkbox"/> 718 1 <input type="checkbox"/> All known } SKIP 2 <input type="checkbox"/> Some known } to 82a 3 <input type="checkbox"/> All strangers } ASK 81 4 <input type="checkbox"/> Don't know }
<b>81. MULTOFFENDERRECOG</b> <b>Would you be able to recognize any of them if you saw them?</b>	<input type="checkbox"/> 719 1 <input type="checkbox"/> Yes ..... 2 <input type="checkbox"/> Not sure (possibly or probably) ..... 3 <input type="checkbox"/> No - SKIP to 85a } SKIP to 83a
<b>82a. MULTOFFENDERHOWWELL</b> <b>How well did you know the offender(s) - by sight only, casual acquaintance, or well known?</b>  Probe: <b>Anything else?</b>  Enter all that apply.	<input type="checkbox"/> 720 1 <input type="checkbox"/> Sight only 2 <input type="checkbox"/> Casual acquaintance 3 <input type="checkbox"/> Well known
<b>82b. CHECK ITEM H</b> Is "casual acquaintance" or "well known" marked in 82a?	<input type="checkbox"/> Yes - SKIP to 84a <input type="checkbox"/> No - ASK 83a
<b>83a. MULTOFFENDERSIGHT</b> <b>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?</b>	<input type="checkbox"/> 722 1 <input type="checkbox"/> Yes ..... 2 <input type="checkbox"/> No ..... 3 <input type="checkbox"/> Other - Specify - ASK 83b } SKIP to 85a
<b>83b. MULTOFFENDERSIGHT_SPEC</b>  Please specify.	Specify - SKIP to 85a _____
Notes	

**84a. MULTOFFENDERRELATION**

**How did you know them? For example, were they friends, cousins, etc.?**

Probe: **Anything else?**

Enter all that apply.

- RELATIVE**
- 1 Spouse at time of incident .....
  - 2 Ex-spouse at time of incident .....
  - 3 Parent or step-parent .....
  - 4 Own child or step-child .....
  - 5 Brother/sister .....
  - 6 Other relative - Specify - ASK  Q85a
- NONRELATIVE**
- 7 Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend .....
  - 8 Friend or ex-friend .....
  - 9 Roommate, boarder .....
  - 10 Schoolmate .....
  - 11 Neighbor .....
  - 12 Customer/client .....
  - 14 Patient .....
  - 15 Supervisor (current or former) .....
  - 16 Employee (current or former) .....
  - 17 Co-worker (current or former) .....
  - 18 Teacher/school staff .....
  - 13 Other nonrelative - Specify - ASK 84c

723 \*

724 \*

725 \*

SKIP to 85a

SKIP to 85a

**85a. MULTOFFETHNICITY**

**Were any of the offenders Hispanic or Latino?**

- 1. Yes
- 2. No
- 3. Don't know

If yes marked go to *MULTOFFENDERETHNICITYMOST*

**85b. MULTOFFENDERETHNICITYMOST**

**What ethnicity were most of the offenders?**

- 1. Mostly Hispanic or Latino
- 2. Mostly non-Hispanic or Latino
- 3. Equal number of each ethnicity
- 4. Don't know } All go to *MULTOFFENDERRACE*

**86a. MULTOFFENDERRACE**

**What race or races were the offenders? Were they...**

Enter all that apply, separate with commas.

- 1. White?
- 2. Black or African American?
- 3. American Indian or Alaska Native?
- 4. Asian?
- 5. Native Hawaiian or Other Pacific Islander?
- 6. Don't know

If only one entry made go to *next question after 86b*, Else go to *MULTOFFENDERRACEMOST*

**86b. MULTOFFENDERRACEMOST**

**What race were most of the offenders?**

- 1. Mostly White
- 2. Mostly Black or African American
- 3. Mostly American Indian or Alaska Native
- 4. Mostly Asian
- 5. Mostly Native Hawaiian or Pacific Islander
- 6. Equal number of each race
- 7. Don't know

**88. THEFT**

Ask or verify:

**Was something stolen or taken without permission that belonged to you or others in the household? (Include anything stolen from the business operated from the respondent's home.)**

Include anything stolen from an *unrecognizable* business. Do not include anything stolen from a *recognizable* business in respondent's home or another business, such as merchandise or cash from a register.

731

- 1 Yes - SKIP to 96a
- 2 No
- 3 Don't know

<p><b>89. ATTEMPTTHEFT</b></p> <p>Ask or verify:</p> <p><b>Did the offender(s) ATTEMPT to take something that belonged to you or others in the household? (Include anything stolen from the operated from the respondent's home.)</b></p> <p>Do not include anything the offender tried to steal from a recognizable business in respondent's home or another business, such as merchandise or cash from a register.</p>	<p>732 1 <input type="checkbox"/> Yes - ASK 90a  2 <input type="checkbox"/> No ..... } SKIP to 110  3 <input type="checkbox"/> Don't know..... }</p>
<p><b>90a. ATTEMPTTHEFTWHAT</b></p> <p><b>What did the offender try to take?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>733 1 <input type="checkbox"/> Cash .....  2 <input type="checkbox"/> Purse .....  3 <input type="checkbox"/> Wallet .....  4 <input type="checkbox"/> Credit cards, checks, bank cards .....  5 <input type="checkbox"/> Car .....  6 <input type="checkbox"/> Other motor vehicle .....  734 7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.) .....  8 <input type="checkbox"/> Gasoline or oil .....  9 <input type="checkbox"/> Bicycle or parts .....  735 10 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances .....  11 <input type="checkbox"/> Silver, china, art objects .....  12 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.) .....  736 13 <input type="checkbox"/> Personal effects (clothing, jewelry, toys, etc.) .....  14 <input type="checkbox"/> Handgun (pistol, revolver) .....  15 <input type="checkbox"/> Other firearm (rifle, shotgun) .....  737 16 <input type="checkbox"/> Other - Specify - ASK 90b  * 17 <input type="checkbox"/> Don't know - SKIP to 91a</p> <p style="text-align: right;">} SKIP to 91a</p>
<p><b>90b. ATTEMPTTHEFTWHAT_SPEC</b></p> <p>Please specify what the offender(s) tried to take.</p>	<p>Specify</p> <p>_____</p>
<p><b>91a. ATTEMPTTHEFTOWNER</b></p> <p><b>Did the (property/money) the offender tried to take belong to you personally, to someone else in the household, or to both you and other household members?</b></p>	<p>738 1 <input type="checkbox"/> Respondent only - SKIP to 92a  2 <input type="checkbox"/> Respondent and other household member(s) ..... } SKIP to 91c  3 <input type="checkbox"/> Other household member(s) only ..... }  4 <input type="checkbox"/> Nonhousehold member(s) only - SKIP to 92a  5 <input type="checkbox"/> Other - Specify - ASK 91b</p>
<p><b>91b. ATTEMPTTHEFTOWNER_SPEC</b></p> <p>Please specify who the (property/money) the offender(s) tried to take belonged to.</p>	<p>Specify - SKIP to 92a</p> <p>_____</p>
<p><b>91c. CHECK ITEM J ATTEMPTTHEFTLNS</b></p> <p>If not sure, ask:</p> <p><b>Besides the respondent, which household member(s) owned the (property/money) the offender tried to take?</b></p> <p>Enter appropriate line number(s).</p>	<p>739 * <input type="checkbox"/> <input type="checkbox"/> Line number  <input type="checkbox"/> <input type="checkbox"/> Line number  <input type="checkbox"/> <input type="checkbox"/> Line number</p> <p>OR</p> <p>40 <input type="checkbox"/> Household property</p>
<p><b>92a. ATTEMPTTHEFTITEMSINMV</b></p> <p>Ask or verify:</p> <p><b>(Was/Were) the article(s) IN or ATTACHED to a motor vehicle when the attempt was made to take (it/them)?</b></p>	<p>740 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p>Notes</p>	

<p><b>92b. CHECK ITEM K</b> Did the offender try to take cash, a purse, or a wallet? (Is box 1, 2, or 3 marked in 90a?)</p>	<p><input type="checkbox"/> Yes - ASK 93  <input type="checkbox"/> No - SKIP to 94</p>
<p><b>93. ATTEMPTTHEFTONPERSON</b>  Ask or verify:  <b>Was the (cash/purse/wallet) on your person, for instance, in a pocket or being held?</b></p>	<p><b>742</b> 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p><b>94. ATTEMPTTHEFTITEMONPERSON</b>  Ask or verify:  <b>Was there anything (else) the offender(s) tried to take directly from you, for instance, from your pocket or hands, or something that you were wearing?</b></p> <p>Exclude property not belonging to respondent or other household member</p>	<p><b>745</b> 1 <input type="checkbox"/> Yes - ASK 95  2 <input type="checkbox"/> No - SKIP to 110</p>
<p><b>95. ATTEMPTTHEFTITEMS</b>  <b>Which items did the offender(s) try to take directly from you?</b></p> <p>Exclude property not belonging to respondent or other household member.</p>	<p><b>746</b> *</p> <ul style="list-style-type: none"> <li>4 <input type="checkbox"/> Credit cards, checks, bank cards .....</li> <li>5 <input type="checkbox"/> Car .....</li> <li>6 <input type="checkbox"/> Other motor vehicle .....</li> <li>7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.) .....</li> <li>8 <input type="checkbox"/> Gasoline or oil .....</li> <li>9 <input type="checkbox"/> Bicycle or parts .....</li> <li>10 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances .....</li> <li>11 <input type="checkbox"/> Silver, china, art objects .....</li> <li>12 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.) .....</li> <li>13 <input type="checkbox"/> Personal effects (clothing, jewelry, toys, etc.) .....</li> <li>14 <input type="checkbox"/> Handgun (pistol, revolver) .....</li> <li>15 <input type="checkbox"/> Other firearm (rifle, shotgun) .....</li> <li>16 <input type="checkbox"/> Other .....</li> <li>40 <input type="checkbox"/> Tried to take everything marked in 90a directly from respondent .....</li> </ul> <p style="text-align: right;">} SKIP to 110</p>
<p>Notes</p>	



