



Talking about Early Brain Development and Early Intervention Services

Framing and Delivering the Message

*27 September
2018*

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Framing Recap



Frames Shape Understanding





Culture Mediates Communication





FAMILY BUBBLE



INDIVIDUALISM



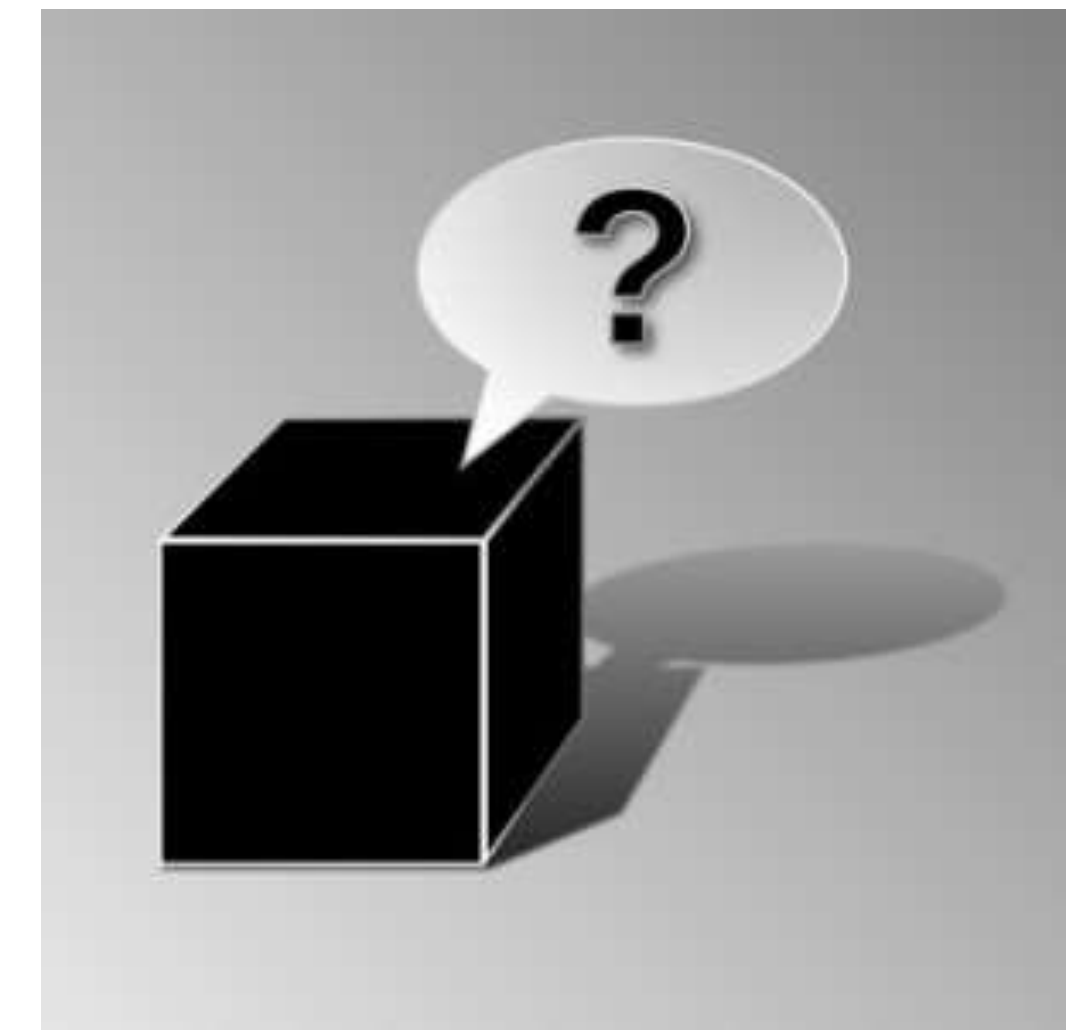
KIDS ARE SPONGES/LITTLE ADULTS



CHILDREN ARE THE FUTURE



FATALISM

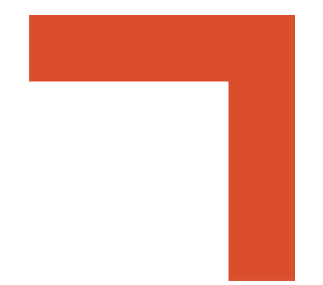


DEVELOPMENT = INVISIBLE PROCESS



Avoid Communications Traps

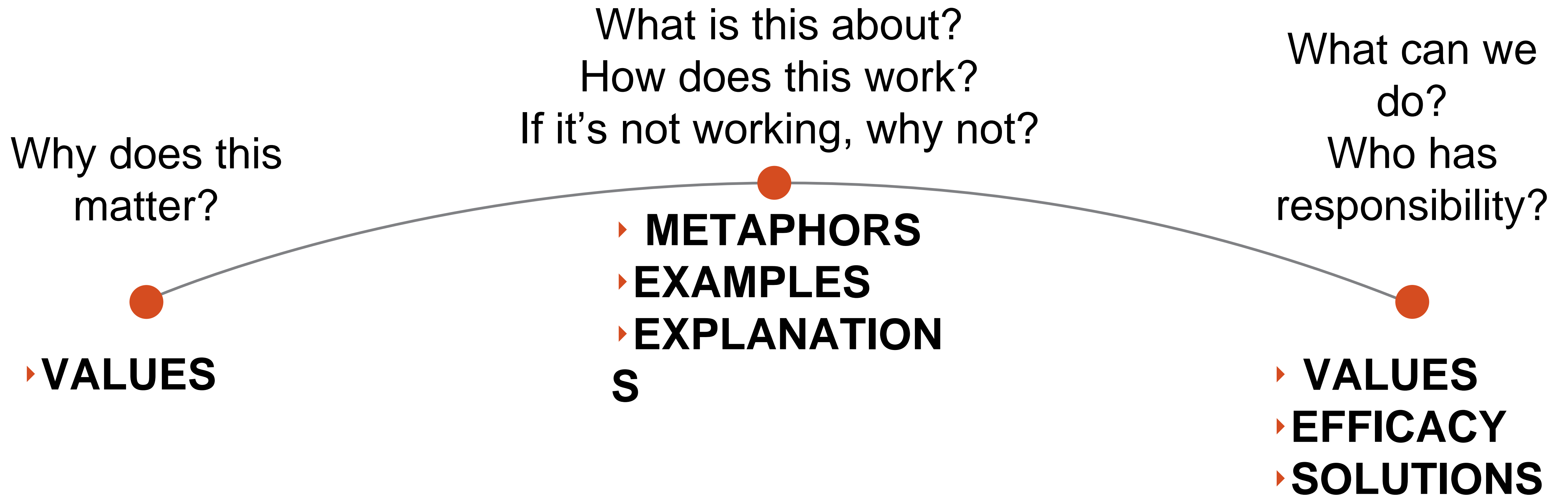
FACTS
~~MYTHS~~



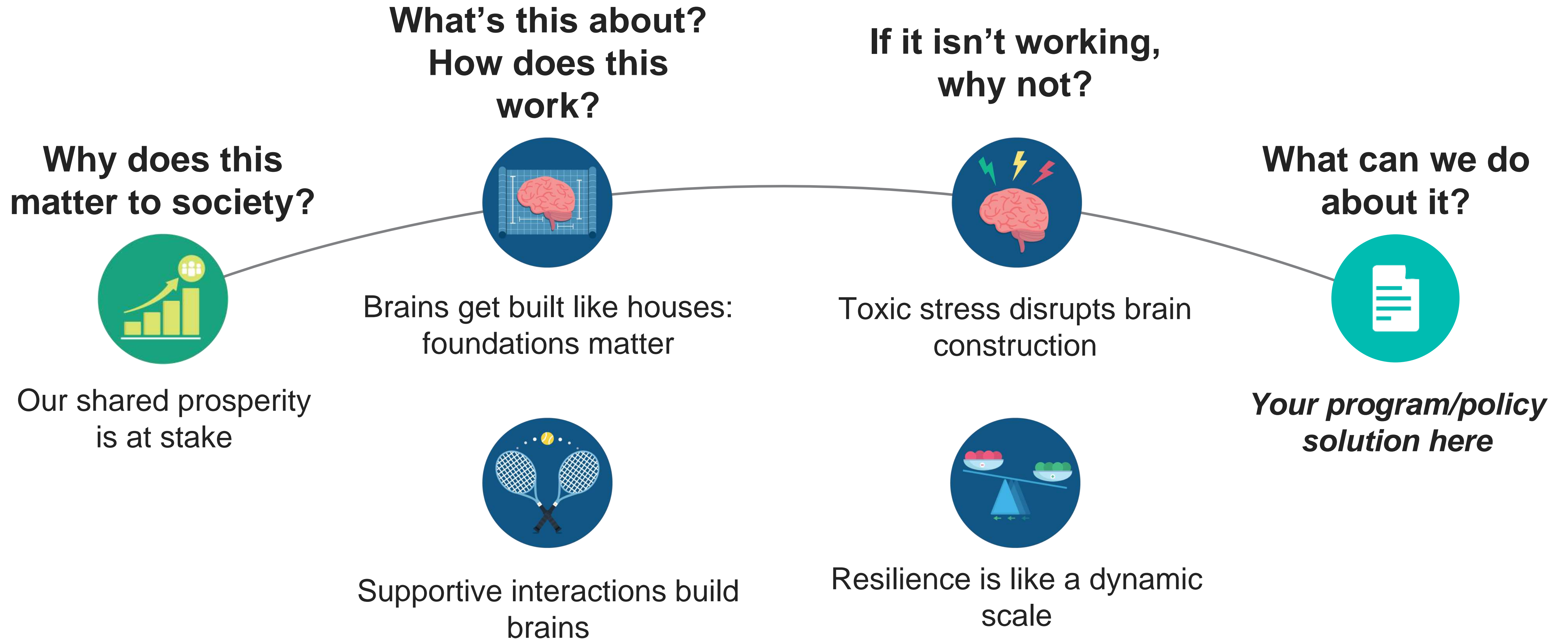
Tell A Well-Framed Story



A WELL-FRAMED STORY



A WELL-FRAMED STORY OF EARLY CHILDHOOD DEVELOPMENT





Framing with Values

Values

A broad category of cherished cultural ideals: enduring beliefs that orient individuals' attitudes and behaviors.

Values help to establish why an issue matters and what is at stake.

As a frame element, values do the work of:

- Priming people to take a collective approach
- Tapping emotions that work for policy thinking: curiosity, concern, and can-do

ME

vs.

WE

