

# **Communicating Effectively With Print Materials**

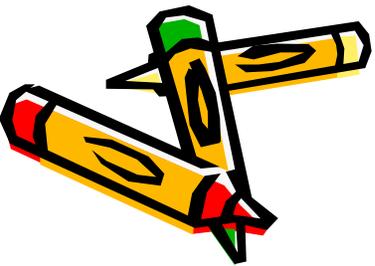
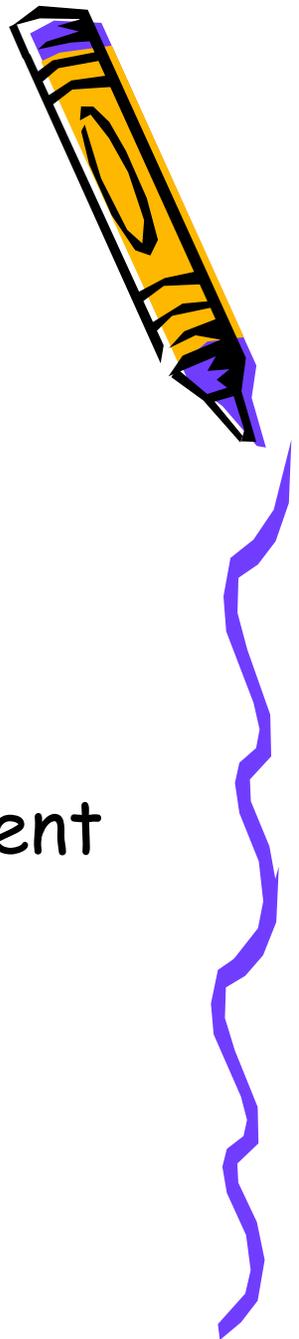
**Tess Boley Cruz, PhD, MPH  
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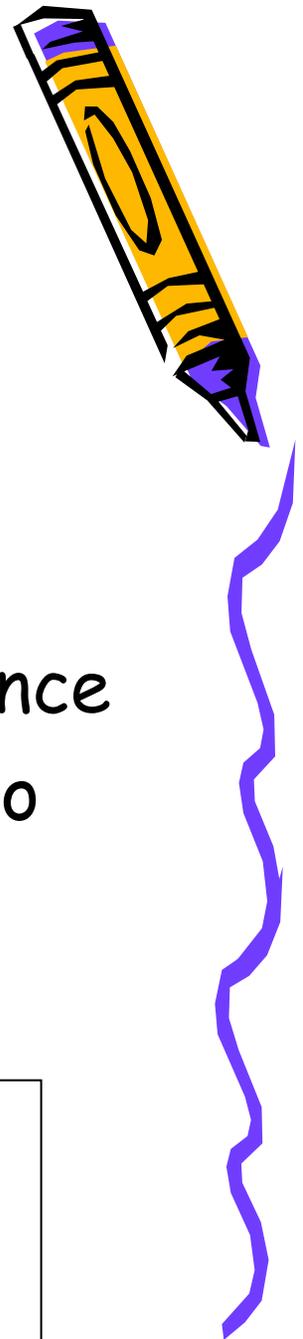
**tesscruz@usc.edu**

# Our goal in education

- A new educator teaches the student everything they know
- An experienced educator teaches everything there is to know
- A wise educator teaches what the student needs to know



# Print Materials: Use Them If You Need Something....



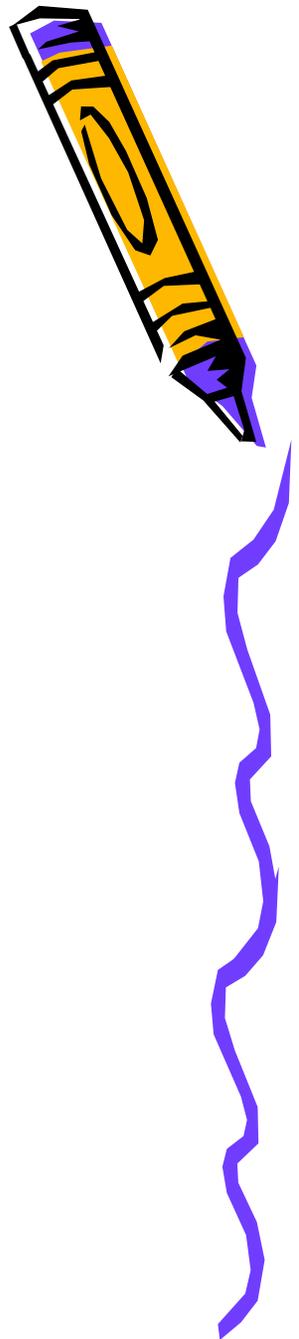
- Relatively permanent to take home
- **MUST** give out detailed information
- Good for reaching a very specific audience
- Easily distributed, left out for people to take
- Reach a wide audience

Use them as part of a larger health promotion plan, not by themselves.



# Planning Steps

1. What is the Problem?
2. Who is the Audience
3. What Needs to Change?
4. Focus the Message
5. Creative Design
6. Pretest
7. Revise
8. Evaluate

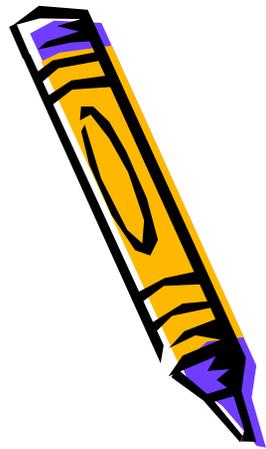


# Understanding Your Audience: Background Assessment

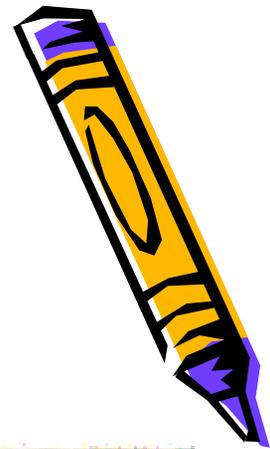


# Key Components

- Understand the problem. Is material necessary?
- Understand population's existing knowledge, attitudes, beliefs, values, motivations, norms, expectations and practices surrounding an issue
- Actively involve stakeholders and audience in creation and message development, so increase relevance and positive outcomes
- Understand how messages will work, what they will do, and if they are appropriate



# Problem Assessment: Lets Learn Everything About the Nature of the Problem



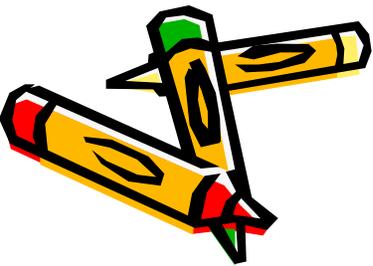
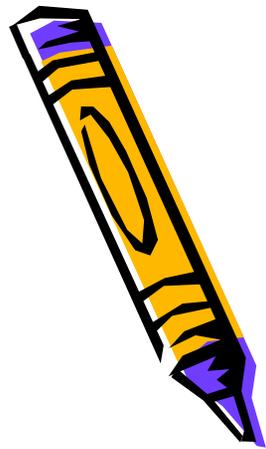
- Epidemiological Evidence
- Who affected, where, why important, trends, outcomes
- Risk factors
- Resources



# Audience Characteristics

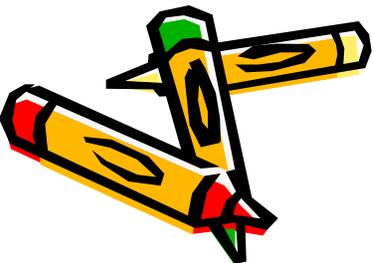
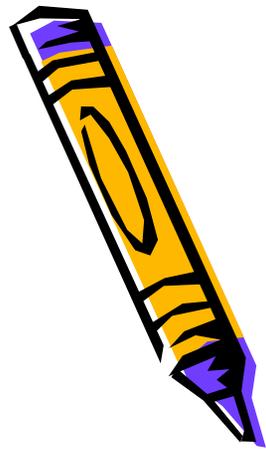


- age, gender and culture
- literacy levels,
- readiness to change
- important factors from your theory of change
- Important characteristics identified by your advisory group, mission, etc.



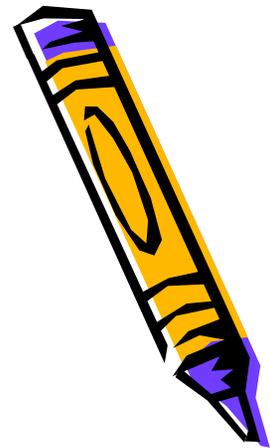
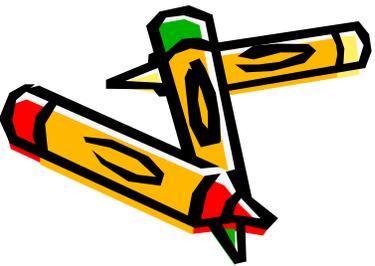
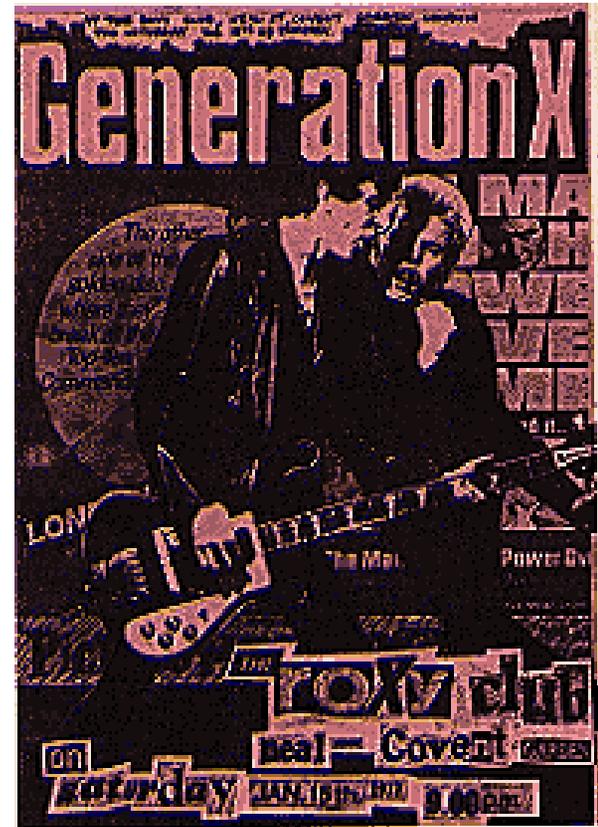
# Pre-Production Research About the Audience

- Identify target audiences & target behaviors
- Specify intermediate variables
- Determine channel exposure patterns
- Determine receptivity to potential message components



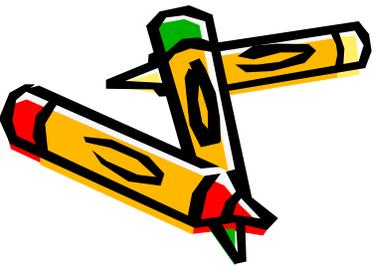
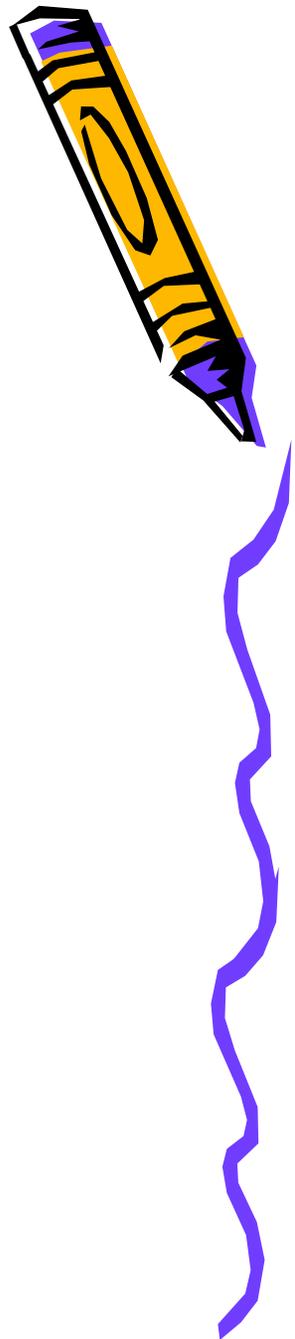
# Intermediate Variables

