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When Out of Sight Isn't Out of Mind: Measuring Passive Child Care

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MEMORANDUM FOR: DIANE HERZ
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SUBJECT: Revised Child Care Report

EXECUTIVE SUMMARY

On October 19, 2000, Lisa Schwartz and Scott Fricker submitted their report on the results of testing a summary question to the American Time Use Survey (ATUS) that asks respondents to identify times during which they provided care for children. Among the principle findings were two that were especially troubling:

- Differences in the wording of the summary question resulted in large differences in the estimates of time spent providing care for children.
- Differences in respondents' level of educational attainment resulted in large differences in the estimates of time spent providing care for children.

In order to better understand these issues, staff members in OSMR and OERPD reviewed each of the individual time diaries collected during testing.

On October 31, 2000, Harley Frazis (OERPD) issued a memo summarizing his thoughts after reviewing the time diaries. Harley's document highlighted the following issues:

1. The concept of passive child care does not appear to be applied consistently between respondents and even within the same diary.
2. One glaring inconsistency occurred for reports of child care when the respondent was sleeping. Some respondents reported that they provided passive child care when they, themselves, were sleeping whereas other respondents did not. Some respondents reported providing care when they were napping but not when they were sleeping, and one respondent reported providing care the first time he went to sleep but not during the time he went back to sleep after consoling his child. The exclusion of time spent sleeping from estimates of passive child care would reduce passive care by an average of 2:47 for those who reported some sleeping as child care.
3. Another inconsistency occurred for times when the respondent was awake but the child had gone to bed. Some respondents included times when their children were sleeping whereas others did not. The exclusion of times when children are asleep would further reduce estimates of passive care by an average of 1:49 for those who report care during children's sleep times.

In a memo dated November 1, 2000, Lisa Schwartz (OSMR) documented others issues related to the collection of active and passive child care that surfaced during OSMR's review of the time diaries:

1. An error was found in the calculations of both active and passive care. Because active and passive care can occur simultaneously, a decision had to be made about how to count these times for analytical purposes. The ATUS Team decided that active care would trump passive care, i.e., when both occur together, the time would be attributed to active care only. The logical argument that was being used allowed passive to trump active care for simultaneous reports. An effort to correct this error resulted in a different calculation error. The calculations that were used to produce the findings in the original report estimated time in active care only, time in passive care only, but did not include time spent simultaneously in active and passive care. The omitted times should have been attributed to active care.
2. Some activities were incorrectly coded as active care. These activities included travel related to child care, meal preparation for children, eating with children and administrative or organizational activities done for children. Some of these activities had previously been coded as child care in the old coding lexicon.
3. Some activities were not coded as active care but should have been. These included checking children's homework, checking on children and homeschooling.
4. There were inexplicable gaps in some respondents' reports of passive care. These included the omission of morning routines on work days and the omission of all but a handful of arbitrary activities from an entire day spent with a child.
5. One respondent reported providing care when she was in a different location than were her children. This respondent had a 24/7 model of child care.

Based on these findings, the following corrective measures were taken:

1. The logical argument used to calculate active care was re-written so that it included all reports of active care including times when active and passive care occurred simultaneously.
2. Activities that had been erroneously coded as active child care were uncoded and removed from the estimates of active care.
3. Activities that should have been coded as active care were coded as such and included in the estimates of active care.
4. Reports of passive child care when the respondent was sleeping or napping were removed from the estimates of passive care.
5. Reports of passive child care when the respondent was in a different location than were her children were removed from the estimates of passive care.

The data were then reanalyzed. The principle findings from the reanalysis are:

1. The estimate of time spent in active care increased, but time spent in passive care remained about the same (even with stripping out sleeping and different locations).
2. A previously significant difference between time spent providing active care and time spent providing passive care was no longer significant.
3. Significantly more passive care was reported by respondents in the “in your care” group than by respondents in the “looking after” group.
4. Significantly more passive care was reported by respondents with a BA or higher than by those with less than a BA.
5. Significantly more active care was reported for non-work days than work days.
6. Significantly more active care was reported by White respondents than by Black respondents.

One additional analysis was undertaken. The review of the diaries suggested that both interpretative and recall difficulties may be influencing the results. It is important to note that responding to the passive child care summary question effectively requires a two-step recall process. Respondents must mentally review the listing of activities they provided in the time diary and then remember during which of those activities a child was also in their care. It is reasonable to assume that answers to the summary question would be affected by the amount of cognitive effort respondents were willing to put forth in the recall task. As a first attempt to understand the relationship between cognitive effort and data quality, respondents’ diaries were reviewed and grouped into three broad categories of suggested strategy use:

1. Recallers are those respondents who appeared to mentally review their report of the previous day’s activities. Reports by recallers contain few, if any, illogical gaps, and show evidence that the respondent made fine-grained distinctions between activities within a given time block. For example, during the morning, recallers would distinguish between activities when a child was clearly in their care (e.g., *I drove her to school*) and those when a child might not be in their care (e.g., *She wasn’t really in my care when I was taking my shower and getting ready for work*). This is the most effortful recall strategy. Fatigue and the sheer difficulty of the task could result in errors.
2. Schematizers are those respondents who tend to rely on their mental model of their usual care routines to inform their responses. They tend to report large chunks of time and do not distinguish between activities within a chunk of time. Reliance on a schema requires less cognitive effort than does attempting to recall a specific day. To the extent that the reported day conforms to the respondents’ usual routine, schematizers’ reports will be accurate. However, they may fail to include activities that fall outside their usual “tour of duty” and may erroneously include activities that fall within their usual “tour of duty” but during which they were not caring for a child.
3. Satisficers seek to minimize the amount of cognitive effort they expend. They tend to provide “good enough” reports to satisfy the task requirements. In

response to the passive child care summary question, satisficers report a handful of isolated activities, presumably those that first come to mind. Their reports are most error-prone and under-estimate that amount of time they spend providing care.

The passive child care data (number of activities reported as passive only and time spent providing passive care) were analyzed with strategy use as the between-subjects factor. The principle findings are:

1. Schematizers report the highest number of activities and the most time spent providing passive care.
2. Satisficers report the fewest activities and the least amount of time spent providing passive care.
3. Strategy use, educational attainment, and experimental condition are confounded in this study. People with less than a college degree are more likely to be satisficers than are people with a college degree or higher. There were significantly more individuals with less than a college degree in the "*Looking after*" group.

The attached report details the testing procedures and documents the results obtained with the corrected data.

Section I.

Introduction

A. Background

The Bureau of Labor Statistics (BLS) is in the process of developing a new survey to measure how Americans spend their time. Preliminary testing of the Time Use Survey (TUS) began in 1997 when a field test was undertaken to determine the feasibility of conducting a nationally representative TUS by telephone.

During a TUS interview, respondents provide information about how they spent their time during the previous day. During the first part of the interview, the *time diary*, respondents provide a sequential list of activities and estimate the duration of those activities. Upon completion of the *time diary*, respondents are asked a series of *summary questions* that focus on specific activities of interest. *Summary questions* may be used to probe for details that respondents did not provide in the *time diary*.

The BLS is interested in measuring time spent in passive child care. Briefly, the concept of passive child care attempts to distinguish between two types of parental or caregiver activities. There are those times during which a parent or caregiver may be actively and directly engaged with a child. In a TUS, these kinds of activities are reliably reported. Examples of active and direct engagement with a child would be, “*I was playing with my child,*” or “*I was reading to my child.*” There are other times during which a parent or caregiver may be indirectly involved with a child, such as times when the adult is engaged in some other activity but is still responsible for that child. Research has found that this type of child care, which we are calling *passive child care*, is under-reported (Kyoko & Shrestha, 1999).

Earlier this year, a preliminary investigation into this issue was undertaken. Focus group participants were given examples of the kinds of activities that we are interested in capturing and were asked to provide their own descriptors for those activities. Participants strongly suggested that the concept of passive child care is not intuitively meaningful, as most parents would consider these activities “*just part of being a parent.*” Focus group participants also suggested a number of phrases that could be used to capture passive child care. Their preferred phrase was “*taking care of*” followed by “*looking after.*” Focus group participants also offered the alternative phrase “*in your care.*” “*Taking care of*” seems to include a more active component than is intended by the concept of passive child care and was not considered for further testing. The wordings “*looking after*” and “*in your care*” were tested in the present study. The primary goal of this project was to determine if there are important distinctions between the two expressions. The results of testing two summary questions, one that used the phrase “*looking after*” and one that used the expression “*in your care*” are the focus of this report.

A secondary goal of this project was to continue testing a paid work summary question. Earlier this year, Stinson (2000) tested a summary question to identify all reported activities that were done for money. This information is especially

important for identifying paid work done outside of regular work hours, work activities of the self-employed, and other work done for pay. The summary question that was previously tested read, "*Of all the activities that you did yesterday, which ones, if any, were you paid for or expect to be paid for?*" A follow-up question, "*Which of the activities, if any, were done as part of your 'main job?'*" was also asked.

The aforementioned summary question successfully elicited reports of paid work activities such as crafts and hobbies that are done to generate income. It did not successfully measure self-employment activities or work done outside of regular work hours. The results of testing a revised paid work summary question are included in this report.

B. Organization of Report

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Section II.

Cognitive Testing Activities

i. Purpose of testing

The purpose of testing was to further examine the cognitive and linguistic issues inherent in the collection of time use data. Specifically, this study addressed data collection issues related to passive child care and paid work, with child care being the primary focus of testing activities.

The following issues related to the measurement of passive child care were addressed:

- a. determine the optimal wording of the child care summary question by testing two alternate versions of the question on a laboratory sample.
- b. Determine the clarity of the concept of passive child care to adults who care for household and non-household children under the age of 13 years old.
- c. Determine whether activities or specific time periods are more effective recall aids.
- d. Identify potential sources of response bias by determining whether response patterns vary with either respondent or household characteristics.

The paid work summary question was not included in the intensive cognitive interviews. However, the administration of a paid work summary question subsequent to the collection of the time diary permitted examination of the following issues:

- a. Determine the effectiveness of the revised summary question in eliciting reports of work done outside of “regular” work hours.

ii. Time Use Methodology

Two researchers in the Office of Survey Methods Research served as interviewers¹. Prior to the collection of the *time diary*, respondents completed a short employment status screener (Attachment A) and the interviewer collected a roster of the names and ages of all children living in the household. Consistent with the TUS methodology, *time diaries* and *summary questions* were collected over the telephone. Respondents were brought into the Behavioral Science Research Laboratory at BLS. After explaining the testing procedures to the respondent, and administering the employment status screener and roster update, the interviewer went into another room in the lab and telephoned the respondent. The Time Diary instructions were administered over the phone (Attachment B) and then the time

¹ There was no evidence of an interviewer effect. This finding is discussed in more detail in Section IV.

diary was collected for the previous day beginning at 4:00 am and concluding at 4:00 am on the day of testing.

iii. Passive Child Care Summary Question

Immediately upon completion of the *time diary*, the interviewer administered the passive child care summary question. The summary question was administered over the phone. Respondents did not have access to their previously completed *time diaries*, and therefore, had to mentally review their reports to identify episodes of passive child care. Interviewers did not assist in this process other than to verify start and stop times after respondents reported their passive care activities. Respondents were randomly assigned to one of two experimental conditions which differed in their wording of the passive child care summary question (Attachment C)².

a. **“Looking After” (n = 11)**

This version of the passive child care summary question asked,

“Okay, now I’d like to talk with you, in a little more detail, about child care. Child care certainly includes active things, like feeding or playing with your children. But, it also includes things that you could do even while doing something else, like looking after them.”

I’d like you to think back over your day yesterday. During any part of the day were you looking after (fill with name(s) from roster of household children who are younger than 13 years old)?”

If “Yes” – “At which times or during which activities were you looking after (fill with name(s) from roster of household children who are younger than 13 years old)?”

b. **“In Your Care” (n = 11)**

The alternate version of the passive child care summary question read,

“Okay, now I’d like to talk with you, in a little more detail, about child care. Child care certainly includes active things, like feeding or playing with your children. But, it also includes the times when children are in your care, even while you are doing other things.”

I’d like you to think back over your day yesterday. During any part of the day, yesterday, was/were (fill with name(s) from roster of household children who are younger than 13 years old) in your care?”

² A modified version of the passive child care summary question was asked of respondents (n = 5) who regularly provided child care for non-household children for which they were not paid. The summary questions about non-household children are included in Attachment C.

