


Teaching and Engaging Students with Poverty in Mind

Broome-Tioga BOCES

Professional Development & Resource Center



“Teaching matters more than any other factors in a student’s school years. In fact, research (Hanushek, 2005) tells us that quality teaching can completely offset the devastating effects poverty has on students’ academic performance (Jensen, 2013).”

Today's Outcomes:

- Identify three typical differences of children in impoverished environments
- Explain how to build a growth mindset
- Describe actions to increase social and cognitive engagement and explain how they impact all learners

Our MINDSET Matters!

Mindset= the established set of attitudes/beliefs held by someone

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

WE CAN CHANGE OUR MINDSET!

Find out how:

<http://mindsetonline.com/changeyourmindset/natureofchange/index.html>

Growth Mindset



[Eduardo Briceño](#), Co-Founder & CEO Mindset Works

Mindsets- After a Failure

FIXED

- ✓ Feel helpless and want to give up
- ✓ Avoid future tasks similar to this one
- ✓ Invest little or no effort since I will not likely succeed
- ✓ I might consider cheating, if need be

GROWTH

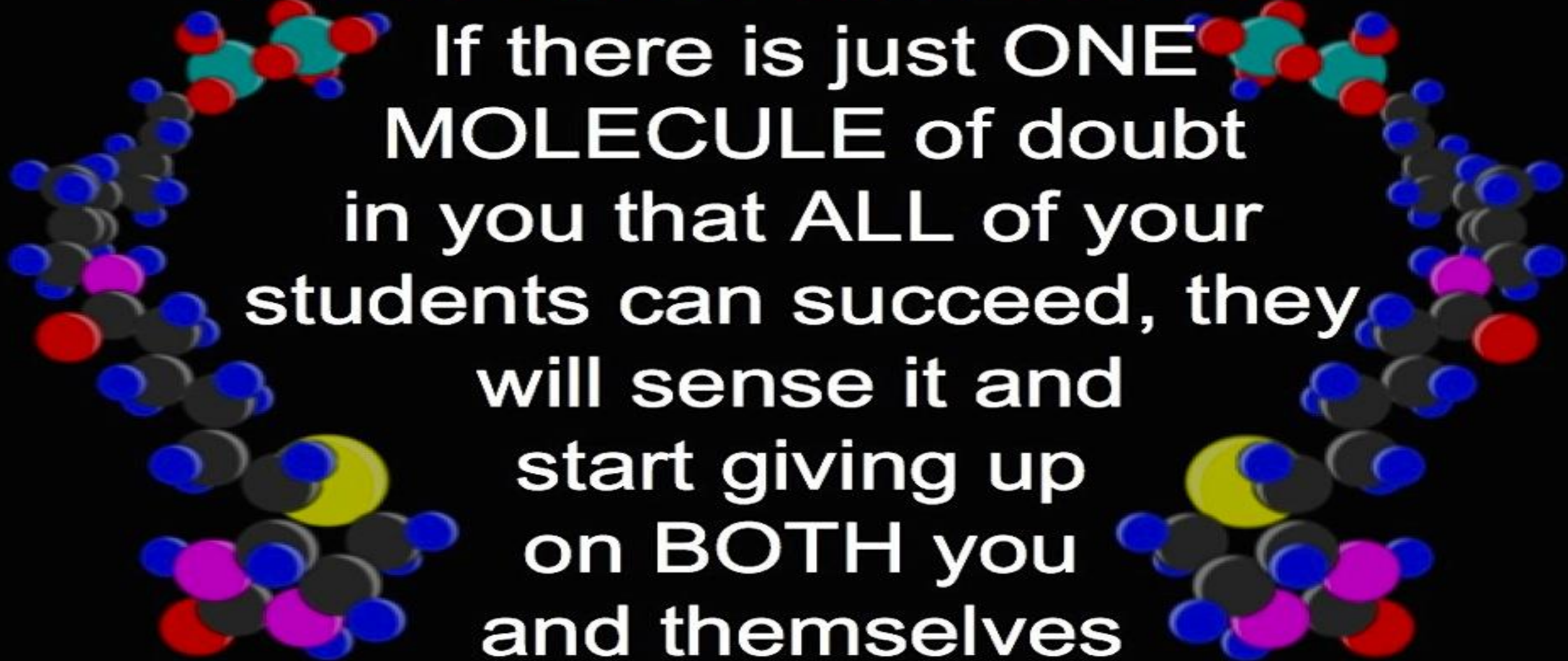
- ✓ Resilience; I feel renewed energy
- ✓ I will learn from my mistakes to improve
- ✓ Effort is a positive, since I can control how much I apply
- ✓ I can be better the next time I try this

Enrichment Mindsets

1. Fierce Urgency
2. Empathy
3. Brains are designed to change
4. Teachers are the single greatest difference maker
5. NO EXCUSES!

