**Staff Perceptions of their Utilization of the Actions and Agreement with the Key Points of Ruby Payne's Framework for Understanding Poverty**

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## Abstract

The purpose of this study was to determine the extent certified staff members perceive they utilize Ruby Payne's Framework of Poverty actions and if their perceptions differ among school levels. An additional purpose of this study was to determine the extent certified staff members agree with Ruby Payne's Framework of Poverty key points and if their agreement differs among school levels. The sample consisted of certified staff members, excluding administrators, from District B during the 2018-2019 school year, who chose to complete the survey. The instrument utilized in this quantitative study was an electronic survey created by the researcher based on actions and key points from Ruby Payne's (2017) *A Framework for Understanding Poverty Trainer Certification Manual*, which is used by District B trainers to provide certified staff with professional development on Payne's model. Results from the study revealed certified staff members perceive they utilize the Ruby Payne Framework of Poverty actions. The results regarding the extent certified staff members' perceptions of their utilization of Ruby Payne's Framework of Poverty actions differ based on school levels were mixed. Certified staff members' perceptions that they build relationships of mutual respect, teach abstract processes to students, use reframing to change behaviors, teach the hidden rules of school, analyze the resources of their students, choose interventions based on the resources the students have available, teach formal register, and teach students how to ask questions, differ between school levels. The results also indicated that certified staff members agree with Payne's key points: they understand the difference between generational poverty and situational poverty, they believe under-resourced learners have less exposure to experiences and events, believe knowledge is a form of privilege,

understand family dynamics of their students, and believe students need to be taught the three components necessary to move beyond poverty. Additionally, the results of the study revealed that certified staff members' agreement with Ruby Payne's Framework of Poverty key points only differ based on school levels in their perceptions that they understand the difference between generational poverty and situational poverty. Further research is needed to determine if continual exposure to Ruby Payne's Framework of Poverty training increases certified staff's implementation.

## Dedication

I dedicate this work to my family. The perseverance to finish this important work is all due to your commitment to support me as a mom, wife, daughter, and educator. Your sacrifice has not gone unnoticed, and for that I am grateful.

In addition, this work is dedicated to under-resourced students for whom I have such compassion. I am inspired and impressed by their determination and perseverance to overcome obstacles. I hope that this study will, in some way, improve their education.

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First, to my husband, Roy, who took on the role of mom and dad while I worked so hard to fulfill my dream. Thank you for inspiring me to focus my work on poverty-stricken families and how to better support them and the teachers who serve them. It may have taken longer than either of us hoped, but you never gave up on me, so neither did I - that is not what Boyds do.

To my children, thank you for your understanding and for your questions about when I would be done. I know you sacrificed time at the pool, movies together, playing in the snow, and other family activities. I hope I have modeled that education is important and never to stop learning and bettering yourself no matter how old you get. Let this achievement be proof that you can accomplish any goal you set in your life.

To my parents, thank you for instilling in me the value of hard work and the desire to set goals and achieve them. You both modeled the strength to do what was necessary even when it was not preferred. I have carried your determined, diligent, loyal, and perseverant traits with me and hope to model it for others as you did for me.

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Finally, God, you know how grateful I am. *I can do all things through Christ who strengthens me*. Philippians 4:13.

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# Chapter 1

## Introduction

The population of people in poverty and those out of work is not static (Aldridge, Kenway, MacInnes, & Parekh, 2012). Families with little income or unstable employment have children who are living in poverty alongside them, living an under-resourced life. "Among all children under 18 years in the U.S., 41% are low-income children and 19%—approximately one in five—are poor" (Koball & Jiang, 2018, p. 1). "Poverty is linked to an array of related problems that feed the achievement gap like low birth weight, exposure to lead poisoning, hunger, neglect, frequent school-changing, underfunded schools, and less parental involvement" (Smiley & West, 2012, p. 118). According to Magee (2005), teachers are asked to educate the most diverse student population in their classrooms, which means those students and families have a diverse set of needs. However, McSheehy (2009) found some classrooms may be mostly homogenous in ethnicity; meaning the students and teachers are predominantly White yet may contain another often-overlooked group of students, those living in poverty.

It is important to study children whose lives are affected by their families' financial status so that educators can teach to their unique needs. With the limited experiences that teachers and administrators may have had with poverty individually, they may have difficulty understanding and empathizing with families of low-income. Thompson, McMicholl, and Menter (2016) found that the overwhelming majority of teachers are from middle-class backgrounds, which leads to a general disconnect between teachers and students who come from low-income families. Payne and Krabill (2002) found that both the employee and the employer have their own resources, connections,

and hidden rules, which contribute to the successful fit between the two. Teachers do not necessarily reflect their student population when such schools have large groups of poverty-stricken children (McSheehy, 2009). School populations change when students encounter situational poverty or when new under-resourced students move in with greater needs. Teachers' differing experiences could limit their ability to reach students from diverse socioeconomic backgrounds. In addition, these changes in populations shift the socioeconomic dynamics of the school, requiring teachers to undergo training and acquire new skills. Teachers need to be prepared for that change and acquire new skills as their student population changes. The professional development based on Payne's model is designed to help teachers address the educational gap that is evident between low-income students and their middle-class counterparts to meet the needs of all students.

Student success is a complex issue that has many factors. In response, schools continue to search for positive changes that will increase student academic success. Johnson, Johnson, and Johnson (2017) found that if teachers set goals to implement research-based practices in their classrooms, they could have an impact on student learning and close the disparities in student achievement. To close this divide, school districts have implemented staff training and programs to address culturally diverse populations. One such program is Ruby Payne's Framework for Understanding Poverty. However, once districts have provided the training, it can be difficult for district personnel to know if certified staff are embracing the concepts and implementing the strategies. Payne (2013) wrote her initial book to help educators and community members "who work with the poor to positively impact the opportunities of their students/clients" (p. 2). Following her book, she then created her training model to

support educators by training teachers who can bring her work to the classroom (Payne, 2017). Determining the extent the staff embraces the methods and strategies following the trainings could help administrators justify the use and expense of the training model.

**Background**

District B is an accredited public-school district located in a suburban area of Kansas City, Missouri. District B's (2018b) enrollment in 2018-2019 was over 14,000 students with three high schools, an alternative school, four middle schools, 13 elementary schools, and an early childhood education center. District B (2018a) employed over 1,000 certified staff and nearly 2,000 total employees. As seen in Table 1, District B enrollment increased by 15% during the 17 years prior to 2018-2019. The ethnicity of the students who attend the district's schools became more diverse as well. The percentage of students who qualified for free and reduced lunch climbed to nearly a third of the district's enrollment in less than two decades.

Table 1

*District B Demographics*

| Demographic | School Year | | | | |
|---|---|---|---|---|---|
| | 1999-2000 | 2007-2008 | 2014-2015 | 2015-2016 | 2016-2017 |
| Total enrollment | 12,545 | 13,734 | 14,244 | 14,101 | 14,430 |
| Free/Reduced Lunch[a] | 7.7% | 17.8% | 30.0% | 30.0% | 30.0% |
| ELL[b] | Null[c] | Null[c] | 0.6% | 0.8% | 0.7% |
| Ethnicity[d] | | | | | |
| Asian | 1.4% | 2.4% | 2.5% | 2.4% | 2.2% |
| Black | 4.3% | 10.5% | 11.0% | 10.0% | 10.0% |
| Hispanic | 2.3% | 4.7% | 5.4% | 7.0% | 10.1% |
| Indian | 0.2% | 0.4% | 0.4% | 0.4% | 0.4% |
| Multi-racial | nd[e] | nd[e] | 5.1% | 5.1% | 6.7% |
| Pacific Islander | Null[c] | Null[c] | 0.5% | 0.3% | 0.3% |
| White | 91.7% | 81.8% | 75.0% | 74.0% | 70.0% |

*Note.* Adapted from *Homeless District Results*, by The Missouri Department of Elementary and Secondary Education, 2018b. Retrieved from http://mcds.dese.mo.gov/quickfacts/Pages/Student-Characteristics.aspx

[a] Free/Reduced lunch and ELL categories are separate from the cultural categories. [b]ELL = English Language Learners. [c]Null = data not collected. Data for ELL and Pacific Islanders were collected beginning in 2011. [d]For the rows associated with ethnicity, the columns do not total to 100% due to rounding to the nearest tenth. [e]nd = Indicates the percentage has been suppressed due to a potentially small sample size.

In 2008, District B first noticed a decline in household incomes – but this was not the only area affected. District B's statistics coincided with the United States Census Bureau statistics which show a steady decline in household incomes across the United States, beginning in 2009, then continued for several years (Missouri Department of

Elementary and Secondary Education, 2018b). The median household income at the turn of the 21st century was $49,534 in Missouri (Noss, 2013). Noss (2010) reported the median income for Missouri was $45,229. Smiley and West (2012) found "the number of people living in poverty rose by 2.6 million between 2009 and 2010" (p. 16). The state of Missouri did not regain the average annual income from 2000 until 2015 when Missouri's median income tipped over the $50,000 mark (Posey, 2016). "During this same time, the district's student population grew dramatically. However, it grew at an even greater rate among the 'poorest' students. In short, the poor are getting poorer" (District B assistant, superintendent, personal communication, June 18, 2018).

