

113175

5



STUDYING THE INCIDENCE OF MISSING CHILDREN  
BY SPECIAL SURVEY METHODS

FINAL REPORT

Seymour Sudman, Charles D. Cowan, Johnny Blair,  
and Karen Khodadadi

Survey Research Laboratory  
University of Illinois  
Urbana, Illinois

NCJRS

AUG 22 1988

ACQUISITIONS

April 1987

113175

Prepared under Grant No. 86-MC-CX-0002 from the Office of Juvenile Justice and Delinquency Prevention, Office of Juvenile Assistance, Research and Statistics, U.S. Department of Justice.

Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

U.S. Department of Justice  
National Institute of Justice

113175

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

Public Domain/OJJDP

U.S. Department of Justice

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

## TABLE OF CONTENTS

	Page
LIST OF TABLES AND FIGURE . . . . .	v
EXECUTIVE SUMMARY . . . . .	vii
1. Introduction . . . . .	1
 PART I: THE USE OF NETWORK SAMPLING METHODS	
2. Network Sampling . . . . .	4
Applicability of Multiplicity Procedures . . . . .	4
Literature Review . . . . .	5
3. Study Design . . . . .	8
Location and Method of Study . . . . .	8
Questionnaires . . . . .	8
Sample Design . . . . .	10
Definition of Missing . . . . .	12
4. Results . . . . .	13
Sample Cooperation . . . . .	13
Incidence . . . . .	14
Validation . . . . .	17
Sampling Variances . . . . .	21
Interviewing Time . . . . .	22
Substantive Results . . . . .	23
The Child Interview . . . . .	33
5. Recommendations . . . . .	39
Incidence Estimates . . . . .	39
Locating Households with Missing Children . . . . .	39
Interviewing Children . . . . .	40
 PART II: THE USE OF CAPTURE-RECAPTURE TECHNIQUES	
6. Capture-Recapture Methods . . . . .	42
7. Application of Capture-Recapture Methods to Human Populations in General and to Missing Children in Particular . . . . .	44
Problems in Studying the Missing Children Population . . . . .	45
Finding Appropriate Service Providers . . . . .	48

TABLE OF CONTENTS--Continued

	Page
8. Interviews with Service Providers and Network Representatives . .	49
9. Conclusions . . . . .	51
REFERENCES . . . . .	53
APPENDIXES	
A. Demographic Characteristics of the I-SEARCH and RDD Samples . . .	57
B. Tables of Substantive Findings from the Detailed Questionnaire on Missing Child . . . . .	59
C. Questionnaire for I-SEARCH and RDD Base Samples	
D. Network Missing Child Detailed Questionnaire	
E. Detailed Questionnaire on Missing Child	
F. Advance Letter to Network Sample	
G. Questionnaire for Network Sample	
H. Tally Sheet	
I. Missing Child Worksheet	
J. Follow-up Interview with Nonreporting I-SEARCH Households	
K. Child Questionnaires	

LIST OF TABLES AND FIGURE

Table	Page
1. Status of Telephone Numbers Selected, by Sample . . . . .	11
2. Sample Cooperation, by Sample . . . . .	14
3. Incidence of RDD Households with Missing Children, by Direct and Network Methods . . . . .	15
4. Reporting of Missing Children Incidents, by Type of Incident and Sample . . . . .	16
5. Number of Households and Children, by Sample . . . . .	16
6. Agreement on Reporting of Missing Children by Direct and Network Interviews of Households in I-SEARCH Sample . . . . .	18
7. Dispositions of Follow-Up Interviews with I-SEARCH Cases That Did Not Report a Missing Child . . . . .	19
8. Reports of Network Informants, by Length of Missing Child Events and Type of Informant . . . . .	20
9. Size of Networks Using Alternative Definitions of a Network . . . . .	21
10. Net Increase in Information Using Network Samples . . . . .	22
11. Responses to Attitudinal Questions, by Sample . . . . .	24
12. Media Coverage and Publicity on Missing Children, by Study . . . . .	26
13. Total Missing Child and Runaway Events, by Month Reported Missing . . . . .	27
14. Missing Child Events, by Duration of Incident . . . . .	28
15. Satisfaction with Police's Handling of Case, by Duration of Incident . . . . .	28
16. Mention of Actions Taken To Find Child . . . . .	29
17. Details of Runaway Events Reported for Children 12 Years of Age or Older Who Were Missing for 24 Hours or More . . . . .	31
18. Mention of Persons Whom Parent Told about Missing Child . . . . .	33

LIST OF TABLES AND FIGURE--Continued

Table	Page
19. Parent/Child Agreement on Selected Items . . . . .	36
20. Parent/Child Key Item Comparability . . . . .	37
21. Observations for Capture-Recapture Estimation . . . . .	42

Figure

1. Flow Chart of SRL Questionnaires for Missing Children Study . . . . .	9
--	---

## EXECUTIVE SUMMARY

The missing children population consists of several subsets: children who are missing because they were abducted by a parent or a stranger, children who ran away from home, or children who were thrown out. Under a grant from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, research was conducted by the Survey Research Laboratory (SRL) of the University of Illinois on two survey methods to estimate the size of the missing children population in the United States. The first method, network sampling for a survey of households, has the potential to cover the whole population, but there are some problems in its application. The other method, capture-recapture, is a technique used to estimate the size of populations that are difficult to observe and count.

### Network Sampling

The first part of this research, conducted under the direction of Dr. Seymour Sudman, examined the use of network methods. This study replicated an earlier study conducted by the Northwestern University Survey Laboratory (NUSL) to measure attitudes about missing children and the incidence and details of missing child events.

The SRL study was conducted in the Chicago metropolitan area using telephone interviewing. The base sample consisted of approximately 600 random-digit-dialing (RDD) households and 300 households selected from the Illinois Department of State Police's I-SEARCH files, which are compiled from missing children reports to police and other community agencies. SRL interviewers were never aware of whether a household was selected from the RDD or I-SEARCH sample.

Respondents were asked about the number of parents, grandparents, children, siblings, next-door neighbors, and co-workers that they had and whether any of these had a child missing in 1986. They were then asked whether there had been any missing child incidents in their own households. If any were reported, details of the event were obtained. Finally, they were asked for a telephone number of a sample of their network so that these persons could be contacted.

The results from this study are summarized below:

1. Sample cooperation on studies of missing children is above average. Respondents found the topic interesting and important.

2. Network procedures uncovered substantially greater numbers of missing children than could be found by direct screening. Relatives were the major source of additional information, with next-door neighbors next in importance. Co-workers were least informed and were reluctant or unable to report the addresses or telephone numbers of parents of missing children.
3. Almost all of the events reported were of runaways. The percentage of parental and other abductions was very low.
4. Agreement between network and household reports was very low. Most of the discrepancies, however, were for relatively less serious short-term runaways. Better agreement was found if the event lasted for more than a week or if the child was still missing.
5. An analysis of sampling variances indicated that using network sampling would substantially increase the amount of information obtained (decrease the sampling error).
6. Obtaining network sampling information added about three minutes, or 25 percent, to the interviewing time on the initial interview.
7. The substantive results from this and the NUSL study were in very close agreement. Both studies indicate that the public thinks that the missing children issue is a very serious problem and that there is not enough media coverage.
8. Among households that reported a missing child incident, about half were concerned that their child might be physically harmed or sexually exploited.
9. Most runaway events occur during the warm months, March through September. For about a quarter of these events, the child was missing for a month or more or was still missing at the time of the interview.
10. About 90 percent of parents reported the missing child episode to the police. In about half of the cases, police were called within six hours. Over half of the parents were satisfied with the handling of the case by police.
11. Only four children were reported by parents to have suffered physical harm while away from home, and only one of these cases required treatment. Five children were reported to have suffered sexual harm and 18 emotional harm.
12. Most parents were unable to report very much detail about what happened to the child while missing.
13. Interviews conducted with a small sample of missing children who had returned home confirmed that about half of the parents did not know what had happened to their children or gave an answer different from

## Grant Manager's Assessment Report

Title: Studying the Incidence of Missing Children by Special  
Survey Methods  
Grant#: 86-MC-CX-0002  
Grantee: University of Illinois Survey Research Lab (SRL)  
Grant Monitor: Barbara Allen-Hagen Date: 8/11/88

### 1. Problem Addressed and Main Objective:

The purpose of this research was to determine the feasibility of two special survey methods in studying the incidence of missing children for future use in the national study. The first survey method, network sampling, asks for information about missing incidents which may have occurred within a respondent's specified social network. The other method, capture-recapture, is a technique used to estimate the size of populations that are difficult to observe and count. These were methodological pilot tests.

### 2. Activities Undertaken

#### A. Network Sampling

The first part of this research, directed by Dr. Seymour Sudman, was conducted in the Chicago metropolitan area using telephone interviewing. The base sample consisted of approximately 600 random-digit-dialing (RDD) households and 300 households selected from the Illinois Department of State Police's I-SEARCH files, which are compiled from missing children reports to police and other community agencies. SRL interviewers were never aware of whether a household was selected from the RDD or I-SEARCH sample.

Respondents were asked to report any incidents of missing children in the households of their parents, relatives, next-door neighbors, and co-workers as well as any missing child incidents in their own households. If any were reported, details of the event were obtained. Finally, they were asked for a telephone number of a sample of their network so that these persons could be contacted and also interviewed.

#### B. Capture-Recapture

The second part of this research, directed by of Dr. Charles D. Cowan, examined the feasibility of using capture-recapture techniques for estimating the size of the missing children population, specifically of the number of runaways/throwaways. The primary research task was to

determine whether the nature of this study population fit the basic requirements of the mathematical model underlying this approach to estimating the size of elusive populations. Research for this part of the study was conducted in Chicago and Springfield, Illinois, and in Washington, D.C.

### 3. Findings

#### A. Network Sampling

Network procedures uncovered substantially greater numbers of missing children than could be found by direct screening. Relatives were the major source of additional information, with next-door neighbors next in importance. Co-workers were least informed and were reluctant or unable to report the addresses or telephone numbers of parents of missing children.

Almost all of the events reported were of runaways. The percentage of parental and other abductions was very low.

Agreement between network and household reports was very low. Most of the discrepancies, however, were for relatively less serious short-term runaways. Better agreement was found if the event lasted for more than a week or if the child was still missing.

Based on the results of this study, the following recommendations were made for the design of the national survey:

1. Network samples should not be used for locating or estimating the number of runaways.
2. Network samples should, however, be considered for improving estimates and for locating households where a child has been abducted. In addition, the use of law enforcement records for locating abductions should be considered.
3. Interviews with missing children who return home provide valuable information and should be included in future studies. Special assurances of confidentiality will be required. The interview should use mainly

closed questions, since many of the children do not provide very useful information on open ended questions.

#### B. Capture-Recapture

The primary conclusion drawn from this research is that capture-recapture will not be very effective at defining the size of the runaway/throwaway population that stay with relatives or friends (the largest subpopulation of runaways.) However, capture-recapture might be quite

effective at determining the numbers of runaways who are out on the street with no fixed place to stay and who ultimately turn to service providers for assistance. The technique may also be useful for enumerating those runaways who support themselves legally or illegally but do not use such services. Further pilot field testing of this method would be necessary before it is considered as a useful method for a national study.

4. Documents Produced

"Studying the Incidence of Missing Children by Special Survey Methods, Final Report" by Seymour Sudman, Charles D. Cowan, Johnny Blair, and Karen Khodadadi, Survey Research Lab, University of Illinois, April 1987. Available through NCJRS; Microfiche.

"Use of Network Sampling for Locating Missing Children," Seymour Sudman, Survey Research Laboratory, Univ. Illinois at Champaign/Urban Paper prepared for American Society of Criminology Montreal Canada, November 1987.

the child's answer. Most children reported that they did not give their parents a full explanation.

Based on the results of this study, the following recommendations are made:

1. Network samples should not be used for locating or estimating the number of runaways.
2. Network samples should, however, be considered for improving estimates and for locating households where a child has been abducted. In addition, the use of law enforcement records for locating abductions should be considered.
3. Interviews with missing children who return home provide valuable information and should be included in future studies. Special assurances of confidentiality will be required. The interview should use mainly closed questions, since many of the children do not provide very useful information on open questions.

#### Capture-Recapture

The second part of this research, which was primarily the responsibility of Dr. Charles D. Cowan, examined the feasibility of using capture-recapture techniques for estimating the size of the missing children population. Since capture-recapture methods are not well suited to the measurement of the number of abductions, consideration in this study was given only to the measurement of the number of runaways/throwaways and other types of data that could be collected about the missing children population. In this research, no estimates were made. The sole purpose of this study was to determine whether capture-recapture techniques would be useful in measuring the size of part of the missing children population.

Research for this part of the study was conducted in Chicago and Springfield, Illinois, and in Washington, D.C. It consisted primarily of talking to advocates and lobbyists who have an interest in the problem of missing children, with service providers who offer assistance to the missing children in the Chicago area, and with other researchers involved in studying missing children or in the estimation of the size of elusive populations. These discussions led to some necessary categorization of the population to be studied. The runaway and throwaway population can be divided for the purposes of research into three groups:

1. Children who stay with relatives or friends for a short period of time and then return home
2. Children who are out on the street with no fixed place to stay and who ultimately turn to service providers for assistance
3. Children who are out on the street but support themselves legally or illegally and thus do not go themselves to service providers

The primary result of this research is that capture-recapture will not be very effective at determining the size of this first subgroup, which is the largest portion of the runaway/throwaway population. However, capture-recapture might be quite effective at determining the size of the second and third subgroups by collecting, recording, and matching information from agencies that provide services to children in crisis on the contacts that these children have with such agencies. Since the second and third subgroups are those of greatest concern to most federal and state agencies, this technique might yield the best estimates of the size of the subpopulation that holds the greatest interest for government agencies and others concerned with the missing children problem.

## 1. INTRODUCTION

This research was funded under a grant from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. The primary purpose of the grant was to support research on survey methods of estimating the size of the missing children population in the United States. Two techniques were studied under this grant: network sampling and capture-recapture. Both techniques have been used in the past to estimate the size of rare, elusive, or mobile populations.

We take as given the need and importance of carefully estimating the incidence of missing children. The allocation of resources, as well as the development of policies for agencies dealing with missing children, depends on reliable estimates of their numbers and characteristics. Unfortunately, such estimates are not easy to obtain. In addition to definitional problems that would be found in any study, there are several special difficulties in studying missing children:

1. The actual numbers of households in which a child is missing for any reason is small and becomes even smaller if one wishes to distinguish between alternative reasons for being missing and between population subgroups. Even very large samples may uncover too few cases to be sufficiently reliable. It should be noted, however, that rareness of the population is not unique to missing children but is found for many other populations that are important for policy evaluation.
2. Answering questions about missing children may be threatening to some respondents, thus leading to substantial underreporting. This would be the case if the child either is a victim of parental kidnapping or is a runaway, the two major reasons for a child being missing. Cases where children are forced out of the home by the parents would also be in this category.

These definitional problems may suggest that survey procedures should not be used, but the alternative methods are probably even less valid. The National Crime Survey obtains far higher levels of reported crime than are obtained from administrative records, and it is likely that careful surveys using multiplicity, or network, sampling and capture-recapture procedures would obtain better estimates of missing children than it is possible to obtain from administrative records or other sources.

For the network sampling portion of this research, which was primarily the responsibility of Dr. Seymour Sudman, a survey was designed that would contact households in the Chicago area and determine whether there was an incident

when a child was missing from the household for any period of time during 1986. In addition, the respondent was asked whether any of his or her relatives, next-door neighbors, or co-workers had a child missing during 1986. The sample used was seeded with known incidents obtained from the I-SEARCH files of the Illinois Department of State Police.<sup>1</sup>

Results of this research on the use of network samples are presented in Part I of this report. The first chapter in this part discusses multiplicity, or network, sampling procedures in general and points out several key questions in using them to obtain information on missing children. This chapter also contains a literature review on multiplicity sampling. Chapter 3 describes the design of this study, including the location and method, the questionnaires used, the sample design, and some definitional issues. Results from the network study are presented in Chapter 4. In addition to those dealing with the use of network sampling methods, some substantive results are given, and the interviews with missing children themselves are discussed. The final chapter in this part of the report makes recommendations on incidence estimates, on locating households with missing children, and on interviewing children.

The second method studied in this research was capture-recapture. For this part of the research, which was primarily the responsibility of Dr. Charles D. Cowan, the intent was to determine whether the method was feasible, which parts of the population could be studied, and how the method could be implemented for a field test, without actually collecting any data. Capture-recapture has been used successfully in the past with human populations to measure the completeness of birth and death records and of coverage in national censuses and to obtain estimates of the size of the homeless population in urban areas.

Part II of this report is devoted to a discussion of the possible use of capture-recapture techniques for estimating the size of the missing children population. Chapter 6 describes capture-recapture in general terms and then speaks to modifications to the procedure for human populations. Succeeding chapters discuss the applicability of capture-recapture for counting missing children, contacts made with service providers and others knowledgeable about the missing children population, and finally recommendations for a pilot test and expectations about how well such a test might cover a certain area or a certain portion of the population.

---

<sup>1</sup>I-SEARCH is a missing and exploited children clearinghouse administered by the Illinois State Police.

PART I

THE USE OF NETWORK SAMPLING METHODS

## 2. NETWORK SAMPLING

The first part of this research evaluated the feasibility of using network, or multiplicity, methods to estimate the incidence of missing children in the United States. Before turning to the use of these methods for the missing children population, we discuss their applicability in studying rare populations and present a literature review as background.

### Applicability of Multiplicity Procedures

In the typical survey, such as the National Crime Survey, respondents are asked either about only themselves or about all household members. For rare populations, the number located is small, often one or less per 100 contacts. Theoretically, there is no reason to limit the interview only to household members. Respondents could be asked about other persons, relatives, co-workers, neighbors, fellow members in organizations, friends, and acquaintances. To make the data useful, however, the respondent must be able to give reliable information about these additional persons and must also be able to report the size of the network so that it is possible to compute the probability of any individual being selected in the sample. If this can be done, it is possible to make unbiased estimates of the incidence of the rare population that are more reliable than simple household estimates.

As a simple example, suppose one wishes to estimate the population of all persons who are legally blind. One could ask respondents not only about all persons in their household but also about any brothers and sisters, regardless of where they live in the U.S. A person who has no brothers or sisters has only one chance of falling into the sample. This occurs if that person's household is selected. A person with two brothers and a sister living in three different households has four chances of falling into the sample. That person will be mentioned if either his/her own household or the household of any of his/her three siblings is selected. To compute unbiased estimates, the data must be weighted. The person with no siblings gets a weight of 1, whereas the person with three siblings plus him/herself gets a weight of 1/4.

It is also possible using these procedures to obtain sufficient information to locate the members of the rare population so that they can be interviewed directly. Thus, network procedures are used not just to measure incidence but also as an efficient and unbiased method for location.

A final use of multiplicity procedures occurs when the question is sensitive and respondents may be unwilling to report about their own households. These respondents may be more willing to report about others whom they know outside their own households. Examples of topics where this might be the case are

child beating and alcoholism. This may also be the case for missing children. In the case of sensitive questions, there may be ethical problems with asking respondents to report about others who can be identified, but there are no problems if the data are used simply for estimation purposes and not to locate the rare population.

Some users of survey data are concerned about multiplicity procedures because sampling variances are increased owing to the weights used to account for the differential selection probabilities. In other uses of this method, however, it has been found that there are only moderate increases in sampling variances while there are very large cost reductions. Thus, taking both cost and variance into account, multiplicity samples are much more efficient for rare populations than are standard household samples.

Others have been concerned about multiplicity methods because respondents do not give completely accurate information about persons in other households. It must be remembered, however, that reports about persons in the respondents' households are not perfect either. The question is whether there is differential accuracy of reporting, and if there is, what the magnitude of the difference is. In several applications mentioned later in the literature review, reporting about others in a network has been shown to be only very slightly less accurate than reporting about household members.

Since households with missing children are rare (if one uses any policy-relevant definition of missing) and since the topic may be sensitive, the use of multiplicity sampling seems promising. There are, of course, several key questions:

1. Will respondents be able to report accurately about missing children in other households?
2. If yes, what types of networks can be used to obtain accurate information about missing children? By network types we mean relatives, neighbors, co-workers, etc. Past research has indicated that as the network size increases and the frequency of contact decreases, reporting about other network members becomes less accurate. On the other hand, the larger the network, the greater the amount of information that is obtained. The optimum tradeoff between quantity and quality of information must be determined by empirical research.

### Literature Review

The aim of multiplicity, or network, sampling is to spread the identification of members of the special population more broadly over the total population, thereby reducing the number of screening contacts needed (Sirken, 1970, 1972).

Linkages to close relatives have been used in multiplicity samples for several surveys of rare illnesses (e.g., Czaja et al., 1984; Sirken, Graubard, and McDaniel, 1978; Sirken et al., 1980), for a survey of births and deaths (Nathan, 1976), and for a survey of Vietnam era veterans (Rothbart, Fine, and Sudman, 1982). Linkages to neighboring households have been used in a survey

of ethnic minorities (Brown and Ritchie, 1981; Snow, Hutcheson, and Prather, 1981) and in a pilot survey of home vegetable gardeners using sewage sludge (Bergsten and Pierson, 1982). Rothbart et al. (1982) and Czaja et al. (1984) found that with networks of relatives it is almost always possible to locate the members of the special population. Even if the informant does not have the complete address or telephone number, he or she can give the names of other relatives who will know the location of the member of the special population.

Other networks such as more distant relatives, co-workers, or members of the same church or other social organization may also be considered for use in locating members of special populations. Sudman (1985) has shown that for visible characteristics, such as physical handicaps, reports from co-workers and members of the same church or social group are reasonably accurate. As the groups become larger, however, the accuracy of reports of network members decreases, so that one is usually better off with smaller networks.

