HOW TO USE THIS TRAINING GUIDE

- ϖ This training guide has been prepared to help you train interviewers to conduct the Health and Activity Limitation Survey personal interview.

- ϖ Review this guide before the training session in order to have a good understanding of the content and format. Make sure you cover all the subjects included in this training guide.

- ϖ Use this manual as a guide to present the material.

- ϖ Use your own judgement in timing of breaks, lunch and finishing times.

- ϖ Avoid lengthy discussions since they can cause confusion and possibly waste valuable time.

- ϖ The project code for this test is: 6086-1

Welcome / Introduction

- State your name, title and the role you will have in this project.

- Introduce the observers coming from head office. Ask for their titles and role that they will have in this project.

- Please ask the interviewers to introduce themselves. They could mention for how long they worked for Statistics Canada and the experience they acquired (which survey they worked on).

Introduction to the Health and Activity Limitation Survey

In February 1981, (The International Year of the Disabled), The Special Committee on the Disabled and Handicapped published its report, entitled "Obstacles". This report made 130 recommendations to various areas of the Federal Government. Recommendation 113 of the "Obstacles" report reads in part:

> "That the Federal Government direct Statistics Canada to give a high priority to the development and implementation of a long term strategy which will generate comprehensive data on disabled persons in Canada, using population-based surveys and program data."

The Federal Government, wishing to respond positively to this recommendation, requested that Statistics Canada undertake a survey on Canadians with disabilities.

In 1986, Statistics Canada conducted the first Health and Activity Limitation Survey. A second survey took place in 1991. The survey was designed to identify Canadians with disabilities and to determine what limitations they experienced and barriers they faced.

This survey test is being conducted in preparation for the 2001 survey. The 2001 Health and Activity Limitation Survey will update the existing database and will gather new information, responding to new data needs that have emerged since the last survey.

Purpose of the Health and Activity Limitation Survey

HALS was designed to identify Canadians with disabilities, and to determine what limitations in activity they experience, as well as the barriers they face in everyday life. With this information, Human Resources Development Canada will be able to recommend the development and implementation of a long-term strategy to generate comprehensive data on persons with disabilities in Canada.

Purpose of the HALS test

A test is conducted to better prepare for the main survey in 2001. The information collected with this test will help in the development in a reliable questionnaire. All the aspects of the survey are tested, from the selection of respondents to wording of questions, the flow of the questionnaire, etc. Therefore, instruct your interviewers to note anything they would like to improve on the questionnaire, any reaction from respondents concerning the questions, or any other comment they could give to improve the survey.

Methodology

- Interviewers will collect date by paper and pencil interview (PAPI).

- Data capture will be done with the HALS CATI application on CASES.

- For the PAPI HALS test, the majority of respondents will be adults of 15 years old and up. And a minority of children 14 years old or younger will also be included.

- For the PAPI test, only one respondent per household was selected.

SAMPLE

The sample for this pilot project comes from the Labor Force Survey.

In May/June 2000, Statistics Canada interviewers asked certain respondents in birth rotations to complete a questionnaire indicating if anyone in the household had any daily activity limitations. This was done in order to simulate the Census. From that LFS supplement, a sample of around 15000 respondents was selected to test the CATI application. From that LFS supplement, another sample of 101 respondents was selected to test the paper and pencil version of the questionnaire. We are at that stage now.

The samples include children and adults. Each of these groups has a different questionnaire.

ϖ As it was mentioned earlier, there are two different questionnaires, one for the children and one for the adult.

ϖ Go through the adult questionnaire first and then the children.

HALS Subject matter (adult questionnaire)

ϖ The adult questionnaire is divided in six sections. Explain each section and the purpose of each.

Filter questions

These questions are used to determine if an activity limitation exists or not and to identify any changes in responses between the spring reference period and the fall reference period.

Types of limitations

In this section the interviewers will go through a series of questions to identify the limitations respondents may have in their day-to-day activities because of a condition or health problem which has lasted or is expected to last six (6) months or more.

