

# Framing Change: A Strategic Approach to Communications

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CADCA Mid Year Training Institute

July 18, 2016

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## The FrameWorks Mission:

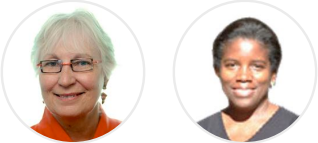
To advance the nonprofit sector's communications capacity by identifying, translating and modeling relevant scholarly research for framing the public discourse about social problems.

# FrameWorks investigates the communications aspects of social issues

- **Harvard University Center on the Developing Child** – how to translate science of early childhood brain and biological development to inform sound policy
- **AECF/KIDS COUNT Network** – how to make the most powerful case for children's issues
- **National Human Services Assembly** – how to build support for a range of social services and reframe the conversation about supporting healthy development across the lifespan
- **Jacksonville Partnership for Child Health** – cross-sector, inter-agency network working to build support for child mental health as a key to reducing disparities in child outcomes
- **Early Childhood Colorado Partnership** – how a diverse coalition of statewide stakeholders can use shared messages to build urgency and understanding around ACES
- **Leaders of Aging Organizations** – how national organizations can advance a shared narrative about demographic change, older Americans' well-being, and policy solutions

# Strategic Frame Analysis is a multidisciplinary approach to communications

## ADVOCACY



## LINGUISTICS



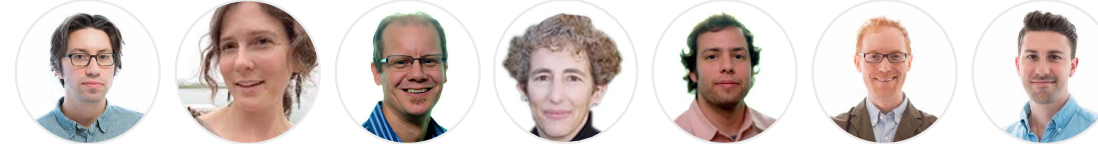
## PUBLIC HEALTH



## POLITICAL SCIENCE



## ANTHROPOLOGY & PSYCHOLOGY



## SOCIOLOGY



## JOURNALISM



## ADMINISTRATION



## DESIGN AND DIGITAL MEDIA



Why Think about Framing?

What Have We Learned about Framing Adolescent  
Substance Use?

