

Advances in Crisis Communication

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Communicating Effectively in Crisis and High
Stress Situations

Agenda

Part 1: Introduction

- Crisis Communication Tools: Part 1
- Differences between High Stress and Low Stress Communication

Part 2: Neuroscience and Behavioral Science Principles: Crisis Communication Tools: Part 1

Part e: Neuroscience and Behavioral Science Principles: Crisis Communication Tools: Part 2

Agenda

Topic 1: Introduction to Risk/High Stress Communications

**Presenter: Dr.
Vincent Covello**

Researcher - e.g., 150 scientific articles, 25 books

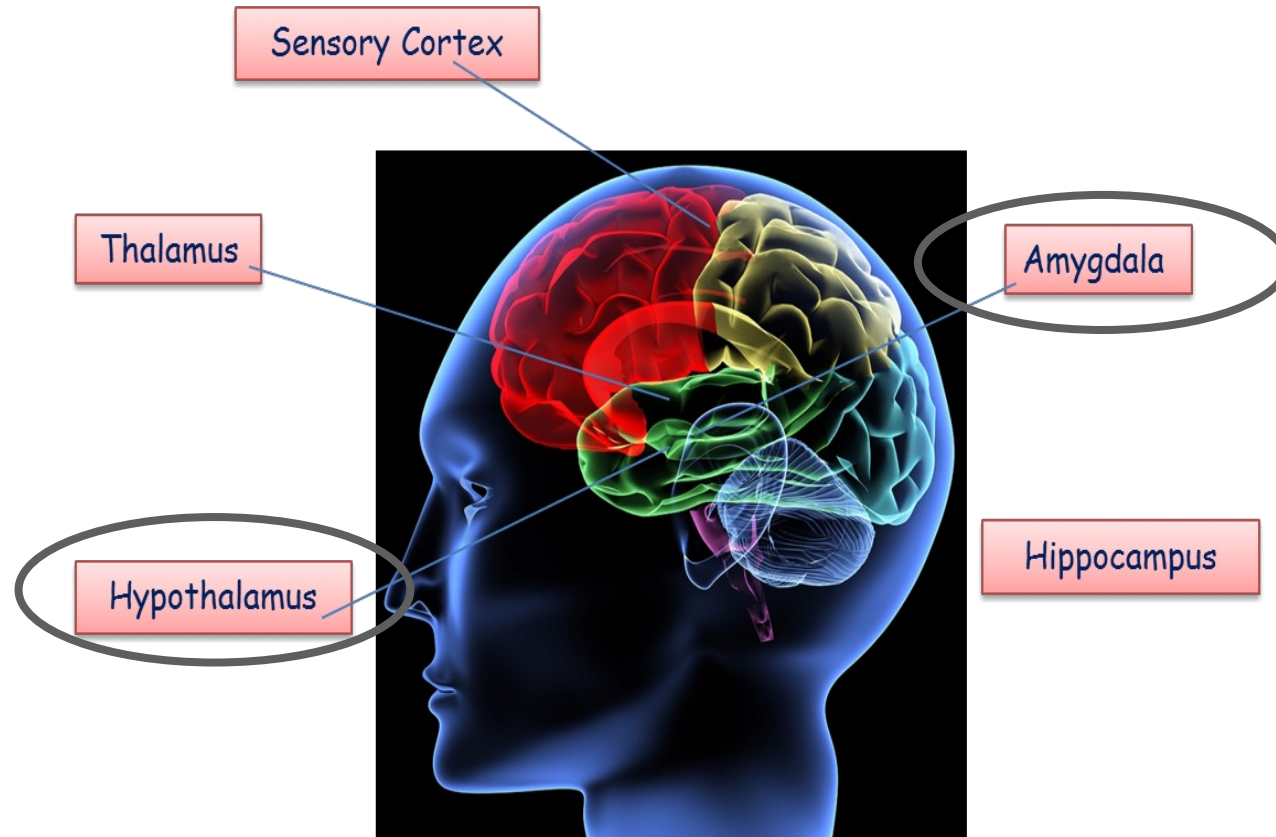
Teacher and Professor –
Brown University, Columbia University, ...

Practitioner - COVID-19, EBOLA, ZIKA, BP Oil Spill, 9/11, PFAS, Bird Flu, etc.

Very Frequent Flier



Research: Behavioral Science and Neuroscience



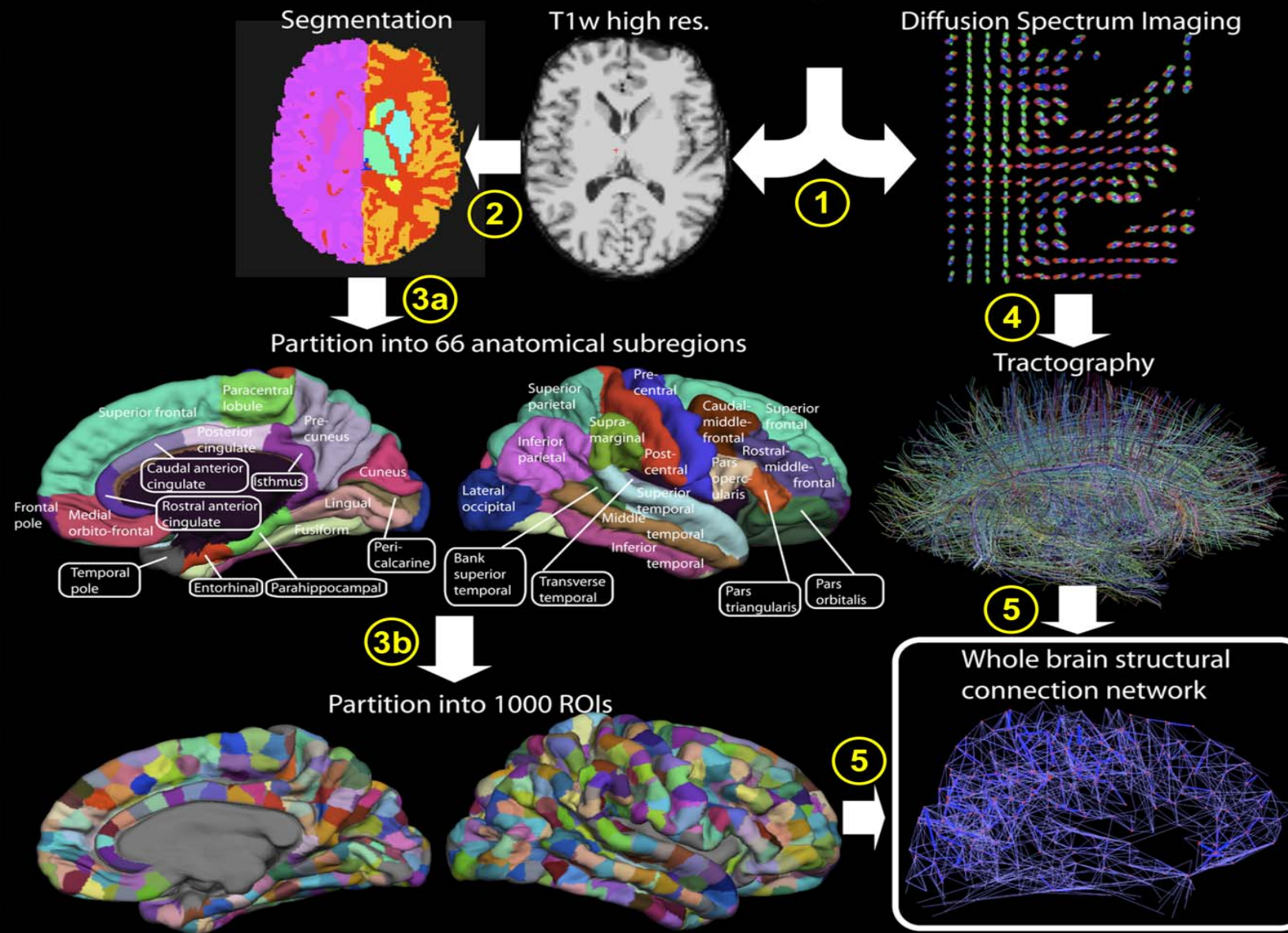
Brain Imaging Techniques

fMRI (Functional magnetic resonance imaging): measures changes in blood oxygenation and flow in response to neural **activity**

CT scan (Computed tomography scanning): measures differential absorption of X-rays.

PET (Positron Emission Tomography): measures trace amounts of short-lived radioactive material to map functional processes in the brain.

MRI Acquisition





“BLUF” Model

TTT Model:

Tell me.

Tell me more.

Tell me again.

Crisis and High Stress Communication Principles and Tools with Practical Implications

When people are stressed, such as when facing a crisis or perceived high risk situation, they often:

- (1) have difficulty processing more than 3 messages at a time (**R3** Crisis Communication Tool)*
- (2) want to know you care before they care what you know (**CCO** Crisis Communication Tool)*
- (3) focus most on what they hear first and last (**Primacy/Recency** Crisis Communication Tool)*

3 More Principles and Tools with Practical Implications

When people stressed, such as when facing a crisis or perceived high risk situation, they often:

(4) focus more on negatives than positives

*(**1N=3P** Crisis Communication Tool)*

*(5) process information at well below their educational level (**AGL-4** Crisis Communication Tool)*

*(6) Make worst-case assumptions about many commonly used words (e.g., the word “**but**”)*

