Ruby K. Payne, Ph.D.

Founder & CEO of aha! Process, Inc.

Nominated by

Joseph Siano

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NPS

TO: Jurors - 2009 Brock International Prize in Education

NOMINATION OF RUBY K. PAYNE, Ph.D.

It is with great pleasure that I nominate Ruby K. Payne, Ph.D., for the 2009 Brock International Prize in Education. Dr. Payne has been an educator for more than 30 years. She has served as a teacher, curriculum specialist, principal, and director of professional development in various public school systems. Dr. Payne's career-long mission is to positively impact the lives of people in poverty throughout the world.

Dr. Payne is the Founder and CEO of aha!Process, Inc. This organization focuses on the message that each economic class has hidden rules which govern behaviors and mindsets that enable people to flourish in that environment. Dr. Payne's work has a special emphasis on how poverty creates obstacles in a variety of social settings with a major focus on schools. Dr. Payne has worked with school districts, social service groups, government organizations as well as private businesses, to help individuals understand the impact of these issues on the people with whom they work and serve.

Dr. Payne has written or co-authored more than a dozen books. She presents her work at conferences and school districts across the United States, Canada, Australia, India, and China. Her speaking engagements have included Harvard's Summer Institute for Principals, National Conference of State Legislatures, Walt Disney World Educator Symposium, NY Superintendents Association, and the Chief Officers of State School Departments.

As a superintendent of a school district where approximately forty percent of the student population qualifies for free and reduced lunch services, I have observed the impact that Dr. Payne's work has had on student performance. Our staff has adopted the concepts of Dr. Payne's model and applied them to classroom instruction as well as to our parent outreach effort. The results have been continued academic improvement for all students as well as closing the achievement gap among sub-groups in our student population. Oklahoma is a state with a large population of students who live in poverty. Through my memberships in various professional organizations, I have seen and heard the impact Dr. Payne's work has had throughout our state. Her work has been applied in rural, suburban, and urban settings, all with great success for students.

It is an honor and a privilege to nominate Dr. Ruby K. Payne for this recognition. I believe her impact on the most at-risk students across our nation and the world makes her an excellent candidate. I believe Dr. Ruby Payne models the significant attributes the Brock International Prize in Education exemplifies. I appreciate your consideration of this nomination.

Sincerely,

Joseph Siano

Dr. Joseph Siano
Superintendent

JS/la

Norman Public Schools ■ Administrative Services Center ■ 131 S. Flood ■ Norman, OK 73069 ■ (405) 364-1339 ■ FAX (405) 366-5851

Short Bio
Ruby K. Payne, Ph.D.

Ruby K. Payne, Ph.D., author, speaker, publisher, business owner and career educator, is an expert on the mindsets of economic classes and on crossing socioeconomic lines in education, work, and for social change.

Dr. Payne's work stems from more than 30 years of first-hand experience in the public schools, as head school department head, principal, and central office administrator of staff development. She became known for helping students from all economic backgrounds to achieve academic success. She received her B.A. from Goshen (IN) College, earned a master's degree in English Literature from Western Michigan University, and her doctorate in Educational Leadership & Policy from Loyola University in Illinois.

She has written or co-authored more than a dozen books – most recently, *Under-Resourced Learners: 8 Strategies for Boosting Student Achievement.* Her foundational work, *A Framework for Understanding Poverty*, has sold over 1.300,000 copies. As founder and president of aha! Process, Inc., she has published more than 100 books and audio-visual products. Dr. Payne presents her work throughout the United States, Canada, Australia, India, China and most recently Slovakia. She presents a variety of workshops based on her book, ***A Framework for Understanding Poverty,*** together with her strategies for successfully raising student achievement and negotiating economic class barriers.

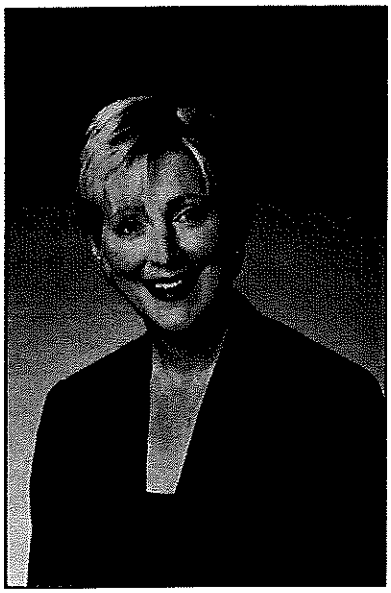
About aha! Process, Inc.

Drawing on more than three decades of knowledge gained while working with children from different social classes, Dr. Ruby K. Payne founded aha! Process, Inc. to educate professionals and community leaders about the effects of class and poverty on our society. Ruby's observations present a new paradigm for understanding poverty and the mindsets of different economic classes, providing useful information to government officials, social service agencies, churches, and organizations which serve people from poverty.

aha! Process, Inc.'s mission is to positively impact the education and lives of individuals in poverty around the world. It has developed the message that each economic class have hidden rules which govern behaviors and mindsets that enable people to survive and flourish in that environment. Special emphasis has been given to revealing how poverty creates obstacles in different social settings, and to offering specific tools for overcoming these difficulties. aha! Process, Inc. offers specialized materials that focus on poverty, education, and moving across economic class boundaries – even in relationships! Consultants from aha! Process, Inc. work with school districts, social service groups, and businesses, to help people better understand these related issues.

aha! Process, Inc.

eye-opening learning



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Ruby K. Payne, Ph.D.

Educator

- Professional educator since 1972, from high school teacher, principal, central office administrator, to educational consultant
- Provides training in how to work effectively with individuals from poverty
- Has trained tens of thousands of professionals yearly since 1996
- Has certified more than 5,500 *Framework* trainers
- Mission: to positively impact the education and lives of individuals in poverty throughout the world
- Ph.D. Educational Leadership and Policy Studies, Loyola, IL; M.S. English Literature, Western Michigan University; MI, B.A. Goshen College, IN

Speaker

- Expert on poverty and mindsets of economic classes
- Accessible style, using humor and stories
- Message relevant to business leaders, educators, community and social service workers
- Helps find creative and practical solutions to the challenges of working across socioeconomic lines
- Speaks more than 150 days a year, with past engagements including China & U.S. Conference on Educational Leadership, PBS, Harvard's Summer Institute for Principals, SCERT (Delhi, India), Tasmania Teacher Training, National Conference of State Legislatures, Annual Conference of Southwest Foundations, Walt Disney World Educator Symposium, NY Superintendents Association, Chief Officers of State School Departments

Author

- *Hidden Rules of Class at Work*
  - ~ Written for the workplace
  - ~ Helps understand motivation, and mindset of entry-level employees
  - ~ Helps assess one's own ability to get promoted
- *A Framework for Understanding Poverty* – seminal work, 1995
  - ~ Has sold more than 1,000,000 copies
  - ~ For educators and other professionals
  - ~ Teaches the hidden rules and mindsets of economic class
  - ~ Teaches specific strategies for overcoming poverty's obstacles
- Also wrote and co-authored a dozen books surrounding issues of poverty in areas of education, social services, the workplace, communities, churches, and leadership

Business owner

- Founder and CEO of **aha!** Process, Inc. (formerly RFT Publishing) in 1995
- Employs 25 full- or part-time staff
- Has cadre of 70 consultant presenters
- Has published more than 60 books and video products, offering a dozen different seminars

aha! Process, Inc.

About the Author

Ruby K. Payne, Ph.D.
Founder, CEO of aha! Process, Inc.

Dr. Ruby Payne's career-long mission is to positively impact the lives of people in poverty throughout the world. Since 1972, when she first took up the role of professional educator, success has followed her efforts. Initially a teacher and central office administrator, later an educational consultant, she is now also a trainer, speaker, author, business owner, and publisher. In short, she has become the *go-to expert* on the affects of class differences on relationships, whether at home, at work, in organizations, or in educational settings.

Her own educational background includes a B.A. from Goshen College, an M.S. in English Literature from Western Michigan University, and a Ph.D. in Educational Leadership and Policy Studies from Loyola University.

Dynamic and accessible, Dr. Payne speaks at more than 180 engagements per year. Business and community leaders, educators, and social service workers all benefit from her practical and creative solutions to the challenges posed by socioeconomic differences between individuals.

A prolific author, Dr. Payne has written or co-authored more than a dozen books, including her seminal *A Framework for Understanding Poverty*, which has sold more than 800,000 copies since its release in 1996. For a complete catalogue of titles, please visit www.ahaprocess.com.

As founder and CEO of Aha!Process, Inc., a highly successful publishing and training company, Dr. Payne oversees a cadre of more than 40 consultant presenters. She alone has certified more than 4,500 *Framework* trainers around the world. Her training programs include a dozen seminars on the subject of poverty and class differences, while her publishing credits include more than 25 books and video products.

Like no one else, Ruby K. Payne, Ph.D., is at the forefront of understanding and action in the field of class differences and poverty. Her decades-long study of the "Hidden Rules" of class has brought eye-opening insight and practical solutions to thousands of people who, like her, desire to raise the level of understanding, communication, and cooperation between people of all classes.

To find out more about Dr. Payne, her published works, and her training programs, please visit www.ahaprocess.com, or call 800-424-9484.

Ruby K. Payne, Ph.D.
aha! Process, Inc.
P.O. Box 727, 421 Jones Road
Highlands, TX 77562
(800) 424-9484: office
(281) 421-5600: fax
www.ahaprocess.com

POSITIONS HELD

May 1996–present — **CEO, Consultant, Publisher, Author**
aha! Process, Inc.
Highlands, TX

1992–1996 — **Director of Professional Development**
Goose Creek Consolidated Independent School District
Baytown, TX

1990–1992 — **Elementary Principal**
Barrington Independent School District
Barrington, IL

1986–1990 — **Principal Academic Coordinator**
Lake County Educational Service Center
Grayslake, IL

1984–1986 — **Educational Specialist**
Educational Service Center, Region II
Corpus Christi, TX

1979–1984 — **Secondary Curriculum Specialist**
High School English Department Chairperson
Calallen Independent School District
Corpus Christi, TX

1972–1978 — **High School English Teacher**
Middlebury School District
Middlebury, IN

PROFESSIONAL COMPETENCIES

Runs successful training/publishing company with 50 consultants & 20 employees.
Trained tens of thousands of teachers and other professionals in seminars across the U.S, Canada, and Australia.
Certified more than 5,500 *Framework* trainers in past six years.
Published 40 books, videos, and related products (aha! Process, Inc.).
Supervised and evaluated 38 staff members as principal in site-based setting.
Wrote curriculum K-12 in all subject areas with 25 school districts.
Developed extensive staff development programs for 1,500 staff members each year for four years.
Assisted with strategic plans of several organizations; chaired action committees.
Presented more than 1,200 workshops in a six-year period while working with more than 100 school districts.
Served on district technology committee.
Supervised district English and reading programs for Grades 6 through 12.

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EDUCATION AND CERTIFICATION

Ph.D. Education Leadership & Policy Studies.
Loyola University of Chicago, IL. 1994.

M.A. English. Western Michigan University, Kalamazoo, MI. 1976.

B.A. English, Education. Goshen College, Goshen, IN. 1972.

Texas Superintendent's Certificate. 1994.
Illinois Superintendent's Certificate. 1993.
Texas Administrative Certificate. 1992.
Illinois Administrative Certificate. 1987.
Texas Teacher Appraisal Training. 1993.
Instructional Leadership Training. 1992.
Illinois and Texas Teaching Certificates.

PROFESSIONAL TRAINING

Certified TESA (Teacher Expectation and Student Achievement) Trainer.
Certified EXCET (Examination for Certification of Educators in Texas) Trainer.
Certified ILA Trainer.
Certified Stephen Covey *Seven Habits of Highly Effective People* Trainer. 1993.
Illinois Administrators Academy Mentor Training. 1989.
Cognitive Coaching. ASCD (Association for Supervision & Curriculum Development). 1988.
Minnesota Educational Effectiveness: School Improvement Process. 1987.
Trainer in Effective Communications for Administrators. 1987.
Trainer in Reading as provided by Illinois State Board. 1986.

PUBLICATIONS

A Framework for Understanding Poverty, aha! Process, (rev. 1998, 2003, 2005).
Crossing the Tracks for Love: What To Do When You and Your Partner Grew Up In Different Worlds, 2005.
A Framework for Understanding Poverty (12-part video series). aha! Process, 2005.
A Framework for Understanding Poverty (workbook), aha! Process, rev. 1998, 2005.
Learning Structures (workbook), aha! Process, rev. 1998, 2005.
No Child Left Behind Series, Parts I-IV, *Instructional Leader*. March, April, May, 2003, November 2004.
Hidden Rules of Class at Work. Co-authored with Don Krabill. aha! Process, 2002.
Understanding Learning: the How, the Why, the What. aha! Process, Inc. 2001.
Meeting Standards and Raising Test Scores When You Don't Have Much Time or Money. Four-part video series and training manual. aha! Process, Inc. 2001.
Un Marco Para Entender La Probreza (translation of *Framework* into Spanish). aha! Process, Inc. 2001.
Living on a Tightrope: a Survival Handbook for Principals. Co-authored with Bill Sommers. aha! Process, Inc. 2000.
Bridges Out of Poverty: Strategies for Professionals and Communities (revised edition; first edition in 1999). Co-authored with Philip DeVol and Terie Dreussi Smith. aha! Process, Inc. (formerly RFT Publishing). 2000.
What Every Church Member Should Know About Poverty. Co-authored with Bill Ehlig. RFT Publishing. 1999.
Removing the Mask: Giftedness in Poverty. Co-authored with Dr. Paul Slocumb. RFT Publishing. 1999.

(continued)

Preventing School Violence by Creating Emotional Safety. Five-part video series and training manual. RFT Publishing. 1999.
A Framework for Understanding Poverty (12-part video series). RFT Publishing. 1999.
A Framework for Understanding Poverty (workbook), RFT Publishing. 1998.
Learning Structures (workbook), RFT Publishing. 1998.
Think Rather of Zebra: Dealing with Aspects of Poverty Through Story. Co-authored with Jay Stailey. RFT Publishing. 1998.
Poverty: A Framework for Understanding and Working with Students and Adults from Poverty. RFT Publishing. 1995.
Reading Rubrics and Training Video Series. 1993.
Learning Training Modules. 1992.
School Improvement Process Training Modules. 1988.
Illinois Reading Mock Tests. 1987.
TECAT (Texas Examination of Current Administrators and Teachers) Training Modules. 1985.

PRESENTATIONS (about 180 per year – a partial listing)

Harvard University Summer Institute for Principals, Cambridge, MA., June 27, 2005
State Council for Education Research and Training, New Delhi, Delhi, New Delhi, India. February 4, 2005
Delta Kappa Gamma, International chapter, Sequin, TX; December 9, 2004
Creed Seminars, Winnipeg, Manitoba Canada; November 12, 2004
Indiana Association of School Principals, Indianapolis, IN; November 22, 2004
TASCD, Corpus Christi, TX; October 12, 2004
Texas Elementary Principals & Supervisors Assoc., Austin, TX; October 1-2, 2004
Early Childhood Leadership Conference, Memphis, TN; September 11, 2004
Arkansas Association of Administrators, Little Rock, AR; September 27, 2004
Walt Disney World Educator Symposium, Lake Buena Vista, FL; August 28, 2004
Harvard University Summer Institute for Principals, Cambridge, MA.,Aug 11, 2004
Greater Cleveland Educational Development Center, Cleveland, OH; July 29, 2004
National Conference of State Legislatures, Salt Lake City, UT; July 21, 2004
Tasmania Teacher Trainer, Launceston, Australia, July 12, 2004
Harvard University Summer Institute for Principals, Cambridge, MA. July 2, 2004,
Heartland Educational Consortium, Avon Park, FL; June 7, 2004
IU and Indiana Dept of Workforce Development, Indianapolis, IN; May 14, 2004
Idaho Prevention Conference, Sun Valley, ID; April 22, 2004
Leadership Pensacola Conference, Pensacola, FL; April 8, 2004
Vermont Consortium for School Leadership, S. Burlington, VT; March 30, 2004
California Teachers Association, San Francisco, CA; February 28, 2004
Texas Middle School Association, Austin, TX; February 22, 2004
Psychotherapy Association's 30th International Conference, Colorado Springs, CO, January 30, 2004
British Columbia Alternate Education Assoc., Vancouver, BC; January 22, 2004
Montana Food Bank, Helena, MT. October 8, 2003
Annual Conference of SW Foundations, Tucson, AZ, September 24, 2004
CN8 Money Matters Today, *Comcast Cable TV, syndicated business news show,* Philadelphia, PA, September 22, 2003.
Hosts Corporation Conference. Keynote. Dallas, TX. March 1, 2002.
New York Boces. Buffalo, NY. Workshop. January 7-8, 2002.
Palm Beach Literacy Council. Keynote. Palm Beach, FL. October 27, 2001.
Colorado Governors Meeting. Governor's Mansion. Keynote. Denver, CO. August 28, 2001.
State of New Mexico, Dept. of Education, Albuquerque, NM. Sept. 17, 2003
Walt Disney World Resort, Orlando, FL. September 19-20, 2003.
Satellite Radio Tour, *18 Interviews across the USA,,* July 25, 2003.
Volunteers of America, New York, NY. July 22, 2003.
PBS, Public Broadcasting System, *Ready to Learn.* Arlington, VA. July 17, 2003.
Principal's Center for Educational Leadership, Princeton, NJ. July 11, 2003.

(continued)

Harvard University Summer Institute for Principals, Cambridge, MA. July 8, 2003.
Confederation of Oregon School Administrators. Salem, OR. April 29-30. 2003.
Chief Officers of State School Departments Conference. New Orleans, LA. November 9, 2002.
Illinois Principals Association. Keynote. Peoria, IL. October 21, 2002.
Texas Federation of Teachers. Keynote. Austin, TX. October 19, 2002.
Verizon Corporation. Keynote. Tampa, FL. October 18, 2002.
New York Superintendents Association. Keynote. Rochester, NY. October 8, 2002.
Los Angeles County Department of Education. Workshop. Los Angeles, CA. September 5-6, 2002.
Delta Kappa Gamma Annual Conference. Little Rock, AR. July 30, 2002.
Tasmania State Department of Education Conference. Hobart, Bernie, and St. Helens, Tasmania, Australia. July 3-5, 2002.
South Carolina Association of School Administrators Annual Conference. Keynote. Myrtle Beach, SC. June 24, 2002.
Goodwill Industries Annual Conference. Keynote. Austin, TX. April 26, 2002.
Texas Association of School Boards. Keynote. El Paso, TX. April 20, 2002.
Exceptional Educators of Manitoba Annual Conference. Winnipeg, Manitoba, Canada. April 18, 2002.
Express Personnel Community Forum. Rochester, MN. April 2, 2002.
New England Middle Schools Association. Providence, RI. March 27, 2002.
Center for Training. Launceton, Tasmania, Australia. May 14-16, 2001.
Colorado Governors Conference. Keynote. Denver, CO. March 17, 2001.
Association for Supervision & Curriculum Development. New Orleans, LA. 2000.
Regina Catholic Schools. Regina, Saskatchewan, Canada. November 6-7, 2000.
Texas Association of Elementary Principals. Workshop. Austin, TX. October 28, 2000.
Southern Methodist University. Dallas, TX. October 24, 2000.
Gallup School District on Navajo Reservation. Workshop on poverty. Gallup, NM. September 19-20, 2000.
Nevada Project Lead Project. Workshop. Las Vegas, NV. April 18-19, 2000.
Lightspan Corporation. Keynote. San Diego, CA. April 13, 2000.
National Association of Elementary School Principals. Distinguished Lecturer. San Francisco, CA. 1999.
Saskatoon Catholic Schools Institute. Saskatoon, Saskatchewan, Canada. 1999.
Adult Education Conference. Keynote. Columbus, Indiana. January 23, 1998.
IDEA Understanding Poverty. Summer Tour. 1998.
Numerous presentations on poverty including Texas Middle School Association, Texas Elementary Principals and Supervisors Association, Texas Association for Supervision and Curriculum Development American Association of School Administrators and districts. 1995, 1996, 1997, 1998.
Phi Delta Kappa Leadership Skills Institute. Nacogdoches, TX. November 6, 1997.
Boys Town National Education Conference. Keynote. Boys Town, NE. October 10, 1997.
National Assoc. of Secondary School Principals. Orlando, FL. March 9-10,,1997.
Clark County Independent School District. Las Vegas, NV. 1996.
Exxon. "Issues in Communication & Safety." 1996.
Texas Assoc. for Supervision and Curriculum Development, Houston, TX. 1995.
National Staff Development Council "Working with Staff Development in Site-Based, Multi-Cultural Settings."1993.
American Association of School Administrators. "School Improvement Planning Process." 1990.
Two videos for public television. "The Young Gifted Child" and "The Older Gifted Child." 1987.
College of Lake County, Grayslake, IL. 1987.

OTHER PROFESSIONAL ACTIVITIES

Phi Delta Kappa.
Delta Kappa Gamma
Texas Association for Supervision & Curriculum Development.
National Staff Development Council
American Association of School Administrators
National Staff Development Council Program Planning Committee for 1988 conference.
IDEA Fellow in 1990, 1992, 1993, 1995. Manuscript reviewer for National Staff Development Council quarterly publication, 1989-1993.
Member of North Central Association accreditation team for three high schools.
Associate member of Illinois State Administrators Academy.
Adjunct Professor for National-Louis University. Evanston, IL.
Co-chair of Texas State Board Committee to update Texas Teacher Appraisal System. 1994.

AWARDS

Delta Kappa Gamma Members in Print Award for Alpha State. 2003.
Monumental Small Business Award Nominee. Lee College, Baytown,Texas. 2003
"Unsung Hero," *Baytown Sun*. March 2002
Delta Kappa Gamma Members in Print Award for Alpha State. 2002.
Brock International Education Award Nominee. 2001
Delta Kappa Gamma Members in Print Award for Alpha State. 1999.
Delta Kappa Gamma Members in Print Award for Alpha State. 1996.
"Boss of the Year," Goose Creek (Texas) School District. 1994.

AREAS OF EXPERTISE

Curriculum development, K-12, in all subject areas.
Instructional design (both theory and practice).
Effective teaching practices.
Effective schools research and practices.
School improvement planning process.
Communication skills.
Group dynamics.
Adult development.
Assessment (state and local).
Program evaluation.
Current research in cognition, reading, writing, leadership, gifted/talented, teacher evaluation.
Current research in brain processing, learning, cooperative learning.
Discipline management and classroom management.
Staff development.
Training trainers.
Presentation design and development.
Work with students from poverty.

REFERENCES

Sandi Borden, Executive Director, Texas Elementary Principals and Supervisors Association, Austin, TX (512) 478-5268.

Dr. Cecil Floyd, Executive Director, Texas Middle School Association, Austin, TX. (512) 462-1105.

Penny Gaither. Consultant with Indiana State Department of Education, Bloomington, IN. (812) 332-8010.

Rebecca Kaatz, Assistant Area Superintendent, Clark County School District, Las Vegas, NV. (702) 799-2629.

