### **Attachment 8. ACEs Messages for Testing**

The messages below are organized by construct and by audience. There are 5 audiences, including CDC Partners, Direct Service Providers, Parents/Caregivers, Trusted Adults, and Consumers. A construct represents the main idea behind each group of messages. The 5 constructs are as follows.

- 1. Adversity is harmful, but we can prevent and mitigate it.
- 2. We can prevent adversity from harming children.
- 3. Safe, stable, and nurturing relationships and environments
- 4. Prevention strategies
- 5. Positive childhood experiences

#### Construct: Adversity is harmful, but we can prevent and mitigate it.

| Audience       | Updated Main Message (Harmful,<br>Preventable, Remediable)   | Supporting Message 1<br>(Primary or Secondary<br>Prevention)   | Supporting Message 2<br>(Counterbalances)   | Supporting Message 3 (Urgency)   |
|----------------|--|--|---|--|
| CDC Partners   | When adversity happens, it can derail<br>children's healthy development. As a<br>society, we can steer most harm away<br>from kids. To keep kids on track, we<br>need to prevent harm when we can,<br>and respond quickly when we can't.<br>vs<br>Adversity is harmful to children, but<br>we can prevent and mitigate it. | Research shows that when<br>families and communities are<br>under severe stress, it can<br>overload their abilities to<br>provide safe and nurturing<br>environments. Policies that<br>reduce financial stress can<br>increase the capacity to meet<br>children's needs.<br>Vs<br>As a society, we can prevent<br>most childhood adversity by<br>building economic and social<br>wellbeing in communities. | Adversity can weigh on<br>children's wellbeing, but it<br>doesn't have to. Positive<br>environments and caring<br>relationships can counter-<br>balance the weight of negative<br>life experiences. | Because childhood experiences build<br>our brains and bodies, early<br>adversity can have long-term effects<br>on health and wellbeing. One of the<br>most powerful strategies for<br>promoting public health is guiding<br>and supporting children through<br>adversity.<br>vs<br>Preventing, reducing, and addressing<br>childhood adversity is one of the<br>highest-impact strategies to<br>promote public health and<br>community wellbeing |
| Direct Service | When adversity happens, it can derail  | Supportive, caring relationships   | Positive childhood  | Timing matters. When childhood   |

| Providers      | children's healthy development. To     | with adults make a remarkable                                 | environmentslike quality                                      | adversity happens, it's important      |
|----------------|--|---|---|--|
| Tionacio       | keep kids on track, we need to prevent | difference for children who                                   | childcare settings and engaging                               | that the adults in kids' lives provide |
|                | harm when we can, and respond          | have experienced adversity.                                   | kid-friendly spaces help to                                   | support right away.                    |
|                | quickly if we can't.                   |   | counter-balance the weight of                                 |  |
|                |  |   | adversity and support families'                               |  |
|                | VS                                     |   | needs.  |  |
|                | Serious adversity is harmful to        |   |   |  |
|                | children. As a society, we can prevent |   |   |  |
|                | most adverse childhood experiences.    |   |   |  |
|                | When adversity happens, we can         |   |   |  |
|                | reduce its negative impact.            |   |   |  |
| Parents        | When adversity happens, it can derail  | Children can be resilient in the                              | Positive childhood  | Timing matters. When childhood         |
|                | children's healthy development. To     | face of adversity if caring adults                            | environmentslike quality                                      | adversity happens, it's important      |
|                | keep kids on track, we need to prevent | are there to help them cope.                                  | childcare settings and engaging                               | that the adults in their lives provide |
|                | harm when we can, and respond          | Support from parents,   | kid-friendly spaces help to                                   | or get them the support they need      |
|                | quickly if we can't.                   | caregivers, and other trusted adults makes a remarkable       | counter-balance the weight of adversity and support families' | right away.                            |
|                | vs                                     | difference.   | needs.  |  |
|                |  |   |   |  |
|                | Serious adversity is harmful to        |   |   |  |
|                | children. As a society, we can prevent |   |   |  |
|                | most adverse childhood experiences.    |   |   |  |
|                | When adversity happens, we can         |   |   |  |
|                | reduce its negative impact.            |   |   |  |
| Trusted Adults | When adversity happens, it can derail  | Children can be resilient in the                              | Positive childhood  | Timing matters. When childhood         |
|                | children's healthy development. To     | face of adversity, but they need                              | environmentslike quality                                      | adversity happens, it's important      |
|                | keep kids on track, we need to prevent | help from adults in their lives.                              | childcare settings and engaging                               | that the adults in their lives provide |
|                | harm when we can, and respond          | Support from trusted adults,                                  | kid-friendly spaces help to                                   | or get them the support they need      |
|                | quickly if we can't.                   | like family, neighbors, coaches,<br>or teachers, can counter- | counter-balance the weight of adversity and support families' | right away.                            |
|                | vs                                     | balance a heavy experience.                                   | needs.  |  |
|                |  |   |   |  |
|                | Serious adversity is harmful to        |   |   |  |
|                | children. As a society, we can prevent |   |   |  |
|                | most adverse childhood experiences.    |   |   |  |
|                | When adversity happens, we can         |   |   |  |
|                | reduce its negative impact.            |   |   |  |
|                |  |   |   |  |

