

TEACHING CHILDREN OF POVERTY

Francis Marion University School of Education
Center of Excellence to Prepare Teachers of Children of Poverty

Tammy Pawloski, Ph.D.
tpawloski@fmarion.edu
www.fmucenterofexcellence.org



Like us on Facebook 



HIGHLIGHTS:

- ❖ Life in poverty can have a significant negative impact on brain development and school achievement.
- ❖ But all brains are built to change—every day!
- ❖ Schools can make the difference in how brains change and how successful children of poverty can be.

How? Develop high-quality, meaningful relationships.

1. Build relationships.
2. Decrease stress.
3. Increase status.
4. Instill a sense of hope.
5. Use effective proactive guidance strategies.
6. Employ 'ME-oriented' best practices all day every day.
7. Understand the goals of student behaviors.

How? Understand and support the health needs of students.

8. Support health needs with enrichment maximizers.

How? Cultivate family and community partnerships.

9. Implement a results-driven partnership plan.

How? Align classroom instruction and assessment with required, tested standards.

10. Use the RBT or Webb's DOK to unpack standards and to align instruction.

How? Motivate students' interest in learning.

11. Motivate the unmotivated – Increase value and expectancy of success.
12. Promote a growth mindset rather than a fixed mindset.

How? Build background knowledge.

13. Build background knowledge in all content areas.
14. Cultivate prefrontal cortex skills.
15. Build memory trace.
16. Teach soft skills and cultivate healthy emotional brains.
17. Teach the hidden rules of school.

How? Design and deliver purposeful instruction.

18. Purposefully teach – know the goal and reach rigor through active, deep and engaging activities.
19. Explicitly teach specific skills—use formats, templates, models, and rubrics.
20. Make learning fun; capitalize on the power of dopamine.
21. Accommodate.
22. Include the ARTS.
23. Use (formative) feedback and data to drive instruction.
25. Hold high expectations for all students – *all means ALL!*

How? Benefit from strong and supportive school leadership.

24. Be a leader (or a follower).

FINAL THOUGHTS:

- ❖ *Kids from poverty (or any kids) are not stuck the way they are.*
- ❖ *The brain is designed to change and to adapt to experiences.*
- ❖ *All school personnel must embrace the super-power they have to change children's brains.*
- ❖ *Change the experience – change the brain.*

A teacher affects eternity: he can never tell where his influence stops. Henry Adams

**Develop high-quality, meaningful relationships.**

1. Build relationships.

2. Decrease stress.

3. Increase status.

4. Instill a sense of hope.

5. Use effective proactive guidance strategies.

6. Employ “ME-oriented” strategies.

7. Understand the goals of student behaviors.



Understand and support the health needs of students.

8. Support health needs with enrichment maximizers.



Cultivate family and community partnerships.

9. Implement a results-driven partnership plan.



Align classroom instruction/assessment with required/tested standards.

10. Use the 'Revised Bloom's Taxonomy' or 'Webb's Depth of Knowledge' to unpack standards prior to planning and instruction.



Motivate students' interest in learning.

11. Motivate the unmotivated—increase value and expectancy for success.

12. Promote a growth mindset (not a fixed mindset).

**Build background knowledge.**

13. Build academic background knowledge in all content areas.

14. Cultivate prefrontal cortex (executive functioning) skills.

15. Build memory trace.

16. Teach soft skills and cultivate healthy emotional brains.

17. Teach the hidden rules of school.

**Design and deliver purposeful instruction.**

18. Purposefully teach with the goal in mind. Reach for rigor with active, deep, and engaging activities. Model, guide, and support learning.

19. Explicitly teach specific skills using templates, formats, rubrics, and models.

20. Make learning fun; capitalize on the power of dopamine.

21. Accommodate.

22. Include the ARTS.

23. Use (formative) feedback and data to drive instruction.

25. Hold high expectations for all students—*all means ALL!*



Benefit from strong and supportive school leadership.

24. Be an effective leader (or a follower).

NOTES