<p><b>96a. WHATWASTAKEN</b>  <b>What was taken that belonged to you or others in the household?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p><b>CASH/PURSE/WALLET/CREDIT CARDS</b></p> <p>748 * <input type="checkbox"/> 1 Cash  <input type="checkbox"/> 2 Purse  <input type="checkbox"/> 3 Wallet  <input type="checkbox"/> 4 Credit cards, check, bank cards</p> <p><b>VEHICLE OR PARTS</b></p> <p>749 * <input type="checkbox"/> 5 Car  <input type="checkbox"/> 6 Other motor vehicle  <input type="checkbox"/> 7 Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.)  <input type="checkbox"/> 8 Unattached motor vehicle accessories or equipment (unattached CD player or satellite radio, etc.)  <input type="checkbox"/> 9 Gasoline or oil  <input type="checkbox"/> 10 Bicycle or parts</p> <p><b>HOUSEHOLD FURNISHINGS</b></p> <p>750 * <input type="checkbox"/> 11 TV, DVD player, VCR, stereo, other household appliances  <input type="checkbox"/> 12 Silver, china, art objects  <input type="checkbox"/> 13 Other household furnishings (furniture, rugs, etc.)</p> <p><b>PERSONAL EFFECTS</b></p> <p>751 * <input type="checkbox"/> 14 Portable electronic and photographic gear (Personal stereo, TV, cellphone, camera, etc.)  <input type="checkbox"/> 15 Clothing, furs, luggage, briefcase  <input type="checkbox"/> 16 Jewelry, watch, keys</p> <p>752 * <input type="checkbox"/> 17 Collection of stamps, coins, etc.  <input type="checkbox"/> 18 Toys, sports and recreation equipment (not listed above)  <input type="checkbox"/> 19 Other personal and portable objects</p> <p><b>FIREARMS</b></p> <p>753 * <input type="checkbox"/> 20 Handgun (pistol, revolver)  <input type="checkbox"/> 21 Other firearm (rifle, shotgun)</p> <p><b>MISCELLANEOUS</b></p> <p>754 * <input type="checkbox"/> 22 Tools, machines, office equipment  <input type="checkbox"/> 23 Farm or garden produce, plants, fruit, logs  <input type="checkbox"/> 24 Animals -pet or livestock  <input type="checkbox"/> 25 Food or liquor  <input type="checkbox"/> 26 Other - Specify  <input type="checkbox"/> 27 Don't know</p>
<p><b>96b. CHECK ITEM L1</b> Follow the skip pattern for the first category met, based on the entries in 96a.</p>	<p><input type="checkbox"/> If Box 26 is marked in 96a - ASK 96c  <input type="checkbox"/> If Box 2 and/or 3 is marked in 96a - SKIP to 96d  <input type="checkbox"/> If Box 1 is marked in 96a - SKIP to 96e  <input type="checkbox"/> If none of the conditions above are met - SKIP to 97a</p>
<p><b>96c. WHATWASTAKEN_SPEC</b>  Please specify what was taken.</p>	<p>Specify - If Box 2 and/or 3 is marked in 96a - ASK 96d  If Box 1 is marked in 96a - SKIP to 96e  Otherwise SKIP to 97a</p>
<p><b>96d. PRSWLT_CONTAINMONEY</b>  <b>Did the stolen (purse/wallet) contain any money?</b></p>	<p>1 <input type="checkbox"/> Yes - ASK 96e  2 <input type="checkbox"/> No ..... If Box 1 is marked in 96a ASK 96e otherwise SKIP to 97a</p>
<p><b>96e. AMOUNTCASHTAKEN</b>  If not sure, ask:  <b>How much cash was taken?</b></p>	<p>747 * \$ _____ . <input type="text" value="00"/> Amount of cash taken</p>
<p><b>97a. WHOOWNEDSTOLENPROPERTY</b>  <b>Did the stolen (property/money) belong to you personally, to someone else in the household, or to both you and other household members?</b></p>	<p>760 <input type="checkbox"/> 1 Respondent only - SKIP to 97d  <input type="checkbox"/> 2 Respondent and other household member(s) ..... } SKIP to <input type="text" value="Q97d"/>  <input type="checkbox"/> 3 Other household member(s) only .....  <input type="checkbox"/> 4 Nonhousehold member(s) only - SKIP to 97d  <input type="checkbox"/> 5 Other - Specify - ASK 97b</p>
<p><b>97b. ATTEMPTTHEFTOWNER_SPEC</b>  Please specify who the stolen (property/money) belonged to.</p>	<p>Specify - SKIP to 97d</p>

<b>97d. CHECK ITEM M1</b> Was a car or other motor vehicle stolen? (Is box 5 or 6 marked in 96a?)	<input type="checkbox"/> Yes - ASK 98 <input type="checkbox"/> No - SKIP to Q100b
<b>98. PERMISSION GIVEN</b> <b>Had permission to use the (car/motor vehicle) ever been given to the offender(s)?</b>	<b>763</b> 1 <input type="checkbox"/> Yes - ASK 99 2 <input type="checkbox"/> No ..... } SKIP to 100b 3 <input type="checkbox"/> Don't know ..... }
<b>99. RETURN CAR</b> <b>Did the offender return the (car/motor vehicle) this time?</b>	<b>764</b> 1 <input type="checkbox"/> Yes ..... } SKIP to 100b 2 <input type="checkbox"/> No ..... }
<b>100b. CHECK ITEM M2</b> Did the offender(s) take a handgun? (Is box 20 marked in 96a?)	<input type="checkbox"/> Yes - ASK 101a <input type="checkbox"/> No - SKIP to 101b
<b>101a. NUMBER HANDGUNS</b> <b>How many handguns were taken?</b>	<b>923</b> _____ Number of handguns
<b>101b. CHECK ITEM M3</b> Did the offender(s) take some other type of firearm? (Is box 21 marked in 96a?)	<input type="checkbox"/> Yes - ASK 101a <input type="checkbox"/> No - SKIP to 101d
<b>101c. NUMBER FIREARMS</b> <b>How many other types of firearms were taken?</b>	<b>924</b> _____ Number of handguns
<b>101d. CHECK ITEM N1</b> Was cash, a purse, or a wallet taken? (Is box 1, 2, or 3 marked in 96a?)	<input type="checkbox"/> Yes - ASK 102a <input type="checkbox"/> No - SKIP to 102b
<b>102a. CASH ON PERSON</b> Ask or verify: <b>Was the (cash/purse/wallet) on your person, for instance, in a pocket or being held?</b>	<b>767</b> 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
<b>102b. OTHER ON PERSON</b> Ask or verify: <b>Was there anything (else) the offender(s) took directly from you, for instance, from your pocket or hands, or something that you were wearing?</b>  Exclude property not belonging to respondent or other household member	<b>768</b> 1 <input type="checkbox"/> Yes - ASK 103 2 <input type="checkbox"/> No - SKIP to 104a
Notes	

<p><b>103. ITEMSTAKEN</b></p> <p><b>Which items did the offender(s) take directly from you?</b></p> <p>Exclude property not belonging to respondent or other household member.</p>	<p>769 *</p> <p>4 <input type="checkbox"/> Credit cards, check, bank cards</p> <p>5 <input type="checkbox"/> Car</p> <p>6 <input type="checkbox"/> Other motor vehicle</p> <p>7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.)</p> <p>8 <input type="checkbox"/> Unattached motor vehicle accessories or equipment (unattached CD player or satellite radio, etc.)</p> <p>9 <input type="checkbox"/> Gasoline or oil</p> <p>10 <input type="checkbox"/> Bicycle or parts</p> <p>11 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances</p> <p>12 <input type="checkbox"/> Silver, china, art objects</p> <p>13 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.)</p> <p>14 <input type="checkbox"/> Portable electronic and photographic gear (Personal stereo, TV, cellphone, camera, etc.)</p> <p>15 <input type="checkbox"/> Clothing, furs, luggage, briefcase</p> <p>16 <input type="checkbox"/> Jewelry, watch, keys</p> <p>17 <input type="checkbox"/> Collection of stamps, coins, etc.</p> <p>18 <input type="checkbox"/> Toys, sports and recreation equipment (not listed above)</p> <p>19 <input type="checkbox"/> Other personal and portable objects</p> <p>20 <input type="checkbox"/> Handgun (pistol, revolver)</p> <p>21 <input type="checkbox"/> Other firearm (rifle, shotgun)</p> <p>22 <input type="checkbox"/> Tools, machines, office equipment</p> <p>23 <input type="checkbox"/> Farm or garden produce, plants, fruit, logs</p> <p>24 <input type="checkbox"/> Animals -pet or livestock</p> <p>25 <input type="checkbox"/> Food or liquor</p> <p>26 <input type="checkbox"/> Other</p> <p>40 <input type="checkbox"/> Everything marked in 96a was taken directly from respondent</p>
<p><b>104a. CHECK ITEM N2</b> Were only cash, a purse, or a wallet taken? (Are boxes 1, 2, or 3 the only boxes marked in 96a?)</p>	<p><input type="checkbox"/> Yes - SKIP to 106</p> <p><input type="checkbox"/> No - ASK 104b</p>
<p><b>104b. PROPERTYVALUE</b></p> <p><b>What was the value of the PROPERTY that was taken? Include recovered property. (Exclude any stolen (cash/checks/credit cards) if jointly owned with a nonhousehold member(s), include only the share owned by household members.)</b></p> <p>Enter total dollar value for all items taken.</p>	<p>770 \$ _____ 00 Value of property taken</p>
<p><b>106. ALLPARTRECOVERED</b></p> <p><b>Was all or part of the stolen (money/property) recovered, not counting anything received from insurance?</b></p>	<p>772</p> <p>1 <input type="checkbox"/> All - SKIP to Q110</p> <p>2 <input type="checkbox"/> Part - ASK 107a</p> <p>3 <input type="checkbox"/> None - SKIP to Q110</p>
<p><b>107a. WHATRECOVERED</b></p> <p><b>What was recovered?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>776 *</p> <p>1 <input type="checkbox"/> Cash recovered</p> <p>2 <input type="checkbox"/> Purse</p> <p>3 <input type="checkbox"/> Wallet</p> <p>4 <input type="checkbox"/> Credit cards, checks, bank cards</p> <p>5 <input type="checkbox"/> Car or other motor vehicle</p> <p>6 <input type="checkbox"/> Property other than the above</p>