A wide range of procedures have been used to elicit network information. We give only a few illustrative examples. Perhaps the most detailed was obtained by Gurevitch (1961), who gathered information from respondents based on diaries that were kept for 100 days. Respondents were required to keep the diary with them at all times and to report all contacts. Many researchers have provided respondents with lists and asked them to identify individuals who are, for example, acquaintances, persons whom they know and who know them (Gurevitch and Weingrod, 1978), or persons with whom they talk about scientific problems (Friedkin, 1978). More commonly, particularly in kinship studies, no lists are available and therefore the respondents are asked for names (Bott, 1971; Boissevain, 1974). Distinctions may be made, as by Bott, between kin who are intimate (frequent visiting and mutual aid), effective kin who exchange Christmas presents or cards and are invited to each other's weddings and children's christenings, noneffective relatives who have no contact but have some knowledge of each other, and unfamiliar relatives about whom informants know nothing or virtually nothing. Adams (1968) asked about other relatives simply by asking for a number, although specifying location.

Erickson, Nosanchik, and Lee (1981) report a study of 43 bridge club members randomly split into three groups who were asked to identify long, medium, and short lists of fellow members. As the length of the list increased, there appeared to be some drop in the percentage identified. (Here the universe size was fixed.)

Excluding the literature on community elites, the studies that have validated network size information are rare. From the multiplicity estimation direction, the study by Nathan (1976) validated birth and marriage information among very close kin; similar validation was observed in reports of cancer patients by close kin (Sirken et al., 1981). Rothbart et al. (1982) compared reports of respondents about sons, brothers, and nephews who had served in Vietnam and demonstrated that aunts and uncles were substantially less accurate in reporting than were siblings, who in turn were slightly less accurate than parents.

Killworth and Bernard (1976, 1979) and Bernard and Killworth (1977) monitored teletype networks of deaf persons, ham radio operators, and office employees and then asked respondents to rank frequency of communication with each other. (See also Bernard, Killworth, and Sailer, 1980.) The results indicated poor correlations between rankings and logs or observations of contacts. It should be recognized that these communication events may have been of low salience.

### 3. STUDY DESIGN

The purpose of this part of the study was to measure the accuracy with which specified networks report missing children. Simply starting with probability samples of the general population would yield some cases, but not enough for a careful comparison of alternatives. For this reason, an additional sample of known households with a missing child was selected.

The source for this sample was the Illinois Department of State Police's I-SEARCH files. There might be a concern that releasing the names of households with missing children might in some way infringe on the privacy of these households. To prevent this, any households selected because there was a known missing child were "seeded" into a general population sample so that only the persons selecting the sample knew whether a specific household was part of the general population sample or part of the list sample.

Files were kept under security at all times, and the name and address identifier files were not located in the same place as the files containing survey results or sample status. The procedures that we used have been developed from experience with a wide range of surveys on sensitive topics such as illegal behavior and cancer.

#### Location and Method of Study

The study was conducted in the Chicago metropolitan area by telephone using the telephone interviewing center at the Chicago office of the Survey Research Laboratory (SRL) of the University of Illinois. This center contains 16 interviewing stations. An experienced group of SRL interviewers was used. The main interviewing was done in October-December 1986.

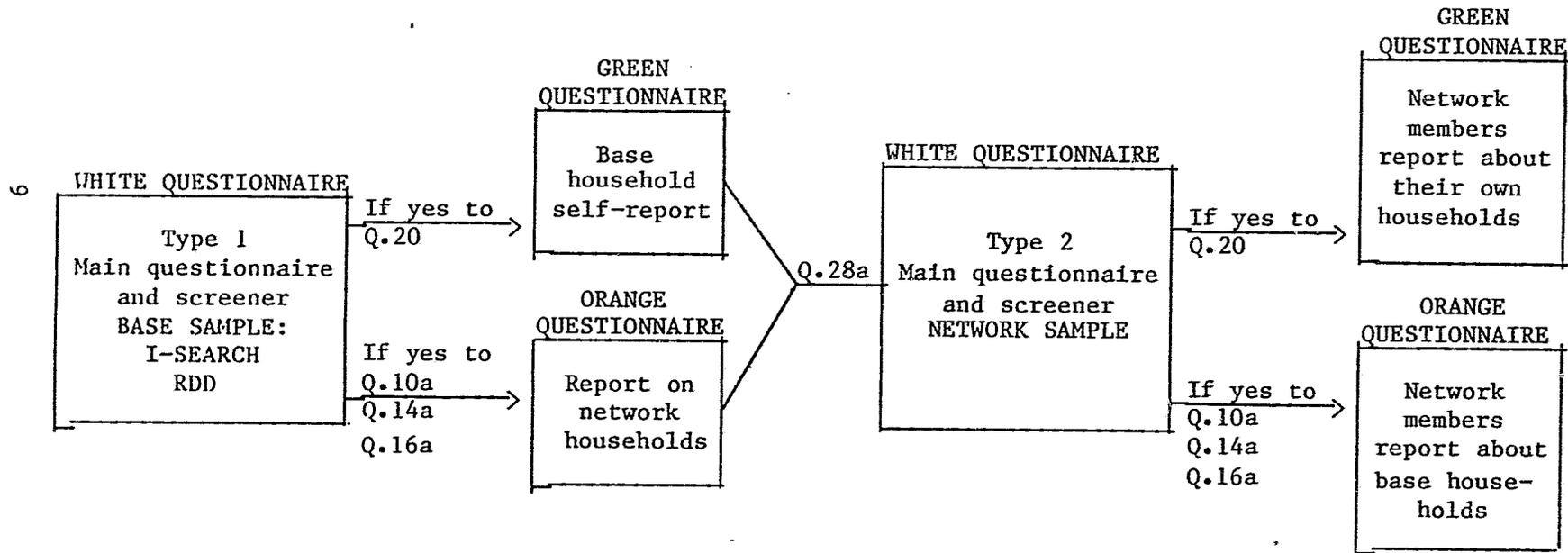
#### Questionnaires

A questionnaire developed by the Northwestern University Survey Laboratory (NUSL) for its research on missing children was used as a base for the SRL study. Owing to the sensitive nature of the study topic, questions asking respondents to identify children outside their households who were missing during the reference period were asked before questions about any missing children in their own households. Copies of the questionnaires used in this study are presented in Appendixes C-K. Figure 1 is a flow chart showing the sequence of administration of the various questionnaires.

Each respondent was asked whether any of his/her relatives, next-door neighbors, or co-workers living in the Chicago area had told the respondent that

FIGURE 1

FLOW CHART OF SRL QUESTIONNAIRES FOR MISSING CHILDREN STUDY



they had a child missing in 1986. If any were reported, the respondent was asked for that person's name, address, and telephone number.<sup>2</sup>

In order to determine the size of the respondents' networks, they were asked for the following information:

1. Number of different households in which parents of respondent and spouse live separate from them in the Chicago area
2. Number of different households in which children of respondent and spouse live separate from them in the Chicago area
3. Number of different households in which siblings of respondent and spouse live separate from them in the Chicago area
4. Number of different households in which grandparents of respondent and spouse live separate from them in the Chicago area
5. Number of different households in which other relatives of respondent and spouse live separate from them in the Chicago area
6. Number of people working in their department

The assumption was made that all respondents had two next-door neighbors.

For the purposes of conducting the validation test to determine the accuracy of reporting by network members for the seeded households (to be discussed in more detail in Chapter 4), each respondent was asked for the full name, address, and telephone number for each the following people:

1. One parent living in a separate household in the Chicago area
2. One child living in a separate household in the Chicago area
3. One brother or sister living in a separate household in the Chicago area
4. One next-door neighbor
5. One co-worker

### Sample Design

The sample consisted of three parts:

1. Households selected from a random-digit-dialing (RDD) sample
2. Households from the I-SEARCH list who had reported a missing child
3. Network members of households on the I-SEARCH list reported by the I-SEARCH household in the interview

---

<sup>2</sup>In a typical network study, interviews would be conducted with these people.

The demographic characteristics of respondents in the RDD and I-SEARCH samples are presented in Appendix A.

RDD sample. The random-digit-dialing (RDD) sample consisted initially of 999 numbers chosen from working banks of telephone numbers in the city of Chicago and suburban directories. The sample was stratified by city and suburban with two-thirds of the numbers coming from within the city and one-third from suburban numbers. This allocation matched the distribution of the I-SEARCH cases. It was recognized that about half of the numbers selected would be nonhousehold or nonworking numbers. Table 1 presents the status of the numbers based on the outcomes of the study. Eventually, the sample size of working household telephone numbers was 572.

I-SEARCH sample. It was intended that the I-SEARCH sample be approximately one-third of the combined samples in order not to arouse the suspicion of interviewers. This ratio has proven most satisfactory in several network studies. It may be seen in Table 1 that this aim was achieved. The combined sample of working residential numbers in the RDD and I-SEARCH samples was 861,

TABLE 1  
STATUS OF TELEPHONE NUMBERS SELECTED, BY SAMPLE

Sample and status	N	Percent
Random-digit-dialing (RDD) sample:		
Working household number	572	57.3
Nonresidential	155	15.5
Nonworking	160	16.0
Other ineligible	<u>112</u>	<u>11.2</u>
Total	999	100.0
I-SEARCH sample:		
Working household numbers	289	73.9
Nonresidential	24	6.1
Nonworking	30	7.7
Other ineligible	<u>48</u>	<u>12.3</u>
Total	391	100.0
Network sample:		
Working household numbers	133	83.1
Nonresidential	4	2.5
Wrong number	3	1.9
Nonworking	9	5.6
Other ineligible	<u>11</u>	<u>6.9</u>
Total	160	100.0

of which the I-SEARCH sample was 33 percent. About three-fourths of the initial I-SEARCH sample reached working household numbers. The fact that there were nonresidential and nonworking numbers even on the I-SEARCH list is not surprising. Aside from possible clerical errors, some people may have been at their place of work when they reported a missing child event. Also some numbers may have been disconnected since the report to the police about the incident.

Network sample. The total network sample consisted of 160 telephone numbers of network members reported by the I-SEARCH sample. We did not intend to conduct interviews with network members from the RDD sample, since the incidence of missing children was expected to be too low. However, owing to the smaller than expected number of network nominations from the I-SEARCH sample, we decided to have interviewers contact network households reported by RDD respondents. Only 12 interviews were conducted with network members derived from the RDD sample. Therefore, these households have not been included in any of the sample analyses.

Better than 80 percent of the telephone numbers given to us by the I-SEARCH respondents proved to be working numbers; the remainder were not working or were ineligible for some other reason. It would have been possible to return to the household to obtain better telephone information, but the study's schedule constraints prevented this. In other studies, it has usually been possible to obtain a correct telephone number by getting the name of another relative if the respondent does not know the correct number.

#### Definition of Missing

We are aware of the conceptual as well as operational problems of defining a missing child. Especially for the network members, it is necessary to think carefully about the time period during which the child was missing before asking the questions. Even if parents could report for very short periods, we would expect most network members to hear about a missing child only after some time had elapsed.

From an operational perspective, it would be necessary to determine an optimum recall period. At one extreme, one could ask if the child had ever been missing, but that would lead to substantial memory errors about details. On the other hand, incidence rates for short periods would be low.

For the purposes of this study, we asked respondents to recall all missing children events that had occurred between January 1, 1986, and the date of the interview (a period of 10 to 12 months, depending on when the interview took place).

#### 4. RESULTS

##### Sample Cooperation

Past experience has indicated that respondents are usually willing to provide information about their networks, although, as with all survey items, a few respondents may not answer a specific question. For some of the network types, there may be an unwillingness to report or a lack of information by respondents about missing children of others in that network. We did not expect this to be the case, but the first stage in the analysis was to examine cooperation rates by various network types to see if there were statistically significant and practically important differences in cooperation rates.

Table 2 presents the cooperation rates obtained in this study. Even with time constraints that prevented maximum follow-up activity, the cooperation rates are higher than observed on typical telephone surveys. The cooperation rate on the random-digit-dialing survey was 77 percent, about 7 percentage points higher than usually obtained. The cooperation rate on the I-SEARCH sample was even higher, 86 percent. This simply confirms what we have seen in many similar types of studies--the more salient the topic, the more willing people are to talk about it. Since all of the respondents in the I-SEARCH sample found this an important and salient topic, they were willing, even eager, to talk about it with an interviewer.

Although some I-SEARCH households did refuse, possibly because they found the topic difficult to discuss, overwhelmingly households that had a missing child event were willing to be interviewed.

We had intended to look at differential cooperation rates by different types of network informants, but in our study 94 percent of all contacted informants cooperated on the interview. (As we will see later, their willingness to report missing child events varied.) The advance letter to the network sample (see Appendix F) may have contributed to the high cooperation rate. In addition, many of the households in the base sample may have told their network informants about their interview, so that the call to the relative, neighbor, or co-worker was not a complete surprise. This would not be the case in a national study where network informants would not be located from I-SEARCH households but where the process would be reversed. Nevertheless, we can see no major difficulties in obtaining cooperation from network samples for a study of missing children.

To summarize, our interviewers found it easier than average to obtain cooperation on this study. Respondents found the topic interesting and important, and the cooperation rates in Table 2 reflect this.

TABLE 2  
SAMPLE COOPERATION, BY SAMPLE

Sample and status	N	Percent
RDD sample:		
Working household number	572	100.0
Cooperation	441	77.1
Refusal	115	20.1
Noncontact or unavailable	16	2.8
I-SEARCH sample:		
Working household number	289	100.0
Cooperation	250	86.5
Refusal	33	11.4
Noncontact or unavailable	6	2.1
Network sample:		
Working household number	133	100.0
Cooperation	125	94.0
Refusal	8	6.0
Noncontact or unavailable	0	--

### Incidence

The key analysis involves comparisons of the number of known missing children reported in the initially selected (base) households and by network types. Past experience led us to believe that the best reporting would be from the initially selected household, although even here there is likely to be some underreporting because of the sensitivity of the question. We expected the network reports to be less accurate than those from the initially selected household, but the actual level reported would determine how useful multiplicity methods would be for future research.

Table 3 presents the reported incidence of a missing child comparing direct and indirect (network) methods based on reports from the RDD sample. It may be seen that substantial increases in the number of household reports of missing children can be obtained by adding network methods to the direct methods. The direct method obtained a reported incidence of 1.6 percent of households in this study, compared with the combined incidence of 6.5 percent of households if all network informants are included. This combined total is four times the initial incidence.

As might be expected, the majority of network reports were from relatives. There were more of them than there were next-door neighbors, and they were likely to know more than co-workers. The fact that co-workers reported the same incidence as neighbors is an indication of underreporting by co-workers,

TABLE 3

INCIDENCE OF RDD HOUSEHOLDS WITH MISSING CHILDREN,  
BY DIRECT AND NETWORK METHODS

Method	Percent of households reporting a missing child <sup>a</sup>
Direct	1.6
Network:	
Relatives	2.7
Neighbor	1.0
Co-worker	<u>1.2</u>
Total	4.9

<sup>a</sup>The rates reported in this table are all based on the 438 households from the RDD sample. The table should be read as follows: 1.6 percent of the RDD households reported a missing child in their own household; 2.7 percent of RDD households reported a missing child in a relative's household, etc.

since there are either one or two next-door neighbors but usually more co-workers. Corroborating this result is the fact that most co-workers were unable or unwilling to give us the address or telephone number of the co-worker who had a missing child. We conclude on the basis of Table 3 and interviewer reports that co-workers would not be an appropriate group of network informants on missing children, since it would be difficult to obtain correct selection probabilities as well as information that would lead to the household with the missing child event. Even omitting co-workers, using close relatives and neighbors as informants still increases the total reports to more than triple the direct reports.

Table 4 presents the incidence of missing children by type of event (i.e., runaways, parental abductions, acquaintance abductions, stranger abductions, and other missing events) reported by the I-SEARCH and RDD households. The incidence figures are based on the total number of children in the I-SEARCH and RDD households. Table 5 shows the total number of households and children among the two samples.

As Table 4 indicates, 19.2 percent of children from the I-SEARCH sample were reported as runaways during the period from January 1, 1986, to the date of the interview. Only four children, or 1.2 percent of the children from the RDD sample, were reported as runaways.

TABLE 4  
 REPORTING OF MISSING CHILDREN INCIDENTS, BY TYPE OF  
 INCIDENT AND SAMPLE

(Percent)

Type of incident	Sample		
	I-SEARCH	RDD	Network
Runaways <sup>a</sup>	19.2	1.2	.7
Parental abductions	.4	--	--
Acquaintance abductions	--	--	--
Stranger abductions	--	--	--
Other	3.6	1.2	--
Total number of children	(519)	(323)	(136)

<sup>a</sup>Only asked of respondents with at least one child age 8 or older.

TABLE 5  
 NUMBER OF HOUSEHOLDS AND CHILDREN, BY SAMPLE

	Sample			Total
	I-SEARCH	RDD	Network	
Households	250	441	136	827
Children	519	323	189	1,031

Only two abductions were reported in this survey. Both cases were reported from the I-SEARCH sample. About 4 percent of the I-SEARCH sample and 1 percent of the RDD sample reported a missing child event that was believed to be serious but did not fit the description of the other four categories. The majority of these events turned out to be inconsequential cases where the child was late coming home from school or did not tell his/her parent(s) where he/she was.

Despite the sample differences between the Northwestern University Survey Laboratory (NUSL) and the Survey Research Laboratory (SRL) pilot studies, the incidence estimates among the RDD samples in these studies are in very close agreement: The incidence of runaway children is 0.8 percent in the NUSL study and 0.9 percent in the SRL study. The NUSL results are based on an RDD sample of the entire state of Illinois, whereas the SRL results are based on an RDD sample in the Chicago metropolitan area, which has about 60 percent of the state's population. Respondents in the NUSL study were asked to report a missing child event if it had occurred in the previous six months, whereas respondents in the SRL study were asked to report events that had occurred since January 1, 1986 (a 10-12 month period).

No abduction cases, either by parents or others, were reported in either the NUSL or SRL RDD samples. Two cases were found in the SRL I-SEARCH sample.

Finally, both pilot studies found that there are a very large number of "missing" incidents causing parental concern that are due to communications failures, children getting lost, or short-term runaways. Although we found that this information is easily obtained, it is our experience that it is not cost-effective to conduct additional lengthy interviews to obtain the details of such events.

### Validation

The encouraging incidence results are sharply dampened by the validation results shown in Table 6. Data are available for a group of 78 I-SEARCH households for whom both network and household reports can be compared. It may be seen that the agreement is very low. In only 3 of the 78 households did the household's and network informant's reports agree. In addition, there were five other cases where the network informant reported a missing child event but the I-SEARCH household did not. If one looked only at these results, one would be reluctant to use network informants for any estimates of incidence of missing children.

Of the 250 I-SEARCH households interviewed, 43 percent reported a missing child. In order to determine why I-SEARCH households did not report a missing child, a short follow-up interview was conducted with these nonreporting I-SEARCH households. A copy of the questionnaire is presented in Appendix J.

In order for SRL to perform this follow-up work, I-SEARCH provided SRL with the names of the missing child's parents/guardians. SRL then recontacted the initial households interviewed to first verify that we had reached the right household in the initial interview. Owing to the special nature of the inter-

TABLE 6

AGREEMENT ON REPORTING OF MISSING CHILDREN BY DIRECT AND NETWORK  
INTERVIEWS OF HOUSEHOLDS IN I-SEARCH SAMPLE

(Number of Cases)

I-SEARCH household	Network		Total
	Reported	Did not report	
Reported	3	32	35
Did not report	5	38	43
Total	8	70	78

view, only field supervisors were used to conduct these interviews. If the household was verified, respondents were asked whether or not a child was reported missing to the police or authorities at any time during 1986. The results of these follow-up interviews are presented in Table 7.

Approximately three-quarters (72 percent) of the nonreporting households from the initial interview were correctly verified. Of the households recontacted, 13 percent indicated that we had reached the wrong household. The most common explanation was that the child's parent/guardian did not have a telephone and that they had used a friend's or relative's telephone when filing the police report. About half of these households reported that the household that we were trying to reach did indeed have a missing child.

Exactly half of the households interviewed were verified as the correct household and also admitted that they had a missing child in 1986. Most of these respondents said that they did not report the incident in the initial interview because the event turned out to be inconsequential. Several children were late coming home from school, while others went to their friend's house without telling their parents. One child was even reported missing to the police who happened to be hiding under his bed.

There is one other issue that must also be discussed. The number of network informants in total was far smaller than we had anticipated obtaining from the I-SEARCH households. There are several reasons for this. The first is that we limited the relative informants to a specific parent, sibling, or child of the I-SEARCH household. In many cases, there were no eligible network informants living in the Chicago area. Nevertheless, the decision to limit informants to those living in the same area as the household still makes good sense. Although some relatives living in other areas might be aware of a missing child, it is certainly reasonable to expect that relatives living close by will be more knowledgeable.

TABLE 7

DISPOSITIONS OF FOLLOW-UP INTERVIEWS WITH I-SEARCH CASES  
THAT DID NOT REPORT A MISSING CHILD

Disposition	Number of households	Percent
Household verified:		
Admitted incident (Refused or did not want to discuss details/Thought incident too insignificant to report in initial interview)	65	50
Admitted incident (Foster child who no longer lives in household)	4	3
Reported missing child in 1985	1	1
Reported missing child out of time frame (after initial interview)	2	1
No missing child reported	<u>22</u>	<u>17</u>
Subtotal	94	72
Household not verified:		
Parent/guardian of child use phone number but does not reside there		
Respondent knew of incident	8	6
Respondent did not know of incident	2	2
Respondent had never heard of parent/guardian of child	<u>7</u>	<u>5</u>
Subtotal	17	13
Refusals	2	2
Nonworking numbers	5	4
Final noncontact	1	1
Not worked due to insufficient data, child in facility, out-of-state, etc.	<u>10</u>	<u>8</u>
Subtotal	<u>18</u>	<u>15</u>
Total	129	100

A second reason for the small number of network informants was the unwillingness of some I-SEARCH households to provide the necessary location information. Because of time constraints on this study, no major effort was made to locate informants using other methods. If network informants were to be used, it is possible to obtain location information by more thorough methods that involve contacting other family members.

