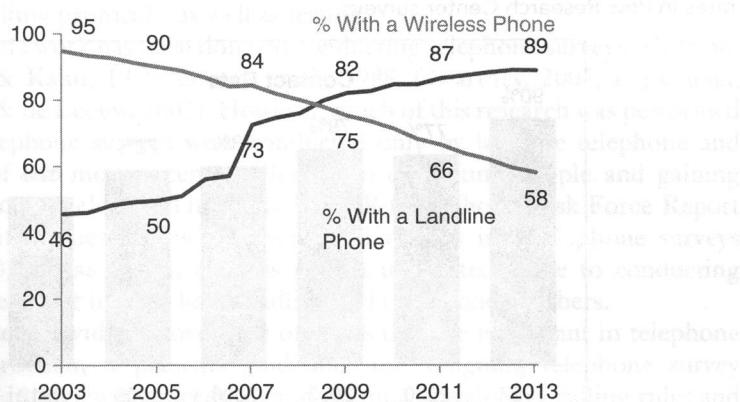


Telephone Questionnaires and Implementation

Stand-alone single-mode surveys such as telephone, Internet, or mail surveys remain important. Such surveys will be done in the future just as they have been done in the past. This is the first of three chapters in which we discuss how each of these data collection modes can be used to implement single-mode surveys. These chapters also provide essential background information that is necessary for understanding how these modes can be coordinated and used in conjunction with each other in mixed-mode designs to improve response rates and data quality.

We begin in this chapter with the telephone. Once the dominant mode of surveying in the United States, it has become increasingly challenged as a means of collecting survey responses over the past 10 years. These challenges stem from an underlying shift in how people communicate that has been driven by the development of alternative online communication channels (e.g., e-mail, instant messaging, texting, and other online communication tools), the spread of mobile phones in the United States and many other countries, and the decline of landline phones (see Figure 8.1 for trends in telephone ownership in the United States).

As other means of communication have proliferated, fewer people have landline telephones and those who do may rarely, if ever, actually use or answer them. For example, the phone may only be connected to a security system or fax, or the phone service may have been included as part of a telecommunications package or bundle but is never used. Those who use their landline phones also now have a variety of technologies to help screen or block unknown callers and numbers (e.g., caller ID, call blocking, voice mail messages, etc.). For many households, landline telephone service has been replaced or supplemented by Internet-based phone services (ranging from VOIP to Skype and FaceTime) or by cellular phones, and in many households each member (or at least each member older than a certain age) has his own cell phone so that as a whole, the household has several. Some people also carry business cell phones alongside their personal cell phones. These changes in how people communicate have had a substantial impact on how telephone surveys are conducted and, in particular, on the amount of effort needed to contact people and gain their cooperation. As discussed in Chapter 3, telephone samples in the United States and in many other countries now need to include cell phones to adequately cover the population. If cell phones are excluded, the survey's estimates may be significantly biased due to coverage error, especially for certain types of questions that are correlated with not having a landline or with other characteristics of people who do not have landlines. For example, questions about residential mobility patterns may be biased if cell-only households are not included because they are more likely to rent than own their homes and to move more often.

FIGURE 8.1 Changing patterns in telephone ownership, 2003–2013.