EMPHASIZE on the concept “has lasted or is expect to last for 6 months or more”. We want to know about the condition or health problem the respondent has now: if it’s been like this for the last 6 months; if not do they expect the condition or health problem to last 6 months. Ex. If someone broke their back last month and they know they will be in a cast or unable to walk for several more months, it is considered as a type of limitation. Another example, if someone breaks their leg and is in a cast or at the hospital for two months, for the purpose of our survey, it is not considered a type of limitation.

This section also serves to identify technical aids, medication and specialized services used or needed by respondents to help them accomplish their everyday activities.

ϖ PLEASE NOTE: When respondents have limitations, but they do not need to do the daily activity, they should answer that they don’t need help to accomplish this activity, since they do not need to perform it anyway. Ex. If a teenager with a serious physical condition lives with his parents and the parents do the entire house cleaning and meal preparation for the whole family, the teenager doesn't need help, because he/she doesn't do it anyway. Another example, if a respondent bought a specialized bed to let him/her in and out of bed easily, they do not need help anymore, the modified bed has removed the difficulty.

Daily activities

In this section, questions are asked to provide information on the impact of the respondent's health problem or condition on the ability to perform certain daily activities. Questions will also be asked on any help they claim to need and regarding the persons providing this help. Questions regarding assistance for daily activities only concern "human" and not technical assistance.

The data obtained in this section are to allow one to determine the level of help required by persons who are limited in their activity to continue to live independently. The questions regarding the needs of the respondent identify gaps in the type of help available.

Education

This section is to determine the impact of long-term conditions and health problems on a person's educational experience and their level of schooling. The questions in this section are only asked of person's aged 15 to 64. They are not asked of person's 65 years and over.

Employment

The focus of section E is to provide insights into the barriers faced by persons who have an activity limitation in the labor market.

Economic characteristics

The purpose of this section is to obtain information about the extra “out-of-pocket” expenses incurred and the amount of income received from pensions and other benefit plans, as a direct result of the respondent’s condition or health problem. This information will provide a better understanding of the financial needs and economic burdens encountered by persons with activity limitations.

ϖ **PLEASE REFER TO PAGES 5-4 AND 5-5 OF THE INTERVIEWER’S MANUAL FOR MORE DETAILED INFORMATION.**

Survey concepts (child questionnaire)

Since the interviewers have already read their manuals, you do not need to provide a thorough explanation for each concept, however it is important to review all of them and provide examples (in the Interviewer's Manual).

It is important to mention, when we are talking about limitations, it is according to the respondent's perception. If the respondent feels insulted or can't see the purpose of asking these questions, the interviewers have to explain that they have to go through the list, so no limitation is forgotten and the answers they provide are according to what they think and not what the interviewer thinks.

ϖ Please go through the list of limitations.

List of limitations to go through:
Interviewer's Manual from pages 5-6 to 5-13

- Hearing
- Seeing
- Communicating
- Walking
- Standing
- Moving from one room to another
- Flexibility and agility
- Bending down and picking up an object
- Dressing and undressing yourself
- Getting in and out of bed
- Cutting toenails
- Grasping and handling an object
- Reaching in any direction
- Cutting food
- Pain and discomfort
- Non-physical abilities
- Learning disabilities

ϖ Please go through the list of daily activities.

Remember to tell your interviewers, the questions on difficulties doing certain activities always refer to the present and we are interested in limitations that have lasted or are expected to last for 6 months or more.

List of daily activities to go through:
Interviewer's Manual pages 5-15 to 5-16

- Regular housekeeping
- Heavy housekeeping
- Personal finances
- Moving inside the residence
- Running errands
- Control making decisions
- Difficulty finding help
- Costs attributed to help received
- Preparing meals

ϖ Please go through the list of concepts on education.

List of concepts on education to go through:
Interviewer's Manual page 5-17

- Foreign education
- Attending a school, college or university
- Kind of school
- Grade
- Certificate, diploma or degree
- Formal education

ϖ Please go through the survey concepts on employment.

List of concepts on employment to go through:
Interviewer's Manual page 5-18 to 5-26

- Employment status
- Working for pay or in self-employment
- Caring for own children
- Caring for elder relatives
- Other personal or family responsibilities
- Working less then 30 hours per week
- Name of employer
- Kind of business, industry or service
- Kind of work
- Most important activities or duties
- Class of work
- Union member
- Collective agreement
- Number of persons employed
- Rate of pay or salary
- Period reported for pay or salary
- Tips or commissions
- Employment term/duration

ϖ Please go through the survey concepts on economic characteristics.