| Consumer (Issue- | When adversity happens, it can derail  | Research shows that when      | Adversity can weigh on a child's | Because childhood experiences build  |
|------------------|--|-------------------------------|----------------------------------|--------------------------------------|
| Oriented)        | children's healthy development. To     | families and communities are  | wellbeing, but it doesn't have   | our brains and bodies, early         |
|                  | keep kids on track, we need to prevent | under severe stress, it can   | to. Positive environments and    | adversity can have long-term effects |
|                  | harm when we can, and respond          | overload their abilities to   | caring relationships can         | on health and wellbeing. One of the  |
|                  | quickly if we can't.                   | provide safe and nurturing    | counter-balance heavy life       | most powerful strategies for         |
|                  |  | environments. Policies that   | experiences.                     | promoting public health is guiding   |
|                  | VS                                     | reduce financial stress can   |                                  | and supporting children through      |
|                  |  | increase the capacity to meet | Vs                               | adversity.                           |
|                  | Serious adversity is harmful to        | children's needs.             |                                  |                                      |
|                  | children. As a society, we can prevent |                               | While adversity can affect a     | VS                                   |
|                  | most adverse childhood experiences.    | Vs.                           | child's future well-being, it    |                                      |
|                  | When adversity happens, we can         |                               | doesn't have to. Positive        | Preventing, reducing, and addressing |
|                  | reduce its negative impact.            | As a society, we can prevent  | experiences, healthy             | childhood adversity is one of the    |
|                  |  | most childhood adversity by   | environments, and caring         | highest-impact strategies to         |
|                  |  | building economic and social  | relationships can counter-       | promote public health and            |
|                  |  | wellbeing in communities.     | balance the impact of adversity. | community wellbeing.                 |

# **Construct: We can prevent adversity from harming children.**

| Audience                    | Updated Main Message (Prevention Matters)  | Supporting Message 1<br>(Primary prevention)  | Supporting Message 2 (Secondary Prevention)  | Supporting Message 3 (Process/How)  |
|-----------------------------|--|---|--|---|
| CDC Partners                | If we can prevent a serious problem,<br>we should. Research shows what<br>works to steer adversity away from<br>children and families. Let's act on it.<br>Vs.<br>Together, we can build stronger,<br>healthier better communities by<br>preventing early adversity. | When communities are<br>strong, children are less<br>likely to face serious<br>adversity. Policies that build<br>community wellbeing and<br>wealth are the best way to<br>prevent and address<br>childhood adversity. | When children have heavy life<br>experiences, it can start to weigh<br>them down in other ways. It's vital<br>to counter-balance adversity with<br>timely support and positive<br>experiences. | Supporting families and positive<br>childhood experiences can prevent<br>adverse experiences and help lessen<br>their effects when they do happen.<br>Vs<br>Adding supports and positive<br>experiences can counterbalance the<br>weight of adverse experiences.  |
| Direct Service<br>Providers | Building healthier communities starts<br>with building better childhoods.  | Relationships are the roots<br>of resilience. Children's<br>caregivers, educators, and<br>service providers cultivate<br>wellbeing and protect<br>against harm.   | When young people have safe,<br>nurturing relationships, they are<br>more protected from adversity,<br>and can cope better when they<br>face hardships.  | When we know about childhood<br>adversity, we can do what we do best:<br>support children and families to help<br>young people thrive.<br>Vs<br>When children experience life's storms,<br>it's important that adults act quickly to<br>shelter them from harm. Timely support<br>after adversity makes a difference. |

