



Professional Development

americanjobcenter®

Bridges out of Poverty

Session 3 of 3

June 30, 2021



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Which partner do you best represent?





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Agenda

Three-Part Series

- Session 1 - 6/16/2021, 10 – 11:30 a.m.
 - Participants will explore the mental models for each social class and how perceptions shape actions.
- Session 2 – 6/23/2021, 1 – 2:30 p.m.
 - Building on the previous session, participants will explore the research centered around poverty in their area, as well as explore the hidden rules that exist in the 3 socioeconomic classes.
- **Session 3 – 6-30-2021, 10 – 11:30 p.m.**
 - **Building on the previous 2 sessions, participants will begin to apply the material through the awareness of language use and differing resources.**

Session 1 Recap

- Which level do you have the most influence?
 - Individual?
 - Institutional?
 - Community?
 - Policy?
- Where you spend your time determines your knowledge base.
- For a dialogue to occur, we must suspend our mental models.
- Tyranny of the Moment: The need to act overwhelms any willingness people have to learn.

Session 2 Recap

- What causes poverty in the U.S.?
 - Behaviors of the Individual
 - Absence of Human and Social Capital within the Community
 - Human Exploitation
 - Political/Economic Structures
- Applying the Bridges Constructs to your work.
- Knowledge of the Hidden Rules of different socio-economic classes.

HIDDEN RULES OF CLASS

	Poverty	Middle Class	Wealth
POSSESSIONS	People.	Things.	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	Is for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of the people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into norm of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and history most important. Decisions made partially on basis of tradition and decorum.
EDUCATION	Valued and revered as abstract but not as reality.	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
DESTINY	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.	<i>Noblesse oblige.</i>
LANGUAGE	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about networking.
HOUSEHOLD DYNAMICS	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has money.
WORLDVIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	Sees world in terms of international view.
LOVE	Love and acceptance conditional, based upon whether individual is liked.	Love and acceptance conditional and based largely upon achievement.	Love and acceptance conditional and related to social standing and connections.
DRIVING FORCES	Survival, relationships, entertainment.	Work, achievement.	Financial, political, social connections.
HUMOR	About people and sex.	About situations.	About social <i>faux pas</i> .



BRIDGES

out of
Poverty



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The background of the slide features a light blue background with a faint, semi-transparent image of a construction site. Several workers are visible on different levels of a complex scaffolding structure, engaged in various tasks like carrying beams and working on the framework.

MODULE FIVE

LANGUAGE

OBJECTIVES

1. Distinguish the different registers of language and assist people in the development of the formal register.
2. Understand how language register, story structure, and language experience influence cognitive development.

REGISTERS OF LANGUAGE



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 nonverbal assists. Sentence syntax often incomplete.
INTIMATE	Language between lovers or twins. Language of sexual harassment.

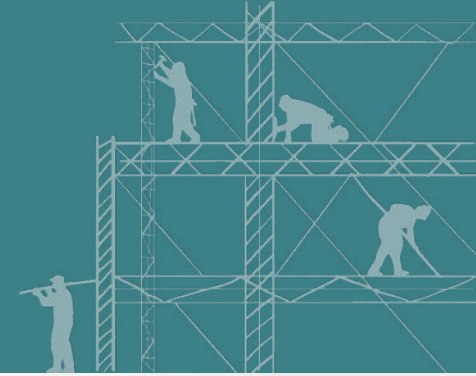
Adapted from work of Martin Joos



“I see you, but I can’t hear you...”