- Knowledge
- Beliefs
- Attitudes & Values
- Efficacy & Skills
- Social Resources
- Environmental Resources and Barriers



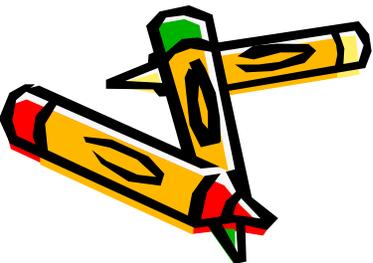
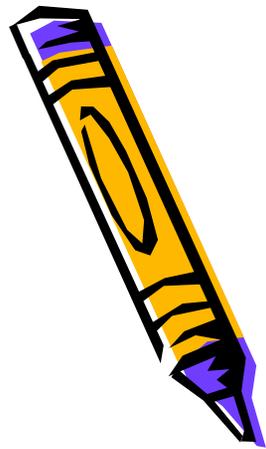
# Qualitative Research

- Focus groups;
- in-depth interviews with key informants;
- ethnographic observation;
- content analysis;
- meetings

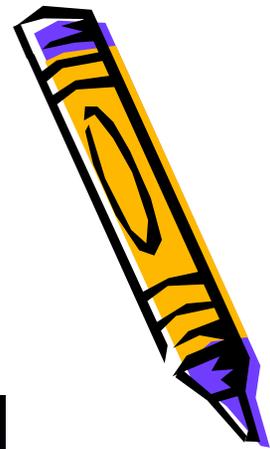


# Quantitative Research – How, What, Which, Where, When

- surveys (e.g., mail, telephone, clinics, intercept);
- systematic observation,
- “counts”/recording keeping;
- research studies;
- analysis of marketing databases, census or epidemiological data;



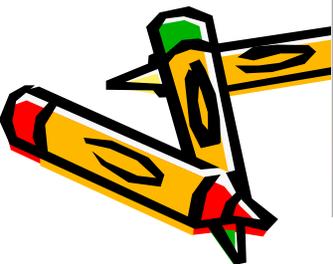
# Example of Initial Steps: Physical Activity in Women

A poster for National Physical Education and Sport Week. The central image shows a high jumper in mid-air, clearing a bar. The text "Raising the Standards" is written in large green letters. Below it, "National Physical Education and Sport Week" is written in pink, with "May 1-7" underneath. The NASPE logo is in the bottom right corner, with the text "NASPE is an Association of the American Alliance for Health, Physical Education, Recreation and Dance". The poster is surrounded by a border of various logos from different states and organizations.

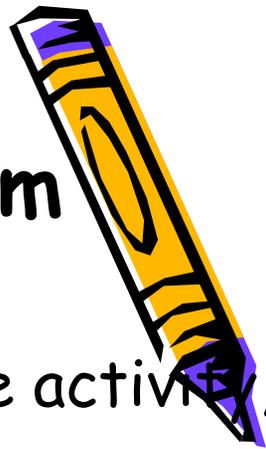
**Raising the Standards**

**National Physical Education and Sport Week**  
May 1-7

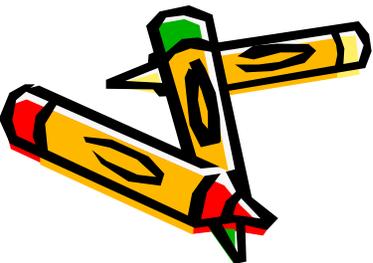
NASPE is an Association of the American Alliance for Health, Physical Education, Recreation and Dance



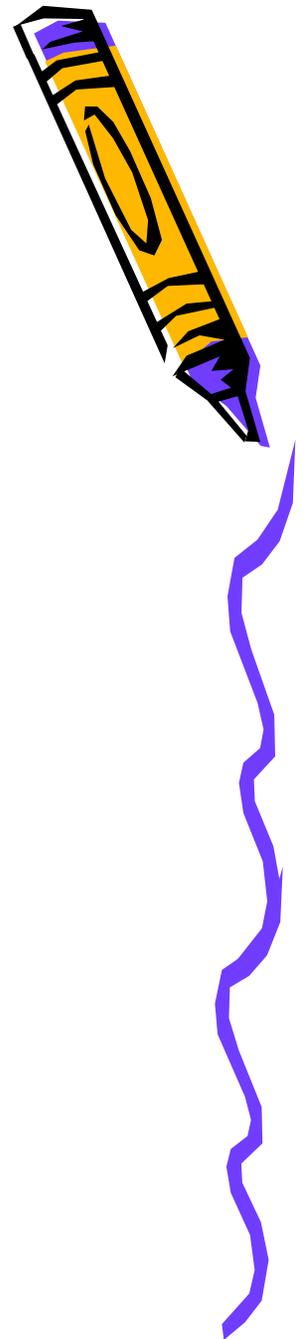
# Example: Understanding the Problem



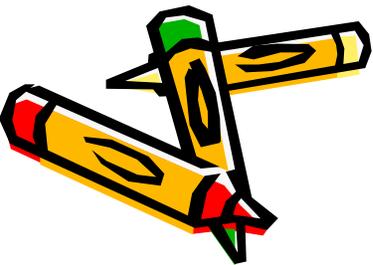
- Only 15% of women engage 30 minutes of moderate activity, 3-5 days a week.
- More than 25% of adult women do not participate in any physical activity.
- Over 30% of women reported that they do not have a safe place to walk in their community.
- Only 46% of municipal and county parks and recreation departments provide fitness trails, 29% provide hiking trails, and 21% provide bike trails.
- Only 3% of medium and large-sized businesses provide on-site exercise facilities for their employees.



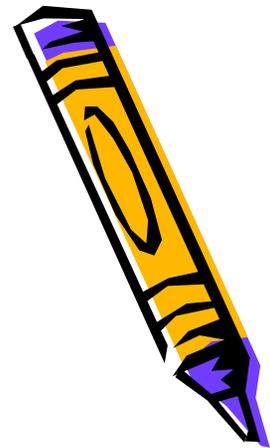
# Example: distinct subgroups affected by the problem



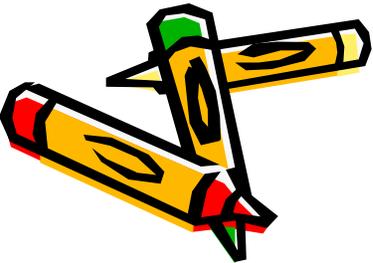
- African American and Hispanic women
- Lower socioeconomic status women
- People who live in high crime areas
- People who live in urban areas
- Working women/single heads of households



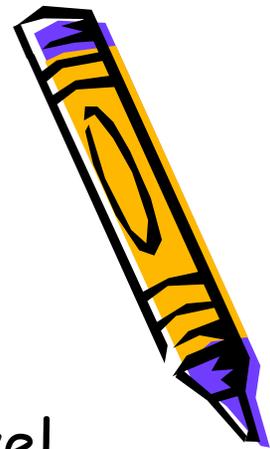
# Example: problem statement for each subgroup



- **Subgroup: working women**  
Only 3% of medium and large-sized businesses provided on-site exercise facilities for their employees
- **Subgroup: women who live in high crime areas**  
Over 30% of all adult women reported that they did not have a safe place to walk in their community.
- **Subgroup: single heads of households**  
Over 40% of adult women who are single heads of households report that they have childcare needs that supercede regular recommended physical activity.



# Assess factors and variables that can affect the project's direction (SWOT)



## Strengths

- CDC recommends 30 minutes of moderate-level physical activity, 3-5 days a week. Contributed more than \$3 million in annual funding.

## Weaknesses

- Convincing someone to begin physical activity can be difficult.

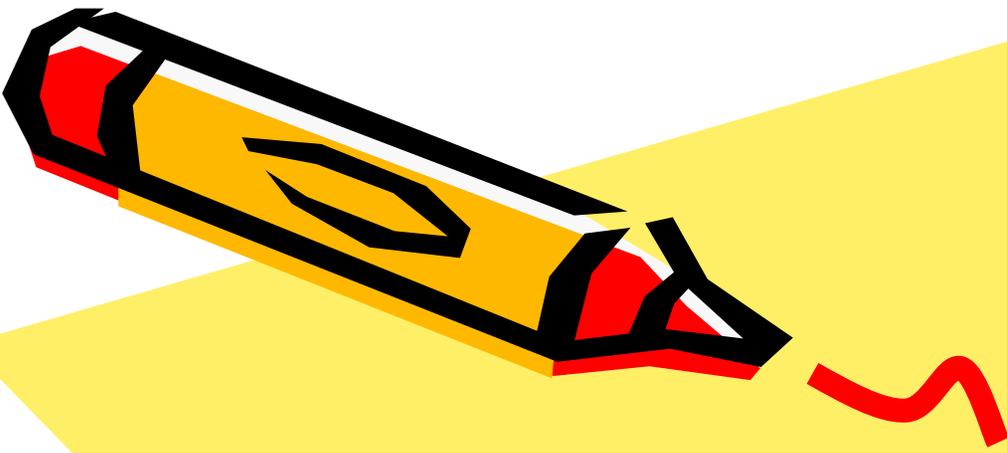
## Opportunities

- Health club marketing
- Walking with family is way to socialize and exercise

## Threats

Distractions, like television, computers, ads, food.



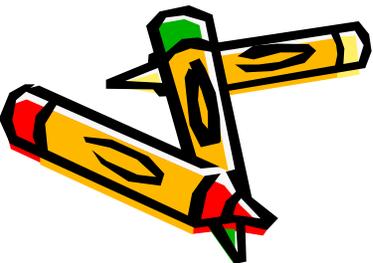
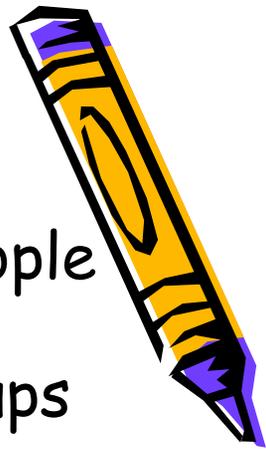


What Needs to Change?  
A Few Useful Risk  
Reduction Theories



# Levels of Risk Reduction

- Individual Level - alters behavior by altering people and their traits (e.g., KAB)
- Interpersonal Level - change processes and groups including family, networks, etc., that provide support and role definitions
- Community Level - change norms or standards among groups or organizations
- Institutional Level - rules, policies and structures which may enhance or constrain behaviors, including local, state, federal policies and laws that regulate or support healthy practices and control risk behaviors
- Ecological Level - Changes risk factors at multiple levels of influence



# Health Belief Model

- Perceived susceptibility
- Perceived severity
- Perceived benefits
- Perceived barriers
- Cues to Action
- Self-efficacy



