**BUTTERFLY MODEL: A SYNTHESIS OF WHAT WE KNOW ABOUT CREATING CHANGE IN INDIVIDUALS**

Diffusion of Innovation theory talks about how key individuals can be the catalysts for broader community changes across the ecological model. Decades of research from social psychology on attitude and behavior change as well as in health promotion and public health on changing health behaviors, show us key leverage points for how to change individuals so that they will become these effective catalysts.

Dorothy Edwards has synthesized this research into the “Butterfly Conceptual Framework of Influence” which is a foundation for the Green Dot violence prevention program (Edwards, 2009). It is depicted in the figure below. The left side of the model describes factors that help motivate and equip individuals for behavior change while the right side shows how individuals can create community change through their areas of influence across levels of the social ecology. Two key ingredients are needed to influence individuals to change their behavior: **ownership and competence.** Establishing ownership without the skills and knowledge to act results in good intentions with little behavior change. Competence without personal ownership leaves individuals with skills that are rarely put into action.

**Ownership** is about the connection that individuals feel to a particular issue or course of action. In the case of violence prevention it is the passion and intrinsic motivation that individuals have that drives them to create community change. For example, the social psychology of bystander intervention research shows that individuals are more likely to take action to help someone if they feel a responsibility for doing something. In the public health arena individuals are unlikely to change behavior unless they feel the issue or problem affects them personally. Further, from the adult education literature we know that it is much easier for people to learn new information when it is connected to what they already know.

To establish ownership, Edwards suggests two important components. First, it is important for educators, trainers and change agents to build **relationships** with those they are working to engage and influence. The field of Instructional Communication posits teacher immediacy as a key ingredient to enhancing learning and building trust and positive affect between educator and learner (Lane, D., 2009). Psychology accentuates the crucial role positive relationships play across multiple outcomes. And E. Rogers (1983) lays out several conditions that predict success for change agents, including spending adequate time building relationships with target groups, building trust, and demonstrating authenticity.

Edwards suggests that the second component for building ownership is **connection.** By utilizing the established relationship between educators and participants, educators can serve as catalysts for helping participants build connection to the issue. However, creating connection carries the additional challenge of presenting things in a way that can be integrated and acted upon. As individuals tend to more easily take in information that confirms what they already think and believe, it is critical that we are informed by attitude research. This body of research clearly delineates three ingredients for shifting attitudes: (1) The establishment of intrinsic motivation; (2) Adequate time to process new information; and (3) Providing “manageable” or “moderate” increments of change. Following these guidelines, educators are able to move a participant toward personal connection to the target issue. A final component for creating connection between participants and interpersonal violence prevention is the...
understanding that individuals connect to an issue in a lot of different ways. Individuals connect through statistics, art, personal stories of others, or reflection on their own experiences. Being equipped to present key messages in multiple ways, can expedite the process of connection in participants.

Relationship and connection serve to create ownership, thus laying the groundwork for competence. **Competence involves knowledge and skills.** It is difficult for individuals to take action if they do not understand the issue. A key aspect of change is understanding what specific knowledge and information someone needs to have. For example, if you are trying to increase a person’s likelihood of taking action as a bystander to sexual violence they need to be able to recognize the warning signs of risk for sexual assault – what do they look like? How do you know when someone may need help? Research shows that many people do not know what problems like sexual violence, domestic violence, dating violence, and stalking look like. Further, many people still believe myths that blame victims for these crimes and make it difficult to see that these problems exist in their communities. To change behavior, we need to increase knowledge and awareness. But awareness by itself will not end the problem of interpersonal violence on college campuses. Individuals also need new skills for taking action and confidence that they can use these skills. Whether you are working on a mandatory education program for students or a training program for faculty or staff, attention must be given to helping individuals acquire key knowledge and then practice the skills to put that new awareness to use.

» This can be done by sharing a coffee, talking personally about why this issue matters to you, showing interest and attending events of colleagues and student groups that may not be directly related to violence prevention.

» This can be done within a presentation or workshop by starting with a personal introduction rather than a more typical, “My name is Dorothy, here is my educational background and experience, I work at this Center, and we provide these services. While some of this experience may have a role later in a presentation, starting with relationship building can engage interest and connection at the very beginning of your talk. Alternatives might incude sharing a little about yourself, referencing your own connection, and/or sharing your humor or hope.

• Take time in advance to understand how your target audience may connect to the issue. For example:

  » Researchers might connect through statistics;
  
  » Faculty might connect by understanding the relationship between their discipline and violence;
  
  » Some students may connect through art, music or theater;
  
  » Others may connect by hearing stories of victims;
  
  » And still others might connect through the lens of social justice.

• Create activities and provide enough time for individuals to establish connection. Through writing, sharing, discussion, reflection, etc., participants can move quite quickly from “here we go with another mandatory presentation” to owning why violence prevention really matters to them.
Strategies for creating knowledge and skills:

Understand your audience and adapt content, language, graphics and examples that resonate within the contexts they interact within.

- **Participation is voluntary** and is driven by motivation to learn.
- **Deliver material in bite-size chunks.** This prevents them from becoming overwhelmed and allows an opportunity for mastery.
- **Show your own passion.**
- **Provide targeted feedback.**
- **Humor increases motivation and learning.**
- **Goal-setting.**

**Varied Teaching Methods.** Integrating a multitude of delivery methods into instruction can improve learning transfer. Switch off between sound or music, activities or games, drama, stories, simulations, small groups, guest speakers, panels, individual reflection, lecture, discussion, case study, and experiential opportunities.

**Engage student interest and emotion.** The brain resists having meaningless, non-contextual information and facts imposed on it.

**Have participants share their personal experiences** relating the content to real-life problems.

**Practice and Repetition.** Learners must be given multiple opportunities to practice.

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**BUTTERFLY: A Framework for Mobilizing Individuals and Communities**

- **Connection to Issue**
- **Relationships**
- **Knowledge**
- **Skills**

**Competence**

**Influence**

**Ownership**

**Outcomes**

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