

CSE

***YOUTH INTERVIEWERS
PROCEDURES MANUAL***

*San Diego CA/Chicago IL/Pittsburgh PA/Dallas TX
1995*

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Senior Scientist*

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TABLE OF CONTENTS

PROJECT OVERVIEW AND STATEMENT OF CONFIDENTIALITY.....2

BACKGROUND2

OBJECTIVES AND EXPECTED BENEFITS3

RESEARCH/DATA COLLECTION PLAN.....4

CONFIDENTIALITY PROCEDURES5

YOUTH INTERVIEWER RESPONSIBILITIES.....5

THE DIFFERENCE BETWEEN YOUR CLINICAL AND RESEARCH ROLES.....6

RECRUITMENT OF SUBJECTS.....7

Identifying appropriate youth7

Waiving the need for parent/legal guardian consent8

Inviting youth to participate.....8

Obtaining participant informed consent8

Answering questions9

Assigning ID numbers.....10

INTERVIEW PROTOCOL10

Preparing for the interview.....11

Conducting the interview11

Closing the interview12

Special circumstances: Temporarily stopping the interview or modifying its flow.....13

Special circumstances: Terminating the interview before completion.....14

Special circumstances: Making a referral15

CODING THE INTERVIEW.....15

CASE RECORD ABSTRACTION.....17

TRANSFERRING DATA TO EDC.....17

PROCEDURES FOR ASSURING CONFIDENTIALITY18

COMMUNICATION AND EXPENSES19

Addresses and Telephone Numbers19

FORMS.....20

DEPARTMENT OF
National Technical Assistance Reference Service (NCARS)

PROJECT OVERVIEW AND STATEMENT OF CONFIDENTIALITY

Background

Child sexual exploitation is a major problem facing America today, affecting thousands of youngsters each year. Although the research literature, state and federal statutes, and practitioners tend to use the terms exploitation, molestation, and sexual abuse almost interchangeably, for the purposes of this project, child sexual exploitation includes victimization by involvement in prostitution, sex rings, and the production of pornographic materials. It excludes one-time molestations and incest, except when these crimes occur in the context of a sex ring or the creation of pornography.

Although much has been written about child sexual abuse, and particularly incest, little is known about the full nature and extent of child sexual exploitation--who these children are and what makes them especially vulnerable, how the legal framework facilitates or impedes handling of these cases, and how the justice system and social service system respond. Additional research is needed to guide both policymakers and practitioners in their attempts to prevent exploitation, to treat victims, and to prosecute those who perpetrate such crimes against the young.

The goal of the *Program to Increase Understanding of Child Sexual Exploitation* is to learn more about children who become the victims of sexual exploitation (and especially prostitution and pornography), the circumstances that lead them to become involved, and the response of the law enforcement, social welfare, and judicial systems to this problem. Under a grant from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Education Development Center (EDC), Inc., and the American Bar Association Center on Children and the Law are carrying out a two-phased project that will extend our knowledge of child sexual exploitation and the systems' response.

Phase I of the project comprised a literature review, legal analysis, national telephone survey, secondary analysis of child sexual abuse and exploitation cases drawn from prior research, selection of four sites for in-depth study, and preliminary site visits. During Phase

If we are conducting intensive field work in the four selected cities to examine more fully the nature of the children and youth who are exploited and the way in which the system responds to them. The field work involves three interrelated activities: (1) qualitative interviews with justice and social service system representatives; (2) analysis of case records data obtained through the criminal and juvenile justice systems; and (3) personal interviews with exploited youth served by runaway or juvenile prostitution programs.

Objectives and Expected Benefits

As stated above, the goal of the *Program to Increase Understanding of Child Sexual Exploitation* is to learn more about children who become the victims of sexual exploitation (and especially prostitution and pornography), the circumstances that lead them to become involved, and the response of the law enforcement, social welfare, and judicial systems to this problem. This knowledge is essential if we are to

- develop methods to identify and intervene with children in vulnerable situations before exploitation occurs
- identify situations in which exploitation is occurring, remove children from these situations, and help them cope with the physical, emotional, and developmental consequences of their experiences
- identify and prosecute exploiters in ways that reduce recidivism

The objectives of this project are to

- conduct a thorough review of the research literature on the subject of child sexual exploitation
- describe the process by which children become involved in prostitution and pornography
- describe federal and state laws and pertinent case law used in the prosecution and punishment of offenders
- identify problems and obstacles faced by the criminal and juvenile justice systems in handling sexual exploitation cases, with respect to their handling of both offenders and victims, and to recommend solutions
- provide a comprehensive report to inform practitioners and policymakers, and to lay the groundwork for future research in this area

By the end of the study, we will be able to answer the following questions:

- What are the antecedents to children's involvement in prostitution or pornography?
- What kinds of children and youth are involved in these forms of exploitation?
- What makes them vulnerable?
- Are they already known to the system?
- What is the system's response to these children once they are identified as victims of prostitution or pornography?
- Which agencies are involved? How do they coordinate their activities? What methods are used for investigation and prosecution? How can the systems be improved?

By advancing our understanding of child sexual exploitation in these ways, this project will contribute to the design and implementation of social service and criminal justice interventions to reduce these invidious forms of abuse.

Research/Data Collection Plan

Interviews will be conducted with a convenience sample of 200 youth over the age of 12, as identified by agencies serving runaway and homeless youth in the four participating sites.

These four sites are San Diego, CA; Chicago, IL; Pittsburgh, PA; and Dallas, TX.

Approximately 50 youth will be interviewed at each site.

To participate in the research, *all of the following* must be true ("*Inclusion* criteria"):

- youth must be at least 12 years of age
- youth must have been a victim of sexual exploitation (e.g., survival sex, prostitution, or pornography)
- youth must be able to respond to an orally administered interview conducted in English
- youth must be capable of assenting to participate based upon consideration of her/his age, maturity, and psychological state

A youth **will not be permitted** to participate in the research if *any one of the following* is true ("*Exclusion* criteria"):

- youth is in acute psychological distress
- youth is likely to experience undue anxiety and/or discomfort by participating in the interview as assessed by clinical staff at the participating agency
- youth is psychologically unavailable either because of emotional state or because of alcohol or other drugs

Additional background information about participating youth will be abstracted from records maintained by the youth-serving agency, using a standardized case record form to guide the abstraction process.

Confidentiality Procedures

Research with human subjects plays a vital part in expanding our knowledge about how to combat criminal behavior and assist those who are victimized. It is essential, however, that research be performed without needless risk of distress and with the willing and informed cooperation of research subjects.

Research or statistical information identifiable to a participant in OJJDP-sponsored research is protected by statute from being used in legal proceedings:

[S]uch information and copies thereof shall be immune from legal process, and shall not, without the consent of the person furnishing such information, be admitted as evidence or used for any purpose in any action, suit, or other judicial, legislative, or administrative proceedings. (42 United States Code §3789g)

All study data will be kept confidential. Participating youth will be assured that except for the project staff, no one—neither counselors, agency administrators, peers, parents, nor anyone else—will see the responses. No subject will be identifiable from published reports or data. We will rely on well-established procedures to maintain confidentiality. Subjects will be assigned identification numbers when they are enrolled. Each subject's data will be identified only by this identification number. A master list relating names to identification numbers will be maintained in a computer file whose access is restricted to the EDC research staff. A single hard copy of the master list will be kept in a locked file cabinet at EDC's Newton, Massachusetts office.

YOUTH INTERVIEWER RESPONSIBILITIES

As a local youth interviewer for the *Program to Increase Understanding of Child Sexual Exploitation*, you will be collecting data directly from participating youth. Before describing your specific responsibilities in some detail, we would like to share an important consideration--the difference between your clinical and research roles--a distinction that will be important to maintain throughout your work on this project.

The Difference between your Clinical and Research Roles

Among the criteria we used to select interviewers were experience working with these youth, demonstrated capacity to develop rapport, and sensitivity to their life situations. The very clinical sensitivity that makes each interviewer so special, however, can pose a real problem for this effort, and we wish to confront this issue up front. The primary distinction we wish to make, and we cannot emphasize this enough, is the difference between your clinical and your research roles, and the need to maintain that boundary under all but the most extreme circumstances.

The distinction is an important one to remember throughout all phases of the interview process: during recruitment, in the conduct of the interview, and after the interview has been completed, and we will revisit this issue when we describe each of these procedures in more detail below. At the most general level, the issue is one of ethics and concern for the well-being of these youth--two of the cornerstones of our professional work. We are actively committed to treating these youth in a fair and respectful manner, and to minimize any risks that may go along with their participation in this study.

The difference between the two roles is perhaps best understood in terms of the different goals attached to each and the techniques that are employed to achieve them. The research that you will engage in is intended to learn from these youth, in their own words, about the topics which are the focus of this inquiry. And while electing to participate in the study, and the very process of being interviewed may, under some circumstances, be

therapeutic for the youth involved, it is not the goal of the effort. **The interview was not designed to be, nor is it intended to be an intervention.**

In the interest of the research goal, however, we must rely on your ability to develop rapport with the youth. At the same time, we expect you to remain non-judgmental (neither *positively* nor *negatively*) about the information shared. And while we need to overcome potential resistance through the use of probing questions, these probes are not intended to unearth deep-seated feelings that can serve as the basis for ongoing therapy. As a research interviewer you will not be in a position to deal with and work with this material should it emerge, and you must carefully set limits on how far and how deep to probe. So while we rely on your clinical skills, we also ask that you remember why you and the youth are there, and the goals of the research will help you to draw the line between you as *researcher* and you as *clinician*. If the youth is in crisis and needs clinical assistance, provisions have been made at each site. [Please see the section of this manual entitled *Special circumstances: Making a referral* on page 15.]

