# The Next Chapter

*Bringing Maltreatment and Sexual Abuse into the Core Story*

October 6th, 2014

Nat Kendall-Taylor

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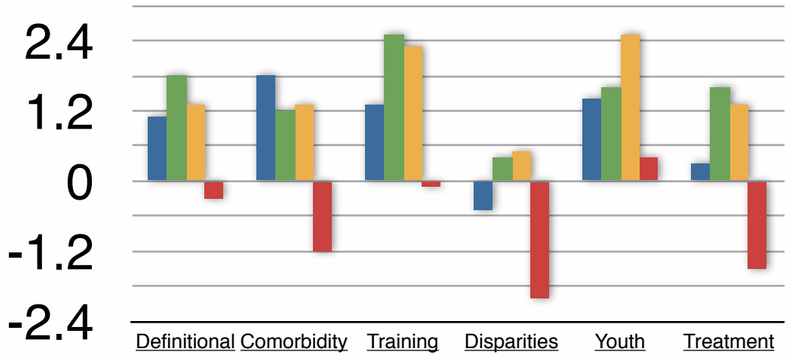
# Understanding is Frame-Dependent



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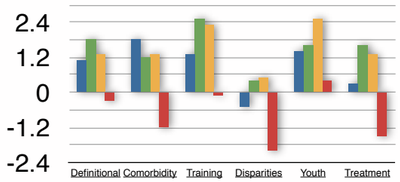

# Translation Requires Something to Translate

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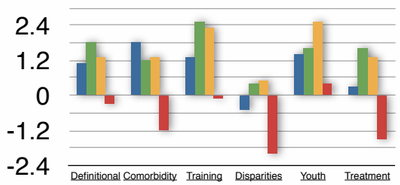
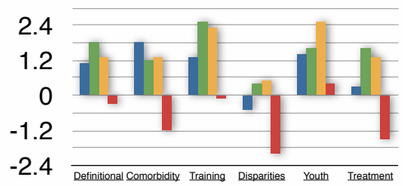


Translation Requires Something to Translate

# Public Thinking is Swampy: Know the Swamp

Understanding is Frame-Dependent



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# Values Can Shape People's Orientation to Your Issue

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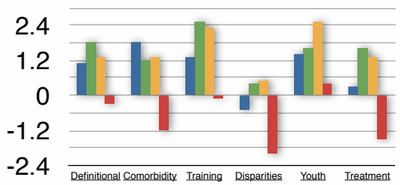

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# Metaphors Concretize Complex Issues

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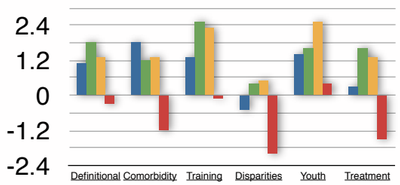

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# Metaphors Concretize Complex Issues ...and Need to be Tested

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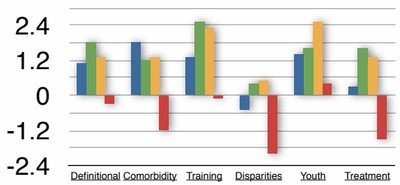

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# Narrative Sticks

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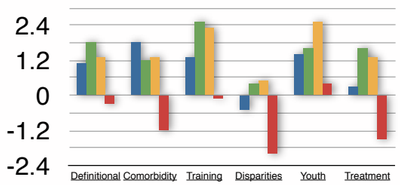

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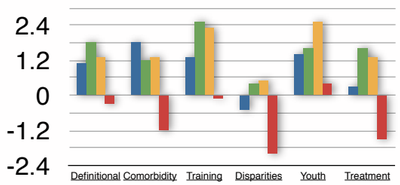

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Communications is an Empirical Endeavor

**fectively Framed Story**

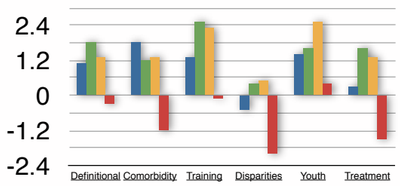
- STEM
- Deeper Learning
- Assessment
- Common Core

**Effective Framing**

Changed Public Understanding and Policy

# Communications Affect Communicators

Understanding is Frame-Dependent



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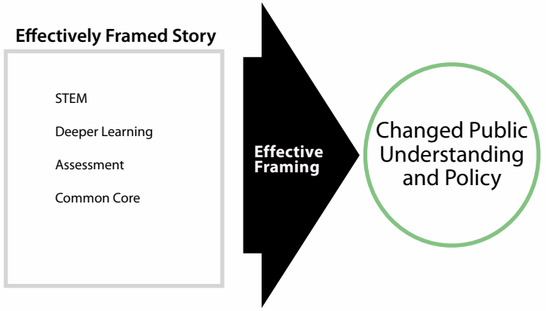


Communications Affect Communicators

# You've Gotta Train to Frame

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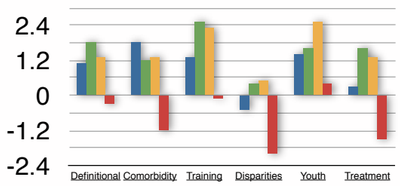

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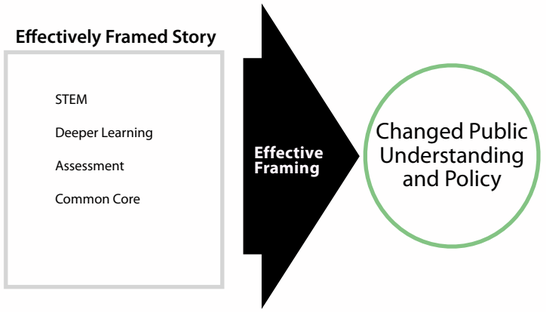


Communications Affect Communicators

# What is Effective Communication?

# It’s NOT About More Data

## (or Yelling LOUDER With the Data You Have)

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Numerical Data

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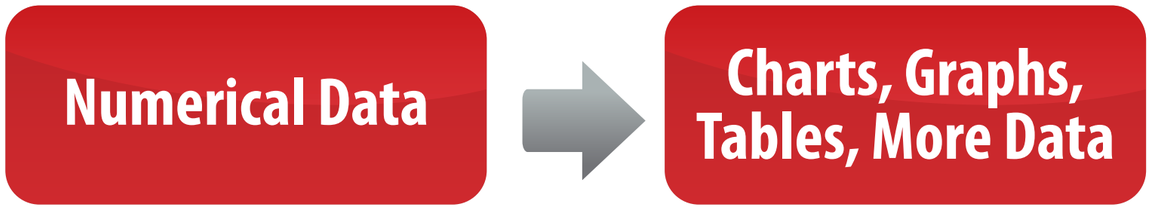

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## (or Yelling LOUDER With the Data You Have)

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Numerical Data → Charts, Graphs, Tables, More Data → More Evidence →

Epiphany

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Culture mediates meaning

Evidence does not speak for itself

# It’s NOT About Correcting Mistakes

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**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.

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**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.**

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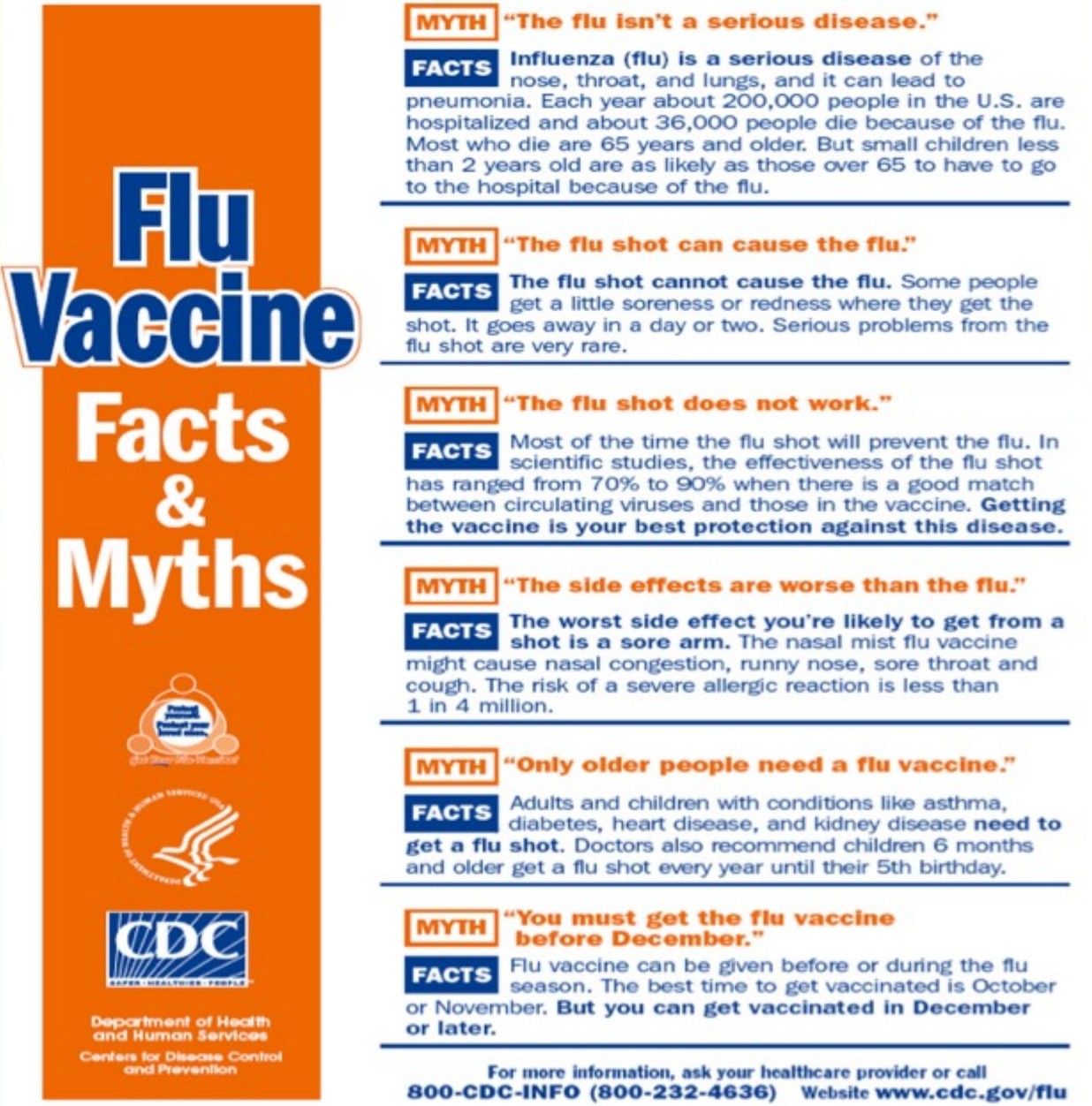

