BRIDGES out of POVERTY

Southern Chester County Opportunity Network

Kate Daneker
Coordinator, SCC Opportunity Network
Director of Social Initiatives, Square Roots Collective

www.sccnetwork.org
www.squarerootscollective.com
kdaneker@ksqroots.com
(484) 678-3889
Southern Chester County Opportunity Network

MISSION

• To create a community of people from every sector of our community committed to addressing poverty in a comprehensive way.

• To open pathways for relationships of mutual respect to form between the resourced and the under-resourced in our community, so we can address poverty together.

• To offer new perspectives and tools for working with those in poverty in our roles as professionals and volunteers.

• To become more effective on a personal and organizational level in working with and successfully engaging people from all economic classes.
SOUTHERN CHESTER COUNTY OPPORTUNITY NETWORK (SCCON)

- Quarterly Community Meetings – bringing together Bridges-trained community members representing the different sectors and Getting Ahead Graduates.
- Four “Discovery Groups” formed to address primary resource needs – Housing, Community Collaboration, Transportation, & Education
The Bridges Model is **not** a program.

- People and organizations use Bridges to develop programs and strategies that:
  - Improve relationships at the individual level.
  - Improve outcomes at the organizational level.
  - Change systems at the community level.

- Bridges helps:
  - Alleviate suffering.
  - Support people in transition.
  - Prevent & eliminate poverty.
WHAT IS THIS COGNITIVE FRAME?

A COGNITIVE MODEL

THINKING & BEHAVIORS

Demands of environment

Resources

Relationships & knowledge

Source: Albert Bandura

Copyright 2020 by aha! Process Inc. All Rights Reserved. www.ahaprocess.com
VIEWING ECONOMIC CLASS ISSUES THROUGH THE “TRIPLE LENS”

- **Individual**: Understanding your own lens/build rapport
- **Institution**: Build rapport/improve outcomes
- **Community**: Build rapport/work together to improve systems in the community

Build structural change so everyone lives well

Adapted from J. Pfarr Consulting
VIEWING ECONOMIC CLASS ISSUES THROUGH THE “TRIPLE LENS”

Copyright J. Pfarr Consulting
WHY ARE WE HERE – POVERTY IN OUR COMMUNITY

The **Federal Poverty Line** for a family of 4 = $25,750/year
($2,146/month)
($13/hr)
SELF-SUFFICIENT?

The Self-sufficiency standard estimates how much a household would need to meet all of their basic needs without any outside assistance. For a family of four (2 adults, 2 school-age children) living in Chester County, the Self-sufficiency standard is $79,623.
Planning Backward: Money Worksheet
If you work 40 hours a week for $10/hour, your monthly gross income would be $1,600.

Start subtracting.
1. Approximately how much of that will you pay in state and federal taxes?
   How much do you have left?
2. How much will you pay for rent/housing in your area?
   How much do you have left?
3. How much will you pay for utilities? (electricity, water, heat, garbage)
   How much do you have left?
4. How much will you pay for food?
   How much do you have left?
5. How much will you pay for transportation?
   How much do you have left?
6. How much will you pay for childcare?
   How much do you have left?
7. How much will you pay for healthcare, clothes, school supplies, entertainment, emergencies, etc.?
   How much do you have left?

What are your solutions for survival?
Generational and situational poverty are different.
The Gap

https://www.youtube.com/watch?v=YNAtfgW79BM&t=23s
WHAT IS THE CLIFF EFFECT

The Cliff Effect is when assistance programs like childcare and Medicaid remove benefits faster than people can earn enough to replace them.

Join us in demanding our elected representatives address the Cliff Effect.

Let your voice be heard with a click of your mouse.
# CAUSES OF POVERTY—RESEARCH CONTINUUM

