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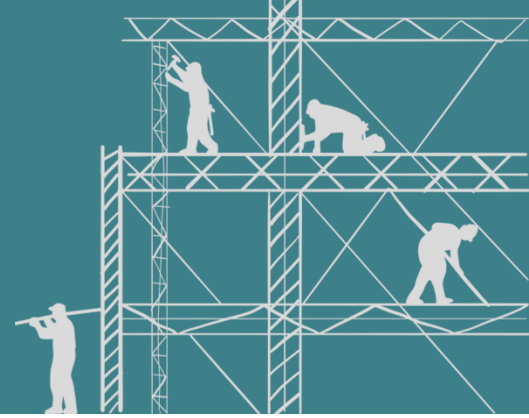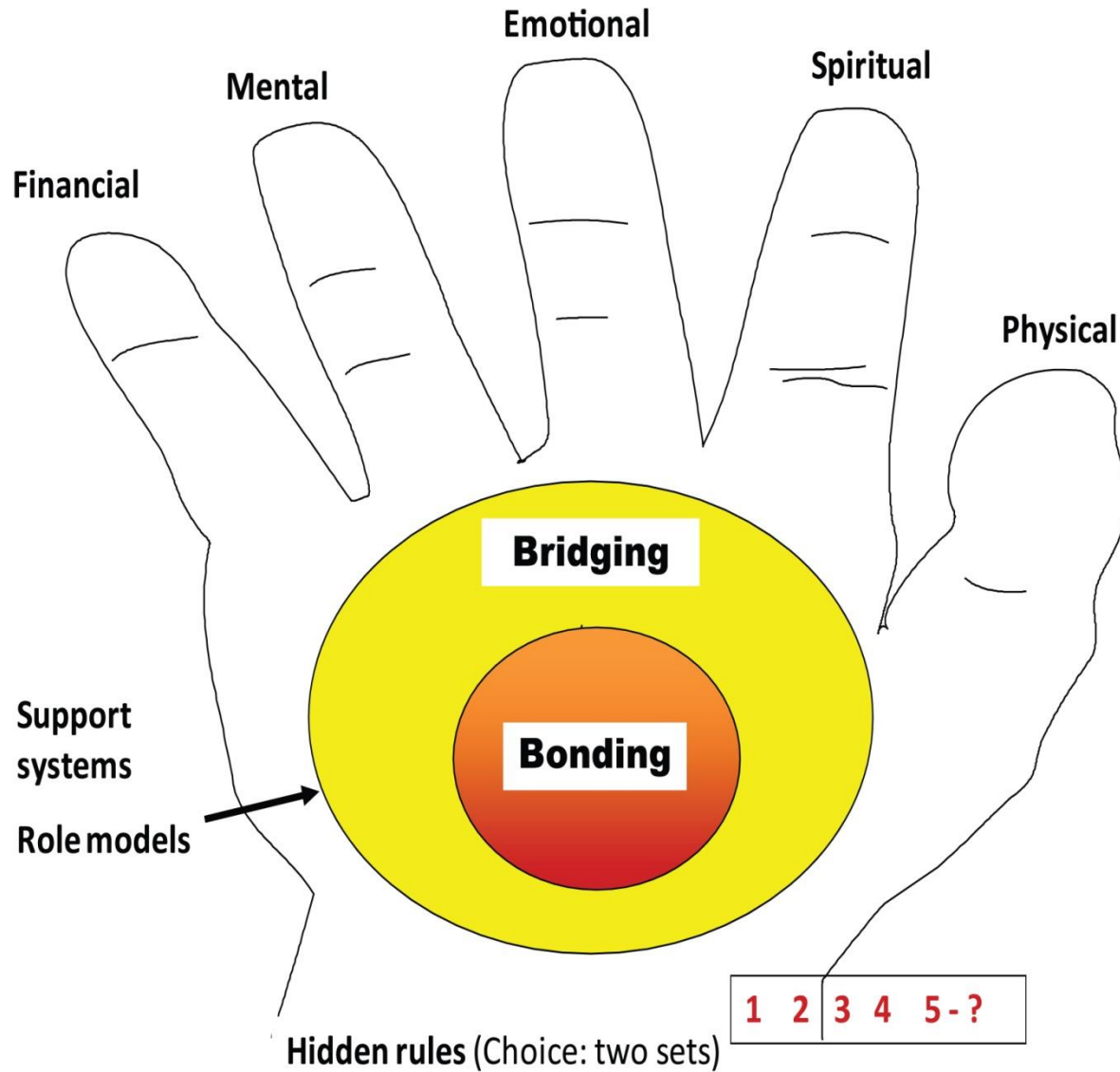
To better understand
people from poverty,
the definition of poverty
will be