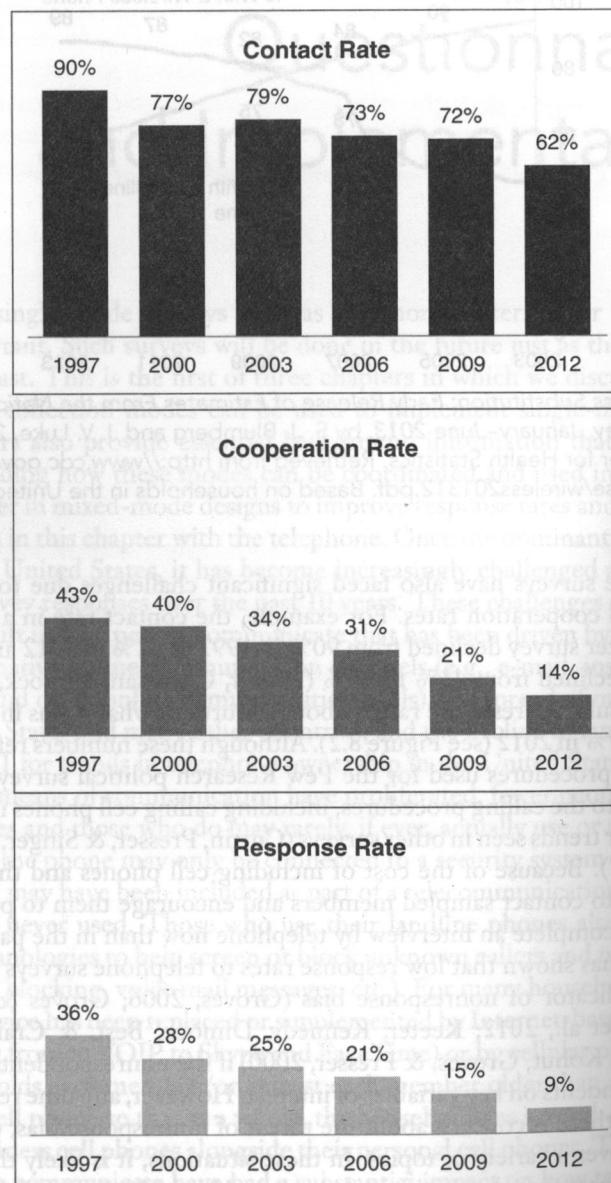
Source: *Wireless Substitution: Early Release of Estimates From the National Health Interview Survey, January–June 2013*, by S. J. Blumberg and J. V. Luke, 2013, National Center for Health Statistics. Retrieved from <http://www.cdc.gov/nchs/data/nhis/earlyrelease/wireless201312.pdf>. Based on households in the United States.

Telephone surveys have also faced significant challenges due to the decline in contact and cooperation rates. For example, the contact rate in a typical Pew Research Center survey declined from 90% in 1997 to 62% in 2012 and the cooperation rate declined from 43% to 14% (Keeter, Christian, Dimock, & Gewurz, 2012). As a result, the response rate is about a fourth of what it was in 1997, down from 36% to 9% in 2012 (see Figure 8.2). Although these numbers reflect the particular survey procedures used for the Pew Research political surveys, and some modifications to the calling procedures, including calling cell phones in 2008, they mirror broader trends seen in other surveys (Curtin, Presser, & Singer, 2005; Galea & Tracy, 2007). Because of the cost of including cell phones and the additional effort needed to contact sampled members and encourage them to participate, it costs more to complete an interview by telephone now than in the past.

Research has shown that low response rates to telephone surveys are not necessarily an indicator of nonresponse bias (Groves, 2006; Groves & Peytcheva, 2008; Keeter et al., 2012; Keeter, Kennedy, Dimock, Best, & Craighill, 2006; Keeter, Miller, Kohut, Groves, & Presser, 2000) if the nonrespondents do not differ from respondents on key variables of interest. However, any time response rates are quite low, there is concern about the threat of nonresponse bias, especially in studies that cover a variety of topics. In these situations, it is likely that at least a few of the estimates may be significantly impacted by the high rate of nonresponse.

Calling cell phones has introduced new challenges and operational considerations that must be considered when conducting telephone surveys. Cell phones are usually personal devices and are less likely to be shared than landline phones. Similarly, a cell phone is mobile and can be carried around throughout the day, wherever a person goes, whereas a landline phone is physically tied to a location. These differences, as well as legal limitations around calling cell phones, often result in calling procedures for cell phone numbers that are quite different than those for landline numbers. Also, introducing cell phones in telephone surveys can have substantial impact on the sampling, the design of the questionnaire (to add

FIGURE 8.2 Example of declining telephone contact, cooperation, and response rates in Pew Research Center surveys.



