Australia
Handout Supplements
September, 2006

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Proudly presented in Australasia by

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- They are provided for the sole use of participants engaged in training with Social Solutions when undertaking courses in aha’s *A Framework for Understanding Poverty*.

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Context note

- These handouts are solely for the purpose of augmenting training provided to participants by Social Solutions when undertaking courses in aha! Process’ *A Framework for Understanding Poverty*.

- Recommended Resource: *Bridges Out of Poverty*, the supplemental text featured in this handout.
Key Points

1. Poverty is relative.
2. Poverty occurs in all races.
3. Generational and situational poverty are different.
4. This work is based on patterns. All patterns have exceptions.
5. Schools, businesses, service agencies and most community organisations operate from middle class norms and values.
6. Individuals bring with them the hidden rules of the class in which they were raised.
7. There are cultural differences in poverty.
   This study is crosscultural and focuses on economics.
8. We must neither excuse nor scold: We must teach.
9. We must teach them that there are two sets of rules.
10. To move from poverty to middle class, one must give up (for a period of time) relationships for achievement.
11. Two things that help one move out of poverty are:
   - education
   - relationships
12. Four reasons one leaves poverty are:
   - too painful to stay
   - vision or goal
   - key relationship
   - special talent/skill
Mental Models

- Are an internal picture of how the world works
- Exist below awareness
- Are theories-in-use, often unexamined
- Determine how we act
- Can help or interfere with learning

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

Tyranny of the Moment

For many people in poverty,

“The need to act
overwhelms any willingness people have to learn.”

Source: The Art of the Long View by Peter Schwartz

Mental Model of Generational Poverty

- A description of the concrete experience common for many.
- An abstract representation of poverty.
- Often depicts vulnerability.
- Depicts the relative importance and interlocking nature of the elements.
- A depiction of the trap that many face:
  no future story, no choice, no power.

Source: The Fifth Discipline Fieldbook (1994) by Peter Senge
educating for a positive now

Poverty

Middle Class

Wealth
Research Continuum

- Behaviours of the Individual
- Absence of Human and Social Capital within the Community
- Human Exploitation
- Political-Economic Structures

Research Continuum Conclusions

- There is valid research in all four areas.
- We need a continuum of strategies covering all four areas.
- Ruby Payne’s framework offers a way to understand economic issues, and to do a critical analysis of poverty and prosperity.
Behaviours of the Individual

Research Topics:
- Dependency
- Single parenthood
- Criminal behaviour
- Dropping out
- Values—work ethic
- Breakup of families
- Addiction, mental illness
- Language experience

Assumptions:
- By studying people in poverty we will learn what changes need to be made.
- The poor are somehow “lacking”, either by choice or circumstance.
- Poverty is a sustainable condition; it will always be with us.
- Don’t blame the system; change the individual.

Strategies:
- Work for the Dole
- Hold individuals accountable for choices
- Marriage promotion
- Treatment interventions
- Abstinence education
- Literacy
- Enhance language experience
Human & Social Capital

Research Topics:
- Poor employment opportunities
- Quality of education
- Inadequate skill-sets
- Declining neighborhoods
- Middle-class flight
- Racism and discrimination
- Lack of a career ladder between service and knowledge sectors

Assumptions:
- By studying human and social capital we will learn how to work within the community to create acceptable conditions for those at the bottom.
- Do not blame the political-economic system; enhance state and local resources.

Strategies:
- Improve education
- Enhance skills
- Full employment, growth in labor market
- Anti-poverty programs
- Policing communities
- Head Start
- Neighborhood associations
- Hold social systems accountable
Human Exploitation

Research Topics:

- Exploitation of dominated groups for profit
- Exploitation of dominated groups for markets
- Exploitation of regions for resources and raw materials

Strategies:

- In our country, the belief is that if one works hard he/she can overcome all existing exploitations.
- The dominant culture is often reluctant to legitimize this category and to acknowledge existing exploitations—and is often resistant to new strategies.
Political-Economic Structures

Research Topics:

- De-industrialization
- The “race to the bottom”
- Globalization
- Increased productivity
- Lack of health care
- Racism and discrimination
- Shrinking middle class
- Economic disparity
- Corporate influence on legislators

Assumptions:

- Studying the poor is not the same thing as studying poverty; political-economic structures contribute to poverty.