The number of network informants in this study was too small to allow detailed breakdowns by types of relatives and characteristics of the missing child event, such as the length of time that the child was missing. Nevertheless, we present in Table 8 some information based on the very thin data available. The base for this table consists of the 40 cases where either the I-SEARCH household or the network informant reported the child missing.

TABLE 8  
 REPORTS OF NETWORK INFORMANTS, BY LENGTH OF MISSING  
 CHILD EVENT AND TYPE OF INFORMANT

Category	Number		Percent informant reports
	Events	Informants	
Length of event:			
24 hours or less	14		7.1
More than 24 hours			
One week or less	9		0
More than one week	8		11.1
Still missing	4		20.0
Type of informant:			
Parent of respondent		13	0
Sibling of respondent		21	9.5
Child of respondent		7	28.6
Neighbor		13	0
Co-worker		5	0

It may be seen in Table 8 that informant reports, while still low, were best for events that lasted more than a week or where the child was still missing. The best informants were the children and siblings of the respondent, i.e., the siblings and aunts and uncles of the missing children. It is interesting to note that the parents of the respondents (the grandparents of the missing children) were not very good informants. Some of the anecdotal information in the interviews suggests that grandparents are a frequent source of refuge for runaway children and thus may be reluctant to report runaways. We also speculate that informants would be more aware and willing to report serious abduction events, which are the rarest.

To summarize, the validation comparisons are discouraging but provide some small evidence that informants, especially close relatives, can provide information on longer and more serious events, which are the rarest in a general population study.

### Sampling Variances

Although network samples greatly increase the amount of information obtained, there is some effect on sampling variances. Because households in a network must be weighted inversely by network size, the differential weights increase sampling variances. The net effect, however, is that the amount of information obtained reduces sampling variances far more than they are increased by the variability in weights. The limitation is that members of the network must be willing and able to report about missing children in the households of relatives.

Table 9 shows the percentage of households with networks of a given size for the following different definitions of a network:

1. Parents, children, and siblings
2. Parents and children
3. Parents
4. Children
5. Siblings

TABLE 9

SIZE OF NETWORKS USING ALTERNATIVE DEFINITIONS OF A NETWORK<sup>a</sup>

Size	Parents, children, and siblings	Parents and children	Parents	Children	Siblings
1	13.5	17.7	45.6	66.7	26.8
2	9.3	13.1	25.1	12.4	14.6
3	12.6	15.8	20.4	9.0	14.9
4	10.0	10.0	5.5	4.9	10.3
5	9.6	7.9	3.2	3.2	6.9
6	7.5	8.4	0.2	1.5	7.9
7	9.3	7.4		1.0	5.8
8	6.9	6.1		0.7	3.5
9	4.5	4.2		0.2	2.8
10	4.0	1.7		0.1	1.6
11	3.8	2.3		0.2	1.6
12	2.2	1.3		0.0	0.7
13	2.3	1.1		0.0	1.0
14 or more	4.5	3.0		0.1	1.6
Total	100.0	100.0	100.0	100.0	100.0

<sup>a</sup>Base = 827.

Table 10 shows the increased amount of information available from each type of network, the increased sampling variance caused by weighting, and the net increase in amount of information obtained using network sampling. The results in Table 10 assume accuracy of reporting of all relatives and ignore response errors. It may be seen that there is always a net increase in the amount of information from network sampling, ranging from about 60 percent if networks are limited to parents only or children only to threefold increases in information if networks consist of both parents and children or of parents, children, and siblings.

TABLE 10  
NET INCREASE IN INFORMATION USING NETWORK SAMPLES

Type of network	Ratio of network sample size to base sample size (1)	Ratio of sampling variance of weighted to unweighted sample (2)	Net increase in information (1)/(2)
Parents, children, and siblings	5.77	1.81	3.19
Parents and children	4.81	1.57	3.06
Parents	1.96	1.21	1.62
Children	1.83	1.15	1.59
Siblings	3.98	1.55	2.57

It is evident from these findings that if data of sufficient accuracy can be obtained, substantial reductions in sampling variances are possible using network samples.

#### Interviewing Time

Since interviewers were required to record the time that they completed sections of the questionnaire, we can estimate the time required for screening. The total base questionnaire (Appendix C) took an average of 12.7 minutes, of which the network questions required 3.2 minutes, or 25 percent of the time. These time estimates exclude the time required for the Network Missing Child Detailed Questionnaire (Appendix D) and the Detailed Questionnaire on Missing Child (Appendix E), which obtained details of the incident if a child was reported missing.

It is evident that network screening is relatively economical, although time and costs do add up for very large samples. Thus, for a sample of 40,000 households, the addition of 3.2 minutes for network screening would add 2,133 hours of interviewing, or \$10,665 at a rate of \$5.00/hour. This cost is low relative to finding missing children by direct screening.

## Substantive Results

In this section, we describe some of the substantive results from this pilot study. We first summarize data on attitudes about the missing children problem. A discussion of the detailed follow-up information obtained about reported incidents then follows. In addition to the tables in this section showing substantive findings from the Detailed Questionnaire on Missing Child, some data are also contained in the tables presented in Appendix B.

Attitudes toward the missing children problem. At the beginning of the interview, respondents were asked a series of attitudinal questions about the missing children issue. These questions were designed to build rapport and establish the purpose of the survey.

In general, both the I-SEARCH and RDD samples believe the missing children issue is a serious problem that merits substantial media coverage. Table 11 presents a comparison between the responses of the I-SEARCH and RDD samples to attitudinal questions concerning the missing children problem.

Part A of Table 11 shows responses to a question about the seriousness of the missing children problem compared to other national problems. As we would expect, a greater proportion of the I-SEARCH sample (78 percent) than of the RDD sample (66 percent) viewed the problem of missing children as "very serious." However, if we combine responses and look at the number of respondents who felt the problem was "very serious" or "quite serious," there is virtually no difference between the samples. Nine out of ten respondents in both the I-SEARCH and RDD sample said the problem was "very" or "quite" serious.

In Part B it can be seen that a larger percentage of the I-SEARCH sample than of the RDD sample felt that there was not enough coverage on the missing children problem given by TV (71 vs. 58 percent), newspapers (74 vs. 66 percent), and radio (69 vs. 64 percent). Parts C and D of the table present data on the perceived effects on parents and children of publicity about missing children. The responses among the two samples are very similar across these questions.

A comparison of the NUSL and SRL results on these attitudinal items among the RDD samples in these two pilot studies shows very close agreement in indicating that the public thinks the issue of missing children is serious and significant. However, the sample differences should be kept in mind when comparing results across the two studies. NUSL asked separate questions about the seriousness of the different types of missing children events. SRL asked only a single question about the seriousness of the problem of missing children. Almost nine of ten respondents in the SRL study (91 percent) thought that the problem was very or quite serious. In the NUSL study, 93 percent of the respondents thought that sexual abuse was very or quite serious, 89 percent thought stranger abduction was very or quite serious, and 79 percent thought that runaway children was a very or quite serious problem.

TABLE 11  
 RESPONSES TO ATTITUDINAL QUESTIONS, BY SAMPLE  
 (Percent)

Response	Sample	
	I-SEARCH	RDD
A. Seriousness of problem		
Very serious	78	66
Quite serious	13	22
Somewhat serious	7	11
Not serious	1	1
Don't know	1	-
Total	100	100
B. Not enough media coverage		
TV	71	58
Newspapers	74	66
Radio	69	64
C. Effect of publicity on parents		
Educate about realistic dangers	58	60
Make overly fearful	24	21
Both	15	13
Neither	1	1
Don't know	2	5
Total	100	100
D. Effect of publicity on children		
Educate about personal safety	57	61
Make overly fearful	24	17
Both	12	15
Neither	3	1
Don't know	4	6
Total	100	100

Part A of Table 12 presents comparisons of the responses to the question on the amount of media coverage on the missing children issue provided by TV, newspapers, and radio. It may be seen that about two-thirds of respondents in both pilot studies did not believe that there was enough media coverage. Parts B and C of the table present data on the perceived effects of publicity about missing children on parents and children. For both pilot studies, about 60 percent of the respondents thought that the publicity educates parents about the realistic dangers regarding their children and educates children about their own personal safety. Although these results cannot be directly generalized to the total U.S. population, there is no reason to expect that national results would differ much from these.

Detailed interview information. Detailed interviews about the nature of the event were conducted with 116 households in which a parent/guardian reported that a child in their household had been missing during the reference period. A separate Detailed Questionnaire on Missing Child (see Appendix E) was administered for each child reported missing within a household. Owing to multiple missing children within households, 127 detailed questionnaires were obtained. For cases where the respondent reported that a child had been missing more than once, he/she was asked to report on the incident that he/she thought was most serious. The data presented here are based on the total number of missing children reports (127).

Of these 127 reports, 119 were from I-SEARCH households. The small number of reports among the RDD sample (8 cases) precludes looking at responses among the I-SEARCH and RDD samples separately. Therefore, only total responses are presented here.

The follow-up interview began by asking the respondents about what thoughts went through their mind when they first realized that their child was missing. For approximately half of the events reported, the respondent thought that the child might be physically harmed (47 percent) or sexually exploited (46 percent). In fewer cases, the respondents believed that the child might have had an accident (38 percent) or had been abducted (28 percent).

Respondents were then asked details about when the event took place, the length of the event, and what action(s) they took when they realized that their child was missing. Table 13 shows the distribution of total missing children and runaway events by the month in which the child was reported missing. The majority of missing children events (79 percent) took place during warm weather months, March through September, and also 79 percent of the runaway events occurred during these months. As we would expect, most children appear to run away during the better weather.

The majority of missing children events reported (62 percent) were for a duration of more than 24 hours. Table 14 shows the distribution of missing child events by the duration of the incident. In approximately a quarter (24 percent) of the events, the child was reported to have been gone four weeks or more or was still missing at the time of the interview.

TABLE 12  
 MEDIA COVERAGE AND PUBLICITY ON MISSING CHILDREN, BY STUDY  
 (Percent)

Response	NUSL study	SRL study
A. Not enough media coverage		
TV	64	58
Newspapers	69	67
Radio	72	66
B. Effect of publicity on parents		
Educate about realistic dangers	60	59
Make overly fearful	20	22
Both	20	13
Neither	-	1
Don't know	-	5
Total	100	100
C. Effect of publicity on children		
Educate about personal safety	60	61
Make overly fearful	20	17
Both	20	15
Neither	-	1
Don't know	-	6
Total	100	100

TABLE 13  
TOTAL MISSING CHILD AND RUNAWAY EVENTS,  
BY MONTH REPORTED MISSING

Month reported missing	Percent of total missing children events	Percent of runaway events
January	5	6
February	2	-
March	10	10
April	8	9
May	10	10
June	18	18
July	9	11
August	13	10
September	11	11
October	9	10
November	2	3
Don't know	2	1
Total	<u>99<sup>a</sup></u>	<u>99<sup>a</sup></u>
Base	(127)	(105)

<sup>a</sup>Not 100 percent because of rounding.

Concerning the actions respondents took when they realized that their child was missing, for almost all cases reported (89 percent) respondents said that they called the police or a law enforcement agency. In 74 percent of the missing child incidents reported, the police/law enforcement agency was called within 24 hours. In about half of the cases (47 percent), the police were called within six hours. Of the incidents where the police were called, a report was taken for almost all of the cases (97 percent). Eight out of ten (81 percent) of these reports were taken at the respondent's home. As Table 15 indicates, satisfaction with the police's handling of the incident appears to be tied to the duration of the incident. In 77 percent of cases lasting 24 hours or less, respondents said that they were "very satisfied" or "somewhat satisfied" with the handling of the case by the police, whereas in cases lasting more than 24 hours, only 43 percent said that they were "very" or "somewhat satisfied."

Besides calling the police, respondents reported taking various actions to find their child, such as searching for their child themselves, calling the child's friends, calling their own friends, etc. Table 16 presents the distribution of actions taken by parents/guardians to find their children. In over half (59 percent) of the missing child cases reported, a search by the

TABLE 14

## MISSING CHILDREN EVENTS, BY DURATION OF INCIDENT

Duration of incident	Percent of missing children
Less than 1 hour	1
1-5.9 hours	8
6-11.9 hours	16
12-23.9 hours	13
24-47.9 hours	9
2-6.9 days	19
1-1.9 weeks	7
2-3.9 weeks	3
4 weeks or more	11
Still missing	<u>13</u>
Total	100
Base	(127)
24 hours or less	38
More than 24 hours	<u>62</u>
Total	100
Base	(127)

TABLE 15

SATISFACTION WITH POLICE'S HANDLING OF CASE,  
BY DURATION OF INCIDENT

(Percent)

Satisfaction	Duration of incident		Total
	24 hours or less	More than 24 hours	
Very satisfied	56	24	36
Somewhat satisfied	21	19	20
Somewhat dissatisfied	14	24	20
Very dissatisfied	9	33	24
Total	100	100	100
Base	(34)	(80)	(113)

TABLE 16

## MENTION OF ACTIONS TAKEN TO FIND CHILD

Action taken	Percent of cases where mentioned <sup>a</sup>
Family search	59
Called child's friends/parents	37
Called friends	19
Called relatives	8
Called neighbors	6
Called child's school	2
Called private detective/lawyer	1
Nothing	9
Other	15
Base	(127)

<sup>a</sup>Total adds to more than 100 percent because of multiple mentions.

parent/guardian or other family members was mentioned. Over one-third (37 percent) mentioned calling the child's friends or the parents of the child's friends. Other actions included calling friends, relatives, neighbors, the child's school, and a private detective or lawyer.

Respondents were asked whether they knew or suspected anything about where their child was at the time of the incident. In six out of ten cases (62 percent), the parent/guardian indicated that they thought they knew where their child was. In 71 percent of the cases, the parents reported that immediately before the child was found they were "very worried" that something serious had happened to the child.

In about half (49 percent) of the missing child incidents reported, the child returned home by him/herself. About a quarter (23 percent) of the children were returned by the police, and another quarter (23 percent) were found by a family member (parent or relative).

In only four out of ten cases (38 percent) where the child was returned by the police did the parents report receiving a full explanation from the police of what happened while the child was missing. However, parents/guardians believed that over half of the missing children reported (57 percent) gave them a full explanation of what happened.

Very few children were reported to have suffered physical or sexual harm while they were missing. Parents/guardians reported only four children who were physically harmed while they were missing from home. Only one of these cases

was viewed as "very serious" and required treatment. Five children were reported to have suffered sexual harm. However, these incidents were rated as "somewhat serious" or "not at all serious" by the respondents. Eighteen children were said to have experienced emotional harm while they were missing. Only three of these children were believed to have been seriously harmed, but seven children were reported to have required treatment.

A special sequence of questions was administered for cases where a child 12 years of age or older was reported to have run away from home for 24 hours or more. These questions were included in order to obtain in-depth information about where children go and what they do when they run away. Specific questions were asked about how the child supported him/herself while gone, whether the child had any source of income, how the child got around from place to place, where the child stayed for shelter and got meals, whether the child got help from any government or private agencies, and whether the child was picked up by the police or was involved in any criminal activities. These questions were expanded from the NUSL pilot study in order to provide input for assessing the appropriateness of capture-recapture techniques for the missing children population.

Most parents were unable to report very much detail about what happened to the child while he/she was missing. This can be seen by the relatively high "don't know" levels in Table 17 on questions to parents concerning the details of the incident.

Parts A, D, and E of Table 17 show that most runaways seem to rely on their friends while they are away from home. Specifically, friends were mentioned most often as a source of support (32 percent), shelter (57 percent), and meals (55 percent). Only 13 percent of the runaways were reported by their parents/guardians to have had a source of income while they were gone.

About 19 percent of these runaways (13 children) were reported as having been picked up by the police. Only about half of these children (7 cases) were held in a police lock-up, jail, or detention center. According to these parents, only two runaways were involved in any crimes while they were missing. A comparison is made in the next section between the parents' and their child's responses to these questions.

Respondents were also asked whom they first told that their child was missing. In nearly eight out of ten of the missing events, the parents/guardians told at least one other person about the incident. As can be seen in Table 18, which shows whom parents told about their missing child, respondents mentioned telling the police most often (71 percent).

Among incidents that were of a reported duration of 24 hours or more, 25 percent of parents/guardians said that they turned to agencies for help. At the close of the sequence of questions in the Detailed Questionnaire on Missing Child (Appendix E), respondents were asked how serious the incident was to them at the time that it occurred. Nearly all of the events reported were viewed as "very serious" or "quite serious" (84 percent).

TABLE 17

DETAILS OF RUNAWAY EVENTS REPORTED FOR CHILDREN 12 YEARS OF AGE  
OR OLDER WHO WERE MISSING FOR 24 HOURS OR MORE

Response	Percent of cases where mentioned
A. How child supported self	
Friends	32
Relatives	6
Boyfriend/girlfriend	7
Own money	15
Other	27
Don't know	2
Base	(68)
B. Whether child had source of income	
Yes	13
No	73
Don't know	14
Total	100
Base	(68)
C. How child traveled from place to place	
Walked	31
Bicycle	7
Friends	25
Public transportation	4
Own car	10
Other	3
Don't know	32
Base	(68)

(Continued)

TABLE 17--Continued

Response	Percent of cases where mentioned
D. Where child stayed for shelter	
Friends	57
Relatives	6
Abandoned buildings	2
Public place	5
Shelter	11
Other	15
Don't know	14
Base	(65)
E. How child got meals	
Friends	55
McDonald's	5
Relatives	6
Own money	5
Shelter	3
Other	11
Don't know	22
Base	(65)

TABLE 18

MENTION OF PERSONS WHOM PARENT TOLD  
ABOUT MISSING CHILD

Person	Percent of total mentions	Percent of cases where mentioned <sup>a</sup>
Police	26	71
Spouse/ex-spouse	15	39
Parent/grandparent	10	28
Other relatives	13	34
Siblings of child	5	14
Friends	11	29
Child's friends/parents	8	22
Neighbor	4	29
Other	8	21
Total	100	
Base	(110)	(110)

<sup>a</sup>Total adds to more than 100 percent because of multiple mentions.

Finally, respondents were asked for permission to interview their child if the child met the following criteria: (1) the child was 12 years of age or older at the time of the event, and (2) the child had returned home. For those 104 children who met these criteria, permission to interview the child was given by the parents in 48 cases (46 percent of those asked); 42 households refused to allow the child to participate in the survey, and 14 households said that they did not know at that time.

#### The Child Interview

There were three objectives in conducting interviews with children who had been missing. First, we wanted simply to assess whether it is feasible to conduct telephone interviews with children who have experienced missing incidents. Second, such interviews would provide information about the incidents that might prove valuable in investigating the feasibility of the capture-recapture method. Third, a comparison of interview items between children and parents might identify areas where parents are not good reporters about incident details.

However, in the discussion that follows regarding these issues, one must keep in mind that the sample size was very small. Additionally, some questions were not exactly comparable in the two questionnaire versions. Still, the results seem to point to some areas where child interviews might add important information about the details of incidents. Furthermore, it does appear quite possible to conduct telephone interviews with children of these ages.

For each sample household, we attempted to set up, through the parent, an appointment to interview the child. In a few cases, the child was interviewed without an appointment. (In all cases, parental consent had been obtained earlier.)

Using a modified version of the main questionnaire (see Appendix K), we conducted 28 interviews with children aged 12 to 16. These interviews were conducted in 25 households where parental consent had been obtained. Of the 28 children interviewed, 17 were girls and 11 were boys. There were two missing child events in one household and three in another; these account for the extra three cases. In three other instances where consent had been obtained, interviews could not be completed: One child had run away again and two others were in the custody of authorities.

In the questionnaire introduction, the child was told that the parent had reported a missing incident to us. The child was then asked how many times in 1986 he or she had been missing from home. The interview focused on the event for which the child was away from home the longest. In three cases, the time away from home was only a matter of hours, and thus many of the questionnaire items were not applicable. The other 25 cases were all runaways. There were no cases of either parental or stranger abductions.

The questionnaire omitted general items about missing children as a national issue and respondent impressions about media coverage, etc., but otherwise followed the pattern and questions of the main adult interview. Of course, no network questions were asked.

All interviews with children were conducted by SRL field supervisors. After data collection was completed, a debriefing session was held with the supervisors and the project manager to evaluate the effectiveness of the questionnaire and to obtain their general recommendations for strategies in future surveys of children who have had missing incidents. These recommendations are discussed below.

Feasibility of interviewing children. Assurances of confidentiality are very important, especially for the older children. Although the interview began with a standard sentence about the responses being kept strictly confidential, the interviewer often had to give additional assurances. It is also important that a relatively full explanation of the purpose of the survey be given. It was felt by the interviewers that since children have rarely been in interview situations, except possibly with police or other authorities, the context of the survey interview needs to be carefully set.

The interviewers did feel that the children were responsive and forthcoming once they knew that their comments would not be available to anyone. In trying to parallel the adult version of the questionnaire, some language was carried over that caused occasional problems for some of the younger children. Although this was not a major problem, clearly in constructing questionnaires for children one must be sensitive to the use of appropriate language--without, of course, sacrificing what is known about principles of questionnaire design and precision of statements.

Some children found it difficult to respond to open-ended questions. In several cases, the open-ended questions did not elicit much without quite a bit of probing. The probing itself can be problematic, since the interviewer has to be sensitive to how much she can push for more detailed responses from young children. It was felt that, in general, the more the questionnaire could be closed, the better. The issue of open-ended questions is also related to the interview setting. In some instances, the child was not alone in the room while the interview was being conducted. In a few cases, the interviewer sensed that for this reason the child was reluctant to give full responses to some open-ended questions.

Despite the difficulties and cautions noted, the consensus of interviewer judgment was that one can successfully conduct interviews about missing child experiences with the children themselves. The children did not generally regard the incident as stigmatic (as did some parents). They were willing to talk about their experiences while away from home, including illegal activities such as drug and alcohol use. They did not seem to have problems responding to the questions about physical or sexual harm. Additionally, they understood and responded to the question about emotional harm.

