

Bridges Out of Poverty

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Individual Lens

Handouts
Version 4.0



BRIDGES AS AN ECONOMIC DEVELOPMENT TOOL

GOALS

- ♦ To build a community model using Bridges Out of Poverty, an integrated system of resources
- ♦ To develop human capacity and opportunity for the under-resourced
- ♦ To provide a significant ROI to the community so all can live well

Individual	<p>Increase Resources in Order to Stabilize Life</p>  <p>Resources</p>	<p>Understand the Hidden Rules</p>  <p>Hidden Rules</p>	<p>Educate the Resourced and the Under-Resourced</p> 
Institutional	<p>Increase Resources in Order to Stabilize Life</p> 	<p>Reduce Silos Change Institutional Policies</p> 	<p>Have Under-Resourced Individuals as Board Members</p>  <p>Board</p>
Community	<p>Build a Steering Committee</p> 	<p>Involve All Community Sectors and All Economic Classes in the Planning Process</p> 	<p>Identify the ROI</p> 
Policy	<p>Address All Causes of Poverty</p> 	<p>Identify and Eliminate Barriers</p> 	<p>Develop an Abstract Infrastructure to Build Human Capacity and Opportunity</p> 



Launching a Bridges Initiative



Data collection
for Getting
Ahead

08 Implementation

Launch Getting Ahead in a Just-Gettin'-By World classes
Train facilitators
Form community organization collaboratives for Staying Ahead

WHO IS BLAZING THE TRAIL?
The Bridges model is being used in 35 states and 7 countries.
The family of Getting Ahead curriculums is being used in 46 states and 5 countries, with over 65,000 grads.

09 Meetings

Schedule regular steering committee meetings to plan for ongoing implementation; bring in other sectors to initiative

10 Strategic Consulting

Strategically consult with aha! Process consultant

03 Follow-Up

Schedule a gathering for those interested in the Bridges Out of Poverty model

06 Workshop

Offer a Bridges to Sustainability workshop

01 Introduction

Introduction to Bridges Out of Poverty model is by conversation, hearing a workshop, reading a book

02 Workshop

Offer a full day Bridges Out of Poverty workshop
Offer a mechanism to capture contact information for individuals wanting to learn more

04 Workshop

Offer an Applying Bridges Constructs workshop

05 Steering Committee

Form steering committee

07 Certification

Begin certifying trainers in Bridges Out of Poverty, Bridges To Health and Healthcare, Workplace Stability, College Achievement Alliance, and A Framework for Understanding Poverty

