

Memory that Matters in Older Age: A Value Directed Remembering Approach

Alan Castel

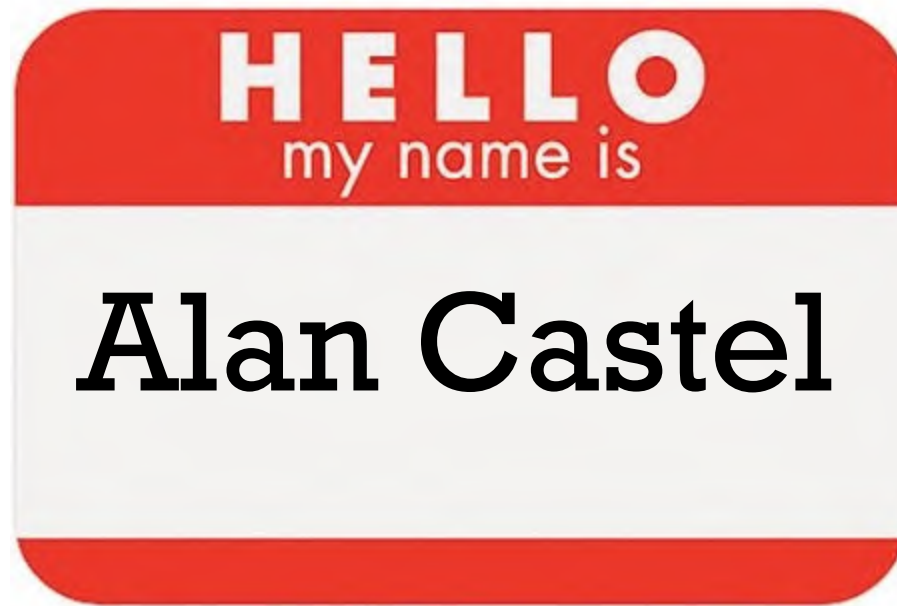
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- We often notice how our memory works when it fails us, and then judge our memory skills
- Memory allows us to remember lots of important things, and some less important
- How do we selectively (and strategically) focus on important information?
 - Students, older adults, learners, listeners
 - What information is important?
- **How can I remember important things?**







(but name-tags
lead to rapid
forgetting!)

400 Series

Pastel: medium weight, assorted colors

Papier à pastel: poids moyen, couleurs assorties

Papel para pastel: peso medio, variedad de colores



Strathmore

Pastel

assorted colors

This luxurious paper offers a subtle background ideal for oil pastel. Also suitable for soft or hard dry pastel drawing.

9" x 12" (22.9 x 30.5cm), 24 sheets, 80 lb. (118 g/m²)

403-8



Strathmore Paper Co. Woodbury, NY 11797 Made in the U.S.A.

400 Series

Pastel: medium weight, assorted colors

Papier à pastel: poids moyen, couleurs assorties

Papel para pastel: peso medio, variedad de colores



Castel

9"x 12" (22.9x30.5cm), 24 sheets, 80 lb. (118 g/m²)

Manufactured by: Bostons, MA 01000 Made in the U.S.A.

Castle Illusion



Castel



(not Castel)

Q: When was the last time you forgot something?

A: All the time...what was your name again?

- Polling question:

Q: When was the last time you forgot something
that was really important?

A: Hmm....

- Sometimes we are not well-tuned in terms of predicting our own memory successes and follies: memory failures and blunders.



Value-Directed Remembering

- Memory changes/declines in old age, BUT older adults can use value to guide memory
- Focus on what is important to remember; I know I can't remember everything!
- Older adults = younger adults in terms of remembering “high value” information, but worse at “lower value” information?

You'd Never Forget Your Infant in the Car, Right?

- Over 500 infant deaths in the past decade...



Selectivity and Memory

(Castel, 2008; Watkins & Bloom, 1999)

- Words are assigned values ranging from low (1 point) to high (12 point) value
- Task is to maximize “score”, which is the sum of the point values of recalled words
- Allows participants to adopt strategic processing in light of capacity

Remember words to maximize score!

(words are presented fairly quickly)

table 4

apple 9

guitar 1

lamp 7

ticket 12

carpet 3

over 5

house 11

snow 2

pizza 10

boot 8

tree 6

RECALL

ticket

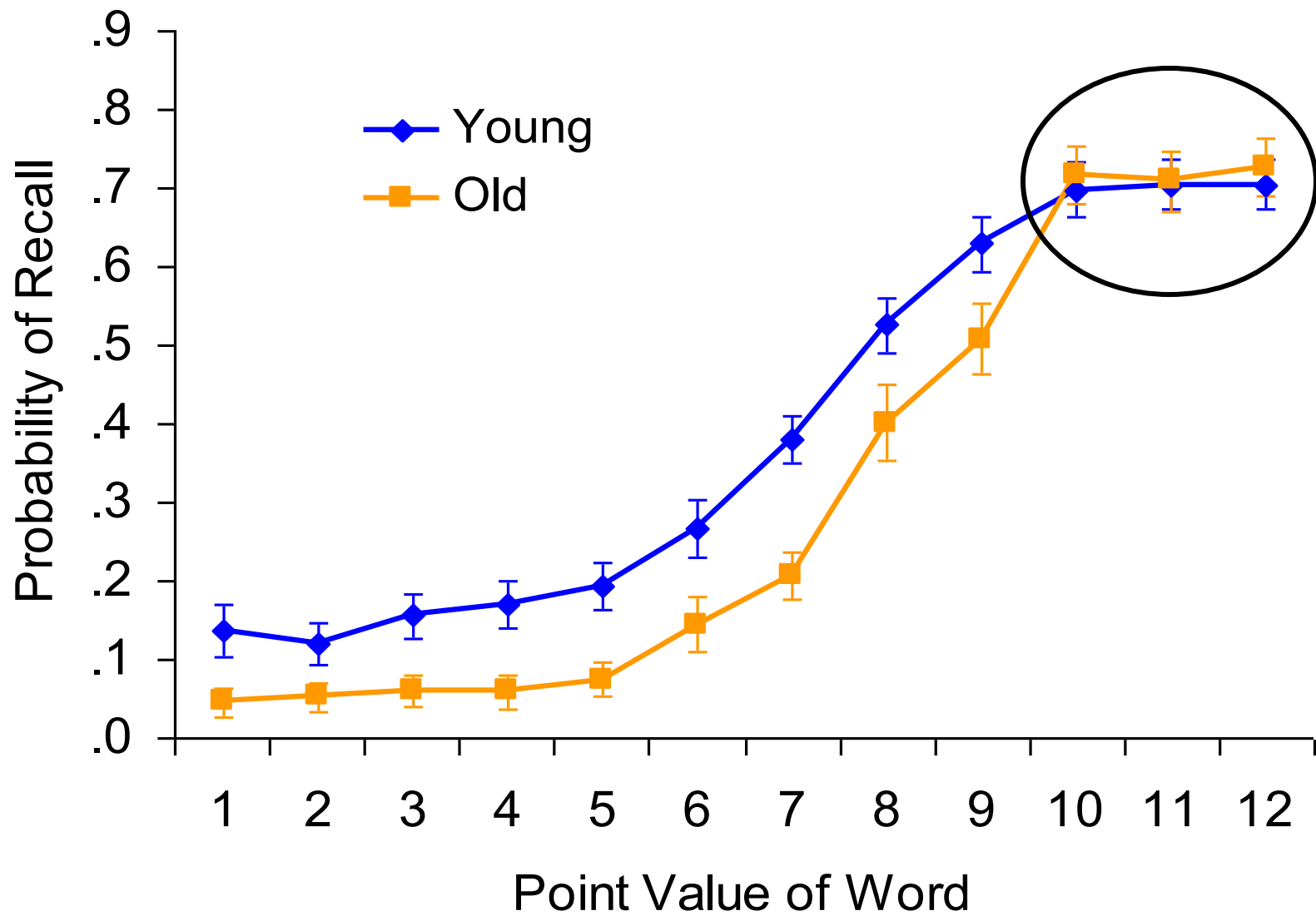
house

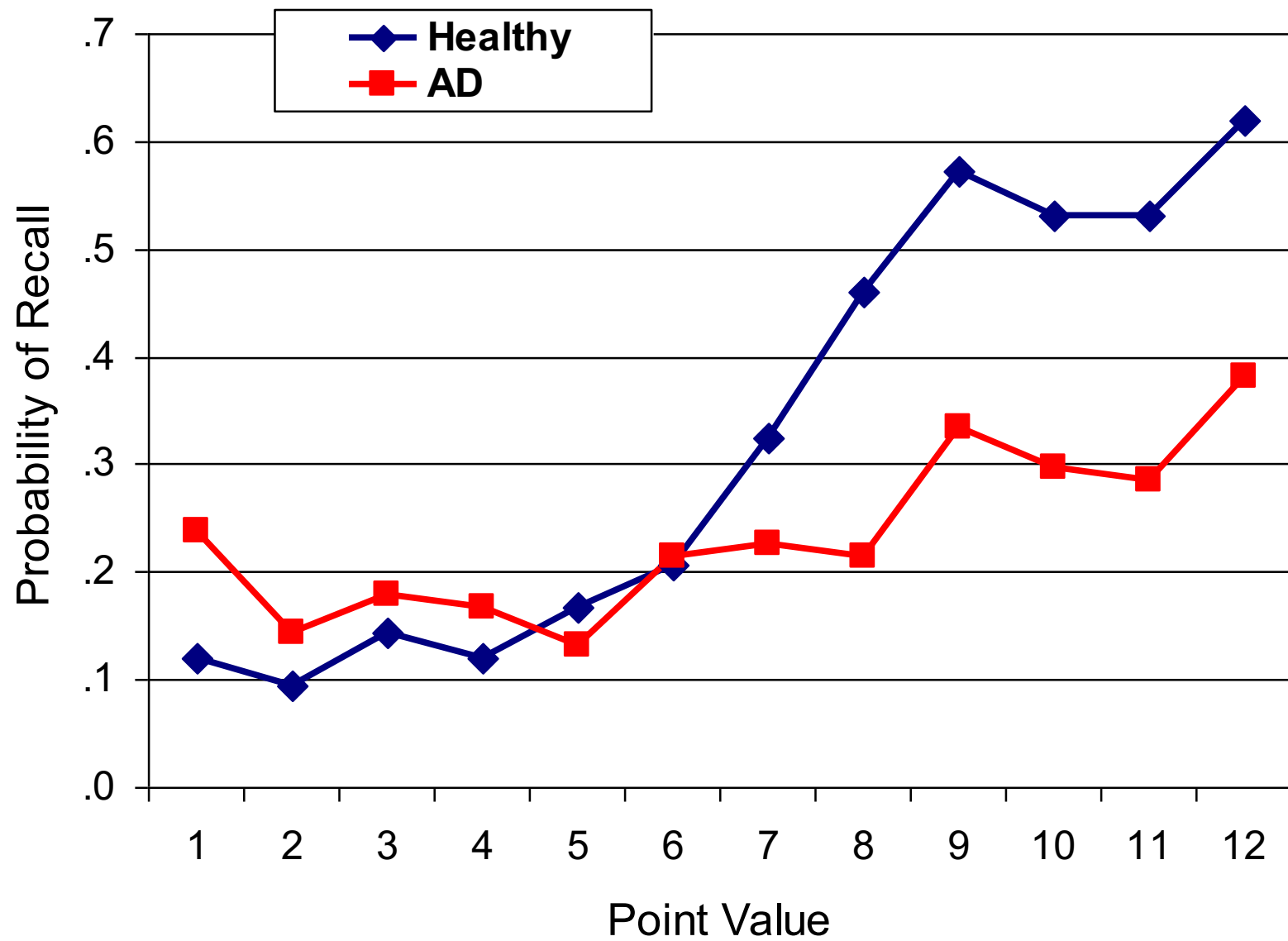
pizza

snow? guitar?

