UNDERSTANDING AND WORKING WITH STUDENTS AND ADULTS FROM POVERTY
RUBY PAYNE
KEY POINTS TO REMEMBER:

1. Poverty is relative.
2. Poverty occurs in all races and countries.
3. Economic class is a continuous line, not a clear-cut distinction.
4. Generational poverty and situational poverty are different.
5. This work is based on patterns. All patterns have exceptions.
6. People bring with them the hidden rules of the class in which they were raised.
7. Schools and businesses operate from middle class norms and hidden rules.
8. We must understand our students’ hidden rules and teach them the rules that will make them successful at home and work.
9. We must teach students with support, insistence, and expectations.
10. To “move up” in the class structure, people must give up relationships for achievement.
11. Two things that help one move out of poverty are education and relationships.
12. Four reasons one leaves poverty are: It’s too painful to stay, a vision or goal, a key relationship, or a special talent or skill.

U.S. POVERTY STATISTICS
1. In 2003, 35.9 million people (12.9%) were in poverty, up 1.3 million (0.4%) from 2002.
2. In 2003, the poverty rate remained unchanged for Hispanics, non-Hispanic Whites, and Blacks, although it rose for Whites and Asians.
4. Poor children are more likely to experience developmental delay and damage, dropping out of school, and giving birth during teen years.
5. Children of poverty are more likely to be in single parent families.
6. Poor inner-city children are 7 times more likely to experience child abuse or neglect than are high SES children.
7. Poverty is caused by interrelated factors: parental employment status and earnings, family structure, and parental education.
2000 U.S. CENSUS BUREAU STATISTICS

<table>
<thead>
<tr>
<th>UNITED STATES</th>
<th>NUMBER OF CHILDREN IN POVERTY</th>
<th>% OF CHILDREN IN PROVERTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL RACES</td>
<td>11,733,000</td>
<td>16.3%</td>
</tr>
<tr>
<td>WHITE</td>
<td>7,527,000</td>
<td>13.4%</td>
</tr>
<tr>
<td>AFRICAN-AMERICAN</td>
<td>3,492,000</td>
<td>30.2%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>3,570,000</td>
<td>28.0%</td>
</tr>
<tr>
<td>ASIAN-AMERICAN</td>
<td>369,000</td>
<td>11.5%</td>
</tr>
<tr>
<td>NATIVE AMERICAN*</td>
<td>250,403</td>
<td>38.8%</td>
</tr>
</tbody>
</table>
* from 1990

CHAPTER 1 – Definitions and Resources (pages 15-39)

SWBAT name and identify the 7 types of poverty

1) What are the 8 resources that play a vital role in the success of an individual?
2) Poverty is more about other resources that it is about ____. Why?
3) Which resource can an educator influence greatly?
4) Which scenario in this chapter has the most resources? The least?

RESOURCES (page 16)

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 (stamina, perseverance, 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, backup resources available to access in times of need (external resources)

ROLE MODELS: having frequent access to adult(s) who are appropriate, nurturing, and who do not engage in self-destructive behavior.

KNOWLEDGE OF HIDDEN RULES: knowing the unspoken cues and habits of a group.
Chapter 2 – The Role of Language and Story (pages 41-50)

1) What are the five registers of language? Which one has to be directly taught?
2) Which register do most of minority and poor student not have access to at home? What areas of their lives are affected by the absence of this register?
3) What has to be present in order for the acquisition of language to occur? Why does this present a problem at home?
4) What is the difference between a formal-register discourse pattern and a casual-register discourse pattern? What is the difference as they relate to story structure?
5) What can school do to address casual register, discourse patterns, and story structure?

LANGUAGE
FORMAL
REGISTER:
- standard sentence syntax and word choice of work and school; Complete sentences and specific word choice used in standardized tests (SAT, ACT)
- necessary to get well-paying job
- allows one to score well on tests and do well in school and college
- hidden rule of middle class

PATTERN OF DISCOURSE:
Speaker or writer gets straight to The point

STORY STRUCTURE:
Starts at beginning of story and goes to the end in chronological pattern; most important part of story is plot

CASUAL
REGISTER:
- Language between friends, characterized by a 400-500 word vocabulary. Word choice general and not specific. Conversation dependent on non-verbals. Sentence syntax often incomplete.