- **We almost always communicate with patients in formal and frozen registers.**
- **Those in generational poverty generally speak causal and intimate registers.**
- **In poverty, concrete communication is more powerful, including nonverbals.**

Research About Language in Children, Ages 1 to 4, in Stable Households by Economic Group



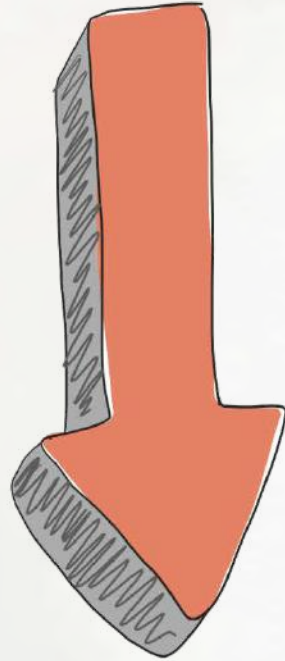
Number of words exposed to	Economic group	Affirmations (strokes)	Prohibitions (discounts)
13 million words	Welfare	1 for every	2
26 million words	Working class	2 for every	1
45 million words	Professional	6 for every	1

Note. From Meaningful Differences in the Everyday Experience of Young American Children, by B. Hart and T. R. Risley, 1995.

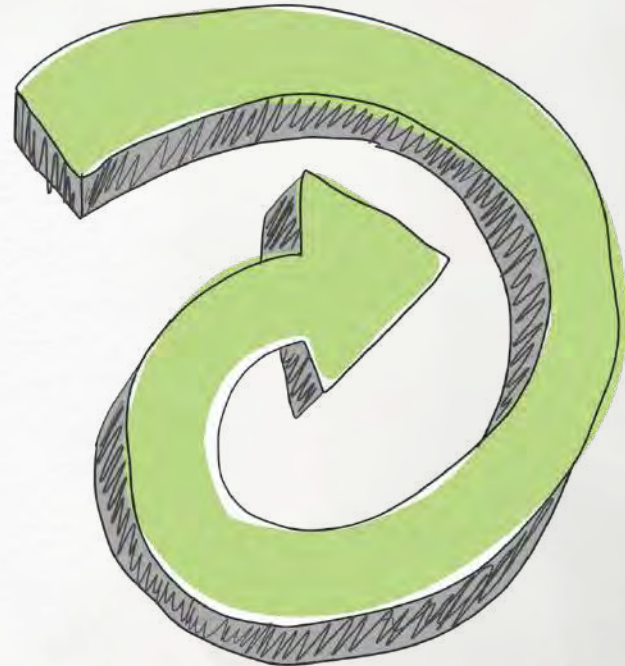
Links to updated research (includes a follow-up to Hart and Risley):

ahaprocess.com/bridges-ts

FORMAL



CASUAL



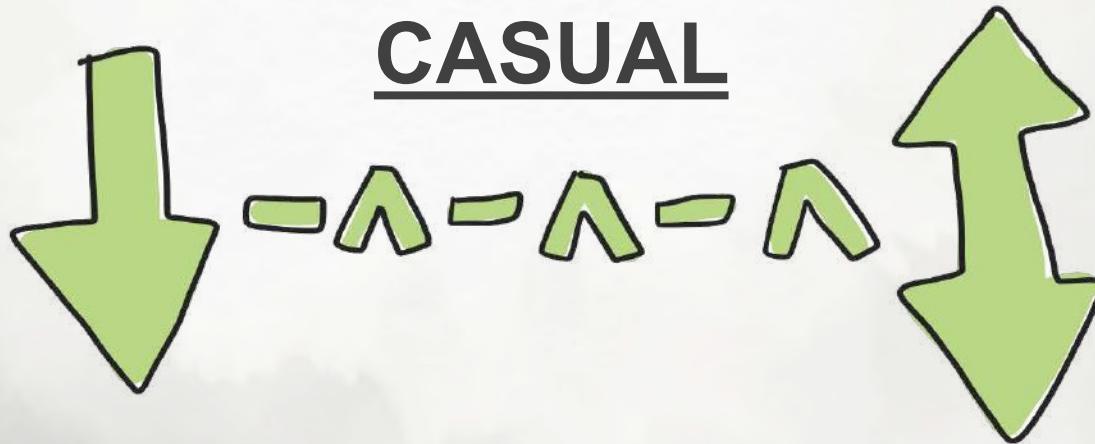
PATTERNS OF DISCOURSE

FORMAL



PLOT

CASUAL



STORY STRUCTURES

LEARNING EXERCISE

Registers of Language

On the chart below, check off:

What do you or your family use?