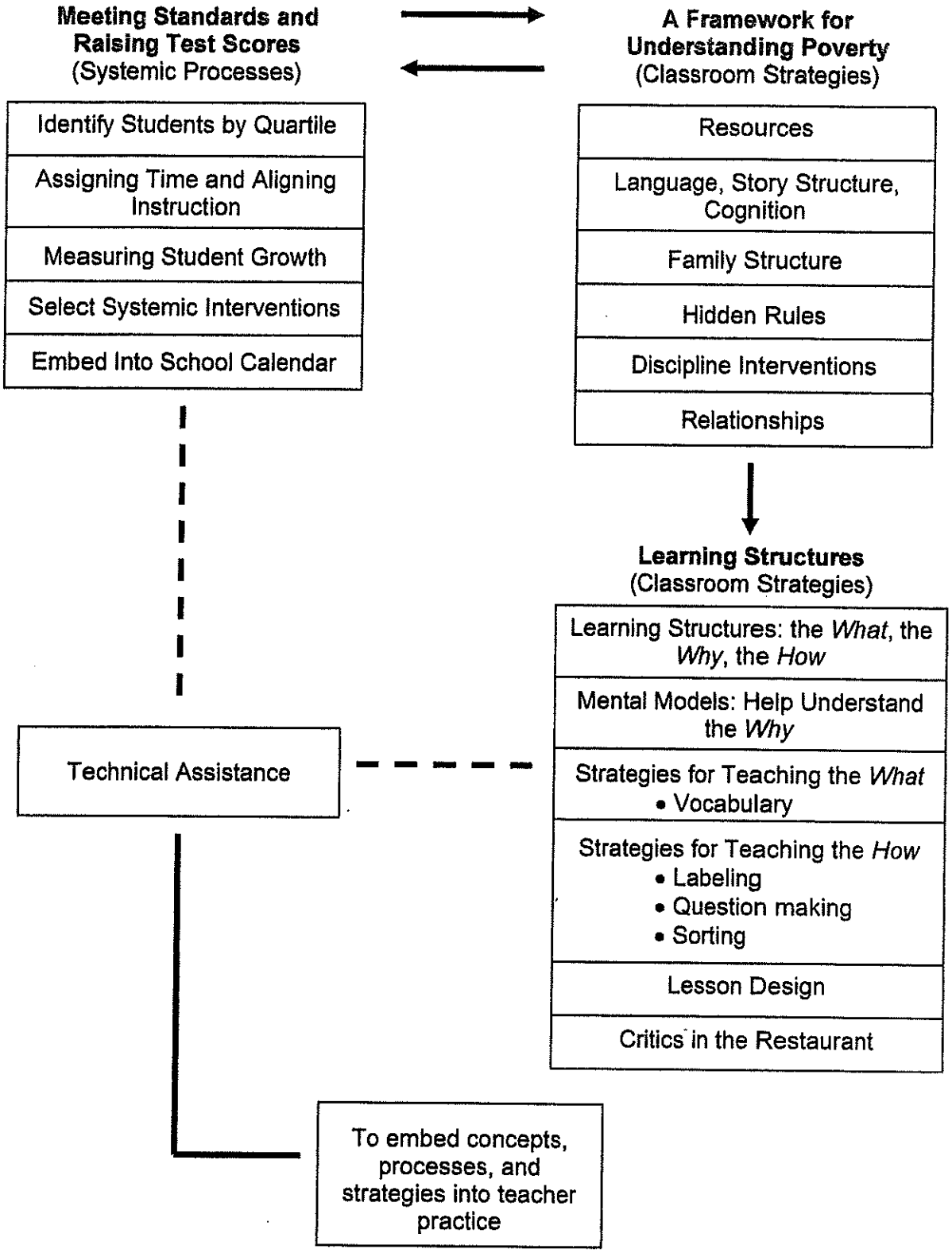
Gwen Keith, CEO, Regina Catholic Schools, Saskatchewan, Canada. (306) 791-7200.

Sheila Magula, Assistant Superintendent, Virginia Beach School District, Virginia Beach, VA. (757) 427-4412.

Mary Oberg, West Metro Educational Project, Minneapolis, MN. (952) 888-7801.

Dawn Runger, Sr. Program Officer, Foellinger Foundation, Fort Wayne, IN. (260) 422-2900.

Payne's Model



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aha! Process, Inc.

eye-opening learning

A Framework for Understanding Poverty

by Dr. Ruby K. Payne

People in poverty face challenges virtually unknown to those in the middle and upper classes—challenges from both obvious and hidden sources. The reality of being poor brings out a survival mentality, and turns attention away from opportunities taken for granted by everyone else.

Since programs and policies for assisting people in poverty--in education, social services, community development, law enforcement, health--are typically created and run by people from the middle class or wealth, a greater understanding of what it's like to be poor will help to better align those programs and policies with the people they're designed to benefit.

With over one million copies in print, the bestselling book, *A Framework for Understanding Poverty* has guided hundreds of thousands of educators and other professionals through the pitfalls and barriers faced by all classes, especially the poor. Carefully researched and packed with charts, tables, and questionnaires, *Framework* not only documents the facts of poverty but also provides practical yet compassionate strategies for addressing its impact on peoples' lives.

Whether you're an educator, or social, health, or legal services professional, this breakthrough book gives you practical, real-world support and guidance to improve your effectiveness in working with people from all socioeconomic backgrounds. From policy-making and program design considerations, to the people-side issues so often bypassed by well-meaning professionals, *A Framework for Understanding Poverty* brings clarity, empathy, and direction to those who seek to help the poor.

Ruby K. Payne, Ph.D., speaker, business owner, career educator, and author, is an expert on the mindsets of economic classes and on crossing socioeconomic lines for work, education, relationships, and social change. She has written or co-authored more than a dozen books and, as founder and CEO of aha! Process, Inc., has published more than 50 books and videos. She makes her home in Texas.

aha! Process, Inc.

eye-opening learning

aha! Process Seeks Understanding About Class and Poverty

One reason people find poverty so difficult to escape is that they are unaware of the "hidden rules" that govern thought and behavior in the various economic classes. The same might be said of people in middle class and wealth, who make up the bulk of teachers, employers, social workers, police, and others who work with people in poverty. But the obstacles faced by the poor, while enormous, are not insurmountable, and can be overcome with commitment, specific strategies, and with understanding that comes from knowledge.

For more than a decade aha! Process has been committed to improving the educational and occupational lives of people in poverty with eye-opening learning opportunities—both for the poor and for those who work with them. Beginning with an emphasis on education and the difficulties children from poverty experience in most schools, the company has worked extensively with educators and other professionals to understand how the hidden rules of class operate—and to help raise the achievement levels of individuals from poverty.

Founded in 1995 with one consultant and one book—Dr. Ruby K. Payne's *A Framework for Understanding Poverty*—aha! Process has grown to include more than 7,000 certified trainers, a cadre of more than 70 consultant presenters, and 20 employees. This high-energy organization conducts between 800 and 1,000 seminars each year in the United States and Canada, addressing tens of thousands of professionals representing such sectors as business, education, health, social services, legal, and many other fields.

The groundbreaking *Framework* sold its 1 millionth copy in 2006, heading a catalogue of dozens of outstanding books, videos, and other publications. Now in its fourth revised edition, *Framework* provides specific strategies for overcoming the obstacles poverty can create in all types of situations.

Another book, *Bridges Out of Poverty*—along with many certified trainers—took aha!'s message of understanding economic diversity to community leaders, social workers, and other service providers. It is distinguished by its thrust—using the information to redesign programs and work within communities to improve outcomes. A wide variety of agencies can use this book and apply its concepts, and the strategies of change can be used in any discipline.

With the knowledge that its meteoric rise to success is based in part on how widespread are the problems associated with poverty, aha! Process approaches its next

decade of operation with humility and hope. Excited by the prospect of its mission, ahal will remain a leading force in helping individuals and organizations benefit from a deeper understanding of economic class and diversity.

aha! Process, Inc.

Payne School Model

In an effort to work with schools seeking comprehensive reform, **aha!** Process, Inc. offers a comprehensive plan for trainings and technical assistance using the Payne Model. The trainings, which are in the form of workshops, are designed to give the faculty and staff background into economic diversity and working with all children but especially children of poverty, strategies to use in the classroom for helping students learn vital course content while building cognitive capacity, and a "how-to" for systemic change with specific processes to follow for those serious about improving student achievement and test scores.

The technical assistance portion of the reform, which is crucial to maintaining the fidelity of the Payne model, involves consultants working with classroom teachers in subject-area groups at the secondary level and in grade-level groups at the elementary, helping the teachers embed the strategies from the trainings, conducting classroom observations, and assisting school and district leadership in the reform process. Critical to a reform process is strong leadership and "buy-in" and commitment of the staff.

For a sample roll-out of the trainings, please visit the School Programs page on our website. The Payne School Model Flowchart outlined there should be considered a proposal or "starting point" and can be modified to meet more fully the needs of the students and staff in your building or district.

For further assistance in this planning process, including questions on the trainings and their roll-out, please contact our office. An **aha!** consultant is also available for on-site consultation and planning. Or visit the www.ahaprocess.com/School_Programs/ page on our website with links to our reform model, research base, and numerous research reports from our ongoing evaluation.

PO Box 727, 421 Jones Road, Highlands, TX 77562-0727 ◆ (800) 424-9484 ◆ fax (281) 426-5600 ◆ www.ahaprocess.com

aha! Process, Inc.

Bridges Out of Poverty –
Strategies for Professionals and Communities

"Now I understand the people I'm serving."

If your business, agency, or organization works with people from poverty, only a deeper understanding of their challenges—and strengths—will help you partner with them to create opportunities for success.

Bridges Out of Poverty represents a powerful tool for change. Based in part on Dr. Ruby Payne's myth-shattering *A Framework for Understanding Poverty, Bridges* reaches out to the millions of service providers and businesses whose daily work connects them with the lives of people in poverty.

Bridges training contains case studies, detailed analysis, helpful charts and exercises, and specific solutions you and your organization can implement right now to:

- Redesign programs to better serve people in poverty
- Build skill sets for management to help guide employees
- Upgrade training for front-line staff like receptionists, case workers, and managers
- Improve treatment outcomes in health care and behavioral health care
- Increase the likelihood of moving from welfare to work

The book *Bridges Out of Poverty* is used as a training manual in the seminars and includes chapters on relationship building, mentoring, redesigning programs, and community collaboration.

Length: One day Prerequisite: None

Also available:

- Keynote address containing portions of this workshop
- A two-day presentation of the *Bridges* workshop that allows for more time to process information and explore strategies for front-line staff and/or the design of programs

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Tucker Signing Strategies for Reading

Want to see your reading scores skyrocket?

Boost your students' reading scores by 15-25%

Tucker Signing Strategies for Reading provides a mental model that students need in order to **decode words easily, accurately – and fast!** Using a system of 44 hand signs that prompt associations between letters or word "chunks" and their sounds, readers see the letter(s), make a sign, and say the sound at the same time. This multi-sensory approach works wonders with students who struggle with regular reading programs.

aha! Process offers a one-day workshop in *Tucker Signing Strategies for Reading* for up to 100 participants.

- A thorough review of the signs
- Discussion of how the strategy can be incorporated into programs that are in use in the district or by the organization
- Tips for successful implementation of the strategy
- Practice sessions for participants
- Discussions of non-phonetically spelled words or words with "tricky parts"
- A live demonstration of the strategy with struggling readers

Intended audiences include administrators, teachers or tutors who work with students reading at third grade level or below, Special Education teachers, speech therapists, ELL instructors and parents.

Participants are equipped to begin immediate implementation of the strategy by the conclusion of the workshop.

Length: One day (5 hours)

Costs: Contact the aha! Process office for details.

Also available: Dr. Tucker can work directly with teachers and their students after the workshop.

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Hear Our Cry – Boys in Crisis

Seminar Title: Hear Our Cry –Boys in Crisis

Based on the book, Hear Our Cry – Boys in Crisis by Paul D. Slocumb, Ed.D.

* * * *

Having witnessed newfound freedom for girls and women during the past two or three decades, many U.S. researchers and educators are now turning their attention to the lack of simultaneous growth and autonomy among boys and men. Dr. Paul Slocumb has made this real-time crisis his focus, turning his insights to boys and their pain. He does not shy away from providing real-life answers to complex dilemmas, sharing understandable and teachable objectives.

—Janel Miller, Ph.D., Psychologist, Houston

Boys are 85 percent of the discipline problems in school. They also constitute the largest population in special education, Title 1, and those who have reading and writing problems. Boys are the ones who have committed the violent acts in America's schools and they are the most likely to drop out of school.

This workshop focuses on the *why* behind male behavior in school and what schools can do to begin making school more "boy friendly." Issues that impact boys who come from poverty as well as middle class will be explored in this session.

Length: One Day

Prerequisite: None

Also available:

- A shortened version for parent groups, ideal to hold before or after a workshop

aha! Process, Inc.

Trainer Certification

Seminar Title: Trainer Certification

Become a certified trainer!

This seminar is designed for individuals who wish to become a certified trainer in order to take the information from Dr. Ruby K. Payne's poverty seminars back to their own organizations. The training includes in-depth work on A Framework for Understanding Poverty (Day One) and Learning Structures (Day Two) seminars. Topics also include instructional techniques and the power of story – all intended to help trainers prepare the program for their particular organization. In-depth research and training materials are provided.

Length: Four Days

Prerequisite: A Framework for Understanding Poverty (Day One) and
Learning Structures (Day Two)

Cost: Per person tuition includes training manual and five books. Please see pricing on website.
Optional 12-part video series also available on website.

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Identifying and Serving Gifted Students from Poverty

Seminar Title: Identifying and Serving Gifted Students from Poverty

Achieve equity in your identification process!

Does your district's gifted program reflect the demographics of your campus/district? If not, you may not have equity in your gifted program. Typically, gifted programs serve middle class America to the exclusion of students from poverty. This workshop is designed to present a process, instruments, and procedures to help school personnel find gifted students from poverty. (first day). Additionally the seminar deals with how to help these students stay in the program and be successful. (second day). Topics include suggestions for behavior interventions, support systems to retain students in gifted programs, techniques for working with parents, and cognitive issues that must be addressed. Identification issues target K-6 and other issues specifically address K-12.

This seminar is based on the book *Removing the Mask: Giftedness in Poverty* by Dr. Paul D. Slocumb and Dr. Ruby K. Payne. Dr. Slocumb is past president of the Texas Association for the Gifted and Talented and has been active in gifted education for more than 25 years. This seminar is designed for PreK-12 educators who want to learn how to identify and serve gifted and high ability learners from poverty.

Length: One or Two Days

Prerequisite: None

Cost is dependent on specific presenter selected.

Also available:

- Technical assistance at your site after participation in workshop

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Meeting Standards and Raising Test Scores – when you don't have much time or money

Designed for elementary and secondary educators and administrators.

Come as an individual, or better yet, bring your grade level, department, or campus vertical team, along with a campus administrator! This seminar uses existing teacher expertise to raise student achievement. Participants learn systemic processes to identify which students need to improve and in what areas, align instruction with standards and assign time to meet them, measure student growth, select interventions, and establish monitoring strategies. Step-by-step directions for implementation are included, and sample materials that may be reproduced without cost or copyright violation are provided.

You'll learn how to:

- Ensure buy-in from the majority of your teachers
- Determine who isn't being served
- Develop a focused, targeted plan
- Frequently test benchmarks to verify progress
- Coordinate efforts across grade levels and subjects

With decreased funding and increased federal and state demands on your already limited time, this seminar gives you everything you need to accelerate your progress toward meeting standards and raising student test scores—easily, quickly, and effectively.

Length: One day

Prerequisite: None. *Framework* (Day One) and *Learning Structures* (Day Two) workshops are recommended, but not required

Cost varies according to presenter selected.

Also available:

- Trainer certification
- Four-part video series and training manual
- Technical assistance at your site after participation in the workshop

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aha! Process, Inc.

Learning Structures

Second- and third-day seminars designed to follow *A Framework for Understanding Poverty*

Day Two: Build Cognitive Capacity and Speed the Learning Process

It's not intelligence or potential that many struggling students lack, but rather the *cognitive structures* so vital to effective learning and academic success. Students from poverty especially often miss out on these mental building blocks, but you can change that starting today. Packed with powerfully effective, easy-to-use strategies based on Dr. Ruby K. Payne's book *Understanding Learning: the How, the Why, the What,* this seminar hands you tools to help students learn vital content while building new cognitive abilities into their brains.

In this seminar you'll learn to:

- Help students who may know information one day but not the next
- Reach students who are unable to explain what help they need
- Recognize the difference between intelligence and academic success
- Explore the role of mediation in developing strong students
- Develop cognitive learning structures using Payne Lesson Design
- Identify and use mental models
- Teach planning, labeling, sorting strategies, and question-making

This *Learning Structures* seminar—which includes a handy, take-home workbook—is designed to create quick but lasting results for elementary level educators and core subject secondary level educators at schools of any size. Non-core secondary level teachers may also find some application of the training and strategies.

Length: One day
Prerequisite: *Framework for Understanding Poverty* (Day One) seminar

Cost varies according to presenter selected.

Also available:

- Content-based secondary offerings including science, social studies, English, and math

Day Three: Classroom Strategies for Learning Structures

An extension of *Learning Structures* and using the workbook *Putting the Pieces Together,* this seminar explores additional classroom strategies to build student learning structures and provides ideas for moving students from the concrete to the abstract. While concepts shared are not content-based, the application of strategies focusing on specific subject areas is explored. At the secondary level, the seminar is content specific. This seminar is designed for elementary level educators and core subject secondary level educators.

Length: One Day
Prerequisite: *Framework* (Day One) and *Learning Structures* (Day Two) seminars

Cost varies according to presenter selected.

Also available:

- Content-based secondary offerings including science, social studies, English, and math
- Technical assistance at your site after participation in the workshop

aha! Process, Inc.

A Framework for Understanding Poverty

Designed for elementary and secondary schools of any size.
Variations of this popular workshop are available for social, health, and legal services professionals.

Available in one-day and half-day formats

How does poverty impact learning, work habits, or decision making? The reality of being poor brings out a survival mentality and turns attention away from opportunities taken for granted by everyone else. If you work with people in poverty, a bit of understanding of how different their world is from yours will be invaluable.

Most teachers today come from middle-class backgrounds. In an educational setting, economic class differences create conflict and challenges for both teachers and students alike. Designed for educators at all levels, but helpful to counselors, administrators, and support staff, this seminar provides practical, real-world support and guidance for overcoming barriers and helping others succeed.

What audiences learn:

- "Hidden rules" or social cues that differ greatly between the classes
- Impact of economic class differences on communication, interactions, and expectations
- Symptoms of generational poverty and how they differ from situational poverty
- Poverty-related behaviors and mindsets that affect learning
- Identification of the resources and strengths of any student
- Tips, tools, and intervention strategies proven to increase your effectiveness

Hundreds of thousands of educators have attended this workshop, which is built around Dr. Ruby K. Payne's groundbreaking book *A Framework for Understanding Poverty*. Our cadre of certified trainers represents diverse backgrounds and areas of specialization, but all are fully qualified to share this life-changing material with your audience.

Length: One-day or half-day workshop

Prerequisite: None

Continuing education credits available.

Cost varies according to presenter selected.

Also available:

- Trainer certification
- A second day of training, titled *Learning Structures,* is an ideal combination
- Hidden rules material adapted as a 90-minute standalone workshop
- Keynote address containing portions of this seminar
- As the first day of Ruby Payne's National Tour two-day workshop (see schedule on website)

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Impact on Education

While Dr. Payne's message is being shared across the United States and Australia through workshops and presentations, consultants from aha! Process are currently working with schools in a systematic manner to effect long term change and reform in 9 states. These states include Arkansas, California, Kansas, Louisiana, New York, Tennessee, Texas, West Virginia, and Wisconsin. Elementary, middle, and high school sites comprise this list which currently includes 32 sites. New sites in Georgia, Indiana, Illinois, Maryland, Ohio, and Oregon are expected to begin working to implement Payne's model in the 2005-06 school year.

Because of Dr. Payne's interest in measuring the impact of her work on student performance, her company has contracted with an outside evaluator to measure this impact. Dr. William Swan, professor emeritus, is providing this service for aha! In a report he prepared in 2004 that analyzed the impact of a three-year initiative in which a school district of 10,000 students focused on using her model, he found that the initiative "using the Payne *Framework* (1995) had significant impact on increasing student achievement as measured by both the norm-referenced and the criterion-referenced portion" of the state's assessment measures (Swan, 2004). This report is attached.

Swan is currently conducting studies at selected sites in Arkansas, Kansas, New York, Tennessee, and Wisconsin.

Impact of Ruby Payne's *Instructional Framework* on Student Achievement in East Allen County Schools, Indiana 2001-03

Executive Summary

Purpose

The purpose of this study was to analyze the impact of Dr. Ruby K. Payne's *Instructional Framework* (1995, 2001)—as the basis for the Learning Perspectives Initiative in East Allen County Schools—on student achievement.

Background/Context

The Learning Perspectives Initiative (LPI) was "a multi-year initiative designed to help educators in East Allen County Schools better understand and teach students from varying economic means. The initiative's goal was to improve the academic achievement of students from all economic backgrounds" (Novotny, 2003, p. 1). The Foellinger Foundation provided funding for four years for materials, training, and implementation in all schools of the East Allen County Schools.

The LPI was based on components of Dr. Ruby K. Payne's book *Poverty: A Framework for Understanding and Working with Students and Adults from Poverty* (1995), which in 1998 was renamed *A Framework for Understanding Poverty* (1998, 2001, 2003, 3rd Revised Edition). Cognitive strategies (mental models, planning to control impulsivity, plan and label for academic tasks, question making, sorting strategies that use patterns); systemic interventions (student performance targets for equity and excellence, time and content grid, benchmarks and rubrics, identifying when a student is in trouble and providing interventions, accountability measures using 10 common test questions, and embedding systems in building plans and school calendars); professional development; data collection and analysis; and building relationships. This was the only innovative program implemented in EACS during the period 1999-2002 consistent with the investment and requirements of the Foellinger Foundation.

Student Achievement Data Analyses

Determining the impact of the LPI and Ruby Payne's *Framework* (1995) on student achievement required the analysis of standardized assessment instrument data in multiple academic domains. The Indiana Department of Education required the use of the ISTEP+ (Indiana Statewide Testing for Educational Progress), which had two standardized academic measures—one norm-referenced and one criterion-referenced. First, the norm-referenced portion was composed of four summary scores—Total, Reading Composite, Language Composite, and Math Composite—expressed as Normal

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Curve Equivalents (NCEs). Second, the Indiana Academic Standards (criterion-referenced portion of ISTEP+) reflected the percentage of students who met or exceeded the standards in Mathematics, English/Language Arts, and Both. Both sets of dependent variables were used in this study.

Determining the consistency of the implementation of any model (model fidelity) is crucial to determining its impact on student achievement. Novotny (2003) described 25 characteristics present in EACS during the multi-year implementation of the LPI that were consistent with the actions and culture required in the implementation of Payne's *Framework*. The presence of these factors provided strong support for the high-fidelity implementation of the model in EACS.

A time-series design (Campbell and Stanley, 1963) was used with seven cohorts of students over the six-year period. Two sets of dependent variables from the ISTEP+ were used—one norm-referenced and one criterion-referenced. A chi-square analysis was completed for each of the two sets of data comparing the student achievement differences (increases/equals/decreases) over years within and cohorts with the expected differences within and across cohorts based on a normal distribution.

For ISTEP+ norm-referenced student achievement data differences within and across cohorts on NCE mean scores for Reading Composite, Language Composite, and Mathematics Composite, the resulting statistic was X^2 (Goodness of Fit) = 11.66 ($p < .01$). Thus, there was a statistically significant difference between the observed and expected values with the increases being significantly higher than expected, the equals being significantly lower than expected, and the decreases being approximately equal to the expected. Students participating in LPI using Ruby Payne's *Framework* (1995) scored statistically significantly higher than would have been expected based on chance. Inspection of these results indicated the following:

- The range of differences for increases was +3.8 to +9.7 NCEs; the range of differences for decreases was -2.1 to -4.9 NCEs.
- 78% (14/18) of the differences in Mean NCEs across all three academic areas were increases (8/18) or equals (6/18).
- The greatest absolute increases were for the 10^{th} vs. 8^{th} grade comparisons for all three academic areas.
- The greatest number of decreases were for 8^{th} vs. 6^{th} grade comparisons in Language Composite and Mathematics Composite.
- There appears to be a cumulative effect on academic achievement over time for participation in the LPI using Ruby Payne's *Framework* (comparison of Cohort 2 with two years and Cohort 3 with three years of participation).
- The increases are practically significant in terms of size across all three academic areas.

