

US EPA ARCHIVE DOCUMENT

**Appendix 3-2:  
Qualitative Research Discussion Guides for Outdoor Pesticides,  
Indoor Insecticides, and Household Cleaners**

## Discussion Guide CLI: Indoor Insecticide Products

### I. Moderator Introduction (1 minute)

*Greet the respondents:* We're talking to people today about the labels on products they use to kill bugs and insects inside their home. These are commonly called indoor insecticide products.

- A. No wrong answers to any questions asked.
- B. All we want is to get honest feedback from you.
- C. Explain taping and one way mirror

### II. Participant Introductions (4 minutes)

Let's start with you telling me something about yourselves.

- A. Name
- B. Occupation
- C. Married or single? Any children? Ages of children?

### III. Past Experience and Product Selection (10 minutes)

Today we are going to be focusing our attention on the labels of products commonly called indoor insecticides.

- A. Why do we read labels? (List on easel)
- B. Why don't we read labels? (List on easel)
- C. When do you read the label on Indoor insecticide products? What are you looking for? (*probe: in the store prior to purchase, at home prior to use, (other) don't read the label, why?*)
- B. How satisfied are you with the information currently available on the package of these products? Now I want to show you an example of an existing label. (**Existing Example**)
- E. Is the information on this label of indoor insecticide product easy or difficult to understand? Explain what you mean by that.
- F. Is there any additional information you would like to see on the label of indoor insecticide products?
- G. Are there any improvements you would like to see on the presentation or format of information on the label for indoor insecticide products?

#### IV. Understanding Ingredient Listings (15 minutes)

A national study has been conducted with people like you about the information on the labels of indoor insecticide products. From this study we learned that people want certain information about these products on the label. Some people like this information presented in one way and other people prefer it presented in a different way. I would like you to imagine that you are in a store ready to buy an indoor insecticide product. I am going to show you several examples for labels. Remember, at any time you can choose the existing label example. We are now going to focus our attention on the ingredient listing on Indoor insecticide products.

*Show ingredient prop boards along with existing example*

- A. What information do you need in the ingredient listing for an indoor insecticide? Why do you need this information?  
IF FULL FORMULA ALREADY AVAILABLE TO POISON CONTROL  
WHAT INFO IS NECESSARY ON LABEL? WHICH FORMAT IS PREFERRED? WHY?
- B. Do any of these formats make it easier for you to find the ingredient information you want?
- C. Of these examples, which format of the ingredient information do you feel better about? Why?
- D. Would any of these label examples help you to use an indoor insecticide more safely or effectively? Explain.
- E. Do you have a preference for the ingredient information being presented on the front or back of the label? Why?
- F. Would any of these ingredient sections encourage you to read more of the label or read the label more often? Which one? Why?

#### V. Understanding Precautionary Language (5 minutes)

We are now going to focus our attention on the precautionary language used on indoor insecticide product labels. (*Back Label*)

*Show both precautionary label prop boards at same time with existing example*

- A. What information are you looking for in the precautionary statement section on a label for an indoor insecticide?
- B. Do any of these precaution examples provide you with any information that is more useful or easier to understand than the existing label?
- C. Of these examples, which format of the precautionary information do you feel better about? Why?
- D. Do these phrases or words mean the same thing or do they each mean something different-- "Precautionary Statements", "Caution", "Hazard to humans and animals"
- E. Would any of these precautionary statements help you to use an indoor insecticide more safely or effectively? Explain.

- F. If it said "call poison control center where formula is registered" on the label, how would you feel about this? Could any information on the label be omitted if the formula was registered at poison control?
- F. Would any of these precautionary language sections encourage you to read more of the label or read the label more often? Which one? Why?

**VI. Understanding Usage and Directions (20 minutes)**

We are now going to focus our attention on the directions for use on indoor insecticide product labels.