**Flu Vaccine Facts & Myths**

Department of Health and Human Services
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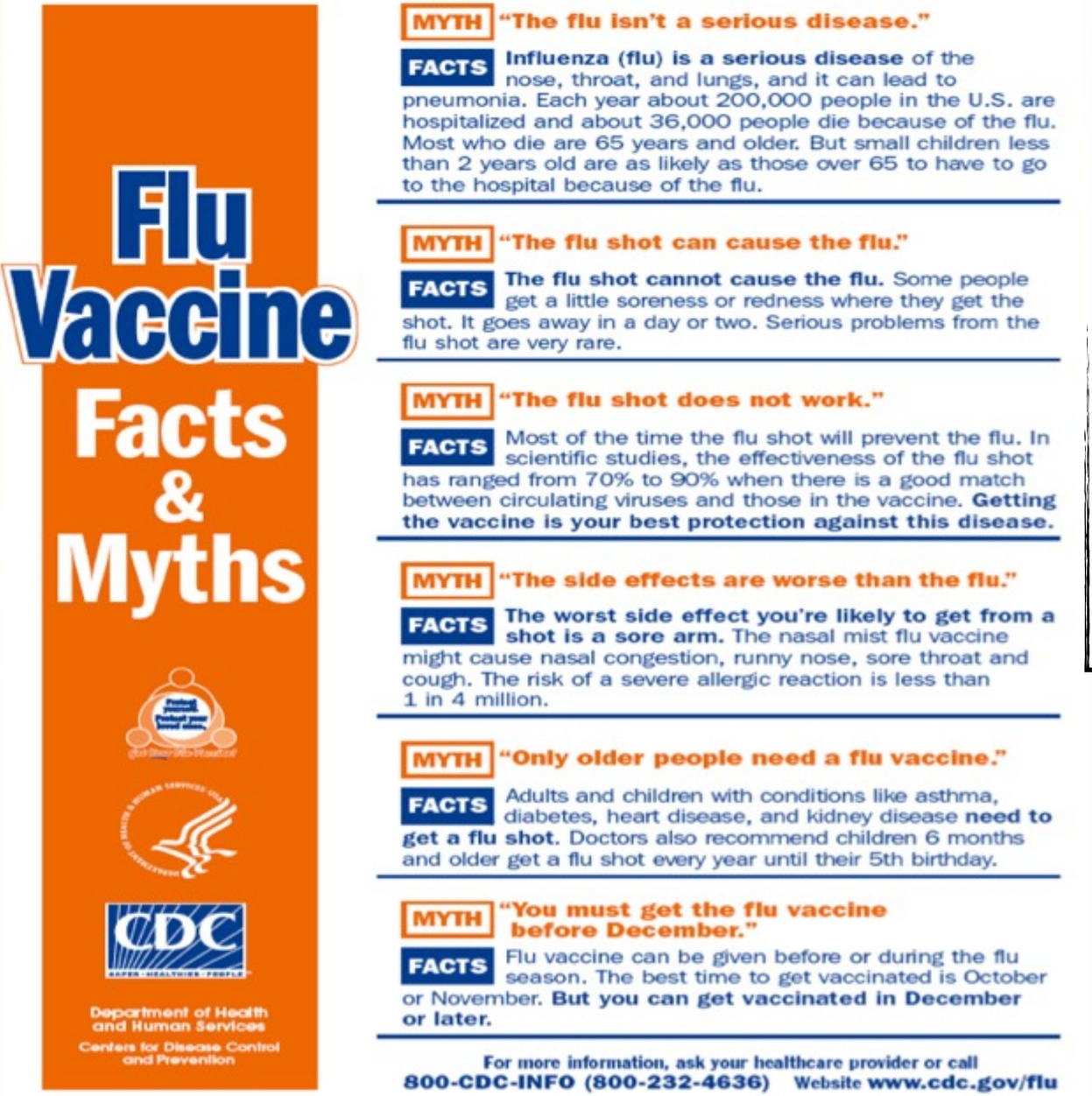

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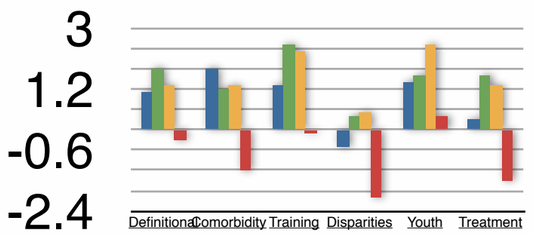
Priming is powerful



# It *Is* About...

# It *Is* About… the Swamp

Knowing what's in the swamp that's eating your messages

Using proven strategies to get your message out alive

# A Core Story

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## Common set of elements

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**C**ommon set of elements

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## Why Should I Care?

- Interdependence
- Prevention

## How Does it Work?

- The Outcome Scale
- Environment of Experiences
- Serve and Return
- Levelness
- The Reward Dial

## What Develops?

- Brain Architecture
- Air Traffic Control
- Brain Faultlines

## What Disrupts Development?

- Toxic Stress
- Break Down of Serve and Return
- The Outcome Scale

## What Can Be Done?

- Ingenuity
- Effectiveness Factors
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# Why should we be focusing our resources on early childhood?

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How can we address addiction issues in the province?

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# The Next Pivot:
## Child Maltreatment and Sexual Abuse

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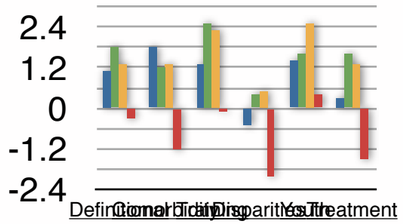

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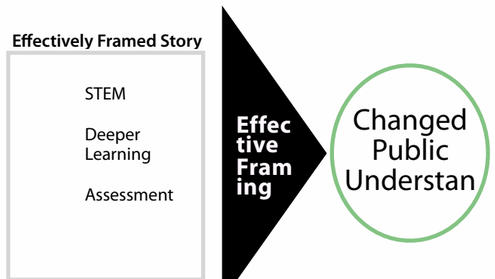


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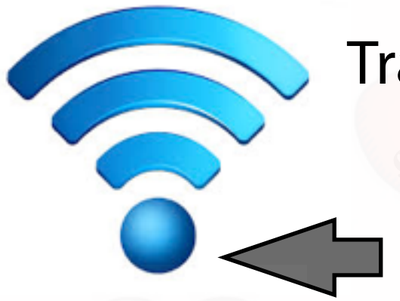

# Translation Requires Something to Translate

# Un-Translated Story of Child Maltreatment and Sexual Abuse

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## What is child maltreatment?

- Action that results in significant harm to a child.
- Four types of maltreatment: neglect, emotional abuse, physical abuse and sexual abuse (sexual exploitation through developmentally inappropriate activities).

## What causes child maltreatment?

- Contexts and circumstances that shape behavior (poverty, poor mental health, substance abuse...).
- Maltreatment disrupts development, increasing the chances to subsequent maltreatment.
- *Sexual abuse* tends have different causes then other forms of maltreatment and these causes are less well-understood.

## What are the consequences?

- Alters development of the brain and other systems.
- Impairs developmental outcomes: social, emotional, cognitive, physical.
- Linked to wide range of social issues: mental illness, crime, substance abuse, chronic disease, suicide.

## What can be done to address this issue?

- Address poverty; create, strengthen and expand social networks; provide effective treatment for children who have been maltreated and effective services to those who have committed acts of maltreatment.
- Support children and families (e.g., healthcare; early child care; home visitation program; parent training).
- Both treatment and prevention approaches necessary and feasible, as is a developmental approach.

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## What are the consequences?

- Alters development of the brain and other systems.
- Impairs developmental outcomes: social, emotional, cognitive, physical.
- Linked to wide range of social issues: mental illness, crime, substance abuse, chronic disease, suicide.

## What causes child maltreatment?

- Contexts and circumstances that shape behavior (poverty, poor mental health, substance abuse...).
- Maltreatment disrupts development, increasing the chances to subsequent maltreatment.
- *Sexual abuse* tends have different causes then other forms of maltreatment and these causes are less well-understood.

## What can be done to address this issue?

- Address poverty; create, strengthen and expand social networks; provide effective treatment for children who have been maltreated and effective services to those who have committed acts of maltreatment.
- Support children and families (e.g., healthcare; early child care; home visitation program; parent training).
- Both treatment and prevention approaches necessary and feasible, as is a developmental approach.

# Un-Translated Story of Child Maltreatment and Sexual Abuse

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# What's in the Swamp?
## (In Alberta)