MINDSET DANGER

If there is just ONE
MOLECULE of doubt
in you that ALL of your
students can succeed, they
will sense it and
start giving up
on BOTH you
and themselves



Poverty is...

not a cul_____, but
a *ch* _____ *condition*
affecting the *m*____, *b*____
*and s*____ resulting from
multiple adverse *r*____ *f*_____.



How are kids from low SES typically different than those from middle or upper class?

1. **Acute/chronic stress**
2. Executive function skills
3. Less emotional support

Stress - Two Situations

You felt like you were “frozen”, you had an inability to function in some way or ways

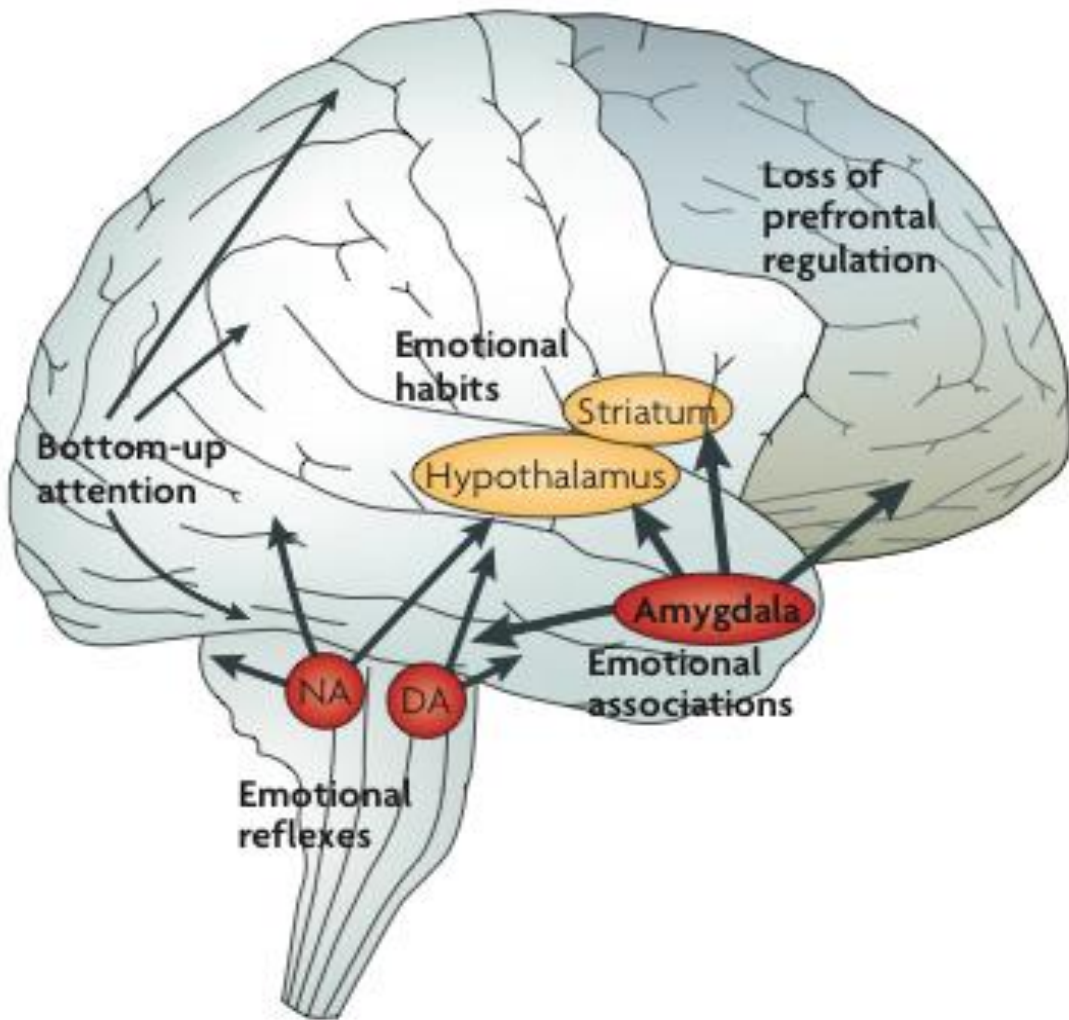


You are “feeding off of your stress”
ie: achieving a goal, accomplishing a task



- ✓ Stress (on/off) is healthy for us!
- ✓ Distress (Chronic) is toxic to our brain and body!
- ✓ Reality: Poor children are exposed to: 1) more stressors, 2) more intense and longer lasting stressors, and 3) have fewer coping skills than their higher SES counterparts