Comparisons to parent interviews. In Table 19 we compare the parent and child responses to several items related to the missing child incident. (It should be noted that the key incident was elicited differently in the two interviews, and thus there is some chance for a mismatch in the cases where the child experienced multiple missing incidents. In practice, this did not appear to be a problem.) The sample base varies from one question to another for several reasons. The question may not be applicable because of an earlier response or a skip or because of some characteristic of the incident, e.g., the length of time gone.

Even given the limitations on inferences due to the small sample, there are points worth noting. In 15 of 28 instances, the parent either did not have any idea where the child went or gave an answer that did not agree with the child's answer. The parent and child responses to the questions on shelter, food, and agency contact were similar, as were, to a lesser extent, those on method of travel. However, in half of the cases, the parent either had a different idea about the availability of money to the child or could not respond to the question. In a majority of cases (15 out of 26) the parent had a different idea than the child about who got the child to return home, although there is a problem with exact comparability of the question versions that detracts from this finding. In 9 out of 23 cases, the parent and child did not agree about whether the child had an encounter with the police. There also appears to be some disagreement in reports of various types of harm during the incident.

Five items of particular interest are examined in Table 20. There is very strong agreement on the question about involvement in any crimes during the missing incident. In asking whether a complete explanation about the incident was given to the parent by the child, 17 out of the 25 children who answered this question said "No." In about half of these instances, the parents thought that they had gotten a complete explanation. When comparing answers

TABLE 19  
 PARENT/CHILD AGREEMENT ON SELECTED ITEMS  
 (Number of Cases)

Item	Agreement		Parent did not know
	Yes	No	
Where child went	13	9	6
How shelter was obtained	20	3	2
How food was obtained	16	5	3
Whether there was help from an agency	22	1	2
How child traveled from place to place	17	7	1
Whether child had source of money If yes, what the source was	3	2	2
Who persuaded child to return	11	15	0
Whether child was picked up by police If yes, whether child was held If yes, how long held	13 1 1	9 1 0	1 0 0
Involvement in crimes If yes, type of crime	19 2	2 0	2 0
Whether child gave parent a full explanation	16	8	1
Whether child suffered--			
Physical harm	22	5	0
Sexual harm	21	4	2
Emotional harm	16	7	0

TABLE 20  
 PARENT/CHILD KEY ITEM COMPARABILITY  
 (Number of Cases)

Child response	Parent response	
	Yes	No
A. Was the child involved in any crimes during the time missing?		
Yes	1	1
No	1	18
B. Did the parent get a full explanation from the child of what happened?		
Yes	6	2
No	9	8
C. Did the child suffer any physical harm while missing?		
Yes	0	4
No	1	22
D. Did the child suffer any sexual harm while missing?		
Yes	0	1
No	2	22
E. Did the child suffer any emotional harm while missing?		
Yes	1	6
No	2	16

to the questions on physical and sexual harm, there seems to be strong agreement between parent and child. This is also the case with emotional harm, although it is interesting to note that in six cases the child felt that he/she had experienced emotional harm while the parent did not think this was true.

While these data indicate that in some areas there is strong agreement between parents and children on the details of the incidents, in others there is either a lack of information on the part of the parent or a different response than that gotten from the child. Of course, one possible source of data contamination would be discussions about the incident between the parent and the child after the parent interview (or between children in multiple-incident households). If such discussions did occur, however, their effect should be in the direction of more agreement on responses.

Data relevant to capture-recapture. The responses to questions about sources of shelter, food, and money were very uniform. This may well be due to the lack of inclusion of any long-term missing children in the sample. In almost all cases, there was heavy reliance on friends (or a relative in one case) for shelter (20 out of 24) and food (20 out of 25). Similarly, the nine children who reported having some source of money obtained it from friends in four cases and by employment in five cases.

This ability to rely on friends during relatively short periods away from home is not surprising. Neither is the lack of contact with social service agencies (only two cases sought help from this source). For children who are gone from home for longer periods, or who leave the areas where they have acquaintances, the patterns of support and agency contact may be quite different.

The use of service agencies is important for the capture-recapture methods discussed in Part II of this report. However, the sample in the network study did not contain the type of missing children for whom capture-recapture might be most applicable. Therefore, the data that were obtained are not of much value for evaluating the possible use of capture-recapture techniques to estimate the size of the missing children population.

## 5. RECOMMENDATIONS

In this chapter, we discuss the implications of this research for the proposed design of a national sample of missing children. There have been two distinct uses of network samples--for improving estimates of incidence and for locating the rare population so that special interviews can be conducted. In an ideal situation, both uses are appropriate.

### Incidence Estimates

Based on what we learned in this study, it would be hazardous to use network sampling for improving the estimates of the incidence of missing children, especially runaways. The results of the validation study shown in Tables 6 and 7 indicate that a large percentage of the informants did not know or did not report cases (mainly runaways) that had been reported to I-SEARCH. This would indicate that estimates based on informant data would be biased downward over estimates based on direct household samples. We found from our results, which confirmed those of the Northwestern University Survey Laboratory study, that even direct household samples tend to underreport.

Since runaways are found in almost 1 percent of households, they are not unusually rare and the total mean square error of using multiplicity estimates is likely to be substantially larger than the error using direct estimates.

The situation is much less clear for the more serious abduction events, whether by a parent, other known person, or stranger. Here the event is much rarer, and the reporting of informants may be better. If resources permitted, it would be useful to collect information from network informants on these more serious causes of missing children and to compute estimates using both direct and multiplicity methods. If these estimates were in reasonable agreement, one might then use the multiplicity estimate because it would have the smallest sampling error. If the multiplicity estimate were smaller than the direct estimate, the latter would be preferred because the comparison would indicate substantial underreporting bias from the network informants.

Furthermore, because the rates are so low for abductions by nonparents, we would suggest that a supplementary sample be selected from law enforcement records, since these records are likely to be most complete for stranger abduction incidents.

### Locating Households with Missing Children

Even if the network reports are insufficiently accurate for estimation purposes, they may still be useful for locating households with missing children,

especially for the more serious abductions. Once these households are located, interviews with parents, children, or both can be conducted to obtain detailed information about the event. It is, of course, the case that for these data to be completely unbiased, one would need to know the exact probabilities of selection of each located household. Realistically, however, these results will be unbiased unless there is a relation between the informant's probability of reporting an event and the details of the event. Although such a relation is theoretically possible, it is more likely that the correlation will be near zero, so that the data will be unbiased or, at worst, very slightly biased. Thus, network samples may prove a useful method for locating rare cases that could not easily be found in other ways.

### Interviewing Children

It is clear that children aged 12 or older can be interviewed by telephone about their missing incident experiences. Although care must be taken in developing an appropriate questionnaire for children, our experience reveals no serious obstacles to doing this.

There certainly appears to be value in interviewing children who have had missing incidents once these children have returned home. It seems clear that the child seldom gives the parent a full explanation of what transpired during the incident. Thus, some data, especially those related to encounters with the police or to illegal acts, may be best obtained from the child. Direct interviews with these children should also contribute substantially in constructing general profiles of them.

Specifically, our recommendations for interviewing children in the national survey of missing children are as follows:

1. In those households in the RDD sample where missing child incidents have occurred, interviews with the child (if age 12 or older) should be attempted.
2. If the child has not returned home at the time of the parent interview, the household should be recontacted later to obtain the child interview.
3. The questionnaire that is developed should be pretested on a sample of children located through I-SEARCH records.
4. The questionnaire should minimize the use of open-ended items. Where such questions are necessary, interviewers need to be carefully trained in appropriate probing techniques for use with children and given ample opportunity to practice these in pretest interviewing.
5. As part of the preliminary work in developing the questionnaire, a literature search should be conducted to incorporate experiences of other researchers in developing instruments and techniques for surveying children.
6. An explanation of the survey purpose and assurance of confidentiality should be especially developed for use with children.

PART II

THE USE OF CAPTURE-RECAPTURE TECHNIQUES

## 6. CAPTURE-RECAPTURE METHODS

The second method studied in this research on techniques for estimating the size of the missing children population in the United States was capture-recapture. This is a technique used to estimate the size of populations that are difficult to observe and count (Cowan, 1984). The basic concept of capture-recapture is very simple; the implementation of capture-recapture is difficult because the assumptions necessary to make the technique work often do not hold. The technique requires two or more observations on the same population at different times or using different sources to obtain information. Using a statistical model, one determines how frequently individuals in the population are observed and attempts to model the probability that an individual will be observed each time. Using this information, the researcher then derives an estimate of the number of individuals in the total population, observed and unobserved. Table 21 helps to show how estimates are obtained when the population is observed only two times.

TABLE 21  
OBSERVATIONS FOR CAPTURE-RECAPTURE ESTIMATION

First observation	Second observation		
	Captured	Not captured	Total
Captured	M		$N_1$
Not captured			
Total	$N_2$		$N_+$

Observations are taken on the population to be studied in such a way that all members of the population have an equal chance of being observed. The number of individuals observed in this first capture is  $N_1$ . The individuals are tagged so that at some later time the researcher can determine whether the individual has been observed earlier. A second observation is then taken, with the number of individuals observed this time being  $N_2$ . At the time the second observation is taken, a count is also made of which individuals were tagged. This count,  $M$ , is the number of individuals observed both times from

the population under study. An estimate of the number of members of the population,  $N_+$ , is

$$\hat{N}_+ = \frac{N_1 \times N_2}{M}$$

To derive this estimate, a number of assumptions have to be made. The first, already mentioned above, is that each individual in the population has the same probability of being observed during the observation period. However, the probability of observation can vary by period. The second major assumption is that observing an individual at Time 1 is independent from observing the individual at Time 2. In other words, observing an individual in one time period has no effect on whether that individual is observed in the other time period. With more than two observations, this assumption can be relaxed to allow for correlation between observations as long as independence jointly between all sources of information can be assumed.

A third assumption is that all members of the population remain or are a part of the population during the time that all observations are taken. In other words, the actual population that we are attempting to measure does not change during the time that the study is being conducted. This assumption is not necessary for some methods of capture-recapture, called "open population methods." These methods also model ingress and egress from the population, but they require four successive observations on the population and so may not be useful for any limited study of the missing children population.

The model described above implies successive observations. It may be, however, that the observations on the population are cotemporaneous and are in the form of lists that can be matched, such as administrative records. In this case, the assumption is made that each individual can be identified uniquely and in the same way each time, which is a stronger assumption than assuming that each observed individual is tagged and that tags are not lost.

There are also assumptions standard to survey research, namely, that each individual responds when contacted and that we are certain whether that individual is in the population. This is the assumption that there are no missing data in the study. This is especially important in the case where lists are used, since the lists are usually compiled for purposes other than for research on the population under study, and thus some crucial identifying information may not be on the list. It is also true that there may be individuals on the list who are not members of the population, which means that the researcher must have available information about which members of the list belong to the population before the list can be matched to other, similar lists.

This model assumes a fairly stable population that can be observed with no adverse impact on the population because of the observations. In the next chapter, we will address the problems of adapting this technique to a population that is not very stable and for which many of the assumptions do not hold.

## 7. APPLICATION OF CAPTURE-RECAPTURE METHODS TO HUMAN POPULATIONS IN GENERAL AND TO MISSING CHILDREN SPECIFICALLY

Applying capture-recapture to the problem of counting the number of missing children, even for a single location such as a city, can be fraught with problems. Many of the assumptions listed above will not hold, and compensatory measures will have to be adopted to ensure that the estimates generated will at least give a reasonable approximation of the truth.

Most human population studies use either a fixed list (usually administrative records or a census) or a random sample of a set of fixed points where the population is most likely to be found (such as a housing unit sample). In the case of missing children, there is no fixed list or set of locations that can be used to identify missing children. The focus of this research is to determine how to construct such a list and to anticipate some of the problems that will occur because of the assumptions necessary to make estimates.

Previous research using capture-recapture has invariably relied on constructing a list of the population for each of the captures. For census evaluation, this has meant using the census itself as the first list and constructing an independent area frame sample as the second list of housing units. Note that both lists are actually lists of locations, in this case housing units, where-in people reside. Each list can be incomplete in two ways: Housing units can be missed (which means all persons in the housing unit are missed), or people can be missed within captured housing units. If both of these events are treated as stochastic events, then the capture-recapture model with some modification can be used. In research on estimating the number of homeless in the city of Baltimore, a list of all shelters and missions in the city was used as the frame, and all elements on the list were visited to obtain a list of all homeless using missions or shelters in the city on the night of each visit. These lists were then compared, and the number of matches across lists was obtained to be used in the model. In the case of Baltimore, the number and location of all missions and shelters was well known in advance because of previous work. What was not known was the number and location of other places where the homeless might be found. No attempt was made to find and enumerate these places; instead, an assumption was made that all homeless had some chance of being enumerated at some time during the time of the study. Independent research is under way to determine how accurate this assumption is.

With missing children, the same methodology will not work as well in the city of Chicago. Note that all comments about the methodology studied for missing children pertain primarily to Chicago and may not hold for other cities. Chicago was chosen because of its size and the unusual nature and composition of its population. Similar problems might pertain to New York City and Los

Angeles; but for smaller, more homogeneous cities, the enumeration problems are not expected to be as bad.

For the city of Chicago, the methodology considered was to construct a set of contact points, such as the missions and shelters in Baltimore, where runaways might come for assistance or social contacts. For this study, the set of potential contact points was expanded considerably by attempting to define and list all of the service providers for the city. However, the runaway population is not like the adult homeless population, and the methodology may not work nearly as well for runaways as it did for the adult homeless.

### Problems in Studying the Missing Children Population

There are several key differences with missing children that cause problems that must be overcome; otherwise the focus of the study must be redefined.

Composition of the population. The first problem is that the missing children population is comprised of three groups:

1. Children who stay with relatives or friends for a short period of time and then return home
2. Children who are out on the street with no fixed place to stay and who ultimately turn to service providers for assistance
3. Children who are out on the street but support themselves legally or illegally and thus do not go themselves to service providers

These groups will differ greatly in their probabilities of capture. Group 1 will have an almost zero probability of being observed regardless of the search procedure used, and Group 3 will have a lower capture probability than Group 2 if service providers are used as a point of reference. The fact is that Group 1 simply does not use services commonly provided by the city, state, or religious groups, or at least funded by these sources. If they do use these services, such as the runaway hotline, the use is by such a small portion of the population that no reliable estimates could be obtained for this group. Group 2 is "countable," but there are some further questions that need to be addressed for this group. Group 3 is not directly countable, but a modification of the technique of establishing contact points might be useful. Some service providers have outreach groups who go out on the streets to make contact with suspected runaways. Rather than using service providers as set points to which the missing children would come, the outreach programs could provide moving contact points that would go to the runaways.

There are obvious parallels with techniques used in other studies. In the literature on counting nomadic populations, the corresponding methods are watering point techniques, where the researcher waits for the nomads to bring their herds into the watering points, and trail techniques, where the researcher follows the path of travel that the nomads use with their herds to find the nomads on the trails that they have used for thousands of years.

Defining a missing child. A second problem is definitions. There is no clear-cut definition of what a missing child is. Is a child who is a runaway for three hours a runaway by definition? What if only the child knows that he or she is thinking of running away, and the child relents and goes home? Is the child who calls the runaway hotline after three hours and then goes home a runaway because he or she used some service, while the child who returns without such support is not a runaway? Some children are actually homeless (although usually still part of some family unit, also homeless) and not actually missing from some place, since there is no place to be missing from. Are these children missing, and if not, how do we distinguish them from children who are? There is also a problem with age range. Some of the people working for the city of Chicago who were interviewed in this research advocated an age range up to 21, while others commonly used ages up to 18 (both exclusive, not inclusive limits). Persons aged 18-20 are excluded from some services but not from others. This means that there is a good possibility of deliberate misreporting of ages, both for persons over 18 but less than 21 and for those over 21, so that there would be some telescoping back into the age ranges chosen for the study. Some of these problems with definitions compound themselves, as in the case of an 18-year-old child who is forced out to live on his or her own. Is this child a throwaway or a reluctant adult?

Identifying a missing child. A third problem is identification. Not all of the children who make use of services such as the runaway hotline or other forms of crisis intervention or counseling are runaways or throwaways. Even worse, going out on the street or to bus stations, airports, train stations, malls, or other places where children may be found or congregate will prove frustrating or at least difficult, since some type of screening will be necessary to determine whether the child being interviewed is eligible for the study. This is the major determining factor in choosing to use already extant outreach services for interviewing rather than hiring interviewers to do this screening. The outreach programs are familiar with the children, recognize children who have been in the area multiple times, and in many cases have been able to build a solid reputation and the trust of the missing children community, all assets that an interviewer could not hope to develop in a short amount of time. But for these very reasons, persons working in the outreach programs may not be willing to serve as interviewers, even collecting the bare minimum of information needed for the capture-recapture study, since they may find it intrusive or disruptive to their relationship with the children.

A further problem that lies somewhere between definition and identification is the case where the child has run away or been thrown out and is now living elsewhere with the knowledge and approbation of his or her parents. The child may check in with the parents at times to maintain contact but does not actually return. Is this child missing or merely living in an alternative relationship (the definitional part), and would we as researchers be able to recognize it as a situation where the child is missing (the identification part)?

Moving in and out of the city. A fourth problem is movement of the children. Movement within the city being studied is not a problem and in some cases

might even be desirable. But movement in and out of the city being studied can be a problem, as would be movement between cities. A national study would have to focus on making estimates for discrete areas, such as cities. When there was geographic movement, it would be impossible to know in the capture-recapture process whether someone was unobserved because they were in another area not covered by the researchers (and so for single cities would be considered as not in the population under study) or simply because they were not observed at that capture.

Moving in and out of the population. A fifth and related problem is the movement of the children in and out of the population. Many of the runaways are repeaters, meaning that they return home but leave again. Sampling the populations at random times means that we might see the child, but if we did not, we would not know whether the child was missed because the child left the population under study (went home) or was just unobserved for that sample.

Reporting by children. A sixth problem is reporting by the children. In the case of the adult homeless, a condition of receiving assistance at most shelters or missions in Baltimore was that the homeless person had to give his/her name, social security number, age or date of birth, and other demographics. These were routinely recorded by each shelter or mission, since they also had reporting requirements to the city or state. There are no such requirements for service providers in the city of Chicago, or in the cases where they are required, the service providers have successfully refused to comply. Furthermore, in the case of the adult homeless, many of them have an incentive to comply (receiving shelter) and no disincentive. Some wish not to comply because they want to maintain their privacy, but most homeless are not trying to remain hidden. Runaways and, to some extent, throwaways have an incentive to not report; and service providers, while they are trying to establish rapport with these children, have a strong incentive to not do anything that may prove disruptive. Given this conflict, there is no way to predict how successful a capture-recapture study would be. A trial of the procedure may show that service providers are able for short periods of time to get names and demographic information that would uniquely identify the runaways. On the other hand, it may be that there is an overwhelming amount of missing data, rendering the research effort useless.

Locating runaways. The final problem is knowing where to go to try to enumerate the runaways. With homeless adults, the problem was greatly simplified because of the existence of shelters and missions. Definitions were also easier to deal with. Anyone staying in a mission or shelter was automatically defined as homeless, at least for that evening. In the case of children, it turns out that there are no corresponding missions or shelters in the city of Chicago. There are some halfway houses, but many of the children in these are wards of the court and are not missing but are assigned to these by the court. Many of the programs that deal with runaways and throwaways are transitional in nature, which means that they are designed to deal with youths in crisis or to provide temporary emergency services. Since they do not deal exclusively .

with runaways or throwaways, there are problems in defining who falls into the study and in obtaining relevant, useful information.

### Finding Appropriate Service Providers

In fact, there is no way to know all of the places that provide services to runaways in a city. The research to be reported in the next chapter uncovered many sources of assistance for children, but each wave of data collection uncovered more people to talk with and more places to visit. Some of the service organizations were well known to other service groups, such as Pat Berg's Transitional Living Program in Chicago. Others were only uncovered after a lot of digging and interviewing. Any study of runaways and throwaways would have to include an extensive effort to compile a list of service providers within a city. Each service provider would have a probability of being found for the study, some large, some small. In a city like Chicago, it turns out that there are literally hundreds of service providers that can be listed and contacted. Although this research uncovered many of them, the list is by no means complete, and only a small portion were contacted. To cover a larger number of the service providers and to enlist their assistance, it would be necessary to make use of the networks to which these service providers belong.

With so many small organizations providing services and competing for support money from the state or from the city, it is natural that the service providers have created formal networks that act as lobbyists and contact points. In meetings with the network spokespersons, it became clear that their support would be crucial for obtaining help from a large number of service providers. At the same time, the network organizations could provide lists of their members (the service providers) and uniformity in the way the study would be carried out. Even using the networks, however, it would be impossible in a large city to contact or even to know about all of the service providers. Therefore, in any actual trial of the method, it might become necessary to make two estimates, first of service providers for the purpose of weighting the data and then of runaways and throwaways. This should be considered further in the study design of a test before it was implemented, since it would require a melding of sampling or network sampling with capture-recapture.

## 8. INTERVIEWS WITH SERVICE PROVIDERS AND NETWORK REPRESENTATIVES

The above results and analysis are a synthesis of conversations that Dr. Charles D. Cowan had with network representatives and service providers in the Chicago metropolitan area. The conversations started in Washington, D.C., with representatives of the U.S. Department of Health and Human Services and the National Network for Missing and Exploited Children. The main thrust of the conversations was to determine what record systems are available that relate to incidents involving missing children and to obtain names of individuals in the Chicago area who would be able to provide information about missing children contacts and records. HHS is developing a record system that eventually will include records from all states on incidents involving missing children; this record system is still in the developmental stage but will eventually be a national source of information. Information is collected from service providers that receive financial support from HHS. This means that a large number, but not all, of the service providers dealing with missing children report contacts to HHS. However, the system does not collect names or other identifying information; and if, during a crisis period, the runaway contacts a number of service providers, each reports back to HHS. This means that the system being developed will give a good estimate of the number of contacts by runaways with HHS-sponsored service providers but will not be useful for estimating the number of runaways. It might be helpful in the future, however, for use in weighting sample estimates if a national capture-recapture study were done. The weighting would adjust sample estimates to national totals in much the same way that household samples are weighted to adjusted census totals.