# A Swamp Slice

# A Swamp Slice

Causal Models: Child Maltreatment

# A Swamp Slice

## Causal Models: Child Maltreatment

1. Normalization

# A Swamp Slice

## Causal Models: Child Maltreatment

1. Normalization
2. “Culture” and Behavior

# A Swamp Slice

## Causal Models: Child Maltreatment

1. Normalization
2. “Culture” and Behavior
3. Individualism/Rationality

# A Swamp Slice

## Causal Models: Child Maltreatment

1. Normalization

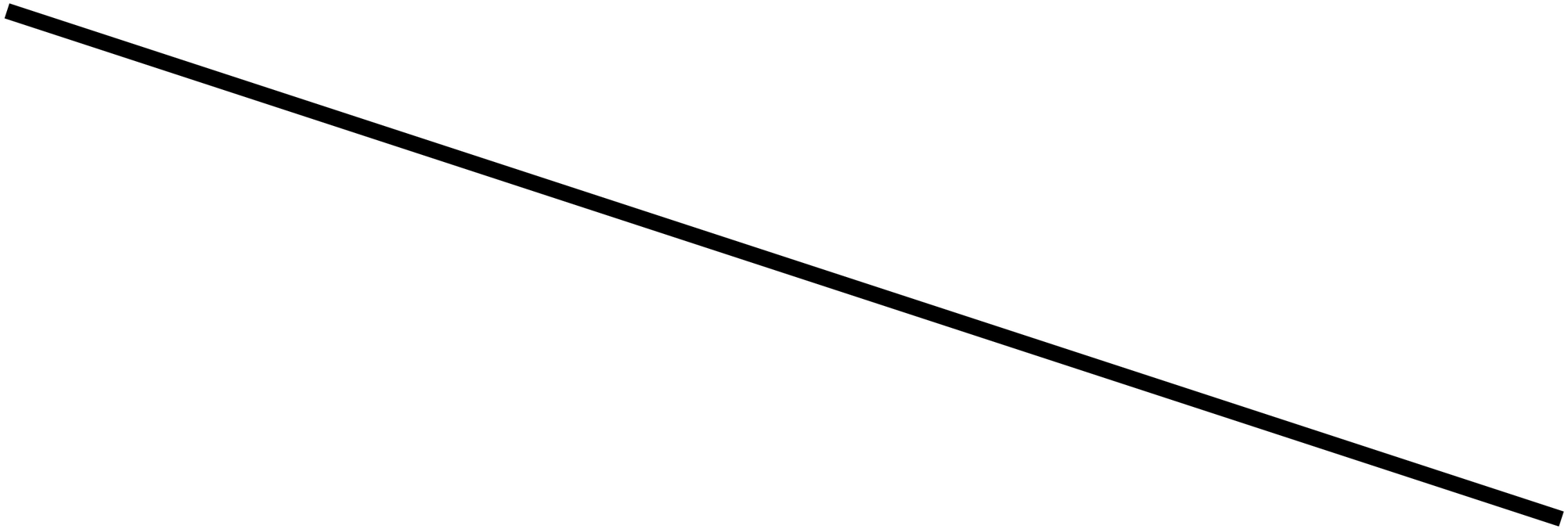
2. “Culture” and Behavior

3. Individualism/Rationality

4. Context, Poverty and Stress

# Causal Models: Child Maltreatment

# Causal Models: Child Sexual Abuse



# Causal Models: Child Maltreatment

# A Swamp Slice

Causal Models: Child Sexual Abuse

# A Swamp Slice

## Causal Models: Child Sexual Abuse

1. Beyond Comprehension

# A Swamp Slice

## Causal Models: Child Sexual Abuse

1. Beyond Comprehension

2. Evil Minds

# Cause and Solution

# Cause

# Solution

Normalization

“Culture” and Behavior

Individual Rationality

Context, Poverty and Stress

Beyond Comprehension

Evil Minds

# Cause

# Solution

Normalization

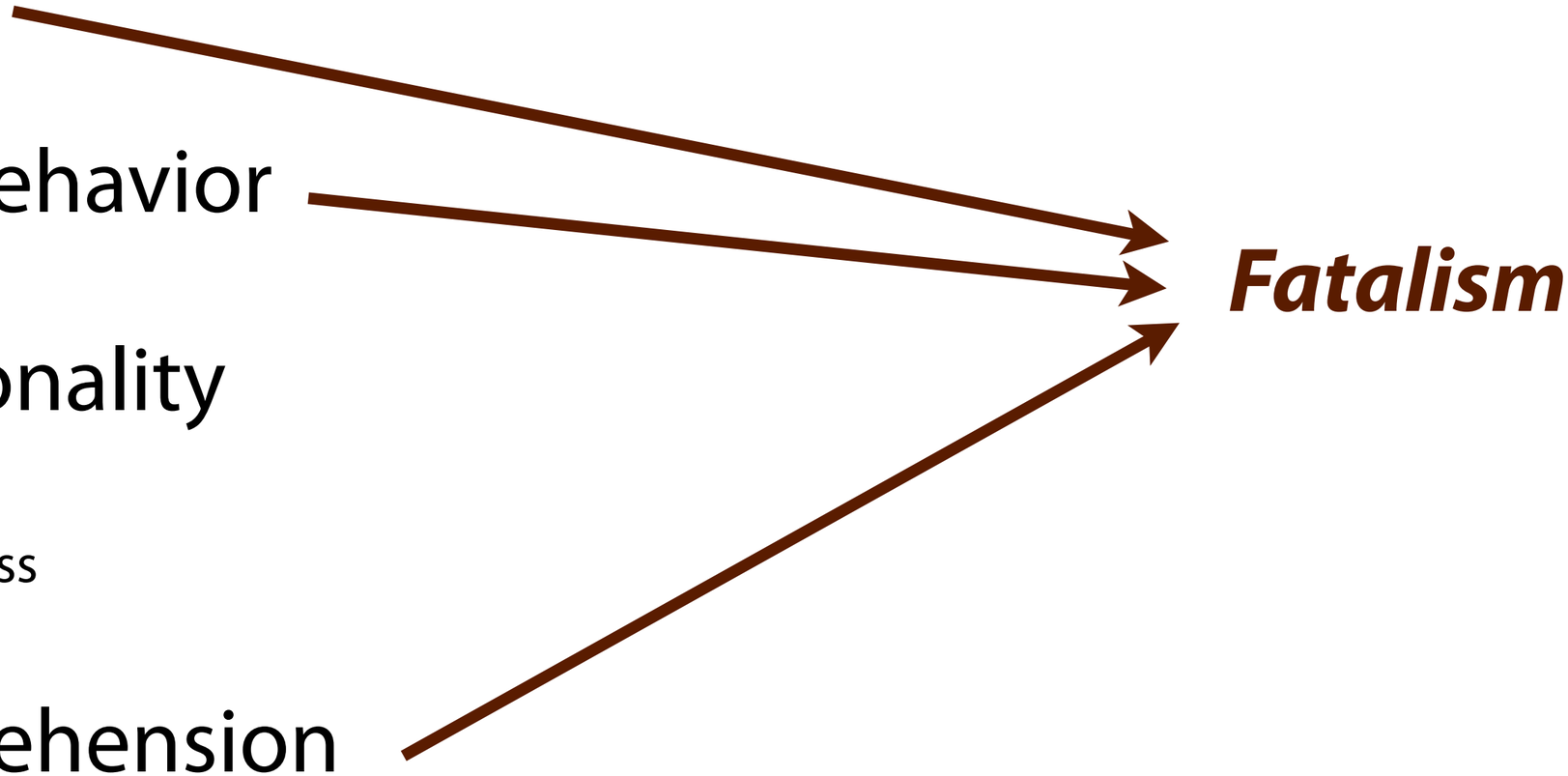
“Culture” and Behavior

Individual Rationality

Context, Poverty and Stress

Beyond Comprehension

Evil Minds



***Fatalism***

# Cause

# Solution

Normalization

"Culture" and Behavior

Individual Rationality

Context, Poverty and Stress

Beyond Comprehension

Evil Minds

***Fatalism***

***Punitive/Segregation***

# Cause

Normalization

"Culture" and Behavior

Individual Rationality

Context, Poverty and Stress

Beyond Comprehension

Evil Minds

# Solution

***Fatalism***

***Programs/Policies***

***Punitive/Segregation***

# Stories From the Swamp

# Stories From the Swamp

# Stories From the Swamp

## Story

- Type
- Values
- Cause
- Impacts
- Solutions

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- Type
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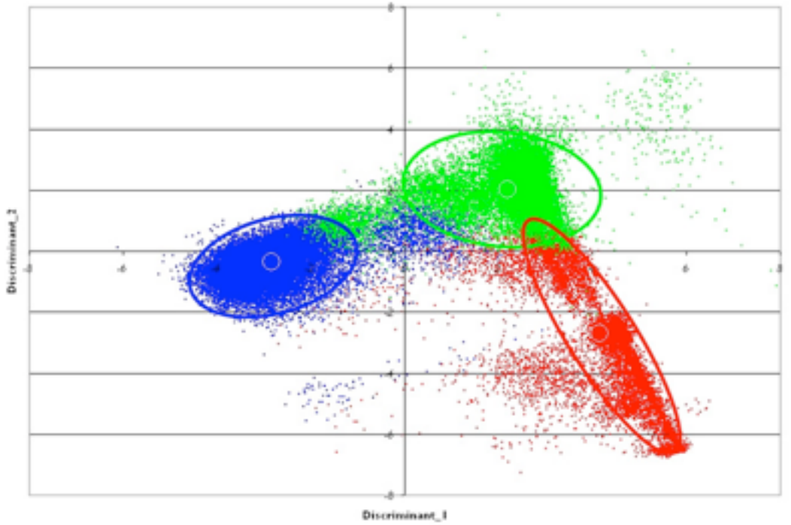

# Share of Maltreatment Coverage by Narrative

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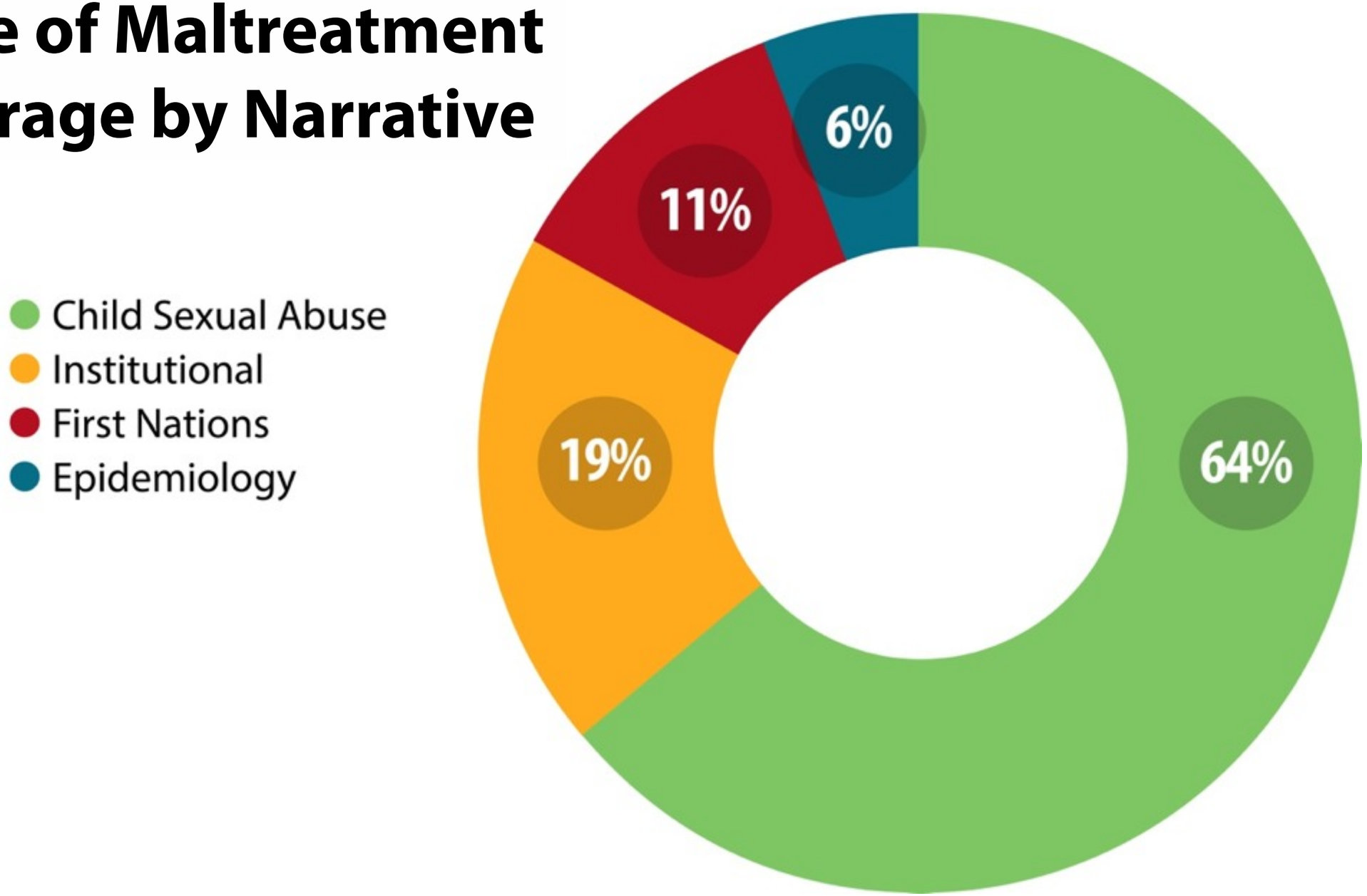
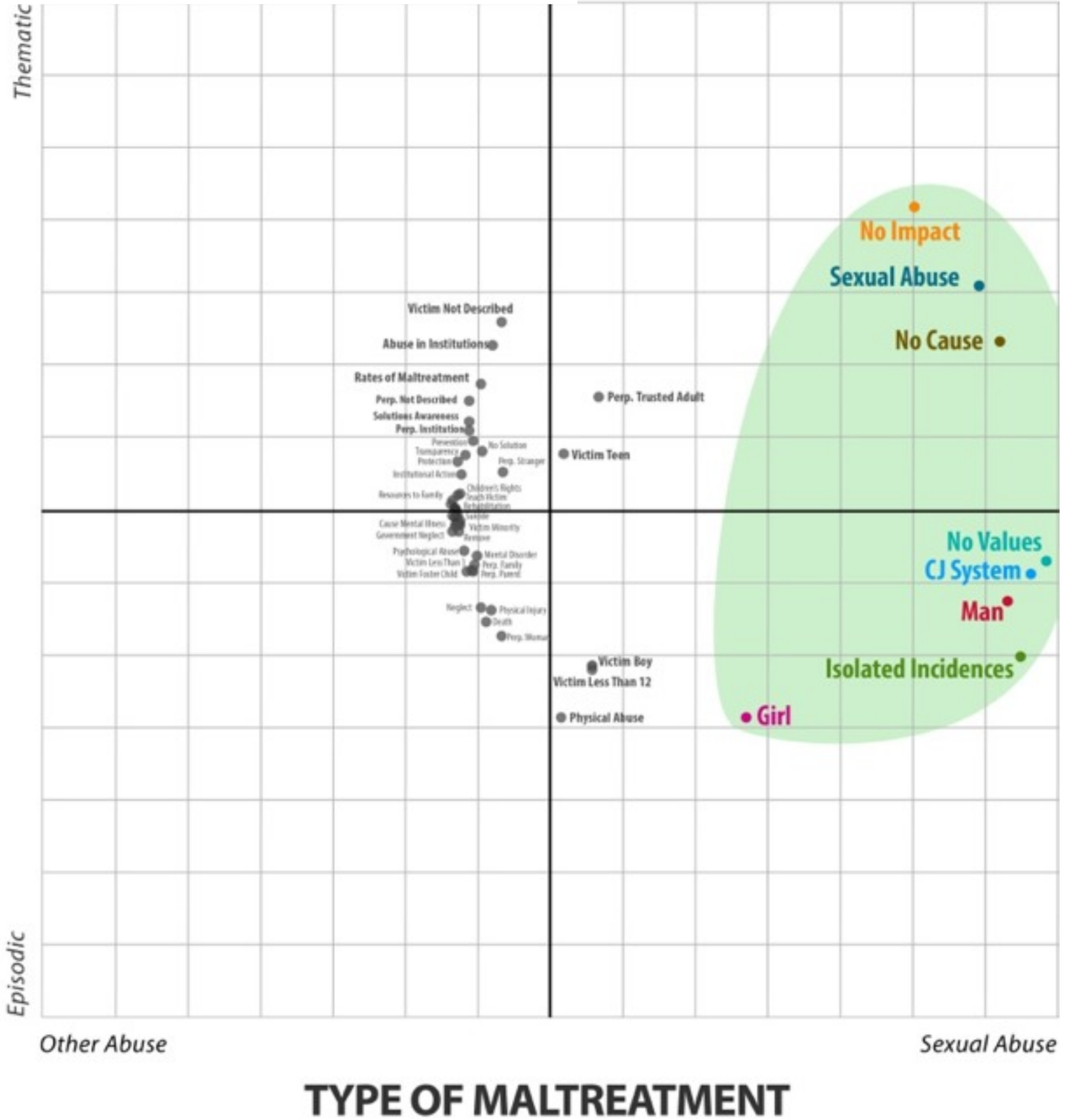