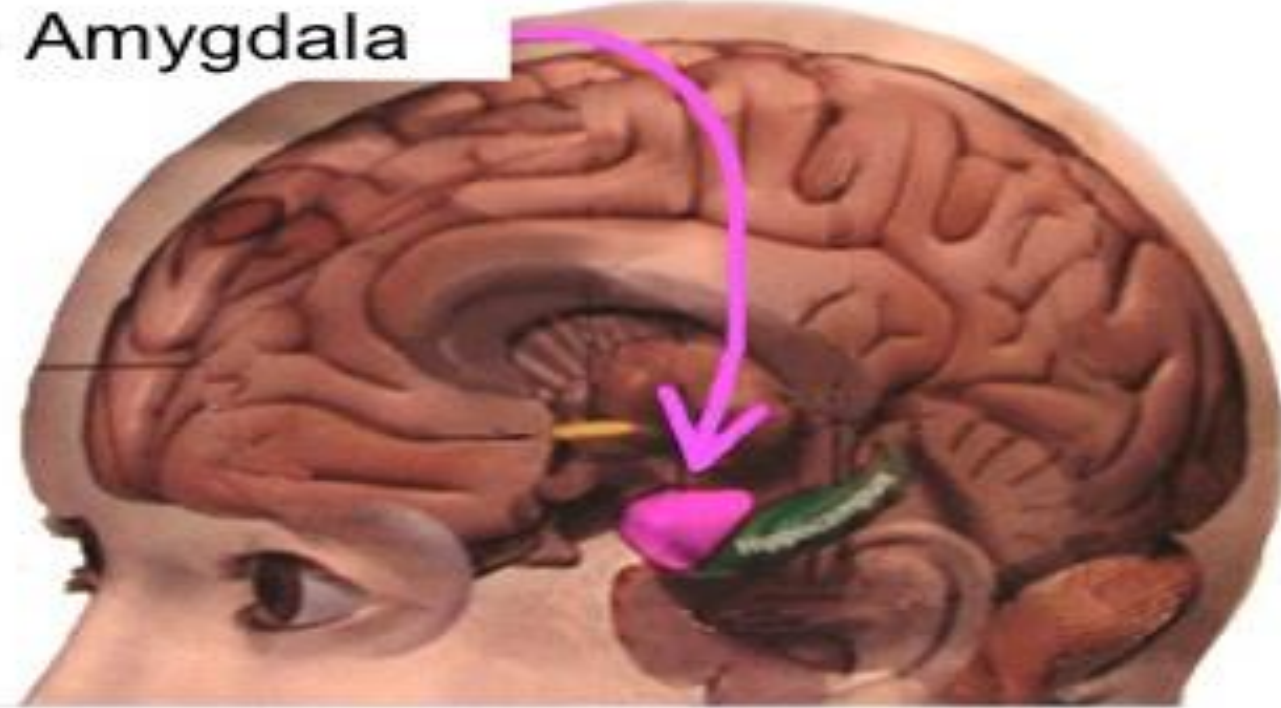


Under high stress, brains engage in bottom-up decision-making for a more reflexive strategy.

Fight, Flight or Freeze?



Amygdala



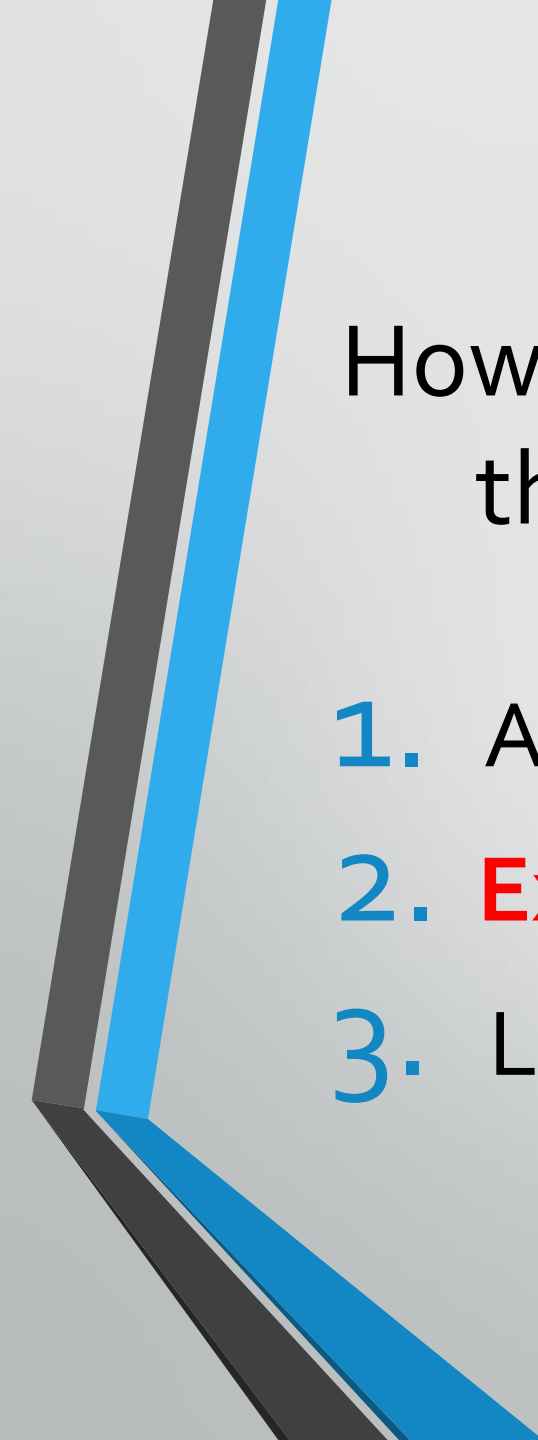
Threats, insults, put-downs and sarcasm activate the amygdala

"Great theory, but what do we do?"