What does your institution use?

What does your community use?



	Casual Register	Formal Register	Story Structure	Discourse Pattern
Family				
Institution				
Community				

If an individual depends upon a random, episodic story structure for memory patterns, lives in an unpredictable environment, and has not developed the ability to plan, THEN...

- If an individual cannot plan, they **cannot predict**.
- If an individual cannot predict, then they **cannot identify cause and effect**.
- If an individual cannot identify cause and effect, they **cannot identify consequence**.
- If an individual cannot identify consequence, they **cannot control impulsivity**.
- If an individual cannot control impulsivity, they **have an inclination toward criminal behavior**.

Source: *Bridges Out of Poverty* Training Supplement, p. 25



MODULE SIX

RESOURCES

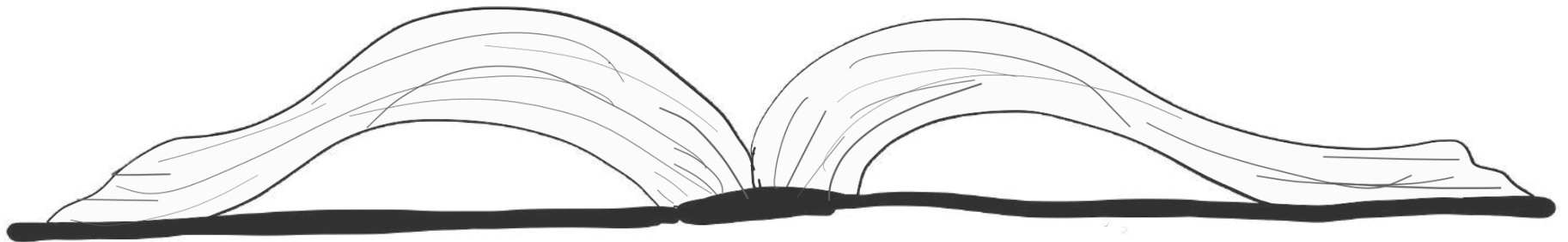
OBJECTIVES

1. **Analyze the eight resources of the customer/employee and make interventions based on those resources that are present.**
2. **Understand that being stuck in poverty is often related to missing pieces; identify ways to build resources.**

DEFINITION OF RESOURCES

To better understand people from poverty,
the definition of poverty will be

***“the extent to which an individual
does without resources.”***



The resources are the following ...

DEFINITION OF RESOURCES

FINANCIAL

Being able to purchase the goods and services of that class and sustain it.

EMOTIONAL

Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. Shows itself through choices.

MENTAL

Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.

SPIRITUAL

Believing in (divine) purpose and guidance.

PHYSICAL

Having physical health and mobility.

SUPPORT SYSTEMS

Having friends, family, and backup resources available to access in times of need. These are external resources.

RELATIONSHIPS/ROLE MODELS

Having frequent access to adult(s) who are appropriate, *nurturing*, and who do not engage in destructive behavior.

KNOWLEDGE OF HIDDEN RULES

Knowing the unspoken cues and habits of a group.

Resources Added to *Getting Ahead*



Integrity and trust:

Your word is good, you do what you say you will do, and you are safe.

Motivation and persistence:

You have the energy and drive to prepare for, plan, and complete projects, jobs, and personal changes.

