

A Framework for Understanding Poverty

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Our mission is
to positively
affect the lives
and education
of individuals
throughout
the world.



Guiding principles:

We can better educate all children, particularly children from poverty.

People are our most important resource, regardless of race or culture.

Relationships and education are essential for individuals to move out of poverty.

Individuals must be able to translate from the concrete to the abstract.

Research must have "ecological validity"; it must be true to its context and not just its methodology of study.

We can positively affect an individual's quality of life.

We can impact family structures so that children and families have more resources available to them.

We must "give back" to children in poverty through our efforts in lobbying, foundation development, and educational giving.

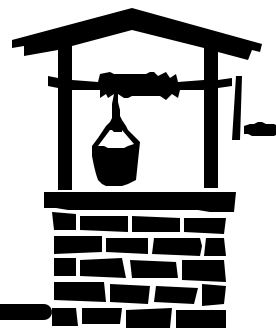


Workshop Objectives:

Participants will ...

- analyze the eight resources of a student
- explain language registers, discourse patterns, and story structure
- give examples of hidden rules among classes
- identify discipline interventions that are effective
- explain mediation and cognitive structures
- explain how economic realities affect patterns of living

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.

Spiritual

Believing in divine purpose and guidance.

Physical

Having physical health and mobility.

Support Systems

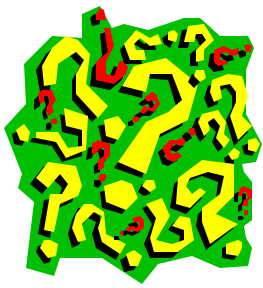
Having friends, family, and backup resources available to access in times of need. These are external resources.

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.



Questions to ask about resources

FINANCIAL

- Is there \$340 a month a person available?
- Is the issue the use of the finances versus the amount of finances?
- Is the approach – “You owe me because I am poor.” Or “I am proud. You will never know that I am in financial need.”

EMOTIONAL

- Is there evidence that the individual has persistence?
- Can the individual be alone or does he/she always need people around them?
- Does the individual act on feelings i.e. hit when he/she is angry?
- Does the individual have coping strategies for adverse situations that are not destructive to self or others?

MENTAL

- Can the individual read, write, and compute?
- Can the individual plan?
- Can the individual problem solve?
- Can the individual do cause and effect and then identify consequences?

SPIRITUAL

- Does the individual believe in divine guidance and assistance?
- Does the individual have a church affiliation?

PHYSICAL

- Can the individual take care of him/her self without help?
- Does the physical body allow the individual to work and learn?

SUPPORT SYSTEMS

- Who is available to help this individual with time, money, know-how, and advice?
- Is this person the support system for the household?
- What connections are available to this person?
- What coping strategies are available in this household?
- How much time is available for this person to devote to school and learning?

RELATIONSHIP/ROLE MODELS

- Who in the household cares about this person? Who does this person care about in this household?
- Is there someone who cares about this person who is not destructive to self or others?

KNOWLEDGE OF MIDDLE CLASS HIDDEN RULES

- Does the individual know the hidden rules of work and school?
- How important is achievement and work?
- Will this individual give up achievement and work for relationships?

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 choices.
CONSULTATIVE	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
CASUAL	Language between friends, and is characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
INTIMATE	Language between lovers or twins. Language of sexual harassment.

Cognitive Strategies

INPUT: quantity and quality of data gathered

1. Use planning behaviors.
2. Focus perception on specific stimulus.
3. Control impulsivity.
4. Explore data systematically.
5. Use appropriate and accurate labels.
6. Organize space using stable systems of reference.
7. Orient data in time.
8. Identify constancies across variations.
9. Gather precise and accurate data.
10. Consider two sources of information at once.
11. Organize data (parts of a whole).
12. Visually transport data.

1. Identify and define the problem.
2. Select relevant cues.
3. Compare data.
4. Select appropriate categories of time.
5. Summarize data.
6. Project relationships of data.
7. Use logical data.
8. Test hypotheses.
9. Build inferences.
10. Make a plan using the data.
11. Use appropriate labels.
12. Use data systematically.

ELABORATION: efficient use of the data

OUTPUT: communication of elaboration and input

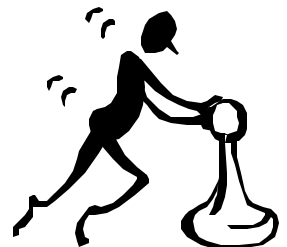
1. Communicate clearly the labels and process.
2. Visually transport data correctly.
3. Use precise and accurate language .
4. Control impulsive behavior.

Could you survive in poverty?

COMPLETE THE QUIZ:

Put a check by each item you know how to do.

