UNDERSTANDING THE CULTURE OF POVERTY:
AN EVALUATION OF A SCHOOL DISTRICT IN-SERVICE

CARON J. JONES

B.G.S. Simon Fraser University, 1998

and

KATHERINE E. CORR

B.Ed. University of Lethbridge, 1976

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Abstract

School District #59, in Dawson Creek, British Columbia, is addressing a desire to meet the needs of students who live in generational poverty. The first step in this quest is to create awareness for education staff, of the Culture of Poverty as described by Ruby Payne, in *A Framework for Understanding Poverty*. She stipulates that poverty-prone children are likely to suffer developmental delay, exhibit more behaviour problems, and drop out of school more than middle-class students. However, she contends these same children can be successful in school with the appropriate understandings and strategies. With district financial assistance, the authors undertook a project to share Payne's ideas through workshops and to evaluate the effectiveness of this in-service with district educators. The four guiding questions used to evaluate the in-service are: will educators find the Poverty Workshop a positive professional experience, following the workshop do educators intend to implement Payne's strategies, after a three-week interval do educators use Payne's strategies, and after a three-week interval do educators perceive improved student achievement, or behaviour. Workshop evaluations provided feedback for analysis, which led to recommendations regarding data collection and in-service delivery. The authors concluded the workshops were successful in terms of design, delivery, staff receptivity, and reducing educator anger and frustration. The data also indicates there is little or no improvement on student achievement or behaviour within the timeframe considered.

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Chapter 1: Introduction

Purpose of Project

Ruby Payne (2001) and Mel Hurtig (1999) indicate that the socio-economic context of a child's home life is powerfully associated with that student's long-term educational outcomes. Their research also indicates that less favourable socio-economic contexts are often associated with diminished educational performance. Children's lives at home affect performance at school … from kindergarten readiness level, to graduation, to life-long learning. The student population of School District #59, in British Columbia includes many who fit the less favourable socio–economic profile described by Ruby Payne (2001) in her book, *A Framework for Understanding Poverty*. "The culture of poverty does not provide for success in middle class because middle class to a large extent requires the self governance of behaviour. To be successful in work and in school requires self-control concerning behaviour" (p. 100). Payne (2001) also stipulates that poverty prone children are more likely to suffer developmental delay, exhibit more behaviour problems, and drop out of school. However, she contends these same children can be successful with the appropriate understandings and strategies.

With this in mind, School District #59 identified the need to share Payne's ideas with district educators. The purpose of this project is to describe the in-service from inception to final evaluation, to assess its impact on participants, and to make recommendations for the future.

Questions Guiding the Project

Teachers have busy schedules making demands on their time. Many teachers feel inundated with new teaching techniques and strategies. With this in mind, we hesitated to

present yet another teacher in-service. However, we felt the information in *A Framework for Understanding Poverty* provides the knowledge and insights to give educators a new perspective of the children who live in generational poverty. Generational poverty is defined as those who live in poverty for at least three generations. The notion of providing a two-day in-service at a time of unrest in the British Columbia teaching profession produced many uncertainties and questions. Members of the British Columbia Teachers Federation were into phase one, of job action. These uncertainties instilled a feeling of "hyper-vigilance" around our workshop. This feeling helped create questions, which served as a guide for our presentations and our project. This is a list of the questions used to guide this study:

- Will educators find the workshop a positive professional experience?
- Following the workshop, do educators intend to implement Payne's strategies?
- After a three-week interval, do educators use Payne's strategies?
- After a three-week interval, do educators perceive improved student achievement, or behaviour?

Limitations of the Project

Lack of statistics. Ruby Payne identifies eight resources that contribute to student and family success. Chapter 2 describes these resources, but there is no mechanism in our school district to gather evidence to identify these resources. Individual teachers informally learn details of a child's resources, but this information lacks integrity and may be incomplete. This lack of accurate data makes it difficult for teachers to identify, and consequently, identify with, students living in generational poverty.

Participant paradigms and time. The workshops exposed participants to patterns of

human behaviour based on the paradigms of generational poverty. As most participants came from middle class environments, they had difficulty coming to an understanding of the generational poverty perspective. With the time constraints of the workshops, participants received little time for significant personal reflection.

Limited time to observe teacher application of ideas. The workshop feedback timeframe did not allow for data collection on the use, effectiveness, or satisfaction of any classroom application of Payne's strategies.

Workshop attendance. Although the intention was for two complete school staffs to participate in the workshop, several staff members did not attend.

Job action. During the time of the study, members of the British Columbia Teachers Federation were in Phase I of Job Action. This limited communication between administrators and staff members. The job action also made it difficult to distribute and collect information.

Definition of Terms

- Absenteeism - The practice or habit of being absent or remaining absent from school.
- Achievement - The accomplishment of established goals by ability or special effort.
- Adult voice - Non-judgemental, attempting a win-win situation, factual, often in question form.
- Alternate school - An alternative educational school, usually featuring atypical methods of instruction of students.
- At-risk students - Students at risk of social or academic failure.
- Casual register - Language used between friends, characterized by a 400-800 word

vocabulary. Word choice is general and not specific. Conversation is dependent upon non-verbal assists. Sentence syntax is often incomplete.

- Child voice - Defensive, victimized, whining, emotional, negative during conflict or manipulative situations.
- Cognitive learning - Learning structures for processing information. Three stages in the learning process are input, elaboration, and output. These are fundamental ways of processing information. They are the infrastructure of the mind. Concepts store information and allow for retrieval.
- Discipline - A trained condition of order and obedience among school pupils, a system of rules for conduct in schools.
- Emotional blackmail - A powerful form of manipulation in which people close to us threaten to punish us for not doing what they want.
- Formal register - Formal register has complete sentences and specific word choice.
- Generational poverty - Living in poverty for at least two generations. However, the characteristics begin to surface sooner if the family lives with others who are from generational poverty.
- In-service - A program for the training of employees.
- Language register - All languages have five registers, and these registers are frozen, formal, consultative, casual, and intimate.
- Learning community - All those who willingly participate in the educational environment for the sole purpose of the achievement of the learner. This may include administrators, parents, community partners, teachers and the learner himself or herself.

- Multiple intelligences - Howard Gardner's theory of seven learning styles as defined in his 1983 book *Frames of Mind.*
- Parent voice - Authoritative, directive, demanding, threatening. Occurs during conflict.
- Poverty - The extent to which an individual does without resources.
- Process - The systematic series of actions directed toward the goal of learning.
- Project - A culminating activity required for fulfilment of requirements for the degree, Master of Education.
- Professional development - In-services provided by school district, for teachers to develop their professional teaching skills.
- Resources - These are eight described by Ruby Payne: Financial, emotional, mental, spiritual, physical, support systems, relationships/role models and knowledge of hidden rules. Each plays a vital role in the success of an individual.
- Situational poverty - Living in poverty and lacking resources due to a situation or particular event such as divorce, death, illness etc.
- Truant - A child who stays away from school without permission.

Summary

Chapter 1 introduces readers to the purpose of the project, the guiding questions, the limitations of the project and defines terms used throughout the project.

Children's lives at home affect performance at school … from kindergarten readiness level, to graduation, to life-long learning. The student population of School District #59, in British Columbia includes many who fit the less favourable socio–economic profile described by Ruby Payne (2001) in her book, *A Framework for*

Understanding Poverty.

Ruby Payne identifies eight resources that contribute to student and family success. Individual teachers informally learn details of a child's resources, but this information lacks integrity and may be incomplete. This lack of accurate data makes it difficult for teachers to identify, and consequently, identify with, students living in generational poverty. Generational poverty is defined as those who live in poverty for at least three generations.

The workshops exposed participants to patterns of human behaviour based on the paradigms of generational poverty. Chapter 2 moves on to cover background information and history relevant to the project.

Chapter 2: Background

School District Characteristics

School District #59 is located in northeastern British Columbia. Dawson Creek is the administrative centre for the district. The district provides public education from kindergarten to grade twelve, for students in a large geographic area (see Figure 1). Included in the District are the city of Dawson Creek; the villages of Chetwynd, Tumbler Ridge, and Pouce Coupe; the communities of Rolla and Toms Lake; two Aboriginal communities, Moberly Lake, and Kelly Lake; and a Hutterite community, Peace Colony. In total, there are 20 elementary, one middle and three secondary schools. Chetwynd is located 104 kilometres west of Dawson Creek while Tumbler Ridge is 124 kilometres southwest of Dawson Creek.

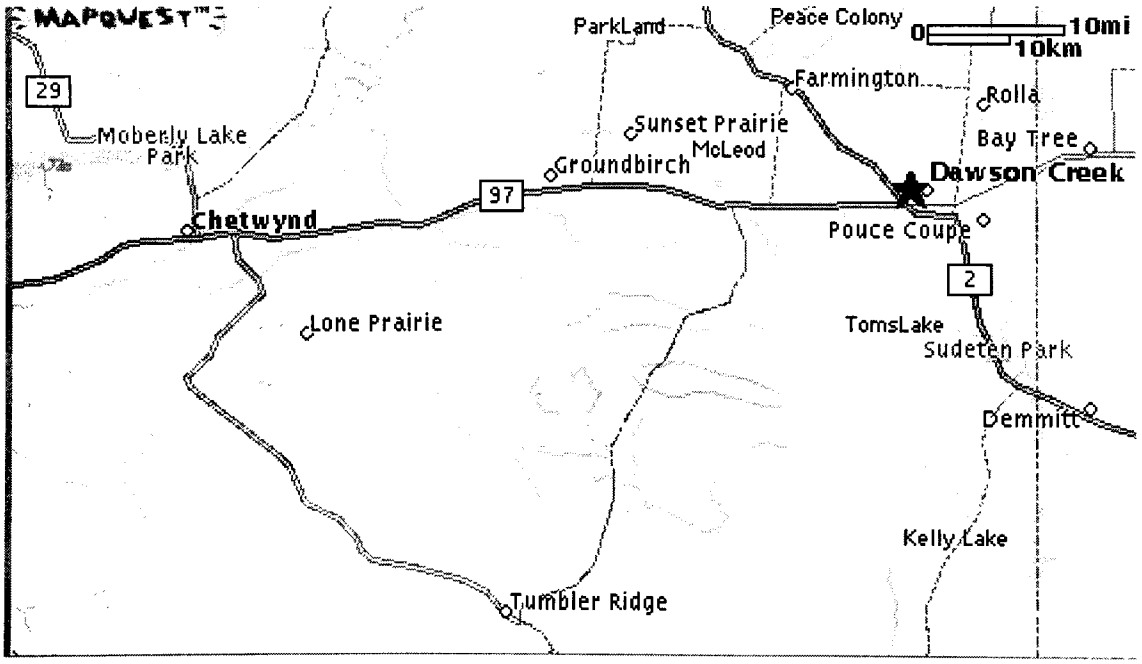


Figure 1: Area Served by School District #59

Demographics and Statistics Relevant to This Project

In the school year 2000-2001, School District #59 had a total enrolment of 5,111

students. Of these students, 21 percent, 663 elementary and 390 secondary, claimed Aboriginal ancestry. In British Columbia, seven percent of students have aboriginal ancestry (see Appendix A). The Student Data Collection 1701 states, "Aboriginal identification must be made on a voluntary basis" (British Columbia Ministry of Education, 2000, p. 6) (see Appendices B and C). Based on the Student Data Collection 1701 information, British Columbia public schools receive additional targeted dollars to improve the performance of Aboriginal students. For School District #59, the total aboriginal funding allocated for educational programs in 2000-2001 was $969,919 (see Appendix D). In 1998, 70 percent of School District #59 students graduated. However, only 48 percent of Aboriginal students graduated (see Appendix E).

Aboriginal education funding covered the cost of the Understanding the Culture of Poverty workshops. Although, the workshops identified concerns characteristic of Aboriginal students, it is important to be cautious when attributing the effects of poverty to any one ethnic or racial group.

Background of Authors

Katherine Corr is an educator and counsellor with eighteen years experience. Caron Jones is a First Nations support teacher and counsellor with a 20-year focus on at-risk students. Both Kathy and Caron work at Central Middle School, which has a student population of 720. Both are members of the school-based team, which reviews educational programs of at-risk students. These reviews analyse student behaviours to make recommendations for Individual Education Programs [IEP]. During this process, they noted that some student behaviours contribute to successful completion of the IEP, while other behaviours present challenges to this success.

At the same time, data published by the Ministry of Education indicates that a disproportionate number of aboriginal students are placed in Special Education or Severe Behaviour categories (see Appendix F). These data, coupled with other behavioural observations became the starting point of a search for ideas and strategies to help these students. The search led to Ruby Payne's model for understanding the social processes of students who live in generational poverty. Kathy and Caron believed that the insights of this model would be beneficial to educators in understanding the behaviours of at-risk students.

Background of Ruby Payne

Ruby K. Payne, Ph.D., from Baytown, Texas, has been an educator since 1972. She has studied the effects of poverty, particularly on education and career development. In 1998, she published the first edition of *A Framework for Understanding Poverty*.

Based on her experiences and observations while teaching and living in a neighbourhood of people in situational and generational poverty, Ruby began to make sense of behaviours, language, hidden rules, and resource use of the people around her. When asked about the information she had acquired, she began doing workshops for other school districts. She has subsequently led hundreds of workshops and has worked with thousands of teachers and administrators nationally and internationally. She continues to promote greater understanding of the effects of generational poverty.

Summary of *A Framework for Understanding Poverty*

"The culture of poverty does not provide for success in the middle class because the middle class to a large extent requires the self-governance of behaviour" (Payne, 2001, p. 100). This declaration is key to Payne's mission to change the educational outcomes of

students from generational poverty. She contends these students typically fail to achieve socially and academically in the existing educational environment. Payne also maintains that middle class values dominate educational goals, and "schools and businesses operate from middle-class norms and use the hidden rules of middle class" (2001, p. 11). There is a tendency for educators to assume that all students understand and admire middle class values. This assumption leads to the belief that common sense and logic are the basis of middle-class values, and that all students will eventually conform. This results in educators failing to recognize the need to teach middle-class values to students who do not learn those values in their home cultures.

According to Payne, students coming from generational poverty make choices from an entirely different value system. They make decisions based on survival, relationships, and entertainment. This connects to a private belief in fate, with little opportunity to effectively change one's life. In contrast, people from the middle class are more likely to base decisions on what will bring success and achievement. This links to a belief that one can change situations in life.

Communication habits of students in generational poverty show the use of a way of speaking called *informal register* composed of general, non-specific word choices. A 400-word to 800-word vocabulary characterizes informal register. Conversation is dependent upon non-verbal assists, such as gestures and body language, and sentence syntax is often incomplete. In contrast, the language of the middle class used in schools relies on *formal register*. Formal register has complete sentences, is specific, and uses standard sentence syntax and word choice.

Payne also speaks of differences in resources that may be available to an individual

in generational poverty. These resources may be present in lesser or greater amounts for each person, but "each of the resources plays a vital role in the success of an individual" (Payne, 2001, p. 17). She identifies eight resources typically found lacking or undersupplied, in situations of poverty. These resources are: financial, emotional, mental, spiritual, physical, support systems, knowledge of middle-class hidden rules, and role models. These resources are likely to be lacking in families experiencing generational poverty. At the same time, Payne (2001) firmly insists that, "The ability to leave poverty is more dependent upon other resources than it is upon financial resources" (p. 17). It is important that her use of the word *poverty* not be confused with finances alone. "Poverty is the extent to which an individual does without resources" (Payne, 2001, p. 16).

Payne (2001) maintains that the goal of educators is not to correct or change values, but to inform, and teach students the values that will allow them success in school. Payne stresses that educators must understand value and choice differences if they are to make a difference for students. Educators must teach students the behaviours expected of them in school. Until educators explore some of the common perceptions that are present in the lives of those who live in poverty, they will continue to communicate poorly with them. The students will experience failure regardless of teacher attempts to help them find their way through the school system. Payne believes that when educators are able to shift their own assumptions, they can then make changes in their approach to these students and their education of these students. With this change, educators and students can experience greater success.

While Payne (2001) acknowledges ethnic percentage differences in children experiencing poverty, she also says the largest overall number of individual students

experiencing poverty in the United States is found within the dominant white culture. The overall point of her framework is that the effect of generational impoverishment is the same, regardless of culture or racial sub-categories (2001).

Past District Efforts to Engage Students and Foster Excellence

Educational practices around concerns of behaviour, including misbehaviour, truancy, and dropping out, have gone through a series of changes in School District #59. Initially, school personnel believed students would change from misbehaviour to successful behaviour through punishment or discipline. They assumed the students would respond by developing a sense of personal and social responsibility. Counselling programs emerged in the late 1970s and educators hoped counselling specialists would guide students to alter disruptive behaviour, increase attendance, and achieve greater academic success. The emphasis on counselling was a shift from a punitive approach, toward a greater understanding of cause and effect. Alternate Schools emerged at this time, in an attempt to provide public education for students who could not cope with the regular system.

More recently, efforts to address misbehaviour, truancy, and absenteeism have focused on the classroom. School District #59 promoted new and innovative teaching practices as solutions to classroom and learning issues associated with student misbehaviour and absenteeism. A range of District sponsored in-service programs informed teachers and provided strategies on a number of possible mental and physical conditions that affect student behaviour. These included Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Foetal Alcohol Syndrome, Foetal Alcohol Effects, and a number of other learning disabilities. A second wave of changes delivered

through teacher in-service focused on awareness of differences in learning styles and differences in cognitive processing among individual students. These included distinctions among visual, auditory and kinaesthetic learning styles, and a study of Howard Gardner's Multiple Intelligences (1992). In the 1990s, teachers participated in a series of workshops to explore Positive Classroom Discipline (Jones, 1987), Effective Behaviour Support (Sugai, Guerra and Williams, 1997), Cognitive Coaching (Garmston, 1991), and Seven Habits of Highly Effective People (Covey, 1989).

