A Proctor's Guide to Measuring Behaviors • Knowledge • Attitudes
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Questions? All questions regarding this Proctor Guide or the KAN-Q in general should be directed to Theresa LeGros of the University of Arizona SNAP-Ed Evaluation Team at drejza@email.arizona.edu, (520) 626-8766.


This material was funded by the US Department of Agriculture Supplemental Nutrition Assistance Program – Education (SNAP-Ed) through the Arizona Nutrition Network within the Arizona Department of Health Services (Agreement No. ADHS16-099661). This institution is an equal opportunity provider.

The University of Arizona SNAP-Ed Evaluation Team operates out of the University of Arizona, College of Agriculture and Life Sciences, Department of Nutritional Sciences.
The KAN-Q at a Glance

What is the KAN-Q?
- Kids’ Activity and Nutrition Questionnaire
- Measures nutrition and activity behaviors, knowledge, and attitudes

What's in this Proctor Guide?
- Guidelines for using the KAN-Q
- Essential information for consistent administration of the KAN-Q
- Standard responses to potential questions from students
- Suggestions for data analysis
- Appendices with printable materials and a sample KAN-Q

Considerations for Use
- The KAN-Q is appropriate for use with fourth through eighth grades.
- The KAN-Q is ideal to pair with interventions that include both nutrition and physical activity elements.

Proper attribution is required for the University of Arizona SNAP-Ed Evaluation Team using:

- The KAN-Q takes under 30 minutes to administer in a classroom/similar setting.
- The fonts and images help to engage respondents while prompting more accurate responses.
- The KAN-Q was developed using a multi-year validation process, including reliability testing. It has a Flesch-Kincaid readability score of 2.6 to accommodate students below 4th grade reading level.
- For SNAP-Ed agencies, the KAN-Q:
  - Aligns with nutrition and physical activity topics addressed in SNAP-Ed.
  - Measures indicators included in the national SNAP-Ed Evaluation Framework (ST1, ST3, MT1, MT3).
Part 1. Deciding to Use the KAN-Q

the KAN-Q assesses students’ knowledge, attitudes, and behaviors related to the Dietary Guidelines for Americans\(^1\) and the Physical Activity Guidelines for Americans\(^2\). While the tool is not specific to the Supplemental Nutrition Assistance Program – Education (SNAP-Ed), it was designed in response to the SNAP-Ed need for a short, valid, and easy-to-administer tool for measuring kids’ nutrition and activity.

We recommend that those interested in using the KAN-Q review the instrument against the goals and objectives of the program or lessons being assessed to ensure alignment. Below is a checklist designed to help you decide whether the KAN-Q may be an appropriate tool for use with your program:

- I am assessing kids in fourth to eighth grades (usually 9-14 years old).
- I want to measure the nutrition and physical activity of individual youth.
- I do not need to include biometric measurements (e.g., BMI, weight).
- The items measured by the KAN-Q are targeted by my program.
- A pencil-and-paper instrument works for me.
- Self-report and recall are acceptable data sources for my purposes.
- I will provide proper attribution for the University of Arizona SNAP-Ed Evaluation Team using the following citation:


- (optional) I am interested in measuring these indicators from the national SNAP-Ed Framework: ST1, ST3, MT1, MT3.

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Part 2. Proctor Guidelines for Administering the KAN-Q

Planning. Before administering the KAN-Q, it is important to outline a delivery model and train proctors for consistent and successful administration.

The KAN-Q can be used in a variety of ways, however the most common is the pre-post model. In this model, the KAN-Q is delivered once before an intervention begins and again after the intervention is completed.

Proctor training can include any or all of the following:

- Review of this Proctor Guide
- Formal training based on this Proctor Guide
- A KAN-Q Proctor Certification Quiz based on this Proctor Guide
- Proctor Observation/Feedback

Scheduling. The KAN-Q includes behavior questions that ask children about what they did the day prior, or “yesterday” questions. Thus, to capture kids’ behaviors on a typical school day, the KAN-Q should be administered on a day following a school day (Tuesday-Friday). If Monday is a holiday, proctors should plan for Wednesday, Thursday, or Friday. The previous week should also be a school week.