In addition to seeing a change in household incomes, District B's homeless population was growing (Missouri Department of Elementary and Secondary Education, 2018b). According to Koball and Jiang (2018), having a stable home is important for the healthy development of a child. "Children living in low-income families are fifty percent more likely as other children to have moved in the past year" (Koball & Jiang, 2018, p. 7). A large percentage of low-income children experience housing insecurity and housing-related bills, meaning that "their families have difficulty paying these expenses each month, leading to additional stress in the family" (Koball & Jiang, 2018, p. 7). Transient and homeless families with children bring unique needs to the classroom and the whole school district. Certified staff in District B needed preparation for educating the unique needs of students without a stable home (District B assistant superintendent, personal communication, March 23, 2017).

Table 2 shows District B enrollment which includes 14 homeless students in the 2013-2014 school year, but within three years that number had tripled to 43 students.

The reported numbers indicate a slow, but continual increase in the number of homeless students being served in District B. Although the homeless population is a small percentage of the student population as a whole, according to the assistant superintendent of District B, "we wanted to educate all students to the best of our ability" (personal communication, June 18, 2018). Personnel from District B recognized the need to prepare educators for students from poverty and their lack of resources.

Table 2

*District B Homeless Student Count from 2013-2014 to 2017-2018*

| School Year | Homeless Student Count |
|---|---|
| 2013-2014 | 14 |
| 2014-2015 | 16 |
| 2015-2016 | 32 |
| 2016-2017 | 43 |
| 2017-2018 | 39 |

*Note.* Adapted from *Homeless District Results through 2017-2018,* by the Missouri Department of Elementary and Secondary Education, 2018b. Retrieved from https://dese.mo.gov/quality-schools/federal-programs/homeless/forms-presentations-data

The Department of Elementary and Secondary Education tracks participation in the state assessments, which provides evidence of the measurable objectives. As shown in Table 3, District B achieved nearly 100% participation in the Department of Elementary and Secondary Education's Measurable Objectives beginning in 2014 and continuing through 2017. Student achievement of proficient or advanced scores increased to three quarters or more of participants after 2014. District B's student achievement remained high regardless of the change in student population. Regardless of

the change in socioeconomics, the district saw great improvement. District B leadership recognized the need to support the students and teachers to continue this pattern of achievement even as student poverty increased (District B assistant superintendent, personal communication, June 18, 2018).

Table 3

*District B Report Card Annual Measurable Objective*

| Objectives | Percentage |
|---|---|
| Spring 2014 | |
| Participation rate | 99.9 |
| Proficient/advanced | 65.4 |
| Spring 2015 | |
| Participation rate | 99.8 |
| Proficient/advanced | 77.5 |
| Spring 2016 | |
| Participation rate | 99.9 |
| Proficient/advanced | 80.3 |
| Spring 2017 | |
| Participation rate | 100.0 |
| Proficient/advanced | 77.4 |
| Spring 2018[a] | |
| Participation rate | 100.0[a] |
| Proficient/advanced | 82.5[a] |

*Note.* Adapted from *District Report Card Annual Measurable Objectives*, by the Missouri Department of Elementary and Secondary Education Data System, 2018a. Retrieved from https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx

[a]Missouri Department of Elementary and Secondary Education has warned that direct comparisons from 2018 to prior years of proficiency rates are not advisable due to new Assessments.

In preparation for a change in population demographics, the district began planning for the needs of the students in a number of ways. Although students continued

to perform at a satisfactory rate, the school board indicated a desire for the students to continue to succeed regardless of demographic changes. One such way to proactively provide support for the student population was to provide training for the staff to better serve poverty-stricken students (District B assistant superintendent, personal communication, July 16, 2018).

According to District B assistant superintendent (personal communication, July 16, 2018), District B chose to utilize the Ruby Payne model after creating a committee that researched several programs and methods. After researching models to address poverty, this newly created committee came to a consensus on Ruby Payne's Framework for Understanding Poverty. Following the first cycle of implementation, district personnel felt like the model had provided a positive experience and chose to continue the program by training new trainers or requiring current trainers to be recertified every three years (District B assistant superintendent, personal communication, July 16, 2018).

According to the District B assistant superintendent (personal communication, July 16, 2018), administrative personnel from District B requested building administrators recommend certified employees to be considered as Ruby Payne Framework of Poverty district trainers based on interest and ability to be dynamic presenters. Central office administration then chose certified staff members from various school levels and geographical areas of the district to attend aha! Process conferences provided in either June of 2015 or December of 2015 (District B assistant superintendent, personal communication, July 16, 2018). Each secondary building sent one individual to become a trainer for its staff. Elementary buildings were grouped with one individual

representing 3 or 4 schools each (District B assistant superintendent, personal communication, January 29, 2016).

According to the District B assistant superintendent (personal communication, July 16, 2018), District B sent twelve certified staff members to Training Certification workshops facilitated by Ruby Payne and the aha! Process. At these conferences, the attendees were taught Ruby Payne's Framework of Poverty key points and how to share the information with the district staff. Ruby Payne provided the trainers with training materials, audio-video clips, and suggestions for implementation. District B purchased additional texts for the trainers to distribute to the staff as a supplement to the trainings.

The initial Framework of Poverty Trainer certification earned in 2015 was a two-year certificate that expired on December 31, 2017. Before that date, trainers were recertified through a video conference facilitated by Ruby Payne on October 9, 2017. This recertification gave the 12 trainers an extension to train staff through December 31, 2019. District personnel anticipated a three-year schedule to complete the entirety of the Framework key points. Following this cycle, District B's educational leadership intended to recertify staff by repeating the cycle (District B assistant superintendent, personal communication, July 16, 2018).

**Statement of the Problem**

Koball and Jiang (2018) indicated 41% of children under age 18 living in the United States live in low-income families. According to Thompson et al. (2016), the majority of teachers come from a middle-class home. This misalignment of experiences creates a barrier and would indicate many teachers do not have a true understanding of what it means to live in poverty as a child – having never lived it themselves. While

there is much information available regarding teacher preparation, little is devoted to the framework of impoverished students and their unique set of needs (Rawlinson, 2011). "The poverty mindset is one of the most difficult and pervasive challenges to overcome. Years of interaction with the environment of poverty contribute to the development of that mindset" (Rawlinson, 2011, p. xv).

According to Harbert (2017), teachers who recognize that poverty-stricken students have additional barriers to educational success unique to their social status can increase the likelihood of higher scores and academic success. Educators can positively impact their students' success by understanding their culture. Harbert (2017) also stated that "Empathy for students in poverty leads to compassion and understanding not pity or holding lower expectations" (p. 32). Payne (2013) said that she believes that educators can positively impact the opportunities available to their students by "helping to understand the situated-learning reality of generational poverty so that individuals can successfully make the transition to the decontextualized world of school and work" (p. 2).

If teachers understand their students' needs, they may better educate the students and help them reach success in the classroom and beyond (McSheehy, 2009). Professional development programs, such as Payne's model have cycled through districts with the target of helping teachers develop an understanding of students and families living in poverty. Districts who implement these programs want to know if certified staff perceive this training as useful. District leaders schedule the trainings with high hopes of addressing the lack of understanding in social class or the lifestyle in which these families live – enough to influence educators daily. The programs are costly and occupy precious

professional development time for staff. District personnel look for the extent certified staff members utilize the strategies presented during professional development.

**Purpose of the Study**

The first purpose of this study was to determine the extent staff members perceive they utilized Ruby Payne's Framework of Poverty actions. The second purpose was to determine the extent to which staff members' perceptions of their utilization of Ruby Payne's Framework of Poverty actions differ among school levels. The third purpose of this study was to determine the extent staff members agree with Ruby Payne's Framework of Poverty key points. The final purpose of this study was to determine the extent to which staff members' agreement with Ruby Payne's Framework of Poverty key points differs among school levels.

**Significance of the Study**

This study could be significant because unlike previous research (Higgins-Green, 1998; Lee, 2005; Tramaglini, 2010), the purpose is not to analyze student achievement but rather the perceptions of the students' teachers. In 2009, D'Silva recommended studies be designed to consider the perceptions of practitioners' implementation of strategies from Payne's Framework for Understanding Poverty training. A significant amount of research has been conducted on subgroups such as minority students in high poverty schools that provides techniques and strategies to help the low-income population or multicultural learners be served successfully. Studies exist that include an analysis of students in urban or high poverty school districts or focus on a relationship between race and poverty. This study could add to the body of literature related to the professional development based on Payne's model and the implementation of it. The

research questions for the current study were developed to help District B and the Ruby Payne trainers develop a better understanding of the model's impact with staff and the students they serve.

Studying the extent Ruby Payne's Framework of Poverty key points influence staff can be useful to districts considering methods to address low-income students' needs. School district personnel look for options to fill in the academic gaps for students attending schools that have small numbers of poverty students who had previously not required drastic interventions. With increases in students of poverty, districts begin experiencing a shift in current student economic status; therefore, causing the need for more staff training. District B could use the findings from this study to determine if more professional development is needed for staff to be able to implement the model. The results of this study could also provide insight to District B leaders when determining if additional training is needed for District B's trainers in order to effectively provide needed professional development to staff.

