



# The Power of How: Part 2

April 2020

@frameworksinst

# **Today's Agenda**

**1: Brief review**

**2: The power of how**

**3: Framing strategies that backfire**

**Why does framing matter?**

# #1 Understanding is frame dependent

(It's not just *what* you say...it's *how* you say it)

# Framing child mental health

■ Support for evidence-based CMH policies



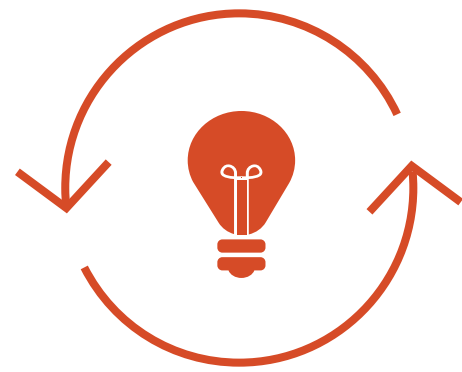
## #2 Frames facilitate change



Communication



Discourse



Thinking



Policy

**#3** We have a problem



# You Say...They Think

AAA



Expert/Advocate/Practitioner

BBB



Public

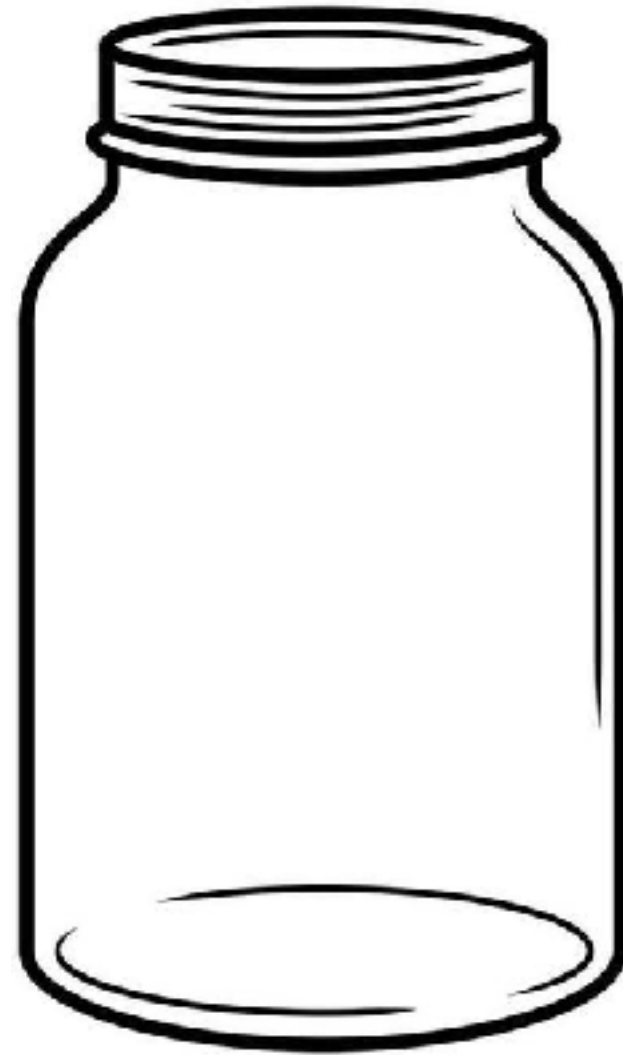
# Common mental models



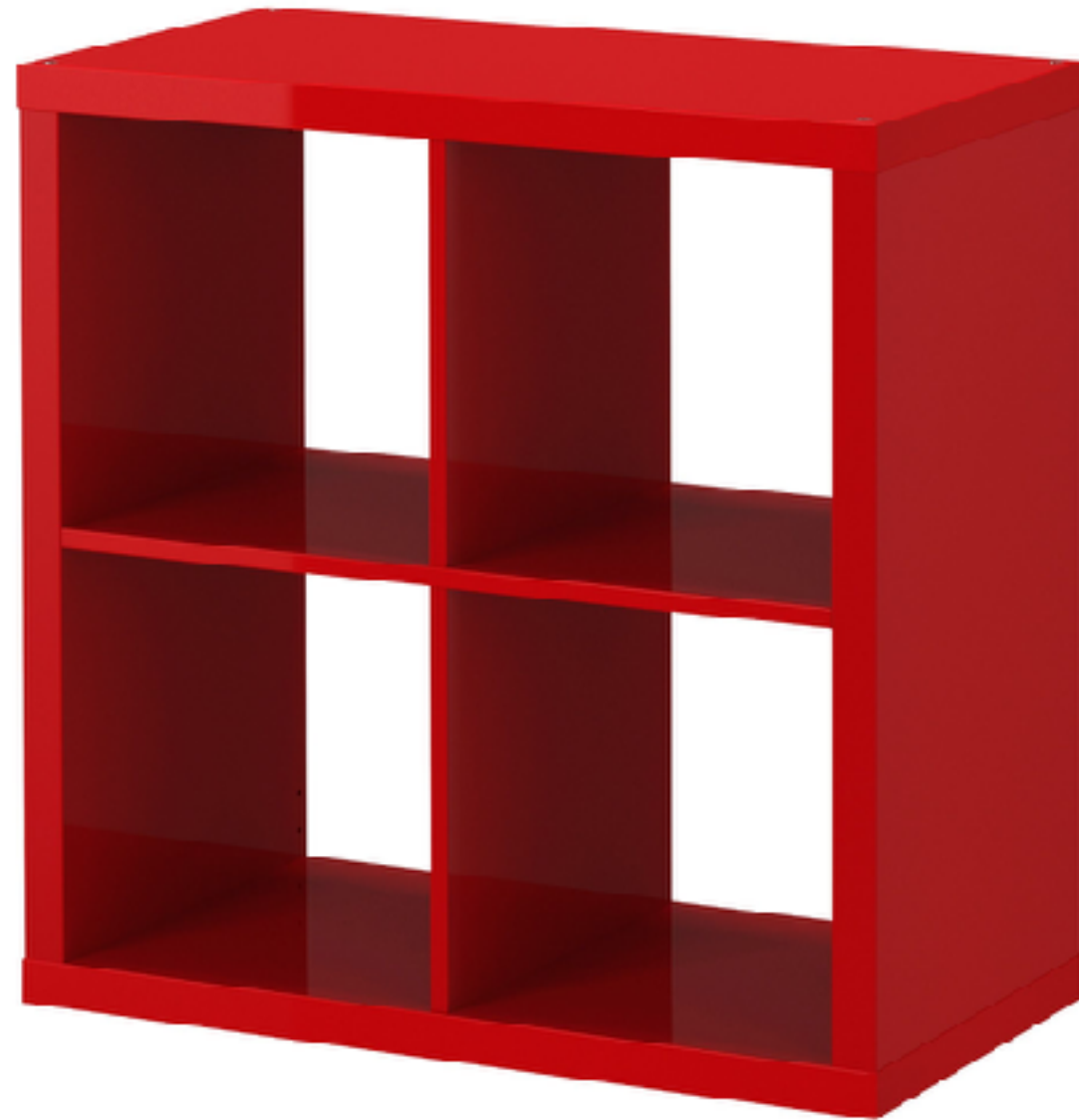
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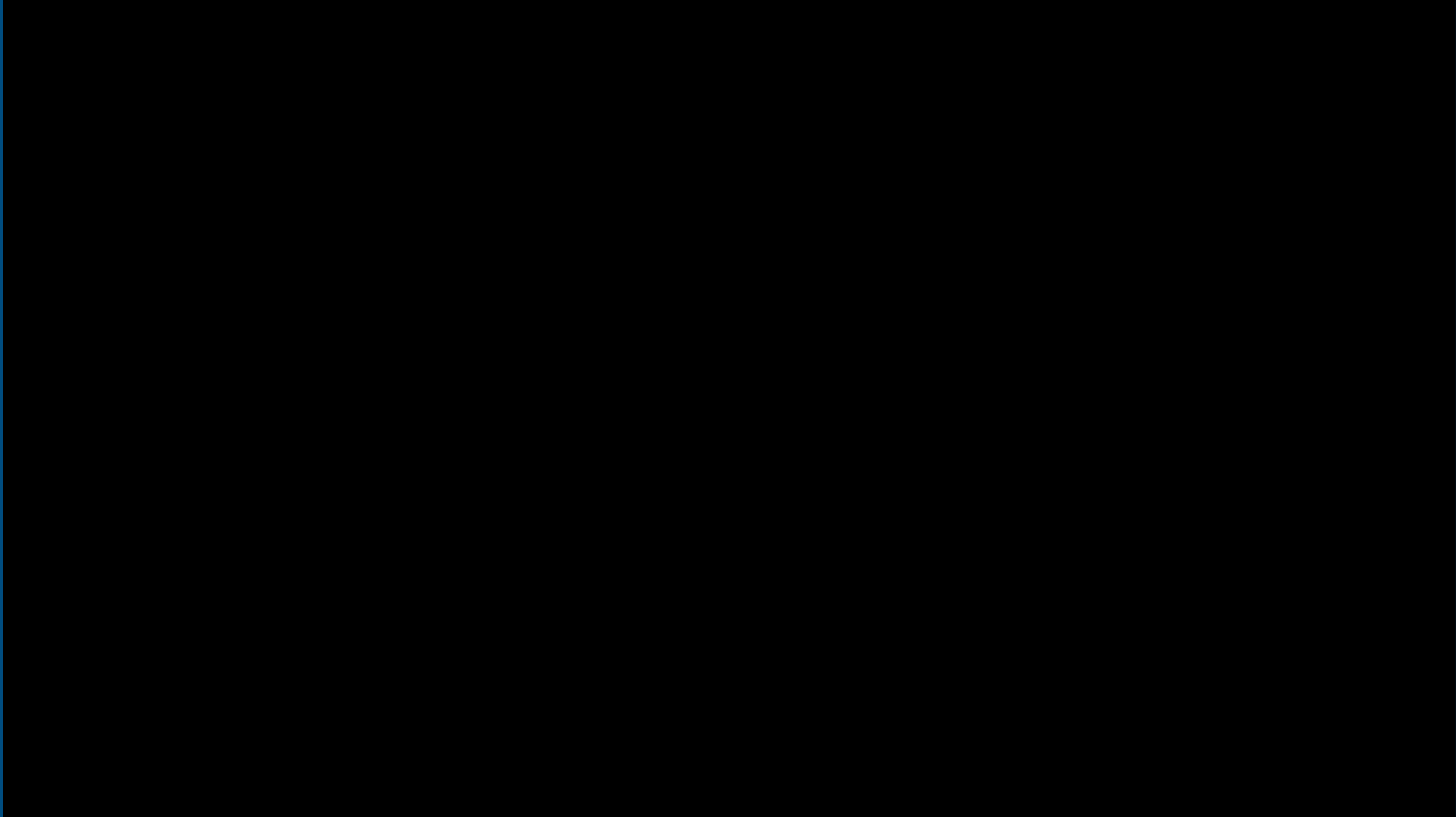
# What cultural models might this message cue up?