List of concepts on economic characteristics:
Interviewer's Manual pages 5-26 to 5-29

It is important to mention, when we ask responses in dollar amounts, if a respondent cannot provide the exact amount, their best estimate is acceptable, guesses are not. Sometimes respondents think we can get the financial information from Revenue Canada. Please make sure that the interviewers know and mention to respondents, we cannot access that information, the same way that Revenue Canada cannot access our data.

- Out-of-pocket expenses
- Medical Tax Credit
- Disability Tax Credit
- Attendant care expense deduction
- Caregiver deductions
- Tuition and educational amounts
- Child care expenses
- Sources of income reference period
- Income from work
- Income from government
- "Other" income

HALS Subject matter (children questionnaire)

- The child questionnaire is divided in 6 sections as well.

- Explain each section and the purpose of each.

A parent or guardian is to answer on behalf of a child under 15 years of age. However, if the parent or guardian of a mature child (13 or 14 years of age) insists that the child respond for himself/herself - you may conduct the interview with the selected child.

The children questionnaire flows differently then the adult questionnaire. Depending on the child's age, the flow will be different. For example, when a child is less then one year old, the interviewers will not ask questions about fine motor skills. When the child is less then 3 years old, we will ask questions about developmental delay, but the parents of these children will not be asked questions about speaking difficulties, mobility difficulties and learning disabilities. If the child is less then 5 years old, questions about behavioral/emotional conditions will not be asked.

Filter questions and selection questions

The filter questions are used the same as in the adult questionnaire. This section identifies specific difficulties, which a child may have. It also identifies whether or not the child has a disease (illness), a chronic condition or a delay in development (physical or mental). This section will allow us to establish a portrait of children who have difficulty doing activities even when using special aids.

Home accommodation

This section asks questions about special features the child uses or needs for entering, leaving and moving around in the home. The section also asks about the help the child may need for everyday activities such as feeding, washing, dressing and toiling. The impact of the child's condition on the parents' work is also examined.

Education

This section is to determine the impact of a child's long-term condition or health problem on his/her education and the obstacles faced in obtaining an education; special features and human help received and needed at school are examined; and finally, the need for day care services is also investigated.

Physical activities and lifestyle

This section is about the types of physical and social activities the child takes part in. This section also collects information on who in the child's family coordinates the service care of the child.

Transportation

The questions in that section pertain to short local trips. More precisely, the questions address transportation problems faced by a child who has a long-term condition or health problem. The use and the need of special equipment or services for local transportation are also examined.

Economic characteristics

The purpose of this section is to quantify and specify the "out-of-pocket" expenses incurred as a result of the child's disability, which were not reported elsewhere in the questionnaire. Other information, which is collected in this section, pertains to insurance coverage and whether or not specific types of tax credits were claimed or received.

Survey concepts (children questionnaire)

Since the interviewers have already read their manuals, you do not need to provide a thorough explanation for each concepts, however it is important to review all of them and provide examples (in the Interviewer's Manual).

ϖ Please go through the list of survey concepts and explain with the examples in the manual.

List of survey concepts for the children questionnaire:

- Seeing
- Hearing
- Fine motor skills
- Delay in development
- Speaking difficulties
- Mobility difficulties
- Learning disabilities
- Delay in intellectual development
- Emotional/ behavioral condition
- Other long-term condition or health problem

Data sharing agreement

The last question asks the respondent if he/she agree to share the information they just provided. It is important to explain to the interviewers that the only information that will be shared with Human Resources Development Canada is the answers to the questions. Absolutely no information on the respondent (name, address, telephone number, etc) will be shared.

Definitions and terms (adult and children)

- ϖ Please review the definitions and terms in Chapter 8 of the Interviewer's Manual.

- ϖ Have the interviewers participate in a little "pop quiz". Divide the group in two teams and give a word or a term and ask the interviewers to provide with the answer. To add a little variety to the game, the trainer could give the definition and the interviewers would come up with the term or word that was just explained. This is a good way to review and add participation to a group.