11 Updates

Continually update on community work

12 Presentation

Present a session at national conference

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TAKEAWAYS

Build a community that provides a better life for all residents

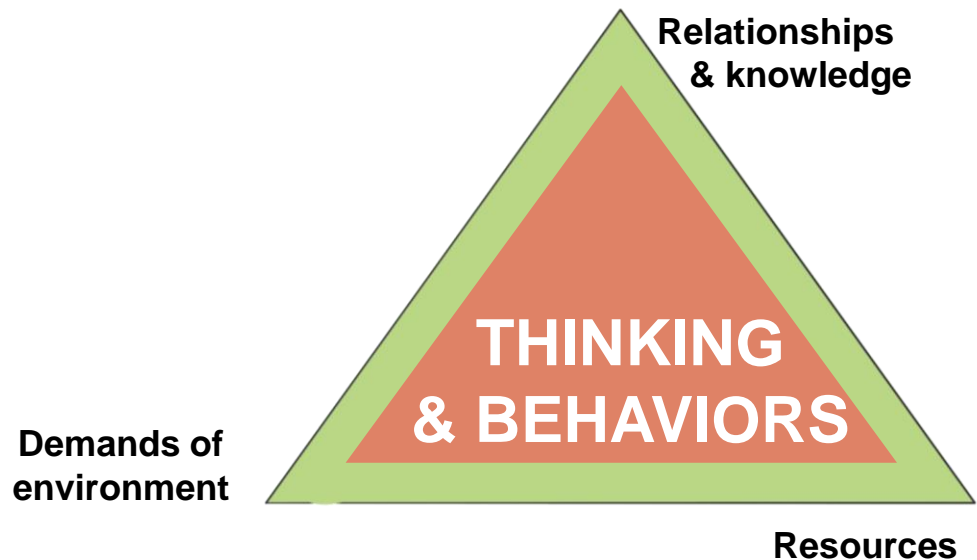




Key Points

1. This workshop focuses on economic environments.
2. Economic class is relative.
3. Economic class is a continuous line, not a clear-cut distinction.
4. Generational poverty and situational poverty are different.
5. This work is based on patterns within the environments of economic class. All patterns have exceptions.
6. An individual brings with him/her the hidden rules of the class in which he/she was raised.
7. Schools and businesses operate from middle class norms and use the hidden rules of middle class.
8. In order to build relationships of mutual respect between economic classes, we need to be aware of more than one set of hidden rules.
9. The more we understand how class affects us and are open to hear how it affects others, the more effective we can be.
10. In order to achieve, one may have to give up relationships (at least for a time).

What is this cognitive frame?