Measures

- Number of words recalled
- Value of the words recalled (total score)
- Selectivity: are you recalling the highest?

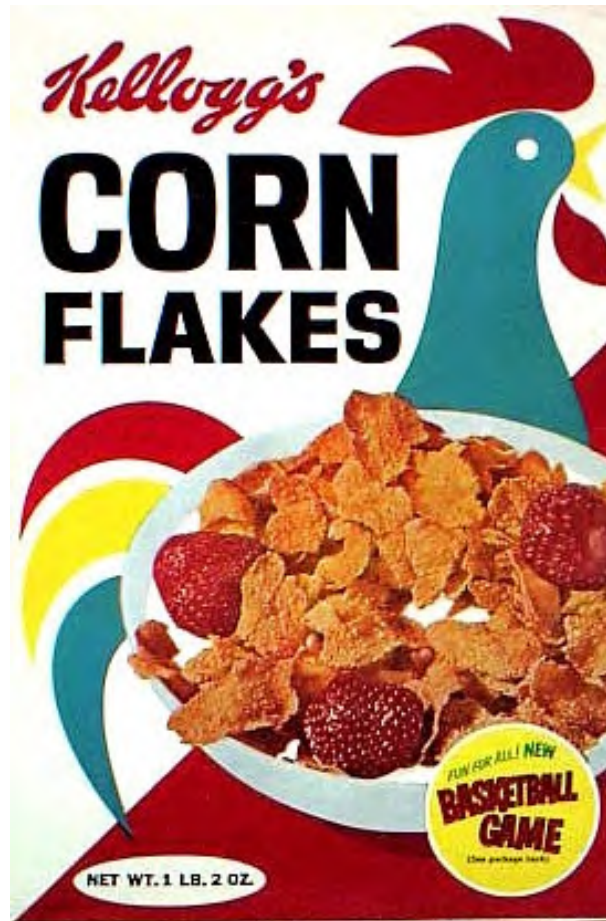




Responsible Remembering

- Focusing on what is most important and awareness of consequences if forgotten
- Strategic contributions
 - Metacognition about what is important and how much you can/want to remember valuable information
- Decisions component = being selective:
 - Focus on important information: goal-based learning
 - I have had enough: Ignore what you don't care about!

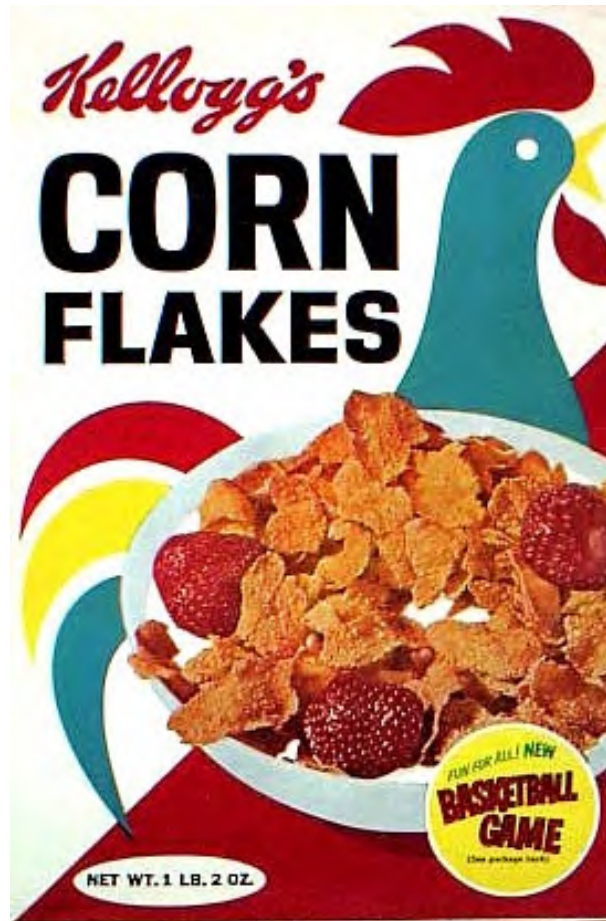
Cereal \$3.99



Ice Cream \$17.59



Recall Price?



Recall Price?



7 DAY FORECAST

MON



73°

46°

TUE



78°

52°

WED



52°

47°

THU



82°

60°

FRI



78°

59°

SAT



59°

43°

SUN



80°

63°



+



=

Severe
(stroke)

Curiosity and Learning Trivia

- How interested are you in these questions?:
- What was the first product to have a bar code?
- What instrument was invented to sound like singing?
- What was the first nation to give women the right to vote?
- Older adults (but not younger adults) show a correlation between interest and memory, so does curiosity help memory in older age?

Scams: Fool Me Once?

- Scams target all of us...everyone!
- Rushing, memory, rewards, helping family, romantic relationships,
- Highly educated people fall for scams
 - Helplessness and feelings of shame
 - Learning to recognize a scam
- People of all ages are targets/victims!
 - Scams are always changing/new
 - Do not answer phone/call back if needed, no need to rush, look before you leap!

NEW BOOK

Translating
the Science
of Aging...

Interviews with
“Successful”
Older Adults,
such as:

