



Poverty: Fostering Resiliency and Hope in the Culture



Presented by

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Confederated Tribes of Warm Springs

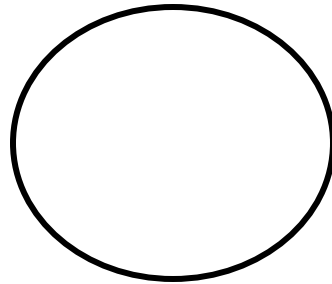
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Poverty: Fostering Resiliency and Hope in the Culture

Many people in poverty feel like they are running in circles with no hope of finding the path of success. They feel like “others” can only find this path, and “others” do not pertain or include them.





On the other hand, people working with people in poverty don't understand why "they" just don't get it, often times referring to "them" as broken records. Why can't "those" people learn and realize that they have *choices* and *control* of their own destiny?


This workshop will cover some of these issues.





Objectives

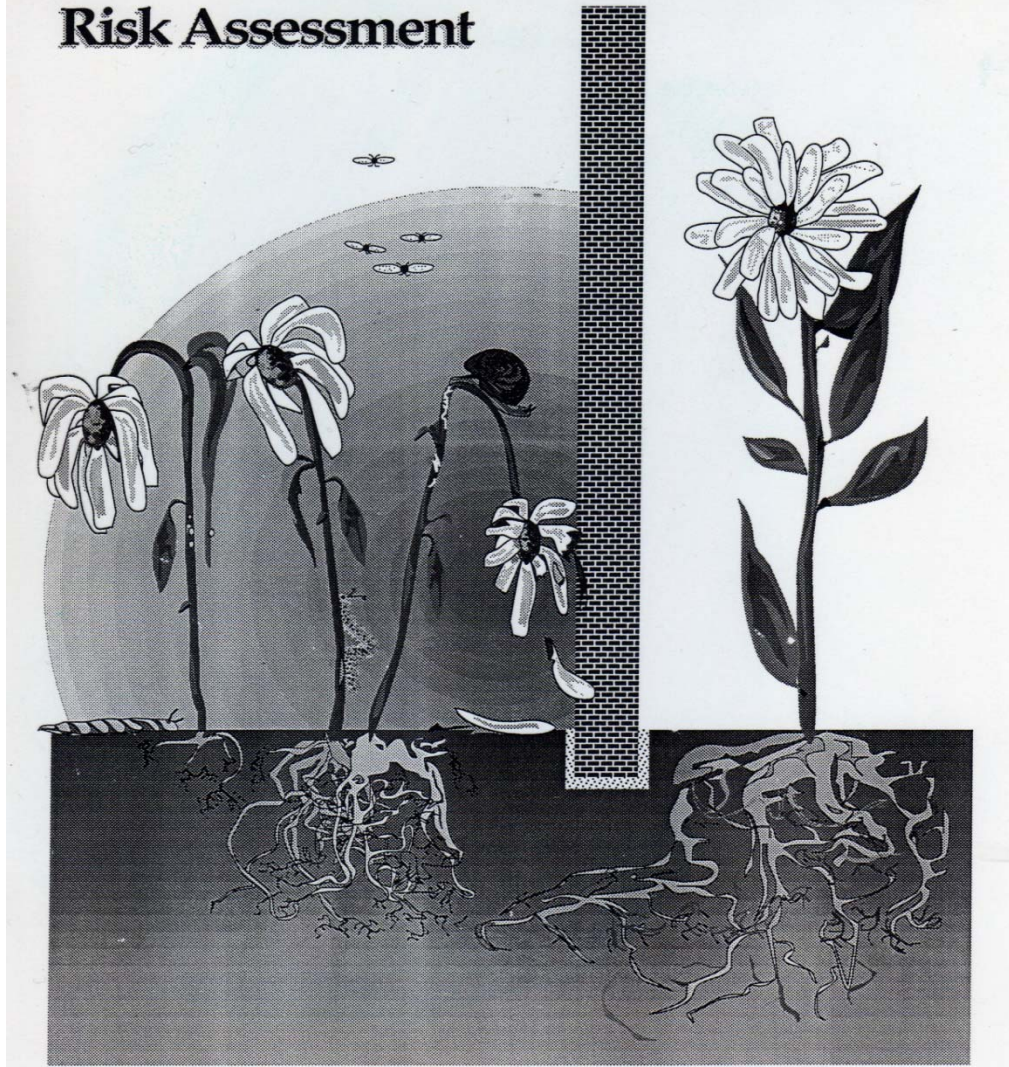
Participants will:

