ADVANCING PROFESSIONAL SUPPORT OF FAMILIES IN-poverty

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Academic Mindset

-Farrington

1. I belong in this academic community
2. My ability and competence grow with my effort
3. I can succeed at this
4. This work has value for me
Learning Objectives

- Identify the primary challenges facing children and families living in poverty, along with resources and supports used to promote resilience for those learners.
- Reflect upon professional preparation and professional development to identify those formative experiences which have impacted their ability to promote resilience among children and families living in poverty.
- Create a personal improvement plan focusing on specific strategies which can be used to promote resilience through interactions with children and families living in poverty.
WHAT DO I KNOW ABOUT CHILDREN LIVING IN POVERTY?
1. According to the Children’s Defense Fund (CDF, 2010), how often is a child born into poverty in the United States?

a. Every 32 seconds
b. Every 3 minutes
c. Every 32 minutes
a. Every 32 seconds

Poverty Data

- **15.8 million** American children live in poverty
- The number of children living in poverty in the U.S. has been on the rise since 2000, *increasing by 23%* between 2007-2013.
- The poverty rate in the US is **higher than any other** industrialized nation.
Child poverty was at its lowest level 40 years ago (14.0%). After dropping 27 percent between 1992 and 2000, the children poverty rate increased by 28 percent between 2000 and 2009.

Trends in Child Poverty Rate, 1959–2009

2. Which of the following are seeing the greatest increases in poverty rates?

a. Urban areas
b. Rural areas
c. Suburban areas
c. Suburban areas

<table>
<thead>
<tr>
<th>2015 KIDS COUNT PROFILE</th>
<th>UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECONOMIC WELL-BEING</strong></td>
<td></td>
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<tr>
<td>Children in poverty</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>22%</td>
</tr>
<tr>
<td>16,087,000 CHILDREN</td>
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<tr>
<td>2008</td>
<td>18%</td>
</tr>
<tr>
<td>WORSENCED</td>
<td></td>
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<tr>
<td>Children whose parents lack secure employment</td>
<td></td>
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<tr>
<td>2013</td>
<td>31%</td>
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<tr>
<td>22,837,000 CHILDREN</td>
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<tr>
<td>2008</td>
<td>27%</td>
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<tr>
<td>WORSENCED</td>
<td></td>
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<tr>
<td>Children living in households with a high housing cost burden</td>
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<tr>
<td>2013</td>
<td>36%</td>
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<tr>
<td>26,339,000 CHILDREN</td>
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<tr>
<td>2008</td>
<td>39%</td>
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<tr>
<td>IMPROVED</td>
<td></td>
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<tr>
<td>Teens not in school and not working</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>8%</td>
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<tr>
<td>1,347,000 TEENS</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>8%</td>
</tr>
<tr>
<td>UNCHANGED</td>
<td></td>
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</tbody>
</table>
3. One in ten White children in the U.S. is poor according to the CDF. What proportion of Latino children in the US is poor?

a. One in four

b. One in six

c. One in ten
a. One in four
4. The median wealth of White households in the U.S. is how many times larger than that of African American households?

a. Five times larger
b. Ten times larger
c. Twenty times larger
c. Twenty times larger

- **Low-income families**
  - Those with incomes of less than $47,248 (twice the poverty level)
  - 47%, more than 29 million children in 2013 live in low-income families

- **Extreme poverty families**
  - Those with incomes of less than $11,570 (less than half the poverty level)
  - 9.9%, over 7 million children
5. What percentage of infants and toddlers live in low-income families?

a. 20%
b. 34%
c. 47%
Infants and toddlers

- Young families, those with the primary caregiver under 30 years old, seem to be most vulnerable to poverty, with rates nearing 38%.

- Children from lower SES families know 30 percent fewer words at 18 months.
5. What percentage of the families that live in poverty read to their children daily?

a. 22%
b. 33%
c. 44%
b. 33%

Literacy

- Sixty-one percent of low-income families have no age-appropriate books at all in their homes for their children.
- The average child growing up in a middle class family has been exposed to 1,000 to 1,700 hours of one-on-one picture book reading. The average child growing up in a low-income family, in contrast, has only been exposed to 25 hours of one-on-one reading.
7. In 2013, what percentage of the country’s public school students fell below the federal government’s threshold for low income?

a. 25%

b. 51%

c. 68%
b. 51%

High-poverty schools

- In low-poverty schools, **one out of every nine** courses is taught by a teacher who is not certified to teach it. In high-poverty schools the proportion is **one in four**.

- **Eighty percent** of preschool and after school programs for low income children **do not have any children’s books**.

- The United States ranks **31st out of 32** developed nations in **spending on early childhood education**.
FRONTLINE

http://www.pbs.org/wgbh/frontline/film/poor-kids/
Poor Kids: Discussion Questions

■ What is the relevance of what you just heard to your work?
■ How do you relate these kids’ stories to what you see in the students and families being served in your program?
■ Do any particular cases come to mind after watching this?
■ What does this mean to you?
■ How does it make you think differently about effective strategies to use with your clients/students/families?
THE CRISIS WITHIN

How Toxic Stress and Trauma Endanger Our Children

The Crisis Within by Nancy Cambria

Adverse Childhood Experiences Survey
Effective practices that professionals can use to foster resilience and to maximize development of children who are deaf or hard of hearing and live in poverty include:

1. Identify personal bias;
2. Build relationships;
3. Assess family needs;
4. Provide resources and support;
5. Increase awareness and advocate;
6. Educate families on quality instruction;

Voss and Lenihan (2016)

http://www.infanthearing.org/issue_briefs/

http://digitalcommons.usu.edu/jehdi/vol1/iss1/7/
RESOURCES
We want to learn from you...

• What resources do you know and love?
• What is missing?
• What would help you do better?