The contacts in Washington were also very useful for obtaining names and telephone numbers of service providers and agencies in the Chicago area. In addition, several contacts were made with local agencies that did not directly provide services but did provide financial support to the service agencies. This report will not discuss each meeting but will summarize the main findings from the meetings collectively.

All of the service providers that were contacted maintained some sort of record for each contact with children being served, but only half attempted to keep records with individual identifiers. Those that did not were somewhat reluctant to keep records because of concerns about alienating the children with whom they had contact, but most were willing to ask for names and other identifiers for a short period of time for the purposes of this research. Service providers for the most part had divided up the city of Chicago so that they only covered certain well-defined sections. None of the service providers dealt with only runaways/throwaways but rather dealt with children in crisis situations. This means that contacts with children would include

children who do not fit the definition required by the study, so that some screening would also be necessary.

Many of the service providers belong to network organizations. These organizations, such as the Youth Network Council, provide some cohesiveness between service providers, furnish a means of sharing information, and serve as lobbyists and advocates for member agencies to the state legislature and to federal, state, and city agencies concerned with missing children. Lobbying includes advocating legislation that supports assistance for runaways and throwaways and improves procedures for dealing with children in crisis. As a result of legislation passed in the last decade in Illinois, supported primarily by these advocacy groups, children in crisis situations receive support through the judicial system in conjunction with the human services system, with the result that the children receive services more quickly and more directly. The networks provide good contact points with the different service organizations in the area that they cover. Representatives of the networks were very interested in the project to count the number of missing children, since (as they said) there is no good estimate of the number or demographic distribution of missing children. The representatives felt that this information would be very useful in their lobbying efforts with the state legislature and federal agencies. All of the network representatives that were contacted offered to provide lists of their members and to support research in this area, since they felt that it would also be of benefit to them.

The final groups contacted were city, state, and federal agencies that disbursed monies to the service providers and networks. These groups also acknowledged the lack of valid estimates of the number of runaway and throwaway children. None of the interviewed agencies had direct contacts with missing children but worked instead through the service agencies. City of Chicago law enforcement groups did have direct contact, as did the state police, but representatives of these groups were not contacted for this research, with the exception of the Illinois State Police's I-SEARCH offices, a special task force within the state police set up specifically as a clearinghouse on missing and exploited children. Illinois is unusual among all of the states because of the special emphasis placed on locating and assisting missing children. I-SEARCH maintains records of all contacts with missing children (including reports of missing children of all types), but this is unusual among states. Other states do not place as much emphasis on recording contacts and do not encourage reporting of incidents. City and state records do have names and other identifying information; but there are records for each contact with each agency, and it turns out that information is poorly reported from the agencies to the city and state, with perhaps 50 percent of the records having no name. Because of the missing data and the potential multiplicity of records at any one time, use of these sources would be very problematic.

## 9. CONCLUSIONS

The basic conclusions to be drawn from this research are that capture-recapture methods can be used to make estimates of the number of runaways and throwaways, as long as one clearly defines the group to be studied. Capture-recapture cannot be used to measure the number of runaways who stay away from home for a short time and who never use support or crisis services. Capture-recapture methods are very well suited to estimation of the number of children who do use services in cities, urban areas, or the nation as a whole. This would be a very definite improvement on the state of knowledge now, since reports that come into state or federal agencies are severely lacking in information and there are often multiple reports from two or more agencies for the same child being treated. Since there is little or no continuity in reporting in the case of repeat incidents, there is currently no way to know if the same child is receiving services over time or whether different children enter the system in successive months. The current state of knowledge on the number of children receiving services, the duration of runaway incidents, and the frequency of repeat episodes is appalling. Capture-recapture methods, when properly constructed, are especially useful in dealing with the type of data available and in producing the type of information needed.

A formal test of the procedure would require constructing a list of agencies that provide services to children in crisis, obtaining the cooperation of the agencies in screening for runaway and throwaway children among their clientele, and for those who pass the screen, obtaining sufficient identifying information in order to know which other agencies they may have contacted or whether there are multiple contacts with agencies over time. Simple pre-printed 3" x 5" cards would be sufficient to collect and record the information, matching could be done using a microcomputer with a hard disk, and estimates could be made of the total number of runaways/throwaways. Estimates over time could also be used to determine seasonality in the incidence estimates and the frequency of multiple incidents or multiple contacts. The logical next step is a test to determine whether the procedures will work, overcoming the problems outlined in this report.

## REFERENCES

- Adams, B.N. (1968). Kinship in an Urban Setting. Chicago: Markham.
- Bergsten, J.W. and Pierson, S.A. (1982). "Telephone screening for rare characteristics using multiplicity counting rules." Proceedings, Section on Survey Research Methods, American Statistical Association, 145-50.
- Bernard, H.R. and Killworth, P.D. (1977). "Informant accuracy in social network data II." Human Communications Research, 4, 3-18.
- Bernard, H.R., Killworth, P.D., and Sailer, S. (1980). "Informant accuracy in social network data IV: A comparison of clique-level structure in behavioral and cognitive network data." Social Networks, 2, 191-218.
- Boissevain, J. (1974). Friends of Friends: Networks, Manipulators, and Coalitions. New York: St. Martin's Press.
- Bott, E. (1971). Family and Social Network: Roles, Norms, and External Relationships in Ordinary Urban Families. 2nd ed. New York: Free Press.
- Brown, C. and Ritchie, J. (1981). Focussed Enumeration: The Development of a Method for Sampling Ethnic Minority Groups. London: Policy Studies Institute and Social and Community Planning Research.
- Cowan, C.D. (1984). The Effects of Misclassification on Estimates from Capture-Recapture Studies. Ph.D. dissertation, George Washington University.
- Czaja, R., Warnecke, R.B., Eastman, E., Royston, R., Sirken, M., and Tuteur, D. (1984). "Locating patients with rare diseases using network sampling: Frequency and quality of reporting." In Health Survey Research Methods: Proceedings of the Fourth Conference on Health Survey Research Methods, 1982. Publication No. (PHS) 84-3346. Hyattsville, Md.: National Center for Health Services Research, pp. 311-24.
- Erickson, B.H., Nosanchik, T.A., and Lee, E. (1981). "Network sampling in practice: Some second steps." Social Networks, 3, 127-36.
- Friedkin, N.E. (1978). "University social structure and social networks among scientists." American Journal of Sociology, 83, 1444-65.

- Gurevitch, M. (1961). The Social Structure of Acquaintanceship Networks. Cambridge, Mass.: MIT Press.
- Gurevitch, M. and Weingrod, A. (1978). "Who knows whom? Acquaintanceship and contacts in the Israeli national elite." Human Relations, 31, 195-214.
- Killworth, P.D. and Bernard, H.R. (1976). "Informant accuracy in social network data." Human Organization, 35, 269-86.
- Killworth, P.D. and Bernard, H.R. (1979). "Informant accuracy in social network data III: A comparison of triadic structure in behavioral and cognitive data." Social Networks, 2, 19-46.
- Nathan, G. (1976). "An empirical study of response and sampling errors for multiplicity estimates with different counting rules." Journal of the American Statistical Association, 71, 808-15.
- Rothbart, G.S., Fine, M., and Sudman, S. (1982). "On finding and interviewing the needles in a haystack: The use of multiplicity sampling." Public Opinion Quarterly, 46, 408-21.
- Sirken, M.G. (1970). "Household surveys with multiplicity." Journal of the American Statistical Association, 65, 257-66.
- Sirken, M.G. (1972). "Stratified sample surveys with multiplicity." Journal of the American Statistical Association, 67, 224-27.
- Sirken, M.G., Graubard, B.I., and McDaniel, M.J. (1978). "National network surveys of diabetes." Proceedings, Section on Survey Research Methods, American Statistical Association, 631-35.
- Sirken, M.G., Royston, P., Warnecke, R., Eastman, E., Czaja, R., and Monsees, D. (1980). "Pilot of the national cost of cancer care survey." Proceedings, Section on Survey Research Methods, American Statistical Association, 579-84.
- Sirken, M.G., Royston, P., Bercini, D., Czaja, R., and Eastman, E. (1981). "Completeness of enumeration of persons with cancer in health surveys." Proceedings, Social Statistics Section, American Statistical Association, 223-27.
- Snow, R.E., Hutcheson, J.D., and Prather, J.E. (1981). "Using reputational sampling to identify residential clusters of minorities dispersed in a large urban region: Hispanics in Atlanta, Georgia." Proceedings, Section on Survey Research Methods, American Statistical Association, 101-6.
- Sudman, S. (1985). "Experiments in the measurement of the size of the social networks." Social Networks, 7, 127-51.

APPENDIXES

APPENDIX A

DEMOGRAPHIC CHARACTERISTICS OF I-SEARCH AND RDD SAMPLES

Characteristic	Sample	
	I-SEARCH	RDD
<b>Age:</b>		
24 or under	7	11
25-29	8	16
30-34	17	12
35-39	29	14
40-44	16	11
45-49	11	7
50 or over	12	29
Total	100	100
Base	(249)	(431)
<b>Race:</b>		
White	49	70
Black	38	23
Asian	2	2
Other	10	5
Refused	1	-
Total	100	100
Base	(250)	(439)
<b>Education of respondent (highest grade completed):</b>		
Grade school (1-8)	6	4
Some high school (9-11)	24	11
High school graduate (12)	34	29
Some college (13-15)	22	25
College graduate (16)	10	19
Post-graduate (17+)	4	11
Refused	-	1
Total	100	100
Base	(249)	(439)

(Continued)

APPENDIX A--Continued

Characteristic	Sample	
	I-SEARCH	RDD
Employment status of respondent:		
Full time	43	50
Part time	14	11
Unemployed	43	39
Total	<u>100</u>	<u>100</u>
Base	(249)	(437)
Employment status of spouse:		
Full time	84	80
Part time	4	3
Unemployed	12	16
Refused	-	1
Total	<u>100</u>	<u>100</u>
Base	(130)	(219)
Household income:		
\$10,000 or less	31	19
\$10,001-\$20,000	22	20
\$20,001-\$30,000	18	23
\$30,001-\$50,000	14	16
\$50,001 or over	6	10
Don't know	2	3
Refused	7	9
Total	<u>100</u>	<u>100</u>
Base	(250)	(441)
Number of children in household:		
0	15	63
1	25	16
2	26	12
3	15	7
4	10	1
5	6	1
6	1	-
7	1	-
Total	<u>99<sup>a</sup></u>	<u>100</u>
Base	(250)	(441)

<sup>a</sup>Not 100 percent because of rounding.

APPENDIX B

TABLES OF SUBSTANTIVE FINDINGS FROM THE  
DETAILED QUESTIONNAIRE ON MISSING CHILD

Percent of Missing Children Reported, by Sample

Seeded Sample (I-SEARCH)	94%
RDD Cases	6
Base	(127)

X9. Called Law Enforcement Agency

Yes	89%
No	11
Base	(127)

X12. Time Called Law Enforcement Agency

Less than 1 hour	8%
1-6 hours	39
6-12 hours	17
12-24 hours	12
24-48 hours	17
2-7 days	5
1-2 weeks	2
Base	(114)

Less than 12 hours	64%
Less than 24 hours	76
Less than 48 hours	93
Base	(114)

X14. Report Taken by the Police

Yes	97%
No	3
Base	(114)

X16a. Where Report Was Taken

Telephone	6%
Home	81
Other way	13
Base	(110)

X19. Given Copy of the Police Report

Yes	56%
No	41
Don't know	3
Base	(111)

X24. Satisfaction with Handling of Case by Police

Very satisfied	36%
Somewhat satisfied	19
Somewhat dissatisfied	20
Very dissatisfied	24
Refused	1
Base	(114)

X26. Notified Police on Return of Child

Returned by police	28%
Yes	65
No	7
Base	(98)

X30. Suspected Child's Whereabouts

Yes	62%
No	38
Base	(111)

X33. Worried That Something Serious Had Happened

Very worried	71%
Quite worried	5
Somewhat worried	15
Not at all worried	8
Base	(111)

X34. Person Responsible for Finding Child

Child returned him/herself	49%
Police	23
Parent	18
Relative	5
Friend	4
Someone else	1
Base	(111)

X35. Full Explanation from the Police

Yes	38%
No	58
Don't know	4
Base	(26)

X36. Full Explanation from the Child

Yes	57%
No	43
Base	(111)

X37, X41, X45. Number of Missing Children Reported To Have Suffered Harm

Physical	4
Sexual	5
Emotional	18
Base	(111)

X50d. Child Picked Up by Police

Yes	19%
No	81
Base	(67)

X50f. Child Held

No	38%
Police lock-up	8
Jail	8
Detention center	38
Other	8
Base	(13)

X55. Parent Turned to Agencies for Help

Yes	25%
No	75
Base	(68)

X57. Seriousness of Incident

Very serious	74%
Quite serious	10
Somewhat serious	8
Slightly serious	6
Not at all serious	1
Base	(110)

X59. Permission To Interview Child

Yes	46%
No	40
Don't know	14
Base	(104)

APPENDIX C

QUESTIONNAIRE FOR I-SEARCH AND RDD BASE SAMPLES  
(White Questionnaire, Type 1)

10/86

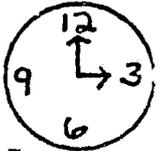
University of Illinois  
Survey Research Laboratory

Study #602

STUDY OF MISSING CHILDREN

Quest. I.D.#:	_____
Strata:	_____
Type:	1
Study:	602

Start Time: \_\_\_\_\_ A.M.  
P.M.



Hello, my name is \_\_\_\_\_ and I'm calling from the University of Illinois. Is this (phone number)? May I please speak to the female head of the household? (If no female head, ask to speak to the male head of household and repeat introduction if necessary.)

We're conducting a study about the missing children problem.

1. Compared to other national problems, how serious is the problem of missing children? ("Missing children" include children who run away from their homes, who are abducted by a parent, or kidnapped by another person.) Is it . . . .

Very serious, . . . . . 1  
 Quite serious, . . . . . 2  
 Somewhat serious, or . . . . . 3  
 Not at all serious? . . . . . 4  
 Don't know. . . . . 8

2. Does anything you buy, receive in the mail, or have seen at places you have been, have pictures or other information about missing children on it?

Yes . . . . . 1  
 No . . . . . 2  
 Don't know . . . . . 8

- |   | <u>Too Much</u> | <u>Not Enough</u> | <u>Right Amount</u> | <u>Don't Know</u> |
|---|-----------------|-------------------|---------------------|-------------------|
| 3. In general, do you think the amount of coverage that television stations have given to the issue of missing children has been too much, not enough, or the right amount? . . . . . | 1               | 2                 | 3                   | 8                 |
| 4. How about the coverage given by newspapers? Has it been . . . . .  | 1               | 2                 | 3                   | 8                 |
| 5. How about the coverage given by radio stations? Has it been . . . . .  | 1               | 2                 | 3                   | 8                 |

6. Some people feel that media coverage (TV, radio, newspapers) of missing children has helped to educate the public. Others feel that media coverage has been overdramatized and sensationalized. In your opinion, has it been . . .

More educational or, . . . . . 1  
More sensationalized?. . . . . 2  
*Both* . . . . . 3  
*Neither*. . . . . 4  
*Don't know* . . . . . 8

7. In your opinion, how helpful is media publicity in helping to solve cases of missing children? Would you say this type of publicity is . . .

Very helpful, . . . . . 1  
Quite helpful,. . . . . 2  
Somewhat helpful, or. . . . . 3  
Not at all helpful? . . . . . 4  
*Don't know*. . . . . 8

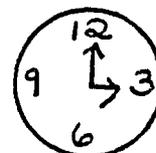
8. Now I'd like to ask you about the effect of this publicity on parents. Do you think the effect has served to educate parents about realistic dangers regarding their children, or has the effect been more of making parents overly fearful of strangers?

Educate . . . . . 1  
Overly fearful. . . . . 2  
*Both* . . . . . 3  
*Neither* . . . . . 4  
*Don't know*. . . . . 8

9. What about the publicity's effect on children? Has it served to educate children about their personal safety, or has the effect been more of making children overly fearful of strangers?

- Educate . . . . . 1
- Overly fearful. . . . . 2
- Both. . . . . 3
- Neither . . . . . 4
- Don't know. . . . . 8

Time: \_\_\_\_\_ A.M.  
P.M.



One purpose of this study is to learn how many missing children there are in the Chicago area. I'm going to ask you about other people you know who may have had a missing child.

10a. Since January 1, 1986, have any of your or your spouse's relatives, in Chicago or the surrounding area, told you that a child living in their household was missing?

- Yes . . . . . 1
- No (*Skip to Q.11*) . . . . . 2

b. Who told you a child was missing?

\_\_\_\_\_

c. How is that person related to you (*if not given*)?

\_\_\_\_\_

In order to help us estimate the number of missing children, we need to know how many relatives you have.

11. First of all, are you now . . .

- Married, . . . . . 1
- Widowed, . . . . . 2
- Divorced, . . . . . 3
- Separated, or . . . . . 4
- Never married? . . . . . 5

12. The next few questions are about your relatives who live in other households in Chicago and the surrounding area? (*If married:*) The following questions deal only with your relatives. I will be asking you some questions about your (husband's/wife's) relatives later.

- a. How many parents do you have living in households separate from yours in Chicago and the surrounding area? (*If 2 or more:*) In how many different households do they live?  
(*Record number of different households.*)
- b. (Other than in households already mentioned,) in how many different households do you have children living separate from you in Chicago and the surrounding area?
- c. (Other than in households already mentioned,) in how many different households do you have brothers and sisters living separate from you in Chicago and the surrounding area?
- d. (Other than in households already mentioned,) in how many different households do you have grandparents living separate from you in the Chicago and the surrounding area?
- e. (Other than in households already mentioned,) in about how many different households do you have other relatives living separate from you in Chicago and the surrounding area?

*Record on Tally Sheet*

(*If not married, skip to Q.14, page 5*)

13. (If married:) Now, I'd like to ask you about your (husband's/wife's) relatives.

a. How many parents does your (husband/wife) have living in households separate from yours in the Chicago and the surrounding area? (If 2 or more:) In how many different households do they live? (Record number of different households)

\_\_\_\_\_

b. Does your (husband/wife) have any children other than the ones you've already mentioned who live in other households in Chicago and the surrounding area? (If "no," record "0") (If yes:) In how many different households do they live?

\_\_\_\_\_

13c. (Other than in households already mentioned,) in how many different households does your (husband/wife) have brothers and sisters living separate from you in Chicago and the surrounding area?

\_\_\_\_\_

d. (Other than in households already mentioned,) in how many different households does your (husband/wife) have grandparents living separate from you in Chicago area and the surrounding area?

\_\_\_\_\_

e. (Other than in households already mentioned,) in about how many different households does your (husband/wife) have other relatives living separate from you in Chicago and the surrounding area?

\_\_\_\_\_

Record on Tally Sheet

14a. Since January 1, 1986, have any of the neighbors living next door to you told you that a child living in their household was missing?

Yes . . . . . 1

No (Skip to Q.15a). . . . . 2

b. Who told you a child was missing?

\_\_\_\_\_

15a. Are you currently employed . . .

- Full-time, (*Skip to Q.15c*) . . . . . 1
- Working Part-time, or (*Skip to Q.15c*) . . . 2
- Not at all? . . . . . 3

b. Are you . . .

- Keeping house, . . . . . 1
- Retired or disabled, . . . . . 2
- Unemployed or laid off, . . . . . 3
- Going to school, or . . . . . 4
- Something else? (*Specify*)

\_\_\_\_\_ 5  
*(Skip to box at bottom of page)*

c. About how many people work in your department?

*(If "1", skip to box at bottom of page)*

*Don't know . . . . . 98*

<i>Record on Tally Sheet</i>
------------------------------

16a. Since January 1, 1986, have any of the people in your department told you that a child living in their household was missing?

Yes . . . . . 1

No (*Skip to box at bottom of page*) . . . . . 2

b. Who told you a child was missing?

c. Just to make sure, is that person one of the people you said works in your department?

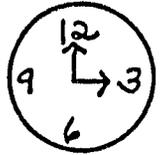
Yes . . . . . 1

No . . . . . 2

d. What is the name of the company where you and (he/she) work?

<i>Check Q.10a, Q.14a and Q.16a Use orange questionnaire for each report of missing child</i>
---

Time: \_\_\_\_\_ A.M.  
P.M.



17. Now I'd like to ask you some questions about the children in your household. How many children under the age of eighteen lived in your household on January 1, 1986?

\_\_\_\_\_ number of children  
(If number is "0", skip to Q.21, pg. 9)

18. In the past few years, have any of your children been fingerprinted or participated in some other type of personal identification program?

- Yes . . . . . 1
- No . . . . . 2
- Refused . . . . . 9

- 19a. (Starting with your oldest child), is that child a boy or girl?
- b. How old was (he/she) on January 1, 1986?
- c. Is (he/she) your (son/daughter), another relation (*specify*) or no relation (*specify*) to you?
- d. How many grades in school has (he/she) completed? (*If child under 6, skip to next child*)

(Repeat sequence asking for sex, age, relationship, and education of each child, referring to each as "next oldest". Finish by referring to last one as "youngest".)

20. Now thinking about (this child/these # children), was there any time between January 1, 1986 and now when (he/she/any of them) . . .