A COGNITIVE MODEL

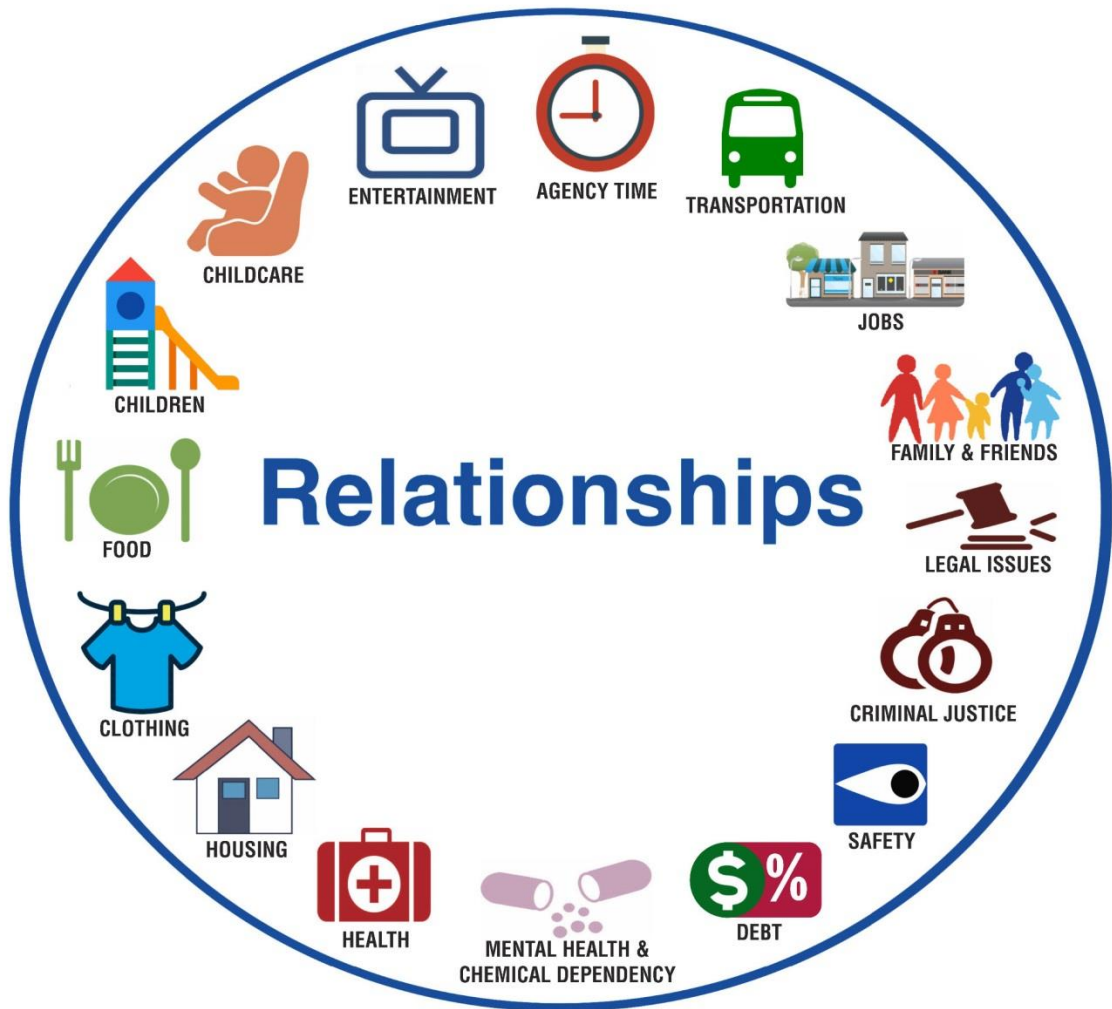
Source: Albert Bandura

Viewing Economic Class Issues Through the “Triple Lens”



Adapted from J. Pfarr Consulting

Mental Model for Poverty



Actual responses from
people living in poverty.

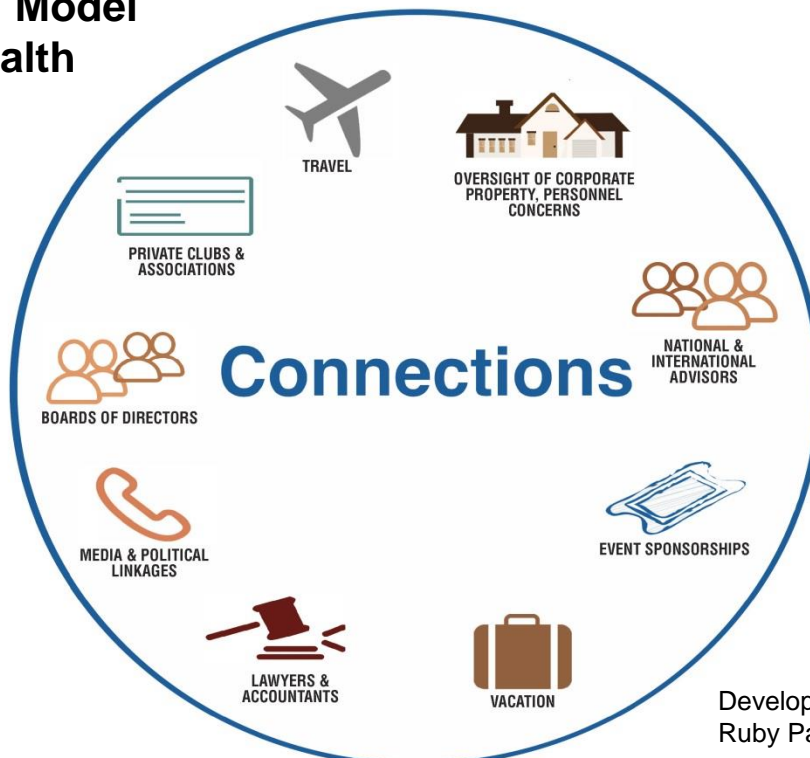
Developed by
Phil DeVol

Mental Model for Middle Class



Developed by
Phil DeVol

Mental Model for Wealth



Developed by
Ruby Payne

Tyranny of the Moment

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

Source: The Art of the Long View by Peter Schwartz

“The healthier you are
psychologically,
or the less you may seem
to need to change, the
more you can change.”

Source: Management of the Absurd (1996) by Richard Farson

It's Due to Social Coherence

“Does a person have a sense of being linked to the mainstream of society, of being in the dominant subculture, of being in accord with society’s values?”

“Can a person perceive society’s messages as information, rather than as noise? In this regard, the poor education that typically accompanies poverty biases toward the latter.”