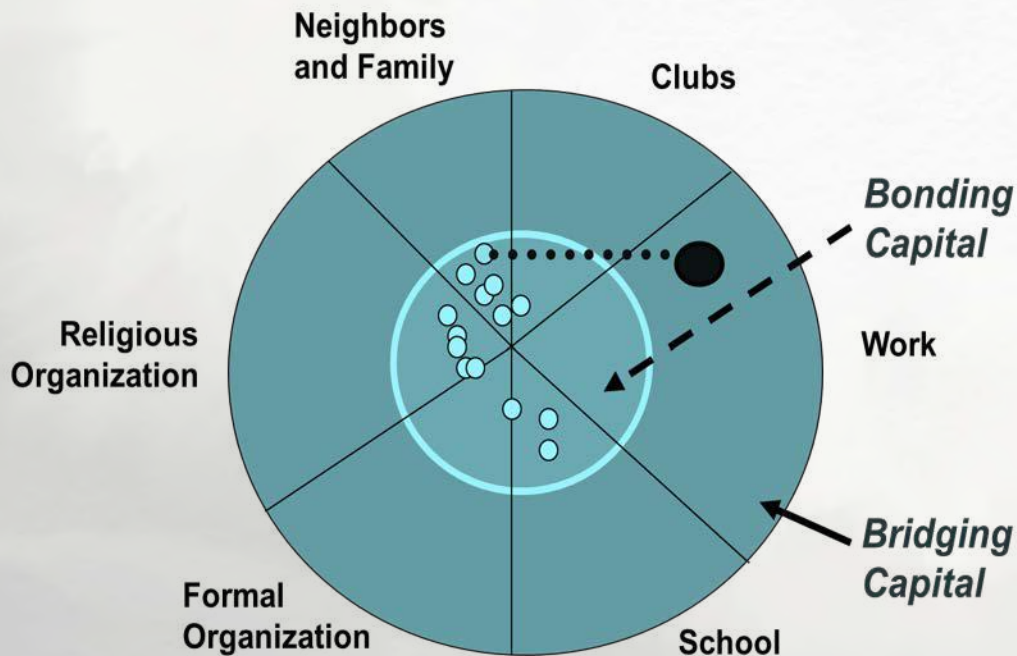
Formal register:

You have the emotional control, vocabulary, language ability, and negotiation skills to succeed in school and/or work settings.