# Because Understanding Is Frame-Dependent

**Given the importance of free speech,** would you favor allowing a hate group to hold a political rally?



*85% in Favor*

**Given the risk of violence,** would you favor allowing a hate group to hold a political rally?

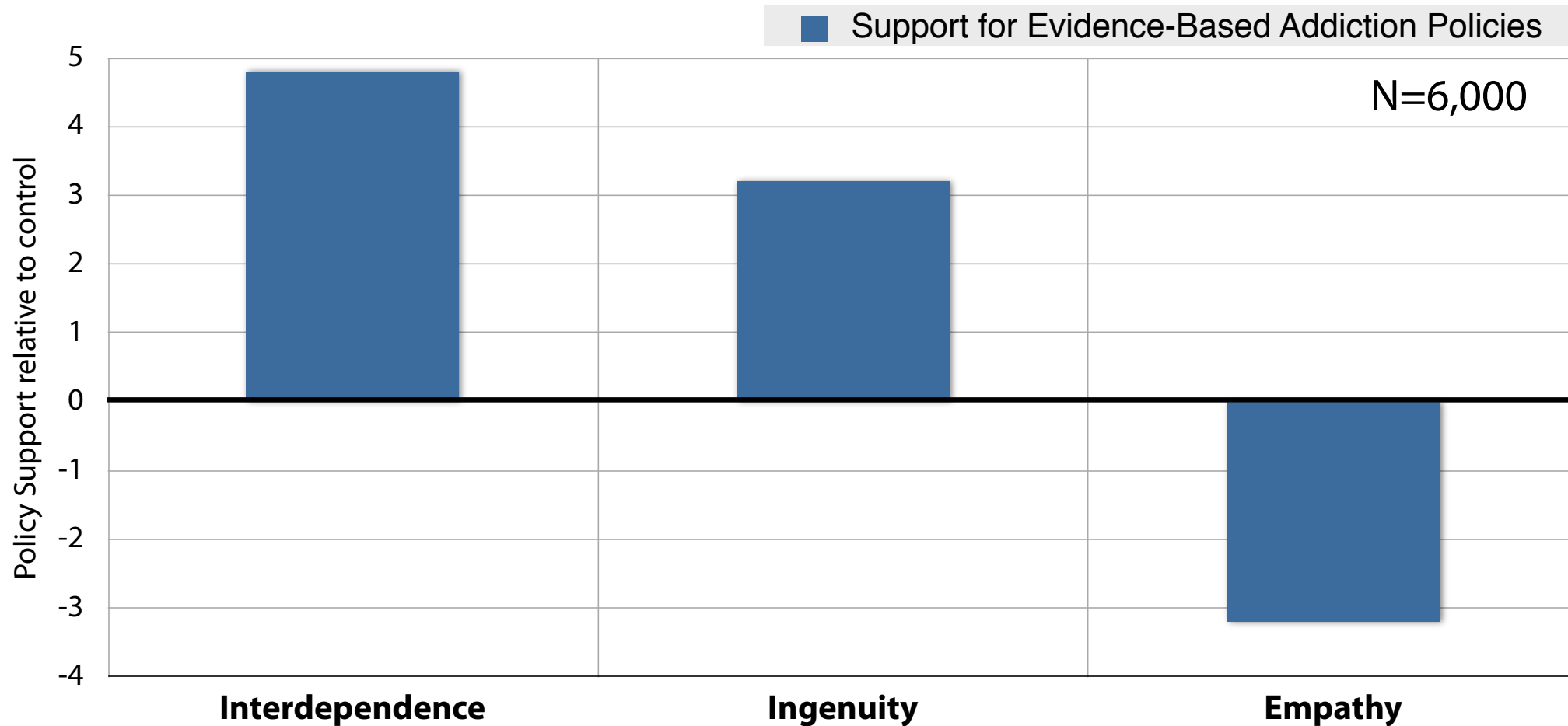


*40% in Favor*

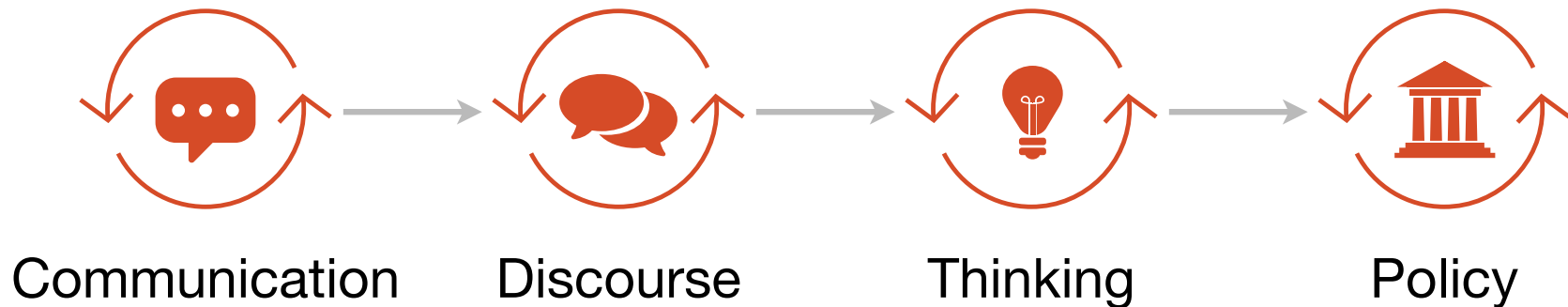
*Sniderman & Theriault,  
2004*



# Because Understanding is Frame Dependent



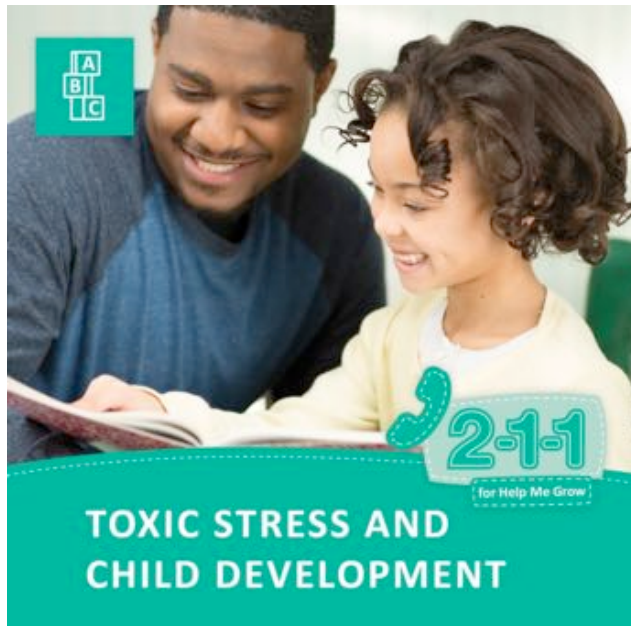
# Because Frames Can Help Make Change

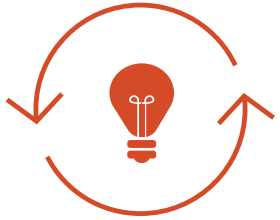






# Changes in Communication





# Changes in Discourse



## The New York Times

The Opinion Pages

### Opinionator

FIXES

### Protecting Children From Toxic Stress

By DAVID BORNSTEIN OCTOBER 30, 2013 11:55 AM



Keith Negley



# Changes in Thinking

**2002**

Only 42% understood that infants can communicate before they learn to speak.

Public unsure whether babies' cries were 'conscious manipulation' or expressions of genuine need.

**2011**

96% understood that infants can communicate before they learn to speak.

85% understood that for infants, cries and signals indicate a genuine need for adult attention.



# Changes in Policy

## CALIFORNIA SENATE PASSES RESOLUTION ASKING GOV TO LOOK AT INTERVENTION POLICIES TO ALLEVIATE "TOXIC STRESS" IN CHILDREN



CALIFORNIA LEGISLATURE—2013–14 REGULAR SESSION

Assembly Concurrent Resolution No. 155

Introduced by Assembly Member Bocanegra  
(Coauthors: Assembly Members Bonta, Bradford, Buchanan, and Ian Calderon)

May 28, 2014

Assembly Concurrent Resolution No. 155—Relative to childhood brain development.

