Experience Sampling Study

Coding Manual

Wisconsin Center for Education Research

University of Wisconsin-Madison

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INTRODUCTION

The Experience Sampling Study involves sampling the after-school, evening, and weekend experiences of middle-school students across 1-week periods. The participants report their location, activities, and feelings, as well as activity partners and others in the location, in response to signals received from a watch. Signals occur five times per day for each of 7 days.

Participants' reports are recorded in a small logbook (see Appendix A). There is a separate logbook for each day of the sampling period, except that a single logbook contains the records for both weekend days. Each of the five records in the logbook is composed of two pages. The pages are color coded such that each two-page record is a different color.

On the first page of each record, the respondent reports where he/she was when signaled; whether he/she was at an after-school program, and if so, the name of the program; his/her primary and secondary activities; who was doing the activity with him/her; and who else was around but doing something else. On the second page of each record, the respondent reports on a 4-point response scale how much choice he/she had about the primary activity, how important the activity was to him/her, the amount of concentration involved in doing the activity, and his/her enjoyment of the activity. The respondent also reports affect or emotion at the time he/she was signaled, also on a 4-point response scale.

As logbooks are received from the data collection sites, a Wisconsin staff member will process the logbooks and check the accuracy of the information recorded on the cover of each logbook (student name, school, and date of response). A printed label that contains the student's ID, the site ID, and the school ID will be affixed to the upper left corner of each logbook. The Wisconsin staff will transcribe the "date filled out" under the label. The lower portion of the logbook cover that contains the student and school names will then be cut off so that the respondent's identity can be confidential.

DATA CODING

Each record in the experience sampling data logbook is coded on a number of variables in preparation for data entry. Location, Program, and Activity codes and their definitions are provided in Appendix B. General strategies for coding are described below, followed by specific guidelines for each data point in a record. Appendix C contains a sample coded data record from a Friday logbook.

Coding Strategies

The respondents use a variety of writing tools to complete the data records, including pencil, pen, markers, and crayons, all in a variety of colors. In order to make the codes you will assign to the reports as visible as possible to the data entry team, coders will use a green felt tip pen to write codes in the logbooks. To facilitate efficient data entry, codes are written on the data record in standard places, as detailed in the specific guidelines below. The codes must be written clearly and neatly so that the data entry team can read them without difficulty and to avoid data entry errors. If the coder records an incorrect code and needs to change it, a line is drawn through the incorrect code and the correct code is written next to it.

To facilitate coding accuracy, coders should code all of the entries in a logbook before

stopping their coding work for the day. Coders also should code all of a respondent's logbooks before moving on to the next respondent. Coders need to pay close attention to the context of the activity in terms of location and other people doing the activity in order to code it correctly (e.g., playing soccer informally with friends in the street or as part of a team in the park or on a soccer field).

Any responses that are unclear or that the coder finds difficult to code should be recorded on the Coding Problem Sheet (Appendix D) along with the subject ID number, date of logbook, paper color of the record, and question number. These cases will be resolved in consultation with the master coder. Although the field staff will check the logbooks daily and deal with response issues with the study participants on an ongoing basis, it is possible (and even likely) that ambiguous responses will slip through this screening.

The Coding Problem Sheet should be completed and turned in after each coding session. This will allow difficult cases to be resolved on a regular and timely basis. A Logbook Status Sheet (Appendix E) also should be completed for each coding session and stored in a folder in the main office. This will allow the master coder and other coders to keep track of the coding process. Coded logbooks will be stored securely and separate from non-coded ones.

Logbook Cover

The cover of each daily and weekend logbook shows the date, the respondent's school, the watch number, and the respondent's name. As logbooks are received from the field staff, a senior Wisconsin staff member will remove the names from the covers and affix individual identification numbers prior to data coding.

Time Signaled and Time Filled Out

Time signaled and time filled out appear at the top of the first page of each record. These times (provided by the respondent) often will be the same, if the respondent immediately completed the data record when signaled. The times will differ if the respondent was delayed in completing the entries. . The times are converted to military time for data entry. Military time for the afternoon and evening hours is computed by adding 12 hours to the indicated time. For example, 8:35 p.m. becomes 2035 in military time. Military time for morning reports is the same as the reported time, although the colon is omitted and a 0 is added to single-digit hours (e.g., 9:17 a.m. is 0917 in military time).

Military time for each hour of the day is as follows:

6:00 a.m.	0600	6:00 p.m.	1800
7:00 a.m.	0700	7:00 p.m.	1900
8:00 a.m.	0800	8:00 p.m.	2000
9:00 a.m.	0900	9:00 p.m.	2100
10:00 a.m.	1000	10:00 p.m.	2200
11:00 a.m.	1100	11:00 p.m.	2300
12:00 p.m.	1200	12:00 a.m.	2400
1:00 p.m.	1300	1:00 a.m.	0100
2:00 p.m.	1400	2:00 a.m.	0200
3:00 p.m.	1500	3:00 a.m.	0300
4:00 p.m.	1600	4:00 a.m.	0400
5:00 p.m.	1700	5:00 a.m.	0500

Time codes are written in green ink directly above the respondent's time reports. Even when the time signaled and the time filled out are the same, military time conversions should be completed for both and written on the data record. If the respondent leaves either time blank, code it "9999" (one 9 for each digit coded when the answer is provided).

Question 1: Where Were You?

The response to the first question on the data record is coded using the Location codes. The Location codes include three broad categories: Home, School, and Community. After determining which broad category the response belongs in, determine the specific code that best fits it. The code number is written next to the response, along the right margin of the page. If a response is not provided to this question, code Location as missing data (code 99). Prior to beginning to code, coders should thoroughly study and review all of the location codes (pp. 13-15). The location that most closely approximates the respondents' report should be used.

Question 2a: Were You At An After-School Program?

The respondent circles Yes or No to indicate whether he/she is at an after-school program. This might include a 21st Century program, another school- or community-sponsored program, or a structured activity or lesson such as football practice or piano lesson. The response is coded Yes = 1, No = 0. Write the code next to the response, along the right margin of the page.

For the purposes of the Experience Sampling Study, any organized sports, arts, or recreation activity, whether sponsored by the school, YMCA, or elsewhere in the community, is considered to be an after- school program. For the purposes of coding, after-school programs can occur on any day, including the weekend, and any time of the day. Therefore, basketball practice at 7:30 Tuesday evening and 10:30 Saturday morning are both considered after school programs. Because students engaging in these activities may have answered this question as "no", the answer will need to be changed to a "yes" with the green marker.

In some cases, respondents may have either circled neither response or circled both responses. In these cases, the coder should use the rest of the information provided, particularly the respondent's location (question 1) and whether or not program staff are around (questions 5 and 6), to determine whether or not the respondent was in an after school program. The correct response should then be marked with the green felt tip pen. If this determination can not be made with certainty, code as missing data (code 9).

Question 2b: Name of the Program

If the respondent is at an after-school program ("Yes" circled for Q2a) when signaled, he/she writes the name of the program under Question 2b. This response is coded using the Program codes. If respondent is not at an after-school program ("No" is circled for Q2a), Q2b should be coded as 98. See p. 16 for the code numbers associated with each program name.

We are particularly interested in 21st Century after-school programs, which are coded 1. Some sites use a different name for their 21st Century program. For example, one site calls it "Project Effort." You will be provided with a list of names and activities at each site that are affiliated with the 21st Century programs. All of these activities should be scored as a "1" to designate that this is a 21st Century program.

If the coder has questions about the name (or sponsorship) of a particular program or if the coder thinks (based on other logbooks) that the student was in error about who sponsored the activity, the coder should consult with the master coder. If sponsorship can not be determined, write the example on your Coding Problem Sheet; some instances may require Experience Sampling Study staff to consult with the site. The Master Coder will keep track of sponsorship of different programs and forward the information to coders.

Question 3: What Was the Main Thing You Were Doing? (Main Activity)
Question 4: What Else Were You Doing? (Secondary Activity)

Prior to coding, coders should become very familiar with the activity codes (see pp. 17-23) Coders should select the activity code number that most closely approximates the activity reported by the respondent. The applicable code number is written next to each response, along the right margin of the page.

The golden rule is that coders should use common sense and pay close attention to contexts and responses across different logbooks. Answers to some items may help to clarify what the participant is doing, including location, who else is around, and in particular, the secondary and/or tertiary activity. In addition, information from previous and subsequent entries may also be used in order to make a more accurate interpretation of what the participant is doing.

Students usually will report just one main activity. In some instances, however, the report may indicate two or more main activities, that is, provide two responses to question 3. When this occurs, code what is written first as the main activity, and what is written second as the secondary activity in question 4. Follow this rule *even if an activity is indicated in question 4, which will, in turn, not be coded.* For example, the response to the main activity question may be something like, "Playing Nintendo and eating a Twinkie," and the response to the secondary activity is "Talking." In this case, Nintendo playing is coded as the main activity (question 3), eating is coded as the secondary activity (question 4), and talking is disregarded. When more than one activity is indicated in question 4 as the secondary activity, generally code only the first one and do not code activities that follow. Write down on your Coding Problem Sheet highly interpretive or difficult decisions as to what was the main activity and what was the secondary activity. These instances will be resolved in consultation with the master coder.

