National Health and Nutrition Examination Survey (NHANES)

National Youth Fitness Survey (NYFS) Dietary Interviewers Manual

January 2012
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1. INTRODUCTION TO THE DIETARY INTERVIEW

1.1 Dietary Interview Component in the NHANES National Youth Fitness Survey

Dietary information has been collected in NHANES since the 1970s. Researchers and policymakers rely on NHANES data for detailed information about the foods and beverages that are consumed by the U.S. population. In addition to providing important national reference data on food and nutrient intakes that are obtained on all survey participants, the data help us to learn about food patterns of ethnic subgroups, the adequacy of diets consumed by young children and older persons, and the contribution of food to total nutrient intakes. Total nutrient intakes from food and dietary supplements can be computed by combining NHANES Dietary Recall data with household interview dietary supplement information. Many Federal agencies use NHANES data to evaluate Federal regulations in the areas of food fortification and human risk assessment analyses that are used to measure human exposure to contaminants that are found in food. All of these monitoring and research applications are dependent on the quality and completeness of the dietary interview data.

In the National Youth Fitness Survey (NYFS), one dietary interview will be administered to all SPs. The dietary interview is administered in person in the mobile center. This interview will be administered during the survey along with the other examination components.

The dietary interview is comprised of three sections—the Dietary Recall section, the Supplement and Antacid use section, and the Post-Recall section. The NYFS will use the same computer-assisted dietary interview system and similar quality control procedures that are used for the mobile center In-Person and PFU dietary interviews for NHANES. The computerized Dietary Recall interview and data processing systems we currently use were implemented into the survey at the beginning of 2002. These systems were developed by Westat under contract to the Agricultural Research Service (ARS) of the U.S. Department of Agriculture (USDA).

The dietary interview collects 24-hour recall data in the Dietary Recall section, supplement and antacid use in the past 24 hours, and a short set of Post-Recall questions. A set of 3-dimensional measuring guides, including glasses, bowls, mugs, mounds, circles, thickness sticks, spoons, a ruler, cartons, water bottles, and some 2-dimensional tools, such as a grid, two wedges and pictures of shapes,
chicken pieces and spreads, are used in the dietary interview to help the respondent estimate the portion size.

1.2 The Role of the Dietary Interviewer

The NYFS dietary interviewer will be responsible for administering the dietary interview with all sample persons (SPs). The information will be collected and recorded in an automated Dietary Recall system. In collecting the data for NYFS, the dietary interviewer will be the liaison between the respondent and the dietary coding system.

The primary goal of the 24-hour recall is to collect a detailed list of all the foods and beverages the SP consumed within a 24-hour period, time and place of consumption, name of meal or snack, and details needed for accurate food coding. Food models will be used to aid respondents in estimating the amount of intake. The dietary interviewer establishes a rapport with the respondent, obtains the most accurate, objective, and complete data, and enters these data into the automated system. Throughout the interview, it is important that the dietary interviewer maintain his or her professionalism, while creating an environment in which the SP feels comfortable to respond freely.

As mentioned earlier, the 24-hour Dietary Recall interview is comprised of three parts—the 24-hour recall, the Supplement and antacid use section, and a short set of Post-Dietary Recall questions. Information collected from the 24-hour recall interview will be coded and linked to a database of nutrient composition of foods. Calculations of total daily intakes of energy and 51 dietary components, including 19 individual fatty acids will be derived from these data. At the end of the Dietary Recall section, several questions are asked to collect information on respondent’s usual intake, daily consumption of waters, salt use on table and during food preparation, and the use of special diets. Following the Dietary Recall section, you will administer the Supplement and antacid use questions and then a set of Post-Recall questions to a subsample of SPs.

The dietary interviewer may conduct the interview in English or Spanish. Proxy interviews (Exhibit 1-1) will be conducted for children less than 6 years old and other SPs who cannot report for themselves because of age or disability. Children who are 6-11 years old will be asked to provide their own data assisted by an adult household member. The preferred proxy is the person responsible for preparing the SP’s meals.
Exhibit 1-1. Table of proxy and assisted interviews

<table>
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<th>Age of SP</th>
<th>Main Respondent</th>
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<tr>
<td>Under 6 Yrs</td>
<td>Proxy</td>
</tr>
<tr>
<td>6 Yrs to 11 Yrs</td>
<td>SP, with Proxy Assistant</td>
</tr>
<tr>
<td>12 Yrs +</td>
<td>SP*</td>
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*Proxy is used if necessary.

Each week, interviewers are asked to audiotape an interview and send it back to the home office for review (approximately 5% of each interviewer’s work). This audiotaping procedure is implemented for quality control purposes only. The date and session of the taped interview are randomly selected and communicated to the interviewers via email. Prior to the audiotaping, a written informed consent will be obtained from the SP. An additional parental consent will be obtained if the SP is 17 years or younger. A verbal permission from the SP will be recorded in the audiotape once the taping begins. At the end of the taping, permission for keeping the audiotape will be obtained verbally from the SP. Survey staff will review the audiotapes to monitor the quality of the interview and provide written feedback to the interviewer. Detailed procedures of the audiotaping are described in Section 9.2 of this manual.

1.3 Other Duties of the Dietary Interviewer

The dietary interviewer has responsibilities in addition to administering the Dietary Recall interview. These responsibilities are listed below.

**Inventory measuring aids at the beginning and end of a stand.** You must take inventory of your measuring aids before beginning the stand and when you are packing up at the end of the stand.

**Unpack and pack supplies at the beginning and end of a stand.** All supplies should be packed into boxes at the end of a stand in preparation for moving the mobile center. You are responsible for unpacking supplies prior to the start of a stand in a new area.

**Check supplies at the start of each exam session.** You must make sure that you have all the materials needed to conduct interviews for that day. You should plan to get to the mobile center 20 minutes early to check your materials. If you notice that you are missing supplies, inform the manager.
Assist other exam staff members. If you have time, you may be asked to help with packing and unpacking equipment for other components, as well as other tasks.

Adhere to the travel schedule. Westat will provide you with a travel schedule for each stand. You are expected to follow this schedule.

It is important to remember that each member of the team is hired to perform certain tasks. The workload and hours will vary per component. Since your responsibilities are very different from other team members, it is best to fulfill your tasks without making comparisons to the workload of other team members with different responsibilities.

1.4 Observers and Visitors

NCHS and Westat staff will conduct the quality control monitoring and data review activities for the component. The home office will receive data transmittals on a continuous basis throughout the survey. Electronic mail systems will be set up to provide daily communication between the field staff, home office, and NCHS. Representatives from NCHS and Westat will visit survey locations to talk to the survey staff, observe examinations and interviews, and monitor the examination protocols and time requirements.

During the course of the survey there will also be scheduled visits by collaborators and contract staff who are involved with various components of the survey. Collaborators from other government agencies including the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), the National Institutes of Health (NIH), and the Food and Drug Administration (FDA) may schedule visits to the mobile center (through Westat) and request meetings with the dietary interviewers. You will be notified in advance of any visits by outside groups. Generally speaking, collaborators are interested in learning how the survey “works.” For example, they may ask how survey participants respond to a Dietary Recall interview and if they are able to remember what they ate the day before. Some researchers are interested in a particular aspect of dietary methodology such as estimating food portion sizes while others are interested in how particular questions are being answered because they may want to use the same (or similar) instrument in another survey or plan to analyze the data. Interviewers should speak from their own experiences, offering what they have observed while collecting
the information rather than offering opinions as to the importance or relevance of the information. If the
visitors have specific questions you are not able to answer, they should be referred to NCHS.

Additionally, researchers and teaching staff from local health departments, universities, and
community colleges may visit the mobile centers and arrange to meet with members of the examination
team. The appointments with outside groups, that is, nonresearch collaborators, are usually scheduled
when the mobile center is not in session. Sometimes this is done on the “Dry Run” (practice) day or
between examination sessions. In the interest of maintaining the confidentiality and privacy of survey
participants, visits by nongovernment or Westat staff are scheduled during “off” hours.

Visitors often ask the dietary interviewers about their work. For instance, the exam teams
travel frequently, move to unfamiliar communities, and encounter many new faces every day. Visitors are
curious about your education and interviewer training, bilingual language skills, and why you chose to be
a member of the team. You may be asked about other exam components. If you are knowledgeable about
these components, it is acceptable to discuss them; otherwise, refer the individuals to the manager or
another member of the team. Visitors may ask about the dietary interview system that you use to record
the Dietary Recall information. You may be asked to describe the screens and the approach used to record
information. A brief description of the interview format, data entry, the food probe screens, data entry
fields, online food and brand lists, and data editing is useful. Copies of training manuals, a list of the
measurement aids that are used, and other specific information about the component can be requested
through NCHS. If someone requests a hard copy of a screen, it is best to provide them with a copy of
some “sample screens” that were used in the dietary training manual. Never share papers with SP
information! The survey has strict confidentiality rules.
2. EQUIPMENT, SUPPLIES, AND MATERIALS

2.1 Description of the Interview Room and Equipment

There is one dietary interview room in the mobile center. Each room has a built-in counter the length of the room. The counter is concave on either end so that it protrudes in the middle for extra space. In addition, there is a pull-out counter that further expands this enlarged middle area.

The computer is positioned at an angle on the concave counter on the left end of the room; the 3D measuring guides are displayed on the counter at the other end. The interviewer sits in a chair in front of the computer, facing the SP. The SP sits at an angle on the other end, in front of the 3D guides. The interview rooms have sliding doors that are closed for privacy during the interview.

Each room has large plastic grids and baskets attached to the wall on the back of the room, to store the 3D guides. Hanging files on the wall and cabinets provide storage for the interviewer’s use.

A tape recorder is used on a weekly basis to tape record randomly selected interviews. When not in use, the recorder is stored in the cabinet.

2.2 Dietary Interview Supplies and Other Equipment

The NYFS dietary supplies include all the food models and accessories needed to conduct the interview.

2.2.1 Measuring Guides

Each mobile center contains one set of measuring guides; these guides will be used to determine the volume and dimensions of the food items the SP reports.

- **Glasses** – glasses of various sizes, both glass and Styrofoam labeled G1-G8.
- **Bowls** – 5 bowls of various sizes, labeled B1-B5.
- **Mugs** – 3 mugs of various sizes, labeled MG1-MG3.
- **Household spoons** – 2 household spoons, called “big spoon” and “little spoon.”
- **Measuring cups** – 4 cups, labeled ¼, ⅓, ½, and 1 cup.
- **Measuring spoons** – 4 spoons, labeled ¼ tsp, ½ tsp, 1 tsp, 1 tbsp.
- **Ruler** – a 12-inch wooden ruler with fractions.
- **Thickness bars** – 1 set of 12 thickness bars, each 1/8 inch thick.
- **Bean bags** – 7 bean bags of various sizes, labeled M3-M9.
- **Circles** – 10 circles from 1-10 inches, labeled C1-C10.
- **Milk cartons** – 3 different shaped cartons that represent two different volumes, 8FO and 16FO.
- **Juice cartons** – 4 different shaped cartons that represent three different volumes, 4.23FO, 6.75FO, and 8.45FO.
- **Water bottles** – 5 different water bottles with different volumes, 8FO, 12FO, 16.9FO, 20FO, and 24FO.
- **Pats and spreads card** – 2 pictures of knives with two different sized pats and spreads representing 1 tsp. and 2 tsps.
- **Grid** – 1 5”x5” grid with ½” and 1” markings on a see-through page.
- **Wedges** – 2 wedges, a 9” and a 5” wedge, on a see-through page.
- **Shapes and chicken pieces card** – pictures of various shapes and chicken pieces.

The measuring guides include both plastic and glass vessels. For safety precautions, place all the glass vessels toward the back of the counter to prevent small children from touching them. Ensure that all glassware is accessible to SPs, including child respondents, to estimate portion sizes. However, be attentive in how the SPs handle the glass. If a glass vessel breaks, follow the NHANES mobile center laboratory procedures for broken glass:

- Only use mechanical means, such as forceps or a brush and dust pan, to pick up broken glass.
- Never pick up broken glass with your hands.
Dispose of broken glass in sharps containers that are closable, puncture-resistant, appropriately labeled or color-coded, and leakproof on the sides and bottom.

Disinfect dust pan and broom with bleach solution. (All cleaning equipment is available in the laboratory.)

Replace the broken glassware from the vessels in the backup set. Then, notify the home office immediately for backup replacements.

2.2.2 Tape Recorder

Your dietary room will be equipped with a tape recorder, Sony Model TLM-453V, and 8 AA batteries. The tape recorder uses a 90-minute standard cassette. You will track your inventory of cassettes and batteries on the inventory list. Push down on the record button to operate the tape recorder. The tape is voice activated so it will not begin until you and the SP begin talking.

2.3 Other Dietary Interviewer Materials

There are a number of materials that you will need to conduct the interview. These include hand cards and audiotape consent forms. Some additional materials will also be available in the dietary rooms. Interviewer supplies include the following listed items.

2.3.1 Hand Cards

You will use the following hand cards:

- Calendar – a 2-year calendar that you will use when administering the Post-Recall questions.
- Help!! – includes the following tips: function keys, default times, 40+ food procedures, and exceeding category accessions procedures.
- List of acceptable abbreviations – a list of abbreviations you can use to access the MFL and to make comments in OS and the remarks box.
- Codes for source responses – a list of sources included in the various codes.
Yellow-Page – a list of eating occasions and frequently forgotten foods.

Yesterday’s Food Intake – illustrates the period of time from midnight to midnight the previous day.

Examples of dietary supplements – lists some supplement examples.

Examples of antacids – lists some antacid examples.

Picture examples of dietary supplements – has photo images of supplements and antacids.

2.3.2 Audiotape Consent Forms

You will have the SP, and/or proxy, sign a consent form before taping an interview. All consent forms will be stored in the cabinet and can be located electronically and printed.

2.4 Equipment Setup and Teardown Procedures

2.4.1 Dietary Interview Room Setup Procedures

At the beginning of each stand, on setup day, you will wipe down your work area, (desk, wall, hanging baskets, etc.). You may use 409 cleaner found in the staff lounge cabinet under the sink to remove stains and may also use wet paper towels to wipe off dust. Remove the metal ring that holds the pull-out counter, the rubber bands around the phone, and the sock containing the mouse; place these in the zip-closable bag provided by the facilities and equipment specialist (FES). Unpack all the food models from the plastic storage container and wipe them clean. Arrange the models on the racks in their appropriate places. (See photos at end of this section.) Place hand cards and Spanish/English dictionary on your desk, (under telephone jack area) or wherever it’s convenient for daily use. Combine storage supplies, (storage boxes, bubble wrap, zip closable bags, and the pillow for the computer monitor), into 1 large storage bin. Do inventory of existing material, (models, tapes, etc.) and save the count for cross checking.

Open new inventory shipment boxes that were sent to the stand, (use a box cutter located in staff lounge), count inventory and save the counts and inventory packing list for later cross checking. Break down all cardboard boxes and take to the designated area appointed by the manager.
Gather all inventory counts and cross-check with the saved packing list, that the numbers from the previous stand count and received shipment are correct. A dietary interviewer is to print the first and last name on all pages of the consumables inventory sheet and return to the manager.

2.4.2 Dietary Interview Room Teardown Procedures

At the end of each stand, count all consumable items in the dietary rooms. Consumable items are: tapes, mailers, and batteries. (These items are found on the first page in the End of Stand Inventory Sheets provided by the manager at the end of the stand.) In addition, check models to ensure that they are in good condition and that all the models are accounted for. Fill out the End of Stand Inventory Form by placing the number of actual items accounted for in the provided box. A dietary interviewer is to print the first and last name on all pages of the Consumables Inventory Sheet and return to the manager.

If any item needs to be replaced note it in the end of stand inventory sheet. Bubble wrap all glass models and take care when stacking items inside one another, as items shift and expand during travel. Store hand cards, permission forms, mailers, mouse pad, and wrist guard in bin. Detach mouse and scan pen from the USB ports and place in a zip-closable bag provided by the FES, placing the mouse inside its sock. Place the bag with these items inside the dietary room mailbox. Cover the monitor with the pillow (cozy), and drag the monitor toward the side wall right between the wall hooks with the monitor facing the wall. Using a bungee cord, secure the monitor in place and then rest the keyboard in between the monitor and the wall. Insert the metal ring in the hole, located in the center of the counter, to hold the pull-out counter in place.

Empty trash receptacle and store trash can and SP’s chair in the bathroom in trailer. Position the interviewer’s chair on its side and slide under the counter. Secure door in place.

Exhibit 2-1 illustrates where the models and hand cards should be displayed in the dietary room for standardization.
Exhibit 2-1. Complete food model display
3. GENERAL INTERVIEWING TECHNIQUES

3.1 Before Beginning the Interview

Before beginning the interview, take some time to make sure you are thoroughly prepared. Thoroughly review your manual and other materials provided to you during training until you fully understand all aspects of your job. Practice doing the interview until you are comfortable using the automated system and probing techniques. This practice will help in building your confidence so that you can deal with any situations you may encounter when you begin interviewing. Your ability to work comfortably will help keep your respondents interested in the interview and will help your interviews go smoothly. Respondents will quickly lose interest if you are constantly stopping, losing track of your place, and stumbling over questions or probes.

Check to make sure that you have sufficient quantities of all necessary materials, and that your materials are organized in an orderly way. Materials that are to be handed to respondents should be easily accessible to avoid any awkward fumbling or searching.

The first thing a respondent will notice about you is your appearance. In general, you should aim at an appearance that is neat, suitable, and inconspicuous. Avoid extremes of any kind. Keep in mind that it is better to be a little underdressed than overdressed, and that, regardless of what clothes you wear, cleanliness and neatness are always very important.

3.2 Activities and Resources Helpful to Your Interview

3.2.1 Getting Oriented to a New Community

Every community is different. The dietary interviewer may require you to make more adjustments to a new community than other exams because the information they collect reflects the customs of a community and its inhabitants. Regional food customs, variations in food preparation methods, terminology, and even foods, may be unfamiliar at first. In time, you will learn that a “whoopie pie” reported in the Pennsylvania Dutch community is a cream-filled dessert cake and that “SOS” is another term for chipped beef on toast. Local newspapers and interviewer training materials will help you
to learn about foods that are likely to be reported during the survey. Still, there is nothing like “being there” in terms of observing, tasting, and reporting what is really happening!

A few suggestions to help start you out on this adventure. Large cities are often comprised of numerous ethnic neighborhoods—a Chinese neighborhood, a “Little Italy” section, or a neighborhood where a mixture of Caribbean cultures mingle together. Once you are settled in, take time to walk around the community, talk to shop owners and restaurant employees, and observe the names of grocery stores, markets, and restaurants that are situated in town. Take a few notes, read local papers, and pick up menus.

All of us are familiar with the major fast food chains such as “McDonald’s” and “Hardees.” In a small town, you may find out that a take-out restaurant called “Zack’s” or “Big B” is where most of the take-out food comes from. Telephone yellow page directories are useful to obtain the names and addresses of stores and restaurants in a particular area. Newspapers frequently list upcoming festivals and events that involve regional foods. Finally, the survey field office and household interviewer staff are often familiar with the area and can provide suggestions for other places to visit.

3.2.2 Helpful Contacts

The survey’s Advance Arrangements Team has already laid the groundwork for the team prior to their arrival at the survey location. Key representatives of the local government agencies, health departments, and clinics will be informed about the survey ahead of time. A list of contact people from the community is developed by the team and is available for your use.

- **Public schools** – Schools usually have a central office that is responsible for school meal programs in a county. It may be necessary to contact a particular school directly, because cafeteria managers may have discretion to vary what is planned for the monthly menu cycles.

- **Local restaurants, grocery stores, delicatessens, bakeries, markets, and carryouts** – People are usually friendly and eager to help. If they seem suspicious or hesitant, simply tell them that you are working on a health study that is collecting information about the foods that people in their community and other parts of the United States eat. Always thank them for their time and help. You may want to have a few survey brochures on hand to help explain what the survey is all about.

- **Library** – Public libraries usually have a food and cooking section. A local branch may have cookbooks that have regional appeal.
3.2.3 Beginning the Interview

When you first make contact with a respondent, your initial task will be to establish a friendly but professional relationship. Your own confident and professional manner will reassure the respondent and set a tone that will enable you to complete the interview in an efficient manner. Experience with past surveys has indicated that there are three main factors that increase the likelihood that a respondent will consent to be interviewed. They include: establishing rapport, convincing the SP of the importance of the survey, and convincingly responding to the SPs questions and objections.

Establishing Rapport. “Rapport” is the term used to describe the personal relationship between you and the respondent. Rapport provides the foundation for good interviewing. Your appearance, your introductory remarks, and the way you answer any questions the respondent may ask will strongly influence the rapport that develops between both of you. What you say and how you say it should set the tone for the friendly, cooperative, but businesslike relationship that will continue to develop throughout the interview.

You must make a concerted effort to engage the SP during the interview. It could be very easy to become so absorbed in the computer screen that you forget you are dealing with a person.

Convincing the Respondent that the Survey is Important and Worthwhile. You must try to interest the respondent in the survey, and the dietary interview component in particular. Respondents are often hungry, tired, and impatient during the exam. Encourage the respondent to see the interview as an opportunity to express his or her views and to have those views taken seriously. From the start, give the respondent certain basic information about the interview: what to expect during the interview and what the purpose of the interview is. If asked, you may also explain how the information will be used, and the length of the interview.

Responding to the Respondent’s Questions and Objections. Even respondents who are convinced of the importance of the study may, for a variety of reasons, be reluctant to grant a certain part of the interview. Your friendly manner, your introductory statements, and your success and confidence in answering the respondents’ questions will help you sell both yourself and the survey to the respondents. Your effectiveness will be increased by your knowledge that your job is legitimate and important, and by your thorough understanding of what you are doing and how to do it.
Your own state of mind—your conviction that the interview is important—will strongly influence the respondent’s cooperation. Your belief that the information you obtain will be significant and useful will help motivate the respondent to answer fully and accurately. Most people want to be heard and are happy that you have asked their opinions. Those who are reluctant to give specific information will often do so willingly, if they are convinced that good use will be made of it and that their privacy will be protected.

3.3 Administering the Interview

Your task is to collect accurate information. You must have a thorough understanding of the general principles for administering the interview and comprehend fully its confidential nature. The material in the following sections of this manual will acquaint you with the general principles and procedures to follow when collecting survey data.

3.3.1 Asking the Questions

Collecting accurate and reliable data requires that every respondent hears exactly the same questions read in exactly the same way. Even small changes in the way you ask a question can affect the way a respondent answers and, in the long run, affect the results when researchers combine the answers given by large numbers of respondents. The basic rules for asking survey questions, discussed below, are all designed to ensure uniformity in the way questions are asked of respondents.

Always remain neutral. During the entire interview you must always maintain a completely neutral attitude. As an interviewer, you must never allow anything in your words or manner to express criticism, surprise, approval, or disapproval of the questions you ask or of the answers respondents give.

An important part of your role as an interviewer is to get the respondent actively involved in the interview, to encourage him or her to talk comfortably and freely in response to your questions. While encouraging the respondents to talk freely, however, you must carefully avoid saying or doing anything to influence the content of the respondent’s answers. No matter what topics you ask about, no matter how strongly you agree or disagree with the respondent’s answers, and no matter how interesting, unusual, or discouraging you might find those answers to be, you must always maintain the same neutral and
professional stance during the interview. You are there to ask for and record the respondent’s answers, not to influence or advise in any way.

At times, particularly if your respondent is talking freely, you may feel that he or she has already answered a question before you get to it. **Do not skip over the question, but confirm the response that you heard.**

To be a good interviewer, you must be comfortable with the questions you ask. If you feel uncomfortable with certain questions such as the food security questions, it is likely that you will transmit something of that feeling to the respondent and influence the answers you receive. If you are uneasy with some questions, you should practice them repeatedly until you can ask them in a simple, straightforward, matter-of-fact way. Occasionally you will find a respondent who refuses to answer some questions, but usually you will find that as long as you can deal with all of your questions in the same relaxed and professional manner, your respondents will answer without hesitation.

**Ask all questions as worded.** You must read each question completely and exactly as it is worded to ensure the SP understands the meaning of a question. For the answers obtained by different interviewers to be combined, there must be no doubt that each respondent heard exactly the same question before responding. However, there may be situations when you will just confirm a response rather than ask the question. For example, when an SP reports the time of the occasion during the QL pass, you can confirm that time during the Time and Occasion pass. If you need to repeat a question because the respondent did not hear you the first time or did not understand the question, reread the entire question.

**Even though you feel that the question could be worded much more simply, do not improvise. Every word is there for a purpose.** Emphasize only those words that are underlined or in bold type. Pause at commas or, when answer categories are included in the question, after each answer category. Read everything in a natural, even-toned manner.

**Provide explanation.** At times respondents may ask you to define words or to explain some part of a question. We have provided many definitions and explanations in the Question-by-Question Specifications. However, there may be situations when SPs request clarification about foods or probes that you will need to answer. Use your good judgment in these situations. Do not provide information that will bias the SP’s response, but do provide clarification that will help SPs respond more accurately.
**Every effort should be made so that the respondent does not see the questions.** Respondents can be influenced by knowing what questions are coming next or by seeing answer categories that are not read to them as part of a question. When it is appropriate for respondents to see the answer categories for a question, you will have a card showing those categories.

**When to read responses.** Do not read responses to the SP unless they are included in the question OR you feel the SP cannot read the responses provided on a handcard. Instructions that are not read to the respondents are occasionally included with the question; these are usually printed in all capital letters and purple text.

In some questions, the answer categories are read to the respondent. For these questions, the answer categories are actually part of the question, as in the following example.

Was the amount of food that (you/NAME) ate yesterday much more than usual, usual, or much less than usual?

In other questions, the answer categories are not read to the respondent. For these questions, the answer categories will not be part of the question and will only appear in the response field, as in the following example.

Now let’s talk about plain drinking water. Did (you/NAME) drink any tap water yesterday, including filtered tap water and water from a drinking fountain?

**Discourage unrelated conversation.** Occasionally a question may lead a respondent to begin reminiscing or to relate a lengthy story having little or no relevance to the survey. As an interviewer, your task is to discourage such irrelevant conversation and keep the discussion focused on the interview. In some ways, this requires that you subtly teach the respondent how to be a good respondent. Maintain a businesslike attitude, acknowledge answers with neutral comments such as “I see,” “OK,” or a simple nod of your head, and tactfully interrupt rambling and irrelevant answers to bring the conversation back to the question you have asked. The respondent will soon learn how to provide the kinds of answers you need. If you must interrupt a respondent, do it politely, taking care not to antagonize him or her. You might say something like:

- “That sounds very interesting, but what I need to ask is...”
- “I see what you mean, but let me repeat that last question...”


3.3.2 Maintaining Rapport

You began your rapport-building process with your introduction and it must be continued throughout the interview. Through accepting and understanding behavior and your interest in the respondent, you can create a friendly atmosphere in which the respondent can talk freely and fully.

Occasionally rapport may be broken during the interview for some reason; for example, the respondent may feel that a particular question is “too personal,” for example, the food security questions. If this happens, take time to reassure the respondent that he or she may speak freely without fear. Restating the confidential nature of the interview and the impersonal nature of the survey may help to comfort the respondent. If a respondent refuses to answer a question after you have reassured him or her of confidentiality, do not press the respondent—enter a refusal response. The procedure will be explained later in the manual.