Armed with these understandings, teachers incorporated a range of adjusted and new practices into classroom and lesson management schemes. For example, teachers presented lesson material in a variety of forms and offered a variety of learning activities. This helped address the diverse learning styles of students. Teachers also employed a variety of incentive programs that informed students of short-term behavioural expectations through rewards. These new approaches were to result in increased student interest, greater engagement in learning practices, reduced boredom, increased on-task behaviour, and reduced absenteeism. All of these initiatives were supposed to result in increased satisfaction and achievement for teachers and students.

The changes in classroom management and teaching strategies employed by teachers offered greater opportunity to address the learning needs of all students. Unfortunately, students in generational poverty continued to misbehave, and be truant and absent.

> One of the reasons it is getting more and more difficult to conduct school as we have in the past is that the students who bring middle class culture with them are decreasing in numbers, and the students who bring the poverty culture with them are increasing in numbers. (Payne, 2001, p. 79)

In response to rising disciplinary concerns, teachers, counsellors, and administrators devote more time to disruptive and absentee behaviours. With the increase in numbers of

students requiring attention, educators often feel frustrated and disappointed. No one feels like a winner. The disruptive and often absent student experiences difficulty socially and academically, often abandons school, and frequently blames the authorities of the public education system for his/her failure. Parents may accuse and condemn the system in which their child was unable to succeed. At the same time, educators may blame the families for not getting the student to school or not encouraging positive behaviours.

Miranda (1991) indicates that poor children are much more likely than middle-class children to drop out of school. Our informal observations of the students in School District #59 would confirm this statement. For this reason, the need to make educators aware of generational poverty and its effects became a high priority in the district. This latest direction builds on all the in-service and experiences that have gone before in the district's effort to engage students and foster excellence.

Project History

The student population of School District # 59 includes many who match the generational poverty behaviour profile described by Payne. However, it is difficult to identify the extent to which, of the eight resources, each individual possesses. Statistics from the Dawson Creek branch of the Ministry for Children and Family Development in September 2001 indicate 484 children under the age of eighteen years, live in homes that receive financial assistance. Of those children, 126 are in the care of the government and 281 live in homes with a single parent. With this information, we can draw some conclusions about financial resources, but the big picture remains unclear because we have no data available to illuminate the other seven resources. Since the success of an individual depends on the vital role each resource plays, knowing about the financial

resource in isolation is not sufficient (Payne, 2001).

An important principle of Payne's approach is that teachers must teach students specific behaviours that match school expectations; in fact, middle-class expectations are best taught by classroom teachers although counsellors could reinforce behaviour plans that teachers and students have created together. Just as Payne's research changed the authors' understanding of behaviours exhibited by students who live in generational poverty, the authors believed that all teachers would profit from poverty workshops.

We distributed copies of Payne's book *A Framework for Understanding Poverty* to the superintendent and a group of school administrators, counsellors, and colleagues for feedback. The readers responded positively to the content of Payne's book. The superintendent allocated funding for us to provide training within the district. We then planned a series of workshops to introduce our fellow educators to the concepts described in *A Framework for Understanding Poverty*.

Summary

Chapter 2 gives background information about the school district, the authors, Ruby Payne, district in-service history, and a brief history of this project. School District #59 has a population of about 5000 students with about 21 percent claiming aboriginal ancestry. Educational practices around concerns of behaviour, including misbehaviour, truancy, and dropping out, have gone through a series of changes in School District #59. Unfortunately, students in generational poverty continued to misbehave, and be truant or absent. School District #59 has a growing need to address the problem of disinterested students. These students may be disruptive to instruction, be chronically late or absent, and not complete Grade 12.

The writers of this paper sought additional ideas and strategies. They were particularly impressed with those presented by Ruby Payne in *A Framework for Understanding Poverty*. With district financial assistance, the authors undertook a project to share Payne's ideas with district educators. In the next chapter, the authors present relevant research literature about the effects of poverty on students.

Chapter 3: Review of Literature and Documentary Film

Several sources of information on the effects of poverty on children offer compelling information and descriptions. One article and one book are specific to Canadian poverty and children. These are *Pay the Rent or Feed the kids* by Mel Hurtig and *Mind of a Child* by the National Film Board of Canada. A documentary film, *Mind of a Child* feature Lorna Williams and Reuven Feuerstein. Williams is a member of the St'at'yemc Nation, and a First Nations specialist, who works for the Ministry of Education in British Columbia. Reuven Feuerstein an Israeli psychologist, made an in-depth study of cognitive development in disturbed children. Williams believes Feuerstein's approach is useful for helping Aboriginal children who are dropping out of school.

We have included additional reviews that discuss relationships between poverty and educational success. Many authors emphasize interpersonal relationships as critical to a child's developmental success.

A Framework for Understanding Poverty

Ruby Payne (2001) tells us that there are many hidden rules in middle-class schools that may not be readily apparent to children raised in poverty. She emphasizes that teachers must teach these hidden rules to help students achieve academic success. When working with students raised in poverty, educators must understand that poverty is relative, and it occurs in all races and countries. As well, economic class is a continuous line, not a clear-cut distinction. Part of this continuum includes generational poverty and situational poverty. Payne bases her work on the patterns of behaviour displayed by individuals living in generational poverty. Within these patterns, an individual brings with him/her the hidden rules of his/her class. Schools and businesses operate from

middle-class norms and that class's hidden rules. Moving from poverty to middle class, or middle class to wealth, demands that an individual give up some relationships for a time, to attain achievement.

According to the 1996 United States census report, the number of children raised in situational or generational poverty has increased in all areas and, therefore, all school settings. Payne stipulates that understanding the cultural differences between these children and the typically middle-class institution of formal education gives us insight into how to serve students best.

Child Poverty

This article from Maclean's Magazine (Sept. 17, 2001) by Susan McClelland describes current impoverishment experienced by Canadian children and focuses on the lack of government response to this situation. McClelland states that as many as one million Canadian children live in poverty. For many families, the grip of poverty seems impossible to break. The federal report calculates that it now takes 75.4 weeks of work at an average wage to cover basic expenses for a Canadian family each year. This is a dispiriting reality for the 1.3 million single parent families. Women head more than a million of these families.

A 1999 report from Ottawa's Canadian Council on Social Development concluded that children in families with incomes below the Statistics Canada cut-off suffer poorer health, have more behaviour problems, and achieve lower grades in school, than children from higher-income families. "The research isn't saying that all rich kids will be immune to these outcomes. What it does say is that children with lower incomes are at greater risk" (McClelland, 2001, p. 20).

Pay the Rent or Feed the Kids

Mel Hurtig (1999) states,

> When many poor children arrive at the schoolhouse door ... they often are not ready to learn ... [they are] lacking the early development opportunities found in most Canadian homes, the brains of these children may simply not have developed. (p. 280)

Hurtig (1999) finds the same correlation between poverty and lack of educational success for Canadian children as Payne (2001) finds in the United States.

> In addition to being behind their classmates and continually struggling to learn, many of these children will misbehave and provoke disciplinary reactions in the school. Combined with poor school performance, this often results in the child dropping out of or being expelled from the school system. (p. 281)

According to the United Nations, Canada is one of the best countries in the world to live in unless you are a single parent, homeless, First Nations or poor. The number of poor Canadians has grown dramatically. Hurtig questions the actions of the federal government regarding its large number of poor people. He suggests some of these negative actions include, the reduction of welfare assistance, tax cuts, elimination of lunch programs in schools, and lower minimum wages. Hurting, writes about the pervasiveness of poverty especially among children in one of the world's richest countries, and how much Canada has changed regarding its attitude towards the poor.

Hurtig's book is about social justice and responsibility. Throughout there are many examples of the causes and effects of poverty. He highlights the lack of fairness in Canadian society, and how the nation's social safety net is eroding. He also questions how teachers can teach children who come to school hungry, poorly dressed and suffering severe emotional stress. These same children cannot afford school trips or

extra-curricular activities, and they have fewer books, resources, and computers in their homes.

Hurtig (1999) identifies Aboriginal people as very poor. The average Aboriginal income is about half the Canadian average. The Aboriginal infant mortality rate is about twice the Canadian average. The death rate of pre-school Aboriginal children is almost four times the national average. The suicide rate is over two and a half times the rate for all Canadians. The adolescent suicide rate is five times the Canadian average. The number forced to live on social assistance is six times the national average. Hurtig quoted one principal could not believe the number of deaths aboriginal students have to deal with growing up.

"Poverty is not simply about physical survival, but it is about being able to participate in the day- to- day life of the community. The inclusive approach considers physical, emotional, social, and spiritual needs of individuals and families (Hurtig, 1999, p. 28). Ruby Payne (2001) agrees that for students and adults to achieve in school and at work they require more than financial resources.

Mind of a Child

Lorna Williams uses Feuerstein's research to reveal the intelligence and ability levels of Aboriginal children considered at-risk. The Canadian Royal Commission on Aboriginal Peoples recommend her adaptation of Feuerstein's work. The film documentary, *Mind of a Child*, explores how children do more than survive in neighbourhoods where violence is common. She questions how these children can learn in schools where teachers have given up on them.

Reuven Feuerstein taught disturbed children in Bucharest at the beginning of World

War II, and later escaped to Palestine where he worked with thousands of child survivors of the Holocaust. In 1965, he founded the Hadassah Wizo Canada Research Institute. Feuerstein developed theories about the cognitive development of children and their dependence on cultural transmission. World wide, more than 30,000 teachers apply his ideas to the education of children of all cultures affected by poverty, racism, and war. Teachers also use his approach in the teaching of children affected by Down's Syndrome.

Feuerstein's mediated learning theory deals with the cognitive development of children under the guidance of adults. Children in diverse cultures develop the same fundamental abilities, which allow them to organize and process the vast sensory data of the world. They learn, for example, how to behave, how to act, and how to modify themselves to meet new challenges. Children cut off from their culture may lack fundamental skills such as logical and mathematical abilities, self-regulation, spatial orientation, feelings of competence, complex social skills, and a sense of the past and the future. Williams (1995) correlates the loss of Aboriginal and Jewish cultures to children affected by poverty. She believes inner city children from street cultures may have problems learning because they are pushed aside by teachers who do not like their behaviour, do not understand their background, and reject the knowledge and experience the children bring into the classroom. Payne (2001) makes a similar statement when referring to children in generational poverty. She says, "There are street rules and there are school rules. Each set of rules helps you be successful where you are" (p. 112).

Feuerstein (1995) explains that parents transmit culture to children. Disruption of this cultural transmission by war, famine, social movements, or less dramatic events such as poverty, very low education of parents or social discrimination, results in poor

cognitive development of children.

Emotional Blackmail

Emotional blackmail is a powerful form of manipulation, which a person uses to threaten, to punish, or to get what he/she wants. This occurs when an individual tries to force certain behaviours on another by manipulating his/her feelings. Payne (2001) states emotional resources provide the stamina to withstand difficult and uncomfortable emotional situations and feelings…this persistence is proof that emotional resources are present (p. 17).

Dr. Susan Forward is a therapist, lecturer, and author, who identify different types of blackmailers. Forward (1998) outlines specific steps that utilize checklists, practice scenarios, and concrete communication techniques that strengthen relationships and break the blackmail cycle.

Ruby Payne supports Forward's belief of the emotional blackmail process in the school environment. Payne (2001) then moves on to suggest steps and strategies for teachers to stop emotional blackmail and manipulation among students and between students and parents.

Seven Habits of Highly Effective People

Covey's (1989) The Seven Habits of Highly Effective People embody many of the fundamental principles of human effectiveness that Payne describes in building relationships with students. "These habits are basic and primary. They represent the internalization of correct principles upon which enduring happiness and success are based" (Covey, 1989 p. 23).

Covey (1989) outlines a pathway for living that promotes fairness, integrity,

honesty, and human dignity. These principles encourage in people the confidence to adapt to life changes, and the wisdom and power to take advantage of the opportunities that these changes create. Stephen Covey uses the notion of an emotional bank account to convey the crucial aspects of relationships. He indicates that in all relationships, one makes deposits to, and withdrawals from, the individual in that relationship.

Both Payne (2001) and Covey (1986) agree that creating relationships requires deposits that are beneficial to the relationship. Positive relationships between students, teachers, support staff, administrators, and parents are crucial in academic and social success. By understanding deposits valued by students from poverty, teaches can strengthen relationships with those students. When relationships improve, students perform better, and mutual respect develops. For students and adults from poverty, relationships are the measure of success in life.

Summary

Several sources of information about the effects of poverty on children offer compelling information and descriptions. One article and one book are specific to Canadian poverty and children. Many authors emphasize interpersonal relationships as critical to a child's developmental success.

Ruby Payne (2001) tells us that there are many hidden rules in middle-class schools that may not be readily apparent to children raised in poverty. Payne bases her work on the patterns of behaviour displayed by individuals living in generational poverty. Schools and businesses operate from middle-class norms and that class's hidden rules.

McClelland states that as many as one million Canadian children live in poverty. Children in families, with incomes below the Statistics Canada cut-off suffer poorer

health, have more behaviour problems, and achieve lower grades in school, than children from higher-income families.

Hurtig (1999) finds the same correlation between poverty and lack of educational success for Canadian children as Payne (2001) finds in the United States.

The film documentary, *Mind of a Child*, explores how children do more than survive in neighbourhoods where violence is common. William's questions how these children can learn in schools where teachers have given up on them. Feuerstein developed theories about the cognitive development of children and their dependence on cultural transmission. World wide, more than 30,000 teachers apply his ideas to the education of children of all cultures affected by poverty, racism, and war.

Ruby Payne supports Forward's belief of the emotional blackmail process in the school environment. By understanding deposits valued by students from poverty, teachers can strengthen relationships with those students.

Stephen Covey suggests, when relationships improve, students perform better, and mutual respect develops.

It is with this foundational literature that the authors developed their project around the impact of Payne's Poverty Workshop. Chapter 4 contains a description of this process.

Chapter 4: Project Design

Project Development

We first encountered Payne's model at the March 2000 conference for Students At-Risk in Phoenix, Arizona, where Ruby Payne was a keynote speaker and presenter. The potential of these ideas impressed and inspired us. We purchased a copy of Payne's book, *A Framework for Understanding Poverty*, presented an overview to the district superintendent, and made a verbal proposal to become certified trainers of Payne's concepts.

The superintendent agreed and School District #59 covered our expenses to attend the trainer workshop in Galveston, Texas. Aboriginal Education paid a portion of this cost. Aboriginal funds facilitate programs intended to assist Aboriginal students achieve greater success. School District #59 receives approximately one million dollars per year to address the educational needs of Aboriginal students. This additional funding reflects that Aboriginal students of the province are significantly less successful in the public education system than are non-Aboriginals (see Appendix G).

The [Galveston] workshop provided training and materials for the participants to take back to their organizations. The training included in-depth analysis and familiarity on *A Framework for Understanding Poverty*, and gave hope that despite the obstacles of poverty, students can achieve success at school, and in the work force.

Selection of Target Schools

Because district funds specific to Aboriginal Education provided a significant portion of the funding for our training, the superintendent identified two schools with high Aboriginal populations as target schools for the in-service workshops on

understanding poverty: Windrem Elementary School in Chetwynd and Parkhill Elementary School in Dawson Creek.

School Profiles

Windrem Elementary School has one part time administrator, six teachers, four support staff, a total student population of 150 students, and an aboriginal population of 58 students. Parkhill Elementary School has one part time administrator, six teachers, eight support staff, a total student population of 139 students, and an aboriginal population of 61 students. Each school has a significant number of students overall who have difficulty with school success. The administrators of both schools indicated that these students are from both the Aboriginal and non-Aboriginal populations reinforcing Payne's belief that poverty is not race specific (2001).

Preliminary Contact With Target Schools

Initial contact with the administrator of each school occurred in June 2001. At this time, we made them aware of the project, promoted interest, and delivered a copy of Payne's book. In September 2001, we presented a brief overview of the workshop content at staff meetings in each school.

The September informational meeting at Windrem Elementary produced an interesting response from the school staff. Following this introduction, the staff did not express concerns or questions about the workshop, its content, or its value in the classroom. Rather, the staff at Windrem Elementary, who live 104 kilometres from Dawson Creek, where the training was proposed to be held, expressed concern about the lengthy drive, disruption in personal schedules, and the prospect of weather creating bad driving conditions. It was unclear at that time, whether the Windrem staff members

would participate in the in-service. This was a great concern for us and we voiced these concerns at an impromptu and informal meeting with the superintendent and the administrator of Windrem. The administrator stated that after further discussion, her staff agreed they would all participate. As it turned out, all but one of the teachers participated.

Workshop Delivery

On November 1st and 2nd, 2001, half of the staff from each school attended the first poverty workshop. By having only half of the staff absent from their respective schools, there was less disruption to day-to-day routine. The other half of the participants attended their workshop on November 28th and 29th, 2001. The O'Brien Teacher Centre, in Dawson Creek, accommodated both workshops. This centre provides conference and workshop facilities for the district.

The goal of the two-day in-service was to use Payne's text and supportive training materials to inform educators about students who live in generational poverty and to provide them with strategies for working with them. To achieve this goal, the authors presented the nine modules of *A Framework for Understanding Poverty* (Appendix H contains the agenda for the in-service).

Module 1: Introduction. Module 1 establishes a framework for understanding economic realities by identifying ten key points.

1. Poverty is relative.
2. Poverty occurs in all races and in all countries.
3. Economic class is a continuous line, not a clear-cut distinction.
4. Generational and situational poverty are different.
5. Payne bases her research on behavioural patterns. All patterns have exceptions.

6. An individual brings with him/her the hidden rules of the class in which he/she was raised.
7. Schools and businesses operate from middle-class norms and use the hidden rules of middle class.
8. For students from generational poverty to be successful, educators must understand the hidden rules of the culture of poverty. On the other hand, students from generational poverty must learn the hidden rules of the middle class, to successfully negotiate the middle-class environment.
9. Educators can neither excuse nor scold students for not knowing the hidden rules. Educators must teach these students the hidden rules of middle class, and provide support, insistence, and clear expectations.
10. To move from poverty to middle class, an individual must give up relationships for achievement.