*Show both directions for use prop boards and existing example.*

- A. What information are you looking for in the direction for use section on a label for indoor insecticide?
- B. Do any of these directions for use examples provide you with any information that is more useful or easier to understand than the existing label?
- C. Of these examples, which format for the directions for use information do you feel better about? Why? (*Probe numbers and bullets*)
- D. Does a certain format make you think the indoor insecticide product will be easier to use?
- E. Would your perception of an indoor insecticide product be changed by either of these directions for use sections? Explain.
- F. Would any of these directions for use sections help you to use an indoor insecticide more safely or effectively? Explain.
- G. Would any of these directions for use sections encourage you to read more of the label or read the label more often? Which one? Why?

SHOW PAIRED STATEMENTS AND GET REACTION

**VII. Understanding Signal Words (10 minutes)**

We are now going to focus our attention on the signal words used on indoor insecticide product labels. (*label front only*)

*Show label prop boards (4 examples)*

- A. Have you ever seen anything like this before? (*focus on signal words*)
- B. How do you feel about this format (*three words in a box*) compared to the format on the existing label (*caution*)?
- C. What does this box with the words caution/warning/danger mean to you? (*level of human health concerns*).
- D. Which word reflects a product that is less hazardous, more hazardous?
- E. How do you feel about the presentation of the "caution" information? Which do you prefer? Why? (*with and without bullet points*)

For products that are less hazardous than the caution ones with the bullet points, is there a word that would convey that to you? (*careful, take care, low risk, beware, precaution*)

- F. Does an indoor insecticide product need to have all three words on the label if only one applies? Explain?
- G. What is your feeling about the vertical or horizontal presentation of this information? Which do you prefer? Why?
- H. What does the gradation of the shading in the boxes corresponding to the words caution, warning, danger say to you? Is that a good idea? Why?
- I. Of all these labels I have shown you and the existing example do any labels indicate a more hazardous product? (*products with indicator pointed to Danger vs. pointed to Caution*)
- J. Would any of these caution/warning/danger formats encourage you to read more of the label or read the label more often? Which one? Why?
- K. Would any of these caution/warning/danger help you to use an indoor insecticide more safely or effectively? Explain.

#### **VIII. Reaction to Label Standardization Initiative: Box Format (10 minutes)**

- A. What do you think about a standardized label format on all indoor insecticide products? Is there an advantage to this? Any disadvantages?

Now I would like you to look at these labels and specifically focus on the information grouped together in the boxes. (Box format)

*Show box format label prop boards together with existing example.*

- B. Should boxes be used or not used on a label? Why?
- C. Does the box format make this information easier or more difficult to find on an indoor insecticide product?
- D. Does the box format make it possible to understand this information more quickly or less quickly?
- E. What information should be put into a box? Why? What information is most important to put into a box?
- F. Which box format would encourage you to read more of the label or read the label more often?
- G. Could a product have too many boxes?
- H. Do you have any other suggestions on how to format this information that you would feel better about?

#### **IX. Reaction to Logos (5 minutes)**

*Go back to easel lists*

- A. Why do we read labels on indoor insecticide products?
- B. What might happen if we don't read the label on an indoor insecticide product?

(PARAPHRASE)

Both the manufacturers of these products and various government agencies want people to use products safely and effectively. One way to know how to use a product to its greatest effectiveness without endangering children, health, pets, or the environment is to read the information on the label. Because of this, these companies and agencies would really like to encourage and remind people to read the label.

One idea is to start a public service campaign to encourage people to read labels first. In order to promote this campaign a logo needs to be developed that visually speaks to people.

Does anyone remember the public service campaign used for car safety "buckle up for safety buckle up."

- What was compelling about this message?
- Did this have any emotional impact for you? Explain.
- What about this slogan made you change your behavior?

Read the Label First Campaign

- What about reading the labels on indoor insecticides? How can we get people to buy into this action?
- What would be compelling?
- What would be an emotional reason?

Do you remember the logo for the buckle up for safety campaign?

*Show logos*

- A. Which logo, if any, would be more compelling for you in a "read the label first campaign? Why? Are there any emotional ties to this?
- B. What other factors or suggestions besides the slogan "read the label first and the logo" could be used to better motivate you to read product labels on indoor insecticide products?
- C. Would you be significantly more motivated to read the directions and precautions on the label of indoor insecticide products if you understood that by doing so, it would allow you to use the product more safely and effectively?