# A Separate Story

## Content Relationships: Full Sample

- Story
- Type of Maltreat
- Cause
- Victim
- Perpetrator
- Impact
- Values/Goals
- Solutions

Child Sexual Abuse Narrative



# A Separate Story

**The "Story"**

Isolate Incidents

Isolated Actors

Fatalism (Segregation) only Solution

# A Separate Story

**The "Story"**

Isolate Incidents

Isolated Actors

Fatalism (Segregation) only Solution

**Missing**

No Values

No Cause

No Impact

No Alternative Solutions

# Swamp Challenges

# Swamp Challenges

1. Fill in black box of cause

# Swamp Challenges

1. Fill in black box of cause

2. Expand individualist thinking

# Swamp Challenges

1. Fill in black box of cause

2. Expand individualist thinking

3. Counter fatalism

# Swamp Challenges

1. Fill in black box of cause

2. Expand individualist thinking

3. Counter fatalism

4. Activate and strengthen contextual model

# Looking Across the Pond for Hypotheses and Potential Framing Solutions

**Individualism**

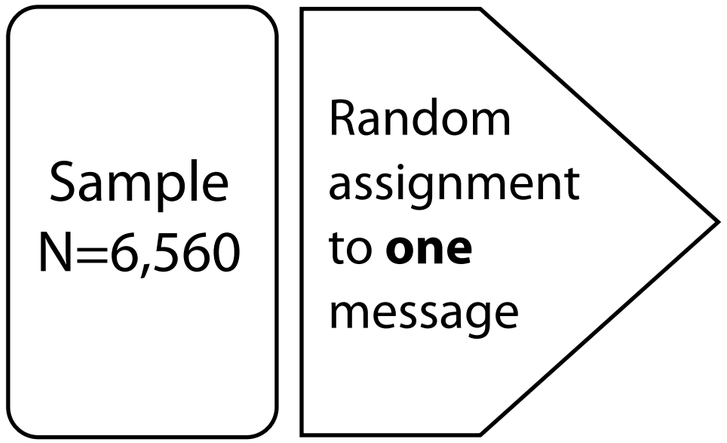
**Fatalism**

# A Values Experiment

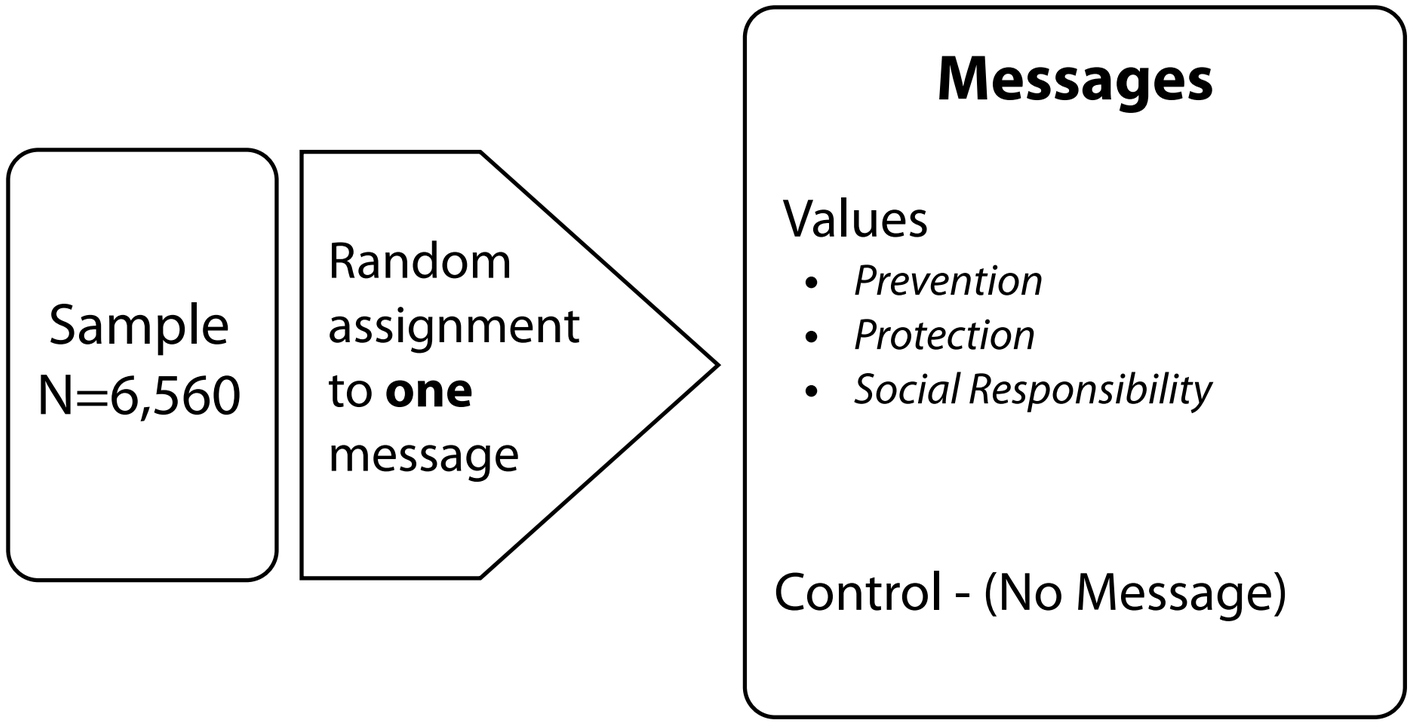
# A Values Experiment

Sample
N=6,560

# A Values Experiment



# A Values Experiment



# Value: Social Responsibility

Lately there has been a lot of talk about the social responsibilities of British people. One area that we are responsible for addressing as a society is child abuse and neglect. Meeting our obligation to Britain's children should be our top priority. By taking responsibility as a society, we can help children develop positively and promote their future success. The welfare of our society depends on us taking this responsibility seriously and meeting our obligations. When we fail to take responsibility, the problems that our society faces get worse. We need to do more to support children, families and communities and make sure that we are living up to our responsibilities as members of society.