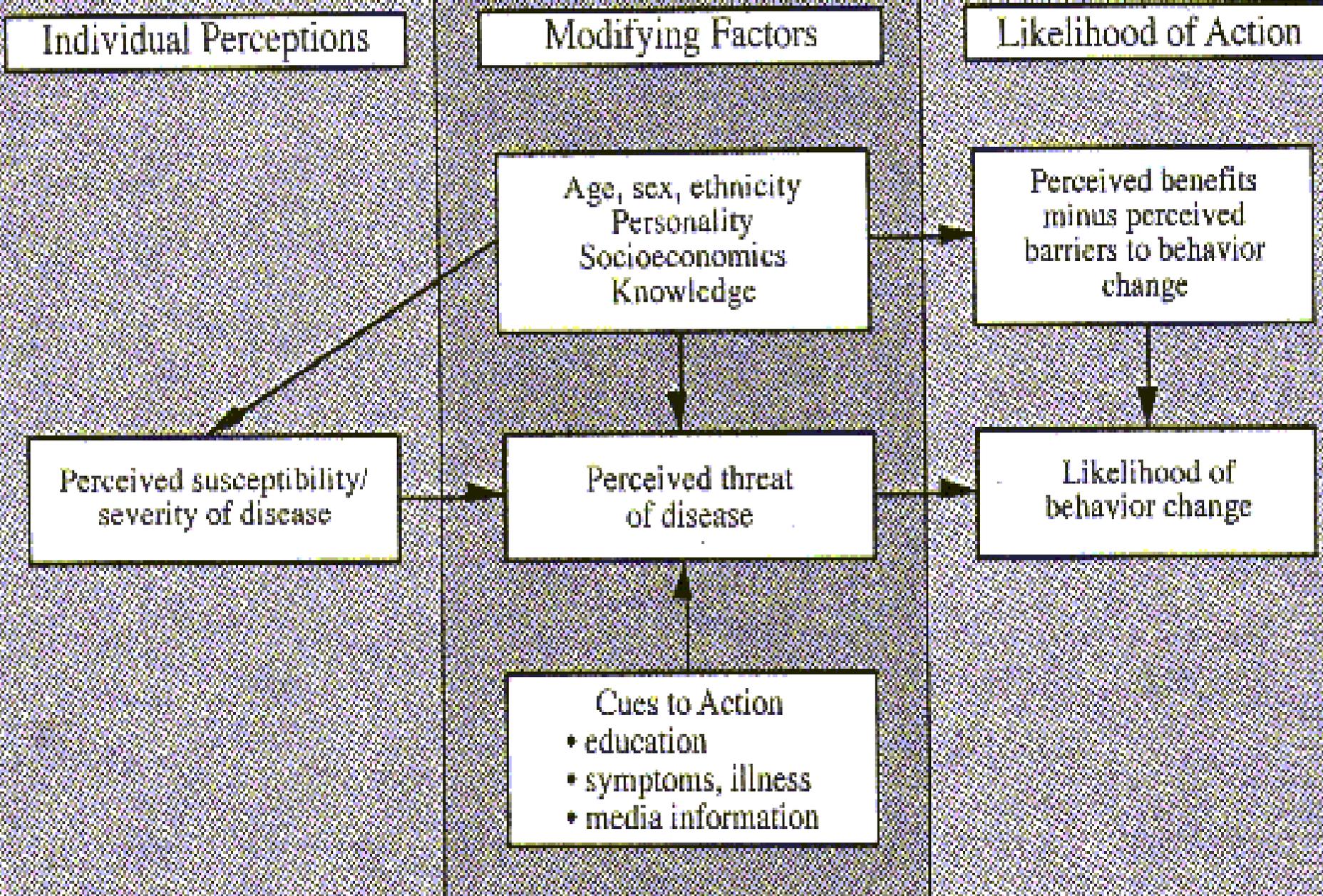
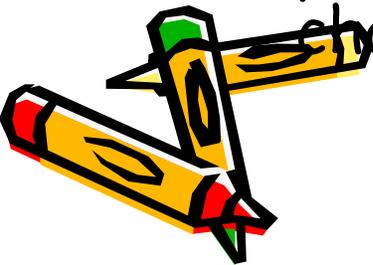


Figure 1. Summary of the key variables in the health belief model.

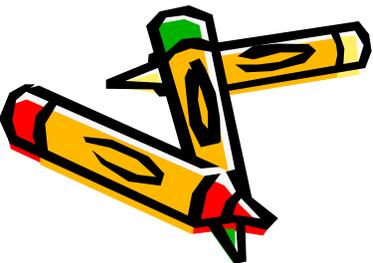
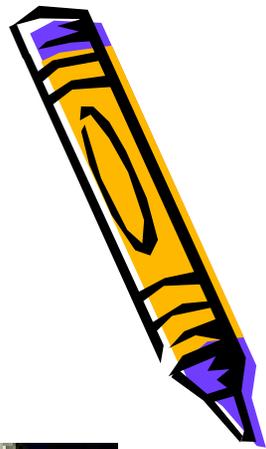
# Health Belief Model

- Assumes people fear diseases, and health actions are motivated in relation to the perceived threat and expected fear-reduction potential of their actions, as long as that potential outweighs obstacles to taking action
- Can be used to identify leverage points, and can be delivered through media, print materials, clinics
- This model is a good fit when the behavior or condition is enough of a problem that individuals are motivated to change



# Self Efficacy

- The conviction that one can successfully execute the behavior required to produce the outcome.
- Requires skills, knowledge, resources, opportunity, confidence

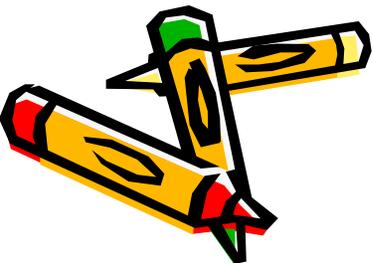
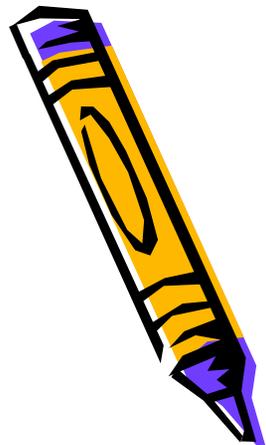


# HBM Application

Perceived susceptibility	Discuss risk for individual & change perceived level of risk
Perceived severity	Help individual understand seriousness
Perceived benefits	Define action to take, how, where, when, and positive effects
Perceived barriers	Help with reassurance, incentives, problem solving, aid
Cues to action	Reminders, teachable moments
Self-efficacy	Provide training, practice, reinforcement

# Structuring Fear Appeals

- 1. Threat components
  - A. *Severity*: Negative consequences
  - B. *Susceptibility*: Personalize the risk
- 2. Action components
  - A. *Response efficacy*: Ability of message recommendations to reduce threat
  - B. *Self-efficacy*: Ability of individual to successfully engage in message recommendations



# Transtheoretical Model - Stages of Change

- Concerns an individual's readiness to change toward adopting healthy behaviors
- Basic premise: Behavior change is a process and not a single event, and individuals are at varying levels of motivation or readiness to change
- People at different points in the process can benefit from interventions or messages tailored to their stage at that time



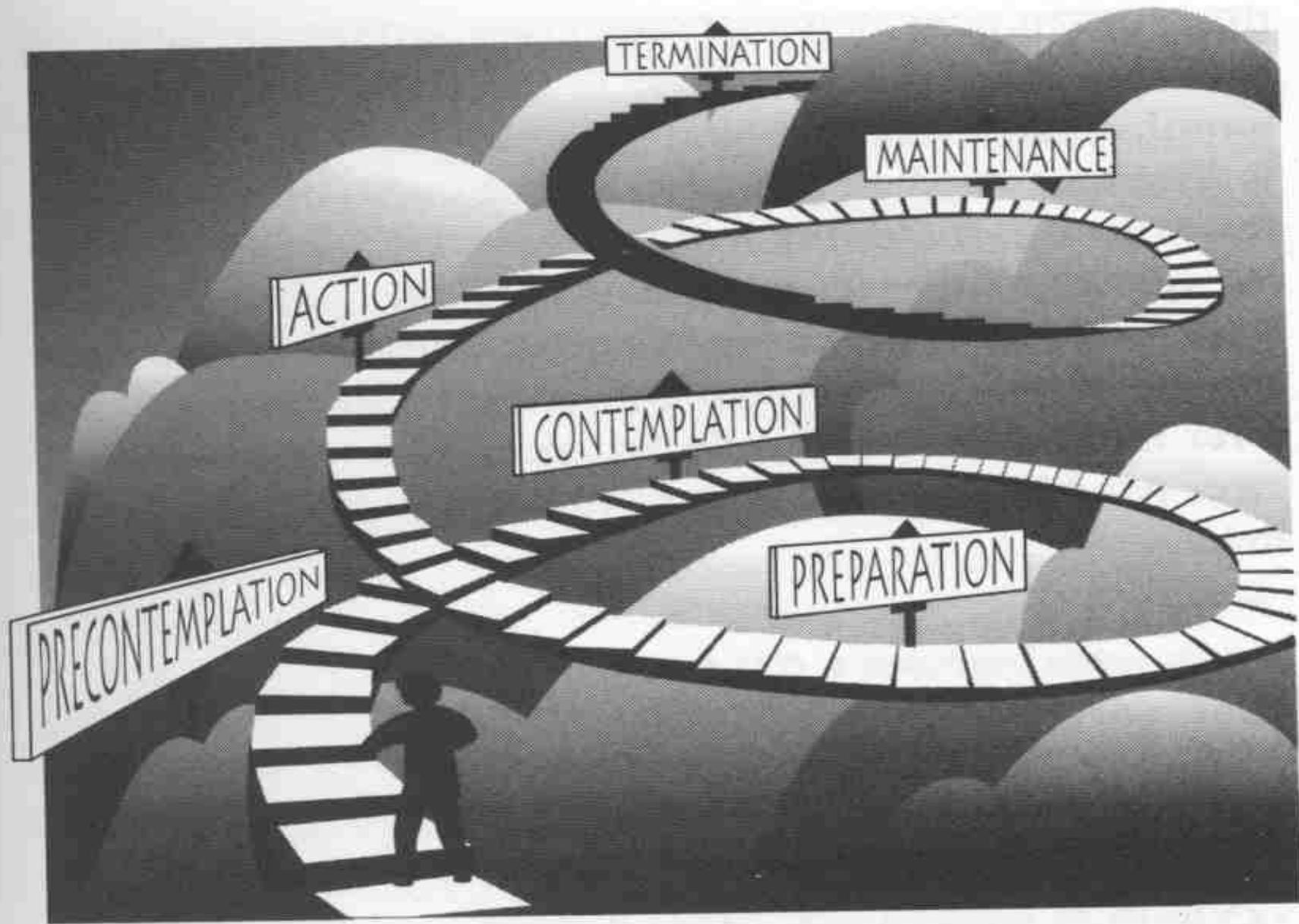
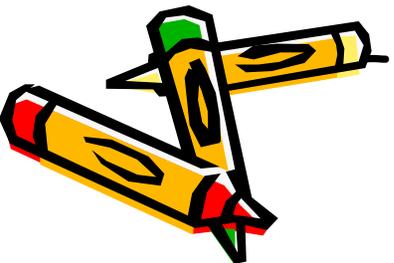
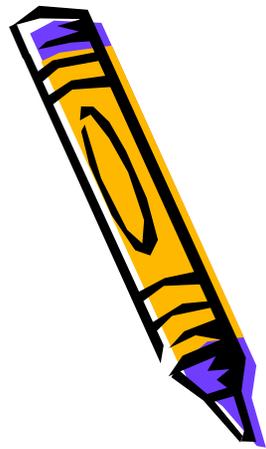


FIGURE 1. The Spiral of Change

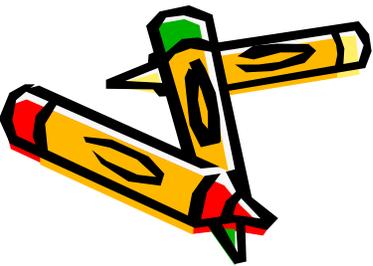
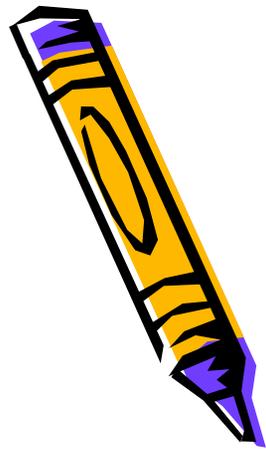
# Stages of Change: *The Temporal Dimension*