#### **X. Closure (5 minutes)**

The manufacturers of these products want to make sure that they are giving people like you the information they need to choose the right products for your needs and how to safely use and dispose of products once you have brought them home. After reviewing all of this information today, what should my recommendations be to them?

## Discussion Guide CLI: Household Cleaner Products

### I. Moderator Introduction (1 minute)

*Greet the respondents:* We're talking to people today about the labels on products they use to clean inside their home. These are commonly called household cleaner products.

- A. No wrong answers to any questions asked.
- B. All we want is to get honest feedback from you.
- C. Explain taping and one way mirror

### II. Participant Introductions (4 minutes)

Let's start with you telling me something about yourselves.

- A. Name
- B. Occupation
- C. Married or single? Any children? Ages of children?

### III. Past Experience and Product Selection (10 minutes)

Today we are going to be focusing our attention on the labels of products commonly called household cleaners.

- A. Why do we read labels? (List on easel)
- B. Why don't we read labels? (List on easel)
- C. When do you read the label on household cleaner products? What are you looking for? (*probe: in the store prior to purchase, at home prior to use, (other) don't read the label, why?*)
- B. How satisfied are you with the information currently available on the package of these products? Now I want to show you an example of an existing label. (**Existing Example**)
- E. Is the information on this label of household cleaner product easy or difficult to understand? Explain what you mean by that.
- F. Is there any additional information you would like to see on the label of household cleaner products?
- G. Are there any improvements you would like to see on the presentation or format of information on the label for household cleaner products?



#### **IV. Understanding Ingredient Listings (15 minutes)**

A national study has been conducted with people like you about the information on the labels of household cleaner products. From this study we learned that people want certain information about these products on the label. Some people like this information presented in one way and other people prefer it presented in a different way. I would like you to imagine that you are in a store ready to buy a household cleaner product. I am going to show you several examples for labels. Remember, at any time you can choose the existing label example. We are now going to focus our attention on the ingredient listing on Household cleaner products.

*Show ingredient prop boards along with existing example*

- A. What information do you need in the ingredient listing for a household cleaner? Why do you need this information?  
IF FULL FORMULA ALREADY AVAILABLE TO POISON CONTROL  
WHAT INFO IS NECESSARY ON LABEL? WHICH FORMAT IS PREFERRED? WHY?
- B. Do any of these formats make it easier for you to find the ingredient information you want?
- C. Of these examples, which format of the ingredient information do you feel better about? Why?
- D. Would any of these label examples help you to use a household cleaner more safely or effectively? Explain.
- E. Do you have a preference for the ingredient information being presented on the front or back of the label? Why?
- F. Would any of these ingredient sections encourage you to read more of the label or read the label more often? Which one? Why?

#### **V. Understanding Precautionary Language (5 minutes)**

We are now going to focus our attention on the precautionary language used on household cleaner product labels. (*Back Label*)

*Show both precautionary label prop boards at same time with existing example*

- A. What information are you looking for in the precautionary statement section on a label for a household cleaner?
- B. Do any of these precaution examples provide you with any information that is more useful or easier to understand than the existing label?
- C. Of these examples, which format of the precautionary information do you feel better about? Why?
- D. Do these phrases or words mean the same thing or do they each mean something different-- "Precautionary Statements", "Caution", "Hazard to humans and animals"
- E. Would any of these precautionary statements help you to use a household cleaner more safely or effectively? Explain.

- F. If it said "call poison control center where formula is registered" on the label, how would you feel about this? Could any information on the label be omitted if the formula was registered at poison control?
- F. Would any of these precautionary language sections encourage you to read more of the label or read the label more often? Which one? Why?

#### VI. Understanding Usage and Directions (20 minutes)

We are now going to focus our attention on the directions for use on household cleaner product labels.

*Show both directions for use prop boards and existing example.*

- A. What information are you looking for in the direction for use section on a label for household cleaner?
- B. Do any of these directions for use examples provide you with any information that is more useful or easier to understand than the existing label?
- C. Of these examples, which format for the directions for use information do you feel better about? Why? (*Probe numbers and bullets*)
- D. Does a certain format make you think the household cleaner product will be easier to use?
- E. Would your perception of a household cleaner product be changed by either of these directions for use sections? Explain.
- F. Would any of these directions for use sections help you to use a household cleaner more safely or effectively? Explain.
- G. Would any of these directions for use sections encourage you to read more of the label or read the label more often? Which one? Why?

