

New, Transitioning, and Veteran Early Childhood–Grade 12 Teachers and Administrators  
Stack of 10 Micro-Credentials for *A Framework for Understanding Poverty*  
by Ruby K. Payne



- Earn 10 micro-credentials for A Framework for Understanding Poverty
- Cost of purchase and delivery of materials: \$250
- No added fee

The following materials will be provided:

- **Book:** *A Framework for Understanding Poverty* by Ruby K. Payne
- **Workbook:** *10 Actions to Educate Students* by Ruby K. Payne
- **On-Demand Video:** A Framework for Understanding Poverty
- **On-Demand Video:** Research-Based Strategies
- **Book:** *Research-Based Strategies* by Ruby K. Payne and Bethanie H. Tucker
- **Book:** *Working with Parents* by Ruby K. Payne

- **Directions:**

1. Create A Framework for Understanding Poverty micro-credentials 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 *A Framework for Understanding Poverty*
- **Intended audience:** new, transitioning, or veteran early childhood and K–12 teachers and administrators aspiring to become certified in A Framework for Understanding Poverty
- Completion of this stack of micro-credentials qualifies you for Framework trainer certification

## Micro-Credential 1 of 10 for A Framework for Understanding Poverty

### Introduction to *A Framework for Understanding Poverty* and Action 1: Building Relationships of Mutual Respect

#### From the Introduction to *A Framework for Understanding Poverty*, you will gain

- A deeper understanding of how economic class affects students' academic progress, behaviors, and mindsets
- How your personal experiences contribute to the creation of your own lens for viewing yourself, your family, your community, and your students from all economic backgrounds

#### From Action 1: Building Relationships of Mutual Respect, you will gain

- A deeper understanding of why relationships are the motivation for learning
- How to build relationships of mutual respect with students from all demographics

#### Badge requirements:

1. View the on-demand workshop video, available at [www.ahaprocess.com](http://www.ahaprocess.com).
2. Read the Introduction to *A Framework for Understanding Poverty* and Action 1 from the workbook *10 Actions to Educate Students*.
3. Based on the on-demand video, A Framework for Understanding Poverty workshop, analyze how each action contributes to the building of relationships of mutual respect.
4. Complete at least one item from the chart below as evidence of your work for this credential.

No.	Resources	Background	Proof
1.1	<i>10 Actions to Educate Students</i> workbook, page 3	There is abundant research in each of the four categories of causes of poverty.	Choose one case study student. Identify and list observable causes of poverty for this student and analyze: Which category is most highly represented? Least? Which item can be addressed by the school? Design a plan for addressing one of the causes for this student.
1.2	<i>10 Actions to Educate Students</i> workbook, pages 4, 5, and 6	Background: Having students make checklists and check each item off the list as they accomplish the task ultimately can lead to the development of achievement as a driving force.	Design or research another approach to enhancing achievement as a driving force for your case study student(s). Implement the strategy for one month and record your data or observations.
1.3	<i>10 Actions to Educate Students</i> workbook, page 13	Workbook, page 13: "The research study found that when teachers used these interactions with low-achieving students their achievement made significant gains."	Videotape yourself teaching for at least half an hour. Analyze the extent to which you use the behaviors in the chart on page 13 with various demographics of students.
1.4	On-demand video: A Framework for Understanding Poverty workshop	Relationships of mutual respect require support, insistence, and high expectations.	Watch the entire on-demand video, A Framework for Understanding Poverty workshop, and analyze how each action contributes to the building of relationships of mutual respect.



## Micro-Credential 2 of 10 for A Framework for Understanding Poverty

### Action 2: Teach Students the Hidden Rules of School

From Action 2: Teach Students the Hidden Rules of School, you will gain a deeper understanding of

- How knowledge of hidden rules affects relationships and learning
- Some hidden rules of poverty, middle class, and wealth

#### Badge requirements:

1. Revisit the on-demand video: A Framework for Understanding Poverty, available at [www.ahaprocess.com](http://www.ahaprocess.com). Take notes on information pertaining to hidden rules from the video.
2. Read Chapter 3 of *A Framework for Understanding Poverty*.
3. Read Action 2 from the workbook *10 Actions to Educate Students* by Ruby Payne.
4. Complete at least one item from the chart below as evidence of your work for this credential.