If “Yes” – *“At which times or during which activities was/were (fill with name(s) from roster of household children who are younger than 13 years old) in your care?”*

Similar questions were then asked about the respondents’ care of non-household children during the previous day (Attachment D).

iv. Paid Work Summary Question

Respondents who self-reported being employed either full or part-time were asked one of two versions of the paid work summary question. The paid work summary question was administered over the phone and was asked immediately after the passive child care summary question.

Respondents whose *time diaries* included times when respondents were “at work” were asked,

“Earlier in this interview you told me that you worked from _____ to _____. Were any of the other activities that you told me about done for your current job or business?”

Respondents who did not report time “at work” but who were employed were asked,

“Were any of the activities that you told me about done for your current job or business?”

v. Cognitive Interview³

Upon completion of the *time diary* and *summary questions*, the interviewer returned to the testing room and engaged the respondent in a face-to-face intensive cognitive interview in order to assess the impact of cognitive and linguistic factors on data quality. Respondents first provided their reactions to a general question about what it was like for them to discuss their day in such detail. The remainder of the interview focused on the collection of passive child care information.

a. Card-sort task

At the outset of the card-sort task, respondents were presented with a large envelope on which it was written, “looking after means” or “in your care means,” depending upon the experimental condition to which the respondent had been assigned. Respondents were then instructed to write down their own definitions of those phrases.

Once respondents completed their own definition, they were presented with another large envelope on which the TUS Team definition was printed,

³ The cognitive interview protocol is included in Attachment E.

“You are generally aware of what your child is doing and you are near enough that you could provide immediate assistance, if necessary.”

Respondents were then presented with a deck of cards. Each card depicted a different situation involving at least one adult and one child (Attachment F). Respondents were instructed to pretend that they, themselves, were the “you” referred to in the scenarios and were then asked to make the following decisions:

- Is this a situation in which I am looking after a child⁴?
- If this is a situation in which I am looking after a child, does it best fit my definition or the one that the interviewer provided?

Two additional envelopes were then placed on the table in front of the respondent – one marked “Both” for those situations which fit equally well with the respondents’ and the TUS Team’s definition, and one marked “Neither.”

Respondents were told to sort the cards by placing them on top of the appropriate envelope. Respondents were given an unlimited amount of time to complete this task and were told to use whatever criteria they wanted in deciding how to sort the cards.

Upon completion of the card sort, respondents explained why they sorted the cards as they did, and discussed their reaction to the TUS Team definition.

a. Cognitive issues

Respondents were asked to engage in a short retrospective think-aloud during which they described the thought processes they had engaged in as they had mentally reviewed their *time diary* and selected items in response to the passive child care summary question.

b. Diary review

During the diary review portion of the cognitive interview, respondents were queried about any discrepancies that had emerged in their identification of episodes of passive child care. Two particular types of discrepancies were specifically queried,

- Instances in which respondents reported that a child was “with” them but they did not report engaging in passive child care.
- Inconsistent reports of passive child care when another adult was “with” the respondent.

⁴ For respondents in the “In your care” condition, the instructions were to decide if the situation was one in which a child was in their care.

a. **Linguistic issues**

All respondents were exposed to both versions of the passive child care summary question. During the cognitive interview, respondents were asked to listen to the wording of the summary question that had not been used during the telephone interview. For example, respondents who had been asked about times when they were looking after children were later asked,

“What if I had used a different expression instead of looking after? What if I had said, ‘I’d like you to think back over your day yesterday. Were there any times during the day yesterday when a child who is 12 years old or younger was in your care?’”

Respondents discussed the linguistic similarities and differences between the two question wordings and then selected their preferred wording of the passive child care summary questions. Preferences were explained in detail.

b. **Other issues**

The final issue addressed during the cognitive interview centered on the appropriateness of asking the passive child care question about children who are twelve years old and younger.

Section III.

Subject Pool Characteristics

i. Demographic composition of cognitive lab sample

Twenty-seven adults (9 men, 18 women) participated in this study. Five respondents, all women, provided care for non-household children for which they were not paid. Their demographic characteristics were as follows:

- Four women were Black, one was White.
- Three were married, two were single.
- Three were unemployed, two were employed.

The remaining 22 adults were parents of children between the ages of 7 weeks and 12 years. The average age of the youngest child in the household was 6 years old and the average number of children per household was 1.6 (sd = .95, range: 1-4). Half of the respondents were single parents. Respondents averaged 15.9 years of education (sd = 2.4, range: 12-19) and self-reported household income averaged \$47,318.18 (sd = 25,608.79, range: 15,000 – 100,000).

ii. Comparisons between conditions

Five men and 6 women were assigned to the *looking after* experimental group. Five of these 11 respondents were single parents. Seven of the eleven respondents (64%) were Black.

Four men and 7 women comprised the *in your care* group. Five of these 11 respondents were single parents and 5/11 (45%) of this sample was Black. For a closer examination of sample composition, see Table 1 (below).

Table 1. Demographic Comparisons Between Conditions				
	IN YOUR CARE		LOOKING AFTER	
	White	Black	White	Black
Married	6	0	3	3
Single	0	5	1	4
Education (in years)	17.5	16.8	16.0	13.7
Income	\$69.1K	\$46.6K	\$35.7K	\$26.1K
Male	2	2	2	3
Female	4	3	2	4

The experimental groups were significantly different from one another with respect to education and income. Respondents in the *looking after* group average 14.5 years of education (sd = 2.0) whereas respondents in the *in your care* group averaged 17.2 years of education (sd = 1.9). This difference was statistically significant, $F(1,20) = 9.76$, $p < .01$. Similarly, respondents in the *in your care* group earned significantly more income than did respondents in the *looking after* group. Respondents in the *looking after* group earned an average household income of \$35,727 (sd = 21,227.77, median = 25,000), whereas respondents in the *in your care* group reported an average household income of \$58,909 (sd = 25,141.42, median = 63,000), $F(1,20) = 5.46$, $p < .03$.

Section IV.

Analytical Procedures

i. Data Analysis

The following information was collected and analyzed from the time diaries:

- Length of interview which included time to read the instructions, collect the previous day's activities, and administer the passive child care and paid work summary questions.
- Total number of activities reported for the previous day.
- Total number of active child care activities. Active child care is a primary activity that includes physical and emotional care for children (e.g., helping a child do something, reading to a child), waiting for children and attendance at children's events. By current definition, active child care does not include eating with children or travel related to child care (e.g., driving children to school) because, in those situations the primary activity is something else (e.g., eating or driving).
- Total amount of time spent providing active care. This is the sum of the amount of time spent in each activity coded as active child care.
- Total amount of time spent with a child. Throughout the time diary, respondents are asked to report who was with them. Time spent with a child is the sum of the amount of time spent in activities for which respondents reported that a child was with them.
- Total amount of time spent "at work." Respondents were instructed to report only start and stop times for time spent working for pay. Interviewers probed for breaks during the work day. Time at work did not include non-work activities that occurred during reported work hours but that were done at a non-work location. For example, if a respondent left work during the course of the work day to run some errands, time spent running errands was not calculated as time at work.

The following information was collected and analyzed from the respondents' answers to the summary questions:

- Responses to the passive child care summary question. Passive child care is, by definition, a simultaneous activity. Responses to the passive child care summary question could include passive care done simultaneously with active child care and do include passive care done with other primary activities. For example, a respondent may have said, "My son was in my care in the morning from the time I got him up until I dropped him off at school." All of the activities that fell within that time block would be coded as passive care, unless the respondent specifically excluded an activity (e.g., "Except for the time when I was fixing breakfast"). If the reported time block included active child care like "helping my child with his homework" then that activity would be given a primary code of active child care and secondary code of passive child care.
- Total number of distinct passive child care activities. This is the sum of all activities coded as passive child care for which the primary activity was not active child care.
- Total amount of time spent in passive child care. This is the sum of hours spent in distinct passive child care, i.e., the sum of hours spent in a primary activity other than active child care for which passive care was a secondary activity. Activities that

were coded as active and passive child care were counted in estimates of active child care. Thus, in the example cited above, the duration of all activities that occurred between the time the respondent woke her son up until she dropped him off at school, except for “fixed breakfast” and “helping him with his homework” would be counted in the estimate of time spent providing passive care. “Fixed breakfast” would be coded as food preparation and “Helping him with his homework” would be counted in the estimate of active child care.

- Additional time spent working. This is the sum of time spent in activities reported as being done outside of “regular” work hours for the respondent’s current job or business.

Two additional measures of child care were calculated:

- Total number of child care activities. This is the sum of activities that were coded as active child care + other primary activities also coded as passive care.
- Total amount of time spent providing child care. This is the sum of the amount of time spent providing active care + the amount of time spent in other activities also coded as passive care.


The screen below depicts the coding and analytical procedures described above:

A	B	C	D	E	F⁵	G	H⁶
Start Time	Stop Time	Activity	With whom	Where	Paid Work	Active CC	Passive CC
6:30 A	7:00 A	Shower		Home	<input type="checkbox"/>	<input type="checkbox"/>	■
7:00 A	7:05 A	Got son up	Tim (8)	Home	<input type="checkbox"/>	■	■
7:05 A	7:10 A	Fixed breakfast	Spouse, Tim (8)	Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:10 A	7:30 A	Called clients	Alone	Home	■	<input type="checkbox"/>	■
7:30 A	8:00 A	Helped son with school work	Tim (8)	Home	<input type="checkbox"/>	■	■
8:00 A	8:20 A	Drove son to school and dropped him off	Tim (8)	Transit/Car	<input type="checkbox"/>	<input type="checkbox"/>	■
8:20 A	8:55 A	Drove to work	Alone	Transit/Car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:55 A	9:10 A	Walked to work	Alone	Transit/walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:10 A	4:30 P	Working	Alone	Work	■	<input type="checkbox"/>	<input type="checkbox"/>

- Column D is used to calculate time spent with a child.
- Column F is used to calculate time spent working for pay.
- Column G is used to calculate the number of active care activities and time spent providing active care.
- Those activities that are checked in Column G and are also checked in Column H (e.g., got son up, helped son with school work) were included in estimates of time spent providing active care.

⁵ This column would get filled in with responses to the paid work summary question.

⁶ This column would get filled in with responses to the passive child care summary question.

- Activities that are checked in Column H but are not checked in column G (e.g., called clients, drove son to school) were included in estimates of passive care.
 - Persons listed in the “with whom” column provide further contextual information.
- 

Section V.

Time Diaries

i. Descriptions of time diaries

Time diaries were collected via telephone in the Behavioral Science Research Laboratory at the BLS.

Interviewers first read the time diary instructions to respondents. Previous research (Stinson, 2000) found that it took interviewers approximately 3 minutes to read the original time diary instructions to respondents. Stinson (2000) also reported that some respondents found the introduction and instructions too long and scripted. Interviewers in the current study noted that respondents did not seem to listen to all of the information contained in the instructions. For example, despite being told to report who was with them and where they were, few if any respondents provided this kind of information without being explicitly prompted for it. More importantly, the instructions did not indicate that respondents should estimate the amount of time they spent engaged in various activities. Thus, respondents tended to report a laundry list of activities which the interviewer then needed to query for start and stop times.

In consultation with the TUS Team, the time diary instructions were revised (Attachment B). The administration of the instructions was not timed in this round of testing. However, the instructions are dramatically shorter than the earlier version. Despite the limited amount of information contained in the revised instructions, all respondents understood the nature of the task and were able to reconstruct their previous day's activities and could estimate the duration of those activities with varying degrees of confidence and ease.

ii. Interviewer effects

Two interviewers conducted a total of 27 telephone TUS interviews. Interviewer 1 conducted 17 interviews, whereas Interviewer 2 conducted 10 interviews. Both interviewers conducted interviews for each of the experimental conditions: *looking after*, *in your care*, and *care for non-household children*.