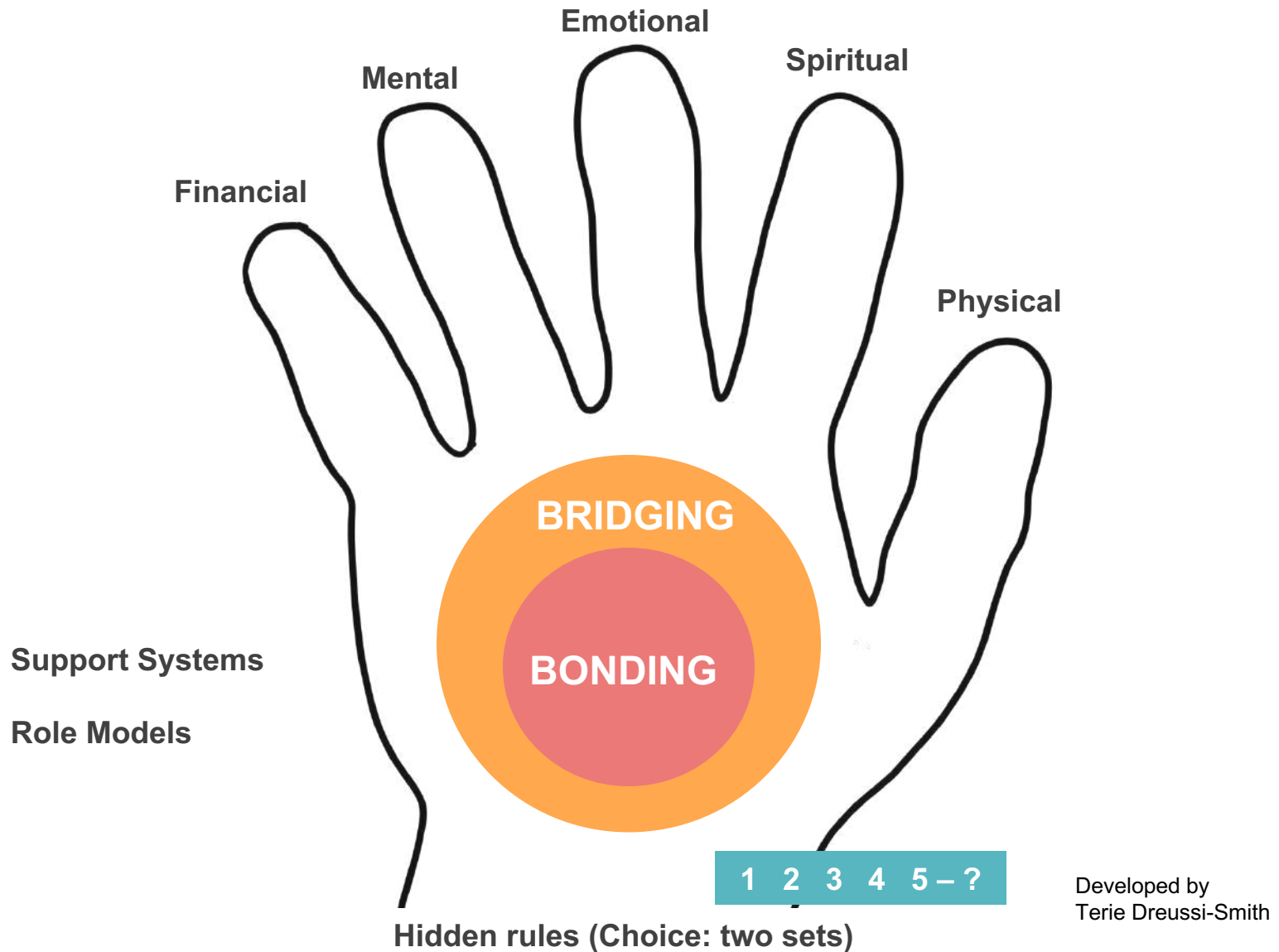
LEARNING EXERCISE

Social Capital

On the worksheet, fill this out for yourself.