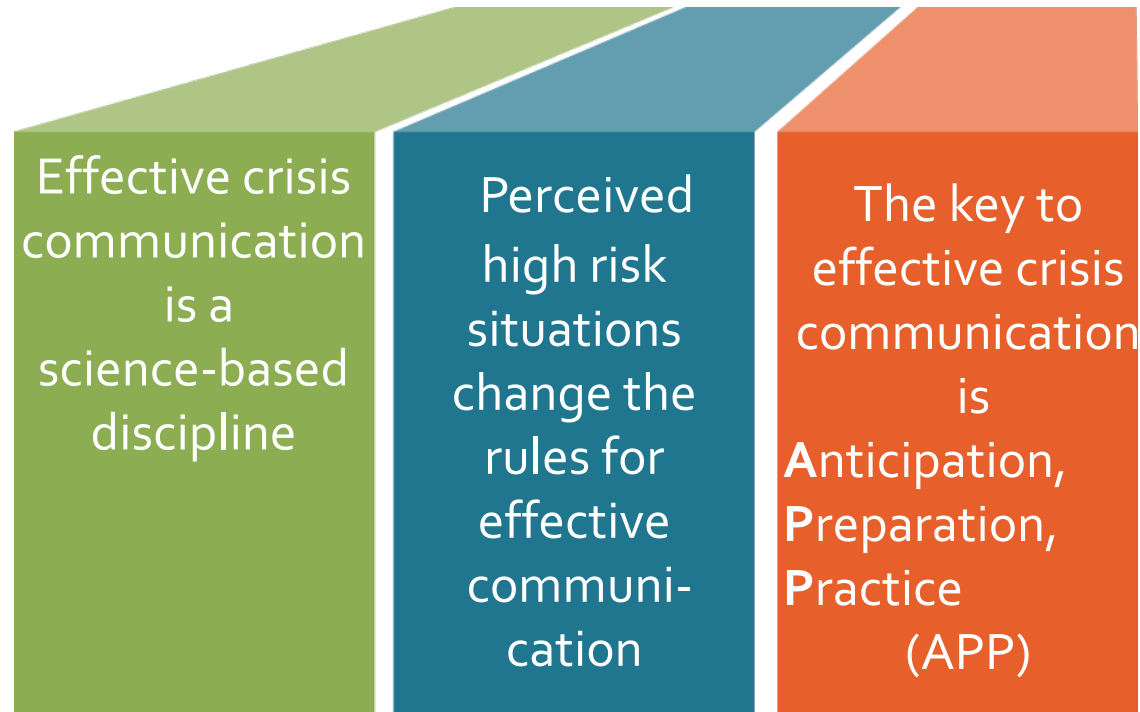


WV WATER CRISIS

LIVE

GARY SOUTHERN

PRES., FREEDOM INDUSTRIES



Three Key Messages

Presentation is Interactive!



**Chinese
Scholar (1200
BC)**

Tell me and I forget.

Involve me and I remember.



Exercise: Chinese Scholar

Condition 1: “Tell me and I forget.”

Question: How much is forgotten on average after one week?

==

Condition 2: “Involve me and I remember.”

Question: How much is remembered on average after one week?

APP Strategy

(A) Anticipate

(Issues, Stakeholders,
Questions or
Concerns)

(P) Prepare

(Messages,
Messengers,
Means/Methods)

(P) Practice

APP Strategy

(P) Prepare
(Messages)

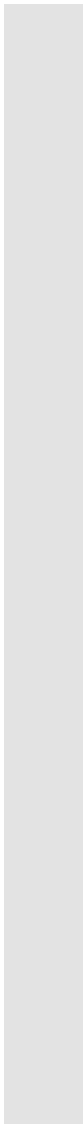
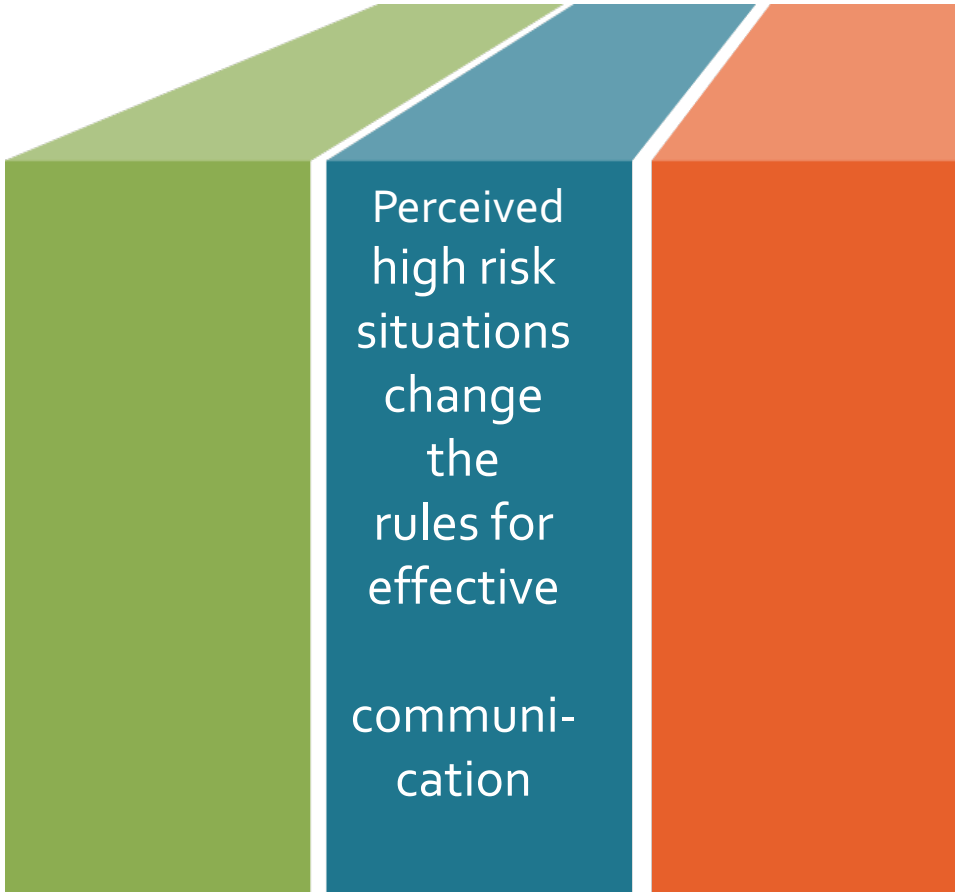
Crisis Messaging

95 percent of questions asked during a crisis can be predicted in advance

1. Document review
2. Interviews with subject matter experts
3. Interview yourself

FAQs

- **50 Most Frequently Asked Questions by Terminally Ill Patients**
- **77 Most Frequently Asked Questions During a Disaster**
- **65 Most Frequently Asked Questions during a pandemic**
- **101 Most Frequently Asked Questions at a Environmental Clean-Up Site**
- **205 Most Frequently Asked Questions about Drinking Water Contamination**
- **45 Most Frequently Asked Questions about Ebola**
- **420 Most Frequently Asked Questions about Exposure to Radiation**
- **435 Most Frequently Asked Questions about a Mass Shooting Event**



3 More Principles and Tools with Practical Implications

When people stressed, such as when facing a crisis or perceived high risk situation, they often:

(6) Make worst-case assumptions about many commonly used words (e.g., the word “but”)

The word
“but”

(Team) Exercise

Answer the following
question:

How does the brain process
the word

“but” (as well as the words
“however” and “although”)

in a high stress or a perceived
high-risk situation?



I like the work
you are doing
but...."



I'm sorry for the
delay
but..."



Our work is
finally finished

but ..."



“I would
love to help you
but ...”



“Yes,

but ...”



“but”

versus

“and”



OH, JEFF...
I LOVE
YOU TOO
BUT...

Case Study: Tony Hayward CEO British Petroleum (BP) Oil Spill

Gulf Coast, 2010



MSU Shanda Neptune
E: 1702507.57 N: 10432312.1
D: 4757.8 Alt: 4.7
Here 14: Phone Monitoring
64: 30: 51
Hdg: 92.61

THIN
FOG

OIL SPILL DISASTER

BP TO TRY NEW CONTAINMENT PLAN

 TODAY

TODAYSHOW.COM

**Case Study:
BP Oil Spill
(May 30, 2010)
BP CEO Tony
Hayward**



I'm sorry, we're sorry for the massive disruption it has caused their lives.

And there is no one who wants this over more than I do.

I'd like my life back.

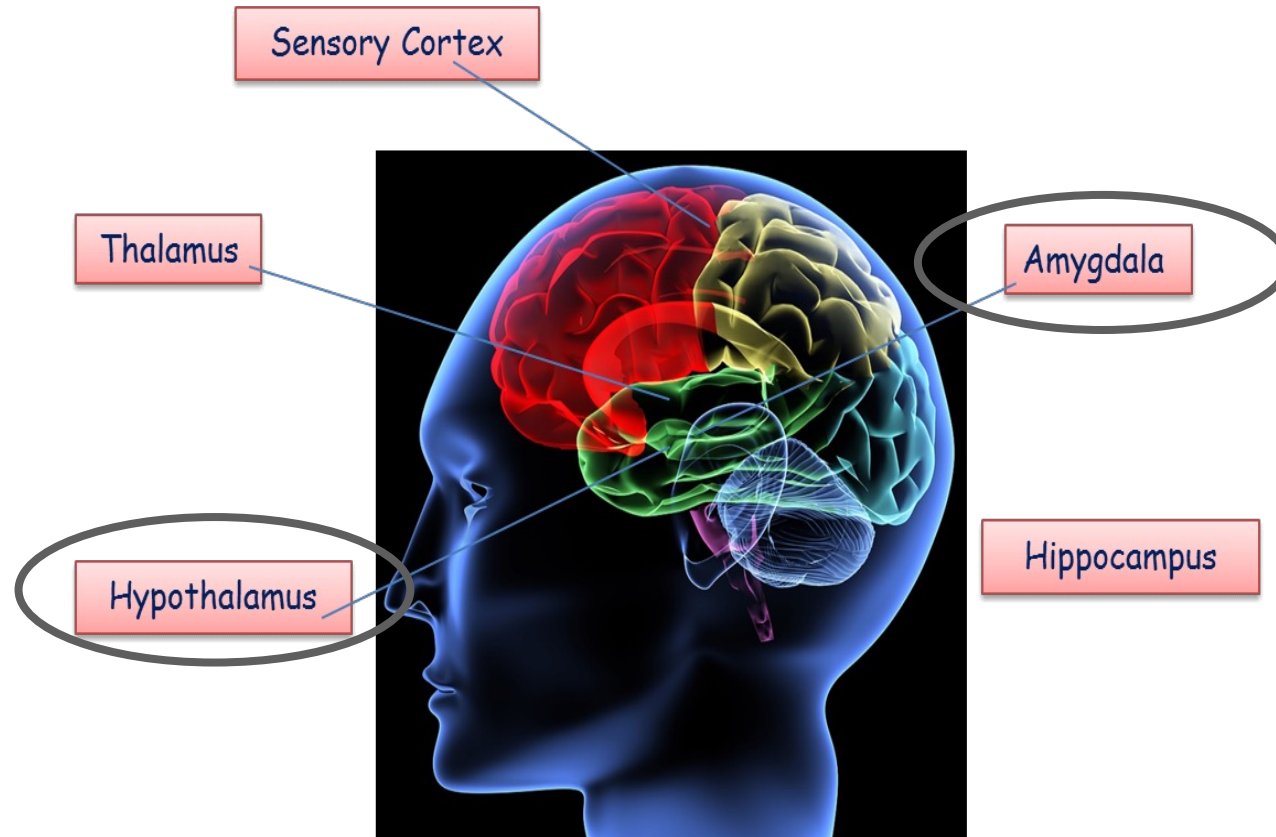
Behavioral and Neuroscience Research Finding

Risk situations change the way the brain processes *words*.