- ϖ If you choose to play the game, allow around 30 minutes, more than that would become monotonous.

Questions and Answers

- ϖ During mock interviews, have the interviewers practice the Q's and A's. OR;

- ϖ While the group is still separated in two teams, they can practice the Q's and A's among them.

Proxies

- ϖ Explain to your interviewers that proxies are accepted in instances where the respondent has a condition or health problem preventing him/her from completing the interview, the respondent doesn't speak either English or French or the respondent is absent for the duration of the survey. If a proxy does the interview, the person answering the questions for the respondent has the right to agree or not to share the information (data sharing agreement question), they do not need to ask the respondent.

NOTE: A proxy interview should always be done as a last resort. Try as much as possible to do the interview with the respondent.

- ϖ FOR MORE DETAIL ON PROXY INTERVIEW PLEASE SEE INTERVIEWER'S MANUAL ON PAGE 6-4.

Refusals

- ϖ **How to handle refusals?**

While the interviewers attempt to contact the respondents, if they encounter a refusal, one phone follow-up should be done.

If they face a refusal at the respondent's door, no follow-up will be done.

Also, if the respondent refuses to continue, despite the interviewer's efforts to convert the respondent, while the interview is in process, this will be considered as a partial interview.

Special situations

A mistake could be found in the respondent's age, meaning a child could have been classified as an adult or vice versa. If the respondent was born on or before May 19th, 1985, they should respond to the adult questionnaire and if the person is born after that date, they should be asked the children's questions.

In the cases where there is a mistake, the interviewers should fill out the other questionnaire and do the corrections on the front page.

Tracing

When attempting to contact the respondents, if the phone number is missing or if it's not the right number to reach the respondent, tracing is required.

Obtain up to three new telephone numbers with methods like directory assistance, Info Direct and Canada 411.

Reminder: The interviewers have to be very careful not to disclose any information about respondents (birth date, former addresses, phone numbers, etc). Interviewers have to ask questions in order to obtain the information required.

FILLING IN PAPER QUESTIONNAIRE

GENERAL INFORMATIONS

- Always use a pencil to write on the questionnaire
- Blacken the appropriate circle to indicate the answer of the respondent.
- If you make a mistake, erase it. If you have chosen a wrong path and completed a whole set of questions by mistake, cross it off instead of erasing it.
- Once you have completed your work assignment for the day, please review each questionnaire. Make sure all the necessary information are indicated. Verify the flows chosen in each questionnaire. If you realize you have taken the wrong path, either erase a few questions or cross off the whole series of questions. If there are many new questions to be asked, you will need to revisit the respondent. If there are only a few ones, you may do it over the phone.
  The respondent may not be available upon recalling or revisiting. Please use a proxy as a last resort. Make sure to indicate in your comments what question the proxy answered.

CHILDREN AND ADULTS CONTROL CARD

- Inserted in both children and adults questionnaires are control cards. These cards help you identify different technical aids used and needed by respondents. The question number is showing on the control card as well as a brief description of the aid.
  If a respondent answers ¨yes¨ to these questions, blacken the appropriate boxes.

FRONT PAGE OF THE QUESTIONNAIRE

- At the very top of the page is the title of the survey as well as two different sub-titles (Adults – 15 and over) and (Child – under 15).
  Since the labels will already be affixed, you will not have to determine which questionnaire to use (adult or child) except when a respondent changes status. Changing status means that the respondent's birthdate is incorrect. Use the questionnaire appropriate for the respondent's age, if changing the respondent's age changes his/her status from adult to child (or vice versa).

  Make sure to carry extra copies of adult and children questionnaires on your visits.

- Next is the introduction to be read to respondents.

- The label displays the following information: the case identification number, the respondent's language, his name, sex and address, telephone number as well as the month the LFS interviewer presented him/her with the questionnaire.

- Right below, are the boxes for corrections related to the information on the label. If you have any corrections to enter, please print your corrections with a pencil.

- The section entitled Information Source ¨ allows you to identify if the respondent or a proxy has completed the questionnaire. You will blacken the appropriate circle. If you completed the questionnaire with a proxy, you must blacken the circle representing the appropriate relationship to the respondent and the reason for the proxy interview and print his/her name in the boxes called ¨Proxy name¨.