“In Ecuador, we have one and a half million children living in poverty right now,” says Janet Cruz, national office director. “The worst part of poverty is located in the rural areas, affecting mostly children. Sometimes the parents don’t have the resources to take care of them, don’t have the consciousness that these children need another opportunity—a different kind of life than their parents have had.”

[Our] early childhood development efforts are based on the premise that children have the best chance of having a better life than their parents when two things are true: In their first five years, all their basic development needs are met for care, nutrition, health care, stimulation, and safety; and when their parents have the primary role in ensuring all those pieces are in place.

“Many parents, if they were poor when they were children, they were receiving violence,” says Cruz. “They were neglected when they were growing up. That’s a pattern that they repeat with their children, and then their children will repeat it with their sons and daughters.”

What cultural models might this message cue up?

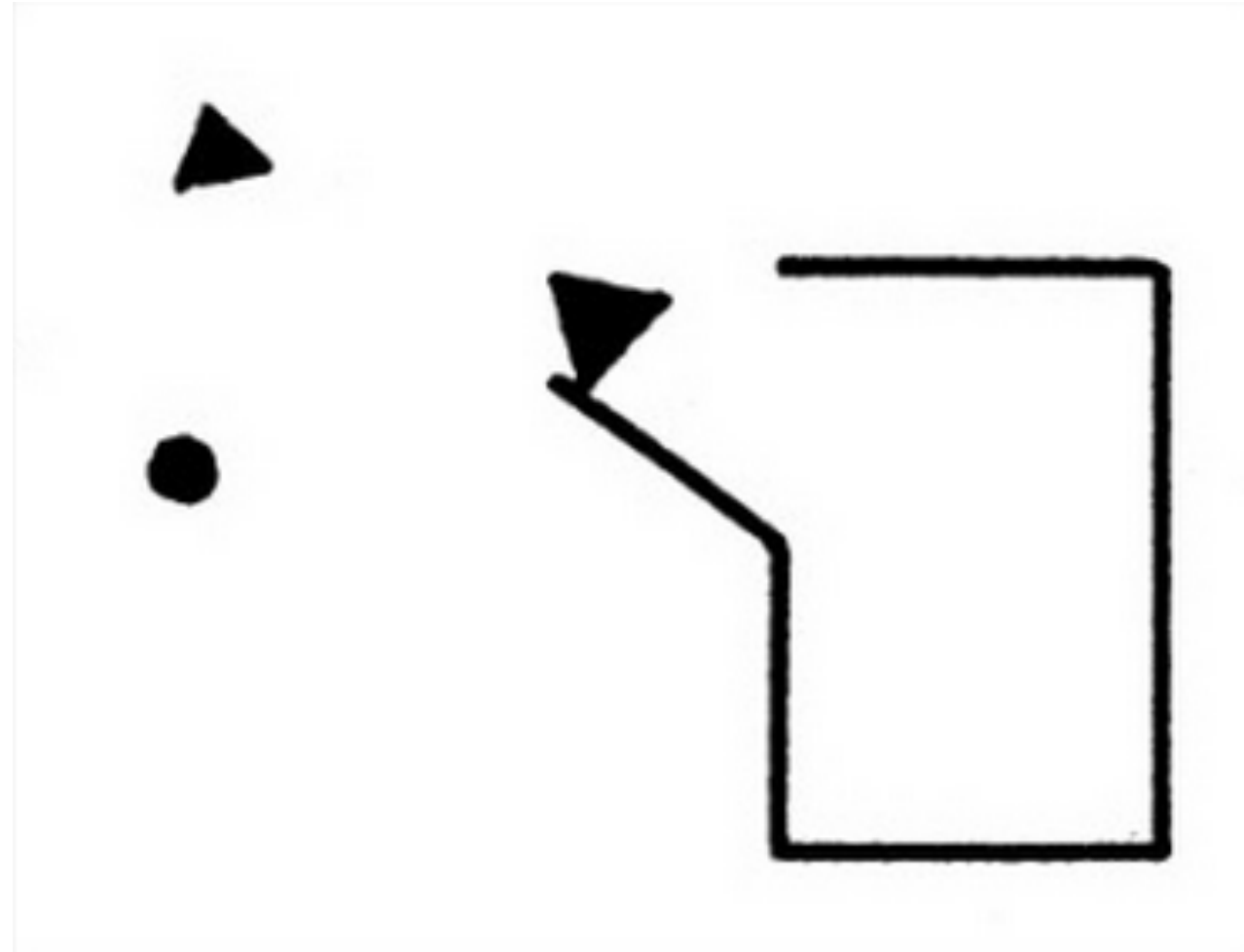


**The power of how**



# A Brief Experiment

There's a story there -- whether or not we're  
telling it



Recommendation:

Attend carefully to *attribution of responsibility* when highlighting disparities in outcomes.

# Common mental models





*Attribution of responsibility* refers to the framing of: who or what causes a problem, who or what is affected, and where responsibility for addressing it lies.