Module 2: Resources. Module 2 discriminates between the expectations and social habits of the middle class with those of generational poverty. Participants examine the eight resources and the strategies for interventions based on those resources. Failure at school often correlates to missing resources and a lack of interventions.

Module 3: Registers of language and story structure. Module 3 identifies the five registers of language, relates them to class, and explains the role of story structure. The registers are: frozen, formal, consultative, casual, and intimate. Schools and businesses operate with the formal register and Payne (2001) "found that the majority … of minority students and poor students do not have access to formal register at home" (p.42). Payne uses story structure and cognitive strategies to highlight the lack of mediation

skills for people living in generational poverty, who lack the ability to complete the mediation process. Payne (2001) defines the mediation process as identification of the stimulus (the what), assignment of meaning (the why) and identification of a strategy (the how).

Module 4: Family structure. This module identifies family structure and the resulting behavioural patterns in generational poverty. Payne (2001) states, "One of the most confusing things about understanding generational poverty is the family patterns" (p. 72). Carl Jung states that "the more intensively the family has stamped its character upon the child, the more [the child] will tend to feel and see its early miniature world again in the bigger world of adult life" (Richardson, 1995, p. 1). The family structure of people in generational poverty differs from the nuclear family of middle-class norms. The generational poverty family is fragmented, extended, and generally dominated by a female.

Module 5: Hidden rules. Module 5 deals with the hidden rules of the three economic classes: wealth, middle, and poverty. Hidden rules influence thoughts, social cues, and the notion of choice in each class. An exploration of these hidden rules exposes their impact on student achievement and behaviour, and draws out the correlation between educational success and life resources. Participants complete quizzes on survival in each of these three economic classes (see Appendix I).

Module 6: Discipline. This module identifies that "in poverty, discipline is about penance and forgiveness, not necessarily change … the notion that discipline should be instructive and change behaviour is not part of the culture of generational poverty" (Payne, 2001, p. 100). Successful discipline strategies and interventions mirror the

individual needs and available resources of the child.

Module 7: Building relationships. Module 7 explains the importance of relationships to students from poverty. "Because poverty is about relationships as well as entertainment, the most significant motivator for these students is relationships" (Payne, 2001, p. 142). The module identifies strategies for educators to create and maintain relationships with children in poverty.

Module 8: Emotional resources. This module highlights strategies to build emotional resources in students. Building emotional resources require the existence of positive relationships. To promote these positive relationships, students require a classroom environment that is firm, fair and structured. Each participant takes an emotional IQ test to gain an understanding of emotional resources.

Module 9: Parents. The final module identifies strategies to improve relationships and increase success while working with parents from generational poverty.

Workshop Evaluation

Chapter 5 contains descriptions of workshop evaluations. Participants evaluated the workshop along four categories (see Appendix J):

- Attitude toward the presenters
- Attitude toward the information
- Use of information
- Comments

The comment section provided participants with an opportunity to include additional observations or personal reflections.

Follow-up Evaluation

Follow-up evaluations consisted of two separate forms, one specifically for administrators, and one for all other participants. The purpose was to acquire perspectives from both educators and administrators, assuming they might differ.

The follow-up evaluation examines participant satisfaction following exposure to Payne's ideas. Principals completed a follow-up evaluation based on observations of teacher behaviour in their schools. The follow-up evaluation for other participants collected information on perceptions of their own behaviour (see Appendix K).

Data Collection

On the second day of training before the completion of the last module, the facilitators collected data, allowing ample time for participants to reflect, and complete the evaluation forms. The workshop facilitators made the participants aware of the follow-up evaluation during the in-service. At the end of a three-week interval designed to allow participants to put strategies into practice, participants completed and submitted the follow up evaluations.

Out of 25 follow-up evaluation forms, 21 completed forms returned. Due to job action, the authors hand-delivered the follow-up evaluations to Chetwynd, placing them in teacher mail slots. In Dawson Creek, a teacher distributed, collected, and returned these forms during a non-instructional day. Chetwynd participants mailed the follow-up evaluations to the authors. The evaluations provided anonymous feedback from 19 educators, and 2 administrators.

Summary

In this chapter, the authors outline the project design and describe the selection of

targeted schools, giving a brief profile of each school. The authors describe the workshop's nine modules and the general process of workshop and follow up evaluations. The data collected from these evaluations is analysed in the next chapter.

Chapter 5: Evaluation Results

Analysis of the Data

We analyzed the workshop evaluations for three themes: Attitude toward the presenters, attitude toward the information, and use of information. Each evaluation had a comment section where participants had the option to include additional information. The analysis of these comments consisted of listing the comments in categories and summarizing the information. The administrator follow-up evaluations supplied data for analysis about observations of teacher behaviours. The follow-up evaluations completed by teachers and support staff provided data on their perceptions of changes in their personal behaviour and the impact of these changes on students. Graphical representations of the data complement the written analysis of the evaluations.

Attitude Toward the Presenters

The participants responded to five statements intended to solicit their attitude toward the presenters.

1. Presenters had a professional approach and style.
2. Presenters provide a high quality presentation.
3. Presenters were respectful of the audience.
4. Presenters were credible.
5. Presenters kept my interest.

The participants rated each statement on a seven-point Likert scale, with strongly disagree equivalent to one, and strongly agree equivalent to seven. Figures 2 to 6 illustrate the results of the 25 participant responses. The average participant response for each statement ranged from 6.3 to 6.8. Based on this information, the overall rating for

attitude toward the presenters is quite high.

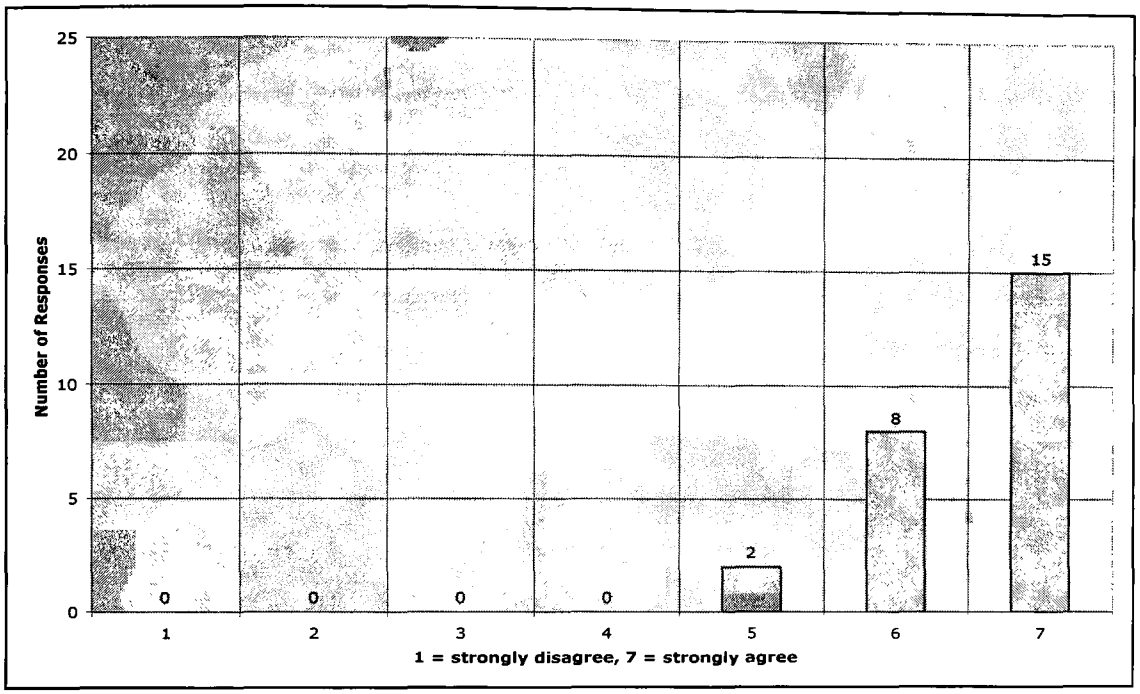


Figure 2: Presenters had a professional approach and style (Average = 6.5)

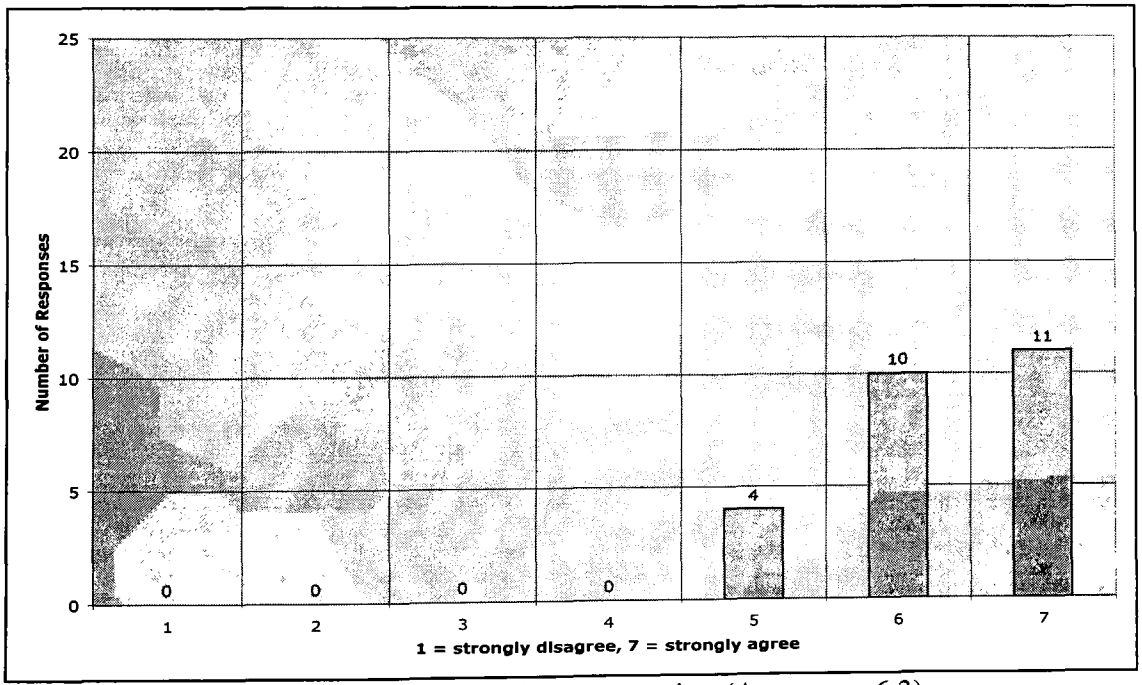


Figure 3: Presenters provide a high quality presentation (Average = 6.3)

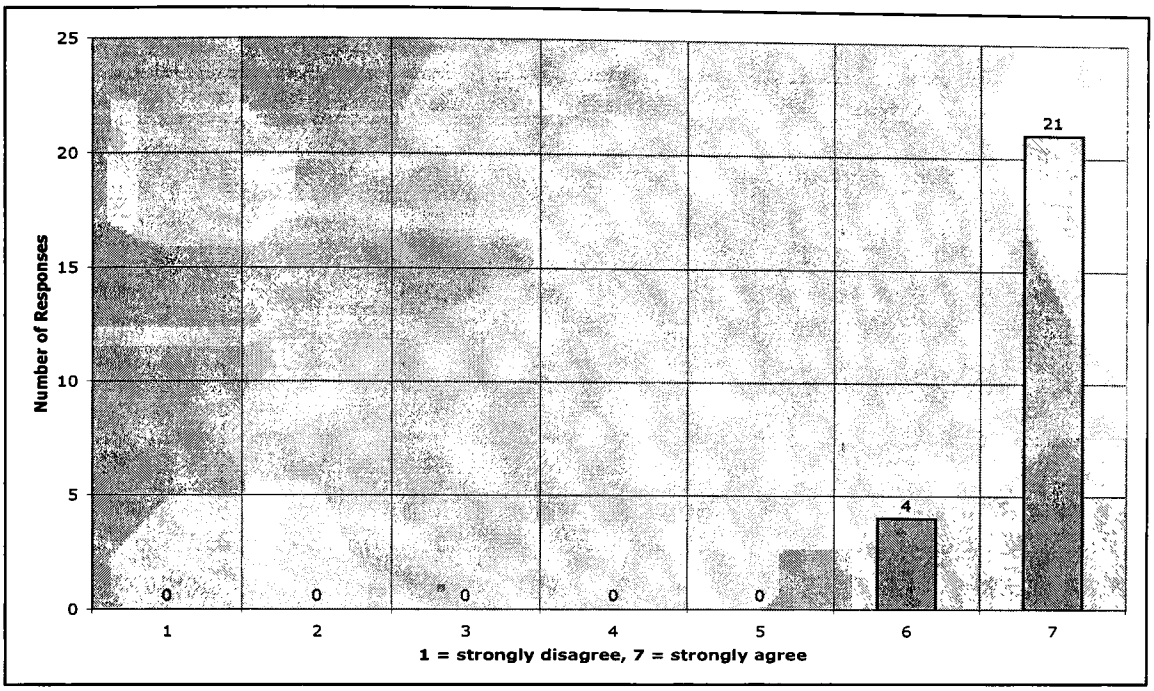


Figure 4: Presenters were respectful of the audience (Average = 6.8)

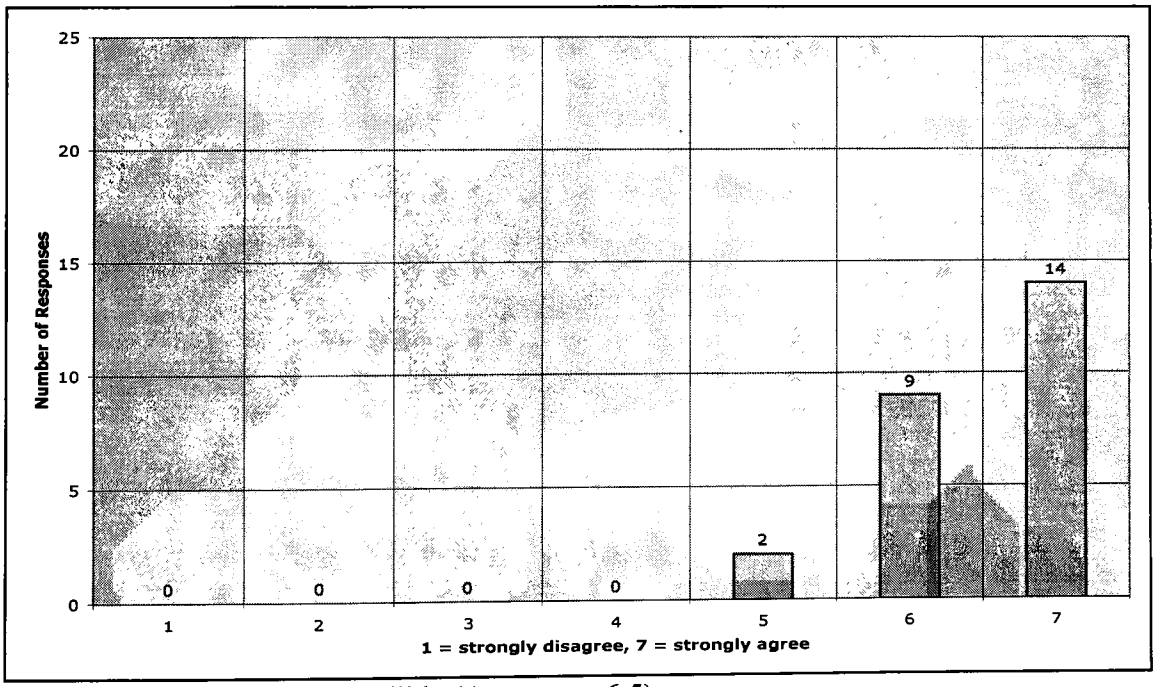


Figure 5: Presenters were credible (Average = 6.5)

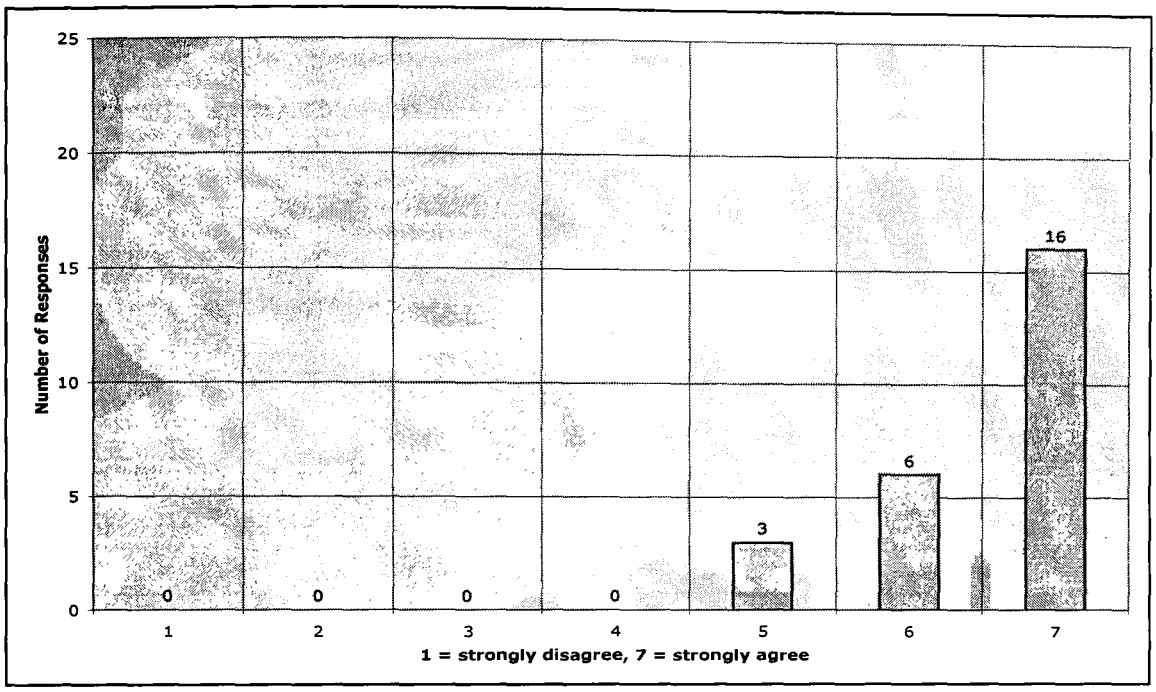


Figure 6: Presenters kept my interest (Average = 6.5)

Attitude Toward the Information

The participants responded to six questions intended to ascertain their attitude toward the information.