No.	Resources	Background	Proof
2.1	On-demand video: A Framework for Understanding Poverty; <i>10 Actions to Educate Students</i> workbook, page 8	How you spend your time impacts your knowledge base and resources and, therefore, the hidden rules you follow.	From the on-demand video, identify at least one way a student's knowledge of hidden rules impacts at least 5 of the 10 actions from the list on page 8 of the workbook. Write one paragraph describing each.
2.2	Book: <i>A Framework for Understanding Poverty</i> , pages 45, 46–52	“One of the key issues in making the transition from poverty to middle class or middle class to wealth is to develop bridging social capital.” page 45	Take each of the quizzes on pages 46–52. Identify three bridging social capital resources you could connect a case study student with to help them make the transition.

## Micro-Credential 3 of 10 for A Framework for Understanding Poverty

### Action 3: Resources

#### From Action 3: Resources, you will gain a deeper understanding of

- How to analyze resources of your students to make interventions based on the resources the students have access to (interventions do not work if they are based on resources that are not available)

#### Badge requirements:

1. View the on-demand video: A Framework for Understanding Poverty workshop, available at [www.ahaprocess.com](http://www.ahaprocess.com).
2. Read Chapter 1 of *A Framework for Understanding Poverty* by Ruby Payne and Action 3 from the workbook *10 Actions to Educate Students* by Ruby Payne.
3. Read strategies 1 and 2 of *Research-Based Strategies* by Ruby K. Payne and Bethanie H. Tucker.
4. Complete at least one item of evidence of your work from the chart below.

No.	Resources	Background	Proof
3.1	Book: <i>Research-Based Strategies</i>	Interventions do not work if they are based on resources that are not available.	Read strategies 1 and 2 in <i>Research-Based Strategies</i> . Using the “Questions to Determine Best Interventions” on page 23, analyze the resources of a case study student using the grid on page 22. Identify an intervention, based on available resources, that would likely be highly effective for this student.
3.2	Book: <i>A Framework for Understanding Poverty</i>	Resources available to the student and/or to the adult can be identified.	Read the case studies on pages 11–28 in <i>A Framework for Understanding Poverty</i> . Complete the grid for each student, and go to Appendix A and look at how the resources were identified and the possible interventions for each. Identify one additional intervention for one of the students.

## Micro-Credential 4 of 10 for A Framework for Understanding Poverty

### Action 4: Formal Register

**From Action 4: Formal Register, you will gain a deeper understanding of**

- The benefits of knowing formal and casual registers and how to teach code switching

#### **Badge requirements:**

1. View the on-demand video: A Framework for Understanding Poverty workshop, available at [www.ahaprocess.com](http://www.ahaprocess.com). Read Chapter 2 of *A Framework for Understanding Poverty* by Ruby Payne.
2. Read Action 4 from the workbook *10 Actions to Educate Students* by Ruby Payne.
3. Read strategies 54, 55, and 56 of *Research-Based Strategies* by Ruby Payne and Bethanie Tucker.
4. Complete at least one item of evidence of your work from the chart below.

No.	Resources	Background	Proof
4.1	Book: <i>Research-Based Strategies</i>	An understanding of formal register is necessary to understand written text, which is essential for success at school.	Implement the use of a chart similar to the one on page 185 with a class for one month. Write a one-page analysis of how the strategy affected students' language skills.
4.2	Video: A Framework for Understanding Poverty	Many of the key issues for schools and businesses are related to language patterns, registers of language, discourse patterns, story structure, and specificity of vocabulary.	Have students write about their concerns, displeasures, or explanations of behavior in formal register. Then have them draw from their written versions at appropriate times.

