

The Core Story: Alberta



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**Pivoting From Early Childhood Development
to Child Mental Health**

What is communications?



What is communications?

Speech to civic group

TV interview

Report

Editorial/article in newspaper

Fact sheet

Brochure

Website

Lecture

Presentation



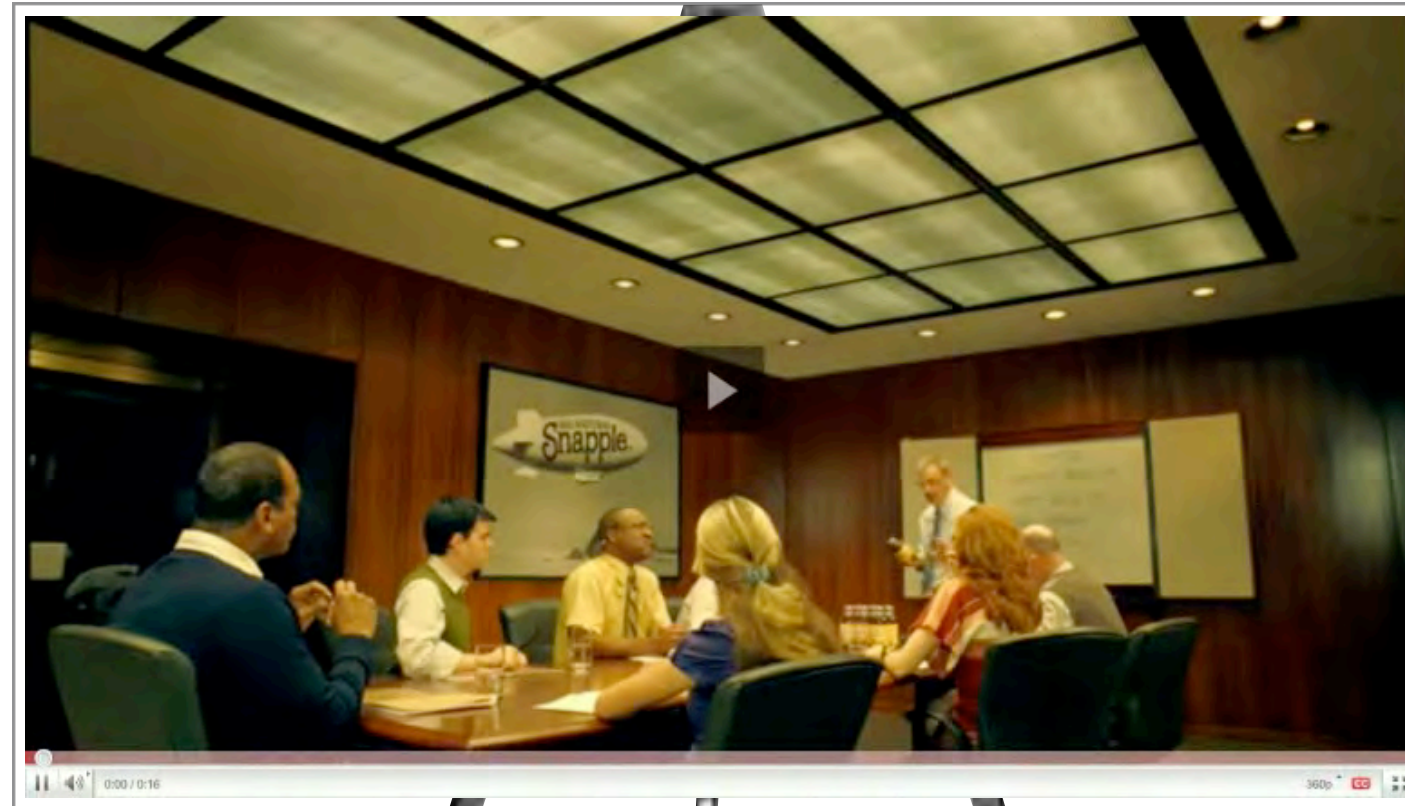
Common Perceptions of Communications

I. Communications as a “creative” process



Common Perceptions of Communications

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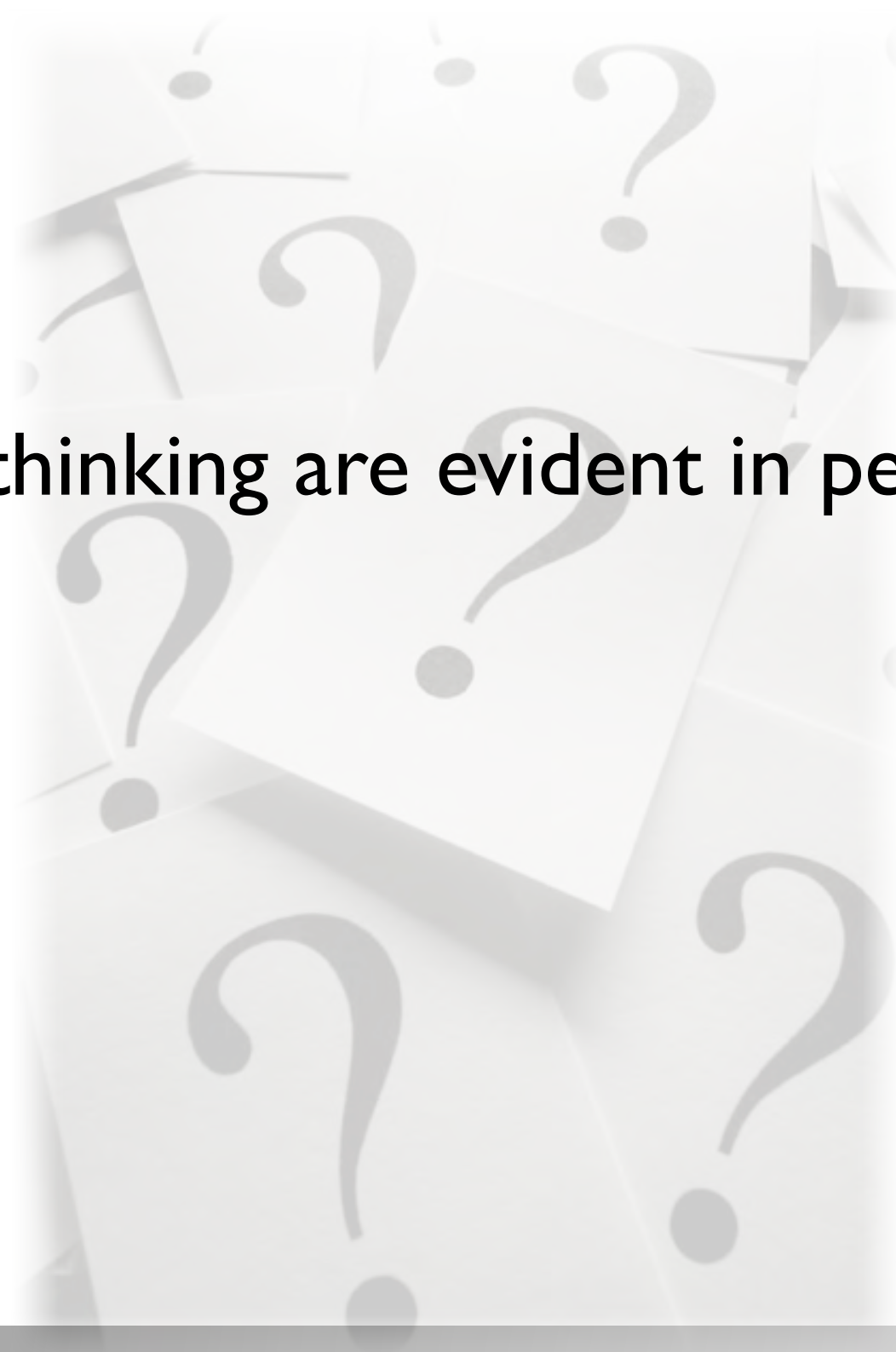


The Questions We Ask



The Questions We Ask

What patterns of thinking are evident in people's reasoning?



The Questions We Ask

How does the public discourse constrain and direct this thinking?

The Questions We Ask



What is the contribution of experts and advocates to that discourse?

The Questions We Ask

How can an issue be reframed to convey expert understanding and inform policy choices?



**A Multi-
Method
Research
Approach**

Cultural Models and Expert Interviews

(Cultural Anthro)

N = 20-30



**A Multi-
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Research
Approach**

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N = 20-30

Cognitive Analysis

(Media Studies, Mass
Communication, Physical Anthro)
N = 2,000-8,000

A Multi- Method Research Approach

Cultural Models and Expert Interviews

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Peer Discourse Sessions

(Sociology)
N=54-70

A Multi-Method Research Approach

Cultural Models and Expert Interviews

(Cultural Anthro)
N = 20-30

On the Streets Interviews
N=40-80

Experimental Testing
N=2,000-8,000

Persistence Trials
N=40-80

A Multi-Method Research Approach

Simplifying Models Research

(Physical Anthro., Cog. Linguistics)

Cognitive Analysis

(Media Studies, Mass Communication, Physical Anthro)
N = 2,000-8,000

Values Experiment

(Political Science, Political psychology)
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Simplifying Models Research

(Physical Anthro., Cog. Linguistics)

Completed Frame

Cognitive Analysis

(Media Studies, Mass Communication, Physical Anthro)
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Research Base

Center on the Developing Child  HARVARD UNIVERSITY

- 38 group sessions with civically active adults in 18 states 2001-2009
- 135 cultural models interviews with adults in 12 states
- Cultural models interviews with 10 business leaders in the DC area & experimental surveys with 2,000 business owners
- 6 groups with state legislators in 3 states & 40 interviews in 5 states
- 600 interviews with ordinary Americans to test simplifying models
- Experimental surveys with 2,000 online informants in 2007, 4,200 in 2008, 4,200 in 2009, and 3,700 in 2010


Alberta-Specific ECD/CMH Research

- 20 cultural models interviews
- 4 peer discourse sessions
- Experimental surveys with 4,500 Albertans
- Media analysis of 2009-2010 Albertan & Canadian news
 - On the street interviews with 42 adults
 - Persistence trials with 36 adults

Alberta-Specific Addiction Research (in Progress)

- 20 cultural models interviews
- 10 expert interviews
- 8 peer discourse sessions
- Experimental surveys with 4,500 Albertans
- On-the-street interviews with 55 adults
- Persistence trials with 24 adults

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Common Perceptions of Communications



2. Communications as attitude polling

Common Perceptions of Communications

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Polling and Standard Comm. Research

Issue In



Visible Attitude Out

Common Perceptions of Communications

2. Communications as attitude polling

Polling and Standard Comm. Research

Issue In

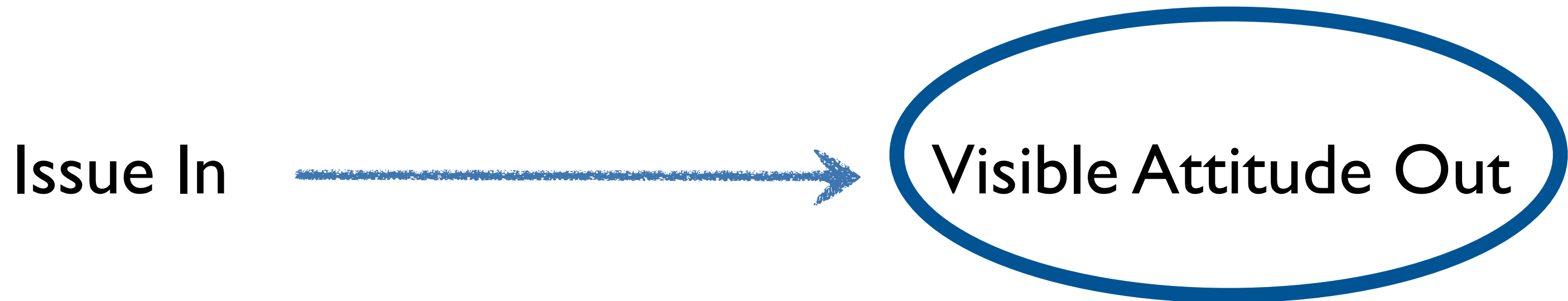


Visible Attitude Out

Common Perceptions of Communications

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Polling and Standard Comm. Research