Question 4, "What else are you doing?" is intended for occasions when the participant is multi-tasking or when watching TV or listening to the radio at the same time as doing something else. Obviously, people multi-task only some percentage of the time. However, participants may try to fill out this question more than they should for the sake of producing a completed survey. In such instances, we want to code "as if" they answered "nothing" for question 4, because from our perspective, they should have. For example, if it may be definitively concluded that the secondary activity could not have occurred at the same time as the primary activity (e.g., brushing teeth and washing face), the coder may code secondary activity as "nothing." Beyond such certainties, however, coders should be cautious not to re-interpret what is reported. Please report such incongruent activities on the Coding Problem Sheet.

Use code 98 when the participant responds "nothing," when the interpretation is made that the participant was doing nothing else, or when the respondent leaves question 4 blank but completes the rest of the entry (in which case "nothing" or N/A is assumed). For question 4, use

code 99 (missing data) only when left blank, and the entire entry or significant portions of it are incomplete.

If the respondent reports a primary and secondary activity that are essentially the same activity, code the activity under question 3, and code question 4 as "nothing." For example, if the primary activity is soccer and the second is running, code for soccer in question 3 and use 98 for question 4.

Participants will frequently use some activities which, from our point of view, are "non-activities" because they involve little intentionality, that is, they are not important to what the subject is intending to do. In some but not all cases, these include sitting, standing, walking, running, breathing, and lying down. Similar to "breathing," these usually refer to one's kinesthetic state at the time, not really what one is doing. A similar "non-activity" is "filling out the (Experience Sampling Study) form." The respondent is always both breathing and filling out the form during each response, but we do not want to record these and other "non-activities" as the main activity for purposes of the study. For example, if the participant indicates sitting as the main activity and playing computer games as a secondary activity, then code computer game as the primary activity, and use 98 for the secondary activity. When one of these activities is given as the main activity, but no other information is provided describing the activity, then these activities may be coded. Given no further information, for example, lying down may be coded as "resting/relaxing" (code 92).

All activities related to the Experience Sampling Study, including "turning off watch," are disregarded and therefore considered a non-activity. If the entire entry is primarily related to the Experience Sampling Study, or no other activity is reported, do not code the entry and instead draw a diagonal line through the entire entry with a colored marker.

An exception to this rule is made for the cases in which the participant is waiting, watching TV, or listening to music since one frequently does some other activity at the same time. Therefore, they are common, legitimate responses to question 4 not to be reinterpreted. If waiting or watching TV is codes as a secondary activity, code whatever activity is reported as the primary activity for question 3, including "non-activities." For example, a respondent may indicate "lying on a bench" as the primary activity, and "waiting for the bus" as the secondary activity. Here, we would also code lying on the bench as "resting/relaxing" (code 92) as the main activity and waiting/unoccupied (code 83) as the secondary activity. If waiting is a part of another activity, such as cooking, code cooking.

"Walking" frequently poses some difficult interpretation. There are usually three choices do code walking: a) transit (code 44), b) other physical activity (code 29), or as a "non-activity," in which case a subsequent activity is coded. Transit is used when the participant is aware of going "to" somewhere or is trying to get someplace. Other physical activity is used when the respondent is taking a walk around the neighborhood or for exercise. Walking is considered a non-activity when the subject is more meandering (e.g., in the halls at school, just outside of church), but seems to be essentially engaged in something else such as socializing.

Transit often a highly interpretive judgment as to what the subject was doing when beeped. A student in a car going home with the radio on may code any number of activities as primary, depending on the object of attention. He or she may answer, "going home," "listening to a song," "watching the light change," or "thinking about my homework." As a general rule,

we want to code from the perspective of the respondent rather than making the practical decision that he or she was in a car for transportation as the main activity. In the case of "going home," code transit: car or bus (code 43). In the case of "listening to a song," code listening to music (code 61). "Sitting" may safely be interpreted as a "non-activity" and so code transit: car or bus (code 43).

In those cases in which the respondent's reported secondary activity needs to be corrected by the coder to be the respondent's main activity, the main activity code should be written next to Question 3. This will allow the data entry team to enter the data correctly. Similarly, if the coder judges the response to Question 3 to actually be the secondary activity, the response should be recorded next to Question 4 as a secondary activity.

When the response to the main activity question is not coded (as with a "non-activity"), the secondary activity response is coded as the main activity, and another secondary activity is not reported, write 98 next to Question 4.