3.3.3 Difficult Situations

Occasionally you will interview a hostile respondent who either tries to refuse the interview or who is very negative throughout the interview. The most effective way to avoid a refusal or to develop rapport with a hostile respondent is to be thoroughly informed about the study so that you can intelligently respond to questions while communicating the value of the study. A pleasant, professional tone of voice with an evenly-paced response will project your confidence and will begin to establish a rapport with the respondent.

If the respondent agrees to be interviewed but maintains a hostile demeanor that impacts on the data you collect, you will acknowledge that when you complete the observation questions. This is discussed in a later chapter.

3.3.4 Incomplete Information

Respondents may not always be able to provide complete information about the food consumed. This is very common with proxy interviews. If the SP and the proxy respondent cannot
provide complete information about a meal or food, and the SP is <12 years old, or is an adult who requires a proxy, you must attempt data retrieval. This procedure is described in detail in Chapter 8.

If the respondent cannot provide complete information because he or she can’t remember, follow the procedures for documenting unknown foods (Chapter 8).

3.4 Probing

The quality of the interview depends a great deal on your ability to probe meaningfully and successfully. During training, we will discuss and demonstrate appropriate probing techniques for each specific part of the dietary interview. The following section is a brief introduction to probing.

3.4.1 What is Probing and Why is it Necessary?

Probing is the technique you will use to stimulate discussion and obtain more complete information. We probe when a respondent’s answer is not meaningful or is incomplete, i.e., when it does not adequately answer the question. There are a number of reasons respondents sometimes do not answer the question to our satisfaction.

In everyday social conversation, people normally speak in vague and loose terms. It is understandable that respondents will at first answer our questions in a way that is not clear or specific. It is important to encourage the respondent to express himself or herself more concretely, in very specific terms.

Sometimes respondents will think that they are answering a question when all they are doing is simply repeating an answer that was already given, or simply repeating parts of the question. A respondent can talk a great deal and still be just repeating the question in different words.

Respondents will sometimes miss the point of the question. Many times they will give responses that seem to answer the question, but when you look further, are not to the point of the question and are therefore irrelevant. It is easy to be “taken in” by a respondent who is talkative and gives a lengthy and detailed response that is actually quite beside the point; it is not the answer to the question.
asked. In most cases, a respondent gives an irrelevant response because he or she has missed an important word or phrase in the question.

Probing, therefore, has two major functions. First, probing motivates respondents to enlarge, clarify, or explain the reasons for their answers. Secondly, probing focuses the respondent’s answer so that irrelevant and unnecessary information can be eliminated. All this must be done, however, without introducing bias or antagonizing the respondent.

Some examples of answers that, for different reasons, fail to answer the questions properly are given next. Because of the answers given, each requires probing.

Examples of answers that require probing:

**Question:** Now let’s talk about plain drinking water. Did (you/NAME) drink any tap water yesterday, including filtered tap water and water from a drinking fountain?

**Answer:** My doctor says I should drink more water.

**Question:** Was the amount of food that (you/NAME) ate yesterday much more than usual, usual, or much less than usual?

**Answer:** Well I usually don’t have pancakes at breakfast.

### 3.4.2 Probing Inappropriate Responses

Sometimes a respondent will answer using words different from those in the answer categories you read. When this happens, do not make assumptions about what the respondent intends. If the respondent’s answer does not clearly fit one of the provided answer categories, you must probe for a response you can code. Sometimes the best probe is repeating the original question. At other times, the best approach might be to ask, “Well, what would you like me to record?” and repeat all the answer categories.

At times a respondent will feel that none of the responses are suitable, or that under certain conditions they would choose one answer and under different conditions another. In this situation, you should try to get the respondent to generalize by repeating the question and saying, “Just generally speaking, is it this way or that?” or “Most of the time,” or “In most cases,” etc. If the respondent insists
that he or she can’t choose, be sure to enter exactly what is said, and let the home office decide how it should be coded.

**Question:** How much tap water did (you/NAME) drink yesterday?

**Answer:** Well, not very much.

**Probe:** I see. But looking at the glasses, can you tell me about how much tap water (you/NAME) drank yesterday?

**Answer:** Well, I really can’t.

### 3.4.3 Probing Methods Should be Neutral

It is very important to always use neutral probes. By this we mean you should not imply to the respondent that you expect a specific answer or that you are dissatisfied with an answer.

Remember, the reason for probing is to motivate the respondent to answer more fully or to focus the answer, without introducing bias. The potential for bias is great in the use of probes. Under the pressure of the interviewing situation, the interviewer may quite unintentionally imply that some answers are more acceptable than others or may hint that a respondent might want to consider this or include that in giving responses. You must be careful not to do this.

The following example consists of a response from the SP, and two possible probes. The first of these probes is neutral; the other is not.

**Example:**

**SP:** I had a cup of coffee at 9:00 a.m.

**Neutral Probe:** Did you add anything to your coffee?

**Non-neutral Probe:** So you probably added cream and sugar?

The non-neutral probe suggests a specific answer to the respondent and thus leads the respondent toward that answer, rather than leaving the range of possible responses completely open for the respondent to specify.
3.4.4 Kinds of Probes

There are several different neutral probes, which appear as part of a normal conversation that can be used to stimulate a fuller, clearer response.

An expression of interest and understanding. By saying such things as “uh-huh” or “I see” or “yes,” the interviewer indicates that the response has been heard, that it is interesting and that more is expected.

An expectant pause. The simplest way to convey to a respondent that you know he or she has begun to answer the question, but has more to say, is to be silent. The pause, often accompanied by an expectant look or a nod of the head, allows the respondent time to gather his or her thoughts. Eye contact is important here.

Repeating the question. When the respondent does not seem to understand the question, or misinterprets it, seems unable to decide, or strays from the subject, it is often useful to repeat the question. Many respondents, when hearing the question for the second time, realize what kind of answer is needed.

Repeating the respondent’s reply. Simply repeating what the respondent has said is often an excellent probe. Hearing the response just given often stimulates the respondent to further thought.

Asking a neutral question or comment. Neutral questions or comments are often used to obtain clearer and fuller responses. The following are some suggestions for probing questions that may help explore many types of insufficient answers.

**PROBES TO CLARIFY:**

- “What do you mean exactly?”
- “What do you mean by...?”
- “Could you please explain that a little? I don’t think I quite understand.”
PROBES FOR SPECIFICITY:

- “Could you be more specific about that?”
- “Tell me more about that.”

PROBES FOR RELEVANCE:

- “I see. Well, let me ask you again... (REPEAT EXACT QUESTION).”

PROBES FOR COMPLETENESS:

- “What else?”
- “What else can you think of?”

3.4.5 The Don’t Know (DK) Response

The “I don’t know” answer can mean a number of things. For instance,

- The respondent doesn’t understand the question and says DK to avoid saying he or she doesn’t understand;
- The respondent is thinking the question over, and says DK to fill the silence and give himself or herself time to think;
- The respondent may be trying to evade the issue because he or she is afraid of giving a wrong answer, or because the question seems too personal; or
- The respondent may really not know or really may have no opinion on the question.
- Try to decide which of the above may be the case. Don’t be in too big a rush to settle for a “don’t know” reply. If you sit quietly—but expectantly—your respondent will usually think of something. Silence and waiting are frequently your best probes for a “don’t know” reply.
- Always try at least once to obtain a reply to a “don’t know” response, before accepting it as the final answer. But be careful not to antagonize respondents or force an answer. If they say again that they “don’t know,” proceed to the next appropriate question after coding the DK reply.
3.4.6 Additional Guidelines for Probing

The following rules and examples provide further guidance to help you select probes that will not bias respondent’s answers.

**Probe for Clarity and Specificity.** Don’t ask “Do you mean _____ or _____?” Such a probe suggests only one or two possible answers, when the respondent may actually be thinking about other possibilities. Do use probes for clarity and specificity when a respondent’s answers are unclear.

**Example:**

**Question:** Did you add anything to your cereal?

**Answer:** Yes, sweetener.

**Neutral Probe:** What kind was it?

**Non-neutral Probe:** Do you mean Equal or Sweet ‘n Low?

**Probe for Completeness.** Don’t try to sum up in your own words what someone has said, because this may suggest to the respondent that YOUR idea of his or her response is the “right answer.” Do use probes for completeness to make certain that you’ve obtained full answers.

**Example:**

**Question:** How much of the brownie did you actually eat?

**Answer:** I had two.

**Neutral Probe:** What was the shape of the brownie?

**Non-neutral Probe:** Were these square brownies?

3.4.7 When to Stop Probing

You should stop probing when you have obtained all the necessary information about the respondent’s diet. When you have received sufficient clarification from the respondent so that you (and home office staff) know exactly what he or she had in mind—only then will you have a complete answer,
and only then should you stop probing. However, if at any time the respondent becomes irritated or annoyed, discontinue probing. We do not want the respondent to refuse the rest of the interview.

3.5 General Rules for Recording Answers

So far, we have talked about how to ask the questions and how to obtain clear and complete answers. Both of these are very important jobs. However, it is also critical that the SP’s answers are accurately recorded. Specific rules for recording using the automated system will be discussed throughout training. Recording or entering answers using the automated system is quite simple. The following general rules always apply.

Verbatim recording. When a respondent elaborates on a response, use the respondent’s own language word for word. Don’t correct or summarize what you think the respondent means; let him or her speak for himself or herself. We are as interested in the kinds of words a respondent uses as in the meaning of an answer. If you are conducting the interview in Spanish, enter the responses verbatim in that language.

Be sure to include the pronouns (he, she, I, they). Without pronouns the meaning of the answer is frequently not as clear as you think.

3.6 Ending the Interview

All people who give their time for an interview are entitled to courteous and tactful treatment. Try to leave respondents with the impression that they have taken part in an interesting and worthwhile experience—one they would be willing to repeat.

After all questions have been asked, indicate your appreciation to respondents by thanking them; also mention that their contribution has been most helpful in providing important information to the study. Remember that the respondent is familiar with your task from the discussion at the beginning of the interview, so don’t spend too much time going over the same information. Spend a few minutes answering any additional questions your respondent may have; then close the interview.
4. DIETARY INTERVIEW APPLICATION FEATURES

This chapter describes the features of the instruments you will be using to conduct the dietary interview. It includes an overview of the computer and a discussion of the format and navigational features of the instruments.

4.1 General Overview of Computer

The computer in your dietary room is connected to a network computer located in the mobile center. Your computer consists of three components: a monitor, a keyboard, and a mouse. The terminal works through an exchange of messages between the terminal operator (you) and the computer.

Each step in using the computer to conduct the dietary interview will be explained to you: how to turn on the computer and access the program, how to use the keys on the keyboard, and how to conduct the interview. The following diagrams and descriptions have been inserted to give you some insight into the computer and its components. If you do not thoroughly understand a certain key or function, do not be concerned; each will be discussed in much greater detail later in the manual. With practice, the location of the keys on the keyboard, the function of each key, and how everything works together to obtain the necessary data for the 24-hour recall will become clear.

4.1.1 Keyboard

You will use a number of keys on the keyboard to enter data and navigate through the interview. These are described below and shown in Exhibits 4-1 and 4-2.
**Backspace Keys.** Press the **Backspace** key to erase any information that you have typed in. The **Backspace** key erases one character to the left of the cursor if depressed and released, or continues to erase if held down. This function will mostly be useful to you when using comment boxes and OS, and the soup category.

**Number Keys.** Use the top row of the keyboard or the number pad at the far right of the keyboard to enter numbers. Before you can use the number pad to enter numbers, you must make sure that the number lock is on. When you depress the **Num Lock** key, which is located above the number 7 on the number pad, a small light above the **Num Lock** key is lit. This must be done each time you turn on the computer.

Exhibit 4-1. Illustration of keyboard with backspace and number keys
**Navigation Keys.** Navigation keys allow the interviewer to efficiently move through the interview. Navigation keys include the **Home** and **End** keys, **arrow** keys, and **Alt** + and **Ctrl** + keys.

**Cursor Control Keys.** The cursor is a flashing, black, vertical bar that tells you where the information you type will appear. The cursor control keys include the **Tab** and **Enter** keys. These keys are used alone or in combination with other keys to move the cursor and may be used at some point in the interview.

**Function Keys.** The function keys are located at the top of the keyboard. They will be described in detail as you go through the chapter.

Exhibit 4-2. Illustration of cursor control keys and navigation keys
4.1.2 Dietary Interview Application Features

Two software programs make up the dietary interview application—the wrapper and Blaise for the USDA Automated Multiple Pass Method (AMPM) program and Supplement section. The AMPM is specialized software used for collecting the dietary recall. The “wrapper” program was designed to go around the AMPM so it would fit into the other NHANES applications.

When you are in the wrapper you will see a hamburger icon in the upper left corner of the screen (Exhibit 4-3). In the mobile center the word “Dietary” will appear next to it—indicating the dietary component.

Exhibit 4-3. Wrapper screen

When you are in the AMPM program you will see an icon in the upper left corner and the words “Blaise Data Entry” next to it—indicating the software used to create both the AMPM and Supplement programs (Exhibit 4-4).

Exhibit 4-4. AMPM screen
With the exception of a few entry screens, all of the Dietary Recall section of the dietary interview and the Supplement section are collected using the Blaise software. The Post-Recall section is collected using the wrapper program. The status code for each section is also collected in the wrapper.

**The Wrapper Program**

There are a number of navigational keys you can use to move through the wrapper program. These include:

- **Tab** – moves you from field to field
- **Enter** – moves you from screen to screen

You may also navigate the wrapper program using VCR keys or the blue arrow shown in the screen of Exhibit 4-5.

**Exhibit 4-5. VCR keys and blue arrow**
The VCR keys allow you to move backward or forward in the wrapper. In the center is a rectangle that contains the page number of the current screen. Clicking on the arrow to the immediate left will move you back one page. Clicking on the arrow to the far left will move you back to the first page of the section. Likewise, clicking on the arrow immediately to the right of the number will move you to the next page, while clicking on the far right button will move you forward to the last page of the section. You can also move to the next screen by clicking on the blue arrow in the lower right hand corner of the screen.

The AMPM Program

The AMPM program is the bulk of the interview. It has a number of features designed to make your life easier.

- The screens are laid out in a standardized manner.
- Each text color has a purpose.
- The text formats have a purpose.
- Special function and navigation keys will help you move around easily in the instrument.
Screen layout. As shown in the example below (Exhibit 4-6), the screen is divided into three sections:

- **Question pane** – the cream-colored background area at the top of the screen where the questions and interviewer instructions appear.
- **Response choice pane** – the middle area in the part of the screen where the response choices are listed.
- **Answer pane** – the area at the bottom of the screen that contains the question names and fields for recording responses.

Exhibit 4-6. Screen layout
**Text features.** Black text is used for all question text and response items. Blue text is used for interviewer instructions, which are in brackets and in upper case. Words that you need to emphasize in the questions and frequently reported responses are printed in bold type (Exhibit 4-7).

**Exhibit 4-7. Text features**

<table>
<thead>
<tr>
<th>Intake</th>
<th>Sorted_RFL</th>
<th>Navigation_Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terri (35, F), Yr10.s233.v1 (333) 555-7777</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broccoli, 6:30 PM, dinner, 6:30 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was it regular or low sodium?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Low sodium
2. Regular
3. Other, Specify

**Header information.** There are two types of header information: (1) Demographics Header, which includes name, age, and gender, and (2) Food Header, which includes the food name, time, and occasion (Exhibit 4-8).

**Exhibit 4-8. Header information**

<table>
<thead>
<tr>
<th>Intake</th>
<th>Sorted_RFL</th>
<th>Navigation_Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terri (35, F), Yr10.s233.v1 (333) 555-7777</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broccoli, 6:30 PM, dinner, 6:30 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[PRESS 1, ENTER AND END.]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Function keys. The AMPM program includes specific function keys to provide shortcuts for the interviewing process. These keys are described below.

- **F1 (Help)** – used to call up the source Help screen as shown in Exhibit 4-9.

Exhibit 4-9. F1 (Help)
**F6 (Remark box)** – used to make a remark or comment. When you press F6 you will get this remark box (Exhibit 4-10). The box is associated with the field your cursor is in when you press F6. So, if you need to further explain something the respondent has said, press F6 to access the remark box and type in the information.

If you want to make a remark about a food that you have already completed, go back to the RFL, put the cursor on the food in the food list using your **mouse**, and press F6 to make your remark. If the RFL food is greyed out, you can only highlight it by clicking on the mouse as you place it over the food field.

**Exhibit 4-10. F6 (Remark box)**
- **F7 (Refusal)** – used to record a refusal to a particular question. When you press F7, the program will enter an exclamation mark (!) in the field (Exhibit 4-11) where you’ve put the cursor.

Exhibit 4-11. F7 (Refused)

<table>
<thead>
<tr>
<th>1. Bagel bites</th>
<th>4. Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. English muffin pizza</td>
<td>5. Pizza bagel</td>
</tr>
<tr>
<td>3. French bread pizza</td>
<td>6. Pizza bites</td>
</tr>
</tbody>
</table>

- **F8 (DK)** – used to record a DK response. When you press F8, the program will put a question mark into the field (Exhibit 4-12) where you’ve put the cursor. DK is an acceptable answer.

Exhibit 4-12. F8 (DK)

<table>
<thead>
<tr>
<th>1. Bagel bites</th>
<th>4. Pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. English muffin pizza</td>
<td>5. Pizza bagel</td>
</tr>
<tr>
<td>3. French bread pizza</td>
<td>6. Pizza bites</td>
</tr>
</tbody>
</table>
- **F9 (access sorted RFL)** – used to access the sorted RFL. Foods that have been collected with details are sorted chronologically. This feature is very helpful during the interview because it helps you keep track of where you are. You will also refer to it when you need to document the time and occasion for a “same as” food. Finally, you can use it to confirm whether you added or misreported a food correctly. For example, in the screen below (Exhibit 4-13), the space between breakfast and lunch indicates a food was misreported.

Exhibit 4-13. F9 (Access sorted RFL)

<table>
<thead>
<tr>
<th>Intake</th>
<th>Sorted_RFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terri (35, F)</td>
<td>12.001.IN.01.002 (333) 555-7777</td>
</tr>
<tr>
<td>Oj, 7:00 AM, breakfast</td>
<td></td>
</tr>
<tr>
<td>Macaroni and cheese, 12:30 PM, lunch</td>
<td></td>
</tr>
<tr>
<td>Applesauce, 12:30 PM, lunch</td>
<td></td>
</tr>
<tr>
<td>Chicken, 6:30 PM, dinner</td>
<td></td>
</tr>
<tr>
<td>Ice tea, 6:30 PM, dinner</td>
<td></td>
</tr>
<tr>
<td>Broccoli, 6:30 PM, dinner</td>
<td></td>
</tr>
</tbody>
</table>

- **F10 (return to RFL)** – used to return to the RFL at any point in the interview. The first time you access this screen (Exhibit 4-14) you will need to enter the letters “rfl.” After that the field will be automatically filled, and you will only need to press Enter. Use this function key when you need to add a food to the RFL or make a remark on a food that you have already collected.

Exhibit 4-14. F10 (Return to RFL)
- **F11 (Language)** – used to select the language of choice. All questions except the food probes in the Detail and Review cycle have been translated to Spanish (Exhibit 4-15). You will not use the Help language selection.

  Exhibit 4-15. Language

  ![Form Languages](image)

  - **Ctrl+H (HH)** – used to access a roster of HH SPs. This is important when you want to indicate the ID number of another household member who ate the same food reported by the SP. By accessing this roster (Exhibit 4-16) you can document the pertinent information.

  Exhibit 4-16. Ctrl + H (HH)

  ![HHRoster](image)

<table>
<thead>
<tr>
<th>1</th>
<th>DEEBIE</th>
<th>Female</th>
<th>39 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>JEFF</td>
<td>Male</td>
<td>36 years</td>
</tr>
<tr>
<td>3</td>
<td>CAiley</td>
<td>Female</td>
<td>2 years</td>
</tr>
<tr>
<td>4</td>
<td>NICHOLAS</td>
<td>Male</td>
<td>4 years</td>
</tr>
</tbody>
</table>
- **End** – used to take you to the next appropriate questions. It will be your primary navigation key. When you return to the RFL to enter a food, you will use the END key to get you to the place you left (Exhibit 4-17).

Exhibit 4-17. End

- **Arrow keys** – used to help you move through the instrument.
  - **Down arrow and right arrow** – move forward.
  - **Down arrow** – enter foods on the RFL.
  - **Up and left arrow** – back track to a question.
Parallel tab – used to access sorted RFL. The parallel tab is at the top of the screen on the left side. You can access this tab at any time throughout the interview. To exit the parallel tab and get back to your place in the instrument, click on the Intake tab to the far left (Exhibit 4-18).

Exhibit 4-18. Parallel tab

<table>
<thead>
<tr>
<th>Intake</th>
<th>Sorted_RFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terri (35, F).</td>
<td>I2.901.IN.01.002 (333) 555-7777</td>
</tr>
<tr>
<td>Oj, 7:00 AM, breakfast</td>
<td></td>
</tr>
<tr>
<td>Macaroni and cheese, 12:30 PM, lunch</td>
<td></td>
</tr>
<tr>
<td>Applesauce, 12:30 PM, lunch</td>
<td></td>
</tr>
<tr>
<td>Chicken, 6:30 PM, dinner</td>
<td></td>
</tr>
<tr>
<td>Ice tea, 6:30 PM, dinner</td>
<td></td>
</tr>
<tr>
<td>Broccoli, 6:30 PM, dinner</td>
<td></td>
</tr>
</tbody>
</table>

4.1.3 Turning Computer On and Accessing the Program

When you turn on the computer (Exhibit 4-19) you will be in the wrapper program and will see an ISIS title screen. You will be prompted for your USERID (Lastname_F). You will also be asked to enter your password. You will be given the password by the systems coordinator.

Exhibit 4-19. ISIS Logon screen
During the session, the coordinator will assign an SP to your room. A small rectangular box will appear on your screen indicating that an SP has been assigned. The SP’s name will appear in the box along with any message from the coordinator. There is also a space in this box for you to respond to the coordinator if necessary. Simply click “OK” (or press Enter) to notify the coordinator that you received the message.

A new screen with icons across the top will appear on the screen (Exhibit 4-20). To accept the SP information, you will click on the New Interview icon at the top left of the screen, which looks like a closed file box with a yellow “star” on it. A box will open that contains a description of the SP including name, age, gender, and date of birth of the respondent.

When the SP enters the dietary interview room, you will first use the barcode wand to read the barcode on the SP’s Information Sheet. If the wand cannot read the barcode, type the 6-digit number manually. This will inform the computer that the SP has arrived. You should confirm with the respondent that the name on the screen is correct. Then, using the mouse, move the cursor to the bottom of the screen and click on “OK.”

Exhibit 4-20. New interview and SP description screen

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**Exhibit 4-20. New interview and SP description screen**

**Blank Screen**

**SP Description Screen**
The next screen (Exhibit 4-21) asks whether the interview is a “back-to-back” interview. Back-to-back interviews are interviews completed with the same respondent, one right after the other, for example, when an SP does his or her own recall and then acts as the proxy for his or her young child. Only select “Yes” when the respondent is the same respondent from the prior interview.

Exhibit 4-21. Back-to-back interview screen
5. CONDUCTING THE 24-HOUR DIETARY RECALL INTERVIEW

This section of the manual contains detailed step-by-step instructions for conducting the 24-hour dietary recall interview using the USDA automated multiple pass method (AMPM) instrument. In order to avoid repetition, once a task has been described, it will be referenced later in a less detailed fashion. Each section of this manual builds upon the previous one; review each section carefully before going further.

5.1 Introduction of the 24-Hour Dietary Recall using the USDA Automated Multiple Pass (AMPM) Instrument

The dietary interview is comprised of three sections: the Dietary Recall section, the Supplement and Antacid section, and the Post-Recall section. The Dietary Recall section includes the 24-hour dietary recall and a set of health-related and data retrieval questions. The Supplement section asks the SP about supplements and antacids taken the previous day. The Post-Recall section includes a set of observation questions for you to complete.

With the exception of a few entry screens, all of the Dietary Recall section of the interview is collected using the AMPM program in the Blaise software and the Supplements and Antacids are collected using Blaise as well. All of the Post-Recall section is collected using the wrapper program. The status code for each section is also collected in the wrapper.

The 24-hour dietary recall collects a list of all the foods and beverages an SP consumed within a 24-hour period; the time of consumption and the name of the eating occasion; detailed food descriptions and amounts of the reported foods; where it was obtained; and whether it was eaten at home or not. The recall is followed by a set of health-related questions. The data will be collected using the new USDA AMPM instrument. Information collected from the 24-hour dietary recall will be coded and linked to a database of foods and their nutrient composition. Calculations of total daily nutrient intakes will be derived from these data. The information obtained will be used to describe the food and nutrient intake of the population.
The health-related questions collect information about the SP’s usual intake, the source of their tap water, the use of salt at the table and during preparation, as well as special diet information.

5.2 Key Features of the 24-Hour Dietary Recall

The 24-hour dietary recall is divided into five steps that collect different kinds of information about foods consumed during the 24-hour period of the previous day. The different steps encourage respondents to think about their intake in different ways and from different perspectives. This methodology is designed to maximize respondents’ opportunities for remembering and reporting foods they have eaten.

The five steps are summarized below.

Step 1. The Quick List is the first step and is designed to get a quick report of easily remembered foods. The interviewer first defines the task for the SP:

*First we’ll make a list of the foods you ate and drank yesterday, (DAY) It may help you remember what you ate by thinking about where you were, who you were with, or what you were doing, like working, eating out, or watching television.*

*Please tell me everything you had to eat and drink all day yesterday, (DAY) from midnight to midnight. Include everything you had at home and away, even snacks, coffee, soft drinks, water, and alcoholic beverages. I’ll ask you for specific details and amounts of the foods in a few minutes. At this time, just tell me what you had.*

Step 2. The Forgotten Foods List is the second step. In this step you will encourage SPs to think about specific categories of foods that are frequently forgotten. The categories include non-alcoholic beverages, alcoholic beverages, sweets, snacks, fruits/vegetables/cheese, and breads.

Step 3. The Time and Occasion questions are the third step. They are designed to encourage additional recall and reporting by helping respondents think about their eating patterns over the past 24 hours.
Step 4. The Detail and Review Cycle is the fourth step. This step includes the following:

a) Probes for food descriptions and food amounts (from Food Categories);

b) A probe for the source of each food (RECSource), that is, where the food was obtained;

c) A review of each occasion (RECRviewofEvent) to see if the SP remembers any additional foods;

d) A probe for where each occasion was eaten (RECEventLocation); and

e) A review of the period between occasions (RECBetweenIntervalProbe) to see if the SP remembers any additional foods.

Each food in an occasion goes through a and b and then the program cycles each occasion through c, d, and e before taking you to the 5th step.

Remainder foods are probed after the last interval probe. Remainder foods are foods the SP remembers during the interview that were consumed before the time period being discussed. Remainder foods will be stored by the AMPM until the end of the Recall portion of the interview to maintain the flow of chronological order.

Step 5. The Final Review probe is the last step. This step concludes the 24-hour recall portion of the interview by asking SPs one more time if they can remember anything else they ate or drank in the previous day.
5.3 Introduction to Respondent

The first screen you will see (Exhibit 5-1) asks about the food model guides. Since this is an in-person dietary interview, the models are in front of the respondent. Therefore, always enter “1” and continue to the next screen, which introduces the Quick List.

Exhibit 5-1. Have food model guides screen
5.4 Step 1: The Quick List Pass (QL)

The QL pass is the first step of the instrument. It introduces the SP to the concept of the 24-hour dietary recall and collects all the foods they remember eating.