- _____ 1. I know which churches and sections of town have the best rummage sales.
- _____ 2. I know which rummage sales have “bag sales” and when.
- _____ 3. I know which grocery stores’ garbage bins can be accessed for thrown-away food.
- _____ 4. I know how to get someone out of jail.
- _____ 5. I know how to physically fight and defend myself physically.
- _____ 6. I know how to get a gun, even if I have a police record.
- _____ 7. I know how to keep my clothes from being stolen at the Laundromat.
- _____ 8. I know what problems to look for in a used car.
- _____ 9. I know how to live without a checking account.
- _____ 10. I know how to live without electricity and a phone.
- _____ 11. I know how to use a knife as scissors.
- _____ 12. I can entertain a group of friends with my personality and my stories.
- _____ 13. I know what to do when I don’t have money to pay the bills.
- _____ 14. I know how to move in half a day.
- _____ 15. I know how to get and use food stamps or an electronic card for benefits.
- _____ 16. I know where the free medical clinics are.
- _____ 17. I am very good at trading and bartering.
- _____ 18. I can get by without a car.



Could you survive in middle class?



COMPLETE THE QUIZ:

Put a check by each item you know how to do.

- _____ 1. I know how to get my children into Little League, piano lessons, soccer, etc.
- _____ 2. I know how to set a table properly.
- _____ 3. I know which stores are most likely to carry the clothing brands my family wears.
- _____ 4. My children know the best name brands in clothing.
- _____ 5. I know how to order in a nice restaurant.
- _____ 6. I know how to use a credit card, checking account, and savings account – and I understand an annuity. I understand term life insurance, disability insurance, and 20/80 medical insurance policy, as well as house insurance, flood insurance, and replacement insurance.
- _____ 7. I talk to my children about going to college.
- _____ 8. I know how to get one of the best interest rates on my new-car loan.
- _____ 9. I understand the difference among the principal, interest, and escrow statements on my house payment.
- _____ 10. I know how to help my children with their homework and do not hesitate to call the school if I need additional information.
- _____ 11. I know how to decorate the house for the different holidays.
- _____ 12. I know how to get a library card.
- _____ 13. I know how to use most of the tools in the garage.
- _____ 14. I repair items in my house almost immediately when they break – or know a repair service and call it.

Could you survive in wealth?

COMPLETE THE QUIZ:

Put a check by each item you know how to do.

- _____ 1. I can read a menu in French, English, and another language.
- _____ 2. I have several favorite restaurants in different countries of the world.
- _____ 3. During the holidays, I know how to hire a decorator to identify the appropriate themes and items with which to decorate the house.
- _____ 4. I know who my preferred financial advisor, legal service, designer, domestic-employment service, and hairdresser are.
- _____ 5. I have at least two residences that are staffed and maintained.
- _____ 6. I know how to ensure confidentiality and loyalty from my domestic staff.
- _____ 7. I have at least two or three “screens” that keep people whom I do not wish to see away from me.
- _____ 8. I fly in my own plane, the company plane, or the Concorde.
- _____ 9. I know how to enroll my children in the preferred private schools.
- _____ 10. I know how to host the parties that “key” people attend.
- _____ 11. I am on the boards of at least two charities.
- _____ 12. I know the hidden rules of the Junior League.
- _____ 13. I support or buy the work of a particular artist.
- _____ 14. I know how to read a corporate financial statement and analyze my own financial statements.



VOICES

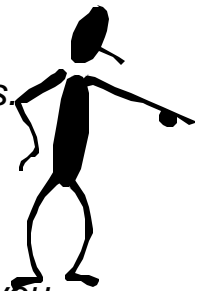
Child

- *Quit picking on me.*
- *You don't love me.*
- *You want me to leave.*
- *Nobody likes (loves) me.*
- *I hate you.*
- *You're ugly.*
- *You make me sick.*
- *It's your fault.*
- *Don't blame me.*
- *She, he ... did it.*
- *You make me mad.*
- *You made me do it.*



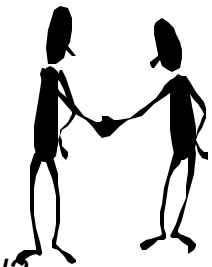
Parent

- *You (shouldn't) should do that.*
- *It's wrong (right) to do ...*
- *That's stupid, immature, out of line, ridiculous.*
- *Life's not fair. Get busy.*
- *You are good, bad, worthless, beautiful*
- *(any judgmental, evaluative comment).*
- *You do as I say.*
- *If you weren't so ..., this wouldn't happen to you.*



Adult

- *I need ...*
- *What's your plan?*
- *What are choices in this situation?*
- *If you choose ..., then you have chosen ...*
- *If you did know, what would you say?*
- *When you did that, what did you want?*
- *How did that behavior help you be successful?*