**Delimitations**

"Delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study" (Lunenburg & Irby, 2008, p. 134). The delimitations in this study were:

1. The study was limited to certified staff employed in District B during the 2018-2019 school year. Therefore, the results may not be generalizable to administrators or classified staff in the district.
2. The data collection was limited to a survey instrument developed by the researcher and was offered in an electronic format to maximize participation.

3. The survey was made available to participants for a limited amount of time, which was one month.

**Assumptions**

Assumptions are necessary to provide a basis for the researcher to create research questions and then to interpret data (Lunenburg & Irby, 2008). The following assumptions were made in this study:

- Certified staff members responding to the survey had familiarity with the Ruby Payne terms so that they understood the survey items.
- Certified staff members who responded to the survey gave honest and accurate responses without embellishing their perceptions of the frequency of the implementation of Ruby Payne's actions and their agreement with Ruby Payne's key points.
- The participants who responded to the survey were typical of the total population of elementary and secondary suburban school district certified staff.
- The trainers who facilitated the Ruby Payne professional development covered all key points and actions for certified staff.

**Research Questions**

Research questions guide the inquiry for the study's research. They contain the essence of the study (Lunenburg & Irby, 2008). The research questions that were addressed in this study are:

**RQ1**. To what extent do certified staff members perceive they utilize Ruby Payne's Framework of Poverty actions?

**RQ2.** To what extent do certified staff members' perceptions of their utilization of Ruby Payne's Framework of Poverty actions differ among school levels?

**RQ3.** To what extent do certified staff members agree they understand Ruby Payne's Framework of Poverty key points?

**RQ4**. To what extent does certified staff members' agreement with Ruby Payne's Framework of Poverty key points differ among school levels?

**Definition of Terms**

Specific terms related to the research have been identified to assist in a better understanding of the study. According to Creswell (2009), terms should be defined "if there is any likelihood that readers will not know its meaning" (p. 39). For these purposes, the following terms are defined for the investigation:

**Adult voice.** Payne (2013) explained the adult voice as an internal voice that uses non-threatening language with the ability to negotiate. The adult voice is not negative, authoritative, or judgmental.

**Casual register**. Eaton (2012) described casual register as a type of language with a conversational tone typically used among friends. Vocabulary is general rather than technical and includes slang and colloquialisms.

**Formal register.** Eaton (2012) described formal register as a type of language with complete sentences, fewer contractions, proper grammar, and precise vocabulary. It is used in academic, workplace and scientific settings.

**Generational poverty.** People in poverty who have low levels of income generation after generation and pass this lifestyle down is how Beegle (2003) explained generational poverty. According to Payne (2013), generational poverty occurs when two

generations have been in poverty, with cultural patterns surfacing sooner if a family lives with others from generational poverty.

**Hidden rules.** Payne, DeVol, and Smith (2001) described hidden rules as "the unspoken cues and habits of a group," (p. 17) which are specifically present among economic groups as well as cultural groups.

**Mental models.** Information that does not have sensory representation can be portrayed in a mental model to help the mind hold abstract information (Payne, 2013). Mental models can be used for subject areas, disciplines, occupations or in schools to represent space, time, part to whole and formal register.

**Reframing.** Payne (2013) described reframing as rewording a phrase to get the desired behavior by using the adult voice.

**Situational poverty.** Payne (2013) defined situational poverty as "a lack of resources due to a particular event" (p. 61). Situations such as a death, chronic illness, or divorce can cause monetary resources to be temporarily unavailable but do not impact cultural and social capital or use of formal register.

**Under-resourced learners.** According to Krodel, Becker, Ingle, and Jakes (2009), "under-resourced learners have limited access to external resources, such as support systems, mentors and money" (p. 2). Payne (2013) explained that under-resourced learners might lack financial, emotional, mental/cognitive, spiritual, physical, support systems, relationship/role models, knowledge of hidden rules and language/formal register as resources.

**Organization of the Study**

This study is organized into five chapters: introduction, review of literature, methods, results, and interpretations and recommendations. Beginning with Chapter 1, the background information, statement of the problem, the purpose of the study, the significance of the study, delimitations, assumptions, research questions and the definition of terms were included. In Chapter 2, a review of literature is provided which includes an overview of poverty and research related to Payne's model. Chapter 3 includes the research design, selection of participants, measurement, data collection, data analysis and hypothesis testing, and the limitations. In Chapter 4 the descriptive statistics and the results of the data analyses are presented. Chapter 5 concludes the study with a study summary, findings related to the literature, and the conclusions.

# Chapter 2

## Review of the Literature

The review of the literature is an "extensive reference related to research and theory" (Ridley, 2012, p. 3). This chapter is organized into three sections. It begins with a historical overview of poverty, which includes a look at poverty in the United States, the culture of poverty and poverty in schools. In the second section, an overview and explanation of Ruby Payne's work starting with how resources impact achievement, then about building relationships, followed by a look at socio-economic classes and poverty, and research related to professional development with Payne's model as well as comparing and contrasting theories, which includes a critique of Payne's work. This chapter includes expert opinions, primarily because limited research has been conducted that related to the utilization of the framework actions and agreement with the key points of Ruby Payne's Framework of Poverty.

### Overview of Poverty

Poverty can be defined as "the state of one who lacks a usual or socially acceptable amount of money or material possessions" (Poverty, 2018, para. 1). Payne (2013) defined poverty as "the extent to which an individual does without resources" (p. 7). Poverty as a phenomenon has been a debatable topic as long as humans have existed and "has been accepted as inevitable" (D'Silva, 2009, p. 24). Distribution of natural resources and more recently, goods and services has never been equal. According to D'Silva (2009), the lack of universal health care, adequate housing, and the ability to provide basic needs to all citizens have long since been debated among politicians and private citizens alike.

Poverty is a complicated jigsaw puzzle made up of many variables that can determine the extent an individual or family feels a struggle based on a range of changing issues specific to their situation. Barnum (2018) identified several studies published in the past ten years that examined how increasing family income or benefits affects children's outcomes in school. Barnum (2018) claims that more money or benefits helped kids in school. "Less affluent children do worse in schools than more affluent ones" (Barnum, 2018, p. 3).

**Poverty in the United States.** According to Semega, Fontenot, and Kollar (2017), 40.6 million people were living in poverty in 2016. Semega et al. (2017) stated that 18% of the children under the age of 18 were categorized as living in poverty. They also reported that 11.6% of individuals 18 to 64 and 9.3% of United States citizens aged 65 and older were living in poverty.

From the late 1950s until the 1970s, the group most affected by poverty in the United States was the elderly (Semega et al., 2017). However, according to Semega et al. (2017), the percentage of children in poverty surpassed individuals aged 65 and older in the early 1970s. For more than four decades the United States has had more poverty-stricken children than adults of any age (Semega et al., 2017). Although the percentage of adults 18-64 living in poverty has remained somewhat constant by staying within five percentage points from the late 1960s to 2016, the percentage of children living in poverty has increased the most (Semega et al., 2017).

**The culture of poverty.** Lewis (1959) introduced the term 'culture of poverty' while studying families living in Mexico in the 1950s. He claimed an autonomous subculture had formed as generations of children were raised within isolated behaviors

and attitudes that kept them from escaping the cycle of poverty. This generational poverty cycle created beliefs and behaviors appropriate to the situation enabling the poor to cope. Bird (2007) stated "Poverty is based upon the innate characteristics of the poor, sometimes called the underclass . . . affecting individuals in each new generation" (p. 9). This chronic poverty perpetuates in future generations due to the modeling of parents for their offspring. "Chronically poor children were found to be more likely to become chronically poor adults." (Bird, 2007, p. 14). Smiley and West (2012) used the term "permanently poor" as a new class of individuals struggling to find and retain long-term employment without intervention or support from the United States government.

Lewis (1959) noticed characteristics that indicated the culture of poverty that he understood to be systemic and led to the formation of a subculture as children were born into families from generations of poverty. Poverty families do not struggle from simply having less pocket money. There are "major differences between generational poverty and middle class – and the biggest differences are not about money" (Payne, 1996, p. 9). These learned characteristics trap future generations from escaping poverty (D'Silva, 2009); therefore, creating a generational culture of poverty.

> They are marginal people who know only their own troubles, their own local conditions, their own neighborhood, their own way of life. Usually, they have neither the knowledge, the vision, nor the ideology to see the similarities between their problems and those of others like themselves elsewhere in the world. In other words, they are not class conscious, although they are very sensitive indeed to status distinctions. (Lewis, 1959, p. 77)

Lewis (1966) responded to criticism of his work by explaining that although these patterns of behavior are common among those in poverty, it is not a definition that can be automatically linked to all who live in poverty.

The family structure among high rates of poverty varies beyond traditional two-parent families. Unwed mothers, teen mothers, and single-parent families typically have lower incomes, and therefore are more likely to live in poverty (Bird, 2007; Payne, 1996). In fact, Smiley and West (2012) found 41% of single mothers and 21% of single father families with children under the age of 18 were living in poverty. Blended families, grandparents as parents, and guardians other than biological parents also vary the family structure. The support systems available to individuals in poverty were not just for helping meet financial needs but also contributed to the knowledge base as well. According to Payne (1996), "it is largely from role models that the person learns how to live life emotionally" (p. 18).

