# The 'Taboo' Topic of Poverty

Timi Tullis
Director of Board Development and Field Services,

AASB



# Activity

- Think of a child/ren that is/are important to you
- Use the bag of materials you were given, NO sharing, no trading, you can only use what you were given.
- Draw or write words that would define SUCCESS for the child/ren you are thinking about, in other words, how will you know they have succeeded?
- You have 5 minutes!









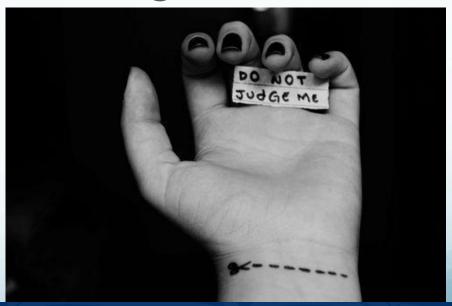
# Key points

- Brain prioritizes survival first
- Stresses like poverty, (without some resiliency factors) can lead to measurable changes and deficits in brain development.



# Long term effects of poverty

- Increased risk for:
  - Childhood ADHD
  - Alcohol dependence and drug addition
  - Explosive disorder
  - Major depression
  - PTSD





# **Opportunities**

- Better nutrition-→ school breakfast and lunches
- After school and summer programs
- Intentional focus on building protective factors



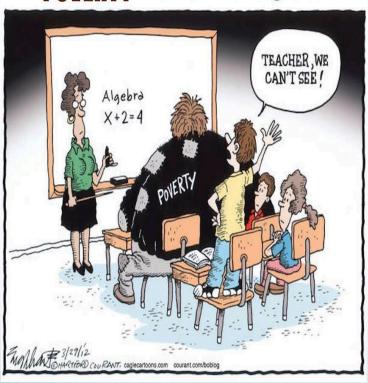
# Schools can disrupt the cycle of poverty





# 7 practices that are critical to student achievement for those in poverty

#### \* **POVERTY**\* The TRUTH that is Ignored \*



- Curriculum & Instruction
- Increase instructional time
- Investment in PD for teachers
- Systems to monitor student performance
- Parental involvement
- Accountability systems
- Use of assessment



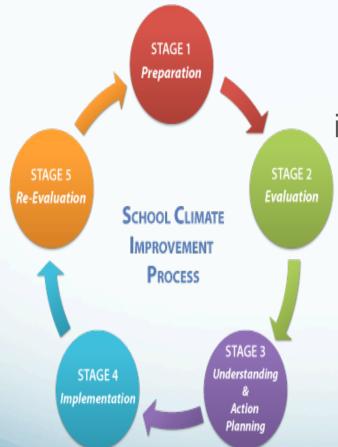
# 8 practices for improvement

- District leadership
- Engage families and communities
- HIGH expectations for poor and culturally diverse students
- Target low-preforming students; start with reading
  - Align, monitor and manage curriculum
  - Create a culture of data and assessment
    - Build and sustain instructional capacity
    - Reorganize time, space and transitions



#### Alter the environment

- Change the school environment
- Reduce the parallels with prison.
- Reduce homework stress by incorporating time for homework in class or right after class.
  - Use cooperative structures
  - Help students blow off steam by incorporating celebrations, roleplays, and physical activities
    - Incorporate kinesthetic arts





## **Empower students**

- Help students increase their perception of control over their environment
- Introducing conflict resolution skills.
- Teaching students how to deal with anger and frustration
- Introducing responsibilities and the value of giving restitution.
- Teaching students to set goals to focus on what they want.



Role-modeling how to solve real-world problems.

Giving students a weekly life problem to solve collectively.

- Teaching social skills.
- Introducing stress reduction techniques

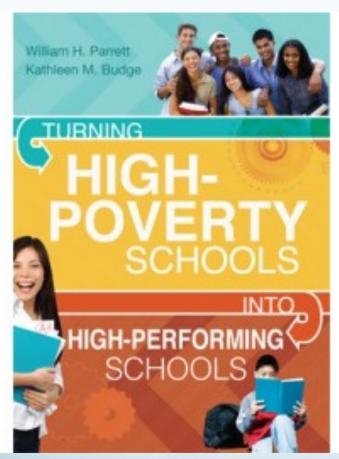


- love them
- expose them to experiences
- give plenty of praise
- don't ask for money
- keep expectations high

edurronso



## Thanks for coming!



William H Parrett and Kathleen M. Mudge~ authors

Timi C. Tullis
Director of Board Development and
Field Services, AASB
<a href="mailto:ttullis@aasb.org">ttullis@aasb.org</a>
907-463-1660

