

Use of Daily Diaries in Research on Families and Children

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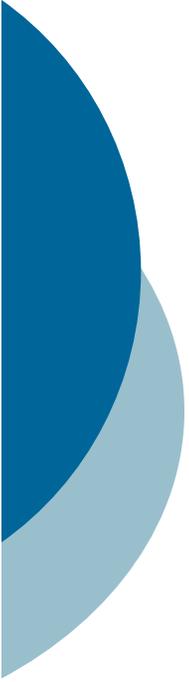
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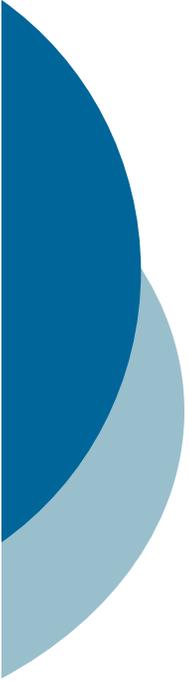
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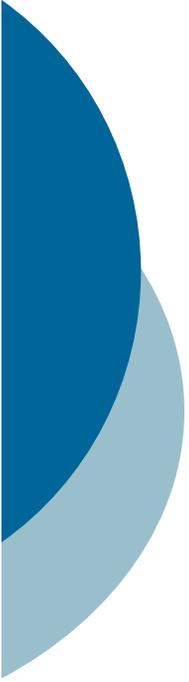
What is a Daily Diary Study?

- an assessment of daily experience across multiple days
- reporting takes place multiple times at different types of intervals
- generally quantitative, but this is not necessary
- one type of the class of methods tapping everyday experience



Why a Diary Study?

- close assessment of daily experience and the rhythm of everyday life
- co-occurrence of experience, behaviors, and well-being
- examine balancing, reactivity and coping in daily life
- deal with confounds in traditional methods



Examples

Bolger & Zuckerman (1995), *JPSP*.

- young adults high in neuroticism not only report more stressful events, they are also more reactive to those events when they occur

Bolger & Zuckerman (1995)