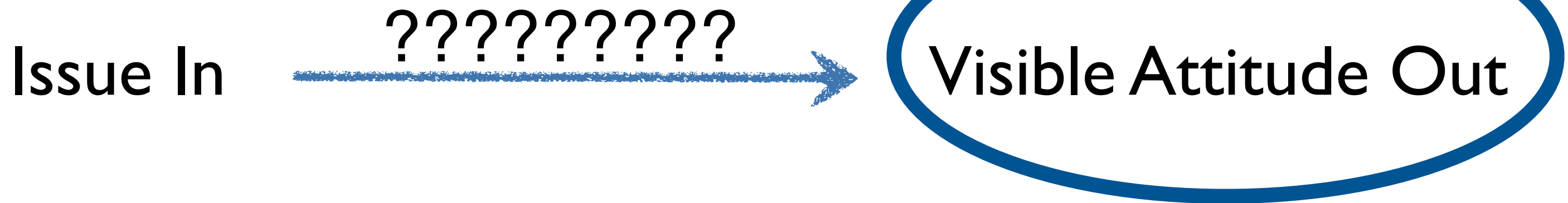


Focus = **What** People Say

Common Perceptions of Communications

2. Communications as attitude polling

Polling and Standard Comm. Research



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Cognitive Perspective

Issue In  Visible Attitude Out

Common Perceptions of Communications

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Common Perceptions of Communications

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Cognitive Perspective

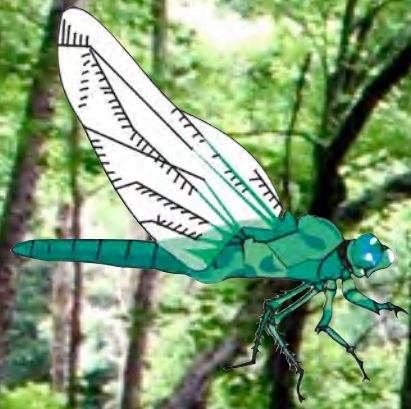


Focus = **How** People Think





The Swamp of Cultural Models



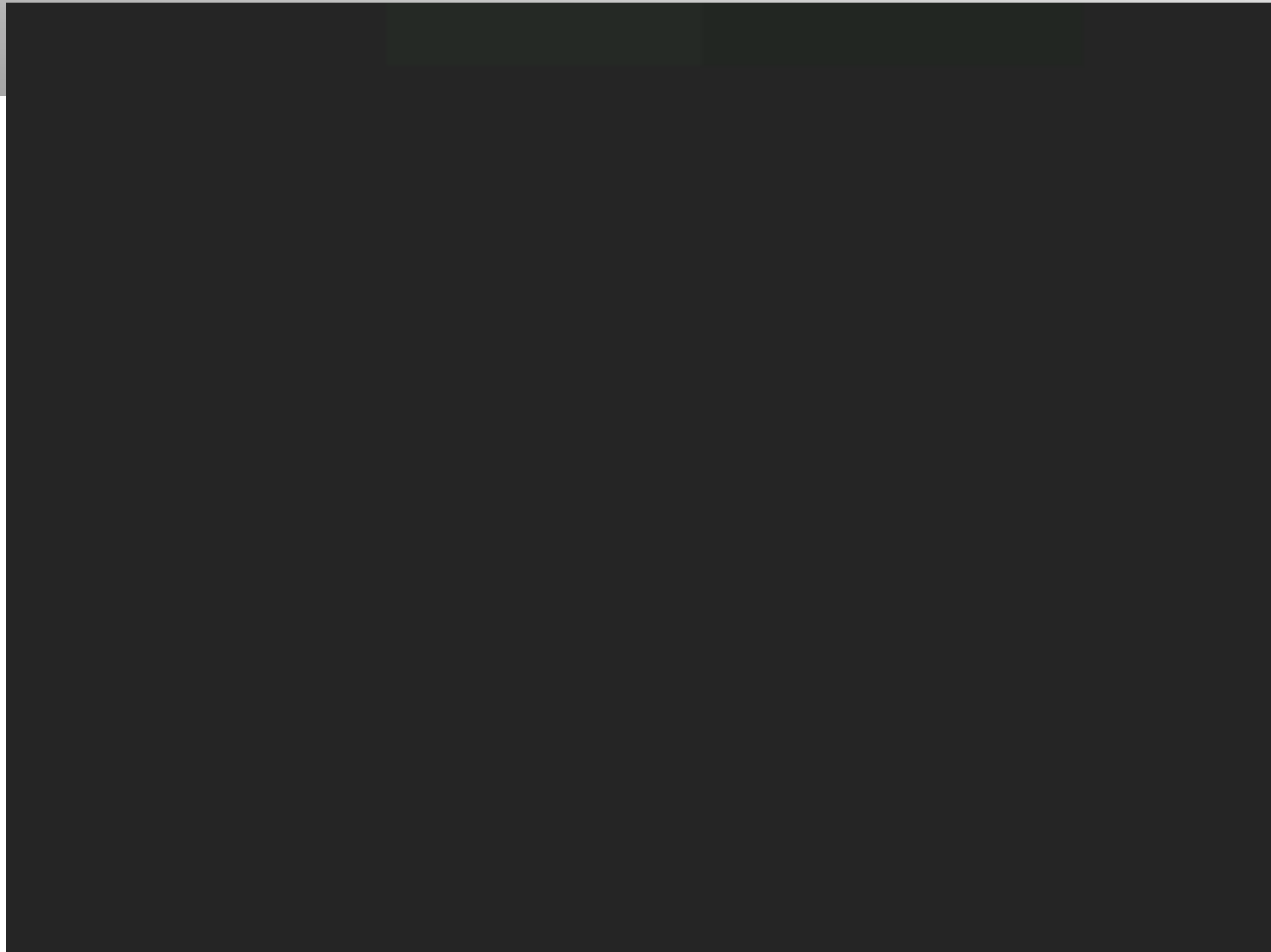
**FRAME
WORKS
INSTITUTE**

Common Perceptions of Communications

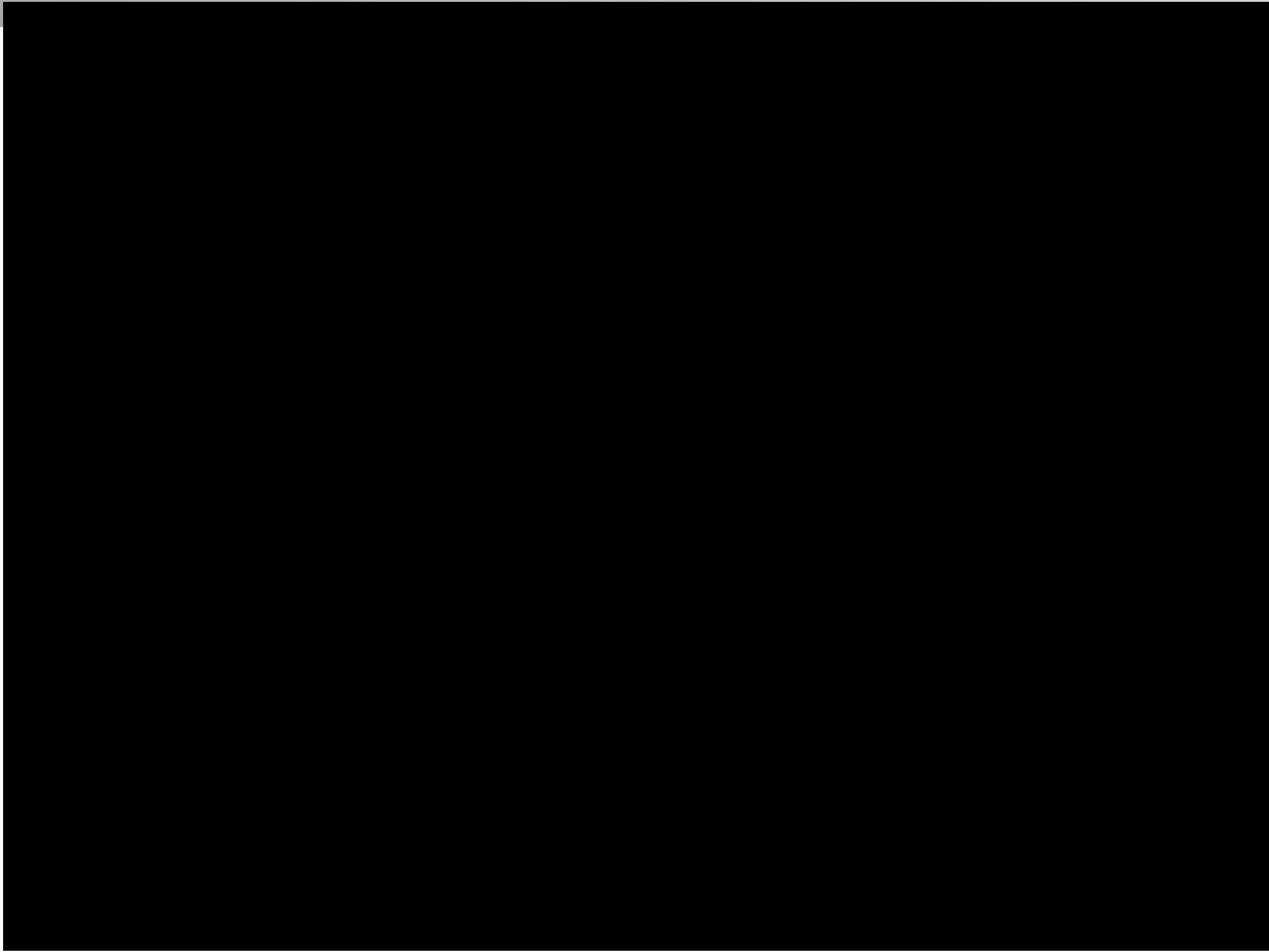
3. Change individual behavior











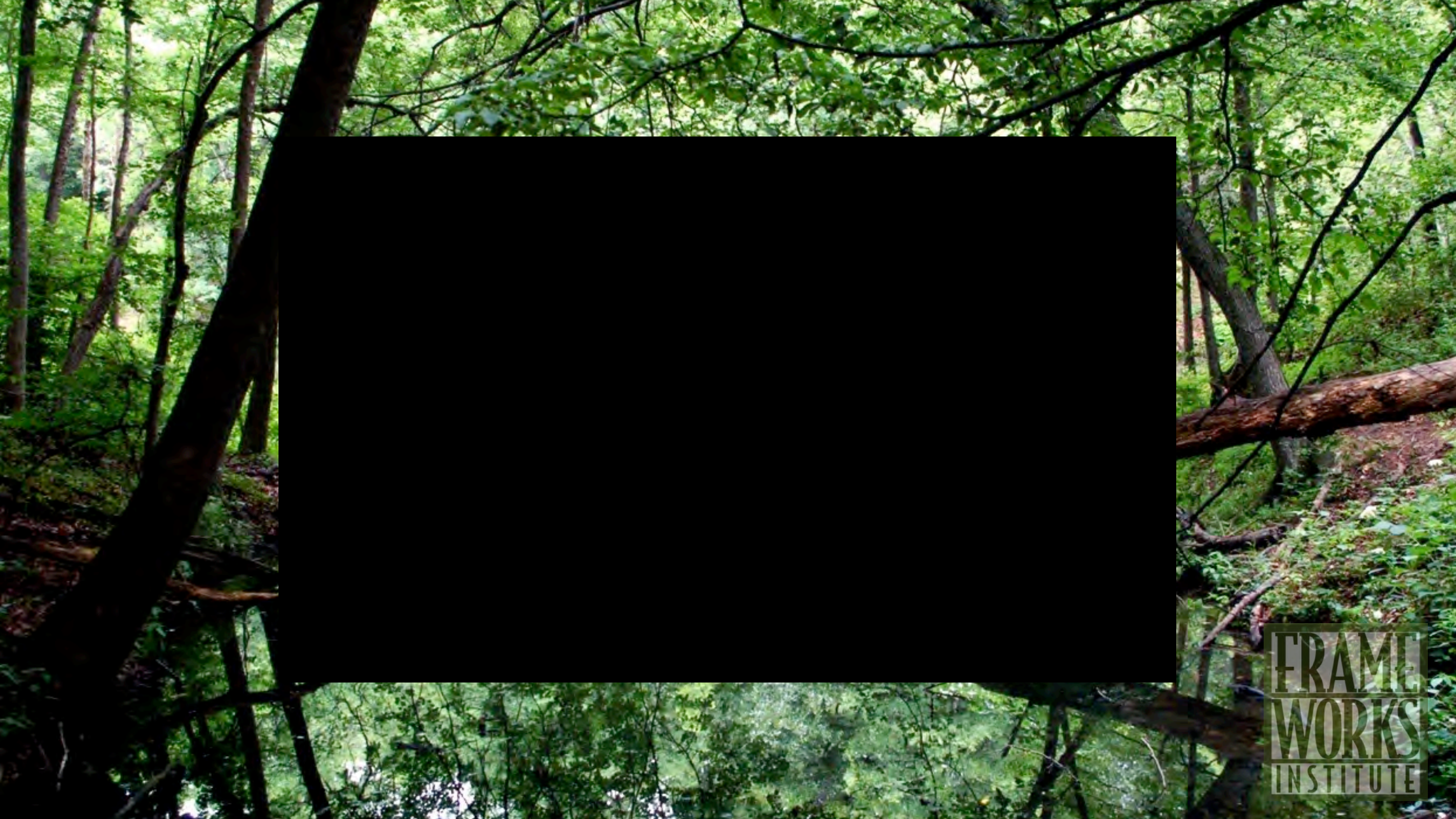
What's in The Swamp of Cultural Models





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INSTITUTE

Seeing them in the swamp...