An additional factor related to poverty is that "weak family structures often contribute to generations of poverty" (Payne, 2013, p. 4). Within generational poverty, the family patterns can be difficult to follow in comparison to the middle class or wealthy. In families of poverty, "The mother is the center of the organization, and the family radiates from that center" (Payne, 2013, p. 74), which indicates lineage is not necessarily traceable without the mother or matriarchal figure. Patterns such as these indicate that relationships may or may not be legal marriages or documented and are often intertwined. Regardless, "on the local community level, both urban and rural, these marriages are socially acceptable" (Lewis, 1959, p. 17). Changing alliances with family

members, the recognition of fathers, and the changing allegiances result in patterns different from middle class or wealthy families (Payne, 2013).

An aspect of poverty that cannot be ignored is the role incarceration plays in the lives of a family lacking resources (Payne, 2013). Because imprisonment of family members is common, one of the hidden rules in poverty is to not trust organized society and government among generational poverty families (Payne, 2013). Jail is a regular part of their lives because "the line between what is legal and illegal is thin and often crossed" (Payne, 2013, p. 25). Having little resources often causes individuals to spend time in jail once a law is broken. "Once trapped in the prison system, it is virtually impossible to escape the poverty pool" (Smiley & West, 2012, p. 129).

Kozol (2006) discussed the relationship between poverty and crime saying, "chronically criminal biological parents are likely to produce criminal sons" (p. 107). Those in poverty often have a working knowledge of the criminal court system, including "which judges are lenient, which ones are crooked and which ones are fair" (Payne, 2017, p. 64). This unique awareness is due to the frequent interactions the families have with these entities. According to Smiley and West (2012), "many people who are consumed with debt and trying to survive have missed court dates and wound up behind bars" (p. 195). However, prison is not always portrayed as negative since local jails provide food and shelter – resources which are often in short supply (Payne, 2013).

"Because the average poor American household has 'luxuries' such as a microwave oven, air conditioning, cable TV, and Xbox video game consoles" (Smiley & West, 2012, p. 84), a distorted view of low-income families is the perception that these families mismanage their money. This perception can lead to assumptions that

individuals in poverty have lower intelligence than those from the middle class or wealth (Smiley & West, 2012). "Assumptions close doors" (Rawlinson, 2011, p. 15) and leave little room for opportunity. The habits and attitudes about money are an integral part of individuals from generational poverty's culture and belief systems (Payne et al., 2001).

Though rarely mentioned, individuals living in poverty have a common understanding, "that extra money is shared" (Payne, 2013, p. 26). For those living in poverty, it is important to participate in the sharing of resources because the belief is that there might be a time when you are in need, and the sharing of resources could be reciprocated. Kozol (2006) presented stories of individuals and families in poverty. One of those stories was about a mother of three children who discussed the need to share or borrow food by the middle of the month. "Food is short: by the eighteenth of the month I'm running out. I have to borrow, because they got to eat" (Kozol, 2006, p. 197).

When there is a surplus of money, it is quickly spent and typically on entertainment (Payne, 2013). The poverty lifestyle is painful, and these brief distractions momentarily give individuals a chance to ignore the crisis lifestyle (Payne, 2013). A higher number of pawn shops and payday lenders are located in low-income neighborhoods, than in middle class or wealthy areas, to support these short-term desires (Payne, 2017).

In poverty, there is a clear belief or "understanding that one will never get ahead" (Payne, 2013, p. 26). Children raised with this belief are stunting their ability to dream and set goals for themselves or their family. Rawlinson (2011) stated that as a child in poverty she "believed that life was not fair and would never be fair to [her]" (p. 1). Children in poverty have difficult lives. Rawlinson (2011) said their "self- pity and low

expectations cripple them" (p. 12). Brooks (2012) wrote about the relationship between money and happiness and stated "the relationship between money and happiness is complex. Richer people tend to be happier than poorer people, but it depends on how you define happiness" (p. 195). Although pain and suffering are not exclusive to poverty, Payne and O'Neill-Baker (2015) stated, "Suffering is inevitable, but we always have the possibility of choosing our attitude while dealing with it" (p. 3).

Families in poverty often face stretches of homelessness. Experiences for homeless families are similar to the experiences of other low-income families but with the added aspect of continual stress at the end of the day (Bush & Shinn, 2017). Homeless families may be living with other families, living in temporary housing or homeless shelters, staying in automobiles, or residing in extended-stay motels (Payne, 2013). According to Thiele and McDonald (2012), children experiencing homelessness have an increased number of behavior problems, increased health problems, and more school mobility. Thiele and McDonald (2012) explained "most children in the shelters, as I've noted, had seen their schooling interrupted frequently" (p. 18). Their basic skills are low, and attendance is inconsistent. According to the Annie E. Casey Foundation (2018), children from poverty families who have experienced homelessness are less likely to be in safe and resourceful neighborhoods with foundational resources to help them be successful, such as good nutrition and access to health care, which are crucial for social-emotional skills and healthy brain development.

Often, school is not valued as highly in poverty families. Rawlinson (2011) purported "school work is not a priority for many students living in poverty due to the circumstances of their lives" (p. 16). Smiley and West (2012) stated the "real problem is

generational poverty" (p. 51). Children in poverty may try their best, but they do not understand the importance of education because they have never experienced anybody pushing them to go to school (Smiley & West, 2012). These kids are living with serious stress and hardships. Many work full-time jobs to help their families or are caretakers for younger siblings (Rawlinson, 2011). They may even be taking responsibility for guardians with addictions (Payne, 2013). Poverty children often live in substandard housing with little supervision or role models (Rawlinson, 2011). With increased responsibilities, stress in the home and lack of support for academics, children from poverty struggle in the school setting.

**Poverty in schools.** The face of public education is constantly changing. Educating children of various academic levels, with differing needs and behaviors is challenging in itself; educating children from poverty is an added variable for teachers to address. Teachers who are interacting with students from poverty work to understand the culture of the families they serve. Students benefit from teachers who are culturally proficient (Bazron, Osher, & Fleischman, 2005).

"Cultural proficiency encompasses the complex pattern of human behavior including thought, communication, actions, customs, beliefs, and values that respect all societies, not just the dominant culture represented" (McSheehy, 2009, p. 24). A culturally competent educator acknowledges and incorporates various cultural aspects all while valuing differences between students in the classroom. Lindsey, Roberts, and Campbell-Jones (2005) defined cultural proficiency as "knowing how to learn and teach about different groups in ways that acknowledge and honor all people and the groups

they represent" (p. 7). Culturally proficient teachers learn about students' heritages and view them as assets to the culturally diverse classroom.

An added element to student success is the perception teachers have about students. Myers (2012) found "that teachers have a negative perception of students who come from generational poverty" (p. 23), which could limit the impact these educators have on their students from poverty. Thompson et al. (2016) found student teachers connected poverty to poor educational outcomes indicating that poor students achieve less. Although students who live in poverty have various resource deficits that may affect their education, they are capable of learning and performing successfully in school (Hassell, 2016).

"Students from generational poverty have a more limited vocabulary than their peers" (Myers, 2012, p. 7). Payne (2003) explained that students from generational poverty have a very limited vocabulary with significantly fewer words in their lexical system than their middle class or wealth counterparts. "A vocabulary that is so limited undoubtedly would be a detriment to achievement in school and limits their options in life" (Armstrong, 2010).

"Children who come from poverty consistently achieve at a lower academic level than their counterparts from upper and middle class families" (Myers, 2012, p. 6). Payne (2017) purported, "children in poverty typically enter kindergarten two years behind their peers" (p. 96). Myers (2012) stated, "As educators, we need to examine every avenue and practice that has proven to be successful in educating children from poverty" (p. 6). Educators have agreed that making excuses for students in poverty is not beneficial, but

rather setting up a framework to allow students of poverty to be more successful by meeting their needs is (D'Silva, 2009).

According to Chapman with the National Center for Education Statistics (2011), low-income students fail to graduate at five times the rate of middle-income families and six times that of higher-income youth. Of those who graduate, only one out of three will continue to a college program (Education Resources Institute, 2007). "A high school dropout is four times as likely to be unemployed as a college graduate" (Education Resources Institute, 2007, p. 1). Even more concerning, students who are not proficient readers by third grade have a greater chance of dropping out before earning a high school diploma (Hernandez, 2011).