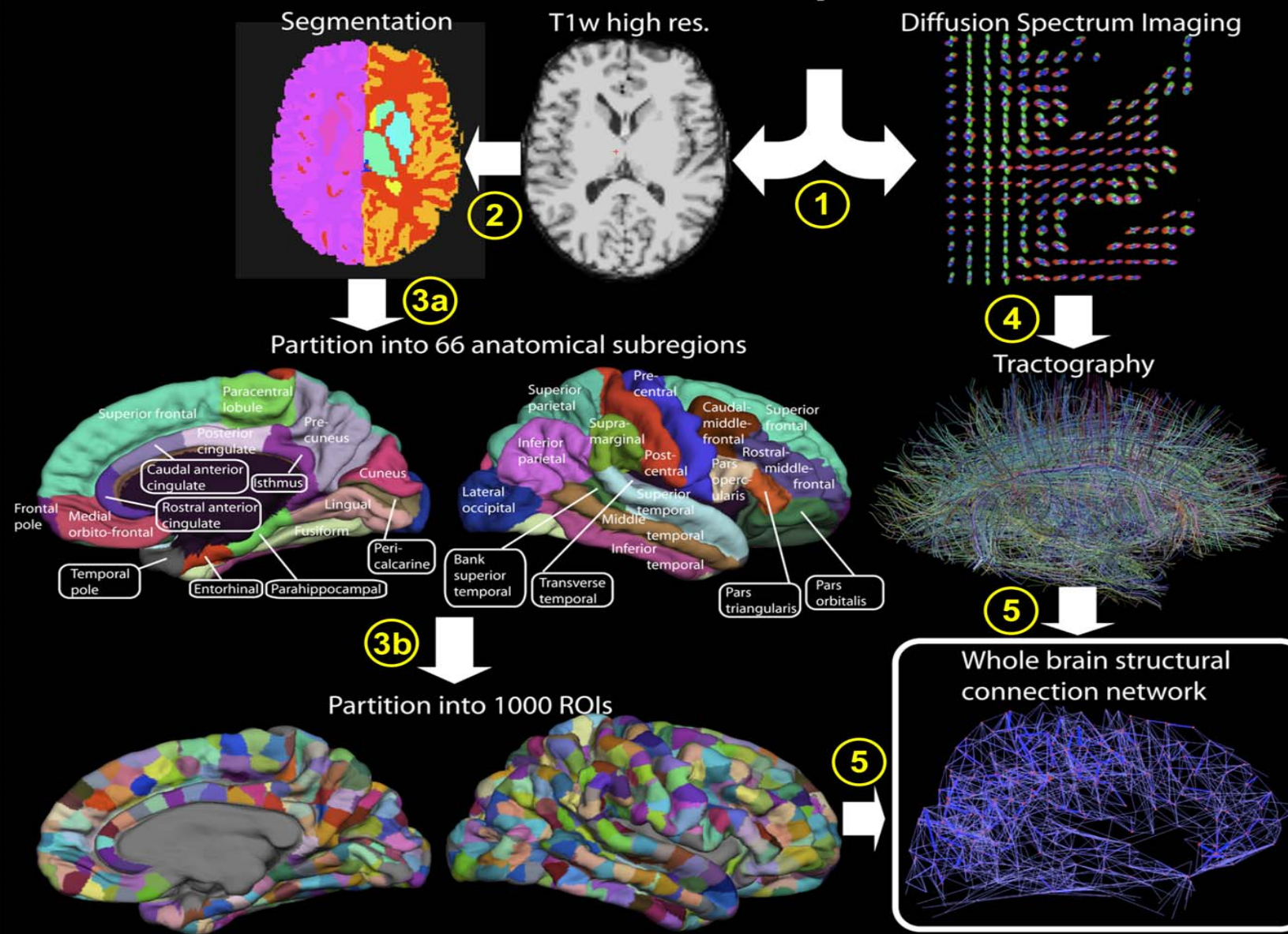
Examples of words changing their meaning in a risk situation:

1. **"but"** (also, "although" "however")
2. **"as you know"** (also, "clearly" "obviously")
3. **"never" "always"** (also, absolutes such as "all" "every" "nothing")

Research: Behavioral and Neuroscience



MRI Acquisition



Exercise

Answer the following question:

How does the brain process the word

“as you know”

in a high stress or a perceived high-risk situation?

Words

- as you know
- clearly
- obviously
- (evidently, plainly, patently, manifestly, unmistakably, undeniably, indubitably, incontrovertibly, demonstrably, unquestionably, undoubtedly, without doubt, of course, naturally, needless to say, ...)

Case Study Donald Rumsfeld's "Known Unknowns" Message

News Briefing on Weapons
of Mass Destruction in Iraq,
February 12, 2002

*"**As we know**, there are known knowns; there are things we know we know.*

We also know there are known unknowns; that is to say we know there are some things we do not know.

***But** there are also unknown unknowns – the ones we don't know we don't know."*

Exercise

Answer the following question

How does the brain process the words:

never and *always*

In a high stress or a perceived high-risk situation?

Absolutes

- “You **always**...”
- “You **never**...”
- “I ***guarantee*** you that ...”

===

”**no**” and “**not**” when used as absolutes

BP Oil Spill
CEO
Tony Hayward
(May 30, 2010)

I'm sorry, we're sorry for the massive disruption it has caused their lives.

*And there is **no one** who wants this over more than I do.*

I'd like my life back.

Absolutes

- Never
- Always
- Every
- All
- Guarantee

==

“No”

“Not”

Case Study:
Housing for
Wounded
Soldiers at
Walter Reed
Hospital (2007)



Case Study and Exercise: Walter Reed Hospital

Congressional Testimony

March 6, 2007,
Washington Post

- *Q.: Do you hold yourself accountable for the squalid conditions provided for wounded soldiers at Walter Reed Hospital*
- *A.: I'm trying **not** to say I'm **not** accountable.*
- *Q.: How could you **not** have known?*
- *A.: I **don't** do barracks inspections at Walter Reed Hospital.*
- *Q. Why did you do so little?*
- *A. Walter Reed is **not** my only command.*

Exercise: Describe 3 things you like or dislike in the communication

Words Matter

- “Change” versus “Update”

Words Matter

- “Whatever”



Behavioral and Neuroscience Research Finding

In a crisis, the brain often changes the way words are processed *and understood*.

Linguistic Homework assignment:

Be aware/notice when you say:

1. “but” (also, “although” “however”)
2. “as you know” (also, “clearly” “obviously”)
3. “never” (also, absolutes such as “always” “every” “nothing”)

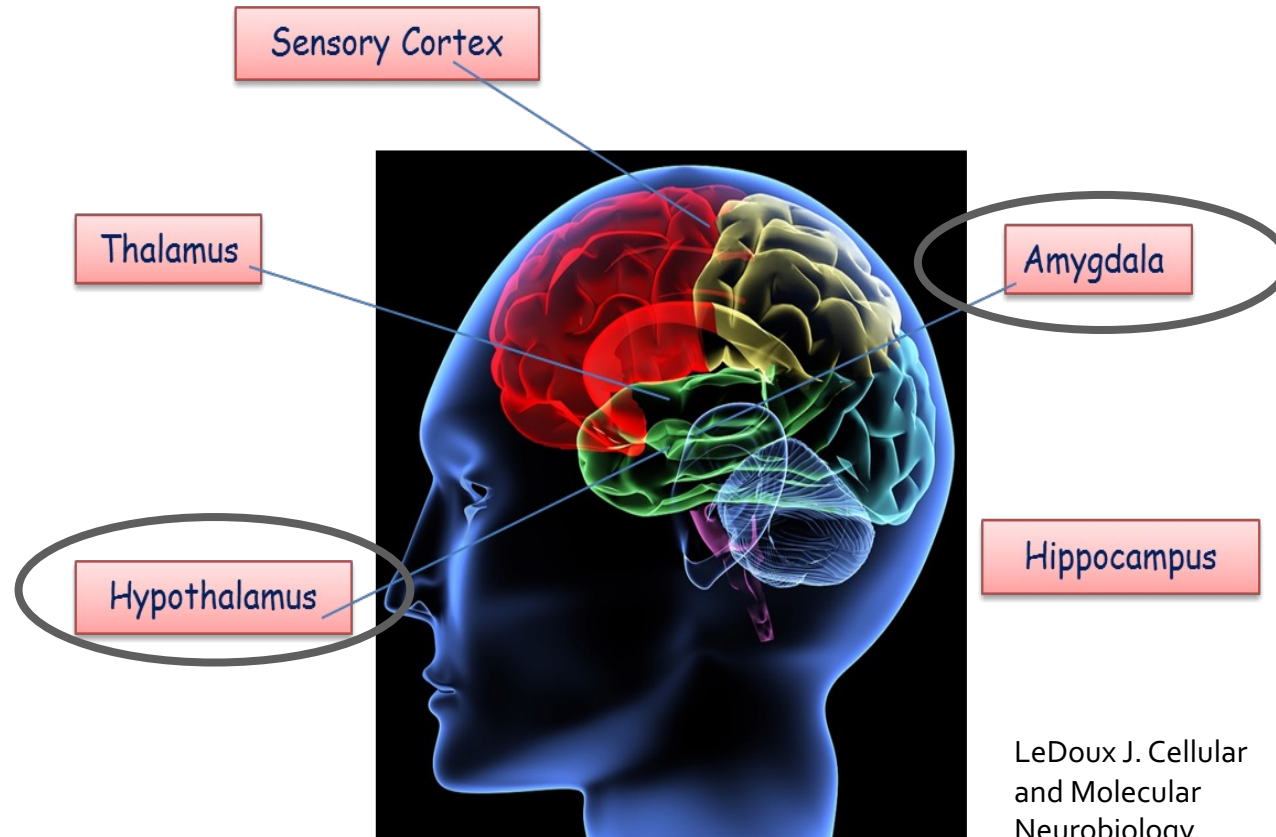
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Extra credit:

Be aware/notice when you say “no” or “not”

(e.g., “We will not abandon you” versus “We will stay with you.”)

