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National Studies of Missing, Abducted, Runaway
and Throwaway Children (NISMART)

RETURNED RUNAWAY STUDY
METHODOLOGY

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ACQUISITIONS

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1. INTRODUCTION

The National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (NISMART) were mandated by Congress under the Missing Children's Assistance Act, Title IV of the Juvenile Justice and Delinquency Prevention Act (1984). The purpose of these studies was to provide reliable national estimates of the number of children who became missing in the course of a year, and the proportion of these who were recovered.

There were six major components to the Nismart study: a Random Digit Dial (RDD) telephone survey of over 30,000 households, a Police Agency Records Study (PRS), a reanalysis of data from the Supplemental Homicide Reports of the FBI (SHR), a Returned Runaway Study (RR), a Juvenile Residential Facility Study (JRF), and a supplementary analysis of selected data from the National Incidence Study of Child Abuse and Neglect, 1986 (NIS-2).

Five categories of missing child cases were developed: family abductions, non-family abductions, throwaways, runaways, and children who were lost, injured or missing for some other reason. This report concerns the Returned Runaway Study (RR).

1.1 Overview of Returned Runaway Design and Approach

The Returned Runaway Study was primarily a methodological study checking a possible limitation of the Household Survey. All the information in the Household Survey on the experiences of children was obtained from parents and other caretakers. However, it is very possible that some parents did not know about runaway episodes or had distorted information about them. The runaway children, who almost certainly were alienated to some degree from their parents, may not have told parents all the details of the episode.

Another possibility is that some parents may have told us that their children had run away, when the children did not see it that way. In both instances, the children may have had their own perspective on what was, in many cases, an issue of dispute with their parents. A feasibility study (Sudman, et al., 1987)¹ suggested that getting this perspective was possible. The intent of the Returned Runaway Study was to interview children to find out whether their accounts differed in important respects from accounts provided by their parents.

1.2 Household Nominations

The sample of children for the Returned Runaway study was gathered in the course of the RDD survey of households. All households were asked a series of questions designed to determine which, if any, types of missing children episodes had occurred in the household in the year leading up to the date of the interview. Six of the fifteen "screener" questions are relevant to the Returned Runaway study:

- ES-7 In the last year did (this child/any of these children) leave home without permission and stay away for at least a few hours?
- ES-8 Did (this child/any of these children) choose not to come home from somewhere when (he/she/they) were supposed to and stay away for at least two nights?
- ES-9 Did you or any adult member of your household force or tell (this child/any of these children) to leave home or decide not to allow (him/her/them) back in the home?

¹ Sudman, S., Cowan, C., Blair J., and Khodadadi, K. (1987). Studying the incidence of missing children by special survey methods. Final report on grant 86-MC-CX-0002 from the Office of Juvenile Delinquency Prevention, Washington, D.C.

- ES10 Was there any time when having (this child/any of these children) in your home became a lot of trouble and (he/she/they) left?
- ES11 Other than anything you have already told me about, has there been any time, either currently or during the past twelve months, when you did not know where (this child/any of these children) was living?
- ES13 Was there any time when you were concerned because you couldn't find (this child/any of these children) or (he/she/they) didn't come home?

All caretakers who reported episodes for ES-7, 8 or 13 that involved a child 12 yrs or older and who qualified for a runaway follow-up interview were asked for permission to interview their child for the Returned Runaway study. A caretaker qualified for the Returned Runaway Study if, after screening in, they reported that the child had stayed away at least overnight. Initially, **only** affirmative responses to ES-7, 8, or 13 led to recruitment for the Returned Runaway study. In later stages of the study (from Wave 4 on), those who reported episodes for ES-9,10, or 11 involving a child 12 yrs or older were also asked for permission to interview their child for the Returned Runaway study.

In order to obtain a comparison sample of children, a sample of 200 of the caretakers who answered no to all thirteen screeners and who had a child 12 yrs or older in the household was asked for permission to interview their child.

The request for permission to interview a child was the same whether the parent reported an episode or not, and it was asked at the end of the parent interview:

- C-1. In the future, we may want to interview some children themselves about what we have asked, in hopes that they can help keep children from being harmed. Any of this information would be entirely confidential. Would you allow us to interview your [] year old child sometime in the future if we needed to?

(for the comparison sample an index child 12 or over was randomly chosen by the computer and age inserted in the blank)

In all, 184 caretakers were asked Question C-1. This number does not represent all caretakers who initially screened-in to a runaway or throwaway episode. The 184 figure excludes four groups of children. They are: 1) children under 12 years of age; 2) children who ran away or were throwaway and had not yet returned to the household at the time of the caretaker interview; 3) children whose caretakers, during the first 3 Waves of interviewing, reported episodes for ES 9, 10, or 11 and; 4) children who screened-in as a potential runaway or throwaway but did not qualify for a follow-up interview because the child was not away for an amount of time required by the study's definitions. So, the 184 eligibles are really a selected sample of screen-ins to the Household Survey who may not be representative of all runaway and/or throwaway children.

Of the 184 caretakers who were asked question C-1, permission was granted for 118 of these children, and these children became our potential sample of Episode children for the Returned Runaway study. The comparison sample in the Returned Runaway Study was constituted from 200 caretakers from the Household Survey who didn't report any episodes. This sample was randomly selected and is representative of children 12 years of age and older whose caretakers reported "no" to ES 7,8,9,10 or 11. Of the 200 caretakers who were asked question C-1, permission was granted for 162 children, and these children became the potential sample of Nonepisode children for the Returned Runaway study. (The 118 and 162 children do not represent 118 and 162 caretakers, respectively. Some caretakers gave us two children to contact.)

2. DESIGN OF THE INTERVIEW

This section documents how the interview was structured and the rationale behind the structuring. Two different versions of the Returned Runaway instrument were developed: one for Episode and one for Non-Episode children. The design and structure of both of these versions are discussed below.

2.1

Instrument Development

The Returned Runaway questionnaire was developed from the RDD questionnaire. Since the primary purpose of the Returned Runaway study was to compare the child's story with that of the parent, all relevant questions asked of the parents were asked of the children. In addition, questions further investigating the episode, the child's experiences and reasons for leaving, and profile measures pertaining to self esteem, friendships, behavioral history, goals, activities, and school performance were asked of the child.

To facilitate the interviewing process, two separate instruments were developed from the Returned Runaway instrument--one for Nonepisode and one for Episode children (see Appendices A and B). The Episode instrument has an introduction, a section pertaining to the episode itself, and a section on profile characteristics. The Nonepisode instrument is basically the Episode instrument without the episode section, except that it was necessary to reference different time periods in the profile characteristics sections of the two instruments. The Episode instrument's section on profile characteristics references the month or six months before the episode. The Nonepisode instrument references the past month or six months.

Questions at the beginning of the instruments were designed to discover whether or not the child agreed with the parent's report of "episode" or "no episodes." In (eight) instances where a Nonepisode child contradicted the caretaker and reported an episode, the interviewer was directed to switch to the Episode instrument. In (eleven) instances where an Episode child contradicted the caretaker and denied an episode, the interviewer remained in the Episode instrument, but completed only the profile characteristics section.

The questionnaire was developed in June, but underwent many revisions in wording and sequence before the January 27, 1989 version was ready for interviewing to begin. Additional revisions took place in both instruments after interviewing had begun:

Episode instrument late revisions:

February 8, 1989--page 3, EI-8. The episode as defined in the earlier interview with the parent was sometimes difficult for the child to recall. Some respondents had not given much thought to it as an "episode" and did not know what their parents were talking about. A question was added to the introduction to help us ascertain whether the child was denying that anything happened or just needed further clarification on what we were asking. Fifteen Episode questionnaires were completed without these changes, but only three of them were denials, which would be the only relevant ones. (26, 33, and 42.) One said he "can't remember anything." One said she "was at a friend's house and the mother knew where she was." The mother also got on the phone and said the child "didn't really run away but she had been out and she was nervous." The third boy said he had been at a friend's house, and the school counselor had talked to him about it as an episode of running away, but he "just went to a friend's house" for 10 hours.

February 8, 1989--page 10, RR30a-b. Questions were added to determine whether the "unwanted" child felt that the caretaker had been thinking of asking him/her to leave, and if so, for how long. Fifteen were completed without these questions.

February 8, 1989--page 15. The word "parents" was removed from the instrument, and a question was added to clarify who the child's caretakers were. Fifteen were completed without this clarification.

February 21, 1989--page 46. NR1,2,and 3. Three questions from the Nonepisode instrument were appended to the Episode instrument for use when the child denied the episode (had they ever thought about running away, what prevented it, and what they thought was the difference between them and those who do runaway.) One denial was completed without NR-1 and 2.

April 3, 1989--page 46. NR4. Ten of eleven denials were completed without NR4 (did the respondent have any friends or acquaintances who had run away). (NR4

was added to the Nonepisode questionnaire on April 3. The Episode questionnaire already had a similar question in the body of the Episode section, so NR4 was not added to the Episode questionnaire. However, if the child denied the episode, they did not receive the Episode equivalent to NR4.)

Nonepisode instrument late revisions:

January 24, 1989--page 17. A page of questions was added to further investigate reports of respondents being sent out of the home "in the past month" for punishment. (These are instances that would not qualify as episodes, perhaps because of their duration or the time frame.) Four non-episode children reported being sent out of the home for punishment in the past month, but three of these interviews took place before the questions were added.

February 8, 1989--page 5. As in the Episode instrument, the word "parents" was removed from the Nonepisode instrument, and a question was added to clarify who the child's caretakers were. Thirty-two were completed without this clarification, but in many cases the identity of the caretakers was determined.

April 3, 1989--page 18. NR4 was added to determine if the Nonepisode child had friends or acquaintances who had run away. However, 94 Nonepisode interviews were completed before this question was added.

3. TRAINING OF INTERVIEWERS

An Interviewer Procedures Manual (see Appendix C) and Question by Question specifications for both the Episode and Non-Episode instruments (see Appendix D and E) were developed to aid in interviewer training and procedures. Work on these began in July, 1988 and editing continued through January, 1989. Experienced interviewers under

the direction of Dr. David Moore (a nationally known political pollster from the Political Science Dept at UNH) were hired in December to interview children for the Returned Runaway study. Five interviewers were hired; however, the bulk of the interviewing was completed by three interviewers who worked from the beginning of interviewing to its end. The interviewers were junior and senior college students or graduates. These interviewers were specifically chosen because of their prior telephoning experience and because of their age. We wanted to recruit young interviewers in order to shorten the gap between interviewer and respondent, at least in terms of age.

Three December, 1988 meetings were held between the interviewers, Dr. Moore, and the Project Coordinator to familiarize the interviewers with the instruments and the study. The meetings were spent in page by page review of the questionnaire, with each question on the questionnaire discussed and interviewer questions addressed. Some changes were made in the questionnaire as a result of suggestions from Dr. Moore. Additional one-on-one interviewer training was provided by the Project Coordinator. The interviewers received the Interviewer Procedures Manual and Question by Question specifications. These materials gave suggestions and clarified potential points of confusion for the respondent or interviewer for each question in the questionnaire.

In addition to written materials, each interviewer conducted at least three pilot interviews with adolescents recruited through various university contacts. During the training sessions, interviewers were arranged in pairs and role played the interview situation. Within each pair, one trainee took the role of the interviewer while the other played the respondent. They then reversed roles. Each interviewer in the Returned Runaway Study received approximately 15 hours of training.

Interviewing was done by telephone from the University of New Hampshire. Nonepisode interviews began in December, 1988 and continued through May, 1989. Episode interviews were carried out in February, 1989 and continued through the end of May, 1989. Additional training took place before the Episode interviews began in February, 1989.

The bulk of the interviewing on both instruments was done in February through April. By February, one interviewer who had started in December was unable to continue, one interviewer was retired after only one interview, and a additional interviewer was hired, so that there were three interviewers working February through April. These interviewers made most phone calls from 3-5 pm and 6:30-8:00 pm Monday-Thursday, and 1-5 pm on Sundays. However, hard to reach respondents were phoned in the morning, later at night, and other times dictated by appointment.

The interviews were completed as follows:

December, 1988---3 nonepisodes completed.

January, 1989---18 nonepisodes completed.

February, 1989---31 nonepisodes, 32 episodes completed.

March, 1989-----41 nonepisodes, 24 episodes completed.

April, 1989-----44 nonepisodes, 23 episodes completed.

May, 1989-----5 nonepisodes, 6 episodes completed.

Interviewing was monitored periodically by the Project Coordinator. During interviewing the Project Coordinator, the Principal Investigator, or the Interviewer Supervisor was available to answer questions that came up in interviewing. Each questionnaire was reviewed by the Project Coordinator and the Principal Investigator as it was completed. Issues that arose were recorded and discussed with all interviewers. In some cases, respondents were called back when responses were found to be missing, unclear, or ambiguous.

4. DATA COLLECTION

As previously mentioned, the sample for the Returned Runaway Study was constituted from the Household Survey of NISMART. If a parent from the survey reported that a child had runaway and returned, we asked if we could have permission to talk to the child at some other time. A complication in this strategy arose when we realized that

some of the households that were initially screening into the study as having Thrownaway episodes were, in fact, meeting our definition for Runaway episodes. When we recognized this complication at the halfway point of data collection, we enlarged recruitment for the Returned Runaway Study by requesting permission to follow-up on returned children who screened in as either Runaways or Thrownaways. In addition, some of the children who screened in turned out to have been involved in episodes that did not for one reason or another ultimately qualify under our definitional criteria as either Runaways or Thrownaways. Thus, our returned runaway sample consisted of youth who had episodes that were subsequently classified as Runaways, Attempted Runaways, Thrownaways, Lost, Injured, or Otherwise Missing, and nothing at all. Nonetheless, this group is referred to by the shorthand term of "returned runaways."

As a comparison group to the returned runaways, we also sought to recruit youth whose parents had reported no runaway or thrownaway episode at all. We wanted to use this group, in part, to examine the question of why some youth run away when others do not. To constitute this sample, we asked a random sample of parents who had children 12 years of age and older and who had reported no episode relevant to the survey for permission to interview their child.

Since our subcontractor on the NISMART study, Westat, Inc. conducted the Household Survey and the Family Research Laboratory at the University of New Hampshire conducted the Returned Runaway Study, we had to devise a mechanism for transmitting information about recruited households. This was accomplished by Westat sending to us, on a monthly basis, the phone numbers and key variables of households from which we had gotten permission to interview the child. Once received, this information was kept by co-principal investigator Hotaling in a locked file cabinet drawer.

To promote participation by the children, we called back each household (usually within 4-8 weeks of the original interview) and asked for the children directly, explained the study, and asked for their participation. Children were sometimes very difficult to reach, but we made up to 29 callbacks in attempts to include them in the survey. Except

in instances where the parents granted permission only on condition that they listen in on the interview, we asked the young respondents to make sure they had complete privacy before continuing with the interview. In only three cases did parents actually listen in (whether the parent listened in or not is a variables in the data file so these cases can be eliminated from any analysis), We tried to be very sensitive in talking with the adolescents by wording questions simply and directly and allowing for a number of open-ended responses.

4.1 Survey Response Rates

Obviously, not all parents gave permission and not all the children could be contacted or were willing to talk. Table RR1 below shows interviewing results for Nonepisode and Episode children. 85 Episode interviews were completed. This is 46% of the 184 households where permission was requested, and 71% of the 118 households in which permission was granted. The 33 interviews that were not completed despite initial permission from the parent were a result of:

child refusals	30%	(10)
caretaker's second thoughts	9%	(3)
inability to contact the child	61%	(20)

Thus 98 Episode children were actually contacted, but parent or child refusals allowed only 87% of those to be completed.

142 Nonepisode interviews were completed. This is 71% of the 200 households where permission was requested, and 88% of the 162 households which granted permission. The 20 households that were not completed despite initial parental permission were a result of:

child refusals	15%	(3)
caretaker's second thoughts	25%	(5)
inability to contact the child	60%	(12)

95% of the children contacted completed the interview.

As indicated above, most of the incomplete interviews from both Episode and Non-episode households resulted from the inability to contact the child (32 out of 53 incompletions). Most commonly (in 19 of 32) there was a problem with the phone number--either the telephone was disconnected, the party had moved, or the number was inexplicably wrong. (These numbers were re-checked with the subcontractor, and Directory Assistance was utilized in an attempt to reduce the number of incompletes due to phone number problems.) Eleven of the 32 children could not be contacted because they were no longer in the home. These eleven children had run away or moved out of the house (and it was difficult to distinguish between runaways and move-outs), or were in an institution. The final two of the 32 children could not be contacted because, though they were reportedly living in the household, they were rarely there. We sought addresses for all children who had moved or were unavailable, and received eight addresses. A letter explaining our attempts to reach the respondent and offering a monetary reward for their help was sent to the eight, but no responses resulted. Other avenues of refusal conversion were discussed but not executed.

The sample covered a spectrum of children, as shown in Table RR-2. There were about equal numbers of males and females. Ages ranged from 12 to 17. About one in six were non-white. The episode and non-episode samples were equivalent in gender and race, but the episode children were older and more likely to come from single, step-parent and foster families.

There were certain important limitations in the methodology of the Returned Runaway Study. First, the study did not include perhaps the most important group of children: those who had not returned. Their experience was certainly different from those who did return. It is possible that the returnees had shorter episodes, a more stable home, and a better relationship with their parents. Thus, we might expect these parents and children to have given more similar accounts of events. We cannot extrapolate from this study to the accuracy of information from the parents of children who had not returned.

Second, even among the runaways who returned, we were missing a sizable sector. The completion rate of 46 percent among the returned runaways meant that we failed to talk with over half the eligible youngsters. The group we missed was probably different in some ways, perhaps more alienated, perhaps more at odds with their parents. Because of this, the Returned Runaway Sample should not be considered representative of any known runaway population. Hence, no weights need be used in the analysis of data from this study.

Finally, even among those with whom we did talk we need to be cautious in assuming that they were candid. By this we do not mean to reinforce what we consider to be the unfounded prejudice that children are inherently unreliable informants. But the children did have possible reasons to mistrust the study. We had interviewed their parents first. They were talking to us from their parent's home. And we were asking them about information that could possibly get them in trouble with their parents. If they simply endorsed their parents' version of events, it might have been understandable.

Table RR1. Classification of Household Contacts and Completion Rates in Returned Runaway Study

CLASSIFICATION	EPISODE	NON-EPISODE
Asked parent for permission to interview child	184	200
Granted permission by parent to interview child	118	162
Completed interview with child	85	142
Did not complete interview with child	33	20

Reasons for Not Completing 53 Interviews

Unable to contact child

telephone disconnected/moved
left no new number/wrong number
child ran away/left home
child in household, but could not reach
child in jail/institution

11 8
6 3
1 1
2 0

Refusal

by child
parent changed his/her mind

10 3
3 5

Completion Rates

Completed Interviews

46% 71%

Number of households asked permission

85/184 142/200

Completed Interviews

71% 88%

Number of households which granted permission

85/118 142/162

Completed Interviews

87% 95%

Number of children contacted (Granted permission - unable to contact)

85/98 142/150

Table RR-2.

Selected Characteristics of Children Who
Participated in the Returned Runaway Study (Both
Runaways and Nonrunaway)

Child Characteristics	Runaway Subsample % (N=85)	Nonrunaway Subsample % (N=142)
<u>Gender</u>		
Male	52%	58%
Female	48%	42%
<u>Age of Child</u>		
12-13 years	10%	35%
14-15 years	22%	23%
16-17 years	68%	42%
<u>Race of Child</u>		
Black, not Hispanic	12%	9%
White, Not Hispanic	81%	84%
Hispanic	2%	3%
Other	5%	4%
<u>Family Composition</u>		
Both natural/adoptive parents present	37%	66%
Step-parent family	24%	13%
Single-parent family	23%	15%
Other family arrangements	10%	6%
Foster care	6%	0%
<u>Did Parent Request To Listen in on Child Interview?</u>		
Yes	6%	13%
No	94%	87%
<u>Did Parent Actually Listen in on Child Interview?</u>		
Yes	1%	1%
No	99%	99%

5. DATA CODING AND PROCESSING

This section documents the procedures used to code the data and its entry to computerized data files. Data processing tasks also included editing and reconciliation procedures for all data.

5.1 Data Coding

A Question by Question Coding Specifications Manual, Coding Guidelines, and a Codebook (see Appendix F) were developed for the coding process. The Project Director and Co-Principal Investigator Hotaling hired and trained three coders. The focus of the training included:

- ◆ Explaining the study's different missing children's definitions;
- ◆ Gaining familiarity with the Episode and Non-Episode questionnaires;
- ◆ Learning both basic and evaluative coding procedures.

Formal training of the coders lasted approximately 25 hours. However, the Project Director and all coders continued to meet to discuss problems and to assess the reliability of decisions throughout the coding process. A final phase of the training involved a series of meetings in which coders all independently coded the same sample of ten randomly selected cases. The Project Director compared coding decisions on the ten cases, developed additional coding guidelines, and discussed questions and disparities with the coders before formal coding proceeded. As a result of these meetings, some changes were made to the codebook. Coding tasks were performed between March 10, 1989 and June 12, 1989.

5.2 Basic Coding

Basic coding prepared the closed ended questionnaire items for keypunching. Basic coding consisted of a number of activities including:

- ◆ Standardizing responses not made in accordance with the established codes or formats (e.g. transforming dates into numeric form, inserting leading zeros where needed, etc.);
- ◆ Re-coding "other; specify" responses into an existing precoded answer whenever possible;
- ◆ Ensuring the legibility of all responses; and
- ◆ In some cases, adding codes based on "other" responses.

Whenever a coder encountered a problem or had a question about how to code a data item s/he made note of it on a Basic Coding Problem Sheet. These queries were brought to problem meetings, which were held every three days during the coding period, and resolved.

5.3 Evaluative Coding

Evaluative coding involved two major tasks. They were: 1) case classification; and 2) the conversion of open-ended responses into numeric responses.

Case classification involved an evaluation of the youth's responses to questions about their absence(s) from home to determine whether their experiences would meet the study's definitional criteria as either a policy focal runaway episode, a broad scope runaway episode, a runaway gesture, a policy focal throwaway episode, a broad scope throwaway episode, some other type of absence, or would fail to meet study requirements as an eligible case. This was an important task since a major purpose of the Returned Runaway Study was to determine the extent of agreement between caretaker responses and child responses concerning child absences during the study year of 1988.

The responses of caretakers were coded by staff at Westat, Inc., our subcontractors on the NISMART study. Trained coders at Westat evaluatively coded all caretaker information using very detailed study criteria to determine the runaway or throwaway status of child absences. This information was gotten through the Household Survey. Staff at the University of New Hampshire independently coded the responses of children themselves using the same exact study definitions as were used to code caretaker responses. Coders at each site were blind to each other's classifications.

5.3.1 Evaluative Coding of Runaway Incidents

NISMART had ten definitions for runaway children. Two of these definitions referred to incidents which were termed "runaway gestures." These types of incidents were not included in the "official" incidence estimate of runaways, but they do tell us alot about family life and conflict. There were four broad scope definitions of runaways; these incidents were considered to be within the bounds of the concept of runaway and were counted in the stimates. The other four definitions were termed "policy focal" which means they are narrower in scope and imply the need for the involvement of public agencies; these definitions were also included in the estimates. The ten runaway definitions are listed below.

Runaway Gestures (not in official count)

RAG1 Child made statement or left note indicating intent to run away but did not stay away overnight.

RAG2 Child 15 or older was away and chose not to come home when s/he was supposed to and child stayed away overnight, but not two nights.