For things to change, you must change. Start by managing your own stress much, much better.

What works for you? (Round Robin)



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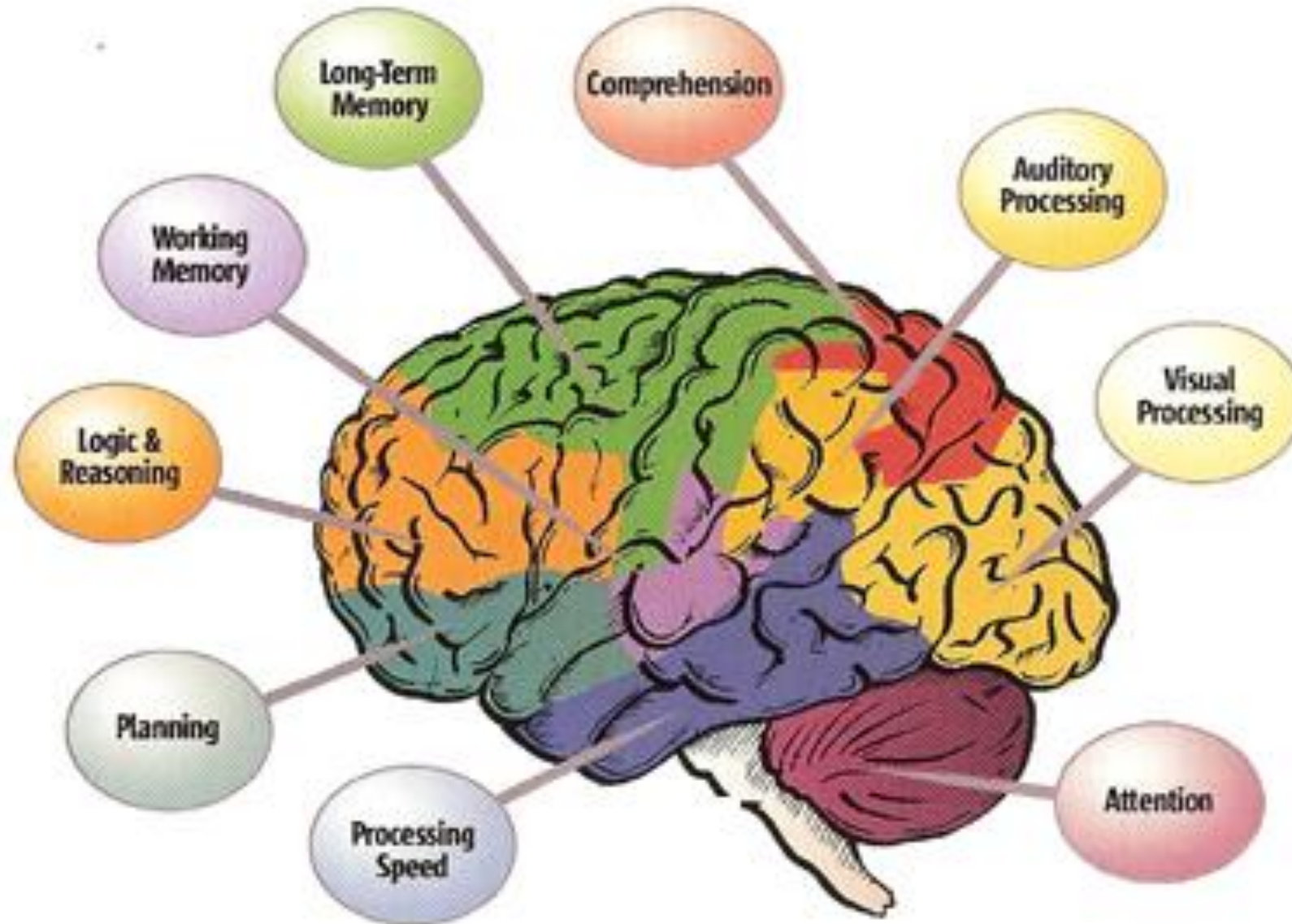
What is Executive Function?

