

Elementary, Secondary, Post-Secondary, Early Childhood, and
Specialized Teachers and Administrators; Parents
Stack of 7 Micro-Credentials for *Emotional Poverty in All Demographics* (Volume 1)
by Ruby K. Payne



- Earn 7 micro-credentials for Emotional Poverty in All Demographics
- No fee! You only pay the cost of materials: \$100

The following materials will be provided:

- **Book:** *Emotional Poverty in All Demographics* by Ruby K. Payne
- **On-Demand Video:** Emotional Poverty in All Demographics

- **Directions:**

1. Create an Emotional Poverty in All Demographics portfolio.
 2. Complete the badge requirements for each micro-credential and record responses in your portfolio.
 3. Complete the emailed data sheet to indicate your completion of the required tasks.
 4. Submit your completed data sheet online.
- **Time requirement for each micro-credential:** approximately 10 hours
 - **Technical requirements:** the availability of a computer or tablet with Internet access
 - **Research foundation:** see bibliography of *Emotional Poverty in All Demographics*



Micro-Credential 1 of 7 for Emotional Poverty in All Demographics

Introduction and Chapter 1

From *Emotional Poverty in All Demographics*, Introduction and Chapter 1, you will gain

- Deeper understandings of origins of anger, anxiety, and avoidance
- A language to talk about brain regulation, integration, and emotional competence

Badge requirements:

1. View the Emotional Poverty in All Demographics on-demand workshop, available at www.ahaprocess.com.
2. Read the Introduction and Chapter 1 of *Emotional Poverty in All Demographics* by Ruby K. Payne.
3. Create an Emotional Poverty in All Demographics portfolio for recording your responses to each task required in this micro-credential stack.
4. In your portfolio, explain, in one or two paragraphs, how you will use the hand model of the brain in a classroom.
5. Read the calming strategies on page 18 of *Emotional Poverty in All Demographics*. In your portfolio, write a two-sentence explanation of how you plan to use each one. You might use the following format for your entry:

Water	
Future story	
Tapping and touch	
Look up	
Breathing technique	
Pat your heart and stomach	

6. Action research: Implement one of the calming strategies that you have not used previously with a student, yourself, or another adult. Implement the strategy on two different occasions, and describe your results in your portfolio.

Micro-Credential 2 of 7 for Emotional Poverty in All Demographics

Chapter 2

From *Emotional Poverty in All Demographics*, Chapter 2, you will gain

- A deeper understanding of what causes behavior and what motivates desirable and undesirable behavior

Badge requirements:

1. Read Chapter 2 of *Emotional Poverty in All Demographics*.
2. Select at least three of the stages of psychosocial development as portrayed by Erik Erikson (pages 23–27). In your portfolio, describe an event you have observed in a school setting that reflects student behavior at that stage. Identify a strategy that has been proven to enhance positive student behavior at that stage of development. Your entry might be arranged as follows:

Stage of development	Event	Research-based approach for development at the identified stage
1)		
2)		
3)		

3. Action research: Trace the stages of “What creates bad behavior” in the graphic on page 34 in response to an episode of “bad behavior” you have observed. In your portfolio, describe how the observed behavior reflects each component.

Micro-Credential 3 of 7 for Emotional Poverty in All Demographics

Chapter 3

From *Emotional Poverty in All Demographics*, Chapter 3, you will gain

- Why particular discipline strategies work with some students and not with others
- Strategies that have proven effective for each bonding and attachment style

Badge requirements:

1. Read Chapter 3 of *Emotional Poverty in All Demographics*.
2. In your portfolio, describe four students or adults you have known who reflect each of the four bonding and attachment styles. (Your example for the safe and dangerous category could be a character in a book or movie.)

The four styles of bonding and attachment:

Secure and attached	Insecure and anxious–ambivalent
Insecure and anxious–avoidant	Disorganized (safe and dangerous)

3. Action research: Select one of the eight tools described on pages 46–51 for use when there is a bonding and attachment issue. On at least two different occasions, implement your selected strategy with a student or adult. Describe your results in your portfolio.

Micro-Credential 4 of 7 for Emotional Poverty in All Demographics

Chapter 4

From *Emotional Poverty in All Demographics*, Chapter 4, you will gain

- A deeper understanding of how feeling “less than” and “separate from” creates anger, anxiety, avoidance, resentment, shame, guilt, humiliation, violence, and revenge

Badge requirements:

1. Read Chapter 4 of *Emotional Poverty in All Demographics*.
2. Read the case studies on pages 60–79, along with the “Comments and actions that can increase shame” and “Comments and actions that promote inner strength” that follow each story. In your portfolio, list three comments that are new for you and that you plan to practice using in similar situations.
3. Action research: In your portfolio, make a list of the terms for emotional distress discussed in Chapter 4. Without referring to the book, briefly write your personal definition of each term, and then revisit the book and compare your definition with the information found there. What would you like to add or take away from your definition? Conduct further research of at least three of the terms, and make notes giving more detailed information. Your portfolio entry might be arranged similar to the following:

Term for emotion	Your definition	Additions/changes to your definition based on discussion in <i>Emotional Poverty in All Demographics</i>	Additional detail(s) gleaned from your personal research
Anger			
Anxiety			
Avoidance			
Shame			
Humiliation			
Guilt			
Resentment			
Rage			
Revenge			
Violence			

Micro-Credential 5 of 7 for Emotional Poverty in All Demographics

Chapter 5

From *Emotional Poverty in All Demographics*, Chapter 5, you will gain

- A deeper understanding of why many campuses experience more discipline referrals for males and why many males tend to shut down and quit

Badge requirements:

1. Read Chapter 5 of *Emotional Poverty in All Demographics*.
2. Action research: Go to online sites showing brain images, and compare a scan of a male brain with that of a female brain at various points of activity. What additional information can you glean from these images? List this information in your portfolio entry for Chapter 5.
3. Read the charts on pages 90 and 91. Select at least three female/male tendencies or patterns of neurobehavior that could potentially impact teacher reactions. In your portfolio, describe typical current classroom impacts of each tendency you selected. Then describe, either in your own words or from research, a potentially more productive teacher reaction. Your portfolio entry might be arranged similar to the following:

Tendency/Pattern #1	Typical teacher response reaction(s)
Alternative response/reaction	

Tendency/Pattern #2	Typical teacher response reaction(s)
Alternative response/reaction	

Tendency/Pattern #3	Typical teacher response reaction(s)
Alternative response/reaction	



Micro-Credential 6 of 7 for Emotional Poverty in All Demographics

Chapter 6

From *Emotional Poverty in All Demographics*, Chapter 6, you will gain

- A deeper understanding of why there is so much emotional noise in some classrooms, especially before and after holidays

Badge requirements:

1. Read Chapter 6 of *Emotional Poverty in All Demographics*.
2. Read the case studies on pages 98–106. Analyze the emotional noise level and the factors that impact it for each case study, and record your assessment in your portfolio. Your entry might be arranged similar to the following:

Name	The adult's personal bonding and attachment style	The adult's energy level	The adult's emotional triggers	The adult's age and stage of development
Alecia				
Larry				
George				
Sally				
Delores				

3. Action research: Observe for equal amounts of time in two classrooms: one with high emotional noise, and one with low emotional noise. In your portfolio, write a journal entry for each—what factors do you think escalate or reduce the levels of emotional noise?

Micro-Credential 7 of 7 for Emotional Poverty in All Demographics

Chapters 7, 8, 9, and 10

From Chapter 7, you will gain a deeper understanding of

- Parent issues
- Biochemical issues, mental illnesses, personality disorders
- Addiction
- Survival/financial poverty environments
- Neighborhood effects and early puberty
- Adverse childhood experiences and abuse
- Death/war/violence

From Chapter 8, you will gain a deeper understanding of

- How to motivate good behaviors (compassion for self and others)
- How to identify the behaviors that can only be managed and not changed

From Chapter 9, you will gain a deeper understanding of

- How to keep emotional stability as an educator

From Chapter 10, you will examine a review of

- What this all means for your classroom and your life

Badge requirements for Chapter 7:

Read Chapter 7 of *Emotional Poverty in All Demographics*. In your portfolio, develop a checklist for teachers to use to identify additional factors in emotional development. Your entry might be arranged similar to the following:

Additional factors	Checklist items
Biochemical issues, mental illnesses, personality disorders	
Addiction	
Survival/financial poverty environments	
Neighborhood effects and early puberty	
Adverse childhood experiences	
Death/war/violence	

Micro-Credential 7 of 7 for Emotional Poverty in All Demographics

Chapters 7, 8, 9, and 10

(continued)

Badge requirements for Chapter 8:

Read Chapter 8 of *Emotional Poverty in All Demographics*. Revisit the validation protocol on page 140. In your portfolio, write a scenario describing a student who is emotionally upset, and then describe what the validation conversation might sound like.

Badge requirements for Chapter 9:

Read Chapter 9 of *Emotional Poverty in All Demographics*. In your portfolio, write an example from the book of an approach you might use for strengthening your tools for reducing negative emotional responses in your life. Your entry might be arranged similar to the following:

Tool	Self-implementation
A future story	
Management of time	
Management of money	
Management of self-talk	
Management of expectations of others	
Key relationships of support and respect	

Badge requirements for Chapter 10:

Rank order the strategies on page 151 of *Emotional Poverty in All Demographics*. Develop a plan for implementing the strategies that rank among the top four on your list.