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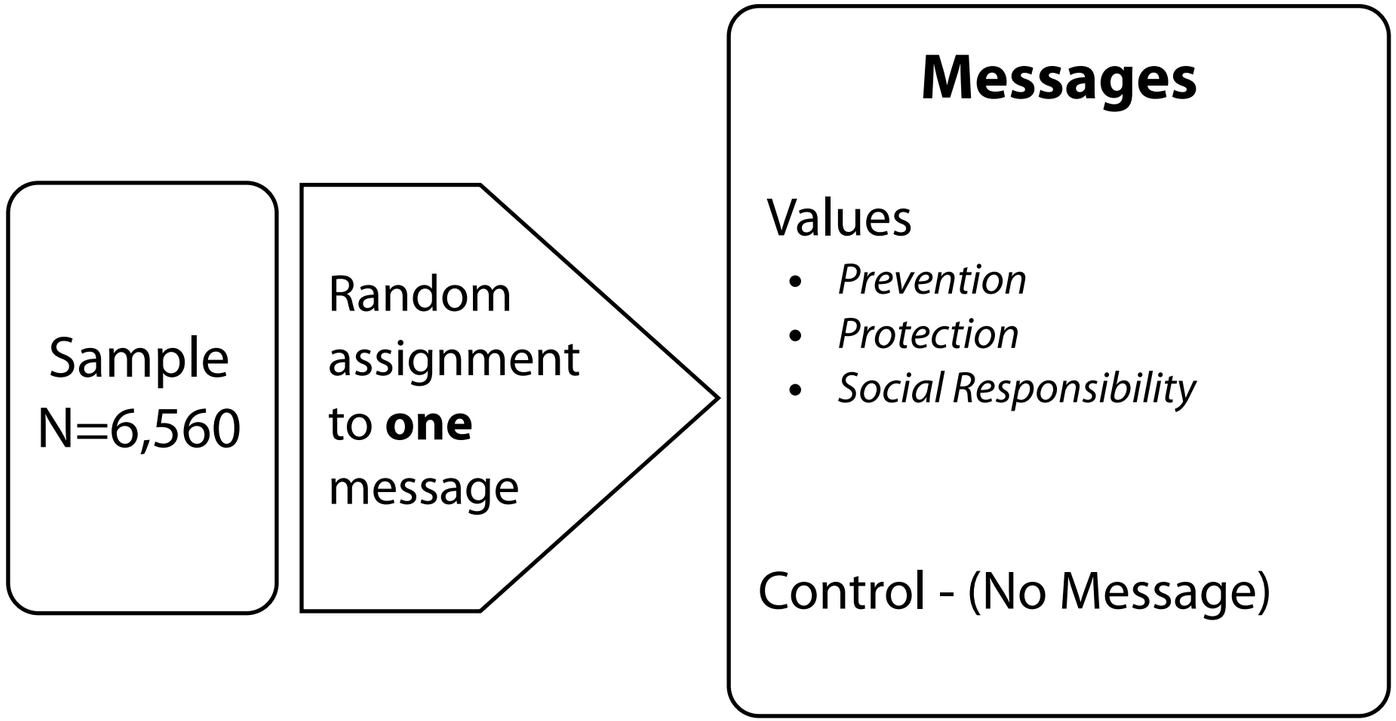
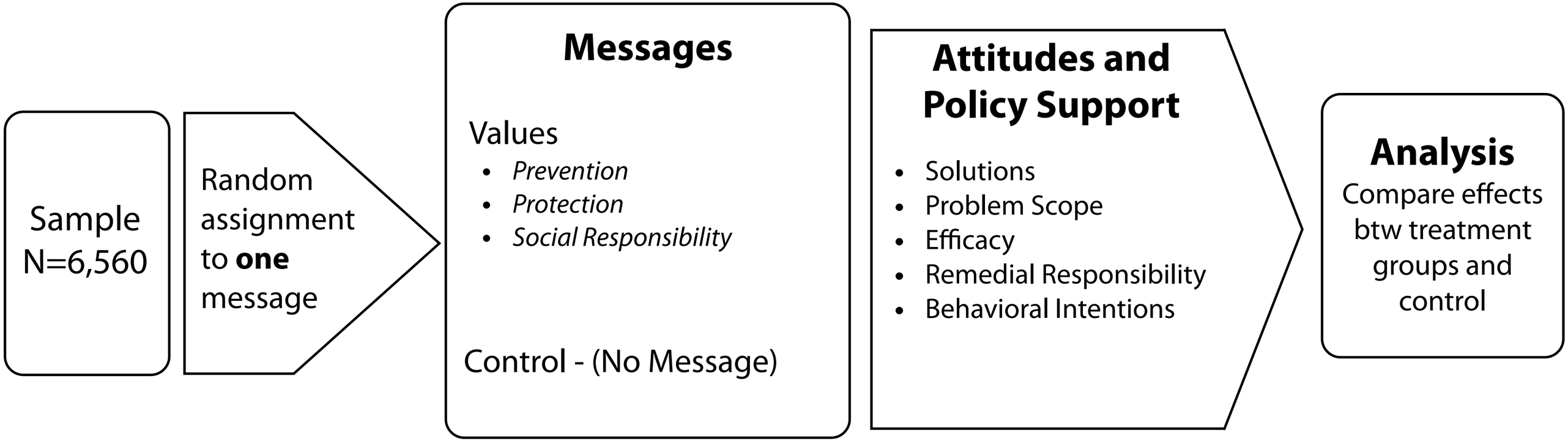
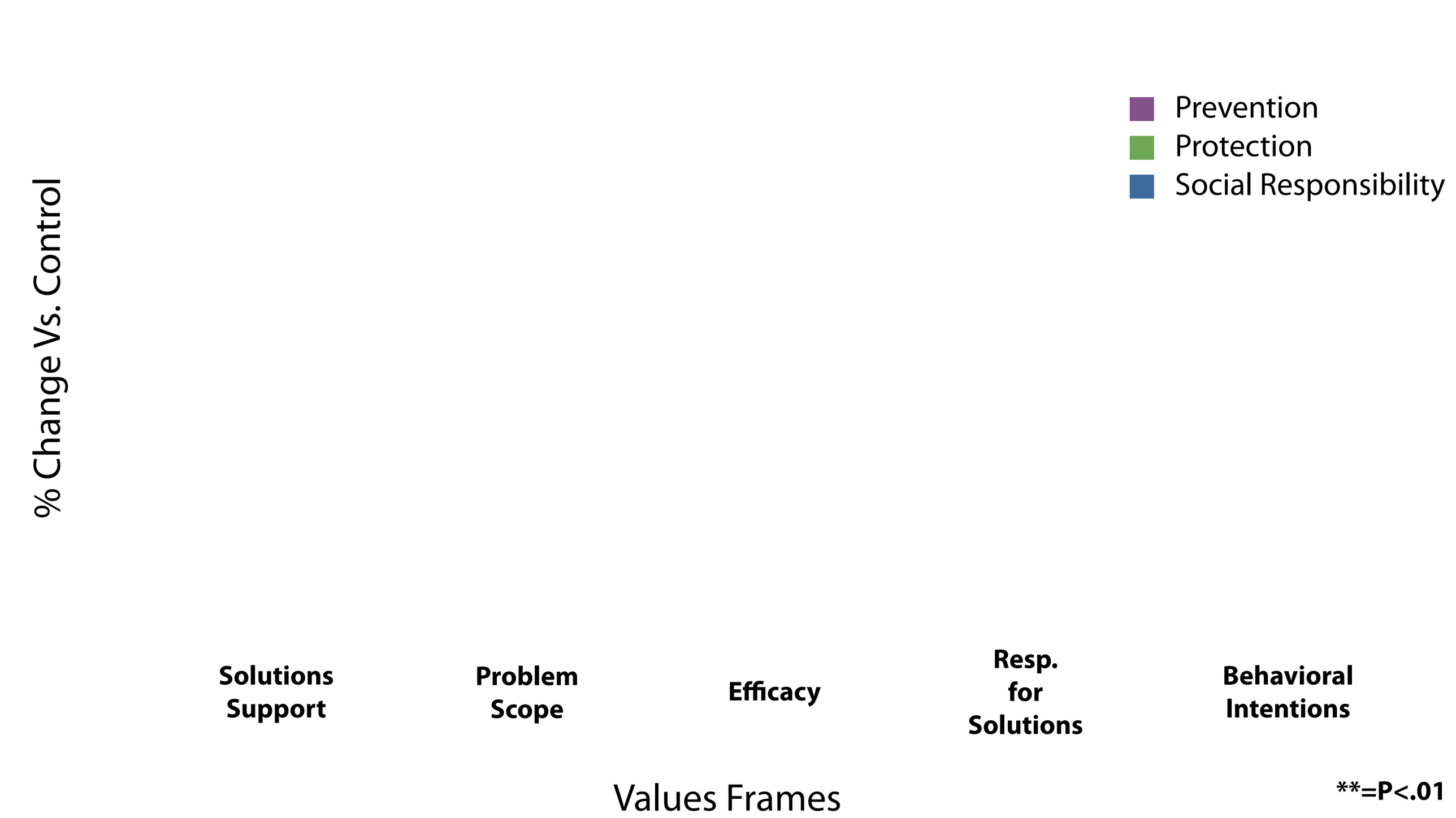
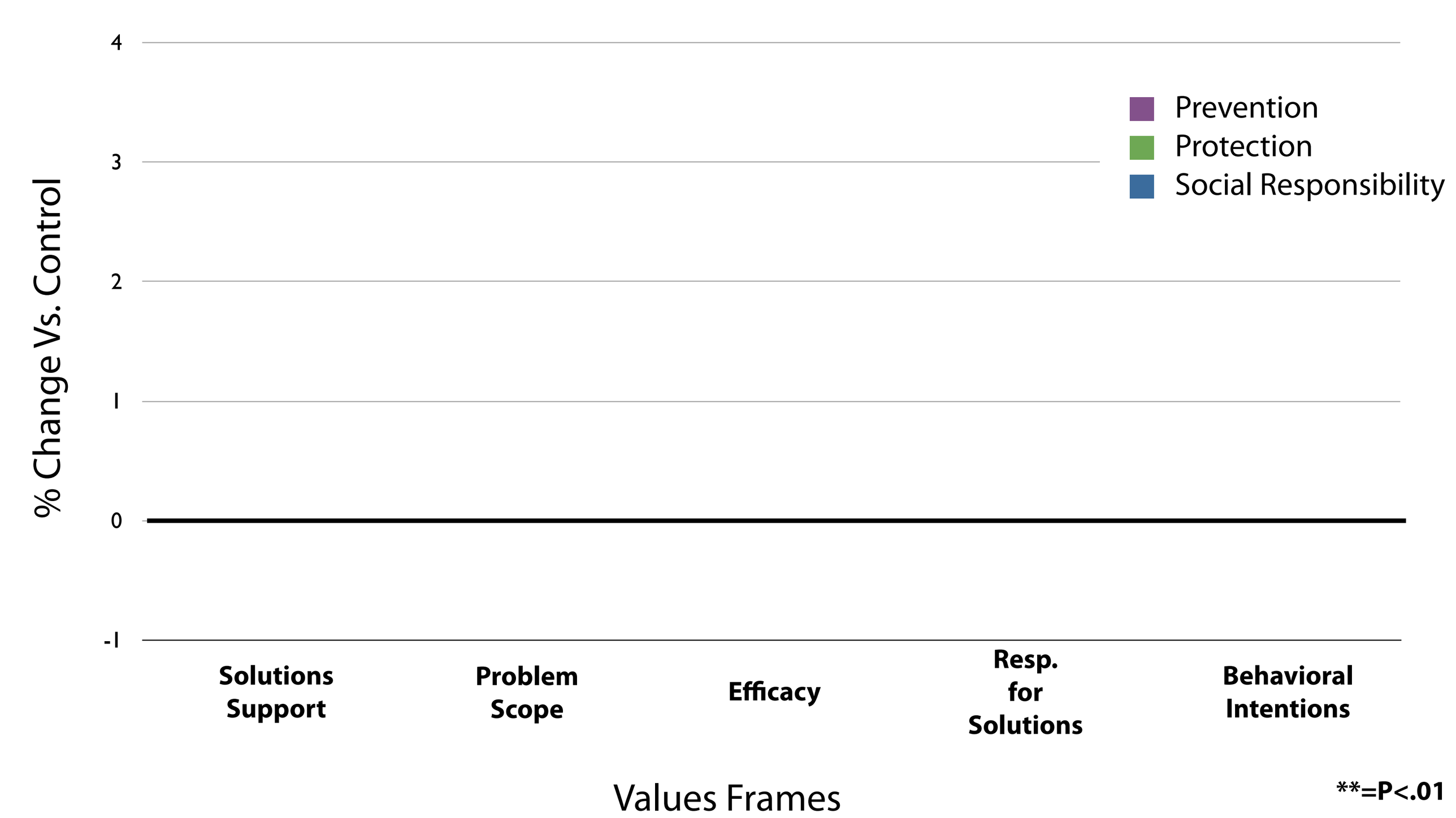

Sample
N=6,560
Random
assignment
to **one**
message
**Messages**
Values
• *Prevention*
• *Protection*
• *Social Responsibility*
Control - (No Message)

Sample
N=6,560
Random assignment to **one** message
Messages
Values
• *Prevention*
• *Protection*
• *Social Responsibility*
Control - (No Message)
Attitudes and Policy Support
• Solutions
• Problem Scope
• Efficacy
• Remedial Responsibility
• Behavioral Intentions