1. Did the information change my thinking?
2. Was the information useful?
3. Was the information convincing?
4. Was the information credible?
5. Is the information practical?
6. Is the information helpful?

The participants rated each question on a seven-point Likert scale, with one representing a strong negative response, and seven representing a strong positive response. Figures 7 to 12 illustrate the results of the 25 participant responses. The average participant response for each question ranged from 6.2 to 6.5. Based on this information,

the overall rating for attitude toward the information is positive.

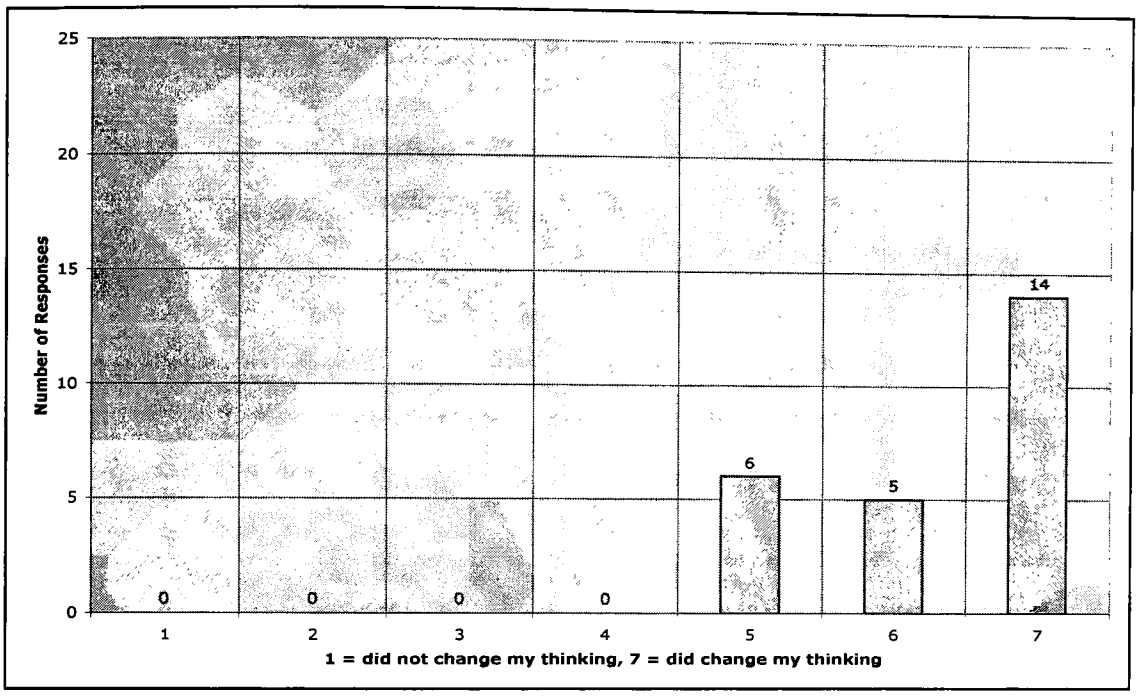


Figure 7: Did the information change my thinking? (Average = 6.3)

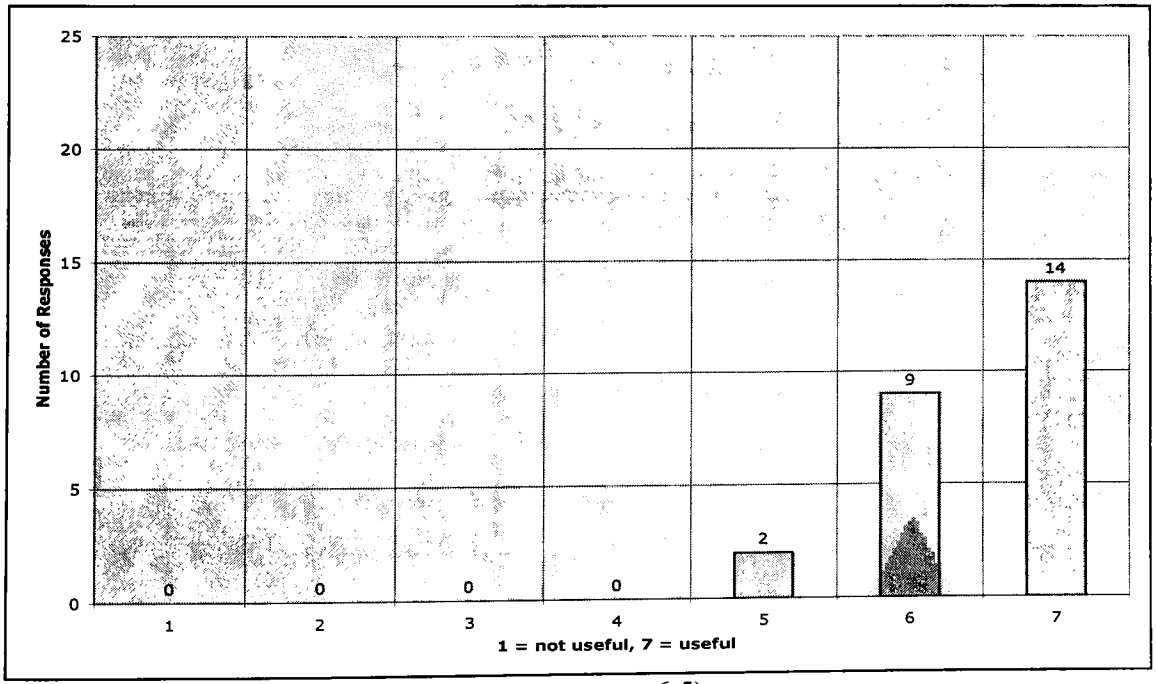


Figure 8: Was the information useful? (Average = 6.5)

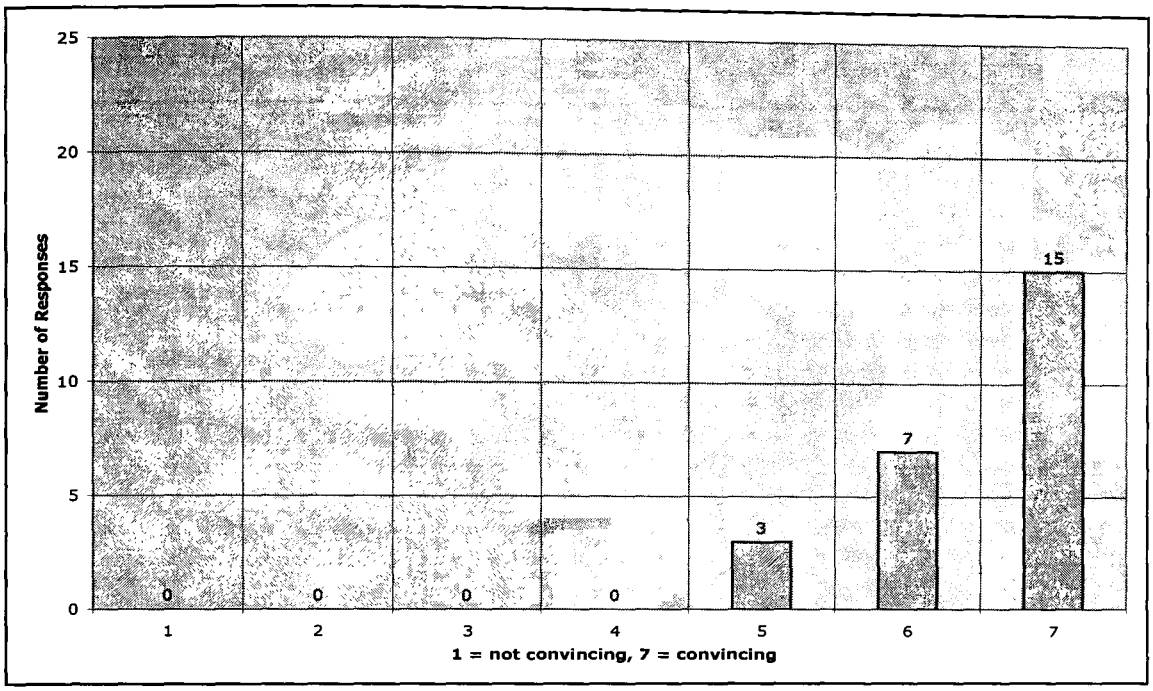


Figure 9: Was the information convincing? (Average = 6.5)

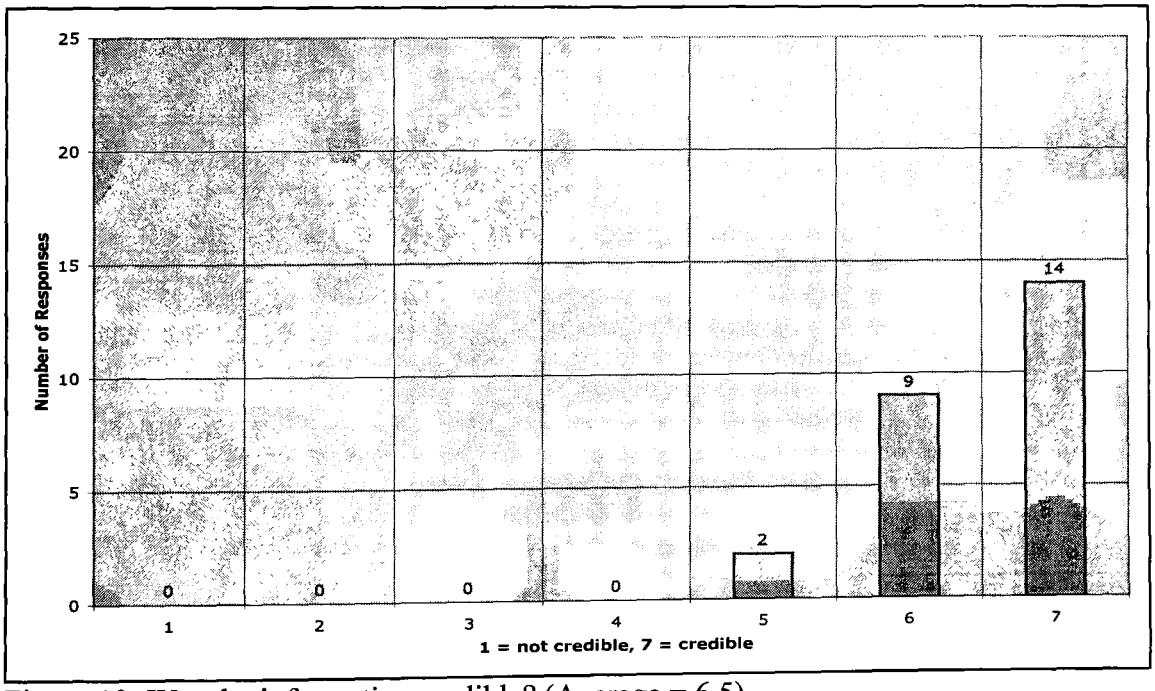


Figure 10: Was the information credible? (Average = 6.5)

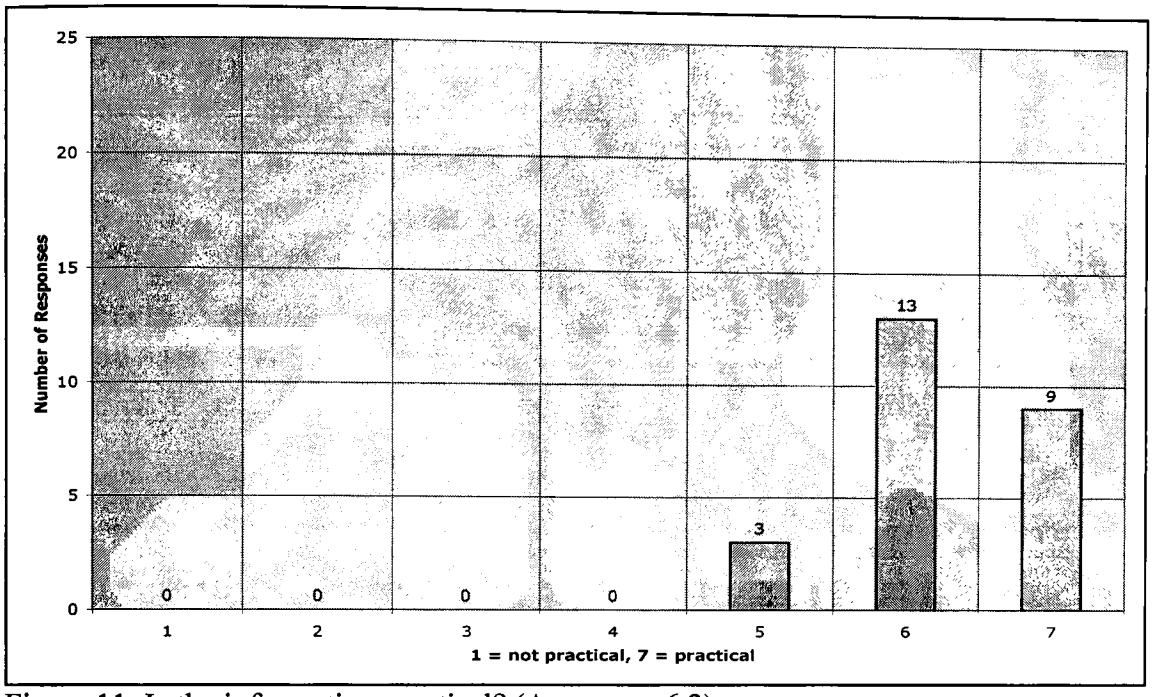


Figure 11: Is the information practical? (Average = 6.2)

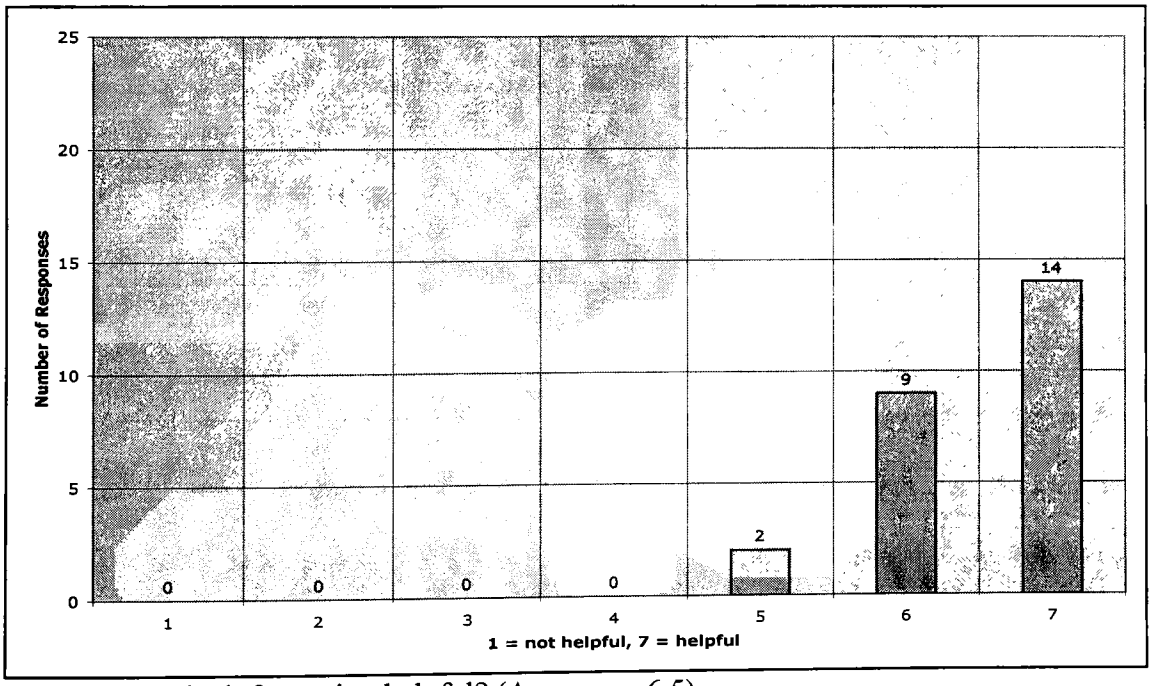


Figure 12: Is the information helpful? (Average = 6.5)

Use of Information

The participants responded to three questions intended to ascertain the likelihood that they would use the information in their practise.

1. How likely is it you will use this information in your decision making with students and parents?
2. How likely is it, that you will use a strategy presented in this in-service with students?
3. How likely is it that you will share this information with someone else?

The participants rated each question on a three-point Likert scale, with one representing very unlikely, and three representing very likely. Figures 13 to 15 illustrate the results of the 25 participant responses. The average participant response for each question was consistently 2.8 out of 3. The evaluations indicate educators expect to use the information in decision-making, use strategies, and share the information with others.