Recruitment of Subjects

Identifying appropriate youth

In each site, the sample will be drawn directly from youth who utilize the services of the participating agency. Youths will be considered eligible for the study if they are

- at least 12 years of age
- a victim of sexual exploitation (e.g., survival sex, prostitution or pornography)
- able to respond to an orally administered interview conducted in English
- capable of assenting to participate based upon consideration of her/his age, maturity, and psychological state

They will not be considered eligible if they are

- in acute psychological distress
- likely to experience undue anxiety and/or discomfort by participating in the interview as assessed by clinical staff at the participating agency
- psychologically unavailable either because of their emotional state or because of alcohol or other drugs

Waiving the need for parent/legal guardian consent

According to federal code 45 CFR §46.408(c):

“..if the IRB determines that a research protocol is designed for conditions or for a subject population for which parental or guardian permission is not a reasonable requirement to protect the subjects (for example, neglected or abused children), it may waive the consent requirements..”

After consultation with experts in both the legal and ethical aspects of adolescent research, and after careful review of our procedures by EDC's Institutional Review Board (IRB), we have concluded that it would be inappropriate, and in some circumstances, potentially dangerous to seek parental consent for the runaway and/or homeless youth who will participate in this research study. As such, the only informed consent that will be necessary for participation will be obtained from the youth him or herself.

Inviting youth to participate

The specific criteria for eligibility and ineligibility to participate have already been listed. To preserve the *researcher/clinician* distinction discussed earlier, however, also be sure only to approach youth with whom you have no prior clinical relationship¹, and are not scheduled to have one in the future. Introduce yourself by name and affiliation with the research study. Using the introduction to the **Participant Informed Consent Form**, describe the study and invite the youth to participate. [*Participant Informed Consent Form* is included in the *Forms* section of this manual.]

Obtaining participant informed consent

Participant informed consent is necessary for all interviews. Use the form provided to be sure the youth is well-informed about the project. Offer a copy to keep, noting telephone numbers

¹ By “Clinical Relationship,” we mean a professional relationship in which you have provided psychological evaluation, counseling and/or therapy to the youth; medical treatment other than psychiatric is not included. Educational, vocational, informational, referral, and placement services are also excluded for the purposes of this definition.

for questions. Be sure the subject understands the contents of the form and has had an opportunity to ask questions before requesting his or her signature. Again, in order to maintain the distinction between your role as a *researcher* and your role as a *clinician*, please do not put any pressure on the youth to participate. It is worth emphasizing to them that their decision to participate or not is entirely their own, and will in no way affect how they are treated by you or the agency.

After reading and explaining the informed consent to the youth, and after providing an opportunity to ask additional questions, it is time to ask if he or she will participate in the research interview. Depending on the youth's response, you should do one of the following:

If "YES": Have them sign the form and be prepared to conduct the interview at that time or schedule an appointment if appropriate.

If "MAYBE": "Are there any questions I could answer for you to help you decide?"

If "NO": "I am supposed to write down reasons that people have for deciding not to participate. Do you mind telling me your reason?"

If a youth decides not to participate, thank them for their willingness to listen while you described the project.

An *Interview Log* (included in the *Forms* section of this manual) should be maintained charting your progress in recruiting eligible subjects. Attempts to reach subjects should be recorded with dates. If potential subjects decline to participate, or for other reasons, do not participate, record the reason for non-participation in this log. Only subjects that you attempt to contact should be recorded in the log.

Answering questions

While obtaining informed consent, during, or after the interview, participants may ask if they'll be given results, scores, or other feedback about the interview questionnaire. You can tell them that you only administer the questionnaire and that you are not qualified to interpret the answers; the forms are sent to EDC for scoring and then compiled with the responses of all the other subjects. We do not develop individual profiles on participating youth.

Subjects also may ask if they'll be informed about the results of the study. You can tell them that we won't know the results until later this year, but the agency will receive a summary at that time. Subjects can ask the agency for copies or call EDC directly.

Assigning ID numbers

To maintain confidentiality of the interview and file data, all records will be marked using only an ID number. The youth's name will appear nowhere on the actual protocol or on the audiotape of the interview. ID numbers should be assigned sequentially. All ID numbers will be preceded by a letter code corresponding to the site. Specifically, the following codes will be used:

<u>SITE</u>	<u>ID NUMBERS</u>
Chicago	CH01, CH02, CH03, ...etc.
Dallas	DA01, DA02, DA03, ...etc.
Pittsburgh	PI01, PI02, PI03, ...etc.
San Diego	SD01, SD02, SD03, ...etc.

ID numbers will only be assigned to participants who are interviewed.

Interview Protocol

Before preparing for the interview please make sure that you have completed the following tasks:

- You've screened the potential participant according to the inclusion and exclusion criteria
- You've obtained a signed *Participant Informed Consent Form*

Preparing for the interview

- (1) Have a private space reserved where you will not be interrupted and cannot be overheard
- (2) Gather all needed forms: *Adolescent Interview Guide* (a sample copy is included in the *Forms* section of this manual) and the *signed* consent form noted above
- (3) Set up and test the tape recorder
- (4) Make sure you have the following supplies
 - Pens/pencils to record responses
 - Audiotapes (at least 2 90-minute tapes)
 - Extra batteries if no wall outlet is conveniently located
- (5) Food or drink, if available, might help subjects feel more relaxed
- (6) Participant stipend [the form of incentive to be determined by each site]
- (7) *Participant Stipend Receipt Form* [included in the *Forms* section of this manual]

Conducting the interview

- (1) Be so familiar with the interview guide that you are able to read it easily and in a conversational tone. While the *Adolescent Interview Guide* offers wording that provides a structure for those who may prefer or need it, you should feel free to rephrase questions as needed to help subjects understand them.
- (2) Remind subjects that
 - there are no right or wrong answers to the questions
 - it is important to be "straight" with us and not to tell stories
 - we are not interested in anyone's name
- (3) Always remain neutral in reaction to participants' answers. You may unintentionally bias future responses by emotionally reacting to an answer.
- (4) Ask every question. Sometimes you will realize that in the course of answering a previous question, the respondent has already addressed the question you are about to

ask. Nevertheless, you must still ask the question. Show that you were listening earlier by saying, "You've already said something about this, but . . ."

- (5) If the youth complains that a question is very much like one (or several) asked before, say something like, "You're right, it does seem very similar and I'm sorry about that. It's not that I wasn't listening before. It's just my job to ask all these questions and I can't leave one out. Do you mind answering it again?" (Then repeat the question, if necessary.)
- (6) Keep the youth focused on the interview questions, and don't let the responses stray too far afield. It will be important to establish this focus early in the interview. If the youth starts to bring up material that is not responsive to the question at hand, you can redirect her/him. For example, you might say, "That's an interesting (important) point that you're raising, but we have a lot of questions to get through, and we need to stay focused on the question at hand. So getting back to that, (you may repeat the original question again)?"

Closing the interview

At the end of the interview session, offer the opportunity for questions or any reaction to the interview process. Debrief on sensitive areas, if needed. Offer thanks for the time and patience they have given to the interview and give the subject the stipend as promised. The stipend should be viewed as a gift or as a gesture of thanks for their participation in the interview, and not really as payment. Have them sign a *Stipend Receipt Form* for our records. It may be worth noting that the form of the stipend (whether money, a gift certificate, or something else) was determined through negotiations with each individual site.

After the youth leaves:

- (1) Note and record the length of the interview and any unusual characteristics of the session (e.g., lack of privacy, interruptions, time constraints, etc.)
- (2) Complete §4 of the *Adolescent Interview Guide (Interviewer Observations)*.

- (3) Review the *Adolescent Interview Guide* for completeness and clarity. Be sure that every item has a response (or an explanation for its absence).
- (4) Double-check the subject's ID number. Be sure it appears on both the outside cover and the first inside page of the booklet.
- (5) Be sure the audiotape is labeled with the date and the subject's ID number, and that the sides of the tape(s) are numbered (Side 1, 2, 3, etc.).
- (6) Record the completed interview in your *Interview Log*.

Special circumstances: Temporarily stopping the interview or modifying its flow

Despite screening, given the sensitive nature of the material covered by the interview, you may encounter situations where the subject becomes upset by one or more of the questions.

There are many indicators of distress. Among behaviors to pay attention to are the following:

- ♦ nervousness or irritability
- ♦ nail biting, hair pulling
- ♦ crying
- ♦ tremor
- ♦ panic or near panic
- ♦ rocking, repetitive movements
- ♦ markedly peculiar behavior
- ♦ grossly inappropriate affect or an apparent dissociation between affect and thought content (e.g., laughing when describing a personally tragic event)
- ♦ flatness of affect
- ♦ difficulty in concentration
- ♦ tension
- ♦ sweating
- ♦ restlessness
- ♦ bizarre gestures and mannerisms
- ♦ incoherence or marked loosening of associations

Our top priority is the youth's well-being. In the event that an interviewee starts to become upset by a question, temporarily stop the interview. You should say something like the following:

"This question seems to be upsetting you. Would you like to stop for a few minutes to relax and collect yourself?" You might also consider the following: "If you like, we can skip this question for now, and return to it later. And I'd like to remind you that you certainly don't have to answer any questions that you don't want to. If we return to this question later and you still feel too uncomfortable to answer it, we can skip it altogether. What would you like to do?"

