

Elementary, Secondary, Post-Secondary, Early Childhood, and  
Specialized Teachers and Administrators; Parents  
Stack of 6 Micro-Credentials for *Emotional Poverty, Volume 2:*  
*Safer Students and Less-Stressed Teachers*  
by Ruby K. Payne



- Earn 6 micro-credentials for Emotional Poverty, Volume 2: Safer Students and Less-Stressed Teachers
- No fee! You only pay the cost of materials: \$100

The following materials will be provided:

- **Book:** *Emotional Poverty, Volume 2: Safer Students and Less-Stressed Teachers* by Ruby K. Payne
- **On-Demand Video:** *Emotional Poverty Volume 2*

- **Directions:**

1. Create an *Emotional Poverty, Volume 2: Safer Students and Less-Stressed Teachers* 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, Volume 2: Safer Students and Less-Stressed Teachers*



# Micro-Credential 1 of 6 for Emotional Poverty, Volume 2: Safer Students and Less-Stressed Teachers

## Introduction and Chapter 1: The Limbic Center

### From *Emotional Poverty: Safer Students and Less-Stressed Teachers*, Introduction and Chapter 1, you will

- Review basic concepts included in *Emotional Poverty in All Demographics*
- Examine how to watch body “tells” to determine emotional distress
- Examine how to use the energy systems of the body to reduce emotional distress
- Examine how to use these tools to keep your campus safer

### Badge requirements:

1. View the Emotional Poverty Volume II: Safer Students and Less-Stressed Teachers on-demand workshop, available at [www.ahaprocess.com](http://www.ahaprocess.com).
2. Read the Introduction and Chapter 1 of *Emotional Poverty: Safer Students and Less-Stressed Teachers* by Ruby K. Payne.
3. Create an Emotional Poverty: Safer Students and Less-Stressed Teachers portfolio for recording your responses to each task required in this stack.
4. Action research:
  - A. Identify a student or adult, or perhaps yourself, who occasionally experiences and responds to stress. In your portfolio, list the body tells and pacifying behaviors that person demonstrates. Successful completion of this task might require multiple observations.
  - B. Identify one or more of the calming strategies described on pages 22–26, and implement the strategy on two different occasions. Describe your results in your portfolio.



# Micro-Credential 2 of 6 for Emotional Poverty, Volume 2: Safer Students and Less-Stressed Teachers

## Chapter 2: Developing the Prefrontal Cortex

From *Emotional Poverty: Safer Students and Less-Stressed Teachers*, Chapter 2, you will gain

- A deeper understanding of building regulation of behavior and emotional stability

### Badge requirements:

1. Read Chapter 2 of *Emotional Poverty: Safer Students and Less-Stressed Teachers*.
2. Take the quiz on page 33 for yourself and then for one of your students or friends who responds strongly to stressful situations. In your portfolio, compare and contrast the responses to the two quizzes.
3. In your portfolio, write a phrase or brief description of the following terms related to the prefrontal cortex. Your entry might look similar to the following:

Prefrontal cortex-related term	Description/relationship
Regulation of behavior	
Emotional stability	
Tasks	
Drug abuse	
ADHD	
Brain wave patterns	
When the prefrontal cortex gets stressed	
Anxiety	
Anxiety creators	
Panic attacks	
Triggers	
Learning	

# Micro-Credential 3 of 6 for Emotional Poverty, Volume 2: Safer Students and Less-Stressed Teachers

## Chapter 3: Adolescent Brain Development

**From *Emotional Poverty: Safer Students and Less-Stressed Teachers*, Chapter 3, you will explore**

- Puberty
- Reward circuitry
- Sensation seeking and risk taking
- The development of perspective taking
- Social cognition
- Suggestions for schools to provide more emotional stability for adolescents

**Badge requirements:**

1. Read Chapter 3 of *Emotional Poverty: Safer Students and Less-Stressed Teachers* by Ruby K. Payne.
2. In your portfolio, describe a potential student behavior that could stem from each of the following adolescent brain development factors:

Factor	Potential student behavior
Early maturing of boys	
Early maturing of girls	
Social dominance	
Testosterone	
Peer influence	
Reward circuitry	
Sensation seeking	
Drug/substance abuse	
Porn	
Risk-taking behavior	
Moral code development	
Imaginary audience	
Perspective taking	
Executive functioning	
Cyberbullying	



## Micro-Credential 4 of 6 for Emotional Poverty, Volume 2: Safer Students and Less-Stressed Teachers

### Chapter 4: The Hippocampus

From *Emotional Poverty, Safer Students and Less-Stressed Teachers*, Chapter 4, you will explore

- How your memory and the stories you carry in your head lead to your identity

#### Badge requirements:

1. Read Chapter 4 of *Emotional Poverty: Safer Students and Less-Stressed Teachers* by Ruby K. Payne.
2. Revisit the case studies about Lamar, Maria, Marquel, and Kevin.
3. In your portfolio, describe, in one or two sentences, evidence of hippocampus-related factors leading to the behaviors portrayed in the stories.
4. Identify a strategy that could benefit the main character in each case study.

A. Lamar

Factors related to the hippocampus	Evidence from case study	Potentially beneficial strategy
Narrative ecology of self		
Coherent internal story		
Wounds		

B. Maria

Factors related to the hippocampus	Evidence from case study	Potentially beneficial strategy
Narrative ecology of self		
Coherent internal story		
Wounds		

C. Marquel

Factors related to the hippocampus	Evidence from case study	Potentially beneficial strategy
Narrative ecology of self		
Coherent internal story		
Wounds		

C. Kevin

Factors related to the hippocampus	Evidence from case study	Potentially beneficial strategy
Narrative ecology of self		
Coherent internal story		
Wounds		

# Micro-Credential 5 of 6 for Emotional Poverty, Volume 2: Safer Students and Less-Stressed Teachers

## Chapter 5: When the Adults are Stressed

**From *Emotional Poverty: Safer Students and Less-Stressed Teachers*, Chapter 5, you will learn**

- How to know when you are stressed
- What happens in the autonomic nervous system during chronic stress
- Physical issues related to the autonomic nervous system
- How stress and energy are related
- How compassion and stress are related
- Strategies for secondary traumatic stress or compassion fatigue in adults

**Badge requirements:**

1. Read Chapter 5 of *Emotional Poverty: Safer Students and Less-Stressed Teachers* by Ruby K. Payne.
2. In your portfolio, create a three-column chart similar to the example below.
3. In Column 1, write the questions that appear in the example.
4. In Column 2, respond to each question using information from the book and utilizing the terms/concepts indicated.
5. In Column 3, write at least one statement reflecting additional information you found in additional reliable sources.

Question	Response from book: <i>Emotional Poverty: Safer Students and Less-Stressed Teachers</i>	Additional information from outside sources
How do you know when you are stressed?	Concept to use in response: heartrate variability	
What happens in the autonomic nervous system during chronic stress?	Concepts to use in response: sympathetic division, parasympathetic division	
What physical issues are related to the autonomic nervous system being out of balance?	Concepts to use in response: immune system, digestive system	

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Safer Students and Less-Stressed Teachers**

**Chapter 5: When the Adults are Stressed**  
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<b>Question</b>	<b>Response from book: <i>Emotional Poverty: Safer Students and Less-Stressed Teachers</i></b>	<b>Additional information from outside sources</b>
How are stress and energy related?	Concept to use in response: mitochondria	
How is compassion related to stress?	Concepts to use in response: mirror neurons, compassion fatigue, secondary traumatic stress, emotional exhaustion	
What is the role of epigenetics in adult stress?	Concepts to use in response: historical trauma, intergenerational trauma	
What strategies are available for secondary traumatic stress or compassion fatigue in adults?	Concepts to use in response: cancellation of subconscious memories, coherence	

## Micro-Credential 6 of 6 for Emotional Poverty, Volume 2: Safer Students and Less-Stressed Teachers

### Chapter 6: A Brain-Based Approach to Parents/Caregivers

**From *Emotional Poverty: Safer Students and Less-Stressed Teachers*, Chapter 6, you will gain deeper insight into**

- Some of the emotional aspects of parenting
- Implicit bias on the part of both the educator and the parent
- Institutional bias
- A process for working with parents
- The Karpman triangle

**Badge requirements:**

1. Read Chapter 6 of *Emotional Poverty: Safer Students and Less-Stressed Teachers* by Ruby K. Payne.
2. In your portfolio, create a “cheat sheet” for new teachers to help equip them with skills for effective interactions with parents by completing the chart below.

**Prior to and during meeting with parent(s)**

Activity	Notes
Examine implicit personal and institutional bias	
Review bonding and attachment styles for self and parent	
Review the Karpman triangle	
Review subgroups of parents	
Review tips for working with parents from poverty, middle class, and wealth	
Other	

**During meeting**

Activity	Notes
Listen for and guard against story distortions	
Complete conference plan sheet	
Questions to ask before interventions are recommended	
Avoid emotional manipulation	
Other	

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Chapter 6: A Brain-Based Approach to Parents/Caregivers  
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**Before, during, and following meeting**

Activity	Notes
Listen for and guard against story distortions	
Complete conference plan sheet	
Questions to ask before interventions are recommended	
Avoid emotional manipulation	
Other	