Many aspects of a communication work together to create the *attribution of responsibility*.

## INSTEAD OF THIS

“The proficiency rate data reveal that more than half of fourth graders nationally are struggling to learn to read, failing to reach an important milestone on the path to success.”

## TRY THIS

“Given that more than half of fourth graders nationally are not reading at the levels needed to participate in an information-based economy, the proficiency rate data suggest that greater efforts are needed to strengthen the education system.”

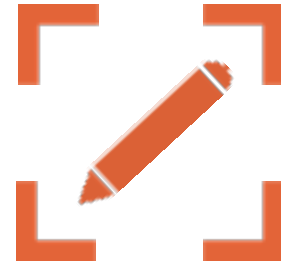












# Framing Practice

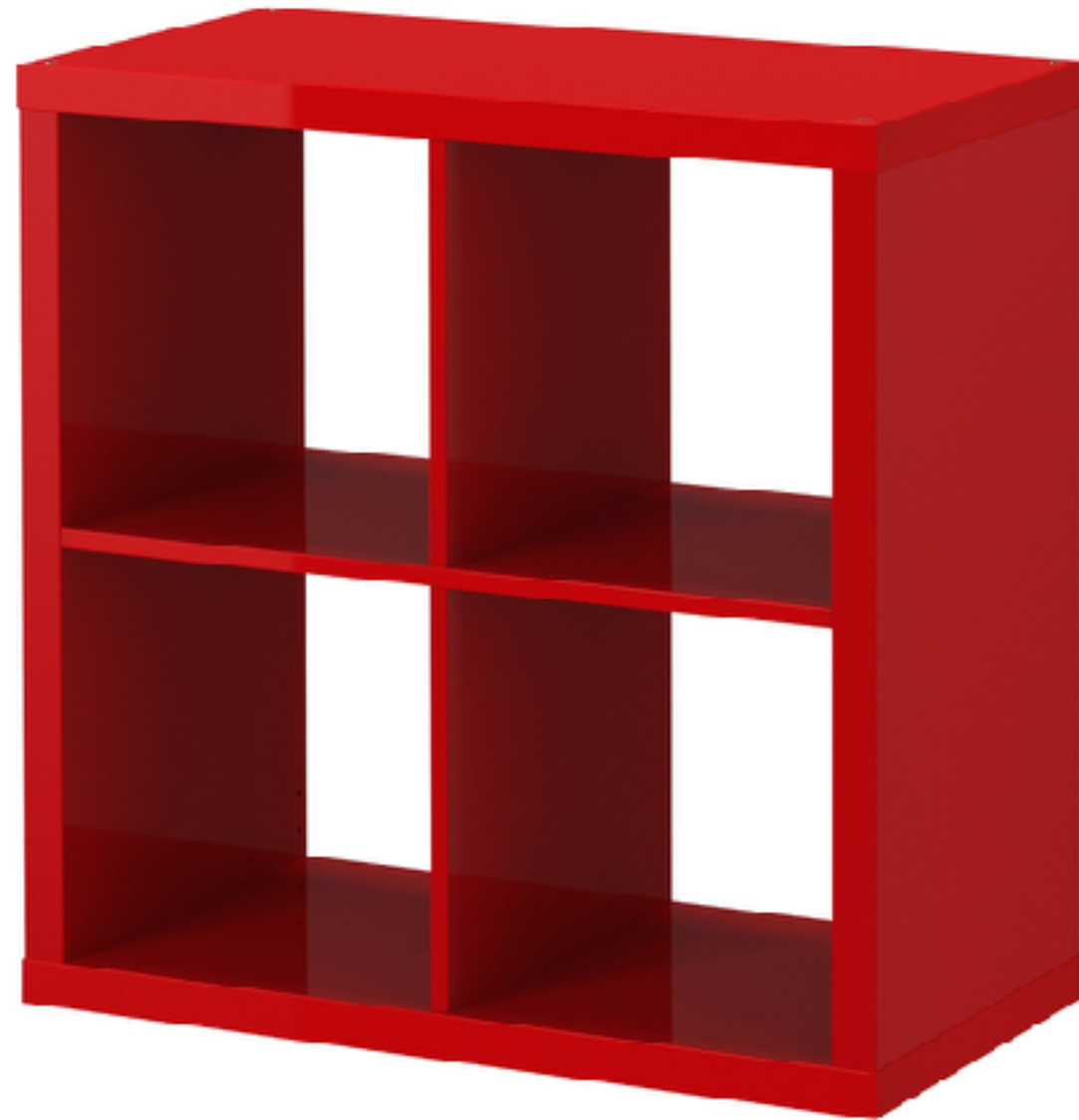
## Attribution of Responsibility

Re-write the passage below that attribute responsibility to systems rather than individuals.

“In Ecuador, we have one and a half million children living in poverty right now,” says Janet Cruz, national office director. “The worst part of poverty is located in the rural areas, affecting mostly children. Sometimes the parents don’t have the resources to take care of them, don’t have the consciousness that these children need another opportunity—a different kind of life than their parents have had.”

Recommendation:  
Describe less, explain more.

# Common mental models



# Poor housing affects education outcomes

## Cause

Quality housing is increasingly unaffordable; families are forced to live in unhealthy conditions.

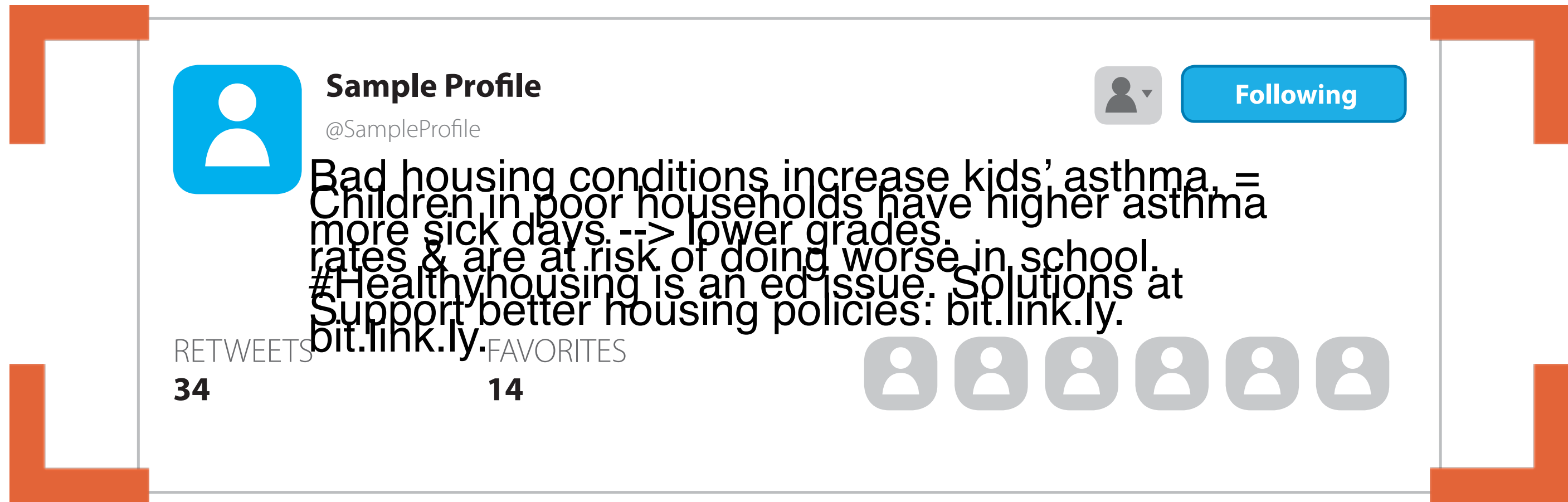


## Consequence

Our children's test scores, achievement levels, and graduation rates are lower than they should be.

# Building an Explanatory Chain

<b><i>Problem</i></b>	<b>Poor housing negatively affects children's education outcomes.</b>
<b><i>Cause</i></b>	Quality housing options are increasingly unaffordable, so more families are having to live in unhealthy conditions.
<b><i>Link</i></b>	Poor housing conditions expose residents to contaminated air.
<b><i>Link</i></b>	Children exposed to contaminated air are more likely to develop asthma or other lung conditions.
<b><i>Link</i></b>	Children with asthma have more sick days and school absences.
<b><i>Consequence</i></b>	Missed schooling negatively impacts education outcomes, like test scores, achievement levels, and graduation rates.
<b><i>Solution</i></b>	<b>We need inclusive housing policies that temper rising costs and focus on illness prevention. Frequent, mandatory health inspections would support education and wellbeing for people at</b>