The next screen (Exhibit 5-2) asks the respondent to recall all of the foods and beverages they ate and drank the day before the interview. You must read the statement verbatim. Press “1” and ENTER to continue with the rest of the QL Introduction.

Exhibit 5-2. Recall foods and beverages screen
The third screen, the Respondent Food List (RFL) screen (Exhibit 5-3), is where you record all the QL foods. You will read the statement at the top and enter the food information in the FoodName column. This screen is a grid and consists of five columns that you will use to enter information.

On the RFL screen you will enter the food name and may enter any helpful comments (if time permits), times, or occasions that the respondent reports. You will return to this screen later to collect the times and occasions for every food reported at the QL pass.

Exhibit 5-3. RFL screen

Read the statement exactly as it is written on the screen. The SP must understand that you are interested in everything they ate or drank during the 24 hours of the previous day, from midnight to midnight. If the SP does not understand the time frame, re-explain, guiding the SP to “Yesterday’s Food Intake... Midnight to Midnight” card (Exhibit 5-4). For example, for an interview on Thursday, you might say, “We’ll be talking about the period from 12 midnight, Wednesday night, all day yesterday, until 12 midnight, last night.” The exact time period is from 12:00 midnight to 11:59 PM.
Exhibit 5-4. Yesterday’s food intake card

Yesterday's Food Intake ...

Emphasize that the respondent is to tell you everything they ate or drank including snacks and food they ate or drank at home or away from home. You do not need to collect information about vitamins and mineral supplements in a pill or liquid form. Do not interrupt or probe while the respondent is listing the foods on the QL pass. However, if you cannot understand the respondent or if they report their foods too fast for you to enter them, you may ask them to repeat or clarify what they’ve said.
**Column 1. FoodName Column.** Notice that the cursor is in a blank field in the FoodName column, which is the first column of the RFL. Foods reported by respondents are entered in this column (Exhibit 5-5).

Exhibit 5-5. Food name column

As you begin to type a food name, you will access the Main Food List (MFL). The MFL is a list of over 2,600 foods that you will use any time you enter foods on the RFL (Exhibit 5-6). (See Section 5.4.1 for details on the MFL.)

Exhibit 5-6. Trigram search
In most cases, you must enter at least three letters of a food name to access the MFL. In general, the more letters entered, the greater the likelihood of a match. However, certain two-letter abbreviations will access frequently reported foods. (See Section 5.4.1 for details on MFL search strategies.)

If the highlighted food is not a match, use the DOWN ARROW key to scroll down the list and select the food that is the best match for what the respondent reported. Once the food is highlighted, press the ENTER key to select the highlighted food. The food will be placed in the RFL FoodName field (Exhibit 5-7).

To get to the next available FoodName field, use the DOWN ARROW key. If the respondent changes a reported food, or if you have selected an incorrect food, use the UP ARROW key to go back to the original food line and enter the change or enter “Error” to delete it.

Exhibit 5-7. RFL screen, columns 2-4
**Column 2. Comment Field.** The Comment field is for your use only. You can enter any information the SP reports about a food that will be helpful later. For example, if the SP reports “rice with gravy,” enter “rice” in the Quick List and “gravy” in comments.

**Columns 3 & 4. Time and Occasion Fields.** Respondents may report an eating time and/or occasion as they remember what they ate. You may enter this information in either the comment field or the time and occasion fields. Press the ENTER key to go across the screen to the appropriate field. Do not ask for the times or eating occasions of any foods while on the Quick List pass. Procedures for entering the Time and Occasion are discussed in more detail in Section 5.6.

As you move through the QL Pass, try not to interrupt SPs while they report their foods, but use the information provided to help you select the best choice from the Main Food List. You may ask respondents to restate or clarify a food if you do not understand them.

Your goal during the QL Pass is to let respondents report everything they ate or drank. If respondents seem unable to recall what they ate in the 24-hour period (or for a particular eating occasion), use a prompt. For example, you can say something like, “Perhaps it will help you to think about where you were on Wednesday” or “Perhaps it will help if you think about what you were doing at that time.” Be careful, however, not to use probes that suggest specific meals or foods such as, “What did you have for breakfast?” or “Do you usually have orange juice first?”

It is crucial that respondents really understand what is being asked. Explain the procedure carefully and let the respondents know that you will be patient while they try to recall the information.

**5.4.1 The Main Food List (MFL)**

The Main Food List (MFL) is a list of more than 2,600 foods from which you will select foods eaten by the SP during the previous 24 hours. The MFL links the food to the appropriate category of probes needed. The MFL lists foods in the ways respondents will likely report them. The goal when searching the MFL is to find a food quickly and, if possible, get a “direct hit.” A direct hit occurs when the letters you enter bring up the food you want.
The USDA AMPM program searches for foods on the MFL through a mechanism called “Trigram searching.” “Trigram searching” operates basically as a word-matching process initiated after you type in all or part of a food name. The combination of letters you type in is called a “search term.” After a search term has been entered, the trigram search mechanism finds all foods that have three-letter combinations of the search term. For example, if you type in the word “French fries” the trigram will search for the following three-lettered combinations: FRE, REN, ENC, NCH, CH_, H_, F_FR, FRI, RIE, and IES. The program will display all foods that have this combination of letters.

As shown below (Exhibit 5-8), typing in only part of the word “French fries” (Fren Fri) brought up “French Fries” at the top of the list (a direct hit). The search also brought up all foods containing the three-lettered combinations of the word “Fren Fri,” including foods not associated with french fries such as “Chicken fricassee.”

Exhibit 5-8. Main Food List (MFL)
As illustrated above, the trigram uses spaces and characters in the word(s) you have typed to search. Typing fewer letters or two words with no space will bring up a different combination of letters. For example, typing “Fre fri” brings up “home fries.” Typing “toa” brings up “Texas toast” but typing “toast” brings up “toast.” As you become more familiar with the MFL, you will learn which strategies are best for you when searching for foods on the MFL.

5.4.1.1 Strategies for Searching

There are a number of strategies you can use to quickly and accurately find the correct food on the MFL. These include:

- Entering words or partial words that uniquely identify a food (e.g., “wat add” for “water as an addition;” “cof” for coffee). See table on next page.
- Learning efficient search terms for the most frequently reported foods (e.g., “1 milk” for “1% milk,” “toast” for “toast,” and “grapef ju” for grapefruit juice.);
- Entering generic food names (e.g., “soda” instead of “caffeine-free soda,” “Happy Meal” instead of “McDonalds Happy Meal”) when you know that level of detail is not on the MFL;
- Entering food and brand name abbreviations (e.g., “oj” for “orange juice,” and “pbj” for “peanut butter and jelly sandwich;
- Entering eating occasions and places (e.g., “appetizers,” “school lunch,” and “Chinese food”) if the respondent does not give you specific foods on the QL; and
- Entering place holders for unknown foods and situations when the SP was fasting.

These strategies are discussed below:

Unique Identifiers for Frequently Reported Foods - Becoming familiar with the most frequently reported foods will save you time when entering foods into the RFL. Following is a list of foods that were reported most frequently in USDA’s Continuing Survey of Food Intakes by Individuals (CSFII) conducted in 1994-96, along with their appropriate search term (Exhibit 5-9).
Exhibit 5-9. Table of unique identifiers on MFL

<table>
<thead>
<tr>
<th>FOOD</th>
<th>SEARCH STRING</th>
<th>FOOD</th>
<th>SEARCH STRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>app</td>
<td>Half and half</td>
<td>half</td>
</tr>
<tr>
<td>Banana</td>
<td>ban</td>
<td>Hot dog</td>
<td>hot</td>
</tr>
<tr>
<td>Beer</td>
<td>beer</td>
<td>Ice cream</td>
<td>ice cre</td>
</tr>
<tr>
<td>Bread</td>
<td>bre</td>
<td>Jam</td>
<td>jam</td>
</tr>
<tr>
<td>Brownie</td>
<td>brow</td>
<td>Jelly</td>
<td>jelly</td>
</tr>
<tr>
<td>Burger</td>
<td>burg</td>
<td>Juice</td>
<td>jui</td>
</tr>
<tr>
<td>Butter</td>
<td>butt</td>
<td>Lettuce</td>
<td>lett</td>
</tr>
<tr>
<td>Cake</td>
<td>cak</td>
<td>Luncheon meat</td>
<td>lunchm</td>
</tr>
<tr>
<td>Cantaloupe</td>
<td>cant</td>
<td>Margarine</td>
<td>marg</td>
</tr>
<tr>
<td>Carrots</td>
<td>carr</td>
<td>Mayonnaise</td>
<td>mayo</td>
</tr>
<tr>
<td>Cereal</td>
<td>cereal</td>
<td>Milk</td>
<td>mil</td>
</tr>
<tr>
<td>Cheerios</td>
<td>cheerio</td>
<td>Onions</td>
<td>oni</td>
</tr>
<tr>
<td>Cheese</td>
<td>cheese</td>
<td>Orange juice</td>
<td>oj OR ora jui</td>
</tr>
<tr>
<td>Cheddar cheese</td>
<td>chedd</td>
<td>Pancake</td>
<td>panc</td>
</tr>
<tr>
<td>Chicken</td>
<td>chicken</td>
<td>Peanut butter</td>
<td>pea but</td>
</tr>
<tr>
<td>Chips</td>
<td>chips</td>
<td>Pickle</td>
<td>pic</td>
</tr>
<tr>
<td>Coffee</td>
<td>cof</td>
<td>Pie</td>
<td>pie</td>
</tr>
<tr>
<td>Coke</td>
<td>cok</td>
<td>Pizza</td>
<td>piz</td>
</tr>
<tr>
<td>Cola</td>
<td>col</td>
<td>Potato</td>
<td>pota</td>
</tr>
<tr>
<td>Cookie</td>
<td>coo</td>
<td>Potato chips</td>
<td>pot chips</td>
</tr>
<tr>
<td>Corn flakes</td>
<td>corn fl</td>
<td>Pretzel</td>
<td>pre</td>
</tr>
<tr>
<td>Crackers</td>
<td>crac</td>
<td>Rice</td>
<td>ric</td>
</tr>
<tr>
<td>Cream</td>
<td>cre</td>
<td>Roll</td>
<td>rol</td>
</tr>
<tr>
<td>Egg</td>
<td>egg</td>
<td>Sausage</td>
<td>saus</td>
</tr>
<tr>
<td>Frankfurter</td>
<td>fran</td>
<td>Sugar</td>
<td>sug</td>
</tr>
<tr>
<td>French fries</td>
<td>fren frie</td>
<td>Soft drink</td>
<td>sof dri</td>
</tr>
<tr>
<td>Fries</td>
<td>fren frie</td>
<td>Soda</td>
<td>sod</td>
</tr>
<tr>
<td>Fruit</td>
<td>fru</td>
<td>Syrup</td>
<td>syr</td>
</tr>
<tr>
<td>Fruit punch</td>
<td>fru pun</td>
<td>Tea</td>
<td>tea</td>
</tr>
<tr>
<td>Fruit drink</td>
<td>fruit dri</td>
<td>Tomatoes</td>
<td>toma</td>
</tr>
<tr>
<td>Grapes</td>
<td>grasp</td>
<td>Vegetables</td>
<td>veg</td>
</tr>
<tr>
<td>Ground beef</td>
<td>gro bee</td>
<td>Water as addition</td>
<td>wat add</td>
</tr>
<tr>
<td>Gravy</td>
<td>gra</td>
<td>Wine</td>
<td>wine</td>
</tr>
<tr>
<td>Ham</td>
<td>ham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamburger</td>
<td>hamb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Generic Food Names.** The MFL contains a number of generic foods such as “milk,” “bread,” and “soda” that you can use to get a “direct hit” if you are unsure whether the reported food is on the MFL. For example, if a respondent reports anadama bread and you are unsure how to enter the food name, you may enter “bread” and write “anadama” in the comments field. Following is a list of the generic foods in the MFL (Exhibit 5-10).

Exhibit 5-10. Generic food names

<table>
<thead>
<tr>
<th>Generic Foods</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholic drink</td>
<td>Fast food sandwich</td>
</tr>
<tr>
<td>Alcoholic mixed drink</td>
<td>Fish</td>
</tr>
<tr>
<td>Appetizer</td>
<td>Flavored drink</td>
</tr>
<tr>
<td>Baby formula</td>
<td>Formula</td>
</tr>
<tr>
<td>Bread</td>
<td>Frozen breakfast</td>
</tr>
<tr>
<td>Breakfast bar</td>
<td>Fruit</td>
</tr>
<tr>
<td>Cake</td>
<td>Hamburger</td>
</tr>
<tr>
<td>Candy</td>
<td>Happy meal</td>
</tr>
<tr>
<td>Casserole</td>
<td>Hot Cereal</td>
</tr>
<tr>
<td>Cereal</td>
<td>Ice cream</td>
</tr>
<tr>
<td>Cereal bar</td>
<td>Juice</td>
</tr>
<tr>
<td>Cheese</td>
<td>Kids meal</td>
</tr>
<tr>
<td>Chicken</td>
<td>Liquor</td>
</tr>
<tr>
<td>Chinese food</td>
<td>Meal replacement bar</td>
</tr>
<tr>
<td>Chips</td>
<td>Meal replacement drink</td>
</tr>
<tr>
<td>Coffee</td>
<td>Meal replacement powder</td>
</tr>
<tr>
<td>Cookie</td>
<td>Meat</td>
</tr>
<tr>
<td>Crackers</td>
<td>Mexican food</td>
</tr>
<tr>
<td>Cream</td>
<td>Milk</td>
</tr>
<tr>
<td>Curry</td>
<td>Milkshake</td>
</tr>
<tr>
<td>Dessert</td>
<td>Mixed drink</td>
</tr>
<tr>
<td>Dip</td>
<td>Nonalcoholic drink</td>
</tr>
<tr>
<td>Drink</td>
<td>Nuts</td>
</tr>
<tr>
<td>Dumpling</td>
<td>Oil</td>
</tr>
<tr>
<td>Egg</td>
<td>Pasta</td>
</tr>
<tr>
<td>Fast food biscuit</td>
<td>Pastry</td>
</tr>
</tbody>
</table>

5-14
### Exhibit 5-10. Generic food names (continued)

<table>
<thead>
<tr>
<th>Generic Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pie</td>
</tr>
<tr>
<td>Pizza</td>
</tr>
<tr>
<td>Pop</td>
</tr>
<tr>
<td>Poultry</td>
</tr>
<tr>
<td>Powdered breakfast drink</td>
</tr>
<tr>
<td>Protein powder</td>
</tr>
<tr>
<td>Protein supplement drink</td>
</tr>
<tr>
<td>Pudding</td>
</tr>
<tr>
<td>Punch</td>
</tr>
<tr>
<td>Rice</td>
</tr>
<tr>
<td>Salad</td>
</tr>
<tr>
<td>Salad bar</td>
</tr>
<tr>
<td>Salad dressing</td>
</tr>
<tr>
<td>Sandwich</td>
</tr>
<tr>
<td>Sauce</td>
</tr>
<tr>
<td>Seafood</td>
</tr>
<tr>
<td>Seeds</td>
</tr>
<tr>
<td>Shake</td>
</tr>
</tbody>
</table>

**Abbreviations.** Abbreviations are used throughout the MFL and can be classified into four categories:

- **Food Names** such as “oj” for Orange juice;
- **Forms** of food such as “bbq” for Barbeque;
- **Brand names** such as “KFC” for Kentucky Fried Chicken and “TCBY” for The Country’s Best Yogurt; and
- **Descriptive terms** such as “w” for with.
The table below (Exhibit 5-11) contains a complete list of abbreviations. It is essential that you learn these abbreviations to ensure you match the reported foods with a food on the MFL. Keep in mind that these abbreviations are used everywhere possible. For example, the abbreviation “bbq” is used when an SP reports eating “barbeque” and also when an SP reports eating “bbq ribs” (barbecued ribs). Note that when searching for a food, you may enter either upper case or lower case. Upper case is used in the MFL to provide you with visual cues on the screen.

### Exhibit 5-11. Table of abbreviations on MFL

<table>
<thead>
<tr>
<th>MFL Abbreviation</th>
<th>MFL Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 milk</td>
<td>1% milk</td>
</tr>
<tr>
<td>2 milk</td>
<td>2% milk</td>
</tr>
<tr>
<td>Bbq</td>
<td>Barbecue</td>
</tr>
<tr>
<td>BLT</td>
<td>Bacon, lettuce, and tomato sandwich</td>
</tr>
<tr>
<td>Din</td>
<td>Dinner</td>
</tr>
<tr>
<td>KFC</td>
<td>Kentucky Fried Chicken</td>
</tr>
<tr>
<td>lite</td>
<td>Light</td>
</tr>
<tr>
<td>oj</td>
<td>Orange juice</td>
</tr>
<tr>
<td>PB</td>
<td>Peanut butter sandwich</td>
</tr>
<tr>
<td>pbj sandwich</td>
<td>Peanut butter and jelly sandwich</td>
</tr>
<tr>
<td>TCBY</td>
<td>The Country’s Best Yogurt</td>
</tr>
<tr>
<td>w</td>
<td>With</td>
</tr>
</tbody>
</table>

**Ethnic Foods.** There are many ethnic foods on the MFL, particularly Mexican and Chinese foods. The foods are listed below (Exhibits 5-12 and 5-13). You should familiarize yourself with these lists so that you can enter the ethnic food as it is reported. However, generic names of foods are also available.
Exhibit 5-12. Table of Mexican foods on MFL

<table>
<thead>
<tr>
<th>Mexican Foods</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asopao de gandules</td>
<td>Pozole soup</td>
</tr>
<tr>
<td>Bean burrito</td>
<td>Mexican rice</td>
</tr>
<tr>
<td>Bean enchilada</td>
<td>Sopa seca dry noodle soup</td>
</tr>
<tr>
<td>Beef and bean burrito</td>
<td>Minestrone soup</td>
</tr>
<tr>
<td>Beef burrito</td>
<td>Mondongo soup</td>
</tr>
<tr>
<td>Beef enchilada</td>
<td>Pupusa</td>
</tr>
<tr>
<td>Beef fajita</td>
<td>Quesadilla</td>
</tr>
<tr>
<td>Beef flauta</td>
<td>Soft taco</td>
</tr>
<tr>
<td>Beef taco</td>
<td>Sopa Seca de Fideo</td>
</tr>
<tr>
<td>Beef tostada</td>
<td>Sopa caldo de Res</td>
</tr>
<tr>
<td>Breakfast burrito</td>
<td>Sopa caldo de pollo</td>
</tr>
<tr>
<td>Burrito</td>
<td>Sopa de Albondigas</td>
</tr>
<tr>
<td>Chalupa</td>
<td>Sopa de Fideo Aguada</td>
</tr>
<tr>
<td>Cheese burrito</td>
<td>Sopa de ajo</td>
</tr>
<tr>
<td>Cheese enchilada</td>
<td>Sopa de carne y fideos</td>
</tr>
<tr>
<td>Cheese quesadilla</td>
<td>Sopa de pescado</td>
</tr>
<tr>
<td>Chicken burrito</td>
<td>Sopa de platano</td>
</tr>
<tr>
<td>Chicken enchilada</td>
<td>Sopa de pollo con arroz</td>
</tr>
<tr>
<td>Chicken fajita</td>
<td>Sopa de tortilla</td>
</tr>
<tr>
<td>Chicken flauta</td>
<td>Sopa ranchera</td>
</tr>
<tr>
<td>Chicken taco</td>
<td>Sopa seca de arroz</td>
</tr>
<tr>
<td>Chicken tostada</td>
<td>Sopes</td>
</tr>
<tr>
<td>Chilaquile</td>
<td>Steak fajita</td>
</tr>
<tr>
<td>Chimichanga</td>
<td>Taco</td>
</tr>
<tr>
<td>Enchilada</td>
<td>Tamale</td>
</tr>
<tr>
<td>Fajita</td>
<td>Taquito</td>
</tr>
<tr>
<td>Flauta</td>
<td>Tostada</td>
</tr>
<tr>
<td>Gordita</td>
<td>Vegetable fajita</td>
</tr>
<tr>
<td>Menudo soup</td>
<td></td>
</tr>
</tbody>
</table>
### Exhibit 5-13. Table of Chinese foods on MFL

<table>
<thead>
<tr>
<th>Chinese Food</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Almond chicken Chinese</td>
<td>Moo shi</td>
</tr>
<tr>
<td>Beef and broccoli Chinese</td>
<td>Moo shi pork</td>
</tr>
<tr>
<td>Beef fried rice</td>
<td>Nissin noodle soup</td>
</tr>
<tr>
<td>Beef lo mein</td>
<td>Orange beef Chinese</td>
</tr>
<tr>
<td>Beef w vegetables Chinese</td>
<td>Orange chicken Chinese</td>
</tr>
<tr>
<td>Cashew chicken</td>
<td>Pad thai noodles</td>
</tr>
<tr>
<td>Chicken chow mein</td>
<td>Pepper steak</td>
</tr>
<tr>
<td>Chicken fried rice</td>
<td>Pork fried rice</td>
</tr>
<tr>
<td>Chicken lo mein</td>
<td>Pork lo mein</td>
</tr>
<tr>
<td>Chicken teriyaki</td>
<td>Pork w vegetables Chinese</td>
</tr>
<tr>
<td>Chicken w broccoli Chinese</td>
<td>Pot sticker</td>
</tr>
<tr>
<td>Chicken w vegetables Chinese</td>
<td>Sesame beef</td>
</tr>
<tr>
<td>Chinese rice</td>
<td>Sesame chicken</td>
</tr>
<tr>
<td>Chinese string beans</td>
<td>Sesame pork</td>
</tr>
<tr>
<td>Chop suey</td>
<td>Shrimp fried rice</td>
</tr>
<tr>
<td>Chow mein</td>
<td>Shrimp lo mein</td>
</tr>
<tr>
<td>Crab Rangoon</td>
<td>Shrimp teriyaki</td>
</tr>
<tr>
<td>Dim sum</td>
<td>Shrimp toast</td>
</tr>
<tr>
<td>Double cooked pork</td>
<td>Shrimp w lobster sauce</td>
</tr>
<tr>
<td>Egg drop soup Chinese</td>
<td>Shrimp w vegetables Chinese</td>
</tr>
<tr>
<td>Egg foo young</td>
<td>Spring roll</td>
</tr>
<tr>
<td>Egg roll</td>
<td>Steak teriyaki</td>
</tr>
<tr>
<td>Fried rice</td>
<td>Stir fry</td>
</tr>
<tr>
<td>Garden roll</td>
<td>Summer roll</td>
</tr>
<tr>
<td>Garlic chicken Chinese</td>
<td>Sweet and sour beef</td>
</tr>
<tr>
<td>General Tso’s</td>
<td>Sweet and sour chicken</td>
</tr>
<tr>
<td>General Tso’s chicken</td>
<td>Sweet and sour pork</td>
</tr>
<tr>
<td>Hot and sour soup Chinese</td>
<td>Sweet and sour shrimp</td>
</tr>
<tr>
<td>Hunan beef</td>
<td>Szechuan beef</td>
</tr>
<tr>
<td>Hunan chicken</td>
<td>Szechuan chicken</td>
</tr>
<tr>
<td>Hunan pork</td>
<td>Szechuan pork</td>
</tr>
<tr>
<td>Hunan shrimp</td>
<td>Szechuan shrimp</td>
</tr>
<tr>
<td>Kung Pao</td>
<td>Tofu w vegetables</td>
</tr>
<tr>
<td>Kung Pao chicken</td>
<td>Vegetable fried rice</td>
</tr>
<tr>
<td>Lemon chicken Chinese</td>
<td>Vegetarian egg roll</td>
</tr>
<tr>
<td>Lo mein</td>
<td>Vegetable lo mein</td>
</tr>
<tr>
<td>Lumpia</td>
<td>Wonton</td>
</tr>
<tr>
<td>Miso soup</td>
<td>Wonton soup</td>
</tr>
<tr>
<td>Moo goo gai pan</td>
<td></td>
</tr>
</tbody>
</table>
The MFL also includes a number of other ethnic foods such as Indian and Vietnamese foods. If you cannot find the food the respondent reports in the MFL, you can enter the ethnicity, such as “Indian,” “Chinese,” and “Mexican” and get a list of many of the foods common to those countries. If the food you are looking for does not come up right away, enter the generic version of the food (e.g., “soup,” “appetizer,” “beverage,” “casserole,” “vegetable”). If you do not know the generic version, enter the term “unknown food.” (See below in Exhibit 5-14.)

**Occasions/Places.** Popular eating occasions and places are listed on the MFL. If the respondent reports “appetizers” or a “fish fry” you may enter these terms on the Quick List and then ask about the specific foods when you collect the food details for that occasion.

Exhibit 5-14. Table of occasions, places, and generic foods on the MFL

<table>
<thead>
<tr>
<th>Occasions/Places/Generic Foods on the MFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appetizers</td>
</tr>
<tr>
<td>Breakfast</td>
</tr>
<tr>
<td>Buffet</td>
</tr>
<tr>
<td>Chinese food</td>
</tr>
<tr>
<td>Church supper</td>
</tr>
<tr>
<td>Dessert</td>
</tr>
<tr>
<td>Dinner</td>
</tr>
<tr>
<td>Drink</td>
</tr>
<tr>
<td>Fasting</td>
</tr>
<tr>
<td>Fish fry</td>
</tr>
<tr>
<td>Happy meal</td>
</tr>
</tbody>
</table>

**Unknown Foods/Fasting.** When a respondent reports a food that is not on the MFL or is unfamiliar to you or to the respondent, and therefore difficult to fit into a generic food, you can select the term “Unknown food” from the MFL and make a note in the comment field. Later in the interview the AMPM will bring up probes to help you identify the food and enter the descriptive information. Do not ask the respondent to describe the food at the QL pass.
The MFL contains the term “fasting.” If SPs report that they fasted on the recall day, enter “Fasting” on the QL. Procedures for completing an interview for a fasting SP are discussed in Chapter 8. A copy of the MFL can be found in Appendix A.

5.4.2 Leaving the Quick List (QL) Pass

There are several steps you must follow before leaving the QL pass. First, once you have listed all the foods the respondent remembers, ask the “Anything Else?” probe. If the respondent reports any foods, list them on the next available line on the RFL. While collecting the Quick List, you can remove mistakenly reported foods by typing “Error” over the food name on the list or type over the incorrect food. Finally, on the last available line on the QL, type “XXX” and press ENTER twice to go to the next screen (Exhibit 5-15).

Exhibit 5-15. Leaving the QL pass

A maximum of 40 foods can be entered on the RFL. If more foods are reported, you will record them in the Remark Box (F6 function key). See Chapter 8 for details on recording 40+ foods.
5.5 Step 2: The Forgotten Foods List (FFL)

The Forgotten Foods List (FFL) is Step 2 of the instrument (Exhibit 5-16). It is comprised of seven probes: six of the probes ask about specific food groups and the seventh asks if the respondent remembers any other foods for the recalled day:

- **Beverages:** Coffee, tea, soft drinks, milk or juice
- **Other Drinks:** Beer, wine, cocktails, or other drinks
- **Sweets:** Cookies, candy, ice cream, or other sweets
- **Snacks:** Chips, crackers, popcorn, pretzels, nuts, or other snack foods
- **Fruits, Vegetables, Cheese:** Fruits, vegetables, or cheese
- **Breads:** Breads, rolls, or tortillas
- **Anything else**

Exhibit 5-16. Forgotten Foods List (FFL)

For each group of foods, type “1” (Yes), “2” (No), or “3” (Had other food(s)). If you enter “1” for Yes, the AMPM will take you back to the RFL to enter the remembered food(s). If you enter “2” for No, the AMPM will take you to the question about the next group of FFL foods. You will enter “3”
when the respondent remembers a food that does not belong in the group of foods for which you are probing. For example, if a respondent remembers eating bread when you are asking about remembered sweets, do not wait to enter the remembered bread at the Bread probe. Type “3” and the AMPM will take you back to the RFL to enter the food.