- **Pre-contemplation - "Never"**
  - No intention, unaware, feel coerced
- **Contemplation - "Someday"**
  - Aware, would consider changing
  - No specific plans or commitment, can get stuck, procrastinate
- **Preparation - "Soon"**
  - Plan to take action, often unsuccessful
  - May report some change



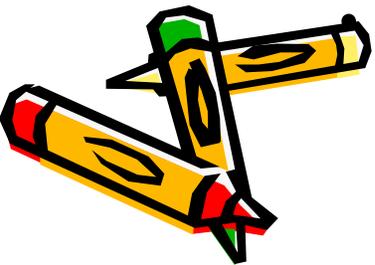
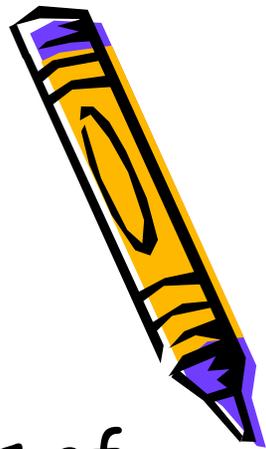
## **Stages of Change:** *The Temporal Dimension*

- **Action - "Now"**
  - Modifications take place
  - Requires time and energy
  - Stage can last
  - Behavior not always consistent; relapses
- **Maintenance - "Forever"**
  - Relatively free of behavior
  - Consistently
  - Part of self concept
  - May consider other changes



# Transtheoretical Model - Application

- Precontemplation - build awareness of issues, risk, benefits
- Contemplation - motivate, encourage specific plans
- Preparation - problem solve, develop plans, line up resources
- Action - help line up support, reinforcement, feedback
- Maintenance - assist in coping, reminders, alternatives, ongoing reinforcement, avoid relapse



# Stages of Change in Which Particular Processes of Change are Emphasized

<b>Pre- contemplation To Contemplation</b>	<b>Contem- plation To Prepara- tion</b>	<b>Prep To Action</b>	<b>Action To Maintenance</b>
<ul style="list-style-type: none"> <li>•Conscious-ness Raising</li> <li>•Dramatic Relief</li> <li>•Environmental Re-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>•Self Re-evalua-tion</li> </ul>	<ul style="list-style-type: none"> <li>•Self-Libera-tion</li> </ul>	<ul style="list-style-type: none"> <li>•Reinforcement Management</li> <li>•Helping Relationships</li> <li>•Counter-conditioning</li> <li>•Stimulus Control</li> </ul>

Note: less frequent actions may require fewer change processes

<b>Processes</b>	<b>Definition</b>	<b>Intervention Application</b>
<b><i>Consciousness Raising</i></b>	<b>Increasing information about self &amp; problem</b>	<b>Observations, confrontations, education, media messages</b>
<b><i>Self Re-evaluation</i></b>	<b>Assessing how one feels &amp; thinks about oneself with respect to problem</b>	<b>Value clarification, healthy role models, imagery</b>
<b><i>Social-Liberation</i></b>	<b>Increasing social alternatives for behaviors that are not problematic</b>	<b>Advocacy groups, empowerment training, policy changes</b>
<b><i>Counter-conditioning</i></b>	<b>Substituting alternatives for problem behaviors</b>	<b>Relaxation, assertiveness training</b>
<b><i>Stimulus Control</i></b>	<b>Avoiding or countering negative stimuli</b>	<b>Restructuring one's environment, avoidance</b>

<b>Processes</b>	<b>Definition</b>	<b>Intervention Application</b>
<b><i>Reinforcement Management</i></b>	<b>Rewards</b>	<b>Contracts, positive self statements, group recognition</b>
<b><i>Helping Relationships</i></b>	<b>Being open &amp; trusting with someone who cares</b>	<b>Social support, self-help groups, buddy system</b>
<b><i>Dramatic Relief</i></b>	<b>Experiencing and expressing feelings</b>	<b>Role playing, psychodrama, grieving, personal testimonials</b>
<b><i>Environmental Re-evaluation</i></b>	<b>Assessing how one's problem effects environment</b>	<b>Empathy training, documentaries, family interventions</b>
<b><i>Self Liberation</i></b>	<b>Making a commitment to change; <i>Willpower</i></b>	<b>New Year's resolutions, behavioral contracts</b>

# Tailor Materials for Your Audience's Stage of Change

Pre-Contemplation

- "What's All This About Moving?"

Contemplation

- "What Gets You Moving?"

Preparation

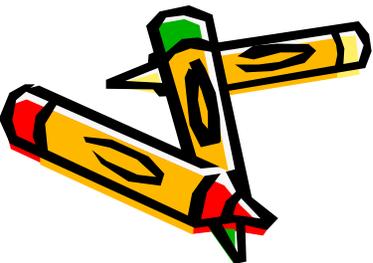
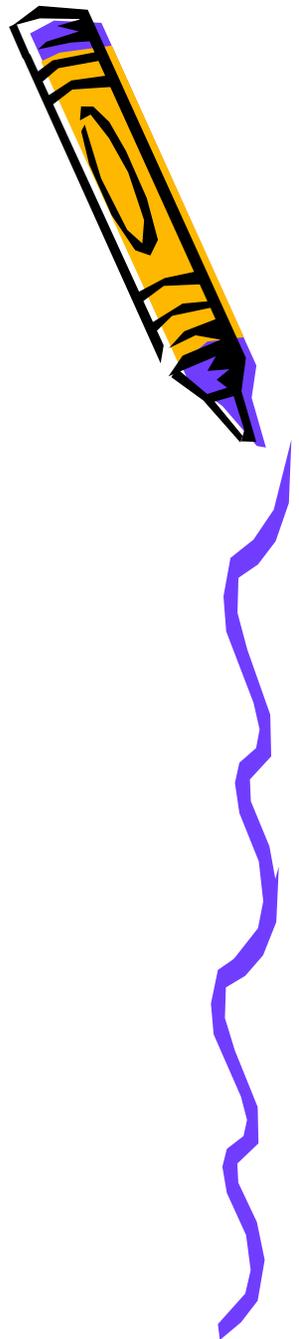
- "Fitting In Physical Activity"

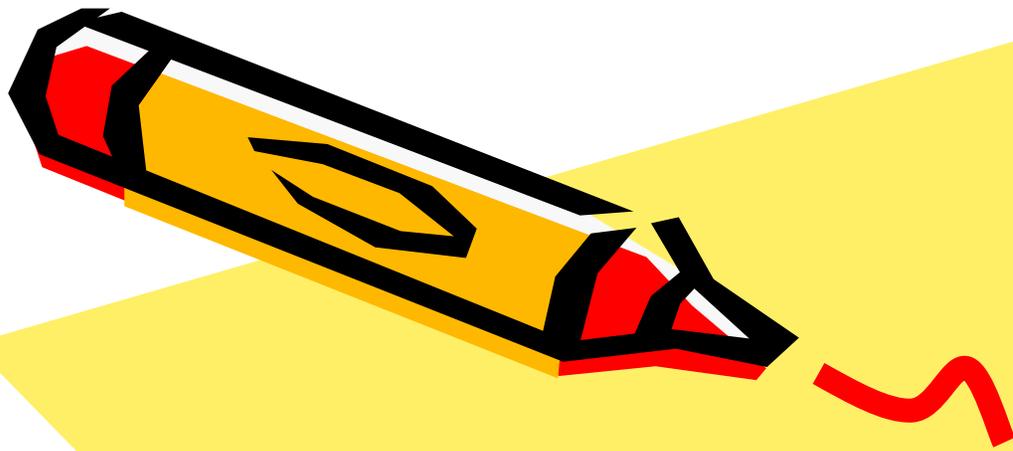
Action

- "Staying on Course"

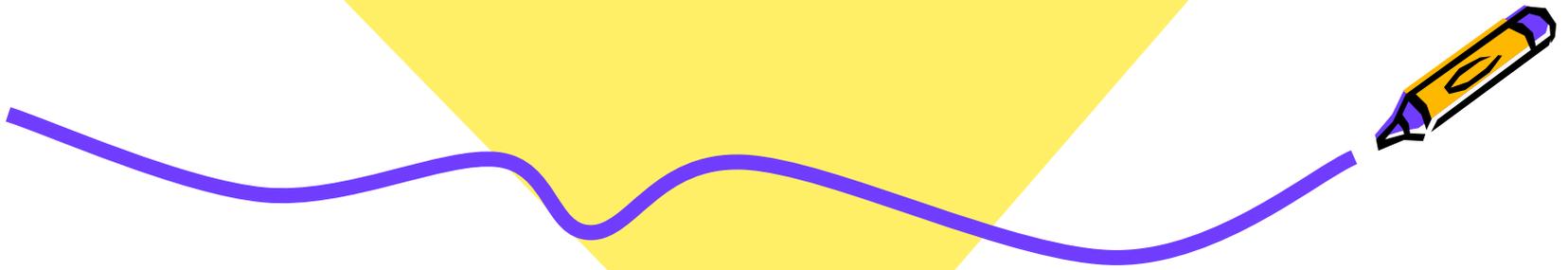
Maintenance

- "Aerobic Strength and Flexibility Exercises"





**Message Design:  
Keep It Simple**



# SOHCO

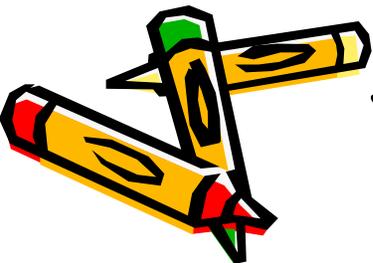
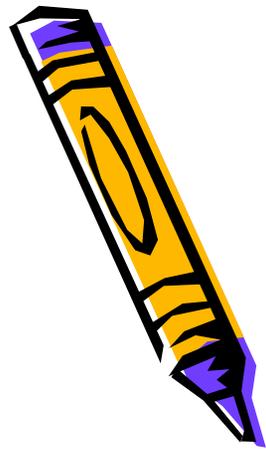
Know your single overriding health  
communication objective

- Studies show the prevalence of Hep B outbreaks in state prisons. SOCHO: Hepatitis B vaccination of inmates would prevent ongoing hepatitis B virus transmission in correctional facilities, as well as infection in inmates after release into community

Make it brief and concise (media bites)

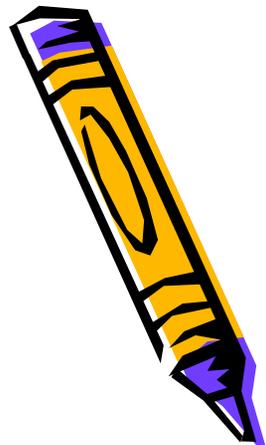
- Hepatitis B is spreading in state prisons and in our communities when prisoners are released. It causes liver disease and cancer. Vaccination each new inmate to stop spreading the disease.