<table>
<thead>
<tr>
<th>INDIVIDUAL BEHAVIORS AND CIRCUMSTANCES</th>
<th>COMMUNITY CONDITIONS</th>
<th>EXPLOITATION</th>
<th>POLITICAL/ECONOMIC STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample topics:</strong></td>
<td><strong>Sample topics:</strong></td>
<td><strong>Sample topics:</strong></td>
<td><strong>Sample topics:</strong></td>
</tr>
<tr>
<td>~ Racism</td>
<td>~ Racism</td>
<td>~ Racism</td>
<td>~ Racism</td>
</tr>
<tr>
<td>~ Discrimination by age, gender, disability, race, sexual identity</td>
<td>~ Discrimination by age, gender, disability, race, sexual identity</td>
<td>~ Discrimination by age, gender, disability, race, sexual identity</td>
<td>~ Discrimination by age, gender, disability, race, sexual identity</td>
</tr>
<tr>
<td>~ Layoffs</td>
<td>~ Layoffs</td>
<td>~ Layoffs</td>
<td>~ Layoffs</td>
</tr>
<tr>
<td>~ Middle class flight</td>
<td>~ Middle class flight</td>
<td>~ Middle class flight</td>
<td>~ Middle class flight</td>
</tr>
<tr>
<td>~ Plant closings</td>
<td>~ Plant closings</td>
<td>~ Plant closings</td>
<td>~ Plant closings</td>
</tr>
<tr>
<td>~ Underfunded schools</td>
<td>~ Underfunded schools</td>
<td>~ Underfunded schools</td>
<td>~ Underfunded schools</td>
</tr>
<tr>
<td>~ Weak safety net</td>
<td>~ Weak safety net</td>
<td>~ Weak safety net</td>
<td>~ Weak safety net</td>
</tr>
<tr>
<td>~ Criminalizing poverty</td>
<td>~ Criminalizing poverty</td>
<td>~ Criminalizing poverty</td>
<td>~ Criminalizing poverty</td>
</tr>
<tr>
<td>~ Charity that leads to dependency</td>
<td>~ Charity that leads to dependency</td>
<td>~ Charity that leads to dependency</td>
<td>~ Charity that leads to dependency</td>
</tr>
<tr>
<td>~ Brain drain</td>
<td>~ Brain drain</td>
<td>~ Brain drain</td>
<td>~ Brain drain</td>
</tr>
<tr>
<td>~ City and regional planning</td>
<td>~ City and regional planning</td>
<td>~ City and regional planning</td>
<td>~ City and regional planning</td>
</tr>
<tr>
<td>~ Mix of employment/wage opportunities</td>
<td>~ Mix of employment/wage opportunities</td>
<td>~ Mix of employment/wage opportunities</td>
<td>~ Mix of employment/wage opportunities</td>
</tr>
<tr>
<td>~ Loss of access to high-quality schools, childcare, and preschool</td>
<td>~ Loss of access to high-quality schools, childcare, and preschool</td>
<td>~ Loss of access to high-quality schools, childcare, and preschool</td>
<td>~ Loss of access to high-quality schools, childcare, and preschool</td>
</tr>
<tr>
<td>~ Downward pressure on wages</td>
<td>~ Downward pressure on wages</td>
<td>~ Downward pressure on wages</td>
<td>~ Downward pressure on wages</td>
</tr>
<tr>
<td>~ Bad loans</td>
<td>~ Bad loans</td>
<td>~ Bad loans</td>
<td>~ Bad loans</td>
</tr>
<tr>
<td>~ Credit card debt</td>
<td>~ Credit card debt</td>
<td>~ Credit card debt</td>
<td>~ Credit card debt</td>
</tr>
<tr>
<td>~ Lack of savings</td>
<td>~ Lack of savings</td>
<td>~ Lack of savings</td>
<td>~ Lack of savings</td>
</tr>
<tr>
<td>~ Skill sets</td>
<td>~ Skill sets</td>
<td>~ Skill sets</td>
<td>~ Skill sets</td>
</tr>
<tr>
<td>~ Dropping out</td>
<td>~ Dropping out</td>
<td>~ Dropping out</td>
<td>~ Dropping out</td>
</tr>
<tr>
<td>~ Lack of education</td>
<td>~ Lack of education</td>
<td>~ Lack of education</td>
<td>~ Lack of education</td>