Research: Behavioral and Neuroscience



LeDoux J. Cellular and Molecular Neurobiology. October 2003, Volume 23, Issue 4, pp 727-738, Image from www.basingtonsto.kekarate.com



Can we improve
our risk and crisis
communications?



How can we
compete better
in noisy
environments?



What are the best
risk and crisis
communication
tools and
techniques?

3 Questions

 HIGH CONCERN COMMUNICATION TEMPLATES Use these templates to create effective messages in high-concern, high-stress situations					
Advanced Message Mapping Templates					
R3 (Rule of 3) Use when responding to any high-stress or emotionally-charged question. Recommendation: Provide no more than 3 messages, ideas, or points at a time.	IDK (I Don't Know) Use when you don't know, can't answer, or aren't the best source. Steps: - Repeat the question (without negatives) - Say "My ability to answer is limited by..." - Say why you can't answer. - Provide a follow up with a deadline. - Bridge to what you can say.	CCO (Compassion, Connection, Optimism) ✓ Use when asked a question with high emotion. Steps: - Compassion - Connection - Optimism Example: (1) "I am very sorry to hear about..." (2) "I believe that..." (3) "In the future, I believe that..."	ALE (Acknowledge, Listen, Encourage) Use to encourage appropriate attitudes, beliefs, or behaviors. Steps: Acknowledge Message: Respond to authority those perceived as high in credibility. Listen Message: Appear to listen (if a, then c). Encourage Message: Respond to an emotion (anger, fear, joy, empathy, surprise, grief, hope, etc.).	KDG (Know, Do, Go) Use to give up-to people a greater sense of control. Steps: Know Message: Share what is most important for people to know. Do Message: Share what is most important for people to do. Go Message: Share where people should go for credible information.	
P/R (Present/Future) Use when responding to any high-stress or emotionally-charged question. Recommendation: Provide the most important items or points first and last.	IN=3P (One Negative Equals Three Positives) Use when breaking bad news or stating a negative. Recommendation: Balance one bad news or negative message with at least three or more positive, constructive, or solution-oriented messages.	27/9/3 (27 Words, 9 Seconds, 3 Messages) ✓ Use when responding to any high-stress or emotionally-charged question. Recommendation: Be brief and concise in your first response; no more than 27 words, 9 seconds, 3 messages.	TBC (Trust, Benefit, Control) Use when responding to questions or concerns involving high perceived risks or subplots. Steps: Trust Message: Messages communicating listening, caring, or transparency. Benefit Message: Messages communicating benefits to the individual, org, or society. Control Message: Messages that give people things to do or give them a sense of control.	KDD (Know, Do, Go) Use to give up-to people a greater sense of control. Steps: Know Message: Share what is most important for people to know. Do Message: Share what you are doing to address the concern. Go Message: Share what people can do to address the concern.	
G (Statement) Used when asked to guarantee an event or outcome. Steps: - Indicate that the question is about the future. - Indicate that the past and the present help predict the future. - Bridge to known facts, processes or actions.	AGL-4 (Average Grade Level minus Four) Use when responding to any high-stress or emotionally-charged question. Steps: Provide information at 4 or more grade levels below the average grade level of the audience.	FA (False Allegation) Use when responding to a hostile question, false allegation, or criticism. Steps: - Repeat/paraphrase question without repeating the negative, repeat underlying value or concern, or use more neutral language. - Indicate the issue is important. - Indicate what you have done, are doing, or will do to address the issue.	CAP (Caring, Action, Perspective) Use to give up-to people a greater sense of control. Steps: Caring Message: Communicate listening, caring, empathy, or compassion. Action Message: Actions you are taking to address the concern. Perspective Message: Helps put the concern in perspective.	VCD (Voice, Choice, Do) Use to give up-to people a greater sense of control. Steps: Voice Message: Messages communicating listening, empathy, or participation. Choice Message: Messages communicating options, alternatives, or available choices. Do Message: Messages that give people things to do, increase feelings of hope, etc.	
AAF (Acknowledge, Action, Follow-up) Steps: Acknowledge Uncertainty: Identify knowledge gaps and challenges. Action: Share actions you have taken, are taking, or will take to address the issue. Follow-up: Provide information on where people can obtain timely and credible information.	Y/N (Yes/No Template) Use when asked a yes/no question that cannot be answered yes or no. Steps: - Indicate you've been asked a yes/no question. - Indicate it would be difficult to answer the question yes or no. - Indicate why it would be difficult to answer the question yes or no. - Respond to the underlying concern.	WI (What If) Use when asked a low probability "what if, what might happen?" question. Steps: - Repeat the question (without negatives). - Bridge to "what if". - State what you know factually.	C/S (Caring/Sharing) Use when responding to a question or statement containing incorrect information. Steps: Caring Message: Share what you and the person holding incorrect information have in common. Sharing Message (1): Invite person holding incorrect information to share their information or you. Sharing Message (2): Share the correct information again.	Reference  Dr. Vincent Covello, Director www.centerforhighconcerncommunication.com  Hope Design, Visual Strategists www.hopedesign.com 11 Aug 2013	

Best Practices Toolbox

Background Noise

Pandemic

The Death of Expertise

The Rise of Social Media
Platforms and *Confirmation Bias*

Background Noise

The Rise of Social Media Platforms
and
Confirmation Bias

Risk and Crisis Communication Goals

- **Trust** (Build or repair trust)
- **Inform** (Informing Decision-Making by telling the truth and telling it well)
- **Respectful Conversations** (Relationships that help people connect with one another)

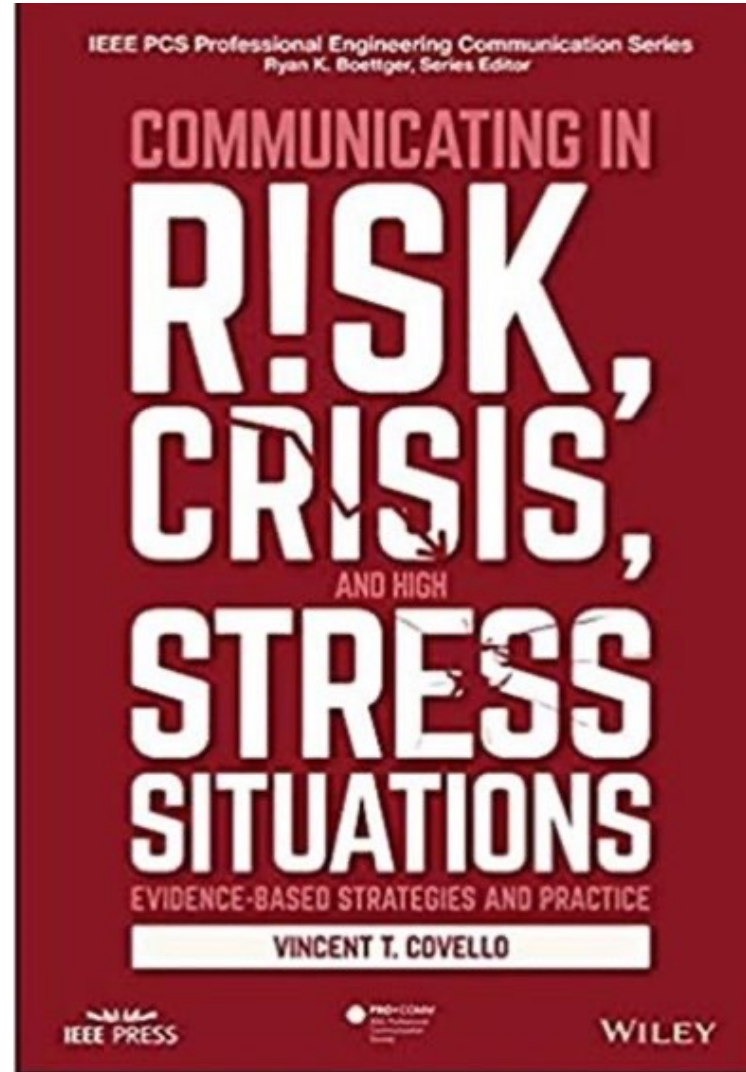
Definitions of Risk Communication

“Risk communication (as a formal academic discipline) is a science-based exchange of information among interested parties about risks and high concern issues.

Risk and Crisis Communication Resources

- *500 pages*
- *3000 references to the peer reviewed scientific literature*
- Numerous case studies and case diaries

Includes chapters on
Social Media, Stakeholder
Engagement, etc.