**FRAME
WORKS
INSTITUTE**

What's in the Swamp : Early Child Development



What's in the Swamp : Early Child Development

Assumption 1

Children develop...well...I don't' know...naturally?

What's in the Swamp : Early Child Development

Assumption 1

Children develop...well...I don't know...naturally?

Implication

- How can you fix it if you don't understanding how it works?
- Just butt out!

What's in the Swamp : Early Child Development

Assumption 1

Children develop...well...I don't' know...naturally?

Assumption 2

Damage done is damage done

What's in the Swamp : Early Child Development

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Implication

Don't waste public money if it's already too late!

What's in the Swamp : Early Child Development

Assumption 1

Children develop...well...I don't' know...naturally?

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Damage done is damage done

Assumption 3

Ageing up

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Implication

Early child policies hard to think

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Assumption 4

Stress does the body good

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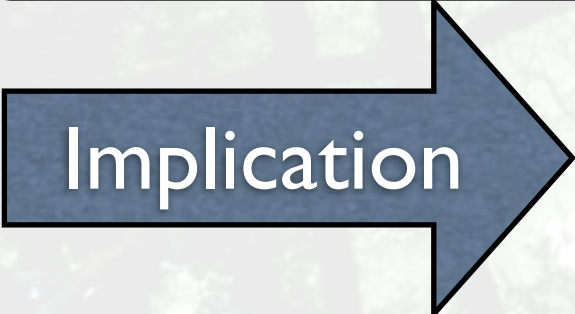
Damage done is damage done

Assumption 3

Ageing up

Assumption 4

Stress does the body good



Why would we ***limit*** stress?

What's in the Swamp : Early Child Development



What's in the Swamp : Early Child Development

Assumption 5

Discipline and Will-Power

What's in the Swamp : Early Child Development

Assumption 5

Discipline and Will-Power

Implication

The solution is “try harder”

What's in the Swamp : Early Child Development

Assumption 5

Discipline and Will-Power

Assumption 6

The Family Bubble

What's in the Swamp : Early Child Development

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Implication

Limits ability to see context

What's in the Swamp : Early Child Development

Assumption 5

Discipline and Will-Power

Assumption 6

The Family Bubble

Assumption 7

Genes and environments separate

What's in the Swamp : Early Child Development

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Assumption 7

Genes and environments separate

Implication

Interaction very hard to think

What's in the Swamp : Early Child Development

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Assumption 7

Genes and environments separate

Assumption 8

Genes are set in stone

What's in the Swamp : Early Child Development

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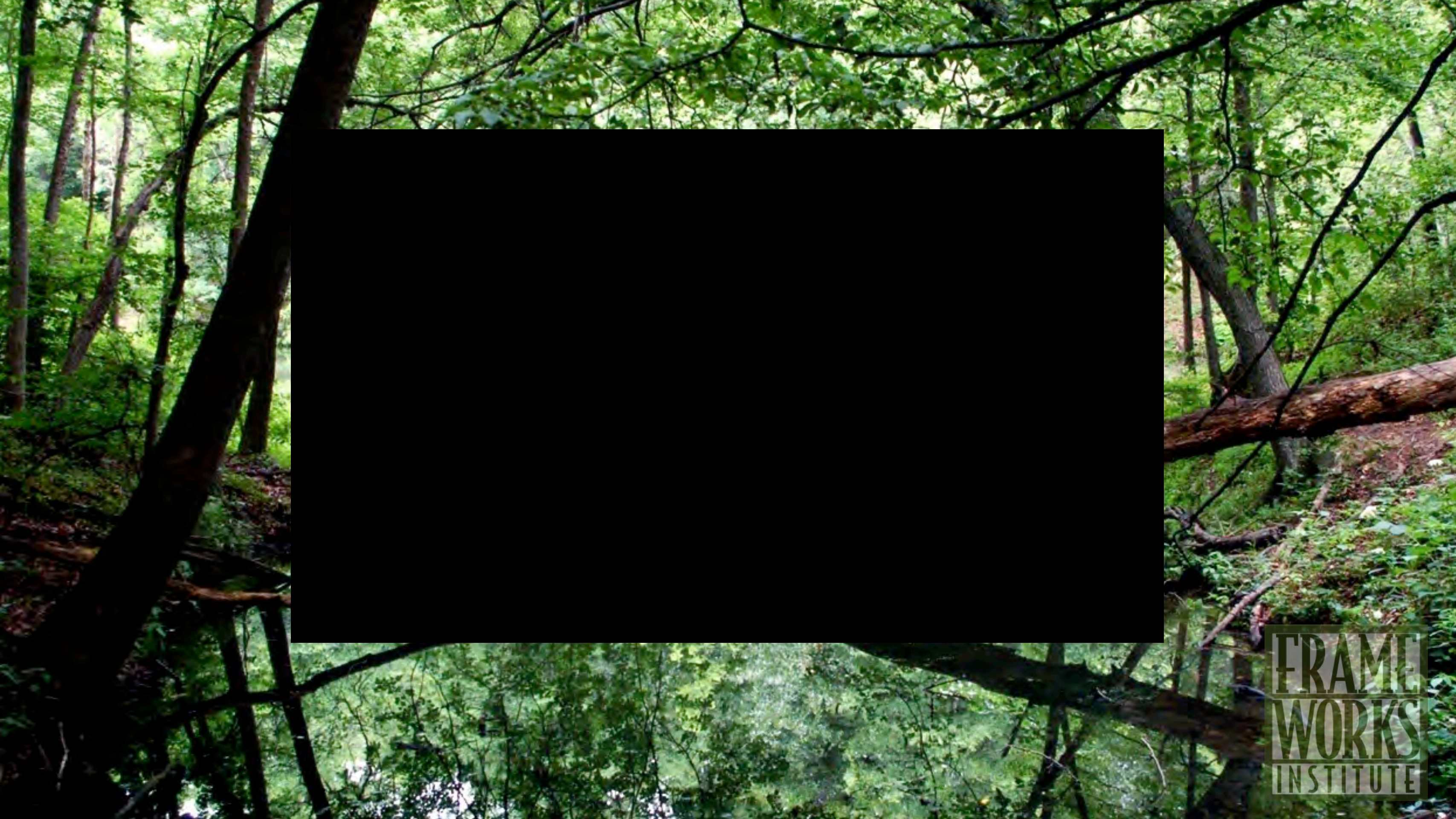
Implication

Determinism and futility of solutions



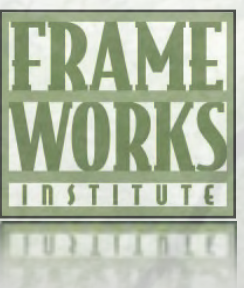
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INSTITUTE

**Another peek into the
swamp...**



**FRAME
WORKS
INSTITUTE**

What's in the Swamp of Cultural Models: Reasoning About Mental Health



What's in the Swamp of Cultural Models: Reasoning About Mental Health

Assumption 1

Mental **Health** is about **problems**

What's in the Swamp of Cultural Models: Reasoning About Mental Health

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Implication

Difficult to communicate about promotion

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Assumption 2

Mental health is about emotional states

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Implication

Effective treatment is controlling emotions

What's in the Swamp of Cultural Models: Reasoning About Mental Health

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Difficult to communicate about promotion

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Mental health is about emotional states



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Assumption 3

Individual responsibility over emotions

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Implication

Difficult to communicate about promotion

Assumption 2

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Implication

Effective treatment is controlling emotions

Assumption 3

Individual responsibility over emotions

Implication

Individuals need to take more responsibility

What's in the Swamp of Cultural Models: Reasoning About Mental Illness



What's in the Swamp of Cultural Models: Reasoning About Mental Illness

Assumption 1

Mental illness is a chemical imbalance

What's in the Swamp of Cultural Models: Reasoning About Mental Illness

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Assumption 2

Chemicals are the product of genes

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Implications

Drugs=only answer,
Solutions hard to think

Models of “Children” Further Complicate the Picture



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Models of “Children” Further Complicate the Picture

