Improving the Performance of Under-Resourced Students

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Dunklin R-5 School District
Objectives:

When we are finished with this session today you will:

1. Receive a general introduction to A Framework for Understanding Poverty material, as produced by Dr. Ruby Payne
   a. Action 1: Exploring the impact of establishing relationships in creating a positive learning environment
   b. Action 3: Define and analyze resources available and develop effective interventions to help student be successful and achieve a goal
2. Have a better understanding of how poverty affects brain development
3. Develop a strategy to identify researched based interventions & tools to increase student achievement
## CAUSES OF POVERTY

<table>
<thead>
<tr>
<th>Behaviors of the Individual</th>
<th>Human and Social Capital in the Community</th>
<th>Exploitation</th>
<th>Political/Economic Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> Research on the choices, behaviors, characteristics, and habits of people in poverty.</td>
<td><strong>Definition:</strong> Research on the resources available to individuals, communities, and businesses.</td>
<td><strong>Definition:</strong> Research on how people in poverty are exploited because they are in poverty.</td>
<td><strong>Definition:</strong> Research on economic, political, and social policies at the international, national, state, and local levels.</td>
</tr>
</tbody>
</table>

**Sample topics:**
- Dependence on welfare
- Morality
- Crime
- Single parenthood
- Breakup of families
- Intergenerational character traits
- Work ethic
- Racism and discrimination
- Commitment to achievement
- Spending habits
- Addiction, mental illness, domestic violence
- Planning skills
- Orientation to the future
- Language experience

**Sample topics:**
- Intellectual capital
- Social capital
- Availability of jobs
- Availability of well-paying jobs
- Racism and discrimination
- Availability and quality of education
- Adequate skill sets
- Childcare for working families
- Decline in neighborhoods
- Decline in social morality
- Urbanization
- Suburbanization of manufacturing
- Middle class flight
- City and regional planning

**Sample topics:**
- Drug trade
- Racism and discrimination
- Payday lenders
- Subprime lenders
- Lease/purchase outlets
- Gambling
- Temporary work
- Sweatshops
- Sex trade
- Internet scams

**Sample topics:**
- Globalization
- Equity and growth
- Corporate influence on legislators
- Declining middle class
- De-industrialization
- Job loss
- Decline of unions
- Taxation patterns
- Salary ratio of CEO to line worker
- Immigration patterns
- Economic disparity
- Racism and discrimination
## Continuum of Resources

<table>
<thead>
<tr>
<th>Under-Resourced</th>
<th>Resourced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instability/crisis</td>
<td>Stability</td>
</tr>
<tr>
<td>Isolation</td>
<td>Exposure</td>
</tr>
<tr>
<td>Dysfunction</td>
<td>Functionality</td>
</tr>
<tr>
<td>Concrete reality</td>
<td>Abstract representational reality</td>
</tr>
<tr>
<td>Casual, oral language</td>
<td>Written, formal register</td>
</tr>
<tr>
<td>Thought polarization</td>
<td>Option seeking</td>
</tr>
<tr>
<td>Survival</td>
<td>Abundance</td>
</tr>
<tr>
<td>No work/intermittent work</td>
<td>Work/careers/larger cause</td>
</tr>
<tr>
<td>Poverty</td>
<td>Prosperity</td>
</tr>
<tr>
<td>Less educated</td>
<td>More educated</td>
</tr>
</tbody>
</table>
KEY POINT
Generational poverty and situational poverty are different.
Knowledge is a key form of privilege, as are social access, race, and money. How you spend your time determines your knowledge base to a large extent.
MENTAL MODEL OF POVERTY

ACTUAL RESPONSES from people living poverty

Developed by Phil DeVol
MENTAL MODEL OF MIDDLE CLASS

Achievement

Developed by Phil DeVol
MENTAL MODEL OF WEALTH

This applies to the wealthiest 1% of households in the United States—a net worth of $7.8 million or more.
**KEY POINT**

Hidden rules about time and money:

<table>
<thead>
<tr>
<th>POVERTY</th>
<th>MIDDLE CLASS</th>
<th>WEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survival</td>
<td>Work</td>
<td>Political Connections</td>
</tr>
<tr>
<td>Relationships</td>
<td>Achievement</td>
<td>Financial Connections</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Material Security</td>
<td>Social Connections</td>
</tr>
</tbody>
</table>
KEY POINT

Most schools and businesses operate from middle class norms and values.
Three things that help one move out of poverty are:
<table>
<thead>
<tr>
<th><strong>ACTION</strong></th>
<th><strong>WHY?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teach students the hidden rules of the school.</td>
<td>Hidden rules break relationships, and without relationships, learning is decreased.</td>
</tr>
<tr>
<td>3. Analyze the resources of your students, and make interventions based on resources the students have access to.</td>
<td>Interventions do not work if they are based on resources that are not available.</td>
</tr>
<tr>
<td>4. Teach formal register, the language of school and work.</td>
<td>To understand written tests, which is essential for success at school and work.</td>
</tr>
<tr>
<td>5. Teach mental models.</td>
<td>Mental models translate between the abstract representational world and the concrete sensory world.</td>
</tr>
<tr>
<td>6. Teach abstract processes.</td>
<td>All learning involves <em>what, why, and how</em>. <em>The how piece must be directly taught for tasks to be done.</em></td>
</tr>
<tr>
<td>7. Teach students how to plan.</td>
<td>To control impulsivity for task completion.</td>
</tr>
<tr>
<td>8. Use the adult voice and reframing to change behaviors.</td>
<td>To maintain relationships and get the appropriate behaviors.</td>
</tr>
<tr>
<td>9. Understand the family resources and dynamics.</td>
<td>To better understand the resources the child has access to and better select interventions.</td>
</tr>
<tr>
<td>10. Teach how to ask questions.</td>
<td>So students can get past the third-grade reading level so they can get inside their head and know what they know and what they don't know.</td>
</tr>
</tbody>
</table>
ACTION 1

Build relationships of mutual respect.

WHY?

Motivation for learning.
What makes the biggest difference in the success of a child?

ONE GOOD ADULT

In a study of 14,879 individuals aged 12–25 years against 1.5 million data points.

—Dr. Tony Bates, in a speech in Dublin, Ireland, April 19, 2012
KEY POINT

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

• Too painful to stay
• Vision or goal
• Key relationship
• Special talent/skill
KEY POINT

Relationships of mutual respect involve:

- Support
- High expectations
- Insistence
All learning is double-coded, both mentally and physically. 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.

—Stanley Greenspan & Beryl Benderly
If a student and teacher do not have a relationship of mutual respect, the learning will be significantly reduced. For some students, it won’t occur at all.

**If a student and a teacher don’t like each other—or even come to despise each other—**

**forget about significant learning.**

If mutual respect is present, it can compensate for the dislike.

**Mutual respect is as much about nonverbals as it is about what you say.**
Relationships of mutual respect must have three things present:

1. **Support**: the direct-teaching of process and mental models.
2. **High expectations**: the approach that says, “I know you can do it, and you will.”
3. **Insistence**: the motivation and persistence that come from the relationship.
ACTION 3

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.
To better understand people from poverty, the definition of poverty will be:

"The extent to which an individual does without resources."
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 deal 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.
Relationships/Role Models
Having frequent access to adult(s) 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.
Resources tell you which interventions will work.
Interventions work only if they are based on resources to which a student has access OR if the resource base is provided.
OVERVIEW OF RESEARCH ON POVERTY AND THE BRAIN
SES AND NEUROCOGNITIVE DEVELOPMENT

- SES disparities in language and memory ability are statistically significant
- Working ability—memory differs
- Effects are greater if poverty is experienced when you are young
- Visual and spatial cognition did not differ significantly

RESEARCH FINDINGS
Poverty strongly correlated to:

- LANGUAGE
- MEMORY SYSTEMS
- EXECUTIVE SYSTEMS—particularly working memory and cognitive control (these affect behavioral self-regulation, adult intelligence, and problem-solving ability)

WHAT DOES THIS MEAN IN PRACTICE?
<table>
<thead>
<tr>
<th>OBSERVED BEHAVIOR</th>
<th>STRATEGY NUMBER TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not work well with others</td>
<td>33, 34, 38, 39, 43, 44, 46, 47, 50</td>
</tr>
<tr>
<td>Bullies others</td>
<td>33, 34, 36, 38, 40, 41, 43</td>
</tr>
<tr>
<td>Socializes excessively</td>
<td>14, 33, 34, 37, 40, 41</td>
</tr>
<tr>
<td>Has almost no friends; isolated</td>
<td>18, 19, 32, 33, 43, 44, 46</td>
</tr>
<tr>
<td>Has few words to resolve conflicts</td>
<td>16, 37, 38, 39, 40</td>
</tr>
</tbody>
</table>
# Observed Behaviors and Strategy Numbers

## With Managing Self/Behavior

<table>
<thead>
<tr>
<th>Observed Behavior</th>
<th>Strategy Number to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not follow school rules</td>
<td>33, 38, 39, 40, 41, 43, 50</td>
</tr>
<tr>
<td>Interrupts teacher/class</td>
<td>33, 34, 39, 40, 42, 43</td>
</tr>
<tr>
<td>Entertains rather than does work</td>
<td>32, 33, 34</td>
</tr>
<tr>
<td>Sleeps in class</td>
<td>32, 47, 53</td>
</tr>
<tr>
<td>Disengaged, not motivated</td>
<td>13, 32, 36, 44, 46, 47, 48, 49, 53</td>
</tr>
<tr>
<td>Has difficulty focusing</td>
<td>25, 48</td>
</tr>
<tr>
<td>Health issues interfere with learning</td>
<td>32, 57</td>
</tr>
<tr>
<td>Reason with</td>
<td>Just plain folks</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Causal stories</td>
</tr>
<tr>
<td>Act on</td>
<td>Situations</td>
</tr>
<tr>
<td>Resolve</td>
<td>Emergent problems and dilemmas</td>
</tr>
<tr>
<td>Produce</td>
<td>Negotiable meaning and socially constructed understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART 1 – Describe the student in detail (age, grade level, physical description, etc.)</th>
<th>PART 2 – Identify the observed behaviors (pages 11–13).</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 3 – Identify the resources the student has, and note which resources could be augmented by the school.</td>
<td>PART 4 – Identify five strategies to use with the student.</td>
</tr>
</tbody>
</table>
"No significant learning occurs without a significant relationship."

–Dr. James Comer
MSCA Conference Announcements:

- For all conference related information, download the Conference Yapp App. The Yapp ID is **MSCA18**.
- Support this year’s Annual Project through raffles, bingo, Monday reserved seating, Monday power hour, and service project. Visit the activities desk for additional information.
- Make plans to participate in evening activities:
  - Hospitalities from 4:30 to 6:30 p.m.
  - Service Project Activity beginning at 7:00 p.m.
  - Trivia Night beginning at 7:00 p.m.
  - Dance beginning at 10:00 p.m.
- For more information on MSCA, like us on Facebook (mymscca) and follow us on Twitter (@myMSCA).