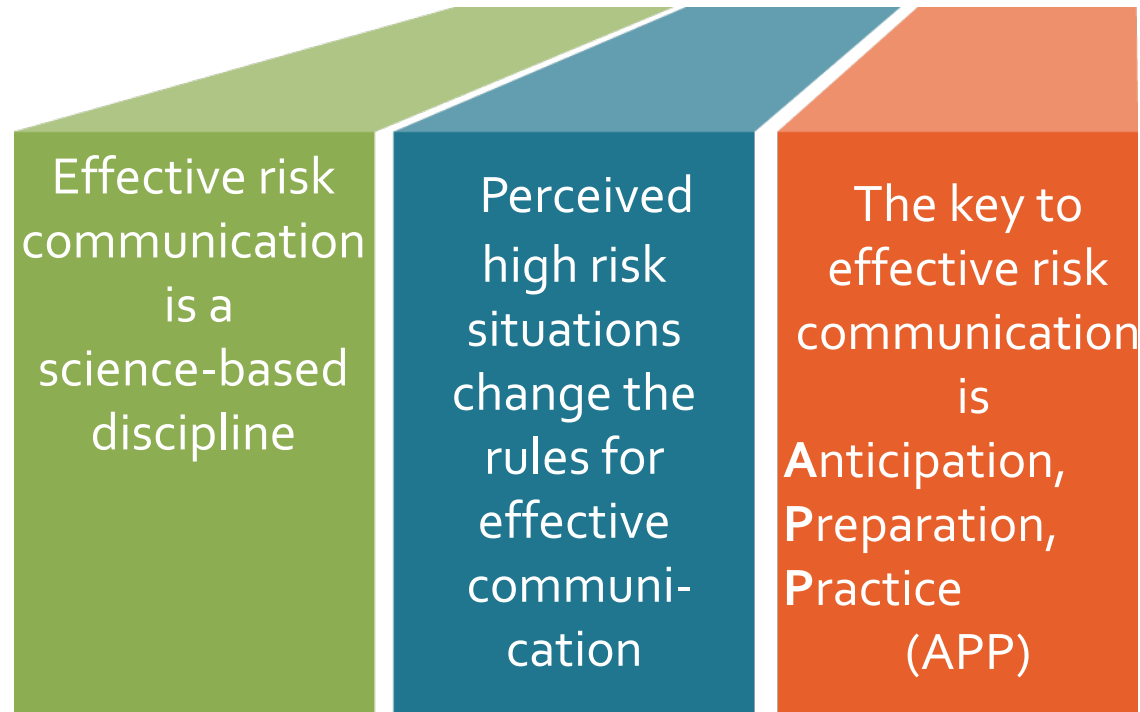


Risk and Crisis Communication Resources

- Kahneman, D., (Noble Prize Winner) *Thinking Fast and Slow* (2011)
- Hyer, R., and Covello, V., *Effective Media Communication in Public Health Emergencies: A World Health Organization Handbook* (2007)
- Covello, V.T., *Communicating in Risk, Crisis, and High Stress Situations: Evidence-Based Strategies and Practice* (2022)

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- Aristotle, *Rhetoric: The Art of Persuasion*



Three Key Messages

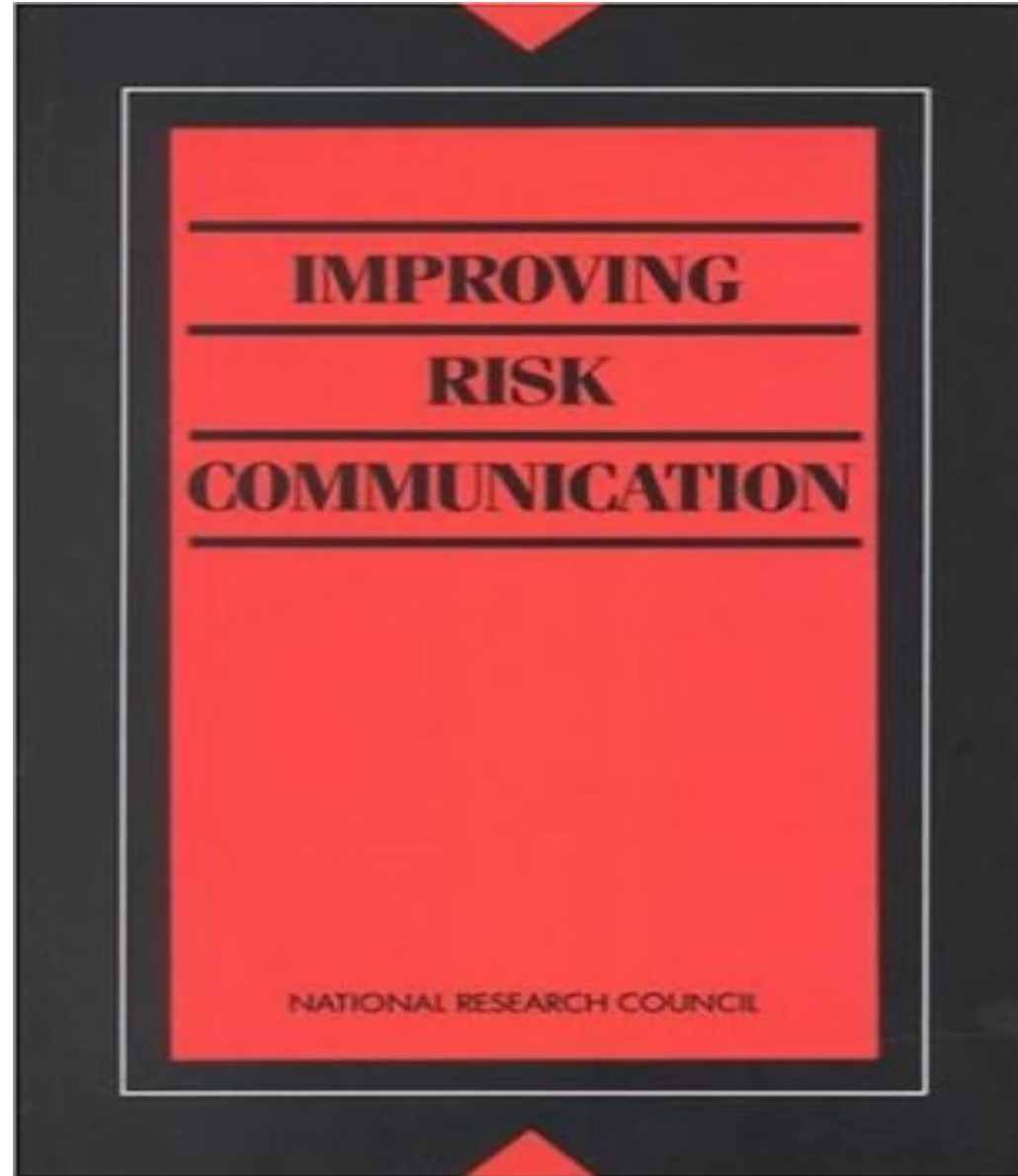
The Magic Number 3

R₃ Tool:
(Rule of 3)

27/9/3 Tool
(27 Words, 9 seconds, 3 messages)

Message Maps

National Research
Council/
National
Academy of
Sciences
1989



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Advanced Message Mapping Templates					
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Best Practices Toolbox

Stakeholder Question or Concern:

Key Message 1
(9 words approx.)

Key Message 2
(9 word approx.)

Key Message 3
(9 words approx.)

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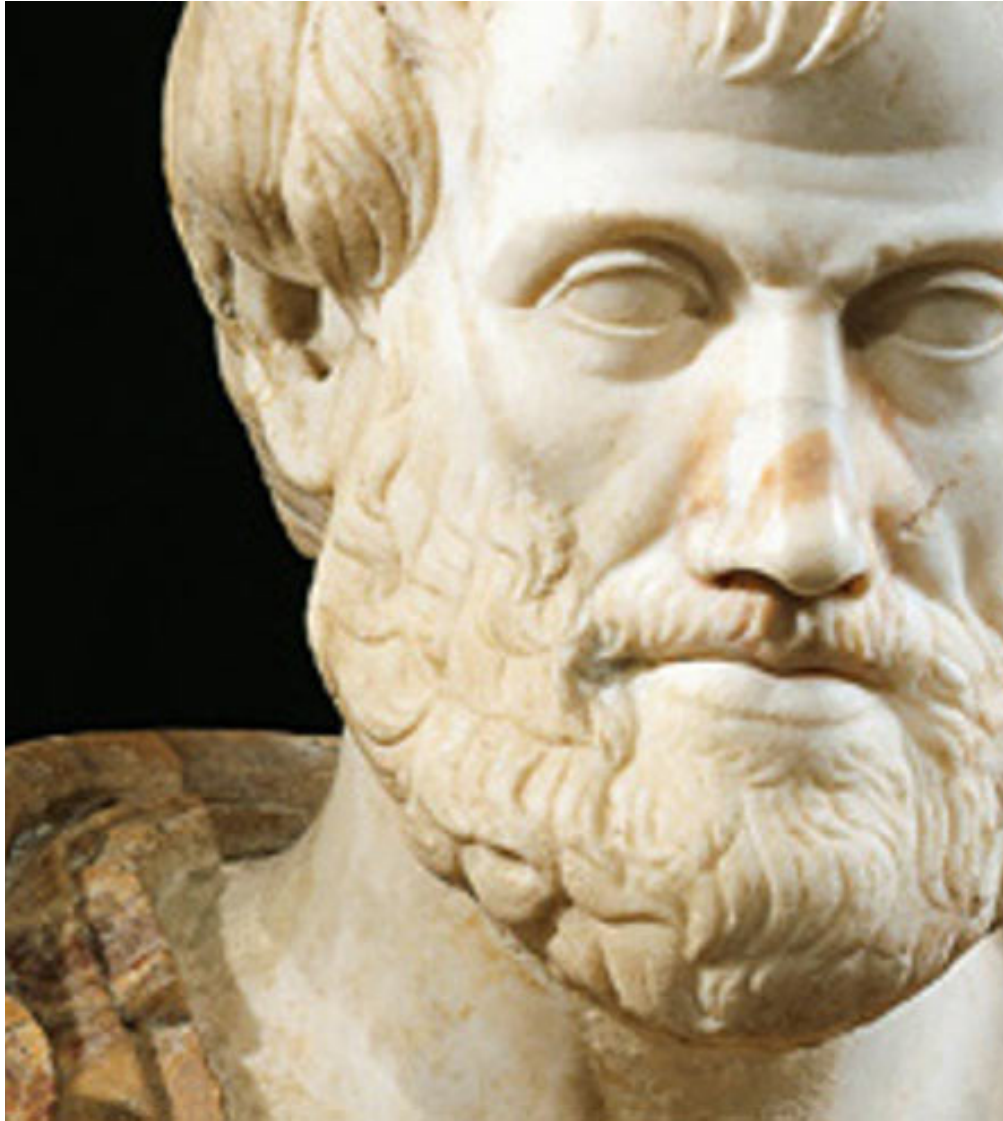
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Toolkit: Message Map

Aristotle and the Magic Number 3



Rule of 3

Aristotle: (*ALE Tool*)

**(1) Message 1: Authority
(ethos)**

**(2) Message 2: Logic
(*logos*)**

**(3) Message 3: Emotion
(*pathos*)**

Case Study and Exercise Ebola, West Africa, 2014



Exercise: Craft a set of messages inviting health care workers to come to West Africa to help address the Ebola outbreak.