Notice that on the screen (Exhibit 5-17), there are boxes to the left of the response items. This indicates that you may choose more than one answer. There may be times a respondent remembers more than one food at an FFL probe and the foods may be associated with different FFL probes. For example, if the respondent at the Beverage category probe remembers drinking one soda and eating some potato chips, you will select both “1” for the soda and “3” for the potato chips. You can select both answers by using the mouse to click on the boxes or by inserting a space (or dash) between 1 and 3 (1 3; 1-3).

Exhibit 5-17. FFL – Code all that apply (CATA) responses
Questions such as this one, where the respondent can give more than one answer, are called Code All That Apply (CATA) questions. The boxes next to the response items distinguish these questions as CATA questions. One-answer questions have circles next to the response options. CATA questions can also be displayed in three other ways. They will be discussed in more detail later in this chapter.

Even though this is a CATA question, not all of the answers can be combined. An answer cannot be both “1 and 2” (Yes and No). If you accidentally recorded “1-2,” you will see the Edit Message below (Exhibit 5-18) and will need to correct your entry.

Exhibit 5-18. FFL – Edit messages for impossible answers

You will see Edit Messages throughout the AMPM Instrument. This particular message lets you know that the response items entered (Yes and No) are an impossible combination. As shown, a Hard Edit Message appears telling you that the response entered is invalid. It is called a “Hard” edit because entry of an impossible combination of responses is not permitted by the AMPM. When a Hard Edit Message comes up on the screen, you must re-enter the responses in order to continue with the interview. If you press ENTER when this message appears, the program will take you back to the question that needs to be changed. Edits are discussed in more detail later in this chapter.
When the SP remembers a food at one or more of the FFL probes, the program will take you back to the RFL to add the food(s). To leave the RFL screen, type “XXX” on the next available RFL line (Exhibit 5-19). Press ENTER twice and END to navigate to the next appropriate question. The steps are summarized below.

Exhibit 5-19. Type XXX to leave RFL

(1) Enter food on RFL;
(2) Ask “Anything Else?” probe (and enter new foods on the RFL);
(3) Type “XXX” and press ENTER twice;
(4) Press END.
Make sure the respondent understands that you are asking about foods *in addition* to the ones reported on the Quick List (Exhibit 5-20). Do not record duplicate foods. When you have finished reading the entire Forgotten Foods List, and recorded all remembered foods, the AMPM instrument will guide you to Step 3, the Time and Occasion Pass.

Exhibit 5-20. FFL – Anything else question
After the last probe of the FFL, “Anything Else?,” you will see an Edit screen (Exhibit 5-21) asking you to enter the time for the first reported food.

Exhibit 5-21. Edit screen to go to time and occasion pass

You may press ENTER or use the mouse to activate the Goto button to go to Step 3 in the interview to collect the Time and Occasion for all foods on the RFL.
5.6 Step 3: The Time and Occasion Pass (T/O)

The Time and Occasion pass is Step 3 of the AMPM (Exhibit 5-22). It asks the respondent times and eating occasions for each of the food items recorded in the RFL. The cursor will appear on the first blank time or occasion field. Time and Occasion are asked for each food in the order that the respondent reported the foods on the Quick List (QL) pass. If you recorded time and/or occasion for any foods during the QL pass, you can confirm the information as you go through the list of foods. You do not have to ask the time and/or occasion again. Also, when you confirm a time, use terms such as “in the morning,” “in the afternoon,” or “in the evening” rather than always asking “was that AM or PM?” For example, you may say, “You said you had your toast at 7 in the morning, is that correct?” Press the ENTER key to move across the screen to the Occasion field.

Exhibit 5-22. Time question on RFL

As shown in the above example, the cursor will be in the first time field. For this case it is in the Time field for toast.

In rare instances the respondent may report all of the time and occasion information during the QL or FFL. If this occurs, the AMPM will move the time for the first food on the RFL to the comments field (Comments) and the cursor will be in the Time field. You must reenter the time for the
first food to continue with the interview. Then confirm the occasion for the first food and the time and occasion for the other foods on the QL.

**The Time Question** asks the respondent about what time she began to eat/drink the food (Exhibit 5-23). Type “a” or “p” for AM or PM. If you do not enter “a” or “p” then the AMPM program will default all times to AM. If the respondent reports in a whole hour, such as “6:00” you can enter “6.” If the respondent reports in hour and minutes you need not enter a colon (except for the 12 o’clock hour).

Exhibit 5-23. Enter time on RFL
As shown in the example below (Exhibit 5-24), the interviewer entered “6” in the time field and the program displayed 6:00AM as the default.

Exhibit 5-24. Time defaults to AM
In this example, the interviewer typed “1” and “p” to enter “1:00PM” (Exhibit 5-25).

Exhibit 5-25. Enter “PM”
If respondents report different meals at the same time, you will see a hard edit, as shown below (Exhibit 5-26). You will read the text, which informs the respondent of the discrepancy and asks whether the time or the occasion should be changed. You will also see an edit if you enter the same occasion 12 hours apart. For example, if you enter breakfast at 7 a.m. and breakfast at 7 p.m., the program will alert you to make sure your entry is correct.

Exhibit 5-26. Hard edit when entering different meals at same time

If Breakfast has a PM time, or Lunch has an early AM time or late PM time, or Dinner has an AM time, a soft edit will appear. Click on ‘Goto’ to adjust the time or occasion as necessary.
If respondents don’t know the exact time the eating occasion began, you must probe for an approximate time. If they cannot provide an approximate time, you will enter a default time for the occasion reported (Exhibit 5-27). As a reference, you will be provided a handcard containing a list of the default times for each reported occasion. Do not state the time during the details pass, but say the occasion.

Exhibit 5-27. Default times when SP doesn’t know the time

<table>
<thead>
<tr>
<th>Default Times</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>8:00AM</td>
</tr>
<tr>
<td>Morning Snack</td>
<td>10:00AM</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00PM</td>
</tr>
<tr>
<td>Afternoon Snack</td>
<td>3:00PM</td>
</tr>
<tr>
<td>Dinner</td>
<td>6:00PM</td>
</tr>
<tr>
<td>Evening Snack</td>
<td>9:00PM</td>
</tr>
</tbody>
</table>
The Occasion Question asks the respondent to name the eating occasion at which each food was eaten or drunk. Refer the respondent to the card that lists the occasions. Have the SP pick an occasion from the Eating Occasions list. If an SP seems uncertain about how to classify a one-food occasion such as a soda or a bag of pretzels, you can suggest a “Drink” or a “snack.” Do not assume that breakfast is the first meal of the day, lunch is second, and so on.

The response items for an eating occasion are listed on the screen below (Exhibit 5-28).

Exhibit 5-28. Eating occasion question on RFL

If the respondent reported the eating occasion while completing either the QL or the FFL pass, confirm the occasion you have already recorded in the Occasion column on the RFL screen.

Most of the occasions are self-explanatory; however, a few need further explanation.

- Feeding-infant only – This occasion should only be chosen for children under 2 years of age. Procedures for collecting information on infants are discussed in more detail in Chapter 8.

- Extended consumption – This occasion should only be chosen when an eating activity is virtually continuous without distinct periods of consumption, such as
sipping cups of coffee from an 8-cup pot or drinking soda from a 2-liter bottle throughout the day. Use this code very sparingly. SPs should be encouraged to report eating occasions at distinct times if they can. A rule of thumb for using Extended Consumption is that the respondent is (1) unable to recall the times a new cup or glass of liquid or handful or bowl of snack/cereal/etc. was started; and/or (2) they can more easily recall the total amount consumed. For example, if an SP reported drinking coffee from her coffee pot all day and couldn’t tell you how often or how much she drank in each cup she poured, but did know that she drank the whole 8-cup pot, record as Extended Consumption.

- **Other, Specify** – If the respondent indicates that none of the occasions on the list describe the eating occasion, ask what they would call the occasion. As shown below (Exhibit 5-29), you will type “91” (Other, Specify) and type the response verbatim in the blank field under the Occasion OS column.

Exhibit 5-29. Eating occasion – Other, specify

If the respondent remembers a food during the Time and Occasion pass, finish entering/confirming the times and occasions for all listed foods, and then put the cursor in the next available food field (FoodName column) and enter the remembered food(s). Remember to ask “Anything else?” You will ask the details about the foods in Step 4. If the respondent misreports a food during the time and occasion pass, type “error” over the food name on the RFL. The time and occasion will not be collected for any misreported foods.
When you have finished the T/O pass, follow the steps below.

(1) Press ENTER.
(2) Press END.

The AMPM program will sort the occasions (meals) in chronological order and will group them together for Step 4 of the Intake Interview.

Before you leave this section, it is very important that you check the foods and the times and occasions to make sure all the information is correct. For example, make sure you didn’t inadvertently enter “am” for a dinner occasion, or enter a generic food when the SP reported something more specific. This is your opportunity to make sure the information you collected is correct. It will make the entire interview go more smoothly.

5.7 Step 4: The Detail and Review Cycle (DRC)

The Detail and Review Cycle (DRC) is Step 4 of the instrument. All the food detail and amount information for all foods listed on the RFL will be collected in this step. The AMPM organizes the foods so that they can be collected in the order the SP ate them (rather than the order the respondent remembered and reported them).

As shown in the flowchart on the next page (Exhibit 5-30), the DRC flows in chronological order, beginning with the interval between midnight and the first occasion, and ending with the period between the last occasion and midnight. In between are eating occasions represented by the boxes. Probes for collecting the details and amounts eaten of each food are located in food categories. For each reported food the program accesses the appropriate food category.
Exhibit 5-30. Step 4. The Detail and Review Cycle

1st EATING OCCASION
- Details, Amount, Source
- Review of Occasion
- Location Eaten

2nd, 3rd, 4th... EATING OCCASION
- Details, Amount, Source
- Review of Occasion
- Location Eaten

LAST EATING OCCASION
- Details, Amount, Source
- Review of Occasion
- Location Eaten

MIDNIGHT
BETWEEN OCCASION PROBE

EATING OCCASIONS
INTERVALS
BETWEEN OCCASION PROBE

MIDNIGHT
BETWEEN OCCASION PROBE

(REMAINDER FOODS)
5.7.1 **Measuring Guide Instructions Screen**

The first screen in this series (Exhibit 5-31) introduces the respondent to the measuring guides. Read the script then enter “1” and continue.

Exhibit 5-31. Measuring guide instructions screen
5.7.2 Midnight to First Occasion Probe

This probe (Exhibit 5-32) covers the time period between midnight and the SP’s first eating occasion for the recalled day. This is the first of several between interval probes. Between interval probes ask about the time periods in-between the eating occasions the SP has reported.

Exhibit 5-32. Midnight to first occasion probe

Note that the probe is prefilled with the time and eating occasion (6AM Breakfast). If the occasion had only one food, for example “toast,” the probe would read:

“First, did you have anything to eat or drink between midnight yesterday and your 6AM toast?”
If the respondent remembers some foods in response to this probe, enter “1” for “YES.” The AMPM will take you back to the RFL screen where you will enter the food names on the next available line in the FoodName Column. The program will take you through the details for this food later in this step.

Then ask “Anything else?” and record any other foods. Collect or confirm the Time and Occasion for the new food(s). After recording time and occasion for each food, follow the steps below.

(1) Ask anything else?
(2) Type “XXX” and press ENTER twice.
(3) Press END.

If the remembered foods were eaten during the period you are probing for, the program will bring up the details and amounts probes at this time. If they were eaten at a later time, the program will guide you to the details later in the interview.

5.7.3 Collecting Details and Amounts

You will collect details on two types of foods: primary foods and additions to primary foods. Primary foods refer to the original or “main” food that was repeated. Additions refer to foods that were added to the primary food. If the respondent remembers a primary food at any time while you are collecting the food details, you may return to the RFL by pressing “F10” and typing “RFL” in the tag box (Exhibit 5-33).
If a respondent remembers an **addition** to a food, you will go back to the primary food and add the addition. Procedures for adding a remembered addition are detailed in Section 8.10.

### 5.7.3.1 Sequence of Screens

The screen shown next (Exhibit 5-34) is called the Continue/Redo screen. It begins the sequence of collecting details and amounts. Notice the food header at the top of the question pane. It includes the time, occasion, and food name.

Notice that there are two possible responses for this screen: “1” for “Continue” and “2” for “Redo.” If this is the first time you have been presented with this screen, say something like, “You said you had toast at 6AM” and press “1” for “Continue.” If you have completed the details for this food but need to make a change to a response, press “2” for “Redo.” **You will only need to choose “Redo” to change an answer if you have left that Food Category (that is, answered the Source question at the end of the Food Category).** The program will take you back into the Food Category to change the response items.
Exhibit 5-34. Continue/Redo screen

The next screen, shown below (Exhibit 5-35), is the Category Start screen that links to the Food Categories.

Exhibit 5-35. Category start screen
There are four response items listed on this screen that represent the status of the food. The definitions of the status codes are as follows:

1. **Include in intake:** Select for all foods that are to be included in the dietary recall.

2. **Misreported:** Select for foods that a respondent reported but later remembered he did not eat. If you enter this code, the AMPM will take you to the next reported food.

3. **Needs data retrieval:** Select for a meal when a respondent cannot report all foods. This code can only be selected for children less than 12 years old and adults who cannot report for themselves. You will return to this screen to change the code from “1” ("Include in intake") to “3” ("Needs data retrieval") after completing the Food category details. Data Retrieval procedures are discussed in Section 8.3.

4. **Same as:** Select for identical foods that a respondent reported earlier. Also use for identical foods that another SP in the same household already reported. You may only refer to intakes you previously collected. You will return to this screen to change the code from “1” (Include in Intake”) to “4” (“Same As”). The procedures for collecting the necessary information are described in Section 8.8.

When you enter “1” for “Include in Intake,” the AMPM will take you to the food probes for that food. By choosing the “Redo” option on the Continue/Redo screen, you can return to this screen at any time to change the answer (i.e., “Misreported,” “Needs DR,” or “Same As”).
After you collect the food details and amount information for a particular food in the food category, the screen shown below (Exhibit 5-36) will appear. This signifies that you have completed the food probes.

Exhibit 5-36. Category end screen

Notice that the interviewer instructions tell you to select 1-ENTER-END to continue. This navigation will take you to the next appropriate question.

5.7.3.2 Food Category Details

There are 131 food categories in this instrument. With the exception of fasting and breast milk (which is discussed in Chapter 8), all foods on the MFL are linked to a food category. The AMPM program allows you to access some categories more than others. You can enter most 5 times but some, such as coffee or condiments and sauces, can be entered 10 times. In the rare instance when a food is reported more frequently than allowed, an edit message will appear. See Chapter 8 for a list of food
categories than can be entered 10 times, and for more details on the procedures to follow when you are denied access to a category.

**Types of Food Categories.** The food categories can be divided into four groups:

- **Group 1** – Includes the simple categories that ask a few detail questions and the amount eaten. More detail is not needed to code the food. Examples are MIL (Milk), FRU (Fruit), or BIS (Biscuit).

- **Group 2** – Has more complex categories that collect details on ingredients or preparation that describe the food. Examples include POU (poultry), STW (stew) or MXD (mixed dish).

- **Group 3** – Comprises categories that collect information on the amount of the reported ingredients. Examples are sandwiches, green salads, and hamburger on bun.

- **Group 4** – Contains a few categories that do not fit in the other groups. These are FMA (formula), BJU (baby juice), and JBF (jarred baby food), which ask about added foods as part of the food detail.

See Appendix B for a complete list of food categories sorted by group.

**Specific Probes.** Every food category contains specific probes for each food or group of foods. The probes are designed to collect detailed description about foods and beverages reported, and the amounts eaten. Each question is on a separate screen (Exhibit 5-37) and the question names are displayed on the bottom half of the screen.

The first probe in many categories asks “What kind was it?” A followup probe is in parentheses. Ask the followup probe if the respondent hesitates, or doesn’t understand the first probe. Note that the followup probe ends in the words “or something else.” This probe is written in this way to allow the respondent to give responses other than the ones you read.
Exhibit 5-37. Specific probes

There are a number of common features about the food categories that will help you conduct a smooth and effortless interview. They are listed below:

- **KIND. “What kind was it?”** Often refers to the flavor or variety of a food such as juice (orange or and apple) or cheese (cheddar or Swiss). May also refer to a name of a food such as Chicken a la King or Cobb salad. This probe is “prefilled” most often from the MFL.

- **BRAND. “What was the brand name?”** Refers to brand name of a product, including names of fast food places. Examples are Kentucky Fried Chicken (KFC) and The Country’s Best Yogurt (TCBY).

- **FAT USED. “Was any fat or oil used in cooking or preparing this food?”** Refers to any kind of fat being used in cooking or preparing a food.

- **FORM. Was it fresh, canned, frozen, dried, or something else?** Refers to a food’s form.
HOME RECIPE. Was it made from a home recipe? This refers to foods that are made from scratch or from more than one ingredient and not from just a commercial mix.

PREP. Was it baked, broiled, fried, or something else? Refers to how a food was cooked or prepared.

TYPE. Was it regular, diet, lowfat or something else? Refers to fat, caloric, sugar, salt, and/or caffeine content.

INGREDIENTS. What were the ingredients? Ingredients are components of foods. There are 23 food categories that may ask for ingredients:

- Alcoholic mixed drinks*
- Baby food cereal
- Breakfast bars
- Hamburger on bun*
- Dips
- Eggs (scrambled or omelet)
- Jello
- Gravy
- Green salads*
- Hamburger helpers
- Hot dogs*
- Ice cream (sundaes)*
- Macaroni and cheese
- Mexican foods*
- Milk shakes*
- Other salads (not green salads)
- Potatoes (mashed)
- Rice (mixtures)
- Sandwich categories*
- Soups
- Stews
- Stuffings
- Trail and snack mixes

*Some categories also ask for the amounts of the ingredients. These categories are starred above.
Prefilled Responses. The program will “prefill” the response for some of the probes based on what was reported on the QL pass. This reduces the burden on the respondent and the interviewer by limiting the number of questions that must be asked. For example, if the respondent reports a Big Mac for lunch, the AMPM will “prefill” all the food detail probes (fast food sandwich, brand, and sandwich name). All you have to ask is whether anything was added to the sandwich, as illustrated in the two screens below (Exhibits 5-38 and 5-39).

Exhibit 5-38. Prefilled responses—Screen 1
How to Record Probe Responses. You must record a response to every probe asked in the food categories. The response choice will be either listed on the screen or listed in a table called a Look-Up Table (LUT). Food probes that have too many response choices to fit on a screen will store the responses in LUTs. Almost all probes allow the response choice “Other Specify.” This choice permits an open-ended response if none of the choices listed is reported by the respondent.
In most cases the response choices are listed in alphabetical order. However, there are some categories that list response items in an order that we think will make more sense to you than alphabetical order. As in the example below (Exhibit 5-40), when probes ask for the kind of milk drunk or used in a recipe, it makes sense to choose “1%” and “2%” by selecting “1” or “2.” See screen example below.

Exhibit 5-40. Response items

Unit response items are typically grouped in like units such as volume, weight, general units, and food models; and listed in ascending order of volume or size. Details on recording unit responses are described in Section 5.7.3.4.
You must enter a response item code or record the respondent’s answer in one of six ways listed below.

1. **Choose one response from the numbered list.** Enter the response item number or use the mouse to click on one response item (Exhibit 5-41).

   Exhibit 5-41. Number list responses

   ![Number list responses](image)

2. **Choose one response from Look-Up Tables.** When there are too many response items to fit on a screen, a Look-up Table (LUT) is used to hold the responses. You will know when a food probe contains a LUT because there will be no response items to choose from on the screen. LUTs are used for both single response and multiple response probes. Searching for a food on the LUT is the same as the trigram searching discussed in the MFL section (5.4.1). The LUT shown next (Exhibit 5-42) will appear when you enter a response to the kind probe for bread.

   ![Look-Up Tables](image)
Exhibit 5-42. Look-up Table (LUT) responses

As in the MFL trigram search, the search finds the foods that best match the search term, in this case “wheat bread.” You cannot use the abbreviations on the MFL to search the Look-Up tables. Once the food is highlighted on the search screen, press ENTER to select the food.

Probes that commonly, but not always, have response items in LUTs include: KIND, TYPE, and INGREDIENTS.

3. **Choose multiple responses – Code all that apply (CATA).** Some probes can have more than one answer. This is called a Code All That Apply or CATA. Food probes that are commonly, but not always, CATA’s include: TYPE, FAT, and INGREDIENTS.
There are three different ways of entering CATA responses, depending on the information requested.

- **Table format** – A table format allows you to enter multiple responses to a question in separate fields. Responses are selected from an enumerated list or a LUT. Generally, when you see a table format followup information is required about the responses (i.e., amount or type). However, CATA responses chosen from a LUT will **always** be in a table format, even if they do not have a followup question. Generally you can enter 15 responses into the table. However, for “type” questions the limit is 5, and for lunchables the limit is 3.

The instruction “ENTER ALL THAT APPLY IN SEPARATE FIELDS” tells you that multiple responses are allowed for a question (Exhibit 5-43).

If a respondent reports more than one answer, enter the response in the field and continue adding responses in additional blank fields until the SP finishes reporting responses. Then press ENTER on the blank line, and the program will go to the next detail probe.

You will type in the LUT responses one-by-one and list the enumerated responses by number (Exhibit 5-44).

**Exhibit 5-43. Table format enumerated responses**
Exhibit 5-44. Table format LUT responses

<table>
<thead>
<tr>
<th>LUT responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test text</td>
</tr>
<tr>
<td>Test text</td>
</tr>
<tr>
<td>Test text</td>
</tr>
</tbody>
</table>

What were the ingredients in the garden salad? (Was there lettuce, tomato, carrots, avocado, cottage cheese, egg, turkey, or something else?)

(ENTER ALL THAT APPLY IN SEPARATE FIELDS. PRESS ENTER TO MOVE TO NEXT FIELD)

(NOTE: DETAILED DESCRIPTIONS NOT NEEDED.
DO NOT INCLUDE "Salad dressing" HERE IF ASKED LATER.)

(IF BAGGED SALAD MIX IS REPORTED, SELECT "Salad mix, bagged" AND LIST NON-VEGETABLE INGREDIENTS WHICH ARE INCLUDED WITH THE BAGGED SALAD MIX AND ANY ADDITIONAL INGREDIENTS THAT MAY HAVE BEEN ADDED TO THE SALAD.)
- **Enumerated list** – CATA enumerated responses that require no followup questions are entered into a single response field and are separated by a dash. These response choices have a square button to the left of the responses. An example of a food probe with CATA responses from an enumerated list is shown below (Exhibit 5-45). All answers go in one field.

Exhibit 5-45. Enumerated responses
4. **Choose Refused (F7).** If the respondent will not provide the details of a food, select F7 for Refused to skip through the probes and continue with the interview. Use this key very sparingly and only when it is evident that the respondent cannot or will not provide the details (Exhibit 5-46).

Exhibit 5-46. Refused response
5. **Choose Don’t Know (F8).** If the respondent does not know the answer, select F8 for a Don’t Know response. DK is an acceptable answer (Exhibit 5-47).

Exhibit 5-47. Don’t know responses
6. **Other, Specify (91 or OS)** – If the respondent’s answer is not listed as one of the possible response options, you can select “Other, Specify” (OS). The OS is included on an enumerated list or a LUT.

- If Enumerated list – Enter “91” to select OS and type the answer in the text field that opens up in the answer pane portion of the screen (Exhibit 5-48).
- If LUT – Type “OS” in a LUT and press Enter to access the text field and type in the answer.

Exhibit 5-48. Other, specific response
Linking Between Food Categories. A total of 51 of the 131 food categories have links to other food categories to allow you to ask the correct food probes for a particular food. Some of the food categories only link to one other category, while others link to as many as 25 different categories. For example, if respondents report “coffee” on the QL but in the details cycle describe it as an alcoholic beverage such as “Irish coffee,” that response item will link to the Nonalcoholic and Alcoholic Beer, Wine, Cocktails, Liquor category. Conversely, if respondents report a mixed dish on the QL but describe it in the food details cycle as a pot pie, jambalaya, baked beans, quiche, macaroni and cheese, or other specialty mixed dishes, the program will link those response items to new categories.

The screenshot below (Exhibit 5-49) shows that the respondent reported “cereal” on the Quick List pass. “Cereal” links to the ready-to-eat cereal category. Because the respondent said the cereal was cooked, the program links to the cooked cereal category.

Exhibit 5-49. Linking between food categories—Screen 1, Original category
This screen appears (Exhibit 5-50) when the program is leaving the ready-to-eat cereal category and linking to the cooked cereal category.

Exhibit 5-50. Linking between food categories—Screen 2, Finish original category
The next screen that appears (Exhibit 5-51) is the Transition screen.

**Exhibit 5-51. Linking between food categories—Screen 3, Transition screen**

This screen lets you know that you are moving to another food category to collect the food details.
The next screen that appears (Exhibit 5-52) is the Continue/Redo screen for the Cooked Cereal.

Exhibit 5-52. Linking between food categories—Screen 4, Continue/Redo new category

Notice that the food name is “cereal” rather than “cooked cereal.” This is because the Food Header Information comes from the information you entered on the RFL. However, there is an asterisk (*) next to the food name and also an asterisk next to the food label.
Finally, you will see the beginning screen (Exhibit 5-53) for Cooked Cereal.

Exhibit 5-53. Linking between food categories—Screen 5, New category

You will never have to decide to link to a Food Category. The AMPM program automatically links the categories.
The table below (Exhibit 5-54) lists the 51 food categories that contain response items that link to other categories. The table also presents the number of response items within each category that link to other categories, and the number of new categories the original category links to. For example, the category **Barbecue, Sloppy Joe** contains one response item that links to one other category while the **Beef, Lamb, Veal, and Game Meats** category contains 43 response items that link to one other category. The **Bread (Not Sweet)** category, on the other hand, contains 9 response items that link to 4 other categories. A complete list of the response items that link to new categories can be found in Appendix B with the food category listing.