Be sure to schedule sufficient time for administering the KAN-Q. It generally takes 20-25 minutes to complete the entire process, which includes: giving students the instructions, passing out questionnaires, allowing students sufficient time to complete questionnaires, and collecting them. Some children will take longer, so building in additional time (e.g., a 30-minute window) can be helpful.

Finally, if classroom teachers or other staff will aid in classroom management, be sure to share the “DOs and DON’Ts of Proctoring” in advance of your arrival. These are covered in the next section, and Appendix A includes a printable version.
Proctoring. The KAN-Q (Appendix B) is designed to be printed in booklet format and completed in pencil. To avoid the possibility of students influencing one another’s responses, they should be directed to complete the KAN-Q without talking. However, students should also be encouraged to raise their hand if they have any questions for the proctor.

Below is a list of DOs and DON’Ts for proctoring the KAN-Q in a classroom or similar setting. If a classroom teacher, aide, or other staff will be assisting in classroom management or answering student questions, have them review a printed version of this list (available in Appendix A).

### DOs and DON’Ts of Proctoring the KAN-Q

- **DO clarify or repeat instructions for students**
- **DO read survey aloud if needed**
- **DO define or translate words**
- **DO use aides for crowd control after they read this list**
- **DO add any comments about the proctoring experience to the back of the questionnaire**

- **DON’T influence students’ answers by giving hints for knowledge questions**
- **DON’T influence students’ answers by showing favoritism for a particular response**
- **DON’T allow students to confer about questions**
- **DON’T single out students who struggle to understand a question**

Student comprehension of KAN-Q items may vary by age or other factors, such as familiarity with English. We encourage proctors to help students understand the questions by reading them aloud, or by translating or defining words. However, it is important to never influence students’ responses by emphasizing a particular answer choice or showing favoritism based on a student’s answer. For example, if a student reports “I ate vegetables 5 or more times yesterday,” the proctor should not praise the student during KAN-Q administration. If something occurs during the proctoring experience that you feel may have influenced responses, it is a good practice to note the details on the back of the KAN-Q.
How you proctor will depend upon your particular project, study design, setting, and target audience. The following is a list of suggested steps for quality data collection based upon our experiences as KAN-Q proctors and data analysts.

**Step 1.** Before handing out the KAN-Q, introduce yourself and the questionnaire to the class. Review all disclaimer bullets on the KAN-Q’s front page, and ask students for their verbal assent, i.e., if they would like to participate.

**Step 2.** Either pass out the surveys or continue with more detailed instructions before handing out surveys. Regardless of which method you choose, do the following before students begin:

- Let students know that they should only use pencil.
- Let students know they can raise their hand at any time to ask you questions, but they cannot talk to each other or share answers while taking the survey.
- Explain that “yesterday” questions include all of the hours that students were awake on the previous day, from the time they woke up in the morning to the time they fell asleep at night.

Students will also need examples of how to answer questions. Proctors should always give one or more examples of a question and answer before students start. An example is provided in the callout box on the next page (page 7).

After offering one or more examples of how to answer questions, different methods may be used with different audiences. We suggest some methods below depending on students’ ages and comprehension level. If you begin with one method but find that students are not responding well, it is okay to shift to another method.

1. **Guiding Method.** Read each question aloud with the class. Younger grades may need this extra guidance, but be sure students are not sharing responses as they go.

2. **Reinforcement Method.** Read through question subsets as students progress through the survey. This may reduce the number of clarifying questions you receive. Allow students to move ahead at a faster pace if they prefer.

3. **Self-Directed Method.** Allow students to work independently after hearing the example(s). This works well with older students.
Step 3. Walk around the room and respond to students’ questions as needed. Common problems when kids self-report their nutrition and activity behaviors on surveys like the KAN-Q include:

- **Omission** (leaving out what they ate or did)
- **Intrusion** (reporting doing something they didn’t do)
- **Misreporting** (reporting incorrect amounts of consumption or activity)

Your guidance as the survey proctor can make a substantial difference in collecting accurate information. Use prompts and the question-by-question guidance in the next section to help overcome these challenges.