According to Payne (2013), children from generational poverty often lack certain cognitive skills and schema that are required for mediation skills. Without the ability to mediate, these students have missing links that build cognitive strategies (Payne, 2013). Using a random, episodic story structure memory patterns for retelling stories, and living in an unpredictable environment could indicate an individual cannot plan (Payne, 2017). The link between children in poverty and brain research by Payne (2013) indicates the trauma and stress endured from a poverty lifestyle cause patterns in the brain similar to stroke patients. Strazzabosco (2018) stated that due to high-stress experiences, people in poverty are "much more likely to succumb to the pitfalls that undermine school, learning, happiness, healthy bodies, and mental development" (p. 48). Payne (2013) described the link between these deficits and the behavior symptoms children from poverty exhibit:

> If an individual cannot plan, he/she cannot predict. If an individual cannot predict, he/she cannot identify cause and effect. If an individual cannot identify

> cause and effect, he/she cannot identify consequence. If an individual cannot identify consequence, he/she cannot control impulsivity. (p. 122)

Educators need to be intentional when teaching students from poverty. Educating struggling students from poverty will not happen by accident and will require educators to develop and plan to address the needs of their high-risk students (Myers, 2012). As Payne (2013) explained, direct intervention to build cognitive strategies such as a formal register vocabulary, chronological story structure, special reasoning, problem solving, and improving working memory can promote mediation in these students. With time this will improve their cognitive strategies and remediate the missing links in the brain (Payne, 2013).

In 1964, President Lyndon B. Johnson first addressed The War on Poverty during his State of the Union address by proposing legislation that would allocate federal funds targeted against poverty (D'Silva, 2009). President Johnson's legislation included the creation of Medicare and Medicaid as well as expanding Social Security benefits (Matthews, 2014). President Johnson started the Food Stamp Act of 1964 as a pilot, which later became permanent to feed those in poverty (Matthews, 2014). He also began the Economic Opportunity Act of 1964, which, according to Matthews (2014), established a myriad of initiatives to get those out of work, employed, as well as the creation of the Head Start early childhood program. To address the achievement gap between low-income students and other students, a federal law called Title I was enacted in 1965 under the Elementary and Secondary Act (Malburg, 2018). Title I provides funds to schools with at least 40% of students enrolled qualifying for the free and reduced lunch program (Malburg, 2018).

**Payne's Model**

Training teachers to improve their craft is the basic concept of professional development. The National Staff Development Council (2005) defined staff development as "the term that educators use to describe the continuing education of teachers, administrators, and other school employees" (p. 9). The definition continues to include a more detailed explanation of professional development as a "comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" (p. 1). Following President Obama's "Every Student Succeeds Act" in 2015, Learning Forward Association, A Professional Learning Association focused on improving the definition of professional learning to provide alignment with the new federal law. Learning Forward Association, A Professional Learning Association (2015), provided a lengthy definition of professional learning, which is described as an integral part of school and educational strategies to provide all individuals from the educational field the knowledge and skills to help students succeed and receive a well-rounded education in order to meet the rigor of state academic standards. In addition, Learning Forward Association (2015) describes types of activities, time length, subject matter, and additional parameters to describe the many faces of professional learning. In comparison to the 2005 definition, Learning Forward Association (2015) included a list of all individuals who may participate in professional learning. Hirsh (2009) stated, "the nation needs to bolster teacher skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners" (p. 3), which can be accomplished through professional learning for educators and preservice teachers.

Unsurprisingly, teachers play a critical role in the education of their students. Historically, preparing preservice teachers for the classroom has been regulated by agencies who focus on performance assessment of teacher candidates (Smiley & Helfenbein, 2011). More recently, having "highly-qualified" teachers as mandated by the No Child Left Behind Act has revived the notion of preparing teachers to become highly effective in the classroom (Smiley & Helfenbein, 2011). "As the number of children living in poverty continues to rise, poverty is garnering more attention in determining identity" (Cuthrell, Stapleton, & Ledford, 2010, p. 104). Universities have begun to include curriculum for preservice teachers that includes the capacity to teach all types of learners, including urban or low-socioeconomic students. O'Doan (2012) encouraged studying teachers' attitudes, behaviors, and beliefs about students living in poverty so that schools may improve the school experience for the students and foster success. The question then becomes, how effective are they?

In a 2016 study, Hassell analyzed data from 10 higher education institutions with teacher preparation programs to determine if the programs provide effective and explicit strategies for teaching poor students. Hassell concluded "teacher preparation programs for both pre-service and in-service teachers do not provide effective strategies for teaching poor students" (p. 36). Hassell (2016) analyzed syllabi from the teacher preparation programs for both pre-service and in-service teachers to determine the extent courses address working in urban settings or with students in poverty. Additionally, Hassell (2016) stated: "the courses in schools which focus on preparing pre-service teachers to work with students, are at least working towards providing effective strategies by addressing poverty and its effect on students who live in it" (p. 36). Hassell (2016)

purported preservice teachers should be enrolled in required courses, which provide an understanding of the poverty culture and field work that addresses how best to teach students from poverty. In-service teachers must also be exposed to refresher courses regularly to update new information and strategies to continue to meet the needs of students from poverty (Hassell, 2016).

Professional development can be formal or informal and offered in a multitude of formats. It can be a course, a workshop format, or formal qualification program, or take place among teacher networks such as mentoring or coaching (Organisation for Economic Co-operation and Development, 2009). It is viewed from many perspectives with various opinions. Bellanca (1995) viewed professional development as a system-wide program that is designed to improve all school personnel in a planned, broad, frame such as a one-day in-service training. DuFour (2004) felt strongly that although the workshop model is the most popular and widely used, it is not the most beneficial. Teachers working together to develop curriculum, analyze data, and collaborate with their colleagues experience a learning process that transfers to the classroom more than those who participate in macro, systemic type of programs (DuFour, 2004).

Ruby Payne has written or coauthored multiple books and articles on poverty as well as consulted with multiple school districts. Her work on poverty is designed to help individuals understand poverty in a way that benefits those with whom they work. This section is organized into three categories derived from Payne's published work. It begins with an in-depth explanation of Payne's work on resources and how they impact achievement. Next, the importance of building relationships is discussed. Finally, Payne's work on socioeconomic classes and poverty is explored.

**Resources impact achievement.** Kozol (2006, 2012), Payne (1996, 2001, 2013), and Rawlinson (2010) have purported that students from poverty often experience a lack of resources, such as food, shelter, family support and education. In her work, Payne described resources as financial, mental/cognitive, spiritual, physical, support systems, relationships/role models, knowledge of hidden rules and language/formal register. Payne (2013) defined poverty with regards to a lack of resources rather than money. The more resources are in short supply, the more a person lives with instability, dysfunction, crisis, and is in a mode of survival (Payne, 2013). Her model is a "strength-based model and acknowledges the many strengths and resources of students and what they bring to school" (Payne, 2013, p. 8) as a platform to design interventions.

Payne (2013) explained that although resources are typically thought of as financial, the reality is that the reasons individuals may or may not leave poverty have little to do with money. Payne (1996) purports "The ability to leave poverty is more dependent upon other resources than it is upon financial resources" (p. 17). In the Ruby Payne model, there are three non-financial resources that trainers share with educators to help them understand how individuals can leave poverty: "education, relationships, and employment" (Payne, 2017, p. 30).

Emotional resources also play a vital role in the success of an individual. "The stamina to withstand difficult and uncomfortable emotional situations and feelings" (Payne et al., 2001, p. 36) is important to keep an individual from returning to old, unproductive habits. Payne (2017) stated that she believes "being able to choose and control emotional responses, particularly in negative situations, without engaging in self-destructive behavior" is the biggest difference in lifelong stability (p. 79). Payne

encourages teachers to build upon the emotional resources of their students through modeling stamina, perseverance, and choices. Payne et al. (2001) surmised that at least part of emotional resources come from having role models.

"It is largely from role models that a person learns how to live life emotionally" (Payne et al., 2001 p. 19). Payne's entire format is based on the expectation that educators who read her work or participated in her training will model appropriate behaviors, work habits, and her key points. Payne (2017) posited "having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior makes the biggest difference in lifelong learning" (p. 81). Role models from a different socioeconomic level can help to transition individuals to learn the expectations, or hidden rules as Payne calls them, of their setting. Having strong role models is also an essential piece to another resource: a support system.

Payne (2017) stated that she believes a strong support system is necessary to move beyond poverty. However, "to move from poverty to middle class, one must give up for a period of time, relationships for achievement" (Payne, 2017, p. 44). The support systems must include strong role models or a mentor who can help the individual navigate outside his or her realm. These support systems are visible during homework and projects. Support systems include such things as health insurance, knowledge base, friends, and family (Payne & Krabill, 2002). Payne (2017) purports parents whose children wish to move beyond poverty feel as if their children are turning their backs on them as they educate themselves and move beyond the life in which they were raised. According to Payne (2017), individuals leave poverty for four reasons: too painful to stay, a vision or goal, a key relationship, or a special talent or skill. Regardless of the

reason, if children of generational poverty wish "to keep from returning to poverty they must learn the hidden rules" of the new economic class they join (Payne, 2017, p. 45).

Payne (2013) defined hidden rules as "the unspoken cues and habits of different groups" (p. 8). Whatever class or group an individual wishes to live in has unspoken understandings that cue members of the group if an individual does or does not belong (Payne et al., 2001). Successfully moving from one socioeconomic class to the next depends upon an individual's ability to understand and adhere to these non-verbal rules. Although culture is often identified with race and ethnicity, it also relates to social class and the rules within each class.