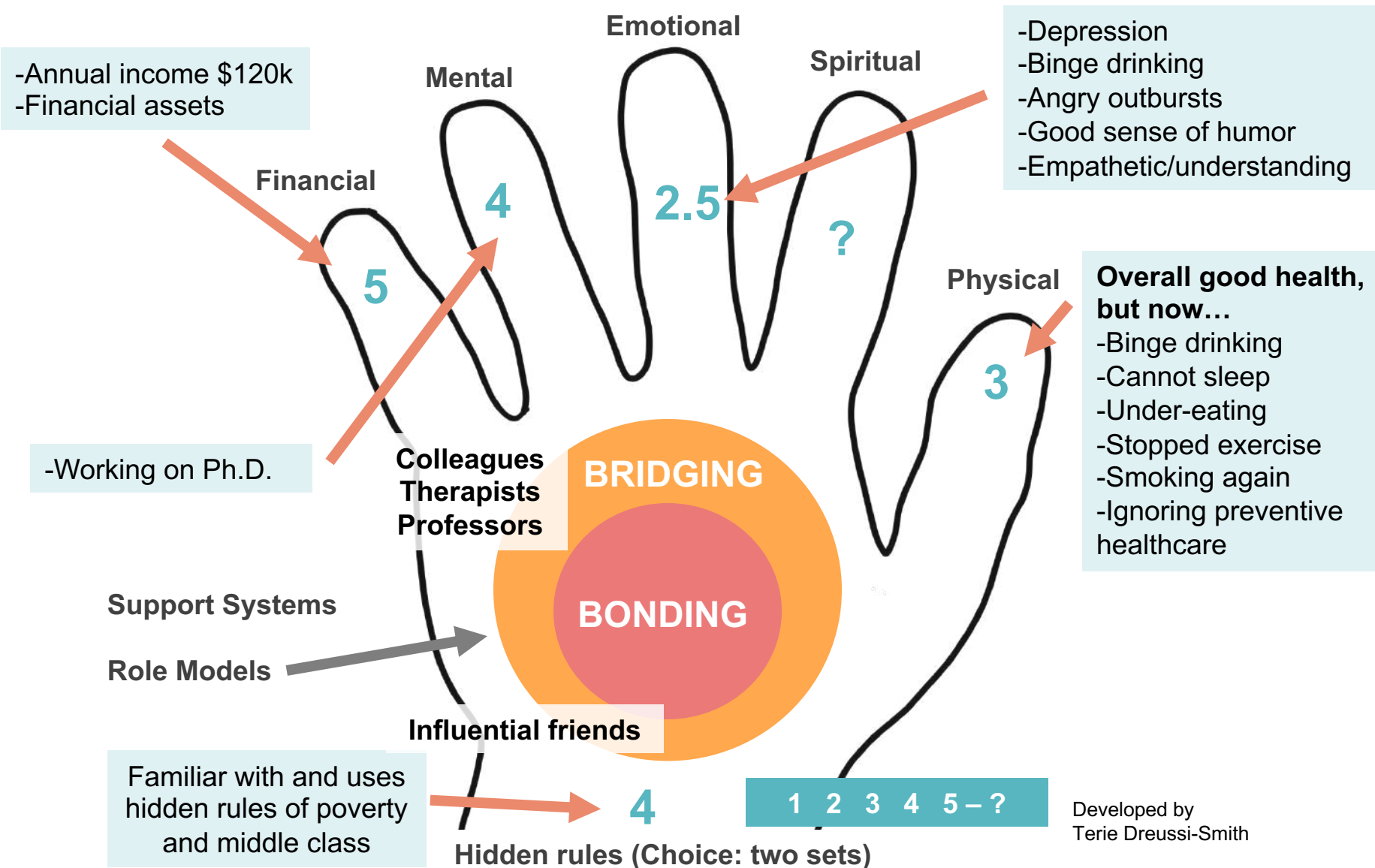


MENTAL MODEL OF RESOURCES



HOW TO—RESOURCE HAND

Sandy—Recently Separated: Current Resources



MENTAL MODEL OF RESOURCES



	Financial	Emotional	Mental	Spiritual	Physical	Support Systems	Relationships	Hidden Rules	Integrity	Motivation
5										
4										
3										
2										
1										

LEARNING EXERCISE

Resources

Assess your own resources on a five-point scale: 1 = low, 5 = high. Mark the results on the bar chart. (You need not share all the results with anyone.)

Share your highest resource with one person and discuss where your resources come from.

List ways that resources can be built by individuals, organizations, and communities.





MODULE SEVEN

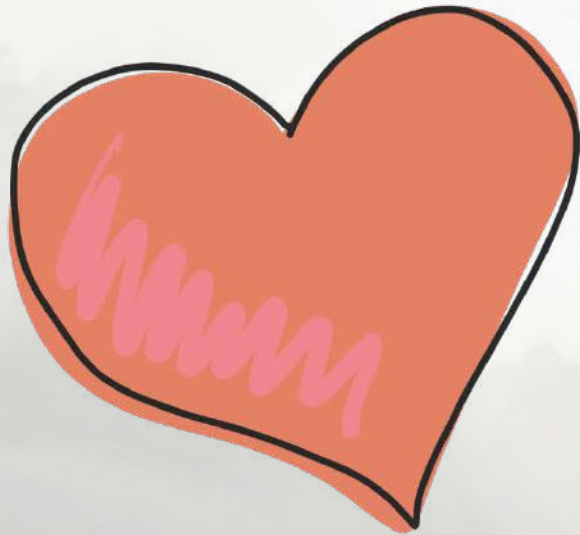
CREATING RELATIONSHIPS AND TOOLS

OBJECTIVE

Understand that change hinges on and stems from relationships; identify and practice the skills of making and maintaining relationships.