**Exhibit 5-54. Table of categories that link to other categories**

<table>
<thead>
<tr>
<th>Category Name</th>
<th># Response items that link to other Categories</th>
<th># Categories responses items link to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbecue, Sloppy Joe</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bacon, Sausage, BLT Sandwiches</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Biscuits</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Beef, Lamb, Veal, Game Meats</td>
<td>43</td>
<td>1</td>
</tr>
<tr>
<td>Bread (Not Sweet)</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Hamburger on Bun or Bread (not from fast food)</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Cakes, Cupcakes, Snack Cakes</td>
<td>51</td>
<td>5</td>
</tr>
<tr>
<td>Ready-to-Eat Cereals</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Cheese</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Coffee, Specialty Coffees</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Cream, Creamers, Whipped Toppings</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Condiments, Sauce, Salsa</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Dry Baby Cereal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Egg, Egg Salad Sandwiches</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>French Fries, Tater Tots</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fish, Shellfish</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Flavored Milk Drinks</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fruits, Berries</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Grilled Cheese and Cheese Sandwiches</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Gravy</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Green Salads</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Ice Cream, Sherbet, Tofu Desserts, Frozen Dairy Desserts, Frozen Yogurt, Sundaes</td>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>
Exhibit 5-54. Table of categories that link to other categories (continued)

<table>
<thead>
<tr>
<th>Category Name</th>
<th># Response items that link to other Categories</th>
<th># Categories responses items link to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jarred (Not Dry) Baby Foods</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Juices (100%), Drinks, Ades</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Macaroni and Cheese</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Salad Dressings, Mayonnaise</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Milk</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Meat Substitutes, Meat Alternates, Vegetarian and/or “Meatless” Versions of Meat, Poultry, or Fish Entrees</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Mixed Dishes, Casseroles</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>Nuts, Seeds, and Mixtures of Nuts and Seeds</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Beef, Ham, Pork, Chicken, Turkey, Vegetarian, Other Sandwiches</td>
<td>96</td>
<td>10</td>
</tr>
<tr>
<td>Other Salads</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Pasta: Noodles, Macaroni</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Peanut Butter Sandwich, Peanut Butter and Jelly Sandwich</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pies, Tarts</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Ham or Pork</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>White Potatoes</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Poultry</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Popsicles, Ices, Frozen Fruit Bars, Sorbets, Slurpees, Smoothies</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Rolls, Buns, Bagels, English Muffins</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Rice</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sweet Breads, Coffee Cakes, Sweet Rolls, Pastries, Muffins (not corn), and Croissants</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Shepherd’s Pie</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sodas, Pop, Soft Drinks</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Soups</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Spaghetti Sauce</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Stews, Guisado, Goulash</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Sugars</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tortillas, Taco Shells, Gordita Shells, Sope Shells, Chalupa Shells</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Unknown Foods</td>
<td>441</td>
<td>121</td>
</tr>
</tbody>
</table>
**Edit Messages.** As discussed earlier, an Edit Message appears when you have entered a response that is illogical or out of range (Exhibit 5-55). Edits occur at the Time and Occasion probes and with certain food characteristics. The message identifies the problem and asks you to change it.

There are two kinds of edits: soft and hard. **Soft edits** ask you to confirm the answer that you just recorded. Soft edits allow you to leave the screen without changing the response if the respondent confirms that the answer was correct. To leave the screen you can either enter “ALT S” or use the mouse to select the “Suppress” button. If the answer recorded is incorrect, press ENTER to activate the “Goto” button which will move the cursor to the answer.

Exhibit 5-55. Edit messages

![Edit Message Example](image)

A **hard edit** message occurs when you enter a response that is not allowed. Unlike soft edits, you must change the answer before continuing with the interview. An example of a hard edit is illustrated on page 5-23.
5.7.3.3 Additions

An addition is any food that is added to the primary (original) food. Examples include butter, margarine, jelly, or peanut butter added to breads, milk and cream added to cereal, or coffee. Additions may be added by the SP or by someone else. For instance, butter is an addition to bread whether the SP butters it at the table or someone else butters it and puts it on the plate. You will collect descriptive and quantitative information about all additions.

Because respondents easily forget additions to foods, almost every food category asks the question, “Did you add anything to the food?” (See Exhibit 5-56 below.) If, after asking the additions question the respondent seems puzzled or asks for clarification, you should say, “Did you put anything (on/in) the (FOOD) before you (ate/drank) it?” Following are procedures for collecting and recording additions.

First, type “1” (YES) to the question “Did you add anything to the food?”

Exhibit 5-56. Addition screen
Next, you will notice that a blank text field labeled ADDFoodName opens up for you to type the first addition (Exhibit 5-57). The AMPM program accepts up to five additions per food. If a food has more than five additions, record the other additions, including their description and amounts in the Remark Box (F6 function key).

Exhibit 5-57. Addition screen—Use Trigram search
When you begin to type, the MFL trigram search screen comes up.

After you select the food on the MFL and press ENTER, the food will appear in the text field (Exhibit 5-58). Always ask “Anything else? after the respondent has reported an addition to a food.

Once all the additions have been entered, press ENTER on the blank line to move to the next probe.

Exhibit 5-58. Addition screen—Multiple additions

Do not record salt, ground pepper, spices, and herbs as additions. However, foods like salsa and hot peppers should be collected and probed.

Also, the AMPM has been programmed so that it will not ask the additions questions for a food reported as an addition. For example, milk reported on the RFL has an addition probe. But when milk is reported as an addition (e.g., milk added to coffee) there is no additions probe.
Any food can be an addition if the respondent describes it as having been added to the portion of food. However, there are some foods that are more commonly reported as additions. These include:

- Butter and margarine
- Salad dressing
- Sauce, gravy, and salsa
- Mustard and catsup
- Mayonnaise and tartar sauce
- Dip (for crackers, chips, vegetables)
- Relish
- Cream and milk (to cereal, coffee, etc.)
- Sugar and sweeteners
- Jam, jelly, and syrup
- Water
If the respondent reports an addition to a food when reporting the QL, you may add that food in the Comments field (Exhibit 5-59). This information will then be displayed along with the primary food name, time and occasion when you collect the details for the primary food. Do not enter an addition on the RFL because then it won’t be associated with the primary food.

Exhibit 5-59. Add additions in Comments field during QL pass

Adding Additions

Procedures for adding remembered adds or misreported additions are detailed in Chapter 8, Section 8.10.
5.7.3.4 Obtaining Quantities

This question asks for the actual amount of the food item eaten. Do not accept a range value for quantity. If an SP reports eating 10 to 20 potato chips, ask: “Can you give me your best estimate of the number of chips you ate?” or “What would you like me to enter here?”

There may be situations when the respondent cannot give you one amount. For example, respondents may report multiple bean bags, or a size between two circles. In these situations, type “1” on the amount screen and enter OS (91) on the unit screen. Enter the SP’s response verbatim in the OS field. Make sure the response you enter will be helpful to the coders.

Only **record the amount eaten** – not the amount served. Probe carefully when an SP reports sandwiches, chicken parts, and meats such as pork chops. SPs may be so intent on describing the size of the serving to you that they forget that the whole portion wasn’t eaten.

If the SP seems unsure of the quantity, suggest possible ways to respond from the list of units on the amount screen. If the SP is unable to provide the amount eaten, code DK (F8 function key). This can be done at either the amount or unit screen. However, if you code DK for an amount, the unit probe is not asked.

**Order of Units on Screen.** There are four categories of units you may see on a food category screen: Volume Units, Weight Units, General Units, and Food Model Units. In general, like units within each category are grouped and listed in ascending order of volume or size.

- **VOLUME UNITS** are ordered as: teaspoon, tablespoon, cup, then fluid ounce, pint, quart, half gallon, and gallon, then milliliter and liter.

- **WEIGHT UNITS** are ordered as: weight ounce, gram, and pound.
- **General Units** include a number of different types of units: item or food names, general sizes, container units, and category specific units.

  - **Relative Sizes** are ordered as: miniature, small, medium, large, and extra large.

  - **Container Units** are ordered as: bottle, can, carton, container, drink box, juice box, pouch, and school lunch carton. If you choose these units you will see a screen asking for the volume of the container if it is needed.

  - **Category Specific Units** are listed in ascending order. For example, the Cake Category includes the units “cupcake,” “snack cake,” and “whole cake.”

  - **Meat Specific Units** include the units in alphabetical order: chop, cutlet, patty, rib, and steak.

- **Food Model Units** include a number of models that are listed in alphabetical order. The Vessel Models (glasses, mugs, bowls) will have a followup question about the fill level of the vessel.

### 5.7.3.5 Measuring Guides

Each interview room contains a standard set of measuring guides. These tools will be used to determine the volume and dimensions of the food items the SP reports. The tools are not intended to represent any one food, but rather are designed to help respondents estimate portion sizes.

Included in the set of measuring tools are both 3-dimensional (3D) and 2-dimensional (2D) guides. 3D guides are actual vessels and tools and include glasses, bowls, mugs, household spoons, measuring cups and spoons, a ruler, thickness sticks, bean bags, circles, milk and juice cartons and water bottles. 2D guides are drawings of vessels and shapes. The 2D guides include a picture of pats and spreads, a grid, two wedges, a shape chart, and a drawing of chicken pieces.

To ensure that data are recorded in a consistent manner, you must be thoroughly familiar with the portion size models and their correct use. Improper entry of food models can result in either overestimation or underestimation of nutrient intake. When the respondent uses the mugs, bowls, and glasses, have them show you the line that best describes the amount they ate. They may report between the lines or to the top of the vessels. If they use the measuring cups, spoons, or the household spoons to describe the amount they ate, make sure they estimate the amount of a level spoonful. This section will provide more details on recording amounts of foods using the measurement guides.
The models should be easily accessible in the interview situation. Not every model can be used for each food; at times you may need to direct the respondent to other models or to use other shapes. General guidelines for using the measuring aids are described below.

3D GUIDES. The 3D guides include glasses, bowls, mugs, household spoons, measuring cups, measuring spoons, ruler, thickness sticks, bean bags, circles, milk and juice cartons, and water bottles.

- **GLASSES: (G1-G8)** There are 8 glasses of various sizes and shapes (Exhibit 5-60). Use the glasses and level lines to estimate the volume of liquids such as beverages. An SP may also choose these models to estimate the portion of solid foods. When SPs report using these models, they must also report the level line (A-D). A hard edit will appear if level “D” is reported for G1 or G7, since there is no such level. Make sure that the amounts reported are within the capacity of the model. If the respondent reports an amount that is protruding from the top, have them estimate using another model. If SPs report a volume between the lines or to the top of the vessel, enter the information in OS.

Exhibit 5-60. 3D glasses

![Exhibit 5-60. 3D glasses](image)
**BOWLS: (B1-B5)** There are 5 bowls of various sizes and shapes (Exhibit 5-61). Use the bowls and level lines to estimate the volume of amorphous foods such as vegetables, fruits, cereal and popcorn; liquid foods such as soup, and solid foods such as molded jello. When SPs report using these models, they must all report a level line (A-D). If they report a volume between the lines or to the top of the vessel, enter the information in OS.

Exhibit 5-61. 3D bowls
MUGS: (MG1-MG3) There are 3 mugs of various sizes and shapes (Exhibit 5-62). Use the mugs and level lines to estimate the volume of liquids such as beverages or soup. An SP may also choose this model to estimate a portion of solid foods. When SPs report using these models they must also report a fill line (A-D). A hard edit will appear if level “D” is reported for MG1, since there is no such level. If SPs report a volume between the lines or to the top of the vessel, enter the information in OS.

Exhibit 5-62. 3D mugs

MG1

MG2

MG3
- **HOUSEHOLD SPOONS: (Tablespoon, Teaspoon)** There are 2 household spoons of different sizes (Exhibit 5-63). The small one is the size of a teaspoon and the large one is the size of a tablespoon. Use the household spoons to estimate the volume of small amounts of liquid or solid foods. Have the respondent report level spoonfuls.

Exhibit 5-63. 3D household spoons
■ **MEASURING CUPS: (1/4, 1/3, 1/2, 1C)** The set of measuring cups is comprised of 4 cups of different sizes (Exhibit 5-64). Use the measuring cups to estimate the volume of most foods. For example, these cups would be used to report liquids such as beverages or soups, solids such as potato salad, rice, or casseroles, and semi-solids such as ice cream and pudding. The AMPM will automatically probe for form (e.g., sliced, chopped, shredded) when it is required. Make sure the respondent estimates the amount of a level cup.

■ **MEASURING SPOONS: (1/4 tsp, 1/2 tsp, 1 tsp, 1 Tbsp)** The set of measuring spoons is comprised of 4 spoons of different sizes (Exhibit 5-64). Use the measuring spoons to estimate the capacities of cooking spoons, serving spoons, or household spoons, and to estimate small amounts of liquids or solid foods. Make sure the respondent estimates the amount of a level spoonful.

Exhibit 5-64. 3D measuring cups and spoons
- **RULER: \((L, W, H)\)** Use the ruler to estimate dimensions in inches (Exhibit 5-65). For example, the ruler could be used to estimate the length, width, and height of a piece of cornbread, and the length and width of a piece of meat or poultry (height would be estimated from the thickness sticks).

  Exhibit 5-65. 3D 12-inch ruler

  ![3D 12-inch ruler](image)

- **THICKNESS STICKS: \((T1-T12)\)** A set of thickness sticks is comprised of 12 sticks, each equivalent to 1/8 inch (Exhibit 5-66). Use the thickness sticks to estimate the height of solid foods such as meat, poultry, and cheese.

  Exhibit 5-66. 3D thickness sticks

  ![Thickness Sticks](image)

- **BEAN BAGS: \((M3-M9)\)**. There are 7 bean bags of various sizes (Exhibit 5-67). Use the bean bags to estimate foods that mound on a plate such as spaghetti, vegetables, popcorn, and potato salad. The SP may report part of a bag or combinations of bags.

  Exhibit 5-67. 3D bean bags

  ![3D bean bags](image)
CIRCLES: (C1-C9) There are 9 circles from “1 to 9” in diameter (Exhibit 5-68). Use the circles to estimate the diameter of round foods such as tortillas, pancakes, biscuits, and pies.

Exhibit 5-68. 3D circles
- **MILK CARTONS:** There are 3 different shaped cartons that represent 2 different sizes: 8 FO and 16 FO (Exhibit 5-69). Use the milk cartons to estimate the amount of milk or juice consumed.

Exhibit 5-69. 3D cartons
**JUICE CARTONS:** There are 4 different shaped cartons that represent 3 different sizes: 4 FO, 6.75 FO, and 8 FO (Exhibit 5-70). Use these cartons to represent the amount of juice or milk consumed.

Exhibit 5-70. Juice cartons

- **WATER BOTTLES.** SPs can use the 5 different water bottles with different volumes (8FO, 12FO, 16.9FO, 20FO, and 24FO) to help quantify the amounts of water consumed.
2D GUIDES. The 2D guides include a picture of pats and spreads, a grid, two wedges, a shape chart, and a drawing of chicken pieces.

- **PATS and SPREADS.** There is 1 card of spreads (Exhibit 5-71). There are 2 knives on the card with a pat on the knife and a spread below it. The pats and spreads at each knife are the same amounts. Use the pats and spreads card to estimate small amounts of food such as butter, jam, cream cheese, mayonnaise, and peanut butter. Have the SP report the label that best represents the amount consumed. Do not ask the SP whether it was a spread or pat.

  Exhibit 5-71. 2D pats and spreads

  *Pat/spread instructions – Please tell me the one that looks like the amount you ate. If none of these look like the amount you ate, it is okay to use part of one or more than one.*

- **GRID.** Use the grid to estimate the dimensions of foods such as meatloaf or brownies (Exhibit 5-72). There is a star in the lower left-hand corner so that the SP can orient his food and visualize it on the grid. The SP may report the number on each side of the grid, or between the numbers. It does not matter which side is used to report length or width. Respondent may put the grid on plate for use as a visual aid.

  Exhibit 5-72. 2D grid

  *Grid instructions – Imagine your (FOOD) is placed in the corner next to the star. Estimate its size by using the numbers or colors on each side of the grid.*
- **WEDGES.** There are two wedges: a large 9” long wedge and a small 5” long wedge (Exhibit 5-73). Direct the respondents to the large wedge for pizza and the small wedge for foods such as cake and pie. The wedge has a star in the lower-left corner so that the SP can orient his food and visualize it on the wedge. Each wedge has an overlapping arrow pointer that moves along the arc of the wedge. Use the numbered increments along the length (radius) of the wedge and move the arrow to the alphabetized segments to estimate the size of wedge shaped foods (e.g., 5 E). Introduce the use of the wedge by saying something like “Now let’s recreate your piece of (FOOD).”

Exhibit 5-73. 2D wedges

_Wedge instructions._ Move the arrow to the bottom line. Now, imagine the tip of your food in the corner next to the star. Starting from the large purple star, use the numbers on the bottom line to tell me the length of your (FOOD). Now with your finger on the arrow at that number, move the arrow up until the space between the arrow and the bottom line looks like the size of the piece you ate. Tell me the letter that is closest to the point of the arrow.

- **SHAPES AND CHICKEN PIECES.** Use the shape chart to describe the amount of food eaten with one or two dimensions. Since there are some foods that are not easily represented by food models, the shapes offer the respondent another alternative. The chart can also be used along with the ruler. Use the chicken pieces to specify the particular part of the chicken consumed.

### 5.7.4 Food Source Question

The food source question is part of the Detail and Review Cycle. After you collect all the detail and amount information about a food, you will see a screen that instructs you to enter 1-ENTER-END.

This Food Source Question follows the category end screen (Exhibit 5-74). This question is asked for each food reported within an occasion, because foods eaten at a single occasion may come from
more than one source. For example, an SP may have gotten a hamburger at McDonalds but when he took it home to eat it, he also drank a can of soda he had purchased earlier from the store.

The question you ask will be “Where did you get (this/most of the ingredients for this) {FOODNAME}?”

Foods eaten together, that were prepared at home, may come from more than one source. For example, an SP may have prepared a salad that included ingredients from both the store and the garden. Therefore, when you ask the question for a multiple ingredient food, ask, “Where did you get most of the ingredients for this {FOODNAME}?”
If the respondent hesitates when you ask the source question, read the question in parentheses. When you read this for the first time, make sure you read the complete question so that the respondent understands the type of answer expected. All of the possible response options are listed on the screen (Exhibit 5-74). The OS (91), RF (F7), and DK (F8) are acceptable responses to both the Food Source Question and the followup question.

Exhibit 5-74. Source question—screen
If the respondent mentions the source of the food earlier in the interview (e.g., McDonald’s hamburger), you may confirm the source. For example, say something like:

**Interviewer:** “You obtained the hamburger from a fast-food place. Is that correct?”

Try to fit the respondent’s answer into one of the response items on the screen. There may be situations where you need to help the respondent decide the source of the food item. The following list defines the food sources and can be accessed as a Help Screen using the F1 key. The Help Screen is only available at the second question. The screen is a “quick reference” when a respondent is not certain how to report or needs clarification on a code. Additional information about the Help Screen can be found in Appendix C.

- **Code 1, Store** – This code refers to grocery stores, supermarkets, warehouse stores, (Costco, Sam’s Club, B.J.’s), commissaries; specialty store-bakeries, seafood, ethnic food stores, health food stores, food/beverage sample from store, food/beverage from store salad/food bar, deliveries from stores, produce stand, farmer’s markets, weight loss stores/programs (Weight Watchers, Jenny Craig, LA Weight Loss Center).

- **Codes 2 and 3, Restaurant** – Code 2 refers to a restaurant and code 3 refers to a fast food place or a pizza place. A restaurant is distinguished from a fast food place by waiter/waitress service. If a respondent is not sure which answer to choose, ask her if the place has waiters and waitresses. If the response is “Yes,” code 2. If the response is “No,” the source is either a fast food place (3) or a cafeteria (6). Respondents can usually distinguish between fast food places and cafeterias. All fast food places, including drive thrus, that do not have waiter/waitress service, all pizza places, carry out, food court, bagel shops, doughnut shops, delis, coffee shops, ice-cream shops, dairy.

  If the respondent reports “pizza place,” code 3 regardless of the type of service. Also code pizzas that are delivered as 3.

  All carryout and delivery food should be coded as “3.”

- **Code 4, Bar, Tavern, Lounge** – This code includes bars, taverns, cocktail lounges and other “drinking places.” If a respondent is having difficulty deciding between codes 2 and 4, ask her if she considers the place to be an “eating place” or a “drinking place.”
Code 5 – Use this code if the respondent reports restaurant with no other description. When you select code 5, you will see the followup question below (Exhibit 5-75).

Exhibit 5-75. Source question—Type of restaurant

If the respondent cannot categorize the restaurant to one of the four options above (Codes 2, 3, 4, or 5), then code “DK” (F8 function key).

Code 6, Cafeteria, NOT in a K-12 school – This code refers to all cafeterias except school cafeterias (include college/university, work, and hospital cafeterias).

Code 7, Cafeteria, in a K-12 school – This code refers to a school cafeteria and is defined as food provided by the school cafeteria, not food that the respondent may have gotten from a friend at school (code 16) or brought from home. Remember, this question asks about the source of the food, not where it was eaten (those in K-12 schools).

Code 8, Child Care Center – This code refers to food obtained at child care centers.

Code 9, Family, Adult Day Care Center – This code refers to family day care homes, which are private homes that provide day care for adults or children. The distinction between a family day care home and “someone else('s)” home (code 16) is
that the family day care home provides day care for a fee; that is, it is paid "babysitting."

- **Code 10, Soup Kitchen, Shelter, Food Pantry** – This code refers to emergency food sources and includes soup kitchens, shelters for the homeless, battered women, etc., and food pantries and food banks that provide food for people who cannot afford to buy food for themselves. This code describes a higher level of desperation than the food assistance programs included in code 12.

- **Code 11, Meals on Wheels Program** – “Meals on Wheels” is a community program that provides meals to homebound elderly and disabled persons.

- **Code 12, Community Food Program** – This code refers to community food assistance programs that provide food to recipients on a regular basis. This code can be distinguished from codes 10 and 11 as it includes sources that provide food on a **regular** basis rather than an emergency basis. For instance:
  - Women, Infants, and Children (WIC) program when the respondent’s food came directly from the WIC office rather than from a store using WIC vouchers (which would be coded 1).
  - Senior citizens centers that offer meals on a regular basis, and state and federally-sponsored congregate meal sites.
- **Code 13** – This code refers to community programs that the respondent cannot describe more specifically (Exhibit 5-76). This code brings up the following question:

Exhibit 5-76. Source question—Type of community program

If the program the respondent reports is not one of the first four listed, then select “5” for “Community Food Program.”

- **Code 14, Vending Machine** – This code refers to any food purchased from a vending machine.

- **Code 15, Common Coffee Pot or Snack Tray** – This code refers to a common coffee pot or snack tray. Such sources are often found in office buildings or other work sites.

- **Code 16, From Someone Else, Gift** – This code includes gifts and foods that were prepared or eaten in someone else’s home. It includes all sources not listed elsewhere when the respondent (or another household member) did not pay for the food.

- **Code 17, Mail Order Purchase** – This code only includes foods purchased by mail order by the household. It does not include gifts that may have arrived by mail (which would be coded 16).

- **Code 18, Residential Dining Facility** – This code refers to residential dining facilities. For example, a senior citizen community where the meals are eaten in a
dining hall would be coded 18. It does not include federally-sponsored programs that are free for senior citizens (that would be coded 12).

- **Code 19, Grown or Caught by You or Someone You Know** – This code, “grown or caught by you or someone you know,” refers to homegrown foods such as vegetables, as well as hunted game, such as deer.

- **Code 20, Fish Caught by You or Someone You Know** – This code, “fish caught by you or someone you know,” refers to fish or seafood. Choosing this response brings up the following screen (Exhibit 5-77).

Exhibit 5-77. Source question—Where caught fish came from

Respondents will probably only know the answer to this question if they caught the fish. Otherwise, DK is an acceptable response.

- **Code 24, Sport recreation, or entertainment facility** – This code refers to sports stadiums, sporting events, amusement parts, concerts, fairs, festivals, movie theaters, etc.

- **Code 25, Street vendor, vending truck** – This code refers to street concession stands, hot dog stands, coffee carts, and food trucks.

- **Code 26, Fundraiser sales** – This code refers to food purchased from Girl Scouts, Boy Scouts, school fundraisers, and sports fundraisers.
- Code 27, Store – convenience type – This code includes convenience-type stores, drug stores, gas stations, liquor stores, beer stores, gift shops.

- Code 28, Store – no additional information – This code is for situations where the respondent reports “Store” with no additional description.

- Code 91, Other Specify – For answers that do not fall into an existing code, select “91” and record the answer verbatim in the open text field. If you are not sure how to code a respondent’s answer, select “91.”

You will continue to ask Details, Amounts, and Source for each food within an occasion. Once you complete all foods for one occasion, you will ask the Review of Occasion (Event) probe.

5.7.5 Review of Occasion

The Review of Occasion probe reviews the entire eating occasion and asks if the SP had any other foods/beverages at that occasion.

Notice in the example below (Exhibit 5-78), that the primary food, mashed potatoes, and its addition, gravy, are also listed on the review screen.

Exhibit 5-78. Review of occasion screen
Read the screen as written. Since beverages are the most frequently forgotten foods, emphasize the word “drink.” For example, if you were reviewing the screen above you would say,

**Interviewer:** “For a snack, you had mashed potatoes with gravy. Did you eat or drink anything else?”

Emphasize the word “drink” when you read this review question since SPs often forget beverages they consume during the day. If the SP reports any new food, you will follow the steps below.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Enter “1” for “Yes.” The AMPM will take you to the RFL.</td>
<td>(2) Enter food, time, occasion on RFL.</td>
<td>(3) Ask “Anything else?”</td>
<td>(4) Type “XXX” and press ENTER twice.</td>
<td>(5) Press END.</td>
<td>(6) Begin to collect details for the remembered food(s).</td>
<td>(7) Ask Source question.</td>
</tr>
</tbody>
</table>

In this interview, details about reported foods are collected in chronological order. Therefore, if the SP remembers a food for a different or new occasion, the AMPM will bring up the probes at the appropriate time. Foods eaten earlier than this occasion will be asked about at the end of the recall, and foods that were eaten at a later occasion will be probed in chronological order. Section 8.11 of Chapter 8 describes the procedures to follow if an SP remembers a food when the RFL is full.

When you have probed for details about all remembered foods for the occasion, you will then ask the respondent if the meal was consumed at home.
5.7.6  Occasion Location Question

This question asks if the meal (occasion) was consumed at home (Exhibit 5-79). “At home” is defined as the SP’s dwelling unit and the surrounding areas that are used solely by the occupants of that dwelling unit. For example, meals eaten in the backyard would be considered “Home.”

Exhibit 5-79. Occasion location question screen

If the SP ate the meal at home, select “1” for “YES.” If the SP reports any place other than home, select “2” for “NO.” You will ask this question for the entire occasion. If the respondent reports beginning a meal at one place and ending it at another, code the Location Question where the meal/event began. For example, if an SP began breakfast at home but finished it in the car on the way to work, you would choose “at home.”
If the occasion is made up of one single food, the prefilled text will be the name of the food rather than the occasion. For example, if the SP ate only a hamburger for lunch, then the probe would read:

“Did you eat/drink this 12:00PM hamburger at your home?”

It is possible that respondents may remember more foods as they think about the source of the food and where it was eaten. In this case, return to the RFL by pressing F10, and record the food in the next available RFL line.

Once you have asked the location for an occasion, you will ask the Between Interval Probe to determine if any food was eaten between the occasion you just collected and the next occasion reported.
5.7.7 Between Interval Probe

This probe reviews the period between one occasion and the next and asks if the SP had any other foods/beverages between the two occasions (Exhibit 5-80).

Exhibit 5-80. Between interval probe screen

If the respondent remembers a food at this interval that was eaten during this interval, you will enter “1” for Yes and the system will take you back to the RFL. After recording the foods on the RFL, the AMPM will take you to the detail and amount probes. If the respondent remembers a food at this interval that was eaten later, the instrument will sequence the food so that you will collect the details and amounts when you get to that time period in the interview. Foods that are remembered at this interval but eaten earlier in the day will be collected at the end of the interview, before you complete the Final Review of the 24-hour dietary recall. These foods are called “remainder foods” and will be discussed in Section 5.7.9.
5.7.8 Last Occasion to Midnight Probe

After you review the foods reported for the last occasion, you will ask the Last Occasion to Midnight Probe (Exhibit 5-81).