Jack LaLanne

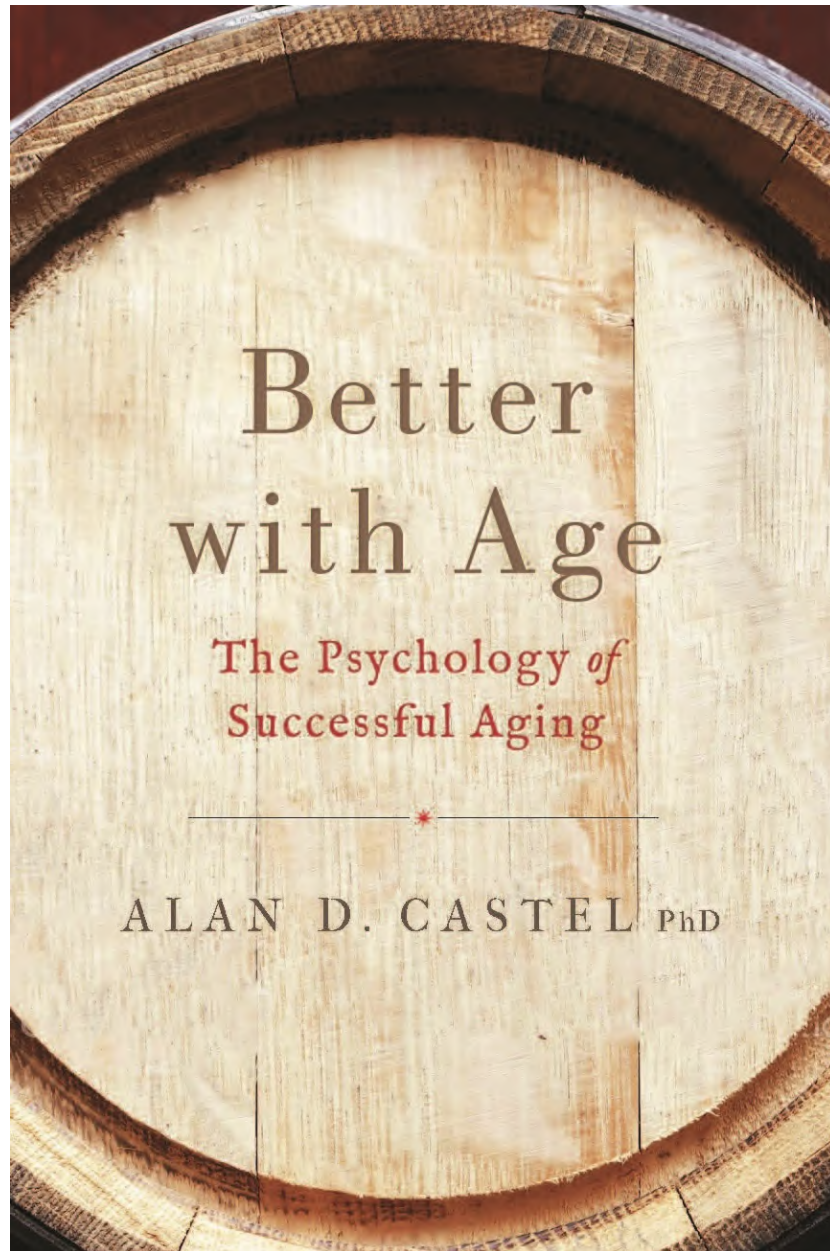
John Glenn

Maya Angelou

Jared Diamond

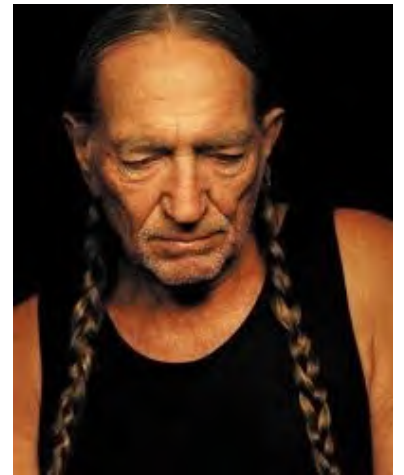
Frank Gehry

Bob Newhart





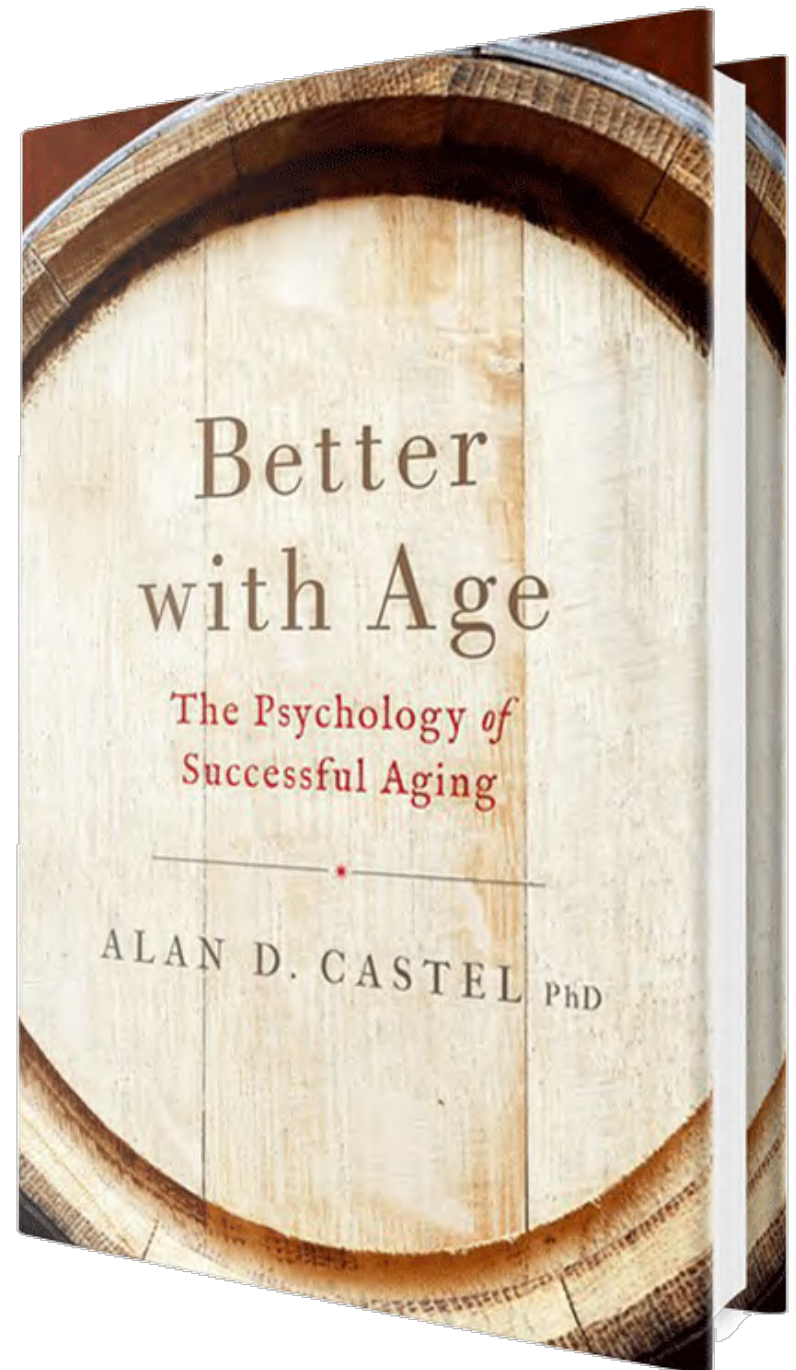
Jack LaLanne



MY NEW BOOK

BETTER WITH AGE

- Old age is not a downhill process
- Interviews about “successful” aging
- Shows what activities one can do to age well, how attitudes and expectations about aging are linked to successful aging...



Two Most Important Words

- Guess?



Two Most Important Words

- Love





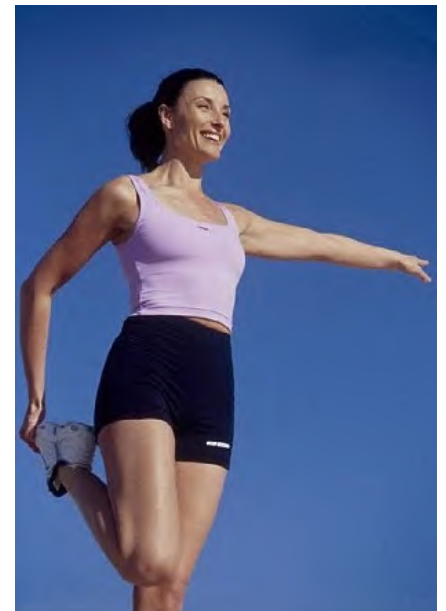
Guess the other word?

Balance

- Balance
 - Work, life, friends, and family, balance
 - Work-life balance or work-life integration
 - Physical balance, not falling in older age

Balance for your Brain

- Poor balance is correlated with dementia
- Balance is something that is trainable, and critical for independence later in life
- Can you stand up, hold onto chair, and balance?
- Can you do it without a chair?
- On one leg (eyes focused)



Balance and Falls

- Falls lead to reduced independence, need for long-term care, and premature death
- Balance training > brain training



Balance and Falls

- Falls lead to reduced independence, need for long-term care, and premature death
- Balance training > brain training



Old Dogs Learn New Tricks!

- Can An Old Dog Can Learn New Tricks?
- Your Mindset Really Matters...
- Attitudes about aging are **correlated** with longevity and independence in older age
- We have control over our expectations and role models can influence our attitudes about aging, and our future...

Coach John Wooden



- UCLA Basketball Coach 1948-1975
- 10 NCAA basketball championships
- Hall of Fame as both player & coach
- Any tips on successful aging?
- **“Stay busy, stay active, and stay positive”**
- **“have some variety!”**

Brain Training = Does it Work?

- Computer-based brain training leads to improvements in the games you play, (sometimes makes false claims)
- Does not generalize to memory in the real world, where are my keys, names, etc.
- More screen time, less time for other activities that do enhance cognition

A Study about Walking

- 40 minutes, 3 days a week
- 1 year later:
 - Enhanced memory and cognition
 - Larger hippocampus: usually about 1% volume decline per year after the age of 50 (in the stretching group), but **walking group had 2% enhancement!**
 - Reversing the aging process?
 - Don't walk out of this room, yet!



How old (or young) do you feel?

- Happy Birthday! Most people feel 20% younger than their “birth certificate” age
- Subjective age is a better predictor of health than your actual biological age!
- Memory concerns and “stereotype threat” leads to anxiety and make you feel older...

Successful Aging: Facts and Fiction

- Walking
- Socializing
- Balance
- Bilingual
- Music
- Attitude
- Curiosity
- Sleep
- Brain Training
- Crosswords
- Blueberries
- Red wine
- Chocolate
- Coffee
- Gingko biloba
- Smoking at 100?

ABCs of Successful Aging

- **A = ACTIVE**

- Physically active and keep moving/thinking
- Attitude and Adapt

- **B = BALANCE**

- Mental and physical balance to maintain health
- Between activities, professions, retirement

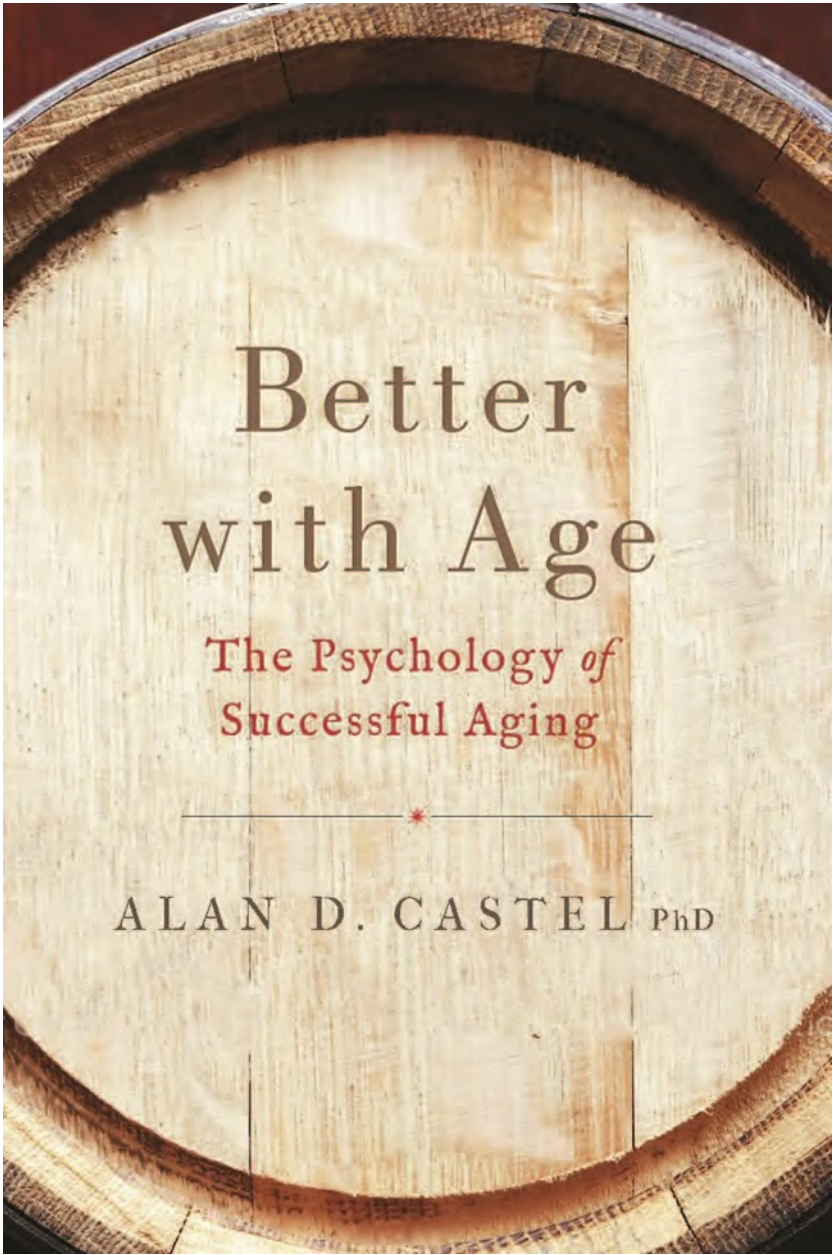
- **C = CONNECT**

- With friends, family, and what interests you!

