Equity and Diversity

Meeting the Needs of Students in Poverty

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Poverty and how it impacts learning is less about staff development and more about survival!



It can be /ken 'fyooziNG/…

Recognize & Understand

but

Make No Excuses &
Hold High Standards

"Poverty" tells us very little

What is your relationship with this word:

Poverty

- Poverty & Vocabulary
  (background, common understanding, common language)
- Planning & Collaboration
  (getting ready, sharing ideas)



See something you can't live without? You have permission.

(or send me an email)

bryan@bryan-harris.com



What is your path?

A – B – C

1. **Agree** on a clear, personal path
2. **"Buy-in"** from yourself on the idea
3. **Commit** to implementation

Let's all agree…

The experiences of students in poverty are different.

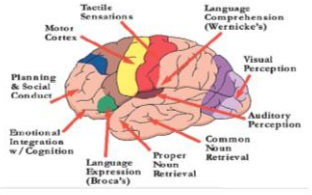


But, what does that mean?

- For their brain development & cognitive growth?
- In the stressors they experience and how stress exhibits itself?
- For their emotional development?
- For executive function skills in the brain?
- For motivation?

Brains of Lower SES *are* Different than those from Higher SES

Areas include those responsible for working memory, impulse regulation, visuospatial, language and cognitive conflict



Noble KG, Norman MF, Farah MJ (2005) Neurocognitive correlates of socioeconomic status in kindergarten children. Dev Sci Jan;8(1):74-87

Poverty - a 10,000 foot view



What is it? - Why does it matter?

Contrasting Experiences…

When compared to their middle or upper income classmates, ***how*** are children from poverty different?



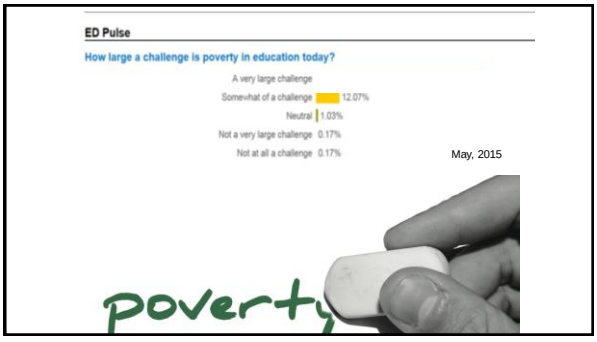
Generalizations will be made; yes, there are exceptions



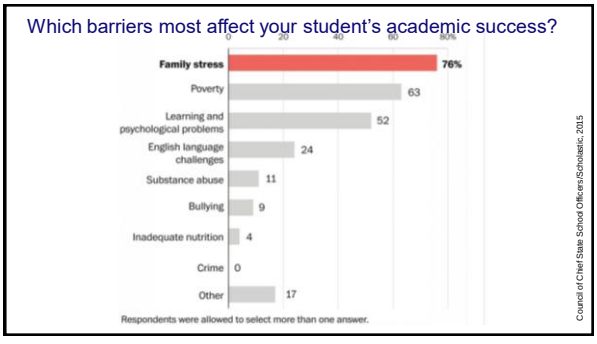
- Avoid absolutes. One cannot say, "All these people do this (or that)."
- Research suggests that, on average, "A greater % of those raised this way will experience XYZ or behave in a certain way."
- Children from every financial class might also have suboptimal experiences, but it occurs less often. Exceptions are the rule!

