



Why Poverty Matters

How WE Can Matter More

October 14, 2023

- Understand the potential negative impact of financial poverty on brain development and school and life success.
- Redefine poverty as the absence of any resource (financial, socio-emotional, physical, cognitive, or spiritual) that creates barriers to school and life success.
- Take away authentic strategies for removing barriers that emerge when resources are absent.



Funding provided by Indian River County Children's Services Advisory Committee and PNC.



Tammy Pawloski grew up in the impoverished areas of rural Horry and Allendale counties of South Carolina, and, after earning an undergraduate degree in early childhood education from USC-Aiken, she returned to the region to teach kindergarten, first, fourth and fifth grades. Pawloski earned the Ph.D. from the University of South Carolina and currently holds a dual appointment of Professor of Early Childhood Education and Director of the Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University. Prior to joining the faculty of FMU, she served in a similar capacity on the Columbia, Aiken, Salkehatchie, and Beaufort campuses of USC, and at Ventura College and Pepperdine University in Southern California. In addition to her work with under-resourced students, Dr. Pawloski's research interests include the science of learning, family, school, and community partnerships, and best practices in early childhood education.



Tammy Pawloski, Ph.D.

Professor of Education

Director, Center of Excellence to Prepare Teachers of Children of Poverty

Francis Marion University

P. O. Box 100547

Florence, SC 29502

843.661.1475 (office) 843.260.8729 (cell)

tpawloski@fmarion.edu

<http://www.fmucenterofexcellence.org>

Why Poverty Matters Why We Can Matter More

Francis Marion University

Center of Excellence

To Prepare Teachers of Children of Poverty

Tammy Pawloski, Ph.D.
tpawloski@fmarion.edu
Fmucenterofexcellence.org

***Description
of Practices***



***Big
Handout***

WEBSITES



<https://www.fmucenterofexcellence.org/>



<https://everykideveryday.com/>

STAY IN TOUCH

Tammy Pawloski, Ph.D.



tpawloski@fmarion.edu



@thpawloski
@CenterofExcel



@CenterofExcel

Change the experience, change the brain!

What Matters Most?

Poverty matters, but teachers can matter more!

*Leveraging the power of the science of learning
to remove barriers in support of school and life success.*

What is poverty?

Poverty is the absence of ANY resource that can prevent one from being one's best and most successful self. Absent resources may be financial, cognitive, physical, social, emotional, or spiritual.

The science of learning matters.

Newest research in the field of cognitive neuroscience provides great hope for educators. We now know that brains are built, not born, and they are changing every second of every day. The best news? Changes are determined by one's experiences and environment, areas in which we have much control.

Educators matter.

Schools and teachers ARE the environment during the majority of our learners' days, August through June. Every day our words and actions stimulate electrical firestorms in our students' brains that lead to new neural networks. When we know what to do and how to do it, we can literally change students' brains in big and powerful ways. We truly are the architects of our students' brains and must make take full advantage of this opportunity in order to raise and level the bar for every student.

Key practices matter.

Specific key practices matter. When educators understand which practices matter most and why they matter in terms of brain change, we are more likely to implement them consistently and authentically, even under challenging circumstances.

RESOURCES



Povertyusa.org

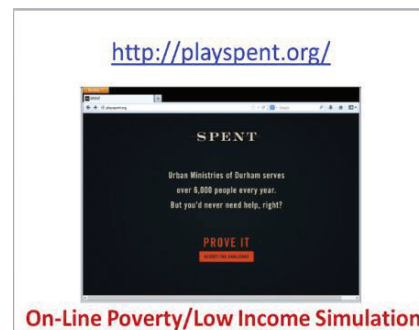
POVERTY USA WE CAN END IT

1.6 MILLION CHILDREN stayed in a shelter or emergency housing last year.

Our Mission We Can Make A Difference Poverty Resources Get Involved

LEARN ABOUT THE STATE OF POVERTY

Video and Maps



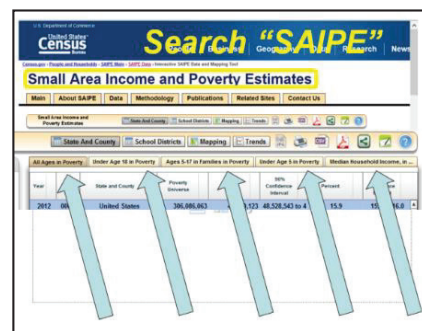
<http://playspent.org/>

SPENT

Urban Ministries of Durham serves over 8,000 people every year. But you'd never need help, right?