For your communications, what would be your:

1. Authority (*ethos*) message
2. Logic (*logos*) message
3. Emotion (*pathos*) message

Case Study:

Congressional
hearings on
antisemitism on
college campuses,
Jan. 2, 2024



<https://www.nbcnews.com/video/college-presidents-defend-responses-to-campus-antisemitism-199446597914>

Presidents Kornbluth, M.I.T.; Magill,
UPenn; & Gay, Harvard during
Congressional Hearings on Antisemitism

Case Study:

Congressional
hearings on
antisemitism on
college campuses,
Jan. 2, 2024

Congresswoman Elise Stefanik:

Question:

“Dr. Gay, at Harvard, does calling for the genocide of Jews violate Harvard’s rules of bullying and harassment, yes or no?”

Response by Harvard President Dr. Claudine Gay:

“It can be depending on the context.”

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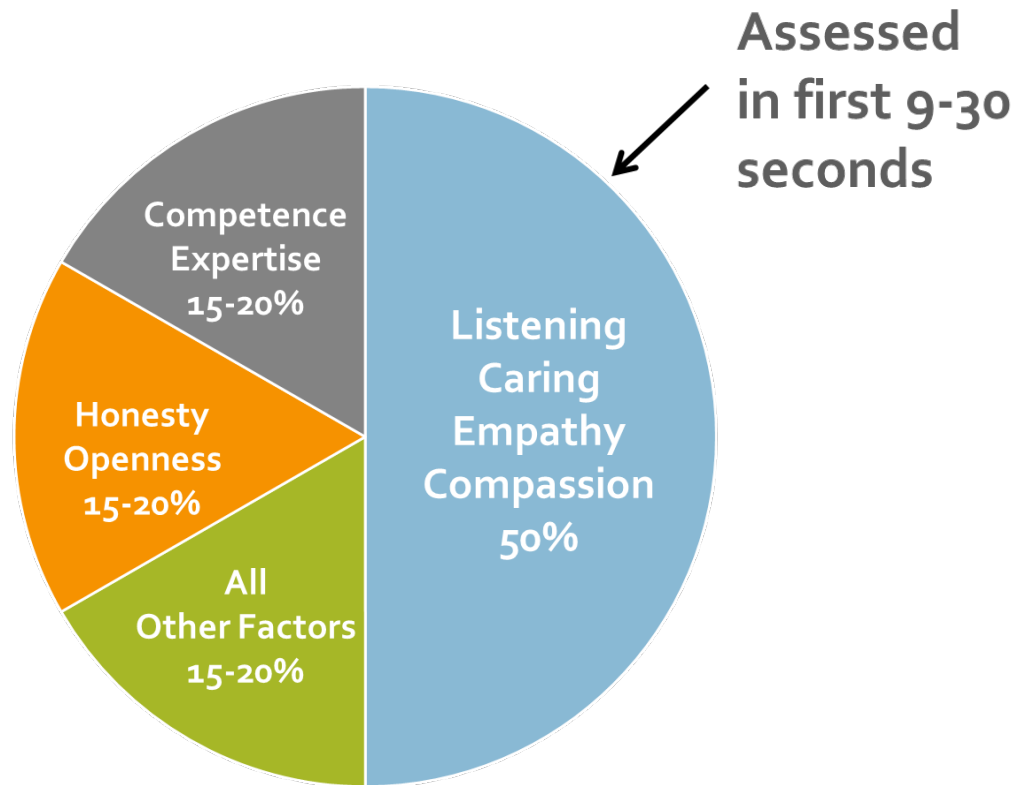
Case Study:

House
Committee
hearings on
antisemitism on
college
campuses,
Jan. 2, 2024

Options:

1. Use the Y/N Tool
2. Use the Rule of 3
3. Use the **CCO Tool**
 - (C) Compassion
(Caring/Empathy)
 - (C) Conviction
 - (O) Optimism

CCO Tool and Trust Determination: High Stress Situations



Compassion,
Caring,
Empathy

“The ability and willingness to put yourself in another’s shoes or see the world through another’s eyes.”



NEW SERIES OF 'UP CLOSE' REPORTS ON CNN MONDAY, BP

Case Study: 9/11 Mayor Giuliani and the CCO Tool:

(C) Compassion
(C) Commitment
(O) Optimism

Question: How many people do you think have died?

Response: The number of casualties is more than we can bear."

Case Study: The Rule of 3:

COVID-19 Eradication Campaign

Great Britain (2020-
2023)



Case Study (2020-2022):

COVID-19

New Zealand
Prime Minister
Jacinda Ardern



Primacy/Recency

People under stress tend to focus most on what they hear first and last

*(**Primacy/Recency** Crisis Communication Tool)*

$$1N = 3P$$

People under stress tend to focus more on negatives than positives.
Therefore, balances negatives and positives based on Loss
Aversion/Negative Dominance Theory (Professor Danial Kahneman,
Nobel Prize winner)

1N = 3P Tool

Risk Perception Theory

Risk Perception Factors

- Trust
- Benefits
- Personal Control/Voluntariness
- Fairness

Risk and Crisis Communication

Slogan of New Zealand
Prime Minister Jacinda
Arden

Covid –19
(2020-2022)

- Hit Hard
- Hit Fast
- Hit Often



CDC mantra for crisis communication

1. Be first
2. Be right
3. Be credible

https://www.cdc.gov/healthcommunication/risk_communication.html

CDC Mantra for Crisis communication

1. Be first
2. Be right
3. Be credible

4 Hit Theory of Belief Formation

(transformation from an observation, fact, or viewpoint to a “belief”)

Message Map

“Hit Hard,
Hit Fast,
Hit Often”

<u>Key</u> <u>Message</u> <u>1</u>		<u>Key Message</u> <u>2</u>		<u>Key</u> <u>Message</u> <u>3</u>	
1.1		2.1		3.1	
1.2		2.2		3.2	
1.3		2.3		3.3	

Social Media:
Jacinda Ardern

Facebook Breakfast Meetings (6:30 am)

Supplemented by postings of key messages on:

- Instagram
- Twitter (X)
- YouTube
- TikTok
- ...

Message Mapping Clinic

Message Map Template

Question? or Concern!

<<Empathetic transition>>

Key Message 1		Key Message 2		Key Message 3	
Support- ing Info. 1.1		Support- ing Info. 2.1		Support- ing Info. 3.1	
Support- ing Info. 1.2		Support- ing Info. 2.2		Support- ing Info. 3.2	
Support- ing Info. 1.3		Support- ing Info. 2.3		Support- ing Info. 3.3	

What is a “Message
Map”?

Message Maps

- Roadmaps for displaying detailed, hierarchically organized responses to anticipated high concern issues
- Provide accurate and easily understood messages for high concern issues

Risk Scenario: Zika

Stakeholder: Pregnant Women (also, media, general public)

Question: What can pregnant women do to protect themselves from Zika?

<u>Key Message 1</u> Remove Standing Water		<u>Key Message 2</u> Wear Protective Clothing		<u>Key Message 3</u> Use Insect Repellent	
1.1	Puddles	2.1	Long Sleeves	3.1	DEET
1.2	Flower pots/ Bird Baths/ Old Tires	2.2	Long Pants	3.2	23%-30% DEET
1.3	Cup/Capful of Water	2.3	Dusk and Dawn	3.3	Medical Research

Message Mapping Exercise

Exercise

- Draft a Message Map using the message map template for the following question:
 1. “What are you doing to prepare for a possible pandemic/largescale outbreak of Human Bird Flu infections?
 2. What are you doing to prepare for a major cyber attack?

Possible Cluster of Human Bird-Flu Infections Expands in Missouri

(New York Times, Sept. 27, 2024)

(Seven people in contact with a patient hospitalized with bird flu also developed symptoms, the C.D.C. reported. Some are undergoing further tests)



Message Mapping Homework Exercise

Exercise

- Identify one work related high concern issue of interest to you or your team member
- Identify a primary stakeholder (interested or affected party, internal or external)
- Identify at least one high concern question

==

- Develop a draft message map for the high concern question using the message map template

Importance of Message Map, R3 Tool, 27,9,3, Tool



Case Study: Train Crash (Quebec)





Video 5

Message Mapping Strategy

Seven Steps

1. Identify a high stress or high concern issue
2. Identify and describe the key stakeholders
3. Identify stakeholder questions and concerns
4. Identify key messages for the message map (27/9/3)
5. Identify supporting facts for each key message
6. Test message maps
7. Re-purpose message maps (e.g., into fact sheets, briefings, tweets, etc.)

Risk Scenario: Zika

Stakeholder: Pregnant Women (also, media, general public)

Question: What can pregnant women do to protect themselves from Zika?

<u>Key Message 1</u> Remove Standing Water		<u>Key Message 2</u> Wear Protective Clothing		<u>Key Message 3</u> Use Insect Repellent	
1.1	Puddles	2.1	Long Sleeves	3.1	DEET
1.2	Flower pots/ Bird Baths/ Old Tires	2.2	Long Pants	3.2	23%-30% DEET
1.3	Cup/Capful of Water	2.3	Dusk and Dawn	3.3	Medical Research

Message Maps

- Can be used to answer questions from stakeholders and address concerns
- Can be used for a briefing
- Can be repurposed, e.g., infographic; fact sheet; poster at an open house

Poster Stations

Posters at an Open House/Expert Availability Style Meeting



Briefing or
Presentation

Presentations, and Attention Span Research

- **A lecture/presentation about a low stress or perceived low risk issue:**
60-90 minutes (max.), 6 times a day (max.)
 - **A briefing about a high stress or perceived high-risk issue:**
15-20 minutes (max.), 3 times a day (max.)
- ===
- **Virtual learning:**
4-6 hours/day (max.)