A magnifying glass with a black handle and a silver rim is positioned over the word 'WE'. The lens of the magnifying glass is centered on the letters 'WE', making them appear significantly larger and more prominent than the word 'ME' to its left. The background is white.

Prosperity



Your issue matters because:

This will contribute to collective, shared good fortune, both economic and social.

Redirect public perceptions away from:

- *Family bubble*
- *Individualism*

Move public thinking towards:

- Community supports promote prosperity
- A strong and stable society depends on the wellbeing of children
- Prosperity is social and economic
- Capacities and skills developed in childhood become the basis of a prosperous society

CHECK IN

Which of these best applies the tested Value *Prosperity?*

A

“I believe the children are our future. Teach them well and let them lead us all the way to the bank.”

B

“Every penny we invest in a child today increases the likelihood that he or she will go to college and earn higher wages as an adult.”

C

“It’s smart to support programs for children: investing in their healthy development today will yield social and economic benefits for our society in the future.”

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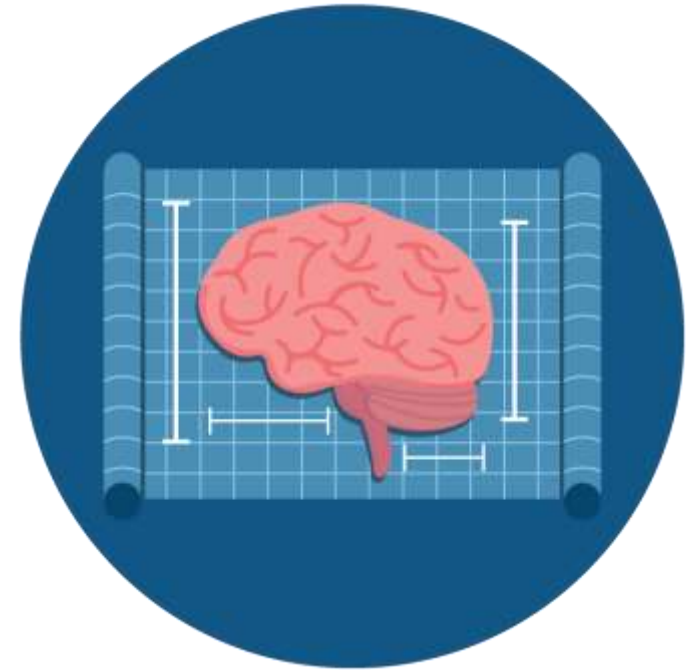
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Framing with Metaphors