[Empty response area for question 110]

**110. DAMAGED**  
**(Other than any stolen property) was anything that belonged to you or other members of the household damaged in this incident?**

Probe: **For example, was (a lock or window broken/clothing damaged/damage done to a car), or something else?**

1 Yes - ASK  Q115  
 2 No - SKIP to 115

[Empty response area for question 115]

**115. POLICEINFORMED**  
**Were the police informed or did they find out about this incident in any way?**

1 Yes - ASK 116a  
 2 No - SKIP to 117a  
 3 Don't know - SKIP to  Q135a

<p><b>116a. POLICEFINDOUT</b></p> <p><b>How did the police find out about it?</b></p> <p>Enter first precode that applies.</p> <p>If proxy interview, we want the proxy respondent to answer questions 116a - 134b for herself/himself, not for the person for whom the proxy interview is being taken.</p>	<p><input type="checkbox"/> 801</p> <p>1 <input type="checkbox"/> Respondent - SKIP to 119a  2 <input type="checkbox"/> Other household member ..... } SKIP  3 <input type="checkbox"/> Someone official called police (guard, apt. manager, school official, etc.) ..... } to 121  4 <input type="checkbox"/> Someone else .....  5 <input type="checkbox"/> Police were at scene - SKIP to 123a  6 <input type="checkbox"/> Offender was a police officer - SKIP to 124  7 <input type="checkbox"/> Some other way - Specify - ASK 116b</p>
<p><b>116b. POLICEFINDOUT_SPEC</b></p> <p>Please specify how the police found out about it.</p>	<p>Specify - SKIP to 124</p> <p>_____</p>
<p><b>117a. NOTREPORTEDPOLICE</b></p> <p><b>What was the reason it was not reported to the police?</b></p> <p>Probe: <b>Can you tell me a little more? Any other reason?</b></p> <p>Enter all that apply.</p> <p>STRUCTURED PROBE -  <b>Was the reason because you dealt with it another way, it wasn't important enough to you, insurance wouldn't cover it, police couldn't do anything, police wouldn't help, or was there some other reason?</b></p>	<p><b>DEALT WITH ANOTHER WAY</b></p> <p><input type="checkbox"/> 802 *  1 <input type="checkbox"/> Reported to another official (guard, apt. manager, school official, etc.)  2 <input type="checkbox"/> Private or personal matter or took care of it myself or informally; told offender's parent</p> <p><b>NOT IMPORTANT ENOUGH TO RESPONDENT</b></p> <p>3 <input type="checkbox"/> Minor or unsuccessful crime, small or no loss, recovered property  4 <input type="checkbox"/> Child offender(s), "kid stuff"  5 <input type="checkbox"/> Not clear it was a crime or that harm was intended</p> <p><b>INSURANCE WOULDN'T COVER</b></p> <p>6 <input type="checkbox"/> No insurance, loss less than deductible, etc.</p> <p><b>POLICE COULDN'T DO ANYTHING</b></p> <p><input type="checkbox"/> 803 *  7 <input type="checkbox"/> Didn't find out until too late  8 <input type="checkbox"/> Could not recover or identify property  9 <input type="checkbox"/> Could not find or identify offender, lack of proof</p> <p><b>POLICE WOULDN'T HELP</b></p> <p>10 <input type="checkbox"/> Police wouldn't think it was important enough, wouldn't want to be bothered or get involved</p> <p><input type="checkbox"/> 804 *  11 <input type="checkbox"/> Police would be inefficient, ineffective (they'd arrive late or not at all, wouldn't do a good job, etc.)  12 <input type="checkbox"/> Police would be biased, would harass/insult respondent, cause respondent trouble, etc.)  13 <input type="checkbox"/> Offender was police officer</p> <p><b>OTHER REASON</b></p> <p><input type="checkbox"/> 805 *  14 <input type="checkbox"/> Did not want to get offender in trouble with the law  15 <input type="checkbox"/> Was advised not to report to police  16 <input type="checkbox"/> Afraid of reprisal by offender or others  <input type="checkbox"/> 806 *  17 <input type="checkbox"/> Did not want to or could not take time - too inconvenient  18 <input type="checkbox"/> Other - Specify - ASK 117b  19 <input type="checkbox"/> Respondent not present or doesn't know why it wasn't reported - SKIP to 117c</p> <p>Codes  1-17  SKIP  to 117c</p>
<p><b>117b. NOTREPORTEDPOLICE_SPEC</b></p> <p>Please specify the reason it was not reported to the police.</p>	<p>Specify</p> <p>_____</p>
<p><b>117c. CHECK ITEM P</b> Is more than one reason marked in 117a?</p>	<p>1 <input type="checkbox"/> Yes - ASK 118  2 <input type="checkbox"/> No - SKIP to <input type="checkbox"/> Q135a</p>
<p>Notes</p>	

<p><b>118. NOTREPORTIMPORTANT</b></p> <p><b>Which of these would you say was the most important reason why the incident was not reported to the police?</b></p>	<p>808 *</p> <p>1 <input type="checkbox"/> Reported to another official (guard, apt. manager, school official, etc.)</p> <p>2 <input type="checkbox"/> Private or personal matter or took care of it myself or informally; told offender's parent</p> <p>3 <input type="checkbox"/> Minor or unsuccessful crime, small or no loss, recovered property</p> <p>4 <input type="checkbox"/> Child offender(s), "kid stuff"</p> <p>5 <input type="checkbox"/> Not clear it was a crime or that harm was intended</p> <p>6 <input type="checkbox"/> No insurance, loss less than deductible, etc.</p> <p>7 <input type="checkbox"/> Didn't find out until too late</p> <p>8 <input type="checkbox"/> Could not recover or identify property</p> <p>9 <input type="checkbox"/> Could not find or identify offender, lack of proof</p> <p>10 <input type="checkbox"/> Police wouldn't think it was important enough, wouldn't want to be bothered or get involved</p> <p>11 <input type="checkbox"/> Police would be inefficient, ineffective (they'd arrive late or not at all, wouldn't do a good job, etc.)</p> <p>12 <input type="checkbox"/> Police would be biased, would harass/insult respondent, cause respondent trouble, etc.)</p> <p>13 <input type="checkbox"/> Offender was police officer</p> <p>14 <input type="checkbox"/> Did not want to get offender in trouble with the law</p> <p>15 <input type="checkbox"/> Was advised not to report to police</p> <p>16 <input type="checkbox"/> Afraid of reprisal by offender or others</p> <p>17 <input type="checkbox"/> Did not want to or could not take time - too inconvenient</p> <p>18 <input type="checkbox"/> Other</p> <p>30 <input type="checkbox"/> No one reason more important</p> <p style="text-align: right;">All codes, SKIP to Q135a</p>
<p><b>119a. REASONREPORT</b></p> <p><b>Besides the fact that it was a crime, did YOU have any other reason for reporting this incident to the police?</b></p> <p>Probe: <b>Any other reason?</b></p> <p>Enter all that apply.</p> <p>STRUCTURED PROBE -</p> <p><b>Did you report it to get help with this incident, to recover your loss, to stop or punish the offender, to let police know about it, or was there some other reason?</b></p>	<p>809 *</p> <p><b>TO GET HELP WITH THIS INCIDENT</b></p> <p>1 <input type="checkbox"/> Stop or prevent THIS incident from happening .....</p> <p>2 <input type="checkbox"/> Needed help after incident due to injury, etc. ....</p> <p><b>TO RECOVER LOSS</b></p> <p>3 <input type="checkbox"/> To recover property .....</p> <p>4 <input type="checkbox"/> To collect insurance .....</p> <p><b>TO GET OFFENDER</b></p> <p>5 <input type="checkbox"/> To prevent further crimes against respondent/ respondent's household by this offender .....</p> <p>6 <input type="checkbox"/> To stop this offender from committing other crimes against anyone .....</p> <p>810 *</p> <p>7 <input type="checkbox"/> To punish offender .....</p> <p>8 <input type="checkbox"/> Catch or find offender - other reason or no reason given .....</p> <p><b>TO LET POLICE KNOW</b></p> <p>9 <input type="checkbox"/> To improve police surveillance of respondent's home, area, etc. ....</p> <p>10 <input type="checkbox"/> Duty to let police know about crime .....</p> <p><b>OTHER</b></p> <p>811 *</p> <p>11 <input type="checkbox"/> Other reason - Specify - ASK 119b</p> <p>12 <input type="checkbox"/> No other reason - SKIP to 121</p> <p style="text-align: right;">SKIP to 119c</p>
<p><b>119b. REASONREPORT_SPEC</b></p> <p>Please specify other reason for reporting this incident to the police.</p>	<p>Specify _____</p>
<p><b>119c. CHECK ITEM Q</b> Is more than one reason marked in 119a?</p>	<p>1 <input type="checkbox"/> Yes - ASK 120</p> <p>2 <input type="checkbox"/> No - SKIP to 121</p>
<p>Notes</p>	