Broad Scope

- RA1 Child has left home without permission and stayed away at least overnight.
- RA2 Child made statement or left note indicating intent to run away and stayed away at least overnight.
- RA3 Child 15 or older was away and chose not to come home when s/he was supposed to and child stayed away two nights.
- RA4 Child 14 or younger was away and chose not to come home when s/he was supposed to and child stayed away overnight.

Policy Focal

- RA5 Child has left home without permission and stayed away at least one night and was without a familiar and secure place to stay.
- RA 6 Child made statement or left note indicating intent to run away and stayed away at least on night and was without a familiar and secure place to stay.
- RA 7 Child 15 or older was away and chose not to come home when s/he was supposed to and child stayed away two nights and was without a familiar and secure place to stay.
- RA 8 Child 14 or younger was away and chosen not to come home when s/he was supposed to and child stayed away one night and was without a familiar and secure place to stay.

Each returned runaway questionnaire was evaluated in terms of whether the child left the home or chose not to return to the home. This decision and the circumstances

surrounding the child's absence were broken down into eight criteria. These criteria were: "Statement/note," "Child left," "Left without permission," "Chose not to return," "14 years or younger," "Gone overnight," "Gone two nights," and "Without familiar and secure place. Each criterion was evaluated as "yes" or "no" or "inapplicable" based on the following information.

5.3.1.1. Statement/note

This first criterion determined whether the child made any statement or left a note which indicated any intention of running away. For this criterion to be met, the child must have expressed an intention of running away, either orally in a statement to the parent/guardian or in writing by having left a note or sent a letter. Intention was inferred through evidence that the child stated that s/he was 'running away,' "leaving for good," "going to live somewhere else," or any other overt statement indicating that the child did not plan to return to the home even if the parent did not take such statements seriously.

Note that the child did not have to actually leave the home on order for this criterion to be met. The criterion was concerned only with whether an intention to run away was expressed, regardless of whether it was acted upon. Also, the child did not have to leave without permission for the criterion to be met. For example, if the child was out with a friend for the evening, with permission, and called home and ended up in a fight with his/her parent and told the parent that s/he was not coming back, the criterion would have been met.

5.3.1.2 Child left

The purpose of this criterion was to determine whether the child actually left the household. In order for this criterion to be met, the child must have actually left the premises of his/her residence for some amount of time. Thus, if a child announced an intention to leave, slammed the door, and went and sulked in the garage, this criterion

would not be met, because the child did not leave the household premises. The child did not have to be gone for any minimum length of time for this criterion to be satisfied.

5.3.1.3 Left without permission

If "child left" was coded as "no," then "Left without permission" was coded as inapplicable. If indeed the child left, it was then evaluated whether or not the child left home without permission. "Without permission" referred to the child leaving in violation of a specific prohibition. Specific prohibitions included both overt statements (e.g. child was specifically told to stay home that night) and customary household expectations (e.g., the child does not go out after dinner on a school night without asking permission).

In order to say that a child violated a customary household expectation, the child had to break the rule or practice and the child had to "point" to the rule or practice. For example, the narrative stated that the child went to a party without asking permission from his/her parents and the child stated that this was not customary or that "he was not supposed to do that."

If the child left, but there was room for the child to have misunderstood or believed that s/he had permission to leave, this criterion would not have been met. Similarly, if the child was out with permission, but not where s/he was supposed to be, the criterion was not met because the child had permission to be out for the night.

5.3.1.4 Chose not to return

This criterion evaluated whether the child chose not to come home when s/he was supposed to. In order for this criterion to be satisfied, the child must have been away from home and chosen not to come home when s/he was told to, or when customary (e.g., did not come home to sleep). For example, a child who was out for the evening with friends and was due home by 11:00 PM but did not return until the next day would meet this

criterion. Note, episodes relevant to this criterion involved cases in which the child was initially out of the house with the permission of the parent/guardian; thus, the episode originated outside of the home.

5.3.1.5. 14 or younger

If "Chose not to return" was coded as "no," then "14 or younger" was coded as inapplicable. This criterion established whether the child was 14 years or younger at the time of the episode. "At the time of the episode" meant when the failing to return occurred. If the child turned 15 during the time away, the criterion still applied because the child was 14 at the time the episode began.

Because the age given in the interview was the age of the child at the time of the interview and not his/her age at the time of the episode, a complication arose when the interview indicated that the child was fifteen. The problem was handled in the following manner: if the child was 15 at the time of the interview and the date of the episode was six months or more before the date of the interview, then the child was considered to be 14 or younger. On the other hand, if the date of the episode was less than six months before the date of the interview, then the child was considered to be over 14 years of age.

5.3.1.6. Gone overnight

This criterion determined whether the child was out of the household for at least one night. The definitions required that a child 14 or younger who was away and chose not to return home when s/he was supposed to, to be out of the household for at least one night. The reason for concern over whether a child was gone overnight is that a child is much more vulnerable to harm and exploitation during the nighttime hours than during the daylight hours.

The only time this criterion was coded as inapplicable was when the child did not actually leave the home and the child not choose not to return to the home (e.g., the child left a note saying s/he was running away, but did not actually leave.

5.3.1.7 Gone two nights

If "Gone overnight" was coded as inapplicable, "Gone two nights" was coded as inapplicable as well. This criterion established whether the child was out of the household for at least two nights. The study definitions required children 15 or older who were away and chose not to come home when they were supposed to, to be out of the household for at least two nights in order to be countable as a runaway.

5.3.1.8. Without familiar, secure place

If "Gone two nights" was coded as inapplicable, then "Without familiar, secure place" was coded as inapplicable as well. This was the last criterion evaluated in determining runaway status. It evaluated whether the child was without a familiar and secure place to stay at night during the time(s) s/he was away from home.

Generally, a familiar and secure place was taken to be a friend or relative's house. For the most part, then, if there was any evidence that the child spent a night in an unsecured place, this criterion was satisfied. Such unsecured places included (but were not limited to) runaway shelters, cars and motels.

There were instances where a friend or relative's house did not constitute a familiar, secure place. Examples of these instances include the child staying at a friend's house where there was no adult supervision in the household, or the child staying at a friend's house, but the friend was involved in illegal activities. On the other hand, the child could spend the night in situations other than a friend or relative's house and still be considered secure. For example, hospitals, foster care, and residential treatment facilities were all considered secure places.

Note that a runaway child who was away for several nights might have spent some or even most of his/her time away in a familiar and secure place, but such a child

would still have met this criterion if one night was spent somewhere other than a secure, familiar place.

The only time this criterion was coded as inapplicable was when the child did not actually leave the home and the child did not choose not to return to the home (e.g., the child left a note saying s/he was running away, but did not actually leave).

After these criteria were coded, any case not classified as a runaway gesture, a broad scope runaway or a policy focal runaway was evaluated to determine if study criteria were met to classify it as either a broad scope throwaway or a policy focal throwaway.

5.3.2 Evaluative Coding of Throwaway Incidents

Completing the evaluative coding of returned runaway cases for Throwaway episodes involved evaluating youth responses against the various criteria that made up the study's throwaway definitions. NISMART had seven definitions for throwaway children. Three of the definitions were "broad scope" which means that the incident was considered within the bounds of the concept of throwaway. The other four definitions were termed "policy focal" which means they were narrower in scope and imply the need for involvement of public agencies. The seven throwaway definitions are listed below.

Broad Scope

- TA 1 Parent or other adult in household asks child to leave home, and fails to arrange adequate alternative care and child is out of household for at least one night.

- TA 2 Child is away and asks to return but parent or some adult in household refuses to allow child to return and fails to arrange adequate alternative care and child is out of household for at least one night.

TA 3 Child has run away or left and parent/guardian makes no effort to recover the child or states that he/she does not care whether the child stays away or returns and the child is out of the household for at least one night.

Policy Focal

TA 4 Parent or other adult in the household asks child to leave home, and fails to arrange adequate alternative care and the child is out of the household for at least one night and is without a familiar and secure place to stay.

TA 5 Child is away and asks to return but parent or some other adult in the household refuses to allow child to return, and fails to arrange adequate alternative care and child is out of the household for at least one night and is without a familiar and secure place to stay.

TA 6 Parent abandons child, deserting child permanently or indefinitely without prearranged provision for someone else assuming child's custody on a permanent or indefinite basis. **Note: This definition is not applicable to the Household Survey or the Returned Runaway Study**

TA 7 Child has run away or left and parent/guardian makes no effort to recover child or states that s/he does not care whether the child stays away or returns and child is out of the household for at least one night and is without a familiar and secure place to stay.

The first section of the throwaway coding determined whether the child was asked to leave the household. There are four criteria in this section which were evaluated. These criteria were: "Asked/told to leave," "Failed to arrange," "Gone overnight," and "Familiar and secure place."

5.3.2.1. Asked/told to leave

It was first determined whether any adult in the household asked or told the child to leave the household. If any adult in the child's household asked or told the child to leave the household, then this definitional criterion was met. The adult did not have to be the child's parent or parent /substitute. Therefore, if an uncle who lived in the child's house told the child to leave the household, this requirement would have been satisfied. Note that the child did not actually have to leave the home for this definitional criteria to be met.

5.3.2.2. Failed to arrange

This criterion evaluated whether any adult in the household arranged adequate alternative care for the child. There are two key aspects to this criterion. The first was that this criterion applied to all of the adults in the household, not just to the child's parents or parents/substitutes. The second was the adequacy of any alternative care provided for the child. "Adequate alternative care" was defined as an environment where there was adult supervision. A parent may have forced a child out of the household but made arrangements for the child to go to a boarding school or to live with relatives; such cases would not have satisfied this definitional criterion. For this criterion to be met, adequate alternative care must not have been provided by actions of any of the adults in the child's household.

5.3.2.3. Gone overnight

Refer to Section 5.3.1.6. for a discussion of the types of evidence used to evaluate this criterion.

5.3.2.4. Without familiar, secure place

Refer to Section 5.3.1.8. for a discussion of the types of evidences used to evaluate this criterion.

The next task in the evaluative coding of responses dealt with children who were refused to be allowed to return to their households (TA 2, TA 5). There were also four criteria in this section, namely, "Refused to allow to return," "Failed to arrange," "Gone overnight," and "Familiar and secure place." These four criteria are explained below.

5.3.2.5. Refused to allow to return

This criterion determined whether any adult in the household refused to allow the child to return to the household. This criterion applied to any adult in the household. The child could have been away from the home for any reason and be refused entry to the home upon his/her return. So, for example, a case of a child who returned late from a date and found his/her parent intentionally locked him/her out of the house for the night would have fulfilled this criterion. Another example would be a parent who refused to take a returned runaway back into the home.

5.3.2.6. Failed to arrange

Refer to Section 5.3.2.2. for the types of evidence used to evaluate this criterion.

5.3.2.7. Gene overnight

Refer to Section 5.3.1.6. for the types of evidence used to evaluate this criterion.

5.3.2.8. Without familiar, secure place

Refer to Section 5.3.2.4. for the types of evidence used to evaluate this criterion.

The next section of the throwaway evaluation dealt with children who ran away or left the home of their own accord and whose parents/substitutes made no effort to recover them. To determine this, five criteria were used. These criteria were: "Runaway or left," "No effort," "Doesn't care," and "Without familiar, secure place." These criteria are discussed below.

5.3.2.9. Runaway or left

This criterion evaluated whether or not the child ran away or left the household on his/her own. In some cases, the child's parents may have acted in such a way that made the child believe that s/he was not wanted in the household, but no one ever explicitly told or asked the child to leave the household. In other cases, the child may have just run away without any adult having subtly pushed him/her out of the household.

5.3.2.10. No effort

This criterion determined whether the child's parent/guardian made any efforts to recover the child who had left. This criterion differed from many of those described above in that only the actions of the child's parents or guardians were evaluated from the perspective of the child. The parent/guardian must not have made any effort to recover the child who was out of the home in order for this criterion to be fulfilled.

Note that the parent/guardian did not actually have to find the child; the only requirement was that they tried to find/recover the child. So, if the child's parent/guardian phoned friends of the child to try to locate him/her, this criterion would not have been met.

5.3.2.11. Doesn't care

The purpose of this criterion was to assess whether the parent/guardian cared if the child stayed away or returned. Again, this requirement was based only on the actions of the child's parents or guardians, from the perspective of the child. In order for this criterion to be met, the parent/guardian must have made some statement indicating that he/she did not care whether or not the child returned or that he/she preferred that the child stay away.

5.3.2.12. Gone overnight

Refer to Section 5.3.1.6. for a discussion of the types of evidence used to evaluate this criterion.

5.3.2.13. Without familiar, secure place

Refer to Section 5.3.2.4. for a discussion of the types of evidence used to evaluate this criterion.

After evaluation of each case, children were classified as having runaway or throwaway status or as something else (e.g. 'otherwise missing,' or "not a case"). This final classification can be found in the variable "RRCLASS" (see codebook, Appendix F).

5.4.1. Evaluative Coding of Open-Ended Responses

We used several open-ended questions with these adolescents concerning their views on why they left home, what they thought could have prevented them from leaving, etc. (See Appendices A and B). We devised codes for these questions based on their responses and refined them at various points during the coding process. Some of the open-

ended questions in particular needed special attention and category revisions (for "other" responses), Once the coding questions were resolved, hard-copy coding was edited and prepared for entry.

An inter-rater reliability check was performed on a sample of 15 Episode and 15 Nonepisode cases. Reliability was uniformly very good with the extent of agreement between coders on particular items ranging from 90 percent to 98 percent.

5.5.1. Data Entry

Data files were created using Statpac Statistical Package. A data entry system was created to prompt the user for each variable, and signal the user upon entry of unacceptable values. Data entry was performed by two persons (the two coder/interviewers mentioned above). Data was entered for roughly 300 variables. All data entry was checked by comparing the hard copy questionnaire codes with the raw data print-outs. Careful checks of the frequencies were completed by the Project Coordinator. Data was cleaned and edited in steps: 1) after all questions and coding problems were answered, 2) after new coding decisions made, 3) after data entry checks were performed, and 4) after frequency checks were performed.

5.6.1. Data Availability

Data tapes and documentation on the Returned Runaway Study are available from the National Criminal Justice Data Archive, operated by the Inter-University Consortium for Political and Social Research at the University of Michigan, P.O. Box 1248, Ann Arbor, MI 48106.

An SPSSX systems file on floppy disc is available from the Family Research Laboratory, Horton Social Science Center, University of New Hampshire 03824.

APPENDIX A:
EPISODE QUESTIONNAIRE

EPISODE QUESTIONNAIRE

OBS _____

ID NUMBER _____

DATE OF LAST INTERVIEW WITH HOUSEHOLD: _____, 19____

CHILD NAME: _____

ORIGINAL RESPONDENT'S RELATIONSHIP TO CHILD: _____

PARENT REQUESTED TO LISTEN: _____ yes _____ no

SEX OF CHILD: _____ male _____ female

AGE OF CHILD: _____ 12 yrs
_____ 13 yrs
_____ 14 yrs
_____ 15 yrs
_____ 16 yrs
_____ 17 yrs
_____ 18 yrs

EPISODE CHILD _____

DATE OF EPISODE: _____, 19____

CHILD LEFT WITHOUT PERMISSION: _____

CHILD REFUSED TO RETURN: _____

DID PARENT LISTEN? _____ yes _____ no

ALL CALLS:

<IF PARENT HAS NOT REQUESTED TO LISTEN: ask to speak with child named on cover sheet. If child available, go to introduction.

<IF PARENT HAS REQUESTED TO LISTEN: go to Protocols, page 5>

<IF ONLY HAVE INITIAL OF CHILD>

Hi. My name is _____ calling from the University of New Hampshire. In _____ we talked to one of the adults in this household about a national study of young people and their families. (He/She) gave us permission to call back at a later time and talk to (his/her) _____, whom I only know was _____ yrs old at the time, and has an initial _____. I don't need to know (his/her) name, but I'd like to talk to (him/her) if (he/she) is available.

<IF CHILD NOT AVAILABLE: Make callback appointment.>

When would be a better time to contact (him/her)?

<If no specific time given>:

What day this week would be a good time to call back? _____

What time would be best? _____

Okay, I'll call _____ <day> at _____ <time>. Thank you.

<IF CHILD NO LONGER LIVES THERE: Find out where he/she can be contacted.>

Where can (he/she) be reached? _____ <phone number>.

OBS _____

ID NUMBER _____

EPISODE QUESTIONNAIRE

EPISODE INTRODUCTION:

<Speaking to Child; parent did not request to listen>

Hello. my name is _____ from the University of New Hampshire. A few weeks ago we talked to your _____, who said we could talk to you about a study we're doing. We're doing a national study of young people who leave home at one time or another. When we talked to your _____, (he/she) told us about an episode that involved you.

We're trying to find out more from young people themselves about what happens when they leave home. All your comments and answers will be kept entirely confidential - we don't even know your last name or address - but we really need to have your point of view. We want to know what really happened as you see it.

Is it possible to talk privately right now?

- yes.....1 (EI-1, next page)
- no.....2 (**)

<**if no, or if interviewer senses that someone is listening in:>
When would be a good time to call back to talk with you privately?

<Record date and time: _____ and end interview.>

<If parent requested to listen:>

Hello. my name is _____ from the University of New Hampshire. I just spoke with your mother, who said I could talk to you about a study we're doing. We are doing a national study of young people who leave home at one time or another. When we first talked to your _____ a few weeks ago, (he/she) told us about an episode that involved you.

We're trying to find out more from young people themselves about what happens when they leave home. All your comments and answers will be kept entirely confidential - we don't even know your last name or address - but we really need to have your point of view. We want to know what really happened as you see it.

Your _____ has requested to listen in on our conversation.

<skip to EI-1, next page>

EPISODE INTRODUCTION, cont'd:

EI-1. Could you tell me your age?

12 years.....1
13 years.....2
14 years.....3
15 years.....4
16 years.....5
17 years.....6
18 years.....7

EI-2. What is your race?

American Indian/Alaskan.....1
Asian/ Pacific Islander.....2
Black/not Hispanic.....3
Hispanic.....4
White/not Hispanic.....5
Other; specify _____6

EI-3. What grade of school are you currently in?

sixth grade.....1
seventh grade.....2
eighth grade.....3
ninth grade.....4
tenth grade.....5
eleventh grade.....6
twelfth grade.....7
other; specify:_____9

EI-4. Indicate gender

male.....1
female.....2

EPISODE INTRODUCTION cont'd:

EI-5. When we interviewed your _____ a while back, (he/she) told us that you were gone from the household around _____, 198__ for _____. Do you recall the episode (he/she) was referring to?

Yes.....1 (RR-1, next page)
No.....2

EI-6. Was there an episode at another time around then, when you were gone from the household without permission or because someone forced you out or decided not to let you back?

Yes.....1
No.....2 (EI-8)

EI-7. When did this episode take place?

Record date: _____ <day/month>, 198__ (RR-1, next page)

EI-8. Was there any time between _____ and _____ when you were out of the household for at least overnight without permission or because someone forced you out or decided not to let you back?

Yes.....1
No.....2 (EI-8b)

EI-8a. When did this episode take place?

Record date: _____ <day/month>, 198__ (RR-1, next page)

EI-8b. What do you think your _____ could have been thinking about when (he/she) told us that you had been out of the household at that time?

GO TO SECTION E, PAGE 33 and ask about the past month/ past six months as if NON-EPISODE.

EPISODE INTERVIEW

RR-1. Could you tell me briefly what happened in that episode. Why you were gone, for how long, where you went, why you came back? Remember, I want your point of view, anything you think was important. _____

RR-2. Now, I want to know, to the best of your recollection, were there any other episodes during that year like the one you just mentioned? In other words, in the time between _____ and _____ how many other times were you out of the household for at least over night without permission or because someone forced you out or decided not to let you back?

yes; how many other episodes? _____ 1

no other episodes.....2 (RR5)

RR-3. Roughly, could you tell me how many total days or weeks or months you were gone in all the times you were out of the household for these reasons during that 12 month period?

_____ days _____ weeks _____ months

RR-4. For this interview, I would like for you to think about the time that you were gone in _____ <month/date>.
<If discrepancy between parent date and child date, use child date from EI-7. RECORD DATE of episode discussed: _____>

RR-5. During that episode in _____ how long was it that you were out of the household altogether?

_____ minutes _____ hours _____ days _____ weeks _____ months

RR-6. Do you recall what day of the week it was when you (left home/refused to return)?

Monday	1
Tuesday	2
Wednesday	3
Thursday	4
Friday	5
Saturday	6
Sunday	7
DK	8
Refused.....	9

RR-7. Do you remember what time of day it was?

Morning	1
Afternoon	2
Evening	3
Night	4
DK	8
Refused.....	9

RR-8. Had you been thinking of leaving before you actually left?

Yes.....	1
No.....	2 (RR-10)

RR-9. How long had you been thinking of leaving? <Read categories 1-5>

6 months or longer,.....	1
Less than 6 months,	2
Less than a month,	3
Less than a week, or	4
Less than a day?	5

Don't remember	8
Refused	9

RR-10. Did you say anything to anyone to let them know that you were (leaving/refusing to return) home?

Yes	1
No	2 (RR-12)
DK	8 (RR-12)
Refused.....	9 (RR-12)

RR-11. What did you say?

RR-12. Had you had an argument or disagreement or fight with someone in the week before you left home?

Yes1
No.....2 (RR-24)
DK8 (RR-24)
Refused.....9 (RR-24)

RR-13. Was this person a household member or someone outside the household?

Inside1
Outside2 (RR-24)
DK8 (RR-15)
Refused.....9 (RR-15)

RR-14. Who was this person?

RR-15. What was the disagreement about? <Read categories, circle as many as apply.>

Was it about....	<u>Yes</u>	<u>No</u>	<u>DK</u>
a. Drug use	1	2	8
b. Alcohol use	1	2	8
c. Sexual behavior	1	2	8
d. Criminal behavior	1	2	8
e. Dress/Personal appearance	1	2	8
f. Staying out late	1	2	8
g. Friends/Personal associates	1	2	8
h. Personal freedom	1	2	8
i. School Performance	1	2	8
j. Breaking house rules	1	2	8
k. Anything else? specify:____	1	2	8

RR-16. In this disagreement was there any hitting, slapping, punching, pushing, spanking or hitting with an object?

Yes1
No2 (RR-19)
DK8 (RR-19)
Refused..... 9 (RR-19)

RR-17. Did (the other person) do this to you?

Yes1
No2
DK8
Refused..... 9

RR-18. Did you do this to (the other person)?

Yes1
No2
DK8
Refused..... 9

RR-19. In this disagreement did (the other person) threaten you?

Yes1
No2 (RR-24)
DK8 (RR-24)
Refused..... 9 (RR-24)

RR-20. Were there threats to physically hurt you?

Yes1
No2
DK8
Refused..... 9

RR-21. Were there threats to take away privileges?

Yes1
No2
DK8
Refused..... 9

RR-22. Were there threats to kick you out of the household?

Yes1
No2
DK8
Refused..... 9

RR-23. Were there other threats? Specify: _____

Yes1
No2
DK8
Refused.....9

RR-24. Were there any reasons having to do with your family or the household that were part of your leaving home?

Yes.....1
No.....2 (RR-26)
DK.....8 (RR-26)
Refused.....9 (RR-26)

RR-25. What were the reasons? _____

RR-26. Did anyone tell you to leave the household?

Yes.....1
No.....2 (RR-28)
DK.....8 (RR-28)
Refused.....9 (RR-28)

RR-27. Who told you to leave? _____

RR-28. Did anyone let you know one way or another that you were no longer wanted in the household?

Yes.....1
No.....2 (RR-31)
DK.....8 (RR-31)
Refused.....9 (RR-31)

RR-29. Who let you know? _____

RR-30. What did (he/she/they) say or do that made you feel (he/she/they) didn't want you? _____

<If "YES" to RR-26 or RR-28, ask RR30a. Otherwise, Go to RR-31>

RR30a. Had (this person) been thinking about asking you to leave before (he/she) actually let you know?