Notes. Rates shown are typical for surveys conducted in each year (but are not averages across all surveys that year) and were computed according to AAPOR's standard definitions. Contact rate is the percent of households sampled in which an adult was reached (AAPOR CON2). Cooperation rate is the percent of households contacted that yielded an interview (AAPOR COOP3). Response rate is the percent of households sampled that yielded a completed interview (AAPOR RR3).

Source: Adapted from "Nonresponse and the Validity of Estimates From National Telephone Surveys," by S. Keeter L. M. Christian, M. Dimock, and D. Gewurz, 2012. Paper presented at the annual conference of the American Association for Public Opinion Research.

any additional language or questions needed when calling cell phones), interviewer training, the calling protocols, as well as testing.

Considerable work has been done on conducting telephone surveys (Dillman, 1978; Groves & Kahn, 1979; Groves et al., 1988; Gwartney, 2007; Lepkowski, Tucker, Brick, & de Leeuw, 2007). However, much of this research was performed when most telephone surveys were conducted only by landline telephone and before many of the more recent challenges in contacting people and gaining their cooperation developed. The 2010 AAPOR Cell Phone Task Force Report addresses specific issues for incorporating cell phones into telephone surveys (AAPOR, 2010) but as of yet, there is not an integrated guide to conducting telephone surveys that include both landline and cell phone numbers.

This chapter provides an overview of issues that are important in telephone surveys. In particular, it presents guidelines for designing telephone survey questionnaires, interviewer procedures and training, developing calling rules and protocols, and testing and monitoring for telephone surveys. But due to space limitations, the chapter does not cover every technical detail needed for each step in the process when conducting telephone surveys. For example, general guidelines about calling are provided, but specific calling schedules are not. Similarly, key aspects of interviewer training are covered but not specific procedures for individual studies. We aim to provide a general overview while providing specific references to sources from which the reader can obtain additional information about these topics.

Developing and maintaining the infrastructure and interviewing staff needed to effectively conduct telephone surveys is quite expensive, making it difficult for most researchers to undertake on their own. As a result, generally we recommend that researchers seek the assistance of an organization that specializes in conducting telephone surveys and maintains the infrastructure and trained staff to do so. There are a variety of survey data collection organizations in the private sector and within many colleges and universities that conduct telephone surveys. Listings for many of these organizations can be found in the American Association for Public Opinion Research's *Blue Book* (AAPOR, n.d.) or the membership list of the Association of Academic Survey Research Organizations (AASRO, n.d.). The guidelines presented in this chapter include key questions researchers should ask when working with an external call center to develop the specific procedures for a study to ensure that it is administered effectively.

In this chapter we focus on surveys in which the telephone is the only mode used to contact and interview respondents. However, telephone surveys are often used in conjunction with other modes, in which case, additional considerations are needed. For example, designing a questionnaire that is to be administered only by telephone requires different considerations than one that will be administered by phone and web. Similarly, coordinating an implementation strategy that includes postal mail, e-mail, and telephone requires different procedures than one where only telephone will be used to contact sample members. Guidelines for designing mixed-mode questionnaires and implementation strategies that include telephone are discussed in Chapter 11. But even when telephone is used in combination with other modes, many of the guidelines presented here for designing questionnaires and contact strategies for telephone surveys are useful in effectively deploying this mode in mixed-mode surveys.

TYPES OF TELEPHONE-ONLY SURVEYS TODAY

Perhaps the most visible telephone surveys conducted today are public opinion surveys and election polls. We hear the results of these surveys when we turn on the TV or radio, open our laptop, get the latest political notification on our phone, or read the newspaper. Sometimes the findings from these surveys are even discussed in our conversations with friends and family. These surveys provide information about how people feel about the government, the economy, and other issues. They usually aim to describe the views of the general public or of voters in a specific area, whether that is the whole country or those living in a particular state or local area (often defined by electoral boundaries).