The average length of an interview conducted by Interviewer 1 was 0:17:25 (sd = 0:05:43). An average of 32 activities (sd = 10.5) were listed in each time diary. In comparison, the average length of an interview conducted by Interviewer 2 was 0:19:42 (sd = 0:05:49) and an average of 30 activities (sd = 8.2) were listed. These differences were not statistically significant.

iii. Comparisons with face-to-face collection of yesterday's activities

Stinson (2000) conducted 30 face-to-face interviews to obtain time diaries from a diverse group of participants. She found that most participants found the recall task enjoyable and interesting. Overall, participants took an average of 19:8 minutes to complete the time diary during a personal interview. Respondents reported an average of 37.1 episodes or activities per diary. In comparison, respondents in this

study completed the time diary over the telephone. Like the participants in Stinson's study, respondents in this study found the TUS interview to be both interesting and enjoyable. The average interview length was 18.2 minutes and respondents reported an average of 31.5 activities per diary. Table 2 summarizes the findings of twenty-seven telephone interviews conducted as part of this study.

Table 2. Hours and Number of Activities reported in the Time Diaries

	Mean	SD	Median
Interview length	0:18:02	0:05:45	0:18:00
Number of activities per diary	31.5	9.6	31.0
Number of active child care activities per diary	4.9	3.2	4.0
Time spent in active child care	2:23	1:47	2:20
Total time spent "with" a child	5:45	3:26	4:42

Section VI.

Clarity of Passive Child Care Concept

i. Responses to summary question

Most respondents answered the passive child care summary question by reporting a large block of time that encompassed multiple activities. Examples of this style of reporting include:

- *The whole time after I came home from work.*
- *In the morning and then after school.*
- *In the morning until I dropped him at before-school care and then all evening until he went to sleep.*
- *Between 5:00-9:00 PM⁷*
- *From the moment I got up until my husband came home that evening.*

Of necessity, when presented with this style of reporting, the interviewer verified which activities respondents meant to include in their time block. The following exchange exemplifies one way in which an interviewer can obtain clarification.

I: "At which times or during which activities was Marcus in your care?"

R: Well, in the morning until I dropped him at my friend's house and in the evening when I came home until he went to sleep."

I: "So, in the morning...from when you got up or from when you woke your son up?"

R: "From when I woke him up."

I: "Until you dropped him at your friend's house? That was around 7:00 AM. Is that right?"

R: "Yeah, that's right."

I: "And how about in the evening?"

R: "From when I met him at the rec center. What time was that?"

I: "You got there around 4:40 PM."

R: "Right, so from there until I guess when I got home and took my shower. He was in his room then, doing homework. So not when I was taking my shower. But after my shower until I put him to bed around 9:30 PM."

Some respondents reported a series of activities, such as:

- *I was reading to her when I did the laundry.*
- *When we were taking out the trash together.*
- *When we were at the grocery store.*

⁷ Only one respondent reported passive child care in this manner. In this case, the times reported did not coincide with discrete activities. Requests for clarification of the type exemplified above suggested that the respondent had reported usual times at which he provides child care. The actual times during which he provided child care during the previous day were reported in response to the interviewer's requests for clarification.

- *When we were playing with his trucks.*
- *When I was bathing him.*
- *When I was watching his football practice.*
- *When we went for a bike ride.*
- *When we were watching TV as a family at night.*

No one reported a time block that corresponded to a single activity and no one reported a string of times (e.g., *“Oh, from 8:00-9:30, then from 12:00-1:00, and again from 5:00-9:30 PM.”*).

Respondents did not distinguish between active and passive child care in their responses to the child care summary question.

This has important implications for the wording of the summary. Respondents do not seem to “hear” the distinction between active and passive care, or fail to distinguish between the two in their self-reports. Therefore, it may be possible to shorten the lead-in statement, as exemplified below:

“Now, I’d like to talk with you about child care. I’d like you to think back over your day yesterday. During any part of the day yesterday was/were (fill with names of household children) in your care?”

Responses to the retrospective think-aloud protocol (i.e., *“How did you go about figuring out what you should include as looking after/in your care? What went through your mind?”*) provide further evidence of respondents’ failure to consider the distinction between active and passive care. Most respondents stated that they thought about times when they were physically with their child or the child was nearby. For example:

- *I thought about the times when he’s with me and the times when he is not. If he’s with me, I’m looking after him.*
- *My children were either at home with me or at school. When they’re at school, they aren’t in my care. When they’re at home, they’re in my care.*

Respondents also emphasized feelings of responsibility as underlying their reports of passive child care.

- *I thought about the times when we are physically interacting, when I’m watching him, and when I still feel responsible, even when he’s doing other things, even when he’s sleeping.*
- *I thought about when I feel responsible.*

ii. Discrepancies in respondents’ self-reports of passive child care

The most noticeable discrepancy in respondents’ self-reports occurred primarily for single-parents reporting about a week day. Three of eleven single parents (27%) did not report any passive child care in the morning, prior to their leaving for work. All of these parents engaged in activities like getting their children ready for school, giving them breakfast and, in some instances, dropping them off at before-school care. When asked about this discrepancy, respondents’ answers indicated that they

did not think about their morning activities in the same way as they think of their evening routines.

- *I don't really know why I didn't count getting her up for school and all but I guess it's because I'm just so focused on getting them to school and me to work that it doesn't feel like looking after, it feels like what you do. They go to school. I go to work.*

In situations such as this, interviewers may need to probe about the part of the day the respondent may be forgetting. For example, interviewers could say, *“What about the morning. Was ...in your care in the morning?”*

Another notable discrepancy highlighted inconsistencies in respondents' perceptions of their ability to provide care when they, themselves, were sleeping. Five of 22 parents (23%) reported that their children were in their care even when the respondent was sleeping. Not only were there inconsistencies across subjects with respect to their perceived ability to provide care while they were sleeping, there were inconsistencies within individual reports. For example, one respondent reported taking two naps during the day. The first nap lasted 1 hour and 50 minutes. The respondent reported that during that time period, she was looking after her children. Later in the day, the respondent reported taking a one-hour nap. She did not report looking after her children during this time period. Similarly, the father of a 14-month old child reported going to sleep at 9:20 PM and sleeping until midnight. During that time period, the respondent reported that he was looking after his daughter. The respondent woke up at midnight and consoled his daughter for twenty minutes, after which he went back to sleep. The respondent did not report looking after his daughter from the time he went back to sleep (12:20 AM) until he woke up the next morning. These inconsistencies dramatically affect the data. The inclusion of times when a parent is sleeping in estimates of passive child care increased the estimate by an average of 2:47 for those who reported some sleep as child care (Frazis, personal communication). One way to control for these inconsistencies is to set rules that bound the time within which child care can occur. For example, it would be possible, and reasonable, to specify that child care can only occur when the parent is awake. Respondents would not need to be informed of this rule. Interviewers simply would not code “sleeping” as passive care, even if respondents reported that their children were in their care at that time. This would eliminate inconsistencies across and within respondents.

Alternatively, it would be possible to specify that child care can only occur when both the respondent and at least one child under the age of 13 is awake. This rule would further reduce some “noise” in the data. In general, parents unconsciously imposed one of three time boundaries on their reports of passive care – they bounded their report between the time they woke up and they went to sleep, the time the first child got up and the last child went to sleep, or some combination of the two. For example, some parents began their report with the time they woke up but reported no passive care after the child went to sleep. Others began reports of passive care from the time the child woke up but reported care activities that occurred after the child went to sleep at night. While it makes logical sense that parents could feel that their children are in their care even when the children are sleeping, this inconsistency across respondents also dramatically influenced the results. The inclusion of times when children sleeping further increased the estimate of passive child care by an average of

1:49 for those who reported passive child care in that way (Frazis, personal communication).

During the cognitive interview, respondents were asked to think of situations when their child might be with them but not in their care. Most parents could imagine situations in which they might be with their child but not looking after that child. For example,

- *Some days I take my daughter to my office with me. On those days, my focus is on getting my work done and I'm not that keyed in on what she's doing or what she needs.*
- *We go to church together but she goes to Sunday school. So, we are at church together but I'm not really looking after her.*
- *When I volunteer at my child's school, my child isn't really in my care in the same way. If I'm in his classroom or chaperoning a party or on a field trip, I might still be the one who kisses the boo-boo, but the teacher is in charge of his behavior.*

The presence of other adults influenced respondents' reports of passive child care. For example, in response to the question about whether respondents felt that their child could be with them but not in their care, two married respondents said,

- *The only situation I can think of when my child is with me and not in my care is when his dad is there, too. So if his dad is in closer proximity, then our child is in his father's care.*
- *If my wife is awake and I'm in the shower, I could see thinking that they're in her care, not mine, because I wouldn't be able to hear them over the sound of the shower.*

Striking differences emerged between single and married respondents in response to the question, "Does the presence of another adult with you and your child change whether you feel like you are looking after your child?" These differences are described in Table 3.

Table 3. Single and married parents' different perceptions of the role of other adults.

Single Parents	Married Parents
<ul style="list-style-type: none"> ▪ <i>Not really, someone else might be with my child, but they aren't aware like I am. I don't trust anyone else the way I trust myself to take care of my child.</i> ▪ <i>No. These are my children and I'm always responsible for them no matter who else is there.</i> 	<ul style="list-style-type: none"> ▪ <i>My husband and I share the responsibility equally. So, if my husband is there, our son is in the care of both of us. The responsibility doesn't get shifted, it gets shared.</i> ▪ <i>My husband has complete responsibility when he comes home. I'm off-duty then. I still feel responsible, but I'm not solely responsible.</i>

iii. Classification of child care scenarios

Respondents were initially presented with 17 scenarios to classify as child care either according to the respondent's definition, the TUS definition, both or neither (See Attachment F). Two additional scenarios were added mid-way through testing to further examine the impact that the age of the child has on interpretations of child care. Respondents generally were in agreement regarding which scenarios should be included as child care and which should not. Table 4 lists those scenarios which respondents felt certain exemplified child care.

Table 4. Scenarios classified as definitely and definitely not child care.

<i>Definitely Child Care</i>		<i>Definitely Not Child Care</i>	
Your 12-year old child has 5 friends sleeping over. They are upstairs in your child's bedroom listening to music. You are watching TV downstairs.	100%	Your 7-year old child is at the next-door neighbor's house. You are out shopping.	92%
You and your 2-year old are at a playgroup with 6 other parents and their children.	100%	You and your spouse are at work and your 12-year old is sick at home.	77%
You and your 10-year old child are in the yard. Your child is playing and you are doing yard work.	100%	You and your spouse are eating dinner. Your 6- and 12-year old children are outside, down the street.	77%
You went grocery shopping and took your 3-year old with you.	100%	You are at home doing paper work, your 16-year old is hanging out with friends down the street. Your spouse is not yet home from work.	71%
You and your 8-year old child are alone at home. Your child is sleeping upstairs while you are in the kitchen cooking dinner.	100%		
As a volunteer with Big Brothers/Big Sisters, you take your "little sister" to the movies.	100%		
You and your 15-year old are talking in the kitchen while your spouse cooks dinner.	100%		
Your 12-year old child is in the house watching TV while you are outside mowing the lawn.	92%		
You are out walking your dog and your neighbor's 8- and 9-year old children are walking with you.	85%		

Some situations appear to be ambiguous and were sometimes classified as child care and some times classified as not child care. Three types of ambiguous child care situations were identified by respondents.

- Situations in which a spouse is in closer physical proximity to a child. In these situations, some respondents felt that the child was in the nearer spouse's care whereas others indicated that they would still feel responsible for that child. Some of this difference may be attributable to differences in marital status.
- Situations in which the parent might not be at least generally aware of what the child was doing. For example, most respondents felt that parents are not looking after their children if they are asleep while their child is still awake and alone at home on the grounds that the parents cannot be generally aware of what the child is doing. On the other hand, most respondents felt that parents met the generally aware requirement if their children were playing outside while the parents were engaged in activities inside the house.
- Situations in which parents arranged to have someone else care for their child. Single parents, but not married parents, were likely to include this type of situation as providing child care. They argued that they would only leave their child with someone they trusted completely and by providing that type of responsible care for their child, they were, in effect, looking after their child.

Respondent-identified ambiguous situations and their relative endorsements as "child care" are listed in Table 5.

Table 5. Ambiguous child care situations.

Scenario	Child care	Not Child Care
Your spouse is in the basement trying to fix to an old lamp. Your 16-year old and 10-year old children are playing outside. You are inside cleaning a bathroom.	69%	31%
You are upstairs reading, your 6-year old is in the basement watching a video, and your spouse is also in the basement, talking on the phone.	62%	38%
You are doing yard work, your spouse and your 4-year old child are in the house. Your spouse is doing housework and your child is watching TV.	54%	46%
Your spouse is working late at the office. You are asleep upstairs while your 11-year old child is downstairs.	38%	62%
Your friend and her 9-year old are at your house. Your 10-year old child is away at day camp.	31%	69%
You went grocery shopping while your friend was at your house with your 3-year old child.	31%	69%

Situations in which parents arranged to have someone else care for their child were misclassified as “child care” during the card-sort task. However, only one single parent reported times during the day in which her children were in someone else’s care in response to the summary question.