</tr>
<tr>
<td>~ Alcoholism</td>
<td>~ Alcoholism</td>
<td>~ Alcoholism</td>
<td>~ Alcoholism</td>
</tr>
<tr>
<td>~ Job loss</td>
<td>~ Job loss</td>
<td>~ Job loss</td>
<td>~ Job loss</td>
</tr>
<tr>
<td>~ Teen pregnancies</td>
<td>~ Teen pregnancies</td>
<td>~ Teen pregnancies</td>
<td>~ Teen pregnancies</td>
</tr>
<tr>
<td>~ Early language experience</td>
<td>~ Early language experience</td>
<td>~ Early language experience</td>
<td>~ Early language experience</td>
</tr>
<tr>
<td>~ Street crime</td>
<td>~ Street crime</td>
<td>~ Street crime</td>
<td>~ Street crime</td>
</tr>
<tr>
<td>~ Dependency</td>
<td>~ Dependency</td>
<td>~ Dependency</td>
<td>~ Dependency</td>
</tr>
<tr>
<td>~ Work ethic</td>
<td>~ Work ethic</td>
<td>~ Work ethic</td>
<td>~ Work ethic</td>
</tr>
<tr>
<td>~ Lack of organizational skills</td>
<td>~ Lack of organizational skills</td>
<td>~ Lack of organizational skills</td>
<td>~ Lack of organizational skills</td>
</tr>
<tr>
<td>~ Payday lenders</td>
<td>~ Payday lenders</td>
<td>~ Payday lenders</td>
<td>~ Payday lenders</td>
</tr>
<tr>
<td>~ Lease/purchase outlets</td>
<td>~ Lease/purchase outlets</td>
<td>~ Lease/purchase outlets</td>
<td>~ Lease/purchase outlets</td>
</tr>
<tr>
<td>~ Subprime mortgages</td>
<td>~ Subprime mortgages</td>
<td>~ Subprime mortgages</td>
<td>~ Subprime mortgages</td>
</tr>
<tr>
<td>~ Sweatshops</td>
<td>~ Sweatshops</td>
<td>~ Sweatshops</td>
<td>~ Sweatshops</td>
</tr>
<tr>
<td>~ Human trafficking</td>
<td>~ Human trafficking</td>
<td>~ Human trafficking</td>
<td>~ Human trafficking</td>
</tr>
<tr>
<td>~ Employment and labor law violations</td>
<td>~ Employment and labor law violations</td>
<td>~ Employment and labor law violations</td>
<td>~ Employment and labor law violations</td>
</tr>
<tr>
<td>~ Wage and benefits theft</td>
<td>~ Wage and benefits theft</td>
<td>~ Wage and benefits theft</td>
<td>~ Wage and benefits theft</td>
</tr>
<tr>
<td>~ Some landlords</td>
<td>~ Some landlords</td>
<td>~ Some landlords</td>
<td>~ Some landlords</td>
</tr>
<tr>
<td>~ Sex trade</td>
<td>~ Sex trade</td>
<td>~ Sex trade</td>
<td>~ Sex trade</td>
</tr>
<tr>
<td>~ Internet scams</td>
<td>~ Internet scams</td>
<td>~ Internet scams</td>
<td>~ Internet scams</td>
</tr>
<tr>
<td>~ Drug trade</td>
<td>~ Drug trade</td>
<td>~ Drug trade</td>
<td>~ Drug trade</td>
</tr>
<tr>
<td>~ Poverty premium (the poor pay more for goods and services)</td>
<td>~ Poverty premium (the poor pay more for goods and services)</td>
<td>~ Poverty premium (the poor pay more for goods and services)</td>
<td>~ Poverty premium (the poor pay more for goods and services)</td>
</tr>
<tr>
<td>~ Day labor</td>
<td>~ Day labor</td>
<td>~ Day labor</td>
<td>~ Day labor</td>
</tr>
<tr>
<td>~ Layoffs</td>
<td>~ Layoffs</td>
<td>~ Layoffs</td>
<td>~ Layoffs</td>
</tr>
<tr>
<td>~ Middle class flight</td>
<td>~ Middle class flight</td>
<td>~ Middle class flight</td>
<td>~ Middle class flight</td>
</tr>
<tr>
<td>~ Plant closings</td>
<td>~ Plant closings</td>
<td>~ Plant closings</td>
<td>~ Plant closings</td>
</tr>
<tr>
<td>~ Underfunded schools</td>
<td>~ Underfunded schools</td>
<td>~ Underfunded schools</td>
<td>~ Underfunded schools</td>
</tr>
<tr>
<td>~ Weak safety net</td>
<td>~ Weak safety net</td>
<td>~ Weak safety net</td>