METAPHORS OF BRAIN DEVELOPMENT



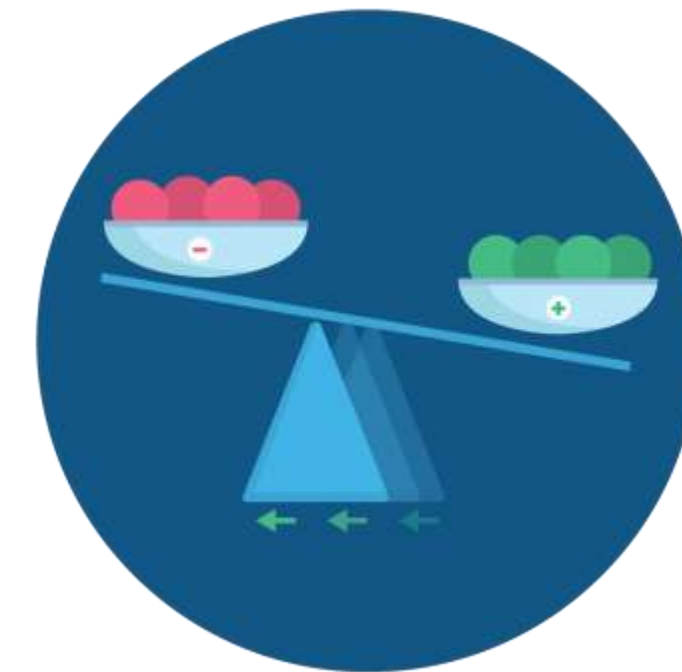
**BRAIN
ARCHITECTURE**



TOXIC STRESS

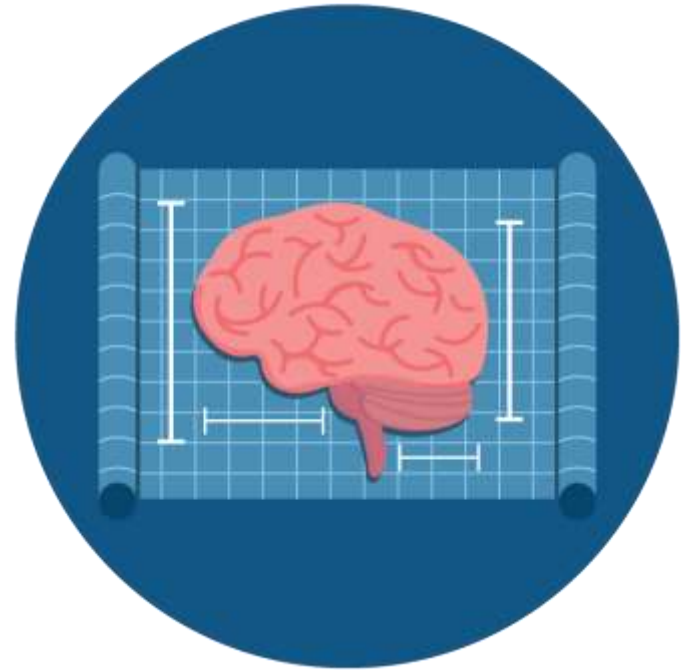


**SERVE AND
RETURN**



**RESILIENCE
SCALE**

METAPHORS OF BRAIN DEVELOPMENT



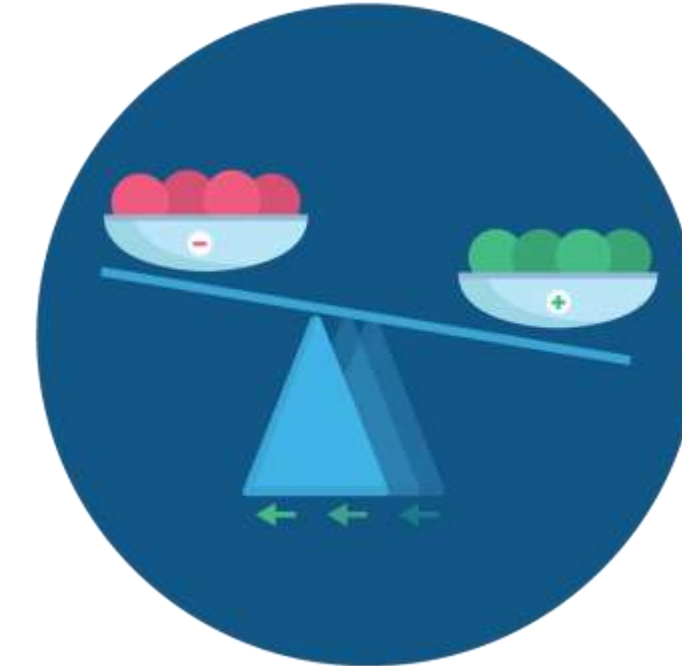
**BRAIN
ARCHITECTURE**



TOXIC STRESS



**SERVE AND
RETURN**



**RESILIENCE
SCALE**

Serve and Return



The story you are telling:

Brains are built through back-and-forth interaction, much like a game of tennis, ping-pong, or volleyball.

Healthy development occurs when young children “serve” through babbling, gestures, or words, and adults “return” by getting in sync with the child.

Redirect public perceptions away from:

- *Black box model of development*
- *Children are containers/sponges*
- *Family bubble*
- *Good environment = safety*
- *Self-makingness*

Move public thinking towards:

- How neural connections are formed through reciprocal interactions
- Even preverbal children need these interactions
- How adults can “get in sync” with kids

Toxic Stress



The story you are telling:

Chronic, severe stressors can cause a response that is toxic to the developing brain and has long-term effects on health and wellness.

Redirect public perceptions away from:

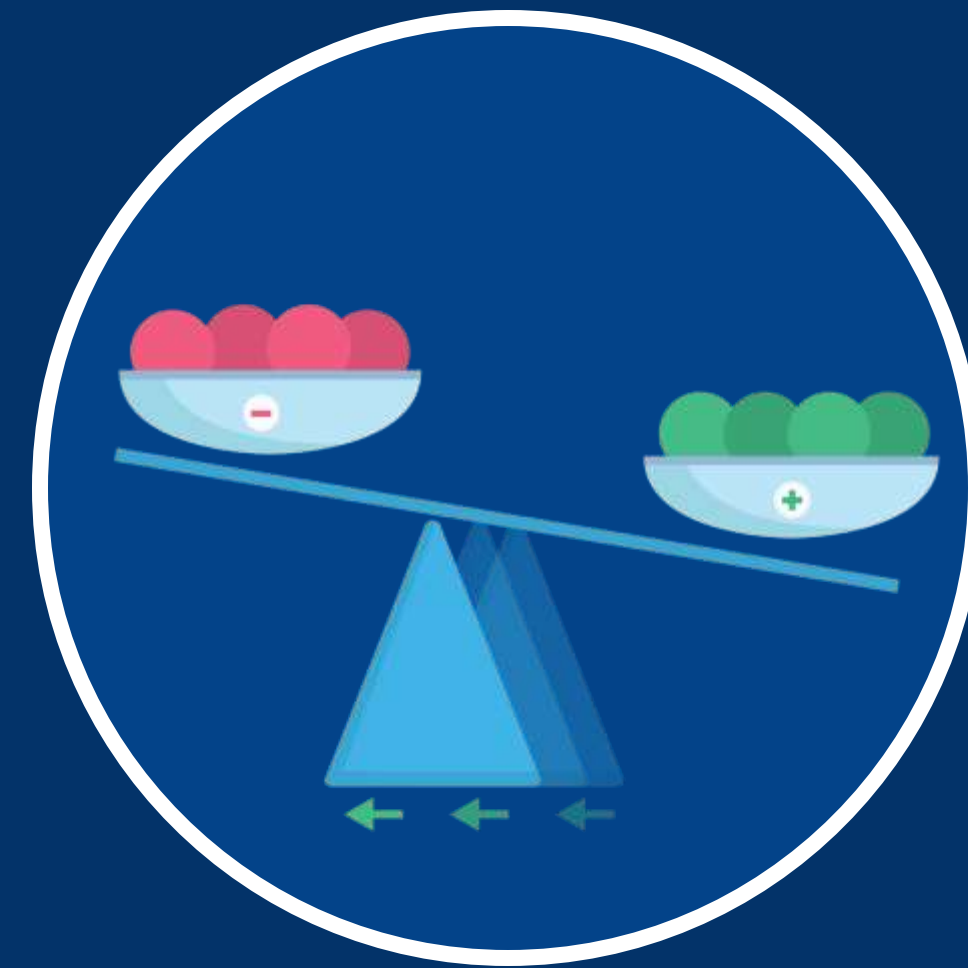
- *Stress is just emotions*
- *What doesn't kill you makes you stronger*
- *What children can't remember won't hurt them*
- *Willpower determines outcomes*