Thank you

Any questions or comments...

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Better with Age

*The Psychology of
Successful Aging*

ALAN D. CASTEL PhD

Reducing Ageism and Improving Intergenerational Relations

Sheri R. Levy, Ph.D.



Stony Brook University

| The State University of New York

OUTLINE

Nature, Scale, and Impact of Ageism toward Older Adults

Reducing Ageism

- PEACE (Positive Education about Aging and Contact Experiences) Model
- Taking Ageism Seriously Web-Based Resource

Age is a primary
characteristic we
notice about others

Ageism refers to
stereotyping,
prejudice, and
discrimination on the
basis of age.

Jiří Rotrekl from Pixabay

Ageism toward Older Adults is a multifaceted problem

Stereotyping: burdens, incompetent, senile ...

Prejudice: speaking to older adults loudly and slowly in simple sentences

Discrimination: abuse, biased treatment, neglect

The Scale of Ageism

GLOBAL REPORT ON
AGEISM
March 2021



World Health
Organization

202 pages

“Globally, 1 in 2 people are ageist against older people” (p.3).

“Ageism is prevalent, ubiquitous and insidious because it goes largely unrecognised and unchallenged” (p. IX).

Ageism is Institutionalized

Ageist terms

Products that “fight” the
appearance of aging

Birthday Cards and Gag Gifts
that poke fun of getting older

#hashtag



Ageism is omnipresent





Lack of Education about Aging

in the home, primary and secondary schools, colleges, and professional programs.

Miseducation about Aging

via the mass media, which communicates inaccurate, negative, and exaggerated portrayals of older adults.

The Impact of Ageism



HEALTHCARE where actual health problems are dismissed as due to “normal” aging or complaining

WORKPLACE where individuals are forced into early retirement and passed over for promotions

HOME where abuse and neglect occur: 1 in 6 adults experienced elder abuse in the past year

The Impact of Ageism: Individual Level

GLOBAL REPORT ON

AGEISM

March 2021



Ageism reduces older people's quality of life, increases their social isolation and loneliness (both of which are associated with serious health problems)

“Ageism contributes to poverty and financial insecurity in older age.”

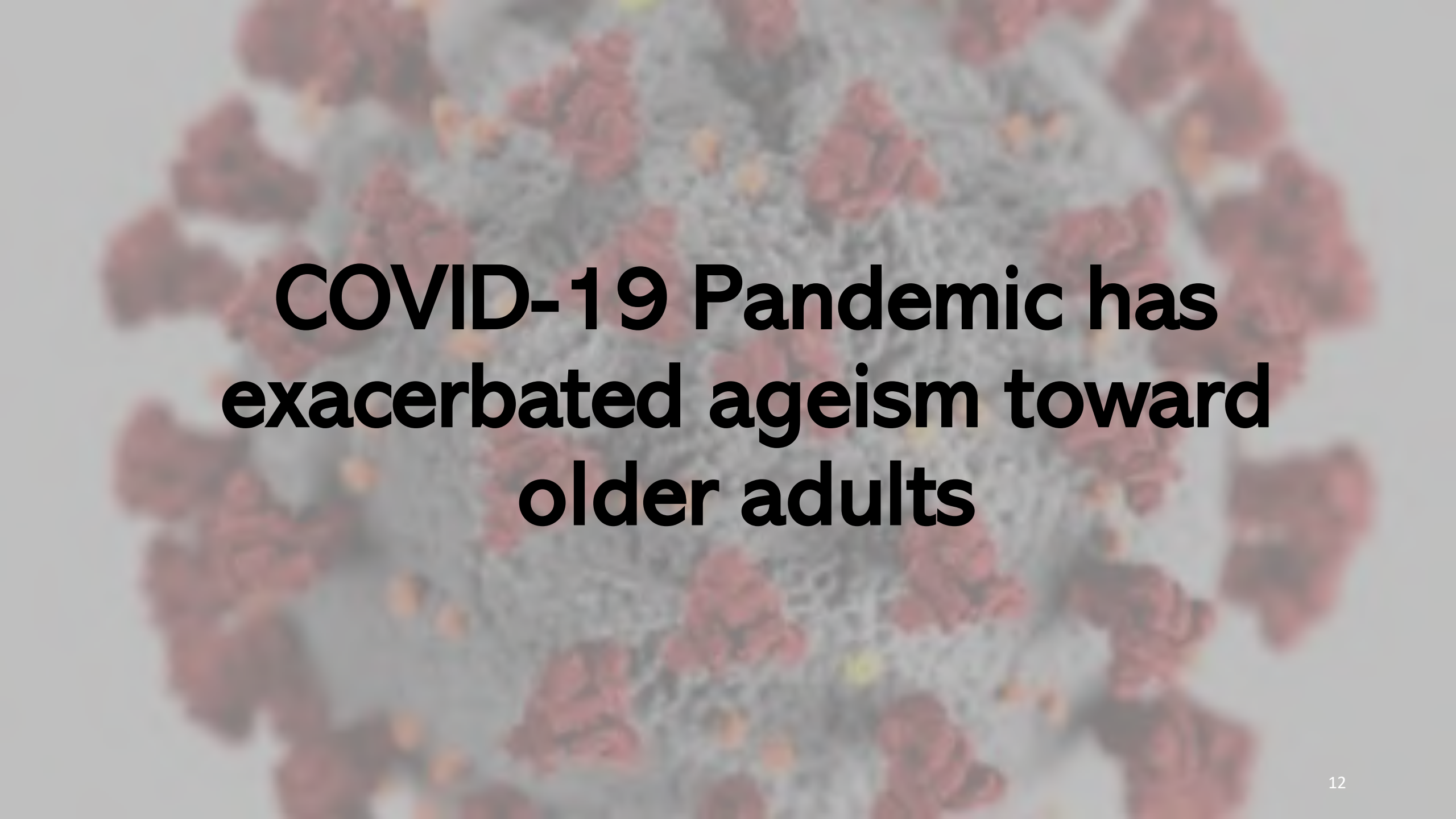
Ageism is associated with poorer physical and mental health as well as a shorter lifespan.

The Impact of Ageism: Group, Community, and Country Levels

Intergenerational interactions are overshadowed by the anticipation or application of pervasive negative stereotypes such that interactions are strained or avoided

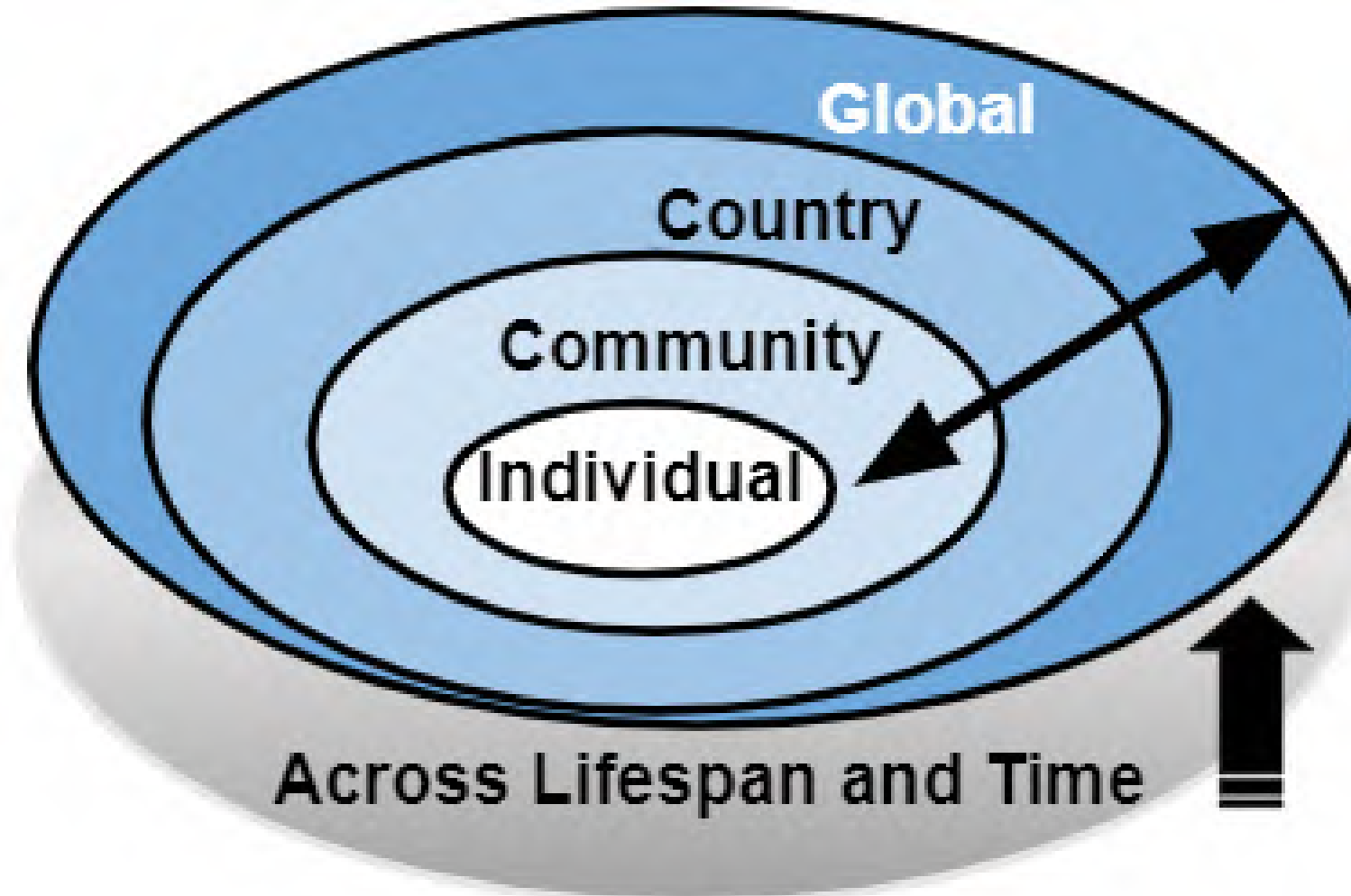
Negative stereotypes of older adults prompt avoidance of certain careers and have contributed to a workforce gap in geriatrics

Ageism contributes to social policies that disadvantage or discriminate against older adults