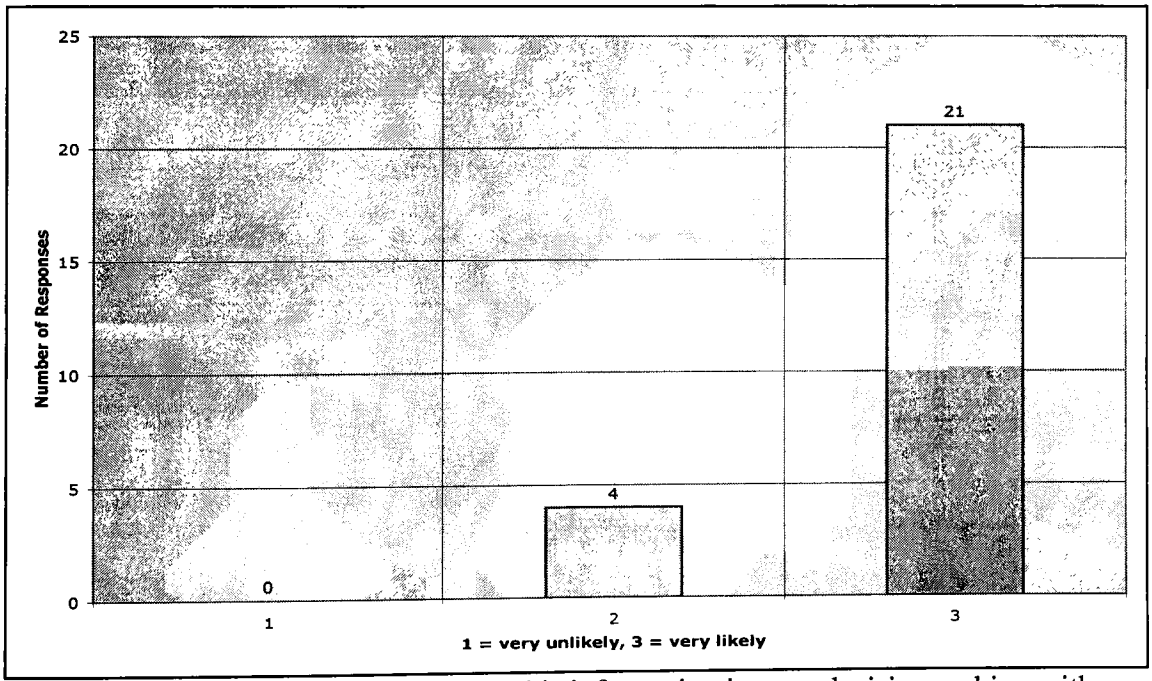


Figure 13: How likely is it you will use this information in your decision making with students and parents?

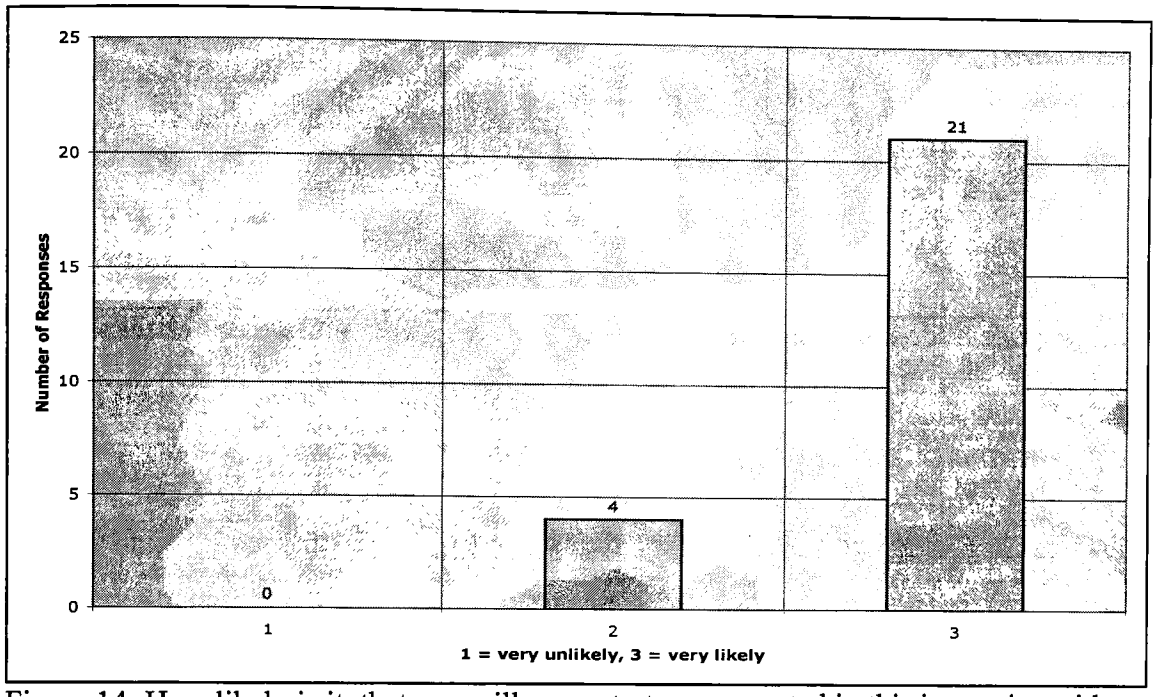


Figure 14: How likely is it, that you will use a strategy presented in this in-service with students?

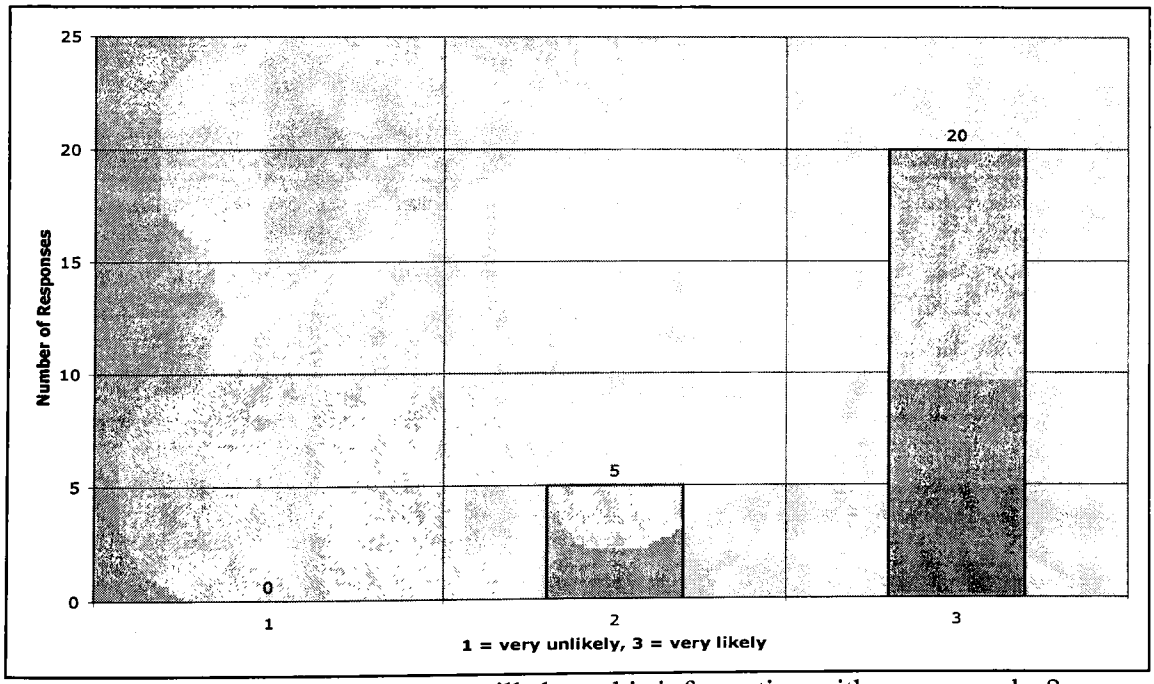


Figure 15: How likely is it, that you will share this information with someone else?

Comments

A section for comments, allowed participants to provide additional personal reflections. Recurring themes of the workshop information included timeliness, insights, and future considerations. Some comments did not fit any of these themes and fell into the "Other" category.

Timeliness.

- The ideas and insights are especially timely, I am glad to have spent the time and know I can begin to use strategies that will help me in the classroom.
- I think the information is timely and will be helpful. I have already used a number of strategies to cope with this school year.

Insights.

- It opened my eyes to looking at things differently when dealing with students.
- I am leaving here after two days with a greater understanding of where my students are coming from.
- A lot of learning knowledge that will be very helpful when working with difficult children.
- I can see this having a huge impact on how I teach.
- This was not information I have heard before.
- I found this course extremely enlightening…in general this really opened my eyes…
- I personally have learned so much from this workshop.
- I already have several students "pop" into my mind that I now view differently.
- I feel much more empowered, knowing why kids behave the way they do and

ways that I can successfully intervene.

- Great eye opener!
- Can provide a whole new approach to difficult situations.

Future considerations.

- I plan to discuss this at our professional growth meeting.
- I am sure having our entire school trained is going to be very advantageous.
- I will refer back to the handbook.

Other.

- I am very glad that this "Indian time" was discussed.
- The information was not necessarily new but put together in a different format.

Follow-up evaluations

Follow-up evaluations consisted of two separate forms, one specifically for administrators, and one for all other participants. The follow-up evaluation examines participant satisfaction following exposure to Payne's ideas. Principals completed a follow-up evaluation based on observations of teacher behaviour in their schools. The follow-up evaluation for other participants collected information on perceptions of their own behaviour. Of the 25 participants, 21 submitted follow-up evaluations. Two of these evaluations were from the school principals.

Rated questions. The non-administrator follow-up evaluation consisted of 10 questions. Participants responded to six of the questions by rating them from 1 to 7, while the remaining four questions asked for anecdotal comments (see Appendix L). The six rated questions are:

1. How frequently during conversations about students or parents is the information

or concepts from the poverty training referenced?

2. To what extent have you changed your non-verbals during student interactions?
3. Have you had fewer discipline incidents for language?
4. Have you received fewer complaints from parents and/or students?
5. Do you experience less anger or frustration with students?
6. Was the training worth the time spent?

The participants rated the first five questions on a seven-point Likert scale, with one representing never, and seven representing often. Question 9 used a seven-point Likert scale with one representing not beneficial, and seven representing very beneficial. Figures 16 to 21 illustrate the results of the 19 participant responses. The average participant response for each question ranged from 2.7 to 5.9.

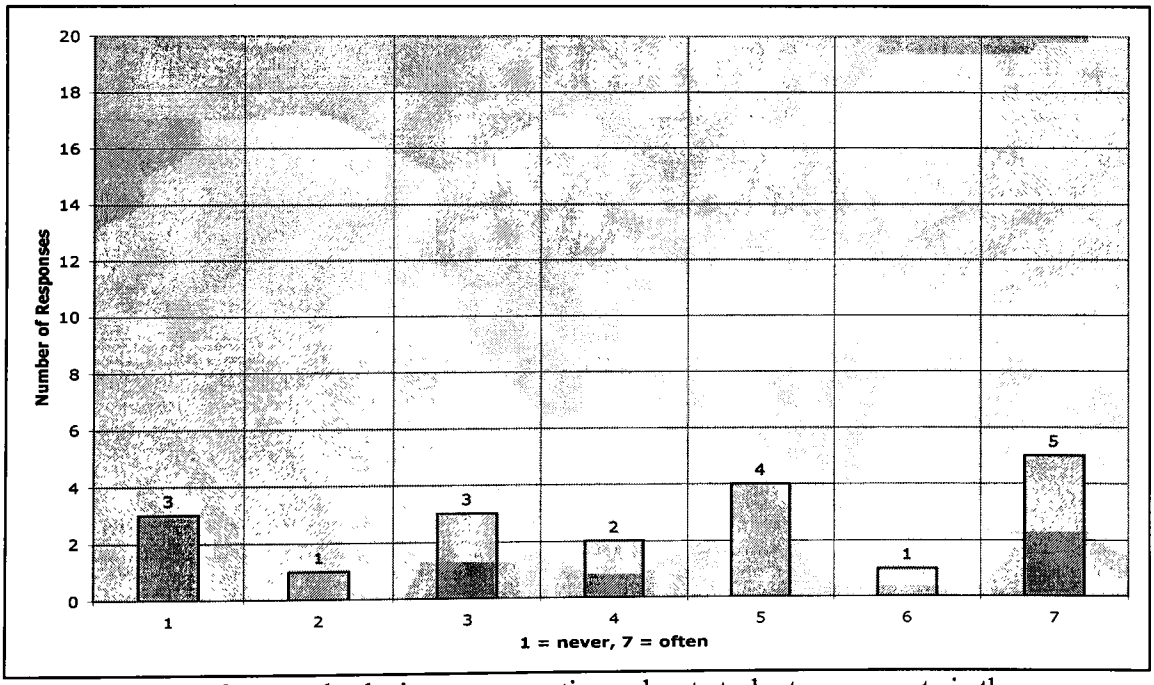


Figure 16: How frequently during conversations about students or parents is the information or concepts from the poverty training referenced? (Average = 4.4)

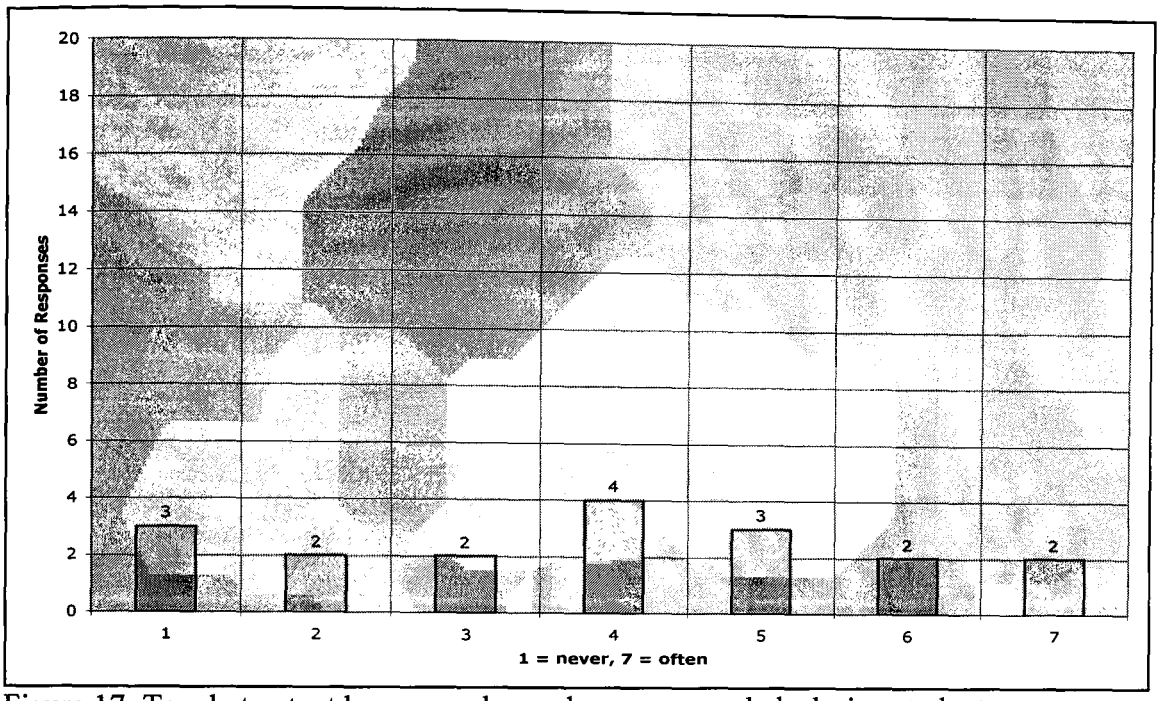


Figure 17: To what extent have you changed your non-verbals during student interactions? (Average = 3.9)

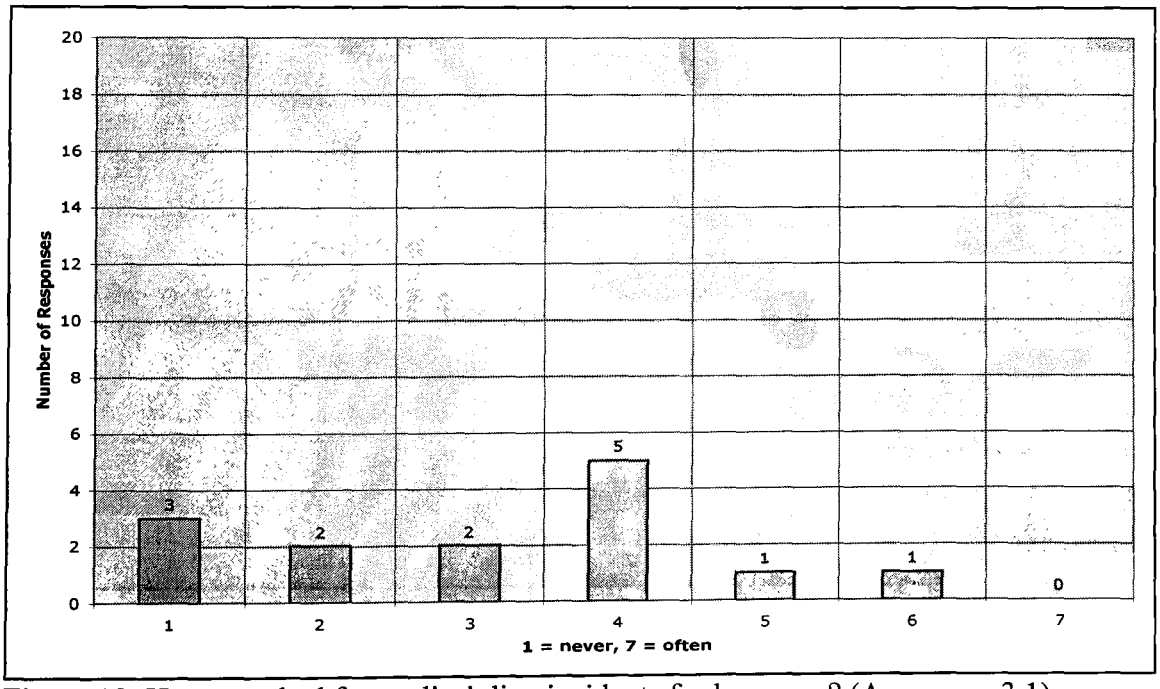


Figure 18: Have you had fewer discipline incidents for language? (Average = 3.1)