(Ask Q.20a only for children 8 years or older)

- a. Ran away from home? (*If yes:*) Which child was that? (*Circle child # and # under Q.20a*)
- b. (Was/were) abducted by a parent? (*If yes:*) Which child was that? (*Circle child # and # under Q.20b*)
- c. (Was/were) abducted by an acquaintance or other person you knew? (*If yes:*) Which child was that? (*Circle child # and # under Q.20c*)
- d. (Was/were) abducted by a stranger? (*If yes:*) Which child was that? (*Circle child # and # under Q.20d*)
- e. Was there any other time between January 1, 1986 and now that you didn't know where (he/she/any of them) (was/were) and you took or considered taking some action to find (him/her/them)? (*If yes:*) Which child was that? (*Circle child # under Q.20e*)

Child	Question 19				Question 20					
	a. Sex		b. Age	c. Relationship	d. Grade	a. Ran away	b. Abducted by parent	c. Abducted	d. Abducted by stranger	e. Other
	M	F								
1	1	2	---	---	---	1	1	1	1	1
2	1	2	---	---	---	2	2	2	2	2
3	1	2	---	---	---	3	3	3	3	3
4	1	2	---	---	---	4	4	4	4	4
5	1	2	---	---	---	5	5	5	5	5
6	1	2	---	---	---	6	6	6	6	6
7	1	2	---	---	---	7	7	7	7	7
8	1	2	---	---	---	8	8	8	8	8
9	1	2	---	---	---	9	9	9	9	9
10	1	2	---	---	---	10	10	10	10	10

*If no missing incident, skip to page 9 on white questionnaire.*

For each child with missing incident, transfer number, sex, and age to separate yellow worksheet for each child to be followed-up.

Use green "missing child" questionnaire for all children with a "yes" in Q.20.

Now, I'd like to finish by asking some background questions to help analyze the data.

21. In what year were you born?

\_\_\_\_\_  
(Year)

22. What was the highest grade or year of school you have completed and received credit for?

- None . . . . . 00
- Elementary . . . . . 01 02 03 04 05 06 07 08
- High school . . . . . 09 10 11 12
- College . . . . . 13 14 15 16
- Some graduate school . . . . . 17
- Graduate or professional degree . . . . . 18
- Don't know* . . . . . 98
- Refused* . . . . . 99

23a. (If married:) Is your (husband/wife) currently employed . . .

- Full-time (*Skip to Q.24*) . . . . . 1
- Part-time, or (*Skip to Q.24*) . . . . . 2
- Not at all? . . . . . 3

b. Is he/she . . .

- Keeping house, . . . . . 1
- Retired or disabled, . . . . . 2
- Unemployed or laid off, . . . . . 3
- Going to school, or . . . . . 4
- Something else? (*Specify*) \_\_\_\_\_ 5

\_\_\_\_\_

24. (Ask only of parents with child(ren) 5-17 years of age.) (Check page 8, if necessary.) What after school child-care arrangements (if any) do you have for your child(ren)? (If "none," probe)

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

25a. Are you . . .

- White, . . . . . 1
- Black, . . . . . 2
- Asian, or (Skip to Q.26) . . . . . 3
- Something else? (Specify) \_\_\_\_\_ 5
- Refused (Skip to Q.26) . . . . . 9

b. Are you of Spanish or Hispanic origin or descent?

- Yes . . . . . 1
- No . . . . . 2

26. For 1985, was your total household income from all sources, before taxes . . . (Repeat until "no")

- More than \$10,000? No . . . . . 1
- More than \$20,000? No . . . . . 2
- More than \$30,000? No . . . . . 3
- More than \$50,000? No . . . . . 4
- Yes . . . . . 5
- Don't know . . . . . 8
- Refused . . . . . 9

27. How many different telephone numbers do you have in your household?

# \_\_\_\_\_ (If more than one, probe)

Time: \_\_\_\_\_ A.M.  
P.M.

28. One purpose of this study is to learn about the similarity of attitudes and experiences between members of families or among friends. We would like to call a few of your relatives and friends. To do this, we will need their name, address and telephone number. Before we call them, we'll send them a letter from the University of Illinois explaining the study. When we call, if they would prefer not to participate, that will be fine. All information that you or others provide us is strictly confidential. Results will only be reported as total numbers. Names and individual responses will never be released.

*Check Tally Sheet for appropriate questions to ask*

- a. Please give me the full name, address and telephone number for one of your (or your spouse's) parents who lives in Chicago or the surrounding area in a household separate from yours?

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone \_\_\_\_\_

- b. Please give me the full name, address and phone number of one of your (or your spouse's) brothers or sisters who lives in Chicago or the surrounding area in a separate household from yours?

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone \_\_\_\_\_

- c. Please give me the full name, address and phone number of one your (or your spouse's) children who lives in Chicago or the surrounding area in a separate household from yours?

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone \_\_\_\_\_

- d. Please give me the full name, address and phone number of one of your next door neighbors?

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone \_\_\_\_\_

- e. Please give me the full name, address and phone number of one of your coworkers?

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Telephone \_\_\_\_\_

29a. We appreciate your participating in this survey. As a thank you, we would like to send you some material on missing children. May I please have your name and address? (*If refuse:* We also need your name and address, in case my supervisor needs to verify that I conducted this interview.)

Respondent Name \_\_\_\_\_

Street Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Finally, we have a couple of questions about the questionnaire.

30a. Did any of the questions we asked bother you?

Yes . . . . . 1

No (*Skip to Q.31a*) . . . . . 2

b. Which one(s)?

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

c. How?

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

31a. Did you find any of the questions difficult to answer?

Yes . . . . . 1

No (*Skip to Q.32*) . . . . . 2

b. Which one(s)?

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

c. How?

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

32. Thank you very much for your cooperation. If you have any questions about missing children, you can call the National Center for Missing and Exploited Children's toll free number. 1-800-THE-LOST.

(Do not ask:) Record sex of respondent

Male . . . . . 1

Female . . . . . 2

End Time: \_\_\_\_\_

A.M.  
P.M.



APPENDIX D

NETWORK MISSING CHILD DETAILED QUESTIONNAIRE  
(Orange Questionnaire)

Quest. I.D.#:	_____
Strata:	_____
Study:	602

Network Missing Child Detailed Questions

- (Circle one:) Is this from Q.10a - Relative? . . . 1  
 Is this from Q.14a - Neighbor? . . . 2  
 Is this from Q.16a - Coworker? . . . 3

You mentioned your (relative/neighbor/coworker) (name) told you that a child living in their household was missing sometime since the January 1, 1986.

A1. About how long was it, between the time the child was missing and the time the child returned?

<u>          </u>				
minutes	hours	days	weeks	months

Still missing . . . . . 9999

A2. How old is this (missing) child?

\_\_\_\_\_

A3. (If necessary:) Is the (missing) child a boy or girl?

- Boy . . . . . 1  
 Girl . . . . . 2

A4. Do you know why the child (is/was) missing? (Probe: Read if necessary)

- a. Ran away from home (Skip to Q.A7) . . 1  
 b. Was abducted by a parent (Skip to Q.A6a) . . . . . 2  
 c. Was abducted by an acquaintance or other person you knew . . . . . 3  
 d. Was abducted by a stranger . . . . . 4  
 e. Child's fault (Skip to Q.A7) . . . . . 5  
 f. Lost (Skip to Q.A7) . . . . . 6  
 g. Other reason (Specify) (Skip to Q.A7) 7  
 \_\_\_\_\_  
 h. Don't know (Skip to Q.A7) . . . . . 8

A5a. What do you know or suspect about the person who was responsible for the child being abducted? (*Probe for identity and possible motives.*)

---

---

---

A5b. Where was the child at the time (he/she) was taken? (*Probe*)

*Don't know . . . . . 98*

---

---

---

c. Can you describe how the child was taken? (*Probe*)

*Don't know . . . . . 98*

---

---

---

*(Skip to Q.A7)*

A6a. Do you know what the legal custody arrangements were between the parents at the time the child was abducted?

*Don't know . . . . . 98*

---

---

---

b. Do you know where the child was at the time (he/she) was taken?

*Don't know . . . . . 98*

---

---

---

c. Do you know what the parent did to take the child?

*Don't know . . . . . 98*

---

---

---

A7. Did the child suffer any harm while (he/she) was missing?

- Yes . . . . . 1
- No (*Skip to Q.A9*) . . . . . 2
- Don't know (*Skip to Q.A9*) . . . . 8
- Refused (*Skip to Q.A9*) . . . . . 9

A8. What type of harm did the child suffer?

---



---



---

A9. Do you have \_\_\_\_\_'s (*relative/neighbor/coworkers name from white questionnaire*) full name and phone number so we can talk with them if they agree to be interviewed?

- Name: \_\_\_\_\_
- Phone: (        )  
*(Skip to box at bottom of page)*
- Don't know (*Skip to Q.A11*) . . . . 8
  - Refused . . . . . 9

*(If refuse: for coworkers, skip to box)*

A10. Would you give us their name and address so we can send them a letter to see if they would cooperate.

- Name: \_\_\_\_\_
- Street Address: \_\_\_\_\_
- City/State/Zip Code: \_\_\_\_\_  
*(Skip to box)*
- Don't know (*Skip to box*) . . . . . 8
  - Refused (*Skip to box*) . . . . . 9

*(If don't know for neighbors and coworkers, skip to box)*

A11. *(If don't know, for relatives only:)* Could you give us the name and phone number of one of your relatives who might know \_\_\_\_\_'s telephone number or address?

- Name: \_\_\_\_\_
- Phone: (        ) \_\_\_\_\_
- Don't know . . . . . 8
  - Refused . . . . . 9

*(After last missing incident, go to page 7 on White Questionnaire.)*

APPENDIX E

DETAILED QUESTIONNAIRE ON MISSING CHILD  
(Green Questionnaire)

Quest. I.D.#:	_____
Strata:	_____
Study:	602

Detailed Questions on Missing Child

Time: \_\_\_\_\_ A.M.  
P.M.

(Enter child's number from Q.19 that is being followed-up: _____)
---

We would like to ask you some questions about what happened during the time your (foster) child was missing. You need not answer any question if you don't want to.

X1. (Ask for each missing incident-type circled in Q.20a-20e). How many times were there between January 1, 1986 and now when your \_\_\_\_\_ year old (foster) child . . .

- |  | <u># Times</u> |
|--|----------------|
| a. Ran away from home? . . . . .   | _____          |
| b. Was abducted by a parent? . . . . .                                   | _____          |
| c. Was abducted by an acquaintance or someone else you knew? . . . . .   | _____          |
| d. Was abducted by a stranger? . . . . .                                 | _____          |
| e. Was missing for some other reason? (If only incident, specify below.) | _____          |

---



---

(Skip to Box, if child missing only once.)

X2. Now I'd like to ask about the time in 1986 when your \_\_\_\_\_ year old (foster) child was missing that you consider most serious. Which of the (refer to total # from X1) occasions was the most serious?

- a. Ran away . . . . . 1
- b. Parental abduction . . . . . 2
- c. Other nonstranger abduction . . . 3
- d. Stranger abduction . . . . . 4
- e. Other reason (Specify) \_\_\_\_\_ 5

(Transfer reason for missing to yellow worksheet.)
--

The remaining questions refer to that (most serious) incident.

X3. At the time you first realized (he/she) was missing, did you believe that (he/she) . . .

	<u>Yes</u>	<u>No</u>	<u>DK</u>
a. Might have had an accident? . . .	1	2	8
b. Had been abducted? . . . . .	1	2	8
c. Would be physically harmed? . . . .	1	2	8
d. Would be sexually exploited? . . . .	1	2	8

X4a. (Ask question only if child abducted by acquaintance or stranger, otherwise skip to Q.X5a.)

What do you know or suspect about the person who was responsible for your \_\_\_ year old being abducted?  
(Probe for identity and possible motives.)

---



---



---

b. Where was your child at the time (he/she) was taken? (Probe)

---



---

c. Can you describe how the child was taken? (Probe)

---



---

X5a. (Ask question only if parental abduction, otherwise skip to Q.X6.)

At the time your child was taken, what were the legal custody arrangements between you and your (former) (husband/wife)?

---



---



---

b. Where was your child at the time (he/she) was taken?

---



---

c. What did your (former) (husband/wife) do to take your child? (Probe circumstances.)

---



---



---

X6. When in 1986 did this take place? (*Probe season/holiday, if necessary.*)

\_\_\_\_\_  
Month/Day

X7. Approximately how long was it, between the time (he/she) was missing, and the time (he/she) returned?

\_\_\_\_\_ minutes    \_\_\_\_\_ hours    \_\_\_\_\_ days    \_\_\_\_\_ weeks    \_\_\_\_\_ months

Still missing . . . 9999

*Transfer time gone to yellow worksheet.*

*(If more than 24 hours, skip to X9)*

X8. What time of day was it when your child was first missing?

\_\_\_\_\_ AM/PM

X9. Did you or anyone in your household call a law enforcement agency, such as the police department or sheriff's office?

Yes (*Skip to Blue X11*) . . . . 1

No . . . . . 2

X10. At what point would you have decided to call the police? (*If told "when it became more serious," probe to determine what this means.*)

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

*(Skip to Green, X29)*

GREEN

X11. When you decided to contact the police, what did you expect they would do?

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

X12. How soon after you suspected that your child was missing was it reported to the police?

\_\_\_\_\_ minutes \_\_\_\_\_ hours \_\_\_\_\_ days

*(If respondent says don't know, probe for whether overnight or not)*

\_\_\_\_\_

X13. What were you told when the police were contacted? *(Probe for specificity.)*

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

X14. Was a report taken about the child by the police?

Yes . . . . . 1

No *(Skip to Q.X20)*. . . . . 2

*Don't know (Skip to Q.X20)*. . . . . 8

X15. How soon after you first contacted the police was the report taken?

\_\_\_\_\_ hours \_\_\_\_\_ days \_\_\_\_\_ weeks

X16a. Was the report taken over the telephone, at your home, or in some other way?

Telephone (*Skip to Q.X17*) . . . 1

Home . . . . . 2

Some other way (*Skip to Q.X17*) 3

X16b. How soon after you contacted the police did they come to your home to take the report?

\_\_\_\_\_ hours \_\_\_\_\_ days \_\_\_\_\_ weeks

X17. Did the police come to your home at any point in their investigation?

Yes . . . . . 1

No (*Skip to Q.X19*). . . . . 2

*Don't know (Skip to Q.X19)*. . . 8

X18. When did the police come to your home?

\_\_\_\_\_ hours \_\_\_\_\_ days \_\_\_\_\_ weeks

X19. Were you given a copy of the police report?

Yes . . . . . 1

No. . . . . 2

*Don't know.* . . . . 8

X20. What (else) did the police do?

---

---

---

---

X21. BLANK

X22. BLANK

X23. BLANK

X24. How satisfied were you with the way in which the police handled your case? Were you . . .

- Very satisfied . . . . . 1
- Somewhat satisfied, . . . . . 2
- Somewhat dissatisfied, or. . . . . 3
- Very dissatisfied? . . . . . 4

X25. In what way were you (satisfied/dissatisfied)?

---

---

---

BLUE

X26. (*Skip if child still missing.*) After (he/she) returned was the police department that was contacted notified that (he/she) was no longer missing?

- Returned by police (*Skip to Q.X29*) . . . . 0
- Yes (*Skip to Q.X29*) . . . . . 1
- No (*Skip to Q.X29*) . . . . . 2
- Don't know (*Skip to Q.X29*) . . . . . 8

X27. Have you had any continuing contact with the police about your missing child?

- Yes . . . . . 1
- No (*Skip to Q.X29*). . . . . 2

X28. What kind of contact have you had?

---

---

---

---

X29. What (else) was done by yourself or others to try to find your child?

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

*(If child still missing, skip to Q.32b)*

X30. At the time (he/she) was missing did you know or suspect anything about where (he/she) might have been?

Yes . . . . . 1

No *(Skip to Q.X33)* . . . . . 2

X31. Where did you suspect (he/she) might have been? *(Probe: Anyplace else?)*  
*(Get detailed information)*

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

X32a. What did you suspect had happened to (him/her) while (he/she) was gone?

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

*(SKIP TO Q.X33)*

*(Ask 32b-d only if child still missing)*

b. Since (he/she) has been missing, do you know or suspect anything about where (he/she) may be?

Yes . . . . . 1

No *(Skip to Q.X58, pg.16)* . . . . . 2

c. Where do you suspect (he/she) may be? *(Probe: Anyplace else?)*  
*(Get detailed information.)*

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

X32d. What do you suspect has happened to (him/her)?

---



---



---

*(Skip to Q.X58, pg. 16)*

X33. Immediately before (he/she) was found, how worried were you that something serious had happened? Were you . . .

- Very worried, . . . . . 1
- Quite worried,. . . . . 2
- Somewhat worried, or. . . . . 3
- Not at all worried? . . . . . 4
- Don't know.* . . . . . 8

X34. Who was responsible for finding (her/him)?

- Police* . . . . . 1
- Child returned themself* . . . . . 2
- Parent* . . . . . 3
- Relative* . . . . . 4
- Someone else (Specify)* \_\_\_\_\_ 5

*(If the police not responsible, skip to Q.X36)*

X35. After (he/she) returned did you get a full explanation from the police of what happened while (he/she) was missing?

- Yes . . . . . 1
- No . . . . . 2
- Uncertain, don't know* . . . . . 8

X36. After (he/she) returned did you get a full explanation from (him/her) of what happened while (he/she) was missing?

Yes . . . . . 1

No . . . . . 2

*Uncertain, don't know* . . . . . 8

X37. Did (he/she) suffer any physical harm while (he/she) was missing?

Yes . . . . . 1

No (*Skip to Q.X41*) . . . . . 2

*Don't know (Skip to Q.X41)* . . . . . 8

*Refused (Skip to Q.X41)* . . . . . 9

X38. How would you describe that harm?

---

---

---

---

X39a. Was the physical harm (he/she) suffered . . .

Very serious, . . . . . 1

Quite serious, . . . . . 2

Somewhat serious, or . . . . . 3

Not at all serious?. . . . . 4

b. Did (he/she) receive any treatment?

Yes . . . . . 1

No (*Skip to Q.X40*) . . . . . 2

c. Where did (he/she) receive treatment? (*Probe*)

---

---

X40. Was anyone arrested for causing this harm?

Yes . . . . . 1

No . . . . . 2

*Don't know.* . . . . . 8

X41. Did (he/she) suffer any sexual harm while (he/she) was missing?

- Yes . . . . . 1
- No (*Skip to Q. X45*) . . . . . 2
- Don't know (Skip to Q. X45)* . . . . . 8
- Refused (Skip to Q. X45)*. . . . . 9

X42. How would you describe that harm?

---



---



---

X43a. Was the sexual harm (he/she) suffered. . .

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

b. Did (he/she) receive any treatment?

- Yes . . . . . 1
- No (*Skip to Q.X44*). . . . . 2

c. Where did (he/she) receive treatment? (*Probe*)

---



---

X44. Was anyone arrested for causing this harm?

- Yes . . . . . 1
- No . . . . . 2
- Don't know.* . . . . . 8

X45. Did (he/she) suffer any emotional harm because of the incident?

Yes . . . . . 1

No (*Skip to box on p.13*) . . . . . 2

X46. How would you describe that harm?

---

---

---

X47a. Was the emotional harm (he/she) suffered . . .

Very serious, . . . . . 1

Quite serious, . . . . . 2

Somewhat serious, or . . . . . 3

Not at all serious?. . . . . 4

b. Did (he/she) receive any treatment?

Yes . . . . . 1

No (*Skip to box on p.13*) . . . . . 2

c. Where did (he/she) receive treatment? (*Probe*)

---

---

NOW CHECK WORKSHEET AND ASK ONLY IF CHILD WAS A RUNAWAY,  
IS OVER 11, AND GONE 24 HOURS OR MORE, OTHERWISE SKIP TO Q.X54, PAGE 15

X48a. While your child was gone how did (he/she) support (himself/herself)?

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

b. When your child was gone, did (he/she) have any source of income?

Yes . . . . . 1

No (Skip to Q.X49). . . . . 2

Don't know (Skip to Q.X49) 8

c. Do you know what (he/she) did to get income?

Don't know . . . . . 98

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

X49. While your child was gone how did (he/she) get around from place to place?

Don't know . . . . . 98

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

X50a. While your child was gone where did (he/she) stay for shelter?  
(Probe: Any place else?) (If appropriate, probe with: Did your child stay in a halfway house, mission, or shelter at any time?)

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

b. While your child was gone, where did (he/she) get meals? (Probe for specific types of places)

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

c. Did your child get any help from any governmental or private agency?  
(Probe for name of agency)

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

X50d. Was your child ever picked up by the police at any time while (he/she) was missing?

Yes . . . . . 1

No (*Skip to Q.X51*) . . . . 2

e. What was the reason?

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

f. Was (he/she) held in a police station lock-up, a jail, or a juvenile detention center as a result of the arrest? (*Probe which one*)

No (*Skip to Q.X51*) . . . . 0

Police station lock-up . . 1

Jail . . . . . 2

Juvenile Detention Center . 3

Other (*Specify*) \_\_\_\_\_

g. How long was (he/she) held?

\_\_\_\_\_ 4

*(If crime mentioned in Q.50e, skip to Q.X54)*

X51. During the time your child was missing was (he/she) involved in any crimes?

Yes . . . . . 1

No (*Skip to Q.X54*) . . . . 2

*Don't know (Skip to Q.X54)* 8

*Refused (Skip to Q.X54)* . 9

X52. What type of crime was this?

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

X53a. BLANK

X54. Who did you first tell that your child was missing? (*Probe relationship*)  
(*Stop recording when order is no longer remembered*)

		<u>Yes</u>	<u>No</u>
1st _____	Did you tell _____ all the details?	1	2
2nd _____	Did you tell _____ all the details?	1	2
3rd _____	Did you tell _____ all the details?	1	2
4th _____	Did you tell _____ all the details?	1	2
5th _____	Did you tell _____ all the details?	1	2
6th _____	Did you tell _____ all the details?	1	2

X55. (*Ask only if child was gone 24 hours or more*) During the time your child was missing, were there any agencies you turned to for emotional support?

Yes . . . . . 1  
No (*Skip to Q.X57*). . . . . 2

X56. Which agencies were these?

---

---

X57. Considering the incident now that is over, how serious was it to you at the time it occurred? Was it . . .

Very serious, . . . . . 1  
Quite serious, . . . . . 2  
Somewhat serious, . . . . . 3  
Only slightly serious, or . . . . 4  
Not at all serious?. . . . . 5  
*Don't know* . . . . . 8

X58. Is there anything else about your child's missing incident that you could tell us?