“... has a person been able to develop an ideal set of coping responses for dealing with society’s challenges?”

“... does a person have the resources to carry out plans?”

“... does a person get meaningful feedback from society—do their messages make a difference?”

—Robert Sapolsky, Aaron Antonovsky

Mental Model of Generational Poverty

- It is a description of the concrete experience.
- It is an abstract representation of poverty.
- It depicts vulnerability.
- It depicts the relative importance and interlocking nature of the elements.
- It is a depiction of the trap: no future story, no choice, no power.

Causes of Poverty—Research Continuum

INDIVIDUAL BEHAVIORS AND CIRCUMSTANCES	COMMUNITY CONDITIONS	EXPLOITATION	POLITICAL/ ECONOMIC STRUCTURES
<i>Definition:</i> Research on the choices, behaviors, and circumstances of people in poverty	<i>Definition:</i> Research on resources and human and social capital in the city or county	<i>Definition:</i> Research on the impact of exploitation on individuals and communities	<i>Definition:</i> Research on political, economic, and social policies and systems at the organizational, city/county, state, national, and international levels
<p>Sample topics:</p> <ul style="list-style-type: none"> ~ Racism ~ Discrimination by age, gender, disability, race, sexual identity ~ Bad loans ~ Credit-card debt ~ Lack of savings ~ Skill sets ~ Dropping out ~ Lack of education ~ Alcoholism ~ Disabilities ~ Job loss ~ Teen pregnancies ~ Early language experience ~ Child-rearing strategies ~ Bankruptcy due to health problems ~ Street crime ~ White-collar crime ~ Dependency ~ Work ethic ~ Lack of organizational skills ~ Lack of amenities 	<p>Sample topics:</p> <ul style="list-style-type: none"> ~ Racism ~ Discrimination by age, gender, disability, race, sexual identity ~ Layoffs ~ Middle-class flight ~ Plant closings ~ Underfunded schools ~ Weak safety net ~ Criminalizing poverty ~ Employer insurance premiums rising in order to drop companies with record of poor health ~ Charity that leads to dependency ~ High rates of illness leading to high absenteeism and low productivity ~ Brain drain* ~ City and regional planning ~ Mix of employment/wage opportunities ~ Loss of access to high-quality schools, childcare, and preschool ~ Downward pressure on wages 	<p>Sample topics:</p> <ul style="list-style-type: none"> ~ Racism ~ Discrimination by age, gender, disability, race, sexual identity ~ Payday lenders ~ Lease/purchase outlets ~ Subprime mortgages ~ Sweatshops ~ Human trafficking* ~ Employment and labor law violations* ~ Wage and benefits theft ~ Some landlords ~ Sex trade ~ Internet scams ~ Drug trade ~ Poverty premium (the poor pay more for goods and services) ~ Day labor 	<p>Sample topics:</p> <ul style="list-style-type: none"> ~ Racism ~ Discrimination by age, gender, disability, race, sexual identity ~ Financial oligarchy—the military, industrial, congressional complex ~ Return on political investment* (ROPI) ~ Corporate lobbyists ~ Bursting “bubbles”* ~ Free Trade Agreements ~ Recessions* ~ Lack of wealth-creating mechanisms ~ Stagnant wages* ~ Insecure pensions ~ Healthcare costs ~ Lack of insurance ~ De-industrialization ~ Globalization ~ Increased productivity ~ Minimum wage, living wage, self-sufficient wage ~ Globalization ~ Declining middle class ~ Decline in unions ~ Taxation patterns ~ Wealth-creating mechanisms

Source: *Getting Ahead In a Just-Gettin'-By World* Revised Edition. © 2013 by Philip E. DeVol

Community Sustainability Grid

A Comprehensive Planning Tool for Bridges Steering Committees

Name the Barrier: Work one barrier at a time.	Individual Behavior	Human and Social Capital in the Community	Exploitation	Political/ Economic Structures
Individual Action				
Organizational Action				
Community Action				
Policy				

Address All Causes of Poverty

Source: *Facilitator Notes for Getting Ahead in a Just-Getting'-By World* Revised Edition
by Philip E. DeVol (2013).