| Parents           | Together, we can build better<br>childhoods by preventing early<br>adversity. | Parents and families can<br>protect children from many<br>forms of adversity by<br>offering stability, safety, and<br>caring. | When children experience<br>unpredictable events or face<br>hardships, healthy family<br>relationships help kids cope.   | When children experience life's storms,<br>it's important that adults act quickly to<br>shelter them from harm. Timely support<br>after adversity makes a difference.<br>vs<br>Learning about childhood adversity<br>helps us all to build environments where<br>children thrive.                              |
|-------------------|---|---|--|--|
| Trusted<br>Adults | Building healthier communities starts<br>with building better childhoods.     | People who connect with<br>kids, like coaches, mentors,<br>and neighbors, are key to<br>preventing childhood<br>adversity.    | When young people are supported<br>in safe, trusting relationships, they<br>are more protected from<br>adversity, and can cope better<br>when they face hardships. | When children experience life's storms,<br>it's important that adults act quickly to<br>shelter them from harm. Timely support<br>after adversity makes a difference.<br>Vs<br>When adults in children's lives know<br>about adversity, we can do what we do<br>best: step up and help young people<br>thrive. |

| Consumer | Together, we can build healthier<br>communities by preventing early<br>adversity. | As a society, we can prevent<br>most childhood adversity by<br>building economic and social<br>wellbeing in communities. | Serious adversity can affect<br>children's health and wellbeing.<br>When it happens, we have a<br>shared responsibility to buffer the<br>impact. | Supporting families and positive<br>childhood experiences can prevent<br>adverse experiences and help lessen<br>their effects when they do happen.<br>Vs |
|----------|---|--|--|--|
|          |   |  |  | Adding supports and positive<br>experiences can counterbalance the<br>weight of adverse experiences.   |

# Construct: Safe, stable, and nurturing relationships and environments

| Audience                    | Updated Main Message (SSNRE<br>MATTER)   | Supporting Message 1<br>(QUALITIES OF SSNRE)   | Supporting Message 2 (IMPACTS<br>OF SSNRE)  | Supporting Message 3 (PROMOTING<br>SSNRE)   |
|-----------------------------|--|--|---|---|
| CDC Partners                | Children's brains are built from<br>interactions with the environments<br>where they grow, learn, and play.<br>Positive experiences and supportive<br>relationships in childhood wire the<br>brain for wellbeing and resilience. | Relationships are the roots<br>of resilience. Children thrive<br>when adults express care,<br>provide stability, and tune<br>into the needs that come<br>with different<br>developmental stages.   | Strong relationships and close<br>connections can help protect<br>children who experience trauma,<br>and can boost health and<br>wellbeing for all of us. | When it comes to creating safe, stable,<br>nurturing relationships and<br>environments for children, no single<br>sector can do it alone. Working together,<br>we can build the foundation of child<br>wellbeing. |
| Direct Service<br>Providers | Children's brains are built from<br>interactions with the environments<br>where they grow, learn, and play.<br>Positive experiences and supportive<br>relationships in childhood wire the<br>brain for wellbeing and resilience. | Supportive relationships<br>with children and youth<br>involve expressing care and<br>tuning in to developmental<br>needs. In the early years,<br>children need lots of<br>predictability and back-and-<br>forth interactions. In<br>adolescence, young people<br>need a balance of challenge<br>and support as they explore<br>and learn. | When children are rooted in<br>healthy relationships, children can<br>grow, thrive, and even stay<br>grounded in difficult times.                         | When it comes to creating safe, stable,<br>nurturing relationships and<br>environments for children, no family,<br>organization, or sector can do it alone.<br>Working together is the only way that<br>works.    |

