Understanding the Complexities of Poverty Agenda

Introduction to Bridges
Mental Models of Class
Research Continuum
Hidden Rules
Language
Resources
Q&A

About the Trainer
Mary Cacioppo, Executive Director at One Body Collaboratives has earned the Bridges Out of Poverty Trainer Certification. Mary’s certification included in-depth work on the Bridges Out of Poverty and Applying Bridges Concepts strategies and constructs. Additional certifications that Mary has achieved include: Certified Facilitator of the Getting Ahead and Getting Ahead in the Workplace curriculums.

www.OneBodyCollaboratives.org
COULD YOU SURVIVE IN POVERTY?

Put a check by each item that applies to you.

☐ 1. I know which churches and sections of town have the best rummage sales.

☐ 2. I know when Walmart, drug stores, and convenience stores throw away over-the-counter medicines with expired dates.

☐ 3. I know which pawn shops sell DVDs for $1.

☐ 4. In the courts in my town, I know which judges are lenient, which ones are crooked, and which ones are fair.

☐ 5. I know how to physically fight—and defend myself physically.

☐ 6. I know how to get a gun without doing the legal paperwork.

☐ 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. If my family use a payday lender and don’t have a checking account (cash only).

☐ 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 which churches will provide assistance with food and/or shelter.

☐ 14. I know how to move in half a day.

☐ 15. I know how to get and use food stamps or an electronic card for benefits.

☐ 16. I know where the free medical clinics are.

☐ 17. I am very good at trading and bartering.

☐ 18. I can get by without a car.

☐ 19. I know the ways to keep my car from being repossessed if I get behind on the payments.

☐ 20. We pay our cable bill before we pay our rent.

☐ 21. I know which sections of town “belong” to which gangs.

☐ 22. I buy prepaid minutes for my cell phone.

☐ 23. I know at least one person in jail and one person on probation.

☐ 24. At least one person in my household smokes.

☐ 25. I know which grocery stores have dumpsters where I can get discarded food—and the best times to go.

COULD YOU SURVIVE IN MIDDLE CLASS?

Put a check by each item that applies to you.

☐ 1. I know how to get my children into Little League, piano lessons, soccer, etc.
☐ 2. I have an online checking account and monitor my bills online.
☐ 3. Every bedroom has its own TV and DVR.
☐ 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, checking account, and savings account—and I know what an annuity is. I understand term life insurance, disability insurance, and 80/20 medical insurance, as well as house insurance, flood insurance, and replacement insurance.
☐ 7. I talk to my children about going to college and how to pay for it.
☐ 8. I know how to get one of the best interest rates on my new-car loan.
☐ 9. I understand the difference among the principal, interest, and escrow statements on my house payment.
☐ 10. I know how to help my children with their homework and don’t hesitate to call the school if I need additional information.
☐ 11. I know how to decorate the house for the different holidays.
☐ 12. I/my family belong to an athletic or exercise club.
☐ 13. I know how to use most of the tools in the garage.
☐ 14. I repair items in my house almost immediately when they break—or know a repair service and call it.
☐ 15. We have more than one computer in our home.
☐ 16. We plan our vacations six months to a year in advance.
☐ 17. I contribute to a retirement plan separate from Social Security.
☐ 18. I am billed monthly for my cell phone.

COULD YOU SURVIVE IN WEALTH?

Put a check by each item that applies to you.

☐ 1. I can read a menu in at least three languages.

☐ 2. I have several favorite restaurants in different countries. I use a concierge to book the best restaurants as I travel throughout 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 adviser, legal firm, certified public accounting firm, designer, florist, caterer, domestic employment service, and hairdresser are. In addition, I have a preferred tailor, travel agency, and personal trainer.

☐ 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, the company plane, or first class.

☐ 9. I know how to enroll 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 contribute to at least four or five political campaigns.

☐ 13. I support or buy the work of a particular artist.

☐ 14. I know how to read a corporate financial statement and analyze my own financial statements.