*"the extent to which an individual
does without resources."*

# Mental Model of Resources

# MENTAL MODELS

- Are internal pictures of how the world works

- Exist below awareness

- Are theories-in-use, often unexamined

- Determine how we act

- Can help or interfere with learning

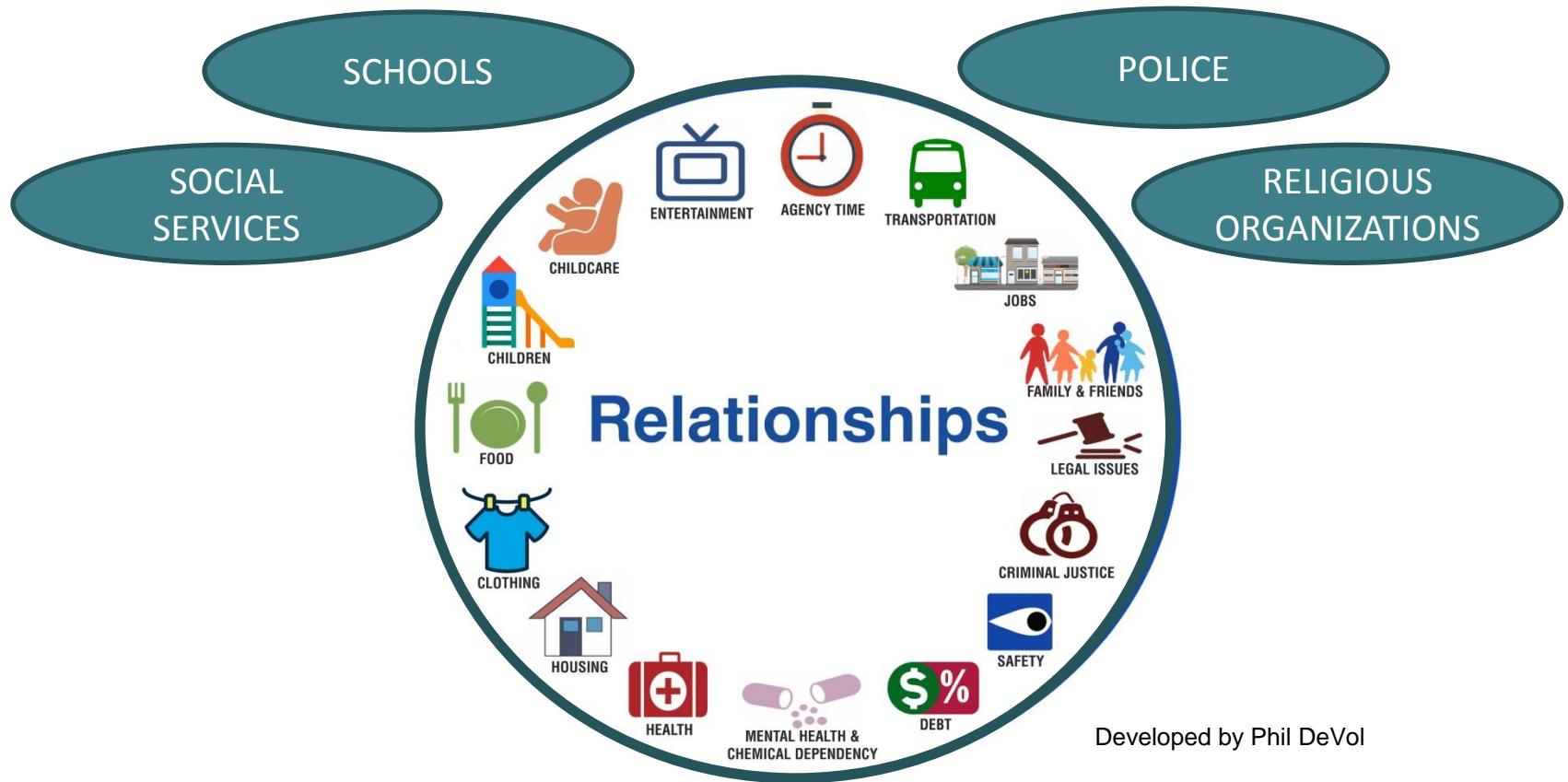## For a dialogue to occur, we must suspend our mental models.

Source: *The Fifth Discipline Fieldbook* by Peter Senge.

# Life in Poverty

**Learning Exercise**

1. ***Think*** of an adult in generational poverty.
2. ***Imagine*** that you followed that person for a year, observing what happened and how he/she spent his/her time.
3. ***Write*** your observations in the circle so that the circle represents an average day in the life of this person.

# Mental Model for Poverty



SCHOOLS

POLICE

SOCIAL SERVICES

RELIGIOUS ORGANIZATIONS

ENTERTAINMENT

AGENCY TIME

TRANSPORTATION

CHILDCARE

JOBS

CHILDREN

FAMILY & FRIENDS

**Relationships**

FOOD

LEGAL ISSUES

CLOTHING

CRIMINAL JUSTICE

HOUSING

SAFETY

HEALTH

MENTAL HEALTH & CHEMICAL DEPENDENCY

DEBT

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

# Mental Model for Middle Class



SCHOOLS

POLICE

SOCIAL SERVICES

RELIGIOUS ORGANIZATIONS

Achievement

HOBBIES & INTERESTS
CAREERS
EDUCATION
MORTGAGE PAYMENTS
CHILDCARE
ASSET DEVELOPMENT
CHILDREN
WORKING LONG HOURS
FAMILY & FRIENDS
RETIREMENT
SOCIAL MEDIA
CLUBS & CIVIC GROUPS
VACATION
POLITICAL ACTION
SHOPPING
HEALTH & PREVENTION
CREDIT CARD DEBT
MENTAL HEALTH & CHEMICAL DEPENDENCY

Developed by Phil DeVol

## Businesses

- Shopping/strip malls
- Bookstores
- Banks
- Fitness centers
- Veterinary clinics
- Office complexes
- Coffee shops
- Restaurants/bars
- Golf courses

# 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.



Developed by Ruby Payne

# FOOD

## POVERTY

**Key question:**
**Did you have enough?**
**Quantity important**

## MIDDLE CLASS

**Key question:**
**Did you like it?**
**Quality important**

## WEALTH

**Key question:**
**Was it presented well?**
**Presentation important**

# POSSESSIONS

**POVERTY**
People

**MIDDLE CLASS**
Things

**WEALTH**
One-of-a-kind objects, legacies, pedigrees

# TIME

**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**

# DESTINY

## POVERTY

**Believes in fate**
**Cannot do much to mitigate chance**

## MIDDLE CLASS

**Believes in choice**
**Can change future with good choices now**

## WEALTH

*Noblesse oblige*

# HIDDEN RULES OF CLASS

| | Poverty | Middle Class | Wealth |
|---|---|---|---|
| **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. |
| **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. |
| **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. |
| **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. |
| **DRIVING FORCES** | Survival, relationships, entertainment. | Work, achievement. | Financial, political, social connections. |
| **HUMOR** | About people and sex. | About situations. | About social *faux pas.* |

# Hidden Rules of Group

**Learning Exercise**

***Talk*** with one another about the groups you belong to that have ***hidden rules***.

***Give*** an example of one hidden rule.

# Key Point

**Schools and businesses operate from middle class norms and use the hidden rules of middle class.**

# Key Point

**In order to build relationships of mutual respect between economic classes, we need to be aware of more than one set of hidden rules.**
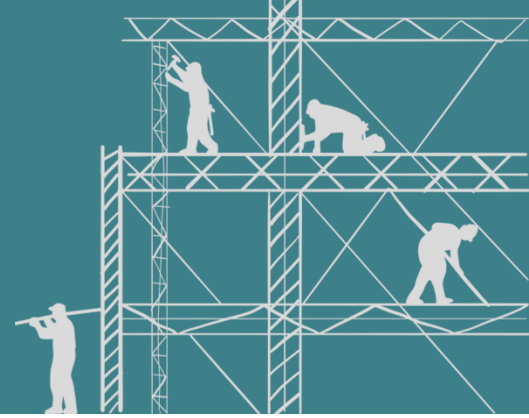
## Hidden Rules

- Direct-teach the hidden rules.

- Teach that there are three sets of rules.

- Understand the hidden rules of your work/agency setting.

- Understand the hidden rules that customers and employees bring with them.

# THE RIGHTING REFLEX

- Everyone has a righting reflex.

- You see something that's wrong; you fix it.

- From little things ("Hang up that dish towel!") to big things (life changes that need to be made) …

- Social services, healthcare, and other community organizations are all about change.

- Agencies often have a plan for the customer before the customer has acknowledged that a problem exists.

# MOTIVATIONAL APPROACHES

## FIX-IT APPROACH

- Belief that customers can be controlled and are needy
- Assumes that customers lack knowledge about the need to change
- Assumes that education will convince customers to change
- Customers need advice to change
- Sanctions and monitoring will keep customers on track
- Metaphor: machine

## MOTIVATIONAL APPROACH

- Belief that people are the solution, have skills to care for themselves
- People know problems exist but sometimes lack motivation to change
- Education (abstract representation of concrete), new choices
- People will internalize and own the need to change
- Persistence, insistence, and support will help people maintain the changes they make
- Metaphor: gardener