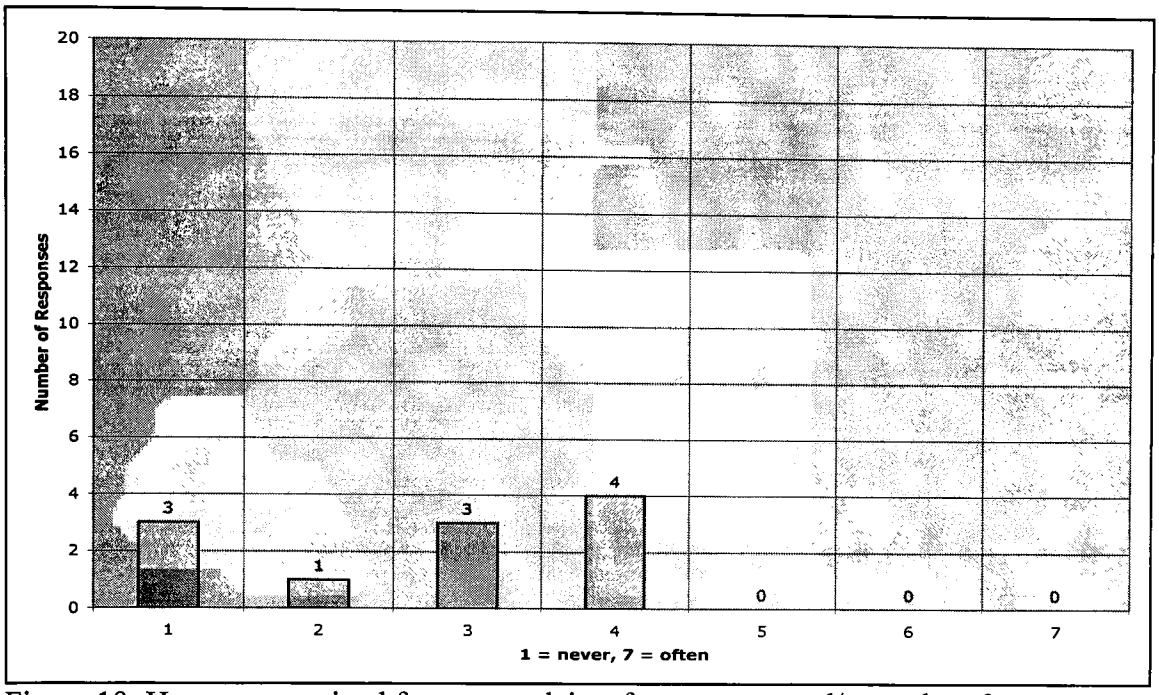


Figure 19: Have you received fewer complaints from parents and/or students?

(Average = 2.7)

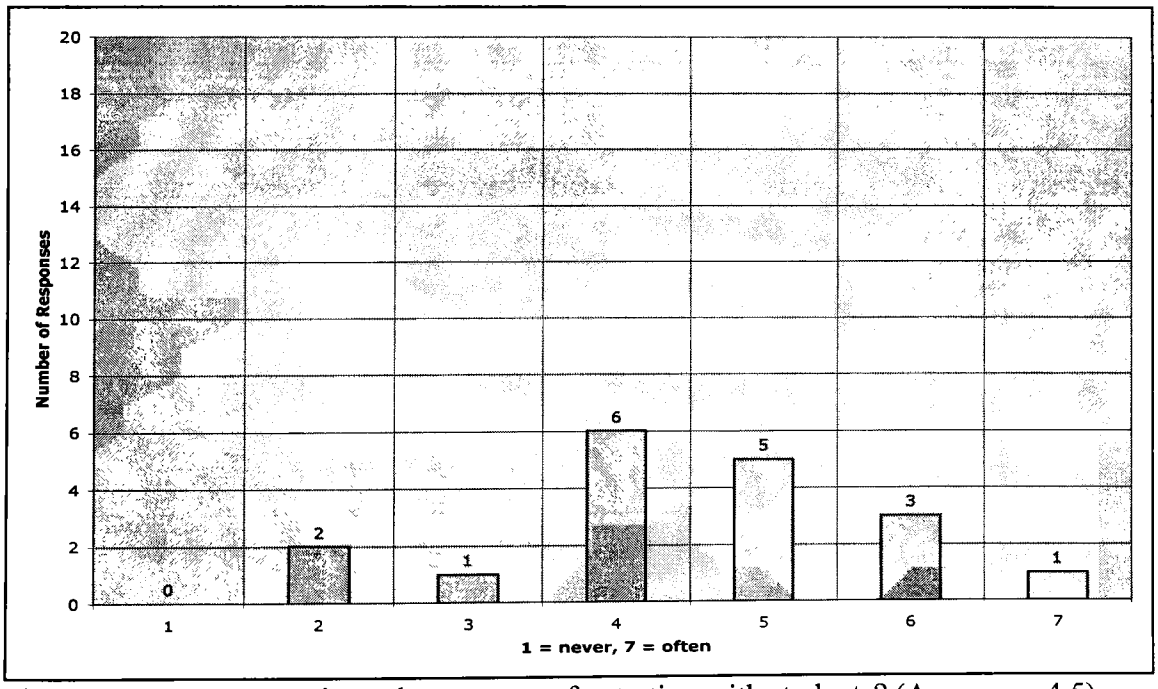


Figure 20: Do you experience less anger or frustration with students? (Average = 4.5)

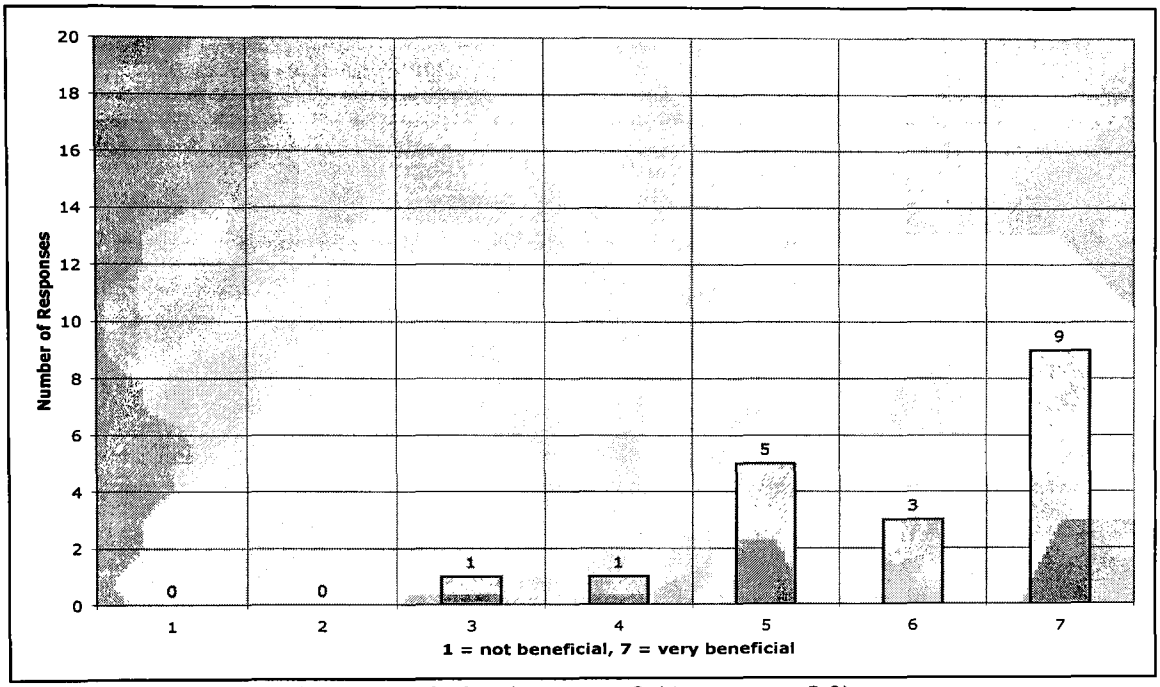


Figure 21: Was the training worth the time spent? (Average = 5.9)

Anecdotal questions. The four anecdotal questions and their respective responses are listed in Appendix L. Participants indicated that there was not enough time to observe a change in student achievement, the in-service was considered beneficial, and many follow-up activities are planned.

The comment section displayed an overwhelming reoccurring theme of too short a time interval between workshop and post evaluations. However, a majority leaned toward the information being very beneficial.

Time interval.

- I need more time to assess progress.
- This has been one if not the most important / useful workshop I have attended since I started teaching. However, more time is needed to implement this.
- Period of time between training & follow up evaluation is too short.
- Not enough time to notice a change in students to become consistent in changing

my behaviours/interactions with students.

- Found the survey to come very quickly following the training.
- Time frame is a special circumstance with what is happening in our school.
- I haven't had much time to see if the workshop ideas worked.
- Need more time! Still in the start of stage, cannot answer this fairly at this time.

Other.

- Found many truths in information. I'm worried however that "poverty" may become a big excuse for teacher inaction. We may give up sooner than we would in the past or water down our classes.
- I am still trying to understand how to implement the information.

Administrator Follow-up Evaluation

The administrator follow-up evaluation consisted of nine questions (see Appendix K). Participants responded to six questions on a seven-point Likert scale, with one equivalent to never, and seven equivalent to often. The remaining three questions asked for anecdotal comments. There was a lack of information to warrant graphs. The six questions rated on a Likert scale are listed below with the administrator responses.

1. How frequently, during conversations about students or parents, is the information or concepts from the poverty training referenced?
    - Both administrators rated this question with a five.
2. To what extent have you seen teachers change their non-verbal behaviour during student interactions?
    - Neither administrator responded to this question.
3. Are there fewer discipline referrals for language?

- Neither administrator responded to this question.

4. Are there fewer complaints from parents and/or students about the teachers?
   - One administrator did not respond to this question. The other rated it at three.
5. Do teachers report less anger or frustration with students?
   - One administrator did not respond to this question. The other rated it at one.
6. Has there been a change in student achievement?
   - Neither administrator responded to this question.

The three anecdotal questions and responses are listed below:

1. What other benefits or drawbacks have you noted?
   - Teachers and support staff are talking about the benefits of the workshop.
   - no comment
2. When you ask teachers about the training, what kind of feedback do you get?
   - excellent
   - positive
3. What are you doing for follow-up? What materials or training would be helpful?
   - We watched the poverty workshop instructional videos – excellent! Some great ideas for teaching children, not only those of generational poverty.
   - As a staff, we have discussed new learnings or understandings we have as a result of the training. We have generated a to do list about where we need to go. Our next step would be to develop, or work on our to do list. Any additional information on discipline would help a lot.

Summary

In Chapter 5, the authors collected and displayed the data from both workshop and

follow-up evaluations. This data forms the basis for conclusions and recommendations in the next and final chapter.

Chapter 6: Summary, Recommendations and Conclusion

Summary

Research indicates the socio-economic context of a student is powerfully associated with that student's long-term educational outcomes. The readiness to enter school reflects their world in the first years of their lives. As they get older, their lives at home continue to affect their performance at school. Less favourable socio-economic context links directly with diminished performance of students (Hurtig 1999; Payne, 2001).

The rationale for this project is an extension of Payne's contention that these same children can be successful with appropriate understandings and strategies. Payne (2001) states, "the culture of poverty does not provide for success in middle-class because middle-class to a large extent requires the self governance of behaviour" (p.100). Provincial statistics and informal observations led us to believe, School District #59 has several students who fit the "poverty profile" described by Payne in her book, *A Framework for Understanding Poverty.* With district financial assistance to become certified trainers of Payne's poverty workshop, we undertook the task of presenting the concepts and strategies to district educators. The in-service provides knowledge of and insights to a new perspective of the children who live in generational poverty. Although Payne's research is the basis for the workshop, the project included the planning process leading up to the workshops, implementation of the workshops and the process to evaluate the workshop.

The provided background described School District #59's past efforts to engage at-risk students. In addition, the authors recounted a brief background and history of Ruby Payne, along with background information about the authors of this project. Because of

the past efforts, School District #59 identified a desire to meet the needs of students who live in generational poverty. The in-service was designed to inform teachers of the instructional needs of students who live in generational poverty. It is our belief, as educators grow in their knowledge of the cultural values of students from poverty, their appreciation, and respect for these students will increase.

The two-day in-service consisted of nine modules. Participants completed two evaluation forms about the in-service, and the data collected guided the analysis of the in-service.

Targeted aboriginal funding provided the primary finances for the in-service. The two participatory schools have significant Aboriginal student populations. Many of these students exhibit behaviours of at-risk students both academically and socially. However, we were cautious when attributing the effects of poverty to any one ethnic or racial group.

The identified project limitations are a lack of statistics, participant paradigms, time, workshop attendance, and provincial job action. The Recommendations section of this chapter deals with the impact of these limitations.

The review of the literature and documentary video provided compelling information and descriptions about children who live in poverty. Included in this review were: A Framework for Understanding Poverty (Payne, 2001), Child Poverty (McClelland, 2001), Pay the Rent or Feed the Kids (Hurtig, 1999), Mind of a Child (Williams, 1995), Emotional Blackmail (Forward, 1998), and Seven Habits of Highly Effective People (Covey, 1989). Hurtig and McClelland provided Canadian content for the review.

In Chapter 4, the authors outline the project design and describe the selection of targeted schools, giving a brief profile of each school. The authors describe the workshop's nine modules and the general process of workshop and follow up evaluations.

The workshops were analysed using data from three sets of evaluations. These evaluations included the In-service Evaluation, the Follow-up Evaluation for Educators, and the Follow-up Evaluation for Administrators. Chapter 5 displays this data in the form of charts and lists of anecdotal comments. The authors used the information from the evaluations and the answers to the following guiding questions to form the recommendations and conclusions included later in this chapter. The guiding questions are:

1. Will educators find the Poverty Workshop a positive professional experience?
2. Following the workshop, do educators intend to implement Payne's strategies?
3. After a three-week interval, do educators use Payne's strategies?
4. After a three-week interval, do educators perceive improved student achievement, or behaviour?

The remainder of this summary answers each guiding question using the information gathered from the evaluations.

Will educators find the Poverty Workshop a positive professional experience? To answer this question, the authors used data from the first evaluation, where respondents rated attitude toward the presenters and attitude toward the information.

To rate the attitude toward the presenters, participants responded to five questions. The average rating for all five questions ranged from 6.3 to 6.8, out of a possible rating of

seven. These indicated, the presenters used a professional style and approach, offered a high quality presentation, were respectful and credible, and held participant interest.

Participants responded to six questions to rate their attitude toward the information. The average rating for all five questions ranged from 6.2 to 6.5, out of a possible rating of seven. This rating indicates the information did change their thinking, was useful, convincing, credible, practical, and helpful.

Other information indicating that participants found the workshop a positive professional experience, include written comments and informal discussions. The hand-written comments indicated the workshop was timely and insightful. Participants stated the workshop was a positive professional experience during informal conversations.

In the follow-up evaluation for educators, participants rated the benefit of the workshop with the question, "Was the training worth the time spent?" The average rating for this question was 5.9 out of a possible 7. Again, this leads the authors to the belief that participants view the workshop as a positive professional experience.

Following the workshop, do educators intend to implement Payne's strategies? The answer to this question resides in the data from the first evaluation. Respondents rated all three questions regarding use of information with an average of 2.8, out of a possible rating of three. This rating suggests the participants will use this information in decision making with students and parents, use a strategy presented in the workshop, and share the information with someone else.

After a three-week interval, do educators use Payne's strategies? In the follow-up evaluation, participants responded to two questions intended to solicit evidence of using Payne's strategies. These questions asked about the frequency of use of Payne's

strategies and the extent of non-verbals during student interactions. Each question has a Likert scale from 1 to 7, with 1 representing never, and 7 representing often. The authors grouped the ratings from these questions into 'low occurrence' and 'high occurrence' categories. Ratings of 1, 2, 3 or no response became low occurrence responses, while ratings of 5, 6, or 7 became high occurrence responses.

When viewed through this perspective, results indicated that 57 percent of the participants gave a high occurrence response to using Payne's strategies while 37 percent gave a low occurrence response to the same question. This indicates that a majority of the participants have frequently used Payne's strategies.

The second question regarding the extent participants have changed their non-verbals during student interactions, received 37 percent in the high occurrence category and 42 percent in the low occurrence categories. This indicates that a minority of participants changed their non-verbal practice with students.

After a three-week interval, do educators perceive improved student achievement, or behaviour? In the follow-up evaluation, participants responded to five questions intended to ascertain perceived improvement in student achievement or behaviour. Three of the questions used Likert scales and similarly, the authors grouped the responses into the low and high occurrence categories.

The participants rated fewer discipline incidents for language with 11 percent in the high occurrence category and 63 percent in the low occurrence category. Regarding fewer complaints from parents and students, zero percent of the participants fell into the high occurrence category with 79 percent in the low occurrence category. In responding to experiencing less anger or frustration with students, 47 percent were in the high

occurrence category and 21 percent were in the low occurrence category. From this information, the authors conclude participants perceive little or no improvement in student discipline or complaints from parents or students. However, almost half of the participants indicated a decrease in anger or frustration with students.

The anecdotal responses from the remaining two questions (see Appendix L), about changes in student achievement and identifying other benefits or drawbacks, highlighted the concerns about time and an appreciation of understanding students better. This indicates that participants felt they had greater understanding of how to deal with students, but no time to implement these strategies.