PROVE IT

On-Line Poverty/Low Income Simulation

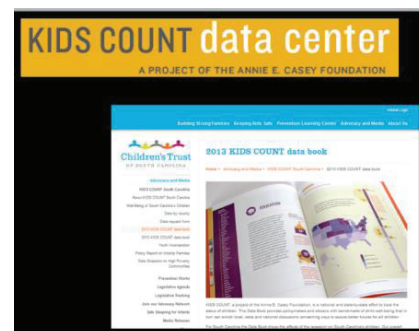


U.S. Department of Commerce Census Bureau

Search "SAPE" Small Area Income and Poverty Estimates

State and County Poverty Estimates

Year	State and County	Poverty Population	% of Population in Poverty	Median Household Income, in \$
2012	United States	38,081,863	13.1	48,508,343 in \$



KIDS COUNT data center

A PROJECT OF THE ANNIE E. CASEY FOUNDATION

2012 KIDS COUNT data book

The Science of Learning

What is the science of learning?

How do brains change?

How does this change my opportunities as a teacher?

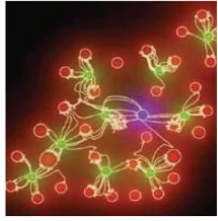
EDUCATIONAL IMPACT

Children living in poverty are more likely to:

- fall behind
- be assigned to lower 'tracks' in education,
- be retained in grade,
- be labeled as 'problem' students,
- be absent, truant, and to drop out altogether,
- and—over time—earn lower scores in standardized tests of knowledge and achievement.

(Biddle, 2001, p. 6)

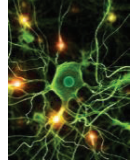
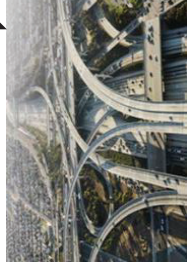
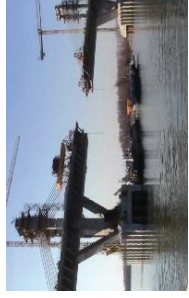
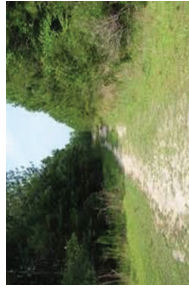
Each time a brain circuit is activated, it becomes stronger and more permanent.



Fire = Wire

Electrical Impulses

Use...or Lose!



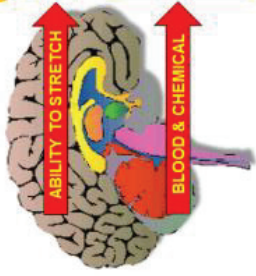
Now we know that brains can and do change every day.

Hope really lies in the SCIENCE of learning!

Change the experience, and you'll change the brain!

What Actually Changes in Our Brains?

STRUCTURAL



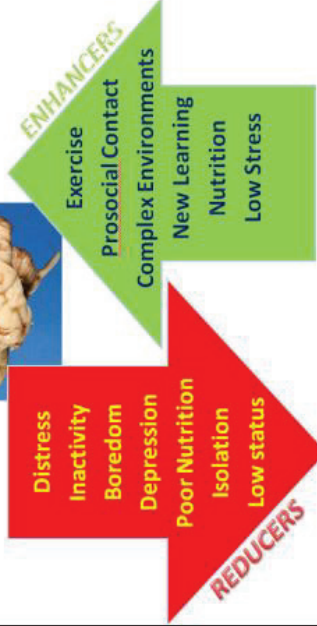
neurogenesis
cell size
cell connectivity
new cell survival
gene expression

neural plasticity

chemical levels
activity distribution
blood flow
glucose metabolism
neural growth factors

Peter Huttenlocher, (2002) Neural Plasticity

Brain Change



Support/Role Models



Financial



Spiritual

POVERTY

The extent to which an individual does without resources that help one to be successful.

Physical

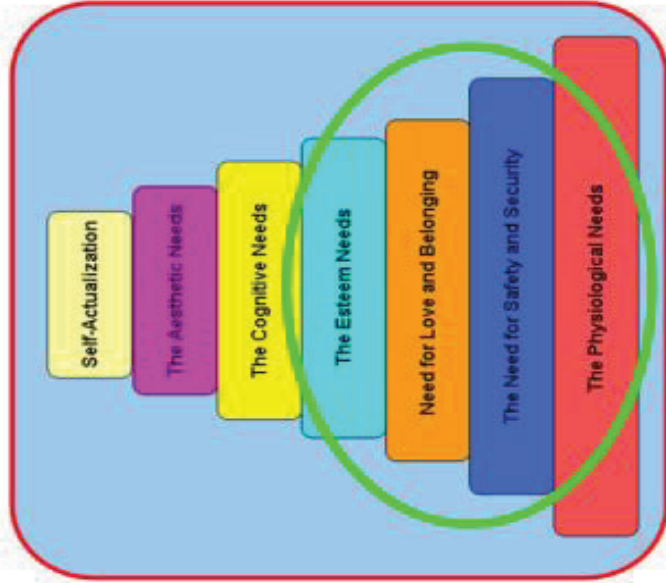


Emotional



Cognitive

Maslow's Hierarchy



Why relationships?