Yes1
No2 (RR-31)
DK8 (RR-31)
Refused9 (RR-31)

RR30b. How long had (this person) been thinking about asking you to leave?

____hours ____days ____weeks ____months ____98=DK

RR-31. Did something happen between you and your friends that was part of your leaving home?

Yes1
No2 (RR-33)
DK8 (RR-33)
Refused9 (RR-33)

RR-32. What happened? _____

RR-33. Did something happen at school that was part of your leaving home?

Yes1
No2 (RR-35)
DK8 (RR-35)
Refused9 (RR-35)

RR-34. What happened? _____

RR-35. Was there anything (else) that brought on your leaving home (that time)?

Yes1
No2 (RR-37)
DK8 (RR-37)
Refused..... 9 (RR-37)

RR-36. Could you tell me what that was?

RR-37. At the time you left, how long did you think you would be away?

_____ hours _____ days _____ weeks _____ months _____ years

Forever, didn't plan to return 97
Other (specify) _____ 98

Refused99
Didn't think about it00

RR-38. What did you take with you? <Read categories>

Did you take.....	Yes	No	DK
a. Money; how much? _____	1	2	8
b. Clothes <additional>	1	2	8
c. Food	1	2	8
d. Car	1	2	8
e. Credit cards	1	2	8
f. Anything else? <Specify>	1	2	8

RR-39. Where did you go when you first (left/refused to return) home?

Relative's house; specify _____1
Friend's house2
Other; specify _____3
DK8
Refused..... 9

RR-40, How did you get to where you were going? <Don't read categories. Circle as many as apply. Probe "Anything Else?">

	<u>Yes</u>	<u>No</u>	<u>DK</u>
a. Walked	1	2	8
b. Bike	1	2	8
c. Drove a car	1	2	8
d. Had a ride	1	2	8
e. Hitch-hiked	1	2	8
f. Bus	1	2	8
g. Plane	1	2	8
h. Train	1	2	8
i. Other; specify: _____	1	2	8

RR-41. At any time during this time you were away from home were you more than...
<Read one at a time>

100 miles from home?	1
50 miles from home?	2
10 miles from home?	3
1 mile from home?	4

RR-42. At any time during this time away did you leave the state?

Yes	1
No	2
DK	8
Refused.....	9

RR-43. At any time during this time away were you at a relative's house?

Yes	1
No	2
DK	8
Refused.....	9

RR-44. At any time during this time away were you at a friend's house?

Yes	1
No	2
DK	8
Refused.....	9

RR-45. At any time during this time away were you at a runaway shelter?

Yes1
No2
DK8
Refused..... 9

RR-46. During how many nights of this time away were you without any place to sleep?

NUMBER:
 98=DK

RR-47. When you first left were you accompanied by other young people, or were you alone?

With someone else1
Alone2 (RR-50)
Don't remember8 (RR-50)
Refused9 (RR-50)

RR-48. How many other people were with you?

One1
Two2
Three3
Four or more4
Don't remember8
Refused9

RR-49. Who (was/were) the other (person/people)? (Was it a/were they) friend(s), brother(s), sister(s), other relative(s), or who?

	<u>No</u>	<u>Yes</u>		
a. Male friend	0	1	how many?	_____
b. Female friend	0	1	how many?	_____
c. Brother	0	1	how many?	_____
d. Sister	0	1	how many?	_____
e. Other male relative	0	1	how many?	_____
f. Other female relative	0	1	how many?	_____
g. Other (specify)	0	1	how many?	_____

READ: Without giving me names, could you tell me who your caretakers are?
(i.e. Your _____ and _____?)

<Replace "parents" throughout questionnaire with the caretakers specified above. You should only use the term "parents" if the above is "mother and father.">

RR-50. Did you contact your (parents) at any time during this time away?

Yes1
No2
DK8
Refused.....9

RR-51. During how much of this episode did your (parents) know where you were? <Read Categories>

Most of the time1
More than half the time2
Less than half the time3
Not at all4

RR-52. Were the police contacted about this episode?

Yes1
No2 (RR-54)
DK8 (RR-54)
Refused.....9 (RR-54)

RR-53. How soon after the episode began were the police contacted?

_____minutes _____hours _____days
_____98=DK _____97=immediately

READ: Next I'm going to read you a list of people or organizations you may have contacted while you were away from home, not counting your (parents.)

		<For each "yes," ask:>						
a.	While you were away that time, did you contact.....	b. How helpful was your contact with _____? Was it...						
				Very	Some-	Not at		
		Yes	No	help- ful	what help- ful	all help- ful?	Don't know	
RR-54a.	Some other relative, friend, or neighbor?	1	2	46b	1	2	4	8
RR-55a.	Someone at a church or synagogue?	1	2	47b	1	2	4	8
RR-56a.	Someone at a school?	1	2	48b	1	2	4	8
RR-57a.	A local hot line or rap line?	1	2	49b	1	2	4	8
RR-58a.	A national runaway hot line?	1	2	50b	1	2	4	8
RR-59a.	A runaway house?	1	2	51b	1	2	4	8
RR-60a.	The police	1	2	52b	1	2	4	8
RR-61a.	Any social service agencies? <Specify>							
	_____	1	2	53b	1	2	4	8

RR-62a.	Any other person or group? _____	1	2	54b	1	2	4	8

RR-63. <If no to hot line RR57a & 58a, ask:> If you had known about a free hot line, would you have contacted them?

Yes1
No2

RR-64. Let me confirm: how long were you gone?

____ hours ____ days ____ weeks ____ months ____ 98=DK

RR-65. Would you say that A.) it was entirely your decision to come home, B.) were you advised by someone else to come home, or C.) did you come home against your will?

Own decision1
Advised2
Against your will3

RR-66. When you (left/refused to return home), were you planning to come home eventually?

Yes.....1
No2

RR-67. Would you say that you agree or disagree with these statements about how your (parents) felt while you were away?

.....They wanted you to come home very badly.

Agree1
Disagree.....2
DK.....8
Refused.....9

RR-68. They didn't care one way or the other whether you came home.

Agree1
Disagree2
DK.....8
Refused.....9

RR-69. They would have preferred that you not come home.

Agree1
Disagree2
DK8
Refused9

RR-70. What were the good things that happened to you while you were away?

RR-71. On the other hand, what troubles did you have? What were the bad things that happened?

RR-72. What kind of help would you like to have had available to you while you were away -- what did you feel you needed that you couldn't get?

RR-73. Thinking back over your experiences during this time away from home, would you say your experiences were generally<Read categories 1-5>

- Very good,1
- Mostly good,2
- Neither good nor bad,3
- Mostly bad, or4
- Very bad?.....5
-
- Don't remember8
- Refused9

RR-74. While kids are away from home, they are sometimes picked up by the police or other authorities. Were you ever picked up by the police at anytime while you were away from home during this episode?

- Yes1
- No2 (RR-78)
- DK8 (RR-78)
- Refused.....9 (RR-78)

RR-75. How did this come about?

RR-76. Were you held in a police station lock-up, a jail, or a juvenile detention center as a result of being picked up? Anywhere else? <Probe which one>

- No0 (RR-78)
- Police Station Lock-up1
- Jail2
- Juvenile Detention Center3
- Other (Specify) _____
- _____4
- Don't know8 (RR-78)
- Refused9 (RR-78)

RR-77. How long were you held?

___hours ___days ___weeks ___months ___98=DK

RR-78. During the time you were away from home were you involved in any crimes?

- Yes1
- No2 (RR-80)
- DK8 (RR-80)
- Refused9 (RR-80)

RR-79. What type of crime was this?

RR-80. During this episode, were you sexually abused or molested?

- Yes1
- No2
- DK.....8
- Refused.....9

RR-81. During this episode, was there an attempt to sexually abuse or molest you?

Yes.....1
No.....2
DK.....8
Refused.....9

RR-82. During this episode, were you hit, punched, beat up, or hit with an object?

Yes.....1
No.....2
DK.....8
Refused.....9

<If no "YES" responses occur for 80-82, go to RR-103, p. 27>

RR-83. <For each "YES" above> Could you describe what happened, and who did it?

<If 82=YES go to p. 23>

<If 82=NO & 80 or 81=YES go to p. 24>

RR-84. Was the physical harm you suffered

Very serious1
Quite serious2
Somewhat serious, or.....3
Not at all serious?4

RR-85. Did you receive any medical treatment?

Yes1
No2 (RR-87)
DK8 (RR-87)
Refused..... 9 (RR-87)

RR-86. Where did you receive medical treatment? <probe>

RR-87. Was anyone arrested for causing this harm?

Yes1
No2
Dk8
Refused..... 9

<If RR-80 or RR-81=YES go to RR-88>

<Otherwise go to RR-92>

RR-88. Was the sexual harm you suffered ...

Very serious,1
Quite serious,2
Somewhat serious, or.....3
Not at all serious?4

RR-89. Did you receive any medical treatment?

Yes1
No2 (RR-91)
DK8 (RR-91)
Refused.....9 (RR-91)

RR-90. Where did you receive treatment? <Probe>

RR-91. Was anyone arrested for causing this harm?

Yes1
No.....2
DK8
Refused 9

<READ:> I would like to ask you a few more questions about what happened during the incident you described...

RR-92. Were you moved away from your original location when the (abuse/attempt) occurred - even a few feet?

Yes1
No2 (RR-99)
DK8 (RR-99)
Refused..... 9 (RR-99)

RR-93. How were you moved?

I was carried1
I was made to enter vehicle2
I walked3
Other; specify _____4
DK8
Refused..... 9

RR-94. Did the person responsible for taking you use any kind of force or threat?

Yes; specify _____1 (RR-96)

No2
DK8
Refused 9

RR-95. Were you lured or persuaded in some way to go with the person?

Yes; specify _____1

No2
DK8
Refused 9

RR-96. Where were you taken?

Vehicle <for whole episode>1
Building2
Perpetrator's home3
Wooded area4
Other; specify _____5
DK8
Refused 9

RR-97. Could you give me an estimate of how far you were moved?

_____ feet _____ yards _____ miles

RR-98. Did the movement hide from view what was going on?

Yes1
No2
DK8
Refused 9

RR-99. Were you stopped or held against your will?

Yes1
No2
DK8
Refused 9

<IF

RR-97 LESS THAN 20 FEET OR DON'T KNOW, GO TO RR-100;

IF MORE THAN 20 FEET, GO TO RR-102.>

RR-100. Could you tell me if you were held there by threat or force after the assault?

Yes; What kind? _____
_____ 1
No2 (RR102)
DK8 (RR102)
Refused9 (RR102)

RR-101. How long were you held there after the assault?

____min ____hours ____days ____98=DK

RR-102. Did you start having any nervousness or bad dreams because of your experiences while away?

Yes1
No2
DK8
Refused9

RR-103. Were you involved in any of the following during this time away from home?

Did you have money stolen from you?

Yes	1
No	2
DK	8
Refused.....	9

RR-104. Were you involved in prostitution?

Yes	1
No	2
DK	8
Refused	9

RR-105. Were you involved in pornography?

Yes	1
No	2
DK	8
Refused	9

RR-106. Were you harmed in any other way?

Yes.....	1
No	2
DK	8
Refused	9

<If no "YES" responses occur for 103-106, go to RR-108>

RR-107. <For each "YES" in 103-106> Could you tell me what happened?

RR-108. When you came back, how much did you explain to your (parents)?

Everything that happened to you
while you were away.....1

Most things that happened to you
while you were away.....2

Some things that happened to you
while you were away.....3

None of the things that happened
to you while you were away.....4

RR-109. Was there anything that happened that you thought your (parents)
wouldn't understand?

Yes1
No2 (RR-111)
DK.....8 (RR-111)
Refused9 (RR-111)

RR-110. What was that?

RR-111. Since you returned home, how many times would you say you talked to your
(parents), or one of your parents about the episode?

None1
Once2
Twice3
3-5 Times4
6-10 Times5
More than 10 times6

DK8
Refused9

RR-112. How would you describe the relationship with your (parents) since your return? <Read categories>

Much improved1
Somewhat improved2
About the same3
Somewhat worse4
Much worse5

DK8
Refused..... 9

RR-113. How likely do you believe it is that this situation will happen again?
<Read categories>

Very likely1
Somewhat likely2
Somewhat unlikely3
Very unlikely4

DK8
Refused 9

RR-114. Would you consider your leaving home an act of running away?

Yes1
No2
DK8
Refused 9

RR-115. Would you consider your leaving home a situation of being forced out of the household?

Yes1
No2
DK8
Refused 9

<If NO to BOTH 114 and 115, go to RR-116>

<If YES to BOTH 114 and 115, go to RR-117>

<Otherwise go to RR-118>

RR-116. What would you consider it to be?

RR-117. Would you consider it more running away or being forced out?

Running away.....	1
Forced out.....	2
DK.....	8
Refused.....	9

RR-118. Had you ever left home before that 12 month period, that is before _____?

Yes	1
No	2
DK	8
Refused	9

RR-119. Before the first time you left home, did you know of any friends or acquaintances who had run away for at least overnight?

Yes.....	1
No.....	2
DK.....	8
Refused.....	9

<Ask RR-120 only of Nonepisode children who gave information about an episode.>

RR-120. We had asked your parent about any episodes of this sort and they did not remember any. Can you think of any reason why the person we talked to did not give us information about this episode that you have just told me about?

<EPISODE INTERVIEW Finished. GO TO SECTION E>

SECTION E

<READ:> Now I'd like to ask you some questions about the time before the episode that occurred in _____ <month of episode>. For each of the things I mention, I'd like you to think about the month before the episode and answer according to how things were then.

E1. How many close friends would you say you had during that time?
<Read categories>

- none.....1
- 1.....2
- 2.....3
- 3-4.....4
- 5-6.....5
- 7-8.....6
- 9+.....7
-
- DK.....8
- Refused.....9

E2. Not counting time in school, how much time did you spend each day doing things with friends on the average? <Read categories>

- Almost no time.....1
- 1/2 hour.....2
- 1 hour.....3
- 2 hours a day.....4
- 3 or more hours a day.....5
-
- DK.....8
- Refused.....9

E3. On the average, how much time did you spend each day doing things with your (parents)? <Read categories>

- Almost no time.....1
- 1/2 hour.....2
- 1 hour.....3
- 2 hours a day.....4
- 3 or more hours a day.....5
-
- DK.....8
- Refused.....9

E4. On the average, how much time each day did you spend by yourself?
<Read categories>

Almost no time.....	1
1/2 hour.....	2
1 hour.....	3
2 hours a day.....	4
3 or more hours a day.....	5

DK.....	8
Refused.....	9

E5. How many clubs, sport teams, or other organized school or community groups did you belong to? <Read categories>

none.....	1
1.....	2
2.....	3
3.....	4
4-5.....	5
6-7.....	6
8+.....	7

DK.....	8
Refused.....	9

E6. On a typical day, how many hours would you say your (parents) did not know where you were? <Read categories>

hardly ever.....	1
1-2 hours.....	2
3-4 hours.....	3
5-6 hours.....	4
7-8 hours.....	5
9+ hours.....	6

DK.....	8
Refused.....	9

<Confirm:> About ___ hours they did not know where you were?

<If "hardly ever":> They almost always knew where you were?
_____yes _____no

E7. <READ:>

Some parents like to give their children a lot of freedom and other parents like to know where the children are at all times. In the month prior to the episode in _____ would you say your parents....

wanted to know where
you were at all times.....1

wanted to know where
you were most of the time.....2

wanted to know only if
you were going to be
somewhere other than
the usual places.....3

allowed you to be free
to do most things without
telling them or getting
their approval.....4

E8. During the last school year, did you ever stay away from school just because you didn't want to go? <If yes:> For how many days all together?

no.....1
 yes, 1 or 2 days.....2
 yes, 3-6 days.....3
 yes, 7-15 days.....4
 yes, 16+ days.....5
 DK.....8
 Refused.....9

E9. How good a student do you want to be in class? <Read categories>

One of the best students in class..1
 Above the middle of my class.....2
 In the middle of my class.....3
 Just good enough to get by.....4

 I don't care.....5
 DK8
 Refused.....9

<READ:> I'd like to ask you a few questions about your future plans. For each statement I'd like you to answer yes, no, or I haven't really thought about it.

	<u>yes</u>	<u>no</u>	<u>haven't thought about it</u>
E10. I will finish high school.	1	2	3
E11. I will go to college.	1	2	3
E12. I really want to feel like there are things I can do very well.	1	2	3
E13. I have definite ideas about the type of person I want to become.	1	2	3
E14. I have definite plans about what to do when I finish school.	1	2	3

<READ:> Now I would like to switch back to thinking just about the month before the episode again, and ask you some things about how your (parents) acted toward you. For each activity please tell me how often it happened in the month before the episode in _____ <month of episode> ... Very Often, Several times, Once or twice, or Never.

Could you tell me how often they...

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>	<u>Never</u>	<u>DK</u>
E15. Said nice things about you	4	3	2	1	8
E16. Helped you with homework or problems with work.	4	3	2	1	8
E17. Showed you that they like to have you around.	4	3	2	1	8
E18. Did things with you.	4	3	2	1	8
E19. Did thoughtful things when you were tired.	4	3	2	1	8
E20. Kissed or hugged you.	4	3	2	1	8
E21. Comforted you when you had problems.	4	3	2	1	8
E22. Made you feel you were loved.	4	3	2	1	8
E23. Taught you things which you wanted to learn.	4	3	2	1	8
E24. Punished you by sending you out of the home. <IF 2, 3, OR 4 COMPLETE PINK PAGE AT END>	4	3	2	1	8
E25. Scolded you and yelled at you.	4	3	2	1	8
E26. Slapped you.	4	3	2	1	8
E27. Worried that you couldn't take care of yourself.	4	3	2	1	8

<READ:> Now, how often in the month before you left did you do each of the following with your (parents)?

Could you tell me how often you....

	<u>Very</u> <u>Often</u>	<u>Several</u> <u>Times</u>	<u>Once</u> <u>or</u> <u>Twice</u>	<u>Never</u>	<u>DK</u>
E28. Said nice things about them.	4	3	2	1	8
E29. Helped them with housework or problems with work.	4	3	2	1	8
E30. Showed them that you like to have them around.	4	3	2	1	8
E31. Did things with them.	4	3	2	1	8
E32. Did thoughtful things when they were tired.	4	3	2	1	8
E33. Kissed or hugged them.	4	3	2	1	8
E34. Comforted them when they had problems.	4	3	2	1	8
E35. Made them feel they were loved.	4	3	2	1	8

<READ:> I am going to read a list of issues to you and would like you to tell me how often you have had a disagreement about these issues with your _____ <original respondent's relation to child> in the month before the episode.

Could you tell me how often in the month before the episode you had disagreements with your _____ about:

	<u>Very</u> <u>Often</u>	<u>Several</u> <u>Times</u>	<u>Once</u> <u>or</u> <u>Twice</u>	<u>Never</u>	<u>DK</u>
E36. How you should spend your money or allowance	4	3	2	1	8
E37. Watching TV	4	3	2	1	8
E38. Your friends	4	3	2	1	8
E39. Your use of drugs or alcohol	4	3	2	1	8
E40. Your sexual behavior	4	3	2	1	8
E41. Your personal appearance	4	3	2	1	8
E42. Your school work	4	3	2	1	8
E43. Showing respect to your parents	4	3	2	1	8

<READ:> Now I'm going to change the time period again and have you think about the six months before you left. I'm going to read you a list of things that may have happened to you or things you may have done during the 6 months leading up to _____ <month of episode>. Remember no one there will see your answers. Again the possible options are Very often, Several times, Once or twice, or never.

In the six months before the episode how often had you....

	<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>	<u>Never</u>	<u>DK</u>
E44. Given the teacher a fake excuse for being absent.	4	3	2	1	8
E45. Taken little things or money (worth \$5 or less) that didn't belong to you.	4	3	2	1	8
E46. Broken into a place that is locked just to look around.	4	3	2	1	8
E47. Damaged public or private property just for fun.	4	3	2	1	8
E48. Started a physical fight with someone.	4	3	2	1	8
How often had ...					
E49. Someone started a fight with you.	4	3	2	1	8

In the six months before the episode
how often had you...

	<u>Very</u> <u>Often</u>	<u>Several</u> <u>Times</u>	<u>Once</u> <u>or</u> <u>Twice</u>	<u>Never</u>	<u>DK</u>
E50. Used force to get money from another person.	4	3	2	1	8
E51. Used force to have sex with another person.	4	3	2	1	8
How often had...					
E52. Someone threatened to have sex with you when you didn't want this.	4	3	2	1	8
E53. Someone touched the sex parts of your body when you didn't want this.	4	3	2	1	8
E54. Someone tried to have sex with you when you didn't want this, or sexually attacked you.	4	3	2	1	8
In the <u>six</u> months before the episode how often had you...					
E55. Used marijuana	4	3	2	1	8
E56. Sniffed glue or inhaled toxic fumes	4	3	2	1	8
E57. Drunk beer, wine or liquor	4	3	2	1	8
E58. Used hard drugs	4	3	2	1	8
E59. Sold drugs	4	3	2	1	8
E60. Got arrested	4	3	2	1	8

<READ:> Again, in the six months before the episode...

E61. How often did your (parents) argue with each other? <Read categories 1-5>

once a day.....1
once every 2 or 3 days.....2
once a week.....3
once or twice a month.....4
once every few months.....5

other; specify:_____6

never.....7
DK.....8
Refused.....9

E62. How often did your (parents) have really serious fights? <Read categories 1-5>

once a day.....1
once every 2 or 3 days.....2
once a week.....3
once or twice a month.....4
once every few months.....5

other; specify:_____6

never.....7
DK.....8
Refused.....9

E63. When your (parents) fought, how often did it get physical? <Read categories 1-5>

once a day.....1
once every 2 or 3 days.....2
once a week.....3
once or twice a month.....4
once every few months.....5

other; specify:_____6

never.....7
DK.....8
Refused.....9

<READ:> The next two questions refer to any time in your life.

E64. Has either of your (parents) ever hit you really hard?

Yes.....1
No.....2
DK.....8
Refused.....9

E65. Have you ever received marks or bruises from a beating or spanking given by either of your (parents)?

Yes.....1
No.....2
DK.....8
Refused.....9

E66. In the past, not just in the last year, has any doctor, nurse, social worker or teacher, or counselor ever talked to you because they were concerned with some emotional problems you were having?

Yes1 (E-67)
No2 (E-68)

E67. Who talked to you? _____

E68. In the past, did you ever contact a counselor, doctor, nurse, social worker or teacher because you were concerned about emotional problems you were having?

Yes1
No2 (RR121)

E69. Whom did you contact? _____

<ASK E70-73 IF E24 RESPONSE WAS 2, 3, OR 4; otherwise go to next page>

E70. Earlier you said that your _____ sent you out of the house for punishment in the past month. Just thinking about the last time it happened, could you tell me what exactly (he/she) told you to do, how long you were told to stay away, and where you were told to go? <Probe for answer to all parts of this question.>

E71. What time of day was it? _____

E72. How long did you stay away? _____

E73. Did anything happen to you while you were away? <Specify:>

<end Section E, GO TO NEXT PAGE>

<If nonepisode became episode>

RR-121. Going back to the episode we talked about earlier, was there anything that could have prevented it? <Specify>

EPISODE INTERVIEW IS FINISHED. <Thank respondent and end interview.>

<If child denies episode>

NR-1. Was there a time you thought about running away but you did not leave?

- Yes.....1
- No.....2 (NR-3)
- DK.....8 (NR-3)
- Refused.....9 (NR-3)

NR-2. What prevented you from doing it?

NR-3. What do you think is the major difference between you and children who do run away?