Question 5: Who Was Doing This Activity With You?
Question 6: Who Else Was Around But Doing Something Else?

The coding of questions 5 and 6 is straightforward in most instances. In general, responses to these questions will be circled by the respondents and entered as such by the data entry staff. Coders, however, should review the circled responses in this section and ensure that it is clear and/or readable for data entry staff.

In some cases, additional decisions by coders are required or changes in the recorded responses are needed. These cases include:

(1) If the respondent marked a response for the "Anyone else" category, the coder must make a decision about which People category applies to this person or persons and circle that category with the green pen. A check mark should be written next to the "Anyone else" response after the coder has finished the checking and/or circling. If none of the listed People categories apply to this person/persons, record the problem on the Coding Problem Sheet.

(2) If the respondent checked off that a sibling or child relative was either present or doing the activity, then the respondent was to indicate the age of a sibling or other child relative. There are four potential issues here.
   (a) If the reported age is 19 or greater for the child relative, this person is coded as an <u>adult</u> relative rather than as a child relative. In this case, cross out the "child relative" category and circle "adult relative" with the green pen.
   (b) Siblings aged 19 or older will remain coded as "brother/sister" and should <u>not</u> be changed to "adult relative".
   (c) If more than two siblings or child relatives are present (or doing the activity) and more than two ages are listed, circle only the highest and lowest numbers so that only two ages are keyed during data entry.
   (d) If the age of either a sibling or a child relative is missing, code the age as missing data (99).
   (e) If both "1 friend" and "2 or more friends" are circled, cross out "1 friend."

(3) In those cases in which a respondent circled "no one" *and* other individuals, cross

out "no one" with the green felt tip pen.

(4) If a location such as school-sponsored functions, places of business, shopping malls, public events such as concerts or athletic events is scored for Question 1, then our expectation is that adults are present even if respondents failed to circle any "adult" categories for Question 6. If the location is a school sponsored function, then the coder should circle "program staff". Circle "Adults I don't know" for other/public locations. For any unresolved case, report it on the Coding Problem Sheet.

Question 7: Activity Ratings
Question 8: Feeling Ratings

The ratings provided by the respondent for Questions 7 and 8 on the data record do not need to be coded; the actual ratings will be entered into the database. However, the coder should review the ratings to check for missing ratings. If any of the items are not answered, the missing data code (9) is written to the right of the rating scale on the line for the applicable item.

The coder also will check for instances where more than one rating is circled for a particular item. One possible situation is that the respondent circled two adjacent ratings. If the respondent circled 1 and 2, use the green pen to circle 1 for data entry. If 3 and 4 are circled, circle 4 for data entry; if 2 and 3, circle 3. Other possibilities are that the respondent circled two ratings that are not adjacent to each other, or more than two ratings are circled. In both of these cases, we will not be able to determine with certainty the respondent's true intent. Therefore, the missing data code (9) is written to the right of the rating scale on the line for the applicable item.

Appendix A

Data Logbook

Time signaled: _____   Time filled out: _____

1. Where were you?

2a. Were you at an **after-school program**?   Yes   No
2b. Name of the program:

3. What was the **main** thing you were doing?

4. What else were you doing?

5. Who was **doing** this activity with you? Circle **all** that apply.

No one	Other adults I know
Mom/stepmom	1 friend
Dad/stepdad	2 or more friends
Brother/sister Age _____	Other kids
Adult relative	Boyfriend/girlfriend
Child relative Age _____	Anyone else? Who?
Teacher(s)	_____
Program staff	_____

6. Who else was around but doing something else?

No one	Other adults I know
Mom/stepmom	1 friend
Dad/stepdad	2 or more friends
Brother/sister Age _____	Other kids
Adult relative	Boyfriend/girlfriend
Child relative Age _____	Adults I don't know
Teacher(s)	Anyone else? Who?
Program staff	_____

7. Circle an answer for **each** question about what you were doing.

	Not at all	Some what	Pretty much	Very much
a. How much choice did you have about this activity?	1	2	3	4
b. How important was this activity to you?	1	2	3	4
c. Was it interesting?	1	2	3	4
d. Was it challenging?	1	2	3	4
e. Did you enjoy what you were doing?	1	2	3	4
f. How hard were you concentrating?	1	2	3	4
g. Were you using your skills?	1	2	3	4
h. Did you wish you were doing something else?	1	2	3	4

8. How were you feeling when you were signaled? Circle an answer for **each** feeling.

	Not at all	A little	Some what	Very much
Lonely	1	2	3	4
Happy	1	2	3	4
Angry	1	2	3	4
Stressed	1	2	3	4
Excited	1	2	3	4
Bored	1	2	3	4
Scared	1	2	3	4
Sad	1	2	3	4
Relaxed	1	2	3	4
Proud	1	2	3	4
Worried	1	2	3	4

Appendix B

Experience Sampling Codes

LOCATION CODES

HOME (including "Dad's house," hotel, motel, mountain cottage, or other "home away from homes.")