Yes . . . . . 1

No . . . . . 2

Don't know. . . . . 8

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

X59. (Only ask if child aged 12 years or older was missing and returned) In the future, it is possible that we may want to interview children who have been missing. Would you allow us to interview your child, sometime in the future about (his/her) perceptions and experiences? Please be assured that any information your child gives to us will be kept strictly confidential.

Yes . . . . . 1

No . . . . . 2

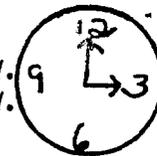
DK, up to child . . . . . 8

X60. What is the first name of your child who (was/is) missing?

\_\_\_\_\_

Time: \_\_\_\_\_

A.M.  
P.M.



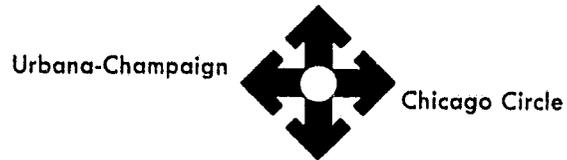
(For missing incidents for other children in the household, use separate green questionnaire.)

(If no other missing incidents, return to pg. 9 of white questionnaire.)

APPENDIX F

ADVANCE LETTER TO NETWORK SAMPLE

**SURVEY RESEARCH LABORATORY** UNIVERSITY OF ILLINOIS



Dear Friend:

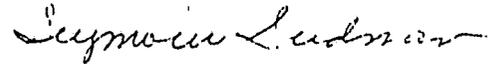
The University of Illinois is conducting a survey of people's awareness and attitudes about missing children.

As you probably know, missing children have become a serious problem in America. The results of our survey will ultimately be used by Congress in dealing with this problem.

One of our interviewers will be calling you in about a week to conduct an interview. If you have any questions in the meantime, please call us collect and ask for Karen Khodadadi (217-333-8389).

We thank you in advance for your cooperation.

Sincerely,



Seymour Sudman  
Research Professor

SS:cjb

APPENDIX G

QUESTIONNAIRE FOR NETWORK SAMPLE  
(White Questionnaire, Type 2)

10/86

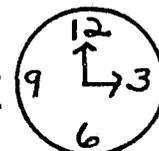
University of Illinois  
Survey Research Laboratory

Study #602

STUDY OF MISSING CHILDREN

Quest. I.D.#:	_____
Strata:	_____
Type:	2
Study:	602

Start Time: \_\_\_\_\_ A.M.  
P.M.



Hello, my name is \_\_\_\_\_ and I'm calling from the University of Illinois. Is this (name on IRF)? *(Repeat introduction if necessary)* We recently sent you a letter concerning a survey we're conducting about the missing children problem.

1. Compared to other national problems, how serious is the problem of missing children? ("Missing children" include children who run away from their homes, who are abducted by a parent, or kidnapped by another person.) Is it . . .

- Very serious, . . . . . 1
- Quite serious,. . . . . 2
- Somewhat serious, or . . . . . 3
- Not at all serious? . . . . . 4
- Don't know.* . . . . . 8

2. Does anything you buy, receive in the mail, or have seen at places you have been, have pictures or other information about missing children on it?

- Yes . . . . . 1
- No . . . . . 2
- Don't know* . . . . . 8

	<u>Too Much</u>	<u>Not Enough</u>	<u>Right Amount</u>	<u>Don't Know</u>
3. In general, do you think the amount of coverage that television stations have given to the issue of missing children has been too much, not enough, or the right amount? . . . . . 1		2	3	8
4. How about the coverage given by newspapers? Has it been . . . . . 1		2	3	8
5. How about the coverage given by radio stations? Has it been . . . . . 1		2	3	8

6. Some people feel that media coverage (TV, radio, newspapers) of missing children has helped to educate the public. Others feel that media coverage has been overdramatized and sensationalized. In your opinion, has it been . . .

- More educational or, . . . . . 1
- More sensationalized?. . . . . 2
- Both* . . . . . 3
- Neither*. . . . . 4
- Don't know* . . . . . 8

7. In your opinion, how helpful is media publicity in helping to solve cases of missing children? Would you say this type of publicity is . . .

- Very helpful, . . . . . 1
- Quite helpful,. . . . . 2
- Somewhat helpful, or. . . . . 3
- Not at all helpful? . . . . . 4
- Don't know*. . . . . 8

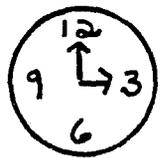
8. Now I'd like to ask you about the effect of this publicity on parents. Do you think the effect has served to educate parents about realistic dangers regarding their children, or has the effect been more of making parents overly fearful of strangers?

- Educate . . . . . 1
- Overly fearful. . . . . 2
- Both* . . . . . 3
- Neither* . . . . . 4
- Don't know*. . . . . 8

9. What about the publicity's effect on children? Has it served to educate children about their personal safety, or has the effect been more of making children overly fearful of strangers?

- Educate . . . . . 1
- Overly fearful. . . . . 2
- Both.* . . . . . 3
- Neither* . . . . . 4
- Don't know.* . . . . . 8

Time: \_\_\_\_\_ A.M.  
P.M.



One purpose of this study is to learn how many missing children there are in the Chicago area. I'm going to ask you about other people you know who may have had a missing child.

10a. Since January 1, 1986, have any of your or your spouse's relatives, in Chicago area or the surrounding area, told you that a child living in their household was missing?

- Yes . . . . . 1
- No (*Skip to Q.11*) . . . . . 2

b. Who told you a child was missing?

\_\_\_\_\_

c. How is that person related to you (*if not given*)?

\_\_\_\_\_

In order to help us estimate the number of missing children, we need to know how many relatives you have.

11. First of all, are you now . . .

- Married, . . . . . 1
- Widowed, . . . . . 2
- Divorced, . . . . . 3
- Separated, or . . . . . 4
- Never married? . . . . . 5

12. The next few questions are about your relatives who live in other households in Chicago and the surrounding area? (*If married:*) The following questions deal only with your relatives. I will be asking you some questions about your (husband's/wife's) relatives later.

a. How many parents do you have living in households separate from yours in Chicago and the surrounding area? (*If 2 or more:*) In how many different households do they live?  
(*Record number of different households.*)

---

b. (Other than in households already mentioned,) in how many different households do you have children living separate from you in Chicago and the surrounding area?

---

c. (Other than in households already mentioned,) in how many different households do you have brothers and sisters living separate from you in Chicago and the surrounding area?

---

d. (Other than in households already mentioned,) in how many different households do you have grandparents living separate from you in the Chicago and the surrounding area?

---

e. (Other than in households already mentioned,) in about how many different households do you have other relatives living separate from you in Chicago and the surrounding area?

---

*Record on Tally Sheet*

(*If not married, skip to Q.14, page 5*)

13. (If married:) Now, I'd like to ask you about your (husband's/wife's) relatives.

a. How many parents does your (husband/wife) have living in households separate from yours in the Chicago and the surrounding area? (If 2 or more:) In how many different households do they live? (Record number of different households)

\_\_\_\_\_

b. Does your (husband/wife) have any children other than the ones you've already mentioned who live in other households in Chicago and the surrounding area? (If "no," record "0") (If yes:) In how many different households do they live?

\_\_\_\_\_

13c. (Other than in households already mentioned,) in how many different households does your (husband/wife) have brothers and sisters living separate from you in Chicago and the surrounding area?

\_\_\_\_\_

d. (Other than in households already mentioned,) in how many different households does your (husband/wife) have grandparents living separate from you in Chicago area and the surrounding area?

\_\_\_\_\_

e. (Other than in households already mentioned,) in about how many different households does your (husband/wife) have other relatives living separate from you in Chicago and the surrounding area?

\_\_\_\_\_

Record on Tally Sheet

14a. Since January 1, 1986, have any of the neighbors living next door to you told you that a child living in their household was missing?

Yes . . . . . 1

No (Skip to Q.15a). . . . . 2

b. Who told you a child was missing?

\_\_\_\_\_

15a. Are you currently employed . . .

- Full-time, (*Skip to Q.15c*) . . . . . 1
- Working Part-time, or (*Skip to Q.15c*) . . . 2
- Not at all? . . . . . 3

b. Are you . . .

- Keeping house, . . . . . 1
- Retired or disabled, . . . . . 2
- Unemployed or laid off, . . . . . 3
- Going to school, or . . . . . 4
- Something else? (*Specify*)

\_\_\_\_\_  
(*Skip to box at bottom of page*) 5

c. About how many people work in your department?

(*If "1", skip to box at bottom of page*)

Don't know . . . . . 98

Record on Tally Sheet

16a. Since January 1, 1986, have any of the people in your department told you that a child living in their household was missing?

Yes . . . . . 1

No (*Skip to box at bottom of page*) . . . . . 2

b. Who told you a child was missing?

\_\_\_\_\_

c. Just to make sure, is that person one of the people you said works in your department?

Yes . . . . . 1

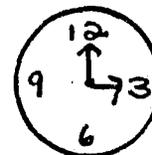
No . . . . . 2

d. What is the name of the company where you and (he/she) work?

\_\_\_\_\_

Check Q.10a, Q.14a and Q.16a  
Use orange questionnaire for each report of missing child

Time: \_\_\_\_\_ A.M.  
P.M.



17. Now I'd like to ask you some questions about the children in your household. How many children under the age of eighteen lived in your household on January 1, 1986?

\_\_\_\_\_ number of children  
(If number is "0", skip to Q.21, pg. 9)

18. In the past few years, have any of your children been fingerprinted or participated in some other type of personal identification program?

- Yes . . . . . 1
- No . . . . . 2
- Refused . . . . . 9

- 19a. (Starting with your oldest child), is that child a boy or girl?
- b. How old was (he/she) on January 1, 1986?
- c. Is (he/she) your (son/daughter), another relation (*specify*) or no relation (*specify*) to you?
- d. How many grades in school has (he/she) completed? (*If child under 6, skip to next child*)

*(Repeat sequence asking for sex, age, relationship, and education of each child, referring to each as "next oldest". Finish by referring to last one as "youngest".)*

20. Now thinking about (this child/these # children), was there any time between January 1, 1986 and now when (he/she/any of them) . . .

*(Ask Q.20a only for children 8 years or older)*

- a. Ran away from home? (*If yes:*) Which child was that? (*Circle child # and # under Q.20a*)
- b. (Was/were) abducted by a parent? (*If yes:*) Which child was that? (*Circle child # and # under Q.20b*)
- c. (Was/were) abducted by an acquaintance or other person you knew? (*If yes:*) Which child was that? (*Circle child # and # under Q.20c*)
- d. (Was/were) abducted by a stranger? (*If yes:*) Which child was that? (*Circle child # and # under Q.20d*)
- e. Was there any other time between January 1, 1986 and now that you didn't know where (he/she/any of them) (was/were) and you took or considered taking some action to find (him/her/them)? (*If yes:*) Which child was that? (*Circle child # under Q.20e*)

Child	Question 19					Question 20				
	a. Sex		b. Age	c. Relationship	d. Grade	a. Run away	b. Abducted by parent	c. Abducted	d. Abducted by stranger	e. Other
	M	F								
1	1	2	---	---	---	1	1	1	1	1
2	1	2	---	---	---	2	2	2	2	2
3	1	2	---	---	---	3	3	3	3	3
4	1	2	---	---	---	4	4	4	4	4
5	1	2	---	---	---	5	5	5	5	5
6	1	2	---	---	---	6	6	6	6	6
7	1	2	---	---	---	7	7	7	7	7
8	1	2	---	---	---	8	8	8	8	8
9	1	2	---	---	---	9	9	9	9	9
10	1	2	---	---	---	10	10	10	10	10

*If no missing incident, skip to page 9 on this questionnaire.*

*For each child with missing incident, transfer number, sex, and age to separate yellow worksheet for each child to be followed-up.*

*For open "missing child" questionnaire for all children with a "yes" in Q.20.*

Now, I'd like to finish by asking some background questions to help analyze the data.

21. In what year were you born?

\_\_\_\_\_  
(Year)

22. What was the highest grade or year of school you have completed and received credit for?

- None . . . . . 00
- Elementary . . . . . 01 02 03 04 05 06 07 08
- High school . . . . . 09 10 11 12
- College . . . . . 13 14 15 16
- Some graduate school . . . . . 17
- Graduate or professional degree . . . . . 18
- Don't know* . . . . . 98
- Refused* . . . . . 99

23a. (If married:) Is your (husband/wife) currently employed . . .

- Full-time (Skip to Q.24) . . . . . 1
- Part-time, or (Skip to Q.24) . . . . . 2
- Not at all? . . . . . 3

b. Is he/she . . .

- Keeping house, . . . . . 1
  - Retired or disabled, . . . . . 2
  - Unemployed or laid off, . . . . . 3
  - Going to school, or . . . . . 4
  - Something else? (Specify) \_\_\_\_\_ 5
-

24. (Ask only of parents with child(ren) 5-17 years of age.) (Check page 8, if necessary.) What after school child-care arrangements (if any) do you have for your child(ren)? (If "none," probe)

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

25a. Are you . . .

- White, . . . . . 1
- Black, . . . . . 2
- Asian, or (Skip to Q.26) . . . . . 3
- Something else? (Specify) \_\_\_\_\_ 5
- Refused (Skip to Q.26) . . . . . 9

b. Are you of Spanish or Hispanic origin or descent?

- Yes . . . . . 1
- No . . . . . 2

26. For 1985, was your total household income from all sources, before taxes . . . (Repeat until "no")

- More than \$10,000? No . . . . . 1
- More than \$20,000? No . . . . . 2
- More than \$30,000? No . . . . . 3
- More than \$50,000? No . . . . . 4
- Yes . . . . . 5
- Don't know . . . . . 8
- Refused . . . . . 9

27. How many different telephone numbers do you have in your household?

# \_\_\_\_\_ (If more than one, probe)

Finally, we have a couple of questions about the questionnaire.

28a. Did any of the questions we asked bother you?

Yes . . . . . 1

No (*Skip to Q.29a*) . . . . . 2

b. Which one(s)?

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

c. How?

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

29a. Did you find any of the questions difficult to answer?

Yes . . . . . 1

No (*Skip to Q.30*) . . . . . 2

b. Which one(s)?

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

c. How?

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

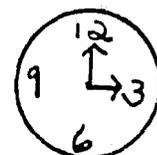
30. Thank you very much for your cooperation. If you have any questions about missing children, you can call the National Center for Missing and Exploited Children's toll free number. 1-800-THE-LOST.

(Do not ask:) Record sex of respondent

Male . . . . . 1

Female . . . . . 2

End Time: \_\_\_\_\_ A.M.  
P.M.



APPENDIX H

TALLY SHEET

10/86

Quest. I.D.#:	_____
Strata:	_____
Study:	602

TALLY SHEET

Respondent's Relatives

	<u>Yes</u>	<u>No</u>
Q.12a Parents	1	2
Q.12b Children	1	2
Q.12c Brothers/Sisters	1	2

Spouse's Relatives

Q.13a Parents	1	2
Q.13b Children	1	2
Q.13c Brothers/Sisters	1	2
Q.15c Coworkers/Dept. workers	1	2

APPENDIX I

MISSING CHILD WORKSHEET  
(Yellow Worksheet)

10/86

Quest. I.D.#:	_____
Strata:	_____
Study:	602

MISSING CHILD WORKSHEET

(Record responses from:)

Q.19a.

Boy . . . . . 1

Girl. . . . . 2

Q.19b.

Age in years \_\_\_\_\_

Q.X1/X2. Was child a runaway?

Yes . . . . . 1

No . . . . . 2

Q.X7. How long was the child gone?

\_\_\_\_\_ hours  
\_\_\_\_\_ days  
\_\_\_\_\_ weeks  
\_\_\_\_\_ months  
\_\_\_\_\_ still missing

APPENDIX J

FOLLOW-UP INTERVIEW WITH NONREPORTING  
I-SEARCH HOUSEHOLDS



APPENDIX K  
CHILD QUESTIONNAIRES

2/87

ID#	_____
Strata #	_____
Version:	_____
Study:	602

University of Illinois  
Survey Research Laboratory

Study of Missing Children (Pilot Study)  
Child Questionnaire  
Introduction

*(Parent)*

Hello, my name is \_\_\_\_\_. I'm calling from the University of Illinois Survey Research Laboratory. May I please speak to \_\_\_\_\_.  
*(name or relationship)*

During the months of October through December, we conducted an interview with you (someone in your household) about missing children. During that interview, we were told that your \_\_\_\_\_ year old child \_\_\_\_\_  
*(age)* *(name of child)*  
was missing or was thought to be missing during 1986. At that time, we also obtained permission to interview your child.

I would like to set up a time to talk to \_\_\_\_\_ on the telephone  
*(name of child)*  
about (his/her) experience while (he/she) was away from home.

ID#	_____
Strata #	_____
Version:	_____
Study:	602

University of Illinois  
Survey Research Laboratory

Study of Missing Children (Pilot Study)  
Child Questionnaire  
Screener

May I please speak to \_\_\_\_\_:  
(child's name)

Hello, my name is \_\_\_\_\_. I'm calling from the University of Illinois Survey Research Laboratory. When we spoke to your \_\_\_\_\_ (he/she) told us you were missing from home sometime during 1986. We would like to ask you some questions about where you went and what you did while you were away from home. All of your comments and answers will be kept strictly confidential.

1a. During 1986, how many times were you missing from home, that is, you either ran away, stayed away, or were taken away without your parents permission, or your parents did not know where you were?

\_\_\_\_\_ times

b. (If more than once: I would like for you to think about the time when you were gone the longest.)

Did you run away from home, or (Skip to Version 1) . 1

Were you away from home for some other reason?  
(Specify) . . . . . 2

Were you abducted (kidnapped) by a parent? (Skip to Version 2) . . . . . 3

Were you abducted (kidnapped) by an acquaintance or someone else you knew? (Skip to Version 2) . . 4

Were you abducted (kidnapped) by a stranger?  
(Skip to Version 2) . . . . . 5

Other \_\_\_\_\_ 6

\_\_\_\_\_  
(If unintentional event, skip to Version 3)

ID#	_____
Strata #	_____
Version:	_____
Study:	602

University of Illinois  
Survey Research Laboratory

Study of Missing Children (Pilot Study).  
Child Questionnaire  
Multiple Incidents Questionnaire

You mentioned you were away from home \_\_\_\_\_ times during 1986 when your parents didn't know where you were. Thinking about the other times besides the time we just discussed, please tell me for the (#) other time . . .

1. Did you runaway from home or were you away from home for some other reason?

Run away from home, or . . . . . 1

Away from home for some other reason? (*Specify*) . . 2

*Were you abducted (kidnapped) by a parent?* . . . 3

*Were you abducted (kidnapped) by an acquaintance or someone else you knew?* . . . . . 4

*Were you abducted (kidnapped) by a stranger?* . . 5

*. Other* \_\_\_\_\_ 6

\_\_\_\_\_

\_\_\_\_\_

2. When in 1986 did this take place? (*Probe season/holiday, if necessary.*)

\_\_\_\_\_ Month/Day

3. Approximately how long was it, between the time you (ran away/were taken away from home/were expected to be home) and the time you returned?

\_\_\_\_\_ minutes \_\_\_\_\_ hours \_\_\_\_\_ days \_\_\_\_\_ weeks \_\_\_\_\_ months

4. Did anyone in your household call a law enforcement agency, such as the police department or sheriff's office?

Yes . . . . . 1

No . . . . . 2

**CHECK SCREENER FOR ADDITIONAL INCIDENTS;  
IF NO ADDITIONAL INCIDENTS, GO TO LAST PAGE OF QUESTIONNAIRE (DEMOS)**

University of Illinois  
Survey Research Laboratory

Study of Missing Children (Pilot Study)  
Child Questionnaire  
Runaway Questionnaire

ID#	_____
Strata #	_____
Version:	1
Study:	602

Time Interview Started: \_\_\_\_\_ :

1. When in 1986 did this take place? (Probe season/holiday, if necessary.)

\_\_\_\_\_ Month/Day

2. Approximately how long was it between the time you ran away from home and the time you returned?

\_\_\_\_\_ minutes \_\_\_\_\_ hours \_\_\_\_\_ days \_\_\_\_\_ weeks \_\_\_\_\_ months

3. What time of day was it when you ran away from home?

\_\_\_\_\_ AM/PM

4. To the best of your knowledge, did anyone in your household call a law enforcement agency, such as the police department or sheriff's office?

Yes . . . . . 1

No . . . . . 2

5a. Where did you go?

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

Refused . . . . . 99

b. What was the farthest place you reached? (Probe for city/state)

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

Don't remember . . . . . 98

6. About how far away from your home is that in terms of miles? Would you say it was less than one mile, less than 10 miles, less than 50 miles, or was it 50 miles or more?

- Less than 1 mile . . . . . 1
- Less than 10 miles . . . . . 2
- Less than 50 miles . . . . . 3
- 50 miles or more . . . . . 4
- Don't remember, don't know* . . . . . 8
- Refused* . . . . . 9

7. Why did you go there?

---



---



---

*Don't know* . . . . . 98

8. How long had you been thinking of running away before you actually left home (that time). Was it . . .

- Less than a day, . . . . . 1
- Less than a week, . . . . . 2
- Less than a month, . . . . . 3
- Less than 6 months, or . . . . . 4
- 6 months or longer? . . . . . 5
- Don't remember* . . . . . 8
- Refused* . . . . . 9

9a. What were the reasons for your leaving home? (*Probe: What other reasons?*)

---



---



---

b. (*If not discussed in Q.9a ask:*) Did someone do something to you to make you leave home?

---



---



---

10a. (If appropriate:) Did something happen between you and your friends to make you leave home?

- Yes . . . . . 1
- No (Skip to Q.11a) . . . . . 2
- Refused (Skip to Q.11a) . . . . . 9

b. (If appropriate:) What happened?

---



---

11a. (If appropriate:) Did something happen at school to make you leave home?