BACK PAGE OF QUESTIONNAIRE

- At the very top of the page is space-titled ¨Record of calls/visits¨.
  This section is used to enter telephone calls and appointments as well as visits to complete interviews.
  Each time you call and/or visit the respondent, add an entry in the column ¨visits/calls number¨. Enter the day's date and month in the ¨date column¨ as well as the time you tried to reach the respondent by telephone. Enter appropriate notes for that call in the ¨Comments¨ section (busy, answering machine, details of an appointment).

If a questionnaire is not completed on your first visit and you need to visit again to complete it, notes should be entered in the ¨Comments¨ section indicating the follow-up appointment date. It is important that clear comments be put in these comments line since data capture personnel will need to read them to sometimes code cases.

For comments regarding subject matter, please enter them on page 55: ¨Comments¨ section.

- In the ¨Record of Interviews¨ section, note beside the appropriate interview number, the day's date under the ¨Date¨ column, the month under the ¨Month¨ column, the time the interview started under the ¨Began¨ column and the time the interview ended under the ¨Ended¨ column. Please use the 24-hour clock standards.

  It should be noted that the start time of the interview is actually the time at which you started to read the introduction to the respondent and not the time at which you arrived at the respondent's house.

  Enter such information for each visits it takes to complete the interview.

  - Status codes are next. Please refer to the chapter 4 of the Interviewers' Manual for the description of these codes.

- ¨Field status code¨ and ¨Final status code (after data capture)¨ are available to code the questionnaires: the box identified ¨Field status code¨ is used by you. The box identified ¨Final Status code (after data capture)¨ is available only for those who will be doing data capture once the interview is finished.

  When doing a personal interview, you may come across a respondent who needs a change of status from adult to child and vice versa. Transcribe the information from the label onto the appropriate questionnaire for the respondent's age (enter this information in the boxes reserved for corrections). On the obsolete questionnaire, cross out the label and enter code 90 in the ¨Field Status code¨ in order to identify this case as a change in status. This code should always be used in this instance even though the interview might have been completed, partially completed, refused, etc.

- If the interview was completed over the telephone, blacken this box.

- At the very bottom of the page print your name, telephone number and your interviewer identification number.

HANDLING OF PAPER QUESTIONNAIRES
<u>BETWEEN CATI AND PAPI TEAMS</u>

The Hals paper questionnaires will be shipped, already labelled, to the PAPI teams, accompanied by a listing of your caseload.

Upon receipt of these questionnaires, the supervisor must verify the content of the shipment against the caseload provided and advise head office immediately if a questionnaire is missing.

Once the supervisor has distributed the cases to interviewers, he/she must fill in the Senior Interviewer's Progress Report in order to keep track of how many cases each interviewer has. Moreover, the interviewer's name should entered beside the case id. on the caseload.

On Mondays, Wednesdays and Fridays, interviewers will call in their progress report. In turn, the senior interviewers will fax their Progress report to head office: attention Carole Dufort.

All paper questionnaires must be returned to the regional office in time for the data capture starting December 7th, 2000.

Upon receiving the questionnaires, the PAPI senior interviewer will then transferred them to the CATI senior interviewer to be data captured.

When all data have been captured, these questionnaires should be returned to the designated PAPI senior interviewer who will make sure that she/he has the whole caseload in hand. That senior interviewer will ship these questionnaires on the 11th of December 2000, at the latest. Questionnaires coded 90 (status change) and questionnaires that could not be capture because of flow problems should be separated from the others but shipped at the same time.

Shipment of these questionnaires should be done **only by VERSA PACK** using a private carrier (UPS, Purolator, etc.). Included in the shipment must be a listing of cases returned and a copy of the waybill. The shipment should be addressed to:

Carole Dufort
Statistics Canada
Survey Operation Division, 6th floor C-2
Tunney's Pasture,   Jean-Talon Building,
Parkdale Avenue, Ottawa, Ontario K1A 0T6

How to fill the Intervieweur's Progress Report

Interviewer Progress Report

How to fill the Senior Progress Report

Senior Progress Report

DATA CAPTURE

1. Enter the case identification in the CASES application. You will find that case identification on the label affixed on the front page of the questionnaire. Then enter your identification code.