Lastly, there was considerable agreement among respondents about which children were in their care in situations in which more than one child was included in the scenario. Respondents were specifically queried about five scenarios:

1. Your spouse is in the basement trying to fix an old lamp. Your 16-year old and 10-year old children are playing outside. You are inside cleaning a bathroom.

Respondents who classified this as a care situation (69%) reported that both children were in their care, but they felt more responsible for the 10-year old than the 16-year old.

2. Your 12-year old child has 5 friends sleeping over. They are upstairs in your child’s bedroom listening to music. You are watching TV downstairs.

Respondents unanimously agreed that all of the children were in their care.

3. You and your 2-year old are at a playgroup with 6 other parents and their children.

All of the respondents reported that their own child was in their care. However, four respondents (31%) said that they would also consider themselves generally responsible for all the other children present.

4. You and your spouse are eating dinner. Your 6- and 12-year old children are outside, down the street.

All three of the respondents who identified this situation as a care situation reported that they would be looking after both children.

5. You are out walking your dog and your neighbor’s 8- and 9-year old children are walking with you. The neighbor is not with you.

All of the respondents who reported that this is a care situation (85%) said that both children would be in their care while they were walking together.

iv. Comparisons between TUS definition and respondents’ definitions of passive child care

In general, respondents offered definitions of both *looking after* and *in your care* that were more active than the corresponding TUS definition. Respondents tended to list specific parenting tasks that they felt were encapsulated in *looking after* or *in your care*. Examples of respondent-generated parenting tasks that are more active than the passive child care summary question is intended to measure include:

- *Spending time with my child*
- *Changing diapers*
- *Feeding*
- *Reading to my child*
- *Talking with my child*
- *Ironing school clothes*
- *Tucking my child in at night*
- *Hugs and kisses, cuddling*
- *Playing with my child*

Respondents' definitions emphasized safety and well-being. Most respondents felt that the TUS definition addressed parental concerns for children's safety ("*provide immediate assistance, if necessary*") but did not include parental concerns for children's well-being. Additionally, respondents' definitions emphasized supervision and responsibility. Most respondents felt that supervision was included in the TUS definition ("*generally aware*" and "*near enough*") but could not identify a component of the TUS definition that suggested responsibility. However, one respondent whose own definition stated, "*I am the responsible adult,*" strongly approved of the TUS definition. This respondent argued, "*I think that sounds good. It gives a clear definition... my definition says that you're responsible but doesn't say what that connotes. Yours says what is meant by being responsible.*"

Other positive reactions to the TUS definition emphasized its applicability to older children and its basis in reality. Parents of school age children reported that the definition makes sense for older children who need to be within voice's call not within eyesight. One respondent was especially pleased with pragmatic realism of the TUS definition. She said, "*This is exactly what it is like. I mean, parents want to think that they know what their children are doing, know exactly what their children are doing all of the time. But, the reality is that a parent is generally aware of what their children are doing most of the time.*"

A number of respondents had a negative reaction to the TUS definition. Most of their dissatisfaction with the TUS definition centered on the use of the expression, "*generally aware.*" Parents felt that generally aware was inadequate and indicated a level of attentiveness that is insufficient for good parenting. Their comments included:

- *You're not concentrating on your child*
- *You could tune the child out if you wanted to*
- *You're just there, you don't really know what they're doing*
- *It's not attentive enough*

Other elements of the TUS definition that met with criticism were its non-interactive and reactive connotations. Respondents felt that the definition should include a reference to spending time with children and should highlight concern for children's well-being. As one respondent stated, "*This is just too reactive. Part of being a parent is being proactive – it's making sure ahead of time that everything is okay with your child.*"

Despite the differences between respondents' definitions and the TUS definition, most respondents felt their definition and the TUS definition meant essentially the same thing.

v. Interpretations of the components of the TUS definition

Respondents interpreted being “*generally aware*” as meaning that you know:

- Where the child is
- Who the child is with, and
- What the child is doing, to some extent.

Respondents understood “*generally aware*” to mean that the child did not need to be in the same room as the parent, but should, at least, be within earshot.

“*Near enough*” was broadly interpreted as meaning:

- In the general vicinity

However, there was no consensus about the meaning of *general vicinity*. Respondents with young children (e.g., under the age of 3), felt that their children were *near enough* when they were in the same room. In comparison, parents of older children felt that their children could be in the house, within walking distance, and even a phone call away, and could still be *near enough*. In general, the distance between parent and child increased with the child's age.

The meaning of “*immediate assistance*” was consistent across respondents with some variability in respondents' perceptions of how the meaning of *immediate assistance* changes when other adults are present. Respondents agreed that *immediate assistance* means:

- You would notice if something harmful were about to happen
- You might not be able to prevent something harmful from happening, but
- You could help right away.

- As noted above, the presence of other adults is construed differently by single and married parents. With respect to the issue of “immediate assistance,” single parents were more likely than married parents to say that the presence of other adults has no effect on their provision of immediate assistance to their children

In comparison, married parents reported that the burden of responsibility was shared equally when both parents were with their child, and the parent who is in closer physical proximity to the child is expected to provide immediate assistance.

vi. Changes in respondents self-reports when supplied with TUS definition

Mid-way through testing, a question was added to the cognitive interview protocol to determine how respondents' answers to the passive child care summary question might have changed had they been given the TUS definition.

Only one respondent said that he would have changed his answer to the passive child care summary question had he had the TUS definition available to him. This respondent, the parent of an 11-year old child said,

- *I would have added the time when we went to the grocery store together and the time in the morning when I was up, my wife was asleep and my daughter was downstairs. I didn't report those times because I didn't feel like I was really taking care of my daughter then, but according to your definition, I was looking after her – I was generally aware of what she was doing and I could have provided assistance.*

All other respondents reported that there would have been no change in their self-reports, primarily because respondents felt that their definitions and the TUS definition meant the same thing.

Section VII.

Responses to the Passive Child Care Summary Question

i. Effectiveness of the summary question

The inclusion of a passive child care summary question increased estimates of time spent providing child care. During the collection of the *time diary*, respondents reported an average of 4.9 (sd = 3.2) primary activities that were coded as active child care. This resulted in a mean estimate of 2:23 (sd = 1:47) spent providing active child care. The inclusion of other activities identified as times when children were in respondents' care (i.e., passive care) added a mean of 3:26 (sd = 3:36) to the estimated amount of time spent providing child care.

It is worth noting that respondents' answers to the passive child care summary question seemed to be strongly influenced by the amount of cognitive effort respondents put forth in the recall task. Answers to the passive child care summary question could be grouped into three broad classes based on the presumed strategy respondents used to complete the task:

- **Recallers** appeared to try to mentally review their report of the previous day's activities and identify times during which their children were in their care. As one respondent remarked, "*Answering the question about child care was a lot easier because I just went through that sequential list of activities with you. It would have been much harder if I hadn't first done that.*" Reports made by recallers contained few, if any, illogical gaps and indicated that the respondent distinguished between activities within a single time period. Seven of 22 respondents (3 "*looking after*," 4 "*in your care*") were classified as recallers.
- **Schematizers** tended to report large chunks of time that corresponded to their usual routines. Seven respondents (2 "*looking after*," 5 "*in your care*") provided reports that looked like they had activated their schema, or mental models, of times when they usually provide child care rather than recalling the details of the previous day. For example, one respondent said, "*Oh that's easy. My wife and I have an agreement. She takes care of our daughter during the day and I take care of her when I come home from work and on weekends. So let's see – I almost always get home from work around 6:00 PM...*" To the extent that their previous day adhered to their usual routine, schematizers' responses were quite accurate. However, their reporting style could permit two types of errors. First, they may inappropriately include activities that occurred during their usual tour of duty but during which their child was not in their care. Second, they might omit times when their child was in their care because the activity fell outside their usual tour of duty.
- **Satisficers** tended to report a few isolated activities. Eight respondents (6 "*looking after*," 2 "*in your care*") were classified as satisficers. These reports are the most error-prone and largely under-estimate the amount of time respondents spend caring for children.

These strategic differences should be kept in mind when interpreting the group differences described below.

ii. Differences between groups

The passive child care summary question was administered immediately upon completion of the *time diary*. Respondents did not have access to their *time diaries* when they were asked to recall the times or activities during the previous day when they were engaged in passive child care. Table 6 summarizes the responses of three different experimental groups: (1) respondents in the “looking after” condition; (2) respondents in the “in your care” condition; and, (3) respondents who provided care to non-household children⁸. Estimates of passive child care activities and of time spent in passive care refer only to those activities that were not coded as active child care in the *time diary*. Estimates of both overall number of child care activities and of overall time spent providing child care are aggregates of active and passive care.

⁸ Respondents who provided care for non-household children were randomly assigned to one of the summary question wordings being tested in this study. However, too few respondents who cared for non-household children participated in the study to permit comparisons between groups. Their pooled data is reported throughout this report.

Table 6. Responses to the passive child care summary question.

	Mean	SD	Median
Number of passive child care activities reported per diary			
“Looking after”	3.9	1.9	4.0
“In your care”	10	5.2	12.0
Care for non-household children	5.0	3.9	4.0
Total number of child care reports			
“Looking after”	8.4	3.5	7
“In your care”	15.2	5.6	16
Care for non-household children	10.4	7.9	13
Time spent in passive child care			
“Looking after”	1:26	1:01	1:15
“In your care”	5:22	4:38	4:40
Care for non-household children	3:36	2:35	2:35
Total time spent providing child care			
“Looking after”	3:43	1:53	2:55
“In your care”	7:45	4:47	6:50
Care for non-household children	6:14	2:52	6:45

Analyses of variance (ANOVAs) were conducted with condition (“looking after” and “in your care”) as the between-subjects variable. The results indicated that there were no differences between groups with respect to the overall number of activities that they reported per diary. However, there were significant differences between groups with respect to a number of important dependent variables. Compared to respondents in the “looking after” condition, respondents in the “in your care” condition reported:

- significantly more passive child care activities,
- significantly more time spent in passive child care, and
- significantly more time spent in child care overall.

These data are presented in Table 7.

Table 7. Reporting differences between groups.

	Mean	SD	F-value	p-value
Passive child care activities				
“Looking after”	3.9	1.9	13.472	.002
“In your care”	10.0	5.2		
Time spent in passive child care				
“Looking after”	1:26	1:01	7.564	.012
“In your care”	5:22	4:38		
Time spent in child care				
“Looking after”	3:43	1:53	6.753	.017
“In your care”	7:45	4:47		

There are a number of possible interpretations of these findings. First, the observed differences between groups may reflect the strategic differences described earlier. The *looking after* group was comprised primarily of satisficers, the type of respondent who is most likely to omit times during the day during which passive care occurred. On average, recallers reported 7.4 (sd = 4.0) passive care activities and spent an average of 2:57 (sd = 1:27) providing passive care. In comparison, schematizers reported an average of 11.4 passive care activities (sd = 4.1) and spent 6:44 (sd = 5:15) providing passive care. As expected, satisficers reported significantly fewer passive care activities ($M = 2.6$, $sd = 1.5$) than either recallers or schematizers (Scheffe post hoc comparisons, $p < .05$). Recallers and schematizers were not significantly different from one another. The relationship between strategy use and experimental condition is depicted graphically in Figures 1 and 2.

Figure 1.