**COVID-19 Pandemic has
exacerbated ageism toward
older adults**

Ageism is a serious, far-reaching problem with change needed at all levels



Ecological Model
(Bronfenbrenner,
1979)

Reducing Ageism



**POLICY AND
LAW**



**EDUCATIONAL
INTERVENTIONS**



**INTERGENERATIONAL
CONTACT
INTERVENTIONS**

PEACE (Positive Education about Aging and Contact Experiences) Model (Levy, 2016)



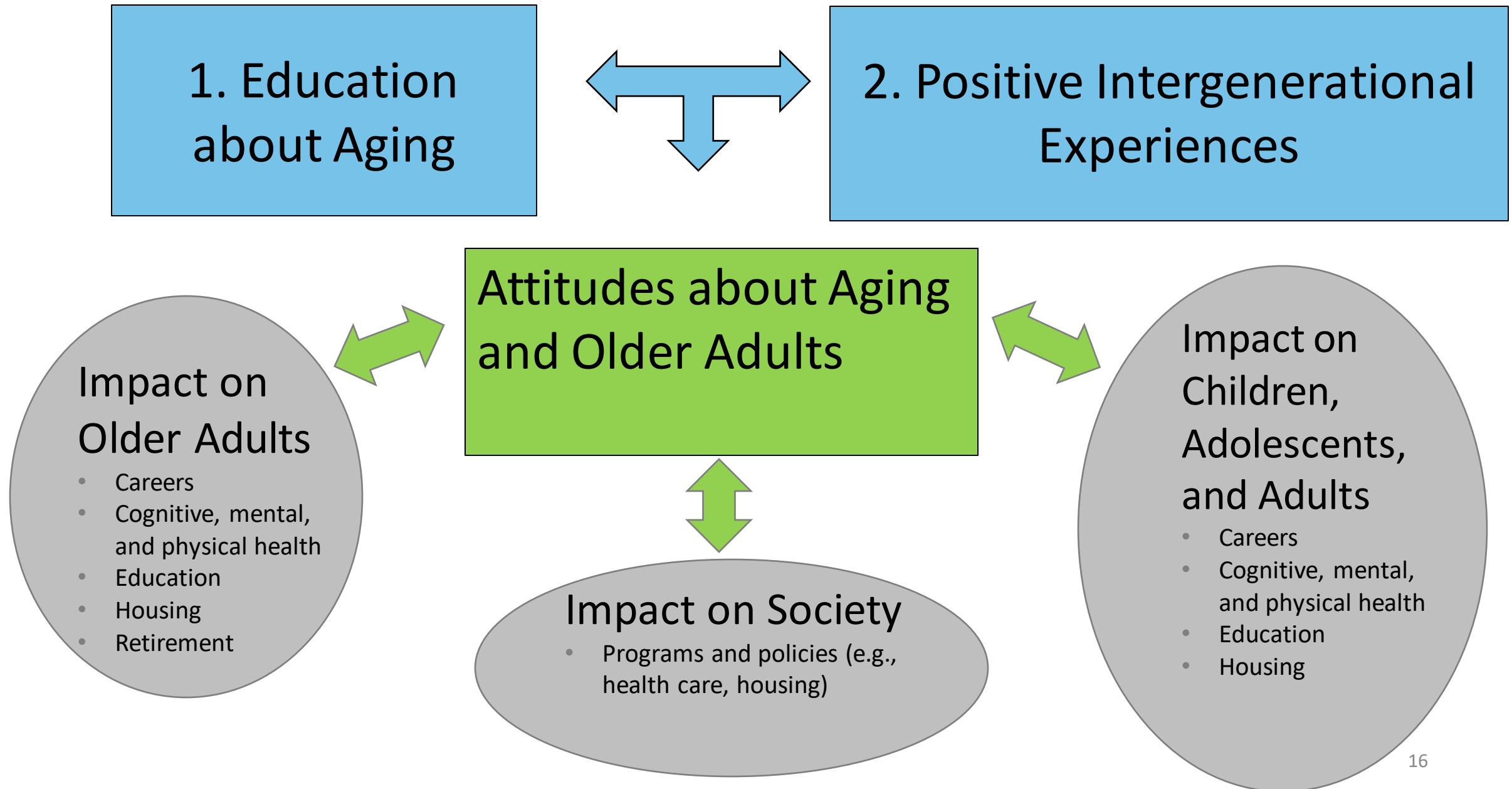
EDUCATIONAL
INTERVENTIONS



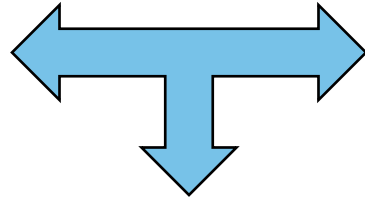
INTERGENERATIONAL
CONTACT
INTERVENTIONS

Levy, S.R. (2016). Toward reducing ageism: PEACE (Positive Education about Aging and Contact Experiences) Model. *The Gerontologist*. Article first published online: 10 AUG 2016, doi: 10.1093/geront/gnw116

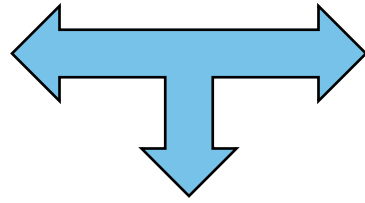
PEACE (Positive Education about Aging and Contact Experiences) Model (Levy, 2016)



1. Education about Aging



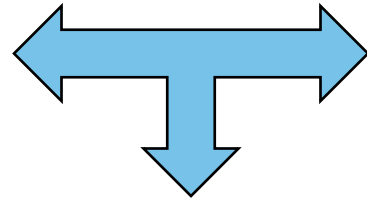
- lack of
education
about aging
- miseducation
about aging via
the mass media



2. Positive Intergenerational Experiences

- negative attitudes arise in part from a lack of personal and positive contact between groups.
- negative characterizations of older adults may reduce interest and prompt avoidance of intergenerational contact.
- positive intergenerational contact may be limited and/or difficult to achieve.

5 overriding and optimal conditions for fostering positive and mutually valuable intergenerational contact:



2. Positive Intergenerational Experiences

- (1) individualized or one-to-one interactions, that
- (2) provide or promote equal status during the interaction and are
- (3) cooperative or involve working toward a common goal (e.g., project),
- (4) involve sharing of personal information (e.g., significant life events) and
- (5) are sanctioned within the setting by those with authority.



Due to practical issues, it may not be feasible to foster direct, face-to-face contact experiences.

PEACE Model incorporates **indirect contact** -- extended and vicarious contact that does not involve a direct interaction with older adults

PEACE Model Studies

Experimental and field studies with age diverse, national samples from the U.S. that vary in:

DELIVERY METHOD (on-line, in-person, or both)

LENGTH (less than 1 hour, across several months)

DESIGN (pre-measures, delayed intervention follow-up, the same group of participants tested over time, the comparison of an intervention group to a control group).

- Review 2 examples of PEACE Model Interventions



DELIVERY METHOD: both on-line and in-person

LENGTH: several months

DESIGN: same group of participants over time

Lytle, A., Nowacek, N., & Levy, S. R. (2020). Instapals: Reducing Ageism by Facilitating Intergenerational Contact and Providing Aging Education. . *Gerontology & Geriatrics Education*, 41(3), 308-319. doi: 10.1080/02701960.2020.1737047.

**SIGN UP FOR
WEEKLY EMAILS**

**SENIOR PLANET
LOCATIONS**

EVENT CALENDAR

FOLLOW US





14 undergraduate students enrolled in a Design Course

- mean age of 20.36 ($SD = 1.22$)

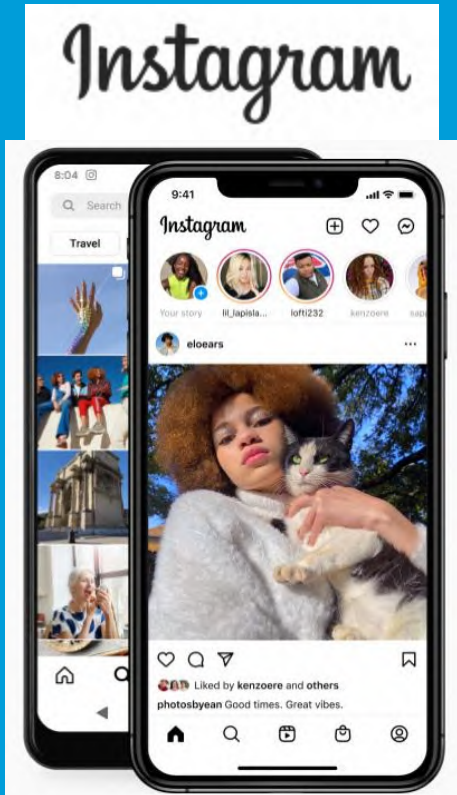
Time 1 = January 23, 2019, Time 2 = April 10, 2019

Overview of PEACE Model Intervention Elements

Education about aging: videos, readings, TED talk, in-person lecture by anti-ageism activist, discussions

Intergenerational Contact:
in-person meetings between Senior Planet members and students; **Instapals**

Instapals Structure (30 days)



In-person meeting

- Presentations on Instagram and technology conversations
- Intergenerational pairings

Weeks 1 and 2: Daily 1:1 prompts

Week 3: prompts to group

Week 4: response prompts

End of project reflection

Instagram Daily Prompts Examples

First 5 minutes of your morning

Someone or something you LOVE

The view from your window

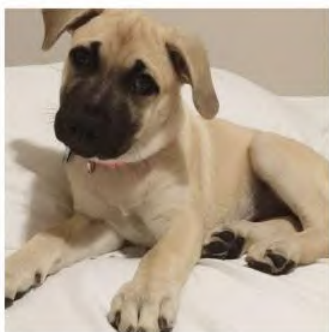
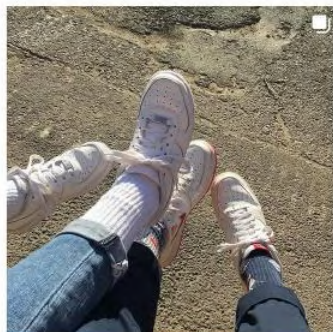
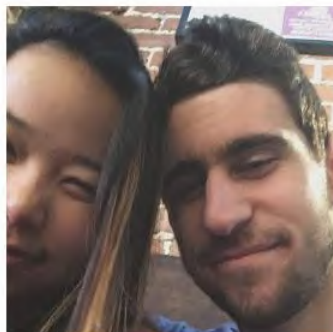
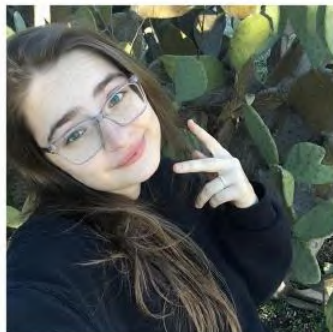
Your most favorite place in NYC

Something that brings you joy

Your favorite book



First 5 minutes of your morning





(1) individualized or one-to-one interactions, that



(2) provide or promote equal status during the interaction and are



(3) cooperative or involve working toward a common goal (e.g., project),



(4) involve sharing of personal information (e.g., daily life events) and



(5) are sanctioned within the setting by those with authority.