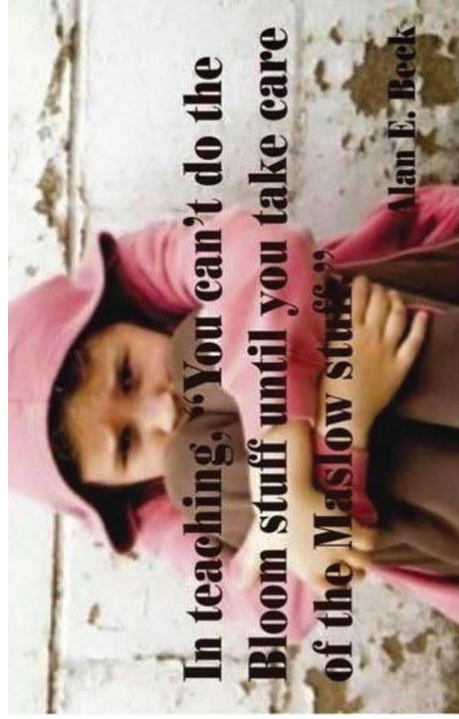
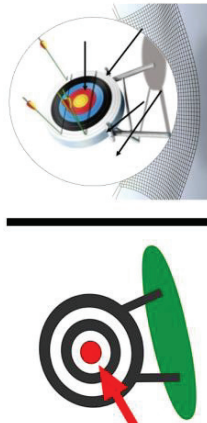
What actions might I take?



Who needs my actions?



Relationships provide a safety net for teachers who are not 'teacher-of-the-year' every minute of every day.



Learn and use students' names!

- word problems
- readings
- class examples

Individual Relationships: 2 minutes for 10 consecutive days



Classroom Climate: Specifically dedicate 15 minutes EVERY week

9 out of 10 people who get out of poverty say it was because of a **RELATIONSHIP**

Human Bingo

Student Interest Survey

- Name tents
- Human bingo
- Interest inventories



Build RELATIONSHIPS.

Three Levels of Stress Response

POSITIVE

Brief increases in heart rate, mild elevations in stress hormone levels, and resources.

TOLERABLE

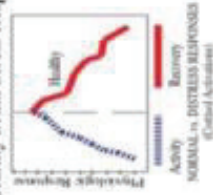
Serious, temporary stress responses, buffered by supportive relationships and resources

TOXIC

Prolonged activation of stress response systems in the absence of protective relationships and resources.

Source: The Neuroscience Center, University of Colorado

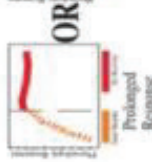
Healthy Brain Stress Response



Repeated "Hits"



OR



OR



Trauma



What does stress do to the brain?

What actions might I take?

social judgment skills
lifelong health

STRESS NEGATIVELY

AFFECTS:

IQ
attendance
attention, focus and concentration

cognition, creativity, and memory

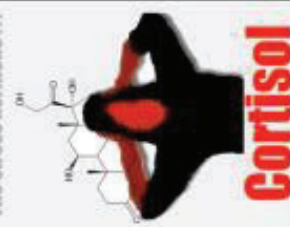
Good blood flow?



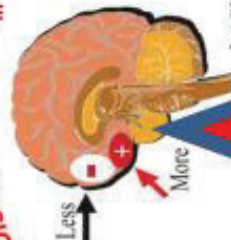
Who needs my actions?

Stress Disorders

The stress hormone ...



Cortisol



CORTISOL and **TESTOSTERONE** dominance



POWER POSE

just 2 minutes!

Amy Cuddy
Search: YouTube posture and brain



Deskercise

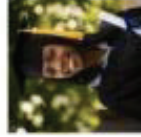
Mind Full, or Mindful?



Decrease STRESS.



Who has status?



Why is status so important?

What actions might I take?



Key STATUS Questions

Do I feel safe at school?

Do I belong or fit in with others?

What is my status with others?