# No significant learning occurs without a significant relationship.

–Dr. James Comer
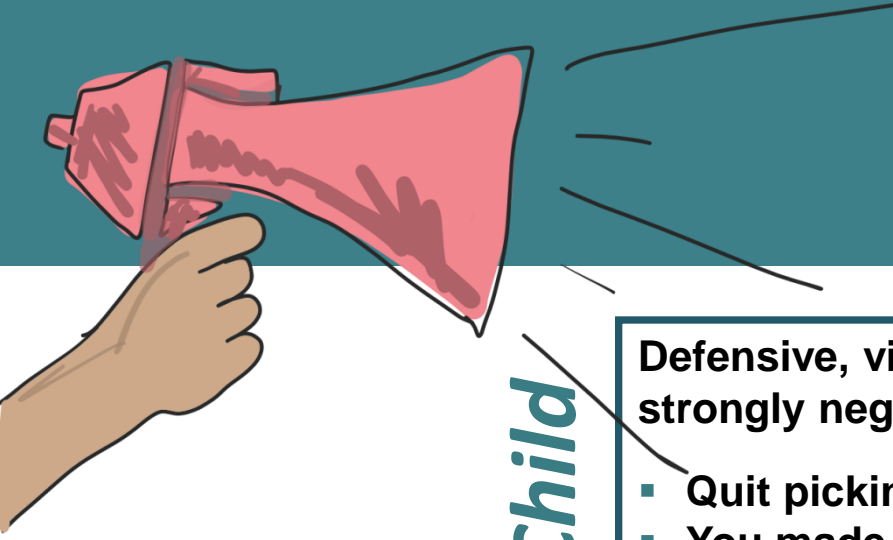
# VOICES

**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.
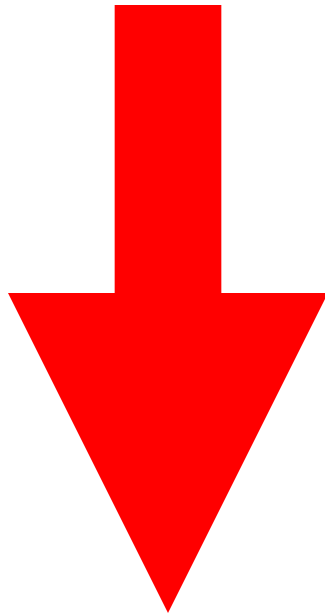- Life's not fair. Get busy.

**Adult**

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

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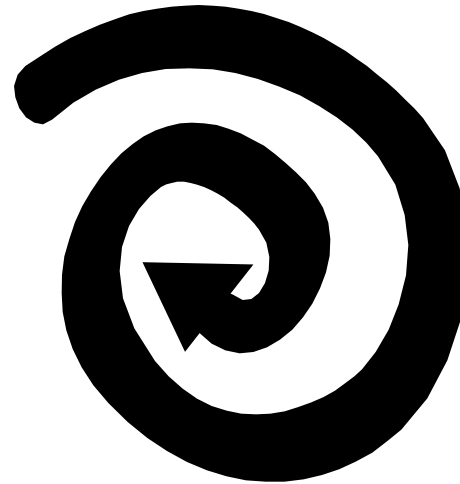- What are choices in this situation?

Adapted from work of Eric Berne.
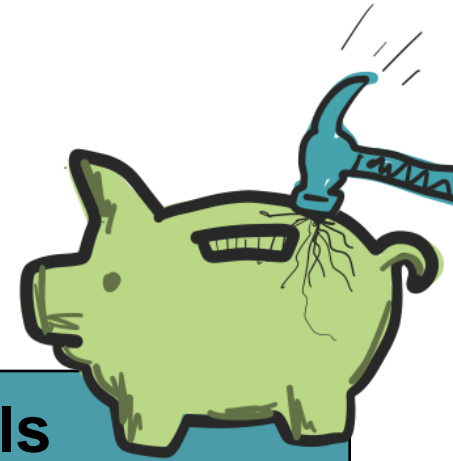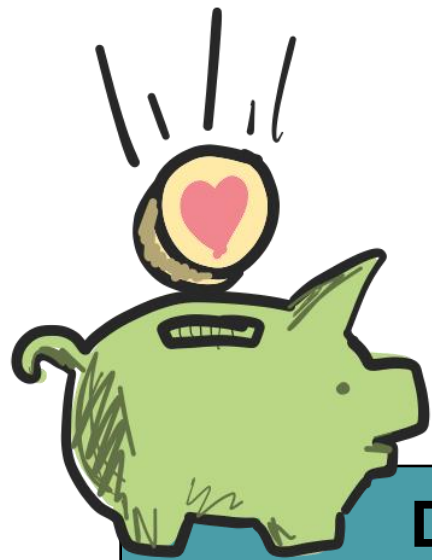
# PATTERNS OF DISCOURSE