- A set of mental processes shaped by physical changes in the brain and life experiences (schema)
- It is how we connect past or prior knowledge/experience to the present
- People use it to plan, organize, strategize, pay attention to and remember details, manage time and space, control impulses, store things in working memory



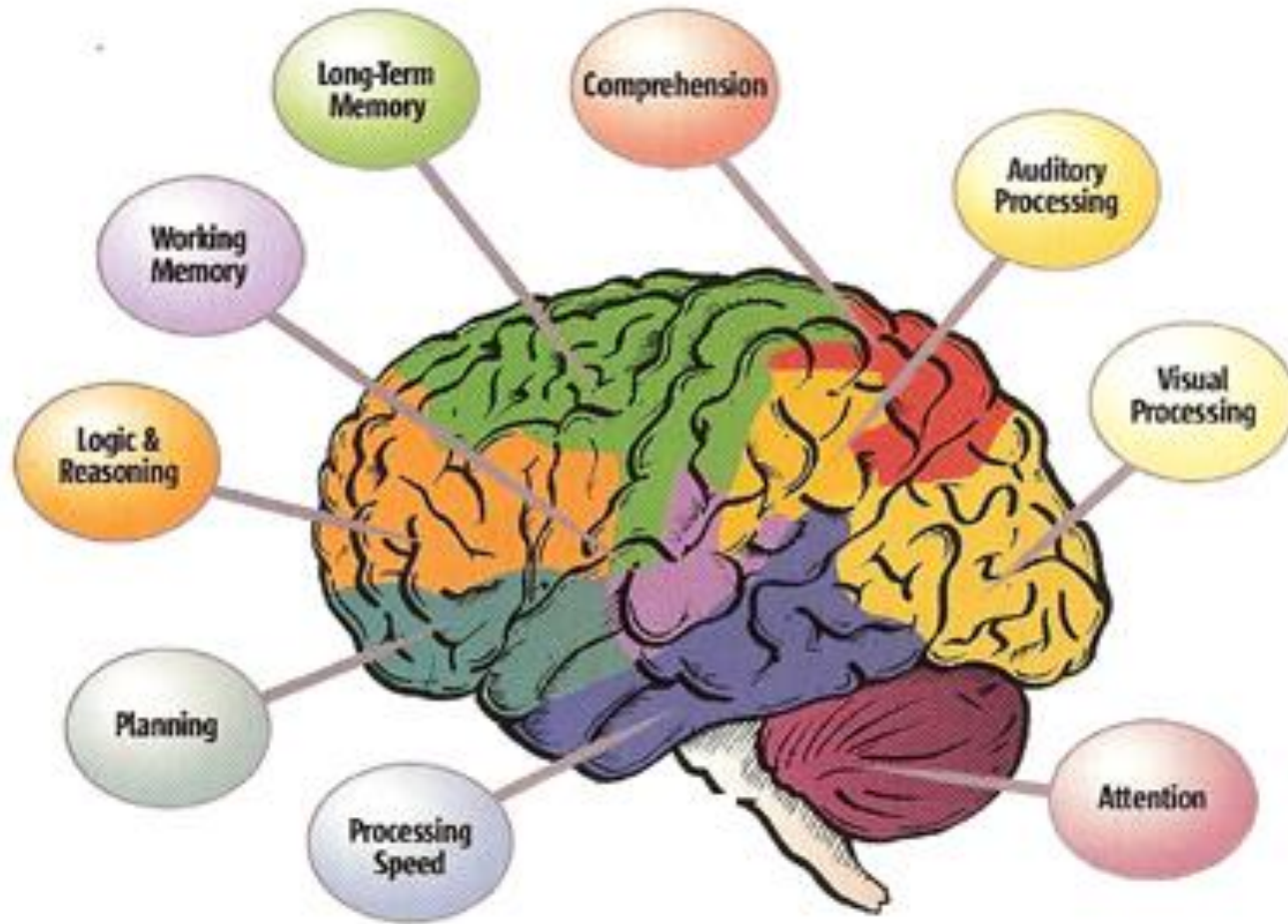
It's your operating system!

What is Executive Function?