If you do take a time out, and then resume the interview at the same point, please be especially sensitive to the youth's state. If he/she begins to become upset again, suggest the following: "This is a difficult question. Why don't we move on, and we can see if we might return to it later on." Then skip to the next question. If this question also leads to upset, offer the following: "This is a difficult question as well. Let's skip to the next section of the interview."

If the youth becomes upset again, take a second break. If the youth regains composure, return to the next section of the interview. If, despite taking two breaks and skipping questions the youth becomes upset a third time, please terminate the interview (see the section below).

Another situation that may occur involves the youth who indicates he/she wants to terminate the interview. In response to this request, offer the following: "This is entirely voluntary, and you can, of course end the interview at any time. Would it be OK with you to continue the interview if we skipped this set of questions?" If the youth repeats that he/she wants to end the interview now, please terminate the interview as described in the next section, below.

Special circumstances: Terminating the interview before completion

The interview should be terminated before completion for *any* of the following reasons:

- (1) You have taken a break in the interview because the youth was upset, but he/she appears unable to regain his/her composure.
- (2) You have taken two breaks in response to the youth's becoming upset, but upon resuming the interview, and even after skipping questions and/or sections the youth again becomes upset for a third time.
- (3) Based upon your experience of the youth and how the interview has proceeded, you believe that continuing the interview would place the youth at risk for acute psychological distress.

- (4) The youth insists on ending the interview, even after offering to skip the current set of questions.

To terminate the interview before it has been completed, take the following steps:

- (1) Thank the youth for what he/she was able to share, and indicate how helpful his/her participation has been for the research.
- (2) Follow the same steps as were described in the section entitled *Closing the Interview* (above).
- (3) Do not leave the youth until he/she has regained his/her composure, or until he/she has been referred to a counselor/therapist for intervention.
- (4) Even if the youth has regained his/her composure, suggest that he/she might want to speak to a counselor/therapist about his/her reaction to the interview. Give the youth the name and contact information necessary to connect with that individual or agency.

Special circumstances: Making a referral

During the course of the interview, the youth may request a referral to follow up on thoughts or feelings evoked by participation. Through our negotiations at each site we have arranged for an individual to be designated as the primary referral source. At the end of the interview session, please refer the youth to that individual as a source for more information and assistance. For your site, the designated individual is:

INSERT LABEL w/
DESIGNATED REFERRAL
SOURCE HERE

Coding the Interview

The *Adolescent Interview Guide* has been constructed as an open-ended interview as we are especially interested in capturing the youth's experience in his/her own words. To analyze and report the results of these interviews in a timely manner, however, we will also make use of

codes. The *Guide* is formatted with the interview questions appearing on the left-hand page, and a variety of predetermined response categories (or codes) on the right.

The response categories are not intended to be a substitute for more open-ended responses, nor are they meant to limit the range of responses we may encounter. We do not want interviewers to read the response categories to the youth in the manner of a closed-ended interview. Rather, the interviewer should ask the open-ended question, but use the response categories as a convenient way to summarize the youth's answer(s). Wherever possible, we have tried to anticipate the most likely responses. Where appropriate, an "Other" category is also included to record all answers that don't readily fit within the predetermined categories. The "Other" category also has a space next to it to specify the particular nature of the youth's answer.

The pre-coded response categories appear in a few different formats. For some questions, such as those dealing with time (e.g., Q101. "How long have you been on your own?"), there are a fixed number of mutually exclusive and exhaustive response categories. In other words, a youth's response should fall into one and only one of these categories, and the categories provided are intended to capture the full range of possible responses. For questions such as these, after the youth responds, you should *check the one and only one category* that best reflects the youth's response.

Some questions may elicit a number of different responses from a youth (e.g., Q105a. "What are some things you like about yourself?"). In answering this question, a youth might respond with a number of different things. For questions such as these, after the youth responds, you should *check all the categories that apply*, the categories that correspond most closely to the youth's answer(s).

Some response categories leave space for the interviewer to provide further details of the youth's response. In addition to the "Other" category already mentioned, other examples of this type of code are: to specify an institution (Q103a), a referral source (Q104a), or the types of goods exchanged for sexual activity (Q202f). When using these codes, you should

check the box and specify the needed detail. If no further explanation is available, enter "NA" in the blank space.

We recognize that no predetermined categories can fully capture the experiences the youths will share. Similarly, you likely will encounter responses that you're not quite sure how to code--responses that don't seem to fit very well in any of the existing categories or responses that may fit in a number of them. To accommodate these situations, and to provide space for adding brief comments that provide more detail, we have set aside limited blank space in "Notes" boxes. The notes are intended to clarify coding decisions or to explain uncertainties, and to record important details that may not be captured in the existing codes, or which may require further explanation to understand what's going on. Finally, for some questions, the "Notes" box is the primary means for recording a youth's response. For example, the box is used to describe a situation (Q203c) or to record (approximately verbatim) a definition (Q213).

Case Record Abstraction

A *Case File Data: Background Summary Form* appears as the very last section of the *Adolescent Interview Guide* booklet, and must be completed for each participant. These data will be abstracted from records maintained by the youth-serving agency. You may find it expedient to gather this information for several subjects at a time.

Transferring Data to EDC

All interview materials will be shipped to EDC's Newton office using **Federal Express** (5 pre-printed FedEx forms and shipping envelopes have been provided). Completed *Adolescent Interview Guides* will be shipped separately in batches of 10 (i.e., send one shipment every time you have completed 10 interviews, have completely filled in *all* sections of the booklets, reviewed the material, and checked that they have been labeled with the correct ID numbers). Record in your *Interview Log* the date that packets are mailed out along with the **Federal Express Package Tracking Number** (the 10 digit number appearing in the upper right corner

of the shipping label) for that shipment. EDC will then verify, with date, the receipt of the data. The EDC Research Coordinator will phone weekly at a convenient time for you to monitor your progress, answer questions, make future plans, etc.

The remaining interview materials (audiotapes, consent and release forms, and stipend receipts) will be shipped after all 50 interviews have been completed. The recorded tapes and signed forms will be shipped with any unused research materials, along with two tape recorders in the original box in which all materials were initially shipped to your site. A mailing label for transmitting the box to EDC's Newton, MA office has been included for your convenience.

Procedures for Assuring Confidentiality

We have assured *OJJDP*, EDC's *Institutional Review Board*, and other public and private sector agencies (depending upon the participating site) that all members of the Research Team—which includes youth interviewers—will take adequate precautions to ensure administrative and physical security of identifiable data, as follows:

- (1) Subjects will be assigned a unique ID number once they have been selected for the study. Once the data collection materials have been completed, identifying information must be removed and all subsequent reference to them must be by unique ID number only.
- (2) Master lists linking the ID number to the identifying information must be stored in locked files to which only project staff have access. This includes *Interview Logs*.
- (3) All *Adolescent Interview Guides*, *Informed Consent Form*, audiotapes, and *Interview Logs* must be kept in a locked file between the time they are completed and the time they are forwarded to EDC.

In addition, we require each member of the research staff and all interviewers to sign a *Confidentiality Agreement*. The agreement specifies the terms under which individuals will have access to interview material, and restrictions regarding how those materials may be used and disseminated.

Communication and Expenses

EDC has primary responsibility for selecting, training, and supervising youth interviewers. Questions and comments about job responsibilities, data collection, and subcontract should be directed to the EDC Project Director (Debra Whitcomb) or Senior Methodologist (Edward De Vos). Clinical questions or concerns should be directed to the designated supervisor at the participating agency.

The EDC Research Coordinator, Peggy Goetz, will phone you weekly at an established time to consult about any new developments or problems. If you have an important concern that needs to be addressed immediately, you may call Peggy, Ed, or Debra.

Shipping expenses will be billed to EDC directly by Federal Express.

Addresses and Telephone Numbers

Toll Free Number: 1-800-225-4276
Fax Number: 1-617-244-3436

EDC Staff:

	<u>Staff</u>	<u>Extension #</u>	<u>e-mail address</u>
<i>Project Director</i>	Debra Whitcomb	x2451	debraw@edc.org
<i>Senior Methodologist</i>	Edward De Vos	x2453	eddevos@edc.org
<i>Research Coordinator</i>	Peggy Goetz	x2377	peggyg@edc.org
<i>Administrative Assistant</i>	Michelle Stober	x2452	michells@edc.org

EDC's Newton Office:

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158-1060

FORMS

This section includes samples of all forms to be used in the field. The forms appear in the following order:

- *Confidentiality Agreement*
- *Participant Informed Consent Form*
- *Interview Log*
- *Adolescent Interview Guide*
- *Participant Stipend Receipt Form*

CONFIDENTIALITY AGREEMENT

Education Development Center, Inc., agrees to provide administrative and physical security of identifiable data and to preserve the anonymity of individuals, agencies or departments of Federal, State, or local governments participating in this research. To comply with 28 Code of Federal Regulations (CFR), Part 22, Section 22.23, EDC offers the following assurances.

Brief description of project:

This is a study to extend our knowledge of children who become the victims of sexual exploitation (and especially prostitution and pornography), the circumstances that lead them to become involved, and the response of the law enforcement, social welfare, and judicial systems. Working with law enforcement, social service, and youth-serving agencies in four participating communities (Chicago/Cook County, Illinois; Dallas/Dallas County, Texas; Pittsburgh/Allegheny County, Pennsylvania; and San Diego/San Diego County, California), EDC and its subcontractor, the American Bar Association Center on Children and the Law (ABA), will gather data from three sources:

- (1) staff of justice and social service agencies that work directly with youth who may be involved in sexual exploitation, through semi-structured personal interviews;
- (2) case files maintained by these agencies, using a case summary sheet to guide the abstraction of key data about victims, perpetrators, and case characteristics; and
- (3) the youth themselves, through direct interviews conducted by field researchers working with youth-serving agencies.