Recommendations

Many of the questions in the follow-up evaluation remained unanswered and participants indicated time concerns for implementation. This both disappointed and surprised the authors, as we believed the participants would have implemented more of the workshop strategies in the three-week interval. We now believe that the three-week time interval is not sufficient to allow participants to implement the suggested strategies. Based on this concern and the data summary above, we recommend the following:

- Offer the workshop at an earlier time in the school year to provide educators with enough time to explore strategies.
- Increase the time interval between the workshop and the follow-up evaluations to at least six months.
- Extend the workshop from two days to three. This would allow for in-depth discussion of strategies, analysis of possible implications, and acting out real life scenarios.

- Design a checklist of strategies for educators. This would help educators identify specific strategies they are using.
- Revisit targeted schools and interview educators one on one or in small groups to get feedback and provide support.
- Design a common Likert scale for those questions that use a Likert scale. Some questions had a seven-point scale, while others have a three-point scale. This facilitates data analysis.
- Include all staff in the workshops: administrators, teachers, counsellors, support staff, secretaries, bus drivers, and janitors. Secretaries are often the first person parents will encounter, either by phone or in person, and this experience could set the tone. Some students also encounter difficulties with bus drivers and custodians and they too can choose different strategies to deal effectively with difficult students.

Conclusion

This study indicates that participants view the poverty workshop as a positive professional experience. At the end of the workshop, all educators expressed an intention to implement Payne's strategies. After a three-week interval, the participants indicated reduced anger and frustration because they better understood the students, and about half of the participants indicated a change in their teaching strategies towards Payne's suggestions. However, the participants indicated the workshop had little or no impact on student behaviour or achievement.

The workshops were successful in terms of design, delivery, staff receptivity, and reducing educator anger and frustration. If the criteria include improved student

achievement and behaviour, the data indicates there is little or no improvement within the timeframe considered. The authors believe that student achievement and behaviour would show improvement, with implementation of the proposed recommendations.

Other Recommended Resources

Briere, E. (2000). *Out front, child poverty.* (4th ed.). Ottawa, ON: Canadian Labour Congress.

Comer, J. (1995). *Lecture given at education service center.* Region 1V, Houston, TX.

Gordon, L. (2000). *Peace Liard population report 2000.* Dawson Creek, BC: Lexicana Consulting.

National Council of Welfare (1997). *Poverty profile.* Ottawa, ON: Min of Public Works and Gov. Services Canada.

National Council of Welfare (1997). *Another look at welfare reform.* Ottawa, ON: Min of Public Works and Gov. Services Canada.

Payne, R. (1998). *Learning structures.* Highlands, Tex: RFT Publishing.

Stailey, J., & Payne, R. (1998). *Think rather of zebra.* Baytown, TX: RFT Publishing.

McGoldrick M., & Gerson, R. (1985). *Genograms in family assessment.* Markham, ON: Norton & Company.

References

Covey, S. (1989). *The seven habits of highly effective people*. New York, NY: Simon & Schuster.

School District #59 (Peace River South). (2000). *An overview of aboriginal education results.* Victoria, BC: Ministry of Education.

Forward, S. (1998). *Emotional blackmail.* New York, NY: Harper-Collins.

Hurtig, M. (1999). *Pay the rent of feed the kids*. Toronto, ON: McClelland-Stewart.

McClelland, S. (2001). *Child poverty*. In Wilson-Smith (Ed.), Maclean's, 18-23. Toronto, ON: Rogers Publishing.

Payne, R. (1998). *A framework for understanding poverty*. Highlands, TX: RFT Publishing.

Payne, R. (2001). *A framework for understanding poverty*. (2nd ed.). Highlands, TX: aha! Process.

Richardson, R. (1995). *Family ties that bind.* (3rd ed.). Vancouver, BC: Self-Counsel Press.

Williams, L. (1995). *Mind of a child* [video]. (Available from National Film Board of Canada, P.O. Box 6100, Station Centre-Ville, Montreal, QE, H3C 3H5).

Appendix A

Percentage of Students who are Aboriginal

Ministry of Education

1999 - 2000 Summary of Key Information

Public Schools Only

Headcount Enrolment in Aboriginal Education Programs

DISTRICT/AUTHORITY	98/99	% Chg	99/00	% Chg	% of Total Enrol.
53 Okan.-Similkameen	215	9.3%	235	9.3%	7.5%
54 Bulkley Valley	440	7.6%	492	11.8%	15.7%
57 Prince George	1,832	14.0%	2,170	18.4%	11.6%
58 Nicola-Similkameen	666	9.5%	721	8.3%	22.5%
59 Peace River South	1,088	1.5%	1,125	3.4%	20.5%
60 Peace River North	904	32.2%	875	-3.2%	14.5%
61 Greater Victoria	1,118	6.2%	1,162	3.9%	5.1%
62 Sooke	406	-7.7%	467	15.0%	5.0%
63 Saanich	405	1.8%	375	-7.4%	4.1%
64 Gulf Islands	7		24	242.9%	1.3%
67 Okanagan Skaha	194	2.6%	252	29.9%	3.2%
68 Nanaimo-Ladysmith	1,659	7.2%	1,743	5.1%	10.2%
69 Qualicum	378	-3.6%	388	2.6%	6.9%
70 Alberni	1,015	-1.6%	1,074	5.8%	19.2%
71 Comox Valley	536	15.5%	564	5.2%	5.5%
72 Campbell River	778	8.8%	800	2.8%	10.9%
73 Kamloops-Thompson	1,575	5.1%	1,777	12.8%	10.1%
74 Gold Trail	1,046	1.7%	1,097	4.9%	46.8%
75 Mission	532	8.6%	561	5.5%	7.8%
78 Fraser-Cascade	496	.4%	548	10.5%	22.5%
79 Cowichan Valley	939	13.3%	1,010	7.6%	9.7%
81 Fort Nelson	288	-2.7%	293	1.7%	23.3%
82 Coast Mountain	2,029	.7%	2,063	1.7%	27.0%
83 North Okan.-Shuswap	448	3.7%	528	17.9%	6.0%
84 Vancouver Island W.	140	23.1%	205	46.4%	28.8%
85 Vancouver Island N.	579	-.5%	545	-5.9%	21.5%
87 Stikine	220	11.7%	215	-2.3%	58.6%
91 Nechako Lakes	1,168	-8.2%	1,177	.8%	19.1%
92 Nisga'a	555	-6.1%	546	-1.6%	97.3%
93 Francophone Ed. Auth.	36	176.9%	36		1.3%

Note: Report does not include continuing education or distance education students since historical records do not include these statistics.

Source: Standard Report: 1587C

Data Management and Student Certification Branch

March 2000

Appendix B

Form 1701 – 6

16 Indicate Aboriginal Ancestry

This includes First Nation (both Status and Non-Status), Inuit and Metis students.

! **NOTE:** Aboriginal identification must be made on a voluntary basis.

17 Status Indian Living On Reserve

Mark this box if the student is a "Status Indian Living On Reserve" "Living On Reserve" means that the student lives on the reserve in a domestic establishment that is his principle place of residence with his legal guardian(s) and that is the centre of his daily routine during the school year.

! **NOTE**: Please ensure that students with this box marked are on the Nominal roll. If the student has been removed from the Nominal roll please do not report the student as "Status Indian Living On Reserve"

18 Indicate the Band Code (Band of Residence)

Please indicate the three character "band of residence" code for the student if they are a "Status Indian Living On Reserve" as identified in Box 17. Refer to Appendix 3 for a list of bands of residence and their codes.

! **NOTE:** Band of Residence code is the band number of the band on whose reserve the student lives. It may or may not be membership band depending on whose reserve the student lives. For example, if a Cowichan member resides on Penelakut's reserve, the band of residence code for the student should be 650 for Penelakut.

19 Indicate Primary Language Spoken in the Home

Please indicate the language normally spoken in the home. If more than one language is normally spoken in the home, only indicate the language most often spoken. Refer to Appendix 1 for languages and their codes.

Appendix C

Central Middle School Registration Form

CENTRAL MIDDLE SCHOOL **Grade 9** Student Registration

Student's Legal Family Name _____
Last First Middle

Student's Usual Family Name _____
(if different) Last First Middle

Street Address: _____ City: _____

Postal Code: _____ Phone: _____ Cell Number: _____
Email: _____

Postal Address (if different from above): _____

Birth date: _____ Place of Birth: _____
(Year/Month/Day)
Birth Country: _____ Primary Lang: _____
Sex: _____

First Nations (Ancestry only)
Non-status Indian ____ Status Indian ____ Inuit____ Metis ____

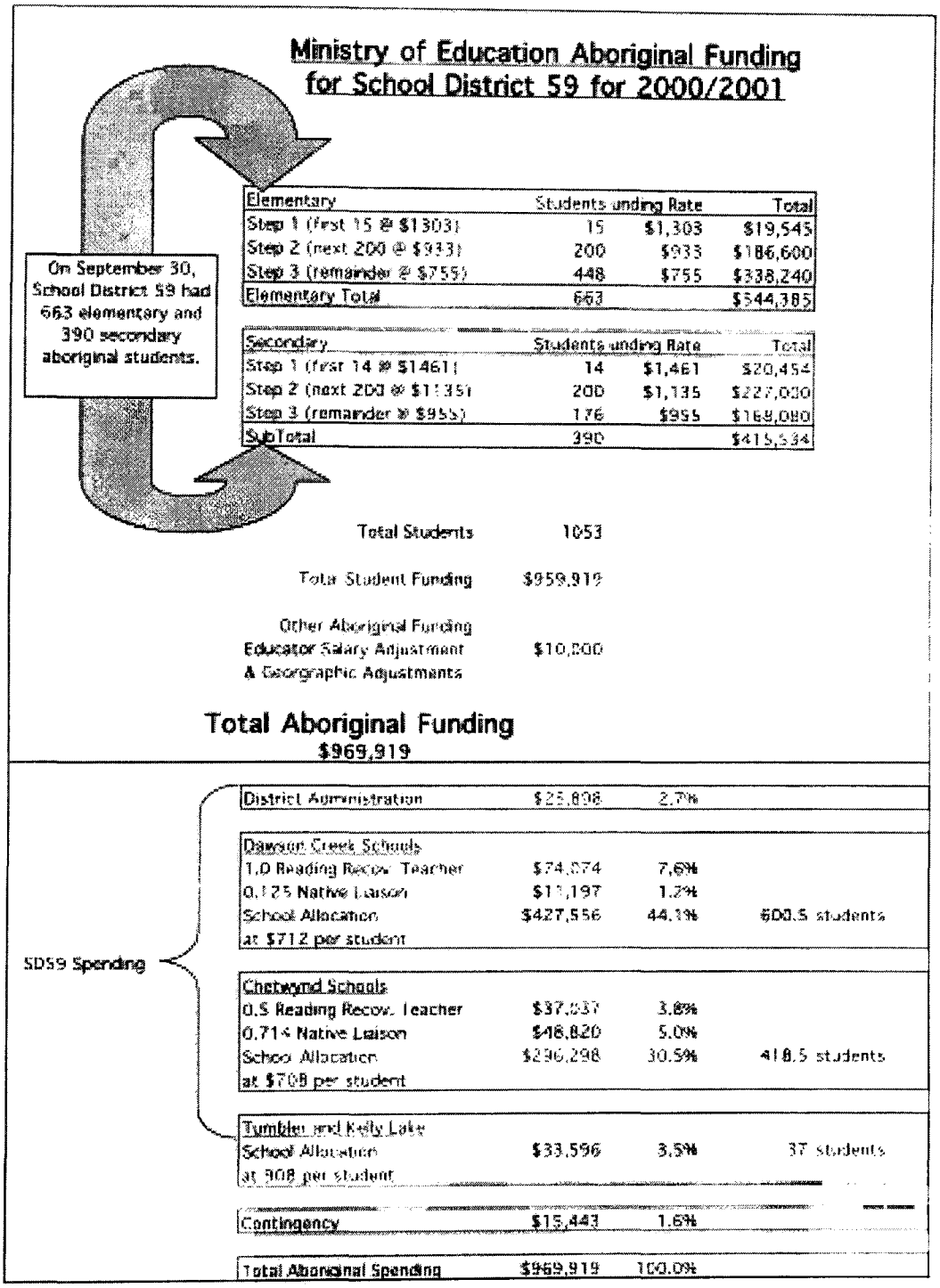
Parent/Guardian (if there are two parents/guardians, please list both addresses)

Name: _____	Name: _____
Address same as child's ____**or** . . .	Address same as child's __**or**
Street: _____	Street: _____
City: _____	City: _____
Postal Code: _____	PostalCode: _____
Home Phone: _____	Home Phone: _____
Work Phone: _____	Work Phone: _____

Emergency contact (if school is unable to contact parent/guardian)
Name: _____ Phone:_____
Relation (to child): _____

Appendix D

Ministry of Education Aboriginal Funding for School District 59



Ministry of Education Aboriginal Funding for School District 59 for 2000/2001

On September 30, School District 59 had 663 elementary and 390 secondary aboriginal students.

Elementary	Students	unding Rate	Total
Step 1 (first 15 @ $1303)	15	$1,303	$19,545
Step 2 (next 200 @ $933)	200	$933	$186,600
Step 3 (remainder @ $755)	448	$755	$338,240
Elementary Total	663		$544,385

Secondary	Students	unding Rate	Total
Step 1 (first 14 @ $1461)	14	$1,461	$20,454
Step 2 (next 200 @ $1135)	200	$1,135	$227,000
Step 3 (remainder @ $955)	176	$955	$168,080
SubTotal	390		$415,534

Total Students	1053
Total Student Funding	$959,919
Other Aboriginal Funding	
Educator Salary Adjustment & Geographic Adjustments	$10,000

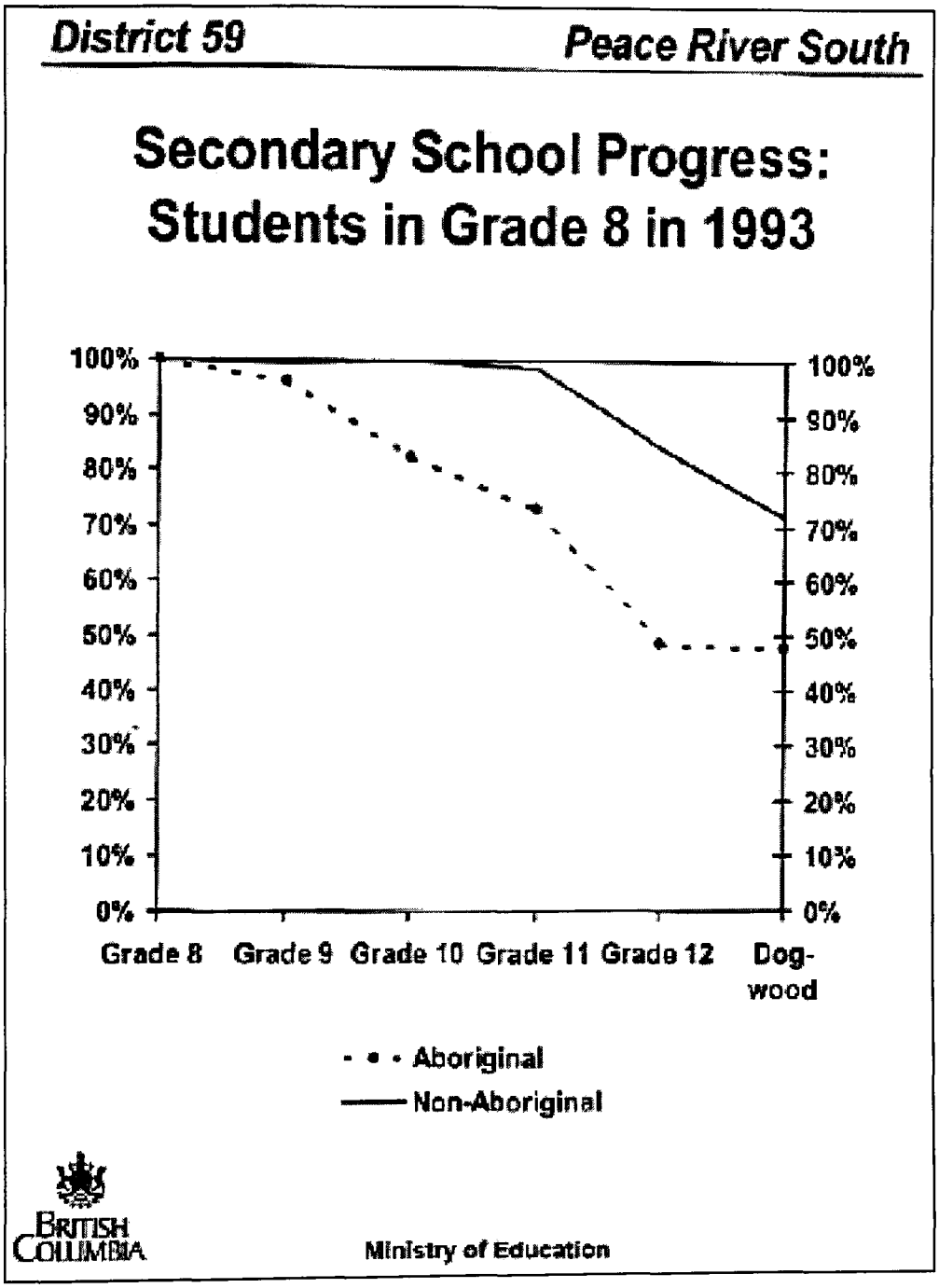
Total Aboriginal Funding
$969,919

SD59 Spending

District Administration	$25,808	2.7%	
Dawson Creek Schools			
1.0 Reading Recov. Teacher	$74,074	7.6%	
0.125 Native Liaison	$11,197	1.2%	
School Allocation at $712 per student	$427,556	44.1%	600.5 students
Chetwynd Schools			
0.5 Reading Recov. Teacher	$37,037	3.8%	
0.714 Native Liaison	$48,820	5.0%	
School Allocation at $708 per student	$296,298	30.5%	418.5 students
Tumbler and Kelly Lake			
School Allocation at 908 per student	$33,596	3.5%	37 students
Contingency	$15,443	1.6%	
Total Aboriginal Spending	$969,919	100.0%	

Appendix E

Secondary School Progress: Students in Grade 8 in 1993

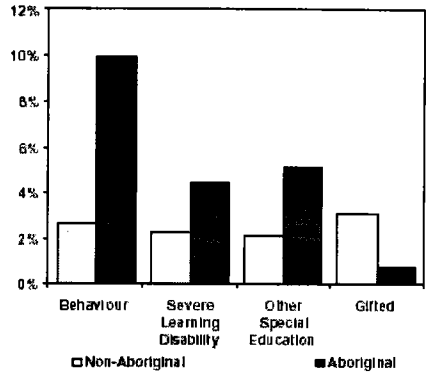


Appendix F

Aboriginal Statistics for Special Education and Behaviour Categories

Province of BC

Percentage of Students Enrolled in Special Education, 2000

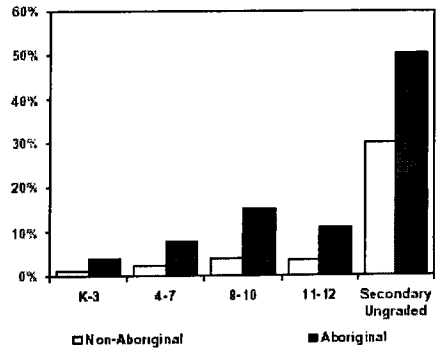


- At provincial level, Aboriginal students are over-represented in all Special Education categories with the exception of the Gifted category.
- Many Special Education designations arise from preventable conditions.