- The middle class and people in poverty have the right to influence structures in their own interest just as other classes have done.

- Don’t blame the individual only; change the political-economic structure.

Strategies:

- Whole system planning—social health index.
- Use measures of accountability beyond shareholder profit.
- Create intellectual capital.
- Create equity of access and opportunity
- Create economic stability for all.
- Create a sustainable economy.
Community Sustainability Grid

- What is our organisation doing?
- What role does our organisation best play?
- My role as a practitioner?

<table>
<thead>
<tr>
<th>Individual Action</th>
<th>Human &amp; Social Capital</th>
<th>Exploitation</th>
<th>Political – Economic Structures</th>
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</thead>
<tbody>
<tr>
<td>Agency Action</td>
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<tr>
<td>Community Action</td>
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<tr>
<td>Policy</td>
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Sustainable Communities systematically address all areas through the collaborative efforts of agencies, organisations and individuals.
Ravenswood Community Garden
Sustainability Flow Chart

Health, well-being, self-esteem, social inclusion

Self confidence
Employment
Community Connect

Further training & qualifications
Relationships, family, friends

Practical skills development
Knowledge
Social skill development

Activities: horticulture, gardening
Social processes: intergenerational

Ravenswood Community Garden – Providing
opportunities for people to grow and succeed

• gm@rcg.org.au
• www.rcg.org.au
• 03 6339 1569
PO Box 70, Ravenswood, Tasmania, Australia
Could you survive in poverty?

COMPLETE THE QUIZ: ✔ each item you know how to do.

1. I know which sections of town have the best garage sales.
2. I know which organisations have ‘bag’ and ‘box’ sales and when.
3. I know which supermarkets’ bins can be accessed for thrown-away food.
4. I know how to get someone out of gaol.
5. I know how to physically fight and defend myself.
6. I know how to get a gun, even if I have no firearms license and/or a police record.
7. I know how to keep my clothes from being stolen at the Laundromat.
8. I know what problems to look for in a used car.
9. I know how to live without a cheque account or credit card.
10. I know how to live without electricity and a phone.
11. I know how to use a knife as scissors.
12. I can entertain a group of friends with my personality and my stories.
13. I know what to do when I don’t have money to pay the bills.
14. I know how to move house in half a day.
15. I know how to get and use food vouchers and a Health Care Card.
16. I know where the medical clinics are that offer bulk-billing.
17. I am very good at trading and bartering.
18. I can get by without a car.
Could you survive in middle class?

COMPLETE THE QUIZ: ✓ each item you know how to do.

- 1. I know how to get my children into Little Athletics, piano lessons, soccer, etc.
- 2. I know how to set a table properly.
- 3. I know which stores are most likely to carry the clothing brands my family wears.
- 4. My children know the best name brands in clothing.
- 5. I know how to order in a nice restaurant.
- 6. I know how to use a credit card, cheque account and savings account – and I have insurance. I understand life insurance, health insurance, house and contents insurance.
- 7. I talk to my children about going on to further education.
- 8. I know how to get one of the best interest rates on my car loan.
- 9. I understand the difference between capital and interest on my home loan.
- 10. I know how to help my children with their homework and do not hesitate to call the school if I need additional information.
- 11. I know how to decorate the house for the different events – Christmas, Easter...
- 12. I know how to get a library card.
- 13. I know how to use most of the tools in the garage or workshop.
- 14. I repair items in my house almost immediately when they break – or I find a repair service and call it.
Could you survive in wealth?

COMPLETE THE QUIZ: ✔ each item you know how to do.