2. At the **SEL** screen, you have to ascertain that both telephone numbers from the questionnaire matches the one in the CATI application.

3. If the telephone number showing on the front page of the questionnaire as been corrected, enter the correction at the **SEL5** screen.

4. After entering the new number, you will have to identify the source of that new number. For the purpose of these personal interviews, enter (08) other, at the **T5** screen.

5. Enter all notes pertaining to that new number at screen **not5**.

6. To get to the body of the survey, you need to enter (1) Dial this number at the **Intr** screen. Before you decide which number to dial, verify the back of the questionnaire, section ¨Record of calls and visits¨, to see if there were different numbers tried before the one you have showing on the front cover. If so, enter the different numbers in 5, 6, 7, 8, 9 or 0 at the **SEL** screen. Select the number you want to dial.

7. Once you have indicated that you wanted to dial the number, the application will take you to the **disp** screen. Enter (0) someone answers.

8. At the **intr** screen, enter (0) Respondent available to continue forward in the application.

9. The Conf@name **is the screen at which you will confirm that the information on the label or in the correeection boxes is the same as on that screen. If the information differs, enter corrections at this screen.**

10. Enter (0) Update complete at the bottom of the screen once you are finished with the respondent's personal information.

11. ENTERING COMMENTS

Using the F7 key (comments), enter the ¨Records of interviews¨ only (see back page of questionnaire) starting on the first comments line. This information must always be entered first and formatted as shown below:

11/25:S13:00 F:14:20 (Date, Start time, Finish time)

If there is more than one interview, enter them all starting with the Earliest. This information is entered on the back page of the questionnaire under section "Record of interviews".

Other comments that may be noted on page 55 will then be entered.

12. Continue capturing the data from the questionnaire.

13. Once you have finished entering all the data from a specific questionnaire, note the code at the LAST screen. This is the code you will enter in the "Final Status Code (after data capture)" in the appropriate boxes in the back of the questionnaire.

14. If you run into any problems, e.g. the application does not follow the same flow as the questionnaire, exit the case with an appointment entering notes in the comments that you could not complete data capture because of flow problems. These questionnaires should be sent back to Ottawa with questionnaires coded 90, in a separate pile.

DATA CAPTURE

QUESTIONNAIRES COMPLETED BY PROXY:

IMPORTANT: When completing a child questionnaire with a parent, the parent is not considered as a proxy but as the respondent. However, if parents are absent and the interview is conducted with someone else, it is then considered proxy.

A) Follow steps 1 to 7 inclusive.

B) At the intr **screen, choose between option 52, 53 or 56 as needed.**
52: Non-interview due to special circumstances (health problem)
53: Non-interview – Language barrier
56: Absent for the duration of the survey

C) At the disability **screen, enter (3) No**

D) At the proxy_availA **screen, enter (1) Yes**

E) At the proxy_name@sn **screen, enter the name of the proxy, first name first.**
This information is displayed in the bottom section on the front page of the questionnaire.

F) At the proxy_relatA **screen, enter the proxy relation. This information is displayed in the bottom section on the front page of the questionnaire.**

G) At the proxy_reason **screen, enter the proxy reason. Again, this information is displayed at the bottom section of the front page of the questionnaire.**

H) The proxy_intr **is the next screen. Enter (0) proxy available to continue interview. This will take you to the** CONF@name **screen.**

I) Continue with the CONF@name **screen, making corrections if needed.**

J) ENTERING COMMENTS

Using the F7 key (comments), enter the ¨Records of interviews¨ (found in the back of questionnaire) only starting on the first comments line. This information must always be entered first and formatted as shown below: 11/25:S13:00 F:14:20 (Date, Start time, Finish time)

If there is more than one interview, enter them all starting with the earliest.

This information is entered on the back page of the questionnaire under section "Record of interviews".

Other comments that may be noted on page 55 will then be entered.

K) Continue entering all information from the questionnaire.

L) Once you have finished entering all the data from a questionnaire, note the code at the LAST screen. This is the code you will enter in the "Final Status Code (after data capture)" in the appropriate boxes in the back of the questionnaire.