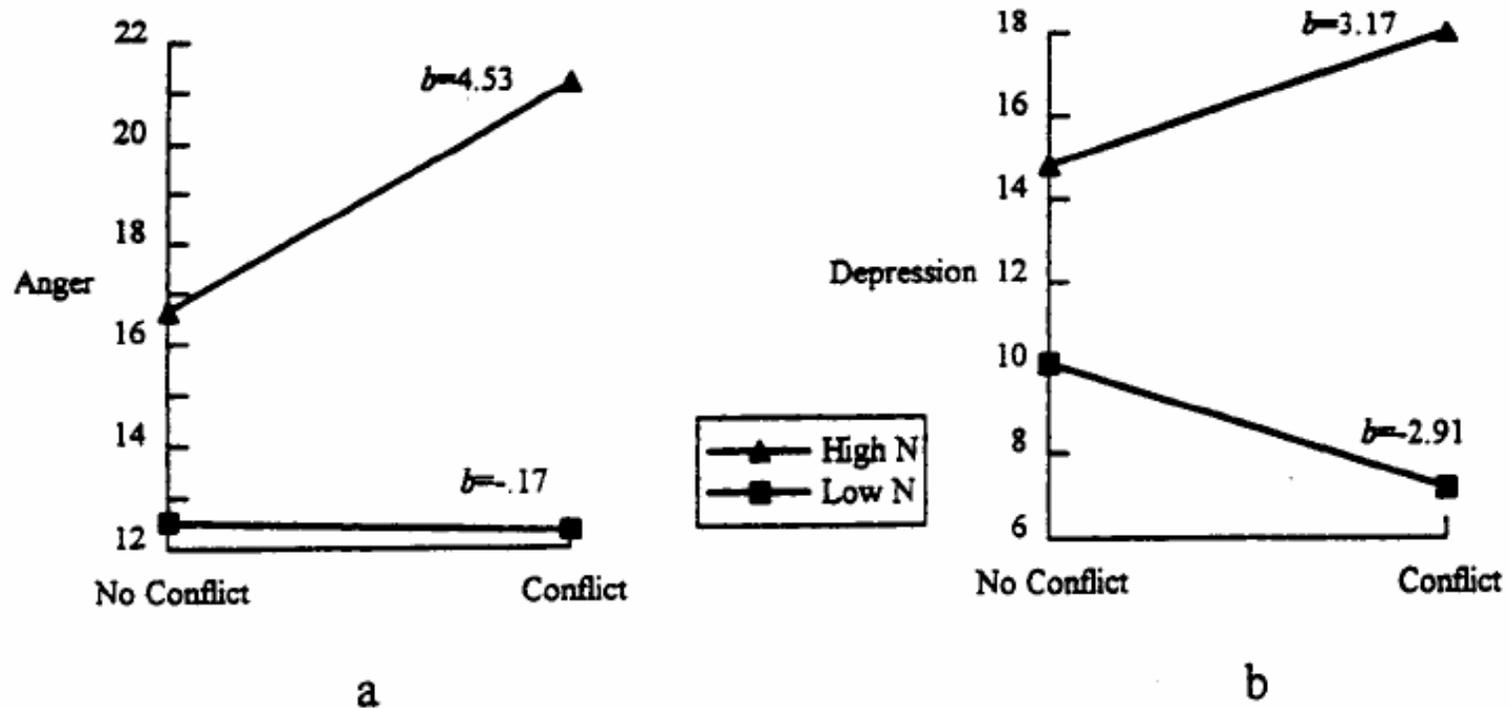
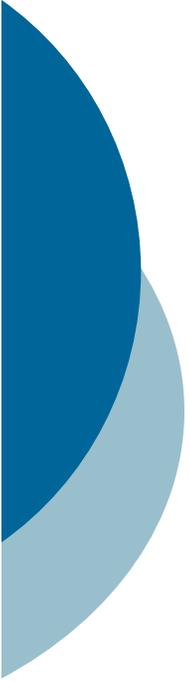


Figure 6. Effect of interpersonal conflicts at day t on distress at day $t + 1$, controlling for distress at day t for high- and low-neuroticism participants: results for (a) anger and (b) depression.