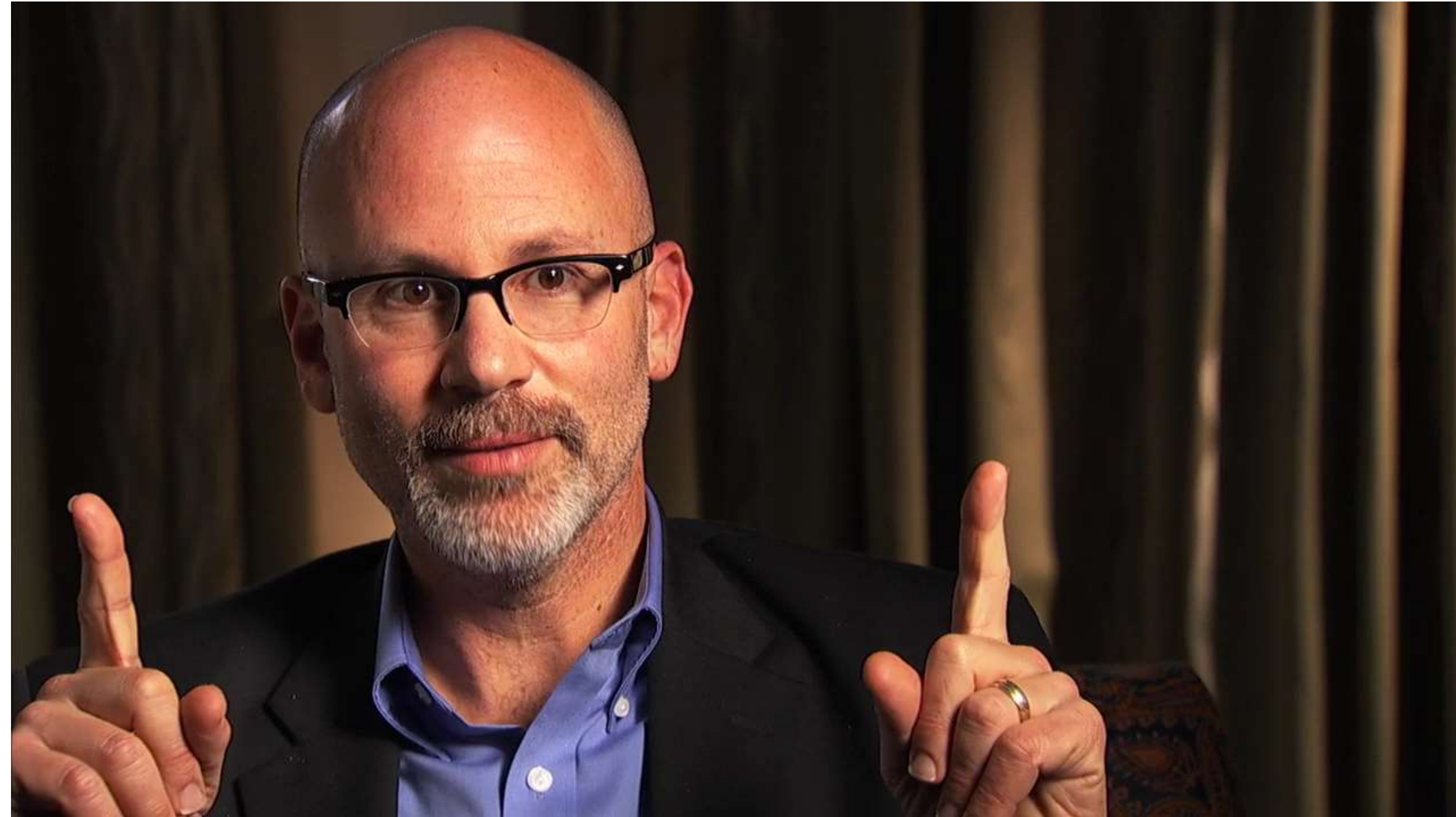
Move public thinking towards:

- Social conditions <> health outcomes
- Poverty and violence affect development
- Lack of serve-and-return relationships affects development
- Disparities <> health and behavioral outcomes.