For ISTEP+ criterion-referenced student achievement data differences within and across cohorts on percentage of students meeting or exceeding state standards for Mathematics, English/Language Arts, and Both, the resulting statistic was X^2 (Goodness

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of Fit) = 45.11 ($p < .001$). Thus, there was a statistically significant difference between the observed and expected values, with the increases being significantly higher than expected, the equals being significantly lower than expected, and the decreases being approximately equal to the expected. Students participating in LPI using Ruby Payne's *Framework* (1995) scored statistically significantly higher than would have been expected based on chance.

Inspection of these results indicates the following:

- The range of differences for increases was +6% to +17%; the range of differences for decreases was -5% to -9%.
- 61% (20/33) of the comparisons indicated that students exceeded the prior year's percentage of meeting/exceeding standards across all three content areas.
- 45% (5/11) of the comparisons indicated that students exceeded the prior year's percentage of meeting/exceeding standards in the Mathematics area.
- 73% (8/11) of the comparisons indicated that students exceeded the prior year's percentage of meeting/exceeding standards in the English/Language Arts area.
- 64% (7/11) of the comparisons indicated that students exceeded the prior year's percentage of meeting/exceeding standards in Both areas.
- The 10^{th} vs. 6^{th} grade comparisons and the 10^{th} vs. 8^{th} grade comparisons had the most increases in all three areas.

These results are both statistically and practically significant and indicate that the LPI using the Payne *Framework* (1995) had significant impact on increasing student achievement as measured by both the norm-referenced and the criterion-referenced portion of the ISTEP+. Student participation in the LPI using Payne's *Framework* (1995) resulted in more increased student achievement than would have been expected by chance based on two dependent measures of student achievement.

Recommendations for Continued Investigation of Impact

Recommendations for continuing investigation include the following:

- Refine the cohorts to include only students who participated in the LPI for three or more years.
- Analyze EACS data in comparison with those from the state level and compare the results to a system that is similar in demographics that is not using Payne's *Framework* (1995).
- Analyze SAT/ACT scores and post-secondary participation to follow up data for longer-term impact.
- Analyze the differences in student achievement across disaggregations—sex, race/ethnicity, LEP, SES, and disabilities.
- Analyze attendance rates, dropout rates, and graduation rates—particularly for the high school—to ensure that the distribution of all students has not been truncated.

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Test Scores Have Moved Dimon ES to "Distinguished" Title I School

As a first-year principal in 2001, I was assigned to a Title I school, facing several challenges: six years in "Needs Improvement" status, a high discipline referral rate, and the fractured morale of a faculty and staff. I knew that I had to immediately implement a plan that would improve test scores, morale, and discipline while creating a more positive school climate among teachers, staff, students, and parents.

I first heard Dr. Payne present parts of her *Framework for Understanding Poverty* in a mini-session in Denver, Colorado, and I realized what she said and what her research supported would assist my school in moving forward. Dr. Payne clearly articulated aspects/symptoms of human behavior affected by poverty, how the behavior can hinder progress, and a means of neutralizing that behavior and reorienting it toward social and academic success. Later, I attended her Day 1/Day 2 Tour and brought one of her consultants, Dr. Rita Pierson, to present Day 1/Day 2 to my entire staff. The information presented stimulated our level of awareness about our students that may have at one time inhibited progress for them.

We have chosen to adopt and gradually implement many of Dr. Payne's suggested strategies into our instructional program. Current strategies implemented include sentence framing, promoting the use of formal register, understanding the resources that families may or may not have, the three voices (child, parent, adult), and the teaching of mutual respect.

The results from the use of these strategies and others have been favorable in an improved climate and lower discipline referral rate. Most importantly, in this day and age of accountability, test scores have improved significantly in three years. We have moved from the status of "Needs Improvement" to the status of "Distinguished" in Title I.

By continuing to use this information and gain an understanding of our students and their families, we now have a more focused learning environment where academics thrive.

Thank you, Dr. Payne, for your research and invaluable information.

Lura Reed
Principal
Dimon Elementary School
Columbus, Georgia

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'Tremendous Impact on Students and Teachers'

As a 30-year veteran of education, I have seen many educational programs come and go. Many of these programs have promised sweeping changes and impressive student results. Therefore, as educators, we have to be selective and cautious when considering initiatives that will truly make a difference for students. Without a doubt, the work by Dr. Ruby Payne of aha! Process, Inc. has had a tremendous impact on the students and teachers at Woodrow Wilson Magnet School. I am a believer in the power of ***all*** kids to learn.

Woodrow Wilson opened as a magnet school in 1999. The student population is 95% minority—primarily African American. We are considered to be an urban, neighborhood school. Approximately 80% of our students come from single-parent homes, while 20% of our students have a parent or close family member who is incarcerated. A large percentage of our parents have not completed high school, but GED programs are offered through a neighborhood church. In addition, our poverty rate exceeds 90%.

With such a poverty rate, the Woodrow Wilson School team first needed to understand the needs of families and children who struggle to survive day by day. After developing an understanding of the impact of poverty, our faculty and staff learned numerous strategies that give students the tools for success.

Three years ago, we were a school in academic warning and placed under close scrutiny by the Virginia State Department of Education. We had to make drastic changes. Dr. Payne's work helped us bring about major changes. We are now a fully accredited school passing all state Standards of Learning (SOLs) tests in all tested grades (3, 4, and 5) for the past two years. We are serving the same children but in a very different way. By helping our children learn the cues of middle-class schools and the mental models for retaining information, we've given them tools for facing life.

We "talk green" (meaning the language of money), use the Tucker Signing Strategies for Reading, and develop mental models in all curriculum areas. Parents know that we care, because we expect the best. Each child at Woodrow Wilson is loved, nurtured, and treated with respect.

Thank you, Dr. Payne, for helping us make school fun for children in Danville!

Sincerely,

Judy Williams
Principal
Woodrow Wilson Magnet School
A Center for Classical & Contemporary Arts
1005 North Main Street
Danville, VA 24540

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Two-Year Technical Assistance Provided In-depth Understanding

Our campus had the privilege of participating in ongoing training with your company for two years. The training validated our practices and gave us in-depth understanding of additional strategies to reach each student. It also gave us common vocabulary and goals to achieve great student success. One team in particular was highly successful, with 100% of students passing the state math test (TAKS) and 95% passing the state reading test. That grade-level team embraced and implemented the strategies and built a highly effective support system for students and for each other. The teachers used the same strategies within their professional relationships that they used with their students, and the student results became an outstanding story of achievement. Students accomplished great learning success in all classrooms where teachers implemented the strategies daily.

The training gave us knowledge, awareness, and tools—and the mentoring provided by Kim Ellis gave teachers the support to implement the strategies in a way that worked for them and their students. The mentoring sessions provided the opportunity for teachers to ask questions and meet their individual levels of readiness for implementation. Thank you for your support throughout this two-year process and for giving us new insights and positive energy.

B. Alcancia
Principal
Lawhon Elementary School (2000-04)
Pearland Independent School District
Pearland, Texas

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Date: __/__/__ Site:_____ Teacher:_____ Rater: _____

INSTRUCTIONAL FRAMEWORK SCALE—OBSERVATION

(Dr. Ruby K. Payne/aha! Process, Inc.)

Critical Indicators by Area	Ratings of Fidelity of Model Implementation Did Not Observe But Needed	Observed But Did Not Meet Standard	Did Not Observe But Apparent	Observed and Met Standard
Resources/Students				
1. Calls students by name.	O	O	O	O
2. Provides coping strategies for students.	O	O	O	O
Language, Story Structure, Cognition				
3. Uses formal language register to teach content.	O	O	O	O
4. Uses casual register to build relationships.	O	O	O	O
5. Uses casual register to clarify content.	O	O	O	O
6. Provides translation tools between two story structures (sensory and abstract realities/words).	O	O	O	O
Family Structure				
7. Uses body language to build relationships.	O	O	O	O
8. Uses non-verbals to build relationships and indicate respect.	O	O	O	O
9. Responds to challenges to authority in a respectful way.	O	O	O	O
Hidden Rules				
10. Teaches two sets of rules concept for behaviors (if applicable).	O	O	O	O
11. Teaches hidden rules as part of discipline intervention (if applicable).	O	O	O	O
12. Expects required behaviors of all students (if applicable).	O	O	O	O
13. Varies approaches to teach the behaviors based on using the hidden-rule information (if applicable).	O	O	O	O

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Critical Indicators by Area	Ratings of Fidelity of Model Implementation Did Not Observe But Needed	Observed But Did Not Meet Standard	Did Not Observe But Apparent	Observed and Met Standard
Discipline				
14. Uses adult voice the majority of the time in discipline interactions.	O	O	O	O
15. Teaches reframing to help change student behaviors.	O	O	O	O
16. Uses positive parent voice to stop behavior.	O	O	O	O
17. Does not argue with students.	O	O	O	O
18. Uses discipline interventions to teach choices, not to punish.	O	O	O	O
19. Uses discipline interventions to teach consequences, not to punish.	O	O	O	O
20. Uses discipline interventions to teach parameters (non-negotiables), not to punish	O	O	O	O
21. Uses humor, not sarcasm, as a tool in discipline.	O	O	O	O
22. Uses relationships with rules to minimize rebellion.	O	O	O	O
23. Teaches processes and procedures for the classroom.	O	O	O	O
24. Teaches processes and procedures for the facility.	O	O	O	O
Creating Relationships				
25. Teaches, insists upon, and reciprocates mutual respect from students to teacher and teacher to students.	O	O	O	O
26. Is courteous to students.	O	O	O	O
27. Gets within arm's reach.	O	O	O	O
28. Interacts with individual students equitably.	O	O	O	O
29. Interacts with groups of students equitably.	O	O	O	O
Learning Structures				
30. Teaches the *what.*	O	O	O	O
31. Teaches the *why.*	O	O	O	O
32. Teaches the *how.*	O	O	O	O
33. Direct-teaches cognitive strategies as needed.	O	O	O	O
34. Varies teaching methods to reach students' abilities as needed.	O	O	O	O

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Critical Indicators by Area	Ratings of Fidelity of Model Implementation: Did Not Observe But Needed	Observed But Did Not Meet Standard	Did Not Observe But Apparent	Observed and Met Standard
Mental Models				
35. Uses mental models to translate between sensory and abstract.	O	O	O	O
36. Teaches students to create mental models.	O	O	O	O
37. Ties mental models to the purpose, structure, or patterns of the discipline.	O	O	O	O
Planning to Control Impulsivity				
38. Direct-teaches planning behavior for academic tasks.	O	O	O	O
39. Direct-teaches planning behavior for behavioral tasks.	O	O	O	O
40. Requires written plan from each student for completion of task, including time, steps to the task, and deadlines.	O	O	O	O
Plan and Label				
41. Identifies, teaches, and requires student use of content vocabulary.	O	O	O	O
42. Teaches and requires student use of labeling.	O	O	O	O
Question Making				
43. Teaches and requires students to develop questions over content.	O	O	O	O
44. Teaches students how to evaluate and analyze questions.	O	O	O	O
Sorting				
45. Teaches identification of characteristics as the basis of sorting (e.g., like/unlike, important/unimportant).	O	O	O	O
46. Teaches students how to sort against the purpose, structure, or pattern of content.	O	O	O	O
47. Provides models for sorting text.	O	O	O	O

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Date: __/__/__ Site:_____ Teacher:_____ Rater: _____

INSTRUCTIONAL FRAMEWORK SCALE—ARTIFACTS/CONFERENCE

(Dr. Ruby K. Payne/aha! Process, Inc.)

Critical Indicators by Area	Ratings of Fidelity of Model Implementation Present YES	 NO	 MET STANDARD
Resources/Students			
1. Provides projects that are class-based.	O	O	O
2. Assesses student resources as part of discipline referral.	O	O	O
3. Makes home contacts.	O	O	O
4. Provides support systems for getting homework done.	O	O	O
5. Articulates academic performance (strengths, needs, how resources respond to strengths and needs).	O	O	O
6. Differentiates homework assignments for students.	O	O	O
Language, Story Structure, Cognition			
7. Articulates relationships among planning, formal register, and control of impulsivity.	O	O	O
Family Structure			
8. Does not use pejorative comments regarding students and their families.	O	O	O
9. Does not blame child's performance on parents.	O	O	O
10. Responds to challenges to authority in a respectful way.	O	O	O
11. Gives facts about own life.	O	O	O
12. For four randomly selected students, identifies the level of support and insistence on academics and expectations of students outside the school environment by naming the significant relationships the student has.	O	O	O

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Critical Indicators by Area	Ratings of Fidelity of Model Implementation Present YES	NO	MET STANDARD
Hidden Rules			
13. Direct-teaches hidden rules of behavior, including vocabulary, procedures, expectations, and courtesies of the classroom and the school (if applicable).	O	O	O
14. Teaches hidden rules as part of discipline intervention (if applicable).	O	O	O
15. Expects required behaviors of all students (if applicable).	O	O	O
16. Varies approaches to teach the behaviors based on using the hidden-rule information (if applicable).	O	O	O
Learning Structures			
17. Considers differing needs and payoffs for students.	O	O	O
18. Uses checklist to plan for, monitor, and teach students' use of input, elaboration, and output strategies.	O	O	O
19. Varies teaching methods to reach students' abilities as needed.	O	O	O
20. Direct-teaches planning behavior for behavioral tasks	O	O	O
Plan and Label			
21. Gives 20% of grade based on students' use of plan or process with labels.	O	O	O
22. Teaches and requires the students' use of evaluative measures of student products (rubrics, assessments, etc.).	O	O	O
Question Making			
23. Teaches and requires students to develop questions over content.	O	O	O
24. Teaches students how to evaluate and analyze questions.	O	O	O
Sorting			
25. Provides models for sorting text.	O	O	O

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Critical Indicators by Area	Ratings of Fidelity of Model Implementation Present YES	 NO	 MET STANDARD
SYSTEMS			
Process I: To Grid Students by Quartile by Subgroup			
26. Teacher grids students by student and by content area.	O	O	O
27. Teacher identifies and plans student movement into the next quartile.	O	O	O
28. Principal compiles building patterns by subgroup and content area.	O	O	O
29. Principal evaluates the Adequate Yearly Progress (AYP) of each subgroup for Language Arts and Mathematics.	O	O	O
Process II: Time and Content Maps			
30. Teachers grid time and content maps for each grade level for each subject area in each grade level—and for each course at secondary. Time and content maps are aligned horizontally and vertically with the standards and the assessments.	O	O	O
Process III: Measuring Student Growth			
31. Teacher uses measures (e.g., rubrics, benchmarks, 10 questions) quarterly to assess individual student progress against standards.	O	O	O
Process IV: Buildingwide Interventions			
32. When a student does not make progress as measured in Process III, teacher and principal implement interventions within the week with that student.	O	O	O
Process V: Embed into the Site Plan by Time and Date			
33. Principal and site-based team develop a plan and a calendar for all above processes and implement the plan.	O	O	O

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Additive Model:
aha! Process's Approach to Building High-Achieving Schools

by Philip E. DeVol

The mission of aha! Process, Inc. is to positively impact the education and lives of individuals in poverty around the world. This mission is informed by the reality of life in poverty, research on the causes of poverty, and Dr. Ruby K. Payne's research and insights into economic diversity. The issues that aha! Process addresses are economic stability; the development of resources for individuals, families, and communities; and community sustainability. aha! Process provides an additive model that recognizes people in poverty, middle class, and wealth as problem solvers. The focus is on solutions, shared responsibilities, new insights, and interdependence. This work is about connectedness and relationships; it is about "us."

Using the Knowledge of People in Poverty to Build an Accurate Mental Model of Poverty

Going directly to people in generational poverty, the people working the low-wage jobs, and listening to them talk about their concrete experiences is to learn from the experts, the people with the knowledge. The circle of life for a family at the bottom of the economic ladder is intense and stressful. Cars and public transportation are unreliable and insufficient, low-wage jobs come and go, housing is crowded and very costly, time and energy go into caring for the sick and trying to get health care, and many of the interactions with the dominant culture are demeaning and frustrating. For people in poverty, the arithmetic of life doesn't work. Housing costs are so high and wages so low that people have to double up, usually with family members, but often with people they may not know very well. All the elements in this mental model of poverty are interlocking: When the car won't start it sets off a chain reaction of missed appointments, being late to work, losing jobs, and searching for the next place to live. Vulnerability for people in poverty is concrete. When the price of gas goes to $2.20 a gallon it can mean having to work half a day to fill the tank. When one's attention is focused on the unfolding crisis of the day, people in poverty fall into what Paulo Freire calls the tyranny of the moment. Adds Peter Swartz: "The need to act overwhelms any willingness people have to learn." In this way poverty robs people of their future stories and the commitment to education. It requires them to use reactive skills, not true choice making, to survive. And finally, it robs them of power; the power to solve problems in such a way as to change the environment—or to make future stories come true.

By continuing to listen, one learns that people survive these circumstances by developing relationships of mutual reliance and facing down problems with courage and humor. It is family, friends, and acquaintances who give you a place to stay, food to eat, a ride to work, and help with your children. It's not Triple A that you call when your car breaks

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down; it's Uncle Ray. People in poverty are the masters at making relationships quickly. Above all, they are problem solvers; they solve immediate, concrete problems all day long.

Unfortunately, the current operating mental model of our society appears to be that people in poverty are needy, deficient, diseased, and not to be trusted. Again, this can be learned by simply listening: listening to policymakers, commentators, and taxpayers who don't want their tax dollars to go to someone who isn't trying, isn't motivated, is lazy, and so on. Another way to discover the underlying mental model is to observe its programs in action and work backwards. Three- to five-year lifetime limits for assistance, 90 days of services, work first ... These policies point to frustration felt by those whose mental model of the poor is that they are needy, deficient, and diseased.

This inaccurate mental model is fed by media reports that favor soap operas to conceptual stories and individual stories to trends and the broader influences. The public hears about a fictitious "welfare queen" but not comprehensive studies. What is needed is a thorough understanding of the research on poverty.

Studying Poverty Research to Further Inform the Work of aha! Process

David Shipler, author of *The Working Poor*, says that in the United States we are confused about the causes of poverty and, as a result, are confused about what to do about poverty (Shipler, 2004). In the interest of a quick analysis of the research on poverty, we have organized the studies into the following four clusters:

- *Behaviors of the individual*
- *Human and social capital in the community*
- *Exploitation*
- *Political/economic structures*

For the last four decades discourse on poverty has been dominated by proponents of two areas of research: those who hold that the *true* cause of poverty is the behaviors of individuals and those who hold that the *true* cause of poverty is political/economic structures. The first argues that if people in poverty would simply be punctual, sober, and motivated, poverty would be reduced if not eliminated. For them, the answer is individual initiative. Voter opinion tends to mirror the research. Forty percent of voters say that poverty is largely due to the lack of effort on the part of the individual (Bostrom, 2005). At the other end of the continuum, the argument is that globalization, as it is currently practiced, results in the loss of manufacturing jobs, forcing communities to attract business by offering the labor of their people at the lowest wages, thus creating a situation where a person can work full time and still be in poverty. In a virtual dead heat with the countering theory, 39 percent of voters think that poverty is largely due to circumstances beyond the individual's control. Unfortunately, both two sides tend to make either/or assertions as if to say, *It's either this or that—as if "this" is true and "that" is not.*

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Either/or assertions have not served us well; it must be recognized that causes of poverty are a both/and reality. Poverty is caused by both the behaviors of the individual and political/economic structures—and everything in between. Definitions for the four clusters of research and sample topics are provided in the table below.

CAUSES OF POVERTY			
Behaviors of the Individual	**Human and Social Capital in the Community**	**Exploitation**	**Political/Economic Structures**
Definition: Research on the choices, behaviors, characteristics, and habits of people in poverty.	*Definition:* Research on the resources available to individuals, communities, and businesses.	*Definition:* Research on how people in poverty are exploited because they are in poverty.	*Definition:* Research on the economic, political, and social policies at the international, national, state, and local levels.
Sample topics: Dependence on welfare Morality Crime Single parenthood Breakup of families Intergenerational character traits Work ethic Commitment to achievement Spending habits Addiction, mental illness, domestic violence Planning skills Orientation to the future Language experience	*Sample topics:* Intellectual capital Social capital Availability of jobs Availability of well-paying jobs Availability and quality of education Adequate skill sets Childcare for working families Decline in neighborhoods Decline in social morality Urbanization Suburbanization of manufacturing Middle-class flight City and regional planning	*Sample topics:* Drug trade Cash-advance lenders Sub-prime lenders Lease-purchase outlets Gambling Temp work Sweatshops Sex trade Internet scams	*Sample topics:* Globalization Corporate influence on legislators Declining middle class De-industrialization Job loss Decline of unions Taxation patterns Salary ratio of CEO to line worker Immigration patterns Economic disparity

Typically, communities put a great deal of effort into the first area of research: the behaviors of the individuals. "Work first" was one of the key themes of the welfare reform act of 1996. TANF (Temporary Assistance to Needy Families) organizations focused on getting people to work. The idea was that getting a job, any job, and learning to work were more important than going to job-training classes or receiving treatment. Community agencies offered treatment for substance abuse and mental-health problems, money-management classes, and programs to address literacy, teen pregnancies, language experience, and more. The mission of these agencies is not to work directly on poverty issues but to deal with co-existing problems. All of these agencies encourage their clients

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to change behaviors, recording and managing the changes through the use of plans and contracts, and often sanction clients who fail to adhere to treatment plans.

Community efforts to enhance human and social capital include the strategies found in Head Start, WIA programs, One-Stop centers, Earned Income Tax Credit, and other anti-poverty programs. In this area too, accountability and sanctions are used to measure and motivate community organizations. Schools that don't meet certain benchmarks are taken over by state departments; TANF organizations that don't meet certain benchmarks don't receive incentive funds. This isn't to make a blanket criticism of any of the programs that serve low-wage workers. In fact, many programs have great value to those who have used them. Rather, it's the almost exclusive focus on these two areas of research that is the problem.

Communities rarely develop strategies to restrict, replace, or sanction those who exploit people in poverty. Even those organizations charged with fighting poverty sometimes neglect this cause of poverty. In part, this comes from departmentalizing community services. People who work in organizations charged with serving those in poverty don't think of exploiters as their responsibility. That falls to law enforcement and policymakers.

Departmentalizing is even more pronounced when it comes to the causes of poverty that arise from political and economic structures. Community economic development is left to the market system, developers, businesses, corporations, the Chamber of Commerce, and elected officials. People who typically work with those in poverty don't see a role for themselves in the debate on economic development issues any more than those who are engaged in business ventures make a direct connection between their work and the well-being of people in poverty. And yet, in concrete terms, there is a direct connection between quality of life and the actions of government and business. For the person in poverty it comes down to this: A person can get vocational training in a particular skill, get a job, and still be in poverty.

This all-too-common reality is the reason why communities must develop strategies across all four areas of research, not just the first two. To continue to focus exclusively on the first two areas of research is to invite more of the same—in short, more poverty. There is good research in all four areas; communities must develop strategies in all four areas if they are going to build resources and sustainability.

Alice O'Connor, author of *Poverty Knowledge*, says our society has typically looked at poverty through the prism of race and gender. She suggests that another analytic category is needed, that of economic class (O'Connor, 2001). In her seminal 1996 work *A Framework for Understanding Poverty,* Ruby Payne offered that prism. Since then aha! Process has published many books and produced many videos and workbooks that are used to address poverty across all four areas of research.

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The Need for Change: Naming Problems and Finding Solutions

Any community or organization that sets out to address poverty, education, health care, justice, or community sustainability must acknowledge that it seeks change: change in the individual's behavior, change in community approaches, and/or change in political/economic structures. Put another way, there is no agency that receives money—be it federal, state, or private—to keep behaviors and conditions exactly as they are. We seek change because we perceive something to be wrong.

Naming the problem is the first step toward a solution, and the most important step, for if the problem is not named accurately the course of action based on that faulty assumption will only lead further and further from a solution. So naming problems accurately—making the correct diagnosis—is crucial because it is on those definitions that the theories of change and program activities are based.