- Yes . . . . . 1
- No (Skip to Q.12) . . . . . 2
- Refused (Skip to Q.12) . . . . . 9

b. (If appropriate:) What happened?

---



---

12. There usually are a number of different reasons for thinking about running away, but then some one thing happens that makes a person decide to do it. In your case, what would you say was that one thing?

---



---

13. At the time you left, how long were you thinking of staying away?

\_\_\_\_\_ hours    \_\_\_\_\_ days    \_\_\_\_\_ weeks    \_\_\_\_\_ months    \_\_\_\_\_ years

Forever, didn't plan to return . . . . . 97

Other (Specify) \_\_\_\_\_ 98

---

Refused . . . . . 99

Didn't think about it . . . . . 00

14a. When you left home, did you have any idea where you would go?

- Yes . . . . . 1
- No (*Skip to Q.15*) . . . . . 2
- Don't remember (Skip to Q.15)* 8
- Refused (Skip to Q.15)* . . . 9

b. Where did you plan to go?

---

---

c. Why?

---

---

---

15. What did you take with you? (*Probe:*) Anything else? (*Circle as many as apply.*)

- Nothing . . . . . 1
- Money (*Specify amount*) \_\_\_\_\_ 2
- Clothes . . . . . 3
- Food . . . . . 4
- Car . . . . . 5
- Credit cards . . . . . 6
- Other (*Specify*) \_\_\_\_\_ 7
- \_\_\_\_\_
- Don't remember* . . . . . 8
- Refused* . . . . . 9

16. How did you get to where you were going? (Circle as many as apply.)

- Walked . . . . . 01
- Bike . . . . . 02
- Drove a car . . . . . 03
- Had a ride . . . . . 04
- Hitch-hiked . . . . . 05
- Bus . . . . . 06
- Plane . . . . . 07
- Train . . . . . 08
- Other (Specify) \_\_\_\_\_ 09

---

- Don't remember . . . . . 98
- Refused . . . . . 99

17a. When you left home did someone else go with you, or did you go alone?

- With someone else . . . . . 1
- Alone (Skip to Page 7) . . . . . 2
- Don't remember (Skip to Page 7) . . . . . 8
- Refused (Skip to Page 7) . . . . . 9

b. How many other people went with you when you left home?

- One . . . . . 1
- Two . . . . . 2
- Three . . . . . 3
- Four or more . . . . . 4
- Don't remember . . . . . 8
- Refused . . . . . 9

18. Who (was/were) the other (person/people)? (Was it a/Were they) friend(s), brother(s), sister(s), other relative(s), or who? (*Circle as many as apply*)

Male friend . . . . . 1

Female friend . . . . . 2

Brother . . . . . 3

Sister . . . . . 4

Other male relative . . . . . 5

Other female relative . . . . . 6

Other (*Specify*) \_\_\_\_\_ 7

---

*Don't remember* . . . . . 8

*Refused* . . . . . 9

ASK QUESTIONS ON BLUE PAGES ONLY FOR RUNAWAYS GONE 24 HOURS OR MORE  
CHECK PAGE 1 FOR TIME GONE  
IF LESS THAN 24 HOURS, SKIP TO PAGE 10

19a. While you were away from home where did you stay for shelter? (*Probe: Anyplace else?*)

---

---

b. (*If appropriate:*) Did you stay in a group home, mission, or shelter at any time?

---

---

c. (*If appropriate:*) How did you find these places?

---

---

d. (*If appropriate:*) What did you have to do in order to get a place to sleep?)

---

---

---

---

20a. While you were away from home, where did you get meals? (*Probe for specific types of places*)

---

---

b. (*If appropriate:*) How did you find these places?

---

---

---

20c. (If appropriate:) What did you have to do to get this food?

---

---

---

21a. Did you get any help from any governmental or private agency?

Yes . . . . . 1

No (Skip to Q.22a) . . . . . 2

b. What agency or agencies helped you? (Probe for name of agency)

---

---

c. What kind of help did they provide?

---

---

---

22a. Did you get help from any other adults?

Yes . . . . . 1

No (Skip to Q.23) . . . . . 2

b. Who helped you?

---

---

c. In what specific way did they help you?

---

---

---

23a. While you were away from home how did you get around from place to place?

---

---

---

b. (If appropriate:) What did you have to do to obtain this transportation?

---

---

---

24a. While you were away from home, did you have any source of money?

Yes . . . . . 1

No (*Skip to Q.25a*) . . . . . 2

b. What did you do to get money?

---



---



---

25a. Next I'm going to read you a list of people or organizations you may have contacted while you were away from home. While you were away, did you contact . . . (*Circle all that apply.*)

(*If yes to Q.25a, ask:*)

b. How helpful was your contact with \_\_\_\_\_? Was it . . .

	Yes	No	Very help-ful	Some-what help-ful	Not very help-ful, or	Not at all help-ful?	Don't know	Re-fused
1. A relative, friend, or neighbor? . . . . .	1	2	1	2	3	4	8	9
2. A church or synagogue? . . . . .	1	2	1	2	3	4	8	9
3. A school? . . . . .	1	2	1	2	3	4	8	9
4. A local hot line or rap line? . . . . .	1	2	1	2	3	4	8	9
5. A national runaway hot line? . . . . .	1	2	1	2	3	4	8	9
6. A runaway house? . . . . .	1	2	1	2	3	4	8	9
7. The police? . . . . .	1	2	1	2	3	4	8	9
8. Any social service agencies? ( <i>Specify</i> ) _____	1	2	1	2	3	4	8	9
9. Any other person or group? _____	1	2	1	2	3	4	5	6

25c. (*If no to hot line (25a(4) & 25a(5), ask:*) If you knew about a free hot line, would you have contacted them?

Yes . . . . . 1

No . . . . . 2

26. Did you call your parents to let them know where you were?

Yes . . . . . 1

No . . . . . 2

27. What were the good things that happened to you while you were away?

---

---

---

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

---

---

---

29. 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?

---

---

---

30. Thinking back over your experiences while you were away from home, would you say your experiences were generally . . .

Very good, . . . . . 1

Mostly good, . . . . . 2

Neither good nor bad, . . . . . 3

Mostly bad, or . . . . . 4

Very bad? . . . . . 5

*Don't remember* . . . . . 8

*Refused* . . . . . 9

31a. Now please think of your coming home. When you came home, was it entirely your decision or did someone else persuade you?

- Own decision (*Skip to Q.32*) . . . 1
- Someone else . . . . . 2
- Both . . . . . 3
- Don't remember (Skip to Q.32)* . . 8
- Refused (Skip to Q.32)* . . . . . 9

(If "someone else" or "both," ask:)

b. Who persuaded you to come home? (*Circle all that apply*)

- Parents (*Skip to Q.32*) . . . . . 1
  - Friends (*Skip to Q.32*) . . . . . 2
  - Relatives (*Skip to Q.32*) . . . . . 3
  - Police (*Skip to Q.32*) . . . . . 4
  - Hot line or runaway house  
personnel (*Skip to Q.32*) . . . . . 5
  - Other (*Specify*)(*Skip to Q.32*) . . . 6
- 
- 
- Don't remember (Skip to Q.32)* . . . 7
  - Refused (Skip to Q.32)* . . . . . 8

32. What made you decide to come home? (*Probe: Think of all the things that happened to you that made you decide to come home.*)

---

---

---

33a. While kids are running away, they are sometimes picked up by the police or other authorities. Were you ever picked up by the police at any time while you were away from home?

Yes . . . . . 1

No (*Skip to Q.35*) . . . . . 2

b. What were the circumstances?

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

34a. Were you held in a police station lock-up, a jail, or a juvenile detention center as a result of being picked up? (*Probe which one*)

No (*Skip to Q.35*) . . . . . 0

Police station lock-up . . . . 1

Jail . . . . . 2

Juvenile Detention Center . . 3

Other (*Specify*) \_\_\_\_\_

\_\_\_\_\_ 4

*Don't know* . . . . . 8

b. How long were you held?

\_\_\_\_\_

*(If crime mentioned in Q.33b, skip to Q.37)*

35. During the time you were away from home were you involved in any crimes?

Yes . . . . . 1

No (*Skip to Q.37*) . . . . . 2

*Don't know (Skip to Q.37)* . . 8

*Refused (Skip to Q.37)* . . . . 9

36. What type of crime was this?

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

37. Some kids tell us that when they ran away from home their parents hoped they would do just that. How about you? Do you think your parents wished you would leave?

- Yes, parents wished I'd leave . . . 1
- No . . . . . 2
- Don't know* . . . . . 8
- Refused* . . . . . 9

38. What was your parents reaction to your running away? Were they . . .

- Very worried, . . . . . 1
- Somewhat worried, . . . . . 2
- A little worried, or . . . . . 3
- Not at all worried? . . . . . 4
- Don't know* . . . . . 8

39a. Did you give your parents a full explanation of what happened to you while you were away?

- Yes . . . . . 1
- No . . . . . 2
- Uncertain, don't know* . . . . . 8

b. Was there anything that happened to you that you thought your parents wouldn't understand?

- Yes . . . . . 1
- No (*Skip to Q.40*) . . . . . 2

c. What was that?

---

---

---

40. Did you suffer any physical harm while you were away?

- Yes . . . . . 1
- No (*Skip to Q.44*) . . . . . 2
- Don't know (Skip to Q.44)* . . . . . 8
- Refused (Skip to Q.44)* . . . . . 9

41. Please describe what happened?

---

---

---

---

42a. Was the physical harm you suffered . . .

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

b. Did you receive any medical treatment?

- Yes . . . . . 1
- No (*Skip to Q.43*) . . . . . 2

c. Where did you receive medical treatment? (*Probe*)

---

---

43. Was anyone arrested for causing this harm?

- Yes . . . . . 1
- No . . . . . 2
- Don't know* . . . . . 8

44. Did you suffer any sexual harm while you were away?

- Yes . . . . . 1
- No (*Skip to Q.48*) . . . . . 2
- Don't know (Skip to Q.48)* . . . . . 8
- Refused (Skip to Q.48)* . . . . . 9

45. Please describe what happened?

---

---

---

46a. Was the sexual harm you suffered. . .

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

b. Did you receive any medical treatment?

- Yes . . . . . 1
- No (*Skip to Q.47*) . . . . . 2

c. Where did you receive treatment? (*Probe*)

---

---

47. Was anyone arrested for causing this harm?

- Yes . . . . . 1
- No . . . . . 2
- Don't know* . . . . . 8

48. After you returned, did you suffer any emotional harm such as fear or bad dreams?

- Yes . . . . . 1
- No (*Skip to Q.51a*) . . . . . 2
- Don't know (Skip to Q.51a)* . . . . . 8
- Refused (Skip to Q.51a)* . . . . . 9

49. How would you describe that harm?

---

---

---

50a. Was the emotional harm you suffered . . .

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

b. Did you or are you receiving any treatment?

- Yes . . . . . 1
- No (*Skip to Q.51a*) . . . . . 2

c. Where did you or are you receiving treatment? (*Probe*)

---

---

51a. After you returned home, did you have any problems adjusting to home or school?

- Yes . . . . . 1
- No (*Skip to Q.52*) . . . . . 2

b. Please describe these problems?

---

---

---

---

52. Is there anything else about your running away that you could tell us?

- Yes . . . . . 1
- No . . . . . 2
- Don't know . . . . . 8

---



---



---



---



---



---

CHECK SCREENER TO SEE IF CHILD WAS MISSING MORE THAN ONCE. IF YES ADMINISTER GREEN QUESTIONNAIRE FOR MULTIPLE INCIDENTS.

Finally, I have a few background questions.

53. How old are you? \_\_\_\_\_

54a. Do you have any brothers or sisters?

- Yes . . . . . 1
- No (*Skip to Q.55*) . . . . . 2

b. How many? \_\_\_\_\_

c. How old are they?

Age _____	Age _____
Age _____	Age _____
Age _____	Age _____

55. Do you go to public or private school?

- No school (*Skip to End*) . . . 0
- Public school . . . . . 1
- Private school . . . . . 2

56. What grade are you currently in? \_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR COOPERATION.

Time Interview Ended: \_\_\_\_\_ :

University of Illinois  
Survey Research Laboratory

Study of Missing Children (Pilot Study)  
Child Questionnaire  
Abduction Questionnaire

ID#	_____
Strata #	_____
Version:	2
Study:	602

Time Interview Started: \_\_\_\_\_ :

1. When in 1986 did this take place? (*Probe season/holiday, if necessary.*)

\_\_\_\_\_ Month/Day

2. Approximately how long was it between the time you were taken away and the time you returned?

\_\_\_\_\_ minutes    \_\_\_ hours    \_\_\_\_\_ days    \_\_\_\_\_ weeks    \_\_\_\_\_ months

3. What time of day was it when you were taken away?

\_\_\_\_\_ AM/PM

4. To the best of your knowledge, did anyone in your household call a law enforcement agency, such as the police department or sheriff's office?

Yes . . . . . 1

No . . . . . 2

5. Who took you away? (*Probe for identity and relationship to the child.*)

---



---



---



---

6. Where were you at the time you were taken? (*Probe*)

---



---



---

7. Can you describe how you were taken? (*Probe for force, lure, threat*)

---

---

---

8a. Were you taken alone or was anyone else taken with you?.

Alone (*Skip to Q.9*) . . . . . 1

Someone else with you . . . . . 2

b. Who was with you?

---

---

---

9. Do you know why you were taken?

---

---

---

10a. Where were you taken?

---

---

---

*Refused* . . . . . 99

b. (*If appropriate:*) What was the farthest place you were taken? (*Probe for city and state*)

---

---

---

*Don't remember* . . . . . 98

11. About how far away from your home is that in terms of miles? Would you say it was less than one mile, less than 10 miles, less than 50 miles, or was it 50 miles or more?

- Less than 1 mile . . . . . 1
- Less than 10 miles . . . . . 2
- Less than 50 miles . . . . . 3
- 50 miles or more . . . . . 4
- Don't remember, don't know* . . . . . 8
- Refused* . . . . . 9

12. Why were you taken there?

---

---

---

*Don't know* . . . . . 98

13. What was your parent(s) reaction to your being taken away (was/were) (he/she/they) . . .

- Very worried, . . . . . 1
- Somewhat worried, . . . . . 2
- A little worried, or . . . . . 3
- Not at all worried? . . . . . 4
- Don't know* . . . . . 8

14. Did you give your parent(s) a full explanation of what happened to you while you were away?

- Yes . . . . . 1
- No . . . . . 2
- Uncertain, don't know* . . . . . 8

15. Did you suffer any physical harm while you were away?

- Yes . . . . . 1
- No (*Skip to Q.19*) . . . . . 2
- Don't know (Skip to Q.19)* . . . . . 8
- Refused (Skip to Q.19)* . . . . . 9

16. Please describe what happened?

---

---

---

---

17a. Was the physical harm you suffered . . .

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

b. Did you receive any medical treatment?

- Yes . . . . . 1
- No (*Skip to Q.18*) . . . . . 2

c. Where did you receive medical treatment? (*Probe*)

---

---

18. Was anyone arrested for causing this harm?

- Yes . . . . . 1
- No . . . . . 2
- Don't know* . . . . . 8

19. Did you suffer any sexual harm while you were away?

- Yes . . . . . 1
- No (*Skip to Q.23*) . . . . . 2
- Don't know (Skip to Q.23)* . . . . . 8
- Refused (Skip to Q.23)* . . . . . 9

20. Please describe what happened?

---

---

---

21a. Was the sexual harm you suffered. . .

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

b. Did you receive any medical treatment?

- Yes . . . . . 1
- No (*Skip to Q.22*) . . . . . 2

c. Where did you receive treatment? (*Probe*)

---

---

22. Was anyone arrested for causing this harm?

- Yes . . . . . 1
- No . . . . . 2
- Don't know* . . . . . 8

23. After you returned, did you suffer any emotional harm such as fear or bad dreams?

- Yes . . . . . 1
- No (*Skip to Q.26a*) . . . . . 2
- Don't know (Skip to Q.26a)* . . . . . 8
- Refused (Skip to Q.26a)* . . . . . 9

24. How would you describe that harm?

---

---

---

25a. Was the emotional harm you suffered . . .

Very serious, . . . . . 1

Quite serious, . . . . . 2

Somewhat serious, or . . . . . 3

Not at all serious?. . . . . 4

b. Did you or are you receiving any treatment?

Yes . . . . . 1

No (*Skip to Q.26a*) . . . . . 2

c. Where did you or are you receiving treatment? (*Probe*)

---

---

26a. After you returned home, did you have any problems adjusting to home or school?

Yes . . . . . 1

No (*Skip to Q.27*) . . . . . 2

b. Please describe these problems?

---

---

---

---

27. Is there anything else about your running away that you could tell us?

Yes . . . . . 1

No . . . . . 2

Don't know . . . . . 8

CHECK SCREENER TO SEE IF CHILD WAS MISSING MORE THAN ONCE. IF YES, ADMINISTER GREEN QUESTIONNAIRE FOR MULTIPLE INCIDENTS.

Finally, I have a few background questions.

28. How old are you? \_\_\_\_\_

29a. Do you have any brothers or sisters?

Yes . . . . . 1

No (Skip to Q.30) . . . . . 2

b. How many? \_\_\_\_\_

c. How old are they?

Age \_\_\_\_\_ Age \_\_\_\_\_

Age \_\_\_\_\_ Age \_\_\_\_\_

Age \_\_\_\_\_ Age \_\_\_\_\_

30. Do you go to public or private school?

No school (Skip to End) . . . 0

Public school . . . . . 1

Private school . . . . . 2

31. What grade are you currently in? \_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR COOPERATION.

Time Interview Ended: \_\_\_\_\_ :

University of Illinois  
Survey Research Laboratory

Study of Missing Children (Pilot Study)  
Child Questionnaire  
Unintentional Missing Incident  
Questionnaire

ID#	_____
Strata #	_____
Version:	3
Study:	602

Time Interview Started: \_\_\_\_\_ :

1. When in 1986 did this take place? (Probe season/holiday, if necessary.)

\_\_\_\_\_ Month/Day

2. Approximately how long was it between the time you were expected to be home and the time you returned?

\_\_\_\_\_ minutes    \_\_\_\_\_ hours    \_\_\_\_\_ days    \_\_\_\_\_ weeks    \_\_\_\_\_ months

3. What time of day was it when were expected to be home?

\_\_\_\_\_ AM/PM

4. To the best of your knowledge, did anyone in your household call a law enforcement agency, such as the police department or sheriff's office?

Yes . . . . . 1

No . . . . . 2

5a. Where did you go?

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

Refused . . . . . 99

b. (If appropriate:) What was the farthest place you reached? (Probe for city and state)

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

Don't remember . . . . . 98

6. About how far away from your home is that in terms of miles? Would you say it was less than one mile, less than 10 miles, less than 50 miles, or was it 50 miles or more?

- Less than 1 mile . . . . . 1
- Less than 10 miles . . . . . 2
- Less than 50 miles . . . . . 3
- 50 miles or more . . . . . 4
- Don't remember, don't know* . . . . . 8
- Refused* . . . . . 9

7. Why did you go there?

---

---

---

*Don't know* . . . . . 98

8. What was your parents reaction to your not coming home when expected? Were they . . .

- Very worried, . . . . . 1
- Somewhat worried, . . . . . 2
- A little worried, or . . . . . 3
- Not at all worried? . . . . . 4
- Don't know* . . . . . 8

9. Did you give your parents a full explanation of where you were and what happened to you while you were away?

- Yes . . . . . 1
- No . . . . . 2
- Uncertain, don't know* . . . . . 8

10. Did you suffer any physical harm while you were away?

- Yes . . . . . 1
- No (*Skip to Q.14*) . . . . . 2
- Don't know (Skip to Q.14)* . . . . . 8
- Refused (Skip to Q.14)* . . . . . 9

11. Please describe what happened?

---

---

---

---

12a. Was the physical harm you suffered . . .

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

b. Did you receive any medical treatment?

- Yes . . . . . 1
- No (*Skip to Q.13*) . . . . . 2

c. Where did you receive medical treatment? (*Probe*)

---

---

13. Was anyone arrested for causing this harm?

- Yes . . . . . 1
- No . . . . . 2
- Don't know* . . . . . 8

14. Did you suffer any sexual harm while you were away?

- Yes . . . . . 1
- No (*Skip to Q.18*) . . . . . 2
- Don't know (Skip to Q.18)* . . . . . 8
- Refused (Skip to Q.18)* . . . . . 9

15. Please describe what happened?

---

---

---

16a. Was the sexual harm you suffered. . .

Very serious, . . . . . 1

Quite serious, . . . . . 2

Somewhat serious, or . . . . . 3

Not at all serious? . . . . . 4

b. Did you receive any medical treatment?

Yes . . . . . 1

No (*Skip to Q.17*) . . . . . 2

c. Where did you receive treatment? (*Probe*)

---

---

17. Was anyone arrested for causing this harm?

Yes . . . . . 1

No . . . . . 2

*Don't know* . . . . . 8

18. Is there anything else about this incident that you could tell us?

Yes . . . . . 1

No . . . . . 2

*Don't know* . . . . . 8

---

---

---

---

---

---

---

CHECK SCREENER TO SEE IF CHILD WAS MISSING MORE THAN ONCE. IF YES, ADMINISTER GREEN QUESTIONNAIRE FOR MULTIPLE INCIDENTS.

Finally, I have a few background questions.

19. How old are you? \_\_\_\_\_

20a. Do you have any brothers or sisters?

Yes . . . . . 1

No (Skip to Q.21) . . . . . 2

b. How many? \_\_\_\_\_

c. How old are they?

Age \_\_\_\_\_

Age \_\_\_\_\_

Age \_\_\_\_\_

Age \_\_\_\_\_

Age \_\_\_\_\_

Age \_\_\_\_\_

21. Do you go to public or private school?

No school (Skip to End) . . . . 0

Public school . . . . . 1

Private school . . . . . 2

23. What grade are you currently in? \_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR COOPERATION.

Time Interview Ended: \_\_\_\_\_ :