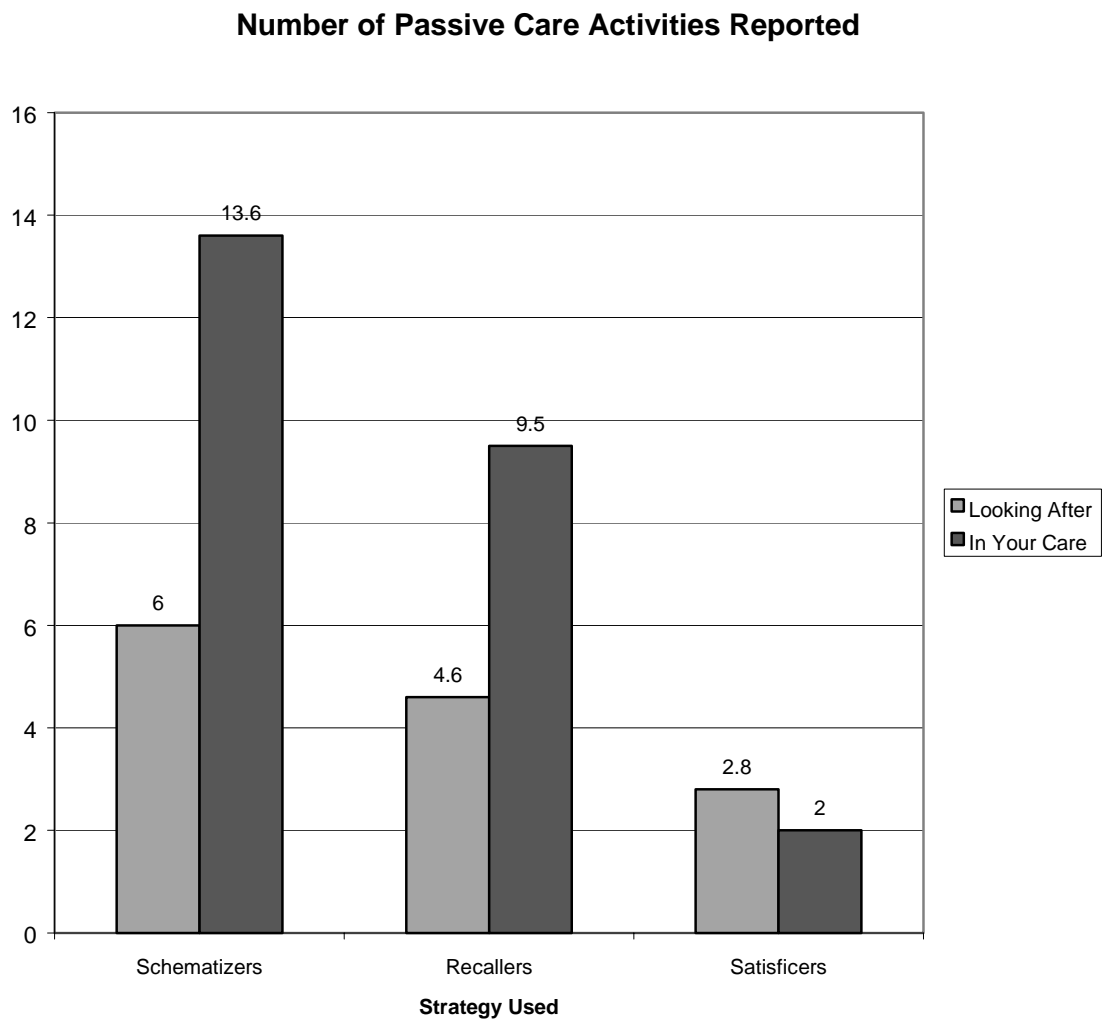
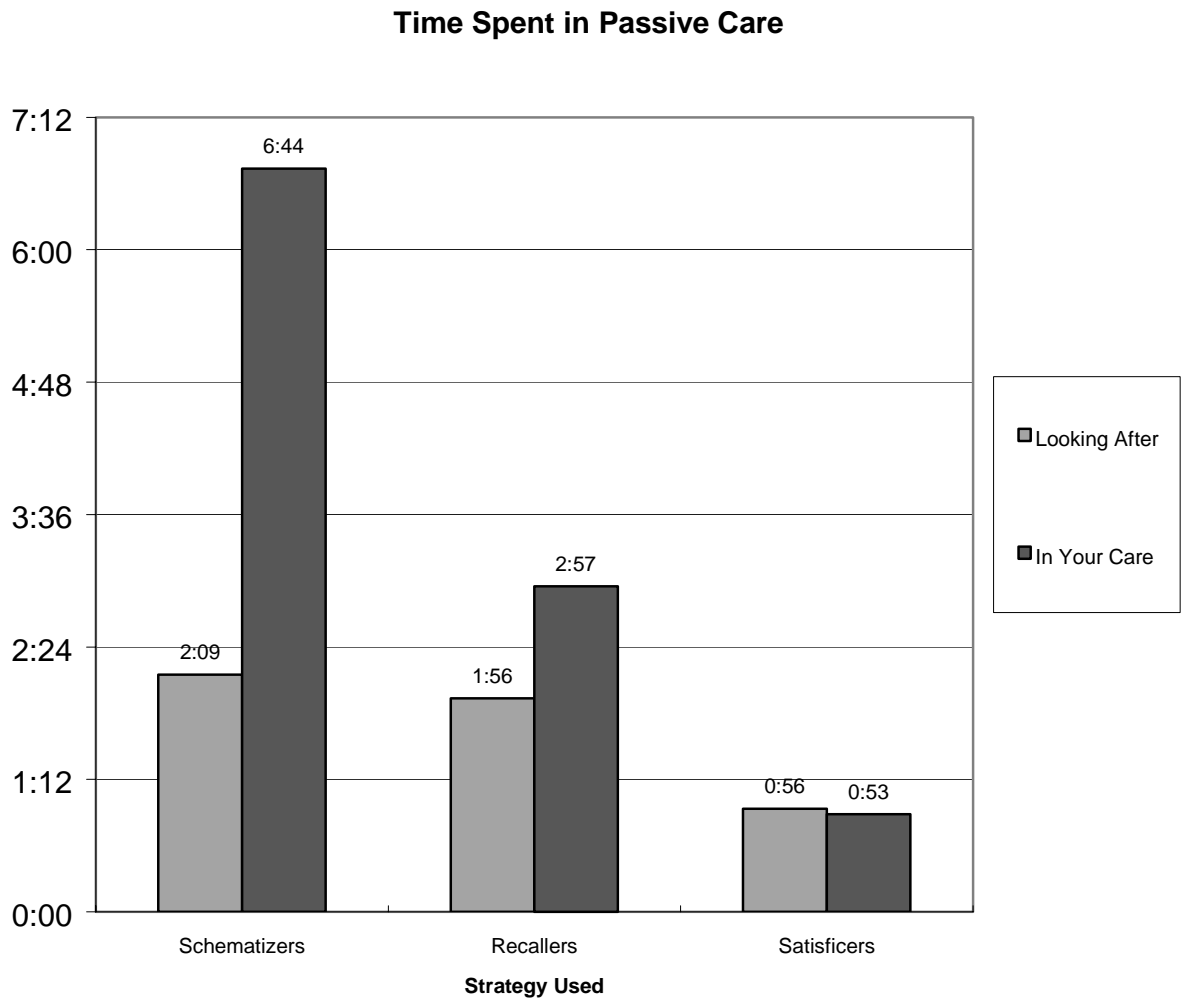


Figure 2.



The observed differences might reflect the underlying demographic differences between the two experimental groups. Respondents in the *in your care* group had attained a significantly higher level of education than did respondents in the *looking after* group. A separate ANOVA was conducted with level of education as the between-subjects variable. Level of education was dichotomized as “less than a college degree” and “a college degree and higher.” This analysis resulted in the following results – respondents with a higher level of education reported significantly more passive child care activities ($M = 9.5$, $sd = 4.8$) than did respondents with a lower level of education ($M = 3.3$, $sd = 1.8$), $F(1,20) = 13.00$, $p < .01$. Similarly, respondents with a higher level of education reported more time spent providing passive care ($M = 5:00$, $sd = 4:19$) than did respondents with a lower level of education ($M = 1:06$, $sd = 0:54$), $F(1, 20) = 7.023$, $p < .02$.

Alternatively, or perhaps additionally, the differences between the two experimental conditions may reflect respondents’ slightly different interpretations of “*looking after*” and “*in your care*.” During the cognitive interview, respondents said that *looking after* could be construed as watching or looking at. This narrower interpretation of the passive care summary question would necessarily result in fewer reports of passive care. Conversely, respondents reported that *in your care* connotes responsibility for a child which could encompass a broader array of daily activities.

Interpretation, strategy use and educational level may all interact to influence the results. Of the respondents with a college degree or higher ($n = 13$), only one was classified as a satisficer. The other 12 higher educated respondents were equally divided between schematizers and recallers. In comparison, 7 of the 9 respondents who had less than a college education were classified as satisficers. One of the other two respondents was classified as a recaller and the other was classified as a schematizer. The relationship between level of educational attainment and strategy and its effect on reports of passive child care is depicted graphically in Figures 3 and 4.

Figure 3.

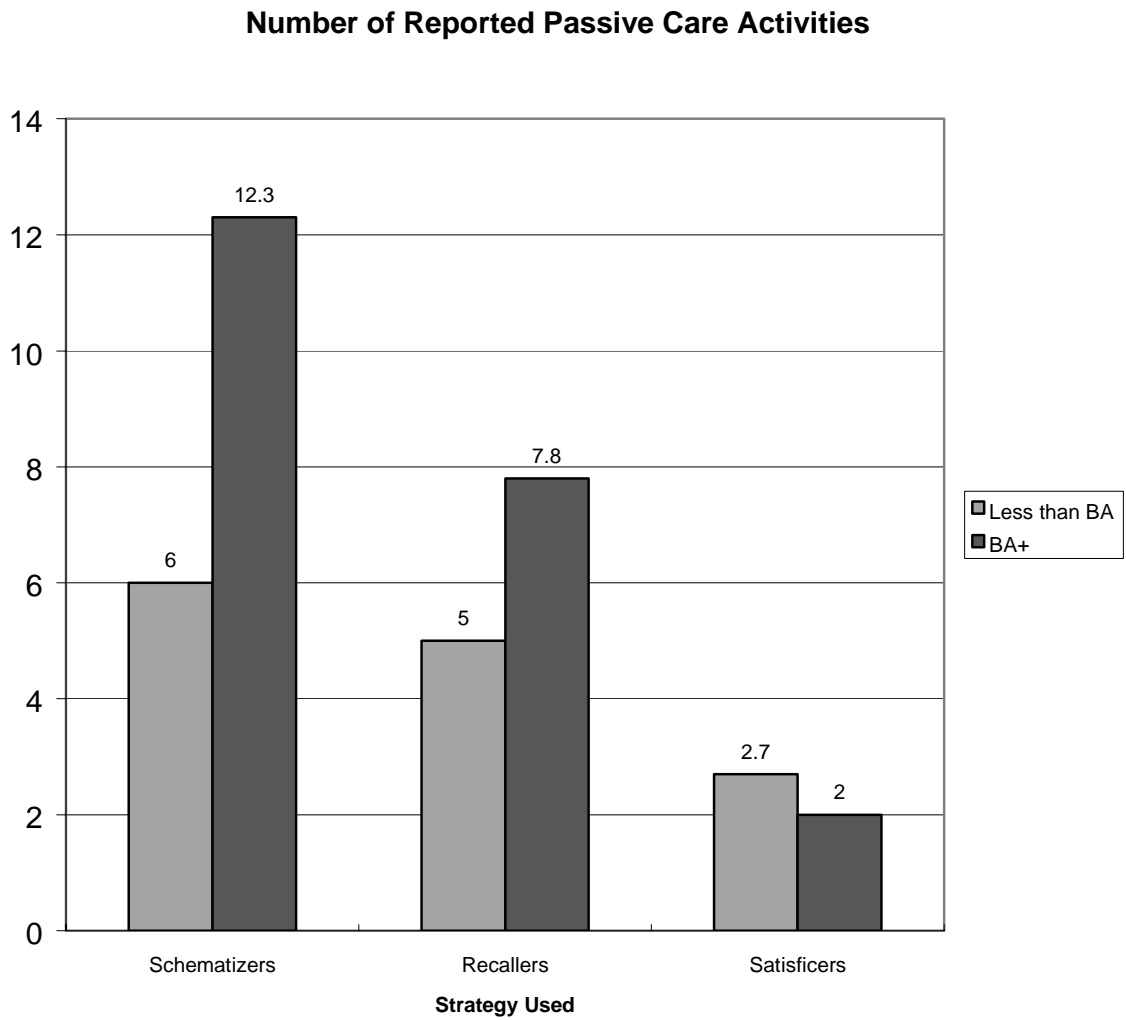
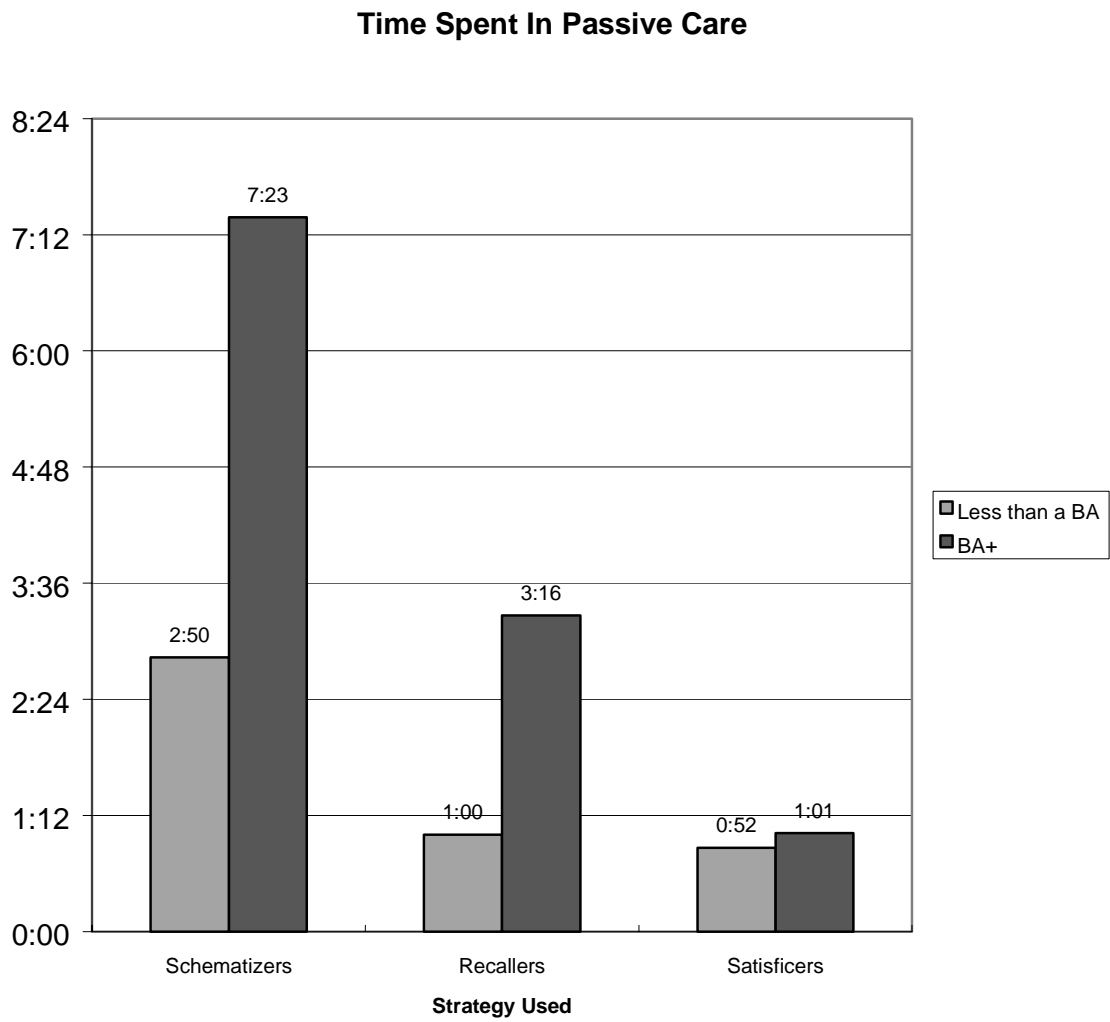