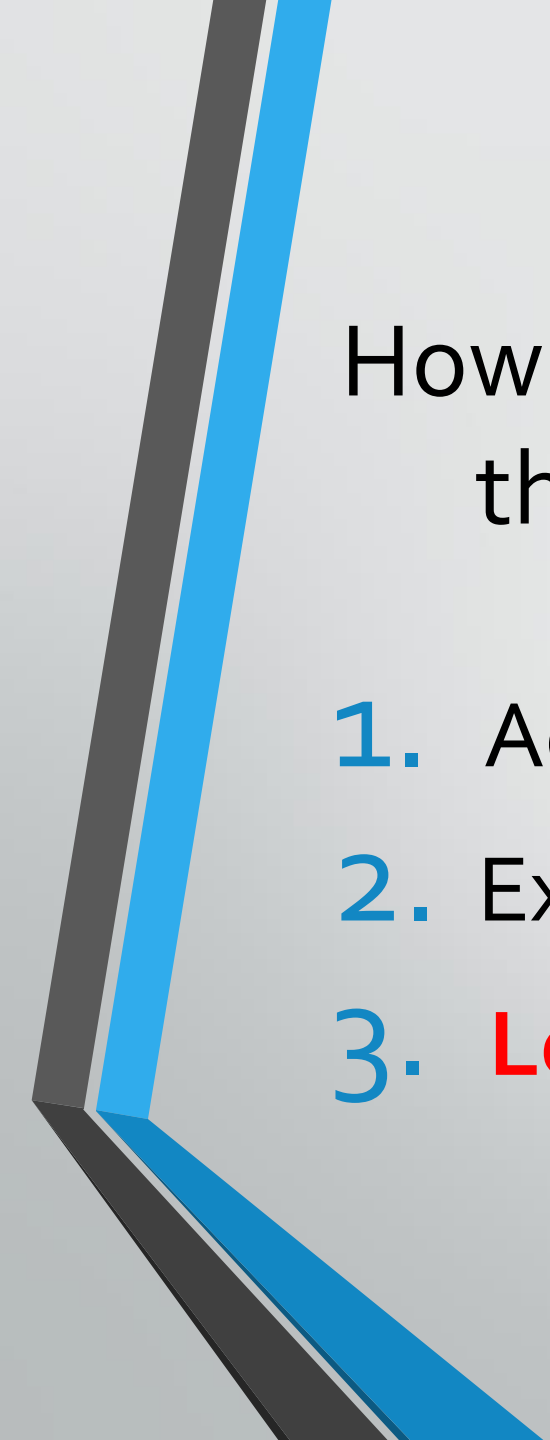
Executive Function

Select an area of Executive Function. How do you support this area in your classroom?



Enrichment Mindsets

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3. **Less emotional support**

Kids “download” the negatives of chaos, disharmony, poor relationships, foul language, poor manners and weak vocabulary just as quickly and just as automatically as they would any positive or enrichment input.





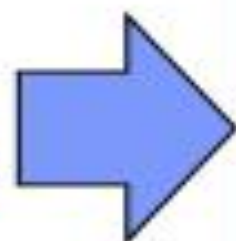
Emotional Support

A mother in poverty is less likely to provide the emotional support needed for proper developmental growth when she's stressed about her own health, safety, bill-paying, hunger and housing prospects.

Caregiver Feedback and Emotional Affirmations Varies by Child's SES

\$\$\$ Upper income

caregivers average a 6-1 ratio of **6 positives** to **1 reprimand**



\$\$ Middle income

caregivers average **2-1**



\$ Lower income

caregivers average **1-2**



Discipline Problems Emerge When Teachers Expect *What They Cannot Get*



"Hey, show a little remorse about it!"



Many kids don't have the full emotional range to respond well **UNLESS** they are taught **HOW** to respond in class.

If the Healthy Emotional Brain Was Represented by a Keyboard, Many Students Today Use Fewer "Keys"



TAUGHT:

- Humility
- Forgiveness
- Empathy
- Optimism
- Compassion

HARD-WIRED

- ✓ Sadness
- ✓ Joy
- ✓ Disgust
- ✓ Anger
- ✓ Surprise
- ✓ Fear

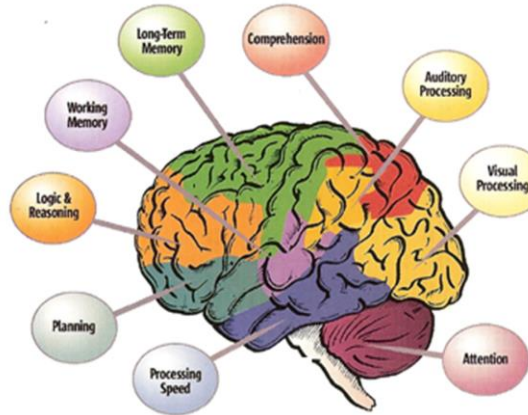
TAUGHT:

- Sympathy
- Patience
- Shame
- Cooperation
- Gratitude

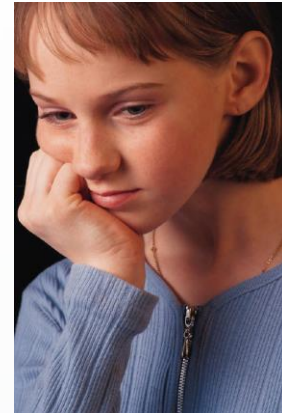
So what?



Stress



Executive Function



Less Emotional Support

Influences and Effect Sizes Related to Student Achievement

- Feedback
- Formative Assessment
- Home Environment and SES
- Not Labeling Students
- Problem Solving
- Reciprocal Teaching
- Spaced vs. Massed Practice
- Student Self-Assessment
- Teacher Student Relationships
- Vocabulary

Rank from highest
influence to
lowest

Effect Sizes

Effect size is a **standardized measure** of the *relative size of the gain (or loss)* of an intervention.