POWER

POVERTY

Power linked to personal respect
Ability to fight
Can't stop bad things from happening

MIDDLE CLASS

Power/respect separated
Responds to position
Power in information and institutions

WEALTH

Power in expertise, connections
Power in stability
Influences policy and direction



DRIVING FORCES

POVERTY

Survival, relationships,
entertainment

MIDDLE CLASS

Work, achievement,
material security

WEALTH

Financial, political, social
connections



Definition of Poverty

To better understand people from poverty,
the definition of poverty will be

***“the extent to which an individual
does without resources.”***

Those resources are the following ...

Definition of Resources

FINANCIAL

Being able to purchase the goods and services of that class and sustain it.

EMOTIONAL

Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. Shows itself through choices.

MENTAL

Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.

SPIRITUAL

Believing in (divine) purpose and guidance.

PHYSICAL

Having physical health and mobility.

SUPPORT SYSTEMS

Having friends, family, and backup resources available to access in times of need. These are external resources.

RELATIONSHIPS/ROLE MODELS

Having frequent access to adult(s) who are appropriate, **nurturing**, and who do not engage in destructive behavior.

KNOWLEDGE OF HIDDEN RULES

Knowing the unspoken cues and habits of a group.



Resources Added to *Getting Ahead*

Integrity and trust:

Your word is good, you do what you say you will do, and you are safe.

Motivation and persistence:

You have the energy and drive to prepare for, plan, and complete projects, jobs, and personal changes.

Formal register:

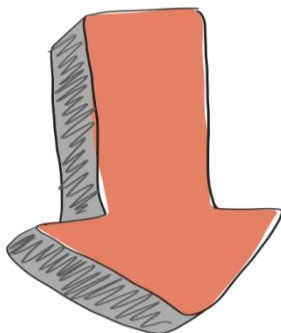
You have the emotional control, vocabulary, language ability, and negotiation skills to succeed in school and/or work settings.

Registers of Language

REGISTER	EXPLANATION
FROZEN	Language that is always the same. For example: Lord's Prayer, wedding vows, etc.
FORMAL	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choices.
CONSULTATIVE	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
CASUAL	Language between friends and is characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
INTIMATE	Language between lovers or twins. Language of sexual harassment.

Adapted from the work of Martin Joos

FORMAL



CASUAL



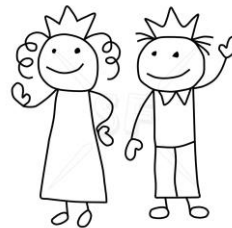
PATTERNS OF DISCOURSE

FAMILY STRUCTURE VS FAMILY FUNCTION

Family structure is the configuration of the relationship.