Assumption 1

Children are emotionally undeveloped



Models of “Children” Further Complicate the Picture

Assumption 1

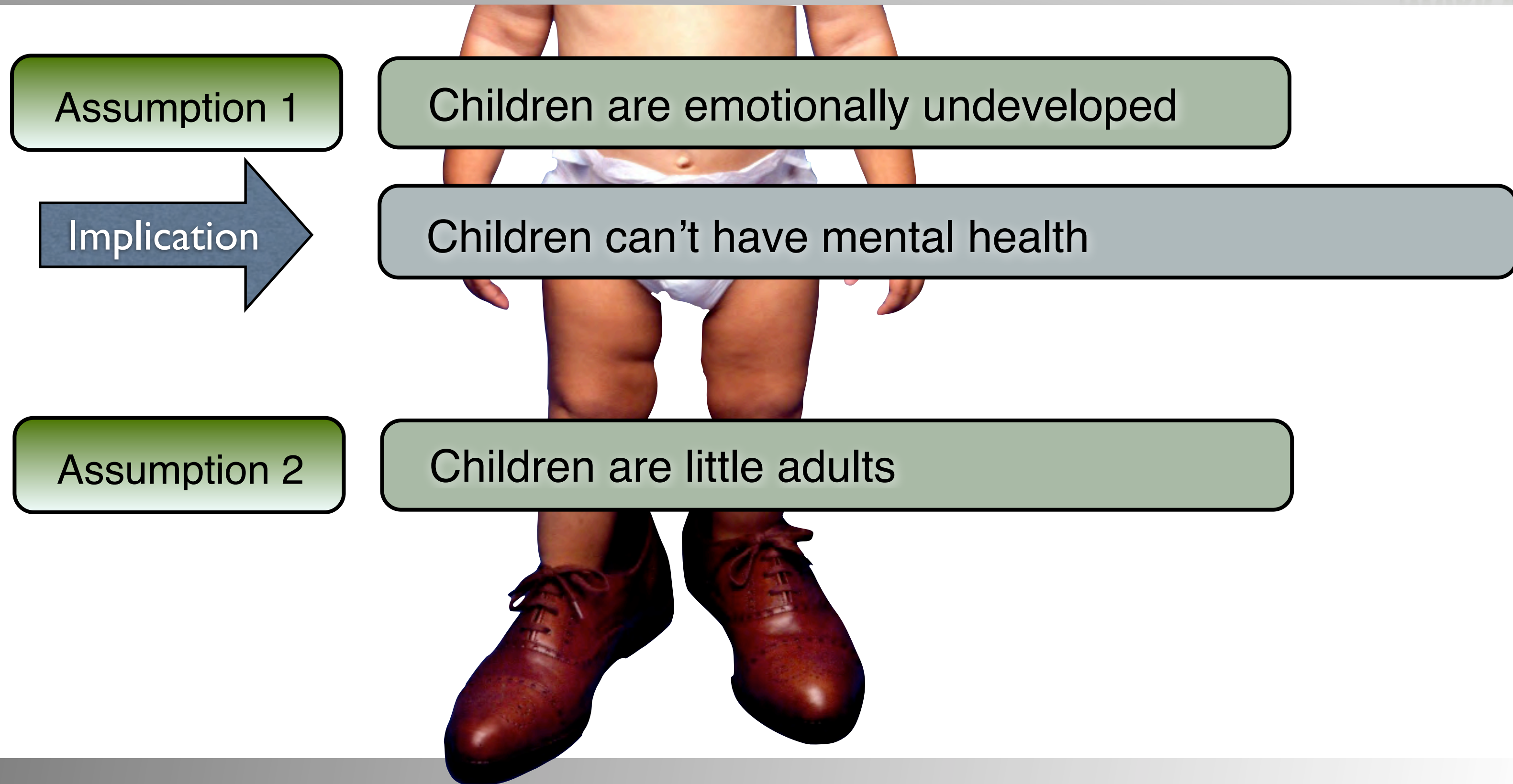
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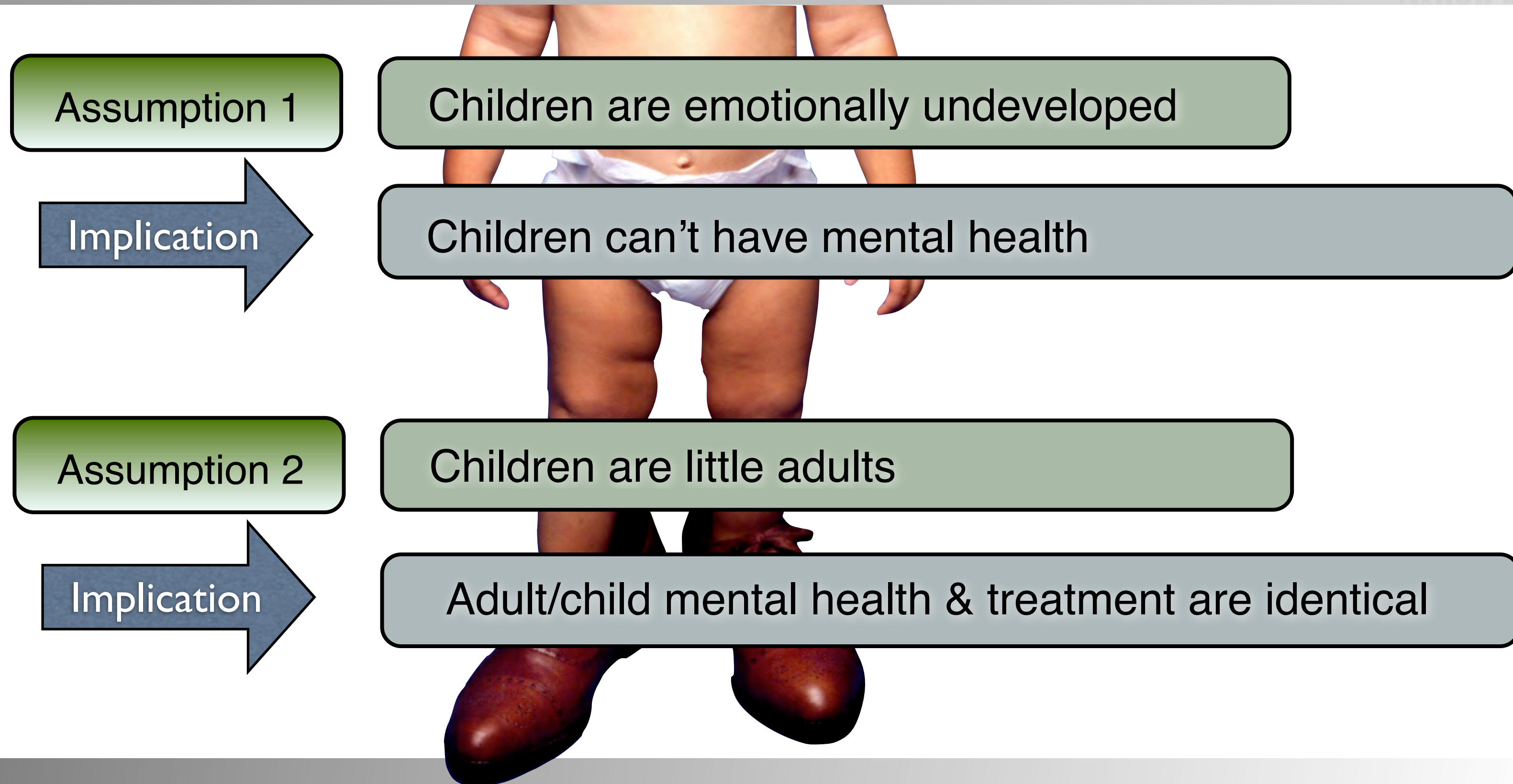
Children can't have mental health



Models of “Children” Further Complicate the Picture

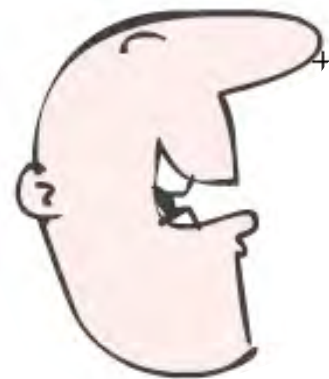


Models of “Children” Further Complicate the Picture



You Say... They Think (ECD)

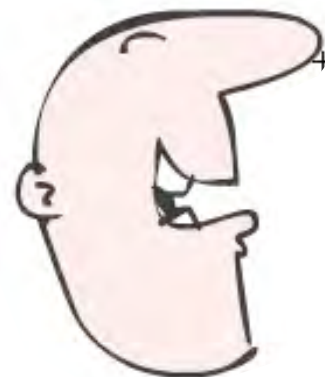
The first three years of life are a period of incredible growth: A newborn's brain is about 25 percent of its approximate adult weight. But by age 3, it has grown dramatically by producing billions of cells and hundreds of trillions of connections between these cells.



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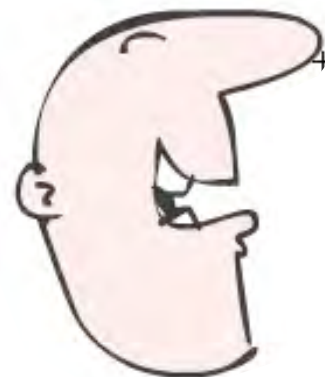
Biology was not my strong point. But, you've got your synapses of, you know, different things that are happening in certain areas that are working in consort with others, and perhaps there's a gene that doesn't allow that message to necessarily translate 100% to the brain so that it works the way it's supposed to.



You Say... They Think (ECD)

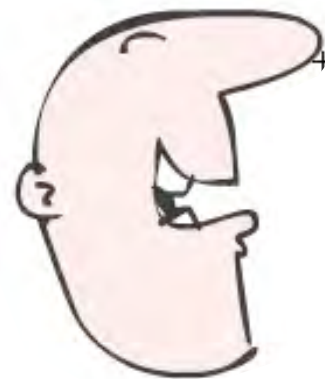
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**Development is
Complicated**



You Say... They Think (ECD)

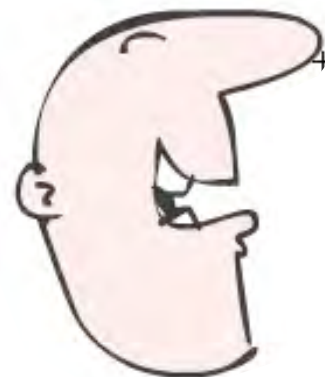
Poverty can have long term consequences for young children. It can disrupt children's development and negatively impact their educational advancement, their ability to lead productive lives and become responsible citizens. And yet thousands of young children feel the effects of poverty every day.



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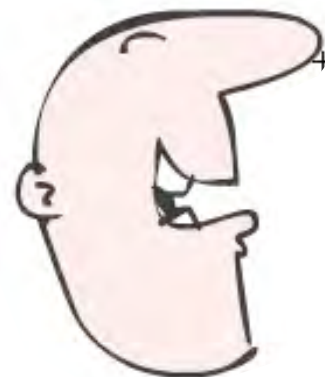
I have grandparents who were in Europe during the war and they grew up during a really bad time, but you know they learned to overcome that and realize that they could overcome huge challenges and it probably gave them strength later on too. And I think you learn skills to get you through those situations.



You Say... They Think (ECD)

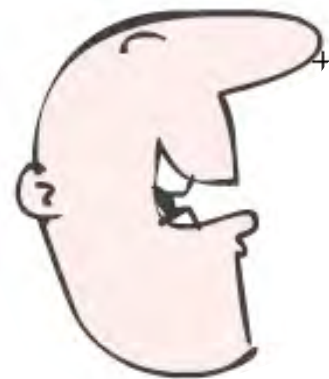
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Stress is Beneficial



You Say... They Think (CMH)

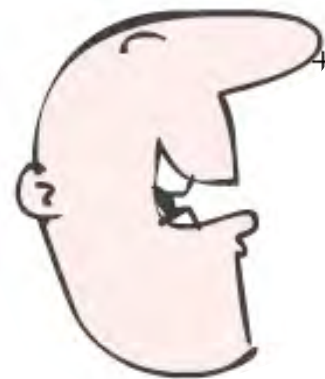
The suffering experienced by children with mental health needs and their families has created a health crisis. Growing numbers of children are suffering needlessly because their emotional, behavioral, and developmental needs are not met.



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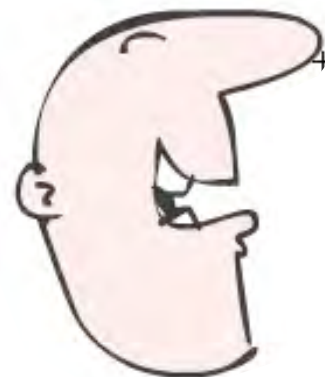
I see children as little people. Poor mental health to me is like like a little person that has to deal with more adult things.



You Say... They Think (CMH)

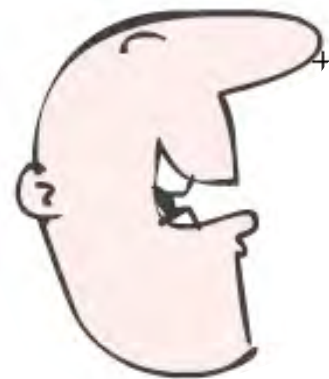
The suffering experienced by children with mental health needs and their families has created a health crisis. Growing numbers of children are suffering needlessly because their emotional, behavioral, and developmental needs are not met.

**Children are
Little Adults**



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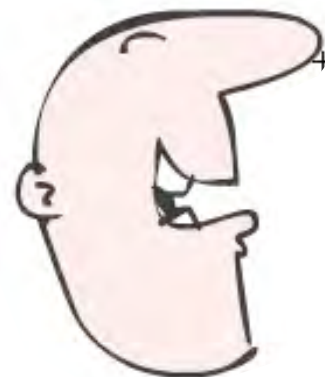
Children's mental health problems are very common, and the onset of major mental illness can occur as young as age 7.



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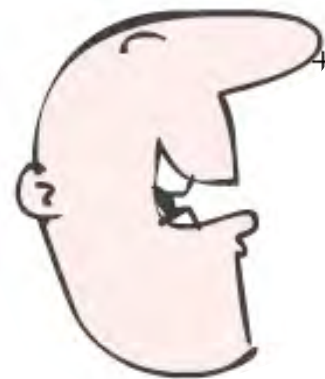
Those kids are so young. I don't think you've even developed much of a personality, let alone a mental health profile. I don't know that you could diagnose something yet.