0.00 or less = Negative effect

0.00 – 0.20 = Negligible, unclear effects

0.20 – 0.40 = Small-moderate effects

0.40 – 0.60 = Very strong effects

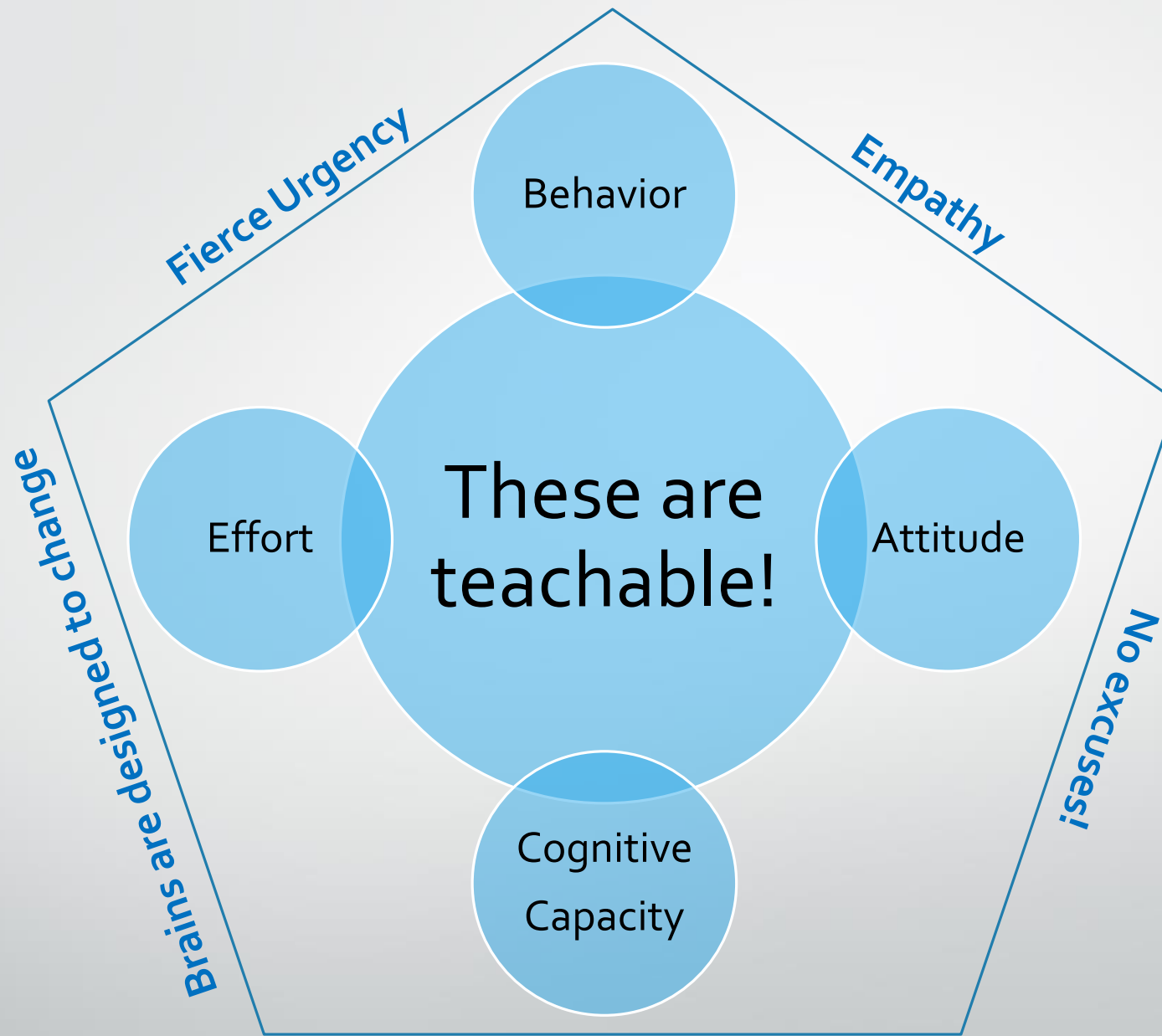
0.60 – 2.00 = Extreme effects

These are just one way of understanding the value of educational/classroom factors. There are others.

<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Influences and Effect Sizes Related to Student Achievement

- Student Self-Assessment: 1.44
- Formative Assessment: .9
- Reciprocal Teaching: .74
- Feedback: .73
- Teacher Student Relationships: .72
- Spaced vs. Massed Practice: .71
- Vocabulary: .67
- Not Labeling Students: .61
- Problem Solving: .61
- Home Environment and SES: .57