Figure 4.



Section VIII.

Optimal Wording of Passive Child Care Summary Question

i. Respondents' preferences

Across experimental conditions, respondents preferred the expression "*in your care*" to "*looking after.*" Seventeen of 26 respondents⁹ (65%) preferred "*in your care.*"

Table 8 presents the preference data and Table 9 summarizes respondents' reactions to both phrases.

Table 8. Respondents' preferences.

	Preferred Looking After	Preferred In Your Care
"Looking after" (n=11)	6	5
"In your care" (n=11)	2	9
Care for non-household child (n = 5)	1	3
Total (n = 26)	9	17

Educational level did not appear to be associated with preference for wording of the passive child care summary question. Sixty-six percent of the respondents with less than a college education preferred the wording "*in your care,*" whereas 54% of the respondents with a college degree or higher level of education preferred "*in your care*" to "*looking after.*"

⁹ One respondent who cares for non-household children reported that both expressions mean the same thing and that she did not prefer one expression to the other.

Table 9. Respondents' reactions to "Looking After" and "In Your Care."

	Reasons for	Reasons against
Looking after	<ul style="list-style-type: none"> ▪ <i>Sounds more active and attentive</i> ▪ <i>Emphasizes watching and monitoring</i> ▪ <i>More familiar term</i> 	<ul style="list-style-type: none"> ▪ <i>Could be construed as <u>watching</u>, and you don't watch your children all the time.</i> ▪ <i>Emphasizes having your child in your sight.</i> ▪ <i>Doesn't get at that sense of parental responsibility. Anybody could look after your child.</i>
In your care	<ul style="list-style-type: none"> ▪ <i>Seems to include being responsible for your child</i> ▪ <i>Gets at the idea of guiding and protecting your child</i> ▪ <i>Sounds like you're invested in the child</i> ▪ <i>Emphasizes caring</i> 	<ul style="list-style-type: none"> ▪ <i>Sounds too custodial, like something a daycare provider or teacher would do.</i> ▪ <i>Emphasizes <u>my</u> too much. It makes me think I shouldn't include times when my spouse and I were both taking care of our child and I would want to count those times.</i>

Section IX.

Selection of Recall Cues

i. Ease ratings

Respondents found it easy to recall specific activities during which they were looking after children. Respondents found it more difficult to recall specific times.

- 25/27 respondents (93%) said that it was *somewhat easy* or *very easy* to remember specific activities.
- 16/27 respondents (59%) said that it was *somewhat easy* or *very easy* to remember specific times.

The extent to which respondents reported about a “typical” day affected the ease with which they could recall activities or times during which children were in their care. Examples of respondents’ comments about the typicality of their days are reported in Table 10.

Table 10. The effects of typicality of day.

Comments about typical days	Comments about atypical days
<ul style="list-style-type: none"> ▪ <i>It’s almost as easy to remember times as activities because routine activities are tied to specific times.</i> 	<ul style="list-style-type: none"> ▪ <i>It was hard to be sure about times because on a non-work day there are only a few times when I look at my watch.</i>
<ul style="list-style-type: none"> ▪ <i>Remembering times was even easier than activities because we have to be at certain places at certain times. We have deadlines. I map out my life in terms of blocks of time.</i> 	<ul style="list-style-type: none"> ▪ <i>It was hard to remember things in the middle of the day where my schedule fell apart. This was the first time in years that I don’t have a child home with me during the day.</i>
<ul style="list-style-type: none"> ▪ <i>It’s especially easy to remember times during the work day because we have a routine and I know what time I usually get home and what time I go to sleep.</i> 	<ul style="list-style-type: none"> ▪ <i>We have our routines and that makes it easy. Yesterday, it was really easy to remember the routine activities in the morning, but after work I went shopping instead of going home, which wasn’t routine. It was harder to remember.</i>
<ul style="list-style-type: none"> ▪ <i>School days are pretty regimented.</i> 	<ul style="list-style-type: none"> ▪ <i>It wasn’t a typical day because I’ve been taking cold medicine and not getting much sleep which makes it hard to remember things well.</i>

ii. Respondents' preferences

Fifteen of 27 respondents (55%) stated that it was easier for them to recall activities than it was to recall specific times. In comparison, six respondents (22%) reported that it was easier for them to remember times, and six respondents (22%) said that it was equally easy to remember times and activities. Respondents' preference for reporting times or activities was tied to the degree to which they felt that they attended to time. For example, a stay-at-home mother of a 14-month old child made the following statement about remembering specific activities,

- *It was kind of hard. The days all seem to blend together and it was hard to be sure if we did something yesterday or maybe a couple of days ago.*

The same respondent said that remembering specific times was easier because she had clear time anchors during the day.

- *I try really hard to keep my daughter on a schedule for things like napping and feeding. I also know what time my husband comes home from work and that's when my child care duties are over.*

Individual differences in preference for recalling activities or times suggest that both options be included in the summary question.

Respondents may occasionally have difficulty remembering what they did next during the collection of the time diary. Respondents' answers to questions about the ease with which they can recall either activities or time suggests that interviewers may first want to identify time anchors and then fill in activities. The following hypothetical exchange depicts one way in which time and activities can be used to aid respondent recall.

R: Um, I really don't remember what I did after I dropped my son off at school.

I: That was at 8:30 AM. Well, let's see – are there any activities that you're sure happened at a particular time, like, what time does your son come home from school?

R: He always gets home at 4:00 PM.

I: Okay, what were you doing at 4:00 PM, right when your son came home.

R: Yesterday...I remember, I was talking on the phone with my sister-in-law.

I: What time do you think you started talking to your sister-in-law?

R: I know she called just as 'Fresh Air' was starting on NPR. I always listen to that show. That comes on at 3:00 PM and it hadn't started quite yet, so maybe she called around 5 minutes to 3. I was still talking to her when my son came home.

The interviewer would use the technique described above to help the respondent fill in gaps in his or her memory.

Section X.

Potential Sources of Response Bias

i. Respondent characteristics¹⁰

Three respondent-level characteristics were examined for their potential impact on response patterns -- level of educational attainment, race and gender. Child care estimates were reliably affected by two of the three variables.

- As noted earlier, education had a significant effect on response patterns. Respondents with at least a college degree ($n = 13$) reported significantly more passive care activities ($F(1, 20) = 13.00, p < .01$) and more hours spent providing passive care ($F(1,20) = 7.023, p < .02$) than did respondents with less than a college degree ($n=9$). No other differences between groups were statistically significant. The relevant data are presented in Table 11.
- Race of respondent also had a significant effect on response patterns. White respondents ($n = 10$) reported significantly more time spent providing active child care than did Black respondents ($n = 12$). On average, White respondents reported 3:11 ($sd = 1:55$) of total child care whereas Black respondents reported an average of 1:37 ($sd = 0:58$).
- Gender of respondent did not affect responses to either the time diary or summary question. Previous research (Frederick, 1992) has found that men tend to report more hours spent “with” children than hours spent providing child care¹¹. In contrast, women report just the opposite pattern. The present study did not yield similar findings. Women and men both reported more time “with” children than time spent providing active and passive care. Women reported an average of 5:46 hours ($sd = 3:24$) spent “with” children and an average of 6:31 hours ($sd = 4:57$) spent providing active and passive care. In comparison, men reported spending an average of 4:54 hours ($sd = 2:18$) “with” children and an average of 4:37 hours ($sd = 2:17$) providing child care. It is important to note that time “with” a child is not automatically coded as passive child care. Respondents may report that a child is with them (i.e., in the room with them, in the house with them) but may not be providing care at that time. As noted earlier, in two-parent households, the child is considered in the care of the parent who is in closer physical proximity to the child.

¹⁰ The data reported in this section correspond to the 22 parents who were assigned to either “*looking after*” or “*in your care*.” Data from adults who care for non-household children are not included.

¹¹ Time “with” is collected during the collection of the time diary through the administration of the “who was with you” contextual probe.

Table 11. Time diaries and responses to the passive child care summary question based on level of educational attainment¹²

	Mean	Sd	Median
Interview Length			
Less than a college degree	0:18:26	0:07:06	0:17:55
College degree +	0:17:04	0:06:44	0:17:00
Number of activities reported per diary			
Less than a college degree	28.4	6.2	30.0
College degree +	33.1	11.2	31.0
Active child care activities			
Less than a college degree	4.1	2.6	4.0
College degree +	5.3	2.5	4.0
Passive child care activities			
Less than a college degree	3.3	1.9	3.0
College degree +	9.5	4.8	11.0
Time spent in active care			
Less than a college degree	2:01	1:34	1:55
College degree +	2:33	1:43	2:25
Time spent in passive care			
Less than a college degree	1:06	0:54	1:00
College degree +	5:00	4:19	4:00
Time spent with children			
Less than a college degree	4:49	2:41	4:00
College degree +	5:50	3:11	4:30

ii. Household characteristics

Two household-level variables -- marital status (single vs. two-parent households) and self-reported household income -- were examined for the effects on response patterns. A third variable which may affect response patterns, age of youngest child, could not be analyzed due to an insufficient number of respondents whose youngest child was three years old or younger. Neither marital status nor household income level significantly affected response patterns.