Exhibit 5-81. Last occasion to midnight probe screen
This probe covers the period between the last eating occasion reported and midnight. If a food(s) is remembered, the program will take you back to the RFL to add the foods. Follow the steps below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Select “1” for “Yes.” The AMPM will take you back to the RFL.</td>
</tr>
<tr>
<td>(2)</td>
<td>Enter food on RFL.</td>
</tr>
<tr>
<td>(3)</td>
<td>Collect or confirm the time and occasion.</td>
</tr>
<tr>
<td>(4)</td>
<td>Ask “Anything else?”</td>
</tr>
<tr>
<td>(5)</td>
<td>Type “XXX” and press ENTER twice.</td>
</tr>
<tr>
<td>(6)</td>
<td>Press END.</td>
</tr>
<tr>
<td>(7)</td>
<td>Collect details and amounts for each new food.</td>
</tr>
</tbody>
</table>

5.7.9 Collection of Remainder Foods

The USDA AMPM program orders foods chronologically throughout the interview, guiding the collection of detailed information about each food in the sequence in which the food was eaten. However, if a food was remembered at a point in the recall day that came before the time period you are collecting, the program will store the food until the end of the Recall portion of the interview. The stored foods are called “remainder foods.” For example, if an SP remembered drinking orange juice at 7 AM for breakfast while you were reviewing the 1 PM lunch, the program would classify it as a remainder food.

If a remainder food is reported for an existing occasion (e.g., remembered drinking orange juice with waffles that have already been collected for 9am breakfast), you will only collect the details, amounts, and source for the food. However, if the remainder food is a new eating occasion (e.g., reported drinking orange juice at a time that was different from all other reported occasions), you will also collect the location of the occasion.

Remainder foods will be probed in the same way that all other foods are probed, beginning with the Continue/Redo Screen and ending with the Source question. However, the Interval review probes will not be asked for these foods because the period of time has already been covered.
5.8 Step 5: The Final Review Probe (FR)

The Final Review Probe (Exhibit 5-82) is the last opportunity the respondent will have to remember any new foods or drinks. If the SP remembers a food at this time, enter “1” for YES. The AMPM will take you to the RFL. Add the food to the next available RFL line. Collect the time and occasion for the food(s). Ask “Anything else?” probe. Type XXX on the next RFL Line and press ENTER twice. Press END. You will then collect details, amounts, and source for the food(s). If the food(s) creates a new eating occasion, you will also ask the location. Like remainder foods, the Interval Review probes will not be asked for these new foods.

Exhibit 5-82. The final review probe screen

After you have administered the Final Review probe, continue with the health-related questions section of the intake.
5.9 **Intake Health-Related Questions**

The dietary interview also includes a series of questions that are asked at the end of each interview and are a part of the USDA AMPM program. The questions ask about usual intake, salt consumption, and special diets.

The dietary exam includes the following questions:

- Usual intake;
- Source of tap water;
- Use of salt at the table and in cooking; and
- Special diet information.

5.9.1 **Usual Intake**

The Usual Intake question is the first question that follows the 24-Hour Recall portion of the interview and is asked in all dietary interviews (Exhibit 5-83). This question asks the respondent to make a judgment as to whether the **amount** of food and drink reported in the interview was usual, less than, or more than usual.

*Exhibit 5-83. Usual intake question screen*
Respondents may have difficulty deciding whether the intake reported was really different from usual. Don’t lead the respondents – let them decide. If they ask you to define the terms, just repeat the question with slight emphasis on the word amount. Remind them that it is their judgment.

5.9.2 Source of Plain Drinking Water

This question asks the SPs to report the main source of tap water (Exhibit 5-84).

Exhibit 5-84. Tap water screen—Source question

There are three response items for the source of plain drinking water:

- A city water supply is also called “city water,” “public water,” “municipal water,” and in rural areas it may be called water from a “rural water district.” “Drinking fountain” is also considered a community water supply.

- A well or rain cistern is a well or tank, usually underground, in which rainwater is collected for use.

- A spring includes a public or private spring.
If respondents answer with more than one source, probe for the main source. If respondents answer with a location such as “school or work,” type “91” (Other, Specify) and record the response in the blank text field.

After you select the source of tap water, press ENTER to continue.

5.9.3 Salt Use Questions

These questions ask the SPs about the use of “salt.” The questions specifically ask about salt added at the table and also during food preparation and refer to usual behavior.

After you have read this introduction screen (Exhibit 5-85), you will ask the SPs about the type of salt they usually add to their food at the table.

There are four response items for the type of table salt used. The first three refer to different types of salt. Select “1” (Ordinary/Table Salt, Seasoned Salt or Other Flavored Salt), “2” (Lite Salt), or “3” (Salt Substitute) depending on the type of salt the SP reports usually consuming. Select “4” (None) if the SP reports never adding salt at the table. If you select “4,” the AMPM program will skip you to the next series of questions.

Exhibit 5-85. Salt screen—Type question
In case a respondent is having difficulty answering this question, use the following guidelines:

- If an SP says “I use both ordinary and lite salt at the table,” probe as to which is used most often.
- If the SP reports using two types of salt equally, for example both “ordinary salt” and “lite salt,” type “91” (Other, Specify) and record the response in the blank text field.
- If, after probing, the SP does not know the type of salt (e.g., because the spouse does all the shopping and puts something in the salt shaker), press the F8 function key (Don’t Know).
- If the SP is not sure that the product used was salt, type “91” (Other, Specify) and record the response in the blank text field. For example, record “uses Mrs. Dash.”

**Frequency of Salt Use at the Table.** For SPs who reported adding salt to their food at the table, you will ask a follow-up question about how frequently they added salt (Exhibit 5-86).

Exhibit 5-86. Salt screen—At table frequency question
There are three response options for this question—“Rarely,” “Occasionally,” and “Very Often.”

If SPs have difficulty deciding how frequently they add salt to their food, remind them that there is no right or wrong answer and to use their best judgment.

**Salt Use in Cooking.** This question asks SPs about how often salt is used in cooking or preparing foods in the home. Do not include foods prepared outside the home.

Notice on the screen (Exhibit 5-87) that there is an interviewer instruction that you may read to remind the respondent that this question is only about ordinary salt or seasoned salt and not about lite salt or salt substitutes, such as Mrs. Dash.

Exhibit 5-87. Salt screen—In preparation frequency question
There are four response options for this question—"Never," "Rarely," "Occasionally," and "Very Often." Let them decide. If respondents ask you to define the terms, answer that there are no set definitions, that the SP’s judgment is fine.

**Salt Use Yesterday**

There are two possible questions asking about salt use yesterday. The first to capture is if salt was used the day before and the second to determine what type of salt was used yesterday. (Exhibits 5-88 and 5-89).
5.9.4 Following a Special Diet

This question asks respondents if they are currently following a special diet (Exhibit 5-90). Do not record previous diets; only record diets the SP is currently on. The meaning of “diet” refers to a conscious change in the foods and/or beverages the SP is consuming. Either the amount (e.g., eating half the portion size) and/or the kinds of items (e.g., eating lower fat foods or foods high in fiber) may be consciously changed to constitute a “diet.”
Exhibit 5-90. Special diet screen

Are you currently on any kind of diet, either to lose weight or for some other health-related reason?

- 1. YES
- 2. NO
Special diet includes diets:

- To lose weight;
- To train for a sporting event;
- Prescribed by a physician (e.g., low allergy diet);
- Self-prescribed (e.g., to build muscles, to lower cholesterol); or
- Advocated by the media for weight loss or other reasons, such as cancer and general health (e.g., Macrobiotic diet or T-Zone diet).

Special diet DOES NOT include:

- Diets prohibiting certain foods because of a religious belief:
  - Jewish (e.g., no pork, eating Kosher),
  - Islamic (e.g., no pork, no alcohol),
  - Mormon (e.g., no caffeine, no alcohol), or
  - Hindu (e.g., no beef).

- Eating patterns followed because of a religious holiday:
  - Lent,
  - Ramadan, or
  - Passover; and,
  - Vegetarian diets.

There are two response items to this question. Select “1” for YES or “2” for NO. If you select “1,” the AMPM program will take you to the next screen to collect the type of special diet the SP is following. If you select “2” you will skip over the Type of Special Diet question.

If a SP reports following a diet because her spouse is on one, she is NOT “following a diet to lose weight or for some other health-related reason.” The question is asking if the SP has her own reason for following a diet. In this case, select “2” for a NO response.
Type of Special Diet. This question is only asked of respondents who report being on a special diet (Exhibit 5-91). The question asks respondents to identify all the diets they are following.

Exhibit 5-91. Special diet—Type question

There are seven response items to this question. Whenever possible, ask the respondents to classify the type of diet they are following into one of the seven categories. For example, Dr. Atkins diet or the Scarsdale diet may be followed for either weight loss purposes or for improving general health. Do not make assumptions for the respondents; rather, let them tell you the reasons behind following the diet.
Following are some examples of how to categorize special diets.

- A Weight Loss or Low Calorie Diet (“1”) would include:
  - Diet shakes such as Ultra Slim Fast
  - Richard Simmons Diets
  - Weight Watchers
  - Nutra-System
  - Hollywood Diet

- A Low Fat or Cholesterol Diet (“2”) would include:
  - The 8-Week Cholesterol Cure Diet
  - Fat Buster Diet
  - Dean Ornish’s Low Cholesterol Program

- A Low Salt or Low Sodium Diet (“3”) would include:
  - Diet to lower blood pressure or hypertension

- A Sugar Free or Low Sugar Diet (“4”)

- A Low Fiber Diet (“5”) may also be called:
  - Low residue diet

- A High Fiber Diet (“6”) may also be called:
  - High residue diet

- A Diabetic Diet (“7”) may also be called:
  - Gestational diabetic diets: Mothers who are pregnant and have gestational diabetes (diabetes during pregnancy) often follow a diabetic diet.

- A Low Carbohydrate Diet (“8”)

- A High Protein Diet (“9”)

- A Weight Gain Diet (“10”)

Notice the boxes to the left of the responses (Exhibit 5-92) indicate that more than one answer may be entered for this question (Code All That Apply). For example, a SP may report following the Fat Buster to lower cholesterol and to lose weight. In this case, type “1-2” for Weight Loss/Low Calorie Diet (“1”) and for Low Fat/Low Cholesterol Diet (“2”).

Exhibit 5-92. Special diet—Code all that apply (CATA) responses

If the SP reports a type of diet that is not listed on the screen (i.e., Low Allergy Diet) record “91” (Other, Specify) and type the response in the blank text field.

Although it is rare that a young child would be on a special diet, even the youngest infant may be on special formulas for health-related reasons, such as milk allergies or to gain weight. For example, if a baby is given a special formula such as Nutramigen because of allergies to human’s or cow’s milk, the respondent may consider this a special diet. In this case, type “91” (Other, Specify) and record the diet in the blank text field.
When you complete the intake, the following screen (Exhibit 5-93) will appear. Enter “1” then save the interview and continue to the Dietary Recall Section Status screen.

Exhibit 5-93. Final dietary recall screen
5.10 Dietary Recall Section Status

This screen (Exhibit 5-94) indicates the status of Section 1, the dietary recall section of the interview. When you arrive at this screen, the interview status will indicate “Partial,” “Not Done,” or “Complete.” If the status is “Complete,” continue to the Supplement and Antacid Section.

Exhibit 5-94. Dietary recall section status screen

If the status is “Partial” or “Not Done,” you must enter a reason in the Comments field. Click on the drop-down menu for a list of reasons for partial intakes.
The comment codes you can choose from are:

- Safety exclusion
- SP refusal
- No time
- Physical limitation
- Communication problem
- Equipment failure
- SP ill/emergency
- Interrupted
- Proxy no information
- Needs DR (Data Retrieval)
- Other, specify

If you choose “Other, specify,” the “Other” field will open (Exhibit 5-95) and you must type an appropriate comment.

Exhibit 5-95. Dietary recall section status screen—Comment codes

This completes the dietary recall portion of the exam.
6. SUPPLEMENT AND ANTACID COLLECTION

Dietary supplements have been collected in person, in the home of the survey participants, starting with NHANES III. SPs are asked about their use of vitamins, minerals, and other supplements in the past 30 days. Beginning in NHANES 1999, participants are asked about use of all dietary supplements (antacids and herbals). These are important to assess since a wide range of health and disease conditions are associated with total nutrient intake. Also important is the ability to collect this information in the same format and timeframe as the food and beverage intake (past 24 hours). This will allow researchers to improve the total nutrient intake estimations as well as examine associations by nutrient source such as from foods versus supplements.

For NYFS you will collect supplement and antacid use for the previous day, similar to the collection of foods and beverages in the AMPM for all Primary SPs. This section has its own Section Status similar to the Recall and Post-Recall (Complete, Partial, or Not Done). It will follow the 24-Hour recall and is also in Blaise so it has many of the same characteristic as the AMPM. For example, to change the form language use the Hot key of F11 or go to the drop-down “Options” menu. Navigation also uses the same rules where the Tab key takes you to the next field and Shift+Tab will take you back a field. The arrow keys can also move you forward and back.

6.1 Basic Scenarios

There are two basic scenarios for SPs. Either the SP will have reported supplements and/or antacids in the Household Interview in the past 30 days, or they have not.

- If the SP did report using any supplements/antacids, this information will display in a table (Exhibit 6-1) which will allow you to easily ask if they took it the previous day. After reviewing this list item by item, you will get a new screen probing for any additional supplements/antacids taken the previous day.

- If the SP did not report any supplements/antacids in the past 30 days in the Household Interview, then you will get a screen probing for any supplements taken the previous day. This is followed by a similar screen probing for any antacids taken the previous day.
The review and probing for supplements and antacids will be done individually. That is, you will first review the supplements list (if any), then probe for additional supplements. Then you will review the antacid list (if any), and probe for additional antacids.

Exhibit 6-1. Supplement review

In this scenario, the SP reported taking four supplements. The script walks you through confirming each one individually and documenting if they were taken the previous day.

The first column of the response pane lists all the supplements in the review. In this case there are four. This is information coming from the Household interviewer as they entered it in a text field. Therefore you may see spelling errors and other inconsistencies. We have made these entries in all capital letters as an indicator that this is data that came from the Household Interview.

The next column is the Pick List. For the data imported from the household, this column will be blank. The third and forth columns have the supplement strength information, if any. The fifth column indicates whether or not the Household interviewer saw the container of the supplement. This gives you a sense of confidence that we have correct data. If the container was seen, you will not have to ask the form of the supplement, as we are confident of the form entered by the HH interviewer and you will only need to verify the form.
If you answer “Yes” to confirm use the previous day, you will verify the form (Exhibit 6-2) and then ask the amount or quantity taken (Exhibit 6-3). Once you confirm the form, the unit (unit taken) will be auto-filled for you and you will go on to the next supplement reported.

Exhibit 6-2. Form confirmation

Exhibit 6-3. Quantity taken
The form verification question will not come up for supplements where the containers were not seen, for new supplements that you have recorded, or for antacids. When you are verifying the form of a reviewed supplement, if the SP says “No,” the program will open a new line to enter the supplement taken. The assumption is that if the supplement form is not the same as it was in the Household Interview, that the SP is likely taking a different supplement altogether. So the program opens a new line in the review, and you follow the procedures for entering a new supplement.

Typically, when you are reviewing a supplement form, you just ask ‘How much did you take?’ enter the number, and move on to the next supplement. However, for Packages/Packets, Liquid, Gel, Powder, and Granules, entering just a number for the quantity is not enough information. For example, if the form is “Liquid” and you ask “How much did you take?” the response will be a number and a unit, like 2 teaspoons. Thus, the program opens the Form/Unit screen for you to enter the unit. Depending on the form you are confirming, the unit screen is limited to only appropriate responses. For example, if the form is “Liquid,” the unit “gumballs” is not a response option.

The subsequent supplements (Exhibit 6-4) follow in the same format. You will go through each one verifying the form and entering the number taken. If the supplement was not taken the previous day, the program takes you on to the next supplement in the review list.

Exhibit 6-4. Subsequent supplement review
Once all supplements on the list have been probed and appropriately recorded if taken, then you will see this screen asking about any additional supplements (Exhibit 6-5). The Supplement hand card must be shown to the SP. If the SP answers “Yes,” then you record each new supplement on the new supplement screen which follows. A “No” response will take you on to review the antacids reported in the Household Interview, if any.

Exhibit 6-5. Additional supplements probe
6.2 Recording Other Supplements

If the SP reports taking a new supplement, you will need to enter the new supplement in the supplement table as shown in Exhibit 6-6.

This screen asks for the new supplement name. Enter what the SP says verbatim. The interviewer instruction text in teal will help you with probing.

When you are reviewing supplements and antacids, you do not have the ability to enter any “new” data. It is only during this recording section of the program that you are able to enter a new or additional supplement or antacid. The exception mentioned earlier is when you answer “No” to the form.

Exhibit 6-6. New supplements
Once you’ve entered the supplement information in the text field, then record the quantity taken and unit/form taken. The screens shown in Exhibits 6-7 and 6-8 display for you to select quantity and then enter the unit/form of the supplement.

Exhibit 6-7. Amount

Exhibit 6-8. Form/Unit
Before you move on to review the antacids reported in the Household Interview, the screen shown in Exhibit 6-9 will display to check whether you have captured all the supplements taken the previous day. If no others were taken, simply hit the “Enter” key to go on.

Exhibit 6-9. Any others?
6.3 Antacid Data Collection

After collecting the supplements, you move on to collect the antacids. If the SP reported taking antacids in the Household Interview, a list will appear in a table similar to the supplements (Exhibit 6-10). In this case there was only one antacid reported. You will follow the same protocol, asking if each antacid on the list was taken the previous day. If so, you will record the quantity and unit/form.

Exhibit 6-10. Antacid review

If no antacid data were reported in the Household Interview, you will get a simple probe to see if any antacids were taken the previous day.

After verifying and/or entering all the previously reported antacids, the next screen (Exhibit 6-11) probes for any additional antacids. You must show the SP the Antacid hand card. Just as with the supplements, a “Yes” response will prompt you to record all that are reported.
Exhibit 6-11. Any other antacids?

Similar to the supplement screen, you will record the name of the new antacid in a text field, you will need to find a match for it on the Pick List, and then enter the quantity taken and unit/form taken. You will want to record the information verbatim. The interviewer instruction text on the screen (Exhibit 6-12) helps guide you as to what probes you may need to ask.

Exhibit 6-12. Recording a new antacid
6.4 No Supplements Reported in the Past 30 Days

If the SP did not report any supplements in the past 30 days in the Household Interview, you will get a screen as shown in Exhibit 6-13, asking if they took any the previous day. You will need to show the Supplement hand card. If the response is “Yes,” then the same screen will display that is used to record additional supplements.

Exhibit 6-13. Supplements taken yesterday
This screen (Exhibit 6-14) asks for the new supplement name. Interviewer instructions will help you probe. You enter the supplement in a text field, then record the quantity taken and form/unit taken.

Exhibit 6-14. Recording supplements

6.5 No Antacids Reported in the Past 30 Days

If the SP did not report any antacids in the Household Interview, this screen will come up asking about use of antacids the previous day (Exhibit 6-15). You will need to show the Antacid hand card. A “Yes” response will take you on to record the antacid and a “No” response will conclude the section.
For SPs that did take an antacid yesterday, a screen similar to the supplement screen appears (Exhibit 6-16) where you will record the name of the new antacid in a text field, find a match for it on the Pick List, then enter the quantity taken and the form/unit taken.

The Pick List will come up as you type, similar to the MFL in the AMPM; you can filter by TriDrugName or Alphabetically. However, you will need to be very careful in attempting to get an exact match to your text field entry.
NOTE: It is important that if you cannot find an **exact match** to select **Product not on list.**

If you open a line in error by moving beyond the 1st column, and do not want to enter a new/additional supplement or antacid, type “error” in the field of the 1st column (the text field) and hit “Enter.” This will remove the newly inserted line.

If the SP reports an antacid or supplement where the unit is milliliters, tablespoons, teaspoons, cans, grams, cups, scoops, cc’s, capfuls, mgs, units, gulps, ounces, or packages, a followup question is asked. This will only occur for new supplements and antacids, or reviewed supplements and antacids where the container was not seen. You are not expected to memorize this list, but as an aid we wanted you to understand the instances when you will see a followup question: “Was this a liquid or powder?”

If the SP reports a unit or form of a supplement or antacid that is not on the list, you have the option on entering “91” for Other, specify. If you select “Other, specify,” a text field will open where you will need to enter the unit/form.
6.6 Hand Cards

We have three hand cards for this section (Exhibit 6-17). First we have a two-sided hand card. Each language has been printed separately, so that we have an English card with Supplements on one side and Antacids on the back, and a Spanish card with Supplements on one side and Antacids on the back. You will be showing these to the SP as well as providing the SP with both language versions of the cards to take home with their Food Model Booklet and a bag that has their cups, spoons, ruler, etc. The other hand card shows photo images of supplements to assist SPs in an understanding of what we are referring to when we ask about dietary supplements. It is also two-sided, with English on one side and Spanish on the other. Sample Persons will need to have the hand cards with them for their Phone Follow-Up dietary interview which is why we ask that you insert these cards in with their other Phone Follow-Up materials.

Exhibit 6-17. Supplement and antacid hand cards
6.7 Edits

We have two edits programmed for this section of the interview (Exhibits 6-18 and 6-19). A soft edit will come up if you enter a quantity greater than 9. Select “Goto” to change the quantity, or “Suppress” to continue. “Close” will keep you in the quantity field.

Exhibit 6-18. Soft edit

Also an edit will display if you answer “Yes” to the question asking if the SP took any other supplements/antacids, and then failed to enter the supplement/antacid on the grid.

Exhibit 6-19. Hard error
7. CONDUCTING THE POST-RECALL QUESTIONS

This section of the manual contains a general introduction to the automated Post-Recall section, and detailed step-by-step instructions for conducting Section 3 of the interview, the Post-Recall questions. The format of this section is arranged so that a description of a screen is either preceded, or followed, by an example. These examples are usually a succession of screens demonstrating the function of that particular aspect of the automated system.

7.1 General Overview of the Post-Recall Section

After you have confirmed the status of Section 2, you will finish the interview with the Post-Recall observations questions that you will complete about the interview.

The observations questions document your observations about the interview. They include questions that identify language used, the main respondent, and who helped; and have a place to indicate conditions that apply to the respondent or proxy.

7.2 Observations Questions

The Dietary Recall Evaluation screen (Exhibit 7-1) is the only screen in the NYFS Post-Recall Section. The screen contains four questions for you (the interviewer) to complete. You must answer all the questions on this screen before going to the next screen.
Exhibit 7-1. Observations screen

The first question asks you what language was used for the interview. The response categories include “English,” “Spanish,” “English and Spanish,” “Cantonese,” “Cantonese and English,” “Mandarin,” “Mandarin and English,” “Korean,” “Korean and English,” “Vietnamese,” “Vietnamese and English,” and “Other.” You can select the appropriate option by typing the first letter of your choice (e.g., “S” for Spanish). You can also click on the down arrow to see the choices, and select one by pointing and clicking. If you select “Other” you must specify what other language was used.

The second question asks you who the main respondent was for the interview. That is, the SP, a proxy (e.g., a parent or grandparent), or someone else. You may select one of the twelve options by typing the first letter of your choice, or you may click on the down arrow to see the choices and select one
by pointing and clicking. If you select “Other Specify” you must specify what other person was the main respondent.

The third question asks you who helped in responding for the interview. You may make your selection by simply typing the first letter of who helped of the thirteen choices including typing “N” for “No One.” If you answer “Other Specify” the “Other Specify” field will open and you must enter the other person. For example, if a proxy completed the interview for a child SP, but the child provided the quicklist, the SP helped and should be indicated here. Another example is if the interview required a translator. You should select this from the pick list to indicate that a translator helped.

The last section is a list of conditions for you to check if applicable to the interview. There are 12 selections to choose from on the pick list including the option to choose “Other Specify” and specify the reason. This is a CATA question so you can choose more than one answer. You may also indicate that the intake may be unreliable and must specify why you feel this way.

7.3 Post-Recall Section Status

This screen (Exhibit 7-2) will automatically indicate that the section status is “Complete” if all of the questions in this section were answered. If you had to end the interview before completing any or all screens, the section status will indicate either “Not Done” or “Partial.”
If the screen indicates a “Not Done” or “Partial” status, you must enter a comment before finishing the interview. Comments include:

- Safety exclusion
- SP refusal
- No time
- Physical limitation
- Communication problem
- Equipment failure
- SP ill/emergency
- Interrupted
- Proxy no information

To close the interview, press the “Finish” button on the bottom of the screen.
8. ADDITIONAL INTAKE PROCEDURES

This chapter discusses procedures that are specific to the Dietary Recall interview. The procedures include:

- Conducting proxy and assisted interviews;
- Interviewing children;
- Data retrieval;
- Documenting special situations such as skipped meals, missing meals, fasting SPs, and breast-fed infants;
- Referring to foods previously reported by the SP or other household member;
- Misreporting primary foods;
- Adding or misreporting additions;
- Recording information when program limits are activated (40+ foods and excess accessions to categories); and
- Collecting water information reported during the intake.

8.1 Proxy and Assisted Interviews

Proxy and assisted interviews will be conducted primarily on child SPs. However, there may be situations when you will need to conduct proxy or assisted interviews for adult SPs who cannot report for themselves because of physical or mental limitations.

As shown in the following table (Exhibit 8-1), proxy interviews will be conducted for all child SPs under 6 years of age. Interviews for child SPs between 6 and 8 years of age will also be conducted with proxies, but the child must be present to assist the proxy during the interview. Assisted interviews will be conducted with child SPs 9 to 11 years old. SPs in this age range will be asked to provide their own data assisted by an adult household member (referred to as the assistant). The preferred proxy/assistant is the person most knowledgeable about what the SP ate the day before the interview.
Exhibit 8-1. Table of proxy and assisted interviews

<table>
<thead>
<tr>
<th>SP Age</th>
<th>Interview</th>
<th>Adult Present</th>
<th>Child Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;6 yrs</td>
<td>Proxy</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6-8 yrs</td>
<td>Proxy/Assistant</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>9-11 yrs</td>
<td>SP/Assistant</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>12-15 yrs</td>
<td>SP</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

8.1.1 Proxy Interviews with Child SPs Under 9 Years of Age

There are two types of proxy interviews for children in this age group: (1) an interview where the proxy is the sole respondent, and (2) an interview where the child SP assists the proxy. A proxy will always respond for children under the age of 6, as we assume that they cannot reliably report for themselves. A proxy will also be the primary respondent for children between 6 and 8 years of age. However, because children in this age group can often contribute useful information about meals eaten away from home, the interview will be conducted with the child present to assist in reporting intake information. The proxy for children under 9 years of age may be the parent, grandparent, babysitter, or any other person knowledgeable about the child’s intake. If the child has more than one caregiver, several individuals may need to contribute to the Intake data.

It is likely that you will need to collect information from children between 6 and 8 years of age about what they ate in the school cafeteria, at a day-care center, a babysitter’s home, or with some other caretaker. It may be necessary to collect not only information about school lunch, but also breakfast and after-school snacks.

If the preschool child has a meal(s) outside the home, the proxy or other family member may be able to tell you what foods were sent with the child, but probably not what foods were eaten. Be patient and persistent in trying to collect as much information as possible from the sampled child, if the proxy cannot be of assistance.