## FORMAL

## CASUAL

# 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.

# CREATING RELATIONSHIPS

| Deposits made to individuals in poverty | Withdrawals made from individuals in poverty |
|---|---|
| Appreciation for humor and entertainment provided by the individual | Put-downs or sarcasm about the humor or the individual |
| Acceptance of what the individual cannot say about a person or situation | Insistence and demands for full explanation of person or situation |
| Respect for the demands and priorities of relationships | Insistence on the middle class view of relationships |
| Using the adult voice | Using the parent voice |
| Assisting with goal setting | Telling the individuals their goals |
| Identifying options related to available resources | Making judgments on value and availability of resources |
| Understanding the importance of personal freedom, speech, and personality | Assigning pejorative character traits to the individual |
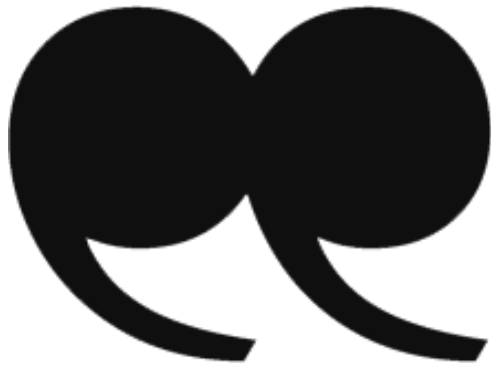
# INSIDER-OUTSIDER

"When we immerse ourselves in another world, we not only learn about the 'other' but can look back on our own lives with fresh eyes and a clearer perspective. We become insider-outsiders."

"Some people get that all-important insider-outsider perspective on life because they have been tossed across borders, or moved between different worlds."

"Above all, we need to leave ourselves open to collisions with people and ideas outside whatever silo we inhabit."
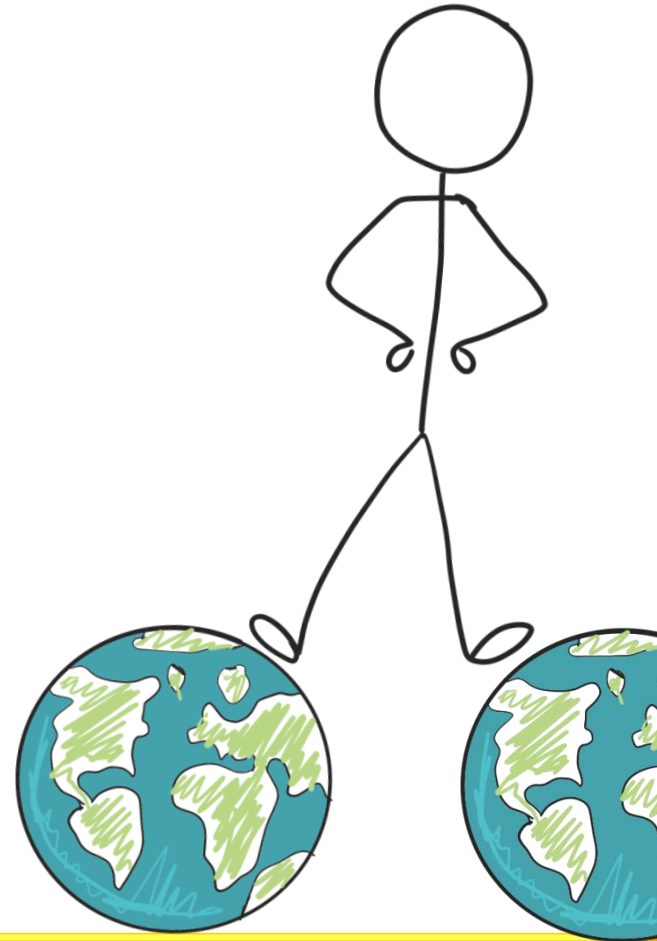
# STEPS IN DETERMINING THE CLIENT LIFE CYCLE

1. Pretend you are a client. Call your own institution and attempt to get help. How are you treated? Does anyone answer the phone? Are they rude? Do you get called back?

2. Go to the institution. Walk in the door. How are you treated? What are you asked to do? Did you have transportation? What did they tell you?

3. Examine the paperwork. Is it readable? Are there many forms? Do they ask for information you are not prepared to share?