Teachers are the single greatest difference maker

Behavior: Building a Positive Climate



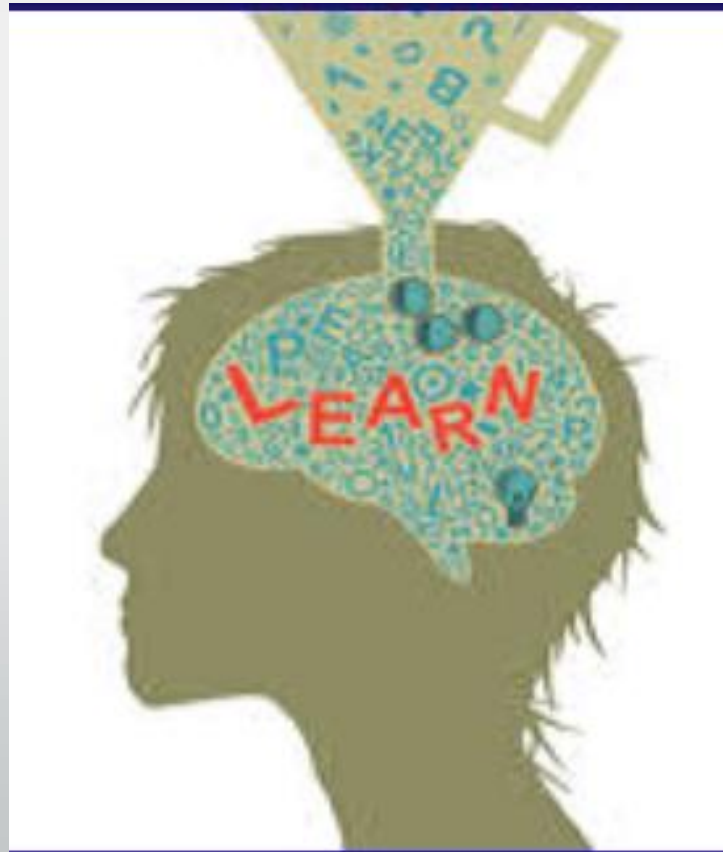
How did Rafe build a positive climate?

Behavior: Building a Positive Climate

- Reduce lecture time
- Eliminate the “fight, flight or freeze response”
- Give students more control

Using your notes sheet, jot down a few ideas to build a positive classroom climate

Build Cognitive Capacity



Language Influences Cognition



Toddlers from middle and upper income families actually used more words *in talking to their parents than low SES mothers used in talking to their own children.*

(Bracey, 2006)



An iPhone is shown on the left, displaying a grid of app icons on its screen. To the right of the phone, a variety of other app icons are scattered, including icons for email, calendar, photos, camera, weather, clock, calculator, notes, settings, maps, and many others, illustrating the range of applications available on the platform.

Our mem

Our memory systems are the root of all learning

Grab the brain's attention!

- De-stress
- Ritual
- Surprise
- Interest or novelty
- Color
- Personal meaning



Remember this ?

Kef

Lak

Mil

Nir

Vek

Lun

Nem

Beb

Sar

fif

Cat

Fan

Sit

Run

Pen

Ban

Dab

Set

Hid

See

Coat

Sweater

Hat

Gloves

Tie

Shirt

Socks

Shoes

Jacket

pants

A

Boy

Went

To

The

Grocery

Store

To

Buy

candy

Ways to Add Meaning

- Create purpose, use and value
- Link to past experiences, Build experience
- Provide clear organization



Workarounds for Working Memory Limitations in Kids

1. Every few minutes, pause to let content sink in
2. Chunk content into smaller chunks to aid understanding
3. Quick, fun energizer than can bump up dopamine
 - Math Moves” – Common Core
 - Kinesthetics for voc./content
 - Kagan Classbuilders
4. Music can be used to activate high energy or lower energy for extended focus – depends on beats per minute)

Using your notes sheet, jot down a few ideas for your classroom



Effort and Attitude

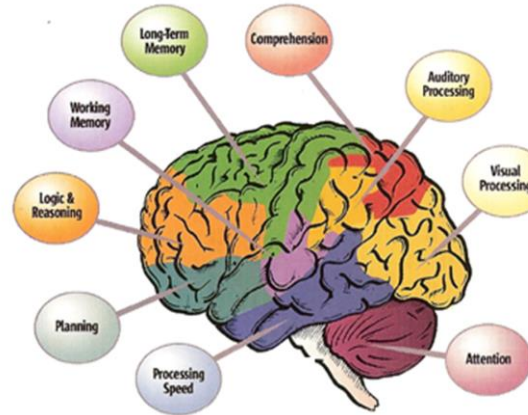
How does the growth mindset influence effort and attitude?

Think about one example to share with a colleague...

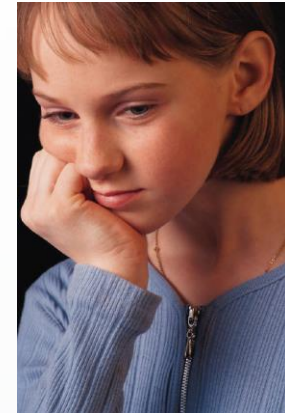
Actionable Steps for my classroom



Stress



Executive Function



Less Emotional Support

Available Resources

- ASCD Education Collection
 - Teaching With Poverty in Mind
- School Library System Professional Book Collection Catalog
 - Engaging Students with Poverty in Mind
- Presentation Materials
 - www.btbooces.org ---Effective Teaching ---Teaching with Poverty in Mind (1/2 Day)

Resources

Baily F. and Pransky, K. (2014) *Memory at Work in the Classroom: Strategies to Help Underachieving Students*. Alexandria, Va: Association for Supervision and Curriculum Development

Dweck, C. (2006) *Mindset. The New Psychology of Success: How we Can Learn to Fulfill Our Potential*. New York, Random House, Inc.

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