| Parents        | Children's brains are built from<br>interactions with the environments<br>where they grow, learn, and play.<br>Positive experiences and supportive<br>relationships in childhood wire the<br>brain for wellbeing and resilience. | Supportive relationships<br>with children and youth<br>involve expressing care and<br>tuning in to developmental<br>needs. In the early years,<br>children need lots of<br>predictability and back-and-<br>forth interactions. In<br>adolescence, young people<br>need a balance of challenge<br>and support as they explore<br>and learn. | Strong relationships and close<br>connections can help protect<br>children who experience trauma,<br>and can boost health and<br>wellbeing for all of us.                       | When the adults in children's lives tune<br>in to what children need from the<br>relationship, the effect is powerful and<br>long-lasting. Keep learning about what<br>works.                                   |
|----------------|--|--|---|---|
| Trusted Adults | Children's brains are built from<br>interactions with the environments<br>where they grow, learn, and play.<br>Positive experiences and supportive<br>relationships in childhood wire the<br>brain for wellbeing and resilience. | Supportive relationships<br>with children and youth<br>involve expressing care and<br>tuning in to developmental<br>needs. In the early years,<br>children need lots of<br>predictability and back-and-<br>forth interactions. In<br>adolescence, young people<br>need a balance of challenge<br>and support as they explore<br>and learn. | For a child who has experienced<br>adversity, even one caring adult<br>can help to create a safe and<br>predictable environment, build<br>coping skills, and foster resilience. | When the adults in children's lives tune<br>in to what children need from the<br>relationship, the effect is powerful and<br>long-lasting. Keep learning about what<br>works.                                   |
| Consumer       | Children's brains are built from<br>interactions with the environments<br>where they grow, learn, and play.<br>Positive experiences and supportive<br>relationships in childhood wire the<br>brain for wellbeing and resilience. | Relationships affect health<br>and wellbeing at every stage<br>of life. Children thrive when<br>adults express care, provide<br>stability, and tune in to the<br>needs that come with<br>different developmental<br>stages.  | Strong relationships and close<br>connections can help protect<br>children even through stressful<br>times and can boost health and<br>wellbeing for all of us.                 | Everyone can play a role in building child<br>wellbeing. We can all support<br>community programs and policies that<br>provide positive experiences, supportive<br>relationships, and healthier<br>communities. |

# **Construct: Prevention Strategies**

| Audience                       | Updated Main Message: PREVENTING<br>ADVERSITY = PROMOTING WELLBEING   | Supporting Message 1:<br>ECONOMIC SUPPORTS  | Supporting Message 2: CARING<br>ADULTS AND PURPOSEFUL<br>ACTIVITIES  | Supporting Message 3:<br>RESPONSIVE SYSTEMS  |
|--------------------------------|---|---|--|--|
| CDC<br>Partners                | By reducing risk factors in communities and<br>adding protective ones, we can reduce<br>childhood adversity and improve child<br>wellbeing.   | Policies that strengthen family<br>finances can shift children's<br>environments away from<br>adversity and toward wellbeing.<br>Policies that promote secure,<br>sufficient incomes, like child tax<br>credits and paid family leave,<br>boost families' capacity to<br>provide for children's needs.        | Policies that promote positive<br>opportunities can shift children's<br>environments away from<br>adversity and toward wellbeing.<br>Children and youth thrive when<br>connected to caring adults and<br>purposeful activities. Early<br>learning settings, schools, and<br>out-of-school programs can<br>spark interests, fuel learning, and<br>boost health and wellbeing. | While we can prevent most<br>childhood adversity, we can't<br>prevent it all. That's why we need<br>our systems to work to prevent<br>childhood adversity and be<br>prepared to respond when<br>harmful events do occur.   |
| Direct<br>Service<br>Providers | When we multiply positive community         environments and reduce traumatic         experiences, it adds up to children and         adolescents who thrive. People who work         with children and families, like caregivers,         educators, and social service providers, are         all part of the equation.         Vs.         When we create positive community         environments and reduce highly stressful         situations, it helps children and adolescents         thrive. People who work with children and         families, like caregivers, educators, and         social service providers, can all help create         these positive environments. | When families are financially<br>burdened, it can make<br>caregiving even harder. People<br>who work with children and<br>families, like caregivers,<br>educators, and social service<br>providers, can help to lighten<br>the load. Learn more about how<br>to offer the right support at the<br>right time. | Close connections with adults<br>and peers help young people<br>learn the skills to shape their<br>lives and thrive. When youth face<br>adversity, those close<br>relationships can buffer the<br>impact. Programs that connect<br>youth to caring adults and<br>purposeful activities are vital to<br>youth health, development, and<br>wellbeing.                          | When children experience<br>adversity, it's important that they<br>get the right kind of support right<br>away. Parents often need support,<br>too. If you know a child has faced<br>hardship, don't wait to offer your<br>support or connect the family with<br>what they need. |