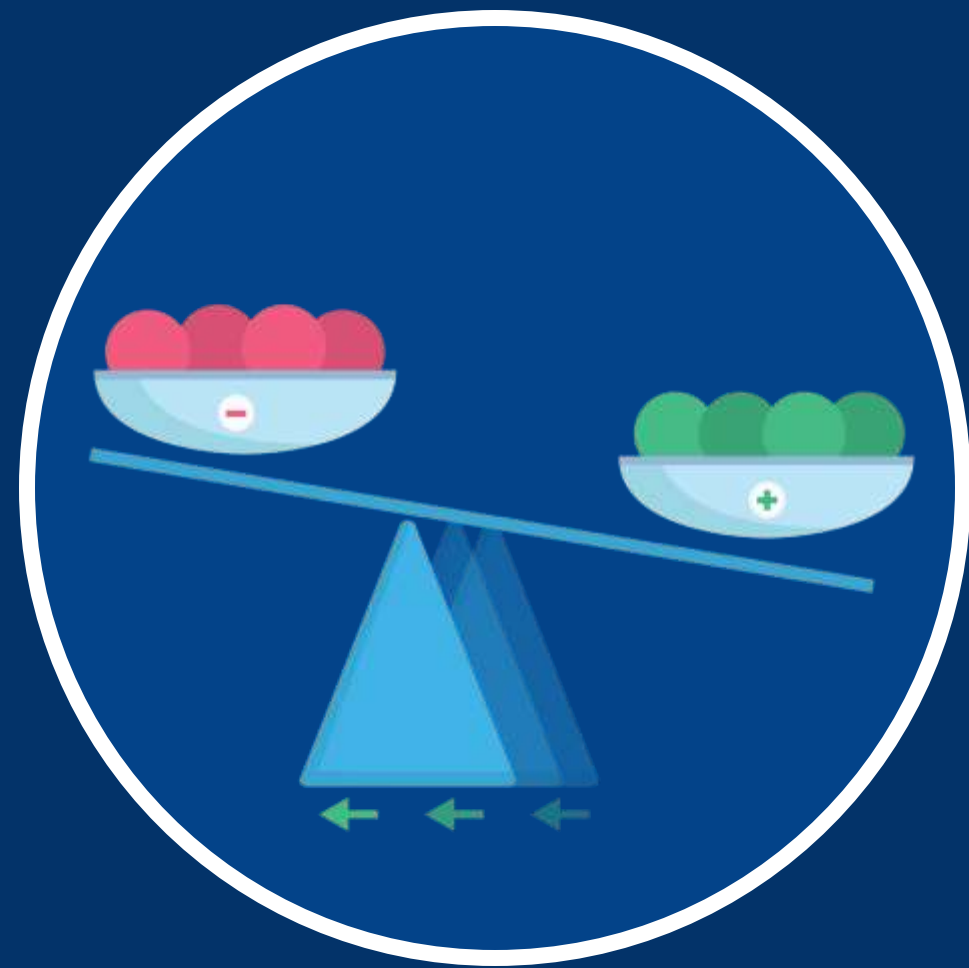
Resilience Scale





**Dr Phil
Fisher,
Harvard
Center for
the
Developing
Child**

Resilience Scale



The story you are telling:
A positive child outcome is like a scale that is tipped toward one side. It can be influenced by counterbalancing and by adjusting the fulcrum point.

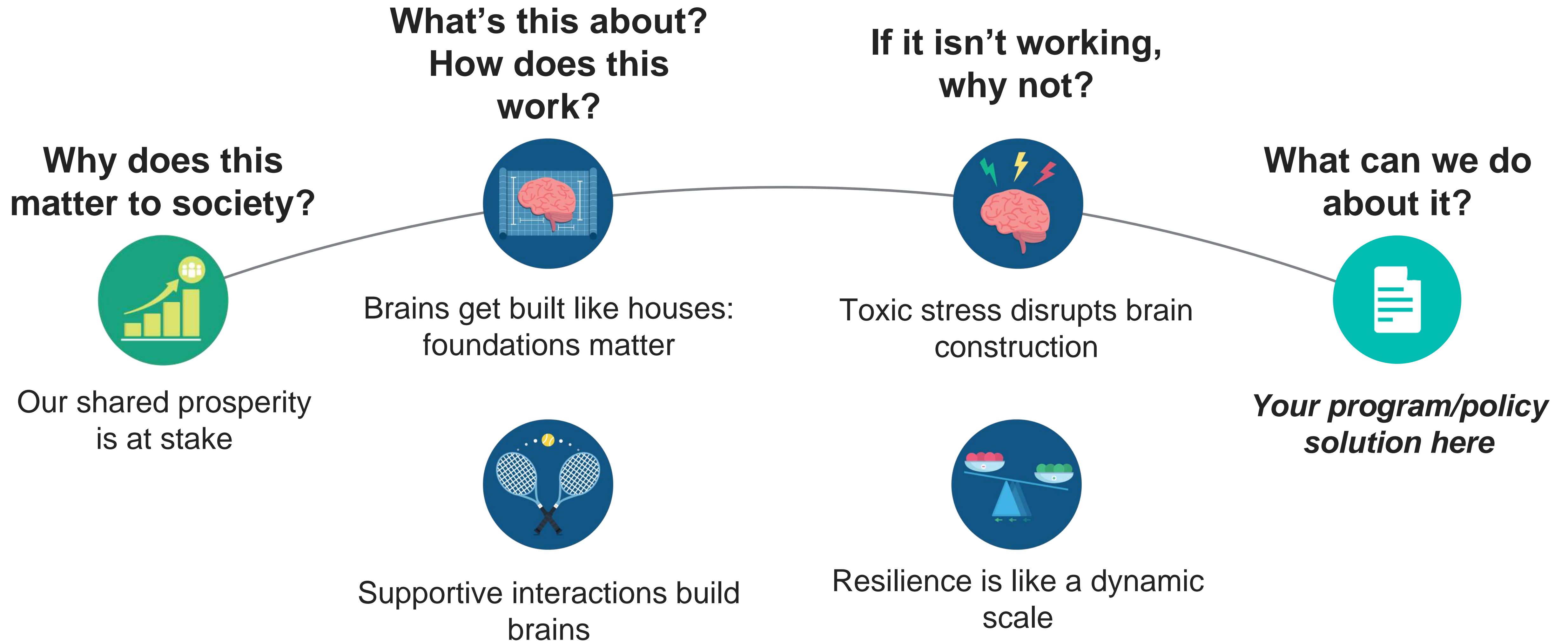
Redirect public perceptions away from:

- *Willpower*
- *Family Bubble*
- *What doesn't kill you makes you stronger*
- *Determinism*
- *Most kids turn out fine no matter what*

Move public thinking towards:

- There are limits to resilience: no child is invincible
- Offloading risk factors increases chances for positive outcomes
- Protective factors can counterbalance risk factors

A WELL-FRAMED STORY OF EARLY CHILDHOOD DEVELOPMENT



Case Study

The “Children See, Children Do” campaign
NAPCAN (Australia)

Cultural models of child development?



Children See, Children Do

**NAPCAN
2013**

Cultural models of child development?

Children are
Sponges

Morals & Manners

Family
Bubble

Children
are Little
Adults

**CHILDREN
SEE,
CHILDREN DO**

Threat of
Modernity

Fatalism

Individualis
m

**Black Box of Brain
Development**

How can we change the narrative?