Guidelines for a Power Point Briefing on a High Stress or Perceived High-Risk Issue

(Based on
Attention
Span
Research)

- 10 slides (maximum)
- 15-20 minutes (maximum)
- 30 words per slide (maximum)

10/20/30 Power Point Briefing

Slide 1. Why Briefing Content is Important;
Empathy, Caring, Listening (max. 27
words, 3 reasons)

Slide 2. Three Key Messages (max. 27
words)

Slide 3. Key Message 1 with support

Slide 4. Key Message 2 with support

Slide 5. Key Message 3 with support

Slide 6. Repeat Three Key Messages

Slide 7. Next Steps/Future Actions

Slides 8-10 or Integrated. Visuals

Risk Scenario: Zika

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10/20/30
Power Point
Briefing

(Slide 1) Why Important

- Spread harmful diseases
- Can hurt us and our children
- Can be controlled

(Slide 2) 3 Key Messages

- Remove Standing Water
- Wear Protective Clothing
- Use Recommended Insect Repellent

(Slide 3) Key Message 1: Remove Standing Water

- Puddles
- Flowerpots/bird baths
- Capfuls of water

10/20/30 Power Point Briefing

(Slide 4) Photo of mosquito larvae

**(Slide 5) Key Message 2: Wear
Protective Clothing**

- Long pants
- Long sleeves
- Dusk and dawn

**(Slides 6) Photo of People
Wearing Long Sleeves and Long
Pants**

10/20/30
Power
Point
Briefing

(Slide 7) Key Message 3: Use
Recommended Insect Repellent
DEET

- 23%-30% DEET
- Medical Research

(Slide 8) Photo of Label of Mosquito
Repellent with DEET

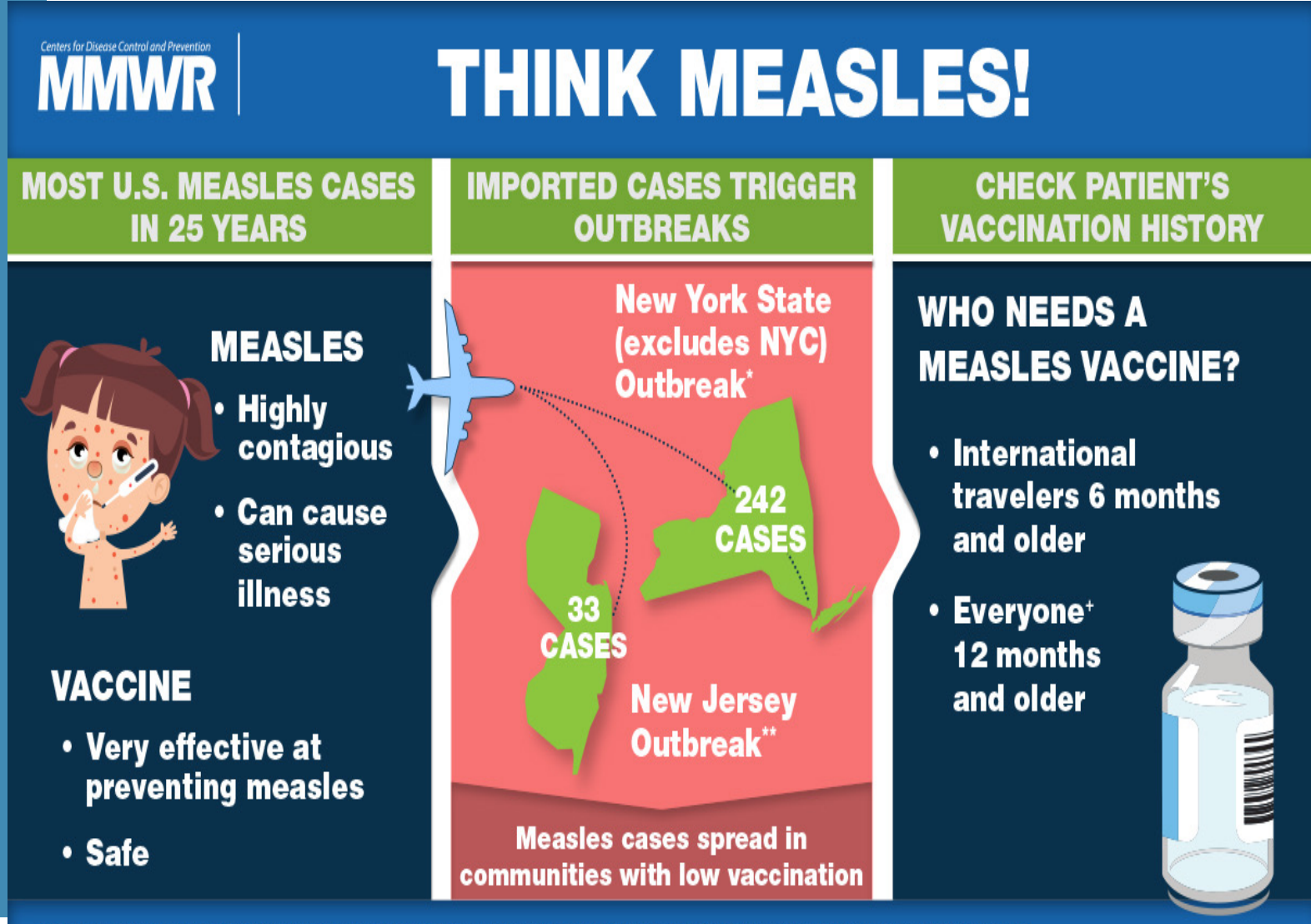
(Slide 9) 3 Key Messages

- Remove Standing Water
- Wear Protective Clothing
- Use Recommended Insect Repellent

(Slide 10) Next Steps/Future Actions

- Website
- Pamphlet
- Consultations

Infographic



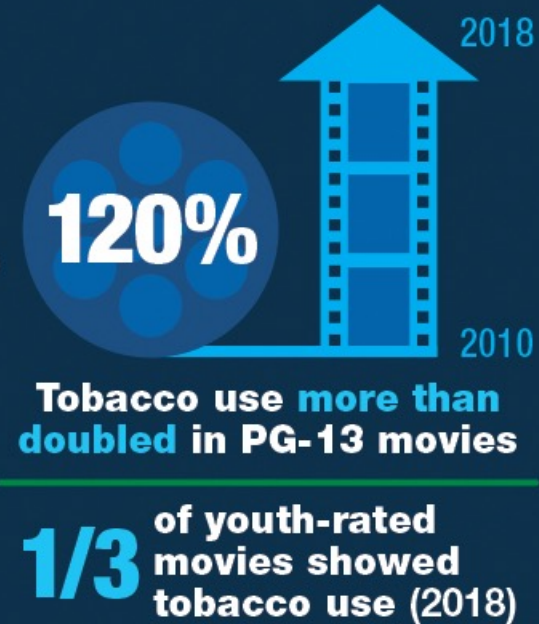
Tobacco Use in Movies

Exposure to smoking in movies

Causes young people to start smoking

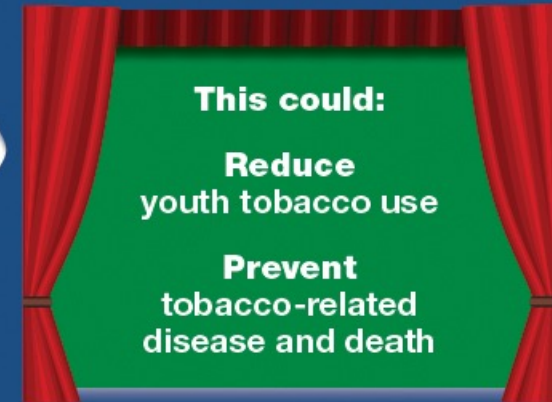


Tobacco use in movies increased



Movie Studios, Producers, and Directors can:

Keep tobacco use out of youth-rated films.



2010 – 2018 data published in Tynan et al. *MMWR* 2019.
See the full report: bit.ly/CDCVA32

CS 202376-AC

[WWW.CDC.GOV](https://www.cdc.gov)

Nine Principles of Message Mapping

1. Maximum of 3-5 key messages (less than 9 seconds or 27 words)
(27/9/3 Tool)
2. Begins at an average educational grade minus four
(AGL-4 tool)
3. Puts the most important messages first and last.
Primacy/recency (PR tool)
4. Cites third parties perceived by stakeholders as credible
5. Begins with a genuine statement of listening and caring
(CCO Tool)

Nine Principles of Message Mapping (cont.)

6. Uses graphics, visual aids, analogies and narratives

7. Balances negatives and positives

Loss aversion/Negative dominance:

1N = 3P Tool

8. Uses the “Tell me, Tell me more, Tell me again” model to present information

9. Each message in the map should be able to stand on its own (i.e., without reference to other messages).

COVID-19: SIMPLE ANSWERS TO TOP QUESTIONS

RISK COMMUNICATION FIELD GUIDE QUESTIONS AND KEY MESSAGES



VINCENT T. COVELLO, MA, PhD*
RANDALL N. HYER, MD, PhD, MPH*

NOTE – THE UNDERSTANDING OF COVID-19 IS RAPIDLY EVOLVING AND
THIS DOCUMENT WILL BE UPDATED PERIODICALLY TO REFLECT NEW INFORMATION
AND RECOMMENDATIONS AS THEY BECOME AVAILABLE.

Risk Communication
Toolkit



Senior Opioid Response and Education Campaign: Risk Communication Toolkit*

Editors

Randall N.

