

Understanding Poverty

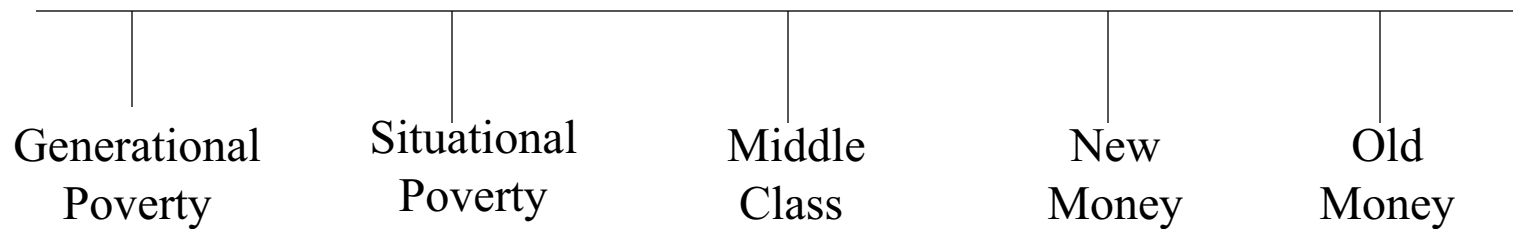
Scotland County Schools

*Poverty is hunger. Poverty is lack of shelter.
Poverty is being sick and not being able to see a
doctor. Poverty is not having access to school and
not knowing how to read. Poverty is not having a
job, is fear for the future, living one day at a time.*

~ World Bank Organization

Key Point


Generational and situational poverty are different.





Most schools and businesses
operate from middle class norms
and values.

When we don't understand, we
judge.



Individuals bring with
them the hidden rules
of the class in which
they were raised.

Three things that help one move out of poverty are:

- Relationships
- Education
- Employment






Relationships:

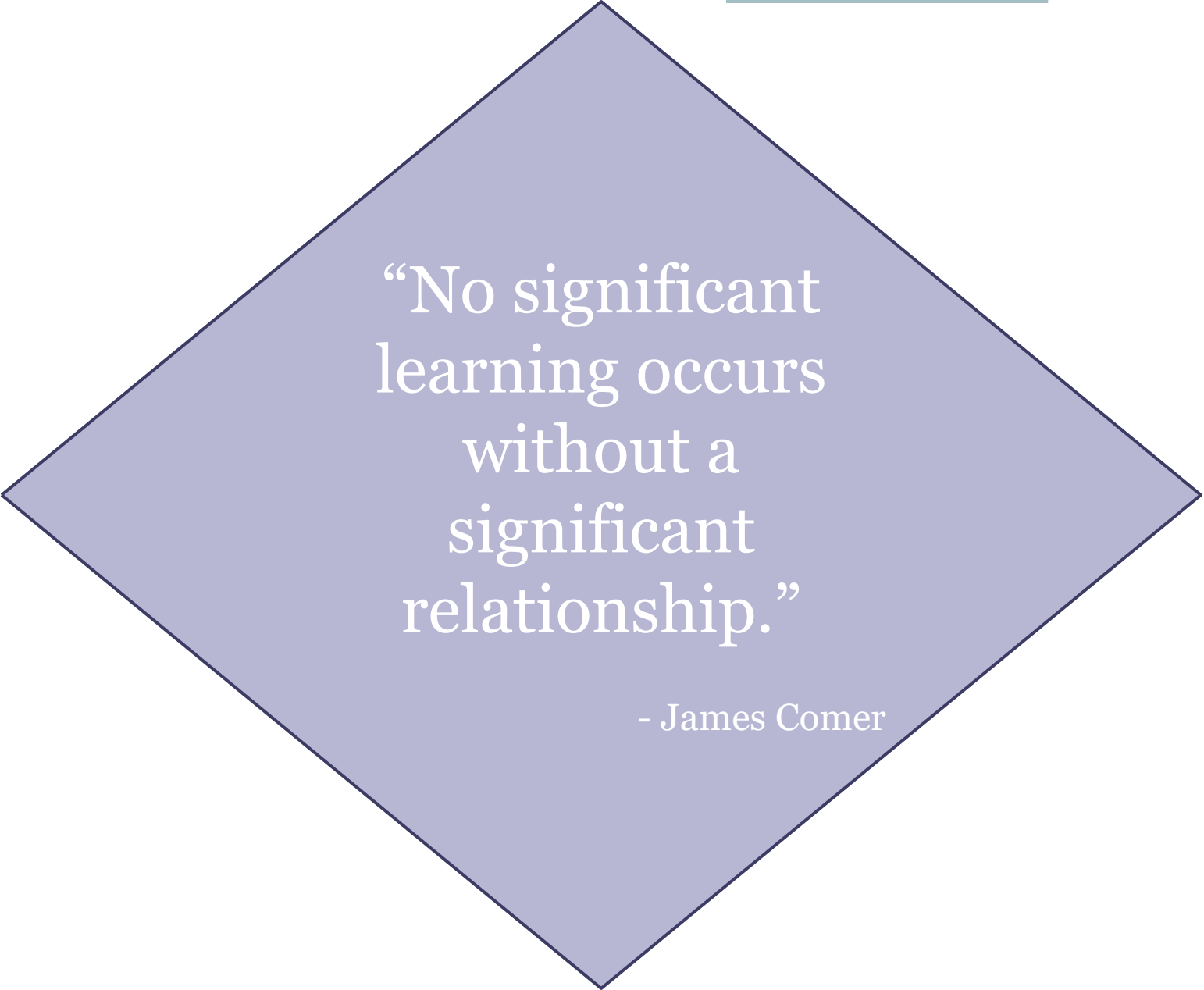
Build relationships of mutual respect.