DATA CAPTURE

REFUSALS

In order to code out a case as a refusal, you have to exit the case with an appointment and go back in it coding it out as a refusal in the intr screen using (50) Refusal.

INELIGIBLE (CODE 90) ON PAPER QUESTIONNAIRE

When you are working with a paper questionnaire that has been coded (90) Status change by a field interviewer, enter the case identification number and follow the application up until the Conf@name screen. Enter the correct age of the respondent (found in the correction boxes on the front page of the questionnaire). Enter (0) updates complete, and it will automatically take you to the back end of the application where you exit the case with code 9 (Ineligible respondent) at the CONR screen.

As far as coding that case on the paper questionnaire, you will enter code 90 in the appropriate boxes: <Final Status Code (after data capture)> even if the questions were either partially or completely answered.

OTHER OUTCOME CODES

Other than the thirteen (13) final outcome codes shown on the back page of the questionnaire, some cases may end as ring no answer, busy, answering machine, etc.
Enter the case as you normally would and exit at either the disp or intr screens.
Indications on how to code the will be entered in the back page of the questionnaire under section "Record of calls and visits".

RESPONDING TO OBJECTIONS

- ***Respondent:***
  This interview has lasted long enough. I have no more time for you!

  Interviewer:
  Can we reschedule another appointment? It is very important that I get your answers. The results of this survey will especially help those with limitations.

- ***Respondent:***
  Why are you conducting this survey? What will it do for me?

- ***Interviewer:***
  We are doing this test in preparation for the 2001 Main Survey on Health and Activity Limitations. The questions I will ask you are to determine if the general population can easily understand and answer these questions. The main survey will determine the number of Canadians with activity limitations, the type of limitations that they experience and most importantly, the barriers that they face.

- ***Respondent:***
  Where did you get my name?

  Interviewer:
  Someone in your household completed two activity limitation questions as a supplement to the Labour Force Survey last spring. These questions were designed to identify a sample of persons who could provide more detailed information on the nature of their limitations.

- ***Respondent:***
  Why does the government spend money on a survey instead of providing service to those who need it?

  Interviewer:

Government and private organizations need to know where are the people who need special services and what kind of services and programs they need. This survey will provide them with the information they need to develop the best programs.

- ***Respondent:***
  I am a person with a disability; what services are offered in my area?

  Interviewer:
  Give the respondent the phone number of the contact for his/her province. Refer to the list of Provincial/Territorial Contacts and Association for persons with disabilities.

- ***Respondent:***
  Where can I get information about this test and its results?

  Interviewer:
  Information about this test can be obtained from the statistical reference centres of the Statistics Canada regional offices. No results will be released because it is a test. Your participation is, however, very important in the development of possible survey questions.

- ***Respondent:***
  How much time will the interview take?

  Interviewer:
  It varies from one person to another. It depends on how many questions apply specifically to you. Moreover, if you have to stop or leave during the course of the interview, this causes no problem. I can make an appointment at your most convenient time and come back to finish the interview.

- ***Respondent:***
  What kind of questions are you going to ask?

  Interviewer:

The questions on this survey identify Canadians who, for health related reasons, are limited in the kind or amount of activities they can do. There are questions which also identify the type of limitations they have, as well as the barriers they may face in their everyday life.

Resume of interviewing skills

ϖ **Please review with the interviewers the following points:**

- Make a good impression
- Avoid questions that can be answered "no"
- Approach each interview as though it will take place immediately
- When respondents are reluctant or hesitant, listen closely in order to focus on their main concern
- Wait for the respondent to stop speaking before you stop listening
- Indicate that you are listening
- Ask questions when you do not understand something or fell you have missed a point
- Do not make assumptions about what the respondent is going to say
- Ask questions exactly as worded
- Ask every question specified
- Ask questions in a positive manner
- Repeat (as it is written) and clarify questions that are misunderstood or misinterpreted

ϖ **Review the basic probing techniques**

- Rereading the question

- Rephrase the question
- The pause after asking questions
- Ask for more information
- Zero-in

ϖ PLEASE REFER TO THE CHAPTER 9 OF THE INTERVIEWER’S MANUAL FOR MORE DETAILS.