CrisisC

Vincent

CrisisC



Top Questions

Association of S
E

Note – The understanding of
periodically to reflect new in

Top Questions On Ebola: Simple Answers Developed by the Association of State and Territorial Health Officials

Last Revised: November 26, 2014



Message Mapping Resource

ATSDR/CDC Communication Toolkit

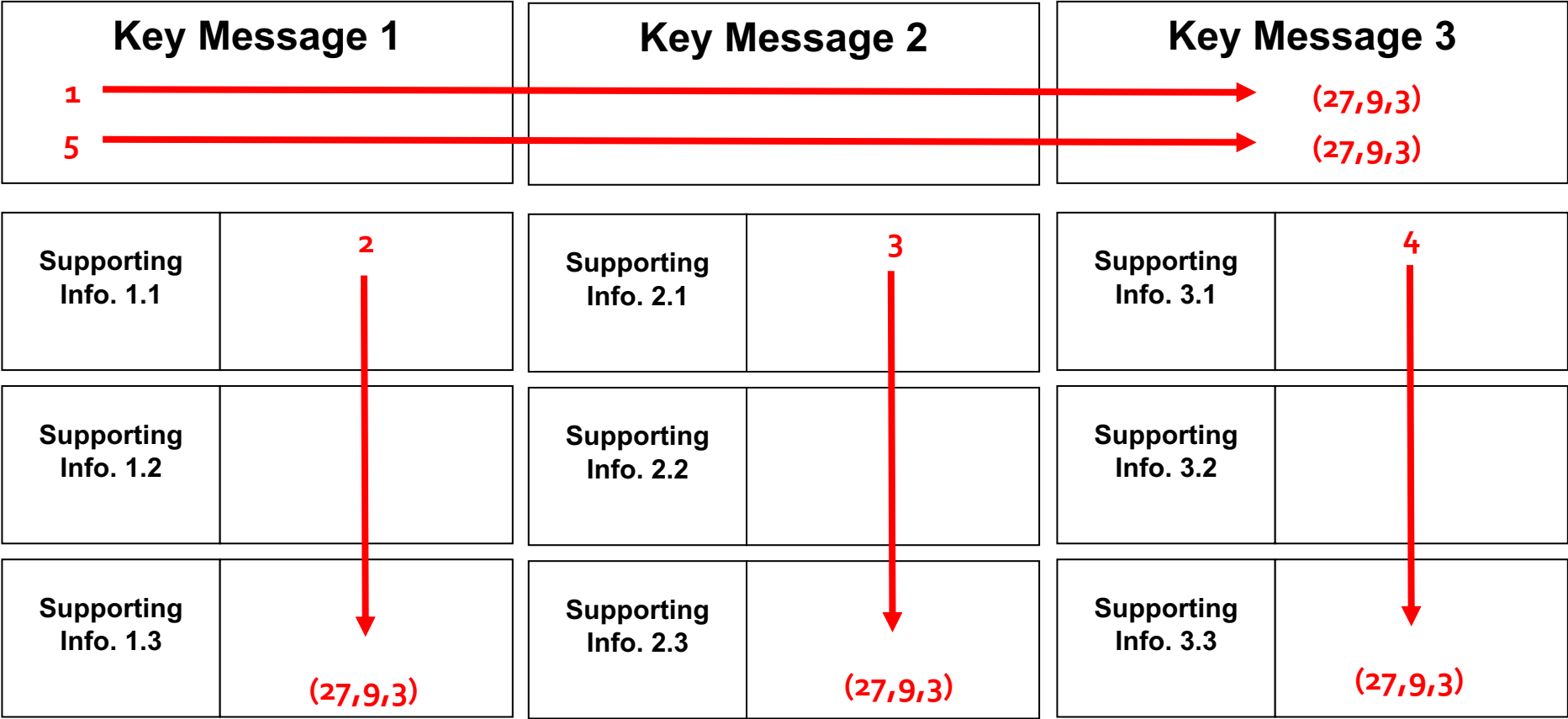
“Message Mapping Template, Worksheet, and Checklist”

https://www.atsdr.cdc.gov/communications-toolkit/documents/12_message-mapping-tool-final-111015_508.pdf

Message Map
Response FLOW

Question? or Concern!

<<Empathetic transition>>



27/9/3 Template

- 27 words
 - total of 27 words for all 3 key messages
 - each key message averaging 9 words
- 9 seconds
- 3 messages

Notes

- Written in simple language - 6th/8th grade
- Each key message should have 2 or 3 supporting statements

APP

(A)Anticipate
(P)Prepare
(P)Practice

- Existing High Concern Issues
- Emerging High Concern Issues

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1.3	Cup/Capful of Water	2.3	Dusk and Dawn	3.3	Medical Research



Wrap Up

Suggested Reading List (Short)

1. Kahneman, D., *Thinking Fast and Slow*
2. Covello, V. and Hyer, R, *Effective Media Communication in Public Health Emergencies: A World Health Organization Handbook.*
3. Covello, V., *Communicating in Risk, Crisis, and High Stress Situations: Evidence-Based Strategy and Practice*

===

Bok, S., *Lying*

Aristotle, *Rhetoric: The Art of Persuasion*

COVID-19: SIMPLE ANSWERS TO TOP QUESTIONS

RISK COMMUNICATION FIELD GUIDE QUESTIONS AND KEY MESSAGES



VINCENT T. COVELLO, MA, PhD*
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Ethics/Honesty

Professor Sissela Bok

“Lying: Moral Choice in Public and Private Life”

Three Key Messages

Effective risk communication is a science-based discipline

Perceived high risk situations change the rules for effective communication

The key to effective risk communication is Anticipation, Preparation, Practice (APP)

Risk and Crisis Communication Tools

- R3; 27/9/3 Tool
- CCO Tool
- 1N=3P Tool

HIGH CONCERN COMMUNICATION TEMPLATES				
Use these templates to create effective messages in high-concern, high-stress situations				
R3 (R3=2/3) Use when responding to any high-stress or emotionally-charged question. Recommendation: Provide no more than 3 messages, ideas, or points at a time.	IDK (I Don't Know) Use when you don't know, aren't aware, or aren't the best source. Steps: • Repeat the question (without negatives) • Say "I'm not sure" or "I don't know" • Say "I'll find out for you" • Provide a follow-up with a deadline • Bridge to what you can say	CCO (Compensation, Connection, Options) Use when asked a question with high emotion, beliefs, or behaviors. Steps: • Compensation: "I'm very sorry to hear about..." • Connection: "I understand how you feel..." • Options: "I'll do my best to help you..."	ALE (Authentic, Logical, Emotional) Use to encourage appropriate attitudes, beliefs, or behaviors. Steps: • (Authentic Message) Repeat to authority those perceived as high in credibility • (Logical Message) Appeal to logic (if "no", then "yes") • (Emotional Message) Appeal to an emotion (anger, fear, joy, empathy, surprise, grief, hope, etc.)	KDG (Know, Do, Get) Use to give your people a greater sense of control. Steps: • (Know Message) Share what is most important for people to know • (Do Message) Share what is most important for people to do • (Get Message) Share where people should go for further information
P/R (Priority/Recovery) Use when responding to any high-stress or emotionally-charged question. Recommendation: Provide the most important items or points first and last.	IN=3P (One Negative Equals Three Positives) Use when breaking bad news or stating a negative. Recommendation: Balance one bad news or negative message with at least three or more positive, constructive, or solution-oriented messages.	27/9/3 (27 Words, 9 Sentences, 3 Messages) Use when responding to any high-stress or emotionally-charged question. Recommendation: Be brief and concise in your first response: no more than 27 words, 9 sentences, 3 messages.	TBC (Thank, Benefit, Control) Use when responding to questions or concerns including high-perceived risks or outrage. Steps: • (Thank Message) Messages communicating listening, caring, or transparency • (Benefit Message) Messages communicating benefits to the individual, org, or society • (Control Message) Messages that give people things to do or give them a sense of control	KDD (Know, Do, One) Use to give your people a greater sense of control. Steps: • (Know Message) Share what is most important for people to know • (Do Message) Share what you are doing to address the concern • (One Message) Share what people can do to address the concern
G (Guarantee) Start when responding to a guarantee or outcome. Steps: • Indicate that the question is about the future • Indicate that the past and the present help predict the future • Bridge to known facts, processes or actions	AGL-4 (Average Grade Level minus Four) Use when responding to any high-stress or emotionally-charged question. Steps: Provide information at 4 or more grade levels below the average grade level of the audience.	FA (False Allegations) Use when responding to a hostile question, false allegation, or criticism. Steps: • Repeat/paraphrase question without repeating the negative repeat underlying value or concern, or use more neutral language • Indicate that the issue is important • Indicate what you have done, are doing, or will do to address the issue	CAP (Caring, Action, Perspective) Use to give your people a greater sense of control. Steps: • (Caring Message) Communication listening, caring, empathy, and compassion • (Action Message) Actions you are taking to address the concern • (Perspective Message) Helps put the concern in perspective	VCD (Voice, Choice, One) Use to give your people a greater sense of control. Steps: • (Voice Message) Messages communicating listening, dialogue, or participation • (Choice Message) Messages communicating options, alternatives, or desirable choices • (One Message) Messages that give people things to do, increase feelings of hope, etc.
AAF (Acknowledge, Apologize, Follow-up) Use when asked a question that cannot be answered yes or no. Steps: • Acknowledge: Identify knowledge gaps and challenges • Apologize: State actions you have taken, are taking, or will take to address the issue • Follow-up: Provide information on where people can obtain timely and credible information	Y/N (Yes/No Template) Use when asked a question that cannot be answered yes or no. Steps: • Indicate if it would be difficult to answer the question yes or no • Indicate why it would be difficult to answer the question yes or no • Respond to the underlying concern	WI (What If) Use when asked a low-probability "what if, what might happen" question. Steps: • Repeat the question (without negatives) • Bridge to "what if" • State what you know factually	C/S (Correcting) Use when responding to a question or statement containing incorrect information. Steps: • (Caring Message) State what you and the person asking the question have in common • (Correcting Message) Share the correct information to share their information w/ you • (Supporting Message) Share the correct information again	Reference Use to give your people a greater sense of control. Steps: • (Caring Message) State what you and the person asking the question have in common • (Reference Message) Share the correct information to share their information w/ you • (Supporting Message) Share the correct information again

Risk/High Stress Communication Principles with Practical Implications

When people are stressed, such as when facing a perceived high risk situation, they often:

- (1) have difficulty processing more than 3 messages at a time*
- (2) want to know you care before they care what you know*
- (3) focus most on what they hear first and last (Primacy/Recency)*
- (4) focus more on non-verbal information than on words*

More Principles with Practical Implications

When people stressed, such as when facing a perceived high risk situation, they often:

(5) focus more on negatives than positives (1N=3P)

(6) make worst-case assumptions about non-verbal signals

(7) process information well below their educational level (AGL-4)

(8) Make worst-case assumptions about many commonly used words (e.g., the word "but")

Favorite quote

"If I had all day to cut down a large tree, I would use most of my day to sharpen my axe."

(attributed to Abraham Lincoln)

APP Strategy

(A) Anticipate (Issues, Stakeholders, Concerns)

(P) Prepare (Messages, Messengers, Means)

(P) Practice (Rehearsals, Simulations, Exercises)

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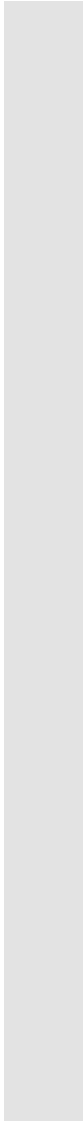
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- Thank you!!!