The majority of public opinion surveys in the United States, such as those sponsored by Gallup, the Pew Research Center, and national, state, and local news organizations, are still conducted exclusively by telephone, using RDD samples or voter registration lists. Although opt-in Internet surveyors, such as YouGov, Survey Monkey, and Google Consumer Surveys, are also increasingly conducting these types of surveys and releasing them publicly.

Telephone has traditionally been the preferred mode for these types of surveys because it is often necessary to field the survey over a very short period (usually only 5 to 10 days) so that results can be reported quickly, when they are still considered fresh or current. The short field period is used to ensure that the interviews are conducted as close as possible to the release of the data and are less likely to be affected by external events occurring during interviewing, such as economic, political, or even weather events, that may influence the results. These constraints have made it very difficult to conduct these types of surveys by mail or in-person interviewing. Web surveys can provide an alternative that meets the quick turnaround needs; however, most available Internet options rely on opt-in or nonprobability sampling methodologies (with the exception of the few probability-based web panels), which some organizations are still hesitant to use, especially when they have long standing trends from surveys conducted by telephone.

But other types of surveys also employ a telephone-only design. Telephone surveys are frequently used for conducting surveys of listed samples, such as members of an organization, university alumni, or employees, where the list contains telephone numbers for everyone, or nearly everyone, on it. The Michigan/Reuters Survey of Consumer Sentiment, that asks a series of questions to estimate confidence among consumers, is conducted by telephone (and has employed a dual-frame design that includes landlines and cell phones since 2012). The Behavioral Risk Factor Surveillance System (BRFSS) is a collaboration between the Centers for Disease Control and state health programs and is conducted in all 50 states. The BRFSS includes questions about preventive health practices and risk behaviors that are linked to chronic and infectious diseases. The survey has been conducted by telephone since 1984, and since 2011 has employed a dual-frame RDD design sampling landlines and cell phones.

GUIDELINES FOR DESIGNING TELEPHONE QUESTIONNAIRES

One key difference between telephone surveys and paper and web surveys is the presence of an interviewer. Many of the tasks that the respondent must complete

in a paper or web survey are carried out by the interviewer in telephone surveys. A telephone interviewer

- Calls the household and introduces the survey
- Encourages the household to participate
- Asks to speak with the selected household member (and administers any within-household selection procedures)
- Administers the questions (reads the introduction and transition statements, the question stem, the response options, and any additional instructions)
- Provides feedback and answers questions respondents may have
- Records the respondents' answers
- Probes inadequate answers
- Navigates the questionnaire (often with the help of a computer program)
- Submits the completed questionnaire

In this way, the interviewer is who presents the survey to the respondent and ensures the quality and accuracy of the answers respondents provide. Having an interviewer administer the questionnaire presents certain benefits and raises important challenges. Interviewers can help motivate respondents to participate, provide encouragement throughout the interview, answer respondent questions and help ensure that respondents comprehend the questions, and ensure that their answers are recorded accurately. However, interviewers can also negatively affect how respondents answer questions (as discussed in Chapter 4, Presence vs. Absence of an Interviewer).

Some telephone surveys are not administered by live interviewers. In interactive voice response (IVR) surveys, a prerecorded voice is used to administer the questions, and respondents either verbally say their response or input their response using the telephone keypad. These types of surveys remove the interviewer from the conversation—including any benefits the interviewer may provide as well as any errors that result from having an interviewer present.

Thus, designing effective telephone questionnaires requires viewing each question from the perspective of the respondent *and* the interviewer. By comparison, in self-administered surveys the focus is just on ensuring that the respondent can understand and answer the survey questions.

Interviewer confusion or misunderstanding about what they are supposed to do can have enormous impacts on respondents. Similarly, research has shown that when respondents are confused, interviewers are more likely to deviate from the script, have rough delivery, and make errors. In fact, signs of respondent confusion early in a survey are associated with poorer interviewer behaviors throughout the rest of the survey (B. Edwards, Schneider, & Brick, 2008).