As with the standard introduction, explain the information you need, and define the time frame for the proxy. Since infants frequently have feedings during the night, it is important that the proxy understands the period of time. Use the Yesterday’s Intake hand card to reinforce the time period.
8.1.2 Assisted Interviews with Child SPs 9 to 11 Years Old

Our procedures assume that children between 9 and 11 years old are capable of self-reporting their intake, but to collect complete and accurate information, they would benefit from the assistance of an adult knowledgeable about their intake.

The child should try to answer all of the intake and health-related questions. If the child and assistant provide conflicting information, give them an opportunity to reconcile the response on their own. If they cannot, record the SP’s response on the intake grid and proxy comments in the Remark Box (F6 function key).

8.1.3 Proxy or Assisted Interviews with Adults Unable to Report for Themselves

You may need to interview some respondents older than age 11 who are not capable of responding for themselves due to physical or mental limitations. In these cases, an acceptable proxy or assistant would be the person most knowledgeable about the respondent’s food consumption. Generally, a proxy will be assigned to an adult who cannot report for himself or herself.

8.2 Interviewing Children

The age and ability of the child will determine how much of the interview you conduct with the child. Following are the procedures to follow for each age group.

- **SPs under 6 years old** – The entire interview will be conducted with the proxy. The child does not need to be present. However, if the child is present for the interview, the proxy may refer questions to the child.

- **SPs 6-8 years old** – The proxy will be the primary respondent, but the child SP should be present. If appropriate, you may conduct part of the interview with the child SP. Begin the interview with the proxy. If the proxy feels the child can better respond to the Quick List or answer the food probes, have the child join the interview. When you feel you have obtained all the information the child can provide, direct your questions to the proxy.

- **SPs 9-11 years old** – The child SP will be the primary respondent, but will be assisted by an adult. Begin the interview with the child by asking the Quick List. After the
child reports the Quick List, address the next statement to both the child and the assistant: Say something like “Now I’m going to ask you specific questions about the foods and beverages we just listed. When you remember anything else you ate or drank as we go along, please tell me.” Invite the assistant to participate in the interview and encourage the assistant to help the child report completely and accurately.

Interviews with young children can be either pleasant and amusing encounters, or tedious and exhausting experiences. How you conduct the interview can affect both the quality of the interview and the interaction itself. Following are some tips to remember when interviewing children.

- Use child-related events and terms when probing. For example, if a child refers to an activity such as gymnastics or baseball when reporting foods in the Quick List, follow through with that activity when you get to the descriptive probes (e.g., “Tell me about that juice you said you had before baseball practice.” rather than “You said you had some juice at 3 o’clock.”).

- If children have difficulty recalling foods on the Quick List, help them think through the day by asking about where they went and what they did. Then ask whether or not they ate or drank anything. For example, you might ask a child, “Where did you go right after school yesterday?” If the child says something like “to my friend’s house,” ask an orientation question such as “What did you do there?” Then ask, “Did you eat or drink anything while you were at your friend’s house?”

- Adult approval or disapproval can easily influence children, so you must encourage them to participate while remaining completely neutral.

- Keep your sense of humor and enjoy the conversation. It can be quite delightful.

8.3 Data Retrieval Procedures

If the SP or proxy/assistant cannot provide enough descriptive information about the foods, or the quantity eaten, the data may need to be collected from someone outside the household. This section describes the procedures for identifying and documenting missing data that needs to be retrieved from an outside source.
8.3.1 Data Retrieval Criteria

Missing dietary data will be retrieved on two groups of SPs:

- SPs under 12 years old, and
- SPs over 12 years old requiring proxy or assisted interviews.

For SPs described above, the data will be retrieved for the following situations:

- **Eating occasion reported but no foods.** An eating occasion is reported, but not the individual foods or beverages consumed at the occasion. For example, a mother may know that a child ate lunch at daycare, but may not know what the daycare provider served. Data should be retrieved for the individual foods and amounts.

- **Eating occasion reported with some foods.** An eating occasion is reported, but only some of the individual foods or beverages in the occasion are recalled. For example, a mother may know that her child’s school served a hot dog for lunch, but may not know what else was served. Data should be retrieved for the other foods and amounts.

For SPs described above, the data will **NOT** be retrieved for the following situations:

1. When a food is reported that is not a part of a missing meal, but the details cannot be recalled. For example, milk is reported, but not the kind of milk.

2. When a food is reported that is not a part of a missing meal, but the amount cannot be recalled.

8.3.2 Flagging Eating Occasions for Data Retrieval

You will flag an eating occasion for data retrieval if the SP or proxy respondent reports an occasion but cannot report ALL OF THE foods consumed for that occasion. The procedures you use to flag the occasion for data retrieval will depend on whether the respondent reported any foods for the occasion.
Reported occasion but no foods. If the SP or proxy respondent reports an occasion (e.g., “school breakfast,” “school lunch”), but cannot report what the SP ate for the occasion, follow the steps below:

1. **Record the eating occasion during the QL pass.** From the MFL pick “school breakfast,” “school lunch,” “unknown meal,” or some other occasion that describes the meal.

2. **UNKNOWN Food category.** When you get to that occasion in the interview, the program will automatically link you to the Unknown food category. The first question you will read will ask the SPs if they can tell you what they had for that occasion (Exhibit 8-2). If the respondent reports “Yes” enter “1” to go back to the RFL and enter the foods. If the respondent reports “No,” enter “2” and continue.

Exhibit 8-2. Unknown food category screen — School breakfast

Can Janice tell me what Janice had for the School breakfast?

- 1. Yes, return to the RFL to enter foods
- 2. No, foods need data retrieval
The next screen (Exhibit 8-3) asks the amount eaten only for school breakfast and for school lunch, not for other responses. Notice the interviewer instruction that tells you to record what portion of the meal was eaten. While children may not be able to tell you what they ate, they can often tell you whether they ate it all. This is a text field, so you will type in the text “ate all” or “1/2,” etc.

Exhibit 8-3. Unknown food category screen — School meal amount eaten question

Once you have entered the amount, do the following:

1. Arrow back to the category Start screen and change “1” (Include in Intake) to “3” (Needs Data Retrieval) and press “End” to get to the Source question.
2. Ask the Source question.
3. Continue with the interview.

Example: A child SP reports “school breakfast” during the QL pass. When you ask the details about “school breakfast” the respondent cannot remember any foods. Flag “school breakfast” for data retrieval and continue with the interview.
Reported eating occasion on QL, then reported some, but not all, foods for the occasion. If the SP or proxy respondent cannot report all the foods the SP ate for the reported occasion, follow the steps below:

1. **Record the eating occasion during the QL pass.** From the MFL pick “school breakfast,” “school lunch,” “unknown meal,” or some other occasion that describes the meal.

2. **UNKNOWN Food category.** When you get to that occasion in the interview the program will automatically link you to the Unknown food category. The first question you will read will ask SPs if they can tell you what they ate for the occasion (Exhibit 8-4). When you enter “1” for “Yes,” the system will take you back to the RFL to add the foods.

Exhibit 8-4. Unknown food category screen — School lunch

Can Janice tell me what Janice had for the School lunch?

1. Yes, return to the RFL to enter foods
2. No, foods need data retrieval
3. **Ask “anything else.”** After you enter the remembered foods on the MFL, ask “anything else.” (See Exhibit 8-5.)

Exhibit 8-5. RFL – SP remembers additional foods for occasion

<table>
<thead>
<tr>
<th>Food Name</th>
<th>Time</th>
<th>Occasion</th>
<th>Occasion, CS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School breakfast</td>
<td>7:00 AM</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>School lunch</td>
<td>11:30 AM</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td>3:00 PM</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Hamburger</td>
<td>11:30 AM</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Unknown meal</td>
<td>11:30 AM</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>XXX</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the respondent indicates that the SP had more foods than were reported for that occasion, but doesn’t know what they were, do the following:

1. Type in “unknown meal” on RFL along with the time and occasion.
2. Enter “XXX,” press Enter twice, and END to continue.
3. When you get to the “unknown meal” category, enter “1” (Continue) on the Continue/Redo screen, and “3” (Needs Data Retrieval) on the category Start screen.
4. Enter DK to the question about what foods were in the meal.
5. Enter 1-Enter-END to continue with the interview.

**Example:** During the QL pass a proxy mother reports her son ate “school lunch.” When you ask the details about “school lunch” the SP reports he ate a hamburger. Mom says she knows he ate more than that for his school lunch. When on the RFL, add “unknown meal” and flag for data retrieval when you get to the details.
Reported foods on QL, then reported missing foods for same occasion. If an SP or proxy respondent reports, during the QL, eating a food for an occasion, and then states that other foods were also eaten, but cannot report the other foods, follow the steps below:

1. Add the eating occasion to the RFL (e.g., “school breakfast,” “school lunch,” “unknown meal”).

2. **UNKNOWN food category.** When you get to the unknown eating occasion, do the following:

   (1) On the category Start screen enter “3” for Needs Data Retrieval.

   (2) Press “End” to exit the food details and ask the Source questions.

   (3) Continue with interview.

**Example:** A child SP reports pancakes on the QL for school breakfast. He later remembers that he ate other foods, but can’t remember the other foods. Enter “school breakfast” on the MFL and then flag the occasion for data retrieval.

### 8.3.3 Documenting Data Retrieval Source Information

If you entered any placeholders on the RFL (e.g., “school breakfast,” “school lunch,” “unknown meal”) you will be prompted at the end of the Dietary Recall interview to obtain information about who to call to retrieve the missing data. (See Exhibit 8-7 on p. 8-12.) You will ask for the source name, location, and telephone number. The source may be a school, babysitter, daycare, or relative. Before asking for contact information you **must** get the proxy’s permission to conduct data retrieval with a source outside the household.
It is important to note that these questions are not driven by selecting “Needs Data Retrieval” for any food. Thus you may see these followup questions and falsely believe that you flagged a food for data retrieval when you have not remembered to go back to do so. If the food is not flagged you cannot go back and collect the missing data. The only way to be certain is to arrow up and see the placeholder in red (Exhibit 8-6). This confirms the food is flagged for data retrieval.

Exhibit 8-6. Confirming food is flagged for data retrieval

8:00AM, breakfast, School breakfast
[Press 1 and enter for food probes.]

1. Continue
2. Redo
Data Retrieval Source Information. Data retrieval questions will only be asked when placeholders are entered on the RFL. If the Dietary Recall needs data retrieval, you will collect information about the data retrieval source(s) here.

The first screen (Exhibit 8-7) asks for a list of contacts who can answer the data retrieval questions. Up to five contacts can be entered. When you have entered all the contact names, press ENTER to continue.

Exhibit 8-7. Data retrieval source screen
The following screen (Exhibit 8-8) determines the relationship between the SP and the contact person. There are four possible responses. If the contact person is a relative or babysitter, the AMPM will continue on to ask the phone number of that person.

Exhibit 8-8. Data retrieval source screen — Relationship to SP question
If the contact person is from a school or daycare, the AMPM will ask the name of the school or daycare place (Exhibit 8-9).

Exhibit 8-9. Data retrieval source screen — Name of school or daycare question
Three separate screens (Exhibit 8-10) collect the contact person’s phone number (area code, exchange, and local).

Exhibit 8-10. Data retrieval source screen — Source phone number
Once the number has been entered, you will confirm the number and make any changes necessary (Exhibit 8-11).

Exhibit 8-11. Data retrieval source screen — Source phone number or confirmation
The next data retrieval screen allows you to enter any comments that will assist in the data retrieval process. The AMPM system will include these questions for each contact name reported.

If more than one food is flagged for data retrieval and more than one source is identified for contact, you will document the source to be contacted for each food in the comments box. You should also use the comment box to clarify any data retrieval information to be collected. The comment box is shown below (Exhibit 8-12).

Exhibit 8-12. Data retrieval source screen — Additional comments
8.3.4 Data Retrieval Collection Procedures

When “needs data retrieval” is selected for any food during an interview, the record is flagged as “needing data retrieval.” You will be responsible for conducting data retrieval for the interviews you flagged. A report is automatically printed immediately after the interview is closed, that contains a list of foods needing DR and the contact source information for that interview. Try to contact the source within 24 hours of the time the interview was completed. If it was completed on a Saturday, or the day before the weekend, contact the source within 72 hours. The record will be assigned a status code of “Partial” for the Dietary Recall section. To collect the missing data, you need to follow these steps:

1. Select Data Retrieval (DR) on the drop-down file menu at the initial dietary exam screen.

2. Use the DR report to obtain the telephone number to initiate contact with the source.

3. Launch the partial intake and scroll down to the first eating occasion needing DR. The food details will appear in RED.

4. Select “Redo” and then “Include in Intake” to access the food details. All details collected during the interview will be filled in.

5. Collect the missing data.

6. Press “End” to exit the food’s details.

7. Scroll to the next food needing DR and repeat the process until all foods on the DR report have been addressed.

8. If at any time the DR contact cannot provide the necessary details, leave a remark (F6) describing why DR was not successful.

9. Close the intake. Note that the section status is now complete.
If you cannot contact the source within the timeframe noted above, enter the case and navigate to the eating occasion(s) needing DR. Select “Redo” and then “Include in Intake.” Then press F6 and leave a remark in the remark box stating “data retrieval unsuccessful.”

8.4 Documenting Missing Meals (if Data Retrieval is Not Required)

If the Dietary Recall does not meet the guidelines for data retrieval and the SP can remember consuming foods and beverages at a particular meal, but cannot remember what was consumed, the meal is considered missing. You will record the missing meal by entering the eating occasion on the Quick List, for example “dessert” or “snack.” The program will link those terms with the Unknown Food category. If the SP cannot report the foods consumed, enter a question mark (?) for DK and continue.

8.5 Documenting Skipped Meals

A missing meal is distinguished from a skipped meal. A skipped meal is a meal that the respondent might have been expected to eat or drink, but did not. For example, this is the case if an SP reports eating no food before 1:00 in the afternoon. At any point in the interview you may access the Remark Box and record any information the respondent offers (e.g., “I didn’t eat breakfast.”), to indicate that a meal is not missing. Be careful not to suggest to SPs that they should have had a meal, or ask if they had a particular meal.
8.6 Documenting Fasts on the Recall Day

There may be times when a respondent reports fasting on the recall day. If this occurs follow the steps below:

1. Enter “Fasting” on the QL.
2. Proceed with the interview, asking the FFL probes.
3. Ask health-related questions.

8.7 Documenting Breastfed Infants

When a proxy reports that an infant SP was breastfed, you will record the term “breast milk” on the QL and continue with the interview. Try to document every time the SP was fed (rather than reporting the feedings as extended consumption). At the time and occasion pass, record the time the feeding began and code the occasion as “feeding – infant only” (code 8) – as you are not required to ask for an occasion name if the SP is under 2. The program will not ask detail, amount, or source probes for “breast milk.” In addition, if “breast milk” is the only food in the occasion, the program will not include the location question.

If a proxy reports that an infant is exclusively breastfed, you do not need to read all the text on the Measuring Guide Instructions Screen. You can simply read the first sentence and go to the next screen. (Now we’re going to fill in your list with more detail.) However, for bottle-fed infants, the screen must be read since foods may be added to the bottle that may require the SP to report quantities using the guides.

Furthermore, if the infant was exclusively breastfed you may follow these steps:

1. On the Quick List in the FoodName column enter “Breast milk” only one time and type ‘XXX’ to continue.
2. Proceed to the Forgotten Food List screens and ask and answer all of the probes.
3. Highlight the Breast milk on the RFL and press F6 to enter a Remark. In the remark box enter all of the times the baby was nursed/fed.
4. At the Time and Occasion Pass enter the first reported time the infant was breastfed. Enter Feeding-infant only (‘8’) for the occasion.

5. Enter ‘1’ to continue. [As stated above you do not need to read all of the Measuring Guide Instructions Screen text ("Now we are going to fill in your list with more details").]

6. Ask the Midnight to First Occasion Probe.

7. Read the Review of Event screen.

8. Reword the Last Occasion to Midnight Probe: “Did (NAME) have anything else to eat or drink between these feedings and midnight last night?” while noting the times documented in the Remark box.

8.8 “Same As” (Foods Previously Reported by the SP or Household Member)

To make the interview more efficient, you may refer to a previously described food in an SP’s intake or in another household member’s intake. To do this you will go to the Category Start screen (Include in Intake) and select “4” for “Same As.” Instructions and a text box will appear (Exhibit 8-13) that will prompt you for the following information.

- Eating Occasion or Time.
- Reference Person’s SP #.
- If necessary indicate if this is a NYFS interview.
Exhibit 8-13. “Same As” screen

<table>
<thead>
<tr>
<th>Intake</th>
<th>Sorted_RFL</th>
<th>Navigation_Help</th>
</tr>
</thead>
</table>

MARCIA (17, F), Yr10.s233.v1

Pizza, 12:00 PM, lunch, 12:00 PM

1. IF IN THIS PERSON’S INTAKE, RECORD:
   - EATING OCCASION OR TIME

   OR

2. IF IN ANOTHER PERSON’S INTAKE, RECORD:
   - EATING OCCASION OR TIME
   - REFERENCE PERSON’S HOUSEHOLD FOSTER NUMBER
   - DAY 1 OR DAY 2

REFER TO ANOTHER INTAKE ONLY IF YOU COLLECTED THAT INTAKE]

<table>
<thead>
<tr>
<th>FIBStart</th>
<th>SameAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

If you are referring to a food reported earlier in the interview, you will only need to document the time and occasion.

If you are referring to the Dietary Recall for another household member, you must also enter the reference SP’s number and the type of exam. To access a roster of Household SPs and their respective SP numbers, press Ctrl H. A drop-down box will appear that includes SP number, name, age, and gender.

Once you have entered the “SameAs” information, you must ask the additions and amount eaten probes for the food and then continue with the interview. You may only refer to another household member if you completed the interview that collected that information on the same day.
8.9 Procedures for Misreporting Foods

There are several situations during the interview in which you may have to misreport a food. The procedure for misreporting the food will depend on the reason for the misreport and when the misreport occurs.

There are three reasons you may need to misreport a food: the SP didn’t eat a reported food on the recall day; the SP changed the time of the eating event while in the food details; or the food name didn’t match the details reported by the SP. The procedures for misreporting each scenario are described below.

**SP did not Consume Food on Recall Day.** When a food on the RFL is incorrect because either the respondent mistakenly reported it or you entered it incorrectly, you must remove the food from the Dietary Recall. The procedures for removing the food depend on where the misreport occurs.

- **QL or Time and Occasion Pass:** QL Type “error” over the food name. “Error” can only be used to remove a food from the RFL during the QL and Time and Occasion Passes. The program will not allow “Error” beyond this point and the food must be misreported as explained below.

- **Food Details Pass:** Arrow up to the Category Start screen and select “Misreport.” Press “1,” Enter and “END” to continue.

- **After Collected Food Details:** Arrow up to the Continue/Redo screen and select “Redo.” Select “Misreport” on the Category Start screen. If it is a primary food, this procedure will misreport both the primary food and any additions collected with it. This can occur any time in the interview, including during the health-related questions.

**Changing Time While Collecting the Food Details.** If the respondent changes the time a food was consumed while collecting that food’s details, the food must be misreported and re-entered on the RFL with the correct time.

1. Arrow up to the Category Start screen and select “Misreport.”

2. Press “1,” enter, and “END,” as instructed on screen, to continue to the next food.

3. Press F10 and type “rfl” to access the RFL.
4. **Arrow down** to the “XXX” and enter the food name with its corrected time and occasion. Remember to include any details already collected (to avoid repeating questions a second time). (For example, if SP reported candy at 10 a.m. but changed the time to 2 PM after telling you it was a Milky Way bar in the details for the candy, enter “Milky Way bar” on the RFL with the new time.)

5. Press “END” to continue with the intake. The re-entered food will now be collected at the appropriate time and occasion.

**Changing Food Name or Prefilled Details.** On occasion, a respondent will change the food name or kind while in the food details. Since the program prefills some details based on the RFL food name, and prefilled items cannot be changed, you must misreport the food and re-enter the corrected food name on the RFL. You will know you must misreport when SPs seek to clarify their initial response once you are in the food details. For example, this would happen when the respondent reports “OJ” on the Quick List but remembers that it was “pineapple-orange juice” in the details when you asked, “Was the orange juice 100% juice?”. Or, they could change a food such as sugar to sugar substitute when you ask, “How much sugar did you actually eat?” In each case, the food must be misreported and re-entered on the RFL. You will use the same procedure that is used to change time while collecting food details.

1. Arrow up to the Category Start screen and select “Misreport.”

2. Press “1,” Enter and “END,” as instructed on the screen, to continue to the next food.

3. Press the F10 key to access the RFL.

4. **Arrow down** to the “XXX” and enter the corrected food name with time and occasion.

5. Press “END” to continue with the collection of the food’s details.

8.10 **Adding Remembered Additions**

The procedures for adding remembered additions to the Dietary Recall are different from those for adding primary foods. While a remembered primary food can be documented by accessing the RFL and adding the food (discussed in Chapter 5), remembered additions must be tied to the appropriate primary food. For instance, if the respondent adds sugar to his coffee, the sugar must be added within the coffee details, not entered onto the RFL as a separate food. Thus, when the respondent remembers an addition to a primary food that was collected earlier in the intake, you must return to the primary food and add the addition there.
To add a remembered addition to a previously collected primary food:

1. Arrow up to the Continue/Redo screen for the appropriate primary food.
2. Select “Redo” and then “Include in intake.”
3. Scroll down to the additions question. If the food already has additions, continue scrolling down to the first available ADDFoodName line and type in the remembered addition. If the primary food did not have previously reported adds, change the additions question from “No” to “Yes” and type in the ADDFoodName.
4. Press “END” to continue. The program will collect details for the remembered addition(s) and then continue on with the rest of the intake.

8.11 RFL IS FULL (Documenting 41 or more Reported Foods)

There may be situations when a respondent reports more foods than the RFL can store. The RFL can only hold 40 foods. It is made up of all the foods reported on the QL as well as all additions to primary foods and all misreported foods. When you try to enter a food that exceeds the 40-food capacity the program will instruct you on how to document the information. You will always record the information in a Remarks box, but where you record it depends on whether it is a primary food or an addition.

- **Primary food** – press HOME KEY and then F6 to open the remark box.
- **Addition to primary food** – type “Error” over the addition, go to AMOUNT SCREEN for primary food, and press F6 to open the remark box.
8.11.1   RFL IS FULL – Recording Primary Foods During the Dietary Recall

Any time you are in the AMPM application and you try to enter a primary food that exceeds the 40-food capacity, you will get the following edit:

**RFL IS FULL.**

1. SELECT “Suppress” KEY TO SUPPRESS THE EDIT.
2. PRESS HOME KEY AND THEN F6 TO OPEN A REMARKS BOX.
3. ENTER TIME, OCCASION, NAME, DETAILS, AND AMOUNT. INCLUDE ADDS.
4. SAVE REMARK AND PRESS “END” TO CONTINUE.

After suppressing the edit and pressing the home key, the program will take you to the QL overview screen. All text will be grayed out except for an instruction that reads:

[IF COLLECTING INFORMATION ABOUT FOODS WHEN THERE IS NO MORE ROOM ON THE RFL, PLEASE ENTER THE FOOD NAME, TIME, OCCASION, DETAILS, AND SOURCE IN A COMMENT BOX (F6).]
8.11.2   RFL IS FULL – Recording Primary Linked Foods During the Dietary Recall

When a respondent reports a food that links to a different category during collection of the FIB details, and there are 40 foods on the RFL, a hard edit will appear. For example, if the respondent reported pasta on the QL but she says it was ravioli in the FIB details, the program will try to link to the ravioli (stuffed pasta) category. If there are already 40 foods on the RFL, there is no place to “list” the new category. Follow the instructions in the edit below:

**RFL IS FULL.**

1. PRESS “ENTER” AND SELECT “Misreported” AT CATEGORY START SCREEN.
2. PRESS 1, ENTER AND END.
3. PRESS HOME KEY AND THEN F6 TO OPEN A REMARK BOX.
4. ENTER TIME, OCCASION, FOOD NAME, DETAILS, AND AMOUNT. INCLUDE ADDS AND SOURCE INFO.
5. SAVE THE REMARK AND PRESS “END” TO CONTINUE.

You must misreport the original food (e.g., pasta) in order to leave the category. If you press the HOME KEY without misreporting the food you will remain in the original category.

Since you will be entering the linked food details into the remarks box, they will not be documented on the RFL. Therefore, they will not appear on the review of event screens nor on the Sorted RFL.
8.11.3 RFL IS FULL – Recording Primary Foods While Collecting Health-Related Questions

If a respondent remembers primary foods while answering the health-related questions at the end of the Dietary Recall section of the interview and there are already 40+ foods on the RFL, the program cannot access the RFL to add the remembered foods. A Blaise program error message will appear when you press the F10 key and type in “rfl.”

“Tag not found or currently not on route.”

This error message will differ from those discussed above in that no instructions are given on the screen. However, the procedure is the same as described for primary foods:

(1) CLOSE ERROR MESSAGE.

(2) PRESS HOME KEY AND OPEN A REMARK BOX.

(3) ENTER TIME, OCCASION, NAME, DETAILS, AND AMOUNT. INCLUDE ADDS AND SOURCE INFO.

(4) SAVE REMARK AND PRESS “END” TO CONTINUE.

This procedure only applies to primary foods remembered in the trailer section. Any additions remembered at this point in the interview should be entered by arrowing back to the correct primary food and following the on-screen instructions for remembered additions.
8.11.4  RFL IS FULL – Recording an Addition to a Primary Food

When a respondent reports an addition and you enter it in the addition field and hit Enter, a hard edit appears. The edit says:

**RFL IS FULL.**

1. TYPE “Error” OVER ADD FOOD NAME.
2. GO TO PRIMARY FOOD AMOUNT SCREEN AND PRESS F6 TO OPEN A REMARK BOX.
3. ENTER ADD FOOD NAME, DETAILS, AMOUNT, AND SOURCE.
4. SAVE REMARK BOX AND PRESS “END” TO CONTINUE.

8.12  ACCESS DENIED (Reporting Food Details When Program Denies Access to Categories)

There is a limit to the number of times you can enter a food category to ask food probes. Some categories can only be entered 5 times, while others can be entered up to 10 times. The number of times a category can be accessed is dependent on how frequently, in our experience, the foods in the category are reported. For example, the vegetable category can be entered 10 times because it would not be uncommon for a vegetarian to report eating vegetables 10 times over a 24-hour period. On the other hand, the biscuit category can only be accessed 5 times since biscuits are not frequently consumed. The table below (Exhibit 8-14) lists the 38 categories that can be entered 10 times.
Exhibit 8-14. Table of food categories that can be accessed 10 times

<table>
<thead>
<tr>
<th>Alcohol</th>
<th>Juice drinks/ades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby juice</td>
<td>Mayo/salad dressings</td>
</tr>
<tr>
<td>Breast milk</td>
<td>Milk</td>
</tr>
<tr>
<td>Bread</td>
<td>Mixed dishes</td>
</tr>
<tr>
<td>Butter</td>
<td>Nuts/seed</td>
</tr>
<tr>
<td>Candy</td>
<td>Oil</td>
</tr>
<tr>
<td>Ready to eat cereal</td>
<td>Powdered beverage drinks</td>
</tr>
<tr>
<td>Cooked cereal</td>
<td>Pie</td>
</tr>
<tr>
<td>Coffee</td>
<td>Poultry</td>
</tr>
<tr>
<td>Cookies</td>
<td>Popsicles</td>
</tr>
<tr>
<td>Chips</td>
<td>Rolls, buns, bagels</td>
</tr>
<tr>
<td>Creamer</td>
<td>Soda</td>
</tr>
<tr>
<td>Condiments/sauces</td>
<td>Soup</td>
</tr>
<tr>
<td>Dry baby cereal</td>
<td>Sugar</td>
</tr>
<tr>
<td>Fish</td>
<td>Sweetener</td>
</tr>
<tr>
<td>Formula</td>
<td>Syrup</td>
</tr>
<tr>
<td>Fruit</td>
<td>Tea</td>
</tr>
<tr>
<td>Gravy</td>
<td>Vegetables</td>
</tr>
<tr>
<td>Jarred baby food</td>
<td>Water</td>
</tr>
</tbody>
</table>
Documenting Primary Foods and Additions When Access Denied. When access is denied to a food category you will follow procedures similar to when the RFL is full. When you enter “continue” on the RECFIBDetailsAddsAmts screen, a soft edit will appear:

**NUMBER OF ACCESSIONS EXCEEDED FOR THIS CATEGORY.**

1. SELECT “Suppress” TO GO TO SOURCE QUESTION.
2. PRESS F6 TO OPEN A REMARK BOX.
3. IF FOOD IS A PRIMARY FOOD, ENTER NAME, DETAILS, AND AMOUNT.
   IF FOOD IS AN ADD, ENTER NAME DETAILS, AMOUNT, PRIMARY FOOD NAME.
4. SAVE REMARK AND CONTINUE.