1. Understand the differences between generational and situational poverty.
 2. Realize that poverty isn't just about "money" but includes "Poverty thinking" as a major element.
 3. Gain an increase understanding of key elements of generational poverty and poverty thinking.
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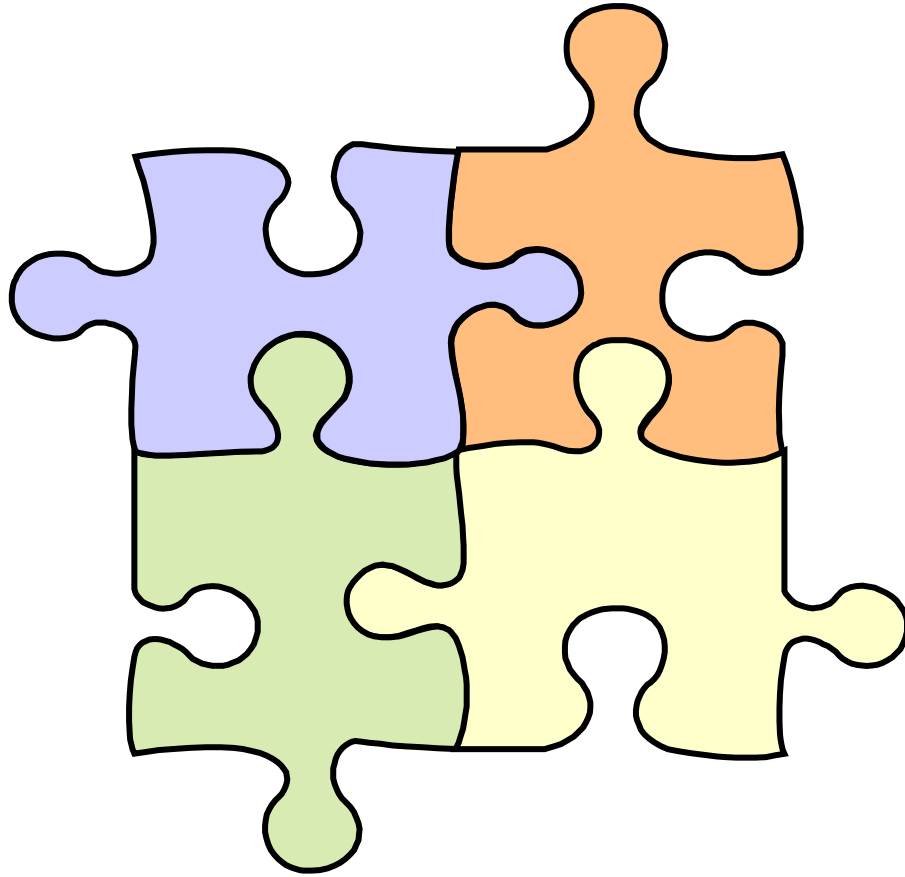


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Risk Assessment

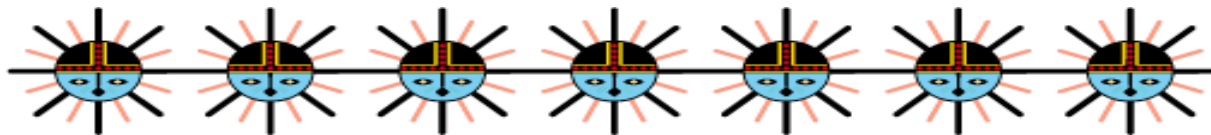


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Poverty Occurs Worldwide With All Races