1. Group work

2. Showcase

3. Discussion



1. Group work

2. Showcase

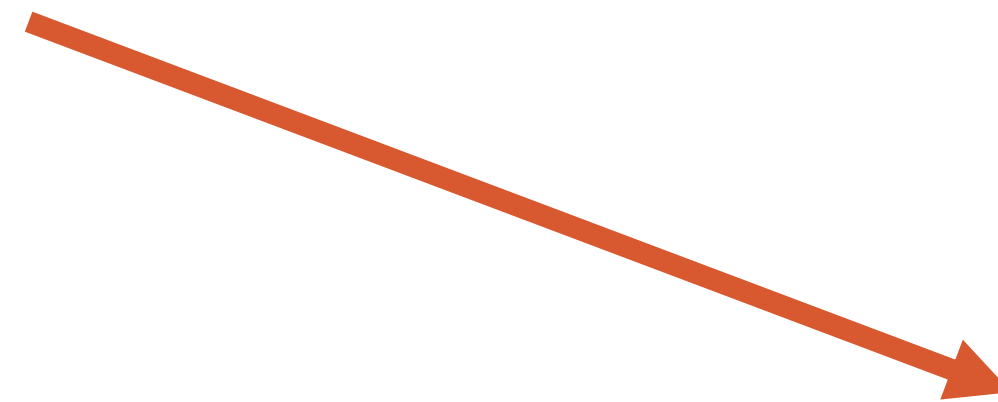
3. Discussion



Brainstorm at your table



**Brainstorm at your
table**



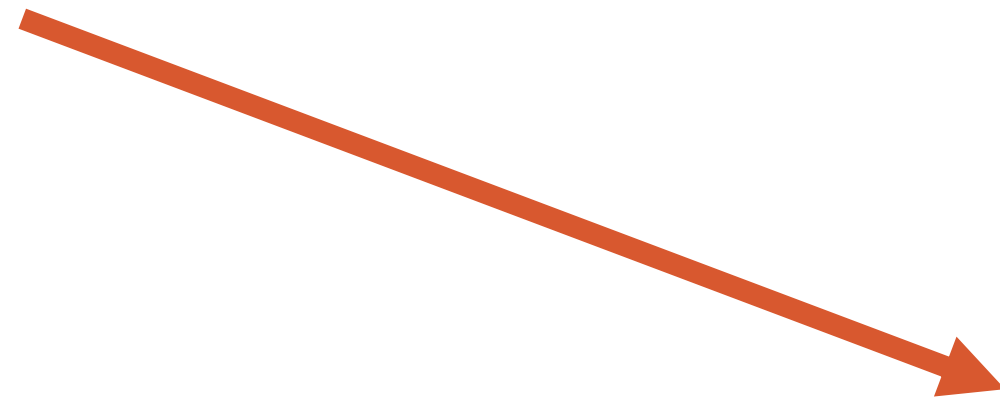
**Framing
Memo**

Values
? Cultural
Explanation?
?
Solutions?





Values
? Cultural
Explanation?
? Models?
Solutions?





1. Group work

2. Showcase

3. Discussion



1. Group work

2. Showcase

3. Discussion



1. What worked well in these groups memos?



1. What worked well in these groups memos?
2. What was challenging in coming up with recommendations?

Thank you!



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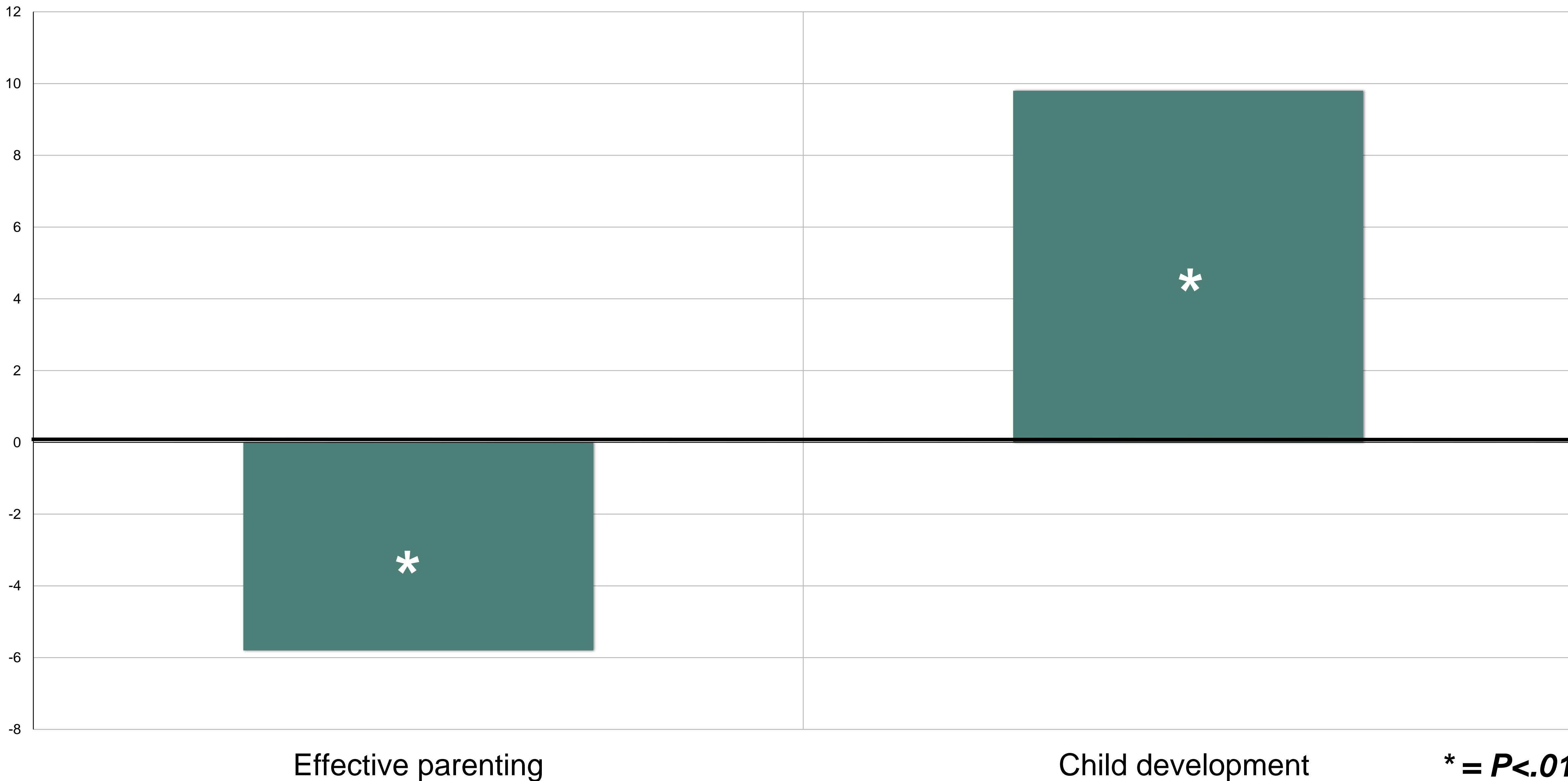