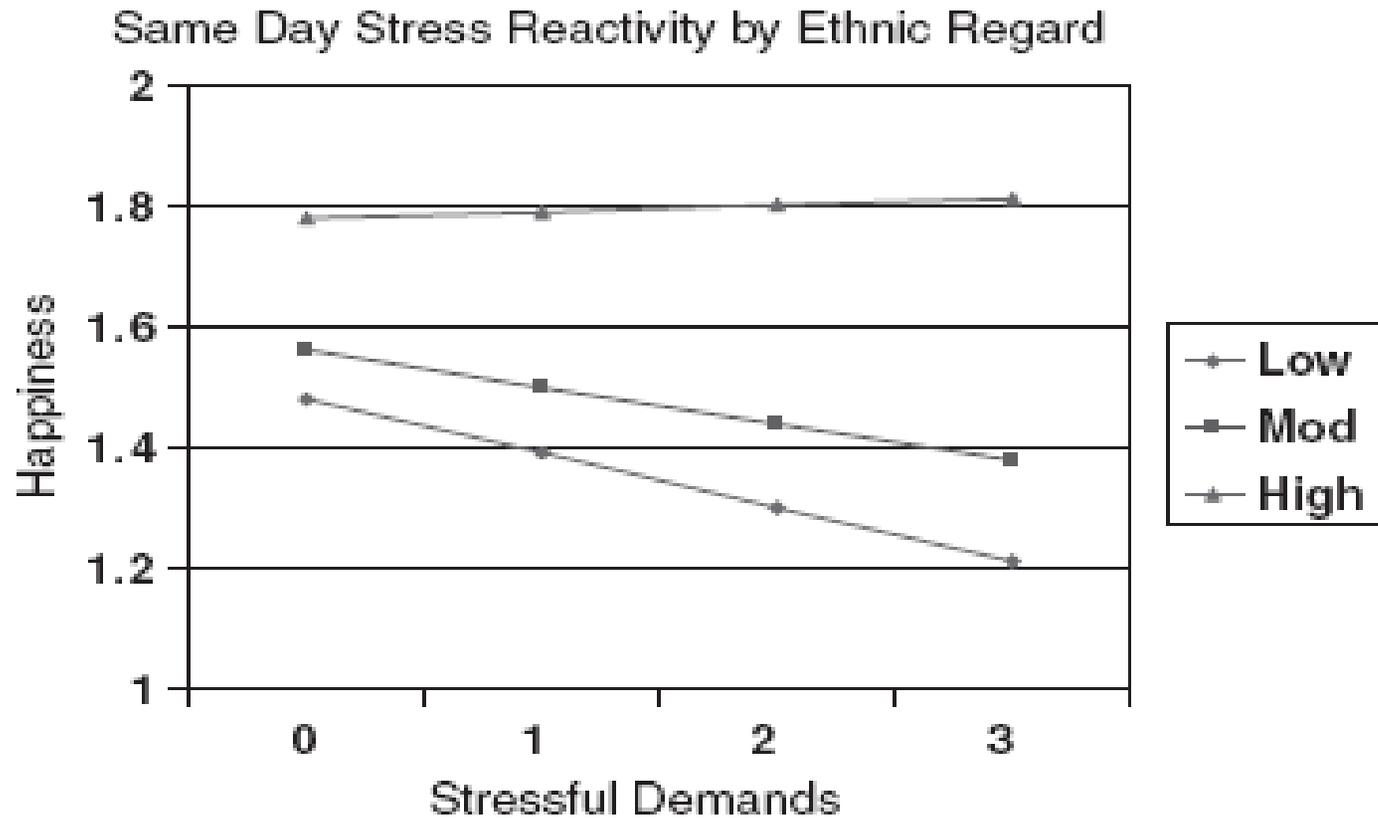


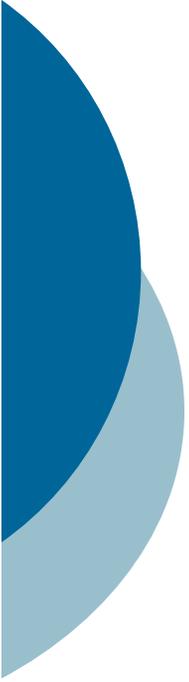
Examples

Kiang, Yip, Gonzales-Backen, Witkow, & Fuligni (2006), *Child Development*.

- Adolescents with a stronger sense of ethnic identity are less reactive to stress on a daily basis

Kiang et al. (2006)



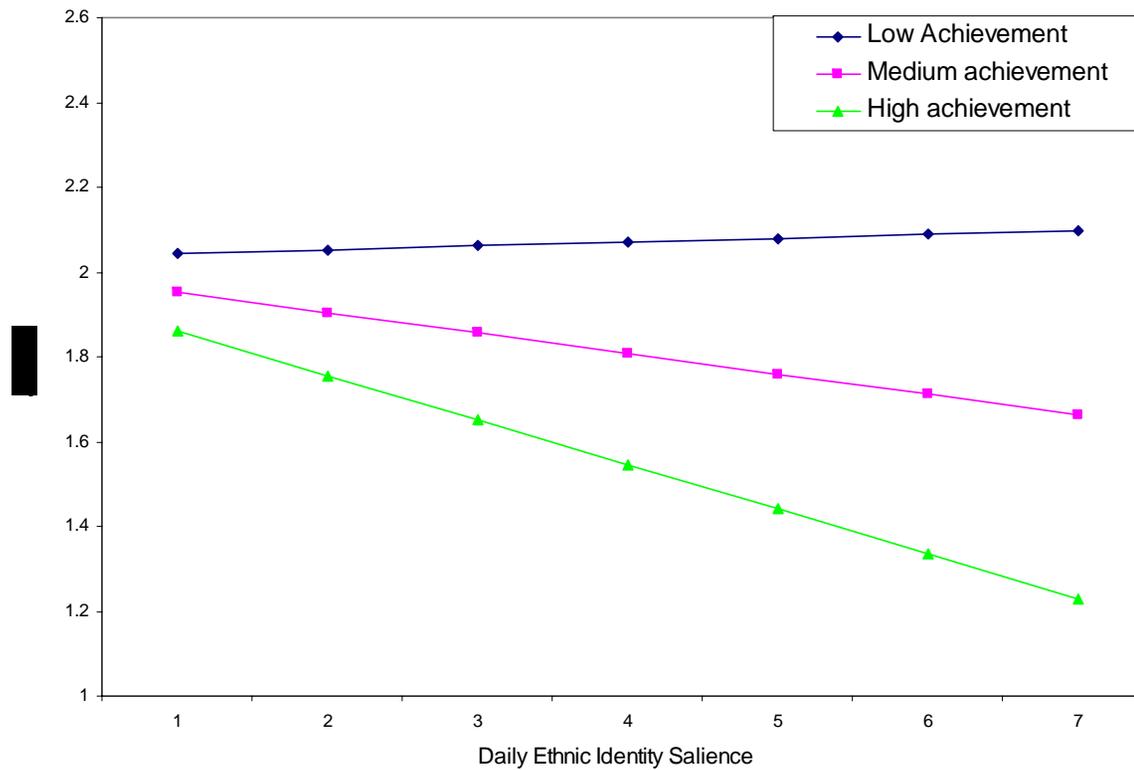


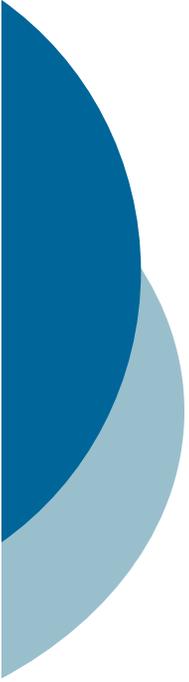
Examples

Yip & Fuligni (2002), *Child Development*.

- daily variation in ethnic salience is more consequential for the psychological well being of Chinese American adolescents high in ethnic identity

Yip & Fuligni (2002)



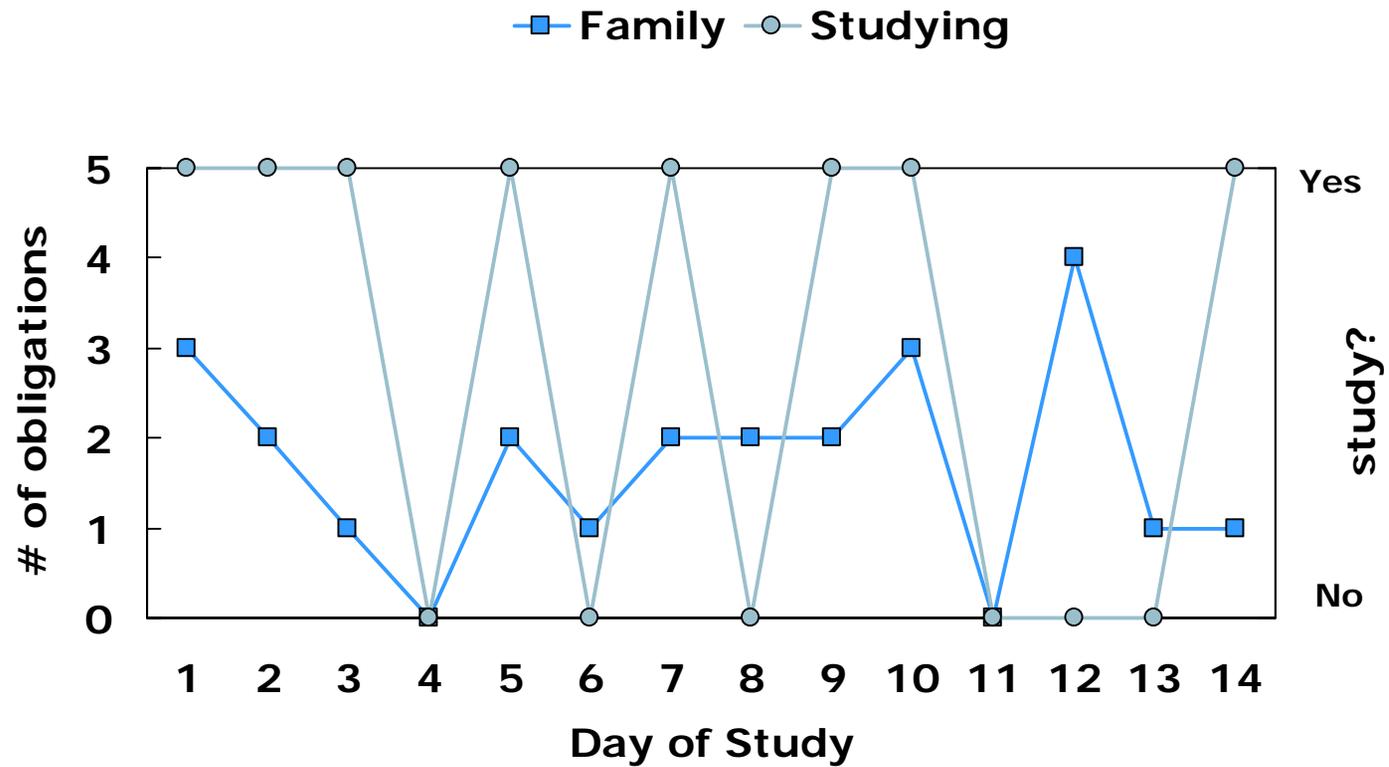


Examples

Fuligni, Yip, & Tseng (2002), *Child Development*.

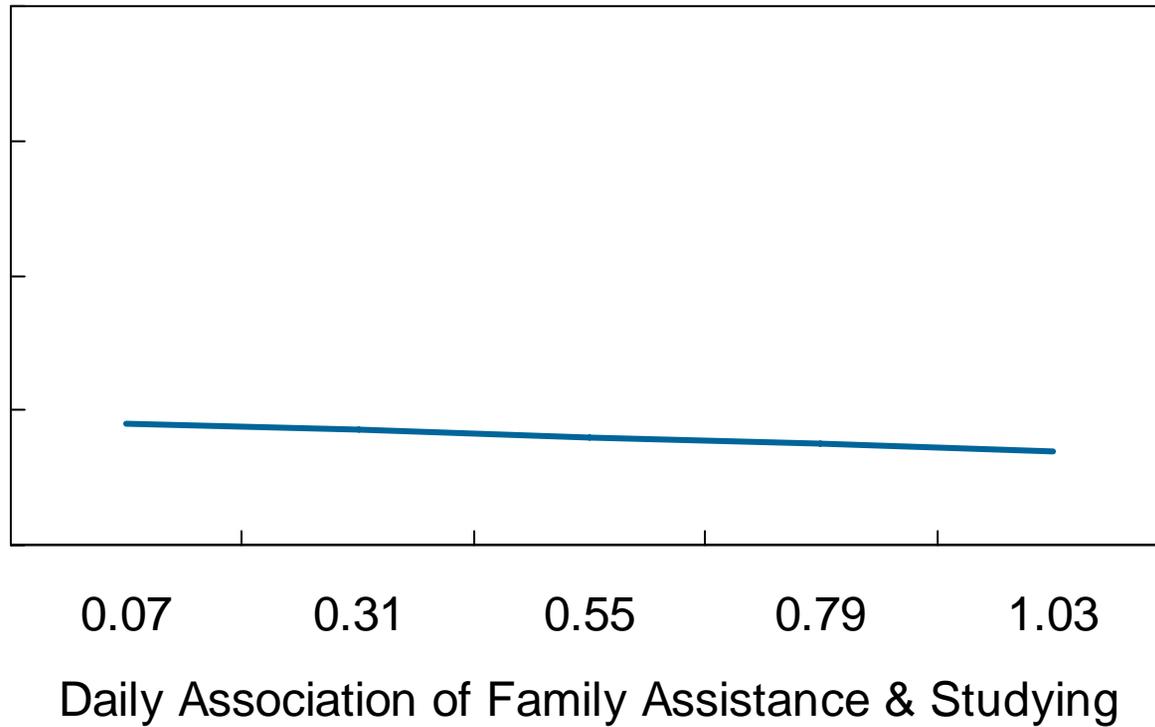
- Chinese American adolescents with a strong sense of family obligation try to combine studying and helping the family on a daily basis, with little cost to psychological well being