# A Values Experiment




Prevention
Protection
Social Responsibility
% Change Vs. Control
Solutions Support
Problem Scope
Efficacy
Resp. for Solutions
Behavioral Intentions
Values Frames
**=P<.01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Social Responsibility
Solutions Support
Problem Scope
Efficacy
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Behavioral Intentions
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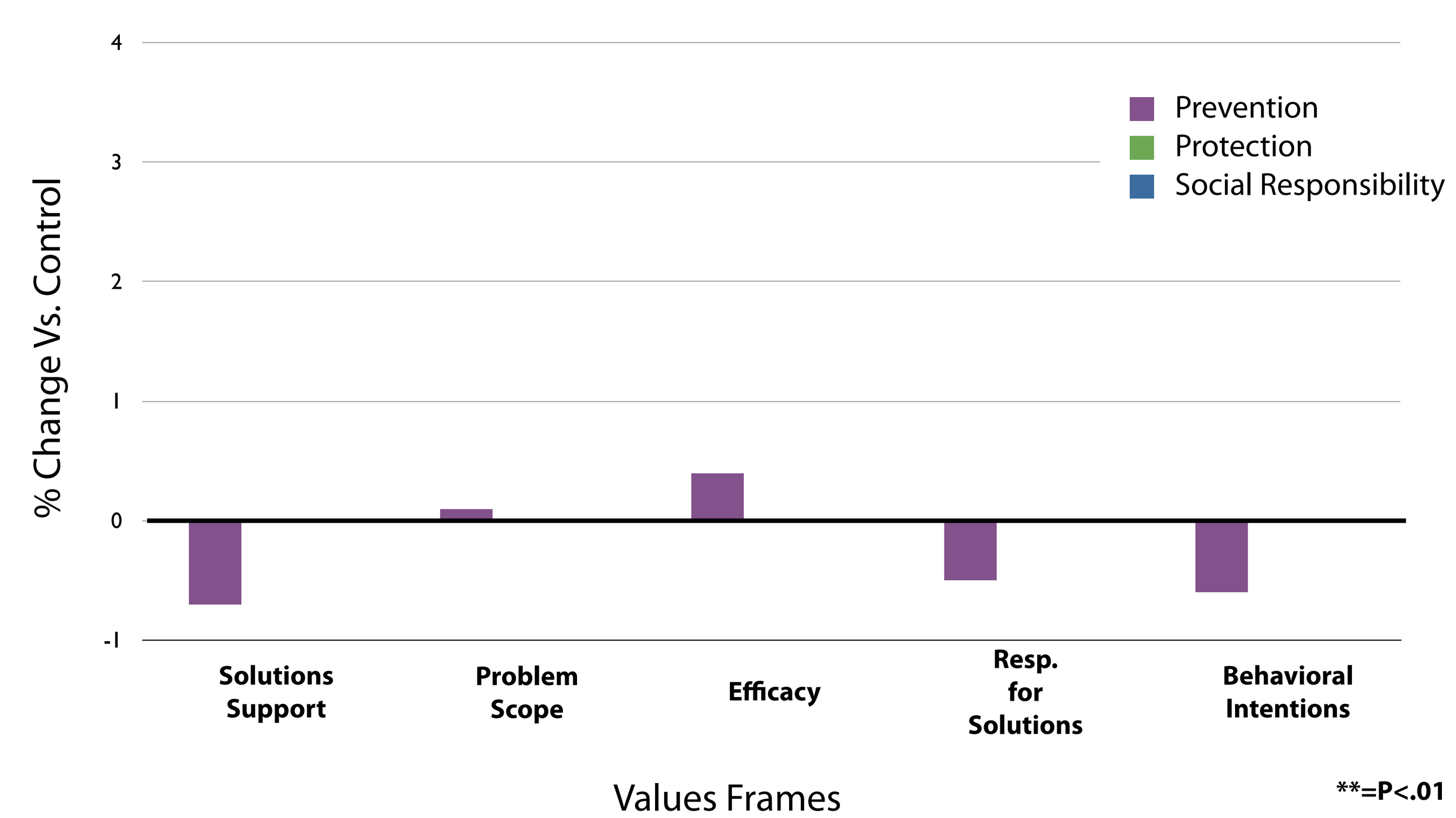
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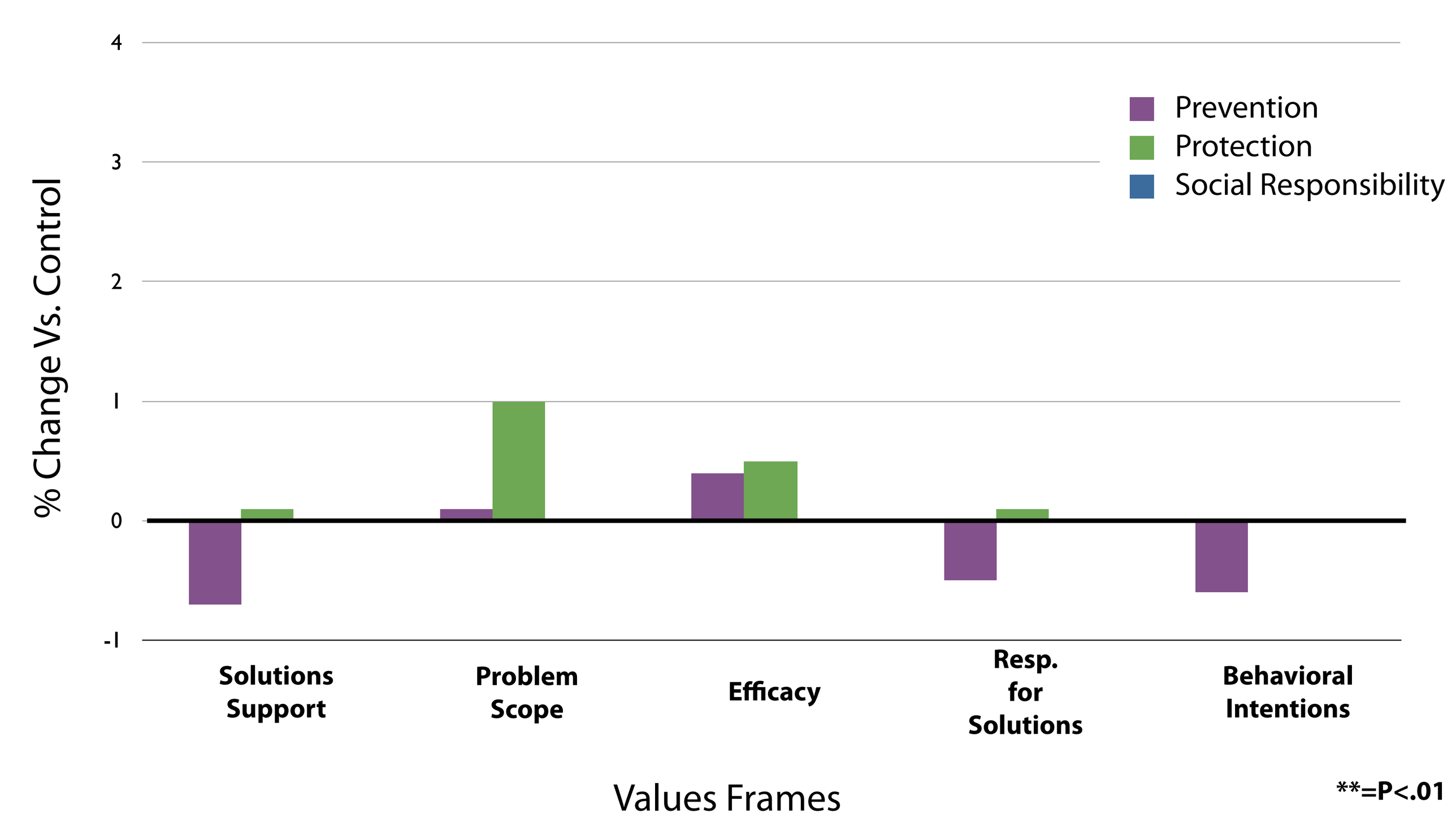
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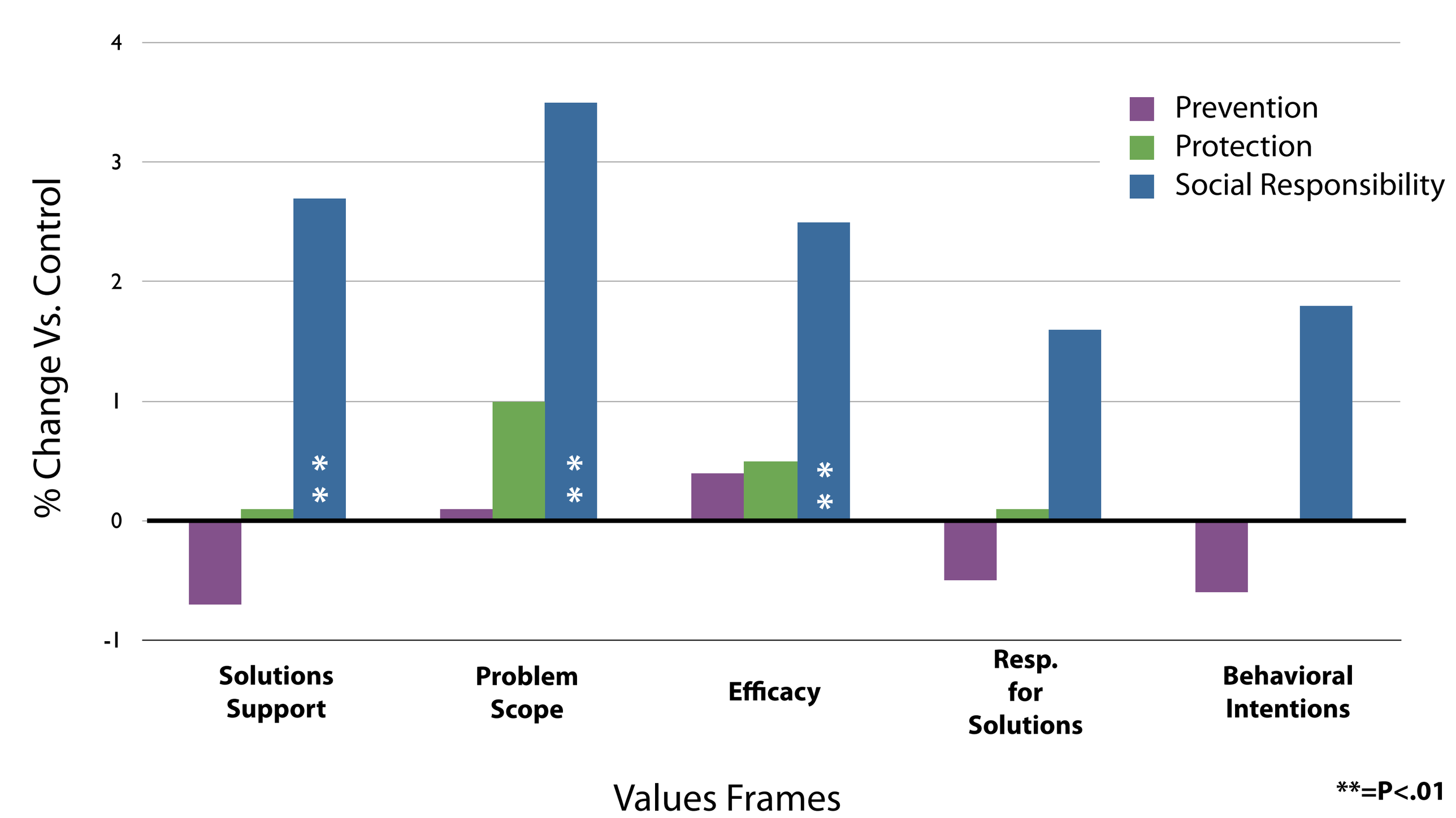
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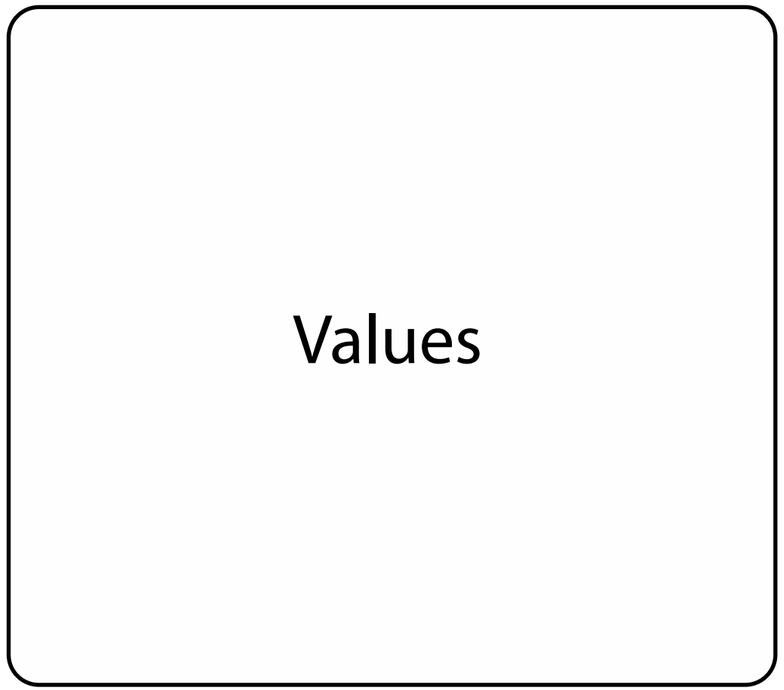