| Parents           | When we multiply positive community,<br>school, and home experiences and reduce<br>traumatic experiences, it adds up to<br>children and adolescents who thrive.<br>Families, neighbors, and other trusted<br>adults are all part of the equation.  | When children's caregivers are<br>under serious stress, it can<br>overload their ability to provide<br>stable, nurturing environments.<br>On the other hand, reduced<br>family stress is good for child<br>development. Look for the<br>supports available for families in<br>your community.  | Children and youth thrive when<br>connected to caring adults and<br>purposeful activities. Early<br>learning and out-of-school<br>experiences can spark interests,<br>fuel learning, and boost<br>wellbeing. Explore opportunities<br>for your children. | When children experience<br>adversity, it's important that they<br>get the right kind of support right<br>away. Parents often need support,<br>too. People and programs are<br>waiting to help you. Don't wait to<br>connect with them.  |
|-------------------|--|--|--|--|
| Trusted<br>Adults | When we multiply children's positive<br>experiences and reduce traumatic<br>experiences, it adds up to children and<br>adolescents who thrive. People who<br>connect with kids, like coaches, mentors,<br>and neighbors, doctors, are key parts of the<br>equation.  | When families are financially<br>burdened, it can make<br>caregiving even harder. People<br>who work with children and<br>families, like caregivers,<br>educators, and social service<br>providers, can help to lighten<br>the load. Learn more about how<br>to offer the right support at the<br>right time.  | Strong relationships and<br>connections can help protect<br>children even through hard<br>times, and can boost health and<br>well-being for all of us. Learn<br>more about what kids need from<br>relationships with adults.                             | When children experience<br>adversity, it's important that they<br>get the right kind of support right<br>away. Parents often need support,<br>too. If you know a child has faced<br>hardship, don't wait to offer your<br>support or connect the family with<br>what they need.           |
| Consumer          | <ul> <li>By reducing negative factors in communities and adding positive ones, we can shift environments away from adversity and toward wellbeing.</li> <li>Vs.</li> <li>Everyone can help kids reach their potential. We can all support programs and policies that shift environments away from adversity and toward wellbeing.</li> </ul> | Policies that strengthen family<br>finances can go a long way<br>toward reducing childhood<br>adversity. When families face<br>financial hardship, caregiving<br>become even harder. Policies<br>that promote secure, sufficient<br>incomes, like child tax credits<br>and paid family leave, can<br>relieve the pressure and boost<br>families' capacity to care for,<br>nurture, and provide positive<br>experiences for children. | Children and youth thrive when<br>connected to caring adults and<br>purposeful activities. Early<br>learning settings, schools, and<br>out-of-school programs can<br>spark interests, fuel learning, and<br>boost health and wellbeing.                  | While we can do much more to<br>prevent most childhood adversity,<br>some children will still experience<br>trauma. That's why we also need<br>our health, education, and other<br>systems to be fully prepared to<br>work with children, families, and<br>communities who face adversity. |