**Use explanation to connect dots and fill in holes.**

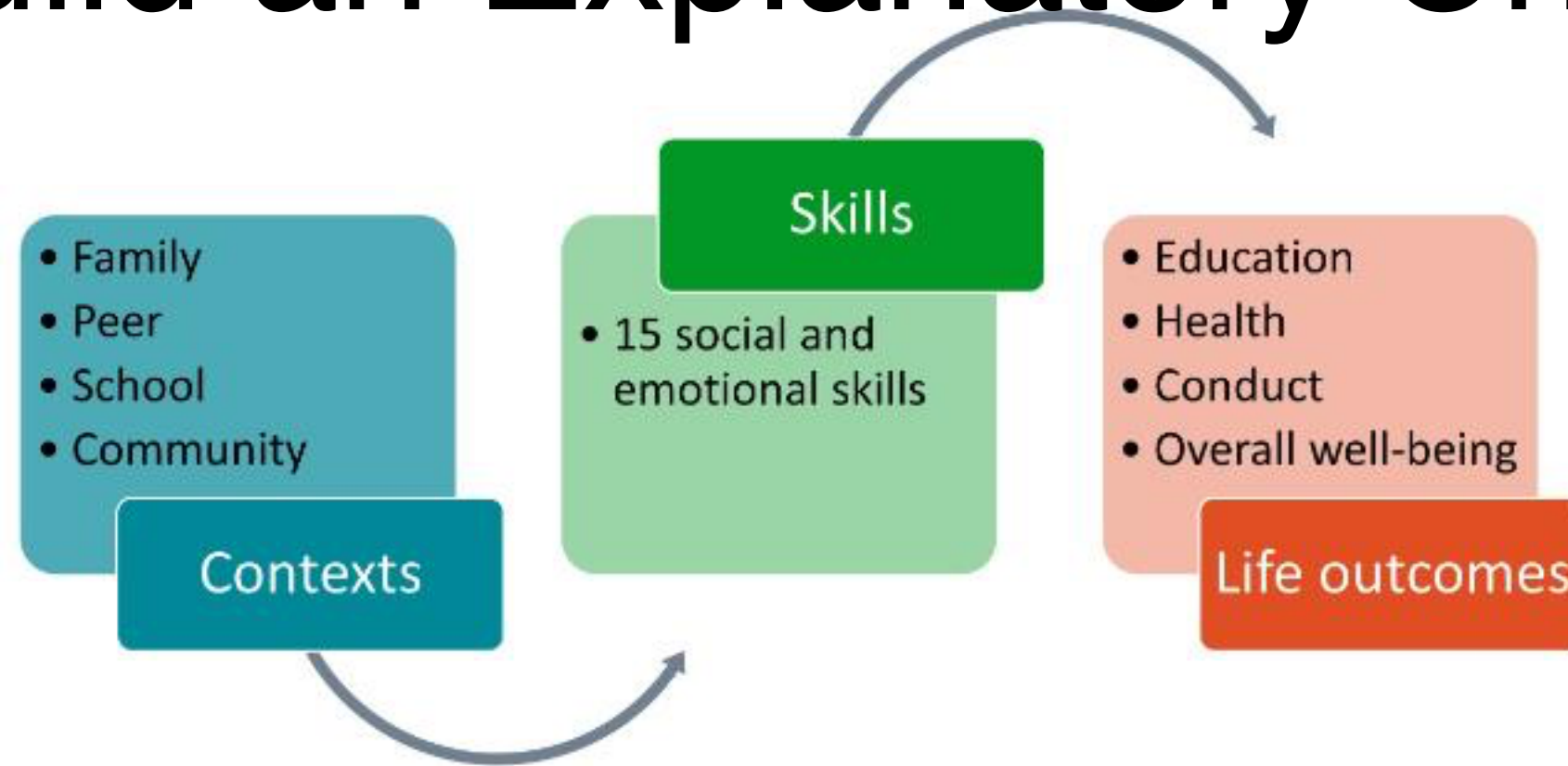
## DESCRIPTION

“Social and emotional skills have been shown to influence many important life outcomes, but also to influence the development and use of cognitive skills.”

## EXPLANATION

“Social competence helps children adapt to school environments, gain higher status among their peers and consequently achieve more in school. This greater school achievement translates into better occupational status, health and general well-being.”

