Poverty — It’s More Than Money!

Practice Makes Permanent!

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Causes of Poverty

- Shifts in the global economy and national recession
- Predatory lending in housing and credit card market
- Lack of affordable housing
- Limited access to quality educational opportunities
- Low minimum wage and declining real wage
- The unequal distribution of income and wealth
- Reduction in union membership
- Natural disasters
- Lack of a national health care system
- Others?
Factors that contribute to Poverty and Inequality

- Age
- Race & Hispanic origin
- Gender
- Household type
- Employment status
- Educational attainment
- Public Policies
“Trigger events” like changes in employment status, disability status, household composition, and natural disasters are often the cause for entry to or exit from poverty.
Generational Poverty

• Of the 34 million Americans living in poverty, about 75 percent are in generational poverty and the remaining are in situational.

• Without interventions, it is very likely that the 25 million living in generational poverty will remain in this state for the remainder of their lives.

• 60% of people in poverty worked full-time in 2003.

• Investing in education, increasing the real wage and reducing income and wealth inequality are key policies for reducing generational poverty.
Poverty is...

*a chronic condition characterized by the*

1) synergistic effect of multiple, adverse, economic risk factors

(Atzaba-Poria et al. 2004)

2) lack of access to basic human resources
Boing!

Poverty is actually NOT about money...
If it was, that would be good news...
but it’s not.
Significant Risk Factors related to Poverty

- Community violence
- Disabilities, chronic illness or delayed development
- Social isolation of families
- Parents’ lack of understanding of children’s needs and child development
- Family disorganization, dissolution, and violence, including partner abuse and substance abuse
- Parental stress and distress, including depression or other mental health conditions
- Poor parent-child relationships and negative interactions
Instability = Stressors

Children in poor families:

- move twice as often
- get evicted 5X as much
  (Federman, et al. 1996)
- develop fewer social ties
- have greater chaos
  and disruption
  (Jensen et al. 1983)
- lose their jobs more
- worry about money more
  (McLoyd, 1990)
Leisure De-Stressing

Lower SES families are less likely to have opportunities to de-stress such as:

1) longer vacations, fun experiences
2) restaurant meals, catering, splurges
3) massage, spa therapy, Jacuzzi
Poverty affects cognitive development and hinders a child’s ability to learn.

Poverty can lead to physical and behavioral problems.
No significant learning occurs without a significant relationship.

–Dr. James Comer
POVERTY
Survival, relationships, entertainment

MIDDLE CLASS
Work, achievement

WEALTH
Financial, political, social connections
POVERTY
People

MIDDLE CLASS
Things

WEALTH
One-of-a-kind objects, legacies, pedigrees
POVERTY
Present most important
Decisions made for the moment based on feelings or survival

MIDDLE CLASS
Future most important
Decisions made against future ramifications

WEALTH
Traditions and history most important
Decisions made partially on basis of tradition/decorum
POVERTY
To be used, spent

MIDDLE CLASS
To be managed

WEALTH
To be conserved, invested
POVERTY
Did you have enough?
Quantity important

MIDDLE CLASS
Did you like it?
Quality important

WEALTH
Was it presented well?
Presentation important
Believes in fate
Cannot do much to mitigate chance

POVERTY
Believes in choice
Can change future with good choices now

MIDDLE CLASS
Believes in fate
Cannot do much to mitigate chance

WEALTH
Noblesse oblige-obligation
of honorable behavior
associated with status
POVERTY
Valued and revered as abstract but not as reality

MIDDLE CLASS
Crucial for climbing success ladder and making money

WEALTH
Necessary tradition - making and maintaining connections
POVERTY
Tends to be matriarchal

MIDDLE CLASS
Tends to be patriarchal

WEALTH
Depends on who has the money
POVERTY
Sees world in terms of local setting

MIDDLE CLASS
Sees world in terms of national setting

WEALTH
Sees world in terms of international view
Children, Families and Poverty
Early Impacts on Cognitive and Learning Skills

![Graph showing cumulative vocabulary growth by Child's Age (Months) for High, Middle, and Low SES groups.](https://example.com/graph.png)

Cumulative Vocabulary (Words) vs. Child's Age (Months)

- High SES
- Middle SES
- Low SES

Neurobiological correlates of child poverty

- children age 7-12 from families with income ~150% FPL score lower on measures of prefrontal functioning, especially with respect to working memory, visual attention, and language, compared to children from middle-income homes.

- infants and young children experiencing chronic stress develop altered systems of stress neurobiology that can make them over-reactive to cues of threat and less capable of adaptive coping.
There is special concern for young children in poverty because of its prevalence and long-term consequences . . .

- more than 40% of all births in the U.S. are Medicaid supported
- childhood poverty increases the chances that this child is:
  - less likely to finish high school
  - more likely to be poor
  - less likely to be working as a young adult
- the longer that children are poor during the early years, the worse are adult outcomes
- the younger the child, the worse are adult outcomes

What can account for these consequences?
Poverty’s Effects on Child Well-Being

- Infant deaths
- Low-birth weight
- Birth complications
- Poor nutrition
- Chronic health conditions
- Stunted growth
- Environmental toxins
- Poor quality education
- High drop-out rates
- Teen pregnancy
- Criminal activity
- Brain development
Escaping the Chains of Generational Poverty!

Parenting Strategies for Children in Poverty!
Creating a Path to Success!
To “escape” poverty students must connect relationships with achievement.
Creating a Culture of Excellence in the Home.
“Practice Makes Permanent”!

I’m gonna’ do the best I can!!!!

SUCCESS = \pm \left( \text{Coefficient \ Values (Excellence + Education)} \right)

Character
Mental and Physical Health
Emotional Control
Teamwork

Work Ethic
Money Management

Preparation:
Get Ready
Then
Do it!

Attitude and Altitude
Academic ego

Earn the right to Chill!!!!