Procedure(s) developed to preserve anonymity:

With regard to data gathered from case files, names of victims will only be included if names are required to track cases through the juvenile or adult prosecutor's office. Names will be deleted from the data file upon completion of data collection, and no data containing victim identifiers will be entered into the computer or used in any report.

With regard to data gathered from exploited youth, all unique identifying information, such as names and addresses, will be obliterated from the data collection instruments by personnel located on site prior to being shared with the research staff at EDC. In later reports of findings and subsequent discussions, data will be reported at an aggregate level rather than at the level of the individual case.

Procedures for storing data:

Raw data will be stored in locked file cabinets with access limited to the project's research staff. No unique identifying information will be stored with the raw data; all data sheets will be identifiable only through an identification number. A log will be maintained indicating

when identifiable data have been transferred to persons other than the Office of Juvenile Justice and Delinquency Prevention, other Office of Justice Program Bureaus, or EDC or ABA staff. The log will state whether such data have been returned or if alternative arrangements have been made for future maintenance of such data.

Access to data is limited to the following individuals:

EDC Principal Investigator(s): Technical Monitor, Project Director, Senior Methodologist

EDC Project Staff: Research Assistant, other research staff

Subcontractor: American Bar Association Center on Children and the Law, Principal Investigator and Research Associate

Field Staff: Interviewers in youth-serving agencies in the four participating sites

All information collected for this study will be kept confidential and not shared with anyone who is not a member of the above-listed research team.

Disposition of data will occur in the following manner:

Upon completion of the research project the security of research or statistical information will be protected by removing identifiers from the data and maintaining separately the name-code index in a secure location.

Identify any conditions that would require waiving an element of the privacy certificate and explain.

If, in the course of our interviews with exploited youth, we learn that they are in imminent danger of physical harm, it is our ethical and moral responsibility to contact the proper authorities and to inform the youth of our intent to do so.

Project personnel have been advised of these procedures and have agreed, in writing, to comply with all procedures to safeguard privacy and confidentiality.

Signature: _____

Date: _____

PARTICIPANT INFORMED CONSENT FORM

Research Purpose

You are invited to participate in a national study of youth who have lived on the streets and have had different kinds of experiences. The purpose of this study is to find out how social service and criminal justice agencies can better help young people like you. In total, 200 young people from 4 cities across the country will be asked to participate in this study. Fifty of them will be here in [site]. We are asking you to participate because you are a client of [name of youth-serving agency].

Study Procedures

If you decide to participate, we will ask you some questions about your experiences on the street and with police, the courts, social service agencies, and other agencies in the community. This interview should take about one hour, and it will be tape recorded.

To help us understand more about you, we will gather some additional information from records that are kept here at [this agency].

Risks and Benefits

Some questions in the interview may be upsetting to you. If this happens, you can skip a particular question or stop the interview. If you need to talk to someone after the interview, please tell the interviewer and he or she will refer you to a counselor.

You do not have to participate in the study. Whatever you decide, it will not change in any way the services you get from [this agency] or any other agency. Even though participating in the study may not help you right away, we hope that your answers will lead to better treatment of young people in the future.

Confidentiality

Nothing you say during the interview will be shared with anyone except people who are working on the study, unless you tell us that you are being abused or that your life is in danger. State law says we have to report that kind of information to authorities. Everything

else you tell us will only be used for the study. No one, except the interviewer, will know who you are from the answer sheet, the tape recording, or the study reports. Your name will not be written anywhere in these reports, even if we quote something that you say.

Cautionary Note

We do not want to know the names of any people you may have been involved with. Even if we ask you to describe someone you have known, you should not tell us any names.

Study Compensation

To thank you for the time you spend answering our questions, you will be given [stipend] at the end of the interview.

Subject Rights and Study Withdrawal

No one is saying you have to participate in this study. If there is a question you do not want to answer, for any reason, you do not have to answer it. You can change your mind about participating at any time and [this agency] will not treat you any differently.

A copy of the consent form is yours to keep.

I have read the consent form or the interviewer has read the consent form to me. I understand I am being asked to participate in a study that is trying to learn how different agencies can best help young people who have lived on the streets. I have been given the chance to ask questions about the study and I understand the answers. I may call Dr. Edward De Vos, Education Development Center, Inc., at (800) 225-4276, or [name and number of agency director] to answer any other questions that I may have.

I have decided to participate in this interview and to let the researchers collect information about me from [this agency's] records. For my participation I will receive [form and amount of stipend to be negotiated with participating site].

Participant Signature _____

Interviewer Signature _____

Date _____

PARTICIPANT STIPEND RECEIPT FORM

I hereby certify that I have received my stipend of as an appreciation for completing an interview for the CSE Research Project being conducted by Education Development Center, Inc.

Signed: _____

Print name: _____

Date: _____

Witnessed by: _____

Date: _____

CSE
ADOLESCENT INTERVIEW GUIDE

ID#

Date _____

Time began _____ AM/PM Time ended _____ AM/PM

Location _____

Interviewer _____

Interview conducted in: English Spanish

Edward De Vos, Ed.D.
Senior Scientist

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55 Chapel Street, Newton, MA 02158-1060
(617) 969-7100 x2453

ID#

NOTE TO INTERVIEWERS: While much of what follows is scripted, it is ultimately intended to serve only as a guide for field interviewers. The full script will be used extensively in training to identify the points that need to be made, the questions that need to be asked, responses that may need to be probed (clarified and/or elaborated and/or pursued), and techniques for eliciting material. In addition, the script does offer wording that will provide a clear structure for those interviewers who may prefer and/or need it. However, I strongly believe that the interviewer needs to have a certain amount of flexibility in the conduct of the interview to be able to develop and maintain rapport with the youth. In the end, it will be rapport that will determine the reliability and validity of interview responses.

IMPORTANT INSTRUCTIONS TO INTERVIEWERS: If an adolescent uses a word or phrase that you don't know or aren't sure of, please ask:

1. **COULD YOU EXPLAIN TO ME WHAT YOU MEAN BY _____?**
2. **IT WOULD HELP IF YOU COULD GIVE ME AN EXAMPLE FROM YOUR OWN EXPERIENCE OF WHAT YOU MEAN.**

Similarly, for words or phrases that are more central to this investigation, we would like to be sure what the adolescent means by the expression. So, for example, if the youth uses words or phrases such as the following:

"ON THE STREET"
"PROSTITUTION/PORNOGRAPHY/SEX RINGS"
"SEXUAL ABUSE OR EXPLOITATION"
"PIMPS/JOHNS/TRICKS"
etc.

Please ask:

1. **YOU JUST MENTIONED _____. NOW THAT CAN MEAN DIFFERENT THINGS TO DIFFERENT PEOPLE, SO TO BE SURE THAT I UNDERSTAND WHAT YOU MEAN, COULD YOU EXPLAIN TO ME WHAT YOU MEAN BY _____?**
2. **(AGAIN,) IT WOULD HELP IF YOU COULD GIVE ME AN EXAMPLE FROM YOUR OWN EXPERIENCE OF WHAT YOU MEAN.**

Purpose:

- ☒ To interview adolescents in four different cities around the country who have lived on the streets and have had a variety of experiences to learn about their experiences in their own words.
- ☒ We'd like to know about your experiences with law enforcement (police, juvenile courts, adult courts, etc.), protective services (name of local CPS or in community of origin), and other agencies or programs (like shelters and health clinics).
- ☒ We want to learn what has helped you and what hasn't helped you.
- ☒ To identify problems in getting the help you need, as well as possible solutions to these problems.
- ☒ To learn how the agencies and programs can be more helpful in the future.

Now the last thing that I want to say before we get started, and I mean this very seriously, you need to be straight with me. Some kids will tell stories, making things appear better or worse than they really are. We don't want to hear that. **STICK TO THE FACTS.** We're not after anything. We just want to hear from you. There's no sense in trying to manipulate me. I'm just here as a researcher, and what you tell me is not going to change how you're treated. There's no relationship between [WHAT YOU RECEIVE-- MONEY, GIFT, ETC.] for this interview and what you tell me.

NOTE TO INTERVIEWERS: THIS WILL BE REINFORCED IN TRAINING, BUT IT'S IMPORTANT TO REMEMBER THAT YOU CANNOT SHOW ANY JUDGMENTAL REACTION TO WHAT YOU'RE BEING TOLD. YOU DON'T WANT TO ENCOURAGE OR DISCOURAGE A PARTICULAR TYPE OF ANSWER. YOU JUST WANT TO GET THE FACTS.

Before we get started, do you have any questions for me?

OK, Let's get started...