As Japec (2008) pointed out, interviewers have to proceed through mental processes in order to administer questionnaires, much like respondents do in order to respond to them. Interviewers also experience burden, which increases substantially when they have to deal with respondent confusion. When that burden is too great, they look for ways to reduce it such as by skipping over questions; rewording items; or failing to clarify, probe, or otherwise work to obtain the optimal answer from respondents (i.e., interviewer satisficing). All of these behaviors have great potential to result in increased measurement error (i.e., interviewer bias and/or variance, as discussed in Chapter 4), and as such, should be avoided as much as possible.

Much like the visual design of self-administered questionnaires can help respondents navigate survey questionnaires and respond to individual questions, the visual design of telephone questionnaires can help interviewers administer the questionnaire. Many of the visual design guidelines that apply to paper and web surveys (discussed in Chapter 6) can be applied to designing telephone questionnaires. But in telephone surveys, the focus shifts to organizing information for the interviewer rather than the respondent. The respondent never sees the questionnaire.

The interviewer has to manage both visual (with the computer or paper) and verbal (with the respondent) communications. Interviewers must quickly look at the screen and determine what should be read and in what order, what additional clarification can be given, how to record the answers respondents provide, and whether and how they should probe responses (Japec, 2008). Further, they have to effectively navigate the questionnaire—moving from question to question on the page or across screens. Because interviewers have to do multiple things at once, it can make design more challenging, but we can also take advantage of the fact that we can teach and train interviewers to follow established protocols.

In most telephone surveys, a computer displays the survey question for an interviewer to read to the respondent. This process is called computer-assisted telephone interviewing or CATI for short. Most established telephone survey organizations operate specialized CATI software that is designed to present the questions one after another in the order specified during programming. The CATI software, or additional add-on programs, can also be used to keep track of sample telephone numbers, schedule and implement the calling procedures according to specified rules, prioritize calls and call them back at specified times, assign calls to interviewers, and close out each sample record.

Researchers who do not have access to specialized CATI software and systems have used web surveys or even paper questionnaires instead. These methods lack the sample and call management functionality found in dedicated CATI software, but can be made to work well for administering the questionnaire and recording responses, especially for studies with smaller sample sizes or with relatively simple survey procedures. In particular, web surveys still allow for more complicated programming and help ensure that a computer administers the skip routing and logic so interviewers do not have to determine the appropriate follow-up questions in addition to their other tasks.

Telephone surveys need to be designed to minimize burden on both the respondent and the interviewer and to make their interaction as easy and smooth as possible. One challenge is making sure that the questions are written so that they make sense to respondents and are easy enough for them to answer, especially when all of the communication between the interviewer and respondent is aural. This is particularly challenging for telephone surveys where respondents' memory and cognitive processing ability are already taxed. Further, we often find that telephone respondents are distracted, doing other things while on the phone, such as watching TV, cooking dinner, or responding to e-mails. We have found that listening to just a few telephone interviews provides key insights into the cognitive burdens and distractions that occur during a typical telephone survey.

The guidelines presented in Chapter 4 will help simplify questions for all modes, including telephone surveys (e.g., ask one question at a time, use simple and familiar words, use specific and concrete words, use as few words as possible, use complete sentences, etc.). In this chapter, we focus on additional ways

to design telephone surveys that apply whether the questionnaire will be administered through a CATI, web, or paper instrument. These guidelines will help ensure that questions are delivered well and similarly across different interviewers and that respondents are given all of the information they need to respond, especially since they must rely exclusively on aural communication during the survey. Following these guidelines will help to minimize respondent confusion and improve the overall interaction between the interviewer and respondent.