But naming the problem isn't as simple as it seems. If a problem exists, is it due to something that is lacking, a shortage, a disadvantage, a handicap? It is here that planners, providers, and problem solvers tend to slide into what often is referred to as the deficit model. This model seems to derive from what William Miller calls the righting reflex. He says, "Human beings seem to have a built-in desire to set things right" (Miller, 2002). We see something that is wrong; we want to fix it. This tendency is all well and good as long it's confined to one's own problems, but as soon as our fix-it intentions are focused on others, this approach quickly loses its charm and questions arise. Who is it that names the problem? Who is it a problem for? What evidence is provided? How broad or deep is the investigation? People from minority cultures and dominated groups are the first to ask these questions, for it is often their ways of raising children, their language uses, and their problem-solving strategies that are being labeled as having deficits by the mainstream culture. Nobody likes deficit labeling. So it is that the righting reflex leads to deficit models that few of us like—and even fewer defend, for good reasons.

There is no known father or mother of the deficit model. Nobody claims it, but the title or slur gets hung around the neck of those who use it, or appear to use it. Some people hold that James Coleman, who has been called the "father of busing," proposed a deficit model. A review of the body of his work would refute that label. His research on education, one of the largest research projects ever undertaken, discussed economic class and achievement in its complexities. It was legislators, businesspeople, school administrators, and others who were under pressure to "Fit it!" who simplified Coleman's work when they turned it into policy. There are two things to be learned from this. First, the deficit model is simplistic; it oversimplifies the research and applies the righting reflex. Second, there is research—and then there are those who use the research.

It's important to take a closer look at how problems get named and what the distinction is between naming problems and deficit labeling. The deficit model names the problem and blames the individual; the individual must change, whereas society can be left unaltered. It is, however, possible to name problems and not blame the individual. For example, Dr. James P. Comer, not by any stretch a proponent of the deficit model, does identify the

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family environment as crucial to a child's academic success. He points to hard science—brain research—that confirms the interactive process between the mediation (interpretation of reality) that children receive from caregivers before they come to school with the continuous mediation when children enter school. Quoting Comer: "Without [mediation] children can lose the 'sense'—the intelligence potential—they were born with. Children who have had positive developmental experiences before starting school acquire a set of beliefs, attitudes, and values—as well as social, verbal, and problem-solving skills, connections, and power—that they can use to succeed in school. They are the ones best able to elicit a positive response from people at school and bond with them." Read another way, this could appear as labeling low-income families with deficits. Of course, it isn't that because Comer acknowledges the problems that exist across the system; it's never as simple as the fault of a single person or group. The body of Comer's work reveals the true nature of his model (Comer, 2001).

Despite the fact that the deficit model seems to have no father or mother and is the work of policymakers more than researchers (and gets confused with the naming of problems), the deficit model is still for real. Its features are that it fixes the problems on the individual and therefore focuses on fixing the individual. Environmental conditions are translated into the characteristics of the individual and gradually turn into negative stereotypes. The talents, gifts, and skills of an individual get lost. In the deficit model the "glass is seen as half empty." The message becomes "you can't," and the impulse to care for and protect arises. Thus we have "special needs," "special programs," "special rooms," and "special personnel," all of which can lead to and foster dependency.

The lack of staff training can result in the deficit model appearing in the attitudes of the professionals, in individual bias, and inaccurate assumptions. Notes Comer: "Many successful people are inclined to attribute their situations to their own ability and effort—making them, in their minds, more deserving than less successful people. They ignore the support they received from families, networks of friends and kin, schools, and powerful others. They see no need for improved support of youth development" (Comer, 2001). Without training, staff members are likely to see deficits where there are none. A child who comes to school after getting up early to pump water from an outside well and whose mother hand-washes clothes once a week may be seen as dirty, less presentable, more lacking in physical resources than children who can shower in their own bathroom before coming to school and whose mother uses a washer and dryer. The first child has the resources and skills but isn't readily able to demonstrate those capabilities.

The lack of understanding on the part of the staff can lead to labeling that is hard to shake. If the school or agency doesn't provide some way for individuals to demonstrate their skills and resources, the glass will always appear to be half empty.

Problems are identified with student performance, drug use, teen pregnancy, inadequate skill sets, job retention, criminal behavior, poverty, and so on, all of which gives rise to fix-it programs. One Teacher Leaders Network online discussion participant offered this analogy about deficit-model programs: "We call it the 'chicken inspector' mindset. You see, the chicken inspector has been trained to look for something that isn't right, so that's

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his focus and that's what he finds—the things that are wrong. The more things he finds wrong, the better he feels he is doing his job."

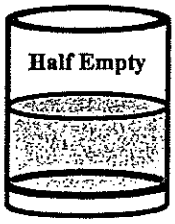
The deficit model finds its way into the design of programs. Legislators and professionals set policy and create departments and programs. Each department is expected to fix the piece of the pie that falls under its purview. These reactions to the latest problem set up a random approach to problem solving and result in remedial programs focused on the behaviors of the individual while losing sight of the whole system made up of families, neighborhoods, communities, and sociopolitical/economic structures.

This isn't to suggest that policymakers and program designers set out to apply the deficit model. It's more likely that they select some other approach but for any number of reasons fail to adhere to their espoused theory (what is said) and slide into a "theory of use" (what is done) that resembles the deficit model (Senge, 1994). Perhaps the most common reason for this slip is that it's easier to describe, plan for, monitor, and sanction the behaviors of individuals than it is to hold organizations, communities, and systems accountable in the same way (Washburne, 1958). The fact is that the deficit model is resilient, and we slide back into it easily.

Opposite the deficit model are many models that offer what the deficit model does not. They go by many names: positive model, developmental assets, competency, value-based, and strength-based ... to name a few. Other models have been assigned names by their developers: Health Realization, Resiliency in Action, Comer Model, and Motivational Interviewing to name but four. Each of these models has its distinct theory and practices, but the one thing they have in common is that they see "the glass as half full."

Positive models too are not without their critics. For example, child-protection workers point out that reframing the behaviors and characteristics of victims of abuse into strengths is naïve. No matter how resilient the child, the fact remains that the child has very little control over his/her environment and the behaviors of adults. Educators note that children in poverty have been exposed to more in their few years than many adults. In some ways they seem to have adult capabilities; they take care of themselves and feel confident they can handle big decisions. But the educators caution against accepting this claim. According to a recent piece by Craig Sautter, "We as adults need to remember that they are not adults. They still have a lot of growing and developing to do and still need the guidance of adults who can be there to help them through their growing-up period" (Sautter, 2005).

Deficit Models



Positive Models

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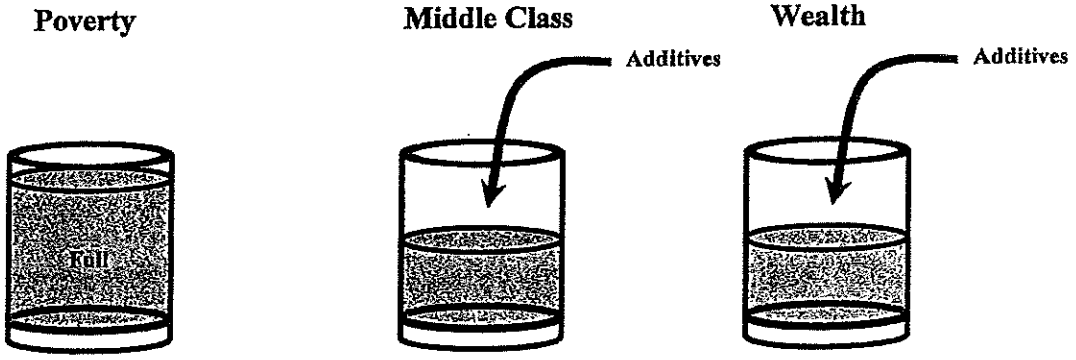
The additive model, a term used by Ruby Payne to describe the work of her company, aha! Process, combines the value of accurate problem identification with a positive, strength-based, communitywide approach to change. Applying the glass half empty/half full model to the three economic classes and the work of aha! Process would look like this:

For the Person in Poverty

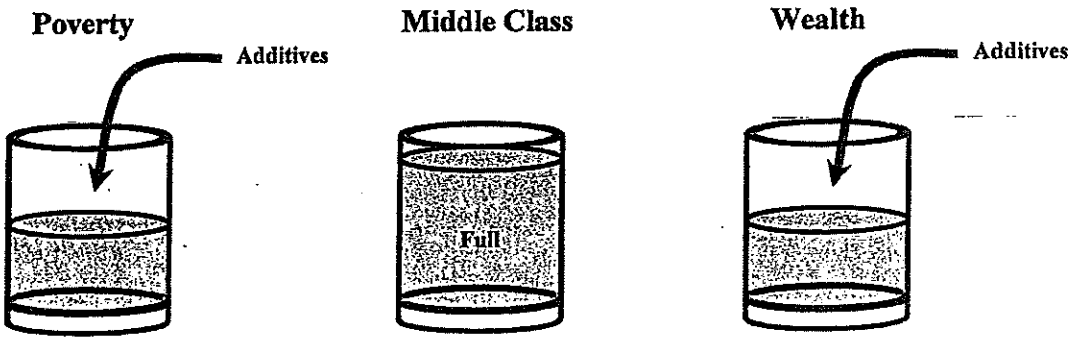


To survive in poverty, individuals must have reactive, sensory, and non-verbal skills. This means they have the ability to read situations, establish relationships, and solve immediate and concrete problems quickly. In that environment, individuals have a full glass; they have the assets and strengths to survive.

When individuals in poverty encounter the middle-class world of work, school, and other institutions, they do not have all the assets necessary to survive in that environment because what is needed there are proactive, abstract, and verbal skills. The additive model offers insight into how hidden rules of economic class work, along with a framework for building resources, a way to fill up the glass.

When the person in middle class encounters wealth, the same is true—but to a greater extent.

For the Person in Middle Class



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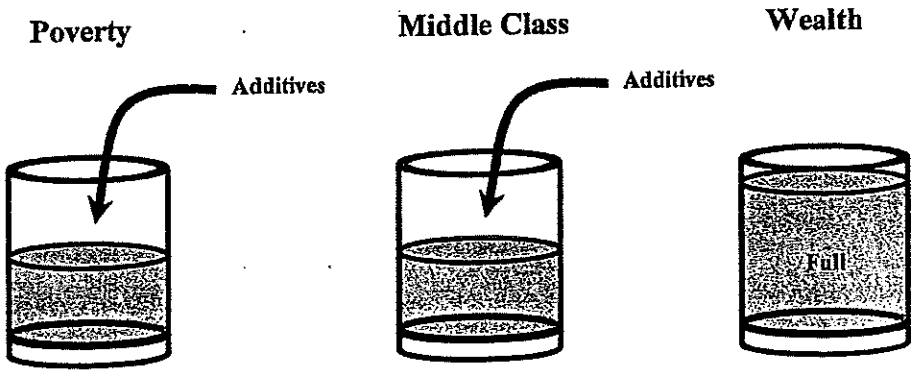
Individuals raised in a middle-class environment learn the hidden rules, mindsets, and means of survival the same way persons in poverty or wealth do: through osmosis. To learn the survival rules of one's environment, virtually all one has to do is breathe. So the glass is full so long as individuals remain in their environment. But should those persons suddenly find themselves in poverty—or even in a poverty neighborhood—would they have the assets needed to survive there? The glass would be half empty. But there is a more common scenario that brings people in middle class and people in poverty together; that is in the institutions run by middle-class people. In this scenario both groups come with a glass half full because they may not understand the rules or value the assets of the other person or the other class. Here is where the additive model can help. It names the problem and offers insight and awareness; it opens the way to build relationships and eventually to better outcomes for both.

As middle-class individuals interact with people in wealth they may not know any more about the rules of survival in wealth than the person in poverty knows about the rules of middle class (and how the values of the additive model apply).

For the Person in Wealth



The additive model has something to offer people in wealth as well. Where the worlds of wealth, middle class, and poverty intersect, the additive model can assist. Due to their connections, influence, and power, people in wealth often are in the position to design the policies and directions of the institutions that the middle class run and that the people in poverty use. If wealthy individuals' poverty and middle-class glass is only half full and all they know is their own rules of survival, then it can result in policies that are ineffective and counterproductive.

To better understand the additive model, we must consider aha! Process definitions and core concepts.

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Resources

Resources: The following resources are quality-of-life indicators that are described in almost all aha! Process publications.

Financial	Physical
Emotional	Support systems
Mental	Relationships/role models
Spiritual	Knowledge of hidden rules

Poverty: the extent to which an individual or community does without these resources.

Prosperity/sustainability: the extent to which an individual or community has these resources.

By these definitions it is easy to see that an individual may have low financial resources and at the same time have other resources that are very high. Of course, the opposite is true too: One can have high financial resources and be impoverished in other ways.

This approach emphasizes that every individual's story is different and takes into account the culture in which one lives. And yet, as a general rule, the additive model holds that to have high resources is better than to not have high resources. It's preferable to have financial stability than to be unable to pay for basic needs. It's preferable to have many positive relationships than to live in isolation. It's preferable to be able to identify feelings, choose behaviors, and get along with others than to be emotionally destructive.

The additive model holds that:

- Resources are to be developed by communities, families, and individuals. In fact, it is the appropriate role, or "job" if you will, of individuals, families, and communities to grow resources for oneself, one's family, and the community.
- The optimal way to build resources is to build on one's strengths. Focusing on low resources, weaknesses, and what is absent not only is no fun, it simply isn't effective.
- We must develop resource-building strategies across all four areas of poverty research. The deficit model is at work when a community focuses its anti-poverty strategies on the behaviors of the individual.

Ruby Payne's research on the hidden rules of economic class is another key component of the aha! Process approach. It is this analytic category that provides a new lens through which to examine poverty and prosperity issues. Again, some definitions will help clarify the additive model.

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Hidden Rules of Economic Class

Hidden rules: the unspoken cues and habits of a group. All groups have hidden rules; you know you belong when you don't have to explain anything you say or do. These rules are held by racial, ethnic, religious, regional, and cultural groups … to name a few. An individual's cultural fabric is made up of many threads, one of which is economic class. Where the threads are woven together the different cultures act on behaviors of the individual and group. Of these rules, economic class is a surprisingly strong thread, one that is often overlooked—or at least minimized.

The additive model holds that:

- The hidden rules arise from the environment in which a person lives, that they help persons survive in the class in which they were raised. This means that the rules of class are not to be criticized, but that we simply add options, new rules, a wider range of responses, an ability to negotiate more environments. While these are framed as choices and not identity, any individuals who begin to work on achievements—such as economic stability, education, or getting sober—are changing their identity. How they make the transition is a choice: Will they stay connected with people from their past, or will they move into new circles? This is an individual and often painful choice/process. Being aware of the choice can smooth the process, whatever the decision.
- It is beneficial for middle class people to learn the hidden rules of poverty—and not just so they're able to help people in poverty make changes, but because the hidden rules of poverty have value in their own right. Perhaps first among these is the value of relationships and the time given to them. The ability people in poverty have to establish quick but intimate relationships is an asset. In the additive model, change takes place, not just in the individual but in the theories of change and program designs of organizations. Middle-class organizations often have based their work on middle-class mindsets without an adequate mental model of poverty or knowledge of the hidden rules of the people they serve.

It is by adding to the hidden rules that one is raised with that people develop a range of responses that will give them control over their situations and open doors to new opportunities.

Language Issues

The aha! Process approach calls for an extensive discussion of language issues, including definitions of the registers of language, discourse patterns, story structures, language experience in the first three years of life, cognitive issues, and strategies to deal with all of these. As a body of work, aha! Process's many books, workbooks, videos, classroom strategies, program design strategies together make up a remarkable representation of the additive model. It is here that the model calls for an accurate naming of problems where the word deficit is used.

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The additive model holds that:

- People build relationships by using the registers of language and discourse patterns skillfully.
- The strengths and uses of each register are encouraged where they can be most skillfully applied.
- Classroom interventions and agency strategies must be based on a clear understanding of the issues and a clear definition of the problems.
- The interventions themselves are built on the assets of the individual and the necessary changes fall as much on the professionals as on the individuals in poverty.
- Learning structures in the brain can be enhanced, but only by knowing the exact nature of the thinking that is occurring. In school settings the intervention cannot be random or general. The strategies offered by aha! Process are grade- and subject-specific.
- A rich language experience benefits children and prepares them for the world of work and school.
- Teachers value the language experience that children bring with them to school and prepare students to be able to skillfully navigate a wide range of language situations.
- In social service settings with adults, the additive model calls for the staff to become bilingual (able to translate from formal register to casual register).
- Change messages—be they about cardiovascular disease, breast feeding, birth weight, or the prevention of drug use—often taught in the formal register are now taught through a self-discovery process and by using mental models. Communication is meaningful and not just what Robert Sapolsky calls middle-class noise (Sapolsky, 1998).

Family Structure

Matriarchal structure: All families have capabilities and strengths, and all families are faced with demands. In the course of life all families must face suffering and hard times, but some families seem to have more than their share of suffering to contend with. Under ordinary demands and stressors, families will become stronger as a result of their struggles. But there are some things that can overrun and overwhelm a family's capabilities; those include chronic addiction, mental illness, physical illness, and poverty (Henderson, 1996). People in poverty sometimes contend with more than poverty alone, and poverty itself is so stressful that there is a direct correlation between poverty and stress-related illnesses (Sapolsky, 1998). In high-demand conditions, families take on a structure that fits the survival needs of the family. In that context, the matriarchal structure and associated patterns of behavior are assets, but if viewed in light of a deficit model are often seen as negative or even as lacking in morals. A matriarchal family is not synonymous with a dysfunctional family. As in all economic classes, dysfunctional things may happen, but living in poverty does not equate with dysfunctional behaviors. The additive model provides an understanding and appreciation of matriarchal families and offers new information and ways of increasing resources.

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The additive model holds that:

- Family structures evolve to meet the survival needs of the family and that they are strengths.
- As with aha! Process knowledge, awareness gives people optional ways to stabilize the chaotic circle of life, to envision new patterns and stories, to practice choice, and to build new resources.

Sharing aha! Process Knowledge with Adults in Poverty

Co-investigation: Sharing aha! Process knowledge with people in poverty is done through a group investigation of the causes of poverty, examining the impact of poverty on the individual, and exploring new information. Individuals in the group assess their own resources and make plans to build their own future story. Here's one way of articulating the challenges faced by people in poverty:

Poverty traps people in the tyranny of the moment, making it very difficult to attend to abstract information or plan for the future (Freire, 1999; Sharron, 1996; Galeano, 1998)—*the very things needed to build resources and financial assets. There are many causes of poverty, some having to do with the choices of the poor, but at least as many stemming from community conditions and political/economic structures* (O'Connor, 2001; Brouwer, 1998; Gans, 1995).

The additive model holds that:

- People in poverty need an accurate perception of how poverty impacts them and an understanding of economic realities as a starting point both for reasoning and for developing plans for transition (Freire, 1999; Galeano, 1998).
- Using mental models for learning and reasoning, people can move from the concrete to the abstract (Freedman, 1996; Harrison, 2000; Sharron, 1996; Mattaini 1993; Jaworski, 1996; Senge, 1994).
- People can be trusted to make good use of accurate information, presented in a meaningful way by facilitators who provide a relationship of mutual respect and act as co-investigators (Freire, 1999; Sapolsky, 1998; McKnight, 1995; Pransky, 1998; Farson, 1997).
- Using Ruby Payne's definition of the resources necessary for a full life, as well as her insights into the hidden rules of economic class, people can evaluate themselves and their situation, choose behaviors, and make plans to build resources (Miller, 2002).
- The community must provide services, support, and meaningful opportunities during transition and over the long term (Putnam, 2002; Kretzmann, 1993).
- In partnership with people from middle class and wealth, individuals in poverty can solve community and systemic problems that contribute to poverty (Phillips, 2002; Kretzmann, 1993).

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aha! Process Knowledge and Community Sustainability

Community sustainability: This is an issue that all communities, states, and nations must now face. The world has seen several revolutionary changes: the change from hunter/gatherer societies to agriculture, the industrial revolution, the information age, and now the era in which we must determine how to use our resources and live in our environment—and yet retain vital resources for our children and grandchildren.

The mission of aha! Process—to directly impact the education and lives of individuals in poverty around the world—leads to a role in this revolution. Communities are awakening to the reality that they do not offer a sustainable way of life to their children and are looking for direction. Equity and critical mass impact the changes that are taking place. If a community allows any group to be disenfranchised for any reason (religion, race, class), the entire community becomes economically poorer (Sowell, 1998). When poverty reaches the point of critical mass in a community and efforts to reverse the problem don't succeed, the people with the most resources tend to move out of the community, leaving behind enclaves of poverty. At this point the community is no longer sustainable.

Responding to the impending crisis with the mindset that created it and with the strategies that have been used to address poverty to date is to invite more of the same results: more poverty and more communities at risk.

aha! Process defines community as any group that has something in common and the potential for acting together (Taylor-Ide 2002). The rich social capital that peaked in the post-World War II era—and that has been on the decline since—must be restored (Putnam, 2000). The barn-raising metaphor for communities where citizens contribute to the building of the barn with their particular skills, gifts, and talents must replace the vending-machine metaphor, which is currently in use. The vending-machine metaphor reduces community members to consumers or shoppers who put 75 cents into the machine expecting 75 cents of goods and services in return. With that mindset, it's no surprise that we find people kicking, shaking, and cursing the vending machine.

The additive model holds that:

- It's better to be a barn raiser than a consumer
- All three classes must be at the table.
- Communities must have a shared understanding and a common vocabulary to build critical mass that is willing and motivated to made the necessary changes.
- Strategies must cover all the causes of poverty—from the behaviors of individuals to political/economic structures.
- Communities must build intellectual capital.
- Long-term plans of 20 to 25 years are needed.
- Quality-of-life indicators must be monitored and reported regularly in the same way that economic indicators are monitored and reported.

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Conclusion

aha! Process offers a unique understanding of economic diversity that can give individual, families, and communities new ways of solving problems. It is the hope of aha! Process that 100 years from now poverty will no longer be viewed as economically inevitable. Two hundred years ago slavery was thought to be an economic necessity. It was not. One hundred fifty years ago it was believed that women were not capable of voting. That also was not true. We fervently hope that by 2100 individuals and society at large will no longer believe that poverty is inevitable. It is only by applying an additive model that we will understand and address both poverty and the underlying factors that have perpetuated it.

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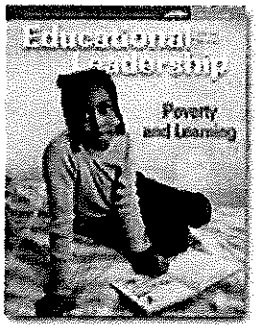
April 2008 | Volume 65 | Number 7
Poverty and Learning Pages 48-52

Nine Powerful Practices



April 2008

Nine strategies help raise the achievement of students living in poverty.

Ruby Payne

Students from families with little formal education often learn rules about how to speak, behave, and acquire knowledge that conflict with how learning happens in school. They also often come to school with less background knowledge and fewer family supports. Formal schooling, therefore, may present challenges to students living in poverty. Teachers need to recognize these challenges and help students overcome them. In my work consulting with schools that serve a large population of students living in poverty, I have found nine interventions particularly helpful in raising achievement for low-income students.

1. Build Relationships of Respect

James Comer (1995) puts it well: "No significant learning occurs without a significant relationship." Building a respectful relationship doesn't mean becoming the student's buddy. It means that teachers both insist on high-quality work and offer support. When my colleagues and I interviewed high school students in 1998 about what actions show that a teacher has respect for them, students identified the following:

- The teacher calls me by my name.
- The teacher answers my questions.
- The teacher talks to me respectfully.
- The teacher notices me and says "Hi."
- The teacher helps me when I need help.

The nonverbal signals a teacher sends are a key part of showing respect. I have found that when students feel they have been "dissed" by a teacher, they almost always point to nonverbals, rather than words, as the sign of disrespect. Nonverbal signals communicate judgment, and students can sense when a teacher's intent is to judge them rather than to offer support. Although it's hard to be conscious of nonverbal signals at times, one way to sense how you're coming across is to deeply question your intent. Your gestures and tone will likely reflect that intent.

2. Make Beginning Learning Relational

When an individual is learning something new, learning should happen in a supportive context. Teachers should help all students feel part of a collaborative culture. Intervene if you see an elementary student always playing alone at recess or a middle or high school student eating lunch alone. Assign any new student a buddy immediately and ensure that each student is involved with at least one extracurricular group at lunch or after school. Whenever possible, introduce new learning through paired assignments or cooperative groups.

3. Teach Students to Speak in Formal Register

Dutch linguist Martin Joos (1972) found that every language in the world includes five registers, or levels of formality: frozen, formal, consultative, casual, and intimate (see fig. 1, p. 51). Both school and work operate at the consultative level (which mixes formal and casual speech) and the formal level (which uses precise word choice and syntax). All people use the casual and

intimate registers with friends, but students from families with little formal education may default to these registers. Researchers have found that the more generations a person lives in poverty, the less formal the register that person uses, with the exception of people from a strong religious background, who frequently encounter formal religious texts (Montana-Harmon, 1991). Hart and Risley's (1995) study of 42 families indicated that children living in families eceiving welfare heard approximately 10 million words by age three, whereas children in families in which parents were classified as professional heard approximately 30 million words in the same period. Teachers conduct most tests through formal register, which puts poor students at a disadvantage. Teachers should address this issue openly and help students learn to communicate through consultative and formal registers. Some students may object that formal register is "white talk"; we tell them it's "money talk."

Figure 1. Levels of Formality of Language

Level	Characteristics of Language
Frozen	The words are always the same. Examples: The Lord's Prayer, The Pledge of Allegiance.
Formal	The word choice and sentence structure used by the business and education community. Uses a 1,200-word to 1,600-word spoken vocabulary. Example: "This assignment is not acceptable in its present format."
Consultative	A mix of formal and casual register. Example: "I can't accept the assignment the way it is."
Casual	Language used between friends, which comes out of the oral tradition. Contains few abstract words and uses nonverbal assists. Example: "This work is a no-go. Can't take it."
Intimate	Private language shared between two individuals, such as lovers or twins.
Dutch linguist Martin Joos (1972) identified these five levels of formality of language. Adapted from *A Framework for Understanding Poverty* (p. 27), by R. Payne, 1996, Highlands, TX: aha! Process. Copyright 1996 by aha! Process. Adapted with permission	

Have students practice translating phrases from casual into formal register. For example, a student I worked with was sent to the office because he had told his teacher that something "sucked." When I asked him to translate that phrase into formal register, he said, "There is no longer joy in this activity." Teachers should use consultative language (a mix of formal and casual) to build relationships and use formal register to teach content, providing additional explanation in consultative register.

4. Assess Each Student's Resources

One way to define poverty and wealth is in terms of the degree to which we have access to the llowing eight resources.

- Financial: Money to purchase goods and services.
- Emotional: The ability to control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This internal resource shows itself through stamina, perseverance, and good decision making.

- Mental: The mental abilities and acquired skills (such as reading, writing, and computing) needed for daily life.
- Spiritual: Some belief in a divine purpose and guidance.
- Physical: Good physical health and mobility.
- Support systems: Friends, family, and resource people who are available in times of need.
- Relationships and role models: Frequent contact with adults who are appropriate role models, who nurture the child, and who do not engage in self-destructive behavior.
- Knowledge of unspoken rules: Knowing the unspoken norms and habits of a group.

School success, as it's currently defined, requires a huge amount of resources that schools don't necessarily provide. Teachers need to be aware that many students identified as "at risk" lack these outside resources. Interventions that require students to draw on resources they do not possess will not work. For example, many students in households characterized by generational poverty have a very limited support system. If such a student isn't completing homework, telling that student's parent, who is working two jobs, to make sure the student does his or her homework isn't going to be effective. But if the school provides a time and place before school, after school, or during lunch for the student to complete homework, that intervention will be more successful.

5. Teach the Hidden Rules of School

People need to know different rules and behaviors to survive in different environments. The actions and attitudes that help a student learn and thrive in a low-income community often clash with those that help one get ahead in school. For example, when adult family members have little formal schooling, the student's environment may be unpredictable. Having reactive skills might be particularly important. These skills may be counterproductive in school, where a learner must plan ahead, rather than react, to succeed. If laughter is often used to lessen conflict in a student's community, that student may laugh when being disciplined. Such behavior is considered disrespectful in school and may anger teachers and administrators.

Educators often tell students that the rules they come to school with aren't valuable anywhere. That isn't true, and students know it. For example, to survive in many high-poverty neighborhoods, young people have to be able to fight physically if challenged—or have someone fight for them. But if you fight in school, you're usually told to leave.

The simple way to deal with this clash of norms is to teach students two sets of rules. I frequently say to students,

> You don't use the same set of rules in basketball that you use in football. It's the same with school and other parts of your life. The rules in school are different from the rules out of school. So let's make a list of the rules in school so we're sure we know them.

6. Monitor Progress and Plan Interventions

One teacher alone cannot address all students' achievement issues. Monitoring and intervening with at-risk kids must be a schoolwide process. Take the following steps:

- Chart student performance and disaggregate this data by subgroups and individuals.
- Keeping in mind your district's learning standards, determine which content you need to spend the most time on. Bloom (1976) found that the amount of time devoted to a content area makes a substantial difference in how well students learn that content. Set up a collaborative process for teachers to discuss learning standards and make these determinations.
- Plan to use the instructional strategies that have the highest payoff for the amount of time needed to do the activity. For example, teaching students to develop questions has a much higher payoff for achievement than completing worksheets.
- Use rubrics and benchmark tests to identify how well students are mastering standards;

discuss the results.

- Identify learning gaps and choose appropriate interventions. Interventions can include scheduling extra instruction time, providing a supportive relationship, and helping students use mental models.
- Schedule these activities on the school calendar regularly.

7. Translate the Concrete into the Abstract

To succeed in school, students need to move easily from the concrete to the abstract. For example, a kindergarten teacher may hold up a real apple and tell students to find a drawing of an apple on a given page. Even though the two-dimensional apple on the page doesn't look like the real apple, students come to understand that the drawing represents the apple. In math, students need to understand that a numeral represents a specific number of items.

Teachers can help students become comfortable with the abstract representations characteristic of school by giving them *mental models*—stories, analogies, or visual representations. Mental models enable the student to make a connection between something concrete he or she understands and a representational idea. For example, in math, one can physically form a square with the number of items represented by any square number. We can teach students this concept quickly by drawing a box with nine *X*s in it. The student can visually see that 3 is the square root of 9, because no matter how the student looks at the model, there are 3 *X*s on each side.

Excellent teachers use mental models all the time, although they may not call them that. I have found that using mental models decreases the amount of time needed to teach and learn a concept.

8. Teach Students How to Ask Questions

When you have asked a student what part of a lesson he or she didn't understand, have you eard the reply, "All of it"? This response may indicate that the student has trouble formulating a specific question. Questions are a principal tool to gain access to information, and knowing how to ask questions yields a huge payoff in achievement (Marzano, 2007). In their research on reading, Palincsar and Brown (1984) found that students who couldn't ask good questions had many academic struggles.

To teach students how to ask questions, I assign pairs of students to read a text and compose multiple-choice questions about it. I give them sentence stems, such as "When _____ happened, why did _____ do _____?" Students develop questions using the stems, then come up with four answers to each question, only one of which they consider correct and one of which has to be funny.

9. Forge Relationships with Parents

Many low-income parents are so overwhelmed with surviving daily life that they can't devote time to their children's schooling. Even when time is available, the parent may not know how to support the child's learning.

It is essential to create a welcoming atmosphere at school for parents. Ask yourself these questions about the kind of experience parents have when they enter your building:

- How are parents usually greeted? With a smile, a command, a look, or the parent's name?
- What is the ratio of educators to parent in meetings? Six educators to one parent? Many parents experience such a situation as being "ganged up on." To avoid this perception, designate a person to greet the parent five minutes before the meeting starts and tell him or her who will be present and what is likely to happen. This is much better than having the parent walk into the room cold. When the meeting is over, have all the educators leave the room (and don't have another obvious consultation in the parking lot). The person who met the parent ahead of time should walk the parent out of the building, ask how he or she is feeling, and find out whether the parent has more questions.

- Is the language used in parent meetings understandable, or is it "educationese"?
- Are parents often asked to make interventions they do not have the resources to make?
- Do parents realize that people at the school care about their children? Parents want to know first whether the school cares about and respects their child. Communicate this message early in the conference. It also helps to say, "We know that you care about your child, or you wouldn't be here."

I recommend doing home visits. Arrange to have a substitute for a particular day and send a letter home to a few parents saying that because teachers always ask parents to come to school, a pair of teachers would like to come by their house, say hello, and bring a gift. The gift should be something small, such as a magnet listing the school's name, phone number, and hours. If a parent wants to have an in-depth talk about the child, schedule a time that's good for both parties to talk further. Schools that have taken this approach, such as East Allen County Schools in Fort Wayne, Indiana, have strengthened the rapport between parents and teachers and lessened discipline referrals.

The Gift of Education

Educators can be a huge gift to students living in poverty. In many instances, education is *the* tool that gives a child life choices. A teacher or administrator who establishes mutual respect, cares enough to make sure a student knows how to survive school, and gives that student the necessary skills is providing a gift that will keep affecting lives from one generation to the next. Never has it been more important to give students living in poverty this gift.

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No Child Left Behind: What's *Really* Behind It All?

By Ruby K. Payne, Ph.D.
Founder and President of aha! Process, Inc.

Part I of a four-part series.

"I don't understand why we're having all these assessments! We're testing students to death! And for what? Failure! So we can hold them back! I can see it now: 18-year-old fourth-graders! Thirty-year-olds as high school freshmen? That will make for wonderful teaching! Students in special education? No child left behind? Yeah, right!"

Not so fast. Let's take a quick tour through American educational history. This may shed some light on where we are today – and the need for this legislation.

Hundred-Year Repeat Pattern

First of all, we are in an almost exact repeat of 100 years ago in education. Between 1870 and 1910, the United States had the following patterns:

- moving from an agrarian economy to an industrial one; economic base shifted
- mass immigration; 15% of individuals in 1910 were foreign-born (U.S. Bureau of the Census, 1910)
- first big wave of private schools
- technology shift; society shifted from working with animals to working with machines
- inclusion (African Americans, Native Americans, females, immigrants)
- involvement of the business community (1880); schools not doing their job
- alternative delivery structures; movement from one-room schools to graded schools; moving to separate campuses based on age

As a result of those patterns, considerable work around intelligence was published in the early years of the 20th century. Lewis M. Terman finished his work on giftedness; Alfred Binet developed the first IQ test in 1905 (title, translated from the French: *New Methods for the Diagnosis of the Intellectual Level of Subnormals*). America began testing students at an individual level in two ways we had never really used tests: one for placement and one for prediction.

In 1966 Harvard released a study called the [James S.] Coleman Report (*Britannica* Online), which was interpreted by the media to mean the following: It doesn't matter what schools do, if children are poor, they will not learn. Two researchers in Michigan, Larry Lezotte and Ron Edmunds, read that report and disagreed. They started Effective Schools Research, which identified characteristics of effective schools. An effective school was one in which there was equity and excellence. Equity was defined as the level of achievement as being the same regardless of whether the child was poor, minority, or low socioeconomic status. Excellence was defined as the majority of students above the norm. Those two concepts drive virtually all legislation now, particularly "No child left behind."

Beginning about 1970 and moving to the present, folks in the United States began a repeat pattern of the above characteristics:

- movement from an industrial economy to a knowledge-based one; economic base shifted
- mass immigration; 11% of individuals in 2000 were foreign-born (U.S. Bureau of the Census, 2000)
- first big wave of private schools (vouchers, home schooling, charter schools)
- technology shift; movement from working with machines to working with computers
- inclusion (1972 and following): special education, Title IX (girls' equality in sports), affirmative action, Americans with Disabilities Act, etc.
- involvement of the business community (1980): schools not doing their job

An effective school was one in which there was equity and excellence. Equity was defined as the level of achievement as being the same regardless of whether the child was poor, minority, or low socioeconomic status. Excellence was defined as the majority of students above the norm.

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- alternative delivery structures: credit by exam, Internet courses, interactive Web-based training, home schooling, dual enrollment (high school and college credit), alternative schools, magnet schools

So what have we done this time to address these issues 100 years later? We have gone back to testing again – but with one big difference. This time we are assessing the *system* through state assessment and state accountability. State assessment is about excellence. State accountability is about equity.

The concept of accountability came into being in 1972 when the federal government began to introduce the idea. At that time, the thinking was simply, "How do we know if students are learning what needs to be learned?" It grew into state accountability as the understanding of the role of education in economics grew.

Why Assess the System?

In March 1996, most of the U.S. governors got together with 48 CEOs and 35 resource educators and had an educational summit. As a result of that summit, the governors of 41 states agreed to the following: no social promotion; comparison of their state against the other states on given items (National Assessment of Educational Progress); and testing within the state at grades 4, 8, and exit. CEOs said they would start pulling their businesses out of states that didn't have such assessments in place by 2006 (*Education Week,* April 3, 1996, and *South Carolina Business Journal*, May 1996).

Why would CEOs care about public education? Often the answer is money. But there is a deeper issue. That issue is intellectual capital.

What Is Intellectual Capital?

Intellectual capital is the development of minds that can operate/manipulate/use the abstract representational language, symbols, and systems of knowledge. Thomas Stewart gives a simpler definition: "Intellectual capital is packaged useful knowledge" *(Intellectual Capital: The New Wealth of Organizations,* 1997). For example, you can use a blueprint to build a house. You can use a checking account to manage your money (rather than cash). You can use an equation (rather than counting on your fingers). You can use symbols on a page to read (rather than having it told to you). You can summarize written text in your own words – orally and in writing.

When we were primarily agrarian, schooling was optional. It scarcely impacted one's ability to make money. The development of wealth came from land, cattle, and children. It did not come from one's mind.

When we were primarily industrial, the ability to make a living centered on both ideas and physical work. Schooling was a component of a community, but one could create wealth without schooling.

But now that we're in a knowledge-based economy, the ability to create wealth is directly related to the development of minds. Microsoft's Bill Gates made his money by using his mind.

So What Does Intellectual Capital Have to Do with Assessments and Standards?

Hernando de Soto, in his book *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else,* indicates the following: The most important thing that has allowed the Western world to create wealth was early adoption of abstract representational systems for land and property, i.e., deeds. A deed is a piece of paper that represents a piece of property, and that deed allows a person to capitalize (create wealth) from the property. A person can take that deed to the bank and borrow money. (In Egypt it can take 20 years to get the deed because of all the government regulations.)

> Intellectual capital is the key indicator of the amount of wealth that a community can create.

As you follow that thinking, when we became industrial, we took the same notion but called it … stock.

Now that we're in a knowledge-based economy, no one is quite sure how to measure intellectual capital on paper. The closest we have to the idea is copyrights, paper diplomas, and patents. But how does one measure expertise? Knowledge bases? Innovative ability? How does one measure the intellectual capital of an organization? How do we do assets and liabilities of an organization in measurements of intellectual capital?

So part of the beginning discussion of that measurement has centered on schools through the concept of standards. Standards are really an attempt to assign the intellectual capital that can be gained from a particular grade level or course. Assessments are an attempt to measure how much of the intellectual capital the student has actually internalized. Accountability is an attempt to measure the success of the system in developing intellectual capital.

Thomas Kuhn, in his book *The Structure of Scientific Revolutions* (1962, University of Chicago Press), says that when a paradigm is changed (he coined the term; Joel Barker made it popular), the tools that you need to measure what you want to know are either nonexistent or so rudimentary as to not be helpful. And that's where we are right now with state assess-

ment – beginning tools and measurements that aren't all that helpful. They are, however, a place to begin in this discussion of intellectual capital.

Why Would You Want to Know the Intellectual Capital of Students and Systems?

Intellectual capital is the key indicator of the amount of wealth that a community can create. Unlike the industrial and agrarian eras, the ability to create wealth meant that you moved to the areas of the country that had those raw resources (agrarian – land, water, cattle, children; industrial – labor, fuel, timber, water, minerals). But now that we're in a knowledge-based economy, it takes 20 years to create minds.

Communities that don't develop the minds of their children will become economically poorer. The children will move away and not come back because there won't be jobs. Real estate values will fall. The top 10% of taxpayers pay 70% of federal income taxes, while the bottom 50% of taxpayers pay 3.9% of federal taxes. The bottom 37% of taxpayers pay no federal taxes (Hannity & Colmes, Fox Television, Jan. 9, 2003). When that top 10% move out of a community, the ability of the community to fund schools, to keep up the infrastructure, to take care of the elderly and disabled significantly drops. Crime increases. Schools aren't funded. The best teachers and administrators usually leave.

Do We Really Need the Legislation 'No Child Left Behind'?

The short answer is yes.

One of the key correlations to students who don't pass state assessments is their socioeconomic status. Students from poverty (as measured by free and reduced-price lunches) often have difficulty on these assessments. Most census and demographic studies indicate that about 20% of

The question for America is this: Can we afford to leave 20% of the population behind?

individuals under the age of 18 in America are in poverty. While most studies note urban poverty, rural poverty in the United States is growing rapidly. The question for America is this: Can we afford to leave 20% of the population behind?

Thomas Sowell, economist and fellow at the Hoover Institution, states that when any part of a community is disenfranchised (regardless of the reason – race, religion, socioeconomic status, gender, disability), the whole community becomes economically poorer (*Forbes*, Race, culture and equality, October 5, 1998).

Though the United States has only about 3% of the world's population, it nonetheless has significant influence throughout the world in many areas, including education. Some of the fastest-growing middle classes in the world are in Mexico, Brazil, China, and India, according to Peter Drucker (Peter F. Drucker in Discussion with Foundation Partners, October 2001). Many countries now use an educational system described as a meritocracy, i.e., students of all socioeconomic classes proceed educationally in light of their performance on tests. For example, both South Korea and Singapore have dramatically changed their economic well-being; a major contributing factor was going to a strict meritocracy in education 20-25 years ago.

Juan Enriquez gives the following statistics in *As the Future Catches You.* In 1980 the differential between the richest and poorest country in the world (as measured by Gross National

(Article continues on page 4)

Ruby K. Payne, Ph.D., founder and president of **aha!** Process, Inc. (1994), with more than 30 years experience as a professional educator, has been sharing her insights about the impact of poverty – and how to help educators and other professionals work effectively with individuals from poverty – in more than a thousand workshop settings through North America, Canada, and Australia.

Her seminal work, *A Framework for Understanding Poverty,* teaches the hidden rules of economic class and spreads the message that, despite the obstacles poverty can create in all types of interaction, there are specific strategies for overcoming them. Since publishing *Framework* in 1995, Dr. Payne also has written or co-authored nearly a dozen books surrounding these issues in such areas as education, social services, the workplace, faith communities, and leadership.

More information on her book, *A Framework for Understanding Poverty,* can be found on her website, www.ahaprocess.com.

Editor's note: Ruby K. Payne presents *A Framework for Understanding Poverty,* a two-day workshop, on her U.S. National Tour each year and also has produced accompanying materials. Both are available on her website, www.ahaprocess.com.

Dr. Payne has also produced a systemic "how-to approach" to raising student achievement in a course, *Meeting Standards and Raising Test Scores – When You Don't Have Much Time or Money,* consisting of four videos and a training manual. The video course, or a one-day workshop is available on her website, www.ahaprocess.com.

Also opt-in to **aha!**'s e-mail newslist for the latest poverty and income statistics [free] and other updates.

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Product) was 5:1. In other words, the wealthiest country had five times the GNP that the poorest country did. GNP is directly tied to the level of education of the individuals within a country. In 2001 the differential between the richest and the poorest country was 390:1.

So why the legislation "No child left behind"? *Quite simply, America must do a better job of developing the intellectual capital of all its children. For our sustainability and our survival, as well as our leadership role in the world, it is not a choice.*

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No Child Left Behind: How Do You Develop Intellectual Capital in Children from Poverty?

By Ruby K. Payne, Ph.D.
Founder and President of aha! Process, Inc.

Part II of a four-part series.

Two key issues will move children and adults from poverty to higher levels of intellectual capital as measured on state assessments: relationships of mutual respect and education. Educator Marie Carbo reports that one must be able to read on the ninth-grade level to exit poverty. Relationships of mutual respect become the motivator for learning. Part of what allows relationships of mutual respect to develop is an understanding of hidden rules. (See the book *A Framework for Understanding Poverty*, Ruby K. Payne, Third Revised Edition, 2003, **aha!** Process, Inc., Highlands, Texas, where the concept of hidden rules is covered in detail.)

The environment of generational poverty (two generations or more) requires that an individual become reactive, sensory-based (physical) and dependent on non-verbals as a primary information source because those three things help one survive the environment. To survive in the school and work environment, one needs to be proactive, verbal and abstract. *Please understand that students from poverty are much more capable than students from middle class in surviving a reactive, non-verbal, sensory-based (physical) environment. This is not about intelligence. It is about what the environment requires.*

Being proactive (ability to plan), verbal (use of specific language) and abstract (ability to represent the sensory) are all learned. They *can* be taught. Many students who are assigned to special education are from poverty and cannot do these three things. Rather than teach these things, educators tend to assign the student to a different placement.

So how do you teach it? Typically what happens in most classrooms is that a great deal of time is spent on the *what* and virtually no time is spent on the *how* or *why*. If the *why* and *how* are directly taught, the *what* subsequently and naturally occurs through the use of the vocabulary.

Direct-Teach Abstract Processes (the *How*)

Israeli educator Reuven Feuerstein, who studied under Jean Piaget, identified "input processes" – processes that are used to gather data. Data can be gathered at the sensory level or at the abstract level. The key processes he identified were:

Input Strategies
Input is defined as "quantity and quality of the data gathered."

1. Use planning behaviors.
2. Focus perception on specific stimulus.
3. Control impulsivity.
4. Explore data systematically.
5. Use appropriate and accurate labels.
6. Organize space with stable systems of reference.
7. Orient data in time.
8. Identify constancies across variations.
9. Gather precise and accurate data.
10. Consider two sources of information at once.
11. Organize data (parts of a whole).
12. Visually transport data.

Many times abstract processes are taught separately from the content (e.g., skills) and never transfer over to the content assignment. It's very important to make part of the grade based on process (about 20%), i.e., the steps that must be done to get this assignment finished. We use a planning-backwards system.

Planning is the key to the tasks that get finished and to the control of impulsivity. Even more importantly, brain research indicates that the primary filter for what gets noticed by the mind is closely correlated with the goals of the person. So when there is no planning, there are no goals. Emotional need or association, then, determines activities.

To teach planning, it's important to show students how to plan backwards. Stephen Covey, in *The Seven Habits of Highly Effective People* (1989), says, "Begin with the end in mind." In order to accomplish this "backwards planning," the teacher simply has students go to the end first, then the day or task before that, and so forth.

It's also essential in the planning process that abstract time (minutes, hours, days, weeks) gets assigned to the task. This can be done on the following grid. (See figure on page 2)

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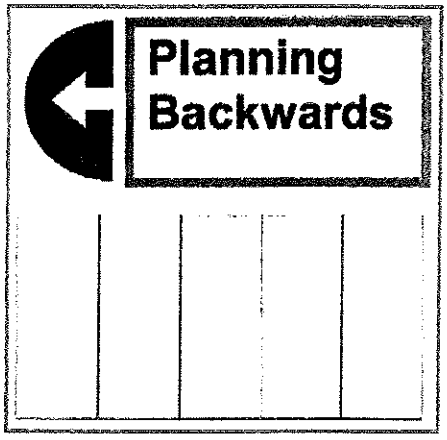


Input Strategies and diagram from *Learning Structures,* Second Revised Edition, 2001, **aha!** Process, Inc., Highlands, Texas)

If the processes needed are taught directly with the mental models, achievement is much higher.