# Build an Explanatory Chain

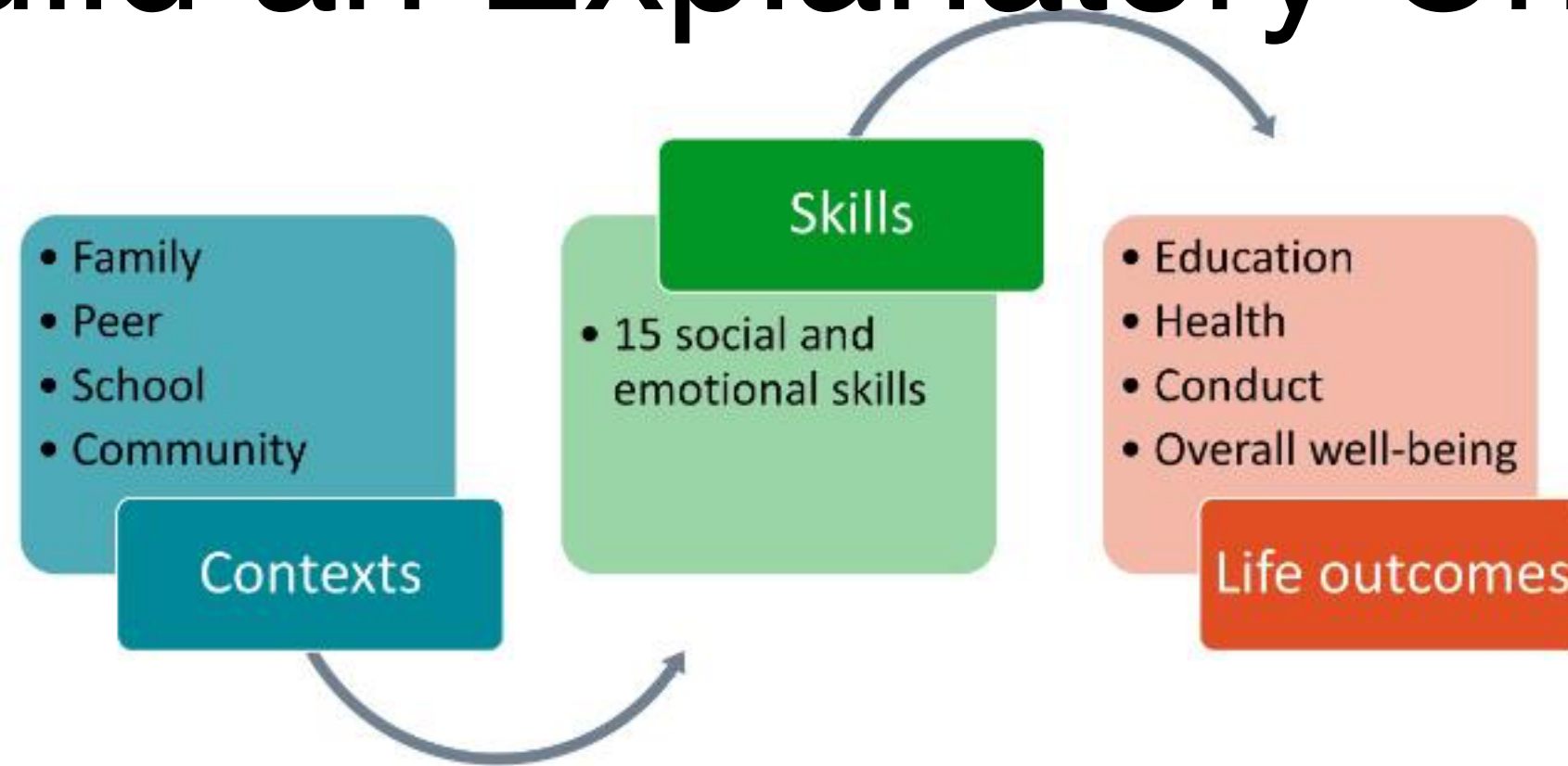


Step 1: Choose one arrow that you want to focus on (how do contexts shape skills or how do skills translate into life outcomes?).

Step 2: Choose one relationship you would like to explain (i.e. does community contexts shape the development of a specific social and emotional skill)?



# Build an Explanatory Chain



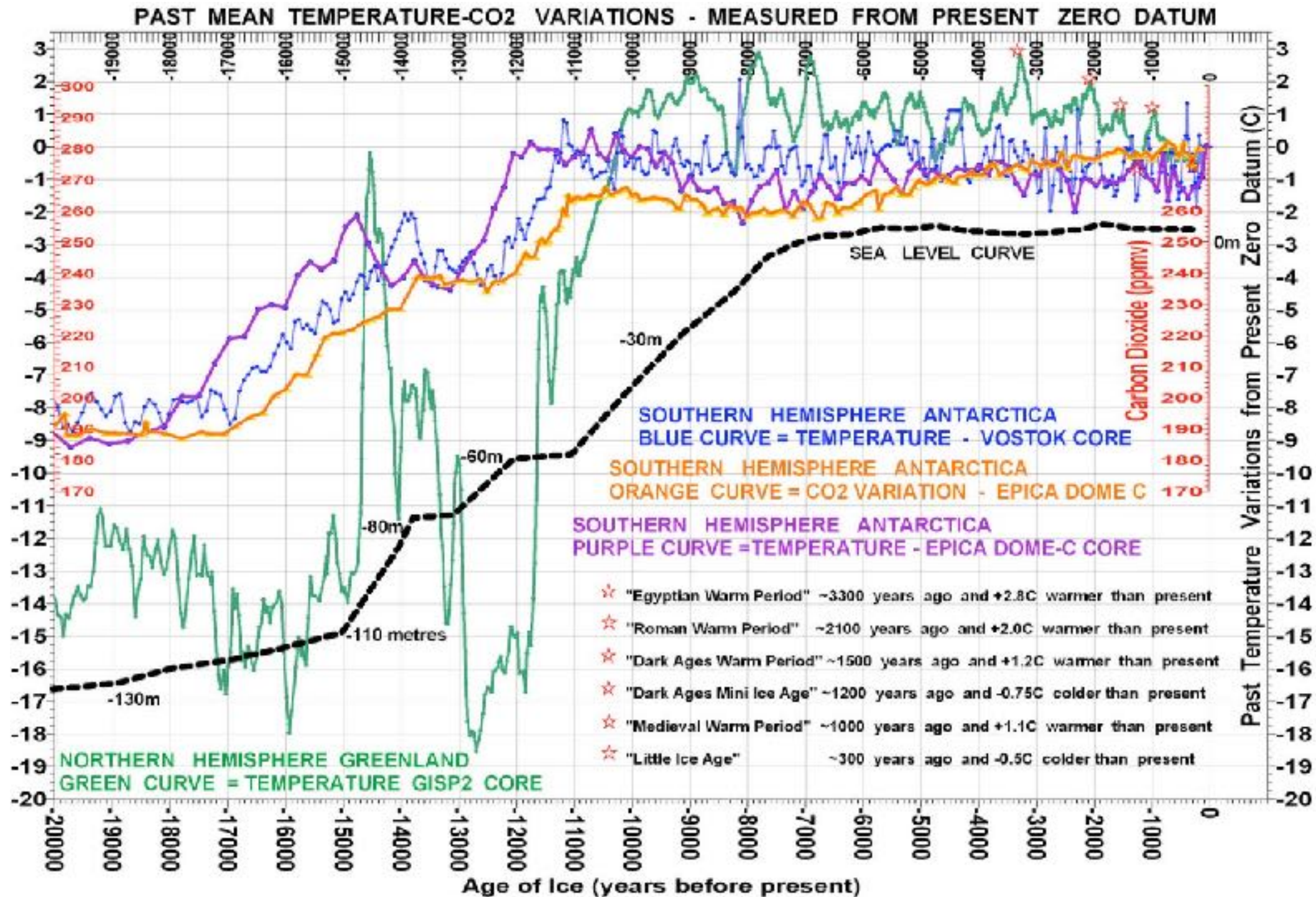
Step 3: Draft an explanatory chain that links either contexts to skills or skills to life outcomes.

Step 4: Review your draft for any jargon or terms that might not be clear to an expert audience. Can you provide simple definitions of these terms?