- Q101. <= 1 month > 6 months <= 1 yr not specified
 >1 month -6 months >1 year or more

Notes:

- Q102. (a) WHEN WAS THAT? (b) WHERE WAS THAT? (c) WHY? (check all that apply)
- | | | |
|---|---|--|
| <input type="checkbox"/> <= 1 month | <input type="checkbox"/> within city/town of origin | <input type="checkbox"/> non-physical conflict/abuse |
| <input type="checkbox"/> >1 month -6 months | <input type="checkbox"/> in nearby town (<50 mi. from origin) | <input type="checkbox"/> physical conflict/abuse |
| <input type="checkbox"/> > 6 months <= 1 yr | <input type="checkbox"/> over 50 miles away | <input type="checkbox"/> sexual abuse |
| <input type="checkbox"/> >1 year or more | <input type="checkbox"/> other: _____ | <input type="checkbox"/> sexual exploitation |
| <input type="checkbox"/> not specified | | <input type="checkbox"/> parental AOD use |
| | | <input type="checkbox"/> other: _____ |

Notes:

- Q103. YES NO



- IF YES. (a) HOW DID IT HAPPEN? (b) FOR HOW LONG? (c) WHAT CHANGED?
- | | | |
|---|---|--|
| <input type="checkbox"/> own decision | <input type="checkbox"/> <= 1 month | <input type="checkbox"/> emotional stressors |
| <input type="checkbox"/> family intervention | <input type="checkbox"/> >1 month -6 months | <input type="checkbox"/> physical abuse |
| <input type="checkbox"/> institutional intervention | <input type="checkbox"/> > 6 months <= 1 yr | <input type="checkbox"/> situation no longer available |
| <input type="checkbox"/> specify institution: _____ | <input type="checkbox"/> >1 year or more | <input type="checkbox"/> desire for change of scene |
| <input type="checkbox"/> other: _____ | <input type="checkbox"/> not specified | <input type="checkbox"/> conflict with living companions |
| | | <input type="checkbox"/> other: _____ |

Notes:

Q104. (a) HOW DID THAT HAPPEN?

- refer by soc. service agency
- refer by friend
- refer by police/courts
- refer by other: _____
- walk-in
- other: _____

(b) PRIOR INVOLVEMENT WITH THIS AGENCY?

- YES
- NO

(c,d) REASONS FOR INVOLVEMENT (check all that apply)

	PRIOR	CURRENT
basic needs/crisis intervention	<input type="checkbox"/>	<input type="checkbox"/>
short term treatment	<input type="checkbox"/>	<input type="checkbox"/>
aftercare services	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Q105. (a) LIKE ABOUT SELF (check all that apply)

- physical attributes (hair, face, body, etc.)
- intellectual abilities (school smart, quick, analytical)
- physical abilities (athletic, graceful, strength)
- creative abilities (musical, artistic)
- social abilities (friendly, easy to hang with, etc.)
- emotional abilities (survivor, optimistic, coping skills)
- spiritual aspects (religious, a good person, moral, etc.)
- other (specify): _____
- nothing mentioned

(b) DO WELL?

- physical attributes/appearance (dresses well, has cool clothing, hairstyle, etc.)
- intellectual abilities (school smart, quick, analytical)
- creative abilities (musical, artistic)
- physical abilities (athletic, graceful, strength)
- social abilities (has good friends, makes friends easily, easy to hang with, etc.)
- emotional abilities (resilient, survives, optimistic, possesses coping skills)
- other (specify): _____
- nothing mentioned

Notes:

Q105. (c) TOLD REALLY GOOD AT SOMETHING? YES NO

Notes:

(d) LIKE TO DO?

- appearance-related (shopping, make-up, style hair)
- intellectual activities (reading, school-related)
- creative activities (poetry/writing, drawing, music)
- physical activities (athletics)
- social activities (hanging out, socializing, partying, etc.)
- other (specify): _____
- nothing mentioned*

Notes:

§2. INTERPERSONAL EXPERIENCES

Now I'd like to ask you some questions to fill in some more of the details that we may have talked about already, and other information that will be useful for us to learn from your experiences.

There are two areas that I'm especially interested in learning about. First, I'd like to know about some experiences you've had on your own with other people. Then I'd like to learn about your experiences with different agencies and programs that you may have had contact with along the way.

First I'd like to know something about your sexual experiences. And I want to remind you of what I said before:

- ⌘ Be straight with me; don't make things better or worse than they really are.
- ⌘ We're not after anything--we just want to hear from you.
- ⌘ There's no sense in trying to manipulate or con me--you're not going to get anything different for it.
- ⌘ I'm here strictly as a researcher--what you tell me isn't going to change how you're treated.
- ⌘ What you tell me won't change [WHAT YOU GET] for taking part in this interview, and there won't be any follow-up interviews for this research after it.
- ⌘ **Also, I DON'T WANT TO KNOW THE NAMES OF ANY OF THE PEOPLE YOU MIGHT TALK ABOUT.** There are other things I'd like to know about these people, but I don't want to know any names.

Do we understand each other? OK, let's begin:

REMINDER TO INTERVIEWERS: *In the questions that follow, avoid using words like "prostitution," "pimp," and "pornography." It's important to have the respondent describe the behaviors themselves. If they start to use a word, ask them what they mean by it. You can explain: "Different people mean different things when they use the word _____. What do you mean when you call something _____?"*

Q201. YES NO

Notes:

- Q202. (a) AGE
- under 10 yrs
 - 11- 13 yrs
 - 14 -17 yrs
 - >= 18 yrs
- (b) LIVING SITUATION
- with parents/family
 - with friends
 - in foster care
 - in group home
 - in shelter
 - on the street
 - other: _____

(c) Notes:

- Q202. (d) DESCRIBE PERSON HAD SEX WITH
- parent mother father friend
 - stepparent stepmother stepfather friend of a friend/acquaintance
 - sibling sister brother lover
 - grandparent grandmother grandfather john
 - other relative _____ other _____
- age: under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs
- gender: Male Female Male(s) and Female(s)

(check all that apply)

- Q202. (e) TYPE(S) OF SEXUAL ACTIVITY?
- sexual intercourse
 - performance
 - photos/videos taken
 - other: _____

- Q202. (f) WHAT WAS RECEIVED FOR SEX? (check all that apply)
- money \$ _____
 - housing
 - food
 - nothing
 - material goods _____
 - alcohol/drugs _____
 - other: _____

Notes:

- Q202. (g) USED FORCE YES NO
IMMINENT THREAT OF FORCE YES NO
OTHER VERBAL THREAT YES NO
NO FORCE/THREAT YES NO

Notes:

- Q202. (h) HOW LONG DID IT LAST?
 one time about a week about a month
 more than a month don't remember

Notes:

- Q202. (i) WHO ARRANGED? youth someone else (friend, lover)

Notes:

if someone else involved:

- Q202. (j) WHAT DID OTHER PERSON DO?

- Introduced other person to youth
 Gave youth phone number/address
 other _____

- Q202. (k) DESCRIBE PERSON(S) WHO ARRANGED

- age: under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs
gender: Male Female Male(s) and Female(s)

Notes:

- Q202. (l) DESCRIBE RELATIONSHIP:
- | | | | |
|---|--------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> parent | <input type="checkbox"/> mother | <input type="checkbox"/> father | <input type="checkbox"/> friend |
| <input type="checkbox"/> stepparent | <input type="checkbox"/> stepmother | <input type="checkbox"/> stepfather | <input type="checkbox"/> friend of a friend/acquaintance |
| <input type="checkbox"/> sibling | <input type="checkbox"/> sister | <input type="checkbox"/> brother | <input type="checkbox"/> lover |
| <input type="checkbox"/> grandparent | <input type="checkbox"/> grandmother | <input type="checkbox"/> grandfather | <input type="checkbox"/> john |
| <input type="checkbox"/> other relative _____ | | | <input type="checkbox"/> other _____ |
- HAVE SPECIAL ARRANGEMENT (\$, HOUSE)? YES NO

Notes:

- Q202. (m) USED FORCE YES NO
IMMINENT THREAT OF FORCE YES NO
OTHER VERBAL THREAT YES NO
NO FORCE/THREAT YES NO

- Q202. (n) HAVE SEXUAL RELATION WITH? YES NO

- Q202. (o) MADE ARRANGEMTS FOR OTHERS? YES NO

- ↓
- (check all that apply)*
- | | |
|--|-----------------|
| (1) <input type="checkbox"/> young women (<18 yrs) | how many? _____ |
| (2) <input type="checkbox"/> young men (<18 yrs) | how many? _____ |
| (3) <input type="checkbox"/> adult women | how many? _____ |
| (4) <input type="checkbox"/> adult men | how many? _____ |

- Q202. (p) INTRODUCE OTHERS TO THIS PERSON? YES NO

Notes:

Q203. (h) HOW LONG DID IT LAST?

- one time
- more than a month
- about a week
- don't remember
- about a month

Q203. (i) WHO ARRANGED?

- youth
- someone else (friend, lover)

Notes:

If someone else involved:

Q203 (j) WHAT DID OTHER PERSON DO?

- Introduced other person to youth
- Gave youth phone number/address
- other _____

Q203. (k) DESCRIBE PERSON(S) WHO ARRANGED

- age: under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs
- gender: Male Female Male(s) and Female(s)

Q203. (l) DESCRIBE RELATIONSHIP:

- parent mother father friend
- stepparent stepmother stepfather friend of a friend/acquaintance
- sibling sister brother lover
- grandparent grandmother grandfather john
- other relative _____ other _____

HAVE SPECIAL ARRANGEMENT (\$, HOUSE)? YES NO

Notes:

Q203. (m) USED FORCE

IMMINENT THREAT OF FORCE

OTHER VERBAL THREAT

NO FORCE/THREAT

- YES NO
- YES NO
- YES NO
- YES NO

Q203. (n) HAVE SEXUAL RELATION WITH?