Step 4. Collect completed questionnaires. You may prefer to do this at one time or as students finish. We have found that it helps to collect them as students finish to (1) avoid crowding, (2) allow students who move more slowly to complete the KAN-Q at their own pace, and (3) allow proctors to check that students’ full names are printed clearly in the text boxes. Note: Proctors do NOT need to check for other answers, as students have the option of choosing to skip responses or stop taking the survey at any time.

To avoid distractions for those still completing the KAN-Q, it helps to have students who finish early do quiet reading or other activities.

**EXAMPLE**

Let’s look at # 4, “Yesterday, did you eat any white macaroni, noodles, bread, tortillas, or rice.” Say Elena had a slice of whole grain toast with jelly for breakfast, macaroni and cheese for lunch, and a chicken quesadilla wrapped in a flour tortilla for dinner. Which answer should Elena choose?

- For breakfast, she ate 0, because her toast was whole grain.
- For lunch, she had 1 because the macaroni counts.
- For dinner, she had 1 for the tortilla.

This means Elena will choose “Yes, I ate one of these foods two times yesterday.” She’ll be able to count her whole grain toast as a “1” for the next question, #5, which asks about whole grains.
# Part 3. Question-By-Question Guidance

<table>
<thead>
<tr>
<th>Topic</th>
<th>KAN-Q Item</th>
<th>Description and Data Analysis</th>
<th>Standard Responses to Student Questions</th>
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<tbody>
<tr>
<td>Write your first and last name. Put one letter in each box.</td>
<td>Names enable pre-post pairing of individual responses to measure changes at the individual level.</td>
<td>Do I have to write my name? Note: Your answer will depend on whether data will be paired for individual students.</td>
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<tr>
<td>Demographics</td>
<td>1. How old are you?</td>
<td>Helps to ensure that the right ages take the KAN-Q. This information can also be used in data analysis to see if outcomes vary by age.</td>
<td>Can I put 10 since my birthday is tomorrow, and I'm turning 10? No, you should choose the option that describes your age on the day you are taking the KAN-Q.</td>
</tr>
<tr>
<td>Demographics</td>
<td>2. What grade are you in?</td>
<td>Helps to ensure that the right grades take the KAN-Q. This information can also be used in data analysis to see if outcomes vary by grade.</td>
<td>This is summer school, so do I put last year's or next year's grade? Choose the grade level you have just completed last year.</td>
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<tr>
<td>Demographics</td>
<td>3. Are you a boy or girl?</td>
<td>This information can be used in data analysis to see if outcomes vary by gender.</td>
<td>What should I put if I am LGBTQ? Choose the gender that you identify with, or skip.</td>
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<td><strong>Grains</strong></td>
<td>4. <em>Yesterday,</em> did you eat any <em>white</em> macaroni, noodles, bread, tortillas, or rice?</td>
<td>“White” represents refined grains and helps to enhance students’ understanding of the question. “Dark” is a proxy for whole grains. Photos provide important visual cues to knowing what “counts” for questions 4 and 5. Data analysis can include the proportion of whole to refined grains consumed for comparison against the USDA recommendation to make at least half of all grains whole.</td>
<td><strong>White or whole grain?</strong> &lt;br&gt;My corn/hard-shelled tortilla was yellow. These are usually refined grains, so count it as white unless you know it was made with whole grains or whole corn. Where do I put wheat bread? If it was whole wheat bread, it counts as a whole grain. If it was not whole wheat, it counts as a white grain. Chow mein looks brown. That’s usually because of sauces, so that counts as a white noodle.</td>
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<td><strong>Grains</strong></td>
<td>5. <em>Yesterday,</em> did you eat any <em>dark or whole grain</em> macaroni, noodles, bread, tortillas, or rice?</td>
<td>Photos provide important visual cues to answer questions 6 and 7. Answers from 6 and 7 can be combined to better understand how much and what type of milk kids are drinking. This information can be used to compare against USDA recommendations. The frequency of “I don’t know” responses in number 6 can also be used to gauge learning/awareness.</td>
<td>What type of milk does the cafeteria serve? Teachers or the class may know; you may share that information with students. What type of milk has a red cap? Each company is different. If you can’t remember, you can choose “I don’t know.”</td>
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<td><strong>Dairy</strong></td>
<td>6. <strong>What type of milk do you drink most of the time?</strong> Choose only one. Do not use cap color to pick the type of milk you drink.</td>
<td>Photos provide important visual cues to answer questions 6 and 7. Answers from 6 and 7 can be combined to better understand how much and what type of milk kids are drinking. This information can be used to compare against USDA recommendations.</td>
<td>I had a smoothie for lunch. Does that count? If it was made with milk or yogurt, yes. If it was made with only fruit and ice, no. I drink soy milk. Does that count? Yes, substitutes for dairy milk can be counted here.</td>
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<td><strong>Dairy</strong></td>
<td>7. <em>Yesterday,</em> did you eat or drink any milk, yogurt, or cheese? You can count flavored milk, soy milk, and drinks made with yogurt.</td>
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<td>8. Did you eat any vegetables <strong>yesterday</strong>? You <strong>can</strong> count mashed potatoes and beans. <strong>Do not</strong> count french fries or chips.</td>
<td>It is difficult to estimate number of cups consumed, so number of <strong>times</strong> consumed is used for answers. For data analysis, “times” can be translated to servings but not to cups because cups vary widely by type of vegetable consumed (e.g., fresh vs. creamed spinach).</td>
<td>Are beans (or another legume) a vegetable? <strong>Peas are vegetables. For other beans/legumes, we also recommend having kids consistently count these as vegetables.</strong> Note: We acknowledge that legumes can fall into the protein group, especially for vegetarians, but the KAN-Q does not include legumes in the protein question.</td>
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<td>9. <strong>Yesterday,</strong> did you eat any fruit? You <strong>can</strong> count all fresh, frozen, canned or dried fruits. <strong>Do not</strong> count fruit juice.</td>
<td>It is difficult to estimate number of cups consumed, so number of <strong>times</strong> consumed is used for answers. For data analysis, “times” can be translated to servings but not to cups because cups vary widely by type of fruit consumed (e.g. grapes vs. raisins).</td>
<td>Is a pepper, tomato, etc. a fruit or vegetable? <strong>Vegetable. Count peppers, cucumbers, tomato sauce, and other foods used mostly in main dishes as vegetables. Foods with more natural sugar count as fruit.</strong> Note: Kids may have learned scientific definitions of fruits as having seeds. Please explain that teachers are right, but that the KAN-Q uses the culinary (or cooking) definition.</td>
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<td>10. <strong>Yesterday</strong> did you eat any fish, eggs, nuts or peanut butter?</td>
<td>Protein foods in this question are not exhaustive but include items promoted by the USDA as nutrient-rich. By excluding chicken and red meat, the question negates the need for kids to determine whether it was “lean meat” or had a certain percent fat.</td>
<td>Does shrimp or lobster count? <strong>Yes, any seafood counts, including tuna fish and other canned fish.</strong> Does almond butter count? <strong>Yes, any nut butter or variety of nut counts here.</strong></td>
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<tr>
<td>Limit</td>
<td>11. <em>Yesterday,</em> did you drink any regular (not diet) soda, sports drink, juice box, or other sugary drink? <em>Do not count 100% fruit juice.</em></td>
<td>It is difficult for kids to estimate number of ounces consumed, so number of times drank is used here. For data analysis, “times” should NOT be considered equivalent to ounces. Instead, we recommend a pre-post comparison of number of times and/or comparing the proportion of sugar-sweetened beverages consumed to water consumed. The “limit” icon is used here to reflect the idea of limiting sugary drinks in favor of water.</td>
<td>Does fruit punch, apple juice, flavored water, iced tea, diet soda, etc., count? If it had added sugar, yes. If juices were 100% fruit juice, no. If you’re not sure if it was 100% juice, include the juice here. Do NOT count unsweetened teas and diet/zero-calorie drinks.</td>
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<td>Limit</td>
<td>12. <em>Yesterday,</em> did you drink any water?</td>
<td>Does drinking out of the water fountain count? If you drank for a long time, for example 8-10 seconds, then yes. If you just took a quick sip, then no.</td>
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<td>Activity</td>
<td>13. How many hours did you watch TV when you were NOT in school yesterday?</td>
<td>Questions 13 and 14 measure how much time kids spent being sedentary the previous day. The items do NOT include time sleeping or time spent sitting while in school. For data analysis, responses can be examined separately or combined to represent “total time spent being sedentary.” The number of sedentary hours can also be compared against national guidelines and/or the amount of time kids spent being active (measured in question 15).</td>
<td>I watched TV on my computer. Do I count that here? Yes, you can count that here or in the next question, but not in both questions.</td>
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<tr>
<td>Activity</td>
<td>14. How many hours did you use a computer, phone, or tablet or play video games when you were NOT in school yesterday?</td>
<td>I can’t remember exactly how long I spent on my phone. What should I put? It’s okay if you estimate. Just try to answer as honestly as you can from what you remember.</td>
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<td><strong>Activity</strong></td>
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<td>This question is designed to measure how active kids are before, during, and after school and on weekends.</td>
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<td>The Physical Activity Guidelines for Americans recommend that kids get at least 60 minutes of daily moderate- or vigorous-intensity physical activity, however it is difficult to ask kids to recall specific amounts or levels of activity. To address this, question 15 asks about types of activity by day and general time of day. Photos provide important visual cues to knowing what “counts” as physical activity. For data analysis, responses can be analyzed as is using number of days/times active. Or, responses may be translated to minutes of activity using low-range estimates and then compared against the national recommendation. For example, it may be appropriate to designate 15 minutes for recess, 30 minutes for PE, and 60 minutes for team sports. If used, it is important to justify estimates and keep them consistent.</td>
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<td>I was absent on Monday but my class had PE. What should I put?</td>