4. How long do you wait to see a staff member?

5. Go meet a staff member. What happens then? Did you get help?

In other words, you become a client or you follow a client through all the phases of your institution and experience the incidents, barriers, etc. that make it difficult to get help.
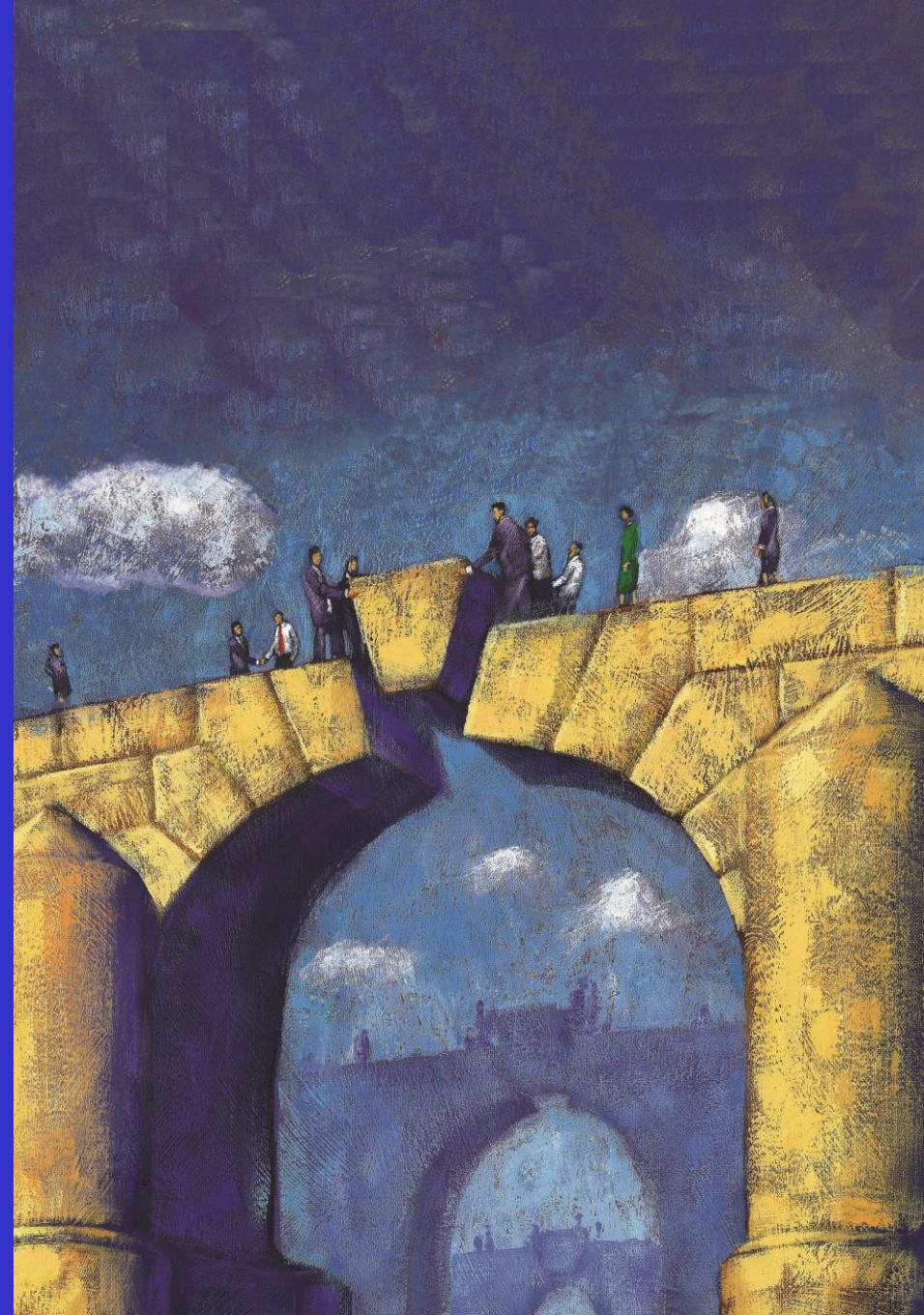
# THE REAL VOYAGE OF DISCOVERY CONSISTS NOT IN SEEKING NEW LANDSCAPES BUT IN HAVING NEW EYES.