## Micro-Credential 5 of 10 for A Framework for Understanding Poverty

### Action 5: Abstract Processes

#### From Action 5: Abstract Processes, you will gain a deeper understanding of

- How mediation builds cognitive skills and how those skills give individuals the ability to plan and handle new information in an organized way
- The three stages of the learning process
- What educators can do instructionally to teach abstract processes

#### Badge requirements:

1. View the on-demand video: A Framework for Understanding Poverty workshop, available at [www.ahaprocess.com](http://www.ahaprocess.com). Read Chapter 9 of *A Framework for Understanding Poverty* by Ruby Payne.
2. Read Action 5 from the workbook *10 Actions to Educate Students* by Ruby Payne.
3. Read strategies 10 through 25 of *Research-Based Strategies* by Ruby Payne and Bethanie Tucker.
4. Complete at least one item of evidence of your work from the chart below.

No.	Resources	Background	Proof
5.1	Workbook: <i>10 Actions to Educate Students</i>	When students cannot use planning behaviors, they do not get their work done and are impulsive.	Study the chart asking, “What Does this Mean in the Classroom?” on page 43. Identify students who demonstrate behaviors that match five items in the chart. Identify an intervention of each of these student behaviors.
5.2	Book: <i>Research-Based Strategies</i>	Input strategies are methods by which the brain prepares data for processing.	Choose five strategies from those suggested in strategies 11–25 and implement them in your classroom for one month. Write one paragraph for each, telling the effect of the strategy.

## Micro-Credential 6 of 10 for A Framework for Understanding Poverty

### Action 6: Teaching Mental Models

#### From Action 6: Teaching Mental Models, you will gain a deeper understanding of

- How mental models translate between the abstract representational world and the sensory concrete world
- Some examples of mental models

#### Badge requirements:

1. View the on-demand video: A Framework for Understanding Poverty workshop, available at [www.ahaprocess.com](http://www.ahaprocess.com). Study the mental models on pages 43, 44, 45, 131, and 132 in the book *A Framework for Understanding Poverty* by Ruby Payne.
2. Read Appendix C of *Research-Based Strategies* by Ruby Payne and Bethanie Tucker.
3. Read Action 6 from the workbook *10 Actions to Educate Students* by Ruby Payne.
4. Complete at least one item of evidence of your work from the chart below.

No.	Resources	Background	Proof
6.1	On-demand video: A Framework for Understanding Poverty	A mental model is a story, analogy, or a drawing. Mental models translate between the sensory and the abstract.	Re-watch A Framework for Understanding Poverty video. Identify an abstract concept discussed in the video and create a mental model for that concept. Sketch a brief explanation of the concept, along with your mental model, as evidence of your work with this action.
6.2	Book: <i>Research-Based Strategies</i>	Many of the strategies are mental models for concepts or processes.	Develop an original process mental model. Sketch the mental model, along with an explanation of the skill it translates to at the concrete level.

# Micro-Credential 7 of 10 for A Framework for Understanding Poverty

## Action 7: Planning

**From Action 7: Planning, you will gain a deeper understanding of**

- Planning skills for students
- How planning helps students to control impulsivity

**Badge requirements:**

1. View the on-demand video: A Framework for Understanding Poverty workshop, available at [www.ahaprocess.com](http://www.ahaprocess.com).
2. Read Action 7 from the workbook *10 Actions to Educate Students* by Ruby Payne.
3. Read Strategy 12 of *Research-Based Strategies* by Ruby K. Payne and Bethanie H. Tucker.
4. Complete at least one item of evidence of your work from the chart below.

No.	Resources	Background	Proof
7.1	Workbook: <i>10 Actions to Educate Students</i>	When students cannot use planning behaviors, they do not get their work done; they are impulsive.	Identify one of your own lesson plans that could be enhanced by the addition of a planning backward demonstration. Rewrite your lesson plan to include the planning backward activity as evidence of your work with Action 7.
7.2	Online research	To complete tasks requires planning, which often calls for procedural self-talk.	Research a strategy for teaching self-talk skills to students. Field-test the strategy for at least one week. Write an analysis of the effects of the strategy.