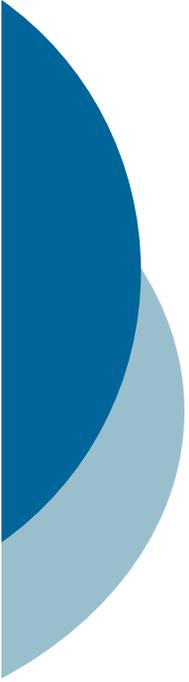
Fuligni, Yip, & Tseng (2002)



Fuligni, Yip, & Tseng (2002)

Distress



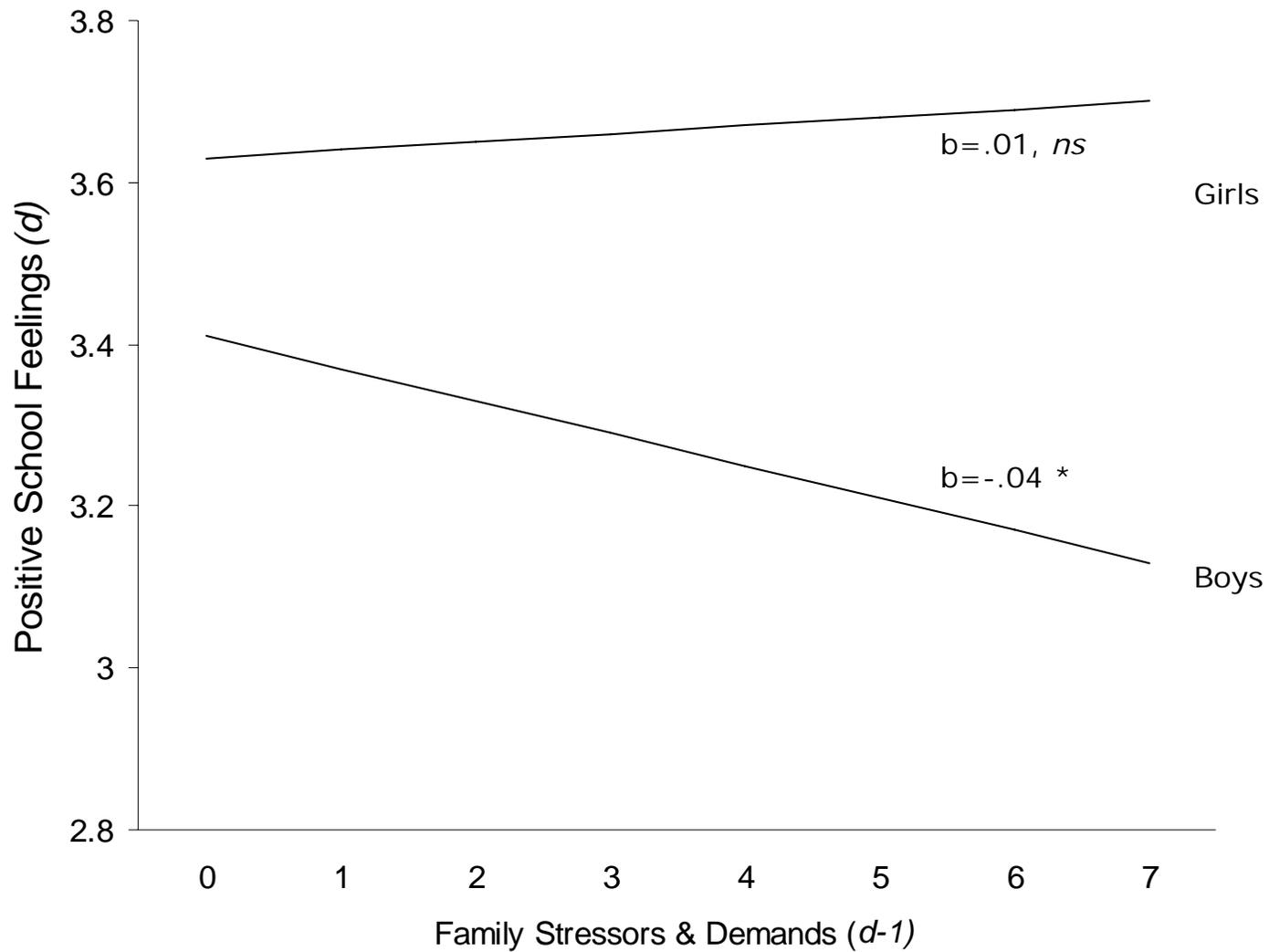


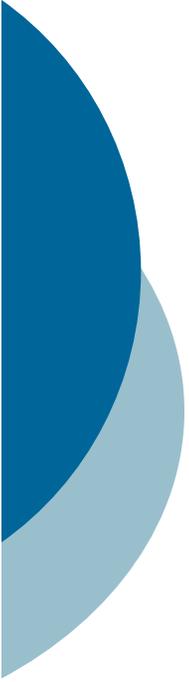
Examples

Flook & Fuligni (2008), *Child Development*.

- Boys experienced greater spillover of family stressors on the prior day effecting academic adjustment the next day, even after controlling for academic adjustment in the prior day

Flook & Fuligni (2008)



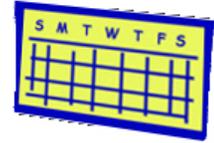


Daily Diaries and Children

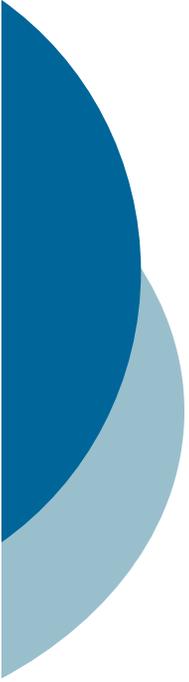
- diary methods offer promising ways to understanding the interaction of daily experience and individual differences in development
 - psychological well being and disorder, behavioral development, and educational achievement
- BUT, they also present unique issues that need to be addressed