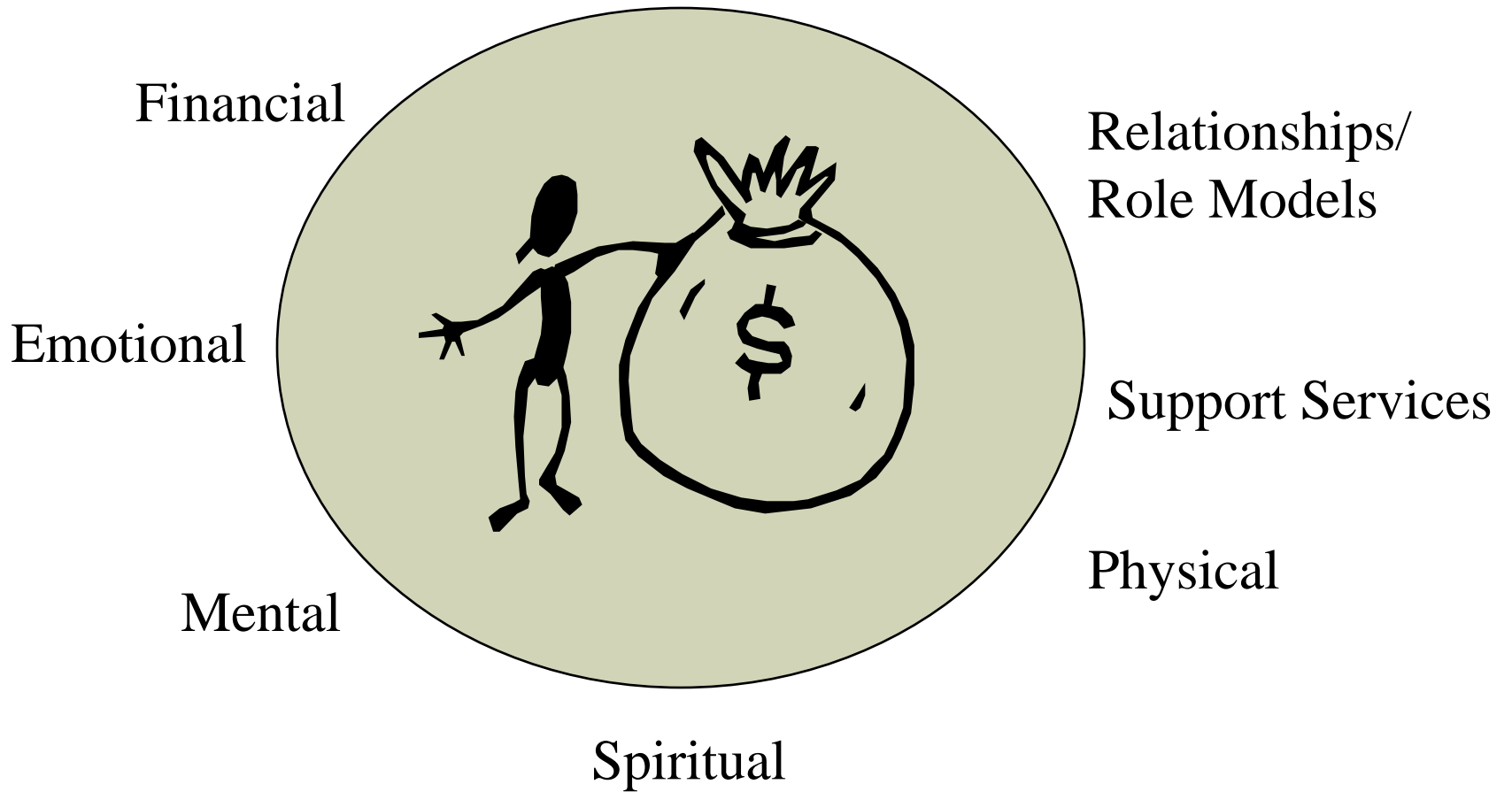


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IT'S NOT JUST ABOUT MONEY

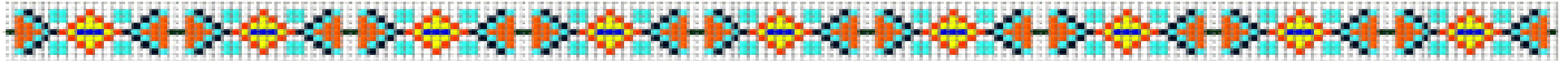
Knowledge of the Hidden Rules



Modified from Understanding the Framework of Poverty by Ruby Payne, Third Revised Edition

The extent to which an individual does without the following resources, will give us a better understanding of how we can better serve people in poverty.

- Financial - Money to buy goods and services
- Emotional – To choose and control
- Mental – Abilities and acquired skills to deal with daily life
- Spiritual – Believing in divine purpose
- Physical – Health and mobility
- Support Services – Friends, family, backup resources
- Relationships/Role Models – Access, appropriate
- Knowledge of the Hidden Rules – Knowing the unspoken cues and habits of group



Most People Do Not
Know
or Believe they are
Poor

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Generational Poverty

High rate of family Illiteracy

Owning property is not attainable, dreamers

This is the way it is, no hope for change

Highly mobile, not mobile

No health care or insufficient coverage

Crowed quarters, lack of privacy

Daily survival

Spending it all now, living pay check to paycheck

Don't understand middle class rules

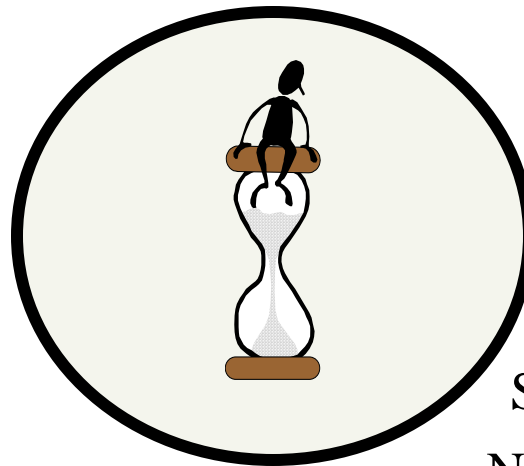
Saving \$'s not possible

Education creates separation from family/friends

Code of honor

Never knew anyone who moved up or was respected in a job

It is their fault



Caroline M. Cruz 2008





Situational Poverty

Temporary

If they can get out of financial trouble why can't "they" help themselves?