<p><b>120. REPORTIMPORTANT</b></p> <p><b>Which of these would you say was the most important reason why the incident was reported to the police?</b></p>	<p>813</p> <p>1 <input type="checkbox"/> Stop or prevent THIS incident from happening</p> <p>2 <input type="checkbox"/> Needed help after incident due to injury, etc.</p> <p>3 <input type="checkbox"/> To recover property</p> <p>4 <input type="checkbox"/> To collect insurance</p> <p>5 <input type="checkbox"/> To prevent further crimes against respondent/ respondent's household by this offender</p> <p>6 <input type="checkbox"/> To stop this offender from committing other crimes against anyone</p> <p>7 <input type="checkbox"/> To punish offender</p> <p>8 <input type="checkbox"/> Catch or find offender - other reason or no reason given</p> <p>9 <input type="checkbox"/> To improve police surveillance of respondent's home, area, etc.</p> <p>10 <input type="checkbox"/> Duty to let police know about crime</p> <p>11 <input type="checkbox"/> Other reason</p> <p>21 <input type="checkbox"/> No one reason more important</p> <p>22 <input type="checkbox"/> Because it was a crime was most important</p>
<p><b>121. POLICEARRIVE</b></p> <p><b>Did the police come when they found out about the incident?</b></p>	<p>814</p> <p>1 <input type="checkbox"/> Yes - ASK 122</p> <p>2 <input type="checkbox"/> No ..... SKIP to 124</p> <p>3 <input type="checkbox"/> Don't know..... SKIP to 124</p> <p>4 <input type="checkbox"/> Respondent went to police - SKIP to 123a</p>
<p><b>122. TIMEPOLICEARRIVE</b></p> <p><b>How soon after the police found out did they respond? Was it within 5 minutes, within 10 minutes, an hour, a day, or longer?</b></p> <p>Enter the code for the first answer category respondent is sure of.</p>	<p>815</p> <p>1 <input type="checkbox"/> Within 5 minutes</p> <p>2 <input type="checkbox"/> Within 10 minutes</p> <p>3 <input type="checkbox"/> Within an hour</p> <p>4 <input type="checkbox"/> Within a day</p> <p>5 <input type="checkbox"/> Longer than a day</p> <p>6 <input type="checkbox"/> Don't know how soon</p>
<p><b>123a. POLICEACTION</b></p> <p><b>What did they do while they were (there/here)?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>816</p> <p>1 <input type="checkbox"/> Took report .....</p> <p>2 <input type="checkbox"/> Searched/looked around .....</p> <p>3 <input type="checkbox"/> Took evidence (fingerprints, inventory, etc.) ...</p> <p>4 <input type="checkbox"/> Questioned witnesses or suspects .....</p> <p>5 <input type="checkbox"/> Promised surveillance .....</p> <p>6 <input type="checkbox"/> Promised to investigate .....</p> <p>817</p> <p>7 <input type="checkbox"/> Made arrest .....</p> <p>8 <input type="checkbox"/> Other - Specify - ASK 123b</p> <p>9 <input type="checkbox"/> Don't know - SKIP to 124</p> <p>} SKIP to 124</p>
<p><b>123b. POLICEACTION_SPEC</b></p> <p>Please specify what they did while they were (there/here).</p>	<p>Specify</p> <p>_____</p>
<p><b>124. POLICECONTACT</b></p> <p><b>Did you (or anyone in your household) have any later contact with the police about the incident?</b></p>	<p>818</p> <p>1 <input type="checkbox"/> Yes - ASK 125a</p> <p>2 <input type="checkbox"/> No ..... SKIP to 128</p> <p>3 <input type="checkbox"/> Don't know..... SKIP to 128</p>
<p><b>125a. POLICEINTOUCH</b></p> <p><b>Did the police get in touch with you or did you get in touch with them?</b></p>	<p>819</p> <p>1 <input type="checkbox"/> Police contacted respondent or other HHLD member .....</p> <p>2 <input type="checkbox"/> Respondent (or other HHLD member) contacted police .....</p> <p>3 <input type="checkbox"/> Both .....</p> <p>4 <input type="checkbox"/> Don't know</p> <p>5 <input type="checkbox"/> Other - Specify - ASK 125b</p> <p>} SKIP to 126</p>
<p><b>125b. POLICEINTOUCH_SPEC</b></p> <p>Please specify did the police get in touch with you or did you get in touch with them.</p>	<p>Specify</p> <p>_____</p>
<p><b>126. HOWPOLICECONTACT</b></p> <p><b>Was that in person, by phone, or some other way?</b></p>	<p>820</p> <p>1 <input type="checkbox"/> In person</p> <p>2 <input type="checkbox"/> Not in person (by phone, mail, etc.)</p> <p>3 <input type="checkbox"/> Both in person and not in person</p> <p>4 <input type="checkbox"/> Don't know</p>
<p>Notes</p>	

<p><b>127a. POLICEFOLLOWUP</b>  <b>What did the police do in following up this incident?</b></p> <p>Probe: <b>Anything else?</b></p> <p>Enter all that apply.</p>	<p>821 *  1 <input type="checkbox"/> Took report .....  2 <input type="checkbox"/> Questioned witnesses or suspects .....  3 <input type="checkbox"/> Did or promised surveillance/investigation....  4 <input type="checkbox"/> Recovered property .....  5 <input type="checkbox"/> Made arrest .....  6 <input type="checkbox"/> Stayed in touch with respondent/household...  822 *  7 <input type="checkbox"/> Other - Specify - ASK 127b  8 <input type="checkbox"/> Nothing (to respondent's knowledge) ...  9 <input type="checkbox"/> Don't know.....</p> <p>} SKIP to 128  } SKIP to 128</p>
<p><b>127b. POLICEFOLLOWUP_SPEC</b>  Please specify what the police did in following up this incident.</p>	<p>Specify _____</p>
<p><b>128. SIGNCOMPLAINT</b>  <b>Did you (or someone in your household) sign a complaint against the offender(s) to the police department or the authorities?</b></p>	<p>825  1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p><b>129. ARRESTMADE</b>  Ask or verify:  <b>As far as you know, was anyone arrested or were charges brought against anyone in connection with this incident?</b></p>	<p>826  1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>



<p><b>135a. DOINGATINCIDENTTIME</b> Ask or verify:</p> <p><b>What were you doing when this incident (happened/started)?</b></p>	<p>832</p> <p>1 <input type="checkbox"/> Working or on duty - SKIP to 152b</p> <p>2 <input type="checkbox"/> On the way to or from work - SKIP to 152b</p> <p>3 <input type="checkbox"/> On the way to or from school .....</p> <p>4 <input type="checkbox"/> On the way to or from other place .....</p> <p>5 <input type="checkbox"/> Shopping, errands .....</p> <p>6 <input type="checkbox"/> Attending school .....</p> <p>7 <input type="checkbox"/> Leisure activity away from home .....</p> <p>8 <input type="checkbox"/> Sleeping .....</p> <p>9 <input type="checkbox"/> Other activities at home .....</p> <p>10 <input type="checkbox"/> Other - Specify - ASK 135b</p> <p>11 <input type="checkbox"/> Don't know - SKIP to 137a</p> <p style="text-align: right;">} SKIP to 137a</p>
<p><b>135b. DOINGATINCIDENTTIME_SPEC</b> Please specify what you were doing when this incident (happened/started).</p>	<p>Specify</p> <p>_____</p>
<p><b>137a. MAJORACTIVITY</b> <b>What was your major activity the week of the incident - were you looking for work, keeping house, going to school, or doing something else?</b></p>	<p>841</p> <p>1 <input type="checkbox"/> Looking for work .....</p> <p>2 <input type="checkbox"/> Keeping house .....</p> <p>3 <input type="checkbox"/> Going to school .....</p> <p>4 <input type="checkbox"/> Unable to work .....</p> <p>5 <input type="checkbox"/> Retired .....</p> <p>6 <input type="checkbox"/> Other - Specify - SKIP to 152b</p> <p style="text-align: right;">} SKIP to 152b</p>

<p><b>152b. CHECK ITEM T</b> Was the respondent on the way to or from work, school, or some other place when the incident (happened/started)? (Is box 2, 3, or 4 marked in 135a?)</p>	<p>1 <input type="checkbox"/> Yes - ASK 153a 2 <input type="checkbox"/> No - SKIP to 153c</p>
<p><b>153a. TYPETRANSPORTATION</b> Ask or verify: <b>You told me earlier you were on the way (to/from) (work/school/some place) when the incident happened.</b> <b>What means of transportation were you using?</b></p>	<p><b>881</b> 1 <input type="checkbox"/> Car, truck or van ..... 2 <input type="checkbox"/> Motorcycle ..... 3 <input type="checkbox"/> Bicycle ..... 4 <input type="checkbox"/> On foot ..... 5 <input type="checkbox"/> School bus (private or public).... 6 <input type="checkbox"/> Bus or trolley ..... 7 <input type="checkbox"/> Subway or rapid transit ..... 8 <input type="checkbox"/> Train ..... 9 <input type="checkbox"/> Taxi ..... 10 <input type="checkbox"/> Other - Specify - Ask 153b</p> <p style="text-align: right;">} Skip to 153c</p>
<p><b>153b. TYPETRANSPORTATION_SPEC</b> Please specify what means of transportation you were using.</p>	<p>Specify _____</p>
<p><b>153c. CHECK ITEM U</b> Is this incident part of a series of crimes? (Is box 2 (is a "series") marked in 5c?)</p>	<p>1 <input type="checkbox"/> Yes - ASK 154a 2 <input type="checkbox"/> No - <b>SKIP to 174</b></p>
<p><b>154a. SERIESNUMTIMES</b> <b>You have told me about the most recent incident. How many times did this kind of thing happen to you during the last 6 months?</b></p>	<p><b>883</b> _____ Number of Incidents - SKIP to 155a <input type="checkbox"/> Don't know - ASK 154b</p>
<p><b>154b. SERIESDK</b> <b>Is that because there is no way of knowing, or because it happened too many times, or is there some other reason?</b></p>	<p><b>884</b> 1 <input type="checkbox"/> No way of knowing ..... } SKIP to 155a 2 <input type="checkbox"/> Happened too many times ..... } 3 <input type="checkbox"/> Some other reason - Specify <b>SKIP to 155a</b></p>
<p>Notes</p>	

<p><b>155a. SERIESWHICHMONTHQ1</b>  <b>In what month or months did these incidents take place?</b>          Probe: <b>How many in</b> (name months)?</p>	<p style="text-align: center;">Number of incidents per quarter</p> <p>885      Jan., Feb., or Mar.          (Qtr. 1)          _____</p>
<p><b>155b. SERIESWHICHMONTHQ2</b>  <b>In what month or months did these incidents take place?</b>          Probe: <b>How many in</b> (name months)?</p>	<p>886      Apr., May, or Jun.          (Qtr. 2)          _____</p>
<p><b>155c. SERIESWHICHMONTHQ3</b>  <b>In what month or months did these incidents take place?</b>          Probe: <b>How many in</b> (name months)?</p>	<p>887      Jul., Aug., or Sept.          (Qtr. 3)          _____</p>
<p><b>155d. SERIESWHICHMONTHQ4</b>  <b>In what month or months did these incidents take place?</b>          Probe: <b>How many in</b> (name months)?</p>	<p>888      Oct., Nov., or Dec.          (Qtr. 4)          _____</p>
<p><b>156. SERIESLOCATION</b>  <b>Did all, some, or none of these incidents occur in the same place?</b></p>	<p>889      1 <input type="checkbox"/> All in the same place          2 <input type="checkbox"/> Some in the same place          3 <input type="checkbox"/> None in the same place</p>
<p><b>157. SERIESOFFENDER</b>  <b>Were all, some, or none of these incidents done by the same person(s)?</b></p>	<p>890      1 <input type="checkbox"/> All by same person          2 <input type="checkbox"/> Some by same person          3 <input type="checkbox"/> None by same person          4 <input type="checkbox"/> Don't know - SKIP to 159a</p>
<p><b>158c. SERIESOFFENDERRELATION26SPEC</b>          Please specify the other nonrelative.</p>	<p style="text-align: center;">Specify          _____</p>
<p><b>159a. SAMETHINGEACHTIME</b>  <b>Did the same thing happen each time?</b></p>	<p>893      1 <input type="checkbox"/> Yes      SKIP to          2 <input type="checkbox"/> No      174</p>

**174. CHECK  
ITEM W SUMMARY**

Summarize this incident. Also include any details about the incident that were not asked about in the incident report that might help clarify the incident.