# Avoid strategies that can backfire

- Provide (more) data
- Correct mistakes
- Emphasize urgency

# is not the answer



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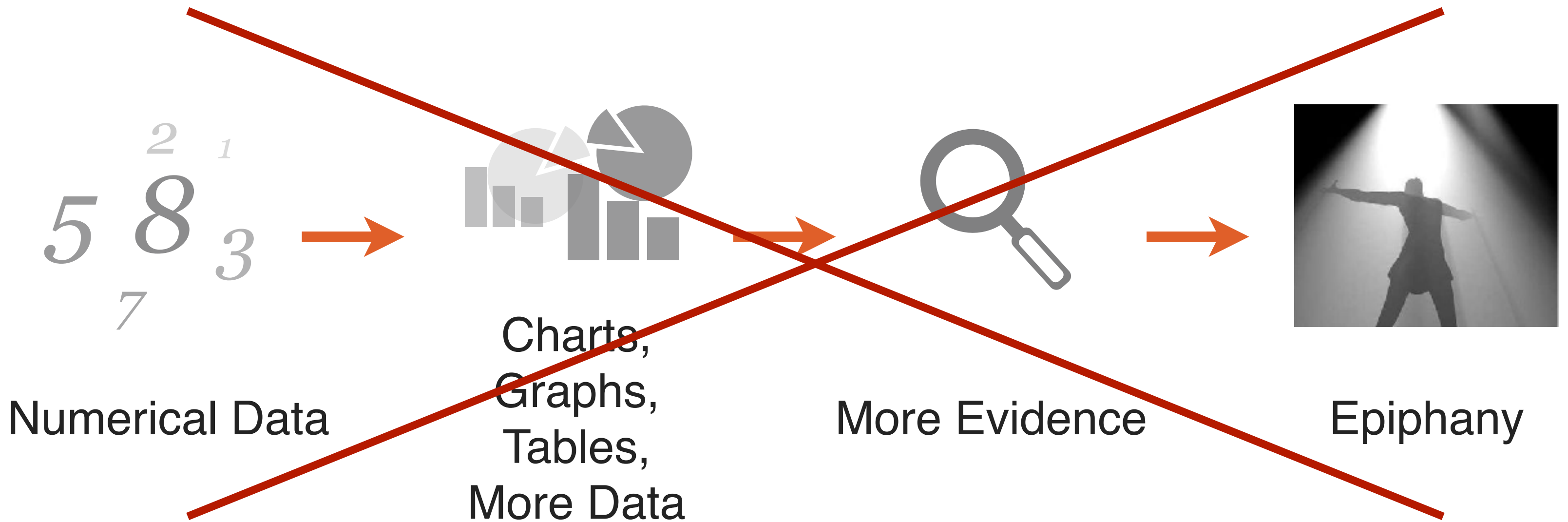
DATA CITATION: Monnin, E., et al. 2004. EPICA Dome C Ice Core High Resolution Holocene and Transition CO<sub>2</sub> Data. IGBP PAGES/World Data Center for Paleoclimatology Data Contribution Series # 2004-055. NOAA/NGDC Paleoclimatology Program, Boulder CO, USA.

DATA CITATION: Alley, R.B., 2004. GISP2 Ice Core Temperature and Accumulation Data. IGBP PAGES/World Data Center for Paleoclimatology Data Contribution Series # 2004-053.

DATA CITATION: Jouzel, J., et al. 2004. EPICA Dome C Ice Core Deuterium Data. IGBP PAGES/World Data Center for Paleoclimatology Data Contribution Series # 2004-038. NOAA/NGDC Paleoclimatology Program, Boulder CO, USA.

DATA CITATION: Petit, J.R., et al. 2001. Vostok Ice Core Data for 420,000 Years. IGBP PAGES/World Data Center for Paleoclimatology Data Contribution Series # 2001-038.

# Providing more data is not the answer





# is not the answer



**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)

⚠ People misremembered the myths as  
correcting mistakes

⚠ Got worse over time

⚠ Attributed false information to the CDC

Emphasizing urgency is not the answer





## Study: Housing Crisis Fueled Racial Inequality

DAILY REAL ESTATE NEWS | MONDAY, MAY 11, 2015

The spike in foreclosures from the housing crisis led to one of the greatest migrations in U.S. history among minorities and whites that could alter American cities for years to come, according to research from Cornell University, which will be published in the American Sociological Review in June.

About 9 million Americans in the aftermath of the housing crisis, including Latinos, and racially integrated neighborhoods, according to the study.

Researchers estimate that the crisis led to a significant increase in the number of people living in poverty between blacks and whites, with blacks most heavily distressed. Among its many impacts, the study found that migration in American cities has led to a significant increase in poverty and analysis and



## ECONOMY IN CRISIS AMERICA'S ECONOMIC REPORT - DA

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MARCH 23, 2016  DANIEL MILLS

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# 3 Small Steps: Dealing with Framing Overwhelm

1. ***Choose one talking point*** you use regularly in your work: reframe it, practice it out loud until you're comfortable with it, and then use it -- often!
2. ***Review your existing communications*** (website, literature) for language that cues cultural myths and remove them. (Step 2: Replace them with well-framed ones!)
3. ***Use the comments section of a news article*** or blog post on child development- or education-related issues to practice your framing -- make your points with “big picture” context.



Neither revolution nor reformation can ultimately change a society, rather you must tell a more powerful tale, one so persuasive that it sweeps away the old myths and becomes the preferred story.

*Ivan Illich*