Guideline 8.1: Break Complex Questions Into a Series of Simpler Questions

One of the most important ways to ease the cognitive burden in telephone surveys is by breaking complex questions into parts or a series of simpler questions. We discussed one example of breaking complex questions into simpler parts in Guideline 5.20 by branching bipolar ordinal scales to ease respondent burden. Another example is when questions ask respondents to include certain classes of events in their responses and exclude others. For example, many surveys ask how many people live in the household but only want certain types of people included in the count. In the 2010 Decennial Census, for example, this question was accompanied by the following complex instructions:

- “Count all people, including babies, who live and sleep here most of the time.”
 - “Do not count anyone living away either at college or in the armed forces.”
 - “Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.”
 - “Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise they may be counted twice.”
 - “If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise he or she may be missed in the census”
- (U.S. Census Bureau, 2010b).

Redline (2011) has shown that complex instructions like these are most likely to be followed when they are incorporated into a series of simple questions rather than presented as a complex instruction alongside one question. An example from Redline's work is shown in Figure 8.3. On this item respondents who received the single item shown in the top of the figure in an IVR survey reported an average of 2.6 residents living or staying at their home, but the mean number of residents calculated for respondents who received the questions in the bottom of the figure was 2.2. The smaller mean for those who received multiple questions suggests that respondents followed the instructions, which focused primarily on who to exclude from the count.

While Redline's examples focused on questions in which respondents were instructed to exclude certain cases from their counts, Fowler (1995) provided examples of situations in which respondents might need to be reminded to include certain events in their counts. One such example is when asking for reports of income. A complex instruction reminding respondents to include commonly forgotten sources of income other than wages and salary (e.g., rent, interest, tips, etc.) would be difficult for telephone respondents to remember and apply; in lieu of providing such an instruction, one might simplify the process

FIGURE 8.3 Example of breaking a complex question into multiple simple questions.

Question with complex exclusion instructions

1. How many people are currently living or staying at your home address? Do not forget to count yourself. For the purposes of this question, a person is defined as someone 18 years or older. Do not include children 17 years or younger. Do not include anyone who is living somewhere else for more than 2 months, such as a college student living away or someone in the Armed Forces on deployment.

Simpler questions that incorporate exclusion instructions

1. The first question is about people at your home address. How many people are currently living or staying at your home address?
2. When you reported the number of people living or staying at your home address, counting yourself, how many of them were 18 years or older?
3. When you reported the number of people living or staying at your home address, how many of them were children 17 years or younger?
4. When you reported the number of people living or staying at your home address, how many of them, if any, are currently living someplace else for more than 2 months, like a college student or someone in the Armed Forces on deployment?

Source: Adapted from *Clarifying Survey Questions*, by C. Redline, 2011. Unpublished dissertation, the Joint Program in Survey Methodology, University of Maryland, College Park, MD.

by asking a separate question for each source of income and then summing the results to generate a measure of total income. However, it is also important to remember that many people consider income to be sensitive information (and people are more likely to refuse to answer income than other questions) so asking a series of questions about income sources should only be done if precise income information is needed to achieve the survey's goals.

Guideline 8.2: Avoid Question Formats That Tax Respondents' Memory

One ought to avoid complex question formats in telephone surveys for the same reasons as avoiding complex question wording; respondent memory is more taxed because of their having to remember the question while answering. One example of a question format that should be avoided because it strains the memory too much over the telephone is the check-all-that-apply format (also see Guideline 5.12 for reasons we suggest avoiding the check-all-that-apply format in most instances). Instead, a forced-choice format should be used for multiple-answer questions because it allows the respondent to focus on and consider each item individually.

Ranking questions, especially those with more than three or four options, should also be avoided since it would require telephone respondents to remember all of the items to be ranked as well as to compare and rank them. Instead, one

of the simpler alternatives, such as a paired comparison, discussed in Guideline 5.9, should be considered.

Nominal questions with many response options or with particularly complex response options should also be avoided since respondents are unlikely to be able to remember all of the necessary information to provide an optimal answer to these questions. Likewise, any question requiring summation should be avoided since it would require respondents to perform mental math.