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Notes

## Appendix 22 – NCVS/SCV Demographic Questions

Thank you for answering my questions about the crimes you (may have) experienced. Now I would like to ask you just a few questions about yourself.

1. Are you male or female?
  - a. Male
  - b. Female

2. How old are you?

\_\_\_\_\_ Years

IF DK OR REF GO TO 3.

3. Are you...
  - a. 18 to 24 years old?
  - b. 25 to 34 years old?
  - c. 35 to 49 years old?
  - d. 50 to 65 years old?
  - e. 66 years old or older?

4. Are you now married, widowed, divorced, separated or have you never been married?
  - a. Married
  - b. Widowed
  - c. Divorced
  - d. Separated
  - e. Never married

5. What is the highest educational degree you have?
  - a. High school or GED
  - b. Vocational or trade school
  - c. Some college or two-year associate degree
  - d. Four-year college degree
  - e. Graduate degree
  - f. No Degree (Ask 6)

6. What is the last grade or year that you completed in school?
  - a. No Schooling or Completed Kindergarten Only
  - b. First Grade
  - c. Second Grade
  - d. Third Grade
  - e. Fourth Grade
  - f. Fifth Grade
  - g. Sixth Grade
  - h. Seventh Grade

- i. Eighth Grade
  - j. Ninth Grade
  - k. Tenth Grade
  - l. Eleventh Grade
7. Are you of Hispanic or Latino(a) origin or background?
- a. Yes
  - b. No
8. What is your race? Please select one or more.
- a. White
  - b. Black or African American
  - c. American Indian or Alaska Native
  - d. Asian
  - e. Native Hawaiian or other Pacific Islander
9. How many adults ages 18 and older live in this household?
- \_\_\_\_\_ Adults
10. How many children under the age of 18 live in this household?
- \_\_\_\_\_ Children

**Appendix 23 – Additional Study Materials**



Survey of Crime Victimization  
**CONSENT TO PARTICIPATE IN RESEARCH**

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INTRO\_1

Hello, my name is (NAME) from NORC at the University of Chicago. We are conducting a survey on crime and crime victimization. Is there someone 18 years of age or older whom we can speak to about the household?

INTERVIEWER INSTRUCTION: IF THERE IS MORE THAN 1 PERSON IS OVER THE AGE OF 18 IN THE HOUSEHOLD, ASK: We would like to speak to the person most knowledgeable about the household. Who would that be?

- YES..... GO TO FNAME
- NO..... GO TO THANK\_1

THANK\_1

Thank you for your time. END CALL AND DISPOSITION AS XXXX.

FNAME

RECORD FIRST NAME OF POTENTIAL R.

S\_CELL

(IF SPEAKING TO A NEW PERSON: Hello, my name is (NAME) from NORC at the University of Chicago. We are conducting a survey on crime and crime victimization.)

Am I speaking to you on your cell phone?

- YES..... 1 GO TO S\_WARM
- NO..... 2 GO TO INTRO\_2

S\_WARM

If you are currently driving a car or doing anything that requires your full attention I need to call you back at a later time.

- CONTINUE..... 1 GO TO CELL\_1
- R UNABLE TO CONTINUE..... 2 GO TO S\_ATTN

S\_ATTN            For your safety, we will call you back at another time.

INTERVIEWER INSTRUCTION: EVEN IF THE RESPONDENT IS USING A HANDS-FREE DEVICE WHILE DRIVING, YOU MUST END THE CALL.

- CALL BACK AT ANOTHER TIME..... 1    GO TO CB1
- CALL BACK AT ANOTHER NUMBER
- REQUESTED..... 2    GO TO CB1N\_WARNING
- WRONG TIME ZONE FOR CELL PHONE..... 3    GO TO CELL\_TZ\_1
- GO BACK TO S\_WARM..... 4    GO TO S\_WARM

CELL\_1            I have called (READ PHONE NUMBER FROM TOP SCREEN) is this your cell phone number or has this number been forwarded to your cell phone?

INTERVIEWER INSTRUCTION: DO NOT USE THE HAND ON THIS SCREEN, IF YOU DON'T KNOW HOW TO CODE THIS CASE, ASK A SUPERVISOR FOR HELP.

- CELL PHONE..... 1    GO TO CELL\_EXIT
- NUMBER FORWARDED TO CELL PHONE..... 2    GO TO INTRO\_3
- RESPONDENT HUNG UP BEFORE
- CONFIRMATION..... 3    TERMINATE,

CELL\_EXIT            We are not interviewing cell telephone numbers at the moment, sorry for the interruption. Thank you very much

INTRO\_2

I'd like to tell you a bit about the survey to see if you would like to take part. NORC is conducting the Survey of Crime Victimization on behalf of the Bureau of Justice Statistics of the U.S. Department of Justice. Your household was randomly selected to take part in this survey on crime and crime victimization. Would you have time now to complete the survey?

- YES..... GO TO CONSENT\_1
- NO ..... GO TO THANK\_2

THANK\_2

That's okay. Can we schedule a time to call you back to complete the interview?

INTERVIEWER INSTRUCTION: IF R SAYS NO, TRY TO CONVERT.

- YES..... END CALL/SCHEDULE CALL BACK WITH R.
- NO..... END CALL AND SET DISPOSITION TO XXXX.



(CONSENT\_1)

Great, thank you. Before we begin, I need to read the consent statement.

The Survey of Crime Victimization is being conducted by the Bureau of Justice Statistics (BJS) of the Department of Justice, and NORC, a research organization at the University of Chicago. For this study, we are asking questions about attitudes and experiences with crime.

If you agree to participate, I will ask you some questions about crime and your experience with crime victimization. Your responses will be completely confidential. Most people will take about 15 minutes to complete the survey but it could take up to 45 minutes depending on your personal experiences with crime and crime victimization.

All information that you provide will be kept confidential. Your name will not be attached to the answers that you provide. All responses are held to strict federal laws regarding human subject protections (28 CFR Part 46), and confidentiality (28 CFR Part 22). Any reports published for this study will exclude any data that could lead to your identification.

Some questions in this study are of a personal nature and you may find them embarrassing or distressing. If you are upset or uncomfortable you may skip any question, or you may stop the interview at any time.

Your participation is completely voluntary. It is your decision whether or not to participate.

If you have any questions about the project, you may call 877-262-1484. If you have questions about your rights as a study participant, you may call the administrator of NORC's Institutional Review Board, toll-free at 866-309-0542.

Do you have any questions?

INTERVIEWER INSTRUCTION: ANSWER ANY QUESTIONS THE RESPONDENT HAS ABOUT THE SURVEY. WHEN RESPONDENT IS READY, CLICK 'CONTINUE' BELOW.

CONTINUE

INTRO\_3

Again, the survey will take approximately 15 to 45 minutes to complete and is voluntary; you may skip any question or terminate your participation at any time. This call may be monitored and recorded for quality assurance purposes. Are you ready to begin the survey?

CONSENT TO PARTICIPATE:

- YES: Continue the interview
- NO: Terminate interview, attempt to reschedule

# Survey of Crime Victimization

*Job Aid April 2012*



**1-877-262-1484**

- SCV Toll-Free Telephone Number

**[www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/)**

- Bureau of Justice Statistics Web Site

**[www.norc.org](http://www.norc.org)**

- NORC at the University of Chicago Web Site

### **I'm not interested.**

- I understand that you may not be interested, however most people find the interview and questions quite interesting.
- You have been selected to participate in this study to help researchers understand the victims and consequences of crime, help estimate the number and types of crimes not reported to the police, provide uniform measures of selected types of crime, and permit comparisons over time and types of areas.
- I understand; however we are very interested in your opinions in this survey which cannot be replaced by anyone.

### **I'm busy right now. How long will this take?**

- I'm sorry if I caught you at a bad time, this confidential interview could take 15-45 minutes. Could we please start and you can let me know if you need to finish at a different time and we can call you back.
- We understand how busy you are and we greatly appreciate your time to do the interview. The interview isn't too long—for most respondents, it will only take 15 minutes. However, it can take from 15-45 minutes, depending on what information you want to share. You can let me know if you have to stop and we can schedule a time when I can call you back.
- It will only take 15 to 45 minutes to complete this important survey about issues of national concern. May we please get started and you can let me know if you have to stop and reschedule another time to finish.

### **I don't do surveys. I don't do surveys over the phone, can you mail it to me?**

- To ensure the integrity of the data we collect, **only** a professionally trained interviewer can conduct this survey. We would appreciate your voluntary participation in this telephone interview. I would like to get started and you can let me know if you need to stop and finish at another time (*go back to script.*)
- To ensure that the information we collect is standardized, only a professionally-trained interviewer can conduct this interview. We would lose the control in administering the survey by mail and run the risk of a breach of data security to have it done by mail.

### **Who is funding this study? Who is the sponsor?**

- The sponsor of the Survey of Crime Victimization (SCV) is the U.S. Bureau of Justice Statistics. The U.S. Bureau of Justice Statistics (BJS) is a federal government agency belonging to the U.S. Department of Justice. It collects, analyzes and publishes data relating to crime in the United States.