- YES NO

Q203. (o) MADE ARRANGEMTS FOR OTHERS? YES NO



(check all that apply)

- | | | |
|------------------------------|-----------------------|-----------------|
| (1) <input type="checkbox"/> | young women (<18 yrs) | how many? _____ |
| (2) <input type="checkbox"/> | young men (<18 yrs) | how many? _____ |
| (3) <input type="checkbox"/> | adult women | how many? _____ |
| (4) <input type="checkbox"/> | adult men | how many? _____ |

Q203. (p) INTRODUCE OTHERS TO THIS PERSON? YES NO

Notes:

Q204. (a) WHAT HAS CHANGED? --check all that apply-- CHANGES

- | | | | | | | |
|------------------------------|------------------------------------|---|--------------------------|--------------------|--------------------------|---------------------------|
| (b) <input type="checkbox"/> | types of people have sex with | ⇒ | <input type="checkbox"/> | gender of partner | <input type="checkbox"/> | relationship with partner |
| | | | <input type="checkbox"/> | age of partner | <input type="checkbox"/> | other: _____ |
| (c) <input type="checkbox"/> | type(s) of sexual activity | ⇒ | <input type="checkbox"/> | perform oral sex | <input type="checkbox"/> | pornography |
| | | | <input type="checkbox"/> | perform anal sex | <input type="checkbox"/> | perform other: _____ |
| (d) <input type="checkbox"/> | what is received in return for sex | ⇒ | <input type="checkbox"/> | receive shelter | <input type="checkbox"/> | receive material goods_ |
| | | | <input type="checkbox"/> | receive AOD | <input type="checkbox"/> | receive other: _____ |
| (e) <input type="checkbox"/> | how arrangements are made | ⇒ | <input type="checkbox"/> | pimp now arranges | <input type="checkbox"/> | lover now arranges |
| | | | <input type="checkbox"/> | youth now arranges | <input type="checkbox"/> | other: _____ |
| (f) <input type="checkbox"/> | youth's role in activity | ⇒ | <input type="checkbox"/> | youth now victim | <input type="checkbox"/> | youth now aggressor |
- (g) WHY DID CHANGES HAPPEN? (check all that apply)
- | | | | | | |
|--------------------------|----------------------------------|--------------------------|------------------------|--------------------------|-----------------------------------|
| <input type="checkbox"/> | different location | <input type="checkbox"/> | youth needs more money | <input type="checkbox"/> | youth knows more people on street |
| <input type="checkbox"/> | youth is older/ more experienced | <input type="checkbox"/> | youth drug habit | <input type="checkbox"/> | other: _____ |

Notes:

- Q205 (a) AGE
- under 10 yrs
 - 11- 13 yrs
 - 14 -17 yrs
 - >= 18 yrs

- (b) LIVING SITUATION
- with parents/family
 - with friends
 - in foster care
 - in group home
 - in shelter
 - on the street
 - other: _____

(c) Notes:

Q205 (d) DESCRIBE PERSON HAD SEX WITH

- | | | | |
|---|--------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> parent | <input type="checkbox"/> mother | <input type="checkbox"/> father | <input type="checkbox"/> friend |
| <input type="checkbox"/> stepparent | <input type="checkbox"/> stepmother | <input type="checkbox"/> stepfather | <input type="checkbox"/> friend of a friend/acquaintance |
| <input type="checkbox"/> sibling | <input type="checkbox"/> sister | <input type="checkbox"/> brother | <input type="checkbox"/> lover |
| <input type="checkbox"/> grandparent | <input type="checkbox"/> grandmother | <input type="checkbox"/> grandfather | <input type="checkbox"/> john |
| <input type="checkbox"/> other relative _____ | | | <input type="checkbox"/> other _____ |

- age: under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs
- gender: Male Female Male(s) and Female(s)

(check all that apply)

Q205. (e) TYPE(S) OF SEXUAL ACTIVITY?

- | | |
|---|--|
| <input type="checkbox"/> sexual intercourse | <input type="checkbox"/> photos/videos taken |
| <input type="checkbox"/> performance | <input type="checkbox"/> other: _____ |

(check all that apply)

Q205. (f) WHAT WAS RECEIVED FOR SEX?

- | | |
|---|---|
| <input type="checkbox"/> money \$ _____ | <input type="checkbox"/> material goods _____ |
| <input type="checkbox"/> housing _____ | <input type="checkbox"/> alcohol/drugs _____ |
| <input type="checkbox"/> food _____ | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> nothing | |

(check all that apply)

Notes:

- Q205. (g) USED FORCE YES NO
- IMMINENT THREAT OF FORCE YES NO
- OTHER VERBAL THREAT YES NO
- NO FORCE/THREAT YES NO

- Q205. (h) HOW LONG DID IT LAST?
 one time about a week about a month
 more than a month don't remember

- Q205. (i) WHO ARRANGED? youth someone else (friend, lover)

Notes:

If someone else involved:

- Q205. (j) WHAT DID OTHER PERSON DO?
 Introduced other person to youth
 Gave youth phone number/address
 other: _____

- Q205. (k) DESCRIBE PERSON(S) WHO ARRANGED
 age: under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs
 gender: Male Female Male(s) and Female(s)

- Q205. (l) DESCRIBE RELATIONSHIP:
 parent mother father friend
 stepparent stepmother stepfather friend of a friend/acquaintance
 sibling sister brother lover
 grandparent grandmother grandfather john
 other relative _____ other _____

HAVE SPECIAL ARRANGEMENT (\$. HOUSE)? YES NO

Notes:

- Q205. (m) USED FORCE YES NO
IMMINENT THREAT OF FORCE YES NO
OTHER VERBAL THREAT YES NO
NO FORCE/THREAT YES NO

- Q205. (n) HAVE SEXUAL RELATION WITH? YES NO

Q205. (o) MADE ARRANGEMTS FOR OTHERS? YES NO



(check all that apply)

- (1) young women (<18 yrs) how many? _____
- (2) young men (<18 yrs) how many? _____
- (3) adult women how many? _____
- (4) adult men how many? _____

Q205. (p) INTRODUCE OTHERS TO THIS PERSON? YES NO

Notes:

Q206. YES NO State(s): _____

Notes:

Q207. YES NO Country(ies): _____

Notes:

Q208. YES NO



(a) AGE

- under 10 yrs
- 11- 13 yrs
- 14 -17 yrs
- >=18 yrs

(b) LIVING SITUATION

- with parents/family
- with friends
- in foster care
- in group home
- in shelter
- on the street
- other: _____

(c) WHAT HAPPENED?

- photographed
- videotaped/filmed
- other: _____

- Q208. (d) WHAT YOUTH DID: (check all that apply)
- | | | |
|---------------------------------------|---|---|
| <input type="checkbox"/> autoerotica | <input type="checkbox"/> heterosexual sex/sexual acts | <input type="checkbox"/> homosexual sex/sexual acts |
| <input type="checkbox"/> posed naked | <input type="checkbox"/> group intercourse | <input type="checkbox"/> S&M |
| <input type="checkbox"/> other: _____ | | |

- Q208. (e) WHAT PROMISED? (check all that apply)
- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> money \$ _____ | <input type="checkbox"/> material goods _____ | <input type="checkbox"/> housing |
| <input type="checkbox"/> AOD | <input type="checkbox"/> food | <input type="checkbox"/> movie parts/ |
| <input type="checkbox"/> nothing <input type="checkbox"/> other: _____ | | |

- Q208. (f) DESCRIBE PERSON(S) WHO TOOK VIDEOS/PHOTOS:
- age: under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs
- gender: Male Female Male(s) and Female(s)

- (g) DESCRIBE RELATIONSHIP TO THIS PERSON
- | | | | |
|---|--------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> parent | <input type="checkbox"/> mother | <input type="checkbox"/> father | <input type="checkbox"/> friend |
| <input type="checkbox"/> stepparent | <input type="checkbox"/> stepmother | <input type="checkbox"/> stepfather | <input type="checkbox"/> friend of a friend/acquaintance |
| <input type="checkbox"/> sibling | <input type="checkbox"/> sister | <input type="checkbox"/> brother | <input type="checkbox"/> lover |
| <input type="checkbox"/> grandparent | <input type="checkbox"/> grandmother | <input type="checkbox"/> grandfather | <input type="checkbox"/> john |
| <input type="checkbox"/> other relative _____ | | | <input type="checkbox"/> other _____ |

- Q208. (h) SPECIAL ARRANGEMTS (\$, HOUSE) ? YES NO

Notes:

- Q208. (i) USED FORCE YES NO
- IMMINENT THREAT OF FORCE YES NO
- OTHER VERBAL THREAT YES NO
- NO FORCE/THREAT YES NO

- Q208. (j) HAVE SEXUAL RELATION WITH? YES NO

- Q208. (k) MADE ARRANGEMTS FOR OTHERS? YES NO

Notes:

Q209. YES NO



- (a) AGE
- under 10 yrs
 - 11- 13 yrs
 - 14 -17 yrs
 - >=18 yrs

- (b) LIVING SITUATION
- with parents/family
 - with friends
 - in foster care
 - in group home
 - in shelter
 - on the street
 - other: _____

- (c) WHAT HAPPENED?
- photographed
 - videotaped/filmed
 - other: _____

Notes:

- Q209. (d) WHAT YOUTH DID: (check all that apply)
- autoerotica
 - posed naked
 - other: _____
 - heterosexual sex/sexual acts
 - group intercourse
 - homosexual sex/sexual acts
 - S&M

Notes:

- Q209. (e) WHAT PROMISED? (check all that apply)
- money \$ _____
 - AOD
 - nothing
 - material goods _____
 - food
 - other: _____
 - housing
 - movie parts

- Q209. (f) DESCRIBE PERSON(S) WHO TOOK VIDEOS/PHOTOS:
- age: under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs
- gender: Male Female Male(s) and Female(s)