Who needs my actions?



At-Risk Youth With Mentors

- ✓ 55% more likely to enroll in college
- ✓ 78% more likely to volunteer regularly
- ✓ 130% more likely to hold leadership positions

Clubs



Membership cards



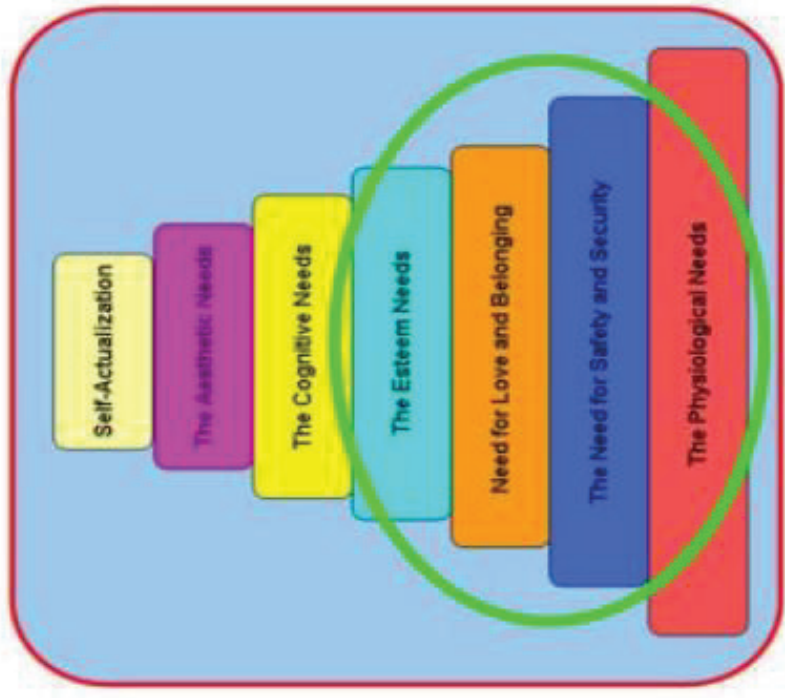
Jobs



Mentor Programs

STATUS

Maslow's Hierarchy



Increase STATUS.



What are soft skills and hidden rules and why do they matter?

What actions might I take?

What Matters Most?

1. **Effort**
(self-discipline, hard work)
2. **People Skills**
(social-emotional skills)
3. **Intelligence**
(IQ, problem-solving)

SOFT SKILLS MATTER

And must be taught!



TAUGHT:

- Humility
- Forgiveness
- Empathy
- Optimism
- Compassion

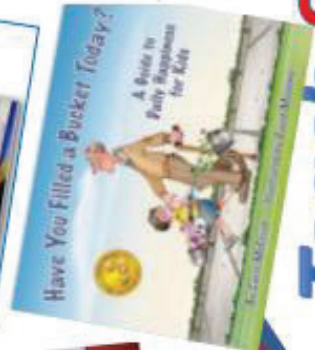
HARD-WIRED

- ✓ Sadness
- ✓ Joy
- ✓ Disgust
- ✓ Anger
- ✓ Surprise
- ✓ Fear

TAUGHT:

- Sympathy
- Patience
- Shame
- Cooperation
- Gratitude

Who needs my support?



What accommodations might make the difference for my students?

What actions might I take?



Commonly Needed Accommodations



Parental Support



Prioritizing

Transportation



Organizational Skills



Anything that costs money

Medical Health Needs



Short Term Memory



Emotional Social Regulation



Who needs my support?



How do expectations impact learning?

What actions might I take?

Who needs my actions?



LOW Expectations **HIGH** Expectations

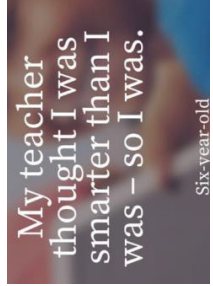
Less ← → **More**

Eye Contact
Smiles
Physical Contact
Playful Dialogue
Comfort Speech
Distance

LOW Expectations **HIGH** Expectations

Less ← → **More**

Called On
Wait Time
Specific Questions
Challenging Work
Complex Instruction
Insistence on Completion
Praise



Instead... Consider the J-Curve

- Achievement is a function of time and motivation
- Improve the system until all or most students are achieving at a high level
- Belief is a self fulfilling prophecy

Use this model as a guide. Only your best is good enough.

5% -10% of student achievement performance may be ascribed to the influence of differential teacher expectations.
(Brophy, 1983)

Hold HIGH EXPECTATIONS.