All respondents will be unnecessarily burdened by these types of questions. Some will still be able to answer them adequately, but others will struggle. When several respondents struggle with the same question, interviewers may try to help them or to prevent problems for future respondents by rewording the question; decomposing the question into smaller, more manageable pieces; inferring responses from respondents' mumbling rather than working to get the correct answer; or even skipping the difficult question. While the interviewers are trying to be helpful and relieve burden for respondents, all of these behaviors result in lower data quality.

For this reason, it is important during the design stage to anticipate which question formats will be problematic for respondents and find ways to ask for the same information in less taxing ways. Doing this work up front will ease respondent burden and will eliminate the need for interviewers to take corrective action, thus helping to ensure that every respondent receives the same stimulus.

Guideline 8.3: Make Sure the Words the Interviewer Reads Clearly Convey What Is Being Asked

Remember, in telephone surveys, respondents will be unable to see lists of response options or what answer spaces look like. As such, it is even more important in this mode to ensure that the material the interviewer reads aloud communicates all of the information respondents need in order to answer the question.

Respondents need to know whether the question is open- or closed-ended, whether one or multiple responses should be given, what options are being offered as choices, and for open-ended questions the format or units in which a response should be given. Typically this information can be provided by carefully wording the question stem; it usually does not require a separate instruction. However, if there are extra instructions or definitions, they will need to be read out loud. Additionally, for closed-ended questions, the response options will often need to be read to the respondent, but as we discussed in Guideline 4.10, they should often be moved to the end of the question to improve processing.

Guideline 8.4: Provide Clear and Simple to Recognize Cues to the Interviewer About What Material Must Be Read, What Is Optional, and What Should Not Be Read to the Respondent

Figure 8.4 shows examples of telephone survey questions as they might appear on a CATI screen. Interviewers would read the questions and, in some cases the response options, and then enter the code that corresponds with the respondent's answer into the box below the item. In the left-hand column of this figure, there are no visual cues to help interviewers figure out what to read. For example, in the

FIGURE 8.4 Example telephone survey questions with and without visual cues to help interviewers.

Without visual cues to help interviewers	With visual cues to help interviewers
<p>Without visual cues to help interviewers</p> <p>1. What do you think is the most important problem facing the country today? Record verbatim response. Probe for clarity but do not probe for additional mentions. Record in order mentioned.</p> <p>1 Open text box D Don't know R Refused</p> <p><input type="text"/></p> <p>2. Now, thinking about the nation's economy ... How would you rate economic conditions in this country today? As ...</p> <p>1 Excellent 2 Good 3 Fair, or 4 Poor D Don't know R Refused</p> <p><input type="text"/></p> <p>3. A year from now do you expect economic conditions in the country as a whole will be better than they are at present, worse, or just about the same as now?</p> <p>1 Better 2 Worse 3 About the same D Don't know R Refused</p> <p><input type="text"/></p>	<p>With visual cues to help interviewers</p> <p>1. What do you think is the most important problem facing the country today?</p> <p>1 Open text box [INTERVIEWER: RECORD VERBATIM RESPONSE. PROBE FOR CLARITY BUT DO NOT PROBE FOR ADDITIONAL MENTIONS. RECORD IN ORDER MENTIONED.] D DON'T KNOW R REFUSED</p> <p><input type="text"/></p> <p>2. Now, thinking about the nation's economy ... How would you rate economic conditions in this country today? As ...</p> <p>1 Excellent 2 Good 3 Fair, or 4 Poor D DON'T KNOW R REFUSED</p> <p><input type="text"/></p> <p>3. A year from now do you expect economic conditions in the country as a whole will be better than they are at present, worse, or just about the same as now?</p> <p>1 BETTER 2 WORSE 3 ABOUT THE SAME D DON'T KNOW R REFUSED</p> <p><input type="text"/></p>

first question, interviewers have to recognize for themselves that the instruction to "record verbatim response" is for them and should not be read to respondents. The same is true for the last question. Likewise, there are no cues telling interviewers that they should read the response options aloud for the second question, but not for the third. And in the last question, they have to read an instruction telling them not to read the response options. It is also not clear whether they should explicitly offer the "don't know" and "refused" categories or not mention that these are options. Designing telephone questionnaires in this way makes the interviewer work much harder than is necessary, will likely result in slow and rough delivery of the questions, will lead to errors, and will considerably heighten the chance that respondents receive different stimuli from different interviewers.