### **Who are you? What are you selling?**

- My name is \_\_\_\_\_ and I am a professional interviewer at the NORC at the University of Chicago. NORC is authorized by the Department U.S. Bureau of Justice Statistics to conduct this survey... *(Go right back to script.)*
- I would like to assure you that I am **not** a telemarketer. I am a professional interviewer with NORC at the University of Chicago, and I am calling on behalf of the Department of Justice.

### **Who is NORC?**

- NORC is a not-for-profit research organization at the University of Chicago. NORC has been conducting social science research for over 60 years and has been contracted to conduct this survey for the Bureau of Justice Statistics in the U.S. Department of Justice.
- NORC is a nonpartisan, nonprofit organization dedicated to providing objective data to inform Federal, State, and Local policymakers. If you'd like, you can visit our website at [www.norc.org](http://www.norc.org) to find out more.
- NORC is a not-for-profit social science research organization affiliated with the University of Chicago. You may learn more about NORC at its website, [www.norc.org](http://www.norc.org), or call one of the study directors, Lisa Lee at (312) 759 4284 or Pam Loose at (312) 759 4012. If you have questions about your rights as a study participant, please contact the NORC IRB Administrator, toll-free at 866-309-0542.

### **What is the Survey of Crime Victimization (SCV) all about?**

- This survey collects data about crime and crime victimization.
- This survey, the Survey of Crime Victimization, is a survey that collects information on crime victimization. Conducting this research will help improve ways that data is collected as well as help improve the accuracy of data collection.

### **How will this study benefit others? Why should I care?**

- The SCV collects detailed information about the victims and consequences of crime to help estimate the number and types of crimes not reported to the police, provide uniform measures of selected types of crime, and to permit comparisons over time and types of areas.
- Crime victimization statistics can help enhance awareness, strengthen and enforce crime victim's rights by removing the common perception that "Crime won't happen to me." When crime statistics are collected and used properly, all concerned citizens (victims and non-victims alike) begin to view crime as a major societal issue with far-reaching consequences to everyone.

### **Who do I contact if I have questions about my rights as a respondent?**

- If you have any questions regarding your rights as a study participant, you may call the NORC IRB Administrator; toll free, at 866-309-0542.

### **Do I have to do this? How long will it take?**

- The survey is voluntary. There are no penalties for not participating.
- The length of your survey will depend on your personal set of circumstances. The interview will take 15-45 minutes depending on whether you have crimes to report.
- The Department of Justice needs your help and we will really appreciate the information you provide to this important research study!

### **How do I know this a legitimate survey?**

- The Department of Justice is conducting this survey with NORC at the University of Chicago. You may call NORC to verify that this is a legitimate survey. Our toll-free number is 877-262-1484.
- You may also call Pam Loose at NORC, 1-312-759-4012 or Michael Rand at the Bureau of Justice Statistics, 1-202-616-3494, for more information about the project.

### **How was I selected for the survey? Why don't you call somebody else? I'm unlisted.**

- A computer scientifically determines the households we need to speak to in your community. We can't replace one with another, your input is key to our success.
- We have a sample of random landline telephone numbers, scientifically generated for this study.
- In order to represent all areas of the country, a computer scientifically selects telephone numbers for this survey from banks of numbers for each geographic area. This method ensures that all state and local areas are represented in the study results. Because of this, sometimes we dial numbers that are unlisted.
- We did not buy your phone number from a marketing company. Being selected for this survey does not affect your telephone number's status on the National Do Not Call Registry.

### **I don't think this survey applies to me.**

- The SCV is interested in speaking to all households. We are speaking to crime victims and non-victims, alike. We need your information to get a complete picture of crime in your area.
- It will take a few minutes or less to determine if you are eligible to participate in the study. I think you will find the questions interesting.

### **How are the data used?**

- Data from this survey are used to provide information on many topics related to crime and victimization.
- To see examples of reports, tables and charts that use the survey data, you can visit the Bureau of Justice Statistics' web site at: [www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/)

### **Will the information I provide be confidential?**

- Yes, all data you provide will be kept confidential/private. Data will be used for statistical purposes only. It will be reported in summary form and will not use any personally identifying information.
- We are not collecting respondent full name, address or other identifiers and we are not delivering identifying information to the client. The demographic information is in categories and will not include enough detail to identify any one respondent.
- We are bound by law to maintain strict confidentiality standards. Your private information will never be associated with any results.

- To protect the privacy of study participants, we do not ask for your full name in the survey. Your survey will be identified only by an identification number. Any results of the study that are released (such as in a scholarly publication) will be in a summary form that does *not* allow individual participants such as yourself to be identified.
- Everyone working on this project is required by law to protect your privacy. The Bureau of Justice Statistics (BJS) is required to only use your information for statistical purposes, and NORC is prohibited from ever using your information in a way that identifies you. Your answers will always be kept private, and none of the information that we collect about you will be used for any purpose other than statistics unless we first get your consent.

**Why are you asking me these personal questions about me, such as race, ethnicity, marital status, age, etc.?**

- I understand that some of these questions are personal in nature. I am asking them for statistical purposes only. Any answers you give me are strictly confidential as mandated by federal law.
- To study crime, it is important that the data we collect is representative of all different types of people. To make sure this happens, we need to ask a few demographic questions about you and your household.
- The results from this study are used to identify populations of people in general. We are interested in the characteristics of criminal victimization, the number and types of crimes not reported to authorities, what the cost of crime is to victims, and what segments of the population are most frequently victimized.

**Why is the government spending so much money on this survey during tough economic times?**

- We share your concern. We work to ensure the cost effectiveness of this survey while preserving the high quality research that is vital to our country.

## **I am skeptical of all government sponsored research.**

- We recognize that you and many Americans are skeptical about the motives and intentions of the government. We respect your viewpoint. Skepticism and differences of opinion are healthy for a democracy and can help our government function more effectively.
- We don't want research based on the survey to be biased because only the people content with the government agreed to be interviewed. Without your help, we lose an important voice, one that speaks for you and others like you.

## **Do I have to participate?**

Participation is voluntary. You may choose whether or not you want to be in this study. If you decide to be in the study, you may refuse to answer any question you do not want to answer or to stop participating at any time.

## **What is the Bureau of Justice Statistics (BJS)?**

The Bureau of Justice Statistics (BJS) is the United States' primary source for criminal justice statistics. Part of the U.S. Department of Justice, Office of Justice Programs, the Bureau collects, analyzes, publishes and disseminates information on crime, criminal offenders, victims of crime and the operation of justice systems at all levels of government. You may learn more about BJS at its website, [www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/)



## At-Risk Procedures

Asking respondents personal questions about their experiences may trigger upsetting emotions and feelings on the part of a respondent. If the respondent becomes severely upset or emotional, you should do the following:

Explain the services offered by the hotlines, including counseling and referrals.

Respondents may perceive you as a mental health professional or expert on the topic and ask you questions about their own or another person's mental health or substance use. In this case, you should do the following:

To respondents, say: "I'm not a mental health counselor so I cannot give any opinions. Later, I will give you a list of telephone numbers that you could use to get information."

If a respondent becomes distressed, remember that you *must not* respond in an evaluative way and *must not* attempt to help. After listening respectfully and non-evaluatively, you should attempt to resume the interview. Regardless of your educational background, your function in this study is that of a professional interviewer.

If the respondent indicates that he or she has thoughts, plans, or attempts at suicide or causing harm to others, take the following actions:

Maintain your composure and professionalism. Do not respond or react in an evaluative way, do not ask questions, and do not give advice.

- Complete the interview as long as the respondent is able and willing to do so.
- Provide the hotline information at the close.
- Write down what the respondent said as closely as possible.
- Call a supervisor to your station, go to a private area and describe the scenario.

## **Nationwide Resources & Referrals**

### **For counseling or crisis services contact:**

#### **Covenant House Hotline**

Crisis line for youth, teens, and families that gives callers locally based referrals throughout the U.S.

24-hour hotline: 1-800-999-9999

#### **National Domestic Violence/Child Abuse/Sexual Abuse hotline**

Provides crisis intervention and referral to local services

24-hour hotline: 1-800-799-7233

#### **Rape, Abuse and Incest National Network (RAINN)**

Website: [www.rainn.org](http://www.rainn.org)

24-hour national hotline: 1-800-656-4673

#### **National Youth Crisis Hotline**

Provides counseling and referrals for youth

24-hour hotline: 1-800-442-4673

### **For more information about the survey contact:**

#### **Pam Loose**

NORC

Survey of Crime Victimization

55 East Monroe St.

Chicago, IL 60603

1-312-759-4012

#### **Shannan Catalano**

Senior Statistician

Bureau of Justice Statistics

810 7th Street, NW

Washington, DC 20531

# PROBES

For most questions, appropriate probes are displayed on the screen for your reference.

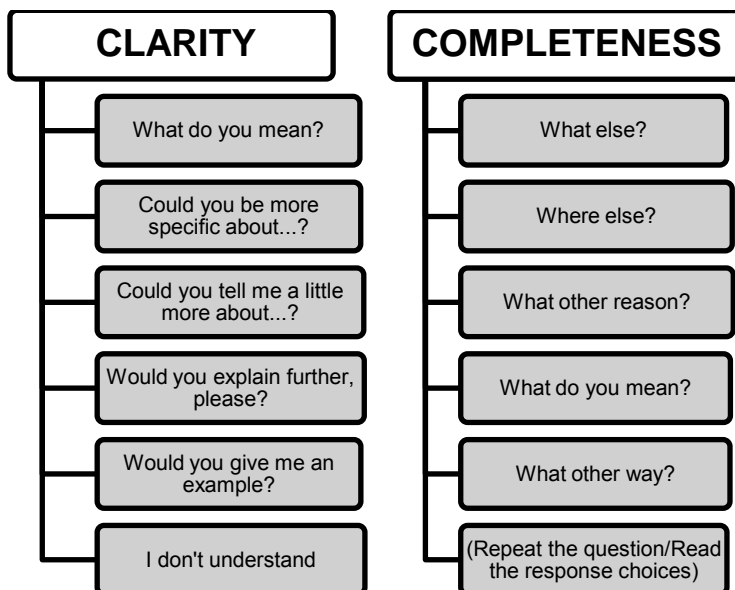
These include:

- Anything else?
- Any other way?
- Anywhere else?
- Any other reason?