<td>~ Weak safety net</td>
</tr>
<tr>
<td>~ Criminalizing poverty</td>
<td>~ Criminalizing poverty</td>
<td>~ Criminalizing poverty</td>
<td>~ Criminalizing poverty</td>
</tr>
<tr>
<td>~ Charity that leads to dependency</td>
<td>~ Charity that leads to dependency</td>
<td>~ Charity that leads to dependency</td>
<td>~ Charity that leads to dependency</td>
</tr>
<tr>
<td>~ Brain drain</td>
<td>~ Brain drain</td>
<td>~ Brain drain</td>
<td>~ Brain drain</td>
</tr>
<tr>
<td>~ City and regional planning</td>
<td>~ City and regional planning</td>
<td>~ City and regional planning</td>
<td>~ City and regional planning</td>
</tr>
<tr>
<td>~ Mix of employment/wage opportunities</td>
<td>~ Mix of employment/wage opportunities</td>
<td>~ Mix of employment/wage opportunities</td>
<td>~ Mix of employment/wage opportunities</td>
</tr>
<tr>
<td>~ Loss of access to high-quality schools, childcare, and preschool</td>
<td>~ Loss of access to high-quality schools, childcare, and preschool</td>
<td>~ Loss of access to high-quality schools, childcare, and preschool</td>
<td>~ Loss of access to high-quality schools, childcare, and preschool</td>
</tr>
<tr>
<td>~ Downward pressure on wages</td>
<td>~ Downward pressure on wages</td>
<td>~ Downward pressure on wages</td>
<td>~ Downward pressure on wages</td>
</tr>
<tr>
<td>~ Return on political investment (ROPI)</td>
<td>~ Return on political investment (ROPI)</td>
<td>~ Return on political investment (ROPI)</td>
<td>~ Return on political investment (ROPI)</td>
</tr>
<tr>
<td>~ Bursts “bubbles”</td>
<td>~ Bursts “bubbles”</td>
<td>~ Bursts “bubbles”</td>
<td>~ Bursts “bubbles”</td>
</tr>
<tr>
<td>~ Free trade agreements</td>
<td>~ Free trade agreements</td>
<td>~ Free trade agreements</td>
<td>~ Free trade agreements</td>
</tr>
<tr>
<td>~ Lack of wealth-creating mechanisms</td>
<td>~ Lack of wealth-creating mechanisms</td>
<td>~ Lack of wealth-creating mechanisms</td>
<td>~ Lack of wealth-creating mechanisms</td>
</tr>
<tr>
<td>~ Stagnant wages</td>
<td>~ Stagnant wages</td>
<td>~ Stagnant wages</td>
<td>~ Stagnant wages</td>
</tr>
<tr>
<td>~ Insecure pensions</td>
<td>~ Insecure pensions</td>
<td>~ Insecure pensions</td>
<td>~ Insecure pensions</td>
</tr>
<tr>
<td>~ Deindustrialization</td>
<td>~ Deindustrialization</td>
<td>~ Deindustrialization</td>
<td>~ Deindustrialization</td>
</tr>
<tr>
<td>~ Increased productivity</td>
<td>~ Increased productivity</td>
<td>~ Increased productivity</td>
<td>~ Increased productivity</td>
</tr>
<tr>
<td>~ Minimum wage, living wage, self-sufficient wage</td>
<td>~ Minimum wage, living wage, self-sufficient wage</td>
<td>~ Minimum wage, living wage, self-sufficient wage</td>
<td>~ Minimum wage, living wage, self-sufficient wage</td>
</tr>
<tr>
<td>~ Globalization</td>
<td>~ Globalization</td>
<td>~ Globalization</td>
<td>~ Globalization</td>
</tr>
<tr>
<td>~ Declining middle class</td>
<td>~ Declining middle class</td>
<td>~ Declining middle class</td>
<td>~ Declining middle class</td>
</tr>
<tr>
<td>~ Decline in unions</td>
<td>~ Decline in unions</td>
<td>~ Decline in unions</td>
<td>~ Decline in unions</td>
</tr>
<tr>
<td>~ Taxation patterns</td>
<td>~ Taxation patterns</td>
<td>~ Taxation patterns</td>
<td>~ Taxation patterns</td>
</tr>
</tbody>
</table>