PATTERN OF DISCOURSE:
Speaker or writer goes around the issue before coming to the point.

STORY STRUCTURE:
Begins with the end of story first or the part with the most emotional intensity. Told in vignettes with audience participation. End with comment about the character and hi/her value. Most important part of story is the characterization.

WHAT CAN WE DO TO HELP STUDENTS?
1. Have students write in casual register and translate to formal register.
2. Make part of discipline plan that students learn how to express displeasure in formal register and therefore not be reprimanded.
3. Use graphic organizers to show patterns of discourse.
4. Tell stories both ways. Talk about how they are the same and different.
5. Allow for participation in the writing and telling of stories.
6. Use stories in math, social studies and science to develop concepts.
7. Make up stories with students which can be used to guide behavior.
8. Students need to know how much the formal register affects their ability to get a job
CHAPTER 3 - Hidden Rules Among the Classes (pages 51-62)
SWBAT identify the rules of the 3 classes.
1) What are the hidden rules?
2) What are some of the hidden rules for each class surrounding money, language, possessions, and education?
3) What is one of the biggest challenges in getting out of poverty? Why?
4) Why should students be taught the hidden rules of middle class?
5) Why will an understanding of the culture and values of poverty lessen the anger and frustration that educators periodically feel?

HIDDEN RULES OF EACH CLASS (page 59)

<table>
<thead>
<tr>
<th>POSSESSIONS</th>
<th>POVERTY</th>
<th>MIDDLE CLASS</th>
<th>WEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>Things</td>
<td>One-of-a-kind objects, legacies, pedigrees</td>
<td>Conserved, invested</td>
</tr>
<tr>
<td>MONEY</td>
<td>Spent</td>
<td>Managed</td>
<td>Connections</td>
</tr>
<tr>
<td>PERSONALITY</td>
<td>Entertainment; sense of humor</td>
<td>Acquisition and stability, achievement</td>
<td></td>
</tr>
<tr>
<td>SOCIAL EMPHASIS</td>
<td>Inclusion of people you like</td>
<td>Self-governance and self-sufficiency</td>
<td>Social exclusion.</td>
</tr>
<tr>
<td>FOOD</td>
<td>Did you have enough?</td>
<td>Did you like it?</td>
<td>Was it presented well?</td>
</tr>
<tr>
<td>CLOTHING</td>
<td>Individual style and expression of personality</td>
<td>Quality and acceptance into norm. Label important.</td>
<td>Artistic sense and expression. Designer important.</td>
</tr>
<tr>
<td>TIME</td>
<td>Present</td>
<td>Future</td>
<td>Past</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Abstract; not reality</td>
<td>Crucial for success and money</td>
<td>Tradition for connections</td>
</tr>
<tr>
<td>DESTINY</td>
<td>Fate</td>
<td>Choice</td>
<td>Noblesse oblige</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Casual (survival)</td>
<td>Formal (negotiation)</td>
<td>Formal (networking)</td>
</tr>
<tr>
<td>FAMILY STRUCTURE</td>
<td>Matriarchal</td>
<td>Patriarchal</td>
<td>Who has the money?</td>
</tr>
<tr>
<td>WORLDVIEW</td>
<td>Local</td>
<td>National</td>
<td>Global</td>
</tr>
<tr>
<td>LOVE</td>
<td>Conditional – if I like You</td>
<td>Conditional – on achievement</td>
<td>Conditional - social standing</td>
</tr>
<tr>
<td>DRIVING FORCE</td>
<td>Survival, relationships, Entertainment</td>
<td>Work, achievement</td>
<td>Financial, political, social connections</td>
</tr>
</tbody>
</table>
CLASS ISSUES
Assumptions made about individuals’ intelligence and approaches to school or work may be about their understanding of hidden rules.

Students need to be taught the hidden rules of middle class - as an alternative to their own IF THEY CHOOSE.

Many attitudes students and parents bring with them are an integral part of their culture and belief systems. Middle class solutions should not necessarily be imposed when other workable solutions might be found.

An understanding of the culture and values of poverty will lessen the anger educators may sometimes feel when dealing with these students and parents.