Instapals (Lytle, Nowacek, Levy 2020)

Time Point	Experimental Condition (Within-Subject Design)
Time 1 Start of Semester	Pre-Test Measures
Time 2 Throughout Semester	Education + Contact (in-person and online)
Time 3 End of Semester	Post-Test Measures

Results

Significant decrease in *negative stereotyping of older adults, aging anxiety, and psychological concerns with aging* across the semester

Open-Ended Responses:

Prompt Response	Beginning of semester	End of Semester
1) Aging is...	1) Scary	1) exciting! it means collecting more experiences
2) Old age begins	2) begins at 70	2) whenever you decide to describe yourself as "old"
3) The first thing that comes to mind when I think of old age	3) a fear of dying and losing independence	3) Misconception, society's constructs - old age should not be feared so someone can sell you something
4) Describe yourself at 75	4) I really hope living	4) The same, but smarter and more accomplished. Happier.

DELIVERY METHOD: on-line

LENGTH: approximately 10 minutes

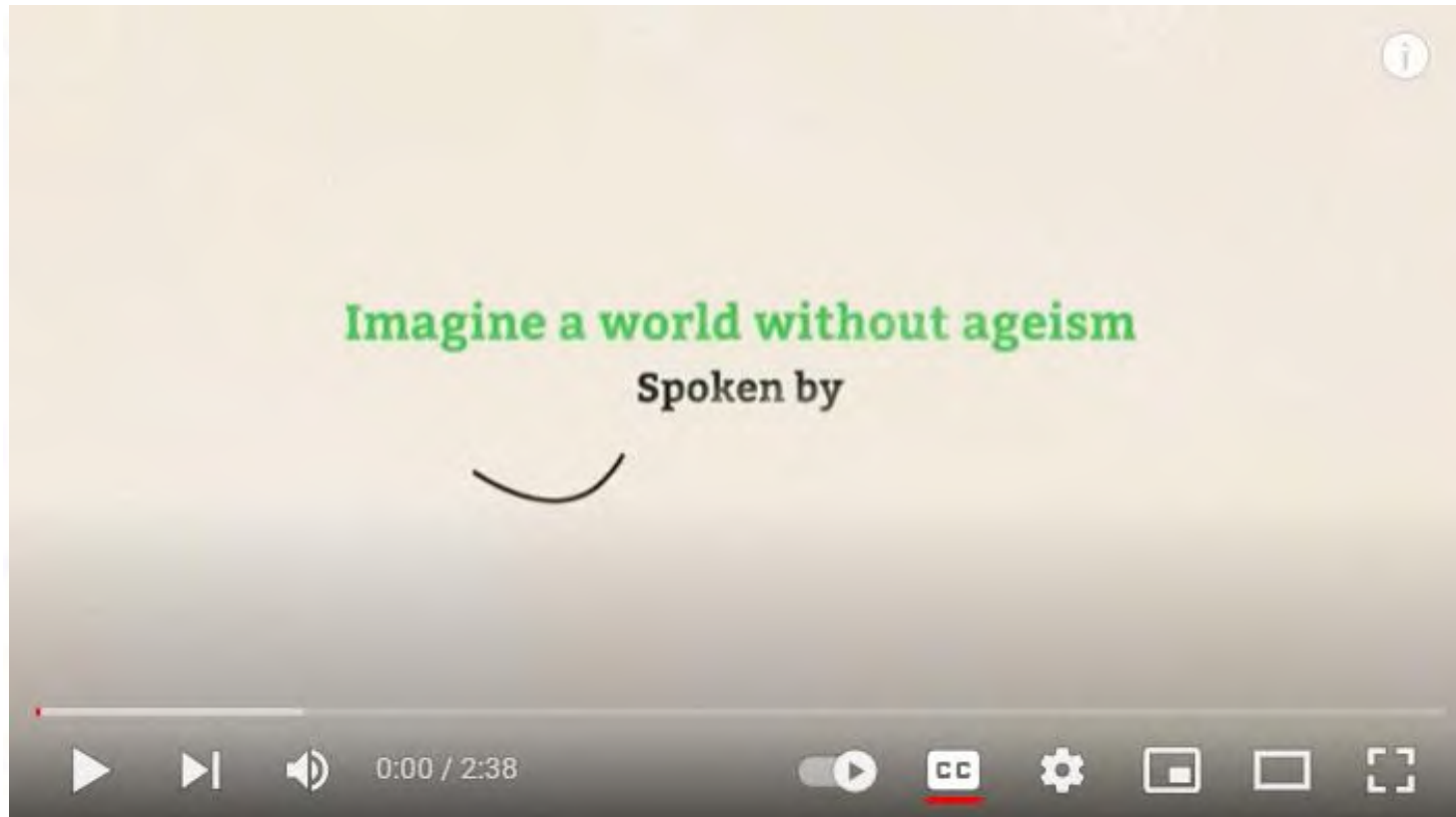
DESIGN: pre-measures, delayed intervention follow-up, comparison of an intervention group to a control group

PARTICIPANTS: 845 Undergraduates

Lytle, A., Macdonald, J., Apriceno, M., & Levy, S. R. (2021). Reducing Ageism with Brief Videos about Aging Education, Ageism, and Intergenerational Contact. *The Gerontologist*, 61(7) 1164-1168. doi: 10.1093/geront/gnaa167

Time Point	Experimental Condition	Control Condition
Time 1 First 3 weeks of semester	Pre-Test Measures	Pre-Test Measures
Time 2 One week later	Education and Contact Videos (two videos) Immediate post-test	Interior Design Videos (two videos) Immediate post-test
Time 3 One or 6 weeks later	Delayed post-test	Delayed post-test

Video 1: Education about Aging (2.5 minutes)



EveryAGE Counts

Feb 12, 2019

Defined ageism toward older adults including stereotyping, prejudice, and discrimination

Challenged stereotypes of older adults

Emphasized treating older adults as equals

https://www.youtube.com/watch?v=-pAShUAY_98 (2:38)

Video 2: Positive Intergenerational Contact (4 minutes)

Depicted positive intergenerational pairs of younger and older adults



<https://www.youtube.com/watch?v=1YdnjU54nM&t=5>



(1) one-to-one interactions in which older and younger adult taught a skill to each other, which involved



(2) equal status (each person was both a student and then a teacher) and required



(3) cooperation to learn a new skill (e.g., a dance move).



(4) sharing with the other person a skill or hobby they personally enjoyed (e.g., a yoga pose)



(5) was facilitated and encouraged by the individuals directing the video.

Results

Immediate Post-Test: experimental (vs. control) condition participants reported lower levels of ageism, less negative age stereotypes, more positive age stereotypes, and more aging knowledge.

Delayed Post-Test (1-6 weeks later): experimental (vs. control) condition participants reported more positive age stereotypes.

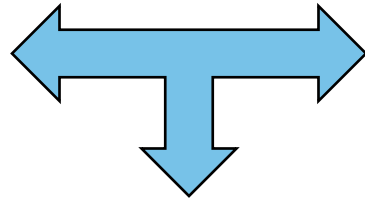
The brevity and ease of administration of the intervention meant that low investment of time, no in-person commitment and participation at one's convenience.

The brevity of the videos may have compromised the effectiveness over time, and therefore more research is needed to determine how to increase the intervention's impact over time while maintaining a minimal length and wide reach.

Expansions of the PEACE Model

Levy, S.R. (2016). Toward reducing ageism: PEACE (Positive Education about Aging and Contact Experiences) Model. *The Gerontologist*. Article first published online: 10 AUG 2016, doi: 10.1093/geront/gnw116

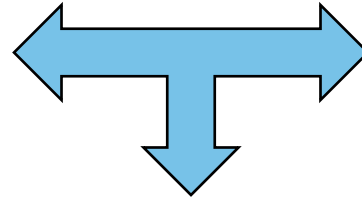
1. Education
about Aging



2. Positive Intergenerational
Experiences

Education component is expanded to address misinformation about lifespan development earlier on the age continuum (e.g., dispel stereotypes of young individuals) and to address intersectionality (e.g., dispel stereotypes at the cross section of age and other identities such as toward older women and younger individuals living with disabilities).

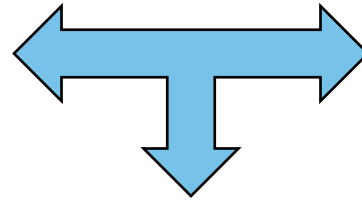
1. Education
about Aging



2. Positive Intergenerational
Experiences

- Contact component is expanded to focus more on the utilization of indirect or vicarious contact between individuals across ages, which addresses reduced in-person contact during the pandemic while allowing for implementation of interventions on a wider scale.

1. Education
about Aging

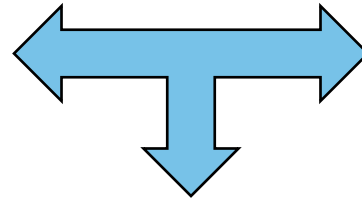


2. Positive Intergenerational
Experiences

Attitudes

Addresses ageism more broadly to better incorporate ageism toward younger individuals (who are viewed negatively and experience patronizing, unfair treatment) and more explicitly focuses on how older adults view and treat younger individuals

1. Education
about Aging



2. Positive Intergenerational
Experiences

Attitudes



- Downstream effects of reducing ageism are expanded to address additional social policies and programs such as the disproportionate effects of healthcare shortages (e.g., triage, treatment) and climate change on vulnerable age groups.