_____1. I can read a menu in French, English, and another language.
_____2. I have several favourite restaurants in different countries of the world.
_____3. During the holidays, I know how to hire a decorator to identify the appropriate themes and items with which to decorate the house.
_____4. I know who my preferred financial advisor, legal service, designer, domestic - employment service, and hairdresser are.
_____5. I have at least two residences that are staffed and maintained.
_____6. I know how to ensure confidentiality and loyalty from my domestic staff.
_____7. I have at least two or three “screens” that keep people whom I do not wish to see away from me.
_____8. I fly in my own plane or the company plane.
_____9. I know how to enrol my children in the preferred private schools.
_____10. I know how to host the parties that “key” people attend.
_____11. I am on the boards of at least two charities.
_____12. I know the hidden rules of the private Gentleman’s Clubs.
_____13. I support or buy the work of a particular artist.
_____14. I know how to read a corporate financial statement and analyse my own financial statements.
## Driving Forces

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Work</th>
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</thead>
<tbody>
<tr>
<td>Entertainment</td>
<td>Achievement</td>
</tr>
<tr>
<td>Survival</td>
<td>Material security</td>
</tr>
<tr>
<td></td>
<td>Political, financial &amp; social connections</td>
</tr>
</tbody>
</table>

### What can you do in your setting?

- Understand the hidden rules that individuals bring with them.
- Understand the hidden rules of your organisation.
- Teach that there are two sets of rules.
- Direct-teach the hidden rules.
Resources

Poverty (Payne, 1995): ‘the extent to which an individual does without resources’.

Those resources are:

<table>
<thead>
<tr>
<th>Financial</th>
<th>Emotional</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having the money to purchase goods and services.</td>
<td>Being able to choose and control emotional responses, particularly to negative situations, without engaging in self destructive behaviour. This is an internal resource and shows itself through stamina, perseverance and choices.</td>
<td>Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Spiritual</th>
<th>Physical</th>
<th>Support systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believing in divine purpose and guidance.</td>
<td>Having physical health and mobility.</td>
<td>Having friends, family, back-up resources available in times of need. These are external resources.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Role Models</th>
<th>Knowledge of hidden rules and values.</th>
<th>Knowledge of Formal Register</th>
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<tbody>
<tr>
<td>Having frequent access to adult(s) who are appropriate, who are nurturing to the individual and who do not engage in self destructive behaviour.</td>
<td>Knowing the unspoken cues and habits of a group.</td>
<td>The ability to communicate in the language of school and work.</td>
</tr>
</tbody>
</table>
Registers of Language

Frozen
- Language that is always the same.
- Eg: Lord’s Prayer

Formal
- The standard sentence syntax and word choice of work and school.
- It has complete sentences and specific word choice.

Consultative
- Formal register when used in conversation.
- Discourse pattern not quite as direct as formal register.

Casual
- Language between friends and is characterised by a 400- to 800- word vocabulary.
- Word choice is general and not specific.
- Conversation is dependent upon non-verbal assists.
- Sentence syntax is often incomplete.

Intimate
- Language between lovers and twins.
- The language of sexual harassment.
Three Voices

Child Voice
- You’re picking on me.
- You don’t love me.
- You want me to leave.
- Nobody likes (loves) me.
- I hate you.
- You’re ugly.
- You make me sick.
- It’s your fault.
- Don’t blame me.
- She, he … did it.
- You make me mad.
- It’s not fair.

Parent Voice
- You should/shouldn’t do that.
- It’s wrong/right to do …
- That’s stupid, immature, out of line, ridiculous.
- Life’s not fair. Get on with it.
- You are good/bad, worthless, beautiful (any judgmental, evaluative comment).
- Because I said so!
- If you weren’t so …, this wouldn’t …

Adult Voice
- I need …
- What’s your plan?
- What are your choices in this situation?
- If you choose …, then you have chosen …
- If you did know, what would you say?
- When you did that, what did you want?
- How did that behavior help you be successful?
- Help me understand how…
Theories of Change

- Almost all community organisations that serve people in poverty want *(sometimes need, as required by policy and/or funding)* the individual to change a behaviour.

- Theories of change are based on research, best practices, and repeating what others have done.

- Theories of change must be articulated, examined, and, if need be, redefined.

<table>
<thead>
<tr>
<th>Poverty and prosperity</th>
<th>Theories of change</th>
<th>Orientation</th>
<th>Co-investigation, data gathering, analysis</th>
<th>Planning, goal setting, decisions</th>
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<tbody>
<tr>
<td>Education</td>
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<td>Individual counseling</td>
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Mental Model in Agency Setting
Customer’s Life Cycle

- The steps you have designed so your customers get what they need and want from your organisation.
- The customers’ experience at your business from beginning to end—from their point of view.

James Champy
Sustainability

- How do we use our resources, and have enough available for the next generation?

- How do we live in our environment, and maintain it for our children?

Why must equity precede sustainability?

- Impact on critical mass & equity on change

- If a community allows any group to be disenfranchised for any reason (religion, race, class, etc.), the whole community becomes economically poorer.

  ~ Thomas Sowell.
Social Health Index:

Includes indicators such as levels for:

- Infant mortality
- Child abuse
- Child poverty
- Youth suicide
- Teenage drug use
- High school dropouts
- Teenage births
- Unemployment
- Inequality in family income
- Wages
- Health care coverage
- Age-65-plus poverty
- Life expectancy
- Violent crime
- Alcohol-related traffic fatalities
- Affordable housing
The Second Mile

We must always go the second mile. When we go the first mile, we simply do what is required of us.

It is when we go the second mile that excellence is achieved and miracles happen.
<table>
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<tr>
<th>Qty</th>
<th>Title</th>
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<tbody>
<tr>
<td></td>
<td>A Framework for Understanding Poverty</td>
<td>$25.00</td>
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<td></td>
<td>A Picture is Worth a Thousand Words – Behaviour Management Strategies</td>
<td>$20.00</td>
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<td>Audio Workshop Kit - Includes CD’s of Day 1 &amp; Day 2 and four books.</td>
<td>$250.00</td>
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<td>Bridges Out of Poverty: Strategies for Professionals And Communities</td>
<td>$25.00</td>
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<td>Crossing The Tracks For Love (Understanding Relationships)</td>
<td>$20.00</td>
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<td>Getting Ahead in a Just Getting’ By World Workbook &amp; Facilitator Guide</td>
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<td>Hear Our Cry: Boys In Crisis</td>
<td>$25.00</td>
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<td>Hidden Rules of Class at Work (Workplace and Corporate Application)</td>
<td>$25.00</td>
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<td></td>
<td>Living on a Tightrope: A Survival Handbook for Principals</td>
<td>$25.00</td>
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<td></td>
<td>Meeting Standards and Raising Test Scores Resource Manual</td>
<td>$20.00</td>
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<tr>
<td></td>
<td>Mr Base Ten Invents Mathematics</td>
<td>$25.00</td>
</tr>
<tr>
<td></td>
<td>(A mental model story explaining the how and why of math)</td>
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<td></td>
<td>Meeting Standards and Raising Test Scores When You Don’t Have Much</td>
<td>$1095.00</td>
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<td>Time or Money (4 videos/Training Manual)</td>
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<td></td>
<td>Parenting Someone Else’s Child; The Foster Parents’ How To Manual</td>
<td>$25.00</td>
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<td>Preventing School Violence (5 Videos and Manual)</td>
<td>$1150.00</td>
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<td>Putting The Pieces Together (Additional Learning Structures Material)</td>
<td>$15.00</td>
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<td>Removing the Mask: Identifying Giftedness in Poverty</td>
<td>$30.00</td>
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<td>Take-Home Books for Tucker Signing Strategies for Reading</td>
<td>$25.00</td>
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<td>The Journey of Al &amp; Gebra to the Land of Algebra</td>
<td>$20.00</td>
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<td>Think Rather of Zebra - Dealing with aspects of poverty through story</td>
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<td>Tucker Signing Strategies for Reading – Just for Kids! Part I &amp; II</td>
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<td>Tucker Signing Strategies for Reading - Video and training Manual</td>
<td>$150.00</td>
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<td>Tucker Signing Strategies for Reading – Manual</td>
<td>$30.00</td>
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<td>Tucker Signs Reference Cards on CD</td>
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<td>Understanding Learning</td>
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<td>What Every Church Member Should Know About Poverty</td>
<td>$25.00</td>
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<td>Working with Parents – Building Relationships for Student Success</td>
<td>$10.00</td>
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<td>Working with Students – Discipline Strategies for the Classroom</td>
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**TOTAL** (Please note: All prices are in Australian dollars and include GST)

- **Cash / Cheque / Money Order/ Purchase Order No:** ______________________________
- **Credit Card**: Bankcard ☐ Mastercard ☐ Visa ☐
- **Card No:** ____________________________
- **Expiry** _______ / _______  Name On Card: ____________________________
- **Tax Invoice Required** ☐ Signature: ____________________________ Date: _________

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