Know how to access resources

Surrounded by people who are educated



Change of life situation


Death, divorce, marriage loss of job

Loss of business

Belief it is not their fault

It is uncomfortable but **believe** the future will change for them





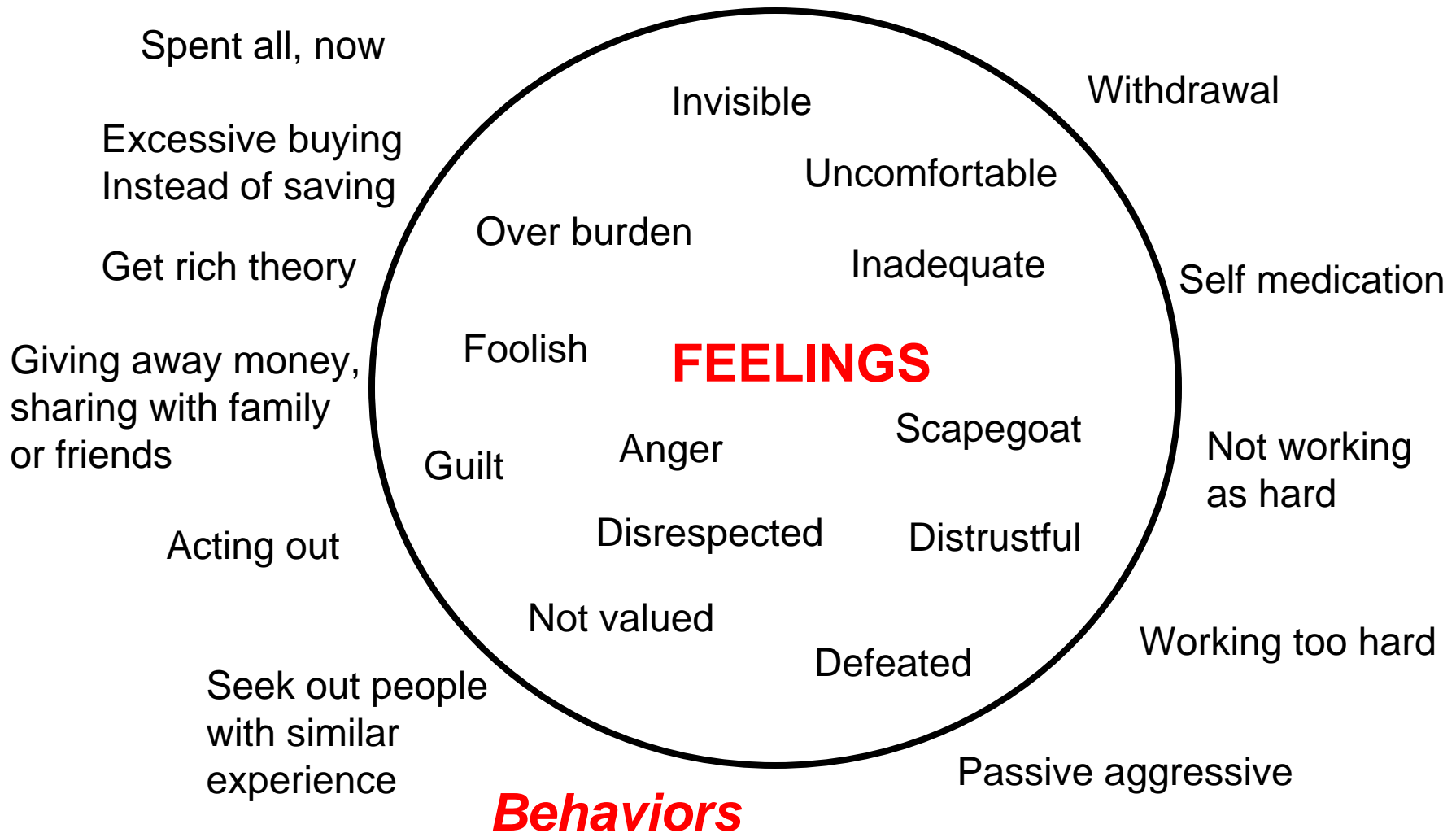
“When you have been raised in Generational Poverty and have been successful in changing your financial situation, this does not always change your “poverty thinking”.