**Absent resources matter.
Schools and teachers can matter more.**



grace



Change the experience, change the brain!

Coaching for



Early Educators



Collaborate with an experienced educator:

- **Build** on your strengths as a teacher or director
- **Work** towards your classroom or school goals
- **Strengthen** relationships with staff and parents
- **Implement** ideas from professional development workshops

Contact A Coach To Get Started!

ChildcareResourcesIR.org/coach · 772-567-3202 ext. 114



Amanda Gooch is an Educator with 14 years of teaching experience. In addition to a Bachelor's degree in Child Psychology and a Master's degree in Teaching from the University of South Florida, she holds her Florida Childcare Professional Credential Certificate and her Educator Certificate from the State of Florida Department of Education. Amanda has completed her Infant and Toddler CLASS Observer certification through Teachstone and holds her University of Florida Lastinger Center for Early Learning Coaching Certificate. She believes that all children and educators are capable of success, no exceptions!



Todd W. Morrow received a Master of Science in Elementary Education and an Education Specialist degree in Leadership and Supervision both from Florida International University. Todd served as a teacher, assistant principal, and elementary school principal for 15 years in the Miami-Dade County School District. After relocating his family, he joined the Martin County School District where he served as a principal for six years. During his tenure he built strong community support and a lasting record of school-wide academic achievement. Todd Morrow has been recognized as a Principal of the Year by Citizen's Crime Watch of Miami-Dade County and as Principal of the Year by City Year. Todd is a certified CLASS Pre-K Observer and is working with Childcare Resources as an Early Childhood Education Coach assisting childcare providers throughout Indian River County.

Childcare Resources

2300 Fifth Ave, Ste 149 · Vero Beach, FL 32960



Funding provided by Indian River County Children's Services Advisory Committee.

**Early Educators:
Need help taking your next step?**

Childcare Resources

Higher Education Program

Stay on track with our mentorship program!

- Get one-on-one support with registration and financial aid.
- Meet with other local early educators in a supportive cohort.
- Participate in weekly study halls to help you succeed.
- Attend special program-exclusive events.



New to teaching? Have years of experience?

Take the next step in your career by earning:

- Florida Child Care Professional Credential (FCCPC)
- Director's Credential
- A.S. in Early Childhood Education
- B.S. in Early Childhood Education
- M.Ed. in Curriculum and Instruction, *Concentration: Early Childhood Education Leadership*

Partner Schools Include:



INDIAN RIVER STATE COLLEGE



FLORIDA GATEWAY COLLEGE



STATE COLLEGE OF FLORIDA
MANATEE - SARASOTA



UNF
UNIVERSITY of NORTH FLORIDA

Unsure about the financial cost of higher education?

The Higher Education Program can also help you navigate Florida's Teacher Education and Compensation Helps (T.E.A.C.H.) program, helping to pay for your credential or degree, reducing or eliminating your cost.



Want to know more?

Visit ChildcareResourcesIR.org/advance

Email Stephanie Harmody: Stephanie@ChildcareResourcesIR.org

Email Elizabeth Swann: ESwann@ChildcareResourcesIR.org



Funding provided by
Indian River County Children's
Services Advisory Committee.

IS THE COST OF CHILDCARE TAKING A TOLL ON YOUR BUDGET?

Childcare Resources is a nonprofit organization offering childcare tuition assistance to qualifying families in Indian River County. To qualify for the program, parents/guardians must:

- work full-time, attend school full-time, or a combination of work and school equaling full-time (at least 30 hours per week)*
- live in Indian River County
- meet the income eligibility requirements** below

Number in Household	Household Income		
2	\$29,580	-	\$41,412
3	\$37,290	-	\$52,206
4	\$45,000	-	\$63,000
5	\$52,710	-	\$73,794
6	\$60,420	-	\$84,588

*Registered students must provide proof of enrollment

**Income verification may be waived for full-time students

For more information, please call 772-567-3202 or visit ChildcareResourcesIR.org.

Funding Provided By
Indian River County
Children's Services
Advisory Committee



HIGH-QUALITY EARLY EDUCATION

Education-based classrooms for students 6 weeks through 5 years

All program sites are accredited by the National Association for the Education of Young Children (NAEYC)



FAMILY WELLNESS RESOURCES

All students are assessed twice each year

Physical, occupational, and speech therapies are available at all sites

On-site wellness nurse



FAMILY SUPPORT

Parent education meetings on early childhood education and development

Clothing closet for growing children



Thank you!

Childcare Resources Mission:

To elevate and promote the highest quality early childhood development and education in Indian River County, focusing on economically challenged children and families.