**NO SIGNIFICANT
LEARNING OCCURS
OUTSIDE OF SIGNIFICANT
RELATIONSHIPS.**



Dr. James Comer

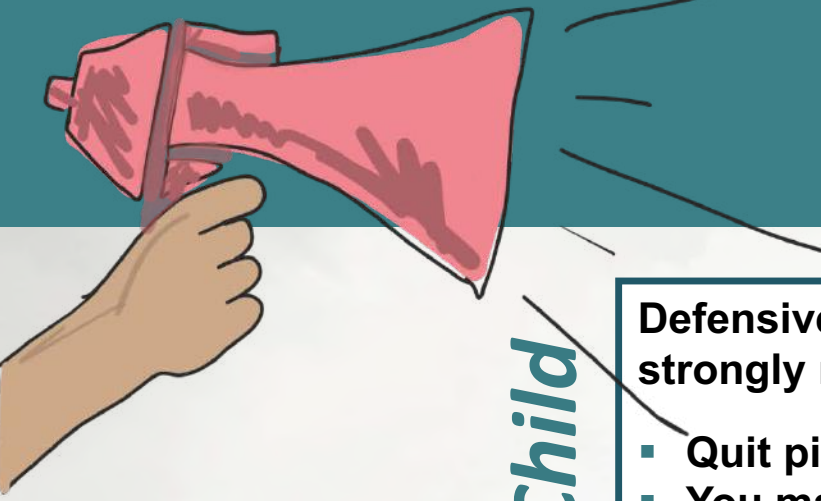
CREATING RELATIONSHIPS



Deposits	Withdrawals
Seeking first to understand	Seeking first to be understood
Keeping promises	Breaking promises
Kindness, courtesies	Unkindness, discourtesies
Clarifying expectations	Violating expectations
Loyalty to the absent	Disloyalty, duplicity
Apologies	Pride, conceit, arrogance
Open to feedback	Rejecting feedback

Adapted from *The 7 Habits of Highly Effective People* by Stephen Covey.

VOICES



Child

Defensive, victimized, emotional, whining, losing attitude, strongly negative nonverbals

- Quit picking on me.
- You made me do it.
- I hate you.

Parent

Authoritative, directive, judgmental, evaluative, win-lose mentality, demanding, punitive, sometimes threatening

- You shouldn't do that.
- Life's not fair. Get busy.

Adult

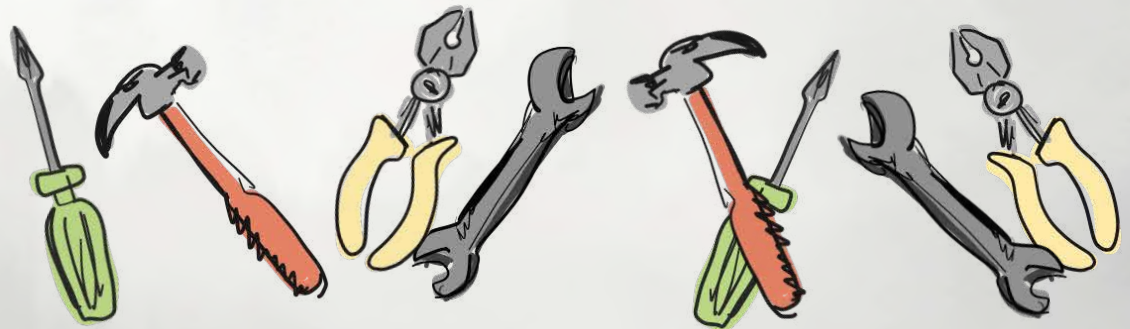
Nonjudgmental, free of negative nonverbals, factual, often in question format, attitude of win-win

- In what ways are we able to resolve this?
- What are choices in this situation?

Adapted from work of Eric Berne.