Poverty is…

not a cul_____, but
a ***ch _____ condition***
affecting the ***mind, body and s __*** resulting from
multiple adverse ***r___ f___.***







Child Poverty – 3 States – Match the #s

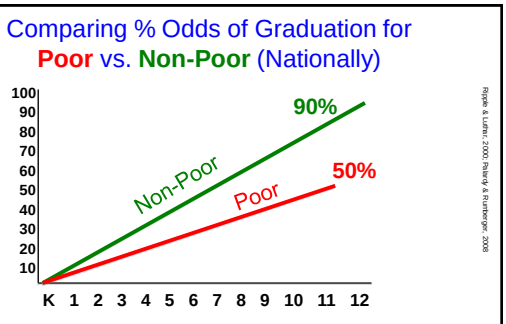
Arizona –

Nevada –

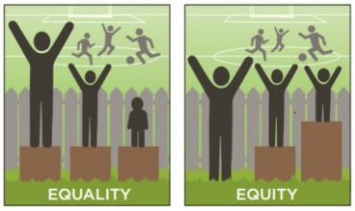
California –

22% 24% 19%

Source: Kids Count Data Center, 2016



Be the One… *Be the One that Notices…EQUITY is the Solution…*



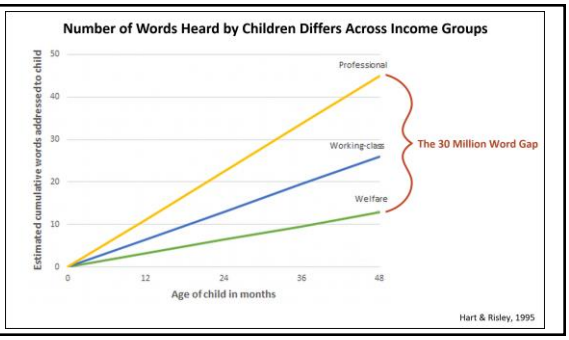


With partners…

What seems significant or powerful so far?

Bottom Line

- **Kids from poverty are often different**
- **Brains adapt to suboptimal conditions**
- **But, brains can and do change everyday**
- **Students can change if we change first**
- **Building vocabulary is a great place to start**

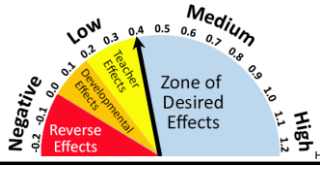


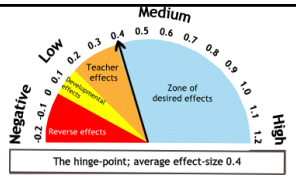


Be Relentless in Building Vocabulary

- Ditch the Vocab Lists and the *Traditional* Weekly Tests
- Incorporate conversation, talk, dialogue, and teaching
- Make it Fun – Use Games

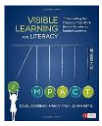
Vocabulary Programs have an effect size of .69





What Works	Effect Size
Organizing & Transforming	0.85
Classroom Discussion	0.82
Feedback	0.75
Reciprocal Teaching	0.74

- Our goal is not to simply expose students to lots of words. When it is, they become "acquaintances" with lots of words but *owners* of few.



Fisher, Frey, and Hattie, 2016

We do this by reading, writing, and speaking! (a lot)

Literacy is one of the major antidotes to poverty!

Build Vocabulary Skills - Teach It



Nestojko, J, et al. (2014).

Teaching



Strategy - After a reading or a lesson:

1. Create a title
2. Write a tag line
3. List as many key words, terms, or ideas you can think of
4. Use #3 ideas to write a summary
5. Teach a partner

Chapman, 2015

Says Who?



No longer be satisfied with a _____ _____.

Require proof, evidence, examples, or elaboration.

"You said _____. Tell me more about that."

"What did you mean when you said _____?"

"I thought it was interesting when you said _____. I agree because…"

"We both agree on _____. But we might disagree on …"

"Where did you first hear/learn/see _____?"

Conversation Extenders





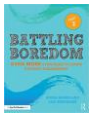
The more I learn about the brain, long-term memory, and deep understanding the more I keep getting lead back to this one very important truth:

It's about getting it (the learning, the content) out of ourselves!