SHOW PAIRED STATEMENTS AND GET REACTION

#### VII. Understanding Signal Words (10 minutes)

We are now going to focus our attention on the signal words used on household cleaner product labels. (*label front only*)

*Show label prop boards (4 examples)*

- A. Have you ever seen anything like this before? (*focus on signal words*)
- B. How do you feel about this format (*three words in a box*) compared to the format on the existing label (*caution*)?
- C. What does this box with the words caution/warning/danger mean to you? (level of human health concerns).
- D. Which word reflects a product that is less hazardous, more hazardous?
- E. How do you feel about the presentation of the "caution" information? Which do you prefer? Why? (*with and without bullet points*)

For products that are less hazardous than the caution ones with the bullet points, is there a word that would convey that to you? (*careful, take care, low risk, beware, precaution*)

- F. Does a household cleaner product need to have all three words on the label if only one applies? Explain?
- G. What is your feeling about the vertical or horizontal presentation of this information? Which do you prefer? Why?
- H. What does the gradation of the shading in the boxes corresponding to the words caution, warning, danger say to you? Is that a good idea? Why?
- I. Of all these labels I have shown you and the existing example do any labels indicate a more hazardous product? (*products with indicator pointed to Danger vs. pointed to Caution*)
- J. Would any of these caution/warning/danger formats encourage you to read more of the label or read the label more often? Which one? Why?
- K. Would any of these caution/warning/danger help you to use a household cleaner more safely or effectively? Explain.

#### **VIII. Reaction to Label Standardization Initiative: Box Format (10 minutes)**

- A. What do you think about a standardized label format on all household cleaner products? Is there an advantage to this? Any disadvantages?

Now I would like you to look at these labels and specifically focus on the information grouped together in the boxes. (Box format)

*Show box format label prop boards together with existing example.*

- B. Should boxes be used or not used on a label? Why?
- C. Does the box format make this information easier or more difficult to find on a household cleaner product?
- D. Does the box format make it possible to understand this information more quickly or less quickly?
- E. What information should be put into a box? Why? What information is most important to put into a box?
- F. Which box format would encourage you to read more of the label or read the label more often?
- G. Could a product have too many boxes?
- H. Do you have any other suggestions on how to format this information that you would feel better about?

#### **IX. Reaction to Logos (5 minutes)**

*Go back to easel lists*

- A. Why do we read labels on household cleaner products?
- B. What might happen if we don't read the label on a household cleaner product?

(PARAPHRASE)

Both the manufacturers of these products and various government agencies want people to use products safely and effectively. One way to know how to use a product to its greatest effectiveness without endangering children, health, pets, or the environment is to read the information on the label. Because of this, these companies and agencies would really like to encourage and remind people to read the label.

One idea is to start a public service campaign to encourage people to read labels first. In order to promote this campaign a logo needs to be developed that visually speaks to people.

Does anyone remember the public service campaign used for car safety "buckle up for safety buckle up."

- What was compelling about this message?
- Did this have any emotional impact for you? Explain.
- What about this slogan made you change your behavior?

Read the Label First Campaign

- What about reading the labels on household cleaners? How can we get people to buy into this action?
- What would be compelling?
- What would be an emotional reason?

Do you remember the logo for the buckle up for safety campaign?

*Show logos*

- A. Which logo, if any, would be more compelling for you in a "read the label first campaign? Why? Are there any emotional ties to this?
- B. What other factors or suggestions besides the slogan "read the label first and the logo" could be used to better motivate you to read product labels on household cleaner products?
- C. Would you be significantly more motivated to read the directions and precautions on the label of household cleaner products if you understood that by doing so, it would allow you to use the product more safely and effectively?

#### **X. Closure (5 minutes)**

The manufacturers of these products want to make sure that they are giving people like you the information they need to choose the right products for your needs and how to safely use and dispose of products once you have brought them home. After reviewing all of this information today, what should my recommendations be to them?