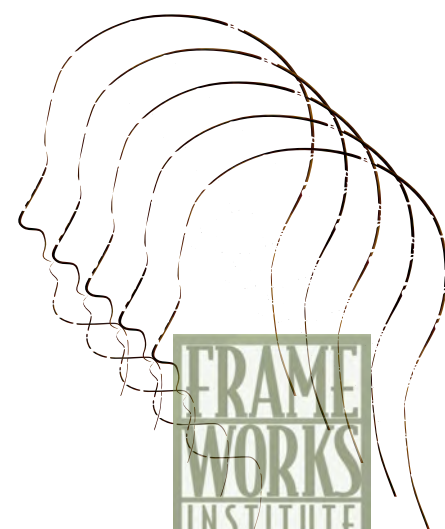
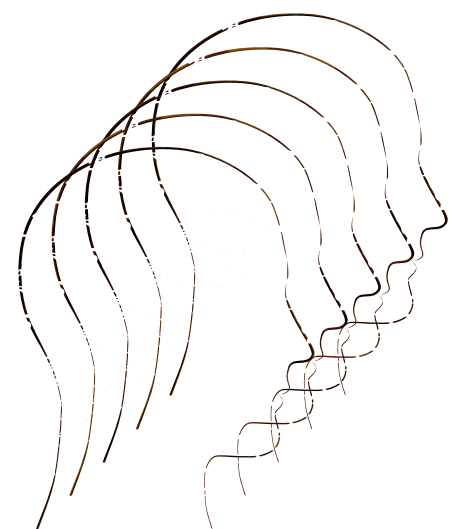
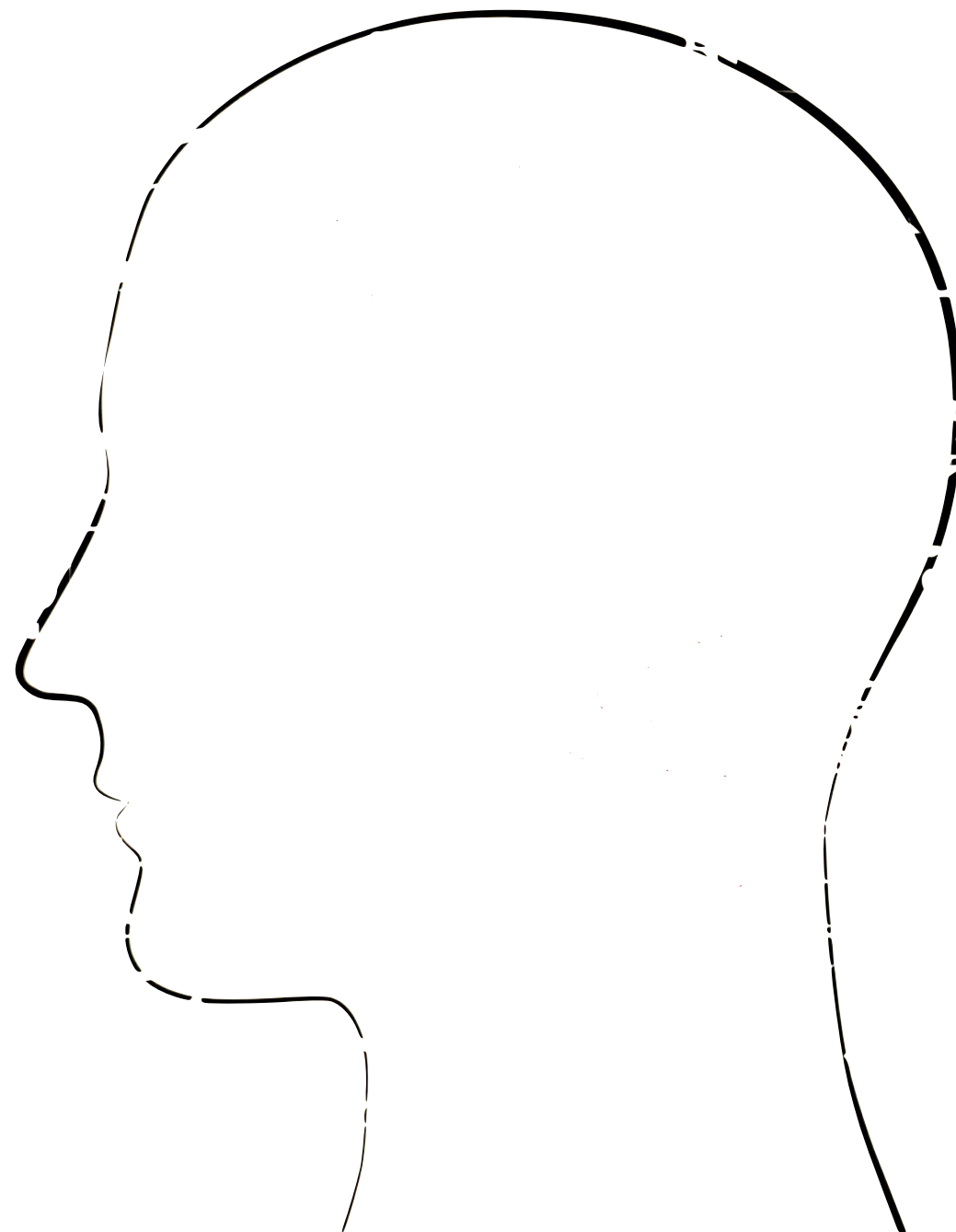
You Say... They Think (CMH)

Children's mental health problems are very common, and the onset of major mental illness can occur as young as age 7.

Children Don't Have Mental Health

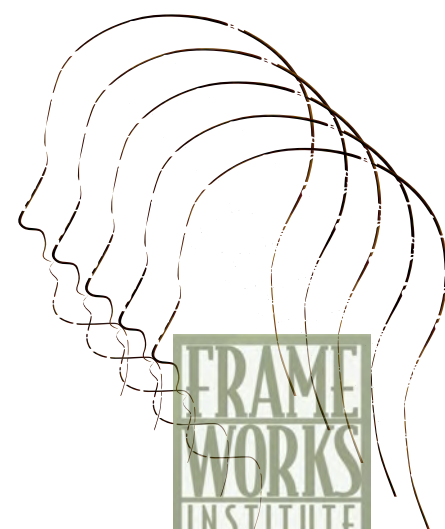
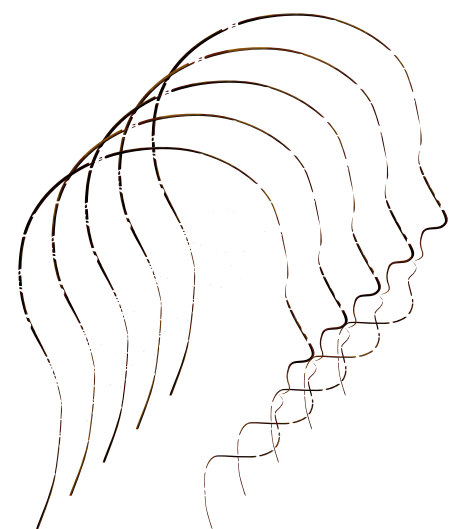
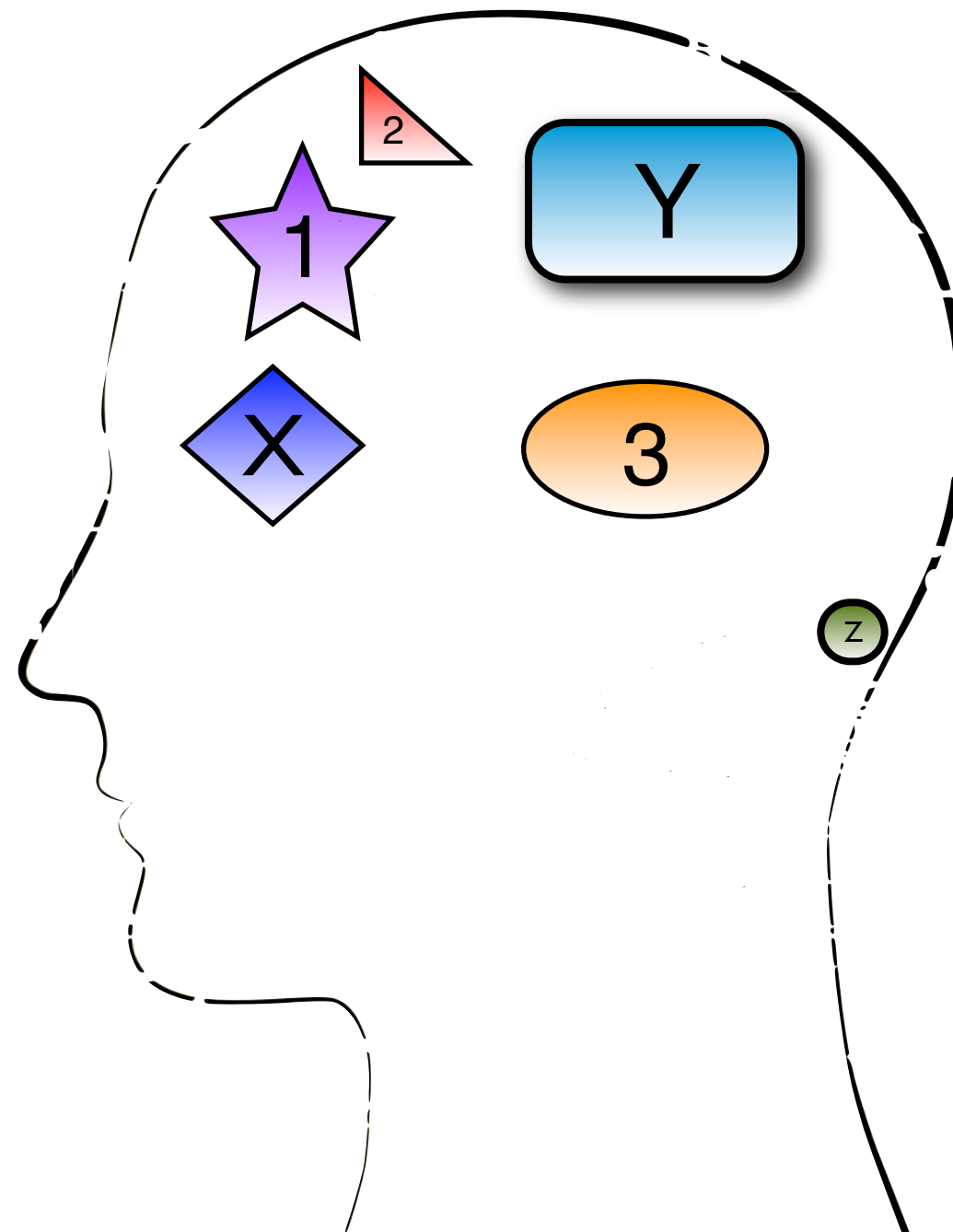