OUTLINE

Nature, Scale, and Impact of Ageism toward Older Adults

Reducing Ageism

- PEACE (Positive Education about Aging and Contact Experiences) Model
- **Taking Ageism Seriously Web-Based Resource**

<https://takingageismseriously.org/>

TAKING AGEISM SERIOUSLY

[Home](#)

[Ageism Topics](#)

[Reducing Ageism](#) ∨

[Teaching Resources](#) ∨

TAKING AGEISM SERIOUSLY

Ageism refers to stereotyping, prejudice, and discrimination on the basis of age.

<https://takingageismseriously.org/>

[Home](#)

[Ageism Topics](#)

[Reducing Ageism](#) ▾

[Teaching Resources](#) ▾

A-Z comprehensive teaching tool to address components of the PEACE model (provide education about aging and ageism and exposure to positive intergenerational contact)

Includes brief learning modules (descriptions, classroom activities, student assignments, and field experiences, videos) aimed to be user-friendly and accessible to educate visitors across ages and disciplines as well as policy makers

Initiated in 2021 and has received initial funding from the Association for Psychological Science Fund for Teaching and Public Understanding of Psychological Science



TEACHING RESOURCES OVERVIEW

- Reporting on the state of ageism around the world, the World Health Organization has noted that “ageism is prevalent, ubiquitous and insidious because it goes largely unrecognized and unchallenged” (WHO, 2021, p. IX).
- Instruction about lifespan development in the educational system in the United States and other countries tends to focus on early development through adolescence.
- There is little education about lifelong aging in primary and secondary schools, colleges, and even in professional health and service programs leading to careers working with older adults (Crawford, 2105; Levy, 2016; McGuire, 2017; Montepare et al, 2020; Whitbourne & Montepare, 2017).
- Given pervasive stereotypes of middle to late adulthood in the mass and social media, individuals in the United States and other countries have instead been miseducated about aging and adulthood.
- Thus, instruction is needed to address misunderstandings and myths (stereotypes) about aging and middle to late adulthood.
- At the same time, instruction is needed to increase awareness and understanding of ageism along with other isms and how interlocking systems of privilege and bias maintain stereotyping, prejudice, and discrimination in a society.



Source: Wokandapix / Pixabay (#1968076)

Activities/Assignments



Courses/Workshops



Videos on Ageism



ABOUT REDUCING AGEISM

Reducing Ageism

- Reducing ageism requires a multi-faceted approach since ageism includes stereotyping (beliefs about the attributes of a group and its members), prejudice (affect), and discrimination (behavior).
- Reducing stereotyping often involves education since stereotypes represent inaccurate, mischaracterizations that are applied to the group as a whole and each group member.
- Intergenerational programs, which bring together younger and older individuals, have the potential to reduce ageism toward the age groups involved in the interaction. In educational settings, intergenerational learning programs or service learning programs (Gaggioli et al. 2014; Roodin Brown, & Shedlock, 2013) occur worldwide including in Australia, Canada, China, Israel, Italy, Japan, Scotland, Singapore, Spain, United Kingdom, and United States (Canedo-Garica et al., 2017; Portero, 2012).
- There is a growing body of evidence-based research that examines interventions to reduce ageism toward older adults in particular. Results from meta-analyses (analyses that combine data from numerous studies to help draw conclusions about the body of research) point to the effectiveness of interventions to improve attitudes toward older adults. One relevant meta-analysis included 58 qualifying published articles between 1995-2014 (Chonody, 2015), and another relevant meta-analysis included 63 qualifying studies from 1976-2018 (Burnes et al., 2019).



Source: Alexas Fotos / Pixabay (#758926)

Education About Aging

[Learn more](#) >

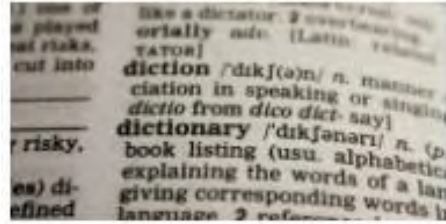
Programs & Interventions

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Videos About Ageism

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Definitions of Ageism



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Measures of Ageism



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Books on Ageism



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DIRECTORY OF AGEISM TOPICS AND EXPERTS

Abuse (Financial, Physical, Psychological)



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Ageism in Healthcare



[Find out more >](#)

Ageism in the Home



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Ageism in Housing



Ageism in the Mass Media



Ageism in the Workplace



Collaborative Team

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Thank you



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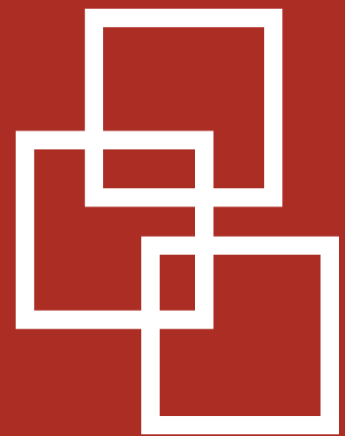
Reframing Aging

A Social Change Endeavor
Designed to Improve the
Public's Understanding of Aging



*Original research conducted by the
FrameWorks Institute and sponsored by
the Leaders of Aging Organizations*





Why Framing Matters

Who gets a shot at life if hospitals run short of ventilators?

Pregnant women would get extra priority “points” in most if not all plans, U.S. hospital officials and ethicists say. This is not controversial.

The elderly, people with terminal cancer and those with chronic conditions, on the other hand, fare poorly in many plans, as do people with disabilities.

NATION

Texas' lieutenant governor suggests grandparents are willing to die for US economy

Adrianna Rodriguez USA TODAY

Published 9:14 a.m. ET Mar. 24, 2020 | Updated 11:50 a.m. ET Mar. 24, 2020



ADVERTISING

Older People Are Ignored and Distorted in Ageist Marketing, Report Finds

Article Contents

Abstract

ACCEPTED MANUSCRIPT

Culture Linked to Increasing Ageism during Covid-19: Evidence from a 10-billion-word Corpus across 20 Countries

Reuben Ng, PhD ✉, Ting Yu Joanne Chow, BA (Hons. First Class), Wenshu Yang, MSc

May 20, 2020, 12:21pm EDT | 1,470 views

Ageism Strikes Hard In The Age Of Covid-19



Sara Zeff Geber Contributor

Retirement; Author, *Essential Retirement Planning for Solo Agents, Speaker*



enabled to wear consistently with masks. © iStock

Do you have a parent or other loved one in a skilled nursing facility or a senior housing community (independent living, assisted living, memory care, and continuing care retirement communities)? If so, it's a challenging and even frustrating time, isn't it? The facility where your loved one resides is probably on "lockdown" because of Covid-19, which means you are not allowed to visit them and your only ability to "see" them is through an internet-based video service like Zoom or Skype.

Why We Need a New Story



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OPINION

The Silver Tsunami is here! Who will care for these aging Baby Boomers?

You Say...They Think

“The Elderly”



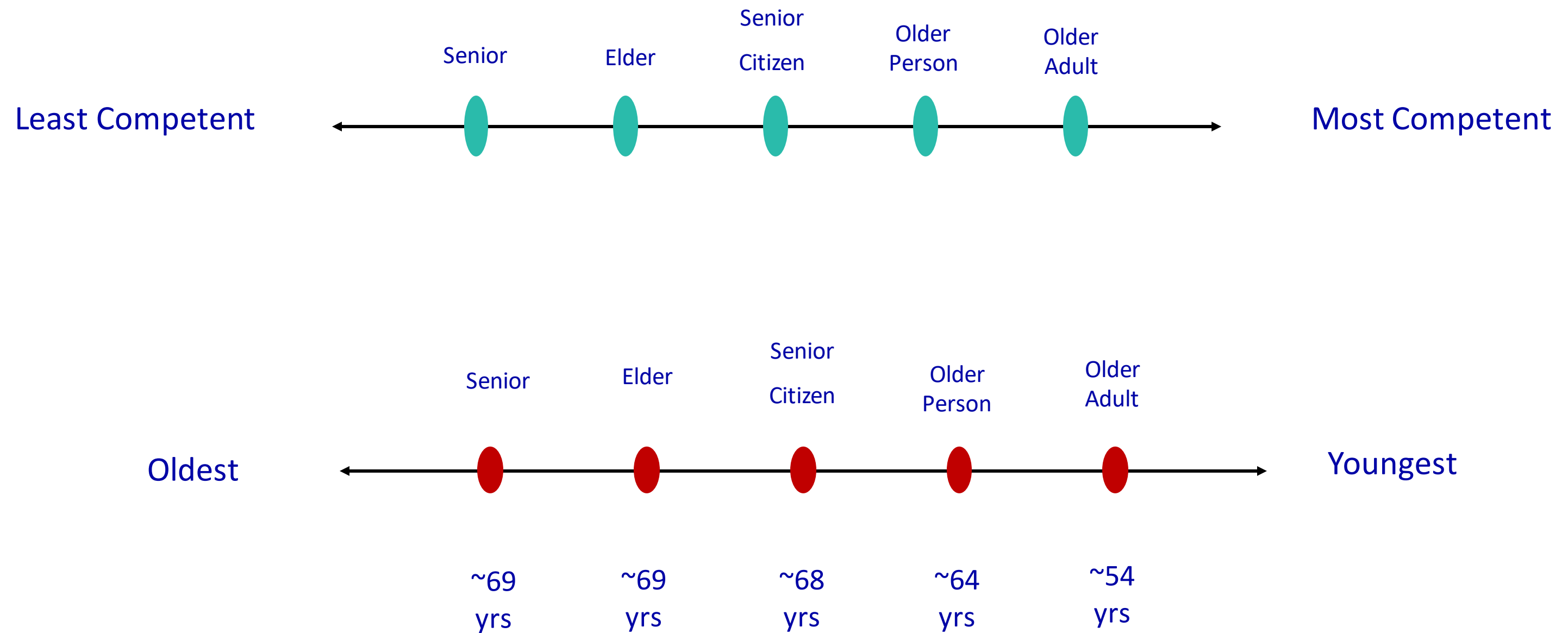
Expert/Advocate

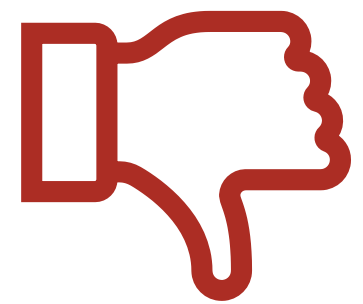
**Frail,
Dependent**



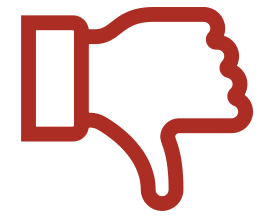
Public

Words matter





Strategies to Avoid



Communication Traps

To help your messages be understood as you intend, **avoid** these communication traps.

