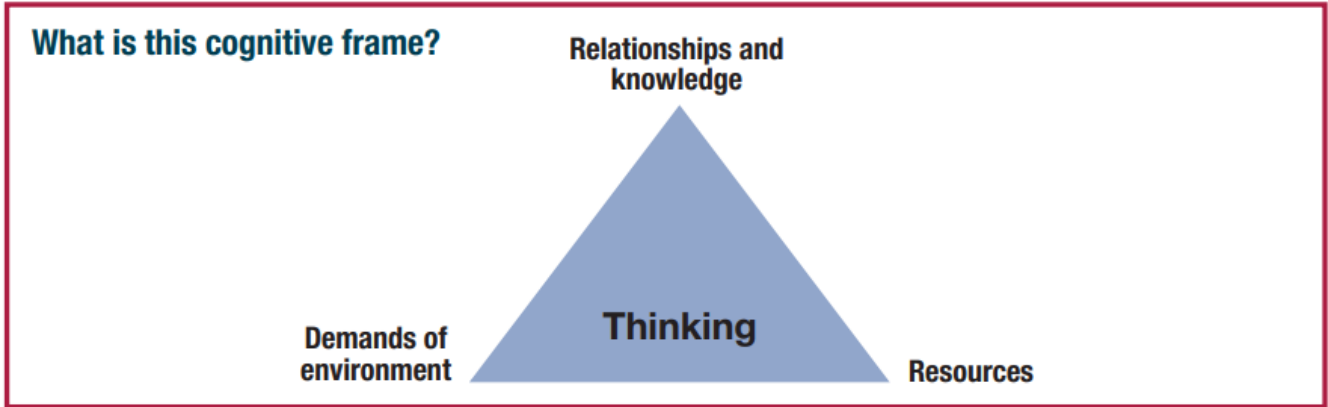


**A Framework for Understanding Poverty**  
10 Actions to Educate Students  
Ruby K. Payne, Ph.D



What are some examples of each of the three elements included in the pyramid?

How has your thinking been impacted by the demands of the environment, resources available to you or the relationships and knowledge that you have?

## Resources

### **Financial**

Having the money to purchase goods and services.

### **Emotional**

Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.

### **Mental**

Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.

### **Spiritual**

Believing in divine purpose and guidance.

### **Physical**

Having physical health and mobility.

### **Support systems**

Having friends, family, and backup resources available to access in times of need. These are external resources.

### **Relationships/role models**

Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior.

### **Knowledge of hidden rules**

Knowing the unspoken cues and habits of a group.

### **Formal register**

Having the vocabulary, language ability, and negotiation skills necessary to succeed in school and/or work settings.

How many of these resources do you have?

Why is it important to know what resources individuals have available to them?

## Registers of Language

Register	Explanation
<b>Frozen</b>	Language that is always the same. For example: Lord's Prayer, wedding vows, etc.
<b>Formal</b>	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
<b>Consultative</b>	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
<b>Casual</b>	Language between friends characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
<b>Intimate</b>	Language between lovers or twins. Language of sexual harassment.

Note. Adapted from Martin Joos, 1967.

### Research About Language in Children, Ages 1 to 4, in Stable Households by Economic Group

Number of words exposed to	Economic group	Affirmations (strokes)	Prohibitions (discounts)
13 million words	Welfare	1 for every	2
26 million words	Working class	2 for every	1
45 million words	Professional	6 for every	1

Note. From *Meaningful Differences in the Everyday Experience of Young American Children*, by B. Hart and T. R. Risley, 1995.

## Voices

### Child

- Quit picking on me.
- You don't love me.
- You want me to leave.
- Nobody likes (loves) me.
- I hate you.
- You're ugly.
- You make me sick.
- It's your fault.
- Don't blame me.
- She, he, \_\_\_\_\_ did it.
- You make me mad.

### Parent

- You shouldn't (should) do that.
- It's wrong (right) to do \_\_\_\_\_.
- That's stupid, immature, out of line, ridiculous.
- Life's not fair. Get busy.
- You are good, bad, worthless, beautiful (any judgmental, evaluative comment).
- You do as I say.
- If you weren't so \_\_\_\_\_, this wouldn't happen to you.
- Why can't you be like \_\_\_\_\_?

### Adult

- In what ways could this be resolved?
- What factors will be used to determine the effectiveness, quality of ...?
- I would like to recommend \_\_\_\_\_.
- What are choices in this situation?
- I am comfortable (uncomfortable) with \_\_\_\_\_.
- Options that could be considered are \_\_\_\_\_.
- For me to be comfortable, I need the following things to occur: \_\_\_\_\_.
- These are the consequences of that choice/action: \_\_\_\_\_.
- We agree to disagree.

Note. Adapted from work of Eric Berne, 1996.