



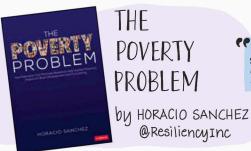
INTEREST IN

**CORWIN** 

Please enjoy this complimentary excerpt from The Poverty Problem.

**LEARN MORE** about this title!





History

perpetuated

multigenerational

poverty in Black &

Hispanic families

Scarcity impairs

the ability to make

good decisions.

People of color

Poverty causes cognitive overload;

suffer from

scarcity

manifests as

QUICK! ACT BORED!

apparent disinterest. I'M OVERWHELMED!

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The human brain tries

to rationalize what it sees:

has

THE POVERTY PROBLEM

@ResiliencuInc

Stress raises

vocal pitch-we

tend to write off

higher-pitched

voices as

"overlu

emotional"

POVERTY

THEY

Low socioeconomic status has acted as a gag on the voices of the poor.

Povertu results in language processing difficultiesespecially in boys.

## Poverty's

SCHOOL A ENVIRON-MENT Homes with books (even if they're not being read) result in increased literacu skills!

FUTURE?

Parents in povertu

and mostly about

the present.

talk less to their children,

Phonics seems to

work better

than a

whole-

ROUTINES &

RELATIONSHIP WITH ADULT

A resiliency plan can help build protective factors in students.

These factors

benefit all

students!

under-

activation of the

is keu!

reading comprehension

is affected by the quantity and quality of words, both

The shift from word

spoken and written, the

student encounters

identification to

parietal lobe has

negative effects on working memory and visualization-which directly affects enthusiasm for reading.

Resiliency

POOR RESILIENCY

Shift from deficit-based to strengthsbased.

Encourage independent-minded girls.

POVERTY

Promote things the

amugdala likes - being ·safe

· loved

· successful

Promote extracurricular activities.

> Feels THE MORE PROTECTIVE FACTORS, THE BETTER! /

> > "THINK-ALOUDS"

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USE

RECOMMENDATIONS Summer reading programs

· Activities that improve working memory

> The American education system associate POC with struggle. We need more positive role models in

the curriculum. MEMORIZATION

Principles of Instruction

Check for understanding (not just for on-task behavior)

> Avoid negative language; explicitly teach desired behaviors

oRelate to prior knowledge ouse visuals

ostimulate senses

clear explanations

· Apply to students'

daily lives

Socioeconomic status has more influence on academic performance than innate ability....

matter!

LOW-SES students enter high school 5 years behind high-SES students in reading.

RECOMMENDATIONS

program

· Adults:

-Nurturance - Effective discipline

peer pressure

· Rigorous music

·Students:

- Healthy future orientation approach

Bous from poverty may have higher T, larger amuadala-resultina behaviors reinforce educators'

We are not so

of other races.

good at interpreting

facial expressions

Overstimulation I AM REVVED UP BY can result in volatile DIFFERENCES; behaviors, impulsivity, SOOTHED BY and violence. SIMILARITIES.

Poverty leads to negative self-image, as technology shows us "where we stand." Poor self-image decreases empathy.

RECOMMENDATIONS

Behavior

AND I VALUE FEELING

SAFE, LOVED, AND SUCCESSFUL!

MAKE BAD DECISIONS!

Responsible for

Poverty-related stress can result in impaired

- ·attention · focus
- · self-regulation
- · language development ·memory
- BABIES in poverty have higher Tevels of cortisol (stress hormone) and decreased brain function.

Smaller cinquiate cortex: dampens empathy, social behavior, emotional control.

response.

"fight or flight"



- ·Mindfulness
- · Montessori-based
- · Positive relationship With an adult
- · Multisensoru
- · Early music training

Effects on Empathy Students from povertu will misinterpret benign situations as threatening.



Constant exposure to violence decreases empathy.

Empathy is teachable!

- · Active listening
- · Role play
- · Gestures Reading emotional cues
- ·Teach mental grounding

· Provide books

The brain reacts almost instantly to facial expression, tone of voice.

In poverty, smiles and laughter may be viewed as signs of weakness.