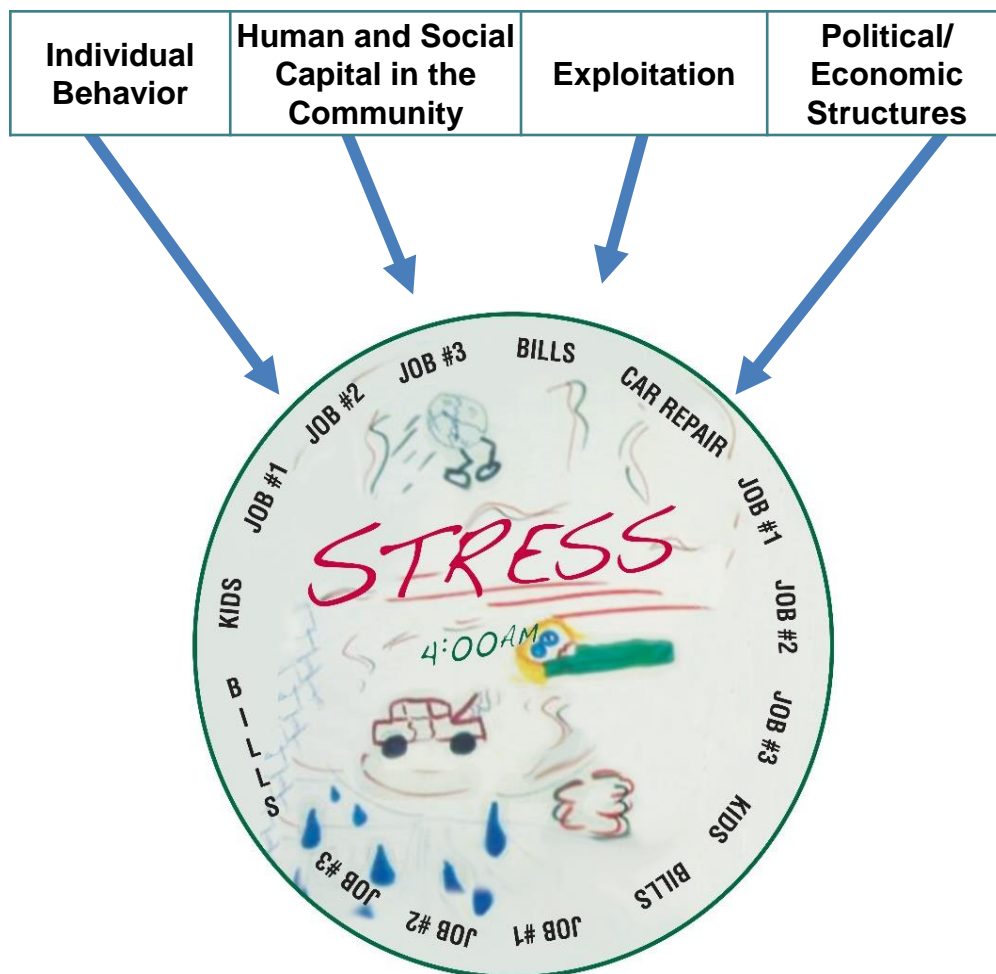
Family function is the extent to which a child is cared for and nurtured.



Two factors interfere with family function:

- low income
- high conflict

Impact of the Research Continuum on Family Structure, Function and Stability

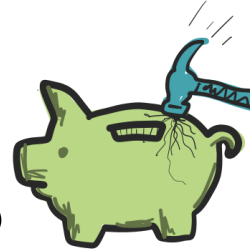


Bridges Constructs

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.
2. At the intersections of poverty with other social disparities (racial, gender, physical ability, age, etc.), address inequalities in access to resources.
3. Define poverty as the extent to which a person, institution, or community does without resources.
4. Build relationships of mutual respect.
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.
6. Base plans on accurate mental models of poverty, middle class, and wealth.
7. At the individual, institutional, and community/policy levels: Stabilize the environment, remove barriers to transition, and build resources.
8. Address all causes of poverty (four areas of research).
9. Build long-term support for individual, institutional, and community/policy transition.
10. Build economically sustainable communities in which everyone can live well.



CREATING RELATIONSHIPS



Deposits made to individuals in poverty	Withdrawals made from individuals in poverty
Appreciation for humor and entertainment provided by the individual	Put-downs or sarcasm about the humor or the individual
Acceptance of what the individual cannot say about a person or situation	Insistence and demands for full explanation of person or situation
Respect for the demands and priorities of relationships	Insistence on the middle class view of relationships
Using the adult voice	Using the parent voice
Assisting with goal setting	Telling the individuals their goals
Identifying options related to available resources	Making judgments on value and availability of resources
Understanding the importance of personal freedom, speech, and personality	Assigning pejorative character traits to the individual

Tools

- Procedure
- If you choose, then you have chosen
- Bracketing
- Metaphor stories
- Reframing/translating
- Mediation
- Adult Voice
- Mental Models
- Self-talk (I do the task for me)
- Personal goal setting
- Plan backwards
- Helping another person
- Replacement behaviors
- Future orientation, choice, power



Principles of Change

- People in poverty are problem solvers.
- Stabilize the environment.
- Provide support during transition.
- Build future stories, practice choice, and develop power and influence.
- Communities, families, and individuals build resources.
- Bring members of all 3 economic classes to the table.
- Develop strategies across all 4 areas of research.
- Plan, monitor, and evaluate using the Social Health Index.