Public Discourse



Public Discourse

Swamp of Cultural Models

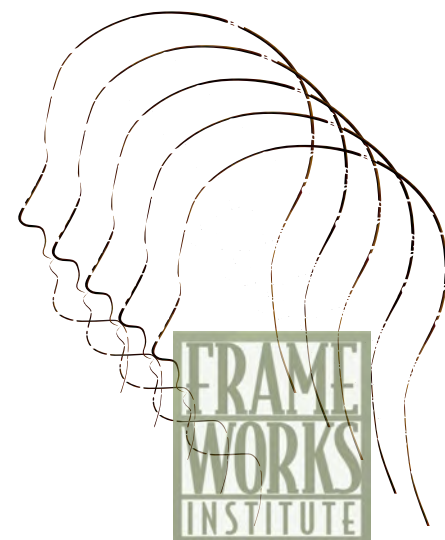
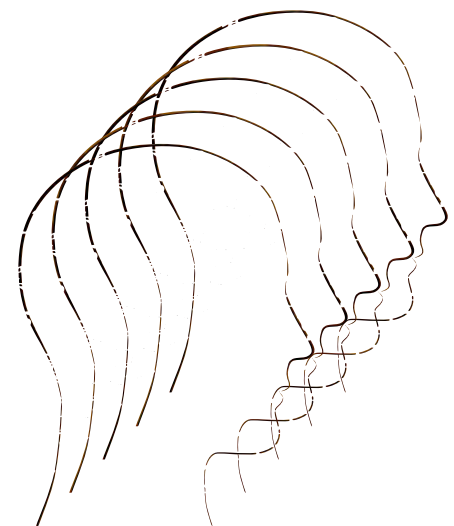
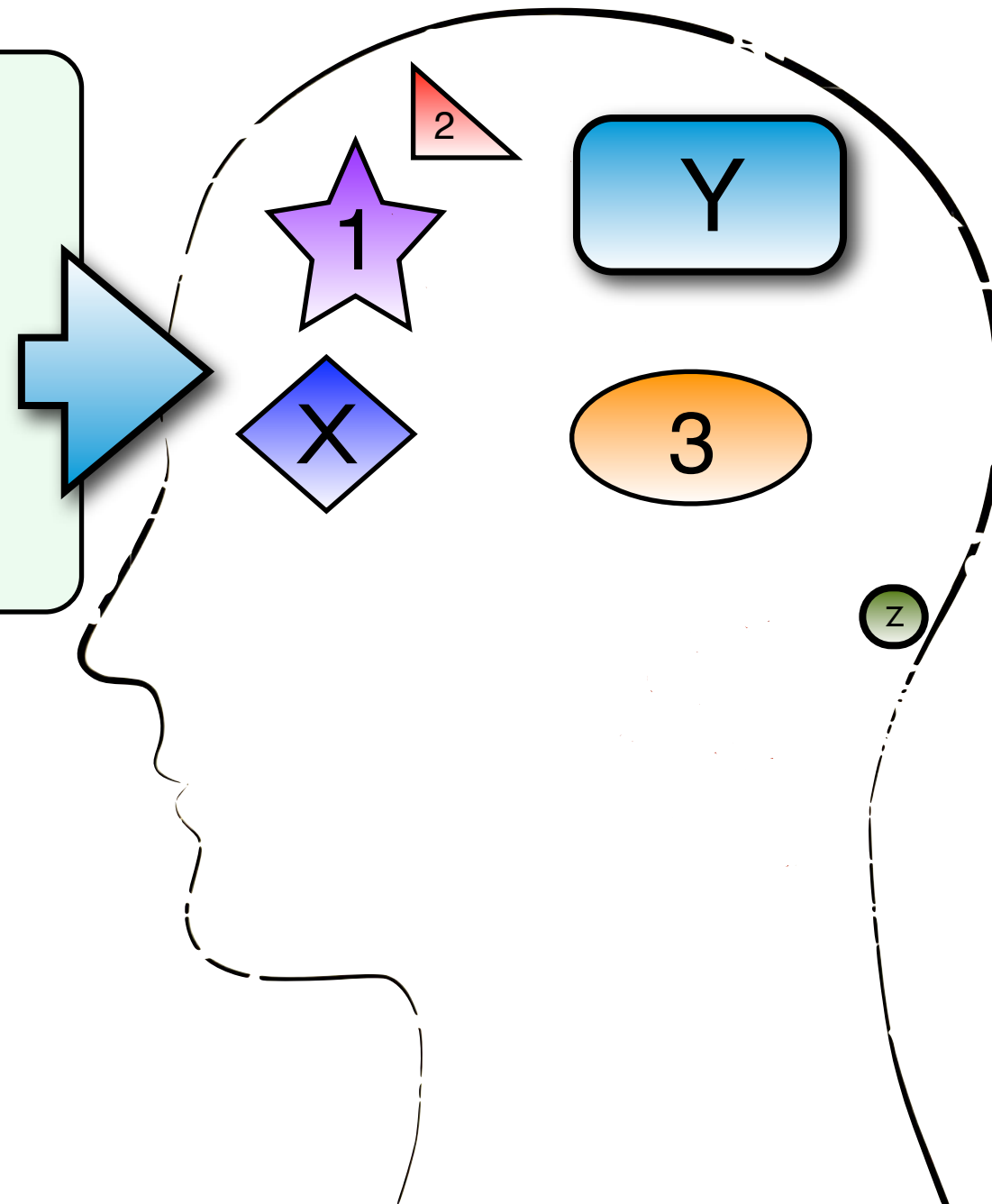


Public Discourse

Swamp of Cultural Models

Frames

“...elements are clustered; we encounter them not as individual items but as interpretive packages... making it possible to display the package as a whole with a deft metaphor...or other symbolic device”

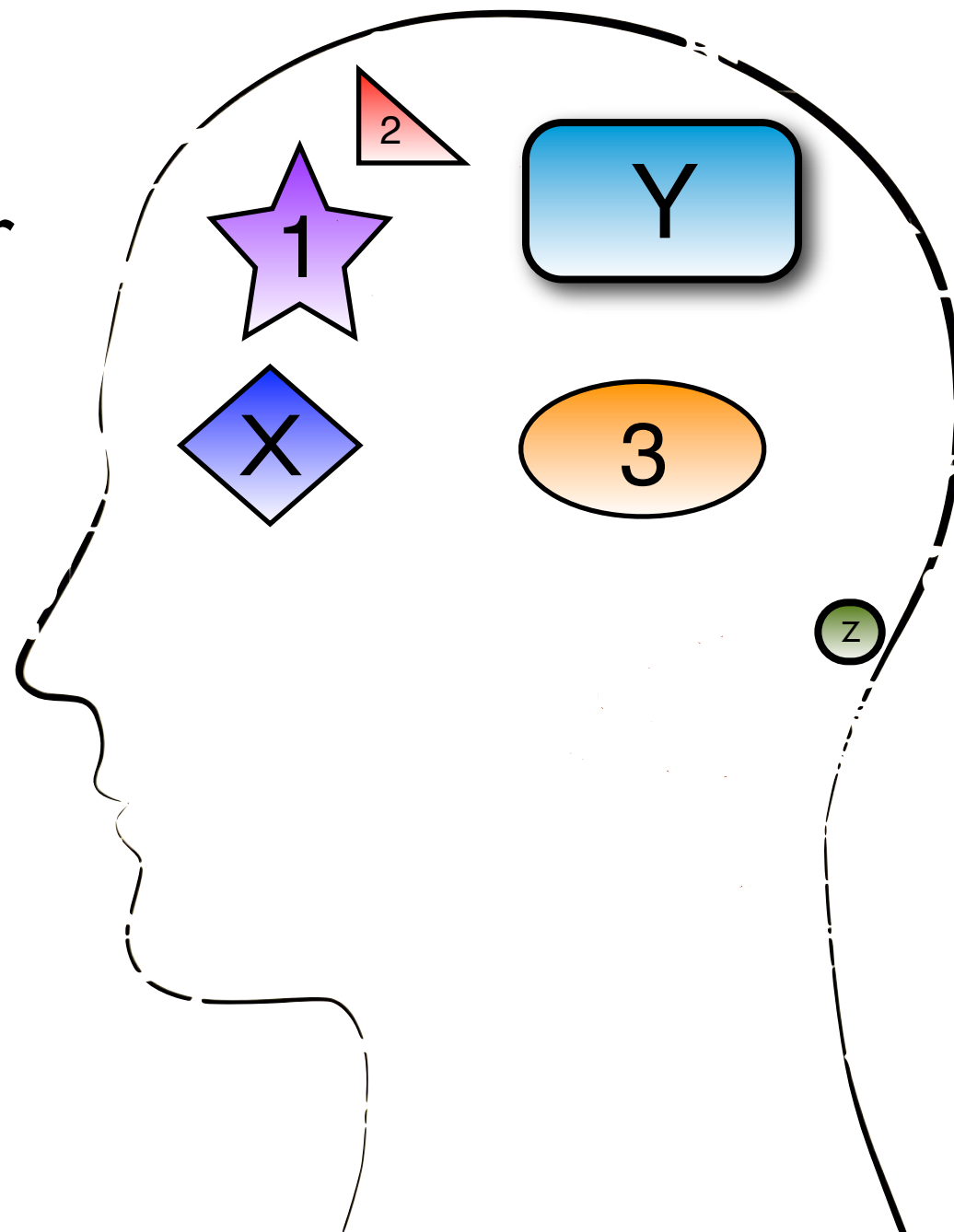


Public Discourse

Swamp of Cultural Models

“Stress is an important factor to consider in development”

Info with frames



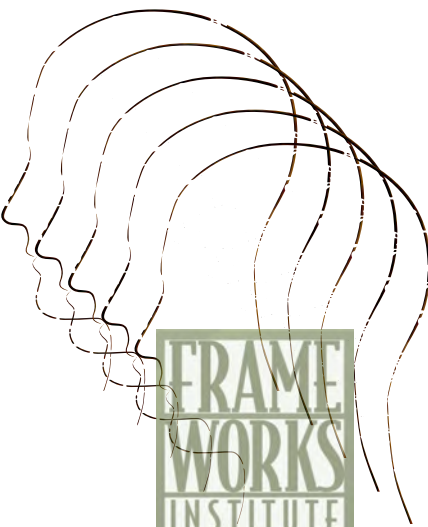
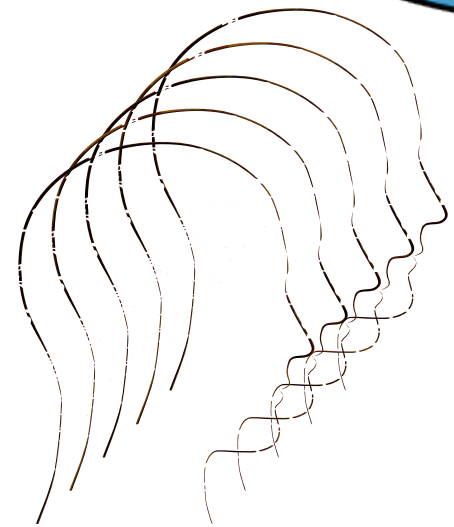
Public Discourse

Swamp of Cultural Models

["Stress]s an
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Info with
frames

Stress Does
The Body
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Public Discourse

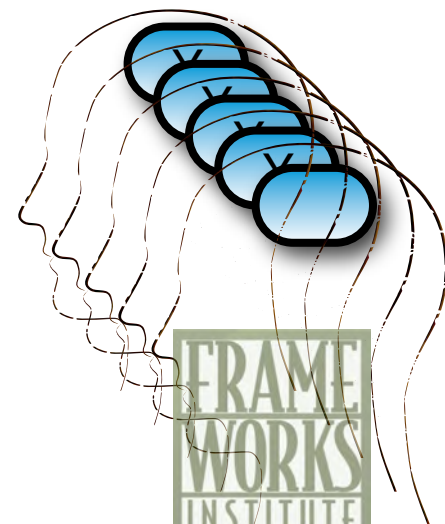
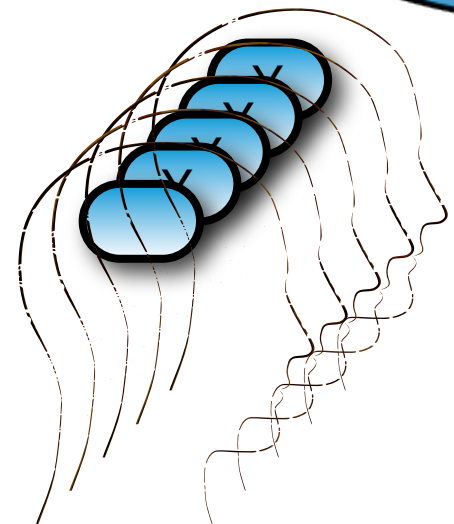
Swamp of Cultural Models

["Stress]s an important factor to consider in development"]