Direct-Teach Mental Models of the Discipline (the *Why*)

The life of school and work is characterized by the use of, and dependence upon, abstract representational systems. Educated individuals are totally reliant on systems and things that are abstract representations of a sensory-based reality. We use a calendar, a clock, or a planner to talk about time. We don't show up for a meeting when we feel like it. We use a checkbook (not cash) to deal with our money. We have wills to deal with our death – we state in writing what will happen to our possessions, as opposed to who gets their hands on it first. We use grades to represent achievement. We use blueprints to represent a house. We use résumés to represent our skills rather than a physical demonstration of what we can do. We use a grocery list, a menu, a map – all representations of sensory-based realities.

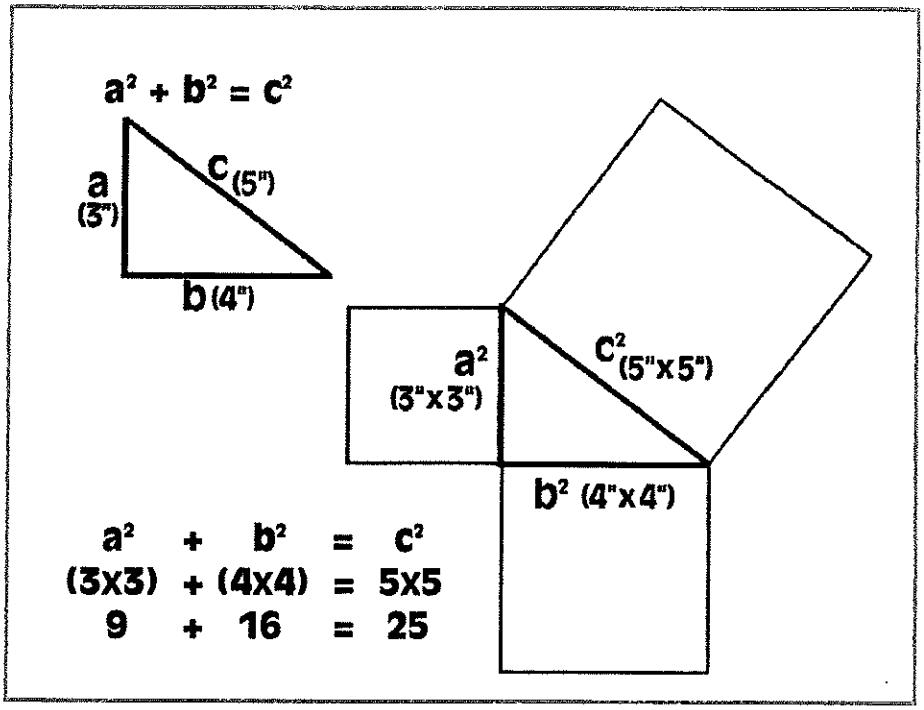
The way we represent information is often called "mental models." It becomes more complicated in that subject matter (disciplines) and occupations have their own mental models for coding and structuring their information. In his research Lee Shulman found that what separates a good teacher from an excellent teacher is the direct-teaching of the mental models of the subject matter (discipline).

Mental models are stored in the mind (in beginning learning) as a story, an analogy, or a two-dimensional drawing. For example, in math, most students don't understand the Pythagorean theorem $a^2+b^2=c^2$ (as in the figure above).

Just as a blueprint is used to represent a house, so subject matter has blueprints or mental models, i.e., how the information is coded and structured.

The mental models of a subject area come from three sources: the purpose, the pattern, and the structure of the information. These three elements determine the units of study, namely, how the curriculum gets organized. Processes are developed as a way to deal with the purpose, the patterns, or the structures.

PYTHAGOREAN THEOREM:



CONTENT	PURPOSE
Language Arts	Using structure and language to communicate
Math	Assigning order and value to the universe
Biology	Identifying living systems and relationships within and among those systems
Chemistry	Bonding
Algebra	Solving for the unknown through functions
Geometry	Using logic to order and assign values to form and space
Physics	Using matter and energy through math applications
Social Studies	Identifying patterns of people and governments over time
Earth Science	Identifying and predicting physical phenomena

How a discipline translates from the sensory to the abstract representations (mental models) of its content:

STRUCTURE OF THE DISCIPLINE – ELEMENTARY READING

PURPOSE	To make meaning from written symbols
STRUCTURES*	Sounds Written symbols (letters) Structures of text Structures of words Structures of sentences Word meaning
PATTERNS	Short and long vowels, diphthongs, etc. Root words, prefixes, suffixes Part to whole of sounds, words, sentences, text Part to whole of text (sentences, paragraphs, etc.) Connotation, denotation, contextual clues Relationships between/among letters and sounds Reading aloud (patterns of voice, speed, intonation, etc.) Types of text (fiction, nonfiction, etc.) Summarization and sorting of important from unimportant Patterns in predicting

** the current terminology because of the Reading First grant is phonemic awareness, phonics, vocabulary, fluency, and comprehension.*

These translate into:

UNITS Fluency
STANDARDS Student decodes at rate that does not interfere with meaning
MENTAL MODELS Tucker signing strategies
PROCESSES (INPUT STRATEGIES) Part to whole

The STANDARD is then assessed through a rubric.

READING RUBRIC, GRADE 1

	Beginning	Developing	Capable	Expert
Fluent	Decodes words haltingly	Decodes sentences haltingly	Knows vowel teams (ea, ee, oa, etc.)	Decodes polysyllabic words
	Misses key sounds	Knows conditions for long vowels (vowel at end of syllable, e.g., me, he)	Identifies common spelling patterns	Decodes words in context of paragraph
	Identifies most letter sounds	Identifies blends and consonants	Uses word-attack skills to identify new words	Decodes words accurately and automatically
	Identifies short vowels	Decodes digraphs and r-controlled vowels (or, ar, er, etc.)	Reads sentences in meaningful sequence	Reads paragraphs in meaningful sequence
	Says/recognizes individual words	Reads at rate that does does not interfere with meaning	Reads with expression	Reads with expression, fluency, appropriate tone, and pronunciation
Constructive	Predictions are incomplete, partial, and unrelated	Predicts what might happen next	Predicts story based upon pictures and other clues	Can predict possible endings to story with some accuracy
	Predictions indicate no or inappropriate prior knowledge	Makes minimal links to personal experience/ prior knowledge	Relates story to personal experience/ prior knowledge	Can compare/ contrast story with personal experience
Motivated	Does not read independently	Reads when teacher or parent requests	Will read for specific purpose	Self-initiates reading
	Concentrates on decoding	Is eager to utilize acquired skills (words and phrases)	Uses new skills frequently in self-selected reading	Reads for pleasure
Strategic	Does not self-correct	Recognizes mistakes but has difficulty in self-correcting	Has strategies for self-correction (rereads, reads ahead, asks questions, etc.)	Analyzes self-correction strategies as to best strategy
	Is uncertain as to how parts of story fit together	Can identify characters and settings in story	Can identify characters, settings, and events of story	Can talk about story in terms of problem and/or goal
Process	Cannot tell what has been read	Does not sort important from unimportant	Can determine with assistance what is important and unimportant	Organizes reading by sorting important from unimportant

Let's also consider secondary language arts as an example of the structure.

STRUCTURE OF THE DISCIPLINE – LANGUAGE ARTS

PURPOSE	To use structure and language to communicate
STRUCTURES	Literature genres (poetry, drama, fiction, nonfiction, etc.) Syntax of language (grammar) Written structures (persuasive, narrative, etc.) Phonemic structures of language (decoding) Word meaning (vocabulary) Written conventions of language (punctuation, spelling) Oral structures of language (speech making, dialogue) Structures of media (advertising, filmmaking, etc.)
PATTERNS	Literary structural patterns (characterization, story structure, point of view, etc.) Literary word patterns (rhythm, alliteration, etc.) Grammatical patterns (adverbial phrases, clauses, etc.) Logic and proof in written and oral persuasion Development of thesis and patterns of written text Patterns in use of conventions, spelling, etc. Word-meaning patterns (root words, suffixes, verb tenses, etc.) Patterns in decoding (blends, diphthongs, short and long vowels, etc.) Patterns in spelling Common advertising appeals

Those translate into:

UNITS
Short stories

STANDARDS
Able to identify point of view of author

MENTAL MODELS
Drawings of common types of story structures

PROCESSES (INPUT STRATEGIES)
Can sort important from unimportant against criteria and therefore determine author's purpose

The STANDARD is then assessed with rubrics, as follows:
(See figure below)

RUBRIC FOR ANALYSIS OF POINT OF VIEW (HIGHLIGHT THE INDICATORS THAT APPLY TO THAT STORY)

Use of Dialogue	Use of Story Structure	Use of Word Choice	Use of Character Development	Plot or Character Omissions	Teller
Selected Story A					
Dialogue used to develop plot Dialogue used to develop character (i.e., indicate intelligence) Dialogue used to convey feelings	Story starts in middle and uses flashbacks Story uses chronological order (in time) Story is story within story Story is stream of consciousness Episodic story structure (series of situations involving one character)	Words often used to convey feelings Words used to convey action Words used to describe Word choice is angry, happy, bitter, _____ Use of pronouns (I, we, she)	Main character developed through interactions with other characters Main character developed through dialogue about main character Main character developed through situations Main character developed through conflicts Main character developed through absence	What is *not* in dialogue about main character Key scenes that are only referenced or omitted Accuracy of character comments about self or others Story told by only one person	Told in third person Told in first person Told through dreams Told as retelling Told in present tense Told in past tense
Selected Story B					
Dialogue used to develop plot Dialogue used to develop character (i.e., indicate intelligence) Dialogue used to convey feelings	Story starts in middle and uses flashbacks Story uses chronological order (in time) Story is story within story Story is stream of consciousness Episodic story structure (series of situations involving one character)	Words often used to to convey feelings Words used to convey action Words used to describe Word choice is angry, happy, bitter, _____ Use of pronouns (I, we, she)	Main character developed through interactions with other characters Main character developed through dialogue about main character Main character developed through conflicts Main character developed through absence	What is *not* in dialogue about main character Key scenes that are only referenced or omitted Accuracy of character comments about self or others Story told by only one person	Told in third person Told in first person Told through dreams Told as retelling Told in present tense Told in past tense

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Use this rubric to identify how the author feels about the situation or character, which character(s) are telling the story, what omissions from the text influence the reader, the tone conveyed to the reader by word choice, and the use of dialogue for story development. Then, in writing, compare and contrast point of view in the two stories.

From this information, using your judgment, *if you were the author and you did these things to this story, would that mean that you like or dislike the character? What is your point of view? What do you want the reader to think?*

Brain research indicates that the primary filter for what gets noticed by the mind is closely correlated with the goals of the person.

How Does This Tie into the Structure of the Discipline?

If the teacher does not understand the structure of the discipline, the teacher cannot help the student sort what is and is not important. If you cannot sort, you cannot create patterns and therefore you cannot remember semantic information. The current standards and assessments are often at the analysis and evaluation level of Benjamin Bloom's taxonomy. They require metacognition (i.e., the ability to think about your thinking). To do metacognition, an individual has to know the purpose, patterns, and structures – in other words, the blueprints of the subject matter or discipline. Evaluation always comes from the structures, purposes, and patterns of given contexts or information bases.

Why Does This Work for Student Achievement?

What the teacher has spent time on with the student is the *how* (the rubric) and the *why* (these are the structures and patterns that the author can use to manipulate the reader so that the author can convey his/her point of view). By working together through the rubric, students can use and apply the *how* and *why* to figure out the *what*. In addition, the mental models and rubrics give the student the abstract representational tools to function at the metacognitive level – where the testing is.

Further, the teacher has linked the classroom instruction to the standards and to the assessment. The student has been provided the tools to make the transition from a sensory-based notion of the story (I liked it or I didn't) to the "blueprint" of the story where analysis can occur. That is what is assessed.

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Ruby K. Payne, Ph.D., founder and president of **aha!** Process, Inc. (1994), with more than 30 years experience as a professional educator, has been sharing her insights about the impact of poverty – and how to help educators and other professionals work effectively with individuals from poverty – in more than a thousand workshop settings through North America, Canada, and Australia.

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Also opt-in to **aha!**'s e-mail newslist for the latest poverty and income statistics [free] and other updates.

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No Child Left Behind: How Do You Develop and Measure Intellectual Capital in School Systems (Buildings and Districts)?

By Ruby K. Payne, Ph.D.
Founder and President of aha! Process, Inc.

Part III of a four-part series.

Part of the issue right now for all of our organizations (for-profit and not-for-profit) is that the current tools to measure the intellectual capital of organizations are rudimentary or non-existent.

Thomas Stewart, in his book *Intellectual Capital: The New Wealth of Organizations*, defines it as the "intangible assets – the talents of its people, the efficacy of its management systems, the character of its relationships to its customers ..."

So what does that look like in school SYSTEMS?

Development of Intellectual Capital

To develop intellectual capital, these concepts must be implemented:

1. Involve critical mass of the staff.
2. Use simpler processes that take less time and that involve more people.
3. Manage relationships, not people.
4. Structure professional dialogue and tasks.
5. Put into operation mental models, rubrics.
6. Use student work and assessment as primary evidence.

These processes must be used to develop intellectual capital in students (see *Meeting Standards and Raising Test Scores When You Don't Have Much Time or Money*, a workshop and video series offered by **aha!** Process, Inc., Highlands, Texas, for an in-depth discussion of these processes).

1. A process to identify both equity and excellence by looking at student patterns by subgroup.
2. A mechanism to know what is being taught and how much time is being spent on it.
3. Mechanisms for identifying students immediately who aren't meeting standards.
4. Immediate interventions that are building wide to address students who aren't meeting standards.
5. Embedding all activities into the site-based plan by the week and day(s) that it will occur before the school year begins.

These processes become the efficacy of the management system.

Measurement of Intellectual Capital in the System (at the District and Campus Level)

How would we measure the talents of the staff? The efficacy of the management system? The character of its relationships to its customers?

In the school business, it might look like this (a partial listing):
(See chart on pages 1 and 2.)

MEASUREMENT OF INTELLECTUAL CAPITAL

KIND OF CAPITAL	MEASURES/INDICATORS
Talents of its staff as measured in adults	Level of educational attainment of faculty Number of years experience teaching of each faculty member Retention rate for faculty Retention rate for administrators Percentage of faculty certified for current assignment Amount of professional development each faculty member does annually Percentage of training transferred into classroom Percentage of awards given to faculty Number of faculty who present papers/workshops Amount of research into practice that is published Percentage of lounge conversation around strategies for student achievement Amount of time spent in professional dialogue around student work Amount of student work posted in building Faculty commitment as measured by percentage of absences Level of education of classroom aides Percentage of referrals by teacher for discipline and special education Level of training and use of technology Amount of technology used in instruction Amount of adherence to objectives/standards in instruction, as opposed to reliance upon textbook High student achievement with limited materials (speaks to level of integration and innovation of faculty)

(Chart continues on page 2)

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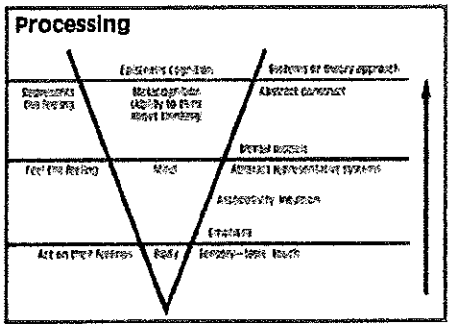
MEASUREMENT OF INTELLECTUAL CAPITAL *(continued from page 1)*

KIND OF CAPITAL	MEASURES/INDICATORS
Talents of its staff as evidenced in students	Student academic achievement Student awards and honors Percentage of students participating in advanced courses Percentage of students assigned to special education by race and by economic level Percentage of students assigned to gifted program by race and economic level Percentage of failures Percentage of retentions Percentage of discipline referrals Percentage of time students use technology as tool, as opposed to programmatic approach
Efficacy of its management systems	Number of developed and used processes to keep track of each student Processes for gathering data Processes for making decisions Processes for two-way communication Processes for dealing with money Processes for dealing with student and staff safety Processes for data integration Processes for educating community Amount of structured time for professional dialogue around student work Amount of structured time and money for adult learning and development Management and continuing development of integrated data Accessibility of integrated data to faculty (administrators and teachers) Evaluation designs and accountability mechanisms for people, data, money, students, and programs Stability of programs, people, training, board members, etc., over 10 years.
Character of its relationships to its customers (customers defined as who pays for the education)	Percentage of community that votes in board elections Taxation rate Percentage of parental involvement Level of education of adults in community Level of parent satisfaction Level of community satisfaction Percentage of local newspaper devoted to coverage of school events Percentage of local newspaper devoted to *positive* coverage of school events Percentage of unanimous board votes Percentage of split board votes (board always represents the community – many split votes speak of great dissension) Integrity of leadership (as measured by level of oral credibility given to written memos and documents)

Level of System Interactions: The Efficacy of Management Systems

The following diagram represents a simplistic approach to understanding systems issues. What separates the body from the mind is emotions. What separates the mind from metacognition (ability to think about one's thinking) are abstract representational systems or mental models. (Mental models are stories, two-dimensional drawings, analogies that help us make sense of semantic information.) What separates metacognition from epistemic cognition is the ability to use a systems or theoretical approach to examine one's thinking.



(Diagram adapted from *Learning Structures*, Second Revised Edition, 2001, **aha!** Process, Inc., Highlands, Texas)

For example, if I can weld, I am operating at the body level; I am using sensory data to do the task. If I can talk about my welding, I am at the mind level. If I can weld against a blueprint, I am at the metacognitive level, i.e., I can use an abstract representational tool. But if I can assess the blueprint for structural strength, I am at the epistemic level.

State assessments ask students to perform at the metacognitive level. To get students to work at the metacognitive level, the system must function at the epistemic level. In other words, districts must have an integrated, systems approach for everything. A district cannot lead if it is at the same level as its students.

Many systems right now are fragmented and operate at the mind level. They can talk about the system but cannot represent it in any kind of an abstract representational manner. The data are largely anecdotal. When a system operates at the metacognitive level, officials can give you the computer printouts, the graphs, and the charts. But the data are not integrated.

When a district is operating at the epistemic level, data are integrated. All programs are integrated. Professional dialogue is structured.

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State assessments ask students to perform at the metacognitive level. To get students to work at the metacognitive level, the system must function at the epistemic level

For example, former Superintendent M.B. "Sonny" Donaldson of Aldine Independent School District (Houston area) confirms that Aldine has a database so sophisticated that school officials can tell you, by individual student, the following: the level of that student's achievement, the programs the student is currently receiving, the cost for the student for that program, and the level of achievement the student has in that program. The database also can indicate the overall level of achievement each teacher elicits in students.

For campuses and district systems, we must begin to look at the indicators that measure the talents of the staff, the efficacy of the management system, and the character of the relationships to the community.

Organizational Structures

When an organization moves to the development of intellectual capital, the organization shifts in this way: The organization moves away from a position-based approach to a project-based approach. Then these next shifts (outlined in much more depth in Stewart's book) occur:

- The top-level leadership becomes one of strategic development rather than maintenance.
- The next level of leadership becomes one of resource providers; they develop people and talent.
- The next level is one of project managers; they link and coordinate the talent to develop useful products.
- The next level is the talent itself – the individuals with the specializations needed for the project.

If the goal of systems is to get every child educated – i.e., "No Child Left Behind" -- then the project-based approach would become the education of each child. If we became project-based in that way, it would shift the way we structure services.

It could take educators in the United States 100 years to make that shift. But the systems and districts that work to get each child educated, out of necessity, are much more project-oriented than this nation's current position-based educational system.

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No Child Left Behind: Parent and Community Involvement

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Part IV of a four-part series

An integral part of a principal's role is working with parents. Conflicts that arise because of time constraints, differing belief systems, and difficult social and behavioral issues consume a large chunk of a principal's time. Furthermore, in almost all legislation, parental involvement is now either required or considered to be a key component in improving student achievement. So how does a principal get parental involvement?

First of all, some concepts need to be revisited. There is no correlation between the *physical presence* of parents at school and student achievement. The correlation is between student achievement and *parental involvement.* So getting parents to physically come to the school is not a key issue in student achievement.

Second, another concept that needs to be revisited is the "one size fits all" approach, which only works when the student population is very homogenous. It doesn't work when the student population is racially or socioeconomically diverse.

The third concept is that our current scheduling of parental activities is fine—and that all activities must involve the parent coming in to the school. The scheduling and structuring of parental outreach and activities is often set up for the convenience of school personnel, rather than the parents, and is one-way, i.e., school personnel do not go to the parents. That needs to change.

The fourth concept is that parents actually have a support system that allows them to participate in school activities and that their experience with school has been positive. For many parents this is simply not true.

And last but not least, a concept among school personnel is that many parents are difficult. Tools to address difficult parents give teachers and administrators more efficacy and, therefore, often more success.

New Model to Involve Parents

This article is going to provide a model that involves the following: (1) niche marketing to parents; (2) building a layered, "community of support" approach (Wehlage, et al., 1989; El Puente Project, 2003) involving myriad interventions and different scheduling; and (3) tools for dealing with difficult parents, parents from different economic classes, and parent/teacher conferences.

PART I: NICHE MARKETING TO PARENTS

Niche marketing is a term used in advertising. Simply put, it means that one size does not fit all and that marketing needs to be targeted at specific audiences. The following table outlines some of the subgroups of parents found in many schools and ideas for involvement in their child's education. *A parent does not need to come to school to be involved.*

Put these activities into the site-based plan so that they occur. The activities actually become a marketing plan for the campus.

SUBGROUPS OF PARENTS	IDEAS FOR INVOLVEMENT
Two-career parents	Put many things in print, e.g., fliers, newsletters, Web pages, etc. These parents will read and keep informed. Ask for e-mail addresses and send a monthly or weekly e-mail that updates them on the classroom and school activities.
Involved parents	These parents are at school, volunteering their help. The issue here is over involvement and parents wanting to take on administrative roles. Sometimes the boundaries involving student privacy need to be revisited.
Non-working and uninvolved parents	This occurs at both ends of the economic spectrum. Phone banks where parents call parents and tell them about school activities begins a network. Home contacts are very powerful, as are coffee klatches (see Part II for explanation).
Surrogate parents	These are grandparents, foster parents, etc. They often need emotional support. Assign them a mentor—e.g., a counselor or involved parent—who touches base with them once a month.

(Chart continues on page 2)

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PART I: NICHE MARKETING TO PARENTS *(continued from page 1)*

SUBGROUPS OF PARENTS	IDEAS FOR INVOLVEMENT
Immigrant parents	Make short videos dubbed in their own language explaining how school works, how to talk to the teacher, what grades mean, what homework means, etc. Have the videos made by a person in your community from that immigrant group. DO NOT MAKE THEM TOO SLICK OR PROFESSIONAL because they will not be believed.
Parents working two jobs	Color-code the information you send home. White paper is "nice to know." Yellow paper indicates a concern. Red paper means that immediate attention is needed. You can call these parents at work as long as you do not talk at that time; ask them to call you back. Videos to introduce the teacher work well also.
Single parents	Structure activities that make life easier for the parent, activities that would include the children or child care, food (so they don't need to cook), or activities scheduled on the weekends or with open time frames rather than specific meeting times. Videos to introduce the teacher also work well here.
Parents who are unavailable and students who, in effect, are their own parents	These are parents who are incarcerated, mentally ill, physically ill, traveling a great deal, have been sent back to their native country, have an addiction, etc. Teach the student how to be his/her own parent and provide linkages for the student to other school service agencies. Have the counselor have "what if" lunches where pizza is brought in and four or five students in this position discuss issues.
Parents who are "crazymakers"	There are only a few of these in a building (less than 1%), but they can destroy time and energy. These are the parents who constantly have a complaint. Each time a solution is reached, there is a new complaint. School personnel need to take their daily rate, divide it by 8 to calculate an hourly rate, and document the cost of personnel time used by one parent. No board of education wants to know that one parent took $60,000 to $70,000 of personnel time for no reason.

A part of site-based planning is to identify the percentages of parents who fit into these categories. If you have many parents in one subgroup, then it would be important to address more of those involvement issues.

PART II: BUILDING COMMUNITIES OF SUPPORT

The layering and structuring of "practices that contribute to student engagement and high school completion" is the basic concept in communities of support. "Chief among these is the ability of school personnel to create communities of support that are concerned about how students perform and express that concern in genuine, effective, caring ways" (El Puente Project, 2003). So how does one do that? One way is to create a scaffolding of interventions. The other is by creating linkages to community groups.

The following suggestions can help create communities of support for parents:

a) Mutual respect: Parents are welcomed by first-line staff. Parents are welcome in the building. Accusatory and blaming language is not present.

b) School design teams: A cross-section of staff, parents, law enforcement, ministers, and students who identify issues of support.

c) Home contacts: These are not home visits but quick five-minute visits to the home at the beginning of school to say hello. Substitutes are used to release teachers to do this.

d) Videos: These can be made by the staff and students to introduce faculty, to tell about school discipline programs, to highlight upcoming events, etc.

e) Student and parent voices: Through informal conversation (not meetings), parents and students are asked what the school could do to better serve them.

f) Weekend activities: Friday evenings, Saturday mornings, and Sunday afternoons work the best.

g) Varied and targeted parental involvement activities: Free donuts for dads the first Monday of every month. Carnations for moms. Lunch for grandparents. Picnics for people who live in the student's house.

h) Support mechanisms for parents that involve follow-up: 3x5 cards with the steps that will be followed. Magnets for the refrigerator that list school phone numbers and holidays. Stickers that parents can give to the child for good behaviors.

i) Informal coffee klatches: Counselor or principal asks a parent with whom they already have a relationship to invite three or four other friends over for coffee in the parent's home. The principal or counselor brings the donuts. This is a forum for an informal discussion about what bothers parents, what they would like to see, what they like, etc.

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j) Overcoming reluctance to participate by creating one-on-one relationships.

k) Tools for dealing with parent/teacher conferences.

l) Tools for dealing with difficult parents.

m) Simple written documents that have pictures and words and/or cartoons.

n) Using networking capabilities in the community: Make a flier with cartoons that is one page and has an advertisement for a business in the community on the back. Introduce your faculty through cartoons. The advertiser pays for the paper and the printing. Distribute them to beauty salons, grocery stores, barbershops, churches, etc., much like a local community shopper or merchandiser.

o) Information for parents that enhances their lives: Offer information like how to fix bad credit (knowledge about money), how to manage a difficult boss (conflict-resolution skills), etc.

p) Information on video or in cartoon that helps parents deal with their children, i.e., how to enhance obedience in your child.

q) Giving awards to parents: A child identifies something a parent has done. On a Saturday morning the child gives a certificate to his/her parent and thanks the parent.

r) Parent/teacher conferences led by the student.

s) Weekend activities that use the computers and athletic facilities of the campus.

t) Partner with a campus that has a surplus of parent involvement.

u) Peer-mediation training for students: They teach it to parents informally.

v) Teaching students to be better friends: Have students list the five friends they go to when they have a problem. Tally who are the "best friends." Teach them how to ask questions to solve problems. Teach them how to identify which problems are serious and need to be referred, such as threats of suicide.

w) Teaching parents to be better friends to other adults.

x) Block parties: Get a street blocked off for an afternoon and have a party.

In other words, creating communities of support is a layered, varied set of interventions and activities. The idea that a school can have X number of meetings a year, a carnival, and a Halloween party is not enough. What must occur is a scaffolding of interventions.

PART III: TOOLS TO USE FOR PARENT/TEACHER CONFERENCES AND DEALING WITH DIFFICULT PARENTS

School personnel need to hone their conferencing skills to create a supportive environment for parents and develop conflict-resolution skills to deal more effectively with difficult parents. Our online questionnaires for new teachers have found that their two greatest issues are student discipline and dealing with parents.

Outlined below is a step sheet for the process to be used as a part of the parent/teacher conference, a parent/teacher conferencing form (page 5), questions to ask to facilitate resolution of conflicts, and phrases to use by economic group.

Step Sheet for Parent/Teacher Conferences

1. Contact the parent. If it's going to be a difficult conference, have the principal or a counselor attend.
2. Make a list of items that need to be in the folder that is shared with parents: student work, grades, discipline referrals, rubrics, tests, etc.
3. If time is short, let the parent know about that and apologize for the time frame.
4. Have mutual respect for the parent. Ask the parent to tell you about his/her child. "As we begin this conversation, what would you like me to know about Johnny? You love him and care about him or you would not have come to see me." They know more about the child than you do. Tap into that knowledge. Do not use "why" questions. Say "our child." (See below for questions to ask.)
5. Keep the conference focused on the data and the issues. "I have a folder of John's work. I would like to go through the folder with you and talk about his work." Or, if the student is there, "John is going to go through the folder and show you his work." Let the work speak for itself.
6. Ask the parent if he/she has questions.
7. Identify the follow-up strategies and tools to be used.
8. Thank the parent for coming.

Questions/Techniques to Facilitate the Conference

1. Stay away from "why" questions. Instead, begin with these words: *when, how, what, which.* For example: "When he did that, what did he want? How will that help him be more successful? How will

that help him win? What have you noticed? How would you like to do the follow-up? Which way would work best for you? What is the worst-case scenario? What is the best-case scenario? How would you like to have this resolved? What plan could we use?"

2. STAY AWAY FROM STATEMENTS. Use data and questions.
3. Identify the fuzzy nouns and pronouns (*everyone, they, them, all the parents, all the students, women, men, kids, etc.*). If those words are in the conversation, ask this question: "Specifically who or which ...?"
4. Identify vague qualifiers. Example: "It's better." ("Better than what?")
5. Identify fuzzy adverbs. Example: "He always has a bad teacher." ("Always? Has there ever been a time when the teacher was good?")
6. Identify the emotion in a statement. For example: "You're racist!" ("I sense that you feel the school is unfair and insensitive. Can you give me a specific example that would help me understand?")
7. Identify the hidden rules or beliefs (*should, must, can't, have to, ought to, should not, mandatory*). Example: "What would happen if you did? What stops you?"
8. Identify the parameters of the school. Example: "We do that to keep children safe." Or: "Just as we don't allow other parents to come in and tell us what to do with your child, we cannot allow you to dictate procedure for other people's children."

Phrases to Use with Parents

IN POVERTY	IN AFFLUENCE
This will help him/her win more often.	This coping strategy will help him/her be more successful in the corporate world.
This will keep him/her from being cheated.	Responsibility and decision making are learned behaviors. We can give him/her the competitive edge as an adult by learning these behaviors now.
This will help him/her be respected and in control.	This will keep him/her safe.
This will help him/her be tougher and stronger.	This will help him/her have the advantage.
His/her mind is a tool and a weapon that no one can take away.	This is a legal requirement.
This will help him/her be smarter.	This is an investment in your child's future success.
This will help keep you safe when you are old.	He/she will need processes/skills/content in the work world.
This is a legal requirement.	
I know that you love and care about your child very much or you would not have come to see me.	

CONCLUSION

The concepts that schools have used for so long to involve parents tend to be one-way, linear, and meeting-oriented. Just as advertisers have discovered that multiple messages and mediums are required to influence buyers, we must also use the scaffolding of relationships, interventions, activities, mutual respect, conflict resolution, and targeted assistance to create communities of support.

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Wehlage, G.G., Rutter, R.A., Smith, G.A., Lesko, N., & Fernandez, R.R. (1989). *Reducing the Risk: Schools as Communities of Support.* Philadelphia, PA: Falmer Press.

Ruby K. Payne, Ph.D., founder and president of **aha!** Process, Inc. (1994), with more than 30 years experience as a professional educator, has been sharing her insights about the impact of poverty —and how to help educators and other professionals work effectively with individuals from poverty—in more than a thousand workshop settings through North America, Canada, and Australia.

Her seminal work, *A Framework for Understanding Poverty,* teaches the hidden rules of economic class and spreads the message that, despite the obstacles poverty can create in all types of interaction, there are specific strategies for overcoming them. Since publishing *Framework* in 1995, Dr. Payne also has written or co-authored nearly a dozen books surrounding these issues in such areas as education, social services, the workplace, faith communities, and leadership.

More information on her book, *A Framework for Understanding Poverty,* can be found on her website, www.ahaprocess.com.

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PARENT/TEACHER CONFERENCE FORM WITH STUDENT

Student name_____ Date_____ Time_____

Parent name_____ Teacher_____

PURPOSE OF THE CONFERENCE (CHECK AS MANY AS APPLY)

_____ scheduled teacher/parent conference

_____ student achievement issue

_____ parent-initiated

_____ discipline issue

_____ social/emotional issue

WHAT IS THE DESIRED GOAL OF THE CONFERENCE?

WHAT DATA WILL I OR THE STUDENT SHOW THE PARENT? Student work, discipline referrals, student planning documents?

WHAT QUESTIONS NEED TO BE ASKED? WHAT ISSUES NEED TO BE DISCUSSED?

WHAT FOLLOW-UP TOOLS AND STRATEGIES WILL BE IDENTIFIED?

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aha! Process, Inc.

eye-opening learning

References

A Framework for Understanding Poverty

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Wilder Center
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Oakland City, IN 47660
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Partial Client List

China and US Conference for Educational Leadership, Beijing, China
State of New Mexico, Department of Labor, NM
Laguna Department of Education, NM
State Council for Education Research & Training, Delhi
Interactive Innovations Conference, Prince George, BC
International Conference on Thinking, AZ
Kansas State Department of Education, KS
Nebraska State Board of Education, NE
Ewing Marion Kauffman Foundation, TX
Arkansas Association of School Administrators, AR
New Mexico Public Education Department, NM
Pennsylvania School Counselor's Association, PA
Early Childhood Leadership Conference, TN
Volunteers of America, NY
PBS, *Ready to Learn*, VA
Principal's Center for Educational Leadership, NJ
Harvard Univ. Summer Institute for Principals, MA
Confederation of Oregon School Administrators, OR
Illinois Principals Association, IL
Texas Federation of Teachers, TX
New York Superintendents Association, NY
Los Angeles County Department of Education, CA
Indiana Supreme Court, IN
National Council for Community and Educational Partnerships, Washington, DC
Tasmania State Department of Education, Australia
SC Association of School Administrators, SC
Goodwill Industries, TX
Texas Association of School Boards, TX
Exceptional Educators of Manitoba, Canada.
New England Middle Schools Association, RI
Palm Beach Literacy Council, FL
Colorado Governor's Conference, CO
Association for Supervision & Curriculum Dev., LA
St. Joseph's Community Health Foundation, IN
Gallup School District on Navajo Reservation, NM
National Assoc. of Elementary School Principals, CA
Texas Middle School Association
TEPSA Texas Elementary Principals and Supervisors
American Association of School Administrators
Phi Delta Kappa Leadership Skills Institute
National Assoc. of Secondary School Principals, FL

(chronologically listed with most recent first)

Session Date	End Date	Consultant	Organization	Location City	Location State
7/17/2006	7/20/2006	Ruby K. Payne	Social Solutions	Southbank Victoria	Australia
5/25/2006	5/25/2006	Ruby K. Payne	Interactive Innovation Conference	Vancouver	British Columbia
1/28/2007	1/29/2007	Ruby K. Payne	School District #68	Nanaimo	British Columbia
5/2/2008	5/2/2008	Ruby K. Payne	USE SURPR0002	Victoria	British Columbia
6/12/2008	6/12/2008	Ruby K. Payne	Hamilton-Wentworth District School Board	Ontario	Canada
6/1/2006	6/5/2006	Ruby K. Payne	China U.S. Leadership Conference on Education	Beijing	China
11/0106	11/5/2006	Ruby K. Payne	Framework Training Workshop for Educators	Beijing	China
2/1/2005	2/5/2005	Ruby K. Payne	State Council for Education, Research & Training	Delhi	India
7/13/2006	7/14/2006	Ruby K. Payne	Puhinui School	Auckland	New Zealand
2/5/2008	2/7/2008	Ruby K. Payne	Hamilton-Wentworth District School Board	Hamilton	Ontario
5/11/2008	5/24/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Slovakia	Russia
5/21/2008	5/22/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Slovakia	Russia
8/21/2008	8/21/2008	Ruby K. Payne	The School Leadership of Trinidad & Tobago	St. Anns, Port of Spain	Trinidad
2/13/2007	2/14/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Birmingham	AL
8/3/2007	8/3/2007	Ruby K. Payne	Junior Reserve Officers Training Company	Montgomery	AL
8/4/2008	8/4/2008	Ruby K. Payne	Huntsville City Schools	Hunstville	AL
6/5/2008	6/5/2008	Ruby K. Payne	University of Arkansas	Fayetteville	AR
8/12/2009	8/12/2009	Ruby K. Payne	Fort Smith Public Schools	Fort Smith	AR
3/5/2005	3/5/2005	Ruby Payne	National School Conference Institute	Scottsdale	AZ
3/9/2006	3/10/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Tucson	AZ
3/18/2006	3/18/2006	Ruby K. Payne	Teachscape, Inc.	Scottsdale	AZ
6/9/2006	6/9/2006	Ruby K. Payne	Arizona School Administrators	Flagstaff	AZ
7/29/2008	7/29/2008	Ruby K. Payne	Glendale Elementary School District	Glendale	AZ
12/5/2008	12/5/2008	Ruby K. Payne	Association of Educational Services Agencies	Phoenix	AZ
2/24/2005	2/25/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	San Bernardino	CA
2/26/2005	2/26/2005	Ruby Payne	California Teachers Association	San Diego	CA
6/14/2005	6/17/2005	Ruby Payne	Madera County Office of Education	Fresno	CA
8/15/2005	8/15/2005	Ruby Payne	Kern High School District	Arvin	CA
8/15/2005	8/15/2005	Ruby Payne	California State University - Bakersfield	Arvin	CA
1/7/2006	1/7/2006	Ruby K. Payne	Coachella Valley Unified School District	Thermal	CA
1/24/2006	1/25/2006	Ruby K. Payne	'Framework For Understanding Poverty National Tour/TOT	Sacramento	CA
1/26/2006	1/27/2006	Ruby K. Payne	'Framework For Understanding Poverty National Tour/TOT	San Diego	CA
2/7/2006	2/10/2006	Ruby K. Payne	'Framework For Understanding Poverty National Tour/TOT	San Diego	CA
2/25/2006	2/25/2006	Ruby K. Payne	American Assoc. of School Administrators	San Diego	CA
8/23/2006	8/24/2006	Ruby K. Payne	Konocti Unified School District	Kelseyville	CA
9/1/2006	9/1/2006	Ruby K. Payne	Coachella Valley Unified School District	Thermal	CA
1/25/2007	1/26/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Costa Mesa	CA
2/6/2007	2/9/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	San Diego	CA
4/16/2007	4/16/2007	Ruby K. Payne	California State Department of Education	Costa Mesa	CA
3/4/2008	3/7/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	San Diego	CA

6/25/2008	6/25/2008	Ruby K. Payne	Lecture Management, Inc.	Pasadena	CA
8/11/2008	8/11/2008	Ruby K. Payne	Panama-Buena Vista Union School District	Bakersfield	CA
8/12/2008	8/12/2008	Ruby K. Payne	Kern County Superintendent of Schools	Bakersfield,	CA
8/13/2008	8/13/2008	Ruby K. Payne	Greenfield Union School District	Bakersfield	CA
9/4/2008	9/4/2008	Ruby K. Payne	Washington Union High School District	Fresno	CA
9/5/2008	9/5/2008	Ruby K. Payne	Lecture Management, Inc.	Pasadena	CA
9/23/2008	9/24/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Costa Mesa	CA
10/20/2008	10/20/2008	Ruby K. Payne	Education Alliance Network	San Diego	CA
11/21/2008	11/21/2008	Ruby K. Payne	Core Knowledge Foundation	Anaheim	CA
12/4/2008	12/4/2008	Ruby K. Payne	California School Boards Association	San Diego	CA
2/20/2009	2/20/2009	Ruby K. Payne	School For Integrated Academics & Technology	San Diego	CA
3/21/2005	3/21/2005	Ruby Payne	Community Resources, Inc.	Denver	CO
2/3/2006	2/3/2006	Ruby K. Payne	CO Assoc. of School Executives	Broomfield	CO
3/7/2006	3/8/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Denver	CO
6/6/2007	6/6/2007	Ruby K. Payne	Corwin Middle School	Pueblo	CO
9/25/2008	9/26/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Denver	CO
11/1/2008	11/1/2008	Ruby K. Payne	National Middle School Association	Denver	CO
3/26/2008	3/27/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	New Britain	CT
4/24/2009	4/24/2009	Ruby K. Payne	National Council of Teachers of Mathematics	Washington	DC
7/7/2005	7/7/2005	Ruby Payne	International Conference on Thinking	Melbourne	FL
1/22/2005	1/22/2005	Ruby Payne	Leadership Florida	Jacksonville	FL
3/9/2005	3/10/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Jacksonville	FL
4/1/2005	4/1/2005	Ruby Payne	Orange County Public Schools	Orlando	FL
8/22/2005	8/22/2005	Ruby Payne	School District of Hillsborough County	Tampa	FL
8/23/2005	8/24/2005	Ruby Payne	School District of Hillsborough County	Tampa	FL
9/27/2005	9/30/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Lake Buena Vista	FL
1/21/2006	1/21/2006	Ruby K. Payne	Leadership Florida	Tampa	FL
2/14/2006	2/15/2006	Ruby K. Payne	'Framework For Understanding Poverty National Tour/TOT	Mt. Dora	FL
2/16/2006	2/17/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Miami	FL
2/18/2006	2/18/2006	Ruby K. Payne	School Board of Brevard County	Cocoa	FL
6/15/2006	6/15/2006	Ruby K. Payne	The School District of Osceola County	Kissimmee	FL
9/19/2006	9/19/2006	Ruby K. Payne	Children's Services Council PBC	West Palm Beach	FL
10/2/2006	10/5/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Lake Buena Vista	FL
10/19/2006	10/19/2006	Ruby K. Payne	Walt Disney World Company	Lake Buena Vista	FL
11/29/2006	11/30/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Ft. Lauderdale	FL
1/20/2007	1/20/2007	Ruby K. Payne	Leadership Florida	Jacksonville	FL
1/24/2007	1/24/2007	Ruby K. Payne	University of West Florida - ICL	Pensacola	FL
2/2/2007	2/2/2007	Ruby K. Payne	PBC Literacy Council-FL Dept of Education	Palm Beach County	FL
5/1/2007	5/1/2007	Ruby K. Payne	Children's Services Council PBC	West Palm Beach	FL
9/24/2007	9/27/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Lake Buena Vista	FL
1/14/2008	1/14/2008	Ruby K. Payne	Florida Department of Education	Orlando	FL

1/26/2008	1/26/2008	Ruby K. Payne	Leadership Florida	St. Petersburg	FL
2/13/2008	2/13/2008	Ruby K. Payne	Manatee County School District	Bradenton	FL
4/29/2008	4/29/2008	Ruby K. Payne	University of West Florida - ICL	Pensacola	FL
10/7/2008	10/10/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Lake Buena Vista	FL
1/16/2009	1/16/2009	Ruby K. Payne	Leadership Florida	Jacksonville	FL
7/12/2005	7/12/2005	Ruby Payne	Georgia Assoc. of Educational Leaders	Jekyll Island	GA
10/10/2005	10/11/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Augusta	GA
10/26/2005	10/26/2005	Ruby Payne	Muscogee County School District	Columbus	GA
1/20/2006	1/20/2006	Ruby K. Payne	The Principals' Center at Georgia State University (Summer Insti	Atlanta	GA
1/18/2007	1/19/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Columbus	GA
2/22/2007	2/22/2007	Ruby K. Payne	The Principals' Center at Georgia State University (Summer Insti	Atlanta	GA
3/22/2007	3/22/2007	Ruby K. Payne	Glenn County School System	Jekyll Island	GA
3/23/2007	3/23/2007	Ruby K. Payne	National Council of Teachers of Mathematics	Atlanta	GA
6/12/2007	6/15/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Atlanta	GA
2/28/2008	2/28/2008	Ruby K. Payne	The Principal's Center of Atlanta	Atlanta	GA
11/4/2008	11/5/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Atlanta	GA
11/13/2008	11/13/2008	Ruby K. Payne	Cobb County Sch Dist-Title I	Marietta	GA
8/2/2005	8/3/2005	Ruby Payne	School Admistrators of Iowa	Des Moines	IA
9/20/2005	9/22/2005	Ruby Payne	Southeast Polk Community School District	Runnels	IA
4/19/2007	4/20/2007	Ruby K. Payne	United Way of Quad Cities Area	Davenport	IA
4/22/2005	4/22/2005	Ruby Payne	Youth Empowering Systems-Idaho Prevention Conference	Sun Valley	ID
3/4/2005	3/4/2005	Ruby Payne	Community Unit School District 200	Wheaton	IL
2/24/2006	2/24/2006	Ruby K. Payne	Midwest Principal Center	Lombard	IL
4/4/2006	4/4/2006	Ruby K. Payne	NCA Comm on Accreditation/School Imp	Chicago	IL
9/11/2007	9/12/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Lisle	IL
9/19/2007	9/19/2007	Ruby K. Payne	Health & Disability Advocates	Chicago	IL
2/19/2008	2/19/2008	Ruby K. Payne	Township High School District 211	Palatine	IL
3/19/2009	3/20/2009	Ruby K. Payne	Peoria County School District	Peoria	IL
3/16/2005	3/16/2005	Ruby Payne	Laporte Circuit Court	LaPorte	IN
11/2/2006	11/3/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Indianapolis	IN
2/5/2007	2/5/2007	Ruby K. Payne	American Student Achievement Institute	Indianapolis	IN
3/27/2007	3/27/2007	Ruby K. Payne	Lake Ridge School District	Gary	IN
9/6/2007	9/6/2007	Ruby K. Payne	Bluffton-Harrison Metro School District	Bluffton	IN
1/24/2008	1/24/2008	Ruby K. Payne	Kosciusko County Community Foundation	Winona Lake	IN
7/18/2008	7/18/2008	Ruby K. Payne	Indiana Black Expo, Inc.	Indianapolis,	IN
10/28/2008	10/29/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Indianapolis	IN
8/9/2005	8/9/2005	Ruby Payne	Hutchinson Public Schools	Hutchinson	KS
8/10/2005	8/11/2005	Ruby Payne	Southwest Plains Regional Center	Dodge City	KS
4/11/2006	4/11/2006	Ruby K. Payne	South West Plains Regional Service Center	Wichita	KS
4/26/2006	4/26/2006	Ruby K. Payne	Kansas State Dept. of Education	Wichita	KS
5/31/2006	5/31/2006	Ruby K. Payne	Hutchinson Public Schools	Hutchinson	KS