FIGURE 8.4 (continued).

Without visual cues to help interviewers	With visual cues to help interviewers
<p>4. We'd like to get your overall opinion of some people in the news. As I read each name, please say if you have a favorable or unfavorable opinion of these people—or if you have never heard of them.</p> <p><input type="checkbox"/> The first name is Barack Obama. Do you have a favorable or unfavorable opinion of Barack Obama or have you never heard of him?</p> <p><input type="checkbox"/> The second name is Michelle Obama. Do you have a favorable or unfavorable opinion of Michelle Obama or have you never heard of her?</p> <p>How about (NAME)? Do you have a favorable or unfavorable opinion of (NAME) or have you never heard of (HIM/HER)?</p> <p><input type="checkbox"/> Joe Biden <input type="checkbox"/> Mitt Romney <input type="checkbox"/> Ann Romney <input type="checkbox"/> Paul Ryan</p> <p>Choices are 1=Favorable 2=Unfavorable 3=Never heard of D=Don't know R=Refused</p>	<p>4. We'd like to get your overall opinion of some people in the news. As I read each name, please say if you have a favorable or unfavorable opinion of these people—or if you have never heard of them.</p> <p>[INTERVIEWER: CHOICES ARE 1=FAVORABLE 2=UNFAVORABLE 3=NEVER HEARD OF D=DON'T KNOW R=REFUSED]</p> <p><input type="checkbox"/> The first name is Barack Obama. Do you have a favorable or unfavorable opinion of Barack Obama or have you never heard of him?</p> <p><input type="checkbox"/> The second name is Michelle Obama. Do you have a favorable or unfavorable opinion of Michelle Obama or have you never heard of her?</p> <p><How about (NAME)?> <Do you have a favorable or unfavorable opinion of (NAME) or have you never heard of (HIM/HER)?></p> <p><input type="checkbox"/> Joe Biden <input type="checkbox"/> Mitt Romney <input type="checkbox"/> Ann Romney <input type="checkbox"/> Paul Ryan</p>
<p>5. What kind of activities do you do online?</p> <p>Do not read answer categories. Code and probe for at least three activities.</p> <p>1 Use e-mail 2 Facebook 3 Twitter 4 Stream music 5 Stream movies or TV shows 6 Read the news 7 Make purchases 8 Research products 9 Research restaurants 10 Look up health information 11 Other 12 None</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>5. What kind of activities do you do online?</p> <p>[INTERVIEWER: CODE AND PROBE FOR AT LEAST THREE ACTIVITIES]</p> <p>1 USE E-MAIL 2 FACEBOOK 3 TWITTER 4 STREAM MUSIC 5 STREAM MOVIES OR TV SHOWS 6 READ THE NEWS 7 MAKE PURCHASES 8 RESEARCH PRODUCTS 9 RESEARCH RESTAURANTS 10 LOOK UP HEALTH INFORMATION 11 OTHER 12 NONE</p> <p><input type="checkbox"/> <input type="checkbox"/></p>

In the second column, these problems are solved through the use of visual cues that indicate what should and should not be read. In this case the interviewers would be trained to follow the following rules:

- Information bolded, enclosed in brackets (i.e., []), and preceded by “INTERVIEWER:” is interviewer instructions. Follow these instructions, but do not read them to respondents.
- Read all unbracketed information presented in sentence or lower case to the respondent in the order in which it appears.