Chapter 4 – Characteristics of Generational Poverty (pages 63-80)
1) What are the main differences between generational poverty and situational poverty?
2) What characteristics of generational poverty are present in the case study “Walter”?
3) What makes understanding generational poverty so challenging? Why?
4) What makes the family patterns in generational poverty different from the middle class?
5) Why is education the key to getting out of, and staying out of, generational poverty?

ADULTS AND STUDENTS FROM POVERTY MAY:
get mad and quit the job. If they don’t like the boss/teacher, they will quit.
will work hard if they like you
do not use conflict resolution skills. Prefer to settle issues in verbal or physical assaults.
use survival language (casual register)
are not emotionally reserved when angry. Tend to say exactly what is on their mind.
have an extreme freedom of speech and use personality to entertain
are extremely independent (don’t like your “teacher” voice)
periodically need time off or late arrival due to family emergencies
need emotional warmth from teacher to feel comfortable
require a level of integrity from the organization
exhibit possessiveness about the people they really like
need a greater amount of “space” to allow for the uniqueness of their personalities
show favoritism for certain people and give them preferential treatment
may view male role as lover/fighter/tough man
may view female role as taking care of others
Chapter 5 – Role Models and Emotional Resources (pages 81-88)

1) What are functional and dysfunctional systems?
2) Why would emotional resources have great importance in school and at work?
3) To move from poverty to middle class or from middle class to wealth, one must trade off some _____ for achievement at least for a period of time. Why?
4) How do you provide emotional resources when the student has not had access to appropriate role models?
5) What is the greatest free resources available to schools? Why?

Chapter 6 - Support Systems (pages 89-97)

1) What are support systems?
2) What are the seven support system resources that Dr. Payne discusses in this chapter? Are there others not listed/. If so, what are they?
3) In the case study “Lakeitha” what aspects of a support system are there that would be beneficial to a student and would promote success?
4) What are the nine support systems that schools can use to help students? Are there others not listed? If so, what are they?
5) Support systems need to include the teaching of 10 very important skills. What are these?

The 7 Support System Resources
1) Coping Strategies
2) Options during problem solving
3) Information and know-how
4) Temporary relief from emotional, mental, financial, and/or time constraints
5) Connections to other people and resources
6) Positive self-talk
7) Procedural self-talk

How Can We Help Students?

1. School-wide homework support
2. Supplemental school-wide reading programs
3. Keeping students with same teacher for 2-3 years
4. Teaching coping strategies to students
5. School-wide scheduling (e.g., 3rd grade math teachers teach at same time so students can be moved among math groups as necessary)
6. Parent training and contact through video
7. Direct teaching of classroom survival and “hidden rules” of school
8. Requiring daily goal setting and procedural self-talk
9. Team interventions
10. Programs and educational services for parents
Chapter 7 – Discipline (pages 99-114)
1) The two anchors of any effective discipline program that move students to self-governance are structure and choice. Why are these considered anchors?
2) What are the six questions that an educator should answer about behavior as part of a behavior analysis?
3) There are certain behaviors, according to Dr. Payne, that are related to poverty. What are the interventions for these behaviors including participation of the student?
4) Why do students need to have at least two sets of behavior from which to choose—one for the street and one for the school and work settings?
5) What are the three internal voices that guide an individual, and what are the characteristics and functions of each? Why should students be taught to use the adult voice?
6) What is a metaphor story and why is it effective?
7) Do you agree that discipline should be seen as and used as a form of instruction? Why or why not?

Chapter 8 – Instruction and Improving Achievement (pages 115-140)
1) What kind of information is generally tested on IQ tests? Why is this important to know?
2) Complete these statements: Teaching is what occurs _____ the head. Learning is what occurs _____ the head. Why is this important to know?
3) What is mediation and why is it so important?
4) What happens if a student cannot plan?
5) Why should instruction in cognitive strategies be a part of the curriculum?
6) What are some additional instructional interventions that build conceptual frameworks and cognitive strategies that Dr. Payne discusses in this chapter?
7) Why should staff development focus on a diagnostic approach rather than a programmatic approach?

Chapter 9 – Creating Relationships (pages 141-146)
1) What is the key to achievement for students from poverty? Why?
2) How does a formal institution create relationships?
3) What is the first step to creating relationships with students and adults?
4) When does a successful relationship occur?
5) What are deposits and withdrawals with regard to students from poverty?