- Procedure
- If you choose, then you have chosen
- Bracketing
- Metaphor stories
- Reframing/translating
- Future orientation, choice, power
- Self-talk (I do the task for me)
- Personal goal setting
- Plan backward
- Helping another person
- Replacement behaviors

TOOLS





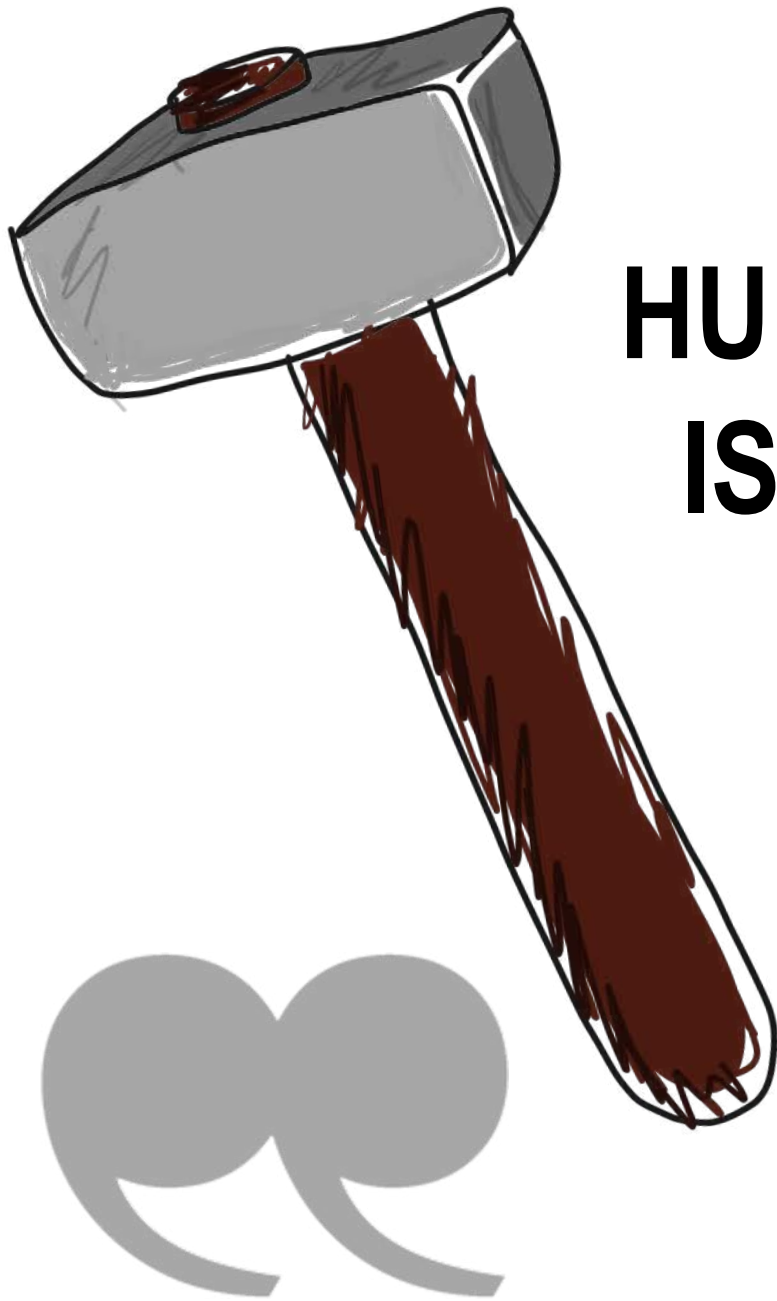
**THE REAL VOYAGE OF
DISCOVERY CONSISTS
NOT IN SEEKING NEW
LANDSCAPES BUT IN
HAVING NEW EYES.**

Marcel Proust

“If you have come to help me, you can go home again. But if you see my struggles as a part of your own survival, then perhaps we can work together.”

–Lila Watson, an Aboriginal Woman from Australia





**HUMAN RELATIONSHIP
IS A SLEDGEHAMMER
THAT OBLITERATES
EVERY SOCIETAL
DIFFERENCE.**

Robert Sapolsky

Thank you!



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