<td>This is about your physical activity, so you would not mark Monday. Note: If a student reports being sick/absent the previous week, direct them to NOT mark activity on those days even if they typically do the activity. I was absent last Friday for a wrestling tournament (or other sport). What should I put? You can choose “Team Sport” for Friday and leave the other Friday options blank.</td>
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<td>I bike (or walk/ride my scooter) to school every morning. Does that count for before school? Yes. Note: The same applies to active travel home from school (after school activity). I do a Run Club at school, but it’s after school. Where do I put that? After school Note: After school activities can take place at home, on the school campus, or elsewhere.</td>
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| **Vegetables** | 16. How much of your plate at meals should be fruits and vegetables? | Questions 16 & 17 measure MyPlate knowledge of fruits and vegetables and grains. The correct answer for both questions is “about half.” In data analysis, correct responses can be used to determine knowledge. Other pre-post analyses can explore: • proportions of “I don’t know” responses (fewer of these responses may reflect learning) • whether responses shift toward more, which may indicate heightened awareness of the importance of these food groups | I never learned this. Should I guess?  
No, you can choose the “I don’t know” option if you never learned it.  
Note: If students think they did learn this, they should attempt a response. |
| **Fruits** | 17. How much of the grains that most kids eat should be made with whole grains? Grains are foods like bread, cereal, rice, and noodles. | | |
| **Grains** | 18. What type of milk should most kids drink most of the time? | The correct answer is “1% (low fat) or fat free milk, or soy milk with added calcium.” Data analysts can use correct responses and “I don’t know” responses. | I’m not supposed to eat grains/drink milk/do PE because of [condition here], so what should I put?  
The question is about what most kids should get each day, but recommendations change for those who have certain conditions. So for this question, you would put what you think the recommended amount is, or you can pick I don’t know.  
Note: Proctors should be sensitive to conditions that may limit kids’ diet or physical activity - do NOT use the world “normal” in your response, and avoid calling attention to the child as not like “most kids” or the specific condition in your reply. |
<p>| <strong>Dairy</strong> | | | |
| <strong>Activity</strong> | 19. How many minutes of physical activity or exercise should most kids get each day? | The correct answer is “60 minutes (1 hour).” Data analysts can use correct responses, “I don’t know” responses, and explore whether responses shift toward greater amount of time. | |</p>
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<tr>
<td>Fruits</td>
<td>20. How do you feel about eating fruit?</td>
<td>These questions are designed to measure kids' attitudes about key MyPlate food groups and physical activity. Together with the knowledge questions, they provide information related to intermediate factors that can influence behavior change. Data analysts should consider movement toward a more favorable attitude in pre-post models.</td>
<td>I really like some vegetables like potatoes and green beans, but I hate a lot of other vegetables like broccoli. What should I put? If you like some vegetables so much that you eat them every day, you can put, “I really like to eat vegetables.” If you avoid eating vegetables on some days because you don’t like the choices, you should put “I kind of like to eat vegetables.” Note: This response applies to all other attitudes questions as well.</td>
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<tr>
<td>Vegetables</td>
<td>21. How do you feel about eating vegetables?</td>
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<tr>
<td>Grains</td>
<td>22. How do you feel about eating foods made with whole grains, like brown rice or dark bread?</td>
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<tr>
<td>Dairy</td>
<td>23. How do you feel about drinking milk low in fat, like fat free or 1% milk?</td>
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<td>I have [condition here] that limits my [physical activity/dairy/fruit/whole grain consumption], so what should I put? Kids with disabilities that limit physical activity can still enjoy/not enjoy certain types of activity, so they should just answer honestly. If kids have nutrition-related restrictions, they can skip the question (e.g., a lactose-intolerant student can skip the dairy question). Note: Proctors should be sensitive to conditions that may limit kids’ diet or physical activity. Be sure to respect confidentiality when you answer, and do not bring up a condition or disability unless the student asks about it.</td>
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<tr>
<td>Activity</td>
<td>24. How do you feel about having drinks low in sugar, like water or plain white milk?</td>
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<tr>
<td>Activity</td>
<td>25. How do you feel about doing physical activity?</td>
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Note: This response applies to all other attitudes questions as well.
Appendix A: DOs and DON’Ts of Proctoring the KAN-Q
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✓ **DO** clarify or repeat instructions for students
✓ **DO** read survey aloud if needed
✓ **DO** define or translate words
✓ **DO** use aides for crowd control after they read this list
✓ **DO** add any comments about the proctoring experience to the back of the questionnaire