NON-EPISODE INTERVIEW IS FINISHED. <Thank respondent and end interview.>

APPENDIX B:

NONEPISODE QUESTIONNAIRE

NON-EPIISODE QUESTIONNAIRE

OBS _____

ID NUMBER _____

DATE OF LAST INTERVIEW WITH HOUSEHOLD: _____, 19____

CHILD NAME: _____

ORIGINAL RESPONDENT'S RELATIONSHIP TO CHILD: _____

PARENT REQUESTED TO LISTEN: _____ yes _____ no

SEX OF CHILD: _____ male _____ female

AGE OF CHILD: _____ 12 yrs
_____ 13 yrs
_____ 14 yrs
_____ 15 yrs
_____ 16 yrs
_____ 17 yrs
_____ 18 yrs

NON-EPIISODE CHILD _____

EPIISODE CHILD _____

DATE OF EPIISODE: _____, 19____

CHILD LEFT WITHOUT PERMISSION: _____

CHILD REFUSED TO RETURN: _____

DID PARENT LISTEN? _____ yes _____ no

ALL CALLS:

<IF PARENT HAS NOT REQUESTED TO LISTEN: ask to speak with child named on cover sheet. If child available, go to introduction.

<IF PARENT HAS REQUESTED TO LISTEN: go to Protocols, page 5>

<IF ONLY HAVE INITIAL OF CHILD>

Hi. My name is _____ calling from the University of New Hampshire. In _____ we talked to one of the adults in this household about a national study of young people and their families. (He/She) gave us permission to call back at a later time and talk to (his/her) _____, whom I only know was _____ yrs old at the time, and has an initial _____. I don't need to know (his/her) name, but I'd like to talk to (him/her) if (he/she) is available.

<IF CHILD NOT AVAILABLE: Make callback appointment.>

When would be a better time to contact (him/her)?

<If no specific time given>:

What day this week would be a good time to call back? _____

What time would be best? _____

Okay, I'll call _____ <day> at _____ <time>. Thank you.

<IF CHILD NO LONGER LIVES THERE: Find out where he/she can be contacted.>

Where can (he/she) be reached? _____ <phone number>.

OBS _____

ID NUMBER _____

NON-EPIISODE QUESTIONNAIRE

NON-EPIISODE INTRODUCTION:

<Speaking to child, parent did not request to listen>

Hello. My name is _____ from the University of New Hampshire. A few weeks ago we talked to your _____ who said we could talk to you about a study we're doing. We're doing a national study about young people and their families.

We really need to have your point of view and that of other teenagers. All your comments and answers will be kept entirely confidential. We don't even know your last name or address. This will only take about fifteen minutes.

Is it possible to talk privately right now?

yes.....1 (NI-1, next page)
no.....2 (**)

<**if no, or if interviewer senses that someone is listening in:>
When would be a good time to call back to talk with you privately?

<Record date and time: _____ and end
interview.>

<If parent requested to listen:>

Hello. My name is _____ from the University of New Hampshire. A few weeks ago we talked to your _____ who said we could talk to you about a study we're doing. We're doing a national study about young people and their families.

We really need to have your point of view and that of other teenagers. All your comments and answers will be kept entirely confidential. We don't even know your last name or address. This will only take about fifteen minutes.

Your _____ has requested to listen in on our conversation.
<skip to NI-1, next page>

NON-EPIISODE INTRODUCTION cont'd:

NI-1. What is your age?

12 years.....1
13 years.....2
14 years.....3
15 years.....4
16 years.....5
17 years.....6
18 years.....7

NI-2. What is your race?

American Indian/Alaskan.....1
Asian/ Pacific Islander.....2
Black/not Hispanic.....3
Hispanic.....4
White/not Hispanic.....5
Other; specify _____6

NI-3. What grade of school are you currently in?

sixth grade.....1
seventh grade.....2
eighth grade.....3
ninth grade.....4
tenth grade.....5
eleventh grade.....6
twelfth grade.....7
other; specify: _____10

NI-4. Indicate gender:

male.....1
female.....2

NON-EPIISODE INTRODUCTION cont'd:

READ: I'd like you to go back in your mind to this past _____,
<month of original interview> and then I'd like you to think from that
time back through the twelve months leading up to it. So I'm talking
about the period from _____ to _____.

NI-5. Was there any period of time between _____ and _____
when you were living somewhere else besides this household for at
least two weeks in a row?

Yes.....1
No.....2 (NI-7)

NI-6. Can you tell me when and for how long you were living somewhere else?
<probe for dates>

From _____ to _____

NI-7. How often, apart from family trips, did you spend overnights away from
this household, say, with friends or relatives during that time
period? <If needed, probe: more than once a month?>

NI-8. Was there any time in that year (between _____ and _____) when you
were gone from this household overnight or longer without permission
of your parents or guardians?

Yes.....1
No.....2 (NI-10)

NI-9. When did this episode take place?

Record date: _____<day/month>, 198__

<STOP HERE. THIS IS AN EPISODE CASE. COMPLETE INTERVIEW USING
EPISODE QUESTIONNAIRE. START AT RR-1 ON PAGE 4 OF WHITE PACKET AND
CONTINUE TO END.>

NI-10. How about before that year, that is before _____, had you ever been gone from this household overnight or longer without permission of your parents or guardians?

Yes.....1
No.....2 (NI-12)

NI-11. Could you tell me briefly what happened?

NI-12. Now, was there any time between _____ and _____ when you were gone from this household overnight or longer because you felt someone in the household forced you to leave or didn't want you back?

Yes.....1
No.....2 (NI-14)

NI-13. When did this episode take place?

Record date: _____ <day/month>, 198__

<STOP HERE. THIS IS AN EPISODE CASE. COMPLETE INTERVIEW USING EPISODE QUESTIONNAIRE. START AT RR-1 ON PAGE 4 OF WHITE PACKET AND CONTINUE TO END.>

NI-14. Again, before that year, before _____, was there any time when you were gone from this household overnight or longer because you felt someone in the household forced you to leave or didn't want you back?

Yes.....1
No.....2 (SECTION E
NEXT PAGE)

NI-15. Could you tell me briefly what happened?

(SECTION E
NEXT PAGE)

SECTION E

<NON-EPISODE>

<READ:> Now, without giving me names, could you tell me who your caretakers are? (i.e. Your _____ and _____?)

<Replace "parents" throughout questionnaire with the caretakers specified above. You should only use the term "parents" if the above is "mother and father.">

I'd like to change the subject and ask you some general questions about the past month. For each of the things I mention, I want you to think about just this past month, and answer according to how things were then.

E1. How many close friends would you say you had in the past month? <Read categories>

- none.....1
- 1.....2
- 2.....3
- 3-4.....4
- 5-6.....5
- 7-8.....6
- 9+.....7
-
- DK.....8
- Refused.....9

E2. Not counting time in school, how much time did you spend each day doing things with friends on the average? <Read categories>

- Almost no time.....1
- 1/2 hour.....2
- 1 hour.....3
- 2 hours a day.....4
- 3 or more hours a day.....5
-
- DK.....8
- Refused.....9

E3. On the average, how much time did you spend each day doing things with your (parents)? <Read categories>

- Almost no time.....1
- 1/2 hour.....2
- 1 hour.....3
- 2 hours a day.....4
- 3 or more hours a day.....5
-
- DK.....8
- Refused.....9

E4. On the average, how much time each day did you spend by yourself?
<Read categories>

Almost no time.....1
1/2 hour.....2
1 hour.....3
2 hours a day.....4
3 or more hours a day.....5

DK.....8
Refused.....9

E5. How many clubs, sport teams, or other organized school or community groups did you belong to? <Read categories>

none.....1
1.....2
2.....3
3.....4
4-5.....5
6-7.....6
8+.....7

DK.....8
Refused.....9

E6. On a typical day, how many hours would you say your (parents) did not know where you were? <Read categories>

hardly ever.....1
1-2 hours.....2
3-4 hours.....3
5-6 hours.....4
7-8 hours.....5
9+ hours.....6

DK.....8
Refused.....9

<Confirm:> About ___ hours they did not know where you were?

<If "hardly ever"> They almost always knew where your were?

_____yes _____no

E7.

<READ:>Some parents like to give their children a lot of freedom and other parents like to know where the children are at all times. In the past month would you say your parents....

wanted to know where
you were at all times.....1

wanted to know where
you were most of the time.....2

wanted to know only if
you were going to be
somewhere other than
the usual places.....3

allowed you to be free
to do most things without
telling them or getting
their approval.....4

E8. During the last school year, did you ever stay away from school just because you didn't want to go? <If yes:> For how many days all together?

- no.....1
- yes, 1 or 2 days.....2
- yes, 3-6 days.....3
- yes, 7-15 days.....4
- yes, 16+ days.....5
- DK.....8
- Refused.....9

E9. How good a student do you want to be in class? <Read categories>

- One of the best students in class..1
- Above the middle of my class.....2
- In the middle of my class.....3
- Just good enough to get by.....4
-
- I don't care.....5
- Don't know.....8
- Refused.....9

<READ:>I'd like to ask you a few questions about your future plans. For each statement I'd like you to answer yes, no, or I haven't really thought about it.

		<u>yes</u>	<u>no</u>	<u>haven't thought about it</u>
E10.	I will finish high school.	1	2	3
E11.	I will go to college.	1	2	3
E12.	I really want to feel like there are things I can do very well.	1	2	3
E13.	I have definite ideas about the type of person I want to become.	1	2	3
E14.	I have definite plans about what to do when I finish school.	1	2	3

<READ:> Now I would like to switch back to thinking just about the past month again, and ask you some things about how your (parents) acted toward you. For each activity please tell me how often it happened in the past month.....Very Often, Several times, Once or twice or Never.

Could you tell me how often they...

	Very Often	Several Times	Once or Twice	Never	DK
E15. Said nice things about you	4	3	2	1	8
E16. Helped you with homework or problems with work.	4	3	2	1	8
E17. Showed you that they like to have you around.	4	3	2	1	8
E18. Did things with you.	4	3	2	1	8
E19. Did thoughtful things when you were tired.	4	3	2	1	8
E20. Kissed or hugged you.	4	3	2	1	8
E21. Comforted you when you had problems.	4	3	2	1	8
E22. Made you feel you were loved.	4	3	2	1	8
E23. Taught you things which you wanted to learn.	4	3	2	1	8
E24. Punished you by sending you out of the home. <IF 2,3,or 4, COMPLETE PINK PAGE AT END>	4	3	2	1	8
E25. Scolded you and yelled at you.	4	3	2	1	8
E26. Slapped you.	4	3	2	1	8
E27. Worried that you couldn't take care of yourself.	4	3	2	1	8

<READ:> Now, how often in the past month did you do each of the following with your (parents)?

Could you tell me how often you...

		<u>Very Often</u>	<u>Several Times</u>	<u>Once or Twice</u>	<u>Never</u>	<u>DK</u>
E28.	Said nice things about them.	4	3	2	1	8
E29.	Helped them with housework or problems with work.	4	3	2	1	8
E30.	Showed them that you like to have them around.	4	3	2	1	8
E31.	Did things with them.	4	3	2	1	8
E32.	Did thoughtful things when they were tired.	4	3	2	1	8
E33.	Kissed or hugged them.	4	3	2	1	8
E34.	Comforted them when they had problems.	4	3	2	1	8
E35.	Made them feel they were loved.	4	3	2	1	8

<READ:> I am going to read a list of issues to you and would like you to tell me how often you have had a disagreement about these issues with your _____ <original respondent's relation to child> in the past month.

Could you tell me how often in the past month you had disagreements with your _____ about:

		Very Often	Several Times	Once or Twice	Never	DK
E36.	How you should spend your money or allowance	4	3	2	1	8
E37.	Watching TV	4	3	2	1	8
E38.	Your friends	4	3	2	1	8
E39.	Your use of drugs or alcohol	4	3	2	1	8
E40.	Your sexual behavior	4	3	2	1	8
E41.	Your personal appearance	4	3	2	1	8
E42.	Your school work	4	3	2	1	8
E43.	Showing respect to your parents	4	3	2	1	8

<READ:> Now I'm going to change the time period again and have you think about the last six months. I'm going to read you a list of things that may have happened to you or things you may have done during that time. Remember no one there will see your answers. Again the possible options are Very often, Several times, Once or twice, or never.

In the last six months how often had you....

	<u>Very</u> <u>Often</u>	<u>Several</u> <u>Times</u>	<u>Once</u> <u>or</u> <u>Twice</u>	<u>Never</u>	<u>DK</u>
E44. Given the teacher a fake excuse for being absent.	4	3	2	1	8
E45. Taken little things or money (worth \$5 or less) that didn't belong to you.	4	3	2	1	8
E46. Broken into a place that is locked just to look around.	4	3	2	1	8
E47. Damaged public or private property just for fun.	4	3	2	1	8
E48. Started a physical fight with someone.	4	3	2	1	8
How often had ...					
E49. Someone started a fight with you.	4	3	2	1	8

		<u>Very</u> <u>Often</u>	<u>Several</u> <u>Times</u>	<u>Once</u> <u>or</u> <u>Twice</u>	<u>Never</u>	<u>DK</u>
In the past six months how often had you...						
E50.	Used force to get money from another person.	4	3	2	1	8
E51.	Used force to have sex with another person.	4	3	2	1	8
How often had...						
E52.	Someone threatened to have sex with you when you didn't want this.	4	3	2	1	8
E53.	Someone touched the sex parts of your body when you didn't want this.	4	3	2	1	8
E54.	Someone tried to have sex with you when you didn't want this, or sexually attacked you.	4	3	2	1	8
In the past six months how often had you...						
E55.	Used marijuana	4	3	2	1	8
E56.	Sniffed glue or inhaled toxic fumes	4	3	2	1	8
E57.	Drunk beer, wine or liquor	4	3	2	1	8
E58.	Used hard drugs	4	3	2	1	8
E59.	Sold drugs	4	3	2	1	8
E60.	Got arrested	4	3	2	1	8

<READ:> Again, in the past six months....

E61. How often did your (parents) argue with each other? <Read categories 1-5>

once a day.....1
once every 2 or 3 days.....2
once a week.....3
once or twice a month.....4
once every few months.....5

other; specify:_____6
_____7
never.....7
DK.....8
Refused.....9

E62. How often did your (parents) have really serious fights? <Read categories 1-5>

once a day.....1
once every 2 or 3 days.....2
once a week.....3
once or twice a month.....4
once every few months.....5

other; specify:_____6
_____7
never.....7
DK.....8
Refused.....9

E63. When your (parents) fought, how often did it get physical? <Read categories 1-5>

once a day.....1
once every 2 or 3 days.....2
once a week.....3
once or twice a month.....4
once every few months.....5

other; specify:_____6
_____7
never.....7
DK.....8
Refused.....9

<READ:> The next two questions refer to any time in your life.

E64. Has either of your (parents) ever hit you really hard?

Yes.....1
No.....2
DK.....8
Refused.....9

E65. Have you ever received marks or bruises from a beating or spanking given by either of your (parents)?

Yes.....1
No.....2
DK.....8
Refused.....9

E66. In the past, not just in the last year, has any doctor, nurse, social worker or teacher, or counselor ever talked to you because they were concerned with some emotional problems you were having?

Yes1 (E-67)
No2 (E-68)

E67. Who talked to you? _____

E68. In the past, did you ever contact a counselor, doctor, nurse, social worker or teacher because you were concerned about emotional problems you were having?

Yes1 (E-69)
No2 (NR-1,
next
page)

E69. Whom did you contact? _____

<ASK E70-73 IF E24 RESPONSE WAS 2, 3, OR 4; otherwise go to next page>

E70. Earlier you said that your _____ sent you out of the house for punishment in the past month. Just thinking about the last time it happened, could you tell me what exactly (he/she) told you to do, how long you were told to stay away, and where you were told to go? <Probe for answer to all parts of this question.>

E71. What time of day was it? _____

E72. How long did you stay away? _____

E73. Did anything happen to you while you were away? <Specify:>

<end Section E, GO TO NEXT PAGE>

NR-1. Was there a time you thought about running away but you did not leave?

Yes.....1
No.....2 (NR-3)
DK.....8 (NR-3)
Refused.....9 (NR-3)

NR-2. What prevented you from doing it?

NR-3. What do you think is the major difference between you and children who do run away?

NR-4. Do you know of any friends or acquaintances who have run away for at least overnight?

Yes.....1
No.....2
DK.....8
Refused.....9

NON-EPISEDE INTERVIEW IS FINISHED. <Thank respondent and end interview.>

APPENDIX C:
INTERVIEWER PROCEDURES
GUIDE

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has awarded a cooperative agreement contract to the University of New Hampshire to conduct a study to determine the number of children who are abducted, who are reported missing, and who are recovered in the course of a year. This study was mandated by Congress in the Missing Children's Assistance Act (Title IV of the amended Juvenile Justice and Delinquency Prevention Act, 42 U.S.C. s 5601). It is the first attempt to measure the national incidence of this important problem.

To respond to this mandate, OJJDP funded the National Studies of the Incidence of Missing Children. The studies funded under this award will address two primary objectives. First, they will develop valid and reliable national estimates of the numbers of children missing in the course of a year. Second, they will establish profiles of the characteristics of these missing children and their families, as well as descriptions of the incidents themselves. Throughout the various studies, five types of missing children cases will be examined: nonfamily abductions, family abductions, runaways, throwaways (children who were forced or thrown out of their households), and children who were missing for other reasons (who are called "otherwise missing" or "general missing" children in this study).

There are five major components to this study: a Random Digit Dial (RDD) telephone survey of 40,000 households, a Police Agency Records Study (PRS), a Supplemental Homicide Reports Study (SHR), a Returned Runaway survey (RR), and an Institutional survey. UNH has subcontracted the RDD survey of 40,000 households and the Police Agency Records Studies to a research firm in Washington, D.C. The Supplemental Homicide Reports, the Returned Runaway survey, and the Institutional survey will be carried out at UNH. You will be working on the Returned Runaway survey.

The Returned Runaway survey interviews children (12 years and over) directly about their experiences and attitude towards running away. It not only interviews returned runaways, but also a matched amount of children who have not run away from home, to permit a comparison between runaways and non-runaways. These comparisons will provide a more complete understanding of "running away."

The children that will be interviewed in the Returned Runaway study are children previously identified in the RDD survey of 40,000 households. The following question was asked near the end of RDD survey interviews:

C-1. "In the future we may want to interview some children themselves about what we have asked, in hopes that they can help keep children from being harmed. Any of this information would be entirely confidential. Would you allow us to interview your [14 year old child Anne] sometime in the future if we needed to?"

The Returned Runaway survey is simply a survey of those children whose parents gave us this permission. You will know before contacting these children whether they have runaway or not. And there is a possibility that they will know something about our survey prior to your call, if the primary caretaker discussed the initial interview with them.

As an interviewer you play an important role in the overall success of

this study. The questions that are asked in these studies are very sensitive. We assure the respondent in the introduction that all the information collected is anonymous and confidential in nature, and you as an interviewer must maintain this confidentiality. As you may know from other studies on which you may have worked, a high response rate is critical to being able to make precise and unbiased estimates from the data which are collected. You will be in the position to have a major impact on the study response rate. Therefore, your understanding of the task and commitment to the study are essential.

This background information is provided for your benefit. We hope that it will help you better understand your role in the study. We do not expect you to explain all of the above information to the respondents. In fact, it is generally advisable not to provide the respondent with too much technical detail about the study, since this could lead to confusion and unnecessary concerns on his or her part.

GENERAL RULES--RETURNED RUNAWAY STUDY

-Always protect confidentiality of questionnaires and phone numbers. Do not leave questionnaires unattended. When you complete a questionnaire, erase and black out phone number.

-Do not rush. Be sure to take each question separately and seriously as you go through the questionnaire. Sometimes there is a tendency for interviewers to feel they need to hurry before the respondent loses interest. Respondent impatience, in fact, has not been a problem because the interview is short and interesting for the respondent. If the respondent does show impatience, do not rush through the questions. Encourage the respondent by thanking him for his time, providing information on how few questions are left, etc. (see suggested remarks on page 6 of Protocols).

There may also be a tendency to hurry over questions that might be uncomfortable for the respondent. This is especially a danger, for instance, if in questions E50-60 the respondent answers "never" to the first few questions, his or her tendency may be to think "my answer to all of these questions is never." It is important that you as the interviewer ask each question distinctly from the one before it, thereby encouraging an honest and thoughtful answer for each question. Listen for hesitation, and wait silently to give the respondent time, if needed.

-"Caretakers" may be substituted for "parents" throughout the questionnaire. If the respondent raises the point that he/she does not live with one or both parents, you may need to clarify that "caretaker" can substitute for "parent."

-Refrain from making suggestions to the respondent. Most questions in Section E have response options that are read to the respondent. If the respondent does not choose one of the options, but gives his/her own answer, repeat all of the options to the respondent rather than just the one or two you think he/she might mean. This not only conditions the respondent to answer as we would like, but improves question reliability.

Similarly, when you need to clarify the respondent's answer, ask "What do you mean by that?" rather than "Do you mean...?" This is especially important in open-ended questions where we want the respondent to describe his/her reasons and views. If his/her answer is brief, probe by asking, "What do you mean when you say that?" or "Could you explain that further? I'm not sure I understand."

Finally, if the respondent asks you to clarify a question, avoid defining ambiguous wording for the respondent. Allow the respondent to interpret the question as he/she chooses. For instance, if after question E64 (Has either of your parents ever hit you really hard?) the respondent asks, "What do you mean by really hard?", you could say, "Well, do you think either of your parents ever hit you really hard?"

RECALL AIDS AND TECHNIQUES

Throughout the interview, you will be asking the respondent to recall events that have taken place during a 12 month period. Some respondents will have difficulty recalling this information, and you must be prepared to probe for an appropriate response.

People will frequently remember activities in relation to other events during the year. If the respondent has difficulty remembering, it may be helpful to probe by citing special events that might have occurred near the time you are speaking about. The following are some suggested approaches to probing:

-Ask the respondent if it helps to think about the season of the year or a holiday that occurred around that time. For example, the respondent may find it easier to remember an event during a particular time of year around Christmas rather than a specific date.

-Listen for cues to aid in recall. A respondent may mention a particular event and you could probe by asking them to take a minute to think about the details.

-Do not accept "don't know" for an answer until after you have probed (on questions where memory has faded.) Use recall prompts and try to get the respondent to give you his/her best answer.

It is important for you to be patient and give the respondent time to think before you try to assist. How much time and how much assistance is best will vary from respondent to respondent and you will have to make these judgments for each respondent.

Some additional guidelines for probing about the timing of events are as follows:

Estimates. Answers to age/date questions ideally should reflect actual numbers. If the respondent is unable to provide exact dates/times, probe to obtain his/her best estimate. Record "EST" beside the number.

Range. If the respondent answers a question with range (e.g. "It was between 2 and 5 hours"), probe to narrow the range as much as possible. If the respondent provides a range, then you should enter the range in the margin. You may calculate an entry for the question itself by calculating the mid-point of the range and rounding. But either way, record the range given.

Respondent cannot provide a number. If after probing for an estimate the respondent cannot provide an amount, be sure to record the respondent's verbatim response to the question, any

note you can add to provide clarity, and any number (or range) the respondent could provide in the margin. Always be sure you have probed the respondent for an answer that is as clear as possible.

Listen carefully. Be aware of exactly what the question is asking and then listen carefully to the respondent's answer so that you are sure he/she is providing the information you have asked for. If you think the respondent has misunderstood the question, probe by repeating the question with a preface such as "Just to make sure I have this right....". If the respondent asks for clarification, repeat the question or portion of the question which provides the information he/she needs in order to answer correctly. If you believe there is any misunderstanding, you must probe to find out exactly what number you are getting from the respondent.

Responding to questions about the survey

During the introductions, some respondents may want additional information about the study. You should always be ready to answer the respondent's questions as they arise. Listen carefully to the respondent and answer only what is asked. Answer the questions clearly and concisely.

Respondent's questions are rarely phrased as listed below. Some questions may in fact not be questions at all, but rather a rambling response. Whether the question is ill-phrased or well-phrased, you must make sure you answer each question with sincerity and directness. By doing so, you will communicate to the respondent a professional attitude and a concern that his or her questions are important. Should you be asked a question that you are unable to answer or whose answer you feel may lead to a refusal, tell the respondent that you will have someone in charge of the study call him/her. He/she will be in a better position to answer the respondent's questions.

The responses presented here are suggestions; they should not be considered to be the only suitable responses.

What is this survey about?

This is a national study about children's safety. We are talking to both adults and young people across the country about things like leaving home, so that we can get a better understanding of the experiences of those who have left home and those who haven't.

What kinds of questions will you be asking?

IF EPISODE: We will be asking about your experiences while away, things that you did, where you went, and what were your feelings about your experiences.

I had a bad experience recently with someone taking a survey, so I don't think I want to participate.

I'm sorry that your experience was a bad one. However, this is a special research effort, and we hope to make your contact with us pleasant. By participating in the study, you will help us to learn more about the things that affect young people's safety.

Why don't you call someone else?

It's important that we talk with you because the procedures we use to select a phone number do not allow us to replace your household with any other. Once a phone number has been selected by chance, we must talk to whoever is at that number; otherwise, we would not get an accurate picture of the population we are studying.

Why did you choose me?

The phone number for your household was chosen by chance. When we first interviewed your (parent) earlier we discovered that there had been an incident where you left home. Our study then required that we ask your (parent) if we could contact you to speak to you about when you left home. So, it is purely by chance that we spoke to your household, and therefore to you. Now your help is important to us because we can't replace your number with someone else's.

How long will this take... I'm too busy.

If non-episode: It should take about fifteen minutes. (If the respondent indicates he/she cannot take time now, stress the importance of the interview and try to set up an appointment.)

If runaway: The interview is very important. I need to record all of your answers as accurately as possible, and if your case turns out to be especially helpful to the study, the interview may take as long as an hour or so. (If the respondent indicates he/she cannot take any time now, stress the importance of the interview and try to set up an appointment.)

Who is sponsoring this survey?

(The University of New Hampshire is conducting this study, sponsored by the Office of Juvenile Justice and Delinquency Prevention, an agency of the U.S. Justice Department.) It may be wiser to begin by not announcing the name of the government agency, in case it holds negative connotations for them. If a juvenile asks who sponsors the study for UNH, the best initial answer might be "a government agency for child safety," followed by more detail if necessary.

How will the survey results be used?/ What will you do with this information?

The information you provide will be put together with similar information from other respondents into statistical summaries. This information will provide the first accurate national estimates of the percentages of children who have experienced different kinds of dangerous situations. Also, the information will show different factors that affect children's safety and will be used to develop public awareness programs and intervention strategies that can help to promote ways of making it safer for young people.

How do I know that you will keep this information confidential?

We are strictly required by Federal law not to reveal any information other than to persons directly involved in the study. Your answers will be used only by research staff working on the study. Each of them is required to sign a statement to keep confidential all information provided by respondents. Survey results will be published only as statistical totals. No information which would permit the identification of any individual will be released or

published. in addition, your anonymity is protected by the standard procedures which are used in this study. These require that, after we have completed the interview process on your household, even the computer record of your randomly-dialed phone number must be erased.

What do you mean by "confidential"?

By "confidential." we mean the following: "This information collection conforms to legal and administrative standards established by the Federal government to assure confidential treatment of statistical information. The information you provide will be used only for statistical purposes and will not be published or released in any form that would reveal specific information reported by any individually identifiable respondent. The Office of Juvenile Justice and Delinquency Prevention has determined that the information you provide, as well as the fact that you have participated in this survey, is exempt from public disclosure under the Freedom of Information Act."

How do I know you are who you say you are?

If you wish, you can call my supervisor. He/she will be happy to explain any questions you might have regarding the study. (See "verification calls" below.)

Who can I talk to at the Office of Juvenile Justice and Delinquency Prevention/Justice Dept about this survey?

You may call Barbara Allen-Hagen at the Office of Juvenile Justice and Delinquency Prevention at 202-724-5929.

Verification Calls

Whenever the respondent expresses a wish to call, give him/her:

- * Your name
- * Your supervisor's name
- * The name of the survey (National Studies of the Incidence of Missing Children)
- * The number to call here 603-862-1888 (or OJJDP, if requested)

You should explain that the UNH number is a central number used for many UNH projects, so that when the phone is answered, the respondent should ask to speak with the supervisor (by name) or with a member of the staff of the Missing Children survey. Whenever possible, you should inform the supervisor that someone may be calling.

If a respondent wishes to verify the legitimacy of the survey before participating in the interview, give the respondent the necessary information; but, before hanging up, attempt to schedule an appointment to call back after the respondent has made the verification call. Set an appointment time that will allow the respondent ample opportunity to make the verification call before you call back--in most instances, two days should be sufficient. Attach a sheet to the questionnaire and record the situation on the attached sheet.

APPENDIX D:

EPISODE QUESTIONNAIRE

QUESTION BY QUESTION SPECIFICATION

EPISODE QUESTIONNAIRE
QUESTION BY QUESTION SPECIFICATIONS

If you are contacting an Episode respondent you will use the white questionnaire. There are three parts to the Episode Questionnaire: Introduction, Returned Runaway questions, and Section E.

INTRODUCTION:

The introductory paragraph is perhaps the most important part of the questionnaire. You can spark the respondent's interest and respect by being natural and interested in the respondent.

The relationship of the child to the original respondent will be provided on the contact page. Asking if the child can talk privately anticipates that an adult might be in the same room with the child, and gives the child the opportunity to voice what he/she might otherwise be unable to tell you. We want to ensure that each child answers questions as freely as possible without the influence of someone listening.

- EI-1-3 Self-explanatory. If at any time you are uncertain about how to record an answer the respondent gives, record the response verbatim.
- EI-4 The cover page should indicate gender, as specified in the parent interview, so you won't need to ask. If there seems to be a mistake, or you're not sure, you could say, "And I need to confirm your sex: are you male or female?"

- EI-5 Blanks should be filled in with the relationship of the child to the original respondent, the date of the episode, and the length of time the child was gone, respectively. We want to know if the child remembers the episode as the parent reported it.
- EI-6 If the respondent answered "no" to EI-5, we want to know if there was an episode at any time around then. (It may be that an episode occurred, but the child disagrees with the date of the episode.)
- EI-7 If the response to EI-6 is YES, we want to know when the episode took place as the child remembers it. If there is indeed a discrepancy between parent and child regarding the date of the episode, we will discuss the episode as the child remembers it. Carefully record the day, month, and year. If respondent has trouble remembering, use recall aids such as citing special events or seasons to help respondent recall when it was. Once you have established a date, you will go on to the Episode Section and ask about the episode the child reported.
- EI-8 If the child denies any episode, we want his/her view of why the parent might have reported an episode. Before accepting a "don't know," probe for other events or some situation that might explain the discrepancy. Carefully and legibly record the answer. We may want to re-contact the household.

RR1

As you can see, this is a very open-ended question designed to let the respondent tell us about the episode, thereby giving an overall view of what happened, as well as allowing the respondent some "free space" in which to say his/her "piece" in an unstructured way. This strategy has proven to be very effective in designing interviews on sensitive subjects and about emotionally-loaded events. Respondents tend to feel more as if they've been "heard" if they are given a little space like this. Record the response as clearly and carefully as possible; a coder will have to be able to read your writing and assign codes to the answers. Encourage the respondent to give as much of the information as they seem comfortable with at this point.

More detailed questions follow, the answers to which the respondent may have already provided in answering this question. When one of the following questions has been answered in RR1, you should say: "I believe you have already answered this question but let me make sure I have recorded your answer correctly." Then, review for the respondent the question and the answer you recorded earlier in RR1. For example, if the respondent told you while answering RR1 that he/she left home last Monday, you would say at RR6, "Now, I have that you left home on a Monday, is that correct?"

RR2

The blanks should be filled in with the date of the parent interview and the date twelve months before it. Confirm that the respondent's answer is the number of other episodes and not the number of days they were gone or the number of total episodes. (The next question asks about the total time gone in all episodes.) Be sure you are clear about these questions so that you can be alert to possible errors.

Before accepting a "don't know" response, help respondent to recall the time period we are asking about. Use recall prompts such as citing special events or seasons to try to get respondent to give you his/her best answer. (See Recall Aids and Techniques) If respondent is unable to provide an exact number, ask respondent if he/she can make an estimate. If an estimate is given be sure to write "EST" beside the answer.

If the respondent cannot provide an amount, be sure to record the respondent's verbatim response to the question, any note you can add to provide clarity, and any number or range the respondent could provide. Always be sure you have probed the respondent for an answer that is as clear as possible.

If there were no other episodes, follow skip instructions to RR5. If there were other episodes the next question asks about the total time away in all episodes.

RR3

Stress "during the 12 month period." This is asked only if the child reported other episodes. We want the respondent to give us the total number of days, weeks, or months for all of the episodes in the 12 month period. Before accepting a "don't know" response, help respondent to recall by saying, "Well, maybe we could take them one at a time. When was the first episode? How long were you gone then? Was it days, weeks..." If the respondent is unsure, ask if he/she can make an estimate and record it as "EST." Don't force or probe too long... if one or two probes don't elicit a response, move on to the next question.

Be sure to record the response in the correct space. You are only to record it in one space--either days or weeks or months. The options are provided to you so you don't have to translate respondent's answer.

RR4

This is only read if there was more than one episode in the twelve month period. The blank should be filled in with the episode specified in the parent interview. If there is a discrepancy between the parent's report and the child's report of the date, you will use the child's date from EI-7. Make sure you record the new date of the episode to be discussed.

If a Non-Episode child reports several episodes, ask "Which time were you gone the longest?" and record that episode as the one to be discussed.

RR5 Stress "during that episode in _____." The blank should be filled in with the date of the episode specified in the parent interview (or, if there was disagreement between parent and child, the date the child mentioned in EI-7.) It will be important to remind the respondent periodically that we are asking about a specific episode. Choose the wording "left home" if respondent left without permission and use "were expected to be home" if respondent left home with permission but refused to return. Be sure to record the answer in the correct space. You may have to help the respondent determine the answer to the question. You could say "Well, when did you leave?" Then ask: "When did you return?" If the respondent gives you dates, record them in the margin; a coder will calculate a number for the boxes. Only write "don't know" in margin after probing has not elicited even an estimate by the respondent.

General rule: Round 1/2's up to the next whole number if it is even, but leave them off if it is odd. Round anything more than 1/2 up and anything less than half down. If respondent gives a range for a response, note the range in the margin. Coders will then take the mid-point of the range and round according to the rounding rule.

RR6 Using the correct wording in parentheses is important. If the child "refused to return," he/she may have left home with permission on Friday, but refused to return on Sunday. The correct answer for this child would be Sunday. If it seems unclear whether the child "left home" or "refused to return," you could probe with some or all of the following: "Can you tell me more about how you left home? Were you away from home with permission when you decided not to return? Or did you leave your house without permission from the start?"

RR7 If respondent answers "don't know" or can't remember" probe by saying, "Well, do you think it happened in the morning, afternoon, evening or at night?" If the respondent still doesn't know, circle "8."

RR8 Self-explanatory.

RR9 Never read "Don't remember" or "Refused" as possible responses.

RR10 Self-explanatory.

RR11 Carefully, completely and legibly record the respondent's answer. If you think you missed anything tell the respondent what you've written down and then ask him/her if you've left anything out.

RR12 Read the question slowly, pausing after "argument," "disagreement," "fight." Stress the phrase "in the week before you left" so that the respondent is clear about the time we're interested in. The respondent may have already answered this question in RR1. In such a case you should confirm that before recording a "yes" answer for RR12, by saying for example, "now just to make sure I have this correct, you said you had a fight with your father in the week before you left home?" Notice that a "YES" answer takes you to RR13, while a "NO" and "DK" skip to RR24.

RR13 Do not assume that you know the answer to this question. Looking at the example given for RR12, the father may not be a member of the household. Note that a "DK" or "Refused" skips to RR15. "Outside" skips to RR-24.

RR14 Clarify for the respondent, if needed, that we want the person's relationship to the respondent. Record as clearly as possible the relationship to the respondent if it's not straight forward. For example, person was "foster mother's son" or "aunt's boyfriend." If the respondent says that more than one person was involved in the dispute, record the relationship of each one to the respondent.

RR15

Record a "YES," "NO," or "DK" answer for each item listed. Read the first category and record an answer before going on to the next response. Read "Anything else?" at end of list, and repeat if necessary until respondent has had a chance to say all that he/she has to say about the disagreement.

Some examples of areas of disagreements which could come up are as follows:

* How respondent spends money or allowance: arguments about amount of respondent's allowance, about how quickly respondent spends money, about what the respondent buys, about respondent lending or giving money, etc.;

* T.V.: disagreements about the type of programs or about amount of television the respondent watches, and/or about the time of day the child watches television;

* Respondent's friends: arguments about the respondent's choice of friends, about the number of respondent's friends (too many or too few), about the types of activities (other than drugs or alcohol) that child and his/her friends pursue;

* Respondent's use of drugs or alcohol: arguments about whether the respondent uses drugs, about the fact that the respondent uses drugs, about the types of drugs the respondent uses, about the respondent's increase in use of drugs, etc.;

* Respondent's sexual behavior: arguments about the respondent's lack of interest in his or her appearance, about the child's change in grooming habits, about the child's choice of clothes or hairstyle;

* Respondent's schoolwork: disagreements about the respondent's grades, about the respondent's patterns of working on or completing homework assignments;

* Respondent's showing respect to parents: disagreements about the respondent's use of inappropriate language or tone of voice with parent/caretaker, about child's refusal to follow house rules, etc..

Be alert to the fact that the respondent may give you some important information as you go through these sections, and you would want to note that information in comments.

RR16

Read the question slowly, pausing after each type of action so that it is clear to the respondent. Note that a "NO" or "DK" answer skips to RR19.

R17

Replace "the other person" with the relationship from RR14, (i.e., if the disagreement was with the father, say "Did your father do this to you?") If any qualifications are indicated by the respondent these should be noted in the margin.

- RR18 Same as above.
- RR19 Again, use the relationship from RR14 to replace the words in parentheses. Note that a "NO" or "DK" response skips to RR24. Do not define or give examples of threats, but if the respondent indicates that he/she isn't sure what is meant, you could say: "Well, do you think the other person threatened you in this disagreement?"
- RR20-22 Self-explanatory.
- RR23 If the answer is "YES" be sure to ask the respondent what the other threats were and record the answer fully on the lines provided, as well as circling "1" for "YES."
- RR24 Record a "yes" response even if it refers to something already discussed.
- RR25 Fully and legibly record the respondent's answer, even if it repeats something recorded for previous questions.
- RR26 Self-explanatory.
- RR27 Record the relationship to the respondent.
- RR28 If the respondent asks what you mean, you could say, "Well, did you feel that you were no longer wanted in the household?" Note that a NO, DK, or Refused skips to RR31.
- RR29 Record the relationship to the respondent.
- RR30 Fully and legibly record the respondent's answer.
- RR31-32 Record a "yes" response even if it repeats something discussed earlier. Follow skips. Fully and legibly record response.

- RR33-34 Record a "yes" response even if it repeats something discussed earlier. Follow skips. Fully and legibly record response.
- RR35 Follow skips. This and the following question allow the respondent to tell us about any other factors involved in the episode that we have not already covered. You would read "else" if the respondent answered "YES" to RR12, 24, 28, 31, or 33, (i.e. if there was a fight or disagreement, if they felt forced out, or if something happened with family or friends or at school.)
- RR36 Fully record the respondent's answer, whether or not it repeats something said earlier.
- RR37 Stress the phrase "At the time you left..." Do not read the possible responses to the respondent. Be familiar with the categories and listen carefully to respondent's answer, then record it where it fits best. Note that here the respondent could answer with a length of time measured by calendar ("a couple of weeks") or with a noncommittal statement ("until I ran out of money.") If, for example, the respondent answers, "until I ran out of money," you would write that out in the space provided in "other," rather than attempt to translate that into a number of days, weeks, etc.
- If the respondent has trouble answering, you could probe by asking: "Were you thinking of staying away a certain number of hours or days or weeks or months or years?"
- RR38 Read and record an answer for each item listed. Read "Anything else?" at end, and repeat "Anything else?" until there is nothing else.

- RR39 Stress "when you first left home" when you read this question. Choose the appropriate wording in parentheses depending on whether the respondent left home without permission or left home with permission and refused to return. You may have to probe to find out which category the response fits in best. For example, if the response were: "Chicago--I had a place to stay there," you could say, "What was the place?" and if still unclear: "Was it a friend's or relative's house? (Which?)" If not, place in the "other, specify:" category and be sure to circle the "3." If the response was "relative's house," ask which relative, circle "1," and record the relationship (not the name) on the line provided.
- RR40 As directed do not read the categories to the respondent. We want to record all that apply, so ask, "Anything else?" until there is nothing else.
- RR41 Read one category at a time. Once a respondent answers "yes" to a category there is no need to continue reading. Obviously, if the respondent has been more than 100 miles from home they have also been more than 50, 10, and 1 mile(s) from home.
- RR42 The state refers to the state the respondent's home was in at the time he/she left home or chose not to return home.
- RR43-45 As you read these questions stress "at any time." If the respondent, in answer to RR31, has told you that he/she first went to a "relative's house," a "friend's house," or a "shelter," you should acknowledge this as you ask this question, by saying "and you said you were at a friend's house (answer to RR39)" when you come to that question. The respondent may not have stayed in one place while he/she was away so the answer to these questions should include the place mentioned in RR31 plus other places, if any.
- RR46 Record the number in the space provided. (If the response is "NONE" record "0" in the space.) By "any place to sleep" we mean a shelter or house or someplace people normally sleep. Essentially, "without any place to sleep" would mean that he/she had to find shelter on the streets, in abandoned buildings, etc. If the respondent slept in shelters for the homeless or was offered a place to sleep by someone (even a stranger) those nights would not be counted as nights without any place to sleep. Carefully record the number in the space provided. If the respondent doesn't know, but can give an estimate of the number of such nights, record the number in the space and write "EST" next to it.

- RR47 We want to know if someone went with the respondent when he/she first left home. If it is unclear whether the response should be coded as "with someone else" or "alone," record the response as fully and clearly as possible. A coder can later determine how best to define the situation.
- RR48 We want to know the total number of other people that went with the respondent when he/she first left. Again, explain ambiguous situations as clearly as possible, for a coder to later decipher.
- RR49 Carefully circle "1" for each category that the respondent mentions. Make sure you also record how many beside each "1" circled. If the response does not fit into one of the categories, write it out in "Other." Do not record a name.

In the course of this interview the respondent may have already answered this question. If so, you should say: "Now just to make sure I have this correct, you said you were with a male friend and a cousin? Was there any one else?"

- RR50 The answer to this question is "yes" if the respondent got a message to his/her parents, even if he/she did not speak directly to the parent(s).
- RR51 Read all of the possible answer categories (except "DK") before accepting or recording an answer so the respondent will be able to choose the answer that most closely corresponds to his/her situation.
- RR52 Note that a "NO," "DK," or "Refused" skips to RR54.
- RR53 By "how soon after the episode began..." we mean how soon the police were contacted after the parent realized the respondent had left home or not returned home. The respondent may not know the answer to this question. If the police were contacted as soon as the parents realized the respondent was gone or would not return, circle "97." Record the number of minutes/hours/days in the appropriate space. If the respondent has some knowledge of the contact, but has trouble recalling it, ask "Were the police contacted the same day?" If the answer is "yes" you could then ask "do you think that the police were contacted within an hour after they found out?" If the respondent gives you an estimate then record the response and write "EST" next to it. Do not try to probe too long-- if one or two questions does not help the respondent, discontinue probing.

RR54-62 Read the introductory statement. Then read part "a" of the question to the respondent: "While you were away that time, did you contact some other relative, friend, or neighbor?" and record a "yes" or "no" answer for it. If the answer is "yes" read part "b:" "how helpful was your contact with _____? Was it very helpful, somewhat helpful, or not at all helpful?" Make sure you have recorded answers for both a and b before going on to the next category (i.e.55a). If the respondent indicates that he/she doesn't understand what is meant by social service agencies in 61a, explain that we mean crisis centers, group homes, free clinics, etc.

For 62a record anyone else the respondent contacted. Be sure to have an answer recorded for "a" and "b" (where appropriate) for 54-62 before moving on to RR63.

RR63 This question is only asked if the response to RR57 and RR58 was "NO."

RR64 If the respondent gives dates, record them in the margin. If respondent gives an estimate, write "EST" beside the answer.

RR65 Read this question slowly, pausing after each of the answer choices so that the respondent can have a chance to think about the choice before the next one is read. Be sure that you circle the appropriate code for the answer the respondent chooses. If you are not sure, tell the respondent you want to make sure you have the right answer and read the question again.

RR66 Choose appropriate wording in parentheses. Stress the phrase, "When you left" or "When you refused to return home."

RR67 Substitute appropriate caretaker for "parents" if respondent was not living with his/her parents when he/she left home. If the respondent says "yes" or "no" in response to this statement you should verify that the "yes" means "agree" or the "no" means "disagree." For example, if the respondent says "yes" after you have read the question, you could say: "Does yes mean that you agree with the statement I just read, and think it describes how your parents felt while you were away?" If necessary, repeat the statement for the respondent.

RR68-69 Follow directions for RR67.

RR70 Give respondent some time to think about answer. If he/she seems hesitant, you might ask: "Were there any good things that happened to you while you were away?" If that elicits a "yes" response, ask if he/she can tell you about them. Record carefully and legibly all that the respondent says.

RR71-72 Follow guidelines for RR70.

RR73 Read all of the possible answer categories (except "Don't remember" and "refused") before accepting or recording an answer so that the respondent will be able to choose the answer that most closely corresponds to his/her situation.

RR74 Read the question and add "during this episode" as a reminder that we are still asking about a particular time away from home. We want to know about police involvement, so any time the respondent was picked up by the police, whether in the middle of the episode or to end the episode, record a "yes" response.

RR75 If respondent seems hesitant, you might say: "Remember, everything you tell me is confidential. No one will see or hear your answers, not even your parents." (Unless parent is listening.)

RR76 Read the question slowly, pausing after each type of facility so that it is clear to the respondent. If the respondent says "YES" probe which one. If the respondent names another place where he/she was held as a result of being picked up, be sure to record it in the space beside "Other." Note that a "NO" or "DK" answer skips to RR-78.

RR77 Whether the respondent was picked up and placed in one or more than one facility during this episode we would like to know the total number of hours, days, weeks, or months he/she was so detained. Carefully record the respondent's answer in the correct space, according to whether the answer was hours, days, weeks or months. Before accepting a "DK" response ask the respondent if he/she can make an estimate. If he/she has trouble remembering you might ask: "Well, do you remember when you were picked up? Was it a weekend, weekday, at night in morning? Did you spend the night?...etc. If an estimate is given, be sure to write EST next to it. Do not try to probe too long - if one or two questions does not help the respondent to remember, discontinue the questioning.

RR78-79 You may not need to read RR-78 if the respondent mentioned a crime he/she was involved in while answering RR-75. If so, just confirm here that the respondent was involved in a crime, and confirm the type of crime. Note the skips for RR78--a NO, DK, or REFUSED skips to RR-80.