> Culture is about groupness. A culture is a group of people identified by their shared history, values, and patterns of behavior. The purpose of a culture is to assist people who are members of a group in knowing what the rules are for acceptable behavior and to provide consistency and predictability in everyday actions. (Lindsey, Robins, & Terrell, 2003, p. 5)

According to Payne et al. (2001), three hidden rules in poverty are: the frequently high noise level with a television often on, important information is not spoken aloud, and the high priority for a person to entertain when in a group. Payne (2017) stated that she believes all socio-economic classes have their own unique hidden rules about clothing, food, social decorum, destiny, education, and language.

Payne (1996, 2002, 2013, 2017) explained in her work that the majority of school and work patterns operate based on middle-class norms. Items such as formal vocabulary, professional or appropriate clothing, and being dependable can lead to success (Payne & Krabill, 2002). Payne's (1996, 2001, 2002, 2008, 2013, 2017) work on

language patterns includes reference to research from Joos (1967) about the five registers of language: frozen, formal, consultative, casual, and intimate. "Formal register: The standard sentence syntax and word choice of work and school have complete sentences and specific word choice" (Payne, 2013, p. 95). Payne (2017) explained formal register contains abstract words that are expected and needed within the school and work settings.

Payne (2017) instructs her trainers to "teach formal register, the language of school and work" (p. 89). She claims that individuals moving from poverty to middle class must "understand that the registers of language have to do with [their] ability to live in an abstract representation of reality. Success at school and work are about negotiating this abstract representational world" (Payne, 2017, p. 89). A valuable aspect of formal register for students or other individuals moving out of poverty is "being able to competently use the vocabulary of work and school" (Payne, 2013, p. 8)

Not surprisingly, Payne (2017) stated "having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life" (p. 79) are essential for moving out of poverty. Education is one of the key beliefs Payne instructs trainers to teach to their students. Payne stated "if an individual can read, write, and compute, he/she has a decided advantage. That person can access information from many different free sources, as well as be or become self-sufficient" (Payne, 2017, p. 9). These mental abilities are more than just skills but also mental resources which help to determine if information, such as behavior, is correct (Payne, 2017).

Spiritual resources are another piece of a successful individual's fabric. Payne (2013) explained this as "believing in divine purpose or guidance" (p. 8). There is a strong correlation between adults who have made it out of very difficult situations having

"a strong belief in a higher power" (Payne, 2017, p. 80). Although, Payne (2017) also mentions spiritual resources as having hope or a future story for an individual to feel there is a purpose for living. "This is a powerful resource because the individual does not see him/herself as hopeless and useless, but rather as capable and having worth and value" (Payne et al., 2001, p. 18).

The final resource Payne (2017) describes in her work is "having physical health and mobility" (p. 80). Not having physical health can impede an individual from going to work, taking care of family, and can drain emotional resources. Having a capable body that is mobile leads a person to become a self-sufficient individual (Payne et al., 2001).

"The poverty culture can undermine efforts an individual makes towards achievement in any area" (Payne et al., 2001, p. 36). Payne (2017) stated that educators work with the strengths their students have and build from there. Children and other individuals can move out of poverty by building their resources. "Education, increasing professional skills, and earning money can translate into resources that impact personal freedom and quality of life" (Payne et al., 2001, p. 108).

**Building relationships.** Within the workplace, building relationships or networking is not a new concept. Professionals expand their network by connecting with others in their field to benefit their company and their individual success (Payne & Krabill, 2002). Working as a team alongside co-workers, working with management, and developing vendor or customer relationships are the cornerstones of successful professionals. Based on their personal experience, Payne and Krabill (2002) believe

"individuals who have connections to corporate administrators get promoted more often" (p. 105).

Relationships are important in the field of education as well. An entire lesson in Payne's model is centered on building relationships and is often revisited throughout her trainings. She devoted a chapter in each of her books to the importance of relationships. Payne (2013) stated, "The key to achievement for students from poverty is in creating relationships with them" (p. 101). Strazzabosco (2018) claimed relationships are one of three major driving forces for those in poverty when decision making. In poverty, relationships are essential to survival; therefore, teachers building solid relationships is a significant motivator for the students with whom they work.

Payne (2017) claimed three aspects are present to gain mutual respect between a student and a teacher: support, high expectations, and insistence. Support would be the teacher assisting the students in "how to get it done" (Payne, 2017, p. 47). High expectations send the message to the student that the teacher believes in him or her and sees them as capable. "Insistence is only available with relationships that build over time. None of these aspects are about being the student's friend" (Payne, 2017, p. 14).

Mutual respect in a relationship is necessary for learning to take place. "If a student and teacher do not have a relationship of mutual respect, the learning will be significantly reduced and for some students, it won't occur at all" (Payne, 2017, p. 49). Payne emphasized to trainers the need to build relationships with students and parents. In her work, Payne explained that nonverbal communication is important to individuals with a limited vocabulary. "If a teacher's nonverbals are negative, a hidden rule of poverty is that you don't want to learn from that teacher" (Payne, 2017, p. 49). Payne reiterated the

need for positive relationships by explaining the emotional underpinnings of learning. She stated, "Our most vivid memories have an emotional component and virtually all learning starts with significant relationships" (Payne, 2017, p. 48). In other words, the feelings an individual has about the instructor or content determines the openness to learning.

Building relationships is essential to success for all individuals in the educational realm. Successful adults often name an individual who made a difference in his or her future. Not only is the necessity of relationships well documented in Payne's work but also the work of many others. "Any teacher can be the caring adult a child needs" (Rawlinson, 2011, p. 18). It cannot be said too often that positive relationships between students and teachers are important because educators who give the time to get to know their students "often understand their plight and can devise a plan to help" (Rawlinson, 2011, p. 17).

**Classes and poverty**. Payne (2013) discussed the role of hidden rules among socioeconomic classes. Her key point was "how you spend your time impacts your knowledge base and resources—and therefore the hidden rules you follow" (Payne, 2013, p. 43). Mental model charts are used in her trainings to present many ways individuals of each socioeconomic class spend their time (Payne, 2013). Understanding how individuals spend their time can help people build positive relationships with each other (Bruegman et al., 2017).

When individuals move among classes, the hidden rules they grew up with may not create success in the new socio-economic class (Payne, 2013). If hidden rules are broken, they can "impact relationships" (Payne, 2013, p. 45). A lack of knowledge of the

hidden rules can give the appearance of ignorance or can cause relationships with people to be damaged and never get a chance to develop fully (Payne, 2013). Published work and trainings by Payne often include a chart with hidden rules that can be found among classes. The alignment of each category with each class (see Appendix A) shows how values impact the hidden rules which in turn can dictate how individuals spend their time.

**The impact of Ruby Payne's Framework of Poverty professional development.** Research on the impact of professional development on classrooms was mixed. In a survey of more than 5,000 teachers, while studying a link between the amount of professional development and teachers' feelings of competence, Holloway (2003) inferred professional development improves teacher efficacy and is beneficial by leading to higher levels of teacher confidence and performance. Conversely, Sparks (2002) stated, "Unfortunately, all this information is producing only marginal improvements in the quality of professional development in schools" (p. i-i). Sparks (2002) surmised this was due to regularly practiced professional development being "unfocused, insufficient, and irrelevant to the day-to-day problems faced by front line educators" (p. i-i). Guskey (2002) concluded that with tightening budgets in education, schools want tangible payoffs to rationalize spending money on what educators consider to be the right, professional development. According to Zinn (2007), "knowledge and skill acquisition, the traditional focus of professional development, often leads to evaluations designed to measure the effectiveness of the training" (p. 46). This process assumes the knowledge acquired through professional development will result in classroom implementation (Zinn, 2007).

A study to determine how effectively components of Payne's model were being utilized and to what extent the teachers perceived practices from Payne's model were being implemented was conducted by Magee in 2005. The results indicated that participants in the study implemented the practices gained from a year of intense professional development at a rate of 78.8% effective (Magee, 2005). Specifically, 100% of the teachers acknowledged that relationships between teachers and students impact achievement and 93.3% of responding teachers indicated they were implementing strategies to directly teach hidden rules to students (Magee, 2005). The second purpose of Magee's (2005) study was to determine which, if any, of Ruby Payne's practices were being implemented before the training. Magee (2005) determined that the participants agreed that only one of the practices from Payne's model, the acknowledgment that relationships among staff and students impact achievement, was being implemented before their training. A third purpose of the study was to determine the extent to which teachers perceived a change in their knowledge, skills, and beliefs related to their teaching as a result of the training (Magee, 2005). In the study, 100% of responding teachers reported a moderate or significant change in their knowledge and skill related to their teaching practice, and "87.5% of teachers reported a moderate or significant change in their beliefs" (Magee, 2005, p. 68).

D'Silva (2009) conducted a study to determine Ruby Payne trainers' perceptions regarding children of poverty and if the training changed trainers' perceptions of students from poverty. The findings revealed that the trainers modified their teaching and learned new strategies that impacted students of poverty in a greater way than previous methods had (D'Silva, 2009). Other findings by D'Silva (2009) included trainers changed their

assumptions about students of poverty and student behavior, perceived a lack of emotional resources available to under-resourced students, and were aware of a large number of students in poverty within the educational system that need additional help. D'Silva (2009) also discovered that trainers found the use of an educator's personal use of language, stories, and values when working with students of poverty was a benefit, as it positively impacted their ability to learn. Overall, the trainers "recommended [Payne's Framework for Understanding Poverty] training should be provided to other educators, administrators and staff that work with students of poverty" (D'Silva, 2009, p. 106).