✗ **DON'T** influence students’ answers by giving hints for knowledge questions
✗ **DON'T** influence students’ answers by showing favoritism for a particular response
✗ **DON'T** allow students to confer about questions
✗ **DON'T** single out students who struggle to understand a question
Appendix B: Sample KAN-Q
Kids’ Activity and Nutrition Questionnaire

The Arizona Nutrition Network wants to learn about what kids your age eat, and how they are active. This survey asks questions about your food choices and exercise. Your answers will help make the program the best it can be. We will ask you to take the survey at two different times. Each time, it will take you about 20 minutes.

• Taking part in this survey is up to you. Your choice will not affect your grades in school. Your choice will not affect whether you can do any school or summer activities.

• If you do not want to answer a question, you can skip it.

• You can stop taking the survey at any time.

• No one at school or at home will see your answers.

• We do not know of any risks or benefits to doing this survey.

Write your first and last name. Put one letter in each box.

Please use a pencil to bubble in your answers.

SAMPLE

Champions for Change
Arizona Nutrition Network
Kids’ Activity and Nutrition Questionnaire

1. How old are you?
   - 8
   - 9
   - 10
   - 11
   - 12
   - 13
   - 14
   - 15

2. What grade are you in?
   - 3rd
   - 4th
   - 5th
   - 6th
   - 7th
   - 8th

3. Are you a boy or girl?
   - Girl
   - Boy

4. Yesterday, did you eat any white macaroni, noodles, bread, tortillas, or rice?
   - No. I did not eat any of these foods yesterday.
   - Yes. I ate one of these foods 1 time yesterday.
   - Yes. I ate one of these foods 2 times yesterday.
   - Yes. I ate one of these foods 3 times yesterday.
   - Yes. I ate one of these foods 4 times yesterday.
   - Yes. I ate one of these foods 5 or more times yesterday.

