

# CCR & the Framework of Poverty

## Career Development in the 21st Century 4.0 Conference

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The mission of aha!  
Process, Inc. is to  
positively impact the  
education and lives of  
individuals in poverty  
around the world.



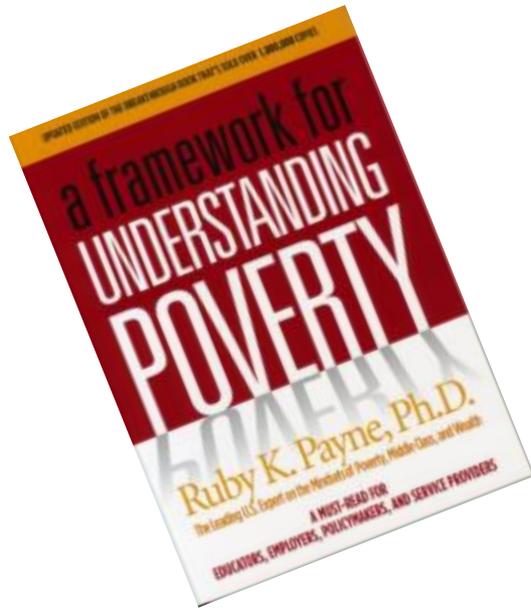
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This session is about economic diversity, not racial or cultural diversity.



# Key Points

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Establish a  
mental framework  
for understanding  
economic realities



# Key Point 1

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Poverty is *relative*.



# Poverty by Setting



Are there differences in rural and urban poverty?

# Rural Poverty

- **14%** of children live in poverty
  - urban rate = **10%**
- Of 200 persistently poor counties in US, 195 are rural
- Where are rural poor?
  - 25% in Midwest
  - 33% in South



## Key Point 2

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Poverty occurs in all  
*races* and in all  
*countries.*

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## Key Point 3

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Economic class is a  
***continuous line***, not  
a clear-cut  
distinction.

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## Key Point 4

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**Generational and  
situational poverty  
are different.**

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# Budgeting & Poverty USA

<https://www.youtube.com/watch?v=0YYG-f3qYE8>





## Key Point 5

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This work is based on **patterns**. All patterns have **exceptions**.

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## Key Point 6

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An individual brings with them the **hidden rules** of the class in which he/she was raised.

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# Hidden Rules...

are the unspoken  
*cues* & *habits* of a group.





## Key Point 7

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Schools and businesses  
operate from *middle*  
*class* norms and use the  
hidden rules of middle  
class.

<https://www.youtube.com/watch?v=Lju4BweO7zQ>

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## Key Point 8

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For our students to be successful, we must **understand** their hidden rules and teach them the rules that will make them **successful** at school and at work.

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# Registers of Language

Frozen: always the same

Formal: word choice of school & work

Consultative: when used in conversation

Casual: between friends

Intimate: sexual harassment



# Language Research Children Aged 1 - 3

Economic group	Number of words exposed to	Affirmations:Prohibitions
Welfare	10 million	1:2
Working class	20 million	2:1
Professional	30 million	5:1

**Source:** *Meaningful Differences in the Everyday Experience of Young American Children (1995)*, by *Betty Hart & Todd R. Risley*

Adapted for use by AEA

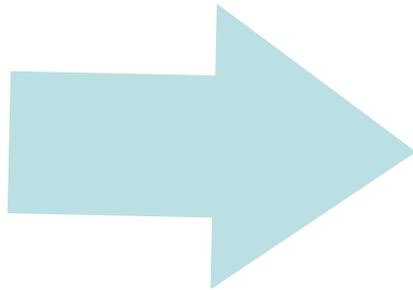
# To Sum It Up



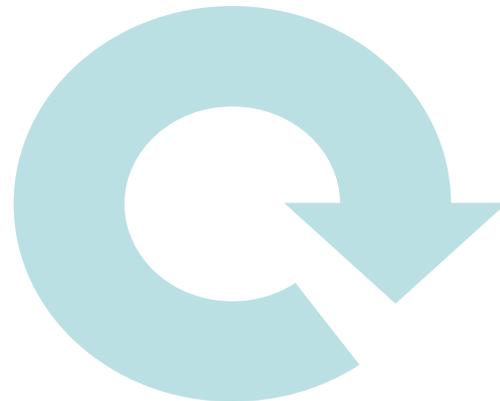
- Child in a professional family hears 4,000,000 word per year.
- Child in poverty hears 250,000 words per year.

# Patterns of Discourse

**FORMAL**



**CASUAL**



# STORY STRUCTURES

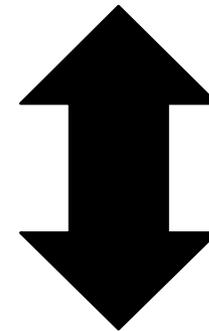
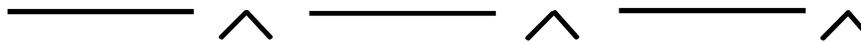
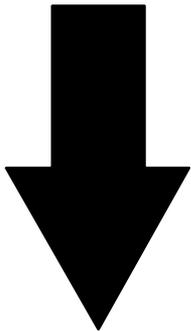
*Formal*

**B**

**E**

**Plot**

*Casual*



**Characterization**

# Survival Skills

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To survive in **poverty**, one must rely upon non-verbal, sensory, and reactive skills.

To survive in **school**, one must use verbal, abstract, and proactive skills.



## Key Point 9

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We can neither **scold** students nor **excuse** them for not knowing; as educators we must **teach** them and provide **support**, **insistence**, and **expectations**.

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# *What can you do?*

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- 1. Help participants understand that there are different sets of rules for different places.**
- 2. Understand that failure is often related to missing resources. Is there a way to provide missing resources?**



## Key Point 10

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To move from poverty to middle class or middle class to wealth, an individual must give up **relationships** for achievement (at least for some period of time).

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# Key Point 11

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Two things that help one  
move out of poverty are  
**education &**  
**relationships.**

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# Key Point 12

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Four reasons one leaves poverty are:

- *it's too painful to stay*
  - *vision or goal*
  - *key relationship*
  - *special talent/skill*
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*"No significant learning  
occurs without a  
significant  
relationship."*

<https://www.youtube.com/watch?v=SFnMTJHhKdkw>

*-Dr. James Comer*

# Who Will YOU Champion?



# How Will YOU Help BUILD Career Options?