¹² Two respondents did not provide information about their educational attainment.

iii. Caring for household vs. non-household children

It proved difficult to recruit adults who regularly provide unpaid care for non-household children. Five respondents met the initial screening criteria for inclusion in this study¹³. Of the five respondents who participated in this study, only one provided unpaid care for children who were unrelated to the respondent. The remaining four respondents provided care for children of family members. One respondent was in the process of becoming a certified day care provider, one respondent cared for her grandchildren, some of whom resided with her and some of whom did not, and one other respondent was engaged in volunteer work with children but did not provide informal care of the nature considered relevant to this study.

The relevant quantitative data were summarized in Table 4.

iv. Reporting about work vs. non-work days

Respondents who reported about non-work days ($n = 11$) spent significantly more time engaged in active care than did respondents who reported about work days ($n = 11$), $F(1,20) = 9.423, p < .01$. The difference between the two groups with respect to the amount of time respondents spent “with” children approached significance, $F(1,20) = 4.130, p = .056$. Interestingly, there were no differences between groups with respect to either the number of passive care activities they reported or the amount of time they spent providing passive care. The relevant data are presented in Table 12.

¹³ Respondents were asked over the phone whether they regularly provided unpaid care to children who did not live with them. The five respondents included in this study all responded “yes” to this question and could guarantee that they would provide care during the day before their scheduled appointment for this study.

Table 12. Reporting patterns for non-work and work days.

	Mean	SD	Median
Number of reports of active care			
Non-work days	6.9	3.1	9.0
Work days	3.9	1.6	4.0
Number of reports of passive care			
Non-work days	6.1	4.3	5.0
Work days	7.3	5.3	6.0
Time spent in active care			
Non-work days	3:27	2:03	2:40
Work days	1:48	1:09	1:55
Time spent in passive care			
Non-work days	2:53	2:00	2:10
Work days	3:38	4:30	2:05
Total time spent providing child care			
Non-work days	6:21	3:40	5:15
Work days	5:27	4:23	4:40
Total time spent <u>with</u> a child			
Non-work days	6:37	2:13	7:10
Work days	4:51	3:10	4:00

Section XI.

Paid Work Summary Question

i. Determination of employment status

A short four-question screener was administered prior to the collection of the time diary (See Attachment A). Respondents who were employed full- or part-time, who held multiple jobs, or who received income from a family business were classified as “employed.” Respondents who held multiple jobs and who reported additional work in response to the paid work summary question were asked to identify for which job the activities were done.

- Fourteen respondents (52%) worked full- or part-time at one job.
- Four respondents (15%) worked multiple jobs.
- Four respondents (15%) received income from a household business.
- Five respondents (18%) were unemployed.

ii. Responses to summary question

Seven respondents reported additional work in response to the paid work summary question.

The paid work summary question successfully picked up a range of activities related to work done outside of work hours.

The estimated amount of time that respondents spent working increased by an average of 1:18:20 (sd = 1:41:32) for those respondents who reported additional work activities in response to the summary question. However, time spent doing additional work varied widely across respondents from 0:10:00 spent making a phone call for a second job to 3:31:00 spent contacting clients and doing paper work at home before leaving for a main job. The median amount of additional work time collected with the summary question was 0:30:00.

Section XII.

Outstanding Issues

i. **Passive child care summary question**

The passive child care summary question successfully elicited reports of times when parents felt mindful of and responsible for their children. Respondents seemed to review the day in their minds and were able to identify times and/or activities during which children were in their care. Some respondents reported that completing the sequential time diary prior to the summary question facilitated their recall of child care episodes. They say it was “*fresh in mind which made it easier to think about the times when [s/he] was in my care.*”

One problem quickly became apparent in interviewing parents with very young children. Parents of young children essentially reported doing things with or for their children all day long. Asking these parents about times when their children were in their care was awkward, at best. As one respondent put it, “*That seemed like a pretty moronic question to me, but you sort of expect that survey questions aren’t always going to make sense to your own situation.*” Rather than ask moronic questions, we may be better off crafting a slightly different passive child care summary question for parents of young children. Such a question should allow the interviewer to acknowledge that the respondent has been heard and that the interviewer knows that the respondent has just reported spending time with his or her young child. In order to craft a different summary question for young children, two issues must be decided:

- What is the appropriate age cut-off for very young children?
- How do we collect reports of passive child care from parents of both very young and older children?

A related issue centers on the wording of the TUS passive child care definition. Parents of very young children, in particular, felt that the use of the phrase *generally aware* was inappropriate to their child care situation. These parents said that their child must be in the same room as them, and must be in sight at nearly all times. Parents of very young children argued that their safety concerns for their children and the rapidity with which very young children can put themselves in harm’s way necessitated a far more focused kind of attention than is suggested by the phrase *generally aware*. For parents of very young children, a more appropriate definition might be, “*You are aware of what your child is doing and you are near enough that you could provide immediate assistance, if necessary.*”

The final problem raised by the collection of passive child care information is really a training and design issue. Given that respondents tend to report their passive child care in broad chunks of time, interviewers must be diligent in verifying start and stop times for child care. The ability to verify start and stop times requires that the interviewer be able to see large portions of the diary in a single glance. Design limitations of the CATI instrument may make this problematic.

ii. Paid work summary question

To the extent that the paid work question was relevant to respondents' work situation, this summary question seemed to work well. Although some respondents needed clarification, those who did engage in work-related activities outside of regular work hours reported those activities in response to this question. Two issues remain to be resolved:

- Will this question be effective with self-employed respondents?
- How should interviewers respond when respondents ask for clarification?

Section XIII.

Recommendations

i. Wording of summary questions

a) Passive child care

It is recommended that the passive child care summary question be bounded by times during which parent and child are in the same location and both parent and child are awake. In order to accurately apply these rules, additional information will need to be collected during the administration of the summary question. It is further recommended that a separate summary question be developed for parents of children 3-years old and younger. These parents are likely to report a considerable number of activities done “with” their child throughout the course of the day. The passive summary question for this group of respondents should:

- Clarify the purpose of the question.
- Signify that the interviewer is aware that respondents spent time with their children during the previous day.
- Assume that the child was in the parent’s care for some part of the day.

The recommended wording for this question is as follows:

[Lead in for everyone] *Now I’d like to talk with you in a little more detail about child care. Child care activities are often missed in a survey like this because children can be in your care even while you are doing other things.*

In order to help you remember yesterday more clearly, I’d like to ask you a few more questions. I’d like you to first think back over your day yesterday. You told me that you were at home between ____ and ____ . Who else was at home with you during that time? (Repeat if respondent reported time away from home followed by time at home again). You also told me that you got up at ____ and went to sleep at ____ . Now I’d like you to think about your child(ren). At what time, yesterday, did your (first) child wake up in the morning? What time did your (last) child go to bed?

[If there is a child age 3 or younger in the household and the respondent reported that the child was “with” the respondent during the day] *At which times or during which activities was/were [fill with child’s name] in your care?*

[If there is a child age 3 or younger in the household and the respondent does not report that the child was “with” the respondent during the day] *During any part of the day, yesterday, was [fill with child’s name] in your care?*

[If yes] *At which times or during which activities was/were [fill with child’s name] in your care?*

[If there is a child younger than 3 and a child older than 3] *Now I'd like to ask you about your older children. During any part of the day yesterday, was {fill with child's name} in your care?*

[If yes] *When was that?*

[If there is not a child younger than 3 but there is a child older than 3] *During any part of the day, yesterday, was [fill with child's name] in your care?*

[If yes] *At which times or during which activities was/were [fill with child's name] in your care?*

[Ask of all respondents with children in household] *Now I'd like to ask you about children who don't live with you. Other than [fill with children's names from roster], during any part of the day yesterday was a child who is 12-years old or younger in your care?*

[If yes] *When was that?
Is that child related to you?*

[Ask of respondents without children in their household] *I know there aren't any children in your household, but during any part of the day yesterday was a child who is 12-years old or younger in your care? Please do not include any activities for which you were paid.*

[If yes] *At which times or during which activities was a child who is 12-years old or younger in your care? Is that child related to you?*

b) Paid work

It is recommended that an additional paid work question be asked about activities done outside of regular work hours. This question would be asked in addition to the current paid work summary question which asks about activities the respondent expects to be paid for. The additional hours question should:

- Clarify the purpose of the question.
- Distinguish the additional hours question from the paid activities question.

The recommended wording of this question is as follows:

Some people do work for their job or business outside of regular work hours. Were any of the activities that you mentioned done for your current job or business?

ii. **Definition of passive child care**

It is recommended that the current definition be maintained and should be offered to respondents only if they ask for clarification. Otherwise, respondents "native constructs" are sufficiently accurate and, using their own intuitive definitions, respondents accurately report times when children were in their care. The TUS definition is:

By “in your care” I mean that you were generally aware of what your child was doing, and you were near enough that you could provide immediate assistance, if necessary.

Despite respondents’ negative reactions, this definition does provide reliable information about passive child care. It is recommended that the word “*generally*” be removed from the definition for parents of children under the age of 4 years. The proposed definition for parents of very young children is:

By “in your care” I mean that you were aware of what your child was doing, and you were near enough that you could provide immediate assistance, if necessary.

iii. Recall aids

The wording of the summary question should make it explicitly or implicitly clear to respondents that they can report either times or activities during which a child was in their care. It is recommended that the explicit option be read the first time the respondent is asked about passive care. Subsequent questions about passive care could implicitly offer either recall option. For example, if the respondent were a parent with an 8-year old child living in the household, the sequence would flow as follows:

During any part of the day, was . . . in your care?

[Explicit] At which times or during which activities was ...in your care?

What about children who don't live with you. Other than ..., during any part of the day yesterday was a child who is 12-years old or younger in your care?

[Implicit] When was that?

Section XIV.

Attachments

Attachment A. Employment Status Screener

Before we begin, I would like to get some information about your employment status. For each question below, please mark (X) the appropriate box with your answer.

1. Do you currently have a job either full or part time?

Yes

No

2. Do you currently have more than one job (or business), including part-time, evening, or weekend work?

Yes

No

3. Does anyone in your household have a business or farm?

Yes

No

Do you do any work for that business or farm?

Yes

No

Attachment B. Time Diary Instructions

Original Instructions

Now I'd like to find out how you spent your time, yesterday, designated day, from 4:00 am in the morning until 4:00 am this morning. If we get to times when you were traveling, please tell me if you made any stops. If we get to times you spent working for pay, just tell me what time you started working and what time you stopped.

For some activities, I may need to probe for additional details in order to make sure that I record it correctly.

Also, knowing where you were and who was participating in the activities with you is necessary for coding, so it is important to know if there is a change of location or the people you were with.

Finally, there is no need to report any activity of less than 5 minutes unless it involves travel or change in the people you were with. And if an activity is too personal or sensitive, there is no need to even mention it.

Revised Instructions

Now I'd like to find out how you spent your time yesterday, designated day, from 4:00 in the morning until 4:00 am this morning. For each activity, please try to tell me, as accurately as you can, how much time you spent doing it.

If we get to times you spent working for pay, just tell me what time you started working and what time you stopped.

There is no need to report any activities that take less than 5 minutes, and if any activity is too personal, there is no need to even mention it.

Attachment C. Passive Child Care Summary Questions for Household Children

A. Looking After

Okay, now I'd like to talk with you, in a little more detail, about childcare. Childcare certainly includes active things, like feeding or playing with your children. But, it also includes things that you could do even while doing something else, like looking after them.

A1. I'd like you to think back over your day yesterday, during any part of the day were you looking after (*fill with name(s) from roster of household children who are younger than 13 years old*)?

A2. If "Yes" to A1, ask, At which times or during which activities were you looking after (*fill with name(s) from roster of household children who are younger than 13 years old*)?

A3. What about children who don't live with you? Other than (*fill with name(s) from roster of household children who are younger than 13 years old*), during any part of the day yesterday were you looking after a child who is 12 years old or younger? Please do not include any child care activities for which you were paid.

A4. If "Yes" to A3, ask, At which times or during which activities were you looking after a child?