5. Yesterday, did you eat any dark or whole grain macaroni, noodles, bread, tortillas, or rice?
   - No. I did not eat any of these foods yesterday.
   - Yes. I ate one of these foods 1 time yesterday.
   - Yes. I ate one of these foods 2 times yesterday.
   - Yes. I ate one of these foods 3 times yesterday.
   - Yes. I ate one of these foods 4 times yesterday.
   - Yes. I ate one of these foods 5 or more times yesterday.

6. What type of milk do you drink most of the time?
   - Choose only one. Do not use cap color to pick the type of milk you drink.
   - Whole milk
   - 2% reduced fat milk
   - 1% (low fat) or fat free milk
   - Soy, almond, rice, or other milk
   - I never drink milk.
   - I don’t know.
7. **Yesterday**, did you eat or drink any milk, yogurt, or cheese? You can count flavored milk, soy milk, and drinks made with yogurt.

- **No.** I did not eat any of these foods yesterday.
- **Yes.** I had milk, yogurt or cheese 1 time yesterday.
- **Yes.** I had milk, yogurt or cheese 2 times yesterday.
- **Yes.** I had milk, yogurt or cheese 3 times yesterday.
- **Yes.** I had milk, yogurt or cheese 4 times yesterday.
- **Yes.** I had milk, yogurt or cheese 5 or more times yesterday.

8. Did you eat any vegetables **yesterday**? You can count mashed potatoes and beans. Do not count french fries or chips.

- **No.** I did not eat any vegetables yesterday.
- **Yes.** I ate vegetables 1 time yesterday.
- **Yes.** I ate vegetables 2 times yesterday.
- **Yes.** I ate vegetables 3 times yesterday.
- **Yes.** I ate vegetables 4 times yesterday.
- **Yes.** I ate vegetables 5 or more times yesterday.

9. **Yesterday**, did you eat any fruit? You can count all fresh, frozen, canned or dried fruits. **Do not** count fruit juice.

- **No.** I did not eat any fruit.
- **Yes.** I ate fruit 1 time yesterday.
- **Yes.** I ate fruit 2 times yesterday.
- **Yes.** I ate fruit 3 times yesterday.
- **Yes.** I ate fruit 4 times yesterday.
- **Yes.** I ate fruit 5 or more times yesterday.

10. **Yesterday** did you eat any fish, eggs, nuts or peanut butter?

- **No.** I did not eat any of these foods yesterday.
- **Yes.** I ate one of these foods 1 time yesterday.
- **Yes.** I ate one of these foods 2 times yesterday.
- **Yes.** I ate one of these foods 3 times yesterday.
- **Yes.** I ate one of these foods 4 times yesterday.
- **Yes.** I ate one of these foods 5 or more times yesterday.
11. **Yesterday**, did you drink any regular (not diet) soda, sports drink, juice box, or other sugary drink? Do not count 100% fruit juice.

- **No.** I did not drink any of these drinks yesterday.
- **Yes.** I had a drink like this 1 time yesterday.
- **Yes.** I had a drink like this 2 times yesterday.
- **Yes.** I had a drink like this 3 times yesterday.
- **Yes.** I had a drink like this 4 times yesterday.
- **Yes.** I had a drink like this 5 or more times yesterday.

12. **Yesterday**, did you drink any water?

- **No.** I did not drink water yesterday.
- **Yes.** I drank water 1 time yesterday.
- **Yes.** I drank water 2 times yesterday.
- **Yes.** I drank water 3 times yesterday.
- **Yes.** I drank water 4 times yesterday.
- **Yes.** I drank water 5 times yesterday.
- **Yes.** I drank water 6 times yesterday.
- **Yes.** I drank water 7 times yesterday.
- **Yes.** I drank water 8 or more times yesterday.

13. How many hours did you watch TV when you were **NOT in school yesterday**?

- I did not watch TV yesterday.
- Less than one hour
- 1 hour
- 2 hours
- 3 hours
- 4 hours
- 5 hours
- 6 hours or more

14. How many hours did you use a computer, phone, or tablet or play video games when you were **NOT in school yesterday**?

- I did not use these things or play video games yesterday.
- Less than one hour
- 1 hour
- 2 hours
- 3 hours
- 4 hours
- 5 hours
- 6 hours or more
15. What physical activities did you do last week? Physical activity makes your heart beat fast and makes you breathe hard. It includes PE, basketball, soccer, running around, dancing, other sports, exercise, or similar activities. All of the kids in the pictures above are doing physical activities.

**Bubble in all of the days that you were active last week.**

I was active **before school** on these days last week. Do not include team sports.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

I was active **during recess at school** on these days last week.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

I was active **during PE at school** on these days last week.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

I was active **after school** on these days last week. Do not include team sports.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

I played a **team sport** on these days last week.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

I was active **during the weekend** on these days last week.

- Saturday
- Sunday
16. How much of your plate at meals should be fruits and vegetables?

- None
- Some
- About half
- Most
- All
- I don't know.

17. How much of the grains that most kids eat should be made with whole grains? Grains are foods like bread, cereal, rice, and noodles.

- None
- Some
- About half
- Most
- All
- I don’t know.

18. What type of milk should most kids drink most of the time?

- Whole milk
- 2% reduced fat milk
- 1% (low fat) or fat free milk, or soy milk with added calcium
- I don’t know.

19. How many minutes of physical activity or exercise should most kids get each day?

- 15 minutes or less
- 30 minutes
- 45 minutes
- 60 minutes (1 hour)
- I don’t know.
20. How do you feel about eating fruit?
   - I really like to eat fruit.
   - I kind of like to eat fruit.
   - I don't like to eat fruit.
   - I really don't like to eat fruit.
   - I'm not sure if I like to eat fruit.

21. How do you feel about eating vegetables?
   - I really like to eat vegetables.
   - I kind of like to eat vegetables.
   - I don't like to eat vegetables.
   - I really don't like to eat vegetables.
   - I'm not sure if I like to eat vegetables.

22. How do you feel about eating foods made with whole grains, like brown rice or dark bread?
   - I really like to eat whole grain foods.
   - I kind of like to eat whole grain foods.
   - I don't like to eat whole grains foods.
   - I really don't like to eat whole grain foods.
   - I'm not sure if I like to eat whole grain foods.

23. How do you feel about drinking milk low in fat, like fat free or 1% milk?
   - I really like to drink low fat milk.
   - I kind of like to drink low fat milk.
   - I don't like to drink low fat milk.
   - I really don't like to drink low fat milk.
   - I'm not sure if I like to drink low fat milk.

24. How do you feel about having drinks low in sugar, like water or plain white milk?
   - I really like drinks low in sugar.
   - I kind of like drinks low in sugar.
   - I don't like drinks low in sugar.
   - I really don't like drinks low in sugar.
   - I'm not sure if I like drinks low in sugar.

25. How do you feel about doing physical activity?
   - I really like to do physical activity.
   - I kind of like to do physical activity.
   - I don't like to do physical activity.
   - I really don't like to do physical activity.
   - I'm not sure if I like to do physical activity.
Kids’ Activity and Nutrition Questionnaire

That’s the END of the survey! Thanks for answering the questions.

Information for Adults

This material was funded by USDA’s Supplemental Nutrition Assistance Program - SNAP through the Arizona Nutrition Network. This institution is an equal opportunity provider. AzNN-2017

More information about the KAN-Q may be found in the following publication: LeGros TA, Hartz VL, Jacobs LE. Reliability of a Kid’s Activity and Nutrition Questionnaire for School-Based SNAP-ED Interventions as Part of a Tiered Development Process. Journal of Nutrition Education and Behavior. 2017; 49:125-129


May 2017