Strong take home message

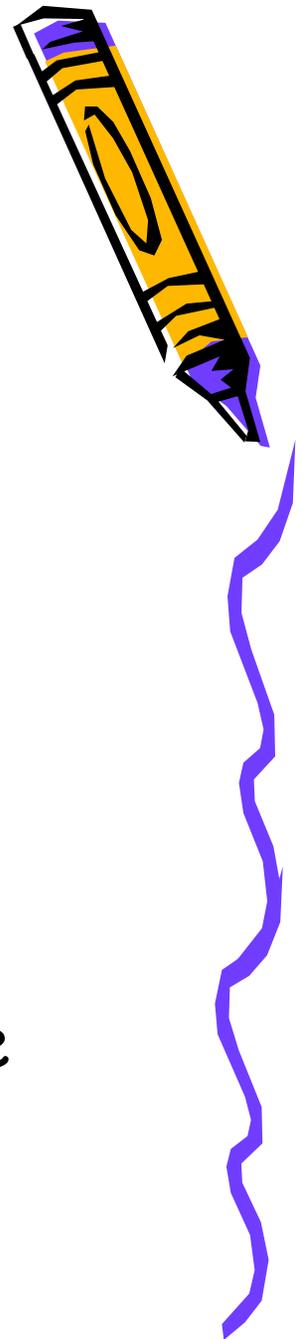


# Overall Organization

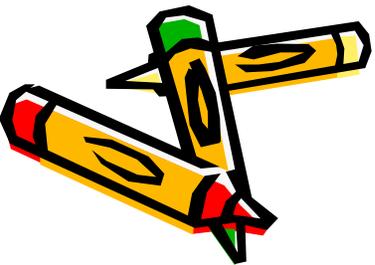
- No more than 1-3 main points
- Interesting point of entry
- Examples and analogies
- Minimize use of numbers
- Explain complex terms, relationships
- Tailor to audience
- Active voice
- Short sentences, paragraphs



# Narrow down what's relevant

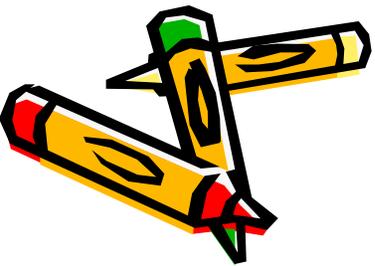
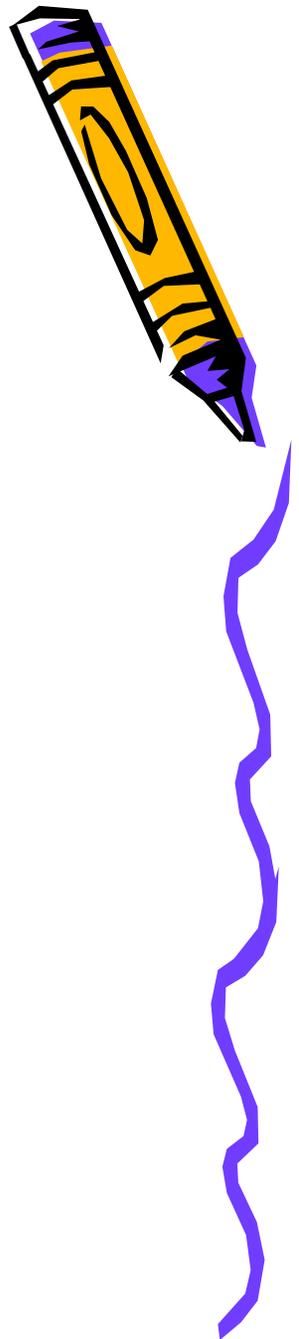


- List 3 or less topics that **MUST** be included:
  - "What is the **LEAST** I can include to inform, motivate for change
  - Pick 3 ideas or topics.
- Outline main messages and key points
  - All text should support main message



# Simplify

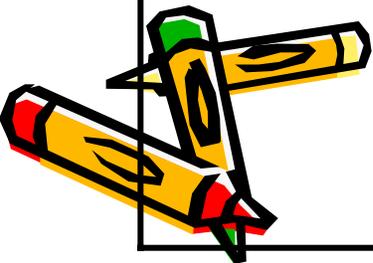
- Acute: lasts a short time
- Alternative: different
- Cardiac: heart
- Deficit; shortage, loss
- Demonstrate: show
- Determine: find out
- Initiative: effort
- Physician:
- Vascular:
- Enhances:
- Etiology:
- Lipid:
- Impact:
- Optimum:



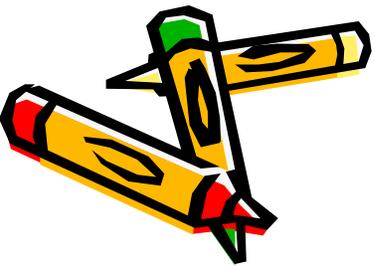
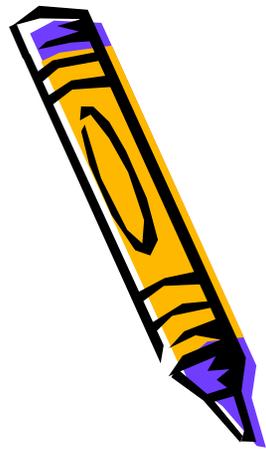
# Reducing Hypertension



OBJECTIVES	MUST INCLUDE?	INTERACTIVE QUESTIONS
Understand what hypertension is	What is hypertension and what is patient's blood pressure? What are symptoms?	What is high blood pressure (HBP)? What is your blood pressure?
Follows medication regimen	Dangers of hypertension	What are some dangers to you from HBP?
	Taking medicine can control hypertension	How can you lower your blood pressure?
	Must take medication every day even if you feel okay	What about taking medication on days you feel okay?

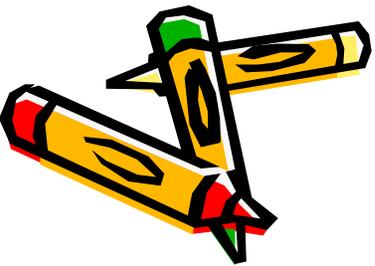
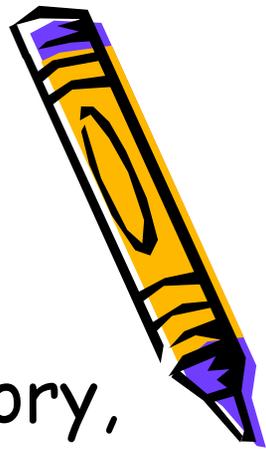


Practice: What is  
Your SOCHO?



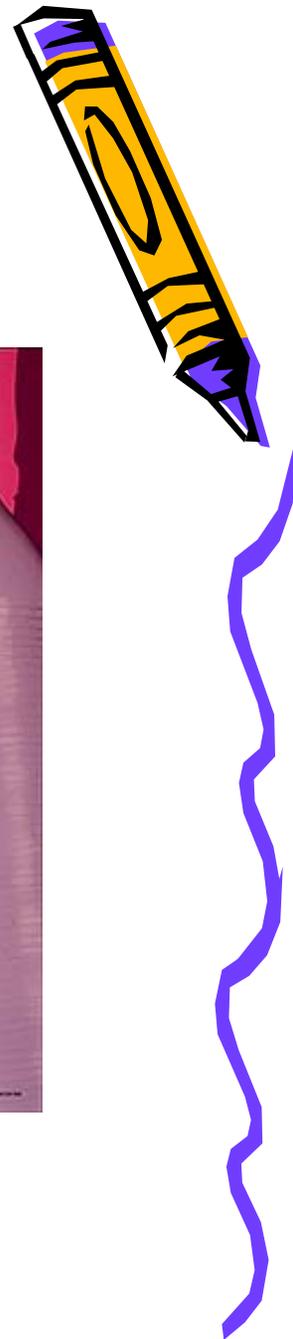
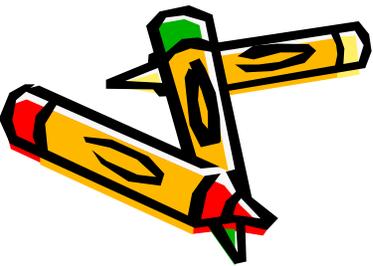
# Writing and Production Phase

- Select format(s): description, story, Q & A
- Decide how to include interaction
- Decide which words or phrases need explanatory examples & include them
- Plan to test the draft & the final with the audience
- Assess suitability
- Document the assessment results



# Headlines

- Use compelling headlines that sell your message
- Example:
  - Secondhand Smoke and Pregnancy
  - Protect Your Unborn Baby From Secondhand Smoke
- Emphasize benefits
- May be only thing they read



10

Ways to Be  
A Better Dad



Factors change the world  
one child at a time

# Headlines

A blue medical syringe is positioned at the top left, and a silver coin is at the bottom right, both appearing to be part of the advertisement's visual elements.

**IF YOU  
PRICK YOUR  
ARM,  
ARM YOUR  
PRICK.**

If you need liquid, don't inject. Always use condoms.

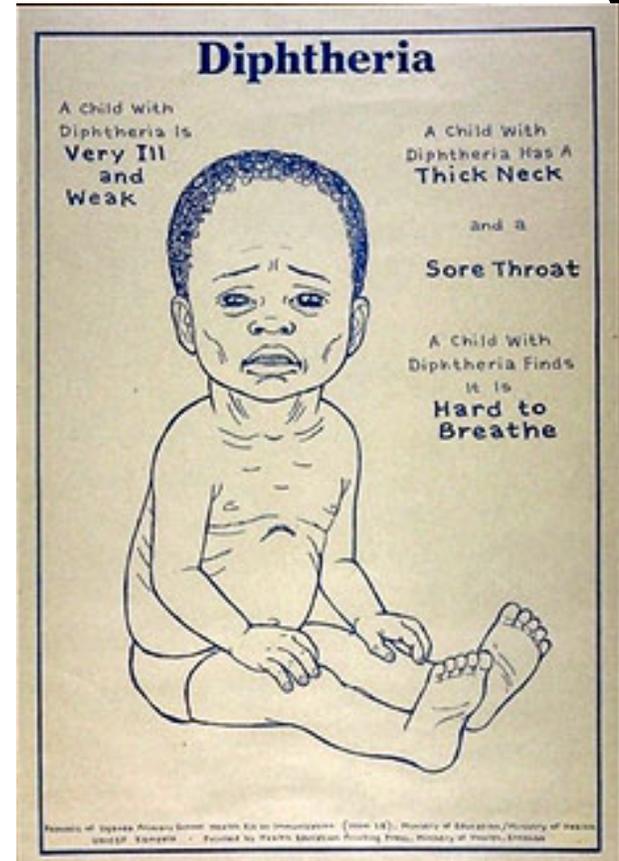
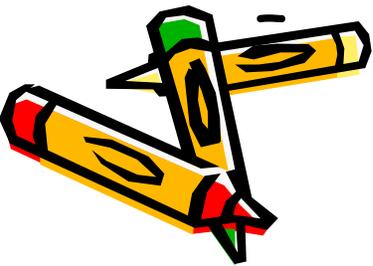
**HERO**

© 2000 The American Society for Health Care Professionals, Inc.

# Writing & Production Phases

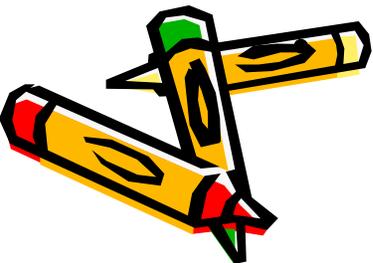
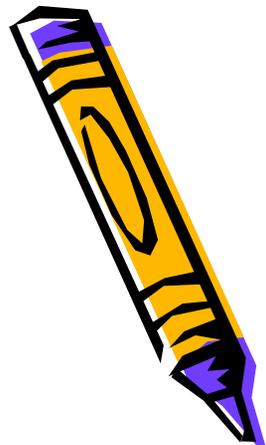
Select format(s):

- Poster, brochure, booklet?
- Describe Problem?
- Tell a Story?
- Testimonials?
- Q & A?
- Charts?