Why?

Motivation for learning.



To move from poverty to middle class, one must give up (for a period of time) relationships for achievement.




“No significant
learning occurs
without a
significant
relationship.”

- James Comer

Relationships of mutual respect involve:

- High Expectations
 - “I know you can do it and you will.”
- Insistence
 - The motivation and persistence that comes from the relationship
- Support
 - The direct teaching of processes and mental models



All learning is double coded, both mentally and emotionally. How you feel about something is part of the learning and your openness to learning. Most learning is in essence emotional. Virtually all learning starts with a significant relationship.

Creating Relationships

DEPOSITS	WITHDRAWALS
Seeking first to understand	Seeking first to be understood
Keeping promises	Breaking promises
Kindnesses, courtesies	Unkindnesses, discourtesies
Clarifying expectations	Violating expectations
Loyalty to the absent	Disloyalty, duplicity
Apologies	Pride, conceit, arrogance
Open to feedback	Rejecting feedback

What can a teacher do to build relationships?

1. **Calls on everyone in room equitably.**
2. **Provides individual help.**
3. **Gives “wait” time (allows student enough time to answer).**
4. **Asks questions to give student clues about answer.**
5. **Asks questions that require more thought.**
6. **Tells students whether their answers are right or wrong.**
7. **Gives specific praise.**
8. **Gives reasons for praise.**
9. **Listens.**
10. **Accepts feelings of student.**
11. **Gets within arm’s reach of each student each day.**
12. **Is courteous to students.**
13. **Shows personal interest and gives compliments.**
14. **Touches students (appropriately).**
15. **Desists (does not call attention to every negative student behavior).**

“TESA (Teacher Expectations and Student Achievement)” identified 15 behaviors that teachers use with good students.

The research study found that when teachers used these interactions with low-achieving students, they made significant gains in achievement.

Questions

- Why should I listen to you?
 - Kids think their time is important.
- Why do I need to learn this?
- Why is this important to me?
 - Do you mean what you say?
- Question authority
 - Are you really going to do what you say?

Hidden Rules:

Teach students the hidden rules of school.