- (g) DESCRIBE RELATIONSHIP TO THIS PERSON
- parent mother father friend
 - stepparent stepmother stepfather friend of a friend/acquaintance
 - sibling sister brother lover
 - grandparent grandmother grandfather john
 - other relative _____ other _____

Q211. YES NO
 ↓

Q212. WHAT:
 sexual harassment
 prostitution/sexual favors
 rape/sexual molestation
 participation in/production of pornographic materials
 incest
 doesn't know
 other: _____

WHERE: w/in this city less than 50 miles away over 50 miles away

WHEN: w/in past month w/in past several months between 6 mos - 1 yr
 over 1 year ago early childhood/prepubescent

PERSON(S) INVOLVED:
number: one other person 2 -3 other persons 4 or more other persons

relationship:
 parent mother father friend
 stepparent stepmother stepfather friend of a friend/acquaintance
 sibling sister brother lover
 grandparent grandmother grandfather john
 other relative _____ other _____

age: under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs
gender: Male Female Male(s) and Female(s)

Notes:

Q213. group of people participating in sex
 prostitution controlled by pimp
 group of people participating in production of pornographic materials
 doesn't know/never heard term
 other: _____

Notes (please write youth's definition):

Q214. YES NO



If YES: WHERE: w/in this city less than 50 miles away over 50 miles away
WHEN: w/in past month w/in past several months between 6 mos - 1 yr
 over 1 year ago early childhood/prepubescent

ADULT(S) INVOLVED? YES NO



involved: one other person 2 -3 other persons 4 or more other persons
gender(s): male female both male(s) and female(s)
age(s): under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs

YOUTH(S) INVOLVED? YES NO



involved: one other person 2 -3 other persons 4 or more other persons
gender(s): male female both male(s) and female(s)
age(s): <= 10 yrs 11 - 13 yrs 14 - 17 yrs

ACTIVITIES: group autoerotica heterosexual sex/sexual acts
 (check all that apply) homosexual sex/sexual acts group intercourse
 photos/film/video other: _____

WHAT WAS RECEIVED? money \$ _____ material goods _____
 (check all that apply) housing AOD _____
 food movie parts
 nothing other: _____

Notes:

Q215. YES NO



If YES: WHERE: w/in this city less than 50 miles away over 50 miles away
WHEN: w/in past month w/in past several months between 6 mos - 1 yr
 over 1 year ago early childhood/prepubescent

ADULT(S) INVOLVED? YES NO



involved: one other person 2-3 other persons 4 or more other persons
gender(s): male female both male(s) and female(s)
age(s): under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs

YOUTH(S) INVOLVED? YES NO



involved: one other person 2-3 other persons 4 or more other persons
gender(s): male female both male(s) and female(s)
age(s): <= 10 yrs 11 - 13 yrs 14 - 17 yrs

ACTIVITIES: group autoerotica heterosexual sex/sexual acts
(check all that apply) homosexual sex/sexual acts group intercourse
 S&M other: _____

WHAT WAS RECEIVED? money \$ _____ material goods _____
(check all that apply) housing AOD _____
 food movie parts
 nothing other: _____

Notes:

Q216. YES NO



If YES: WHERE: w/in this city less than 50 miles away over 50 miles away
WHEN: w/in past month w/in past several months between 6 mos - 1 yr
 over 1 year ago early childhood/prepubescent

ADULT(S) INVOLVED? YES NO



involved: one other person 2 -3 other persons 4 or more other persons
gender(s): male female both male(s) and female(s)
age(s): under 18 yrs 18 - 30 yrs 31 - 50 yrs >50 yrs

YOUTH(S) INVOLVED? YES NO



involved: one other person 2 -3 other persons 4 or more other persons
gender(s): male female both male(s) and female(s)
age(s): <= 10 yrs 11 - 13 yrs 14 - 17 yrs

ACTIVITIES:

(check all that apply)

on-line sex (no personal contact) making contacts
 on-line porn pictures of youth youth listed in on-line catalogues/ads
 other: _____

WHAT WAS RECEIVED?

(check all that apply)

money \$ _____ material goods _____
 housing AOD _____
 food movie parts
 nothing other: _____

Notes:

Q301. YES NO
↓

IF YES:

Q302. # TIMES STOPPED
 one time 2-5 times
 6-10 times >10 times

Q303. SEXUAL ACTIVITIE(S) INVOLVED (check all that apply)
 prostitution pornography
 public display other: _____

Notes:

Q304. HOW DID POLICE BECOME INVOLVED?
 driving by/random tipped off/phone call sweep of area
 other: _____

Q305. WHAT DID POLICE DO? (check all that apply)
 try to send to family put in jail take to shelter
 let youth go other: _____

Notes:

Q306. YES NO



IF YES:

TIMES BEFORE JUDGE/PROBATION OFFICER

- one time 2-5 times
 6-10 times >10 times

Notes:

Q307. WHAT DID JUDGE/PROBATION OFFICER DO? (check all that apply)

- let youth go send back to family send to shelter
 sent grp/foster home send to juv. det. center other: _____

Notes:

Q308. YES NO



IF YES:

WHERE? (check all that apply)

- shelter/outreach ctr med ctr/drug rehab transitional living program
 mental health center group/foster home other: _____

TYPE OF HELP (check all that apply)

- AOD treatment pregnancy test/care psych counseling
 HIV/STD test/treatmt basic shelter other: _____

Notes:

Q309. YES NO
↓

Q310. YES NO
↓ ↓
What did youth do? (check all that apply) *Why not? (check all that apply)*
 identified pimp afraid to help
 identified other youth(s) did not want to see adult caught
 gave statements did not want to be a snitch
 testified in court did not know the information asked for
 other: _____ other: _____

Notes:

Q311. *(check all that apply)*
 guarantee no one would know of cooperation
 less hassling/ better treatment by police
 reward (money, other)
 witness protection measures
 other: _____

Notes:

Q312. YES NO

Notes:

Q313. YES NO

Notes:

Q314. (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> anonymity in dealings | <input type="checkbox"/> more referrals for services |
| <input type="checkbox"/> less hassling/better treatment by police | <input type="checkbox"/> witness protection measures |
| <input type="checkbox"/> reward (money, other) | <input type="checkbox"/> other: _____ |

Notes:

Q315. YES NO



(check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> anonymity in dealings | <input type="checkbox"/> more referrals for service |
| <input type="checkbox"/> less hassling/better treatment by police | <input type="checkbox"/> witness protection measures |
| <input type="checkbox"/> reward (money, other) | <input type="checkbox"/> other: _____ |

Notes:

Q316. YES NO

Notes:

Q317. YES NO



Q318. WHEN WAS THAT?

- | | | |
|--|---|---|
| <input type="checkbox"/> less than 1 mo. ago | <input type="checkbox"/> several mos. ago | <input type="checkbox"/> between 6 mos. & 1 yr. |
| <input type="checkbox"/> 1 yr - 3 yrs. | <input type="checkbox"/> over 3 yrs. | <input type="checkbox"/> early childhood/prepubescent |

Q319. WHERE LIVING? (check all that apply)

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> foster care | <input type="checkbox"/> group home |
| <input type="checkbox"/> residential treatment facility | <input type="checkbox"/> other: _____ |

Notes:

Q320. YOUTH REFERRED **YES** **NO**



WHERE? (check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> shelter/outreach ctr | <input type="checkbox"/> med ctr/drug rehab | <input type="checkbox"/> transitional living program |
| <input type="checkbox"/> mental health center | <input type="checkbox"/> group/foster home | <input type="checkbox"/> hospital |
| <input type="checkbox"/> other: _____ | | |

TYPE OF HELP (check all that apply)

- | | | |
|---|--|---|
| <input type="checkbox"/> AOD treatmt | <input type="checkbox"/> pregnancy test/care | <input type="checkbox"/> psych counseling |
| <input type="checkbox"/> HIV/STD test/treatmt | <input type="checkbox"/> support groups | <input type="checkbox"/> other: _____ |

FAMILY REFERRED **YES** **NO**



WHERE? (check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> shelter/outreach ctr | <input type="checkbox"/> med ctr/drug rehab | <input type="checkbox"/> transitional living program |
| <input type="checkbox"/> mental health center | <input type="checkbox"/> group/foster home | <input type="checkbox"/> hospital |
| <input type="checkbox"/> other: _____ | | |

TYPE OF HELP (check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> AOD treatmt | <input type="checkbox"/> parenting skills | <input type="checkbox"/> psych counseling |
| <input type="checkbox"/> HIV/STD test/treatmt | <input type="checkbox"/> anger management | <input type="checkbox"/> other: _____ |

Notes:

Q321. YES NO

Notes:

Q322. YES NO

Notes:

Q323. *(check all that apply)*

- more options for referrals
- less hassling/more freedom
- single placement (i.e., no bouncing to multiple placements)
- better treatment by staff
- more recreational opportunities
- keeping sibs together
- other: _____

Notes:



OTHER AGENCIES

Now I'd like to ask you about services you may have received from other agencies or programs. I'm going to read you a list of different services, one at a time. For each type of service, please tell me:

- How many times you received that service?
[never, once, a few times, more than a few times]
- If you received services, were they useful or not?