10 Own bedroom

11 Other room inside own home: Any other location inside home such as kitchen, bathroom, or sibling's bedroom.

12 Home, outside: In own yard, or garage of house or in the elevator/hallway of own apartment building. *Does not include "outside" and similar statements when it's clear that the student is not in his own yard.*

13 Home, unspecified: No specific location at home can be determined.

SCHOOL

NOTE: These codes refer to the student's own school. If at another school, use code 47.

20 Classroom

21 Library

22 Computer lab

23 Art room

24 Performance space

25 Study hall

26 Hallway, hall lockers or other public space (main entrance commons):

27 Cafeteria

28 Gym and locker room

29 Bathroom

30 Main office, administrative office (e.g., guidance)

31 Nurse's office

32 Teacher area

33 Inside, unspecified

35 Playing field (for athletic activities)

36 Playground

37 Parking lot

38 Outside, unspecified

39 School, unspecified (outside/inside not determined)

COMMUNITY

40 Friend's house: Inside or outside of friend's home.

41 Neighbor's house: Inside or outside of neighbor's home.

42 Relative's house: Inside or outside of relative's home.

43 Store/mall: Individual stores or shopping malls.

44 Church: Inside or outside church or other place of worship.

45 Community center: YMCA, Boys/Girls clubs, or neighborhood centers.

46 Indoors, athletic: An athletic or fitness building such as a health club or indoor soccer or golf center. If YMCA, code as Community center (45).

47 Another school: Inside or on school grounds of any school other than own school. This includes inside or outside of other elementary and middle schools, high schools, colleges, and junior colleges.

48 Movie theater: Any movie theater even if located in shopping mall.

49 Restaurant: Any restaurant including those offering fast food or wait service.

50 Cultural center: Buildings such as theaters (but not movie theaters), museums and performance space (e.g., dance school).

51 Health care: Doctor or dentist offices, hospitals, clinics, and nursing homes.

52 Other public place indoors: Any other indoor public place such as government building or public library.

53 Social club: Moose Lodge, Elks, Madison Club

54 Indoor lodging: Hotel, motel, rented cabin, camp lodging facilities (i.e., Boy Scout camp).

59 Outdoors, neighborhood: Out and about in the neighborhood, such as when playing in street or sandlot, roller-skating down the sidewalk or riding a bike.

60 Outdoors, recreational: Outdoor areas such as park, zoo, campground, or amusement park.

61 Outdoors, public: Outside of a public building (does not include church and YMCA), such as outside or in the parking lot of a restaurant, mall, or government building downtown

62 Swimming pool: Public or community swimming pool not at a school or health club.

70 In car: Riding in a car as mode of transportation.

71 On bus: Riding in a city, school, or private bus.

72 On train

96 Miscellaneous: e.g., parents; friend's house

97 Unclear

99 Missing

PROGRAM CODES

01 21st Century After-School Program:
May include but not limited to: Site 1: Project Effort
Site 2: Homework Club, Basketball, Hip-Hop, Tutoring, Dance
Site 3: No 21st Century Program

02 School-sponsored program: Extracurricular activities (such as band or soccer) sponsored by the school that are not part of the 21st Century Program.

03 Other programs sponsored by a school district: Programs that do not qualify as 1 or 2.

04 YMCA/YWCA

05 Church-sponsored program (e.g., Friendship House) Either provide a list of these programs or tell coders how they can ascertain that the program is church sponsored. Does not include "going to church" or service of worship, which is not coded an after school program.

06 Community-sponsored sports program: Sports such as karate class or a youth football league that are not sponsored by 21st Century, the YMCA/YWCA, or the school/school district,.

07 Other community-sponsored programs: Community-organized activities such as arts, drama, Boy/Girl Scouts, Boys/Girls clubs.

08 Programs whose sponsorship is unclear

10 Site 1-specific program

20 Site 2-specific program

30 Site 3-specific program

31 Homework Club

99 Missing

ACTIVITY CODES

*<u>Golden Rule</u>: Coders must use common sense. Answers to some items may help to clarify what the participant is doing, including location, who else is around, and in particular, the secondary and/or tertiary activity. Previous and subsequent entries may also help to clarify ambiguous responses. In general, code differently from the exact response only for cases in which it can be definitively concluded that the respondent did not follow the directions as we would have wanted. Beyond such certainties, however, coders should be cautious not to re-interpret what is reported or change the perspective of the respondent. In sum, we want to get what the respondent is actually doing right, but not change his or her perspective on it. When uncertain of the correct code, report it on your Coding Problem Sheet.