5/31/2007	5/31/2007	Ruby K. Payne	Hutchinson Public Schools	Hutchinson	KS
8/19/2008	8/19/2008	Ruby K. Payne	Safe Base-Iola School District	Iola	KS
8/19/2008	8/19/2008	Ruby K. Payne	Bowlus Fine Arts Center	Iola	KS
11/17/2008	11/18/2008	Ruby K. Payne	Southeast Kansas ESC-Greenbush	Girard	KS
7/14/2005	7/14/2005	Ruby Payne	Kentucky Association of School Administrators	Louisville	KY
10/5/2005	10/6/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Florence	KY
2/26/2007	2/26/2007	Ruby K. Payne	Kentucky Council on Postsecondary Education	Louisville	KY
2/27/2007	2/28/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Louisville	KY
7/21/2005	7/21/2005	Ruby Payne	National Reading Styles Institute	New Orleans	LA
6/27/2005	6/27/2005	Ruby Payne	The Principal Center @ Harvard	Cambridge	MA
7/30/2005	7/30/2005	Ruby Payne	The Principal Center @ Harvard	Cambridge	MA
7/29/2006	7/29/2006	Ruby K. Payne	The Principal Center @ Harvard	Cambridge	MA
11/5/2007	11/5/2007	Ruby K. Payne	MA Elementary School Principal Assoc (MESPA)	Marlborough	MA
7/25/2008	7/25/2008	Ruby K. Payne	The Principal Center @ Harvard	Cambridge	MA
1/20/2005	1/21/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Baltimore	MD
4/18/2005	4/18/2005	Ruby Payne	National Association of Elementary School Principals	Baltimore	MD
8/15/2006	8/15/2006	Ruby K. Payne	Baltimore City Public Schools	Baltimore	MD
9/11/2006	9/14/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Baltimore	MD
11/17/2006	11/17/2006	Ruby K. Payne	Maine Principals Association	Portland	ME
4/30/2009	5/1/2009	Ruby K. Payne	Maine Principals Association	Rockport	ME
4/19/2005	4/19/2005	Ruby Payne	Hope Network/Michigan Works! Programs	Grand Rapids	MI
8/4/2005	8/4/2005	Ruby Payne	Chamber of Commerce and Family Independent Agency	Traverse City	MI
11/9/2005	11/10/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Romulus	MI
3/15/2006	3/15/2006	Ruby K. Payne	Legal Services of South Central Michigan	Battle Creek	MI
11/7/2006	11/7/2006	Ruby K. Payne	Michigan K-12 Accrediting Assoc.	Grand Rapids	MI
1/21/2008	1/21/2008	Ruby K. Payne	Kentwood Public Schools	Grand Rapids	MI
3/17/2008	3/17/2008	Ruby K. Payne	Lecture Management, Inc.	Detroit	MI
4/8/2008	4/8/2008	Ruby K. Payne	Lecture Management, Inc.	Saginaw	MI
8/25/2008	8/25/2008	Ruby K. Payne	Lecture Management, Inc.	Kalamazoo	MI
9/8/2008	9/8/2008	Ruby K. Payne	Ceasar Chavez Academy	Detroit	MI
3/15/2005	3/15/2005	Ruby Payne	Central Minnesota Community Foundation Winter Economic Institute	St. Cloud	MN
3/28/2005	3/31/2005	Ruby Payne	West Metro Education Program	Minnetonka	MN
11/1/2005	11/3/2005	Ruby Payne	West Metro Education Program	Minnetonka	MN
11/4/2005	11/4/2005	Ruby Payne	Twin Cities Rise	Minneapolis	MN
10/7/2005	10/7/2005	Ruby Payne	Ewing Marion Kauffman Foundation	Kansas City	MO
10/26/2006	10/27/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	St. Louis	MO
3/1/2007	3/2/2007	Ruby K. Payne	Park University	Kansas City	MO
6/1/2007	6/1/2007	Ruby K. Payne	Missouri State Teachers Association	Springfield	MO
10/26/2007	10/26/2007	Ruby K. Payne	The Heartland Foundation	St. Joseph	MO
6/2/2008	6/3/2008	Ruby K. Payne	Missouri State Teachers Association	Branson	MO
8/28/2006	8/28/2006	Ruby K. Payne	Association of Federal Programs	Jackson	MS

9/28/2007	9/28/2007	Ruby K. Payne	Lowndes County Schools	Columbus	MS
7/31/2008	7/31/2008	Ruby K. Payne	NMEC- North Mississipi Education Cornsortium	Oxford	MS
1/31/2007	1/31/2007	Ruby K. Payne	Lecture Management, Inc.	Helena	MT
5/26/2005	5/26/2005	Ruby Payne	Ruth Pauley Lecture Series	Pinehurst	NC
10/3/2005	10/4/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Cary	NC
10/18/2005	10/21/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Charlotte	NC
3/13/2006	3/13/2006	Ruby K. Payne	North Carolina Middle School Association	Greensboro	NC
3/28/2007	3/28/2007	Ruby K. Payne	Sitting Bull College	Ft. Yates	ND
11/16/2005	11/16/2005	Ruby Payne	Nebraska Department of Education	Omaha	NE
11/17/2005	11/18/2005	Ruby Payne	Education Service Unit #3	Omaha	NE
3/8/2007	3/9/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Omaha	NE
8/2/2007	8/2/2007	Ruby K. Payne	Nebraska Council of School Administrators	Carne	NE
5/5/2005	5/5/2005	Ruby Payne	New Mexico Public Education Dept.	Bernalillo	NM
10/14/2005	10/14/2005	Ruby Payne	Los Alamos National Laboratory Foundation	Sante Fe	NM
11/21/2005	11/21/2005	Ruby Payne	Office of Lt. Governor Diane Denish, State of New Mexico	Albuquerque	NM
4/27/2006	4/27/2006	Ruby K. Payne	State of New Mexico	Albuquerque	NM
6/19/2006	6/22/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Santa Fe	NM
6/23/2006	6/23/2006	Ruby K. Payne	Laguna Department of Education	Acomita	NM
4/25/2007	4/25/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Gallup	NM
11/1/2007	11/1/2007	Ruby K. Payne	New Mexico Junior College	Hobbs	NM
6/16/2008	6/19/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Santa Fe	NM
2/28/2005	3/3/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Las Vegas	NV
9/27/2006	9/28/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Las Vegas	NV
1/7/2007	1/9/2007	Ruby K. Payne	Touro University-Nevada	Henderson	NV
6/3/2007	6/5/2007	Ruby K. Payne	Touro University-Nevada	Henderson	NV
12/13/2007	12/13/2007	Ruby K. Payne	Leading Authority for ACTE (Association of Career & Technical Ed	Las Vegas	NV
11/5/2005	11/5/2005	Ruby Payne	Western New York Writing Project	Getzville	NY
3/17/2006	3/17/2006	Ruby K. Payne	New York Charter Schools Association	New York City	NY
4/4/2008	4/4/2008	Ruby K. Payne	Erie 2-Chautaqua-Cattaraugus BOCES	Gowanda	NY
4/30/2008	4/30/2008	Ruby K. Payne	Wayne-Finger Lakes BOCES	Canandaigua	NY
2/12/2005	2/12/2005	Ruby Payne	National Middle School Association	Columbus	OH
10/28/2005	10/28/2005	Ruby Payne	Western School District	Bellefontaine	OH
10/29/2005	10/29/2005	Ruby Payne	Mad River Family Practice	Logan County	OH
2/2/2006	2/2/2006	Ruby K. Payne	East Regional School Improvement Team	Akron	OH
8/2/2006	8/4/2006	Ruby K. Payne	Akron Public Schools	Akron	OH
9/22/2006	9/22/2006	Ruby K. Payne	Greater Cleveland Educational Development Center	Cleveland	OH
10/24/2006	10/25/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Columbus	OH
4/24/2007	4/24/2007	Ruby K. Payne	Region 9 State Support Team	Akron	OH
9/13/2007	9/14/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Cleveland	OH
10/11/2007	10/12/2007	Ruby K. Payne	Ohio 8 Coalition	Columbus	OH
12/4/2007	12/4/2007	Ruby K. Payne	East Regional School Improvement Team	Akron	OH

4/1/2008	4/3/2008	Ruby K. Payne	Health Foundation of Greater Cincinnati	Cincinnati	OH
8/18/2008	8/18/2008	Ruby K. Payne	AEI Speakers Bureau	Independence	OH
9/18/2008	9/18/2008	Ruby K. Payne	Lecture Management, Inc.	Portsmouth	OH
2/22/2006	2/23/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Tulsa	OK
7/23/2008	7/23/2008	Ruby K. Payne	SeeWorth Academy	Oklahoma City	OK
10/16/2008	10/16/2008	Ruby K. Payne	Oklahoma Education Association	Tulsa	OK
6/10/2009	6/11/2009	Ruby K. Payne	Oklahoma Cooperative Council for Oklahoma School Administrators	Oklahoma City	OK
2/22/2005	2/23/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Portland	OR
9/13/2005	9/14/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Portland	OR
2/26/2008	2/27/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Portland	OR
4/20/2005	4/20/2005	Ruby Payne	PA School Counseling Association	McKeesport	PA
10/29/2006	10/29/2006	Ruby K. Payne	PA Assoc of Elem/Secondary Principals	Pittsburgh	PA
11/13/2006	11/14/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Philadelphia	PA
10/16/2007	10/16/2007	Ruby K. Payne	Lecture Management, Inc.	Easton	PA
8/28/2008	8/28/2008	Ruby K. Payne	Bristol Township School District	Levittown	PA
12/14/2005	12/14/2005	Ruby Payne	Rhode Island Assoc. of School Principals	Cranston	RI
10/17/2006	10/18/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Warwick	RI
3/7/2005	3/8/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Charleston	SC
9/15/2006	9/15/2006	Ruby K. Payne	Sisters of Charity Foundation	Columbia	SC
1/16/2007	1/17/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Columbia	SC
6/11/2007	6/11/2007	Ruby K. Payne	South Carolina Commission for Minority Affairs	Columbia	SC
4/26/2008	4/26/2008	Ruby K. Payne	South Carolina ASCD	Charleston	SC
6/24/2008	6/24/2008	Ruby K. Payne	Premiere Speakers Bureau	Greenville	SC
10/17/2008	10/17/2008	Ruby K. Payne	Midland Valley Preparatory School	Aiken	SC
10/19/2007	10/19/2007	Ruby K. Payne	Region 8 Head Start Association	Rapid City	SD
8/8/2008	8/8/2008	Ruby K. Payne	Associated School Boards of South Dakota	Sioux Falls	SD
4/7/2005	4/8/2005	Ruby Payne	Metropolitan Nashville Public Schools	Nashville	TN
8/12/2005	8/12/2005	Ruby Payne	Metropolitan Nashville Public Schools	Nashville	TN
8/26/2005	8/26/2005	Ruby Payne	Tennessee St. Dept. of Education Health Summit of Minority Comm	Nashville	TN
10/12/2005	10/13/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Chattanooga	TN
6/6/2006	6/9/2006	Ruby K. Payne	Metropolitan Nashville Public Schools	Nashville	TN
6/6/2006	6/9/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Nashville	TN
2/20/2007	2/21/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Memphis	TN
1/4/2008	1/4/2008	Ruby K. Payne	Chattanooga State Community College	Chattanooga	TN
3/13/2008	3/13/2008	Ruby K. Payne	University of Memphis	Memphis	TN
10/2/2008	10/3/2008	Ruby K. Payne	Assisi Foundation of Memphis, Inc.	Memphis	TN
8/17/2005	8/17/2005	Ruby Payne	Education Service Center #16	Amarillo	TX
1/6/2005	1/7/2005	Ruby Payne	Vision Athena, Inc.	Highlands	TX
1/19/2005	1/19/2005	Ruby Payne	Texas Partnership for Public Schools	Corpus Christi	TX
1/24/2005	1/25/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Highlands	TX
1/26/2005	1/27/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Austin	TX

6/3/2005	6/3/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Houston	TX
6/20/2005	6/23/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Galveston	TX
6/24/2005	6/24/2005	Ruby Payne	Professional Coordination Services	Fort Worth	TX
9/24/2005	9/24/2005	Ruby Payne	Conference of Southwest Foundations	San Antonio	TX
12/6/2005	12/9/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Galveston	TX
1/2/2006	1/2/2006	Ruby K. Payne	Temple Independent School District	Temple	TX
1/18/2006	1/19/2006	Ruby K. Payne	'Framework For Understanding Poverty National Tour/TOT	San Antonio	TX
1/28/2006	1/28/2006	Ruby K. Payne	TEPSA	Round Rock	TX
1/30/2006	1/30/2006	Ruby K. Payne	'Framework For Understanding Poverty National Tour/TOT	Houston	TX
1/31/2006	2/1/2006	Ruby K. Payne	'Framework For Understanding Poverty National Tour/TOT	Houston	TX
3/31/2006	3/31/2006	Ruby K. Payne	National Association of Elementary School Principals	San Antonio	TX
4/6/2006	4/7/2006	Ruby K. Payne	Conference of Southwest Foundations	Keller/Houston	TX
4/24/2006	4/24/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Houston	TX
8/8/2006	8/8/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Houston	TX
8/14/2006	8/14/2006	Ruby K. Payne	Georgetown ISD	Georgetown	TX
9/20/2006	9/20/2006	Ruby K. Payne	Holthouse Foundation for Kids	Houston	TX
9/29/2006	9/30/2006	Ruby K. Payne	TEPSA	Austin	TX
11/15/2006	11/15/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Houston	TX
12/4/2006	12/4/2006	Ruby K. Payne	Holthouse Foundation for Kids	Houston	TX
12/4/2006	12/7/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Houston	TX
1/11/2007	1/11/2007	Ruby K. Payne	Rotary Club of Corpus Christi	Corpus Christi	TX
3/6/2007	3/7/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Grapevine	TX
4/18/2007	4/18/2007	Ruby K. Payne	Conference of Southwest Foundations	Dallas	TX
5/5/2007	5/5/2007	Ruby K. Payne	aha! Process, Inc.	Highlands	TX
5/22/2007	5/22/2007	Ruby K. Payne	Texas Juvenile Commission	S. Padre Island	TX
6/19/2007	6/22/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Houston	TX
8/30/2007	8/30/2007	Ruby K. Payne	Univ of Texas Health Ctr of Tyler	Corpus Christi	TX
11/9/2007	11/9/2007	Ruby K. Payne	National Middle School Association	Houston	TX
11/29/2007	11/30/2007	Ruby K. Payne	aha! Process, Inc.	Highlands	TX
12/6/2007	12/6/2007	Ruby K. Payne	Food Bank of Corpus Christi	Corpus Christi	TX
1/15/2008	1/16/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	El Paso	TX
1/22/2008	1/23/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Bedford	TX
1/22/2008	1/23/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Bedford	TX
2/2/2008	2/2/2008	Ruby K. Payne	It's a Girl Thing	Corpus Christi	TX
2/23/2008	2/23/2008	Ruby K. Payne	Texas Middle School Association	Austin	TX
5/30/2008	5/30/2008	Ruby K. Payne	Houston Food Bank	Houston	TX
6/9/2008	6/9/2008	Ruby K. Payne	Region 13 ESC	Austin	TX
8/15/2008	8/15/2008	Ruby K. Payne	Foy H. Moody High School	Corpus Christi	TX
8/22/2008	8/22/2008	Ruby K. Payne	Bryan ISD	Bryan	TX
9/29/2008	9/30/2008	Ruby K. Payne	Citizens for Educational Excellence	Corpus Christi	TX
12/9/2008	12/10/2008	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Houston	TX

1/5/2009	1/5/2009	Ruby K. Payne	Nueces Canyon ISD	Camp Wood	TX
2/27/2009	2/27/2009	Ruby K. Payne	Social Responsibility Corporation DBA Learning About Learning	Richardson	TX
10/9/2007	10/10/2007	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Salt Lake City	UT
4/3/2009	4/3/2009	Ruby K. Payne	Brigham Young University	Salt Lake City	UT
1/11/2005	1/12/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Williamsburg	VA
7/25/2005	7/28/2005	Ruby Payne	Prince William County Public Schools	Gainesville	VA
7/25/2005	7/28/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Gainesville	VA
8/25/2005	8/25/2005	Ruby Payne	West Point Public School	West Point	VA
2/20/2006	2/20/2006	Ruby K. Payne	Newport News Public Schools	Newport News	VA
8/1/2006	8/1/2006	Ruby K. Payne	Richmond City Public Schools	Richmond	VA
8/21/2006	8/21/2006	Ruby K. Payne	Chesterfield County Public Schools	Richmond	VA
12/1/2006	12/1/2006	Ruby K. Payne	Virginia ASCD	Williamsburg	VA
11/15/2007	11/15/2007	Ruby K. Payne	Federal Reserve Bank of Richmond	Arlington	VA
1/31/2008	1/31/2008	Ruby K. Payne	Newport News Public Schools	Newport News	VA
2/1/2008	2/1/2008	Ruby K. Payne	Newport News Public Schools	Newport News	VA
6/30/2008	6/30/2008	Ruby K. Payne	Carroll County Public Schools	Wytheville	VA
8/25/2006	8/25/2006	Ruby K. Payne	Mukilteo School District	Lynnwood	WA
10/10/2006	10/11/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Seattle	WA
11/4/2006	11/4/2006	Ruby K. Payne	Washington ASCD	Spokane	WA
11/5/2006	11/5/2006	Ruby K. Payne	Lecture Management, Inc.	Enumcoaw	WA
11/6/2006	11/9/2006	Ruby K. Payne	Framework For Understanding Poverty National Tour/TOT	Seattle	WA
1/13/2005	1/14/2005	Ruby Payne	Whitewater USD	Whitewater	WI
9/23/2005	9/23/2005	Ruby Payne	Milwaukee Public Schools	Milwaukee	WI
10/17/2005	10/17/2005	Ruby Payne	CESA No. 6	Appleton	WI
10/27/2005	10/27/2005	Ruby Payne	Convention Connection	Wisconsin Dells	WI
11/7/2005	11/8/2005	Ruby Payne	'Framework For Understanding Poverty National Tour/TOT	Milwaukee	WI
4/12/2006	4/13/2006	Ruby K. Payne	Whitewater USD	Whitewater	WI
8/30/2006	8/30/2006	Ruby K. Payne	Stevens Point Public Schools	Stephens Point	WI
9/21/2006	9/21/2006	Ruby K. Payne	CESA #6	Fondulac	WI
11/16/2006	11/16/2006	Ruby K. Payne	Middleton-Cross Plains Area School District	Middleton	WI
10/23/2007	10/23/2007	Ruby K. Payne	Fox Valley Workforce Development Board, Inc	Neenah	WI
8/8/2005	8/8/2005	Ruby Payne	Raleigh County Board of Education	Beckley	WV
7/25/2006	7/28/2006	Ruby K. Payne	West Virginia Dept of Education & the Arts	Roanoke	WV
8/18/2006	8/18/2006	Ruby K. Payne	Berkeley County Schools	Martinsburg	WV
9/7/2007	9/7/2007	Ruby K. Payne	West Virginia ASCD	Martinsburg	WV
3/18/2008	3/19/2008	Ruby K. Payne	West Virginia Dept of Education & the Arts	Charleston,	WV

aha! Process, Inc.

eye-opening learning

Giving Back to the Community

Description	2003	2004	2005	2006	2007	Totals
Contributions to Organizations	$101,175	$123,818	$141,397	$104,221	$100,505	$571,116
Tuition for Employees	$20,590	$23,663	$26,506	$20,194	$39,590	$130,543
Pro Bono Trainings and Workshops	$38,010	$38,430	$105,470	$65,470	$153,480	$400,860

Complimentary books and materials given from 2003–2007: **$604,139**

Total Given Back to the Community $1,706,658

PO Box 727, 421 Jones Road, Highlands, TX 77562-0727 ◆ (800) 424-9484 ◆ fax (281) 426-5600 ◆ www.ahaprocess.com

Dr. Ruby K. Payne

Brock International Prize in Education

Presented by
Dr. Joseph Siano

Background & Education

- Over 30 years of experience in public education:
  - Teacher
  - Department Head
  - Principal
  - Central Office Administrator for Staff Development
  - Founder and President of aha! Process, Inc.
- B.A. Degree, Goshen College
- M.S. Degree, Western Michigan University
- Ph.D., Educational Leadership, Loyola University
- Author or Co-author of over one dozen books
  - Published more than 100 books and audiovisual products
  - Presented her work throughout the United States, Canada, Australia, India, and China

Educational Focus

- Dr. Payne's research and experience provides educators with a framework for understanding poverty and the mindsets of different economic classes.
- Her research and practical strategies have enabled educational professionals to implement strategies that successfully raise student achievement.
- There are many variables that impact student learning in our schools but none are more powerful than those variables impacted by socio-economic differences.

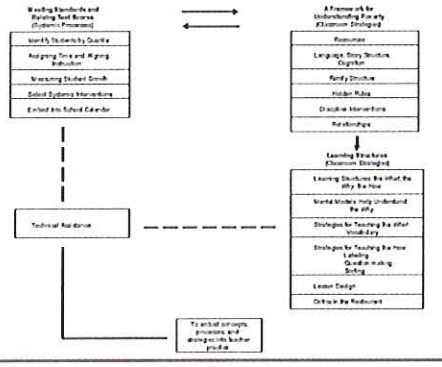
Relationship to Current Educational Initiatives

No Child Left Behind (NCLB)
The landmark educational legislation enacted in 2002.

Basic core concepts of NCLB

1. Holding schools accountable for results
2. Giving states and districts flexibility in how they spend Federal Funds
3. Using scientific research to guide classroom practice
4. Involving parents by providing information about their children's education

Payne's Model



Guiding Principles

Ruby Payne and aha! Process, Inc. believe:

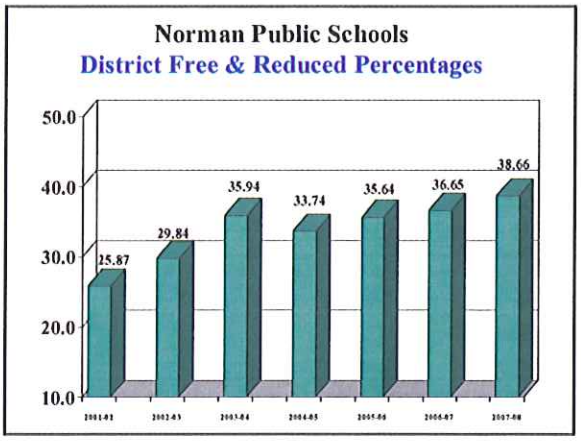
- We can better educate all children, particularly children from poverty.
- People are our most important resource, regardless of race or culture.
- Relationships and education are essential for individuals to move out of poverty.
- Individuals must be able to translate from the concrete to the abstract.
- Research must have "ecological validity"; it must be true to its context and not just its methodology of study.
- We can positively affect an individual's quality of life.
- We can impact family structures so that children and families have more resources available to them.
- We must "give back" to children in poverty through our efforts in lobbying, foundation development, and educational giving.

We believe that we can make a difference. And that you can too.

Nine Powerful Practices

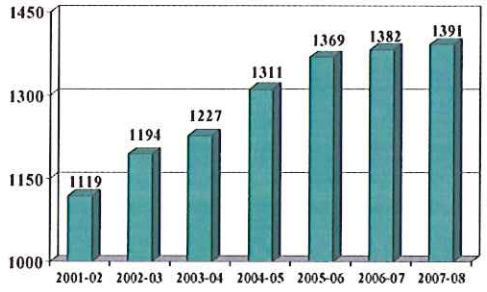
- Build relationships of respect.
- Make beginning learning relational.
- Teach children to speak in formal register.
- Assess each student's resources.
- Teach the hidden rules of school.
- Monitor progress and plan interventions.
- Translate the concrete into the abstract.
- Teach students how to ask questions.
- Forge relationships with parents.

District Impact



Norman Public Schools

API



Ruby Payne Quotes

Payne is best known for her work on "hidden rules of economic class" and their affect on learning. She says, "I never want to hear again, that poor children can't learn!"

"Teachers must always think about the well being of the students and maintain a sense of humor so that they, the teachers, do not lose perspective. Teachers must also remember that, for many students, school is the best part of their day."

The Gift of Education
"Educators can be a huge gift to students living in poverty. In many instances, education is *the* tool that gives a child life choices. A teacher or administrator who establishes mutual respect, cares enough to make sure a student knows how to survive school, and gives that student the necessary skills is providing a gift that will keep affecting lives from one generation to the next. Never has it been more important to give students living in poverty this gift."

NORMAN PUBLIC SCHOOLS

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