 - maturity, compliance, privacy, abilities



UCLA Study of Adolescents' Daily Lives

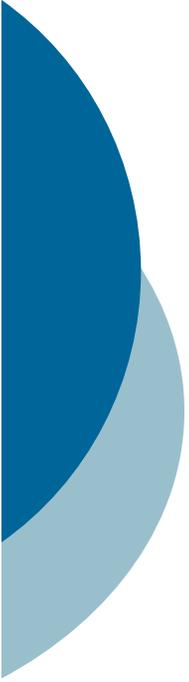


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- approximately 750 high school students in Los Angeles from immigrant, Asian, Latino, and European backgrounds
 - daily diaries for 14 consecutive days
 - longitudinal: ninth through twelfth grades
 - supported by the Russell Sage Foundation
 - *Credit to: Christina Hardway, Melissa Witkow, Virginia Huynh, Lisa Kiang, Lisa Flook, Chadryn Agpalo and over 30 undergraduate assistants*



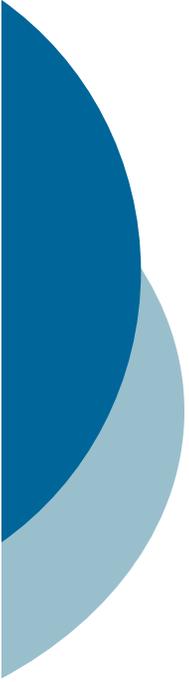
Design Issues

- how often should assessment take place?
- how long should each assessment be?
- when should the assessments take place?
- how will the data be collected?
- how will you ensure and track compliance?
- how will you compensate participants?