# Make it Accessible

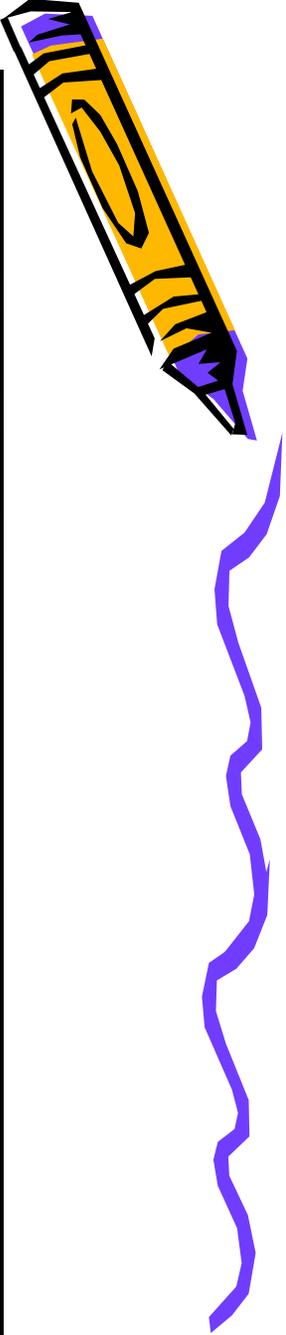
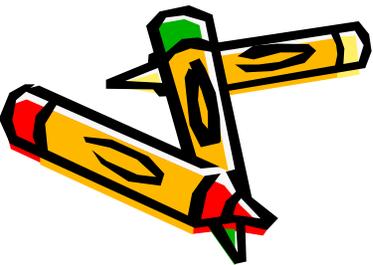
- Write like you talk
- Use active voice: Risk of cancer is increased by smoking v. Smoking increases risk of cancer
- Common words, short sentences < 15 words
- Examples for more difficult words
- Short bullet points instead of sentences
- Avoid health educator "speak", jargon, judgmental words
- Repeat important information
- Create interest with headers, quotes, images, examples



# Reader Involvement

Help readers interact with your material:

1. Short question
2. Circle one of several pictures
3. Pose a problem and ask for a solution



 20 warning signs of an abusive relationship

Does your partner...

- Criticize and degrade you?
- Make you feel afraid to disagree?
- Act very jealous and possessive?
- Accuse you of being unfaithful?
- Try to control every aspect of your life?
- Make you nervous for every moment?
- Try to isolate you from family and friends?
- Discourage you from work or schooling?
- Humiliate you in front of others?
- Tell you you're worthless or useless?
- Blame your property or environmental issues?
- Pick fights with you?
- Try to control all your finances?
- Force you to have sex against your will?
- Threaten to hurt or kill you or your children?
- Threaten to commit suicide if you leave?
- Hit, punch, slap, kick, push or threaten you?
- Become violent, even say it's your fault?
- Blame alcohol or drug use for violent episodes?
- Regret hitting you and promise it won't happen again?

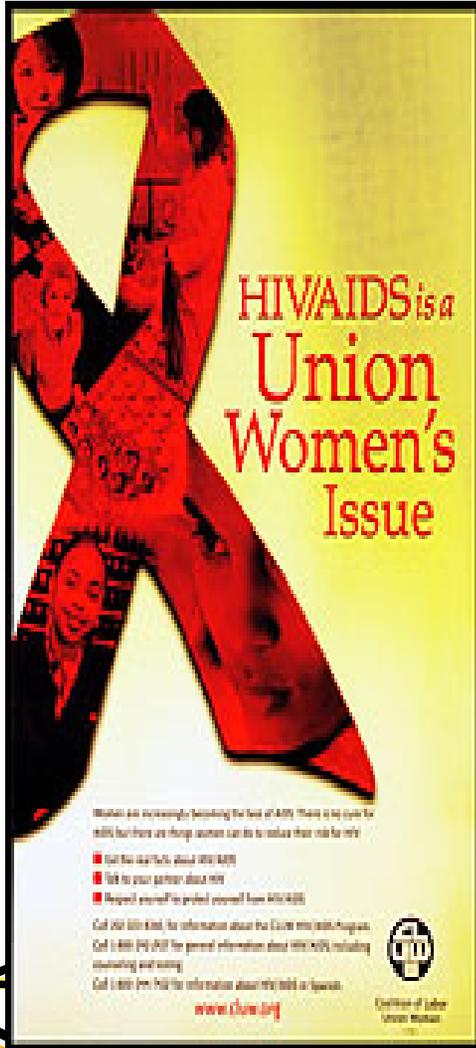
Take the first step. Please begin at home.  
Call our 24-hour Helpline: (800) 799-7233

Yes, I am in an abusive relationship.  
 No, I am not in an abusive relationship.  
 I am not sure.

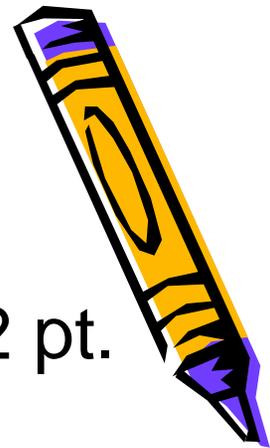
© 2008-2010  
NVA

# Writing & Production

## - Text

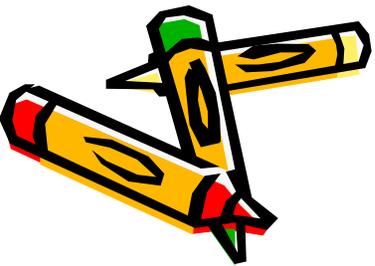
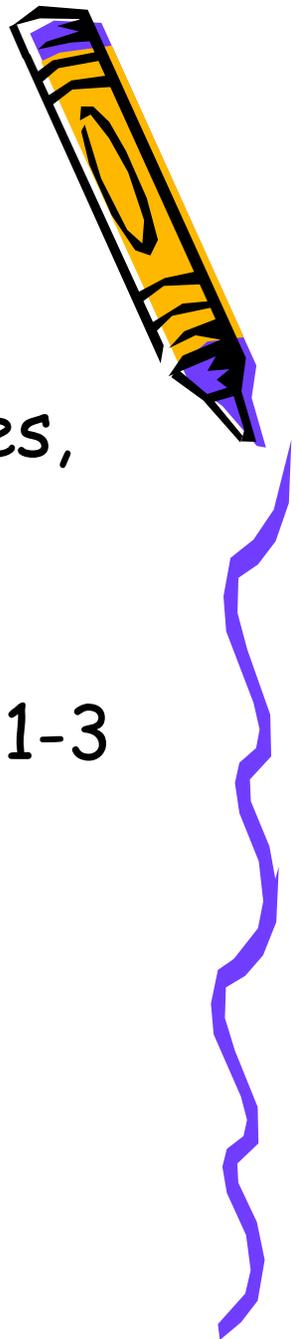


- Serif type & lowercase, 12 pt. Font or higher
- No large or stylized initial letters
- Few caps
- Limit line length to 30-50 characters & spaces
- Left justified & right ragged
- Use headers
- Use eye-catchers – a box, larger font or indent



# The Look

- Consistent color scheme
- Consistent positioning for titles, headers, etc.
- Consistent spacing
- No more than 1-2 paragraphs, 1-3 sentences each
- Relevant images
- White space



**YOU KEEP  
TRACK OF  
YOUR *child***



**NOW KEEP  
TRACK OF  
YOUR CHILD'S  
IMMUNIZATIONS**



## Three Fold Brochure

“You Keep Track of Your Child. Now Keep Track of Your Child’s Immunizations”

### Good Points:

- Bright color
- Simple
- Interesting title and picture
- Very little text
- Leads you to look inside

## Easy ways to add folic acid to your diet:

- ♥ Have orange juice and cereal with milk for breakfast.



- ♥ Try collards or other greens cooked with chicken or turkey.

- ♥ Add spinach to your salad.



- ♥ Mix cooked broccoli in a pasta or rice salad.
- ♥ Serve string beans or peas with dinner.
- ♥ Make or buy soup and chili with your favorite beans.

Your best source is a daily multivitamin!

### For more information:

#### Ask your health care provider or contact:

- The Washington State Folic Acid Council (206) 624-1373, [www.folicacidcouncil.org](http://www.folicacidcouncil.org)  
E-mail: [info@folicacidcouncil.org](mailto:info@folicacidcouncil.org)
- The Washington State Chapter, March of Dimes (206) 624-1373, [www.modimes.wa.org](http://www.modimes.wa.org)  
E-mail: [WA653@modimes.org](mailto:WA653@modimes.org)
- The March of Dimes Pregnancy & Newborn Health Education Center 1-888-MODIMES, [www.marchofdimes.com](http://www.marchofdimes.com)

Brought to you by



Developed for The Division of Early Childhood, Youth & Women's Health, Philadelphia Department of Public Health.



Which of these women need folic acid?



# Two Fold Brochure

Cover: “Which of these women need folic acid?”

- The Answer Inside: All of them!
- Interesting Question and Pictures
- Good use of bullet points and boxes

Philadelphia Department of Health

# Examples

- 12 point font or higher
- Use pictures and images as much as text
- No large or stylized initial letters
- line length short
- headers or headlines for each section
- Uses eye-catchers - a box or line around important text, larger font or arrows by it to show it is that is very important

Answer: **All of them.**

Everyday, here is what you can do to get enough folic acid:

**Every woman, every day, needs folic acid.**

Why do I need the B vitamin folic acid?

- ♥ If you are a **teenager or young woman**, take folic acid now to keep you healthy on the inside and outside. It may also help to protect your body against disease.
- ♥ If you are **thinking about having a baby or are pregnant**, take folic acid now to help prevent birth defects in baby's brain and spine.
- ♥ **Women of all ages** should take folic acid to help prevent strokes, heart disease, breast cancer and colon and cervical cancer.

1. Take a multivitamin pill with 400 mcg of folic acid in it.

2. Read food labels to help you get enough folic acid, also known as folate or Vitamin B.

3. Eat foods with folic acid such as:

- ♥ Orange juice or fresh orange
- ♥ Green leafy vegetables
- ♥ Beans
- ♥ Enriched cereals, breads, rice and pasta



Inside nutrition brochure

# Three-fold Brochure

- Good use of pictures and graphics
- Headlines and section headers
- Highlight important points with arrows and boxes
- Short sentences and phrases
- Simple to read

**Information for Parents**

## Influenza and your CHILD

**FLU IS A SEVERE ILLNESS**

Flu (or the flu) is caused by viruses that infect the nose, throat, and lungs. The flu virus spreads through the air. It can pass to persons who are in direct contact, coughs, sneezes, or talks.