**Comparing and contrasting theories.** Although Payne's work has been utilized throughout school districts, not all find her theories to be best practice. Regardless, a positive aspect is that schools and districts are seeking professional development experiences for teachers to help them teach students from diverse backgrounds (Sato & Lensmire, 2009). "Professional development opportunities should allow teachers sustained time to work together on substantive and important issues" (Sato & Lensmire, 2009, p. 366). Districts should choose a model that helps teachers develop awareness and sensitivity to children living in poverty without focusing on racism and stereotypes (Kunjufu, 2007).

Gorski (2008) critiqued Payne's work by summarizing her framework into what he called "eight elements of oppression." Gorski (2008) claimed stereotypes abound along with the invisibility of classism, paternalism, and compassionate conservatism by saying "Payne's work contributes to classism, racism and other inequities" (p. 2). Similar to what Smiley and Helfenbein's (2011) would later state, the claim of deficit theory, Gorski (2008) explained that Payne's brand of stereotyping reinforced the notion of

'undeserving poor' and resulted in middle-class assumptions that economically disadvantaged people have moral, spiritual, and intellectual deficiencies. In opposition to Payne's vision, Gorski (2008) offered a solution to poverty by examining and eradicating systemic classism and racism.

Sato and Lensmire (2009) stated that although Payne "is perhaps the most visible educator providing materials and workshops about poverty for teachers and principals" (p. 365), she stereotypes people living in poverty. Sato and Lensmire (2009) indicated Payne's work puts children from poverty at risk for being viewed as less capable and less worthy as learners in the eyes of teachers. They went on to explain that culturally responsive teaching and helping educators understand cultural mismatches that happen in classrooms reflect their recommendations to address the issues of poverty. The culturally responsive mindset is not a list of techniques and strategies (Sato & Lensmire, 2009). In place of the Ruby Payne model, Sato & Lensmire praised the Funds of Knowledge Framework by Gonzalez, Moll, and Amanti (2005) as "a practical model for developing professional practice that is culturally relevant and socially responsible to students' home communities" (Sato & Lensmire, 2009, p. 368).

Smiley and Helfenbein (2011) studied preservice teachers whose curriculum included Payne's (1996) book, *A Framework for Understanding Poverty*. After interviewing preservice teachers in an urban cohort, they focused their case studies on two preservice teachers who had repeatedly mentioned Payne's work as being helpful when preparing them to work in an urban setting. Smiley and Helfenbein (2011) noticed five themes that emerged from their data: encouraged separation, deficit mode, Messiah mentality, urban education, and contradiction. The first theme of encouraged separation

is the notion that educators relying on Payne's work see themselves different from their students in various ways rather than building relationships of shared experiences. The second theme of deficit mode is the belief of educators that diversity means deficit rather than different, placing a negative value on students of diverse background. Messiah mentality, the third theme noted, is the perception that teachers know how to be successful in life that their students do not have and that these children in poverty need the teachers to rescue or save them from their lives. Urban education, and the stereotypes that Payne reiterates give educators preconceived notions that places blame on urban settings rather than systemic classism. The final theme, contradiction, was noticed when the educator's experience contrasted with Payne's teachings. These five themes noted in the participants' responses lead Smiley and Helfenbein (2011) to become concerned after they noticed more separation between the participants and their urban students in addition to the reinforcement of stereotypes. However, the preservice teachers expressed enthusiasm for Payne's work and a better understanding of poverty students as well as stating it had a positive impact on their development as educators (Smiley & Helfenbein, 2011).

Redeaux's (2011) qualitative study highlighted the experiences and outlooks of six educators and their opinions about Payne's work. Summarizing the six interviews, Redeaux (2011) stated: "Payne's framework does not promote critical, self–reflection on the part of teachers, but allows us to blame our students' failures on their background" (p. 189). Although the participants in Redeaux's (2011) study found Payne's trainings to be valuable, relatable, and insightful, Redeaux claimed Payne's work lacked diversity and "does not liberate or empower the students it claims to save" (p. 192).

In 2013, Shuffelton argued that work similar to Payne's model, which are based on the differences in social classes, overstep scientific research and are unethical as well as stereotypical. Shuffelton (2013) criticized Payne's work by saying it has been thoroughly discredited and that her definition of poverty is only about behavior rather than economic or material deprivation. Shuffelton (2013) also discredited Lewis's (1959) and Payne's (1996) work on the culture of poverty because "contemporary researchers rarely claim that culture will perpetuate itself for multiple generations" (p. 304). Shuffelton (2013) did not support Payne's work as a cultural intervention but "merely a restatement of commonplace prejudices" (p. 305).

Pinto and Cresnik (2014) reinforced Gorski's (2008) classism critique on Payne's work by claiming that teachers who embrace Payne's model view the students' problems as individual shortcomings, so they must just "tolerate the students' presence or try to change the student" (p. 48). Additionally, Pinto and Cresnik (2014) claimed Payne's model encourages deficit thinking, the belief that students and families living from poverty is due to deficiencies rather than addressing the role systems play in failing to meet the needs of students who struggle. Suggestions for profound changes in the way classrooms operate rather than trying to change the student, so the student adheres to the system are offered as solutions (Pinto & Cresnik, 2014). Payne's model is categorized as a bandwagon approach by Pinto and Cresnik (2014) by claiming it takes "for granted a false assumption that once the deficiency is changed, the subject will somehow acquire a well-paying job" (p. 49). Sokol (2015), summarized Payne's work by saying "Payne provides intellectual shortcuts, a fast-food lunch of sociology that reinforces one of the

most dangerous behaviors in public education – teachers looking down on their students" (p. 1).

Payne (2009) responded to critics of her work who stated she uses stereotypes, makes racist claims, and works from a deficit model by explaining that educators must know what their students can and cannot do to prepare them for standardized testing. Payne (1996) indicated that her work is based on patterns of behavior rather than stereotypes. Patterns have exceptions and that teachers who gain a framework for understanding poverty from her model will become more sensitive to the plights of children from poverty. Payne's (2009) work "looks at poverty through the lens of class, not race, ethnicity, gender, disability, age or other criteria" (p. 372). To address the classism claims, Payne (2017) explained that her work "is based on patterns and all patterns have exceptions" (p.19). Payne (2017) stated that she tells trainers to view "economic class as a continuous line, not a clear-cut distinction" (p. 20).

**Teachers' attitudes, beliefs, and practices.** To attain maximum benefit from professional development training, the participants must be invested and interested (Guskey, 2002). "In addition to liking their professional development experience, we also hope that participants learn from it" (Guskey, 2002, p. 46). Participants in D'Silva's (2009) study perceived that trainings based on The Ruby Payne model were relatable to "real life situations" and the training was "useful in dealing not only with students but their families and individual situations that arise with these students" (p. 106). Pollino (2013) found that professional development based on Payne's Model was "well received, and that there were changes in the perceptions of the group participating in the professional development" (p. 115). Johnston (2001) studied elementary teachers at a

Title I school in Texas to determine their attitudes about working with children and adults from poverty after having professional development focused on serving students and families of poverty. Johnston (2001) administered two surveys to a sample of teachers in a Texas elementary school. The first survey followed an initial training focusing on Payne's *Framework for Understanding Poverty* work to ascertain if trainees intended to use information gleaned from the training (Johnston, 2001). Results of Johnston's (2001) first survey and second survey, which was administered three months later to allow participants to reflect on the impact of the trainings, indicated similar results. The two items surfaced from Johnston's (2001) study as used less or rarely used were understanding and using student eye movements to understand better how a student is processing and analyzing student resources. The respondents indicated the reasons were does not apply and need more information. Johnston (2001) concluded "teachers must see the relevance of the various applications in staff development and they must then be confident in their abilities to transfer these skills" (p. 194) to the classroom.

Although teacher perception was not surveyed, Swan, Chadwick, Chapman, Magee, & Chadwick (2004) studied student achievement to ascertain the impact of the Ruby Payne model in several school districts. The analysis of Arkansas standardized test scores indicated there was a significant impact on the 2003-2004 student achievement in eighth-grade students when taught with teachers trained in the Ruby Payne model (Swan et al., 2004). This study by Swan et al. (2004) was conducted in two middle schools with comparable variables. One school applied the Ruby Payne model; the other utilized a traditional approach (Swan et al., 2004). For literacy, Swan et al. (2004) found there was a statistically significant difference in favor of the school using the Ruby Payne model.

In 2004-2005, standardized test scores from seventh-grade mathematics students in two groups were analyzed. According to Swan (2005b), the first group of students from Ridgeroad Middle School was taught by teachers utilizing the Ruby Payne model, and the comparison group was taught by teachers who used a traditional approach. Swan (2005b) found the students in the group with Ruby Payne Model's outperformed the students in the other group. Swan (2005b) indicated "that the Payne School Model, when implemented with high fidelity, can positively impact student achievement in middle school grades" (p. 2). These results were replicated when literacy scores for eighth-grade students were analyzed similarly from Ridgeroad and a comparison school (Swan, 2005b). Literacy scores from Ridgeroad Middle School seventh and eighth-grade students "support the expectation that when implemented in a high fidelity manner, [Payne's Model] can positively impact student achievement" (Swan, 2005b, p. 2).