RR-80-82

This sequence of questions will require judgement and sensitivity on your part, if a respondent has trouble answering. If the respondent seems hesitant, you might say, "These are things that sometimes happen to young people. This study is concerned about all the different things that could affect their safety," or "Remember that your answers are strictly confidential and anonymous." If respondent asks for clarification, "Sexually abused" includes physical contact such as touching, fondling, penetration, etc. Verbal assault, or sexual harassment is not included.

If the respondent says "No" to all three questions, you will skip to RR-103 on page 27!

You will need to be very familiar with the sequence of questions on pages 23-27 so that you won't be confused if the respondent says "Yes" to one of the three questions 80-82. The skip process is not as complicated as it appears at first glance:

First, you will ask RR-83 for each "Yes" response in RR-80-82. If the respondent was sexually abused, or there was an attempt, or he/she was physically harmed, we want to know what happened and who did it. Try to judge whether the respondent is unwilling to describe the incident(s). Again, if you sense hesitation, you could say something like the above suggested, "These are things that sometimes happen to young people. This study is concerned about the different things that affect their safety. Remember that your answers are strictly confidential and anonymous." If at any time the respondent refuses to answer a question, just move on to the next question in the sequence, without comment or argument, recording RF for the response.

Secondly, after you have asked RR-83 for each "Yes" in RR-80-82, you need to determine what page to skip to next. You will see that page 23 could be referred to as the "physical harm" page. If physical harm is mentioned (RR-82 = YES) you will complete this page. Page 24 is the "sexual harm" page. If sexual abuse or an attempt is mentioned (RR-80 or 81= YES) you will complete this page. If both physical harm and sexual abuse or attempt is mentioned, you will simply complete the physical harm page first, and then the sexual harm page. If no physical harm was mentioned, you will of course skip over the physical harm page and go directly to the sexual harm page. Make sense?

It's best if you just remember to complete the physical harm page if the respondent says "Yes" to RR-82, and complete the sexual harm page if the respondent says "Yes" to RR-80 or RR-81. Complete both pages if the respondent experienced both.

RR84

This is only asked if the respondent answered "Yes" to RR-82. It doesn't matter if the respondent initiated the actions. Read all of the possible answer categories (except "DK") before accepting or recording an answer so the respondent will be able to choose the answer that most closely corresponds to his/her situation.

- RR85 We are interested in whether the respondent received any medical treatment as a result of the abuse either when he/she was away or after he/she returned. Medical treatment includes any treatment by a nurse or physician, whether it was in a physician's office, clinic, hospital, or other location. Note that a "NO" skips to RR87. If you are not sure whether the response qualifies as medical treatment, write the response verbatim in the margin.
- RR86 We are looking for the type of facility, rather than a name. Probe to identify the type of facility (hospital, shelter, free clinic, etc.)
- RR87 Self-explanatory. Go to "sexual harm" page, questions RR-88-91, if the respondent reported sexual abuse or attempt in RR-80 or 81. Otherwise skip to RR-92.
- RR88 This is only asked if the respondent reported sexual abuse or attempt (RR-80 or RR81 = YES). Read all of the possible answer categories (except "DK") before accepting or recording an answer so the respondent will be able to choose the answer that most closely corresponds to his/her situation.
- RR-89 Again, we are interested in whether the respondent received any medical treatment as a result of the abuse, either when the respondent was away or after he/she returned. Medical treatment includes any treatment by a nurse or physician, whether it was in a physician's office, clinic, hospital, or other location. A "NO" response skips to RR91. If you are not sure whether the response qualifies as medical treatment, write the response verbatim in the margin.
- RR-90 We are looking for the type of facility, rather than a name. [Probe for the type of facility: hospital, free clinic, shelter, etc.]
- RR-91 Self-explanatory. Proceed to RR-92.
- RR-92 We want to know if the respondent was moved from his/her original location by his/her assailant(s). By moved away from his/her original "location" we mean from wherever the respondent was located just before the incident occurred. In other words, the respondent was moved to another location to facilitate the abuse. (For example, the abuser could have lured the respondent from the street to a building.) Note that taking the respondent even a few feet constitutes "moving from original location."

Note that "NO" or "DK" skips to RR-99.

- RR-93 If the respondent is not sure what you mean when you ask this question you could say: "Well were you carried, or made to enter a vehicle, ... did you walk to the new location ... or were you moved in some other way?" (If the answer does not fit one of the first three categories, be sure to record on the "OTHER, specify" line how the respondent was moved (for example: "train," "subway," "boat" etc.).
- RR-94 If the respondent seems unsure of what is meant by force or threat do not give examples. You could say: "Well, do you think the person who took you used any kind of force or threat?" If the answer to this question is "yes" ask "What kind of force or threat?" and record the answer on the line provided, using the blank space under the question to completely record the answer, if needed.
- RR-95 Do not define or give examples of "lured" or "persuaded" but, if necessary, say: "Do you think you were lured or persuaded in some way to go with the person?" If the answer is "YES" ask the respondent to tell you how he/she was lured or persuaded. Record the answer on the line, using the blank space under the question if necessary.
- RR-96 Do not read categories to respondent. Be familiar with the categories, listen carefully to the answer, and probe as necessary to properly categorize it. Response "1" should only be circled if the respondent was kept in a vehicle the entire time he/she was with the person who abused or attempted to abuse him/her. If the respondent tells you that he/she was taken to a vehicle but it is not clear whether he/she was taken to a vehicle for the whole episode, you should probe by asking: "Did the person keep you in the(vehicle/car/truck) the entire time you were with that person?" If you circle "5" for "OTHER, specify" be sure to record where the respondent was taken.
- RR-97 It may be difficult for the respondent to give you an exact number of feet/yards/miles. Before accepting a "DK" answer, ask the respondent if he/she could give you an estimate of how far he/she was moved, "Was it several feet, yards, miles...." might give him/her a start. If the respondent's answer is something like "2 blocks" write that in the margin and do not record anything in the boxes. Be careful to record the answer in the right space, according to whether it was feet, yards, or miles.
- RR-98 The question is asked to find out if the respondent was moved so that the abuse/attempted abuse could not be seen by other people.

RR-99 Stress "against your will" when you read the question. Do not try to explain "stopped" or "held" to the respondent; if he/she indicates that he/she doesn't understand what is meant, just say: "Well, do you think you were stopped or held against you will?"

RR-100 This question is only asked if the respondent was moved less than 20 feet from the original location, as reported in RR-97. (We don't need to know if the respondent was kept by threat or force if they were moved more than 20 feet.) "Held there" refers to the location the respondent was moved to in order to assault him/her. If the answer is "Yes" ask: "What kind of threat or force" and record the answer on the lines provided. A "NO" or "DK" skips to RR-102.

RR-101 Stress "after the assault" when you read this question. If he/she says "don't know" ask the respondent if he/she could make an estimate of how long he/she was kept..."was it minutes, hours, days..." might give him/her a start. Be careful to record the number in the correct set of boxes according to whether it was minutes, hours, or days.

RR-102 Give respondent time to think about this. If he/she asks what you mean, you could say "Well, do you think you started having nervousness or bad dreams because of your experiences while away?"

RR103-6 Do not probe a "Don't know" response. Record and move on to next question.

Note for RR-106 ("Were you harmed in any other way?") that if the respondent told earlier of physical or sexual harm, he/she may feel that this question has already been answered. You could say, "This question is meant to ask about things that might not have come up yet in our discussion. For instance, did you feel you were harmed in any other way?"

If the respondent answered "Yes" to any of the victimization questions 103-106, go to RR-107 on the next page and ask about each incident. Otherwise, go to RR-108.

RR-107 Ask RR-107 for each "Yes" response in questions RR103-106.

RR-108 Substitute appropriate wording for "parents" if respondent lived with nonparent caretakers. Do not probe a "Don't know" response.

- RR-109 If respondent indicates that he/she does not understand what is meant, you could say: "Well, do you think there was anything that happened that your parents (caretakers) wouldn't understand?" Note that a "NO" or "DK" response skips to RR-111.
- RR-110 Again, carefully and legibly record the response.
- RR-111 Do not read categories. Carefully circle the answer the respondent gives. If the respondent doesn't know or can't remember, use the categories to probe for an estimate. You could say, "Well, do you think it was once? or twice? More than three times? None?"
- RR-112 Substitute appropriate wording for "parents" if necessary. Read all of the answer categories (except "DK" and "Refused") before accepting or recording an answer. Read slowly enough so that the respondent hears each choice and has time to think about which one is most appropriate.
- RR-113 Read all of the answer categories (except "DK" and "Refused") before accepting or recording an answer.
- RR-114 We want to know whether the respondent thinks of this episode as a case of himself/herself running away. No matter how he/she responds, we ask RR-115 next.
- RR-115 Ask regardless of the response to RR-114. We want to know if the respondent felt forced out of the household.
- It's possible that the respondent could answer "YES" to both 114 and 115. If so, you will go to RR-117 (Would you consider it more running away or being forced out?). It's also possible that he/she could answer "NO" to both 114 and 115. Then you will go to RR-116 (What would you call it?). If he/she answers "YES" to one and "NO" to the other you will skip both 117 and 118 and read RR-119.
- RR-116 This is only asked if the respondent said "NO" to both 114 and 115. If he/she doesn't think of it as "running away" or "being forced out," we want to know what he/she considers it to be.

- RR-117 This is only asked if the respondent said "YES" to both 114 and 115. If the respondent thinks it was partly "running away" and partly "being forced out," we want to know if he/she considers it to be one more than the other at all.
- RR-118 Everyone gets this question. Remind the respondent of the twelve month period. Now we want to know about the time prior to the 12 month period (does the respondent have a "history" of running away?)
- RR-119 We want to know what influenced the respondent the first time he/she ran away. The respondent may have only run away the one time, but you can still read the question as worded.
- RR-120 This question is only asked of Nonepisode children who gave information about an episode.

SECTION E

E1-5 Read categories to respondent. The dotted line indicates that you are not to read "Don't Know" or "Refused." If the respondent does not give an answer that fits in a category, repeat all the categories, not just the one or two categories closest to the response, and have the respondent choose one.

NOTE: Anytime the word "parents" is used in the questionnaire, it should be in parentheses to indicate that the respondent's caretaker(s) or guardian(s) may not be his/her parents. We are interested in the respondent's interaction with his/her guardian(s), whoever they might be. If the respondent raises the point that he/she is not living with one or both parents, you may need to clarify that "caretaker" can substitute for "parent."

E6 Confirm the answer the respondent gives, as indicated. It is important to clarify that the answer we record is the number of hours the parents did not know where the child was. If the response is "hardly ever" you should say, "So your parents almost always knew where you were?" (There is a good chance of confusion here, so we want to make sure that "hardly ever" does not mean "They hardly ever knew where I was.")

E7 Read all four statements to the respondent before accepting a response.

E8 If the response to the first part of the question is "yes," you will read, "For how many days all together?" and ask, "1 or 2 days? 3-6 days? 7-15 days? or More than 16 days?"

E9 Read categories to respondent, except "I don't care," "DK," and "Refused."

E10-14 Read statement unhurriedly, stressing "future plans" and allowing respondent time to adjust to new categories and perspective. If anything is unclear to respondent, do not try to define or explain what the question means. Simply repeat the question. You could say, "Well, do you think that you have definite plans about what to do when you finish school?"

E15-27 Read the statement stressing "the month before the episode." Periodically remind the respondent that these questions refer to the month before the episode. If the respondent does not respond with one of the choices, again, repeat all of the choices to the respondent. (i.e., if the respondent says, "half the time," you could say, "Would you say that it happened Very Often, Several Times, Once or Twice, or Never in the past month?")

If the respondent asks what you mean by a particular question (e.g., "showed you that they like to have you around"), tell him or her: "this can include anything that you felt showed you that [PARENT] appreciated having you around. Then repeat the entire question and response options, i.e. "How often in the month before the episode did they show you that they like to have you around? ...Very Often, Several times, Once or twice, or Never?"

***Important! If the respondent says he/she has been punished by being sent out of the home (a response of "once or twice," "several times," or "very often" to E24), you must remember to complete the pink sheet at the end of Section E. Be alert to this as you administer this section.

E28-35 These questions refer to behaviors of the respondent toward the parents. Follow guidelines for E15-27, periodically reminding the respondent of the time frame.

E36-43 Again, periodically remind the respondent that we are asking about the month before the episode.

E44-60 Read the statement and stress the change in time period. It is very important that the respondent be kept alert to the time period specified. It is good to periodically remind the respondent of the time frame by repeating, "In the six months before the episode how often had you...."

Again, if a respondent has trouble answering or is uncertain about what is meant, clarify by saying "This could be anything where you thought/felt that...someone started a fight with you." The point is that we want the respondent's interpretation of the question and its meaning.

- E61-63 Read the categories, except those separated by the dotted line. If the parents were not living together in that six month period, "caretakers" can be substituted for "parents."
- E64-65 It is not necessary that the respondent tell you which member of the household perpetrated the behavior toward the child, but if this (or any other) information is volunteered, you should record that information in comments. The answer to either of these questions does not depend on whether or not the child in any way initiated the behavior.
- E66 We want to know if the respondent was contacted by a professional in a "help" position. Read the possible contacts slowly so that respondent can hear and think about each one.
- E67 We want the type of person who talked to the respondent (doctor, counselor) rather than a name.
- E68 We want to know if the respondent initiated the contact with a professional.
- E69 Again, record the type of person who talked to the respondent (doctor, counselor) rather than a name.
- E70-73 These questions are only asked if the respondent indicated that the parent had punished the respondent by sending him/her out of the home in the month before the episode--either "once or twice," "several times" or "very often" at E24.
- Be sure that you get answers to each part of question E70. Notice that we want to know what the parent told the respondent to do...how long they were told to stay away, and where they were told to go. E72-73 ask what the respondent actually did and what actually happened.
- RR-121 Ask all respondents this question. We want to know what the respondent thinks might have kept him/her from leaving home. This is the last question for all respondents.

APPENDIX E:

NONEPISODE QUESTIONNAIRE
QUESTION BY QUESTION SPECIFICATION

QUESTION BY QUESTION SPECIFICATIONS

NON-EPIISODE QUESTIONNAIRE

NON-EPIISODE INTERVIEWS:

If you are contacting a Non-Episode respondent, you will use the blue questionnaire. It has two parts: Introduction and Section E. Two questions in the Introduction (questions NI-8 and NI-11) may reveal that the Non-Episode respondent actually has run away or been "thrown out" in the twelve-month study period, and in that case you will be directed to change to an Episode questionnaire. Also, if at any later time you discover that the respondent has run away or been forced out IN THE TWELVE MONTH STUDY PERIOD, you should administer the Episode questionnaire.

INTRODUCTION:

The introductory paragraph is perhaps the most important part of the questionnaire. You can spark the respondent's interest and respect by being natural and interested in the respondent, as with a potential friend. Try to put yourself in his/her place...think about how you would like to be approached for an interview.

The relationship of the child to the original respondent will be provided on the contact page. Asking if the child can talk privately anticipates that an adult might be in the same room with the child, and gives the child the opportunity to voice what he/she might otherwise be unable to tell you. We want to ensure that each child answers questions as freely as possible without the influence of someone listening.

NI-1-3 Self-explanatory. If at any time you are not certain of how to code a response, record the response verbatim.

NI-4 The cover page should indicate the child's gender, as specified in the parent interview, so you won't need to ask. If there seems to be a mistake, or you're not sure, you could say, "And I need to confirm your sex: are you male or female?"

- NI-5 Blanks should be filled in with the date of the last interview with the parent and the date 12 months prior to that. (i.e., if the original respondent was interviewed in Sept 88, we want to ask about the time period "between Sept 87 and Sept 88." It is important to discuss the same time period with the child as was discussed with the parent.
- In this question we want to know if the child "lived" anywhere else in that twelve month period. The child "lived" somewhere else if he/she stayed overnight somewhere else for at least two consecutive weeks.
- NI-6 As specified, probe for dates rather than just a period of time. If the respondent is unable to specify a date, ask if he/she can make an estimate and record it as "EST".
- NI-7 We want to know how often the respondent spent the night away from the household. Make sure the respondent makes the switch with you, from questions about "living elsewhere" to questions about one or more night stays away from the household. If the respondent has trouble remembering, ask if he/she can make an estimate. Probe, "do you think it was more than once a month?" "Less than once a month?"
- NI-8 Dates should be filled in as above (date of parent interview and date twelve months previous to it). This question may reveal that the respondent has in fact left home without permission in the twelve month time period, contrary to what was reported by the parent. If so, he/she becomes an Episode child, and you will be directed to switch to the Episode Questionnaire after confirming the date of the episode. That is, if the respondent answers "yes," you will go to NI-9 and establish the date of the episode before being directed to stop the Non-Episode Questionnaire and go to the Episode Questionnaire. (The episode must fall within the twelve month period to be counted as a study episode.) It is very important that any child who reports an episode within the twelve month period is administered the Episode Questionnaire!
- NI-9 Use recall aids such as citing special events or seasons to try to get the respondent to give you his/her best answer. Try to get respondent to give you dates, or if not, their best estimate. Write "EST" beside estimates. Go to RRI of the Episode Questionnaire as directed.

- NI-10 The respondent must say "no" to NI-8 to reach this point. The blank should be filled in with the date 12 months prior to the parent interview. We want to know if the respondent ever "ran away," before the twelve month period. A "yes" response here will not lead to an Episode interview because it did not happen in the twelve month period, but we do want to know what happened, so a "yes" response goes to NI-11. A "no" response skips to NI-12.
- NI-11 Carefully and legibly record the response.
- NI-12 Blanks should be filled in with the date of the parent interview and the date twelve months prior to it. Similar to NI-8, this question may reveal that the child has in fact been forced out of the household in the twelve-month period specified, contrary to what the parent reported in the earlier interview. If so, he/she becomes an Episode child, and again you will be directed to go to the Episode Questionnaire after establishing the date of the episode.
- NI-13 Again, try to get the respondent to give you his/her best answer. Help the respondent to pinpoint the date if he/she has trouble remembering, or their best estimate. Write "EST" beside estimates. Go to RR-1 of the Episode questionnaire as directed.
- NI-14 The blank should be filled in with the date 12 months prior to the parent interview. We want to know if the respondent ever felt they were "thrown out," before the twelve month period. Again, a "yes" response will not lead to an Episode interview, because it happened before the twelve month period, but we do want to know what happened, so a "yes" response goes to NI-15.
- NI-15 Carefully and legibly record the response.

SECTION E

- E1-5 Read categories to respondent. The dotted line indicates that you are not to read "Don't Know" or "Refused." If the respondent does not give an answer that fits in a category, repeat all the categories, not just the one or two categories closest to the response, and have the respondent choose one.
- NOTE: Anytime the word "parents" is used in the questionnaire, it should be in parentheses to indicate that the respondent's caretaker(s) or guardian(s) may not be his/her parents. We are interested in the respondent's interaction with his/her guardian(s), whoever they might be. If the respondent raises the point that he/she is not living with one or both parents, you may need to clarify that "caretaker" can substitute for "parent."
- E6 Confirm the answer the respondent gives, as indicated. It is important to clarify that the answer we record is the number of hours the parents did not know where the child was. If the response is "hardly ever" you should say, "So your parents almost always knew where you were?" (There is a good chance of confusion here, so we want to make sure that "hardly ever" does not mean "They hardly ever knew where I was.")
- E7 Read all four statements to the respondent before accepting a response.
- E8 If the response to the first part of the question is "yes," you will read, "For how many days all together?" and ask, "1 or 2 days? 3-6 days? 7-15 days? or More than 16 days?"
- E9 Read categories to respondent, except "I don't care," "DK," and "Refused."
- E10-14 Read statement unhurriedly, stressing "future plans" and allowing respondent time to adjust to new categories and perspective. If anything is unclear to respondent, do not try to define or explain what the question means. Simply repeat the question. You could say, "Well, do you think that you have definite plans about what to do when you finish school?"

E15-27

Read the statement stressing "the past month." Periodically remind the respondent that these questions refer to the past month. If the respondent does not respond with one of the choices, again, repeat all of the choices to the respondent. (i.e., if the respondent says, "half the time," you could say, "Would you say that it happened Very Often, Several Times, Once or Twice, or Never in the past month?")

If the respondent asks what you mean by a particular question (e.g., "showed you that they like to have you around"), tell him or her: "this can include anything that you felt showed you that [PARENT] appreciated having you around. Then repeat the entire question and response options, i.e. "How often in the (past month did they show you that they like to have you around? ...Very Often, Several times, Once or twice, or Never?"

***Important! If the respondent says he/she has been punished by being sent out of the home (a response of "once or twice," "several times," or "very often" to E24), you must remember to complete the pink sheet at the end of Section E. Be alert to this as you administer this section.

E28-35

These questions refer to behaviors of the respondent toward the parents. Follow guidelines for E15-27, periodically reminding the respondent of the time frame.

E36-43

Again, periodically remind the respondent that we are asking about the past month.

E44-60

Read the statement and stress the change in time period. It is very important that the respondent be kept alert to the time period specified. It is good to periodically remind the respondent of the time frame by repeating, "In the last six months how often had you...."

Again, if a respondent has trouble answering or is uncertain about what is meant, clarify by saying "This could be anything where you thought/felt that...someone started a fight with you." The point is that we want the respondent's interpretation of the question and its meaning.

- E61-63 Read the categories, except those separated by the dotted line. If the parents were not living together in the past six months, "caretakers" can be substituted for "parents."
- E64-65 It is not necessary that the respondent tell you which member of the household perpetrated the behavior toward the child, but if this (or any other) information is volunteered, you should record that information in comments. The answer to either of these questions does not depend on whether or not the child in any way initiated the behavior.
- E66 We want to know if the respondent was contacted by a professional in a "help" position. Read the possible contacts slowly so that respondent can hear and think about each one.
- E67 We want the type of person who talked to the respondent (doctor, counselor) rather than a name.
- E68 We want to know if the respondent initiated the contact with a professional.
- E69 Again, record the type of person who talked to the respondent (doctor, counselor) rather than a name.

E70-73

These questions are only asked if the respondent indicated that the parent had punished the respondent by sending him/her out of the home in the past month--either "once or twice," "several times" or "very often" at E24.

Be sure that you get answers to each part of question E70. Notice that we want to know what the parent told the respondent to do...how long they were told to stay away, and where they were told to go. E72-73 ask what the respondent actually did and what actually happened.

NR-1

A "yes" response goes to NR-2. All other responses go to NR-3.

NR-2

Make sure that the response answers the question asked. If the respondent seems to be missing the question, ask him/her to give you reasons why he/she did not run away. You could say, "Can you think of any of the reasons why you didn't run away?" Probe to get as full an answer as possible.

NR-3

Again, make sure that the response answers the question asked. If the respondent has trouble answering the question, you could say, "Do you think you are different from kids who do run away? How?"