Systemic Racism Explained

https://www.youtube.com/watch?v=YrHIQIO_bdQ
RESEARCH CONTINUUM

CONCLUSIONS

- There is valid research in all four areas.
- There are many causes of poverty, so we need a wide array of strategies.
- *Bridges* offers a way to understand complex economic issues and to do a critical analysis of poverty and prosperity.
VIEWING ECONOMIC CLASS ISSUES THROUGH THE “TRIPLE LENS”

© J. Pfarr Consulting, adapted from the work of Phil Devol on sustainable communities
## COMMUNITY SUSTAINABILITY GRID

A Comprehensive Planning Tool for Bridges Steering Committees

### Name the Barrier:
Work one barrier at a time.

<table>
<thead>
<tr>
<th>Individual Action</th>
<th>Human and Social Capital in the Community</th>
<th>Exploitation</th>
<th>Political/Economic Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Action</th>
<th>Human and Social Capital in the Community</th>
<th>Exploitation</th>
<th>Political/Economic Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Action</th>
<th>Human and Social Capital in the Community</th>
<th>Exploitation</th>
<th>Political/Economic Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy</th>
<th>Human and Social Capital in the Community</th>
<th>Exploitation</th>
<th>Political/Economic Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: *Facilitator Notes for Getting Ahead in a Just-Gettin’-By World* by Phil DeVol.

Address All Causes of Poverty
Mental Model for Poverty

Developed by Phil DeVol

Businesses

- Pawn shop
- Liquor store
- Corner store
- Rent-to-own
- Laundromat
- Fast food
- Check cashing
- Temp services
- Used car lots
- Dollar store
THE HEALTHIER YOU ARE PSYCHOLOGICALLY, OR THE LESS YOU MAY SEEM TO NEED TO CHANGE, THE MORE YOU CAN CHANGE.

Source: *The Art of the Long View* by Peter Schwartz

TYRANNY OF THE MOMENT

THE NEED TO ACT OVERWHELMES ANY WILLINGNESS PEOPLE HAVE TO LEARN.

It’s About Mental Bandwidth

“Poverty and all its related concerns require so much mental energy that the poor have less remaining brainpower to devote to other areas of life.”

“When your bandwidth is loaded … you’re just more likely to not notice things, you’re more likely to not resist things you ought to resist, you’re more likely to forget things, you’re going to have less patience, less attention to devote to your children when they come home from school.”

• *Scarcity: Why Having Too Little Means So Much*
  • Sendhil Mullainathan, Eldar Sharif (2013)
“Does a person have a sense of being linked to the mainstream of society, of being in the dominant subculture, of being in accord with society’s values?”

“Can a person perceive society’s messages as information, rather than as noise? In this regard, the poor education that typically accompanies poverty biases toward the latter.”

“Does a person have the resources to carry out plans?”

“Does a person get meaningful feedback from society—do their messages make a difference?”

Robert Sapolsky, Aaron Antonovsky
Mental Model for Middle Class

Developed by Phil DeVol

**Businesses**

- Shopping/strip malls
- Bookstores
- Banks
- Fitness centers
- Veterinary clinics
- Office complexes
- Coffee shops
- Restaurants/bars
- Golf courses
Most schools and businesses operate from middle class norms and values.
Mental Model for Wealth

This applies to the wealthiest 1% of households in the United States—those with a net worth of $7.8 million or more.
# Hidden Rules of Class

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

**Poverty**: to be used & spent

**Middle Class**: to be managed

**Wealth**: to be conserved & invested

*Have you experienced this?*
HIDDEN RULE ON FOOD

**Poverty**: quantity important
Key question: Did you have enough?

**Middle Class**: quality important
Key question: Did you like it?

**Wealth**: presentation important
Key question: Was it presented well?
## Registers of Language

<table>
<thead>
<tr>
<th>Register</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FROZEN</strong></td>
<td>Language that is always the same. For example: Lord’s Prayer, wedding vows, etc.</td>
</tr>
<tr>
<td><strong>FORMAL</strong></td>
<td>The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.</td>
</tr>
<tr>
<td><strong>CONSULTATIVE</strong></td>
<td>Formal register when used in conversation. Discourse pattern not quite as direct as formal register.</td>
</tr>
<tr>
<td><strong>CASUAL</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>INTIMATE</strong></td>
<td>Language between lovers or twins. Language of sexual harassment.</td>
</tr>
</tbody>
</table>

Adapted from work of Martin Joos
HIDDEN RULE ON LANGUAGE

POVERTY
Casual register
Language is about survival

MIDDLE CLASS
Formal register
Language is about negotiation

WEALTH
Formal register
Language is about networking
To survive in poverty, one must rely upon non-verbal, sensory, and reactive skills.