<u>Academic Activities</u>

01 Homework: Doing assigned schoolwork.

02 Being tutored: Includes being helped with homework by peers or adults.

03 Tutoring: Tutoring adults or peers or helping others with homework.

04 Academic enrichment: Activities that are academic in nature but not assigned homework such as hands-on science projects, Destination Imagination, or working on a group project.

05 Attending to instruction: Listening to teacher or program staff give instruction, present lessons, or explain, including taking notes (as distinct from group work or active involvement in academic enrichment exercises, coded 13). Does not include social listening.

<u>Organized and Formal Activities</u>

10 Dance: Formal dance, in lesson, class, cheerleading, or production that is taught or supervised.

11 Drama: Participating in a dramatic production such as a skit or play (includes singing if it is part of a dramatic production).

12 Art: Formal art activities (including lessons) such as pottery, painting, and sculpture.

13 Organized music: Participating in an organized musical (instrument or singing) event such as a band or choral concert or lessons (If the music is part of the dramatic performance, code only as 11).

14 Individual practicing for lessons or other enrichment activities: Includes practicing French horn for lessons, dance moves for recital, or drama lines, as well as informal music production such as playing the piano or other instrument for fun.

15 Organized sports: Practices/games for organized sports that are taught, coached, or supervised, such as football, basketball, track, karate, swimming, gymnastics. Coders must use caution not to conclude all sports occurring in schools or community centers are organized rather than informal. Use all available information to make a decision, particularly the time, place, and presence of a coach or program staff.

16 Computer activities, educational/hobbies or interests: Using computer for educational purposes, such as researching a hobby or interest such as stamp collecting on the Internet, or using an on-line dictionary or encyclopedia.

17 Interest groups: Organized groups or clubs at a program or outside program such as chess club, scouts, 4-H, or gardening club.

Recreation, Games and Playing

20 Playing board games/cards: Includes games such as Uno, poker, Risk, and checkers, excluding when part of an interest group (14) such as chess club. Engaged with someone else in collectable cards (sports, Magic, etc.).

21 Fantasy play: Including small-motor play with action figures or dolls, or large-motor play such as playing army, cops and robbers, or Dungeons & Dragons.

22 Fine-motor play: Games or activities that do not require large-motor movement such as building with Legos or Construx, or doing puzzles.

23 Indoor active games: Includes structured games focused on physical movement, such as ping-pong, foosball, pool, air hockey, or darts.

24 Video games: Playing television-based video games such as Nintendo, Gameboy, or Playstation. Does not include computer games, which are coded 65.

25 Playing, undifferentiated: Unspecified playing, specific activity cannot be determined.

26 Informal sports: Unsupervised games such as pick-up basketball and kickball. Use all available information to make a decision as to whether a sport is organized (code 15) or informal, particularly the time, place, and presence of a coach or program staff.

27 Solitary sports: Participating in sports activity on one's own such as practicing lay-ups or tennis serves, kicking around a soccer ball.

28 Outdoor recreation: Outdoor activities such as hunting, fishing, hiking, bird watching, or outdoor games such as croquet or lawn darts. Also includes outdoor recreation such as visiting a zoo or amusement park.

29 Other physical activity: Other large-motor activities such as hide and go seek, riding a scooter, taking a walk, tag, jumping rope. Also includes physical activities done as part of involvement in a service club, such as cutting down trees.

Organized Community Activities

30 Religious social activities: Participating in an activity such as a youth fellowship or church youth group.

31 Religious education: Attending religious class such as catechism or confirmation.

32 Worship/prayer: Participating in or attending a religious service or individual/group prayer.

33 Volunteer work/Social services: Participating in formal volunteer activities or social services without pay, such as helping at a soup kitchen or nursing home or participating in an environmental cleanup. Does not include helping with chores (49) or tutoring (03).

Working, Transportation and Maintenance

40 Babysitting/child care: Child care, defined as doing something with a child of seven or less, whether paid or not. Includes activities such as diapering and feeding a young child even when a responsible adult is present (around but doing something else). If another responsible adult is also doing the main activity, it is not coded as child care.

41 Paid job: A formal paid job (excluding babysitting) such as delivering a newspaper route.

42 Snacks/meals: Eating or drinking at home or away from home, such as at friend's house or restaurant. Does not include meal preparation, which is coded as Chores (49).

