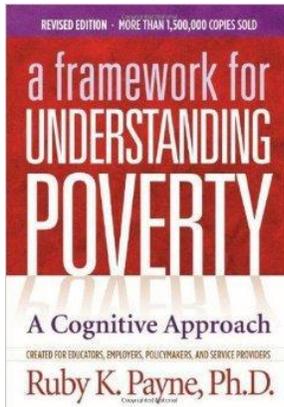


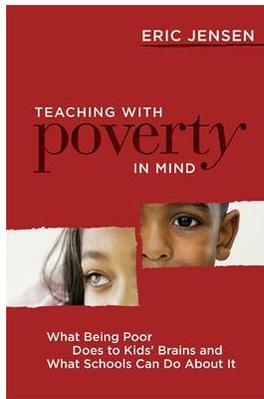
Key Points from *a Framework for Understanding Poverty* by Ruby K. Payne, Ph.D.



- Resources of students and adults should be analyzed before dispensing advice or seeking solutions to the situation. What may seem to be very workable suggestions from a middle-class point of view may be virtually impossible given the resources available to those in poverty.
- Hidden rules are the unspoken cues and habits of a group. Distinct cueing systems exist between and among groups and economic classes.
 - Assumptions made about individuals' intelligence and approaches to the school and/or work setting may relate more to their understanding of hidden rules.
- Generational Poverty is defined as having been in poverty for at least two generations; however, the patterns begin to surface much sooner than two generations if the family lives with others who are from generational poverty.
 - It has its own culture, hidden rules, and belief system.
 - Often the attitude in generational poverty is that society owes one a living.
- Situational Poverty is defined as a lack of resources due to a particular event (i.e., a death, chronic illness, divorce, etc.).
 - In situational poverty the attitude is often one of pride and refusal to accept charity.
 - Individuals in situational poverty often bring more resources with them to the situation than those in generational poverty. Of particular importance is the use of formal register.
- One of the reasons it is getting more and more difficult to conduct school as we have in the past is that the students who bring the middle-class culture with them are decreasing in numbers, and the students who bring the poverty culture with them are increasing in numbers. As in any demographics switch, the prevailing rules and policies eventually give way to the group with the largest numbers.
- An education is the key to getting out of, and staying out of, generational poverty. Individuals leave poverty for one of four reasons: a goal or vision of something they want to be or have; a situations that is so painful that anything would be better; someone who "sponsors" them (i.e., an educator or spouse or mentor or role model who shows them a different way or convinces them that they could live differently); or a specific talent or ability that provides an opportunity for them.

- Being in poverty is rarely about a lack of intelligence or ability.
- Many individuals stay in poverty because they don't know there is a choice – and if they do know that, have no one to teach them hidden rules or provide resources.
- Schools are virtually the only places where students can learn the choices and rules of the middle class.
- The development of emotional resources is crucial to student success. The greatest free resource available to schools is the role modeling provided by teachers, administrators, and staff.
- The focus in schools should be on learning.
- Instruction in the cognitive strategies should be part of the curriculum.
- Staff development should focus on a diagnostic approach rather than a programmatic approach.
- Efforts to promote learning should pay greater heed to what is in the student's head.
- Insistence, expectations, and support need to be guiding lights in our decisions about instruction.
- For students and adults from poverty, the primary motivation for their success will be in their relationships.
- If your school or work setting presently affords few opportunities for building relationships, find ways to establish natural connections that will enable this vital resource to take root and grow.
- How do we break the cycle? Educate the parents, especially the mothers, of the children in school; “the educational level of mothers is the most important influence on the educational attainment of children.”

Key Points from *Teaching with Poverty in Mind* by Eric Jensen



-Taken from the Introduction of *Teaching with Poverty in Mind* by Eric Jensen.

This book offers a three-pronged approach. First, it provides a better understanding of what poverty is and how it affects the students you work with. You'll learn more about the social, cognitive, health-related, and stress-related challenges that economically disadvantaged kids face every day. Second, it demonstrates what actually drives change, both at the macro level (within a school) and at the micro level (inside a student's brain). You'll learn about turnaround schools as well as schools that have a history of high performance among students raised in poverty. The better you understand how to bring about change, the better you can engage the resources necessary to make it happen. Finally, this book addresses you and your school. What can you learn from those who have succeeded? What practices are replicable? Which instructional strategies will help you make miracles happen?

In this book, I aim to prove more than a framework. I give you the theory, the research, and the strategies to ensure success at your school. What I do not aim to provide is an exhaustive compendium of every idea on reform, every instructional strategy, and every consultant's opinion on cultural differences. This book assumes you already know that leadership counts, that a healthy environment is crucial, that you should use effective pedagogy, that school safety is number one, and so on. Here you'll learn about what will give you an edge. Think of this book as a spotlight focusing attention on what matters most. I hope the strategies offered in this book, distilled from my own experiences and research, will provide an inspiring and practical guide for improving the lives of your own students.

- The four primary risk factors afflicting families living in poverty are:
 - Emotional and social challenges
 - Acute and chronic stressors
 - Cognitive lags
 - Health and safety issues
- Studies of risk and resilience in children have shown that family income correlates significantly with children's academic success, especially during the preschool, kindergarten, and primary years. Due to issues of transportation, healthcare, and family care, high tardy rates and absenteeism are common problems among poor students.
- Children raised in poverty are more likely to display:

- “Acting –out” behaviors.
 - Impatience and impulsivity.
 - Gaps in politeness and social graces.
 - A more limited range of behavioral responses.
 - Inappropriate emotional responses.
 - Less empathy for others’ misfortunes.
- Lower-income students face a daunting array of health issues. Successful schools understand these challenges and provide wide-ranging support and accommodations. Such support may include:
 - Providing a physician on-site once a week.
 - Working with a local pharmacy to arrange for access to medications.
 - Arranging for a dentist to make designated school visits.
 - Educating students’ caregivers about school resources.
 - Providing tutors to help students who miss classes to catch up.
 - Improving awareness among staff about health-related issues.