## Discussion Guide CLI: Outdoor Pesticide Products

### I. Moderator Introduction (1 minute)

*Greet the respondents:* We're talking to people today about the labels on products they use to kill bugs and insects in their yard or garden. These are commonly called outdoor pesticide products.

- A. No wrong answers to any questions asked.
- B. All we want is to get honest feedback from you.
- C. Explain taping and one way mirror

### II. Participant Introductions (4 minutes)

Let's start with you telling me something about yourselves.

- A. Name
- B. Occupation
- C. Married or single? Any children? Ages of children?

### III. Past Experience and Product Selection (10 minutes)

Today we are going to be focusing our attention on the labels of products commonly called outdoor pesticides.

- A. Why do we read labels? (List on easel)
- B. Why don't we read labels? (List on easel)
- C. When do you read the label on outdoor pesticide products? What are you looking for? (*probe: in the store prior to purchase, at home prior to use, (other)* don't read the label, why?)
- B. How satisfied are you with the information currently available on the package of these products? Now I want to show you an example of an existing label. (**Existing Example**)
- E. Is the information on this label of outdoor pesticide product easy or difficult to understand? Explain what you mean by that.
- F. Is there any additional information you would like to see on the label of outdoor pesticide products?
- G. Are there any improvements you would like to see on the presentation or format of information on the label for outdoor pesticide products?

#### IV. Understanding Ingredient Listings (15 minutes)

A national study has been conducted with people like you about the information on the labels of outdoor pesticide products. From this study we learned that people want certain information about these products on the label. Some people like this information presented in one way and other people prefer it presented in a different way. I would like you to imagine that you are in a store ready to buy an outdoor pesticide product. I am going to show you several examples for labels. Remember, at any time you can choose the existing label example. We are now going to focus our attention on the ingredient listing on outdoor pesticide products.

*Show ingredient prop boards along with existing example*

- A. What information do you need in the ingredient listing for an outdoor pesticide? Why do you need this information?  
IF FULL FORMULA ALREADY AVAILABLE TO POISON CONTROL  
WHAT INFO IS NECESSARY ON LABEL? WHICH FORMAT IS PREFERRED? WHY?
- B. Do any of these formats make it easier for you to find the ingredient information you want?
- C. Of these examples, which format of the ingredient information do you feel better about? Why?
- D. Would any of these label examples help you to use an outdoor pesticide more safely or effectively? Explain.
- E. Do you have a preference for the ingredient information being presented on the front or back of the label? Why?
- F. Would any of these ingredient sections encourage you to read more of the label or read the label more often? Which one? Why?

#### V. Understanding Precautionary Language (5 minutes)

We are now going to focus our attention on the precautionary language used on outdoor pesticide product labels. (*Back Label*)

*Show both precautionary label prop boards at same time. with existing example*

- A. What information are you looking for in the precautionary statement section on a label for an outdoor pesticide ?
- B. Do any of these precaution examples provide you with any information that is more useful or easier to understand than the existing label?
- C. Of these examples, which format of the precautionary information do you feel better about? Why?
- D. Do these phrases or words mean the same thing or do they each mean something different-- "Precautionary Statements", "Caution", "Hazard to humans and animals"
- E. Would any of these precautionary statements help you to use an outdoor pesticide more safely or effectively? Explain.

- F. If it said "call poison control center where formula is registered" on the label, how would you feel about this? Could any information on the label be omitted if the formula was registered at poison control?
- F. Would any of these precautionary language sections encourage you to read more of the label or read the label more often? Which one? Why?

#### VI. Understanding Usage and Directions (20 minutes)

We are now going to focus our attention on the directions for use on outdoor pesticide product labels.

*Show both directions for use prop boards and existing example.*

- A. What information are you looking for in the direction for use section on a label for outdoor pesticide?
- B. Do any of these directions for use examples provide you with any information that is more useful or easier to understand than the existing label?
- C. Of these examples, which format for the directions for use information do you feel better about? Why? (*Probe numbers and bullets*)
- D. Does a certain format make you think the outdoor pesticide product will be easier to use?
- E. Would your perception of an outdoor pesticide product be changed by either of these directions for use sections? Explain.  
What is your feeling about the section labeled "responsible use".
- F. Would any of these directions for use sections help you to use an outdoor pesticide more safely or effectively? Explain.
- G. Would any of these directions for use sections encourage you to read more of the label or read the label more often? Which one? Why?