To survive in school, one must use verbal, abstract, and proactive skills.
FORMAL

CASUAL

PATTERNS OF DISCOURSE
FORMAL

B          E

PLOT

CASUAL

STORY STRUCTURES
Ant Man – Luis Storytelling

https://www.youtube.com/watch?v=sykacDdWQj4
Communication Hints

1. First Contact
2. Control nonverbals
3. Talk about something else
4. Plan on more time
5. Be “receptively” casual
6. Use more visuals
7. As possible, fix the forms!
DEFINITION OF RESOURCES

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

“the extent to which an individual does without resources.”
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. Hope.
DEFINITION OF RESOURCES

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.
Interventions work only if they are based on resources to which a person has access OR if the resource base is provided.
SOCIAL CAPITAL – BONDING & BRIDGING
NO SIGNIFICANT LEARNING OCCURS OUTSIDE OF SIGNIFICANT RELATIONSHIPS.

Dr. James Comer
# MENTAL MODEL OF RESOURCES

<table>
<thead>
<tr>
<th></th>
<th>Financial</th>
<th>Emotional</th>
<th>Mental</th>
<th>Spiritual</th>
<th>Physical</th>
<th>Support Systems</th>
<th>Relationships</th>
<th>Hidden Rules</th>
<th>Integrity</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VIEWING ECONOMIC CLASS ISSUES THROUGH THE “TRIPLE LENS”

Copyright J. Pfarr Consulting
## BRIDGES CONSTRUCTS

1. **Use the lens of economic class** to understand and take responsibility for your own societal experience while being open to the experiences of others.

2. At the intersections of poverty with other social disparities (racial, gender, physical ability, age, etc.), **address inequalities in access to resources**.

3. Define poverty as the extent to which a person, institution, or community does without **resources**.

4. **Build relationships of mutual respect**.

5. Base plans on the premise that people in **all classes, sectors, and political persuasions** are problem solvers and need to be at the decision making table.

Source: *Bridges Out of Poverty* Training Supplement, p. 25
6. Base plans on **accurate mental models** of poverty, middle class, and wealth.

7. **At the individual, institutional, and community/policy levels:** Stabilize the environment, remove barriers to transition, and build resources.

8. **Address all causes of poverty** (four areas of research).

9. **Build long-term support** for individual, institutional, and community/policy transition.

10. **Build economically sustainable communities in which everyone can live well.**

Source: *Bridges Out of Poverty* Training Supplement, p. 25
All Three Classes Come to the Decision-Making Table to Solve Community Problems

- Poverty
- Middle Class
- Wealth

Solving problems
Building resources
RESOURCE BUILDER MODEL

WORKING ACROSS SECTORS TO ADDRESS THE ROOT CAUSES OF POVERTY, SUPPORT INDIVIDUALS AS THEY BUILD RESOURCES, AND ACHIEVE A SUSTAINABLE COMMUNITY WHERE EVERYONE CAN LIVE WELL.

COMMUNITY WIDE APPROACH
- INDIVIDUAL
- INSTITUTIONAL
- COMMUNITY/POLICY

PK–12

EMployers

SUSTAINABLE COMMUNITY

HIGHER EDUCATION

COMMUNITY AND NONPROFITS

HEALTHCARE

11 REQUIRED RESOURCES
- FINANCIAL
- EMOTIONAL
- COGNITIVE
- SPIRITUAL
- PHYSICAL
- RELATIONSHIPS
- HIDDEN RULES
- LANGUAGE
- SUPPORT SYSTEMS
- INTEGRITY/TRUST
- MOTIVATION/PERSISTENCE

4 CAUSES OF POVERTY
- INDIVIDUAL BEHAVIORS
- COMMUNITY CONDITIONS
- EXPLOITATION
- POLITICAL/ECONOMIC STRUCTURES
Takeaways

• How will you use your understanding of Hidden Rules to change the way staff/volunteers/board members interact with participants?

• How will you use Hidden Rules to help participants better understand how to succeed in the “green triangle”?

• How does your organization prioritize its own “green triangle” over relationship?

• How does your organization help participants build resources for stability?

• How does your organization or role fit into the bigger picture of a community that creates opportunities for everyone to achieve stability and quality of life?
HUMAN RELATIONSHIP IS A SLEDGEHAMMER THAT OBLITERATES EVERY SOCIETAL DIFFERENCE.

Robert Sapolsky
A Future Story

https://www.youtube.com/watch?v=o55EU5G1BmM&t=32s
“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