A5. Is that child/Are those children (*mark all that apply*) –

- your own child who does not reside with you
- related to you in some other way, or
- not related to you

B. In Your Care

Okay, now I'd like to talk with you, in a little more detail, about childcare. Childcare certainly includes active things like feeding or playing with your children. But, it also includes the times when children are in your care, even while you were doing other things.

B1. I'd like you to think back over your day yesterday, during any part of the day yesterday was/were (*fill with name(s) from roster of household children who are younger than 13 years old*) in your care?

B2. If "Yes" to A1, ask, At which times or during which activities was/were (*fill with name(s) from roster of household children who are younger than 13 years old*) in your care?

B3. What about children who don't live with you? Other than (*fill with name(s) from roster of household children who are younger than 13 years old*), during any part of the day yesterday was a child who is 12 years old or younger in your care? Please do not include any child care activities for which you were paid.

B4. If "Yes" to A3, ask, At which times or during which activities was a child other than *(fill with name(s) from roster of household children who are younger than 13 years old* in your care?

B5. Is that child/Are those children (*mark all that apply*) –

- your own child who does not reside with you
- related to you in some other way, or
- not related to you

Attachment D. Passive Child Care Summary Questions for Non-Household Children

The following questions will be asked of respondents who do not have young children in their own household but who regularly take care of non-household children 12 years old or younger.

I know that there aren't any children in your household, but during any part of the day yesterday were you with a child?

(If no) Thank and end interview.

(If yes)

A. Looking After

I'd like to talk with you about childcare. Childcare certainly includes active things like feeding children or playing with them. But, it also includes things that you could do even while doing something else, like looking after them.

A1. I'd like you to think back over your day yesterday, during any part of the day were you looking after a child who is 12 years old or younger? Please do not include any child care activities for which you were paid.

A2. If "Yes" to A1, ask, At which times or during which activities were you looking after a child?

A3. Is that child/Are those children (*mark all that apply*) –

- your own child who does not reside with you
- related to you in some other way, or
- not related to you

B. In Your Care

I'd like to talk with you about childcare. Childcare certainly includes active things like feeding children or playing with them. But, it also includes the times when children are in your care, even while you were doing other things.

B1. I'd like you to think back over your day yesterday, during any part of the day was a child who is 12 years old or younger in your care?

B2. If "Yes" to A1, ask, At which times or during which activities was a child in your care?

B3. Is that child/Are those children (*mark all that apply*) –

- your own child who does not reside with you
- related to you in some other way, or
- not related to you

Attachment E. Cognitive Interview Protocol

I. GENERAL REACTIONS

Thank you. Let's start by talking about what it was like for you to be asked about what you did yesterday. Tell me about what it was like for you to tell me about the activities you did yesterday.

II. CARD-SORT TASK

Okay, we're going to do something a little different now.

Hand respondent a large manila envelope and a black marker.

Version A: During our telephone interview, I used the expression "*looking after*." I'd like you to think about what "*looking after*" means to you and then, write down your own definition on this envelope. Don't worry, I'm not looking for a dictionary definition and spelling and neatness don't count! Just write down what you would mean if you said that you were *looking after* a child.

Version B: During our telephone interview, I used the expression "*in your care*." I'd like you to think about what "*in your care*" means to you and then, write down your own definition on this envelope. Don't worry, I'm not looking for a dictionary definition and spelling and neatness don't count! Just write down what you would mean if you said that a child was *in your care*.

After respondent writes own definition, place on the table a manila envelope with our definition.

A definition that I could have used is this -- by *looking after/in your care* I mean that you were generally aware of what the child was doing and you were near enough that you could provide immediate assistance, if necessary.

I'm going to hand you a deck of cards. On each card, there's a description of an activity. For each activity, I'd like you to decide if best fits your definition or the one that I that I just gave you. Just place the card on the envelope where you think it belongs. And, just in case...here's an envelope that I labeled "*Both*" and one that I labeled "*Neither*." So, if there are some activities that you think fit equally well with both definitions, put those cards on the "both" envelope. Activities that don't fit either definition should be placed on the "neither" envelope.

Place envelopes on table.

Before you start, I just want to remind you that there's really no right or wrong way to group these activities. I want you to decide where things go based on whatever criteria you want to use.

Upon completion of the card-sort ask –

Let's start by looking at that definition that I gave you -- by *looking after/in your care* I mean *that you were generally aware of what the child was doing and you were near enough that you could provide immediate assistance, if necessary.*

What was your reaction to that definition?

Let's pick it apart a little bit. What does it mean for you to be *generally aware of what a child is doing*?

How about *near enough*? What's your definition of *near enough*?

What about *immediate assistance*?

Does the meaning of *immediate assistance* change when there are other adults present? How so?

Okay, I'd like to really understand why you grouped things the way you did. Let's start with the items that you thought belonged with the definition "*being generally aware of what the child was doing and being near enough that you could provide immediate assistance, if necessary.*" Tell me why you felt that all of these activities best fit this particular definition.

What about the ones that you felt fit your definition (*read respondent's definition*). What was about these activities that makes you feel that they belong here?

How about the activities that you didn't think fit either definition? What would you call those activities?

Let's go back through these cards (*use all scenarios in which more than one child is present, except those classified as "neither."* Go through each pile separately and return cards to pile before moving on to the next pile).

Version A: In this scenario, who would you say you were *looking after*?

Version B: In this scenario, who would you say was *in your care*?

III. COGNITIVE ISSUES

Version A: I'd like to spend some time learning more about what it was like for you when I asked you to pick out the times or the activities during which you were *looking after* a child 12 years old or younger. Let me re-read the question to you, exactly as I asked it over the phone. (*Read appropriate summary question*).

How did you go about figuring out what you should include as *looking after*?

What went through your mind?

Were there any times or activities that you weren't sure about? Which ones?
What was it about those times or activities that made you not sure if you should count them?

How easy would you say it was for you to remember **specific activities** during which you were *looking after* a child? Would you say that it was –

- very easy
- somewhat easy
- somewhat difficult, or
- very difficult

Tell me about that...

What about remembering specific times during the day? How easy would you say it was for you to remember **specific times** during which you were *looking after* a child? Was that –

- very easy
- somewhat easy
- somewhat difficult, or
- very difficult

What was it about remembering specific times that made it (*repeat respondent's answer*)?

Which is easier for you, remembering activities or remembering times? Why?

Version B: I'd like to spend some time learning more about what it was like for you when I asked you to pick out the times or the activities during which a child, 12 years old or younger, was *in your care*. Let me re-read the question to you, exactly as I asked it over the phone. (*Read appropriate summary question*)

How did you go about figuring out what you should include as *in your care*?

What went through your mind?

Were there any times or activities that you weren't sure about? Which ones?
What was about those times or activities that made you not sure if you should count them?

How easy would you say it was for you to remember **specific activities** during which a child was *in your care*? Would you say that it was –

- very easy
- somewhat easy
- somewhat difficult, or
- very difficult

Tell me about that...

What about remembering specific times during the day? How easy would you say it was for you to remember **specific times** during which a child was *in your care*? Was that –

- very easy
- somewhat easy
- somewhat difficult, or
- very difficult

What was it about remembering specific times that made it (*repeat respondent's answer*)?

Which is easier for you, remembering activities or remembering times? Why?

IV. DIARY REVIEW

Let's take a closer look at some of things that you included as *looking after/in your care*.

*Go back through time diary, pick out times when **child was present and respondent reported passive childcare**.*

*Pick out times when **child was present and respondent did not report passive childcare**, if any exist.*

If discrepancy does not occur ask,

Version A: "Can you think of any situations when your child might be with you but you wouldn't say you were looking after him/her? Tell me about that."

Version B: "Can you think of any situations when your child might be with you but you wouldn't say that s/he was in your care? Tell me about that."

*(If there's a discrepancy in time diary, ask) Okay, here are two things that you told me about doing yesterday. You said that (fill in example, include start/stop time and verbatim) and (fill second example, include start/stop time and verbatim). During both of these activities, you said that a child was with you. You counted (repeat example) as *looking after/in your care* but not (repeat example). Can you help me understand the difference between those two activities?*

Were there any times during the day yesterday when you would say that your child was *looking after him/herself/in his/her own care*? When?

How about these examples –

*Go back through time diary, pick out times when **another adult was present and respondent reported passive childcare**.*

Pick out times when **another adult was present and respondent did not report passive childcare, if any exist**. If no discrepancy ask,

Version A: Does the presence of another adult with you and your child change whether you feel like you are *looking after* your child?

Version B: Does the presence of another adult with you and your child change whether you feel like your child is *in your care*?

(If discrepancy ask) Both of these times, there was another adult with you. For this one, (repeat example), you felt like you were also *looking after* a child/a child was also *in your care*. But during this other activity, (repeat example), you didn't. How was (repeat example) different from (repeat example)?

V. LINGUISTIC ISSUES

For respondents who provided care to non-household children:

During the telephone interview, you first told me about the things you did yesterday. Then I said to you, "*I know that there aren't any children in your household, but during any part of the day yesterday were you with a child?*"

How did you interpret that question? What did you think I meant?

What was your reaction to that phrase *I know that there aren't any children in your household?* What went through your mind?

How about the part where I said *during any part of the day yesterday...* What did you understand that to mean?

How did you interpret the expression *with a child?* What does it mean for you to be with a child?

For all respondents:

Version A: What if I had used a different expression instead of *looking after*? What if I had said, "*I'd like you to think back over your day yesterday, were there any times during the day yesterday when a child who is 12 years old or younger was in your care?*"

What does that expression "*in your care*" mean to you?

Does it mean the same thing as *looking after*?

In what ways is it different from *looking after*?

Which of these terms, *in your care* or *looking after* do you like better? Why?

Version B: What if I had used a different expression instead of *in your care*? What if I had said, “*I’d like you to think back over your day yesterday, were there any times during the day yesterday when you were looking after a child who is 12 years old or younger?*”

What does that expression “*looking after*” mean to you?

Does it mean the same thing as *in your care*?

In what ways is it different from having a child *in your care*?

Which of these terms, *looking after* or *in your care* do you like better? Why?

VI. OTHER ISSUES

Version A: During the telephone interview, I asked you about *looking after* a child who is 12 years old or younger.

Version B: During the telephone interview, I asked you about times when a child who is 12 years old or younger was *in your care*.

Does that age cut-off make sense to you? Why or why not?

Are there any questions that I didn’t think to ask you about how to collect this information well?

If I can relay only one message to my boss, what’s the most important thing you think I should tell my boss about collecting this kind of information?

Attachment F. Scenarios

- i. You and your 8-year old child are alone at home. Your child is asleep upstairs while you are in the kitchen cooking dinner.
- ii. Your 12-year old child is in the house while you are outside mowing the grass. Your spouse is out of town.
- iii. You went grocery shopping while your friend was at your house with your 3-year old child.
- iv. You went grocery shopping and took your 3-year old with you.
- v. Your spouse is working late at the office. You are asleep upstairs while your 11-year old child is downstairs.
- vi. You are upstairs reading, your 6-year old is in the basement watching a video, and your spouse is also in the basement, talking on the phone.
- vii. You and your 10-year old child are in the yard. Your child is playing and you are doing yard work.
- viii. You are doing yard work, your spouse and your 4-year old child are in the house. Your spouse is doing housework and your child is watching TV.
- ix. Your spouse is in the basement trying to fix an old lamp. Your 16-year old and 10-year old children are playing outside. You are inside cleaning a bathroom.
- x. Your friend and her 9-year old child are at your house. Your 10-year old child is away at day camp.
- xi. Your 12-year old child has 5 friends sleeping over. They are upstairs in your child's bedroom listening to music. You are watching TV downstairs.
- xii. Your 7-year old child is at the next-door neighbor's house. You are out shopping.
- xiii. You and your 2-year old are at a playgroup with 6 other parents and their children.
- xiv. You and your spouse are at work and your 12-year old is sick at home.
- xv. You and your spouse are eating dinner. Your 6- and 12-year old children are outside, down the street.
- xvi. You are out walking your dog and your neighbor's 8- and 9-year old children are walking with you. (The neighbor is not with you.)
- xvii. As a volunteer with Big Brothers/Big Sisters, you take your "little sister" to the movies.

- xviii. You and your 15-year old child are talking in the kitchen while your spouse cooks dinner.
- xix. You are at home doing paper work, your 16-year old child is hanging out with friend down the street. Your spouse is not yet home from work.