Values

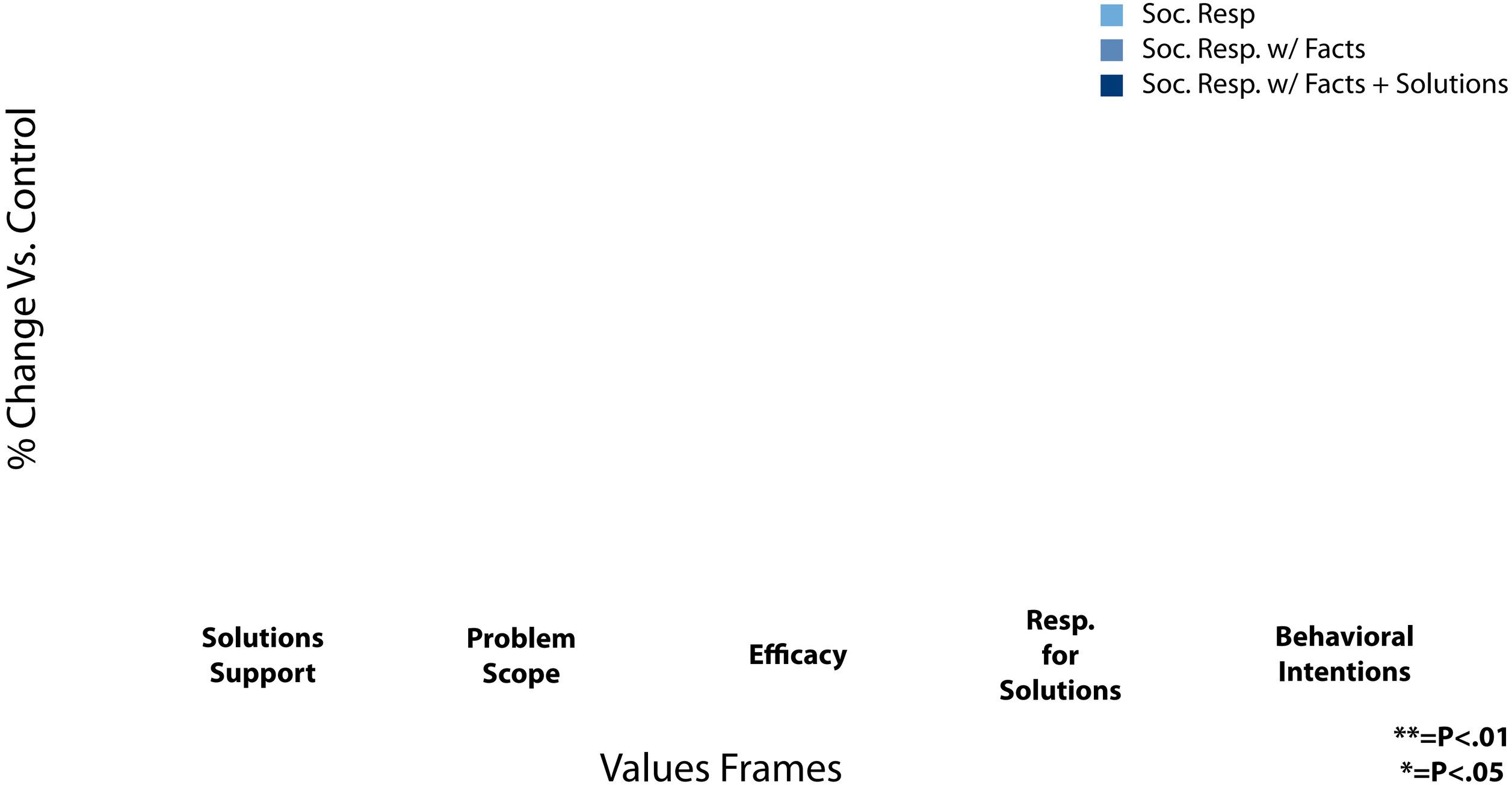
Values

Values+Facts

Values

Values+Facts

Values+Facts+Solutions


Soc. Resp
Soc. Resp. w/ Facts
Soc. Resp. w/ Facts + Solutions
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Solutions Support
Problem Scope
Efficacy
Resp. for Solutions
Behavioral Intentions
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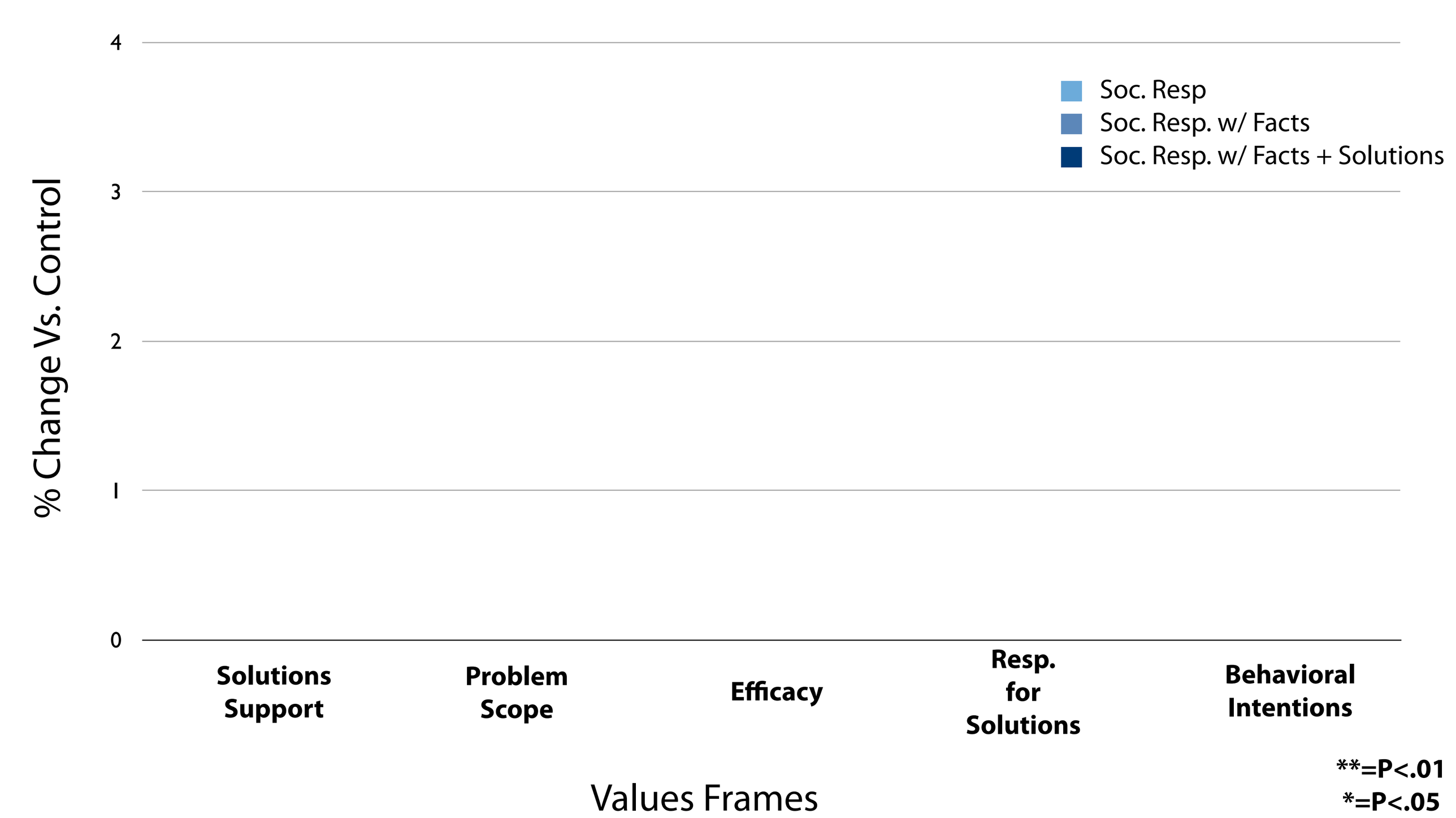
Values Frames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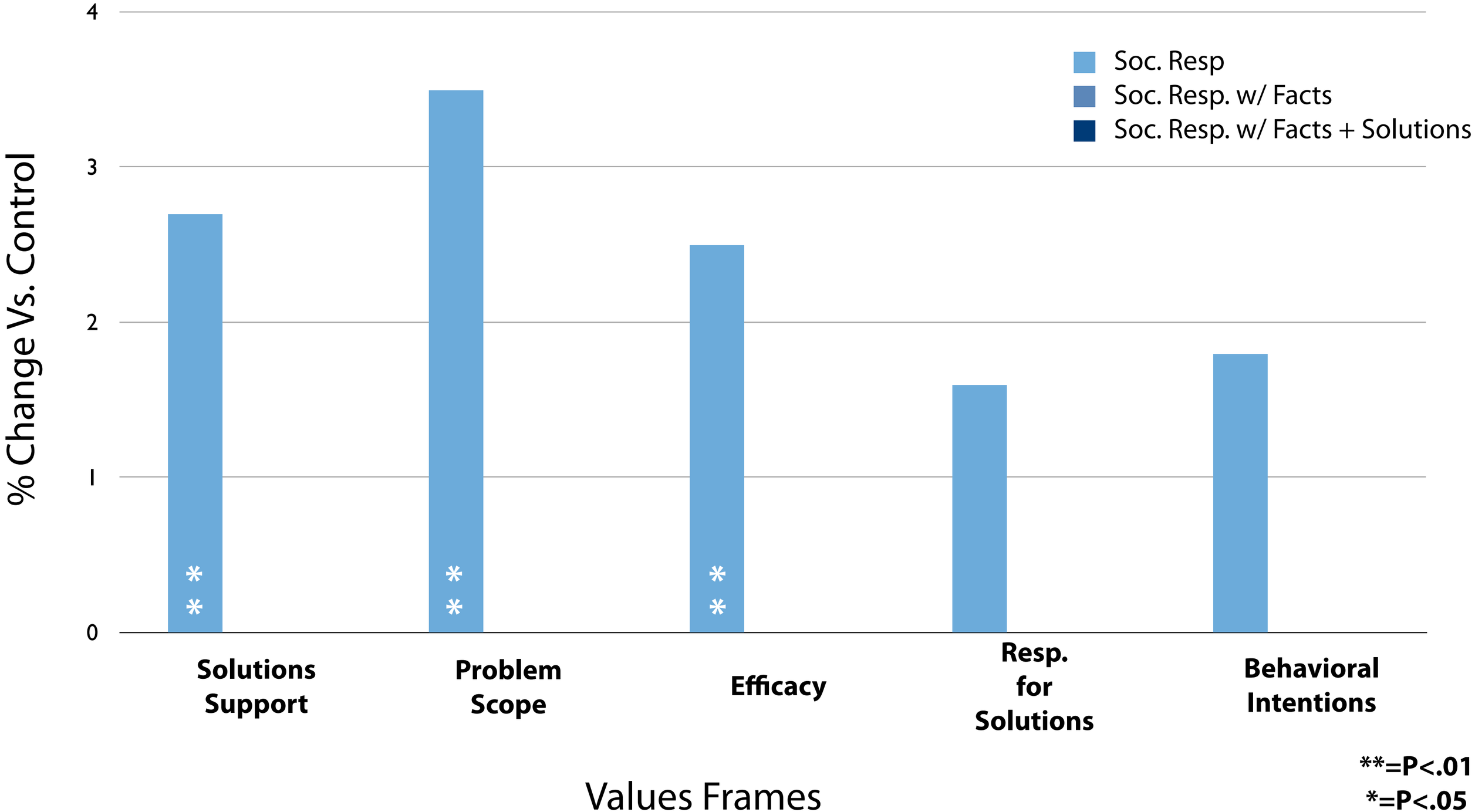
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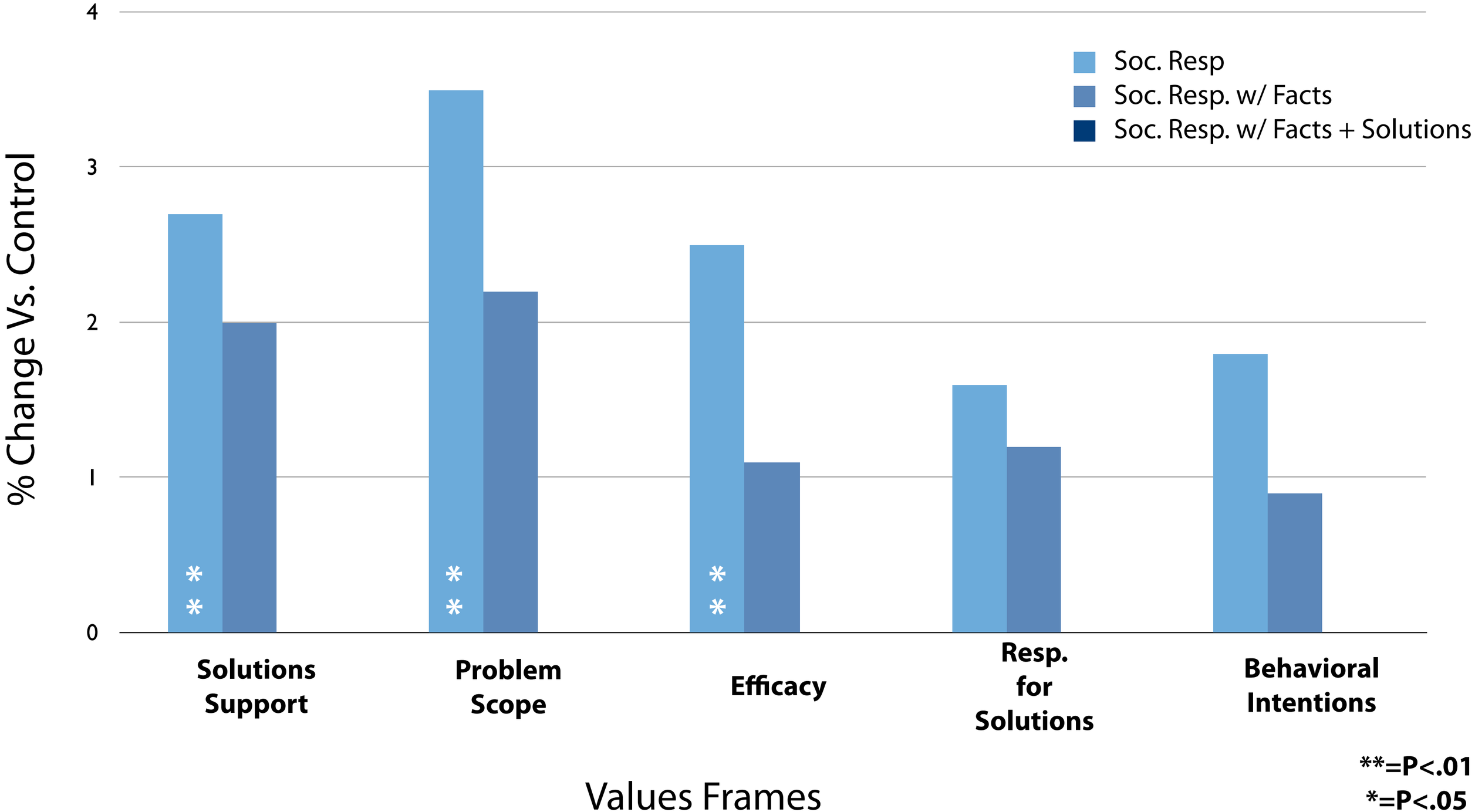
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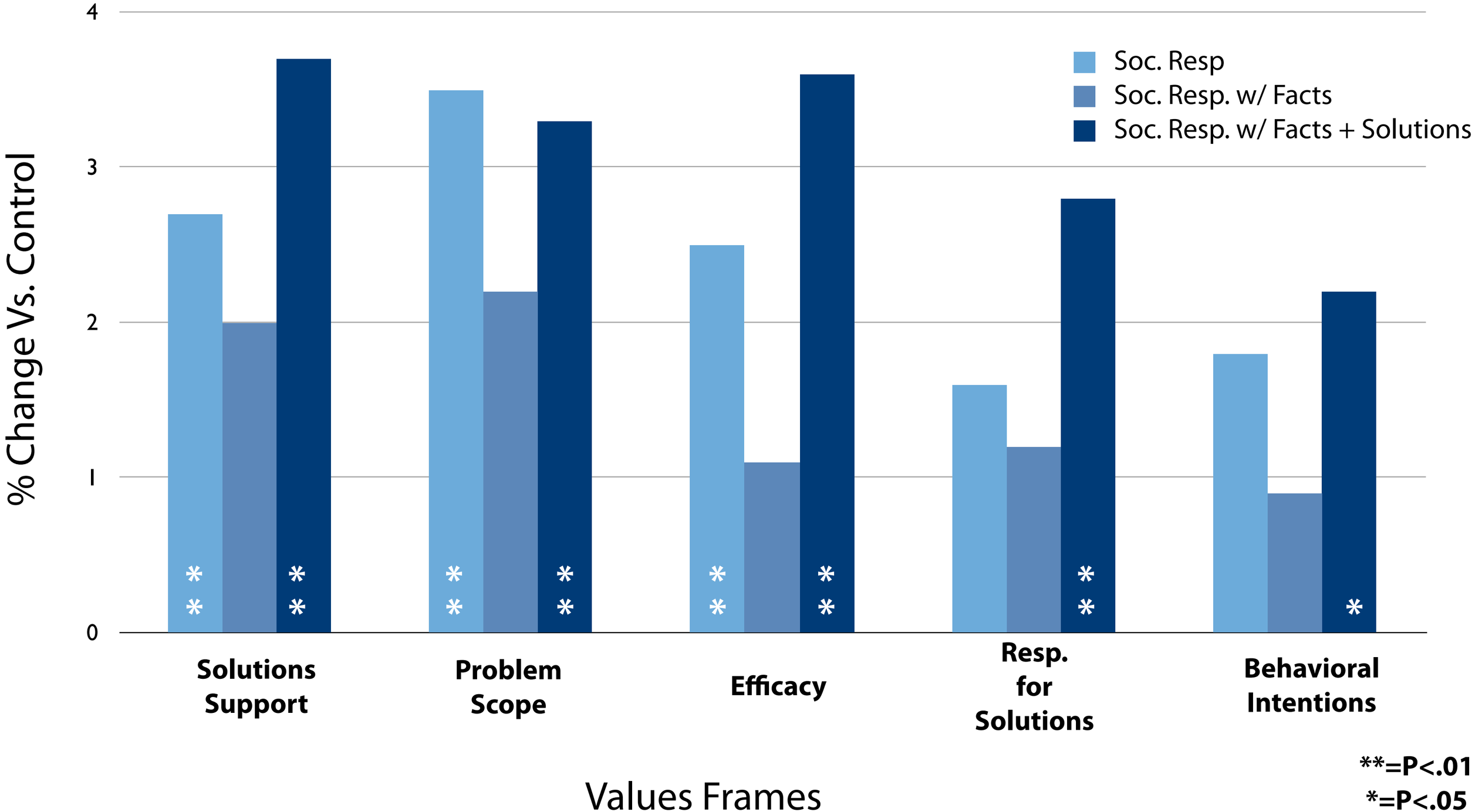
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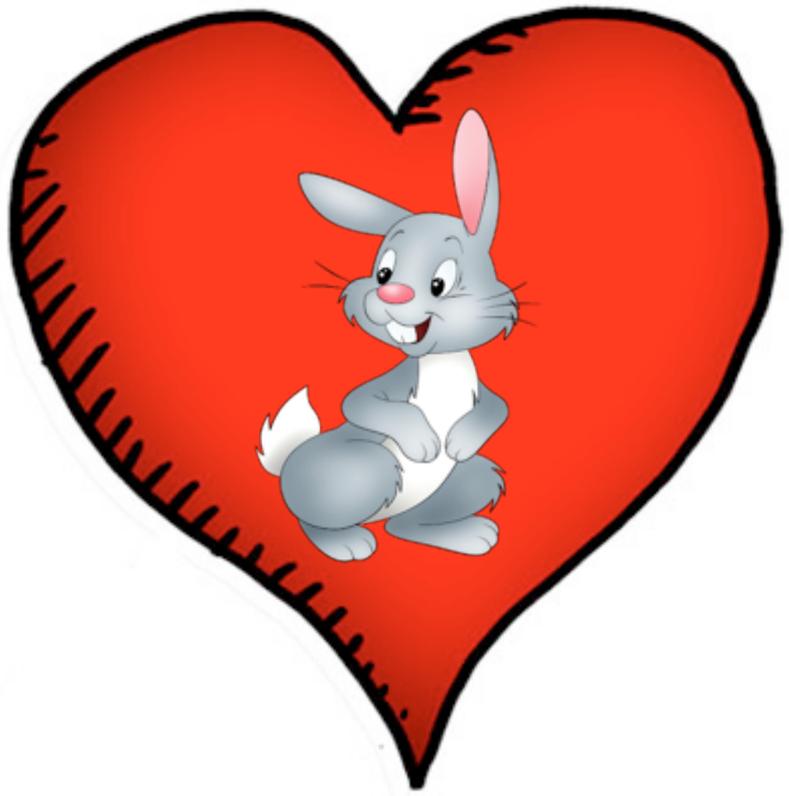
# Challenge:
# Pull Forward Context Model
## (help people see systems causes and solutions on issue of neglect)