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?

Articles

Neighborhood Effects and Poverty (Payne)

<https://www.ahaprocess.com/wp-content/uploads/2014/10/Neighborhood-Effects-and-Poverty.pdf>

Social Risk Factors Through the Triple Lens (Payne & DeVol)

<https://www.ahaprocess.com/wp-content/uploads/2014/10/Risk-Factors-Through-Triple-Lens.pdf>

12 Thinking Tools for Bridges Out of Poverty Initiatives (Devol)

<http://www.ahaprocess.com/wp-content/uploads/2014/04/12-Thinking-Tools-for-Bridges-Initiatives.pdf>

Starting a Bridges Community [video] (DeVol)

<http://youtu.be/uJHeMGvITAM>

5-Point Stability Scale (5 indicators per category), Getting Ahead in a Just-Gettin'-By World (DeVol)

<https://www.ahaprocess.com/wp-content/uploads/2014/10/Stability-Scale-Indicators.pdf>

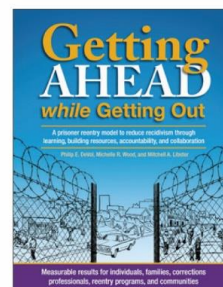
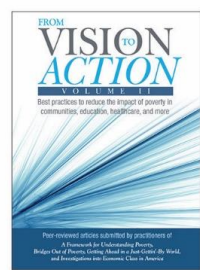
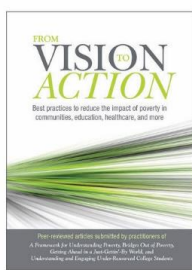
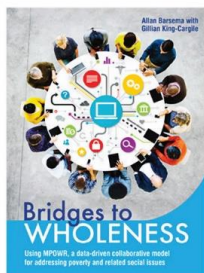
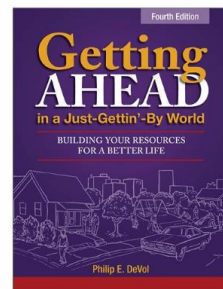
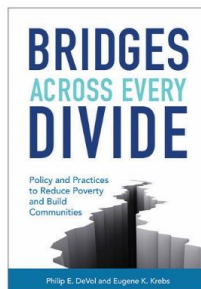
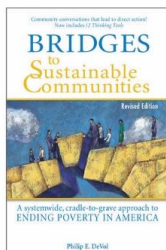
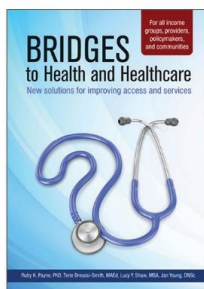
The Policy Paper on Education: How Do We Create Intellectual Capital (Talent and Expertise) on a Mass Scale?

(Payne) <https://www.ahaprocess.com/wp-content/uploads/2014/10/How-Do-We-Crete-Intellectual-Capital.pdf>

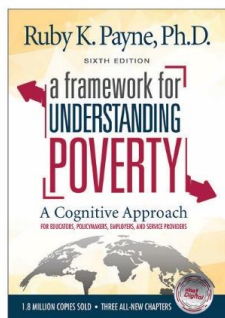
What Information Does A Framework for Understanding Poverty Have That Cannot Be Obtained Easily from Other Sources? Why Do Critics Love to Hate It and Practitioners Love to Use It? (Payne)