Thinking about Stress: After

FRAMES SHAPE UNDERSTANDING

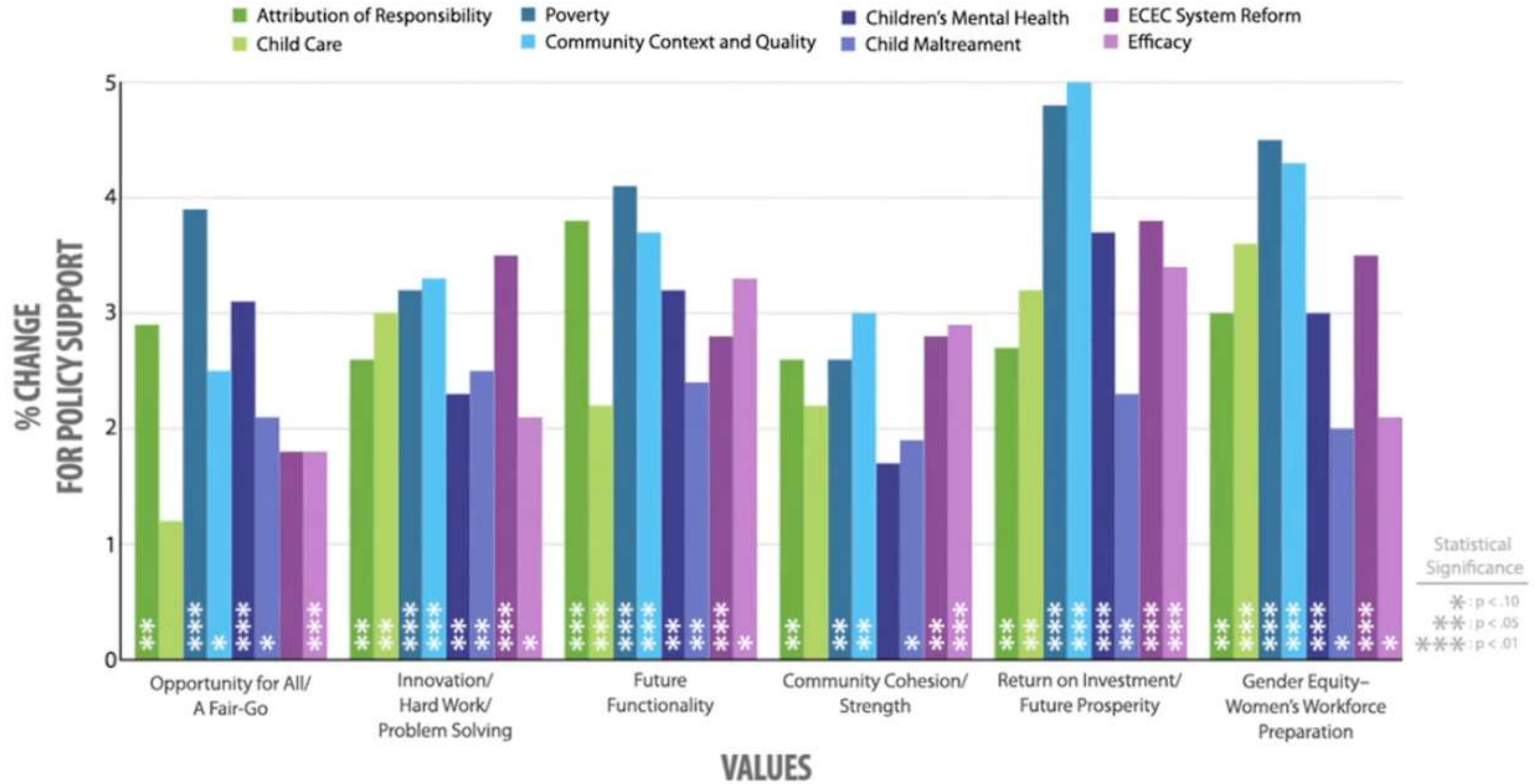


Policy support relative to control



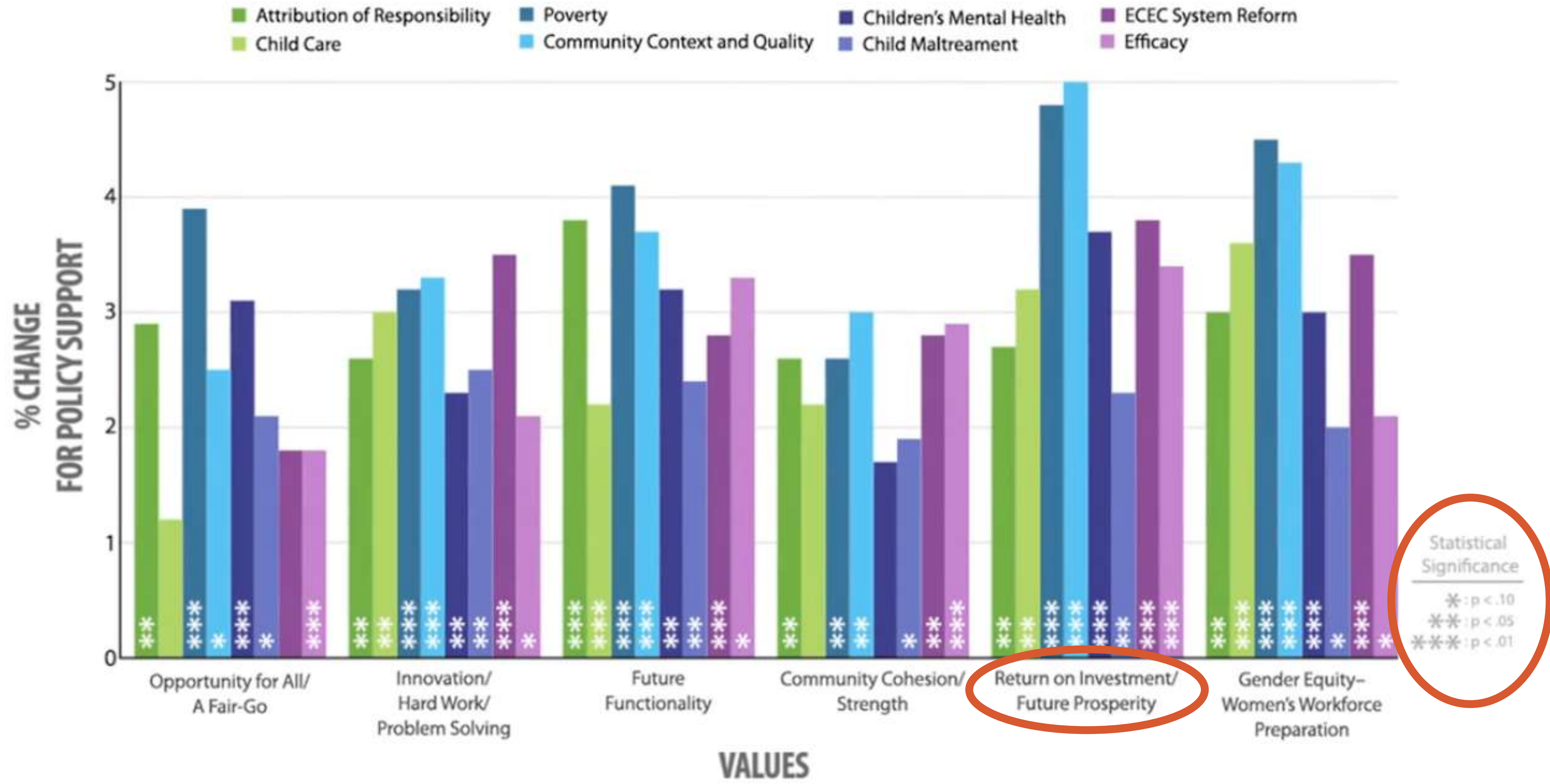


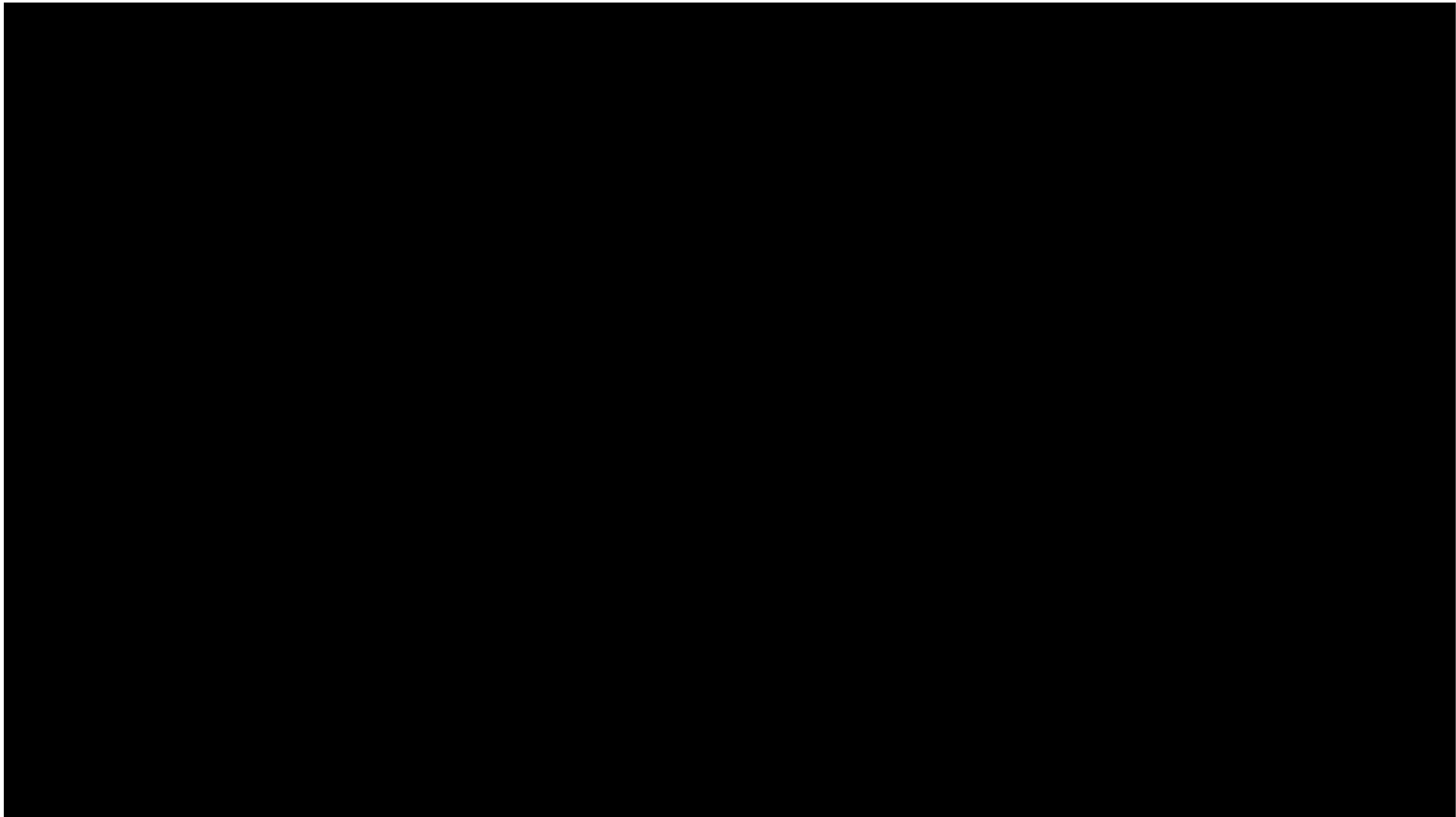
OUTCOME MEASURE SCALES





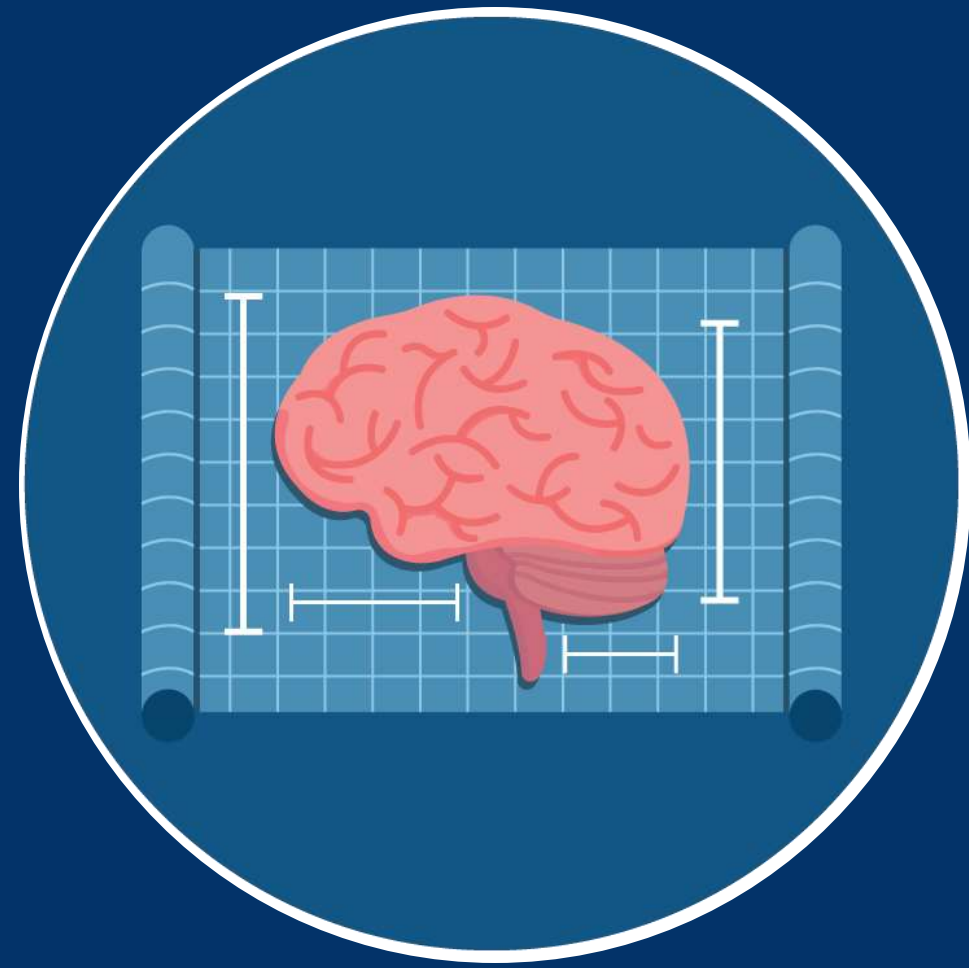
OUTCOME MEASURE SCALES







Brain Architecture



The story you are telling:

The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues into adulthood.

Redirect public perceptions away from:

- *Children are sponges/containers*
- *Black box model of development*
- *Early learning doesn't matter*
- *Naturalism: Kids just develop*
- *Self-makingness*

Move public thinking towards:

- Development starts early and requires quality resources
- This is an active process that happens in phases
- What happens early on has long-lasting consequences



The Brain Architecture Game