**Influenza and its complications are the 5th leading cause of death among children 4 years of age and younger!**

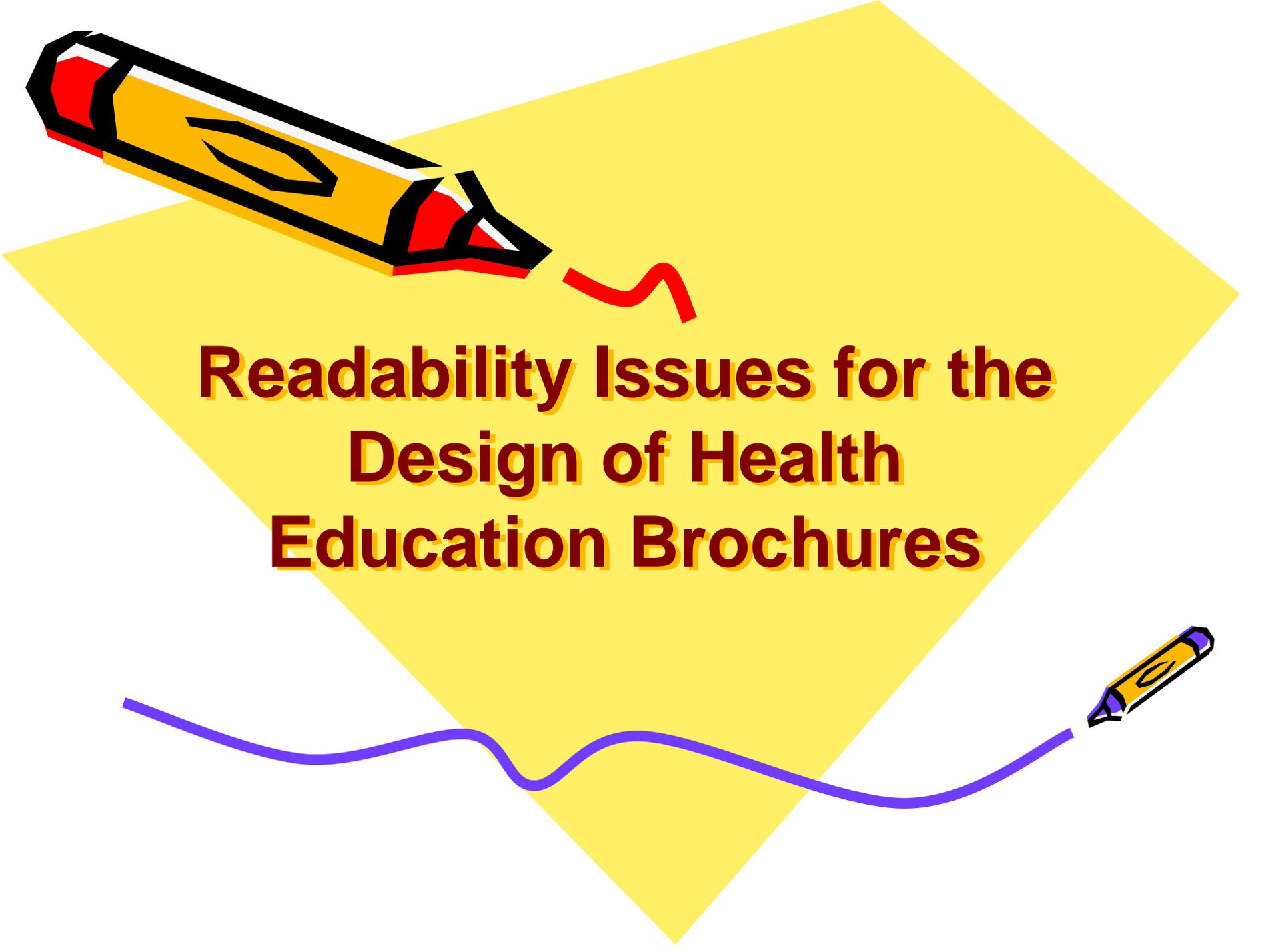
Every child has a real high risk of having an epidemic of Flu like the flu could have been prevented or even killed them. The following children need to be vaccinated each year to prevent the flu:

- Infants 6-23 months of age
- Children 24 months to 18 years of age who have health problems like:
  - asthma or other condition of the lung
  - heart disease
  - diabetes
  - sickle cell disease
  - kidney disease
  - HIV/AIDS
  - cancer
  - organ transplant
- Children 6 months to 18 years of age who are receiving long-term aspirin therapy

**The Best Time to Vaccinate is October or November**

**Get Your Flu Shot!**

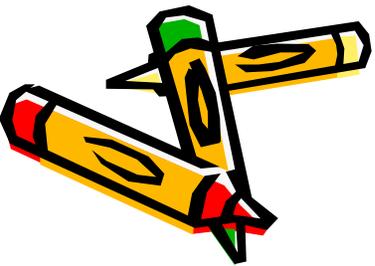
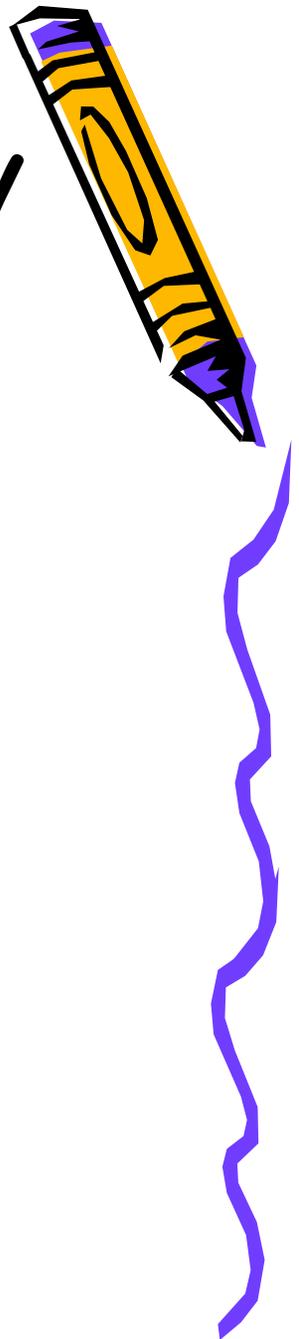
[www.dhs.gov/flu](http://www.dhs.gov/flu) 800-333-2622 • [www.cdc.gov/nip/flu](http://www.cdc.gov/nip/flu)



**Readability Issues for the  
Design of Health  
Education Brochures**

# The Importance of Readability

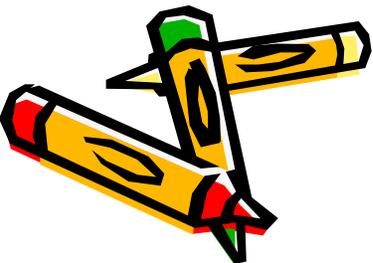
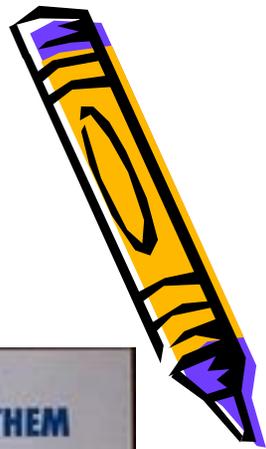
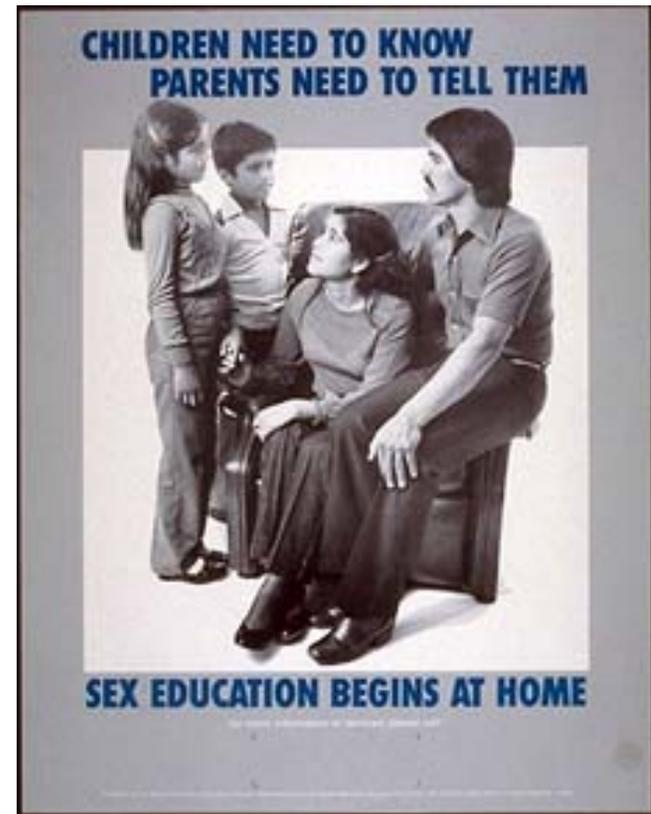
- For persuasion or adherence to occur, the public must:
  - Receive information
  - Understand it
  - Believe it
  - Agree with it
  - & act upon it



# Clarity is reading level plus+ more

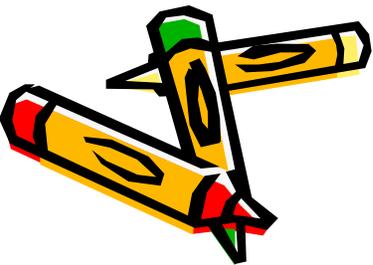
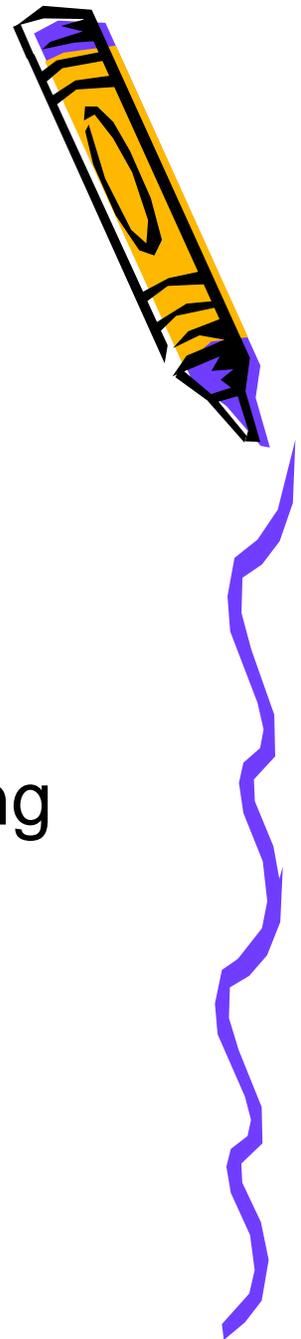
Messages must:

- clearly convey information
- limit misunderstanding
- few technical/scientific terms;
- Limit extra info



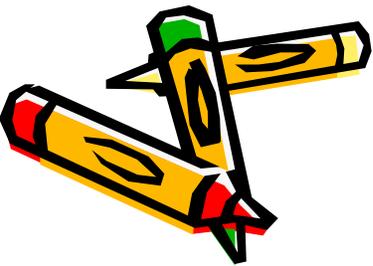
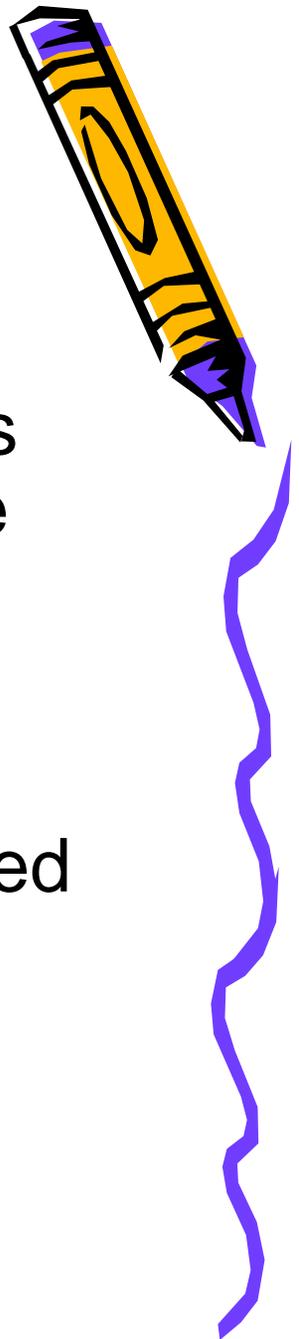
# Types of Assessment Methods

1. Checklist of attributes
2. Readability formulas
3. Suitability Assessments (LA County Materials Review)
4. Focus Group or Key Informant Testing



# Readability Formulas

- Provides a grade-level rating which allows you to compare the readability level of the material with the reading skills of your population to determine suitability.
- Over 40 formulas available; most are based upon word difficulty and sentence length:





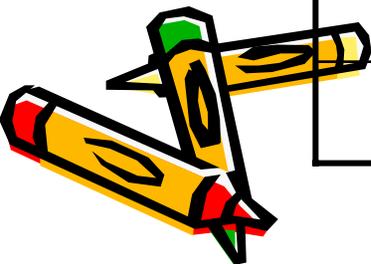
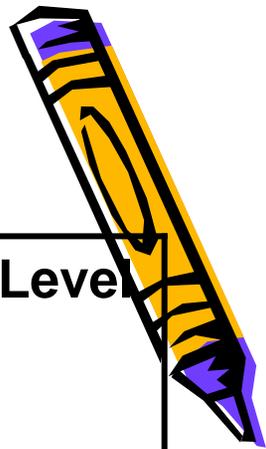
# Directions for SMOG

- Pick a passage with 30 sentences.
- Choose 10 consecutive sentences at the beginning, 10 at the middle & 10 at the end of a piece.
- Count all the words containing 3 or more syllables, including repetitions.
- Use the conversion chart to determine reading level.
- *Note:* Use your professional judgment (e.g., alcohol=long but not too hard word; triage=short but not easy word).
- Choose simple words & explain complex words in the text or provide a glossary for unfamiliar terms.