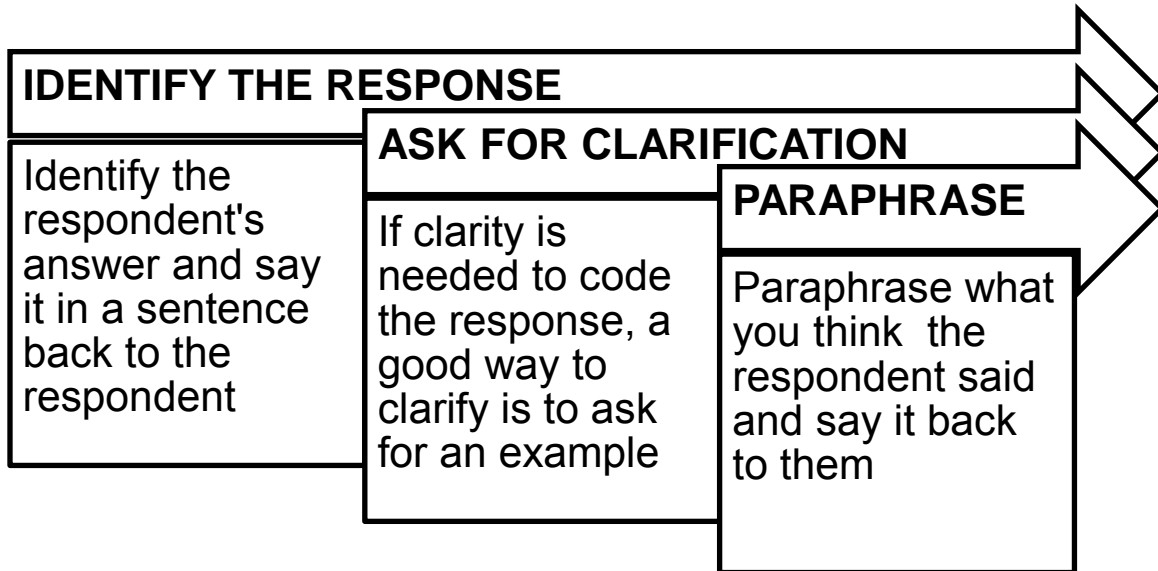
Probing techniques:

1. Brief Assenting Comments
2. An Expectant Pause
3. Repeating the Question
4. Repeating the Respondent's Reply
5. Use Neutral Questions for Clarification
6. Read the response choices

Other probing statements include:



# ACTIVE LISTENING REMINDERS



# Definitions

## Crime Series

- **If a crime is repeated over time, it may be considered a series**
  - A series of crimes consists of 6 or more separate incidents that:
    - Occurred during the 6-month reference period
    - Are similar in nature
    - Cannot be described separately
    - Were reported in the same screener

## Right to Legally Enter the home/lodging

- **The offender has a legal right to enter the R's home or lodging when:**
  - The offender was living or staying w/ the respondent at the time of the incident
  - The offender had permission at the time the incident took place to be in the home or lodging
    - A maid, babysitter, nurse, friend, relative, meter reader, salesperson

## Presence during Incident

- "Presence" during an incident means a sample 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.

## Recognizable Business

- Thefts from a Recognizable Business are not included
- Recognizable Businesses have:
  - Has a sign on the premises or some other indication to the general public that a business is operated at the address

## Value of Stolen Property

- The value of stolen property should be the best estimate of the dollar value:
  - Excluding any stolen cash, checks or credit cards
- AND
- Excluding any portion of the dollar amount that covers stolen property owned by a nonhousehold member

## Threats

- **To be included threats must:**
  - Be delivered directly by the offender to the respondent verbally and in person
  - Must involve the potential for physical harm to the respondent

# CODING THEFTS/ATTEMPTED THEFTS

## What to Include/Exclude as THEFT/ATTEMPTTHEFT

### a. What to INCLUDE

- items belonging to any member of the household, regardless of age, taken in a **burglary or household theft**.
- items belonging to any member of the household **12 years of age or older**.
- items belonging to any member of the household who is under 12 years of age **ONLY** if the theft took place at sample address/vacation home and child was not attacked or threatened with physical harm during the incident.
- items **regardless of value** (for example, accept thefts of "worthless" and "priceless" items).
- items that are the **personal property** of an individual household member.
- items that belong to the **entire household**.
- items that belong to an **unrecognizable business**.

### b. What to EXCLUDE

- items that belong to a **recognizable business** in the sample unit, even if the business is owned by a household member.
- items that belong to some other **commercial establishment**, even if the business is owned by a household member.
- items belonging to the **owner of a house**, apartment, or room that a **household member** was renting at the time of the incident.
- items belonging to a **nonhousehold member**.
- items that the respondent or another household member had **borrowed from a nonhousehold member**.
- items **loaned to a friend, neighbor**, etc., and not returned. (However, if someone stole the items **from** the friend, neighbor, etc., **include** the items.)
- items belonging to a household member **under age 12**, taken in any type of crime other than a burglary or household theft.
- items belonging jointly to a legally separated husband and wife who are not yet divorced, and the offender is one of the spouses.

# The Summary Question

## WHERE RESPONDENT WAS DURING INCIDENT:

### **Things to mention in the summary section:**

- A specific description about where respondent was and what they were doing when the incident occurred.

Examples – Respondent was at home sleeping; respondent was watching TV at home, respondent was in restaurant; respondent was at work.

## WHERE INCIDENT HAPPENED:

### **Things to mention in the summary section:**

- If the incident occurred in or near the respondent's residence, then the incident should have an entry in Item LOCATION\_IN\_HOME or in Item LOCATION\_NEAR\_HOME. Please specify in the summary where exactly in or near the respondent's residence the incident occurred. If the incident happened on a porch, specify whether the porch was an open porch or whether it was an enclosed porch.

Example – Offender stole lawn furniture from respondent's enclosed front porch.

## RESPONDENT MENTIONS A GARAGE:

### **Things to mention in the summary section:**

- Specify whether the garage was attached to the house or detached from the house.
- Specify how the offender entered the garage.

Examples – Offender entered attached garage through an opened door; offender entered detached garage after breaking glass in a locked window.

## CAR STOLEN/BROKEN INTO:

### **Things to mention in the summary section:**

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

Examples – Car was in parking lot at work/shopping mall; car was in the respondent's driveway; car was in the respondent's attached/detached garage.

## RESPONDENT WAS THREATENED:

### **Things to mention in the summary section:**

- Describe specifically the nature of the threat.

Examples – Threatened to hurt the respondent; threatened to rape the respondent; threatened to kill the respondent; threatened to burn the respondent's house down.

## WEAPON PRESENT:

### **Things to mention in the summary section:**

- Describe the weapon used or threatened to be used.
- Describe how the weapon was used or threatened to be used.

Examples – Offender threatened to hit the respondent with a wrench; offender pointed a gun at the respondent.

## PURSE OR WALLET STOLEN WHILE OUT SHOPPING OR RUNNING ERRANDS:

### **Things to mention in the summary section:**

- Describe when the respondent noticed the item was stolen.

Examples – Respondent noticed her purse was gone while at the counter paying; several hours later the respondent discovered his wallet was missing.

## PROPERTY BROKEN INTO WAS A VACATION/RENTAL HOME:

### **Things to mention in the summary section:**

- How is property used, that is, exclusively as a rental property or does the respondent stay there sometimes.

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



**When a Police Officer was the offender (Item POLICEFINDOUT = 16) you should answer these questions in the Item SUMMARY.**

- **Was the victim/respondent arrested?**
- **Did the victim/respondent press charges against the police officer?**
- **What did the police officer do?**  
(a complete description of the police officer's actions)
- **What did the respondent/victim do?**  
(a description of the victim's actions)
- **Was any property confiscated by the police?**
- **Was the confiscated property returned, kept as evidence, etc.?**
- **Did the police officer use, or attempt to use, a hand gun or a billy club?**  
(was it drawn or used)
- **Was the police officer on or off duty?**

## Summary Report

- The Summary Report is for you to summarize all of the pertinent facts involving a reported crime incident
- Include: Who, What, Where, When and How



## Appendix 24 - Criteria for Selecting Incident Reports to Complete

Interviewers were provided this priority list and the following cheat sheet to help prioritize victimizations when more than 4 were reported during the screener.

### PRIORITY LIST

#### **Priority Level 1: Rape, sexual assault**

Respondent was present at the incident and describes...

- Rape, sexual assault, unwanted physical contact of a sexual nature (grabbing, fondling).
- Attempt or threat of rape, sexual assault, unwanted sexual contact.
- Note that Rs may use words other than “rape” or “sexual assault” to convey what happened. Include in this category if rape/sexual assault is their intended meaning.
- Collect incident report data first for incidents in which R reports that rape/sexual assault did take place. Then collect incident reports for attempts and threats.

#### **Priority Level 2: Robbery**

Respondent was present at the incident and...

- The offender took something by force or threat of force that belonged to the respondent or others in the household.
- The offender tried to take something by force or threat of force that belonged to the respondent or others in the household.
- Collect incident report data first for incidents in which robbery was completed, then for attempted robbery.

#### **Priority Level 3: Aggravated assault, simple assault**

Respondent was present at the incident and...

- R was injured.
- An assault was attempted or threatened but R was not injured.
- Collect incident report data first for incidents in which assault occurred, then for attempted and threatened assault.

#### **Priority Level 4: Other crimes**

- Include any other type of crime not mentioned above. Examples...
  - Theft of property (such as from a person, auto, or home) in which there was no force or threat of force (such as theft of auto, pick-pocketing).
- Any crime incident in which the respondent was not present (such as a burglary or attempted burglary).