LEGISLATIVE COUNSEL'S DIGEST

ACR 155, as introduced, Bocanegra. Childhood brain development: adverse experiences: toxic stress.

This measure would urge the Governor to identify evidence-based solutions to reduce children's exposure to adverse childhood experiences, address the impacts of those experiences, and invest in preventive health care and mental health and wellness interventions.

Fiscal committee: no.

American Academy of Pediatrics  
PUBLISHED BY THE BOARD OF CHILD CHILDREN

TECHNICAL REPORT

The Lifelong Effects of Early Childhood Adversity and Toxic Stress

abstract

Advances in fields of inquiry as diverse as neuroscience, molecular biology, genomics, developmental psychology, epidemiology, sociology, and economics are catalyzing an important paradigm shift in our understanding of health and disease across the lifespan. This converging, multidisciplinary science of human development has profound implications for our ability to anticipate the life prospects of children and to strengthen the social and economic fabric of society. Drawing on these multiple streams of investigation, this report reviews an evidence-based

June F. Shonkoff, MD, Andrew N. Garner, MD, PhD, and THE COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH, COMMITTEE ON EARLY CHILDHOOD ADVERSITY AND DEFICIENT CARE, AND SECTION ON DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS

KEY WORDS

Developmental trajectories, early childhood toxic stress, social inequalities, health disparities, health promotion, disease prevention, adverse child development, human capital development, pediatric brain science