BRITISH COLUMBIA Ministry of Education 19

Province of BC

Percentage of Students Placed in a Behaviour Category, 2000

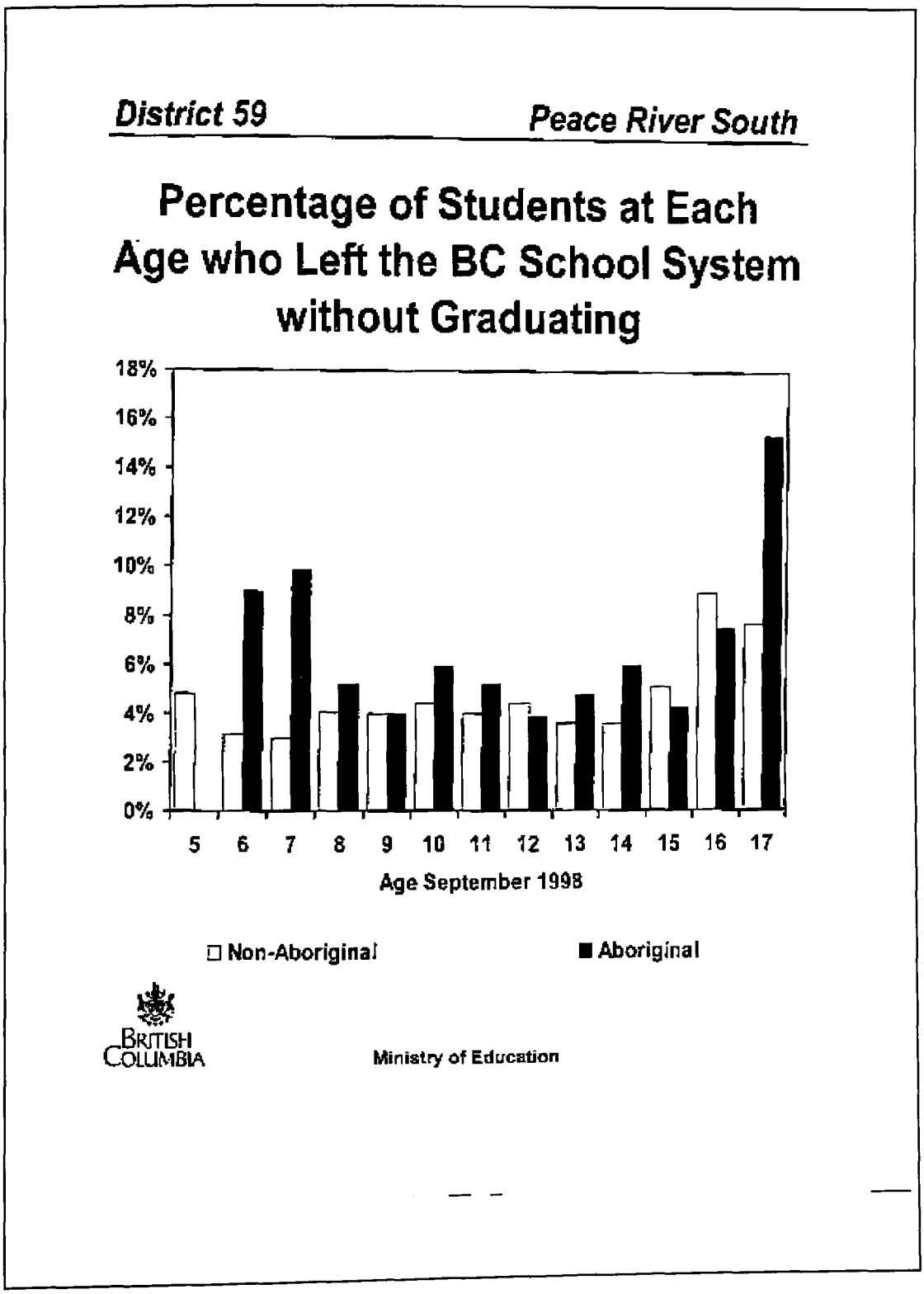


- At provincial level, Aboriginal students are over-represented in all Behaviour categories in each grade grouping.
- At provincial level, approximately 50% of Aboriginal students enrolled in Secondary Ungraded (SU) are placed in a Behaviour category.
- Secondary Ungraded students are those who are taking courses at a number of different grade levels and are not considered by school personnel to be in a specific grade level.

BRITISH COLUMBIA Ministry of Education 20

Appendix G

Percentages of Students at Each Age who Left the BC School System



Appendix H

Poverty Workshop Agendas

Day One

AGENDA

8:30 – 9:00 Coffee and Registration

9:00 – 10:15 Introduction-Who we are!
Evaluations & Materials
Definition of Poverty
Module 1
-Objectives
-Statistics
-Video
-Handouts and Activities
-Discussion in school groups

10:15 – 10:30 Break

10:30 – 12:00 Module 2
-Objectives
-Video
-Activities & Discussion

12:00 – 12:30 Lunch

12:30 – 1:30 Module 3
-Objectives
-Video
-Activities & Discussion

1:30 – 1:45 Break

1:45 – 3:00 Module 4
-Objectives
-Discussion in school groups
-Video
-Activities & Discussion

MODULE 1	Overview and Statistics: Key Points
MODULE 2	Resources
MODULE 3	Language, Story Structure, Cognition
MODULE 4	Family Structure

Day Two

AGENDA

8:30 – 9:00 Coffee and Sign in

9:00 – 10:15 Discussion
Module 5
-Objectives
-Video
-Handouts and Activities
-Discussion in school groups

10:15 – 10:30 Break

10:30 – 12:00 Module 6
-Objectives
-Video
-Activities & Discussion

12:00 12:30 Lunch

12:30 – 1:30 Module 7 & 8
-Objectives
-Handouts
-Activities & Discussion

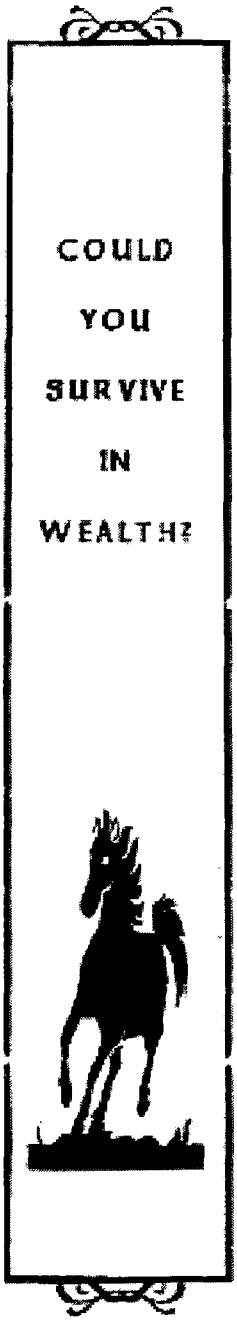
1:30 – 1:45 Break

1:45 – 3:00 Module 8 & 9
-Evaluations
-Objectives
- Handouts
-Activities & Discussion

MODULE 5 Hidden Rules
MODULE 6 Discipline Interventions
MODULE 7 Building Relationships
MODULE 8 Developing Emotional Resources
MODULE 9 Working with Parents

Appendix I

Survival Qizzes



Put a check by each item you know how to do.

_____1. I can read a menu in French, English, and another language.

_____2. I have several favorite restaurants in different countries of the world.

_____3. During the holidays, I know how to hire a decorator to identify the appropriate themes and items with which to decorate the house.

_____4. I know who my preferred financial advisor, legal service, designer, domestic-employment service, and hairdresser are.

_____5. I have at least two residences that are staffed and maintained.

_____6. I know how to ensure confidentiality and loyalty from my domestic staff.

_____7. I have at least two or three "screens" that keep people whom I do not wish to see away from me.

_____8. I fly in my own plane, the company plane, or the Concorde.

_____9. I know how to enroll my children in the preferred private schools.

_____10. I know how to host the parties that "key" people attend.

_____11. I am on the boards of at least two charities.

_____12. I know the hidden rules of the Junior League.

_____13. I support or buy the work of a particular artist.

_____14. I know how to read a corporate financial statement and analyze my own financial statements.

COULD YOU SURVIVE IN MIDDLE CLASS?

Put a check by each item you know how to do.

_____1 I know how to get my children into Little League, piano lessons, soccer, etc

_____2 I know how to properly set a table

_____3 I know which stores are most likely to carry the clothing brands my family wears.

_____4 My children know the best name brands in clothing

_____5 I know how to order in a nice restaurant.

_____6 I know how to use a credit card, checking account, and savings account – and I understand an annuity. I understand term life insurance, disability insurance, and HMO medical insurance policy, as well as house insurance, flood insurance, and replacement insurance.

_____7 I talk to my children about going to college

_____8 I know how to get one of the best interest rates on my new-car loan.

_____9 I understand the difference among the principal, interest, and escrow statements on my house payment.

_____10. I know how to help my children with their homework and do not hesitate to call the school if I need additional information.

_____11. I know how to decorate the house for the different holidays.

_____12. I know how to get a library card

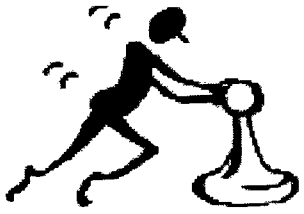
_____13. I know how to use the different tools in the garage.

_____14 I repair items in my house almost immediately when they break – or know a repair service and call it

COULD YOU SURVIVE IN POVERTY?

Put a check by each item you know how to do.

_____1. I know which churches and sections of town have the best rummage sales.
_____2. I know which rummage sales have "bag sales" and when
_____3 I know which grocery stores' garbage bins can be accessed for thrown-away food.
_____4 I know how to get someone out of jail.
_____5 I know how to physically fight and defend myself physically.
_____6. I know how to get a gun, even if I have a police record.
_____7. I know how to keep my clothes from being stolen at the Laundromat
_____8. I know what problems to look for in a used car
_____9. I know how to live without a checking account
_____10. I know how to live without electricity and a phone
_____11 I know how to use a knife as scissors
_____12 I can entertain a group of friends with my personality and my stories
_____13 I know what to do when I don't have money to pay the bills.
_____14. I know how to move in half a day.
_____15 I know how to get and use food stamps or an electronic card for benefits
_____16. I know where the free medical clinics are.
_____17. I am very good at trading and bartering.
_____18 I can get by without a car.



Appendix J

In-service Evaluation

A Framework for Understanding the Culture of Poverty

Attitude toward the presenters:

The presenters:

1. Had a professional approach and style.
   Strongly disagree…1…2…3…4…5…6…7…Strongly agree

2. Provided a high quality presentation.
   Strongly disagree…1…2…3…4…5…6…7…Strongly agree

3. Were respectful of the audience.
   Strongly disagree…1…2…3…4…5…6…7…Strongly agree

4. Were credible.
   Strongly disagree…1…2…3…4…5…6…7…Strongly agree

5. Kept my interest.
   Strongly disagree…1…2…3…4…5…6…7…Strongly agree

Attitude toward the information

6. Did not change my thinking ...1…2…3…4…5…6…7…Did change my thinking

7. Not useful ...1…2…3…4…5…6…7…Useful

8. Not convincing...1…2…3…4…. 5…6…7…Convincing

9. Not credible ...1…2…3…4…5…6…7…Credible

10. Not practical …1…2…3…4…5…6…7…Practical

11. Not helpful …1…2…3…4…5…6…7…Helpful

Use of information

12. How likely is it you will use this information in your decision making with students and parents?
    Very unlikely…..1…..2…..3…..Very likely

13. How likely is it that you will use a strategy (s) presented in this in-service with students?
    Very unlikely…..1…..2…..3…..Very likely

14. How likely is it that you will share this information with someone else?
    Very unlikely…..1…..2…..3…..Very likely

COMMENTS:

Appendix K

Follow-up Evaluations

Follow-up Evaluation for Teachers/Support Staff

1. How frequently during conversations about students or parents, is the information or concepts from the poverty training referenced?
   Never .....1.....2.....3.....4.....5.....6.....7.....Often

2. To what extent have you changed your non-verbals during student interactions?
   Never .....1.....2.....3.....4.....5.....6.....7.....Often

3. Have you had fewer discipline incidents for language?
   Never .....1.....2.....3.....4.....5.....6.....7.....Often

4. Have you received fewer complaints from parents and/or students?
   Never .....1.....2.....3.....4.....5.....6.....7.....Often

5. Do you experience less anger or frustration with students?
   Never .....1.....2.....3.....4.....5.....6.....7.....Often

6. Has there been a change in student achievement? (Fewer failures, higher grades, better attendance, higher test scores, etc.).

7. What other benefits or drawbacks have you encountered since implementing the training.

8. What kind of feedback do you get from other professionals?

9. Was the training worth the time spent?
   Not beneficial .....1.....2.....3.....4.....5.....6.....7.....Very beneficial

10. What are you doing for follow-up?

COMMENTS:

Follow-up Evaluation with Principals

1. How frequently during conversations about students or parents is the information or concepts from the poverty training referenced?
   Never .....2.....3.....4.....5.....6.....7.....Often

2. To what extent have you seen teachers change their non-verbal behaviour during student interactions?
   Never .....2.....3.....4.....5.....6.....7.....Often

3. Are there fewer discipline referrals for language?
   Never .....2.....3.....4.....5.....6.....7.....Often

4. Are there fewer complaints from parents and/or students about the teachers?
   Never .....2.....3.....4.....5.....6.....7.....Often

5. Do teachers report less anger or frustration with students?
   Never .....2.....3.....4.....5.....6.....7.....Often

6. Has there been a change in students' achievement? (fewer rules, higher grades, better attendance, higher test scores, etc.)
   Never .....2.....3.....4.....5.....6.....7.....Often

7. What other benefits or drawbacks have you noted?

8. When you ask teachers about the training, what kind of feedback do you get?

9. What are you doing for follow-up? What materials or training would be helpful?

COMMENTS:

Appendix L

Follow-up Anecdotal Answers and Comments

6. Has there been a change in student achievement?
    - "no sign"
    - "not enough time"
    - "not enough time to comment"
    - "same, but recognize what is the cause"
    - "too soon to tell"
    - "too soon to tell"
    - "not applicable to me"
    - "too short a period"
    - "No"
    - "no change"
    - "don't know"
    - "too soon to report on this accurately"
    - "No"
    - "too early to tell"
    - "better attitudes"
7. What other benefits or drawbacks have you encountered since implementing the training?
    - "I think the training is excellent, but you need more time to see results"
    - "a better understanding of where my students are coming from and how it affects their school experience"

- "I have not had a chance to fully use what I have learned"
- "promoted lots of thinking before reacting, before planning activities, and discussion among staff"
- "better understanding of where the students are coming from"
- "fewer personal stress incidents"
- "I get less upset because I understand the children better"
- "I have not implemented program, but am aware of reasons"
- "need more time to comment"
- "difficult follow thru due to job action – I need more time to assess program"
- "there simply has not been enough time to not results or changes in student behaviour"

8. What kind of feedback do you get from other professionals?
    - "ongoing shared colleague reminders on course content, ongoing reflection on my strategies and approaches vis a vis the poverty workshop"
    - "not enough time to comment"
    - "positive"
    - "interested in information"
    - "liked the workshop"
    - "positive to use these concepts"
    - "share ideas / discuss situations and possible actions"
    - "lots of discussion on what we learned from the workshop"
    - "they are having a better understanding for issues within their classes"
    - "other professionals see this as excellent"

- "lots of positive discussion on implementation"

10. What are you doing for follow-up?
    - "watched the next set of videos on Pro D day"
    - "it is my plan to implement the learning structures and strategies through career and personal planning in my classroom"
    - "periodically review the text"
    - "using more of an adult voice over parent voice. Discussing reasons, alternatives"
    - "watching the instructional videos"
    - "reviewing teaching materials and strategies. Using strategies in class."
    - "staff using the information gained from training to address the needs of the school"
    - "working on relationships"
    - "more discipline training – EBS" and " more professional reading"
    - "trying to implement"
    - "need more time! Still in the start of stage"
    - "I'm using a more firmer voice when disciplining"