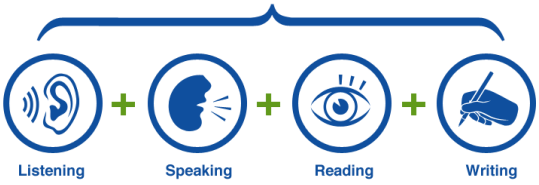
Positive Relationships
+
High Expectations & Commitment
+
Strategies
+
Accountability
=
Miracles



(shameless plug)



Academic vocabulary is built upon a foundation of



Key Idea: Be Relentless in Building Vocabulary!



- Teaching
- Says Who?
- Conversation Extenders
- Quiz Show



30 Million Word Gap – *There's More to the Story!*

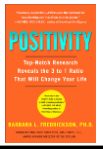
	Professional Families	Working Class Families	Welfare Families
Affirmations/ hour	32	12	5
Prohibitions/ hour	5	7	11
Ratio	6:1 positive	2:1 positive	1:2 negative

Hart, B. & Risley, T.R. (2003)



Positivity Ratio

3:1
Positive
to Negative



What is your path?

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Collaboration Time

Thank you

Free Newsletter & Resources - website



For more information:
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www.bryan-harris.com

Super-Extra Bonus Slides

"Growing up in a poor household and/or poor neighborhood may predispose a child to experience more traumas and to have fewer resources to buffer the negative impacts of traumatic experiences, which in turn contribute to a range of difficulties."

Nikulina, Widom, & Czaja, 2011

Writing to Learn	VS	Learning to Write
• Promotes Metacognition • Improves Memory & Retention • Easily Integrated in All Content Areas • Serves as a Source of Feedback & Assessment		• Handwriting • Sentence Structure • Writing Process • CUPS

How do Writing Prompts and Sentence Starters support each other?

- The prompt is the question to write about
- The SS helps to get the writing started

Sentence Starters

"I can think of two examples that show…"

"In my opinion, the most important element is…"

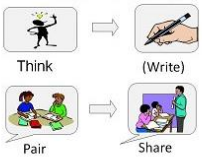
"The best example of _____ is…"

"I think _____ could be improved by…"

"Two words to describe this concept are..."

"Another way to look at the problem is…."

Think-Write-Pair-Share
Read-Write-Pair-Share



4 After a reading, lecture, video, activity, etc. students generate 4 key ideas. (Solo)

2 Students pair up, share ideas, and agree on the two most important ideas.

1 Pairs into groups of 4. Each group of 4 agrees on the single most important idea.

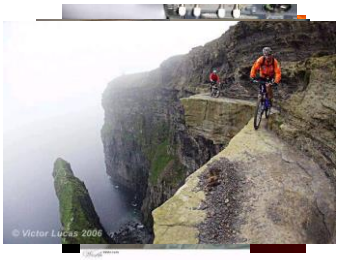
Silver, 2001

Focal Points



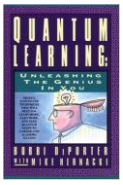


Powerful Images



Fast Writing

- Choose a subject
- Set the timer (3 min)
- Start writing continuously even if what you write is, "I cant think of what to write."
- When the timer is on, avoid worrying about:
  - Sentence structure
  - Grammar
  - Backtracking or editing
  - Crossing anything out
  - Being repetitive
- Keep writing until the timer goes off



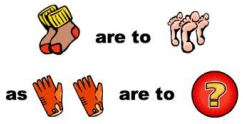
Key Word Lists



- Imagine this…
  - Students receive info via direct instruction, video, audio, etc. (10 minutes)
  - Students process their understanding via discussions, writing, drawing, etc (5 minutes)
  - Provide students with a list of key words, explanation (1 minute)
  - Brief Energizer or movement strategy (2 minutes)
  - Students placed into pairs or trios and give this direction (3 minutes)
    "Teach your partner what you know about _____. To help you know exactly what to teach, use the following terms, words, and concepts."
  - After the "teaching", ask students to do a Quick Write to further clarify their knowledge. (5 minutes)

Think about the process and cognitive skills required to complete this process.

Analogies



An analogy for analogies =



How to BUILD VOCABULARY

STOP Memorizing words

Connect words to **Experience**



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