These feelings and behaviors can come out at any time. You do not always make the connection to the root cause”.

Caroline M. Cruz



Poverty thinking



**Share my story and story of others
who came from poverty utilizing the
“Understanding Your Problems -
Five Components to Any Problem”**

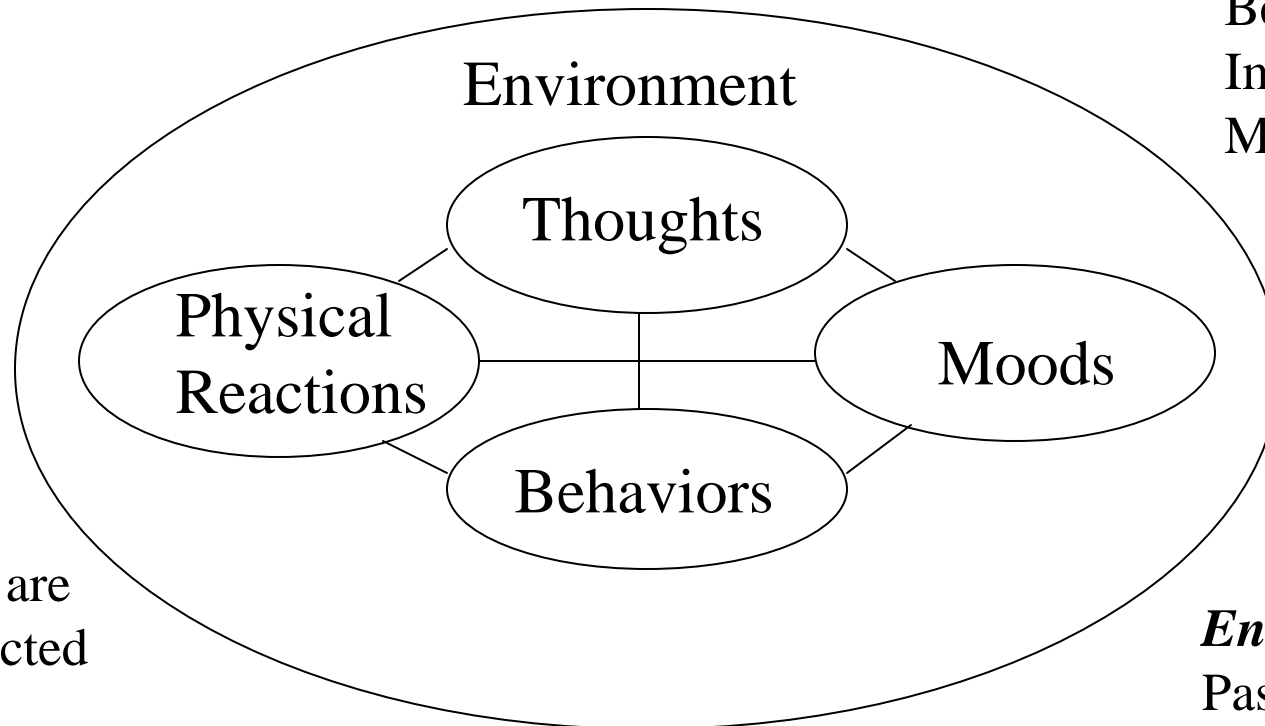


Understanding Your Problems

(Dilemma, predicament, difficulty, setback)

How we understand our problems has an effect on how we cope.

Five Components to any Problem



Thoughts
Beliefs
Images
Memories

Environment
Past and present

Five areas are
interconnected

Modified from Mind Over Mood Dennis Greenberger, PhD, Christine A. Padesky, PhD



Thoughts, past and present leads to the future!

Beliefs:

❄ I am different.

❄ I look around, I do not fit in.

❄ What did I do wrong?

❄ Can't catch up, can't compete, being left behind.

❄ Always not good enough, never 1st.





- ❄ Will never fit with the “in” group.
- ❄ Is it my clothes, my hair, my race?
- ❄ I am poor, it is my family, my home is not good enough.
- ❄ Can not invite anyone to home who is not like us.
- ❄ Success is for others, not for me.
- ❄ Best to stay with my own.





Images:

- ✦ Question “who and what am I”?
- ✦ I can never be equal to “them”?
- ✦ I do not fit in, and I will always be an outsider.
- ✦ I am out of my element, I am uncomfortable.