- ✗ Cueing individualism
- ✗ Using crisis language
- ✗ Activating "Us" versus "Them" thinking
- ✗ Telling the "Super Senior" story without context

The Individualism Trap

Individualism

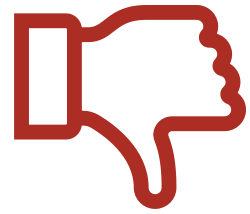
- Lifestyle choices
- Financial planning



Examples

"To age well all you have to do is exercise and eat healthy".

"You have to be sure you're saving enough money to be able to retire—poor decisions now will have consequences later."



How does this message cue the individualism trap?

Planning to work in retirement isn't a plan you can count on, as shown by the reports mentioned above. Often it's just wishful thinking and perhaps a reason to feel better about not saving or planning for retirement.

Those who say they'll never retire should think again. Take a look at your oldest relatives in their 80s and 90s—do you really think they could still work?

Your best bet is to spend some time planning for your retirement years, including investigating how you might find work in your later years, improving your health so that you're able to work, assessing how long it's realistic that you could work and developing a realistic savings plan to support yourself when you eventually retire.

The Crisis Trap

**Fatalism /Crisis –
nothing can be done**



Examples

"The "silver tsunami" is coming, and we're not prepared"

"There's nothing we can do about the decline and dependence that comes with getting older."

The “Us” vs. “Them” Trap

“Us” vs. “Them” Thinking

- Older as “other”



Example

“The senior citizens of this country have the best deals in Social Security and Medicare.”

The “Super Senior” Trap

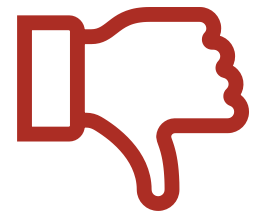
Super Senior

- “Aging well” is determined by individual choices.
- “Positive aging” only means doing extraordinary things late in life.

Example

“Some celebrities have this particular skill of not aging at all, as if they have truly found the fountain of youth.”





How does this cue the “Super Senior” trap?

Moorehead knows he gets held up as a role model for senior athletes, but he doesn't view himself as an outlier. “There are many, many elderly people who are just as active as I am,” he says. As for routines, he eats sensibly. He exercises with free weights and a resistance band he straps to a door. He and Alicia hone their mental sharpness with puzzles, games and reading.

“Pat says something to the effect of ‘Ninety is the new 60’” Alicia says. “We have other friends in their 70s and 80s who are very much going strong. I don't think we're unusual.”

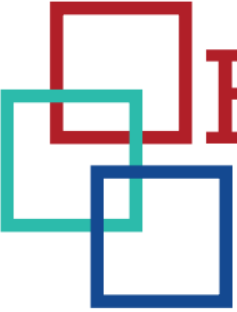


Frame of Mind





Resources and Tools



Reframing Aging

Quick Start Guide

Instead of these words and cues:

“Tidal wave,” “tsunami,” and similarly catastrophic terms for the growing population of older people

“Choice,” “planning,” “control,” and other individual determinants of aging outcomes

“Seniors,” “elderly,” “aging dependents,” and similar “other-ing” terms that stoke stereotypes

“Struggle,” “battle,” “fight,” and similar conflict-oriented words to describe aging experiences

Using the word “ageism” without explanation

Making generic appeals to the need to “do something” about aging

Try:

Talking affirmatively about changing demographics: “As Americans live longer and healthier lives . . .”

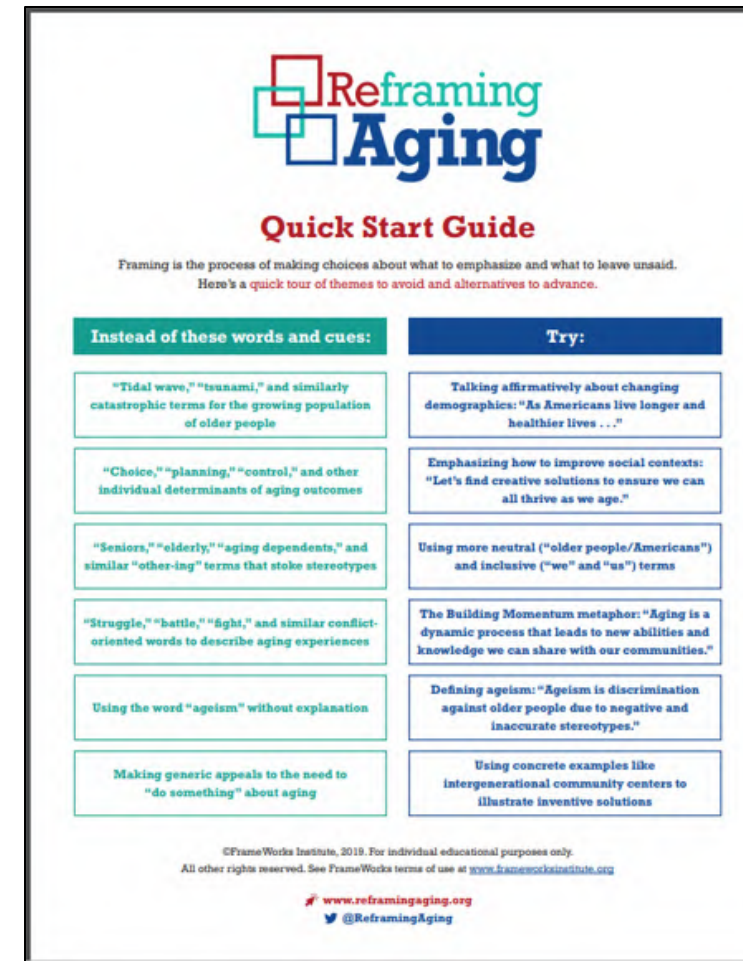
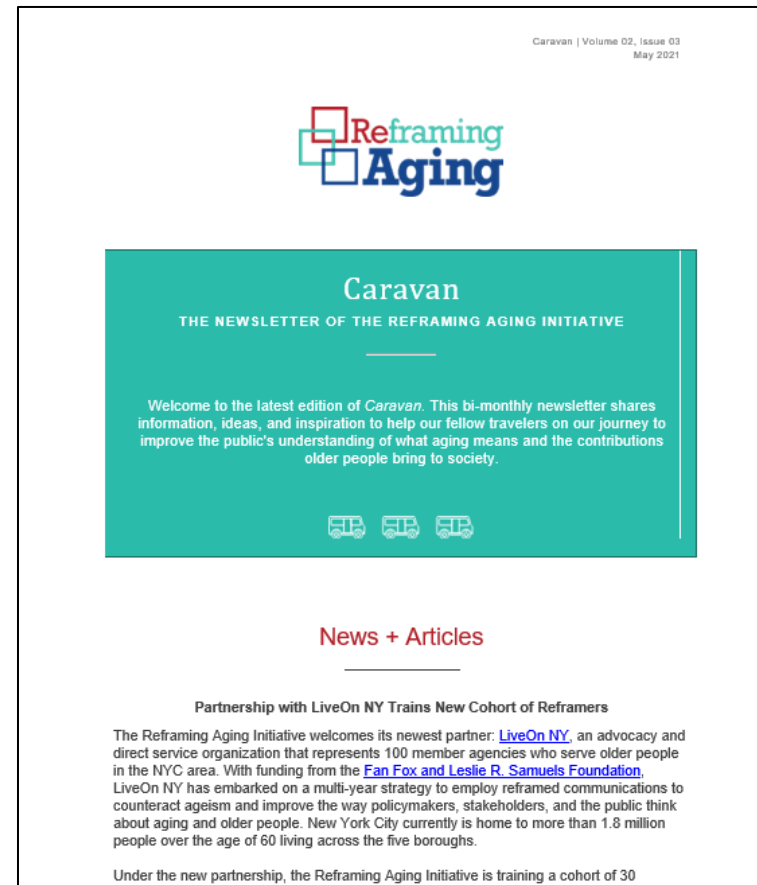
Emphasizing how to improve social contexts: “Let’s find creative solutions to ensure we can all thrive as we age.”

Using more neutral (“older people/Americans”) and inclusive (“we” and “us”) terms

The Building Momentum metaphor: “Aging is a dynamic process that leads to new abilities and knowledge we can share with our communities.”

Defining ageism: “Ageism is discrimination against older people due to negative and inaccurate stereotypes.”

Using concrete examples like intergenerational community centers to illustrate inventive solutions



Tools to Support Good Framing

Check out www.reframingaging.org



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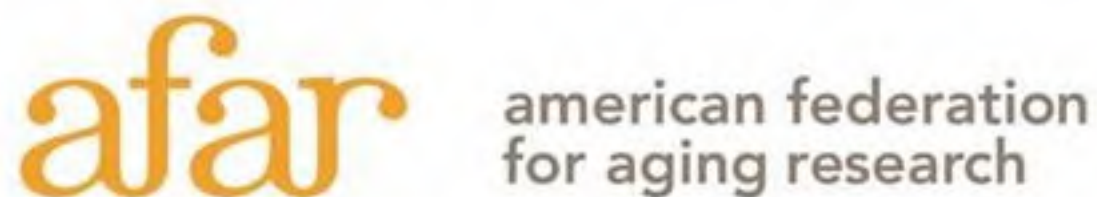
Facilitator Community



REFRAMING AGING INITIATIVE
COUNTERING AGEISM BY CHANGING
HOW WE TALK ABOUT AGING



Leaders of Aging Organizations (LAO)





FRAME WORKS

Nonprofit think tank with the mission to advance the nonprofit sector's capacity to reframe social issues

Conducts original, scholarly research on the communications aspects of social and scientific issues

Recognized in 2015 with the MacArthur Award for Creative and Effective Institutions

Concepts presented today w/ permission, courtesy of the Reframing Aging Initiative and the FrameWorks Institute

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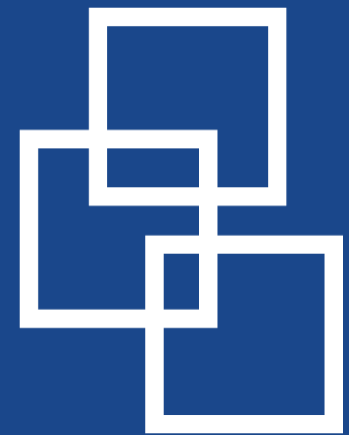
The
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