Stress Does The Body Good

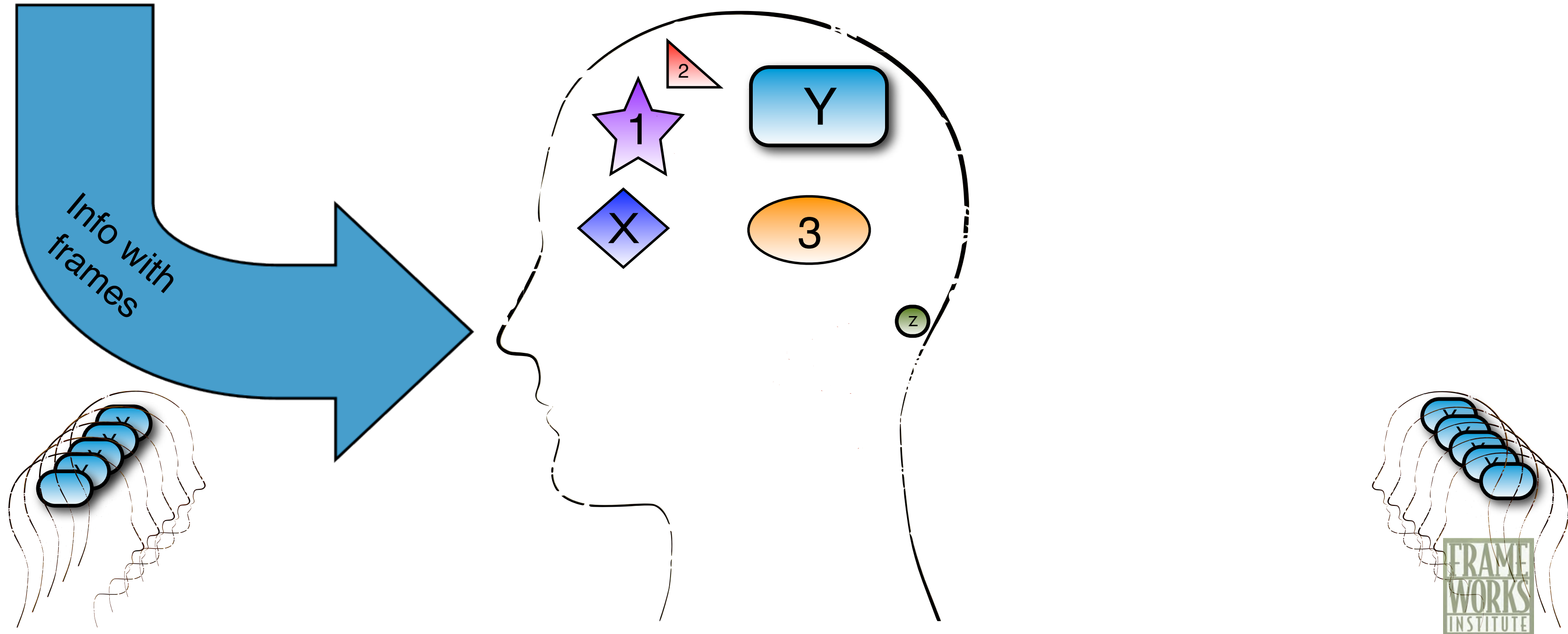
Now why would you limit stress?

Info with frames



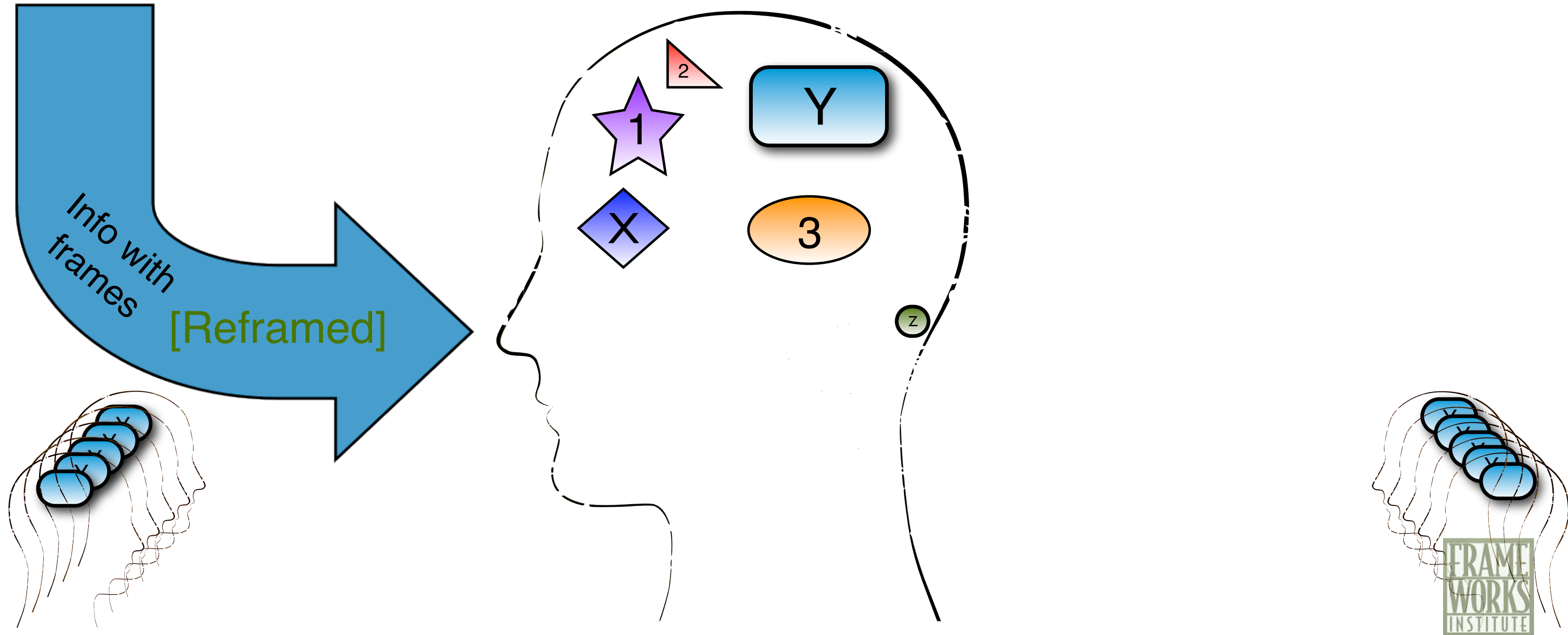
Public Discourse

Swamp of Cultural Models



Public Discourse

Swamp of Cultural Models



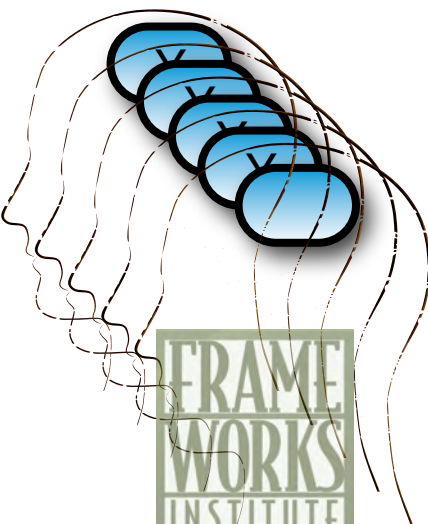
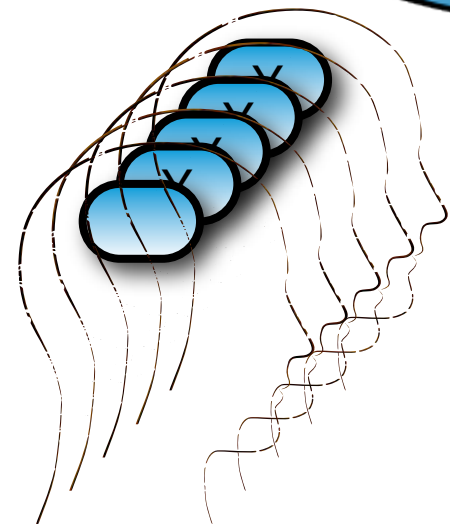
Public Discourse

Swamp of Cultural Models

Early
Experiences
Have
Long-Term
Effects

Info with
frames

[Reframed]



Changed Discourse

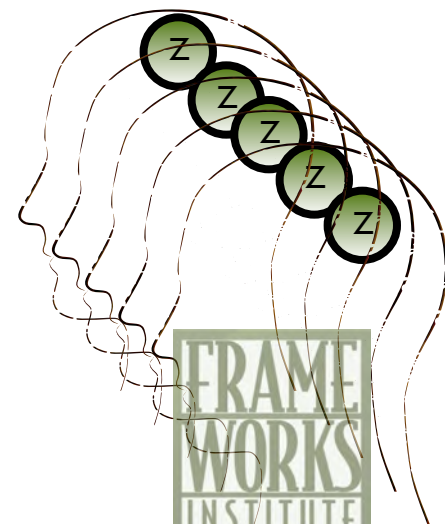
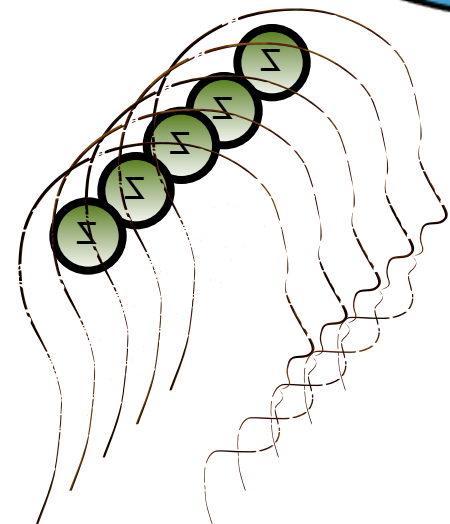
Swamp of Cultural Models

Early
Experiences
Have
Long-Term
Effects

“Not all stress is
the same, and
some can derail
development”

Info with
frames

[Reframed]

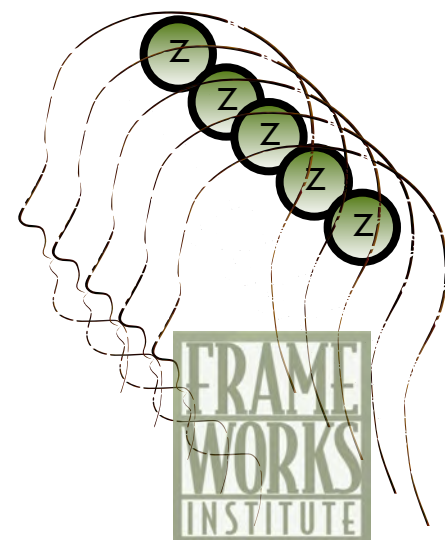
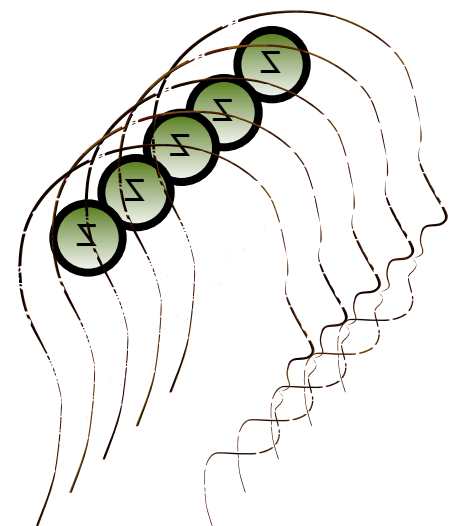