# UK Swamp: Neglect

# UK Swamp: Neglect

# The Explanatory Metaphor

# The Explanatory Metaphor



# All Metaphor Is Not Good Metaphor: Know Before You Go

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He was as tall as a 6’3” tree.

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Her eyes were like two brown circles with big black dots in the center.

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He was as lame as a duck. Not the metaphorical lame duck, either, but a real duck that was actually lame.

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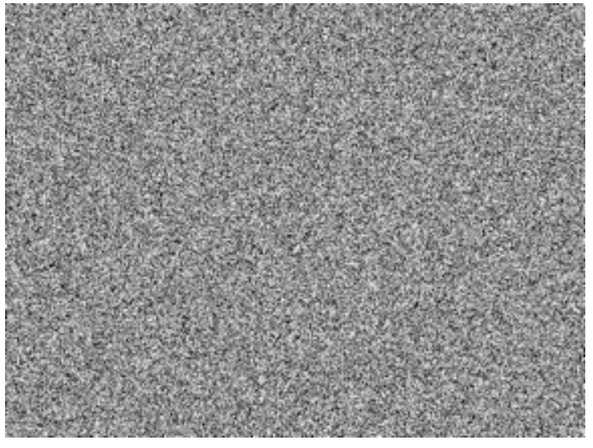
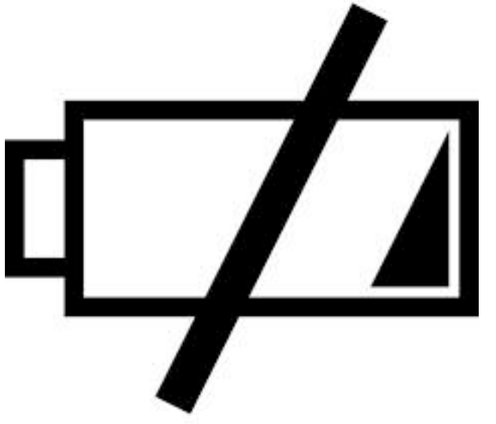
He was as lame as a duck. Not the metaphorical lame duck, either, but a real duck that was actually lame.

Here vocabulary was as bad as, like, whatever.





# Eroding Support

People's ability to care for their children can get worn away over time in the same way that water can wear away the foundation of a building or bridge, making it less stable. Social conditions like poverty and violence can erode the mental and emotional foundation that allows people to manage stress and provide care and attention to their children.

Just like we can bring in engineers and builders to repair damage caused by erosion and prevent it from happening again, we can provide social supports that help strengthen and repair people's ability to deal with stress and care for children.

# Getting the Message Through the Swamp

# Getting the Message Through the Swamp

# Frames drive change

**Frames drive change**

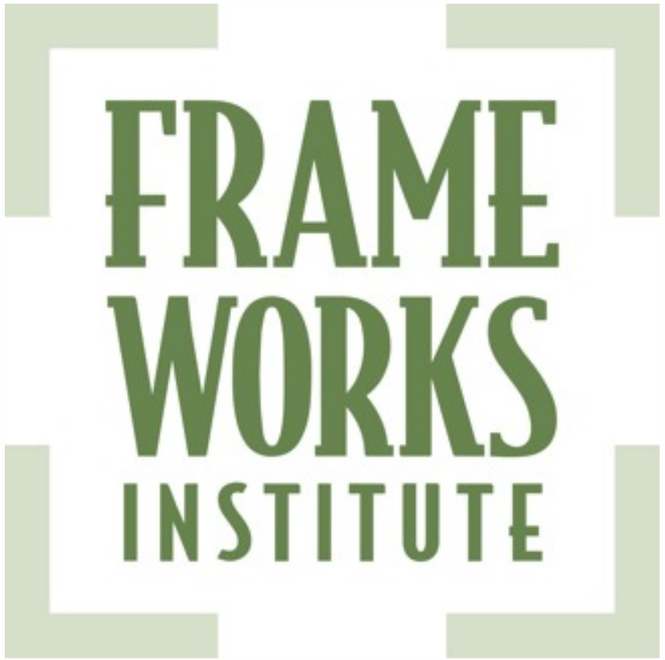
**More is not better...better is better**

**Frames drive change**

**More is not better...better is better**

**Know before you go**

# Frame On, Alberta




*For more information please visit:*

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