Measurement Issues

- cannot simply ask traditional questionnaire measures every day!
- few multi-item scales
- concern for respondent fatigue
- assess things that do vary across days



Measurement Issues (cont.)

- issue of low frequency, high impact events
- reporting events vs. likert scales
- time use estimates
- inventories of events and experiences vs. single events and experiences

DATE: _____

DAY OF THE WEEK: _____

TIME: _____

Please place a check beside each of the following events or situations that you experienced today:

___ 1. helped to clean your apartment or house

___ 2. took care of your brothers or sisters

___ 3. ran an errand for your parents or family

___ 4. helped your brothers or sisters with their schoolwork

___ 5. helped your parents with official business (e.g., translating government forms)

___ 6. took care of your grandparents

___ 7. cooked a meal for your family

___ 8. helped your parents at their work

___ 9. anything else to help or assist your family: _____

(if yes to any of the above) how much total time did you spend doing these things? _

___ 12. studied or did homework while in school (if yes) for how long? ___

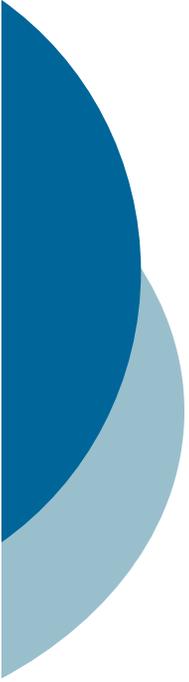
___ 13. studied or did homework while not in school (if yes) for how long? ___

___ 26. spent time with your friends outside of school (if yes) for how long? .

___ 27. worked at a job (if yes) for how long? ___

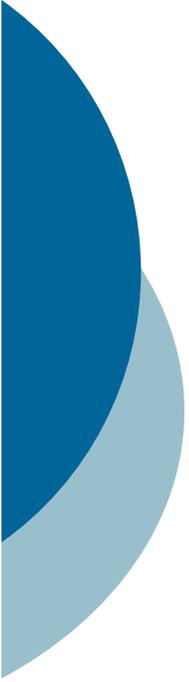
The following is a list of feelings or experiences. Please rate the extent to which these occurred to you today by circling the appropriate number.

	Not at all	A little	Moderately	Quite a bit	Extremely
On edge	1	2	3	4	5
Exhausted	1	2	3	4	5
Sad	1	2	3	4	5
Unable to concentrate	1	2	3	4	5
Uneasy	1	2	3	4	5
etc.					



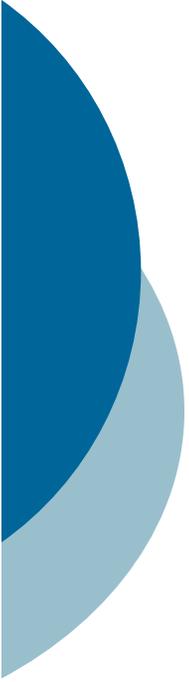
Analytical Issues

- must account for the nested nature of the data
- use individual and group characteristics to predict daily-level associations
- requires multi-level modeling techniques (HLM, SAS Proc Mixed, SEM approaches)
- techniques must handle missing data



Analytical Issues (cont.)

- need to check for unique issues:
 - design effects
 - respondent fatigue
 - multivariate missingness



Conclusions

- diary studies offer a great deal of promise for understanding the interaction of individual differences and daily experience in development and adjustment
- BUT, they are not for the faint of heart
- large, dedicated staff and good participant monitoring and incentives are required