Changed Discourse

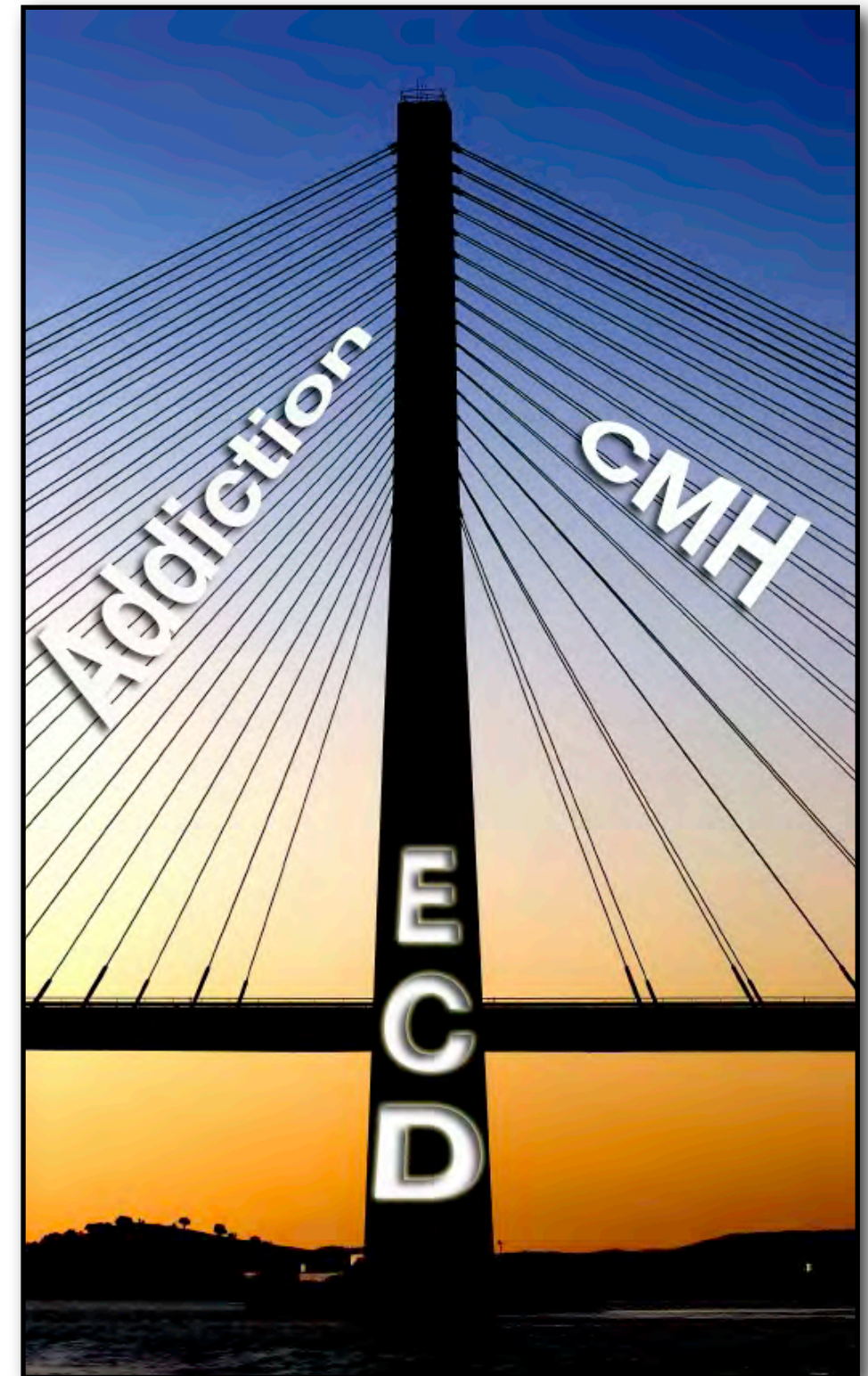
A Cultural Theory of Social Change

“Culture begins in the paradox of doubleness. In the universe of cultural forms, what is now in the head was first in the world; and what is now in the world, was first in someone’s head.” (Shore, 1998)

“Making sense of the world requires an effort, and those tools that are developed, spotlighted, and made readily accessible have a higher probability of being used.” (Gamson and Modigliani 1989)



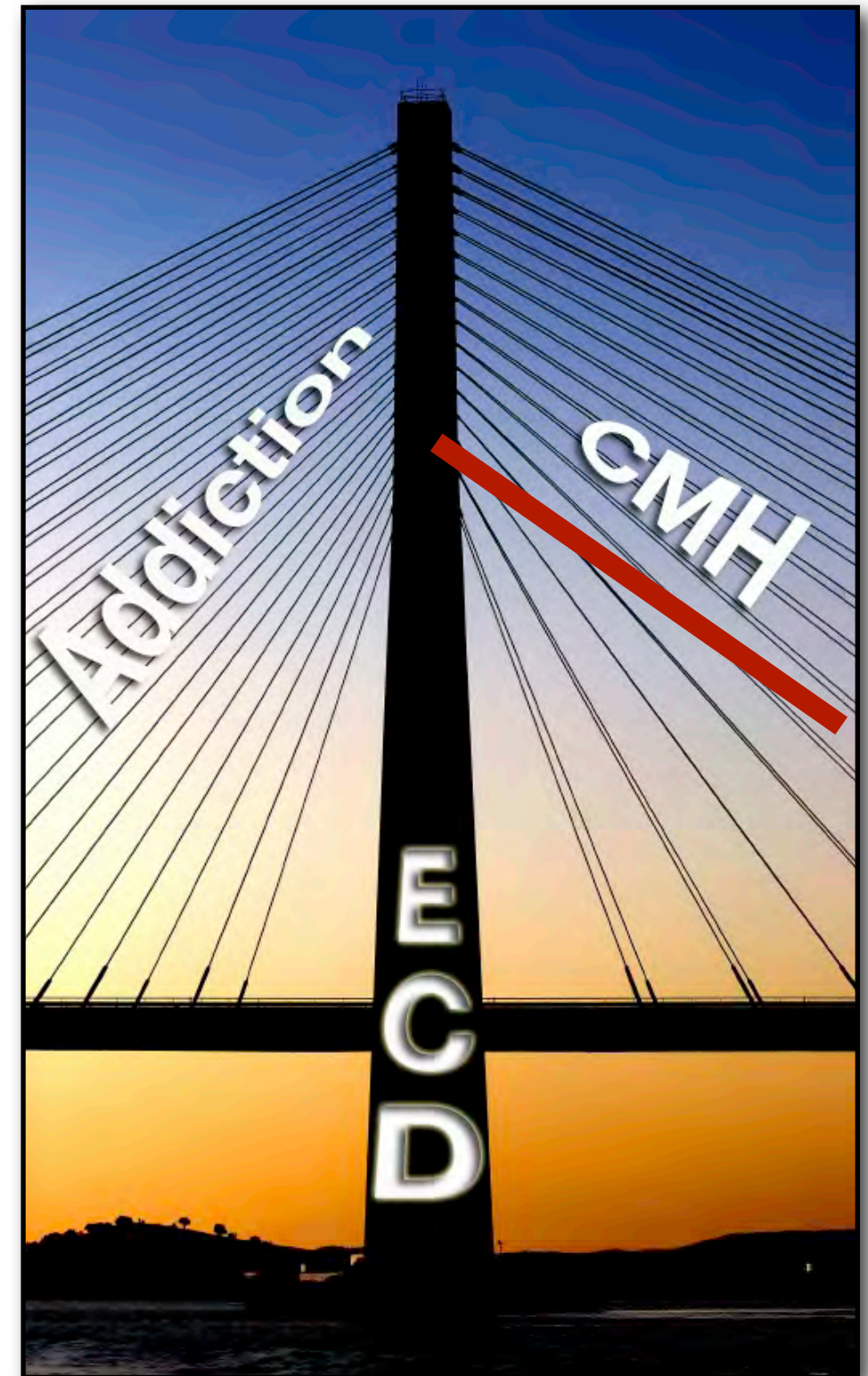
A Core Story of ECD



A Core Story of ECD

A core story of development that can pivot to other stories...

...in this case, to Child Mental Health

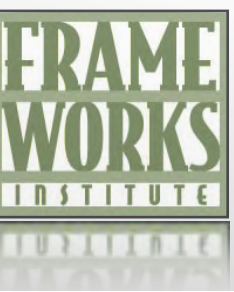


Values



Values play a role in re-orienting thinking to include shared fate, collective responsibility, and a practical vision of what could be accomplished through effective programs and public policy

What To Do: Use a *Simplifying Model*



What To Do: Use a *Simplifying Model*

A good simplifying model:

- * Is Simple and Re-tellable
- * Is Visual and Concrete
- * Shows how Something Works
- * Is Generative
- * Is Resonant

What To Do: Use a *Simplifying Model*

“Life is a Journey”



A good simplifying model:

- * Is Simple and Re-tellable
- * Is Visual and Concrete
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An Emerging Story of Development

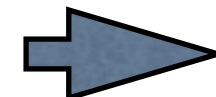


An Emerging Story of Development

Why it Matters (values)



Interdependence

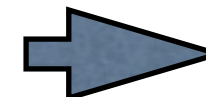


Ingenuity


An Emerging Story of Development

Why it Matters (values)


 Interdependence

 Ingenuity

What Develops?

 Brain Architecture

 Can't Do One...

 Air Traffic Control

An Emerging Story of Development

Why it Matters (values)

→ Interdependence

→ Ingenuity

What Develops?

→ Brain Architecture

→ Can't Do One...

→ Air Traffic Control

How Brains Get Built

→ Serve and Return

→ Gene Signature

→ Levelness

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How It Gets Disrupted

→ Toxic Stress

An Emerging Story of Development

Why it Matters (values)

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What Are the Consequences?

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How It Gets Disrupted

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An Emerging Story of Development

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What Are the Consequences?

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How Brains Get Built

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How It Gets Disrupted

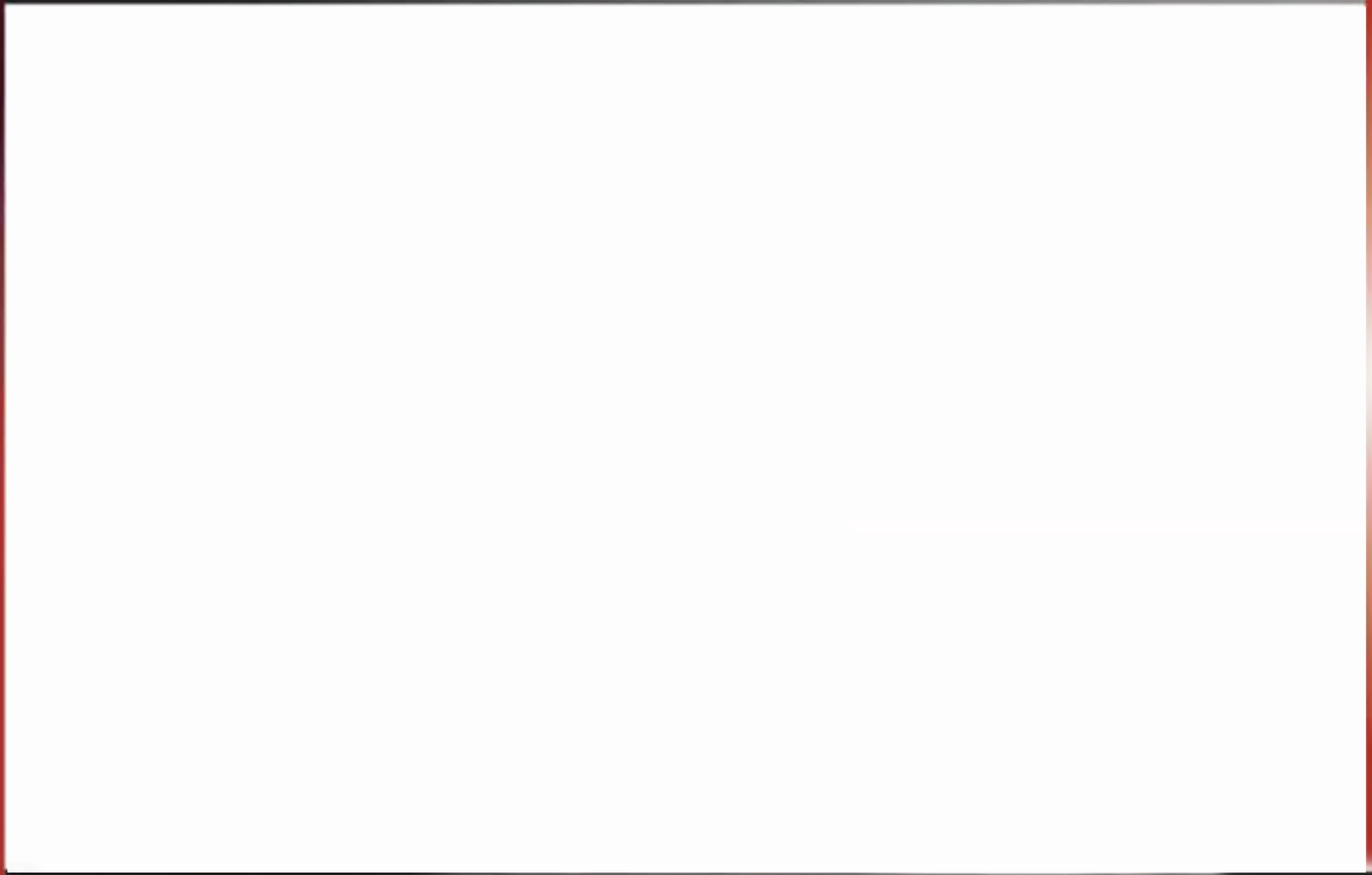
→ Toxic Stress

What Assists Development?

→ Effectiveness Factors

→ Measuring Return on Investment







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