**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**

# IS YOUR ORGANIZATION A BRIDGES ORGANIZATION?

## Client Point of View

| INDICATOR | T | F | Not Applicable |
|---|---|---|---|
| 1. Clients do not have to wait long to be seen. | | | |
| 2. People are seen even when they are late. | | | |
| 3. People are greeted by staff who are bilingual and friendly. | | | |
| 4. Clients participate in evaluating the organization. | | | |
| 5. People have an accurate understanding of the purpose and process they are involved in. | | | |
| 6. The buildings are clean, restrooms well kept, and rooms are comfortable. | | | |
| 7. Client advocates are provided when necessary. | | | |

# IS YOUR ORGANIZATION A BRIDGES ORGANIZATION?

## Staff Point of View

| INDICATOR | T | F | Not Applicable |
|---|---|---|---|
| 1. The staff is well trained. | | | |
| 2. All staff are polite and respectful of people they serve. | | | |
| 3. All staff participate in solving problems and decision making processes. | | | |
| 4. All staff participate in program development and setting new policies. | | | |
| 5. Staff are engaged at work and feel valued. | | | |
| 6. The staff culture is positive toward people from diverse backgrounds, experiences, and cultures. | | | |
| 7. The staff has access to financial, health, emotional, and other services that stabilize their lives. | | | |
| 8. The staff is not stressed or overworked. | | | |
| 9. The staff is current with research and is knowledgeable. | | | |

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# IS YOUR ORGANIZATION A BRIDGES ORGANIZATION?

## Organizational Point of View

| INDICATOR | T | F | Not Applicable |
|---|---|---|---|
| 1. The organization pays a living wage to hourly staff. | | | |
| 2. The organization utilizes very few part-time, contractual, and sub-contractual workers. | | | |
| 3. Employee benefits are provided to full-time hourly staff and salaried workers. | | | |
| 4. Very few services are outsourced. | | | |
| 5. The institution is known for attracting excellent clinical staff and other professionals. | | | |
| 6. The institution promotes the growth of all employees. | | | |
| 7. The institution has payment options for all economic levels—for example, sliding fee scales, scholarships, etc. | | | |
| 8. Technology is up to date and functions well. | | | |
| 9. Training is provided in cultural and economic diversity (racial/ethnic, economic class, gender, age, sexual orientation) and is evidenced in client care. | | | |

# IS YOUR ORGANIZATION A BRIDGES ORGANIZATION?

## Organizational Point of View (continued)

| INDICATOR | T | F | Not Applicable |
|---|---|---|---|
| 10. The institution provides security that is discreet yet effective and does not impede access to staff. | | | |
| 11. Staff is trained to deal with difficult clients and visitors. | | | |
| 12. The institution's policies are enforced on a day-to-day basis. | | | |
| 13. The institution has open lines of communication across all levels. | | | |
| 14. The institution has a positive presence in the community. | | | |
| 15. The institution is a member of the Bridges collaborative in the community. | | | |
| 16. The institution has an endowment that also sponsors charity fund-raising events for the institution. | | | |
| 17. The institution has an active quality improvement process. | | | |
| 18. The institution is affiliated with a research institution. | | | |
| 19. Clients and others who are served are invited to play leadership roles in improving practices and developing new approaches. | | | |

# Utilizing the Bridges Out of Poverty Concepts

Name:_____

Organization:_____

What are three ways you can improve your personal skills for working with individuals in poverty?

1.

2.

3.

What are three ways you can improve programming, theory, and structure to better serve individuals in poverty?

1.

2.

3.

What are three ways you can improve the community system to better serve people in poverty?

1.

2.

3.

What, if any, follow-up services does your organization need?