☐ 15. I belong to at least one private club (country club, yacht club, etc.) and carefully scrutinize my bill each month.

☐ 16. I own more vehicles than there are drivers.

☐ 17. I “buy a table” at several charity events throughout the year.

☐ 18. I can cite the provenance (historical documentation) of all of my original art, jewelry, antiques, and one-of-a-kind items.

☐ 19. I have no trouble translating exchange rates for currency between and among different countries.

Module Seven
Resources

Assess Your Resources Worksheet

*Assess* your own resources on a 5-point scale: 1 = low, 5 = high. Mark the results on the bar chart. (You need not share all the results with anyone).

*Share* your highest resource with one person and discuss where your resources come from.

*List* ways that resources can be built by individuals, organizations, and communities.

<table>
<thead>
<tr>
<th>Financial</th>
<th>Emotional</th>
<th>Mental</th>
<th>Spiritual</th>
<th>Physical</th>
<th>Support System</th>
<th>Relationships</th>
<th>Hidden Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
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</table>
## Registers of Language worksheet

On the chart, check off:

1. What do you or your family use?
2. What does your institution use?
3. What does your community use?

<table>
<thead>
<tr>
<th></th>
<th>Casual Register</th>
<th>Formal Register</th>
<th>Story Structure</th>
<th>Discourse Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family</strong></td>
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<tr>
<td><strong>Institution</strong></td>
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<tr>
<td><strong>Community</strong></td>
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</tbody>
</table>
Module Three  
Bridges Constructs

Bridges Constructs in Your Community Worksheet

To the right of each construct, put a check mark under the level(s) at which the construct is being used.

<table>
<thead>
<tr>
<th>Bridges Construct</th>
<th>Individual</th>
<th>Institution</th>
<th>Community</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the lens of economic class to understand and take responsibility for your own societal experience while being open to the experiences of others.</td>
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<td>2. At the intersections of poverty with other social disparities (racial, gender, physical ability, age, etc.), address inequalities in access to resources.</td>
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<td>3. Define poverty as the extent to which a person, institution, or community does without resources.</td>
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<td>4. Build relationships of mutual respect.</td>
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<td>5. Base plans on the premise that people in all classes, sectors, and political persuasions are problem solvers and need to be at the decision making table.</td>
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<td>6. Base plans on accurate mental models of poverty, middle class, and wealth.</td>
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<td>7. At the individual, institutional, and community/policy levels: Stabilize the environment, remove barriers to transition, and build resources.</td>
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<td>8. Address all causes of poverty (four areas of research).</td>
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<td>10. Build economically sustainable communities in which everyone can live well.</td>
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</table>
Utilizing the Bridges Out of Poverty Concepts

Name: ________________________________

Organization: __________________________

What are three ways you can improve your personal skills for working with individuals in poverty?

1. 

2. 

3. 

What are three ways you can improve programming, theory, and structure to better serve individuals in poverty?

1. 

2. 

3. 

What are three ways you can improve the community system to better serve people in poverty?

1. 

2. 

3. 

What, if any, follow-up services does your organization need?
STRATEGIES

Hidden Rules

- Learn the rules of economic class in order to understand clients and employees who come from generational poverty.
- Teach the hidden rules; clients from poverty need to know two sets of hidden rules.
- Share the awareness of hidden rules with community partners.
- Examine and re-examine your personal mental models about people in poverty to avoid stereotyping clients/employees.
- Use the understanding provided by awareness of hidden rules to counter stereotyping of people in poverty.

Language, Story Structure, and Cognition

- Teach formal register to new hires and clients so that they become “bilingual.”
- Encourage front-line staff to understand casual register. Staff must be able to translate forms and instructions from formal to casual register.
- Rewrite forms to be more meaningful.
- Reduce middle-class “noise” by using meaningful mental models, drawings, stories, and analogies.
- Work with community partners to promote a rich language experience for children from birth to 3 years of age.
- Reframe conflicts resulting from the use of casual register into learning experiences.