**INCIDENT REPORT PRIORITIZATION**

Interviewer ID: \_\_\_\_\_

SUID: \_\_\_\_\_

Incident Reports are generated based on the number of incidents recorded in the “How many times?” questions. We only want to collect 4 Incident Reports. We have created this cheat sheet to **1) help you track the incidents recorded in all cases and 2) help you prioritize the incidents if more than 4 are reported.**

Follow these steps:

- Write down each incident that the respondent reports during the screener in the order reported. Example, if you ask “How many times?” and the R says “3”, you will fill in three incidents below.
- Circle whether the incident was a COMPLETED incident or an ATTEMPTED incident (if known).
- Check the appropriate priority box to classify the type of incident.

Incident #	Description of Incident	Priority 1: Rape, Sexual Assault	Priority 2: Robbery	Priority 3: Aggravated/ Simple Assault	Priority 4: Other Crimes
1	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				
2	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				
3	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				
4	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				
5	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				
6	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				
7	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				
8	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				
9	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				
10	(circle one) <b>COMPLETED</b> <b>ATTEMPTED</b>				

- After completing Screener Q10, verify the number of incidents the R reported:

**“I have recorded the following \_\_\_\_\_ (NUMBER) incidents: [LIST INCIDENTS] Is this correct?”**

IF YOU RECORDED DUPLICATE INCIDENTS OR MISSED AN INCIDENT, GO BACK TO THE SCREENER QUESTIONS TO CORRECT THE NUMBER OF INCIDENTS. You may need to change answers to the yes/no questions or correct the “number of times” questions to get the right number. Ask a supervisor for help.

**IF THE RESPONDENT REPORTS MORE THAN 4 INCIDENTS:**

1. Use the priority order to determine which **4** incidents to detail in the incident report. Feel free to circle the Incident #s in the left column for those incidents you will discuss.
2. **Complete 4 Incident Reports ONLY** for the incidents you marked above. The CATI system will generate reports for all incidents, but we have implemented a new response at Question 2b that will allow you to bypass an incident.
  - a. If you would like to skip an incident report, select response option 66 (SKIP TO NEXT INCIDENT). You will be taken to Q174 of the current incident. Type in the word ‘skipped’ and hit enter. You will then move to the next Incident Report on the list (or the demographics section if you have completed your 4 Incident Reports).
3. After completing the 4 incident reports and skipping the others, complete the Demographics questions in the CATI system.
4. Hand this form in to a supervisor, who will then submit it to project staff.

## Appendix 25 – Data Collection Process

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### Telephone interviewer staffing, training, and supervision

NORC trained telephone interviewers to place outgoing telephone calls. Both new and experienced interviewers were staffed on the project. New interviewers attended a general training and a project-specific training prior to beginning work on the project. Experienced interviewers attended only project-specific training prior to beginning work on the project. Forty interviewers attended the SCV project-specific training.

The training was conducted at NORC's telephone interviewing facility. Project telephone supervisors led the training. Interviewers spent approximately six to seven hours in training to conduct the SCV and had to pass a certification test prior to calling SCV sample lines.

Training materials included training slides, interviewer job aids, and a list of frequently asked questions. The training consisted of reviewing contacting scripts, the screeners and incident report, and study protocols. The interviewers were also trained on the proper procedure for selecting the most knowledgeable member of the household to participate in the interview.

The training modules developed for the study included the following:

- Project overview and study goals

- SCV survey instrument

  - Introduction and consent

  - Identifying adult respondent knowledgeable about the household

  - Crime screener

  - ECP module

  - Incident report

  - Demographic questions

- Frequently Asked Questions

- Data collection

  - Collecting open-ended responses

  - Scale questions

  - Probing respondents

- Gaining cooperation

## Distressed respondents

Selecting incident reports to complete when more than 4 crimes reported

Interviewers had to demonstrate confidence with the questionnaires and protocols before they were allowed to begin interviewing actual respondents. Upon successful completion of a certification mock, interviewers were allowed to dial sample lines and conduct real interviews.

During data collection, interviewers were monitored and evaluated to ensure protocols were being followed. Telephone center supervisors conducted regular monitoring of the interviewers' work. Supervisors listened to live interviews, viewed the interviewer's recording of the respondent's answers, ascertained that questions were being read correctly and that probing was also conducted according to protocol. In addition to real time monitoring of interviews, Telephone Center capabilities allowed for recording of interviews for later review as well. As part of NORC's data quality procedures, interviewers received targeted feedback and an opportunity to review updates specific to the SCV.

At a feedback session held several weeks after the beginning of data collection, NORC project staff met with several telephone interviewers and supervisors to obtain feedback about the data collection process, answer questions, discuss problematic issues with the survey, discuss respondent reaction to the survey, and other issues. The discussion led to the implementation of several changes. The consent script was edited to eliminate redundancy and reduce its length and the FAQs were edited to clarify the statements about the purpose of the study. Also, in the ECP screener, it was determined that overnight stays at the hospital would not be counted as a destination to which the respondent went overnight.

## **Data Collection Period**

Data collection began in early April and concluded in mid-July. With the goal of completing 2000 interviews, 1000 each in the CV and ECP conditions, NORC obtained a national sample of landline RDD numbers. The sample was divided into 87 replicates, with approximately 1025 numbers in each replicate. Forty-three of these replicates were assigned at random to the Control condition and 44 to the ECP condition. Prior to release to the telephone center, the numbers were prescreened by a vendor to identify numbers that were known to be business or non-working residential numbers (non-WRN). Numbers that were flagged as business or non-WRN during prescreening were not released for dialing in the telephone center. Midway through the field period, NORC purchased additional sample lines to supplement the original sample lines. The original sample lines has fewer WRNs than anticipated. As with the original sample, these numbers were assigned to a condition, divided into replicates, and prescreened prior to dialing.

To avoid confusion with the ongoing NCVS, the field test survey was referred to as the Survey of Crime Victimization (SCV). The field test progressed through a series of stages, which included obtaining consent, administering the interview, and collecting demographic information.

### Step 1: Respondent Selection

The first step was identifying a household respondent (see Appendix 23 for scripts). NORC expected to interview one respondent per household who was age 18 or over. NORC telephone interviewers were trained to identify which member of the household would become the household respondent. When speaking to a household member for the first time, the interviewers followed this script:

*Hello, my name is (NAME) from NORC at the University of Chicago. We are conducting a survey on crime and crime victimization. Is there someone available that we can speak to who is at least 18 years old and who is knowledgeable about the household?*

If more than one person met these criteria, the interviewer asked to speak to the individual who was the most knowledgeable about the household. Typically, this was the primary owner or renter of the household. After the eligible household member was identified and agreed to participate, the consent form was administered to that individual. The consent statement included the purpose of the study, respondent burden, and confidentiality. Also, the respondents were informed that the study was completely voluntary and that they could stop the interview at any time.

If, after hearing the consent statement, the respondent agreed to participate, the interview continued. If the respondent did not agree to continue, the interviewer attempted to convert the respondent. When refusal conversion attempts were unsuccessful, the interviewer thanked the respondent for his/her time and closed the interview. The reason for the refusal was noted in the call notes for the case.

### Step 2: Screening instrument

Respondents were randomly assigned to the 6-month Control or the ECP condition. Upon completion of the consent form, the interview moved into one of these screening instruments. All interviews were conducted using CATI.

### Step 3: Incident report (if applicable)

Upon completion of the 6-month Control or the ECP screener, respondents completed an incident report for any crimes mentioned in the screener. Up to four incident reports per respondent were collected. That is, even if the respondent indicated that more incidents took place, only four were selected for completed

incident reports. The telephone interviewers were provided with criteria for selecting the crimes. Crimes involving rape and sexual assault were the highest priority to select for an incident report, followed by robberies, assaults, and then all other crimes. Within a crime category, a completed crime took priority over an attempted crime. As a consequence, among those respondents experiencing more crimes, the crime data that are collected may reflect more serious crimes than the data collected on those reporting four or fewer incidents.

On a few occasions, the respondent reported the same incident twice. If this was determined to be the case, the interviewer reported to a supervisor that a duplicate incident report had been generated. These reports of duplicates were used to de-duplicate the number of reported incidents as necessary.

#### Step 4: Demographic information

Demographic information from the respondent was collected at the end of the interview. Collection of the demographic information was the last step of the interview process, after which the interviewer answered any remaining questions, thanked the respondent for his/her time, and ended the interview. The demographic data collected included:

- Sex
- Age in years or age range
- Marital status
- Educational attainment
- Hispanic origin\*
- Race\*
- Number of household adults
- Number of household children

\* All race and ethnicity questions conformed to the OMB standard.

#### **Distressed Respondents**

Responding to questions about crime victimization may trigger upsetting emotions and feelings on the part of the respondent. Because of the personal nature of these questions, and the potential trauma faced by crime victims, interviewers were trained to handle distressed respondents in an appropriate manner.

If the interviewer felt that the respondent was becoming upset or agitated, s/he was instructed to acknowledge the behavior in a brief, matter-of-fact manner. For example, s/he could say something like, “Is this becoming difficult for you?” or the interviewer could ask the respondent if s/he would like to take a short break. If the respondent was not able, or willing, to continue, the interviewer was instructed to break off the interview and attempt to schedule a call back for another time. The interviewer also could provide crisis center numbers to the respondent that s/he could call.

## Data cleaning and file preparation Process

Two datasets were delivered to BJS – an incident level file and a person level file. The person level file contained data for all individuals who completed the SCV interview, whereas the incident level file contained data for only those who completed the SCV and reported at least one victimization. For the purposes of this study, a completed case was one in which the participant completed all parts of the survey – ECP questions (if in that condition), screener questions, any incident reports, and the demographic questions. A case was not considered complete, for example, if any incident reports were missing or the respondent failed to complete the demographic questions.

Because the CATI program generated an incident report for all incidents recorded in the crime screener, NORC removed the superfluous incident report records from the data delivery. There were some instances of interviewer error where the interviewer did not collect data on a reported incident. In these cases, the variables in the incident report have been backfilled with “Residue” codes.

As part of their global cleaning process, NORC updated the “Don’t Know,” “Refused,” “Residue,” and “Out of Universe” responses to match codes used with the NCVS. Other data cleaning included updating specific data points for consistency and identifying any missing data points. NORC also generated accompanying codebooks for each dataset.

BJS provided SAS code for classifying incident reports into the type of crime classification. NORC applied this code to the cleaned data file to classify incidents into types of crimes. This code was provided to BJS as part of the final deliverable.