- ✦ They are going to make fun of me.
- ✦ Even if I buy the same clothes, shoes, the same haircut or hairstyle I still will not be accepted or able to blend in.
- ✦ Best not to try and just give it up.
- ✦ Do I sell out who I am, for “them”?



Memories:

- ↪ Why me?
- ↪ Became aware of being different early elementary.
- ↪ Middle school major differences between the haves and have not.
- ↪ High school, racial differences compounded things.
- ↪ Lifetime of looking for equality and acceptance.
- ↪ Made to feel different, felt left out, not valued.





Moods:

I am tired, cranky.

I am angry, I am sad.

No one cares or understands.

Why me?

Carrying a chip on my shoulder but I do not know “why”.

Embarrassed, ashamed, guilty, but I do not know “why”.



Mood List

Depressed	Mad
Sad	Hurt
Insecure	Happy
Nervous	Guilty
Enraged	Frightened
Anxious	Panicky
Embarrassed	Cheerful
Proud	Loving
Disgusted	Ashamed
Scared	Irritated
Angry	Frustrated
Excited	Disappointed

Behaviors

- Poverty has more to do with how you feel about it.
- Parents seeing their own poverty behaviors in their children.
- The cycle repeating itself.
- This can increase their anger, confusion, guilt, shame, helplessness, re-traumatized.



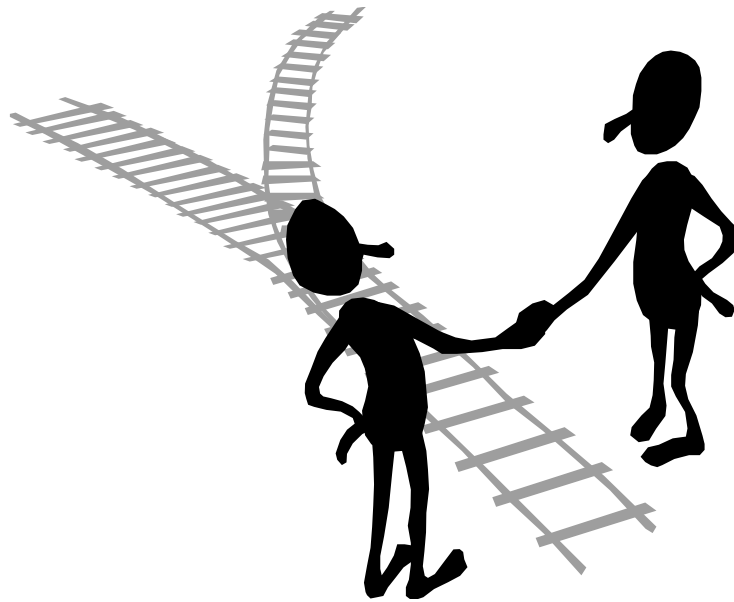
- To succeed means to leave family and friends behind.
- If you get there then what? Was it worth it?
- Restructure who you are? Caught in-between.
- Stronger inside but it is a lonely path to follow.
- It's about survival but why does it have to be this way?
- Sometimes easier to go back to comfort zone.



Physical Reaction:

- ❖ To succeed requires a lot of hard work.
- ❖ Stress.
- ❖ Depression.
- ❖ Eating disorders.
- ❖ Addictions.
- ❖ Leads to physical illnesses.





**Are we in agreement?
Let's look at language.**



To understand poverty, must understand three aspects of language

- Registers of language
- Discourse patterns
- Story structure

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REGISTER	EXPLANATION
FROZEN	Language that is always the same. For example: Lord's prayer, wedding vows, etc.
FORMAL	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
CONSULTATIVE	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
CASUAL	Language between friends and is characterized by a 400-to 800- word vocabulary. Word choice general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
INTIMATE	Language between lovers or twins.

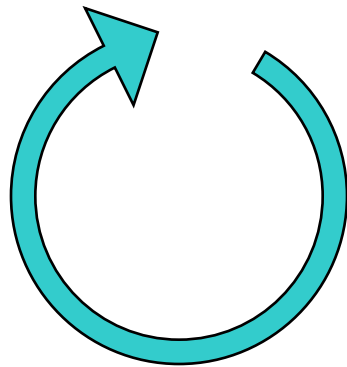


Formal communication



Speaker or writer gets straight to the point.

Casual communication



Writer or speaker goes around the issue before finally coming to the point.