43 Transit: Car or Bus Getting from one place to another by car or bus. Does not include transit by bike or walking (code 44).

44 Transit: Walking or Biking Getting from one place to another by walking or riding a bike. Does not include transit by car or bus (code 43), or movement about the neighborhood such as when riding a bike recreationally or taking a walk (which are coded 29, other physical activity). The respondent is usually going "to" somewhere for this code to be used.

45 Grooming: Combing or styling hair, getting dressed, getting a hair cut or having hair done.

46 Personal maintenance: Showering, using the bathroom, etc.

47 Preparing/getting ready for activity: "Getting ready", such as changing clothes or getting dressed in preparation for activity such as basketball practice or swimming, or getting ready for school by organizing backpack the night before.

48 Health care: Having a doctor's check-up, dentist appointment, etc.

49 Chores/errands/helping: Chores or tasks such as running an errand for a parent (excluding shopping, which is coded 87), housework, "tidying up", yard work, setting the table, meal preparation (including waiting as a part of cooking), and laundry. This code also includes smaller instances of helping another, even when it is not a chore. Larger instances of helping, as with volunteer work, are coded 33.

50 Pet care: Taking care of pets including taking for walks and feeding**.**

51 Playing with a pet: **Petting, playing fetch, etc.**

54 Teaching, nonacademic: Teaching someone to dance or play cards.

Leisure, Hobbies and Entertainment

55 Leisure reading: Reading for fun (not as assigned schoolwork), looking at magazines. If the purpose of reading is unclear, code the activity here.

56 Writing: Writing for fun (not as assigned schoolwork), such as writing letters or in a diary.

57 Arts and crafts: Informal arts and crafts activities such as knitting, photography, filming home movie, and painting by number.

58 Dancing: Informal dancing with friends or alone.

59 Singing: Informal singing with friends or alone.

60 Computer activities, recreational: Computer activities for recreational purposes such as playing computer games, using email or instant messenger, or downloading music.

61 Listening to music: Listening to the radio, CDs, or tapes.

62 Watching movie: Watching a movie at a theater only, not at home or school.

63 Watching TV or rented video: Watching TV movie, video or DVD at home or elsewhere.

64 Halloween activity: Trick-or-treating, or any other activity uniquely related to Halloween and difficult to code elsewhere. Does not include buying candy, coded as shopping, or making a jack-o-lantern, coded as arts and crafts.

Social and Delinquent Activities

65 Talking, with parents: Talking, listening, and interacting with parents..

66 Talking, school staff: Talking and interacting with school adults, including teachers and program staff. "Listening" to teachers or staff in a formal enrichment or academic setting is coded 05, attending to instruction.

67 Talking, with siblings: Talking, listening, and interacting with siblings or step-siblings.

68 Talking, with peers: Talking, listening, and interacting (including "hanging out" with friends.

69 Talking, unspecified/with others: Talking, listening, and interacting with people other than parents, school adults, siblings, siblings, or peers. **If the person to whom the participant is speaking is unspecified, it may be determined by the coder if and only if one response is given to Question 5, "Who was doing this activity with you."** This code is used for all other instances in which party to whom one is talking is unspecified or unclear.

70 Talking on the phone: Talking on the phone, all instances.

71 Sexual activity: "Making out", kissing, or other sexual activity.

72 Partying: Attending a party or engaging in partying. If specific information (such as playing board games or dancing) is provided as what the respondent was doing during parting, code the activity as is (i.e., use the "board game" or "dancing" code instead of "partying).

73 Laughing: May include joking or kidding around.

74 Horse Play: Including wrestling, "beating on" friend or sibling while laughing, teasing, and taunting.

75 Verbal argument: Participating in verbal argument as victim or aggressor.

76 Physical fighting: Participating in physical fighting as victim or aggressor.

77 Tobacco use: Smoking cigarettes or cigars.

78 Alcohol and drug use: Including drinking alcohol or using marijuana.

79 Delinquent activities: Law-breaking behavior as shoplifting or stealing a bike.

Discretionary Activities

80 Grooming someone else: Fixing someone else's hair or doing someone else's nails.

81 Passive participation: Watching others without direct interaction, such as watching friends play video games or watching others play informal sports, eavesdropping (if alone).

82 Spectator at organized sports: Watching an organized sporting event, such as a sibling's little league game or a high school football game.

83 Waiting, unoccupied: Unoccupied and doing "nothing" or waiting for an activity to begin, waiting for a ride home. If doing something while waiting, such as reading, or talking, code the other activity. If waiting is a part of a codable activity like cooking, code that activity instead of waiting.