ABBREVIATIONS

**Because You Have a Problem**

# You Say...They Think

AAA



Expert/Advocate

BBB



Public

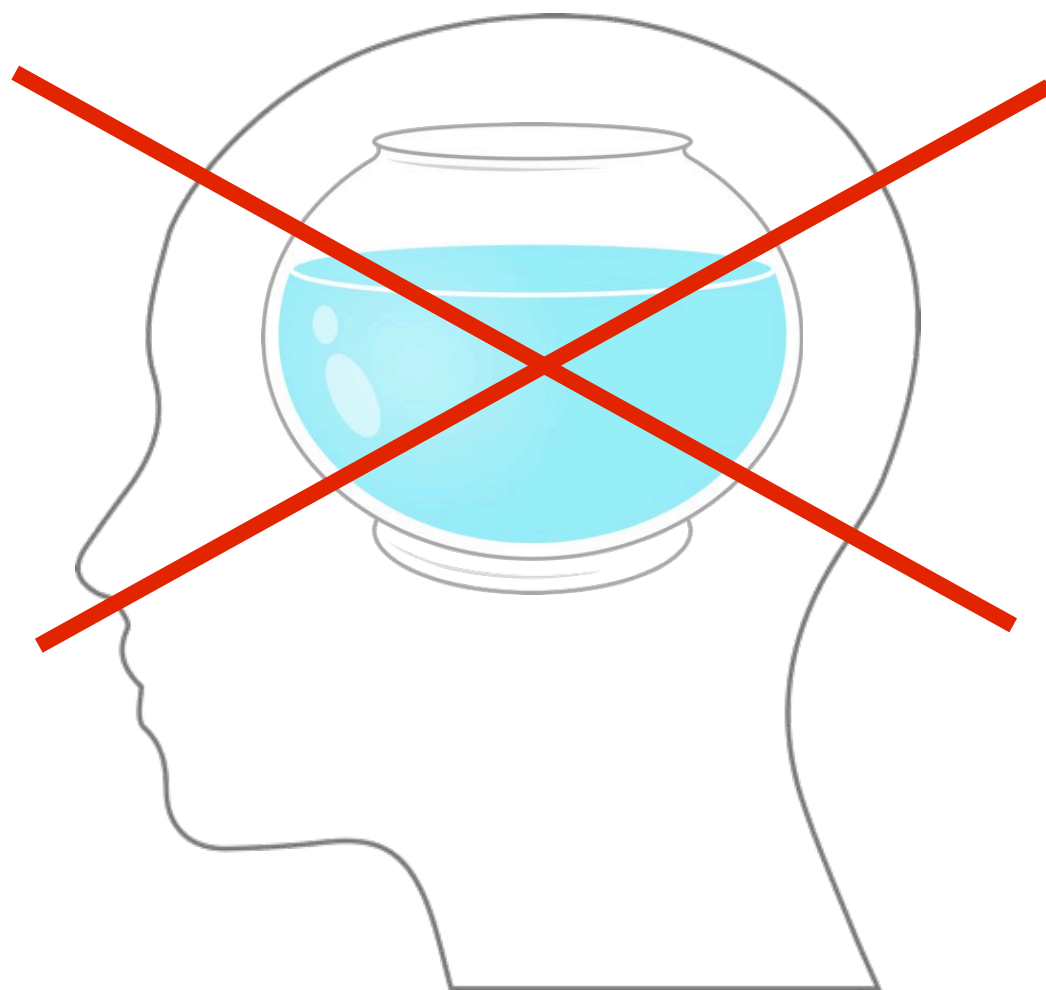
# You Say...They Think

Adolescent experimentation with substances deserves serious attention. To address adolescent substance use, we need to focus on prevention and early intervention.



Experimentation might be risky, but it's a normal part of being a teenager. It's not really a big deal.









**Strategic Communications =**

Knowing What You're Up Against in the Swamp

+

Having *Empirically Vetted* Tools to Navigate

# Experimentation Is Natural But Still Dangerous

Experimentation with alcohol and marijuana is **natural, inevitable**, and **acceptable**.



Yet experimentation is risky due to unreliable judgment and risky social situations.

# Correcting “mistakes” doesn’t work

## Flu Vaccine Facts & Myths



Department of Health and Human Services  
Centers for Disease Control and Prevention

### **MYTH** “The flu isn’t a serious disease.”

**FACTS** Influenza (flu) is a serious disease of the nose, throat, and lungs, and it can lead to pneumonia. Each year about 200,000 people in the U.S. are hospitalized and about 36,000 people die because of the flu. Most who die are 65 years and older. But small children less than 2 years old are as likely as those over 65 to have to go to the hospital because of the flu.

### **MYTH** “The flu shot can cause the flu.”

**FACTS** The flu shot cannot cause the flu. Some people get a little soreness or redness where they get the shot. It goes away in a day or two. Serious problems from the flu shot are very rare.

### **MYTH** “The flu shot does not work.”

**FACTS** Most of the time the flu shot will prevent the flu. In scientific studies, the effectiveness of the flu shot has ranged from 70% to 90% when there is a good match between circulating viruses and those in the vaccine. **Getting the vaccine is your best protection against this disease.**

### **MYTH** “The side effects are worse than the flu.”

**FACTS** The worst side effect you’re likely to get from a shot is a sore arm. The nasal mist flu vaccine might cause nasal congestion, runny nose, sore throat and cough. The risk of a severe allergic reaction is less than 1 in 4 million.

### **MYTH** “Only older people need a flu vaccine.”

**FACTS** Adults and children with conditions like asthma, diabetes, heart disease, and kidney disease **need to get a flu shot**. Doctors also recommend children 6 months and older get a flu shot every year until their 5th birthday.

### **MYTH** “You must get the flu vaccine before December.”

**FACTS** Flu vaccine can be given before or during the flu season. The best time to get vaccinated is October or November. **But you can get vaccinated in December or later.**

For more information, ask your healthcare provider or call 800-CDC-INFO (800-232-4636) Website [www.cdc.gov/flu](http://www.cdc.gov/flu)

### **MYTH** “The flu shot can cause the flu.”

**FACTS** The flu shot cannot cause the flu. Some people get a little soreness or redness where they get the shot. It goes away in a day or two. Serious problems from the flu shot are very rare.

Study of myth-fact structure found:

- People misremembered the myths as true.
- Got worse over time.
- Attributed false information to the CDC.

Source: Skurnik et al 2005, Journal of American Medical Association

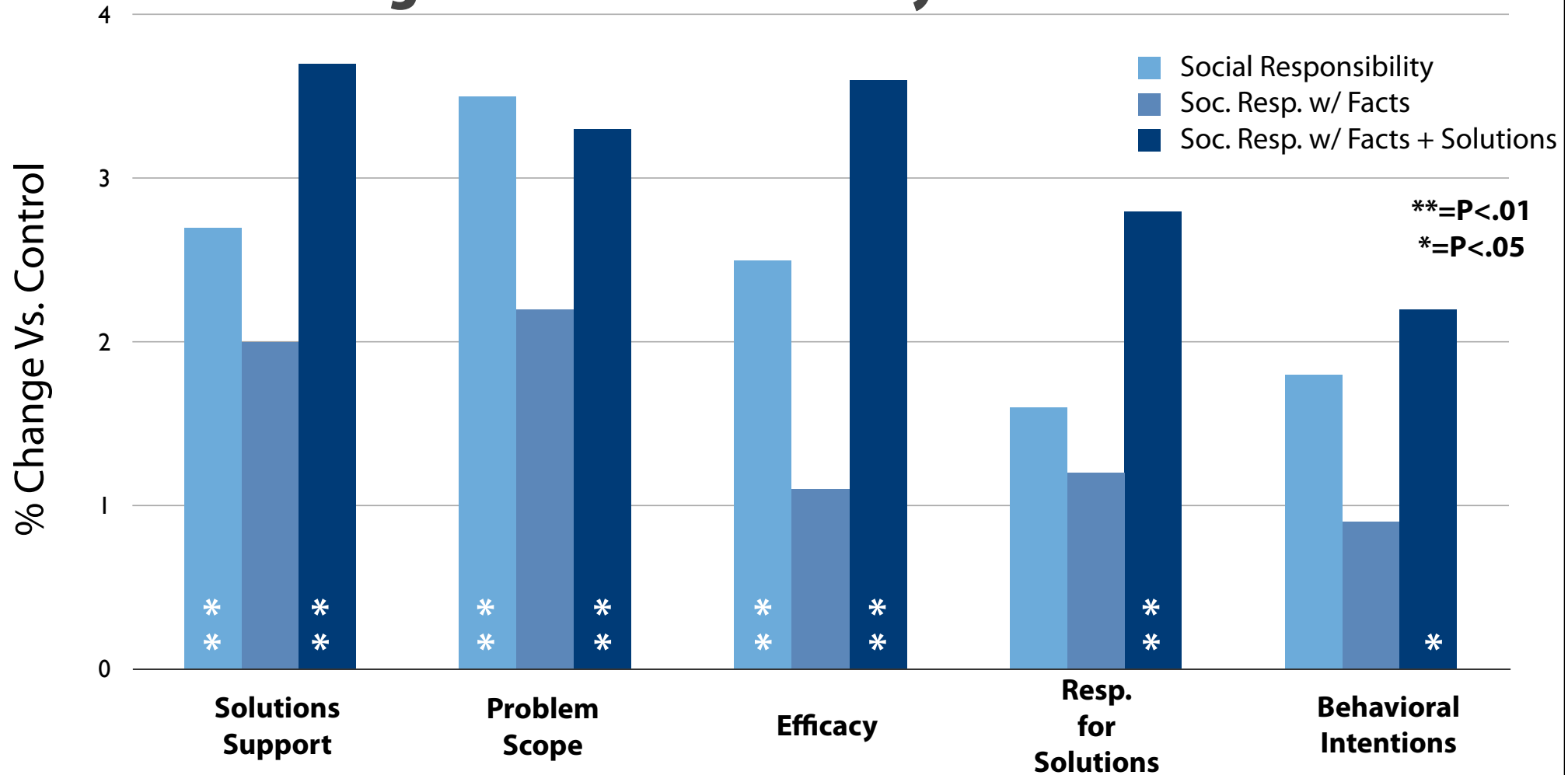
# Mentalism

Outcomes are determined by individuals' willpower.



Substance problems result from **insufficient willpower** to withstand negative influences and temptations to use.

# Framing Fundamental: Always Include Solutions





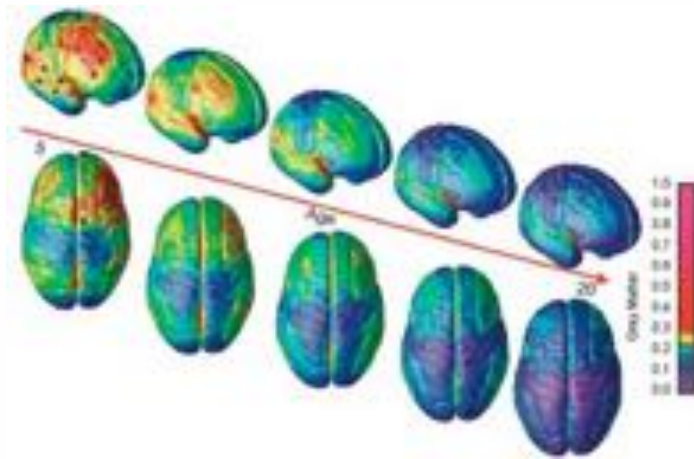
# Default Solutions

Scare them straight.



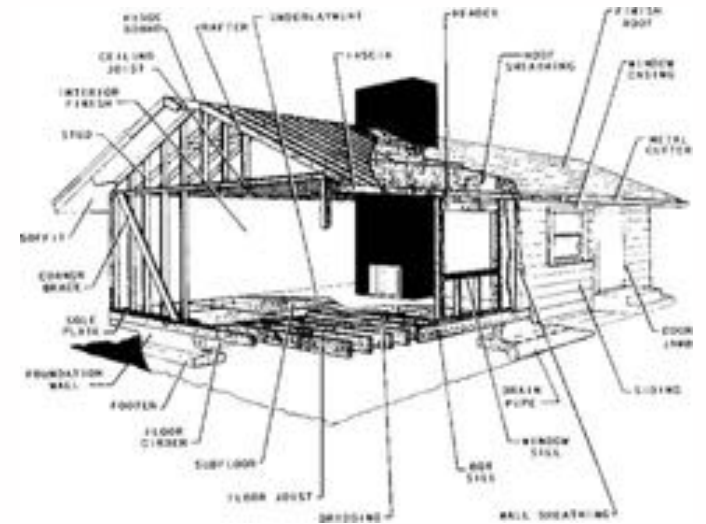
Nothing can—**or should**—be done.

# Framing Fundamental : Metaphor Makes a Difference

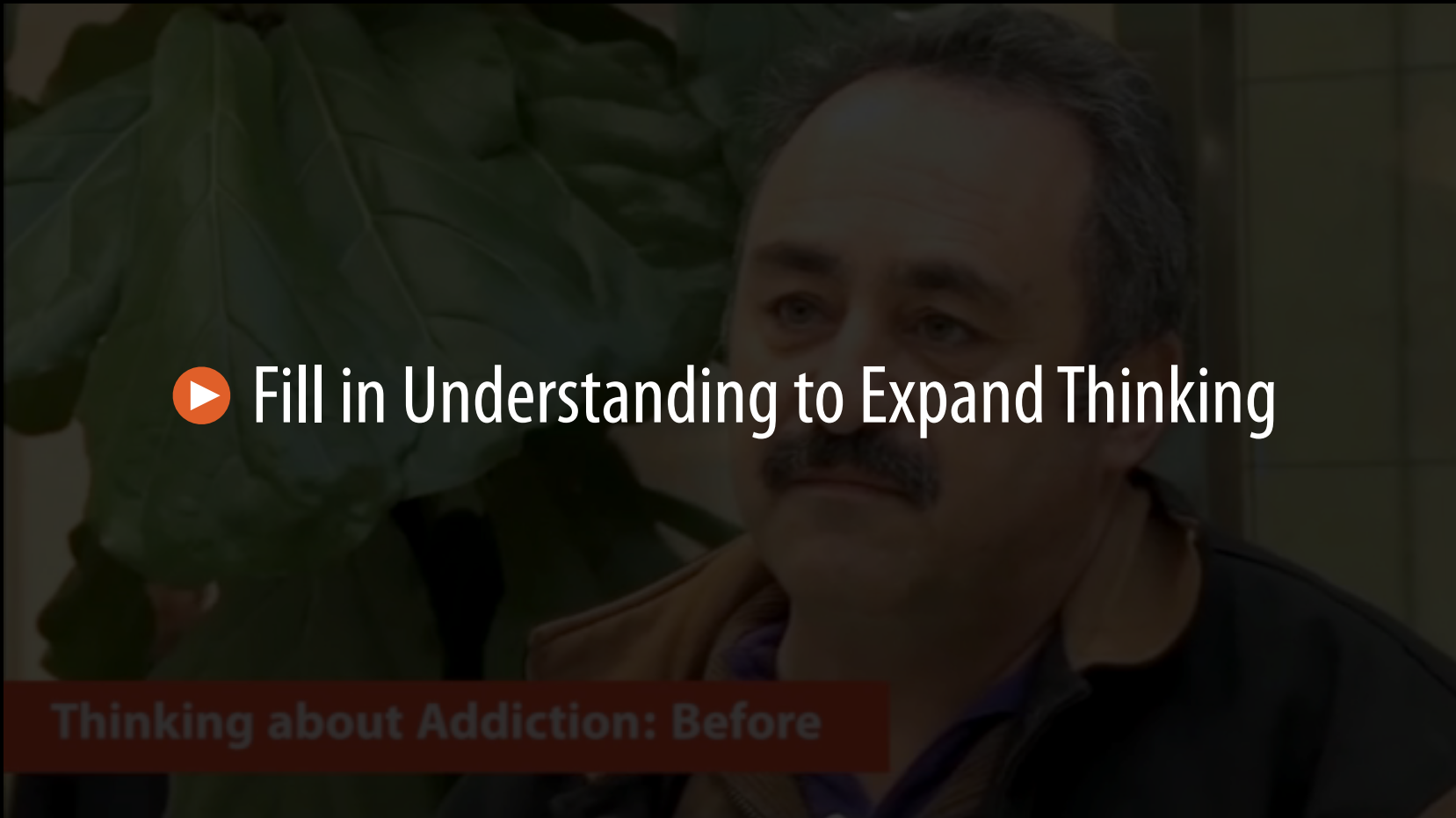


**Early Brain Development**

≈



**Building/Architecture**

A man with a mustache and grey hair is looking thoughtfully to the side. A large green leaf is in the foreground, partially obscuring the left side of the frame. The background is slightly blurred, showing what appears to be a window or a wall with a grid pattern.

## ▶ Fill in Understanding to Expand Thinking

Thinking about Addiction: Before



**“A talent for **speaking differently**,  
rather than arguing well,  
is the chief instrument of  
**cultural change.**”**

**-Richard Rorty**

# Frame On



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