APPENDIX F:

CODEBOOK

Codebook listing - CDBK1

Variable # 1 - observation number
Start column = 1 Number of columns = 3 Type = Numeric

Variable # 2 - child enumeration id: kenmid
Start column = 4 Number of columns = 9 Type = Numeric

Variable # 3 - maindatc:last date of contact with HH
Start column = 13 Number of columns = 6 Type = Numeric

Variable # 4 - rrelat: orig resp rel. to child (ATP)
Start column = 19 Number of columns = 2 Type = Numeric

01=Mother
02=Father
03=Stepmother
04=Stepfather
05=Adoptive mother
06=Adoptive father
07=Grandmother
08=Grandfather
09=Aunt
10=Uncle
11=Foster mother
12=Foster father
13=Female guardian
14=Male guardian
15=Brother
16=Sister
17=Male babysitter
18=Female babysitte
91=Other

Variable # 5 - kidinter:parent requested to listen?
Start column = 21 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 6 - kidssex: Sex of Child (ATP)
Start column = 22 Number of columns = 1 Type = Numeric

1=Male
2=Female

Variable # 7 - Kidsage: Age of Child (ATP)
Start column = 23 Number of columns = 2 Type = Numeric

Variable # 8 - Episode: Episode/Nonepisode Child (ATP)
Start column = 25 Number of columns = 1 Type = Numeric

1=Episode
2=Nonepisode

Variable # 9 - Datepis: Date of Episode (ATP)
Start column = 26 Number of columns = 4 Type = Numeric

Variable # 10 - Thrway?: Is Child a Throwaway?
Start column = 30 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 11 - Listen: Did Parent(s) Listen?
Start column = 31 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 12 - Age: Age of Child (EI-1, NI-1)
Start column = 32 Number of columns = 2 Type = Numeric

Variable # 13 - Race: Race of Child (EI-2, NI-2)
Start column = 34 Number of columns = 1 Type = Numeric

1=Amer.Ind/Alaskan
2=Asian/Pac.Island
3=Blk/not hispanic
4=Hispanic
5=White/not hispan
6=Other

Variable # 14 - Grade:Current grade in school(EI-3,NI-3)
Start column = 35 Number of columns = 2 Type = Numeric

01=sixth grade
02=seventh grade
03=eighth grade
04=ninth grade
05=tenth grade
06=eleventh grade
07=twelfth grade
09=dropped out
10=college/HS grad
11=other

Variable # 15 - EI-3b, NI-3b: Grade complete before dropout
Start column = 37 Number of columns = 2 Type = Numeric

01=sixth grade
02=seventh grade
03=eighth grade
04=ninth grade
05=tenth grade
06=eleventh grade

Variable # 16 - EI-4, NI-4: Gender of child
Start column = 39 Number of columns = 1 Type = Numeric

1=Male
2=Female

Variable # 17 - NI-5: Nonepisode resp.gone 2wks past yr?
Start column = 40 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 18 - NI-6: Amt time child lived elsewhere
Start column = 41 Number of columns = 1 Type = Numeric

1=2-4 weeks
2=5-8 weeks
3=9-16 weeks
4=17-32 weeks
5=more than 32 wee
8=Don't Know

Variable # 19 - NI-7: How often child away overnight?
Start column = 42 Number of columns = 2 Type = Numeric

01=weekly +/51+
02=weekly/50
03=every 2 weeks/25-49
04=every 3 weeks/17-24
05=once a month/12-16
06=every 2 months/5-11
07=3-4 times a year
08=1-2 times a year
09=never
10=Don't Know

Variable # 20 - NI-8: NI Resp reports episode in past yr
Start column = 44 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 21 - NI-9: Date NI resp gone w/o permission
Start column = 45 Number of columns = 6 Type = Numeric

Variable # 22 - NI-10:NI resp reports episode:ever
Start column = 49 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 23 - NI-12:NI resp reports throwaway:past yr
Start column = 52 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 24 - NI-13:NI resp. reports throwaway:date
Start column = 53 Number of columns = 4 Type = Numeric

Variable # 25 - NI-14:NI resp reports throwaway:ever
Start column = 57 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 26 - Caretaker: Who are the childs caretakers?
Start column = 58 Number of columns = 2 Type = Numeric

01=mother & father
02=mom & stepfather
03=dad & stepmother
04=mother only
05=mom & boyfriend
06=father only
07=dad & girlfriend
08=other relative
09=foster care
10=other (specify)

11= sibling
12= grandparents

Variable # 27 - E1: Number of close friends
Start column = 60 Number of columns = 1 Type = Numeric

1=None
2=1
3=2
4=3-4
5=5-6
6=7-8
7=9+
8=Do Not Know

Variable # 28 - E2: Time spent with friends each day
Start column = 61 Number of columns = 1 Type = Numeric

1=almost no time
2=1/2 hour
3=1 hour
4=2 hours a day
5=3 or more hours
8=Do not know

Variable # 29 - E3: time spent each day with parents
Start column = 62 Number of columns = 1 Type = Numeric

1=almost no time
2=1/2 hour
3=1 hour
4=2 hours a day
5=3 or more hours
8=Do not know

Variable # 30 - E4: time spent alone each day
Start column = 63 Number of columns = 1 Type = Numeric

1=almost no time
2=1/2 hour
3=1 hour
4=2 hours a day
5=3 or more hours
8=Do not know

Variable # 31 - (E5) Number of Clubs, Sport Teams, etc.
Start column = 64 Number of columns = 1 Type = Numeric

1=none
2=one
3=two
4=three
5=four or five
6=six or seven
7=eight or more
8=dont know

Variable # 32 - (E6) # Hrs per day childs location unkwn
Start column = 65 Number of columns = 1 Type = Numeric

1=hardly ever
2=1-2 hours
3=3-4 hours
4=5-6 hours
5=7-8 hours
6=9 hours or more
8=dont know

Variable # 33 - (E7) Amt of freedom parents give child
Start column = 66 Number of columns = 1 Type = Numeric

1=always know
2=know most of tim
3=know unusual tim
4=free most of tim
8=dont know

Variable # 34 - (E8) Past Yr: child skipped school?
Start column = 67 Number of columns = 1 Type = Numeric

1=no
2=yes, 1-2 days
3=yes, 3-6 days
4=yes, 7-15 days
5=yes, 16+ days
8=dont know

Variable # 35 - (E9) How good a student R wants to be
Start column = 68 Number of columns = 1 Type = Numeric

1=best in class
2=top half of clas
3=middle of class
4=just get by
5=I dont care
8=dont know

Variable # 36 - (E10) R will finish High School?
Start column = 69 Number of columns = 1 Type = Numeric

1=Yes
2=No
3=havent thought
8=dont know

Variable # 37 - (E11) R will go to college
Start column = 70 Number of columns = 1 Type = Numeric

1=Yes
2=No
3=havent thought
8=dont know

Variable # 38 - (E12) R can do things well
Start column = 71 Number of columns = 1 Type = Numeric

1=Yes
2=No
3=havent thought
8=dont know

Variable # 39 - (E13)R knows what type of person will be
Start column = 72 Number of columns = 1 Type = Numeric

1=Yes
2=No
3=havent thought
8=dont know

Variable # 40 - (E14)R has plans for after school
Start column = 73 Number of columns = 1 Type = Numeric

1=Yes
2=No
3=havent thought
8=dont know

Variable # 41 - (E15) P-C said nice things
Start column = 74 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 42 - (E16) P-C Helped with homework
Start column = 75 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 43 - (E17) P-C showed they liked you
Start column = 76 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 44 - (E18) P-C did things together
Start column = 77 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 45 - (E19) P-C did thing when you were tired
Start column = 78 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 46 - (E20) F-C hugged or kissed
Start column = 79 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 47 - (E21) P-C comforted
Start column = 80 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 48 - (E22) P-C made to feel loved
Start column = 81 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 49 - (E23) F-C Taught things C wanted to know
Start column = 82 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 50 - (E24) P-C sent out of home
Start column = 83 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 51 - (E25) F-C scolded and yelled
Start column = 84 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 52 - (E26) P-C slapped
Start column = 85 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 53 - (E27)P-C worried couldnt care for self
Start column = 86 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 54 - (E-28) C-P said nice things
Start column = 87 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 55 - (E29) C-P Helped with Work
Start column = 88 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 56 - (E30) C-P showed you like them
Start column = 89 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 57 - (E31) C-P do things together
Start column = 90 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 58 - (E32) C-P did things when P was tired
Start column = 91 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 59 - (E33)C-P kissed or hugged
Start column = 92 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 60 - (E34) C-P comforted
Start column = 93 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 61 - (E35)C-P made P feel loved
Start column = 94 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 62 - (E36) Fought about money or allowance
Start column = 95 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 63 - (E37) Fought about watching TV
Start column = 96 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 64 - (E38) Fought about child's friends
Start column = 97 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 65 - (E39) Fought about drugs or alcohol
Start column = 98 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 66 - (E40) Fought about child's sexual behavior
Start column = 99 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 67 - (E41) Fought about child's appearance
Start column = 100 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 68 - (E42) Fought about school work
Start column = 101 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 69 - (E43) Fought about respecting parents
Start column = 102 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 70 - (E44)Gave teach.fake excuse for absence
Start column = 103 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 71 - (E45)Took something worth \$5 or less
Start column = 104 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 72 - (E46) Broke into a place
Start column = 105 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 73 - (E47)Damaged property for fun
Start column = 106 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 74 - (E48)R started physical fight w/someone
Start column = 107 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 75 - (E49)Someone started physical fight w/ R
Start column = 108 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 76 - (E50)R Used force to get money
Start column = 109 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 77 - (E51)R Used force to have sex
Start column = 110 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 78 - (E52) someone threatened R with rape
Start column = 111 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 79 - (E53)Someone touched Rs sex parts
Start column = 112 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 80 - (E54)Someone sexually assaulted R
Start column = 113 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 81 - (E55) R used Marijuana
Start column = 114 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 82 - (E56) R sniffed glue/inhaled fumes
Start column = 115 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 83 - (E57) R drank beer,wine,liquor
Start column = 116 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 84 - (E58) R used hard drugs
Start column = 117 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 85 - (E59) R sold drugs
Start column = 118 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 86 - (E60) Respondent got arrested
Start column = 119 Number of columns = 1 Type = Numeric

4=Very Often
3=Several Time
2=Once or Twice
1=Never
8=dont know

Variable # 87 - (E61) Freq. Parents argue w/each other
Start column = 120 Number of columns = 1 Type = Numeric

1=once a day
2=every 2-3 days
3=once a week
4=1-2 times/month
5=every few months
6=less frequently
7=never
8=dont know

Variable # 88 - (E62)Freq parents had serious fights
Start column = 121 Number of columns = 1 Type = Numeric

1=once a day
2=every 2-3 days
3=once a week
4=1-2 times/month
5=every few months
6=less frequently
7=never
8=dont know

Variable # 89 - (E63)Freq parents had physical fights
Start column = 122 Number of columns = 1 Type = Numeric

1=once a day
2=every 2-3 days
3=once a week
4=1-2 times/month
5=every few months
6=less frequently
7=never
8=dont know

Variable # 90 - (E64) P-C ever hit really hard?
Start column = 123 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 91 - (E65) P-C injured?
Start column = 124 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 92 - (E66)R evr contacted by Dr,Nurse,etc.?
Start column = 125 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 93 - (E67) Who contacted R about emot. probs?
Start column = 126 Number of columns = 1 Type = Numeric

1=doctor/nurse
2=probatn officer
3=social worker
4=teacher/coach
5=counselor/psych
6=school counselor
7=several people
8=dont know
9=other

Variable # 94 - (E68)R ever contact Dr,Nurse,Soc.Worker?
Start column = 127 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 95 - (E69)Who contacted R about emot. problem
Start column = 128 Number of columns = 1 Type = Numeric

1=doctor/nurse
2=probatn officer
3=social worker
4=teacher/coach
5=counselor/psych
6=school counselor
7=several people
8=dont know
9=other

Variable # 96 - (E70) Describe throwaway episode
Start column = 129 Number of columns = 1 Type = Numeric

1=specific place
2=parent knew wher
3=just get out
4=didnt mean it
5=other

Variable # 97 - (E71)time of day: throwaway episode
Start column = 130 Number of columns = 1 Type = Numeric

1=6AM-12Noon
2=1PM-5PM
3=6PM-12Midnight
4=1AM-6AM
8=dont know

Variable # 98 - (E72) Length of Episode:Throwaway
Start column = 131 Number of columns = 4 Type = Numeric

Variable # 99 - (E73)Describe Throwaway Episode
Start column = 135 Number of columns = 1 Type = Numeric

Variable # 100 - (NR1) Episode Considered,No Action?
Start column = 136 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 101 - (NR2)What prevented episode?

Start column = 137 Number of columns = 1 Type = Numeric

1=lack of means
2=fear
3=no place to go
4=miss parents
5=no probs. solved
6=no transportatn
7=no motivation
8=dont know
9=other

Variable # 102 - (NR3)How R. and RAways are different

Start column = 138 Number of columns = 2 Type = Numeric

01=R can cope
02=better P-C relat
03=parental love
04=scolded too much
05=physical abuse
06=sexual abuse
07=bad kids
09=P-C dont care
10=more family probs.
08=dont know
11=other

Variable # 103 - (NR4) Resp. Friends/Acq runaways?

Start column = 140 Number of columns = 1 Type = Numeric

1=Yes
2=No

Codebook listing - CB2NEW

Variable # 1 - observation number
Start column = 1 Number of columns = 3 Type = Numeric

Variable # 2 - kenmid: child enumeration id
Start column = 4 Number of columns = 9 Type = Numeric

Variable # 3 - (EI-5) Duration of Episode (ATP)
Start column = 13 Number of columns = 4 Type = Numeric
9999=10,000+ hours *several + few = 3*

Variable # 4 - (EI-5) Child recalls Episode (Recall)
Start column = 17 Number of columns = 1 Type = Numeric
1=Yes
2=No

Variable # 5 - (EI-6) Child reports a different episode
Start column = 18 Number of columns = 1 Type = Numeric
1=Yes
2=No

Variable # 6 - (EI-7) Child's date of Episode
Start column = 19 Number of columns = 4 Type = Numeric

Variable # 7 - (EI-8) Child reports any episodes?
Start column = 23 Number of columns = 1 Type = Numeric
1=Yes
2=No

Variable # 8 - (EI-8a) Date reported Episode in EI-8
Start column = 24 Number of columns = 4 Type = Numeric

Variable # 9 - RR1: Reasons for leaving
Start column = 28 Number of columns = 1 Type = Numeric
2=nonresponsive P
3=nonfam. problem
4=arguement w/ P
5=gen.probs w/ P
6=go somewhere
7=other
9=peer pressure

Variable # 10 - RR2A: any other episodes?
Start column = 29 Number of columns = 1 Type = Numeric
1=Yes
2=no

Variable # 11 - RR2B: # other episodes in same year
Start column = 30 Number of columns = 2 Type = Numeric

Variable # 12 - RR3: total # hours R was gone
Start column = 32 Number of columns = 4 Type = Numeric

0001=1 hour or less
8888=dont know

Variable # 13 - RR4: Date of Episode Discussed
Start column = 36 Number of columns = 4 Type = Numeric

Variable # 14 - RR5: Duration of Episode (ATC) in hours
Start column = 40 Number of columns = 4 Type = Numeric

0001=1 hour or less
8888=dont know

Variable # 15 - RR6: Day of Week Resp. Left
Start column = 44 Number of columns = 1 Type = Numeric

1=Monday
2=Tuesday
3=Wednesday
4=Thursday
5=Friday
6=Saturday
7=Sunday
8=~~Dont know~~ weekday 9=weekend

Variable # 16 - RR7: Time of Day R. Left
Start column = 45 Number of columns = 1 Type = Numeric

1=6AM-12Noon
2=1PM-5PM
3=6PM-12Midnight
4=1AM-5AM
8=Dont Know

Variable # 17 - RR8: R thought about it prior to episode
Start column = 46 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 18 - RR9: How long R thought about leaving
Start column = 47 Number of columns = 1 Type = Numeric

1=6 months or more
2=< 6 months
3=< 1 month
4=< a week
5=< a day
8=dont remember

Variable # 19 - RR10:Did R tell anyone R was going to go
Start column = 48 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 20 - RR11:What did R tell other person?
Start column = 49 Number of columns = 1 Type = Numeric

1=R was leaving
2=when be back
3=where going
~~4=said nothing~~
7=other
8=dont know/recall

Variable # 21 - RR11B: Who did you tell?
Start column = 50 Number of columns = 2 Type = Numeric

01=Mother
02=Father
03=Parents
04=Stepmother
05=Stepfather
06=Grandparnt care
07=Grdparnt no care
08=other caretaker
09=Sibling
10=Stepsibling
11=Moms boyfriend
12=Dads girlfriend
13=Friend
14=Boyfrd/girlfrd
15=other related
16=other unrelated
17=outside hh
18=other
19=several people
88=dont know

Variable # 22 - RR12:R argued w/someone else week before
Start column = 52 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 23 - RR13: R argued w/inside HH or outside HH
Start column = 53 Number of columns = 1 Type = Numeric

1=Inside HH
2=Outside HH
8=dont know

Variable # 24 - RR14: Who did R argue with
Start column = 54 Number of columns = 2 Type = Numeric

01=Mother
02=Father
03=Parents
04=Stepmother
05=Stepfather
06=Grdparent care
07=Grdparnt no care
08=other caretaker
09=Sibling
10=Stepsibling
11=Moms boyfriend
12=Dads girlfriend
13=Friend
14=Boyfrd/girlfrd
15=other related
16=other unrelated
17=outside hh
18=other
19=several in HH
28=dont know

Variable # 25 - RR15A: Topic of disagreement: Drugs?
Start column = 56 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 26 - RR15B:Topic of disagreement: Alcohol?
Start column = 57 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 27 - RR15C: Topic of disagreement: Sexual beh
Start column = 58 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 28 - RR15D:Topic of Disagreement:Criminal beh
Start column = 59 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 29 - RR15E: Topic of Disagrmt:Personal appear
Start column = 60 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 30 - RR15F:Topic of Disagrmt:Staying out late
Start column = 61 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 31 - RR15G:Topic of disagrmt: Friends?
Start column = 62 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 32 - RR15H:Topic of disagrmt:Personal Freedom
Start column = 63 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 33 - RR15I:Topic of disagrmt:School perform.?
Start column = 64 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 34 - RR15J:Topic of disagrmt:Brking Hse rules
Start column = 65 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 35 - RR15K: Other Topic of Disagreement?
Start column = 66 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 36 - RR15k1:Describe other topic of disagrmt
Start column = 67 Number of columns = 1 Type = Numeric

Variable # 37 - RR16: Any hitting,slapping in disagrmt?
Start column = 68 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 38 - RR17: Other Person -->R hit,slap,punch
Start column = 69 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 39 - RR18:R-->Other person Hit,slap,punch
Start column = 70 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 40 - RR19: other person-->R: any threats?
Start column = 71 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 41 - RR20: Any threats to physically harm R?
Start column = 72 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 42 - RR21:Any threats to take away privilege?
Start column = 73 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 43 - RR22:Any threats to kick R out of house?
Start column = 74 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 44 - RR23A: Other threats made to R?
Start column = 75 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 45 - RR23B:Describe other threats made to R.
Start column = 76 Number of columns = 1 Type = Numeric

1=None
2=does not apply
3=call in police
4=remove privilege
5=send child away
6=physical harm
7=phys restrict.
8=dont know
9=other

Variable # 46 - RR24:Left home: family or HH reasons?
Start column = 77 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 47 - RR25:What were the reasons for leaving?
Start column = 78 Number of columns = 2 Type = Numeric

01=none given
02=conflict w/HH mem
03=physical abuse
04=Sexual abuse
05=too strict
06=neg.HH atmospher
07=bored
09=test limits
10=independence,\$
11=too much work
12=other
13=lack of par.support
88=dont know

Variable # 48 - RR25b:HH member specified in RR25
Start column = 80 Number of columns = 2 Type = Numeric

01=Mother
02=Father
03=Parents
04=Stepmother
05=Stepfather
06=Grndpt caretkr
07=Grndpt no care
08=Other caretaker
09=Sibling
10=Stepsibling
11=Moms boyfriend
12=Dads girlfriend
13=Friend
14=boyfrd/girlfrd
15=Other related
16=Other unrelated
18=Other
19=Several in HH

Variable # 49 - RR26:R told to leave HH?
Start column = 82 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 50 - RR27:who told R to leave HH?
Start column = 83 Number of columns = 2 Type = Numeric

01=Mother
02=Father
03=Parents
04=Stepmother
05=Stepfather
06=Grdprnt caretker
07=Grdprnt no care
08=Other caretaker
09=Sibling
10=Stepsibling
11=Moms boyfriend
12=Dads girlfriend
13=Friend
14=boyfriend/girlfriend
15=other related
16=other unrelated
17=outside HH
18=other
19=Several in HH
20=Several in+out of HH
99=dont know

Variable # 51 - RR28:R told He/She not wanted in HH?
Start column = 85 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 52 - RR29: who told R. s/he no longer wanted?
Start column = 86 Number of columns = 2 Type = Numeric

01=mother
02=father
03=parents
04=stepmother
05=stepfather
06=Grdprnt caretake
07=Grdprnt no care
08=other caretaker
09=Sibling
10=Stepsibling
11=Moms boyfriend
12=Dads girlfriend
13=Friend
14=Boyfrnd/Girlfrnd
15=other related
16=other unrelated
17=outside HH
18=other
19=Several in HH
20=Several in+out of HH
98=dont know

Variable # 53 - RR30:How R was told no longer wanted?
Start column = 88 Number of columns = 1 Type = Numeric

1=told to leave
2=told could leave
3=felt unwelcome
4=called names,etc
5=locked out
6=other
8=dont know

Variable # 54 - RR30A: Person planned to ask R to leave?
Start column = 89 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 55 - RR30B: How long planned to ask to leave?
Start column = 90 Number of columns = 4 Type = Numeric

0001=less than 1 hour
8888=dont know

Variable # 56 - RR31: Something happen related to friend
Start column = 94 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 57 - RR32: How does Episode relate to Friends?
Start column = 95 Number of columns = 1 Type = Numeric

1=boyfrd/girlfrd
2=platonic
3=parents disaprv
4=out with friends
5=left w/RA friend
6=frnd offers help
8=dont know

Variable # 58 - RR33: Something Happened at School?
Start column = 96 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 59 - RR34: Desc what happened in school?
Start column = 97 Number of columns = 1 Type = Numeric

1=bad grades
2=suspended
3=no homework
4=arguement there
5=peer pressure
6=peer+home probs.
7=other
8=dont know

Variable # 60 - RR35: Anything else cause episode?
Start column = 98 Number of columns = 1 Type = Numeric

1=yes
2=no
8=dont know

Variable # 61 - RR36: What else caused episode in (RR35)
Start column = 99 Number of columns = 1 Type = Numeric

1=child drinking
2=child drug use
3=parent drinking
4=parent drug use
5=parents no help
6=financial probs
7=just get away
8=dont know
9=other

Variable # 62 - RR37: How long did R plan to be away?
Start column = 100 Number of columns = 4 Type = Numeric

0001=less than 1 hour / *right away*
8888=dont know
9999=forever
7777=no thought about

Variable # 63 - RR38A: Did R take Money?
Start column = 104 Number of columns = 1 Type = Numeric

1=yes
2=no
8=dont know

Variable # 64 - RR38A1:How much \$ did R take?
Start column = 105 Number of columns = 3 Type = Numeric

888=dont know

Variable # 65 - RR38B: Did R take extra clothes?
Start column = 108 Number of columns = 1 Type = Numeric

1=yes
2=no
8=dont know

Variable # 66 - RR38C: Did R take Food?
Start column = 109 Number of columns = 1 Type = Numeric

1=yes
2=no
8=dont know

Variable # 67 - RR38D: Did R take Car?
Start column = 110 Number of columns = 1 Type = Numeric

1=yes
2=no
8=dont know

Variable # 68 - RR38E: Did R take Credit Cards?
Start column = 111 Number of columns = 1 Type = Numeric

1=yes
2=no
8=dont know

Variable # 69 - RR38F: Did R take Anything Else?
Start column = 112 Number of columns = 1 Type = Numeric

1=yes
2=no
8=dont know

Variable # 70 - RR38F2:What else did R take?
Start column = 113 Number of columns = 1 Type = Numeric

1=stereo/TV 6= other
2=sm. pers. belong 7= books
3=health/beauty
4=furniture
5=bike
8=dont know