# **Construct: Positive childhood experiences**

| Audience                    | Updated Main Message<br>(Experiences matter)  | Supporting Message 1 (Intensity and ubiquity matters)   | Supporting Message 2  | Supporting Message 3 (Shared responsibility)  |
|-----------------------------|---|---|---|---|
| CDC Partners                | Positive experiences in<br>childhood wire the brain for<br>wellbeing and resilience<br>and can help to<br>counterbalance the effects<br>of adverse experiences. | Children live, learn, grow, and play<br>throughout our communities – at<br>home, in childcare settings and<br>schools, in libraries and parks. The<br>more positive, day-to-day experiences<br>children have in these environments,<br>the better it is for their future health<br>and wellbeing. | Positive childhood experiences<br>include tangible resources like<br>good nutrition, a safe place to live,<br>and quality health care. Intangible<br>experiences, like a sense of<br>belonging, connection, and<br>stability, are also positive for<br>children's health and development. | Making sure that positive childhood<br>experiences are common and<br>widespread is one of the highest-<br>impact strategies for promoting health<br>and wellbeing. No single sector can<br>achieve this alone. We must work<br>together to build the foundation for<br>child wellbeing. |
| Direct Service<br>Providers | Positive experiences in<br>childhood wire the brain for<br>wellbeing and resilience<br>and can help to<br>counterbalance the effects<br>of adverse experiences. | The more positive, day-to-day<br>experiences children have, the better it<br>is for their health and wellbeing.   | Positive childhood experiences<br>include tangible resources like<br>good nutrition, a safe place to live,<br>and quality health care. Intangible<br>experiences, like a sense of<br>belonging, connection, and<br>stability, are also positive for<br>children's health and development. | Places that support children – like<br>childcare settings, libraries, parks, or<br>health care providers – can all be<br>places where children feel welcomed,<br>affirmed, and secure.  |

| Parents        | Positive experiences in<br>childhood wire the brain for<br>wellbeing and resilience<br>and can help to<br>counterbalance the effects<br>of adverse experiences.  | Children live, learn, grow, and play<br>throughout our communities – at<br>home, in childcare settings and<br>schools, in libraries and parks. The<br>more positive, day-to-day experiences<br>children have in these environments,<br>the better it is for their future health<br>and wellbeing. | Words are powerful brain-builders.<br>With a young child, it's good to<br>talk, imitate, sing, rhyme, or read.<br>Older children need conversations<br>about their interests, their friends,<br>and their challenges. | When children have an abundance of<br>positive day-to-day experiences, the<br>effect is powerful and long-lasting.<br>Positive experiences aren't all "special<br>occasions." The little moments in day-<br>to-day interactions can last a lifetime.   |
|----------------|--|---|---|--|
| Trusted Adults | Positive experiences in<br>childhood wire the brain for<br>wellbeing and resilience<br>and can help to<br>counterbalance the effects<br>of adverse experiences.  | The more positive day-to-day<br>experiences children have, the better it<br>is for their health and wellbeing.  | Adults who connect with kids – like<br>coaches, healthcare providers,<br>mentors, and teachers – can be a<br>powerful source of positive<br>childhood experiences.  | When children have an abundance of<br>positive day-to-day experiences, the<br>effect is powerful and long-lasting.<br>Positive experiences aren't all "special<br>occasions." The little moments in day-<br>to-day interactions can last a lifetime.   |
| Consumer       | Positive experiences in<br>childhood wire the brain for<br>wellbeing and resilience,<br>and can help to<br>counterbalance the effects<br>of adverse experiences. | Children live, learn, grow, and play<br>throughout our communities – at<br>home, in child care settings and<br>schools, in libraries and parks. The<br>more positive, everyday experiences<br>children have, the better it is for their<br>future health and wellbeing.                           | Making sure that positive<br>childhood experiences are common<br>and widespread is one of the<br>highest-impact strategies for<br>promoting health and wellbeing.   | To foster children's potential, we can<br>support policies and programs that<br>make sure every child has abundant<br>opportunities to learn, explore, and<br>find their passions and purpose.<br>Vs<br>Children should know that the world is<br>a better place with them in it. To<br>ensure this, we can support policies |

|  | and programs that make sure every |
|--|-----------------------------------|
|  | child has opportunities to learn, |
|  | explore, and find their passion.  |