## Micro-Credential 8 of 10 for A Framework for Understanding Poverty

### Action 8: Voices

#### From Action 8: Voices, you will gain a deeper understanding of

- How using the adult voice builds relationships and can change behaviors

#### Badge requirements:

1. View the on-demand video: A Framework for Understanding Poverty workshop, available at [www.ahaprocess.com](http://www.ahaprocess.com).
2. Read Action 8 from the workbook *10 Actions to Educate Students* by Ruby Payne.
3. Read Strategy 60 in *Research-Based Strategies* by Ruby K. Payne and Bethanie H. Tucker.
4. Complete at least one item of evidence of your work from the chart below.

No.	Resources	Background	Proof
8.1	Workbook: <i>10 Actions to Educate Students</i>	Eric Berne (1996) identified three voices that one uses inside the head to direct one's behavior: child voice, parent voice, and adult voice.	Experiment with the impact of the use of various voices with the help of at least three willing adult volunteers. Write a one-paragraph analysis of the impact and their reactions.
8.2	Book: <i>Research-Based Strategies</i>	Clause Steiner (1994) found that if individuals become their own parent quite young, or if the primary caregiver is unsympathetic, those individuals typically develop on two voices—the child and the negative parent.	Identify five case study students representing differing academic and behavioral levels. Record their uses of voices over the course of two weeks. Write a one-paragraph analysis of each summary.

## Micro-Credential 9 of 10 for A Framework for Understanding Poverty

### Action 9: Family Structure

**From Action 9: Family Structure, you will gain a deeper understanding of**

- Family resources and dynamics
- The resources the child has access to and intervention selection

**Badge requirements:**

1. View the on-demand video: A Framework for Understanding Poverty workshop, available at [www.ahaprocess.com](http://www.ahaprocess.com). Read pages 99, 154, 162–163, 170–171, and 176–177 of *A Framework for Understanding Poverty* by Ruby Payne.
2. Read Action 9 from the workbook *10 Actions to Educate Students* by Ruby Payne.
3. Read *Research-Based Strategies* by Ruby K. Payne and Bethanie H. Tucker.
4. Complete at least one item of evidence of your work from the chart below.

No.	Resources	Background	Proof
9.1	Book: <i>Working with Parents</i> by Ruby K. Payne	The research seems to indicate that when a parent provides support, insistence, and high expectations for a child, the presence or absence of a parent in the physical school building is immaterial.	Implement one of the suggestions on pages 10 and 11 for two weeks. Write a one-page reflection of the experience as evidence of your work with Action 9.
9.2	Book: <i>Research-Based Strategies</i>	Family structure and family function are background factors in the lens through which all students view the world.	Select 15 strategies from the book <i>Research-Based Strategies</i> and write a one-paragraph summary of how each is impacted by family structure and/or family function.

## Micro-Credential 10 of 10 for A Framework for Understanding Poverty

### Action 10: Question Making

**From Action 10: Question Making, you will gain a deeper understanding of**

- How questioning skills are impacted by poverty
- Why the ability to ask questions is critical to academic success

**Badge requirements:**

1. View the on-demand video: A Framework for Understanding Poverty workshop, available at [www.ahaprocess.com](http://www.ahaprocess.com). Read page 133 of *A Framework for Understanding Poverty* by Ruby Payne.
2. Read Action 10 from the workbook *10 Actions to Educate Students* by Ruby Payne.
3. Read Strategy 41 of *Research-Based Strategies* by Ruby K. Payne and Bethanie H. Tucker.
4. Complete at least one item of evidence of your work from the chart below.

No.	Resources	Background	Proof
10.1	Workbook: <i>10 Actions to Educate Students</i>	Without question-making skills, students struggle to get past the third-grade reading level.	At least three times during the next three weeks, have students work in groups to write multiple choice questions about the contents of a chapter from one of their texts. Analyze progress in the quality of the questions students come up with. Then analyze progress in the quality of student responses to test questions. Write a one-page summary, along with examples, for your evidence in working with this credential.
10.2	Book: <i>Research-Based Strategies</i>	Questioning skills enable students to get inside their head and know what they know and what they don't know.	At least three times during the next three weeks, have students write a question about new topics prior to reading the chapter or attending the lecture. Analyze progress in the quality of the questions students write. Then analyze progress in the quality of student responses to test questions. Write a one-page summary, along with examples, for your evidence in working with this credential.