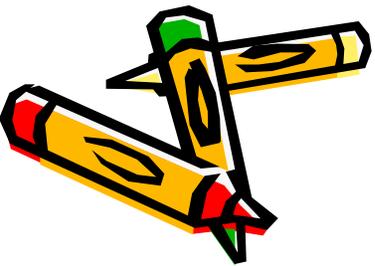
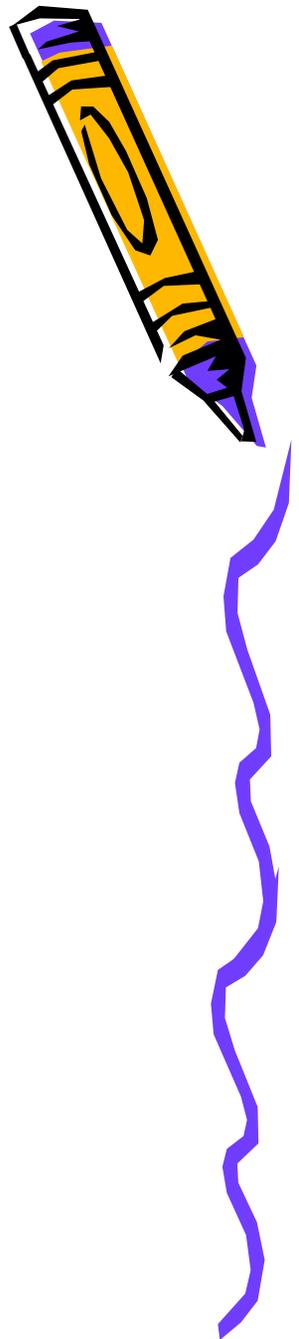
# SMOG Conversion Chart

<b>Pollysyl- labic Word Count</b>	<b>Grade Level</b>	<b>Pollysyl- labic Word Count</b>	<b>Grade Level</b>
<b>0-2</b>	<b>4</b>	<b>57-72</b>	<b>11</b>
<b>3-6</b>	<b>5</b>	<b>73-90</b>	<b>12</b>
<b>7-12</b>	<b>6</b>	<b>91-110</b>	<b>13</b>
<b>13-20</b>	<b>7</b>	<b>111-132</b>	<b>14</b>
<b>21-30</b>	<b>8</b>	<b>133-156</b>	<b>15</b>
<b>31-42</b>	<b>9</b>	<b>157-182</b>	<b>16</b>
<b>43-56</b>	<b>10</b>	<b>183-210</b>	<b>17</b>
		<b>211-240</b>	<b>18</b>

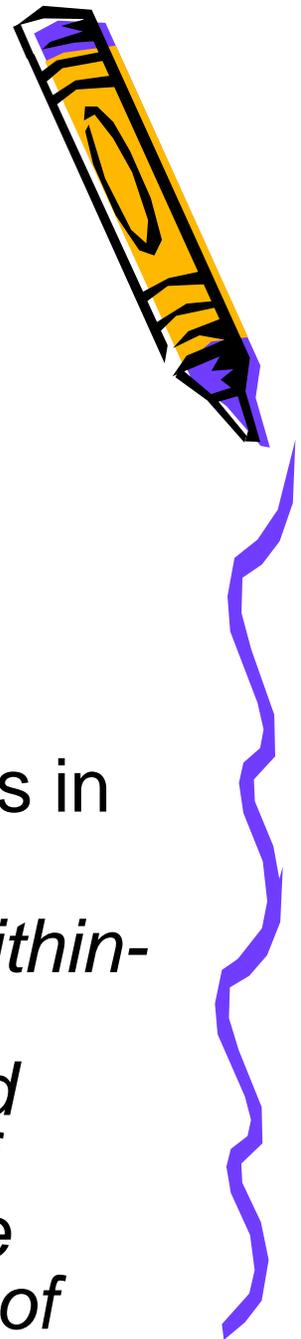


# How simple should it be?

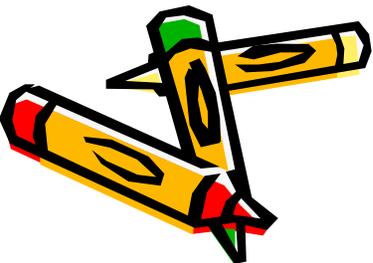
- **Make it as low as practical w/out sacrificing content or writing style**
- **6<sup>th</sup> grade is reasonable for most health care instructions**
  - **6<sup>th</sup> grade (75%)**
  - **3<sup>rd</sup> grade (90%)**



# Other Attributes that Affect Reading Difficulty



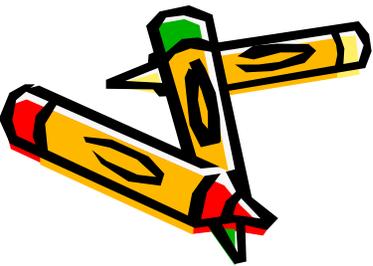
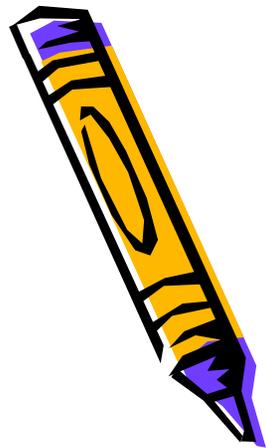
- Print size and type style (Is it too small?)
- Color contrast (Brown ink on tan paper?)
- Self-efficacy (Does it look hard to read?)
- Concept density (Too many ideas in 1 paragraph?)
- Unfamiliar context (Use of common words in unfamiliar context?)
  - *“Under certain circumstances the within-cells and the interaction sums of squares may be added together and divided by the combined degrees of freedom to obtain an estimate of the variance based on a larger number of degrees of freedom.”*



# Pre-testing For...

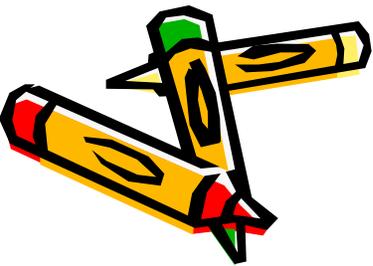
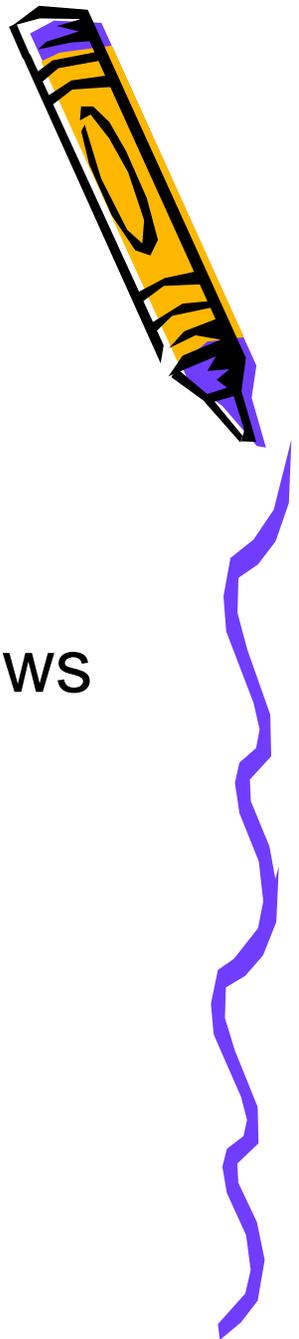


- Comprehension
- Attention
- Recall
- Strong & weak points
- Personal relevance
- Sensitive or controversial elements
- Humor



# Pre-testing Methods

1. Focus groups
2. Individual interviews
3. Central location intercept interviews
4. Theatre testing
5. Self-administered questionnaires
6. Readability/Suitability Testing



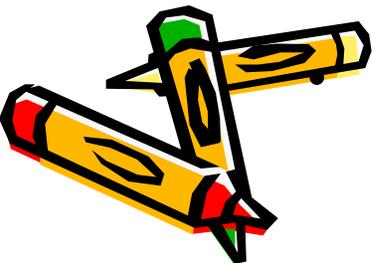
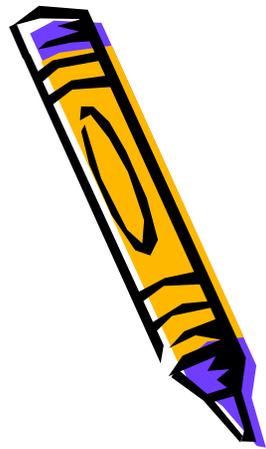
# Overview of Pre-testing Methods

Method	Description	Purpose	Respondents Needed
<b>Focus Groups</b>	<b>Small gatherings of people who meet w/ a trained moderator</b>	<b>Test program themes, images, draft materials</b>	<b>8-12 per group; at least 2 groups per type of respondent</b>
<b>Individual Interviews</b>	<b>1-to1 meeting to elicit reactions to sensitive or complex issues</b>	<b>Explore responses, feelings, concerns</b>	<b>10 per type of respondent</b>
<b>Intercept interviews</b>	<b>Spot interview in common places (e.g, market) using questionnaires for quick answers</b>	<b>To obtain many individual reactions</b>	<b>60 – 100 per target audience</b>
<b>Self-Administered questionnaires</b>	<b>Mailed or delivered surveys accompanying sample materials</b>	<b>To obtain many individual's reactions</b>	<b>20 (100-200) is ideal</b>
<b>Readability/Suitability Tests</b>	<b>Comparing material against accepted criterion</b>	<b>To gauge reading level &amp; suitability of materials</b>	<b>0</b>

# What can we learn from Pretesting?

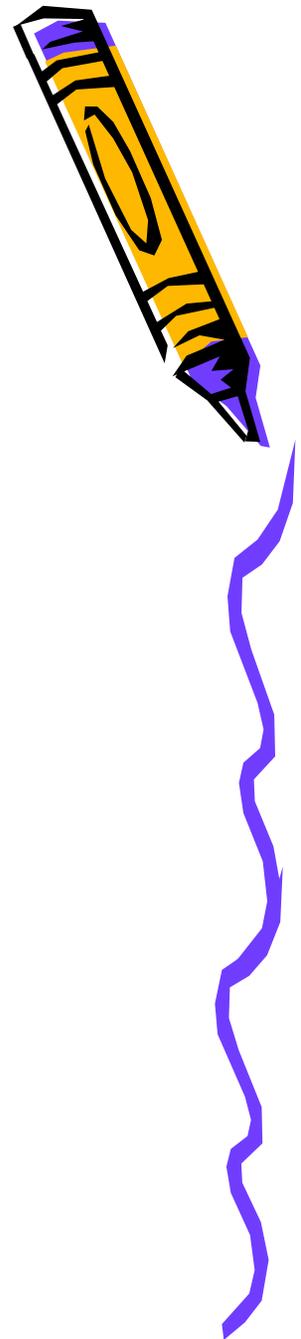
- What are the ways message can be presented?
- How does the target audience react to the message itself?
- How does the audience respond to the message format?
- Based on responses from the target audience, do changes need to be made in message or format?

How could the message best be promoted, distributed and tracked?



# Practice Tests

- Overall Look?
- Clear Title and Audience?
- Invites Reader?
- Reading Levels & Overall Readability?
- Interactive Approach?
- Take Home Message?



# Thank You!

For more information:

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University of Southern California

(626) 457-6647

