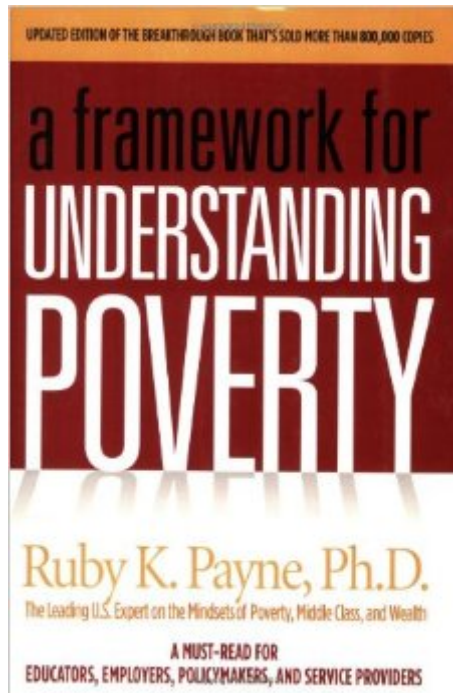


The book was found

A Framework For Understanding Poverty 4th Edition



Synopsis

People in poverty face challenges virtually unknown to those in middle class or wealth--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. If you work with people from poverty, some understanding of how different their world is from yours will be invaluable.

Whether you're an educator--or a 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. Since 1995 *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, it provides practical yet compassionate strategies for addressing its impact on people's lives.

Book Information

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Customer Reviews

Dr. Payne has authored a book that is intended to provide a framework for teachers or others who work with poor children to help them better understand and deal with the issues their behaviors present in the classroom. A major caveat for potential purchasers, however, is that this book is remarkably free of content supported by peer-reviewed empirical findings. It is more like a fragmented collection of chapters supporting the contention that a poverty culture produces children unlikely to succeed in the classroom or later as adults. It seems to be in use as companion reading material for the author's widely-held seminars on the subject. It is also authored by her own

publishing company, Aha! Process, Inc. While the literature predating the War on Poverty was replete with studies suggesting causal factors such as those espoused by Payne, some of the more recent empirically-referenced literature such as Rebecca Blank's, "It Takes a Nation: A New Agenda for Fighting Poverty," Princeton University Press/Russell Sage Foundation, 1997, takes a more balanced approach. That approach examines both the cultural as well as structural aspects of poverty and their impact on populations at risk, particularly damaging to women, children, and persons of color. Changing flawed character in the classroom is an uphill battle without understanding the structural factors that impact on adaptive behavior among the poor. The egregious stereotyping of people in Chapter 3 pertaining to "Hidden Rules Among Classes" seems to stem from what the author characterizes as personal data-gathering over a twenty-four year period as a teacher employed in varying socio-economic school districts. Should generalizations based on an N of 1 truly be accepted as truth?

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