84 Cultural event: Attending a cultural event such as a play or concert, visiting a museum.

85 Watching other entertainment event: Attending another entertainment event that is not a cultural or organized sports event, such as a circus, rodeo, or tractor pull.

86 Recreational shopping: Shopping in stores, window shopping, or trying on clothing at a store as part of recreational or social activity. Generally done with friends, not parents. Includes roaming a mall and standing in line at the store.

87 Intentional shopping: Shopping with a clear purpose in mind, including grocery shopping and buying things for self/others.

88 Miscellaneous shopping: Shopping with an unclear purpose.

89 Arcade games: Playing video games or other such games at a public arcade.

Personal/Miscellaneous

90 Thinking/Daydreaming: Thinking about something without participating in another activity, including planful thought as well as daydreaming, musing or "spacing out."

91 Napping/sleeping: When beeper goes off during sleep, a short or more extended nap, or when "lying down". This code is not used when resting (coded 92).

92. Relaxing/resting/chilling. This codes is not used when lying on the sofa watching TV, reading, or doing some other activity that requires sitting.

93 Being Sick: Used only when no other activity is reported besides being or feeling sick.

94 Crying: Including tantruming or being very upset.

95 Personal, unspecified: Activity that is listed as personal (respondent not willing to reveal what he/she was doing) and does not appear to be personal maintenance (46).

96 Miscellaneous: Any activity that cannot be coded, such as writing on sidewalk with chalk or

admiring photographs. Includes instances of "looking for" something that are difficult to code elsewhere. Also includes all emotional outbursts other than crying or laughing, such as yelling or screaming (if displays of emotion are really apart of another activity, however, code that activity).

97 Unclear: Any response (such as "messing around" in absence of further clarification) that is unclear or incomplete.

98 Nothing

99 Missing

Appendix C

Sample Coded Logbook

1605   **1606**

Time signaled: __4:05__   Time filled out: _4:06__

1. Where were you?

in the cafeteria at school   27

2. Were you at the **after-school program**? (Yes) No   **1**

21ˢᵗ Century   **1**

3. What was the **main** thing you were doing?

homework   01

4. What else were you doing?

eating snack   42

5. Who was **doing** this activity with you? Circle **all** that apply.

No one	Other adults I know
Mom/stepmom	1 friend
Dad/stepdad	(2 or more friends)
Brother/sister Age _____	Other kids
Adult relative	Boyfriend/girlfriend
Child relative Age _____	Anyone else? Who?
(Teacher(s))	_____
Program staff	_____

6. Who else was around but doing something else?

No one	Other adults I know
Mom/stepmom	1 friend
Dad/stepdad	2 or more friends
Brother/sister Age _____	(Other kids)
Adult relative	Boyfriend/girlfriend
Child relative Age _____	Adults I don't know
Teacher(s)	Anyone else? Who?
(Program staff)	_____

7. Circle an answer for **each** question about what you were doing.

	Not at all	Some what	Pretty much	Very much	
a. How much choice did you have about this activity?	1	(2)	3	4	
b. How important was this activity to you?	1	2	(3)	4	
c. Was it interesting?	1	2	3	(4)	
d. Was it challenging?	1	2	(3)	4	
e. Did you enjoy what you were doing?	1	2	3	4	**9**
f. How hard were you concentrating?	1	2	(3)	4	
g. Were you using your skills?	1	2	(3)	4	
h. Did you wish you were doing something else?	1	2	(3)	4	

8. How were you feeling when you were signaled? Circle an answer for **each** feeling.

	Not at all	A little	Some what	Very much	
Lonely	(1)	2	3	4	
Happy	1	2	(3)	4	
Angry	(1)	2	3	4	
Stressed	1	(2)	3	4	
Excited	(1)	2	3	4	
Bored	1	(2)	3	4	
Scared	(1)	2	3	4	
Sad	(1)	2	3	4	
Relaxed	1	(2)	(3)	4	**3**
Proud	1	(2)	3	4	
Worried	1	(2)	3	4	

Appendix D

Coding Problem Sheet

Experience Sampling Study 2001-02: Coding Problem Sheet

Coder ID: _____

Date completed: _____

Student ID	Date	Cl*	Q	Description	Resolution	Entry Date

* W=White; B=Blue; P=Pink; Y=Yellow; G=Green

Appendix E

Logbook Status Sheet

Experience Sampling Study 2001-02: Logbook Status Sheet

Student ID	School ID	Site ID	# bool	Date coded (1st)	Coder ID (1st)	Date coded (2nd)	Coder ID (2nd)	Date entered (1st)	Date entered (2nd)