Creating Relationships

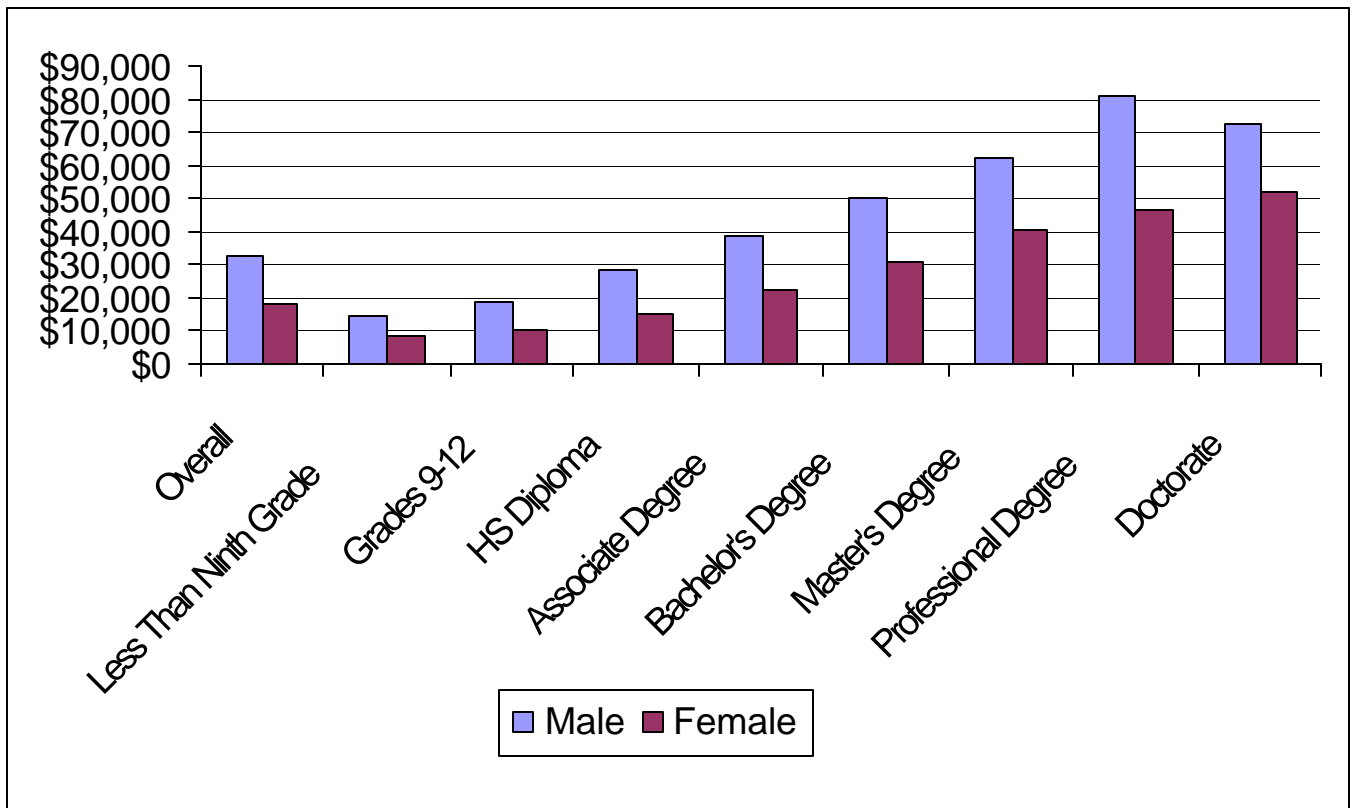
DEPOSITS	WITHDRAWALS
Seek first to understand	Seek first to be understood
Keeping promises	Breaking promises
Kindnesses, courtesies	Unkindnesses, discourtesies
Clarifying expectations	Violating expectations
Loyalty to the absent	Disloyalty, duplicity
Apologies	Pride, conceit, arrogance
Open to feedback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

Chart taken from Stephen Covey's book *The Seven Habits of Highly Effective People*

DEPOSITS MADE TO INDIVIDUAL IN POVERTY	WITHDRAWALS MADE FROM INDIVIDUAL IN POVERTY
Appreciation for humor and entertainment provided by the individual	Put-downs or sarcasm about the humor or individual
Acceptance of what the individual cannot say about a person or situation	Insistence and demands for full explanation about a person or situation
Respect for the demands and priorities of relationships	Insistence on the middleclass view of relationships
Using the adult voice	Using the parent voice
Assisting with goal-setting	Telling the individual his/her goals
Identifying options related to available resources	Making judgments on the value and availability of resources
Understanding the importance of personal freedom, speech, and individual personality	Assigning pejorative character traits to the individual

U.S. Median Income for Persons Age 25 and Older, by Sex and Educational Attainment: 2001

	Numbers of Persons with Income (in thousands)		Median Income in 2001 Dollars	
	Male	Female	Male	Female
Overall	84,389	88,075	\$32,494	\$18,549
Less than Ninth Grade	5,809	5,196	\$14,340	\$ 8,846
Grades 9-12 (no diploma)	7,421	7,376	\$19,434	\$10,330
HS Diploma (includes GED)	25,954	28,945	\$28,343	\$15,665
Associate Degree	6,352	8,177	\$38,870	\$22,639
Bachelor's Degree	15,723	15,660	\$49,985	\$30,973
Master's Degree	5,522	5,749	\$61,960	\$40,744
Professional Degree	1,779	899	\$81,602	\$46,635
Doctorate	1,488	653	\$72,642	\$52,181





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	Un Marco Para Entender La Proeza	22.00	15.00	
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