SERVICES SOUGHT/RECEIVED

<u>TYPE OF SERVICE</u>	<u>NUMBER OF TIMES RECEIVED?</u>					<u>WAS IT USEFUL?</u>		
	① NEVER	② ONCE	③ A FEW TIMES	④ MANY TIMES	⑤ NA	① YES	② NO	③ NA
	[Q3 __ A]					[Q3 __ B]		
Q324_ Counseling/Therapy	①	②	③	④	⑤	①	②	③
Q325_ Education/School	①	②	③	④	⑤	①	②	③
Q326_ Training (for jobs)	①	②	③	④	⑤	①	②	③
Health Care								
Q327_ General Medical	①	②	③	④	⑤	①	②	③
Q328_ Dental	①	②	③	④	⑤	①	②	③
Q329_ AOD-Related	①	②	③	④	⑤	①	②	③
Q330_ Pregnancy Testing	①	②	③	④	⑤	①	②	③
Q331_ Abortion	①	②	③	④	⑤	①	②	③
Q332_ Pre-Natal Care	①	②	③	④	⑤	①	②	③
Q333_ HIV/AIDS Related	①	②	③	④	⑤	①	②	③
Q334_ STD Testing	①	②	③	④	⑤	①	②	③
Other								
Q335_ (specify) _____	①	②	③	④	⑤	①	②	③
Q336_ (specify) _____	①	②	③	④	⑤	①	②	③
Q337_ (specify) _____	①	②	③	④	⑤	①	②	③

Q338. YES NO



IF YES:

(a) DESCRIBE LAW ENFORCEMENT OFFICIAL

where:

- in this city elsewhere refused to reveal/NA

position held:

- patrol man/woman sheriff police support staff
 detective don't know/referred other: _____

- age: 18-30 yrs 31-50 yrs >50 yrs
gender: male female male(s) and female(s)

(b) WAS THIS OFFER ACCEPTED BY THE YOUTH? YES NO



(c) TYPE(S) OF SEXUAL ACTIVITY? (check all that apply)

- sexual intercourse performance
 photos/videos taken other: _____

(d) WAS ANYTHING RECEIVED FOR SEX? YES NO



(check all that apply)

- money \$ _____ material goods _____ housing
 alcohol/drugs _____ food police protection
 leniency re: crimes other: _____

(e) HOW LONG DID IT LAST?

- one time about a week about a month
 more than a month don't remember how many times _____

Notes:

Q339. YES NO



IF YES:

(a) DESCRIBE PERSON IN OTHER AGENCY OR PROGRAM OFFICIAL

where:

in this city elsewhere refused to reveal/NA

type of agency

shelter/outreach ctr med ctr/drug rehab transitional living program
 mental health center group/foster home other: _____

position held:

program staffperson prog. support person transitional living program staff
 director of program volunteer other: _____

age: under 18 yrs 18-30 yrs 31-50 yrs >50 yrs
gender: male female male(s) and female(s)

(b) WAS THIS OFFER ACCEPTED BY THE YOUTH? YES NO



if YES: (c) TYPE(S) OF SEXUAL ACTIVITY? (check all that apply)

sexual intercourse performance
 photos/videos taken other: _____

(d) WAS ANYTHING RECEIVED FOR SEX? YES NO



if YES: (check all that apply)

money \$_____ material goods _____ leniency re: program rules/curfews
 alcohol/drugs _____ food privileges at agency/program
 other: _____

(e) HOW LONG DID IT LAST?

one time about a week about a month
 more than a month don't remember how many times _____

Notes:

[Empty dashed box for notes]

II. APPEARANCE: GROOMING, CLOTHING, ACCESSORIES

Q406. Please characterize the following aspects of the youth's appearance (*circle one*):

	Poorly maintained			Well- maintained	
a. General appearance	①	②	③	④	⑤
b. Dress	①	②	③	④	⑤
c. Hair	①	②	③	④	⑤
d. Cleanliness	①	②	③	④	⑤

Q407. Physical attributes (*check all that apply, and in multiple categories, circle relevant items*):

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> cuts/bruises/burns/bite marks | <input type="checkbox"/> acne | <input type="checkbox"/> missing/decayed teeth |
| <input type="checkbox"/> scar(s) | <input type="checkbox"/> jaundice | <input type="checkbox"/> eyeglasses |
| <input type="checkbox"/> tattoos | <input type="checkbox"/> psoriasis | <input type="checkbox"/> hearing aid |
| <input type="checkbox"/> birthmarks | <input type="checkbox"/> rashes/scabs | <input type="checkbox"/> other (<i>specify</i>): _____ |

Q408. Hair (*check all that apply*):

- | | | |
|---|--|--|
| <input type="checkbox"/> completely/partially shaved | <input type="checkbox"/> short (close to ears) | <input type="checkbox"/> beard |
| <input type="checkbox"/> very long (below the shoulder) | <input type="checkbox"/> braids | <input type="checkbox"/> mustache |
| <input type="checkbox"/> medium length | <input type="checkbox"/> multicolored | <input type="checkbox"/> other (<i>specify</i>): _____ |

Q409. Accessories/apparatuses at interview (*check all that apply*):

- | | | |
|---|--|--|
| <input type="checkbox"/> wristwatch | <input type="checkbox"/> gum/chewing tobacco | <input type="checkbox"/> crutches/cane |
| <input type="checkbox"/> rings | <input type="checkbox"/> cigarettes | <input type="checkbox"/> ace bandage |
| <input type="checkbox"/> other jewelry | <input type="checkbox"/> any AOD | <input type="checkbox"/> cast |
| <input type="checkbox"/> beeper | <input type="checkbox"/> drug paraphernalia | <input type="checkbox"/> sling |
| <input type="checkbox"/> Walkman | <input type="checkbox"/> gun | <input type="checkbox"/> wheelchair |
| <input type="checkbox"/> cap/hat/bandanna | <input type="checkbox"/> knife | <input type="checkbox"/> other (<i>specify</i>): _____ |

Q410. Was there anything notable about the youth's physical appearance? (*circle one*) YES NO
If Yes, please briefly describe.

IV. SOCIAL CHARACTERISTICS

Q415. How would you characterize the youth's attitude toward responding to the questions and/or activities? (*circle one*)

Very guarded	①	②	③	④	⑤	Very open
--------------	---	---	---	---	---	-----------

Q416. Please characterize the youth's responses to questions (*circle one*):

a. appropriateness: Completely off the topic ① ② ③ ④ ⑤ Very appropriate

b. completeness: Very incomplete ① ② ③ ④ ⑤ Very complete

c. sincerity: Seemingly deceptive ① ② ③ ④ ⑤ Very sincere

V. INTERVIEW CHARACTERISTICS

Q417. How would you characterize your rapport with the youth? (*circle one*)

No rapport was achieved	①	②	③	④	⑤	Strong rapport was achieved
-------------------------	---	---	---	---	---	-----------------------------

Q418. How would you characterize your comfort level during the interview? (*circle one*)

Very ill at ease	①	②	③	④	⑤	Very at ease/ comfortable
------------------	---	---	---	---	---	---------------------------

Q419. How would you characterize the youth's comfort level during the interview? (*circle one*)

Very ill at ease	①	②	③	④	⑤	Very at ease/ comfortable
------------------	---	---	---	---	---	---------------------------

Q420. How would you characterize the flow of the interview? (*circle one*)

Very disjointed	①	②	③	④	⑤	Flowed very smoothly
-----------------	---	---	---	---	---	----------------------

§5. BACKGROUND DATA FROM AGENCY RECORDS

Instructions: In addition to the information collected through the interview itself, we need basic background information on each participant. The following section is to be completed based upon the records contained in the youth's file (chart, record) as maintained by your agency. Permission to review these materials has been obtained from the youth in the informed consent document that was completed before the interview was conducted.

Q501. Is youth female or male? ① female ② male

Q502. Date of birth: / / 19

Q503. Date of intake: / / 19

Q504. How does the youth describe himself or herself using these census categories? (choose one)

① American Indian/Alaskan Native

④ Hispanic

② Asian or Pacific Islander

⑤ White, not of Hispanic Origin

③ Black, not of Hispanic Origin

⑥ Other (specify) _____

Q505. Youth's marital status:

① Single, Never Married

③ Married

② Single, Living w/ Partner

④ Other (specify) _____

Q506. Is the youth pregnant? Or, is a female pregnant by youth? ① no ② yes ③ don't know

Q507. How many children does the youth have?

Q508. School status:

① Attending school regularly

⑤ Suspended

② Graduated High School/GED

⑥ Expelled

③ Attending School Irregularly

⑦ School not in session

④ Dropped Out

⑧ Other (specify) _____

Q515. Distance of youth's household from program: (check one)

- ① Less than 1 mile
- ② 1 - 10 miles
- ③ 11 - 20 miles
- ④ 21 - 50 months
- ⑤ 51 - 100 miles
- ⑥ More than 100 miles
- ⑨ not applicable/don't know

Q516. Location of youth's household relative to the program: (check one)

- ① In same community
- ② In same metropolitan area
- ③ Elsewhere in same state
- ④ In different state
- ⑤ In different country
- ⑨ Not applicable/don't know

Q517. Previous runaway information:

a. How many times has the youth run away prior to this?

b. How many times has the youth received services from this agency?

Q518. Problems experienced by youth: (circle all that apply)

- a. Household dynamics
- b. Housing issues
- c. School/education issues
- d. Psychological issues
- e. Health issues
- f. Trouble getting services
- g. Physical abuse/assault
- h. Sexual abuse/assault
- i. Emotional abuse
- j. Alcohol & other drug abuse
- k. Socialization issues
- l. Neglect
- m. Involvement with justice system
- n. Unemployment
- o. Other (specify) _____

Q519. Has the youth contemplated suicide?

- ① no
- ① yes
- ⑨ don't know

Q520. Has the youth attempted suicide?

- ① no
- ① yes
- ⑨ don't know