Follow the instructions by suppressing the edit and moving to the source question. Press F6 to open the Remark box and enter the food details as described above. If the food is an addition, make sure you include the name of the primary food. If you forget any of the instructions, you can pull them up by clicking on the Maximum Accessions tab that will be enabled when this occurs (Exhibit 8-15).

Exhibit 8-15. Maximum Accessions tab
Water tips:

- Enter all water reported on the QL or as a remembered food.
- Collect the details in the intake.
9. QUALITY CONTROL

A variety of quality control procedures will be used in the NYFS dietary component to assure that data are collected accurately. You (the interviewer) will complete some of these QC tasks, while Westat home staff will perform others. Key components of the QC process include:

- Field observations;
- Taped interviews;
- Data retrieval; and
- Review of data collected.

9.1 Field Observations

Westat home staff conduct field observations of 24-hour recall interviews on a regular basis. Field observations will include evaluation of the following:

- Introduction and confidentiality statement;
- Mannerism and eye contact;
- Flow of the interview;
- Use of neutral probes;
- Proper use of the automated system; and
- Proper use of food models.

9.2 Taped Interviews

For quality control purposes, you will be asked to audiotape several dietary interviews a week, for home office review. The day, session, and interview will be randomly determined and you will be notified by email. You will send the tapes to the home office by mail on a weekly basis.
Prior to the taping, you will have the SP or respondent read and sign the consent form. If the SP is **under 18 years old**, you must also have a parent or guardian sign the consent form. You will be provided copies of the consent form in both English and Spanish to keep in your rooms. The consent form text is shown below.

> We would like to audiotape record your/your child’s dietary interview so that survey staff may check the quality of my work. You may allow us to record the interview or not. That is your choice. As with all of the examination procedures, the information on the audiotape is protected and kept confidential. The audiotape will be erased after quality control review has been completed. Once the interview begins, you may stop the audiotaping at any time. At the end of the interview, you can choose to have the audiotape destroyed.

As the text implies, once you begin the audiotape, you must ask the SP or respondent for permission again, so that it will be recorded on the tape. In addition, once you complete the interview you will ask the SP/respondent for permission to keep the audiotape. You will be provided a laminated hand card with the scripted text for obtaining permission. The text is shown below.

---

**Script for Obtaining Recorded Permission of Audiotaping**

The audiotape is now recording our conversation. Do I have your permission to record this interview? This recording will only be used to review the quality of my work.

*If Respondent answers Yes:* Continue the audiotaping of the interview.

*If Respondent answers No:* Stop the audiotaping immediately, then proceed with the interview.

---

**Script for Obtaining Recorded Permission of Keeping the Audiotape**

We have now completed the recording of the interview. Do I have your permission to keep this audiotape?

*If Respondent answers Yes:* Keep the audiotape and send it back to the home office as instructed.

*If Respondent answers No:* Destroy the audiotape immediately in the presence of the SP.

---

If the SP does not give permission, you will immediately destroy the tape in their presence. To destroy the tape, use a pen or pencil to pull out a section of the ribbon and break or cut it.
Home office staff will review the audiotape to monitor the quality of the interview and provide written feedback to the interviewer. They will erase all audiotapes after they have been reviewed for quality.

9.3 Data Retrieval

The overall quality of the data goes hand in hand with completeness; thus data retrieval is an integral part of quality control. To complete the dietary documentation on some SPs (particularly children), you may have to retrieve data from an outside source. The procedures for conducting data retrieval are described in detail in Chapter 8. When you complete your data collection on a recall that required data retrieval, and have recovered as much information as possible, the Dietary Recall status changes to “Complete.” If data retrieval was unsuccessful, open the remark box for the meal you are trying to retrieve, and enter the statement: Data Retrieval Unsuccessful.

9.4 Review of Data Collected

The home office staff will review your work and provide feedback if needed. In particular, they will review the information that you enter into the other specify (OS) text box and the Remarks box to determine whether you could have coded the information using an existing response item. They will also monitor the procedures you use to misreport and add foods to the Intake. The feedback that you will receive is designed to help you collect accurate data as concisely as possible.
Appendix A

Main Food List
<table>
<thead>
<tr>
<th>Food Name</th>
<th>FIB Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 milk</td>
<td>Milk</td>
</tr>
<tr>
<td>2 milk</td>
<td>Milk</td>
</tr>
<tr>
<td>3 Musketeers candy bar</td>
<td>Candy</td>
</tr>
<tr>
<td>7 Up</td>
<td>Sodas, Pop, Soft Drinks</td>
</tr>
<tr>
<td>A1 Sauce</td>
<td>Condiments</td>
</tr>
<tr>
<td>Acorn squash</td>
<td>Vegetables, Dry Beans</td>
</tr>
<tr>
<td>Airheads candy</td>
<td>Candy</td>
</tr>
<tr>
<td>Alcoholic cocktail</td>
<td>Nonalcoholic and Alcoholic Beer, Wine, Cocktails, Liquor</td>
</tr>
<tr>
<td>Alcoholic drink</td>
<td>Nonalcoholic and Alcoholic Beer, Wine, Cocktails, Liquor</td>
</tr>
<tr>
<td>Alcoholic mixed drink</td>
<td>Nonalcoholic and Alcoholic Beer, Wine, Cocktails, Liquor</td>
</tr>
<tr>
<td>Alcoholic punch</td>
<td>Nonalcoholic and Alcoholic Beer, Wine, Cocktails, Liquor</td>
</tr>
<tr>
<td>Alfredo sauce</td>
<td>Condiments</td>
</tr>
<tr>
<td>All Bran cereal</td>
<td>Ready-to-Eat Cereals</td>
</tr>
<tr>
<td>All Sport drink</td>
<td>Juices (100%), Nectars</td>
</tr>
<tr>
<td>Almond butter</td>
<td>Peanut Butter</td>
</tr>
<tr>
<td>Almond chicken Chinese</td>
<td>Chinese Mixed Dishes</td>
</tr>
<tr>
<td>Almond Joy bar candy</td>
<td>Candy</td>
</tr>
<tr>
<td>Almond paste</td>
<td>Peanut Butter</td>
</tr>
<tr>
<td>Almonds</td>
<td>Nuts, Seeds, Snack Mixtures</td>
</tr>
<tr>
<td>Amaretto</td>
<td>Nonalcoholic and Alcoholic Beer, Wine, Cocktails, Liquor</td>
</tr>
<tr>
<td>Ambrosia salad</td>
<td>Other Salads</td>
</tr>
<tr>
<td>American cheese</td>
<td>Cheese</td>
</tr>
<tr>
<td>Amish friendship bread</td>
<td>Sweet Breads, Coffee Cakes, Sweet Rolls, Pastries, Muffins (not corn), Croissants, Toaster Strudel, Pop Tarts, Toaster Pastries</td>
</tr>
<tr>
<td>Anchovies</td>
<td>Fish, Shellfish</td>
</tr>
<tr>
<td>Angel food cake</td>
<td>Cakes, Cupcakes, Snack Cakes</td>
</tr>
<tr>
<td>Angel hair pasta</td>
<td>Pasta: Noodles, Macaroni</td>
</tr>
<tr>
<td>Animal crackers</td>
<td>Crackers</td>
</tr>
<tr>
<td>Antelope</td>
<td>Beef, Lamb, Veal, Game Meats</td>
</tr>
<tr>
<td>Antipasto</td>
<td>Other Salads</td>
</tr>
<tr>
<td>Appetizers</td>
<td>Unknown Foods</td>
</tr>
<tr>
<td>Apple</td>
<td>Fruits, Berries</td>
</tr>
<tr>
<td>Apple butter</td>
<td>Jam, Jelly, Fruit Spreads</td>
</tr>
<tr>
<td>Apple chips</td>
<td>Fruits, Berries</td>
</tr>
<tr>
<td>Apple cider</td>
<td>Juices (100%), Nectars</td>
</tr>
<tr>
<td>Apple cobbler</td>
<td>Cobblers, Crisps, Strudels, Turnovers</td>
</tr>
<tr>
<td>Apple crisp</td>
<td>Cobblers, Crisps, Strudels, Turnovers</td>
</tr>
<tr>
<td>Apple Jacks cereal</td>
<td>Ready-to-Eat Cereals</td>
</tr>
<tr>
<td>Apple juice</td>
<td>Juices (100%), Nectars</td>
</tr>
<tr>
<td>Apple pie</td>
<td>Pies, Tarts</td>
</tr>
<tr>
<td>Food Name</td>
<td>FIB Category</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Apple turnover</td>
<td>Cobblers, Crisps, Strudels, Turnovers</td>
</tr>
<tr>
<td>Applesauce</td>
<td>Fruits, Berries</td>
</tr>
<tr>
<td>Apricot</td>
<td>Fruits, Berries</td>
</tr>
<tr>
<td>Arbys french fries</td>
<td>French Fries, Tater Tots</td>
</tr>
<tr>
<td>Arbys roast beef sandwich</td>
<td>Beef, Ham, Pork, Chicken, Turkey, Vegetarian, Other Sandwiches</td>
</tr>
<tr>
<td>Arepa</td>
<td>Tacos, Burritos, Enchiladas, Fajitas, Quesadillas, Nachos, Chalupas, Gorditas, Sopes, Pupusas</td>
</tr>
<tr>
<td>Arizona Tea</td>
<td>Tea, Hot &amp; Iced</td>
</tr>
<tr>
<td>Arroz</td>
<td>Rice</td>
</tr>
<tr>
<td>Artichoke</td>
<td>Vegetables, Dry Beans</td>
</tr>
<tr>
<td>Artichoke dip</td>
<td>Dip</td>
</tr>
<tr>
<td>Artificial sweetener</td>
<td>Low Calorie Sweeteners, Sugar Substitutes</td>
</tr>
<tr>
<td>Arugula</td>
<td>Vegetables, Dry Beans</td>
</tr>
<tr>
<td>Asian pear</td>
<td>Fruits, Berries</td>
</tr>
<tr>
<td>Asopao de gandules</td>
<td>Mixed Dishes, Casseroles, Stews</td>
</tr>
<tr>
<td>Asparagus</td>
<td>Vegetables, Dry Beans</td>
</tr>
<tr>
<td>Aspartame sugar substitute</td>
<td>Low Calorie Sweeteners, Sugar Substitutes</td>
</tr>
<tr>
<td>Atole</td>
<td>Chocolate Milk, Flavored Milk, Hot Chocolate, Milk Drinks</td>
</tr>
<tr>
<td>Atole de avena</td>
<td>Chocolate Milk, Flavored Milk, Hot Chocolate, Milk Drinks</td>
</tr>
<tr>
<td>Atole de chocolate</td>
<td>Chocolate Milk, Flavored Milk, Hot Chocolate, Milk Drinks</td>
</tr>
<tr>
<td>Au gratin potato</td>
<td>White Potatoes</td>
</tr>
<tr>
<td>Avocado</td>
<td>Fruits, Berries</td>
</tr>
<tr>
<td>Baba Ghanoush</td>
<td>Dip</td>
</tr>
<tr>
<td>Babka</td>
<td>Sweet Breads, Coffee Cakes, Sweet Rolls, Pastries, Muffins (not corn), Croissants, Toaster Strudel, Pop Tarts, Toaster Pastries</td>
</tr>
<tr>
<td>Baby food</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food apple juice</td>
<td>Juice, Baby Food</td>
</tr>
<tr>
<td>Baby food applesauce</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food bananas</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food barley cereal</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food beef</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food carrots</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food cereal</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food chicken</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food chicken noodle din</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food chicken stick</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food cookie</td>
<td>Cookies, Brownies</td>
</tr>
<tr>
<td>Baby food crackers</td>
<td>Crackers</td>
</tr>
<tr>
<td>Baby food din</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food fruit</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Food Name</td>
<td>FIB Category</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Baby food fruit dessert</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food grape juice</td>
<td>Juice, Baby Food</td>
</tr>
<tr>
<td>Baby food green beans</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food juice</td>
<td>Juice, Baby Food</td>
</tr>
<tr>
<td>Baby food juice with yogurt</td>
<td>Juice, Baby Food</td>
</tr>
<tr>
<td>Baby food macaroni and cheese</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food meat</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food meat sticks</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food mixed cereal</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food mixed cereal w bananas</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food mixed cereal w fruit</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food mixed fruit juice</td>
<td>Juice, Baby Food</td>
</tr>
<tr>
<td>Baby food mixed vegetables</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food oatmeal</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food oatmeal w bananas</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food oatmeal w fruit</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food peaches</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food pear juice</td>
<td>Juice, Baby Food</td>
</tr>
<tr>
<td>Baby food pears</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food peas</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food plums</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food rice cereal</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food rice cereal w fruit</td>
<td>Dry Baby Cereal</td>
</tr>
<tr>
<td>Baby food spaghetti din</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food squash</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food sweet potatoes</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food teething biscuit</td>
<td>Cookies, Brownies</td>
</tr>
<tr>
<td>Baby food turkey</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food turkey rice vegetable din</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food vanilla pudding</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food vegetable</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food vegetable chicken din</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby food vegetable turkey din</td>
<td>Jarred Baby Foods</td>
</tr>
<tr>
<td>Baby formula</td>
<td>Formulas</td>
</tr>
<tr>
<td>Baby Ruth bar</td>
<td>Candy</td>
</tr>
<tr>
<td>Bacalaito</td>
<td>Fish, Shellfish</td>
</tr>
<tr>
<td>Bacardi Breezer</td>
<td>Nonalcoholic and Alcoholic Beer, Wine, Cocktails, Liquor</td>
</tr>
<tr>
<td>Bacardi cocktail</td>
<td>Nonalcoholic and Alcoholic Beer, Wine, Cocktails, Liquor</td>
</tr>
<tr>
<td>Bacon</td>
<td>Bacon</td>
</tr>
<tr>
<td>Bacon and cheese sandwich</td>
<td>Bacon, Sausage, BLT Sandwiches</td>
</tr>
<tr>
<td>Food Name</td>
<td>FIB Category</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bacon and egg sandwich</td>
<td>Bacon, Sausage, BLT Sandwiches</td>
</tr>
<tr>
<td>Bacon bits</td>
<td>Bacon</td>
</tr>
<tr>
<td>Bacon cheeseburger</td>
<td>Hamburger on Bun or Bread</td>
</tr>
<tr>
<td>Bacon egg and cheese sandwich</td>
<td>Bacon, Sausage, BLT Sandwiches</td>
</tr>
<tr>
<td>Bacon sandwich</td>
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## APPENDIX A
### MAIN FOOD LIST

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## Appendix A
### Main Food List

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## APPENDIX A
### MAIN FOOD LIST

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# APPENDIX A
## MAIN FOOD LIST

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## APPENDIX A
### MAIN FOOD LIST

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## APPENDIX A
### MAIN FOOD LIST

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# APPENDIX A
## MAIN FOOD LIST

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## APPENDIX A
### MAIN FOOD LIST

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<td>Condiments</td>
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<td>Nuts, Seeds, Snack Mixtures</td>
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<td>Crackers</td>
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<td>Yogurt</td>
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<td>Yuca fries</td>
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<tr>
<td>Zinger</td>
<td>Cakes, Cupcakes, Snack Cakes</td>
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<tr>
<td>Ziti</td>
<td>Pasta: Noodles, Macaroni</td>
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<td>FIB Category</td>
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<tr>
<td>Zucchini</td>
<td>Vegetables, Dry Beans</td>
</tr>
<tr>
<td>Zucchini bread</td>
<td>Sweet Breads, Coffee Cakes, Sweet Rolls, Pastries, Muffins (not corn), Croissants, Toaster Strudel, Pop Tarts, Toaster Pastries</td>
</tr>
<tr>
<td>Zwieback toast</td>
<td>Bread (Not Sweet)</td>
</tr>
</tbody>
</table>
Appendix B

Food Categories
### APPENDIX B

**FOOD CATEGORIES**

**Group 1 – Basic categories:**

These categories collect basic details to identify the food and in some cases, additions.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAC – bacon</td>
<td>JBL – jambalaya</td>
</tr>
<tr>
<td>BAK – baked beans</td>
<td>JDM – jerky/ dried meats</td>
</tr>
<tr>
<td>BIS – biscuit</td>
<td>MAC – macaroni &amp; cheese</td>
</tr>
<tr>
<td>BMI* – breast milk</td>
<td>MAY – mayo/ dressings</td>
</tr>
<tr>
<td>BRB – breakfast bars</td>
<td>MEA – deli meats</td>
</tr>
<tr>
<td>BST – bread sticks</td>
<td>MIL – milk</td>
</tr>
<tr>
<td>CAK – cake</td>
<td>MTL – meatloaf/ balls</td>
</tr>
<tr>
<td>CAL – calzones, etc</td>
<td>OIX – oil</td>
</tr>
<tr>
<td>CBR – corn bread/ muffins</td>
<td>OLV – olives</td>
</tr>
<tr>
<td>CCH – cream cheese</td>
<td>PAN – pancakes</td>
</tr>
<tr>
<td>CER – ready to eat cereals</td>
<td>PBS – peanut butter spread</td>
</tr>
<tr>
<td>CHC – cocoa/ hot chocolate</td>
<td>PIC – pickles</td>
</tr>
<tr>
<td>CHE – cheese</td>
<td>PUD – pudding</td>
</tr>
<tr>
<td>CHI – chili</td>
<td>PZL – pretzels</td>
</tr>
<tr>
<td>COF – coffee</td>
<td>SCR – sour cream</td>
</tr>
<tr>
<td>COO – cookies</td>
<td>SOD – soda</td>
</tr>
<tr>
<td>COT – cottage cheese</td>
<td>SPS – spaghetti sauce</td>
</tr>
<tr>
<td>CRL – creole</td>
<td>SSH – sushi</td>
</tr>
<tr>
<td>CRW – creamers</td>
<td>SUG – sugars</td>
</tr>
<tr>
<td>CSS – condiments/ sauces</td>
<td>SWE – low cal sweeteners</td>
</tr>
<tr>
<td>DUM – dumplings</td>
<td>SWP – sweet potato</td>
</tr>
<tr>
<td>EGN – eggnog</td>
<td>SYR – syrups</td>
</tr>
<tr>
<td>ESR – egg rolls</td>
<td>TEA - tea</td>
</tr>
<tr>
<td>FFR – french fries</td>
<td>TEM – tempura</td>
</tr>
<tr>
<td>FRE – french toast</td>
<td>TTS – taco/tortilla shells</td>
</tr>
<tr>
<td>GEL – gelatin</td>
<td>WAF – waffles</td>
</tr>
<tr>
<td>GNO – gnocchi</td>
<td>WAT – water</td>
</tr>
<tr>
<td>JAM – jam</td>
<td>YOG – yogurt</td>
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</table>
Group 2 – Complex categories:

These categories collect detailed information about ingredients and/or preparation methods and additions.

<table>
<thead>
<tr>
<th>ALC – alcohol</th>
<th>OTS – other salads</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBQ – barbecue/ sloppy joe</td>
<td>PBD – powdered beverage drinks</td>
</tr>
<tr>
<td>BLV – beef, lamb, veal</td>
<td>PIZ – pizza</td>
</tr>
<tr>
<td>BNR – beans &amp; rice</td>
<td>POT – potatoes</td>
</tr>
<tr>
<td>BRE – bread</td>
<td>PSS – popsicles, etc</td>
</tr>
<tr>
<td>BUT – butter</td>
<td>QCH – quiche</td>
</tr>
<tr>
<td>CDY – candy</td>
<td>PAS – pasta. Noodles</td>
</tr>
<tr>
<td>CKC – cooked cereals</td>
<td>PCO – popcorn</td>
</tr>
<tr>
<td>CMD – Chinese mixed dishes</td>
<td>POR – pork</td>
</tr>
<tr>
<td>CPS – chips/ snacks</td>
<td>POU – poultry</td>
</tr>
<tr>
<td>CRA – crackers</td>
<td>PTP – pot pie</td>
</tr>
<tr>
<td>CST – cobbler/ strudel</td>
<td>RTM – ravioli, tortellini</td>
</tr>
<tr>
<td>CUR – curry</td>
<td>RIC – rice</td>
</tr>
<tr>
<td>DIP – dip</td>
<td>SCS – sweet breads. Coffee cakes</td>
</tr>
<tr>
<td>DOU – doughnut</td>
<td>SHP – shepherd’s pie</td>
</tr>
<tr>
<td>EGG – eggs/egg substitutes</td>
<td>STF – stroganoff</td>
</tr>
<tr>
<td>FIS – fish</td>
<td>RBB – rolls, buns, bagels</td>
</tr>
<tr>
<td>FMD – flavored milk drinks</td>
<td>SCP – stuffed cabbage/peppers</td>
</tr>
<tr>
<td>FRU – fruit</td>
<td>SGE – sausage</td>
</tr>
<tr>
<td>GRA – gravy</td>
<td>SOF – soufflé</td>
</tr>
<tr>
<td>HEL – hamburger helpers</td>
<td>STD – stuffing</td>
</tr>
<tr>
<td>JDA – juice drinks/ades</td>
<td>STW – stew</td>
</tr>
<tr>
<td>MSA – meat substitutes</td>
<td>SSS – spaghetti w/ sauce</td>
</tr>
<tr>
<td>MXD – mixed dishes</td>
<td>VEG – vegetables</td>
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</table>
**Group 3 – Component categories:**

These categories collect detailed ingredients, preparation methods and amounts of the ingredients in most cases.

<table>
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<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBS – Bacon, sausage sandwich</td>
<td>LTP – lunchables</td>
</tr>
<tr>
<td>BUR – Burger on bun</td>
<td>MEX – Mexican foods</td>
</tr>
<tr>
<td>DOG – hot dog</td>
<td>MSH – milkshakes</td>
</tr>
<tr>
<td>ESS – egg, egg salad sandwich</td>
<td>OSA – other sandwich (meat)</td>
</tr>
<tr>
<td>FRZ – frozen meal</td>
<td>PBJ – Peanut butter &amp; jelly sandwich</td>
</tr>
<tr>
<td>GCS – grilled cheese sandwich</td>
<td>SHS – fish/shellfish sandwich</td>
</tr>
<tr>
<td>GRS – green salad</td>
<td>SOU – soup</td>
</tr>
<tr>
<td>ICR – ice cream</td>
<td>VSA – vegetarian sandwich</td>
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**Group 4 – Others:**

These categories do not fit elsewhere because of the way they collect additions or ingredient information.

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<td>BJU – baby food juice</td>
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<td>DBC – dry baby cereal</td>
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<tr>
<td>FMA – formula</td>
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<tr>
<td>JBF – jarred baby cereal</td>
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<td>Beef, lamb, Veal, Game meats</td>
<td>Bacon</td>
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<tr>
<td>Beef, lamb, Veal, Game meats</td>
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<tr>
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## LINKING FOOD CATEGORIES (continued)

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## LINKING FOOD CATEGORIES (continued)

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Appendix C

Responses Included Under Food Source Codes
APPENDIX C

RESPONSES INCLUDED UNDER FOOD SOURCE CODES

1. STORE:
   State store
   Gift shop
   Company store
   Food/beverage sample from store
   Outlet store
   WIC (purchased at store with vouchers)
   Orchard (no other information)
   Warehouse store (Costco, Sam’s Club, B.J.’s)
   Commissary
   Specialty store-bakery
   Seafood store
   Ethnic food store
   Health food store
   Farmer’s market
   Produce stand

2. RESTAURANT WITH WAITER/WAITRESS SERVICE:
   Hotel (include room service, exclude gift shop)
   Lodge

3. RESTAURANT FAST FOOD/ PIZZA:
   Drive-thrus
   Ice cream store
   Bagel shops
   Doughnut shops
   Delis
   Coffee shops
   Dairy
   Food courts

6. CAFETERIA NOT AT K-12 SCHOOL:
   Work cafeteria
   Hospital cafeteria
   College or university cafeteria

7. CAFETERIA AT K-12 SCHOOL:
   Head start

8. CHILD CARE CENTER:
   Day camp
   Day care
10. SOUP KITCHEN, SHELTER, FOOD PANTRY:
   Salvation Army
   Food bank
   Goodwill
   Flood/ earthquake relief

12. COMMUNITY FOOD PROGRAM – OTHER:
   Senior center
   WIC (from WIC office)

15. COMMON COFFEE POT OR SNACK TRAY:
   Community coffee pot

16. FROM SOMEONE ELSE/ GIFT:
   Relative (include aunt, grandparent, mother-in-law, etc.)
   Neighbor
   Friend
   Someone else’s home
   Gift
   Babysitter
   Co-worker
   Free from work
   Party
   Picnic/ barbecue
   Wedding/ reception
   Meeting

17. MAIL ORDER PURCHASE:
   Amway
   Home delivery
   Schwan's food service/ truck
   Catalog

18. RESIDENTIAL DINING FACILITY:
   Base dining hall
   Nursing home

19. GROWN OR CAUGHT BY YOU OR SOMEONE YOU KNOW:
   Grown/picked/hunted wild
   Picked from own farm

20. FISH CAUGHT BY YOU OR SOMEONE YOU KNOW:
   Fish or seafood
24. SPORT, RECREATION, OR ENTERTAINMENT FACILITY:
   Sporting events/stadium
   Carnival/fair/festival
   Movie Theater
   Amusement park
   Circus
   Bowling alley
   Ice rink
   Concert

25. STREET VENDOR, VENDING TRUCK:
   Street concession stand
   Food truck
   Hot dog stand
   Coffee cart/espresso cart

26. FUNDRAISER SALES:
   Girl Scouts
   Boy Scouts
   School fundraisers
   Sports fundraisers

27. STORE – CONVENIENCE TYPE:
   Drug store
   Gas station
   Liquor store
   Beer store
   Gift shop

28. STORE: NO ADDITIONAL INFO

91. OTHER, SPECIFY:
   Mobile catering/ catering truck
   Hospital (no other info)
   Work (no other info)
   Airplane
   Church
   Mall
   Carry out (no other info)
   WIC (no other info)
Appendix D

List of Acceptable Abbreviations
## APPENDIX D

### LIST OF ACCEPTABLE ABBREVIATIONS

#### Measuring Abbreviations

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#### Food Item Abbreviations

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