Why?

Hidden rules break relationships, and
without relationships learning is
decreased.

Hidden Rules

- Hidden rules are the unspoken cues and habits of a group.
- These rules become part of your belief system and guide how you behave.
- Relationships can be broken when you do not know the hidden rules.
- Hidden rules can limit your interaction with people who are different from you.

Resources:

Analyze the resources of your students and make interventions based on the resources the students have access to.

Why?

Interventions do not work if they are based on resources that are not available.

Resources

- **Financial**

Having the money to purchase goods and services.

- **Emotional**

Being able to choose and control emotional responses, particularly to negative situations, without engaging in self destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.

- **Mental**

Having the mental abilities and acquired skills (reading, writing, computing) to dealing with daily life.

Resources

- **Spiritual**
Believing in divine purpose and guidance. Having hope or a future story.
- **Physical**
Having physical health and mobility.
- **Support Systems**
Having friends, family, and backup resources available to access in times of need. These are external resources.

Resources

- **Relationships/Role Models**

Having frequent access to adults who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior.

- **Knowledge of Hidden Rules**

Knowing the unspoken cues and habits of a group.

- **Formal Register**

Having the vocabulary, language ability, and negotiation skills necessary to succeed in school and/or work settings.

Language

Teach formal register, the language of school and work.

Why?

To understand written text, which is essential for success at school and work.

Registers of Language

REGISTER	EXPLANATION
FROZEN	Language that is always the same. For example: Lord's Prayer, wedding vows, etc.
FORMAL	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
CONSULTATIVE	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
CASUAL	Language between friends, characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent upon nonverbal assists. Sentence syntax often incomplete.
INTIMATE	Language between lovers or twins. Language of sexual harassment.

Mental Models

Teach mental models.

Why?

Mental models translate between the abstract representational world and the sensory concrete world.

What is a mental model?

- Internal pictures of what we feel, think and believe.
- Exist below awareness.
- Operating theories that often go unexamined.
- The stuff you think about what you're not thinking about what you're thinking about.
- Determine how we act.
- Can help or interfere with our impact on others.

Planning

Teach students how to plan.

Why?

To control impulsivity for task completion.

- If an individual depends upon a random episodic story structure for memory patterns, lives in an unpredictable environment, and **HAS NOT DEVELOPED THE ABILITY TO PLAN**, then ...
- If an individual cannot plan, he/she **CANNOT PREDICT**.
- If an individual cannot predict, he/she **CANNOT IDENTIFY CAUSE AND EFFECT**.
- If an individual cannot identify cause and effect, he/she **CANNOT IDENTIFY CONSEQUENCE**.
- If an individual cannot identify consequence, he/she **CANNOT CONTROL IMPULSIVITY**.
- If an individual cannot control impulsivity, he/she **HAS AN INCLINATION TOWARD CRIMINAL BEHAVIOR**.

Voices

Parent (telling)	Child (whining)	Adult (asking)
<ul style="list-style-type: none">▪ You shouldn't do that.▪ It's wrong to ...▪ That's stupid, immature.▪ You are good, bad, worthless, beautiful.	<ul style="list-style-type: none">▪ Quit picking on me!▪ You don't love me!▪ I hate you!▪ You're ugly.▪ It's your fault.▪ You made me do it.	<ul style="list-style-type: none">▪ I need ...▪ What's your plan?▪ What are your choices?▪ If you did know, what would you say?

Voices

- If you are forced to become your own parent while quite young, you tend to have two of the three voices:
 - Child
 - Negative Parent



Questions...

when dealing with misbehavior

1. What are you doing?

2. What are you supposed to be doing?

3. Are you doing that? It?

4. What are you going to do about it?



Questions...

when dealing with disrespect

1. Who were you talking to?

2. How were you talking to me (him/her)?

3. Were you doing that?

4. How are you going to talk to me (him/her) next time?



Connect with students before they come back to class.