SHOW PAIRED STATEMENTS AND GET REACTION

#### VII. Understanding Signal Words (10 minutes)

We are now going to focus our attention on the signal words used on outdoor pesticide product labels. (*label front only*)

*Show label prop boards (4 examples)*

- A. Have you ever seen anything like this before? (*focus on signal words*)
- B. How do you feel about this format (*three words in a box*) compared to the format on the existing label (*caution*)?
- C. What does this box with the words caution/warning/danger mean to you? (level of human health concerns).
- D. Which word reflects a product that is less hazardous, more hazardous?
- E. How do you feel about the presentation of the "caution" information?  
Which do you prefer? Why? (*with and without bullet points*)

For products that are less hazardous than the caution ones with the bullet points, is there a word that would convey that to you? (*careful, take care, low risk, beware, precaution*)

- F. Does an outdoor pesticide product need to have all three words on the label if only one applies? Explain?
- G. What is your feeling about the vertical or horizontal presentation of this information? Which do you prefer? Why?
- H. What does the gradation of the shading in the boxes corresponding to the words caution, warning, danger say to you? Is that a good idea? Why?
- I. Of all these labels I have shown you and the existing example do any labels indicate a more hazardous product? (*products with indicator pointed to Danger vs. pointed to Caution*)
- J. Would any of these caution/warning/danger formats encourage you to read more of the label or read the label more often? Which one? Why?
- K. Would any of these caution/warning/danger help you to use an outdoor pesticide more safely or effectively? Explain.

#### **VIII. Reaction to Label Standardization Initiative: Box Format (10 minutes)**

- A. What do you think about a standardized label format on all outdoor pesticide products? Is there an advantage to this? Any disadvantages?

Now I would like you to look at these labels and specifically focus on the information grouped together in the boxes. (Box format)

*Show box format label prop boards together with existing example.*

- B. Should boxes be used or not used on a label? Why?
- C. Does the box format make this information easier or more difficult to find on an outdoor pesticide product?
- D. Does the box format make it possible to understand this information more quickly or less quickly?
- E. What information should be put into a box? Why? What information is most important to put into a box?
- F. Which box format would encourage you to read more of the label or read the label more often?
- G. Could a product have too many boxes?
- H. Do you have any other suggestions on how to format this information that you would feel better about?

#### **IX. Reaction to Logos (5 minutes)**

*Go back to easel lists*

- A. Why do we read labels on outdoor pesticide products?
- B. What might happen if we don't read the label on an outdoor pesticide product?

(PARAPHRASE)



Both the manufacturers of these products and various government agencies want people to use products safely and effectively. One way to know how to use a product to its greatest effectiveness without endangering children, health, pets, or the environment is to read the information on the label. Because of this, these companies and agencies would really like to encourage and remind people to read the label.

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Does anyone remember the public service campaign used for car safety "buckle up for safety buckle up."

- What was compelling about this message?
- Did this have any emotional impact for you? Explain.
- What about this slogan made you change your behavior?

Read the Label First Campaign

- What about reading the labels on outdoor pesticides? How can we get people to buy into this action?
- What would be compelling?
- What would be an emotional reason?

Do you remember the logo for the buckle up for safety campaign?

*Show logos*

- A. Which logo, if any, would be more compelling for you in a "read the label first campaign? Why? Are there any emotional ties to this?
- B. What other factors or suggestions besides the slogan "read the label first and the logo" could be used to better motivate you to read product labels on outdoor pesticide products?
- C. Would you be significantly more motivated to read the directions and precautions on the label of outdoor pesticide products if you understood that by doing so, it would allow you to use the product more safely and effectively?

#### X. Closure (5 minutes)

The manufacturers of these products want to make sure that they are giving people like you the information they need to choose the right products for your needs and how to safely use and dispose of products once you have brought them home. After reviewing all of this information today, what should my recommendations be to them?