<http://www.ahaprocess.com/wp-content/uploads/2016/01/What-Info-Does-Framework-Have-2.pdf>

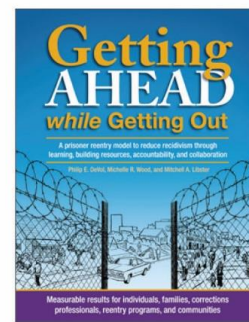
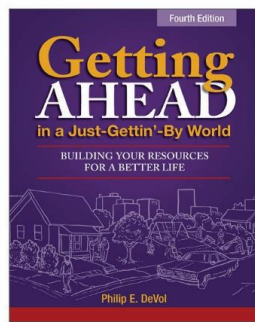
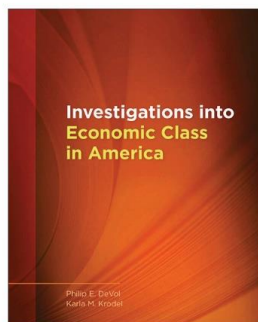
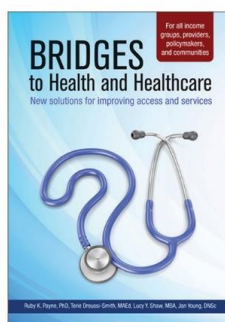
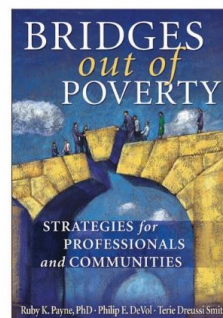
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Models for Socio-Economically Inclusive Communities



ADDRESSING THE
CHALLENGES
OF POVERTY
CONFERENCE

- Building Bridges Communities
- Getting Ahead
- Criminal Justice and Reentry
- Faith, Family, and Youth
- K-12 Students and Parents
- Health and Business
- Higher Education
- Policy
- Government



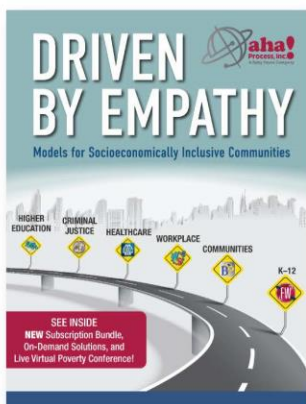
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POST-WORKSHOP EVALUATION FORM

Bridges Individual Lens

Material

1. This session helped me build my knowledge and skills.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
2. The ideas, activities, and/or materials are practical and useful for me.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
3. I understand how to analyze and discuss Tammy's Story using one or more of the Bridges constructs: (Mental Model of Poverty, Resources, Hidden Rules, etc.)
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
4. I know how to draw and examine a client life cycle from the client's perspective.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
5. I understand the Covey deposits and withdrawals, reflective listening skills and the use of the adult voice to build relationships of mutual respect. (Relationship Module)
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
6. I understand how to use the mediation strategy (What Why How) and can teach someone how to develop this skill.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
7. I can identify how to use the Stages of Change and Motivational Interviewing as part of a motivational approach.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
8. I can identify ways to use mental models for effective communication.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree

WORKSHOP: Bridges Out of Poverty
LOCATION: Online Webinar
DATE: August 27-28, 2020
PRESENTER: Treasure McKenzie

(continued on back of page)

Use of information

1. I will use at least one strategy or idea presented in this workshop.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
2. I will use this information in my decision making with clients and co-workers.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
3. I will share this information with someone else.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree

Attitude toward the presenter

12. The presenter had a professional approach and style and was respectful of the audience.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree
13. The presenter demonstrated a high level of knowledge and expertise.
Strongly disagree.... 1 2 3 4 5 6 7Strongly agree

Physical Facilities

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



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WORKSHOP: Bridges Out of Poverty
LOCATION: Online Webinar
DATE: August 27-28, 2020
PRESENTER: Treasure McKenzie

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