Language



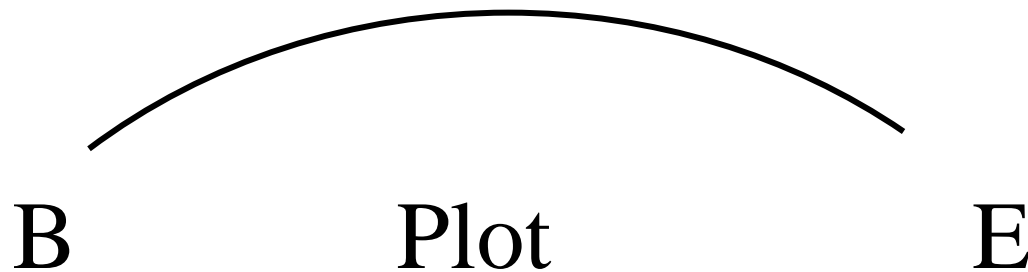
- First language – the language we first acquire.
- Secondary language - the language of the larger society. The language an individual “must be able to use” to function in the larger society.
- Casual to formal to casual or formal to casual to formal.
- Primary language: Example, Spanish

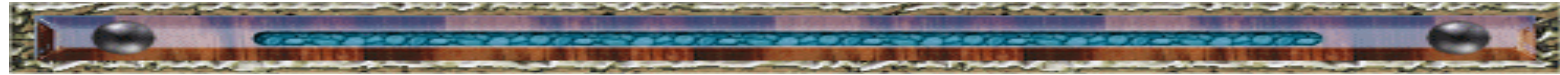
Modified from A framework for Understanding Poverty By Ruby K. Payne Ph.D



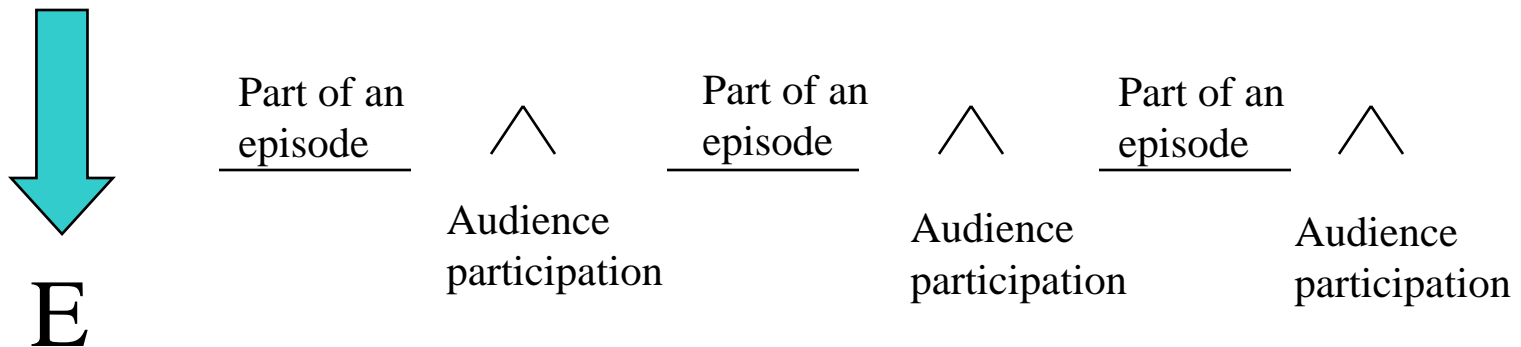
Formal Story Structure

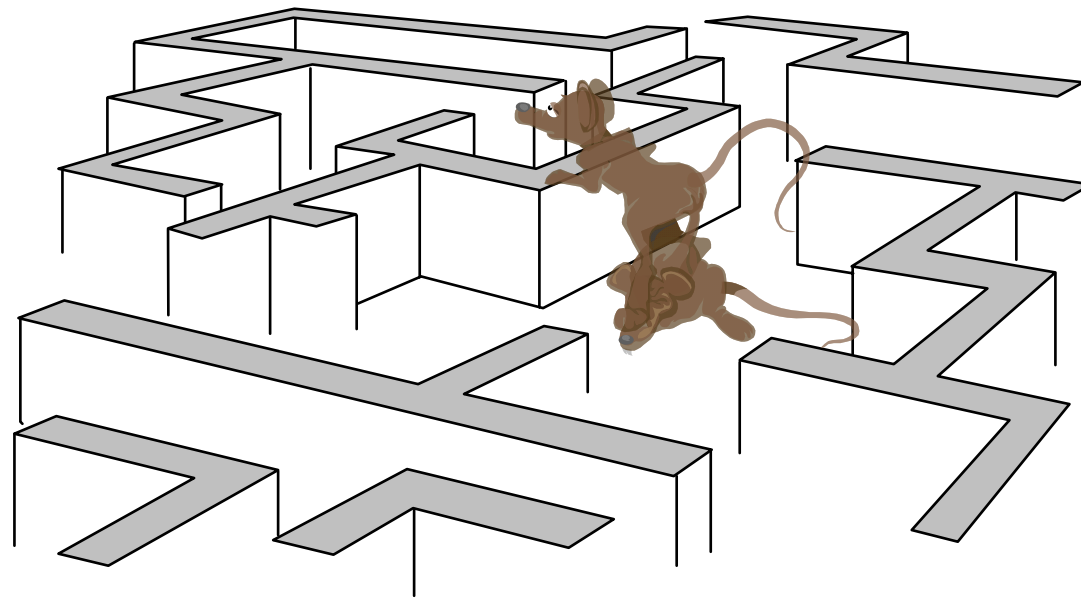
The formal-register story structure starts at the beginning of the story and goes to the end in a chronological or accepted narrative pattern, the most important part of the story is the plot.





The casual-register story structure begins with the *end* of the story first or the part with the greatest emotional intensity. The story is told in vignettes. With audience participation in between. The story ends with comment about the character and his/her value. The most important part of the story is the characterization.





So where do we go?



So how do we break the cycle?

Without literacy skills, a child will probably be unable to break out of the “intergenerational cycles of poverty”.



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Educate parents, especially the mothers, of the children in school; “the educational level of mothers is the most important influence on the educational attainment of children”.

Students need to be taught the hidden rules of middle class.

It’s not denying their own rules but to learn another set of rules that can be used, if they so choose.

Children must learn to read, write, speak, and listen.

Need to stress the importance of graduating



We need to work together



Realize they have choice

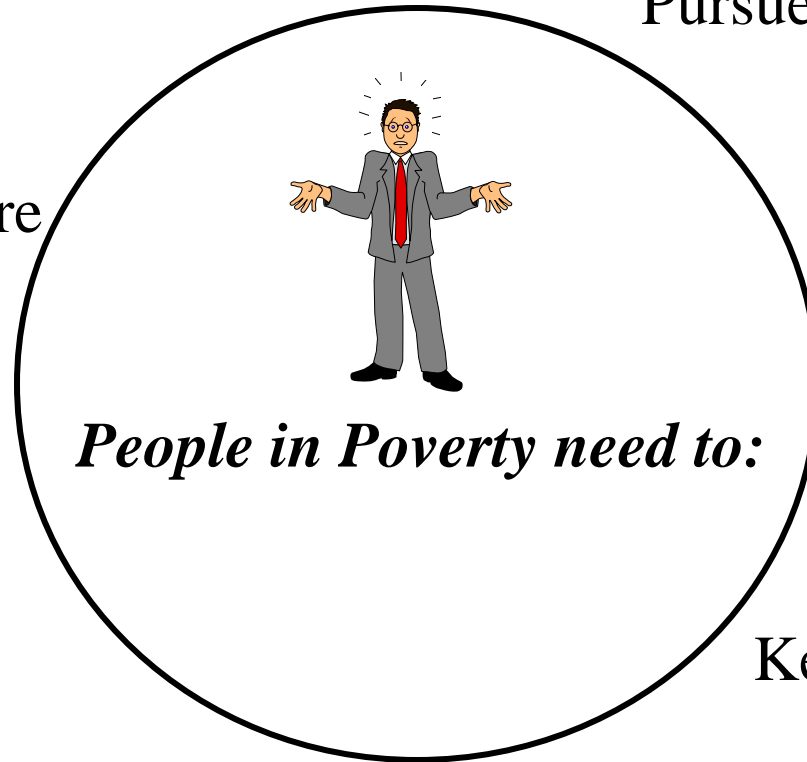
Pursue goals

Learn to structure
their lives

Realize that they
will face barriers

Learn to trust
people

Keep promises



Be open to feedback



Become educated
about this issue

Supportive

Pay attention to
what is not
being shared

Understand the
reason for the
behavior



Appreciate humor
and entertainment

Need to establish
a relationship

Assist with goal
setting

Need to listen without judging





Do not give up,
you will be tested.

Provide: Opportunity
skills and recognition.



Teach structure,
break into steps.

Repeat, repeat, with
respect

Poverty does
different things to
different people.

Need to realize that “survival skills” are skills. How can
you use these as teaching moments.

Review:

- ✧ **A language of the poor.**
- ✧ **A psychology of the poor.**
- ✧ **A world view of the poor.**
- ✧ **To be impoverish is to be an internal alien.**
- ✧ **It is growing up in a culture that is radically different from the one that dominates society.**

Harrington, Michael. *The Other America*. New York, NY: Simon& Schuster, 1962. p17



Thank You
and
Create A
Good Day