Resources

- Examine the eight resources for individuals from poverty to become aware of internal strengths and environmental assets of clients and new hires.
- Build interventions on strengths. Look for the “half full” part of the glass.
- Engage individuals in poverty in solving community problems.
- Provide economic opportunities for clients. Foster the development of small businesses.
- Create and support microcredit opportunities.
- Assist in the development of associations that are largely independent of agencies/institutions.
- Refer clients to associations that match the individual’s interests, skills, talents, and gifts.

Creating Relationships

- Seek first to understand.
- Make deposits, not withdrawals.
- Appreciate humor and entertainment.
- Respect relationships.
- Wait for the invitation.
- Use the adult voice.
- Use dialogue and discussion appropriately.
- Mediate.
- Solve concrete problems.
- Be aware of one’s own mental models.
- Communicate without “noise.”
- Identify gifts, talents, and skills.
- Respect the importance of freedom of speech and personality.
- Think of people in poverty as the solution to problems.
Support Systems
- Inventory individuals for gifts, talents, and skills.
- Inventory community associations, as well as service providers.
- Plan for long-term relationships.
- Introduce individuals to others who have been successful and who have common interests.
- Recognize that change is a process, not an event.
- Develop economic opportunities whenever possible.

Mental Models
- Drawing, sketching.
- Time.
- Planning backward.
- Formal register.
- Space.
- Organizational change process.
- Change process of each discipline.
- Limit situations.
- Mental models for poverty and prosperity.
- Stories, metaphors, analogies.
- Dealing with emotional blackmail.
- Mediation.

Motivation
- Design structure.
- Reframe power struggles.
- Metaphor stories.
- Voices.
- Health realization, psychology of the mind.
- Managing emotional blackmail.
- Reframe penance/forgiveness cycle.
- Behavioral analysis.
- Win-win process.

Coexisting Problems
- Identify barriers.
- Identify strengths.
- Asset development.
- Capacity enhancement.
- Tucker Signing Strategies.
- Best practices by discipline.

Redesign and CQI (Continuous Quality Improvement)
- Theory of business.
- Client life cycle.
- Policy and procedure redesign.
- Staff assignments.
- Orientation.
- Engaging and inviting parents.
- Utilizing information.
- Support growth of associations.
- Strategies use newest science.

Community Strategies
- Inventory of individuals.
- Inventory of associations.
- Inventory of service providers.
- Inventory of governmental agencies.
- Identify connectors, mavens, salespeople.
- Community client life cycle.
- Make messages “sticky.”
- Change the context.
- Build partnerships with associations.
- Build partnerships with providers.
- Cost benefits of collaboration.
- Provide resources as needed.
- Provide economic opportunity.
- Provide microcredit.
POST-WORKSHOP EVALUATION FORM
Bridges Out of Poverty: Strategies for Professionals and Communities

Material

1. This session helped me build my knowledge and skills.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

2. The ideas, activities, and/or materials are practical and useful for me.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

3. I have analyzed the eight resources of a client or employee.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

4. I understand language registers, discourse patterns, and story structure.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

5. I understand the hidden rules among classes.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

6. I understand how economic realities affect patterns of living.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

7. I understand how mental models are effective interventions for language and cognitive barriers.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

8. I can identify practices for improving outcomes with individuals from generational poverty.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

Use of information

9. I will use at least one strategy or idea presented in this workshop.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

10. I will use this information in my decision making with clients and co-workers.
    Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

11. I will share this information with someone else.
    Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 .... Strongly agree

(Continued on back of page)
12. The presenter had a professional approach and style and was respectful of the audience.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 ....Strongly agree

13. The presenter demonstrated a high level of knowledge and expertise.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 ....Strongly agree

14. The facilities and physical arrangements were adequate for this training.
   Strongly disagree.... 1 .... 2 .... 3 .... 4 .... 5 .... 6 .... 7 ....Strongly agree

What information or ideas presented in this workshop do you think you will readily
implement or use in your current assignment?

How will you use this information or implement the ideas presented in this workshop?

Comments: