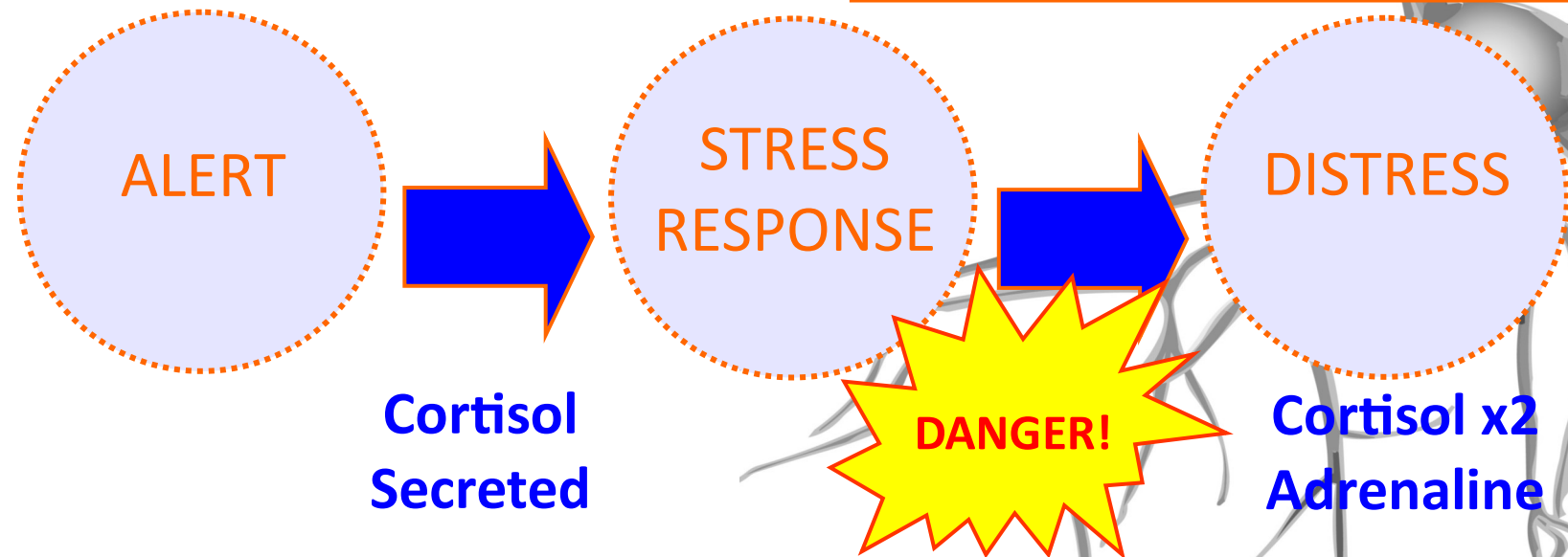


**Transformation Education Institute is proud to support the 2018 National Title I Conference!**

February 8-11, 2018  
Presenter: Frank J. Kros, MSW, JD  
[www.upsidedownorganization.org](http://www.upsidedownorganization.org)  
410-444-5415

**neurogenesis is your goal.**

### 3 Stages of the Stress Response (Amygdala Driven)



#### Amygdala compels you to...

1. Solve the problem causing the threat.
2. Escape from the threat.
3. Cope with the threat.
4. Defend yourself the best you can.
5. **At any cost, survive.**

#### 7 Power Tools

1. Vigorous Physical Play (Regular Physical Activity)
2. Meaningful New Learning
3. Enriched Experiences
4. Managed Stress Levels
5. Positive Nutrition
6. Social Support
7. Sufficient Time

#### BUT, Neurogenesis Can Be Cut Off...

1. Distress
2. Physical Inactivity
3. Boredom
4. Depression
5. Poor Nutrition

(Jensen, E., *Enriching the Brain*, Jossey-Bass, San Francisco, CA 2006)

# Behaviors and Feelings Related to Poverty

FROM: A MIND SHAPED BY POVERTY: 10 THINGS EDUCATORS SHOULD KNOW BY REGENIA RAWLINSON, (2011) UNIVERSE PRESS

## BEHAVIORS

- Disorganized
- Does not see how one thing is connected to another
- Views personal beliefs and opinions as sacred
- Hoards because of fear of future shortage
- Transitions from one activity to another often chaotic
- Suspicious and distrustful
- Avoids becoming too close to others outside of the family
- Spends a lot of time daydreaming
- Shies away when things are difficult
- Unfamiliar with setting goals
- Likes to stay busy and involved

## FEELINGS

- Anger due to perception of unfair treatment
- Anger due to rejection or perceived or real exclusion
- Disillusioned due to living with disappointment
- Shame due to inordinate amount of ridicule and judgment
- Feeling that few choices are available or permitted
- Feels trapped by perceived system of oppression
- Feels disconnected from larger society
- Low expectation for success due to past failures

## What Teachers Can Do...

ADAPTED FROM: A MIND SHAPED BY POVERTY: 10 THINGS EDUCATORS SHOULD KNOW BY REGENIA RAWLINSON, (2011) UNIVERSE PRESS

### Mindset

- Examine your own personal beliefs and assumptions about poverty.
- Treat errors as a natural part of the learning process rather than evidence of failure.
- Emphasize effort and skill, and minimize focus on ability.
- Focus on changing beliefs and attitudes.
- Communicate to students your belief in their desire to learn.
- Teach students life skills in small daily chunks.
- Your overall mindset as a teacher is to better engage students in the learning process.

### Relationship

- Pay as much attention to the effective domain as to the cognitive. Feelings are important. When feelings are ignored, learning suffers.
- Keep your word. Avoid disappointing students.
- Schedule time for conversation between teacher and students, and students and students to facilitate relationship building.
- Be genuine. Students know when you are faking it.
- Use frequent and genuine affirmations. Point out students gifts and talents.
- Smile more.
- Ask stimulating questions.
- Give time to respond.
- Avoid raising your voice unless it's an emergency.
- Show that you care more than you show authority or knowledge.

### Classroom Dynamics

- Include **all** students in activities and classroom discussions.
- Create a class of collaborators rather than competitors (i.e., teambuilding, cooperative learning, group projects).
- Avoid comparing students with other students.
- Avoid posting students' grades.
- Set realistic classroom rules and enforce them consistently and fairly.
- Incorporate a variety of engagement strategies into lessons.
- Invest in community building in every class.
- Teach positive social and emotional responses in a non-judgmental manner.

### High Expectations

- Insist that students leave work areas neat and tidy.
- Insist on excellence.
- Make assignments that can be completed in small steps and then insist on the completion of all steps.
- Help students set goals and a timetable for meeting those goals.
- Make sure students have the strategies needed to complete work successfully.
- Celebrate successes, no matter how small.
- Explicitly teach a problem solving model and support students with guided practice and transfer skills.
- Challenge students to "Read 15."
- Train working memory.

### Support & Guidance

- Expose students to a wide variety of experiences in and out of the classroom.
- Learn what motivates students, and use what you learn to improve academic achievement.
- Privately provide constructive criticism and praise publicly for a job well done.
- Instill an appreciation for personal growth.
- Design "built-in" success activities.
- Utilize the health, mental health and mentoring resources of your school or district.
- Explicitly teach self-regulation skills.

### The Promise of Neurogenesis...

*By exposing children to enriched experiences and environments, adults can stimulate the growth of new neurons in a child's brain to repair and eventually expand learning capacity!*