Variable # 71 - RR39:Where did R go when first left?
Start column = 114 Number of columns = 1 Type = Numeric

1=Relatives house
2=Friends house
3=Other

Variable # 72 - RR39A:Specify Relatives House in RR39
Start column = 115 Number of columns = 2 Type = Numeric

01=Mother
02=Father
03=Stepmother
04=Stepfather
05=Grandparent
06=Aunt/Uncle
07=Sibling
09=Stepsibling
10=other
88=dont know

Variable # 73 - RR39B: Specify other place in RR39
Start column = 117 Number of columns = 1 Type = Numeric

*1 = relative's house
2 = friend's house
3 = just roomed @
4 = spec. event
5 = local landmark
6 = other*

Variable # 74 - RR40A: Type of transportation: Walked
Start column = 118 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 75 - RR40B: Type of transportation: Bike
Start column = 119 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 76 - RR40C: Type of Transportation: Car
Start column = 120 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 77 - RR40D: Type of Trans: had a ride
Start column = 121 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 78 - RR40E: Type of trans: hitch-hiked
Start column = 122 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 79 - RR40F: Type of transportation: Bus
Start column = 123 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 80 - RR40G: Type of transportation: Plane
Start column = 124 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 81 - RR40H: Type of Transportation: Train
Start column = 125 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 82 - RR40I: Type of Transportation: Other
Start column = 126 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 83 - RR41: Distance R traveled from Home
Start column = 127 Number of columns = 1 Type = Numeric

1=100 Miles
2=50 miles
3=10 miles
4=1 mile
8=dont know

Variable # 84 - RR42: Did R leave the State?
Start column = 128 Number of columns = 1 Type = Numeric

1=yes
2=no
8=dont know

Variable # 85 - RR43: Did R stay at a relatives house?
Start column = 129 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 86 - RR44: Did R stay at a Friends house?
Start column = 130 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 87 - RR45: Did R stay at a Runaway Shelter?
Start column = 131 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 88 - RR46: # nights R w/o a place to sleep?
Start column = 132 Number of columns = 2 Type = Numeric

88=dont know

Variable # 89 - RR47: Was R accompanied when left home?
Start column = 134 Number of columns = 1 Type = Numeric

1=With someone
2=alone

Variable # 90 - RR48: # Others who were with R?
Start column = 135 Number of columns = 1 Type = Numeric

1=one
2=two
3=three
4=four or more

Variable # 91 - RR49A1: Did Male Friend Accompany R?
Start column = 136 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 92 - RR49A2: # Male Friends who accompanied R
Start column = 137 Number of columns = 1 Type = Numeric

Variable # 93 - RR49B1: Did Female Friend Accompany R?
Start column = 138 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 94 - RR49B2: # female friends who accompanied
Start column = 139 Number of columns = 1 Type = Numeric

Variable # 95 - RR49C1: Did brother(s) accompany R?
Start column = 140 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 96 - RR49C2: # brothers who accompanied R?
Start column = 141 Number of columns = 1 Type = Numeric

Variable # 97 - RR49D1: Did sister(s) accompany R?
Start column = 142 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 98 - RR49D2: # Sisters who accompanied R?
Start column = 143 Number of columns = 1 Type = Numeric

Variable # 99 - RR49E1: Other male relative accompany R?
Start column = 144 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 100 - RR49E2:# oth. male relatives accompany R
Start column = 145 Number of columns = 1 Type = Numeric

Variable # 101 - RR49F1: Other female relatives accompany
Start column = 146 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 102 - R49F2:#other female relatives accompany
Start column = 147 Number of columns = 1 Type = Numeric

Variable # 103 - RR49G1:Other person accompanied R?
Start column = 148 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 104 - RR49G2:# oth. people who accompanied R?
Start column = 149 Number of columns = 1 Type = Numeric

Variable # 105 - RR49G3: Who else accompanied R?
Start column = 150 Number of columns = 1 Type = Numeric

Variable # 106 - RR49X: Who are Rs caretakers?
Start column = 151 Number of columns = 2 Type = Numeric

01=mom & dad
02=mom & stepdad
03=dad & stepmom
04=mother only
05=mom & boyfriend
06=father only
07=dad & girlfriend
08=other relative
09=foster care
10=other

11= sibling
12= grandparents

Variable # 107 - RR50: did R contact caregivers during E?
Start column = 153 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 108 - RR51:Time caregivers knew Rs location?
Start column = 154 Number of columns = 1 Type = Numeric

1=most of the time
2=>half the time
3=<half the time
4=not at all
8=dont know

Variable # 109 - RR52:Were Police contacted about Episode
Start column = 155 Number of columns = 1 Type = Numeric

1=yes
2=no
8=dont know

Variable # 110 - RR53:How soon were police contacted?
Start column = 156 Number of columns = 4 Type = Numeric

0001=less than 1 hour
7777=Immediately
8888=dont know

Variable # 111 - RR54A: did R contact friend/relative/nei
Start column = 160 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 112 - RR54B:How helpful friend/relative/neighb
Start column = 161 Number of columns = 1 Type = Numeric

1=Very helpful
2=Somewhat helpful
3=Not at all helpf
8=dont know

Variable # 113 - RR55A:R contact church/synagogue?
Start column = 162 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 114 - RR55B:How helpful was church/synagogue?
Start column = 163 Number of columns = 1 Type = Numeric

1=Very Helpful
2=Somewhat helpful
3=not at all helpf
8=dont know

Variable # 115 - RR56A: Did R contact someone at school?
Start column = 164 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 116 - RR56B:How helpful was person at school?
Start column = 165 Number of columns = 1 Type = Numeric

1=Very helpful
2=somewhat helpful
3=not at all helpful
8=dont know

Variable # 117 - RR57A:Did R contact a local hotline?
Start column = 166 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 118 - RR57B:How Helpful was local hotling?
Start column = 167 Number of columns = 1 Type = Numeric

1=Very Helpful
2=Somewhat helpful
3=Not at all helpf
8=dont know

Variable # 119 - RR58A:Did R contact a national hotline?
Start column = 168 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 120 - RR58B:How helpful was national hotline?
Start column = 169 Number of columns = 1 Type = Numeric

1=Very Helpful
2=Somewhat Helpful
3=Not at all helpf
8=dont know

Variable # 121 - RR59A: Did R contact a runaway house?
Start column = 170 Number of columns = 1 Type = Numeric

1=yes
2=no

Variable # 122 - RR59B:How helpful was runaway house?
Start column = 171 Number of columns = 1 Type = Numeric

1=Very helpful
2=Somewhat helpful
3=Not at all helpf
8=dont know

Variable # 123 - RR60A: Did R contact the police?
Start column = 172 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 124 - RR60B:How helpful was the police?
Start column = 173 Number of columns = 1 Type = Numeric

1=Very Helpful
2=Somewhat helpful
3=Not at all helpf
8=dont know

Variable # 125 - RR61A1:Did R Contact Social Svc. Agency?
Start column = 174 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 126 - RR61A2:What social svc. agency contacted
Start column = 175 Number of columns = 1 Type = Numeric

Variable # 127 - RR61B:How helpful was social svc. agency
Start column = 176 Number of columns = 1 Type = Numeric

1=Very helpful
2=Somewhat helpful
3=Not at all helpf
8=dont know

Variable # 128 - RR62A1:Did R contact other person or grp
Start column = 177 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 129 - RR62A2:Other person/group contacted?
Start column = 178 Number of columns = 1 Type = Numeric

Variable # 130 - RR62B:How helpful was other person/grp?
Start column = 179 Number of columns = 1 Type = Numeric

1=Very helpful
2=Somewhat helpful
3=not at all helpf

Variable # 131 - RR63:Would R call hotline if aware of it
Start column = 180 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 132 - RR64:Confirm Time R was gone
Start column = 181 Number of columns = 4 Type = Numeric

0001=less than 1 hour
8888=dont know

Variable # 133 - RR65:How R decided to come home
Start column = 185 Number of columns = 1 Type = Numeric

1=Own decision
2=Advised
3=Against Rs will
8=dont know

Variable # 134 - RR66:Did R plan to come home eventually?
Start column = 186 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 135 - RR67:Parents wanted R to come home?
Start column = 187 Number of columns = 1 Type = Numeric

1=Agree
2=Disagree
8=dont know

Variable # 136 - RR68:Parents didnt care if R came home
Start column = 188 Number of columns = 1 Type = Numeric

1=Agree
2=Disagree
8=dont know

Variable # 137 - RR69: Parents didnt want R to come home?
Start column = 189 Number of columns = 1 Type = Numeric

1=Agree
2=Disagree
8=dont know

Variable # 138 - RR70A:#1 good happening during episode?
Start column = 190 Number of columns = 2 Type = Numeric

01=had fun
02=time w/sign. oth
03=new friends
04=drinking
05=drug use
06=made own money
07=freedom
08=avoid problems
09=learned re:self/*family*
10=time to think
11=talked w/adult
12=new communicatio
13=nothing good
14=other
88=dont know

Variable # 139 - RR70B:#2 good happening during episode?
Start column = 192 Number of columns = 2 Type = Numeric

01=had fun
02=time w/sign. oth
03=new friends
04=drinking
05=drug use
06=made own money
07=freedom
08=avoid problems
09=learned re:self/*family*
10=time to think
11=talked w/adult
12=new communicatio
13=nothing good
14=other
88=dont know

Variable # 140 - RR71A:#1 trouble listed during episode?
Start column = 194 Number of columns = 2 Type = Numeric

01=hungry
02=money problems
03=car trouble
04=no transportatio
05=drinking
06=drug use
07=promiscuous
08=arrested/police
09=~~fought w/friends~~ *conflict w/ companions*
10=sort out feeling
11=worry re:return
12=fam.attmpt call
13=grounded
14=lost trust
15=nothing bad
16=worry/miss famly
17=other
88=dont know

*18: no place to sleep
19: depressed/suicide attempt*

Variable # 141 - RR71B:#2 trouble listed during episode
Start column = 196 Number of columns = 2 Type = Numeric

01=hungry
02=money problems
03=car trouble
04=no transportatio
05=drinking
06=drug use
07=promiscuous
08=arrested/police
09=fought w/friends
10=sort out feeling
11=worry re: return
12=fam. attmpt call
13=grounded
14=lost trust
16=worry/miss famly
17=other
88=dont know

Variable # 142 - RR72:Type of help R needed & didnt get
Start column = 198 Number of columns = 2 Type = Numeric

01=no help needed
02=money
03=shelter
04=food
05=transportation
06=suicide hotline
07=runaway hotline
09=counseling
10=trusted talker
11=clothes
12=mom/female care
13=dad/male caretak
14=a new start
15=other
88=dont know

Variable # 143 - RR72B: #2 listed help needed
Start column = 200 Number of columns = 2 Type = Numeric

01=no help needed
02=money
03=shelter
04=food
05=transportation
06=suicide hotline
07=runaway hotline
09=counseling
10=trusted talker
11=clothes
12=mom/female care
13=dad/male caretkr
14=a new start
15=other

Variable # 144 - RR73:Overall assessment of R's experience
Start column = 202 Number of columns = 1 Type = Numeric

1=Very good
2=Mostly good
3=neither good/bad
4=Mostly bad
5=Very bad
8=dont know

Variable # 145 - RR74:WAs R picked up by police during E?
Start column = 203 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 146 - RR75:how was R picked up by police?
Start column = 204 Number of columns = 1 Type = Numeric

1=arrested/unrelat
2=returned home
3=runaway/detentio

Variable # 147 - RR76:Was R held by the police?
Start column = 205 Number of columns = 1 Type = Numeric

1 0=no
2 1=police station
3 2=jail
4 3=JD center
5 4=other

Variable # 148 - RR77:How long was R held by police?
Start column = 206 Number of columns = 4 Type = Numeric

0001=less than 1 hour
8888=dont know

Variable # 149 - RR78:R involved w/crime during episode?
Start column = 210 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 150 - RR79:Type of crime R was involved in?
Start column = 211 Number of columns = 2 Type = Numeric

01=underage drink
02=drug use
03=selling drugs
04=trespassing
05=vagrancy/loiter
06=shoplifting
07=theft
08=break & enter
09=motor vehicle
10=other

Variable # 151 - RR79B:#2 Crime listed
Start column = 213 Number of columns = 2 Type = Numeric

01=underage drinking
02=drug use
03=selling drugs
04=trespassing
05=vagrancy/loiter
06=shoplifting
07=theft
08=break & enter
09=motor vehicle
10=other

Variable # 152 - RR80: R sexually Abused/Molested during Episode?
Start column = 215 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 153 - RR81: Attempt to Sexually Ab/Molest R?
Start column = 216 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 154 - RR82: R Hit, punched, beat up, hit w/obj?
Start column = 217 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 155 - RR83: Describe abuse during episode
Start column = 218 Number of columns = 1 Type = Numeric

1=phy.ab same age
2=phy.ab by adult
3=sex.ab. same age
4=sex.ab. by adult
5=other

Variable # 156 - RR84: How serious was Rs physical harm?
Start column = 219 Number of columns = 1 Type = Numeric

1=Very Serious
2=Quite Serious
3=Somewhat Serious
4=Not at all Serio

Variable # 157 - RR85: Did R get medical trmt: Phys. Harm?
Start column = 220 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=Dont know

Variable # 158 - RR86:Where did R get medical trmt/Phy.ab
Start column = 221 Number of columns = 1 Type = Numeric

1=hospital
2=private dr.offic
3=clinic
4=other

Variable # 159 - RR87:Anyone arrested for physical harm?
Start column = 222 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=Dont know

Variable # 160 - RR88:How serious sex.harm suffered by R?
Start column = 223 Number of columns = 1 Type = Numeric

1=Very Serious
2=Quite Serious
3=Somewhat Serious
4=Not at all serio

Variable # 161 - RR89:Did R get medical trmt.:sexual harm
Start column = 224 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 162 - RR90:Where did R get medical trmt:sex.ab
Start column = 225 Number of columns = 1 Type = Numeric

1=hospital
2=private dr.offic
3=clinic
4=cther

Variable # 163 - RR91:Was anyone arrested for sex harm
Start column = 226 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 164 - RR92:Was R moved from original location?
Start column = 227 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=dont know

Variable # 165 - RR93:How was R moved from orig. location
Start column = 228 Number of columns = 1 Type = Numeric

- 1=carried
- 2=enter vehicle
- 3=walked
- 4=thrown
- 5=other
- 8=dont know

Variable # 166 - RR94:Was R moved by force/threat?
Start column = 229 Number of columns = 1 Type = Numeric

- 1=Yes
- 2=No
- 8=dont know

Variable # 167 - RR95:Was R lured/persuaded to go w/other
Start column = 230 Number of columns = 1 Type = Numeric

- 1=Yes
- 2=No
- 8=dont know

Variable # 168 - RR96:Where was R taken?
Start column = 231 Number of columns = 1 Type = Numeric

- 1=vehicle
- 2=building
- 3=perps home
- 4=wooded area
- 5=other
- 8=dont know

Variable # 169 - RR97A:# feet R was moved
Start column = 232 Number of columns = 3 Type = Numeric

Variable # 170 - RR98: Did movement hide R from view?
Start column = 235 Number of columns = 1 Type = Numeric

- 1=Yes
- 2=No
- 8=dont know

Variable # 171 - RR99: Was R stopped/held against will?
Start column = 236 Number of columns = 1 Type = Numeric

- 1=Yes
- 2=No
- 8=dont know

Variable # 172 - RR100:Held by force/threat after assault
Start column = 237 Number of columns = 1 Type = Numeric

- 1=Yes
 - 2=No
 - 8=dont know
-

Variable # 173 - RR101:How long R held after assault?
Start column = 238 Number of columns = 4 Type = Numeric

0001=less than 1 hour
8888=dont know

Codebook listing - CDBK5

Variable # 1 - obs: observation number
Start column = 1 Number of columns = 3 Type = Numeric

Variable # 2 - kenmid: child enumeration id
Start column = 4 Number of columns = 9 Type = Numeric

~~Variable # 3 - RR101: HOW LONG R HELD AFTER ASSAULT?
Start column = 13 Number of columns = 4 Type = Numeric~~

~~0001=LESS THAN 1 HOUR
8888=DONT KNOW~~

Variable # 4 - RR102: R SUFFER FROM NERVOUS/BAD DREAMS?
Start column = 17 Number of columns = 1 Type = Numeric

1=YES
2=NO
8=DONT KNOW

Variable # 5 - RR103: R HAD MONEY STOLEN?
Start column = 18 Number of columns = 1 Type = Numeric

1=YES
2=NO
8=DONT KNOW

Variable # 6 - RR104: R INVOLVED IN PROSTITUTION?
Start column = 19 Number of columns = 1 Type = Numeric

1=YES
2=NO
8=DONT KNOW

Variable # 7 - RR105: R INVOLVED IN PORNOGRAPHY?
Start column = 20 Number of columns = 1 Type = Numeric

1=YES
2=NO
8=DONT KNOW

Variable # 8 - RR106: R HARMED IN ANY OTHER WAY?
Start column = 21 Number of columns = 1 Type = Numeric

1=YES
2=NO
8=DONT KNOW

Variable # 9 - RR107: DESCRIBE HAPPENINGS IN RR103-106
Start column = 22 Number of columns = 1 Type = Numeric

1=DRINK & DRIVE
2=FIGHTING
3=OTHER

Variable # 10 - RR108: HOW MUCH TELL PARENTS RE:EPISODE
Start column = 23 Number of columns = 1 Type = Numeric

1=EVERYTHING
2=MOST THINGS
3=SOME THINGS
4=NOTHING

Variable # 11 - RR109: ANYTHING PARENTS WOULDNT UNDERSTA
Start column = 24 Number of columns = 1 Type = Numeric

1=YES
2=NO
8=DONT KNOW

Variable # 12 - RR110:#1 PARENTS WOULDNT UNDERSTAND?
Start column = 25 Number of columns = 2 Type = Numeric

01=NOTHING
02=WHY R LEFT HOME
03=RS FEELINGS
04=WHY NO CALL HOME
05=THINGS R DID
06=DRINKING
07=DRUG USE
08=SELLING DRUGS
09=SEXUAL BEHAVIOR
10=MOVE IN W/FRIEND
11=STAY OUT ALL NIT
12=SNEAKING OUT
13=OTHER
88=DONT KNOW

Variable # 13 - RR110B:#2 PARENTS WOULDNT UNDERSTAND?
Start column = 27 Number of columns = 2 Type = Numeric

01=NOTHING
02=WHY R LEFT HOME
03=RS FEELINGS
04=WHY NO CALL HOME
05=THINGS R DID
06=DRINKING
07=DRUG USE
08=SELLING DRUGS
09=SEXUAL BEHAVIOR
10=MOVE IN W/FRIEND
11=STAY OUT ALL NIT
12=SNEAKING OUT
13=OTHER
88=DONT KNOW

Variable # 14 - RR111: # TIMES EPISODE DISCUSSED W/PAREN
Start column = 29 Number of columns = 1 Type = Numeric

1=NONE
2=ONCE
3=TWICE
4=3-5 TIMES
5=6-10 TIMES
6=>10 TIMES
8=DONT KNOW

Variable # 15 - RR112:RELATIONSHIP W/PARENTS SINCE EPIS.
Start column = 30 Number of columns = 1 Type = Numeric

1=MUCH IMPROVED
2=SOMEWHAT IMPROVE
3=ABOUT THE SAME
4=SOMEWHAT WORSE
5=MUCH WORSE
8=DONT KNOW

Codebook listing - CDBK3

Variable # 1 - obs:observation number
Start column = 1 Number of columns = 3 Type = Numeric

Variable # 2 - Kenmid: Child Enumeration ID
Start column = 4 Number of columns = 9 Type = Numeric

Variable # 3 - RR113: How likely episode will recur?
Start column = 13 Number of columns = 1 Type = Numeric

1=very likely
2=somewhat likely
3=somewhat unlikely
4=very unlikely
8=dont know

Variable # 4 - RR114: R defines episode as running away
Start column = 14 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 5 - RR115: R Defines episode as throwaway?
Start column = 15 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=Dont Know

Variable # 6 - RR116: Rs definition of the episode
Start column = 16 Number of columns = 1 Type = Numeric

1=just going out 7= act of rebellion
2=night w/a friend
3=get away
4=on my own
5=wanted good time
6=other

Variable # 7 - RR117:Running Away or Forced Out?
Start column = 17 Number of columns = 1 Type = Numeric

1=Running Away
2=Forced Out
8=Dont Know

Variable # 8 - RR118:R had episode before time period?
Start column = 18 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=Dont Know

Variable # 9 - RR119:R knew friends who RA before #1 E.
Start column = 19 Number of columns = 1 Type = Numeric

1=Yes
2=No
8=Dont Know

Variable # 10 - RR120:Why didnt parent tell us about E?
Start column = 20 Number of columns = 1 Type = Numeric

8=Dont Know

Variable # 11 - RR121:Could episode have been prevented?
Start column = 21 Number of columns = 1 Type = Numeric

1=Yes
2=No

Variable # 12 - RR121A:How could episode be prevented?
Start column = 22 Number of columns = 2 Type = Numeric

01=no way to preven
02=par. drink/drugs
03=R. drink/drugs
04=R. tells parents
05=talk, no argue
06=argu out of hand
07=parents help
08=parents critical
09=other
88=dont know

Codebook listing - CDBK4

Variable # 1 - obs: Observation number
Start column = 1 Number of columns = 3 Type = Numeric

Variable # 2 - kenmid: child enumeration id
Start column = 4 Number of columns = 9 Type = Numeric

Variable # 3 - Q1: 1st verified screener for this child
Start column = 13 Number of columns = 2 Type = Numeric

07=verified ES-7
08=verified ES-8
13=ES-13 & child RA

Variable # 4 - Q2: 2nd verified screener for this child
Start column = 15 Number of columns = 2 Type = Numeric

07=verified ES-7
08=verified ES-8
13=ES-13 & child RA

Variable # 5 - Q3: 3rd verified screener for this child
Start column = 17 Number of columns = 2 Type = Numeric

07=verified ES-7
08=verified ES-8
13=ES-13 & child RA

Variable # 6 - ES-7: Initial answer to ES-7 by case
Start column = 19 Number of columns = 1 Type = Numeric

1=yes to ES-7
2=No to ES-7

Variable # 7 - ES-8: Initial answer to ES-8 by case
Start column = 20 Number of columns = 1 Type = Numeric

1=Yes to ES-8
2=No to ES-8

Variable # 8 - ES-13: Initial answer to ES-13 by case
Start column = 21 Number of columns = 1 Type = Numeric

1=Yes to ES-13
2=No to ES-13

Variable # 9 - Code for parental screen-in & follow-up
Start column = 22 Number of columns = 2 Type = Numeric

01=RAS > RA
02=RAS > TA
03=RAS > RA + TA
04=RAS > GM/SA/FA
05=RAS>RA+GM/SA/FA
06=RAS>TA+GM/SA/FA
07=TAS > TA
08=TAS > RA
09=TAS > RA+TA
10=TAS > GM/SA/FA
11=TAS>RA+GM/SA/FA
12=NO SCR/NO FOLLOW

RA screen in to RA follow up

Variable # 10 - WESTAT: IN SCOPE?
Start column = 24 Number of columns = 1 Type = Numeric

1=YES, IN SCOPE
2=NO, OUT OF SCOPE

Codebook listing - RRCLASS

Variable # 1 - kenmid: child enumeration id
Start column = 1 Number of columns = 9 Type = Numeric

Variable # 2 - rrclass: returned runaway classificatio
Start column = 10 Number of columns = 1 Type = Numeric

1=RA Gesture
2=RA broadscope
3=RA policy relev.
4=TA broadscope
5=TA policy relev.
6=not a case
7=denial
