

# A Framework for Understanding Poverty

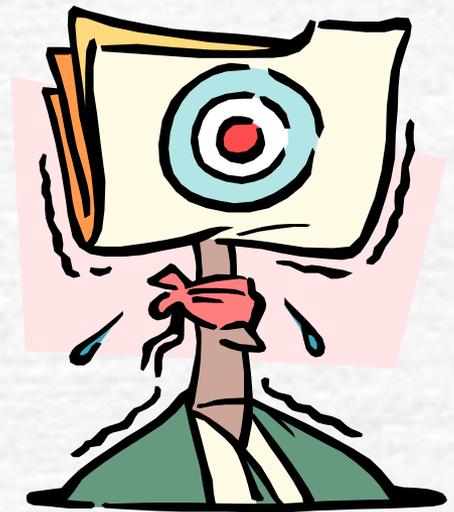
- ✔ Poverty occurs in all races and in all countries.
- ✔ Generational poverty and situational poverty are different.
- ✔ Individuals bring with him/her hidden rules.
- ✔ Schools operate using the hidden rules of the middle class.
- ✔ Educators must understand hidden rules of each class and teach them the hidden rules of the other classes, for students to experience success.
- ✔ Relationships must be given up to move from one class to another.
- ✔ \*\* Two things that can help people move out of poverty to middle class are relationships and education.

# Definitions and Resources

Poverty is not just financial- Dr. Payne's definition of poverty is *"the extent to which an individual does without resources"*.

## 8 Resources

- \* Financial
- \* Emotional
- \* Physical
- \* Relationships/Role Models
- \* Knowledge of hidden rules
- \* Spiritual
- \* Mental
- \* Support Systems



Resources that individuals have differ greatly from situation to situation.

# The Role of Language and Story

## 3 aspects of Language

1. Registers of language-frozen, formal, consultative, casual, and intimate

2. Discourse patterns- Primary and Secondary

3. Story structure- Formal and Casual

What does this mean for students?????

1. Students need to know how much formal register affects their ability to get a well-paying job.
2. Formal register needs to be taught explicitly.

# Hidden Rules Among Classes

- Dr. Payne states that hidden rules are the unspoken cues and habits of a group.
- Generational poverty: entertainment and relationships
- Generational middle class- work and achievement
- Generational wealth- financial, political, and social

Hidden rules are usually the factors that keep someone from moving up the career ladder or getting the position in the first place.

# What does Ch. 3 mean for students and teachers?

- Assumptions about a person's IQ is often related to his/her understanding of hidden rules.
- Students should be taught the hidden rules of middle class.
- Understanding, by educators, of the hidden rules may lessen the frustration we feel when dealing with parents and or students.
- Most of the students living in poverty do not believe they are poor.

# Characteristics of Generational Poverty

## Generational Poverty:

Defined as having been in poverty for at least 2 generations

- Has its own culture
- Hidden Rules
- Belief Systems
- Often holds an attitude that society owes one a living
- Uses casual register
- Few resources



## **Situational Poverty:**

**Defined as a lack of resources due to a particular event (i.e., a death, chronic illness, divorce, etc.)**

- Often an attitude of pride and refusal to accept charity**
- Usually have more resources**
- Many times use the formal register**

# Role Models and Emotional Resources

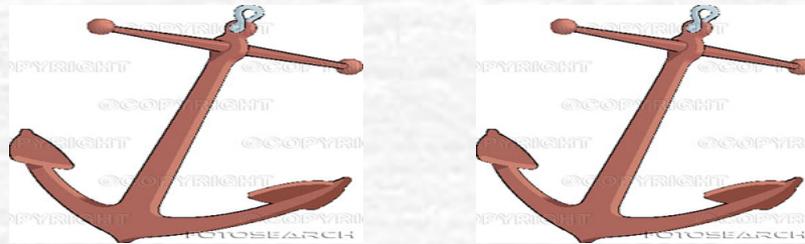
- ☛ System: A group where individuals have rules, roles, and relationships
- ☛ Dysfunctional: The extent to which an individual cannot get his/her needs met within a system.
- ☛ Question: Why would emotional resources have such importance in school?
- ☛ Answer: Emotional responses dictate behavior and, eventually, determine achievement.

# Support Systems

- Support systems are the friends, family, and back-up resources that can be accessed in times of need.
- They usually fall into 7 categories:
  - 1. Coping Strategies**
  - 2. Options during Problem-Solving**
  - 3. Information and Know-How**
  - 4. Temporary Relief form Emotional, Mental, Financial, and/or Time Constraints**
  - 5. Connections to Other People and Resources**
  - 6. Positive Self-Talk**
  - 7. Procedural Self-Talk**

# Discipline

- ☛ In poverty, discipline is about penance and forgiveness...not necessarily change.



- ☛ The two anchors of any effective discipline program that moves students to self-governance are structure and choice.

# Chapter 8 Instruction and Improving Achievement

- Teaching occurs outside the head.

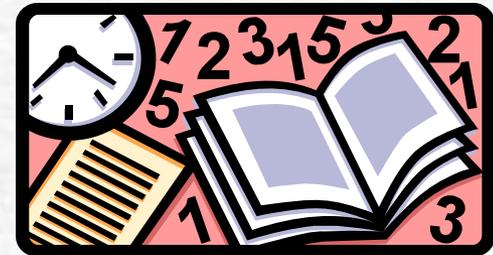


- Learning occurs  inside the head.

*Research on learning must be addressed if we are to work successfully with students from poverty.*

- Part of the curriculum should be instruction in the cognitive strategies (*i.e. Identification of the Stimulus, Assignment of Meaning, and Identification of a Strategy*)
- Watch the eyes to follow the learning and processing.

- Summary in three words: Insistence  
Expectations  
Support



# Chapter 9 Creating Relationships

- ✔ This is the key to achievement for students from poverty.



- ✔ Teachers should make more deposits and fewer withdrawals when working with students from poverty.
- ✔ Respect is critical.

# Conclusion

- Grieving stages when teaching and working with students from poverty

- Saving students

- All about choices

Responsibility of educators to teach the differences, skills, and “hidden rules” of society to the best of our ability.



# Appendix - Additive Model: aha! Process's Approach to Building High-Achieving Schools

Issues addressed: *economic stability; the development of resources for individuals, families, and communities; and community sustainability.*

Resources that are quality of life indicators:

- *Financial*
- *Emotional*
- *Mental*
- *Spiritual*
- *Physical*
- *Support systems*
- *Relationships/role models*
- *Knowledge of hidden rules*

How will we view poverty  
in the year 2100?



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