

STUDY GUIDE

A FRAMEWORK FOR UNDERSTANDING POVERTY

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Chapter One: Definitions and Resources

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

Chapter Two: The Role of Language and Story

1. What are the five registers of language? Which one has to be directly taught?
2. Which register do most of minority and poor students 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 times?
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 schools do to address casual register, discourse patterns, and story structure?

Chapter Three: Hidden Rules Among Classes

1. What are 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?

Chapter Four: Characteristics of Generational Poverty

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?

Chapter Five: Role Models and Emotional Resources

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 resource available to schools? Why?

Chapter Six: Support Systems

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?

Chapter Seven: Discipline

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 behaviors from which to choose--one for the street and one for 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 Eight: Instruction and Improving Achievement

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 Nine: Creating Relationships

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?