Similar to Swan et al.'s (2004) study, Karmacharya (2007) studied the impact Payne's model had on student achievement in math students at the middle school level in Mississippi with teachers who implement the model with fidelity. Karmacharya (2007) found there were no statistically significant differences in reading, language, and math for seventh graders but there were statistical differences found in reading and math for eighth graders. In referring to Swan et al.'s (2004) results in Arkansas, Karmacharya (2007) reported: "the results of this study were inconsistent with the results of a similar study conducted with middle school students attending high- poverty schools." Karmacharya (2007) alluded that implementation might be the cause for the inconsistency among studies.

Also, during the 2004-2005 school year, the Ruby Payne model was implemented in Windsor Middle School in New York (Swan, Montgomery, Magee, & Chapman, 2005). The researchers compared standardized test scores from the 2000-01 school year before the Ruby Payne model was implemented, to scores after the implementation of Payne's model (Swan et al., 2005). Higher levels of achievement were found for students taking classes from teachers with high levels of implementation of Payne's Model than for students taking classes from teachers without high levels of implementation (Swan et al., 2005).

Standardized test scores were used in mathematics and reading for grades 5, 6, 8, and 10 to compare to previous years' scores to determine if the implementation of Payne's model increased student achievement in the Bowler Schools (Swan, 2005a). One student group was served by teachers using the Payne school model in Bowler Schools while the other student group was in a comparable district without the model (Swan, 2005a). According to Swan's (2005a) findings, all of the comparisons were statistically significant in favor of the Bowler schools, which utilized the Ruby Payne model. Swan (2005a) reported, "These results provide strong and convincing evidence that Payne's School Model increased student achievement across multiple grades and multiple disaggregations" (p. 2).

Following Hutchinson School District's second year of Ruby Payne School Model implementation, Swan (2006) used state assessment scores to determine the impact of Payne's model on student achievement using a post-test design. Swan (2006) compared two groups: students taught by teachers demonstrating a high level of fidelity implementing the model and students taught by teachers not demonstrating a high level

of fidelity implementing the model. Although the results were mixed where student achievement was compared based on model fidelity, Swan (2006) reported the data illustrated an increased percentage of poverty students who achieved at or above proficient in reading and mathematics. "School officials believed that the implementation contributed significantly to the increase in student performance" (Swan, 2006, p. 2).

Delpit (2006) identified teacher assumptions as one of the biggest obstacles to overcome when educating children from poverty. Although teachers who do not identify with the poor students they teach may hold damaging stereotypes, they are not bad people (Delpit, 2006). "We all carry worlds in our heads, and those worlds are decidedly different" (Delpit, 2006, p. xxiv). Teachers set out to teach, but Delpit (2006) questioned: "how can we reach worlds of others when we don't even know they exist?" (p. xxiv).

Covert (2007) studied achievement in the area of English Language Arts by administering pre-tests, mid-tests, and post-tests to fourth-grade students from an upstate rural New York school district to discover a link between poverty and students' performance over time. The results of the study "indicated that economically disadvantaged students do reach higher levels of proficiency and mastery when their teachers used Dr. Payne's model" (Covert, 2007, p. 87). According to the perceptions of the teachers who had been utilizing Payne's model, most of the economically disadvantaged students benefited from the use of Payne's strategies such as mental models, direct-teaching and data collection, and analysis (Covert, 2007). Additionally, teachers reported their relationships with economically disadvantaged students were more

important to gaining proficiency and mastery achievement levels than similar student-teacher relationships in the advantaged student group (Covert, 2007).

Zinn (2007) studied changes in personal teaching efficacy of certified teachers from a diverse middle school after they participated in Ruby Payne's Framework of Understanding Poverty Training. Participants in Zinn's (2007) study said that Payne's Model had the potential to improve teacher performance if it was a district-wide initiative that staff were exposed to more than once. Teachers wanted to read it, hear it, work on implementing it, and then go back and review it again to truly utilize the full potential of Payne's model (Zinn, 2007). Another theme that surfaced was the empathy teachers who have never experienced poverty gained from the Framework of Understanding Poverty training (Zinn, 2007). Additionally, Zinn (2007) found that Payne's key points resonated with many teachers, such as the importance of building relationships, analyzing the resources of their students, reframing to change behaviors, and using the adult voice when speaking to students. Overall, the results of the study gave insight into the extent the participants valued Payne's model. "This study's participants supported the conclusion that the professional development program based on Payne's (2003) model can improve the personal teaching efficacy of teachers experiencing the challenges associated with educating socioeconomically disadvantaged students" (Zinn, 2007, p. 178).

D'Silva (2009) conducted a study to determine the perceptions of certified Ruby Payne model trainers who had conducted at least two trainings regarding their own understanding of children living in poverty. Through interviews, D'Silva (2009) found that five of the six trainers reported that as a result of participating in the trainings

themselves, they realized how ineffective their teaching prior to the training must have been. A second discovery D'Silva (2009) summarized from interviews was that the trainers noticed due to the hidden rule in poverty that "students utilize a random, episodic story structure - so many of these students do not understand cause and effect which leads to students speaking out and other behaviors not conducive to learning" (p. 75). Additionally, all six of the responding trainers in D'Silva's (2009) study agreed there is a difference between generational and situational poverty; the resources of students and adults should be analyzed before creating interventions; and that the three keys to getting out and staying out of poverty are education, relationships, and employment.

Conclusions from D'Silva's (2009) study indicated "that principals, teachers and administrators and staff who work with students of poverty find the training useful in dealing not only with students of poverty, but their families and individual situations that arise with these students" (p. 108). After the training sessions for other educators, the certified trainers believed there was a change in their own perceptions of poverty (D'Silva, 2009). Participants in D'Silva's (2009) study agreed that students from poverty do benefit from educators who have special strategies and tools to work with them. Additionally, D'Silva (2009) claimed: "All children including students of poverty can learn if given the time, tools and opportunities to do so" (p. 109).

Myers (2012) studied middle school teacher perceptions of students from poverty. Results showed that not only did 96% of respondents agree or strongly agree that students from generational poverty viewed the world in local terms but that 86% of respondents agreed or strongly agreed that students from generational poverty have a limited vocabulary when compared to their peers and 83% of teachers agreed or strongly agreed

that students from generational poverty fail to connect school success with success in life (Myers, 2012). Additionally, Myers (2012) found that teachers perceived students from generational poverty as having a negative attitude toward school. Myers (2012) also found a negative perception of family attitudes of students from generational poverty towards school. Teacher perceptions affect the students' opportunities to learn and educators "must make a concerted effort not to let personal viewpoints about children in poverty limit opportunities for those same children" (Myers, 2012, p. 22)

O'Doan (2012) studied experiences, attitudes, and beliefs k-12 educators from a rural South Dakota school district held about poverty and then determined if learning more about poverty helped the educators apply new perspective and information gained from Payne's trainings in their classrooms. O'Doan (2012) noticed several themes emerge from this qualitative study. Among those themes, O'Doan (2012) noted most educators had some experience with students in poverty, and due to biases and judgments or even a lack of understanding, they accused parents and made assumptions that the parents did not care about their children. "It is apparent that children from low-income backgrounds are at a significant disadvantage, and more importantly, that poverty affects every aspect of a student's educational experience, including the attitudes and behaviors educators exhibit towards those students in poverty" (O'Doan, 2012, p. 134). Results of the study provided evidence of an impact regarding educators' understanding the issues surrounding poverty and through those educators' changed attitudes, beliefs, and actions (O'Doan, 2012). The educators' changed attitudes, beliefs, and actions have had a positive result for their students (O'Doan, 2012). In addition, O'Doan (2012) noted the majority of participants in Payne's trainings perceived they "learned new insights, gained

awareness and developed a better understanding which changed their teaching practices or strategies used in the classroom, including teaching hidden rules" (p. 137) and other key points from Payne's model.

In 2013, Pollino studied the perceptions of New Jersey teachers from a k-12 district with a 67% poverty rate. The study included teachers' perceptions of the achievement gap between economically disadvantaged and non-economically disadvantaged students and discovered perceptions changed after participating in professional development focused on Ruby Payne's Framework for Understanding Poverty. Based on the results, Pollino (2013) indicated that the participants "recognized that teachers can negatively influence the achievement gap by having low teacher expectations and not providing the appropriate classroom instructions to meet the students' needs" (p. 124). Also, the survey results indicated that teachers could work with their school to provide solutions to the achievement gap between students from poverty and their peers (Pollino, 2013). Unexpectedly, Pollino (2013) noted an additional change in the district where the research was conducted; there was an increase in the recruitment of teachers from economically disadvantaged backgrounds to teach students from poverty.

**Summary**

Chapter 2 provided an overview of the research associated with students in poverty. A historical overview of poverty including poverty in the United States, the culture of poverty and poverty in schools were presented. An explanation of Payne's work such as her stance on how resources impact achievement, building relationships, and an in-depth look at classes and poverty were also shared. Finally, Chapter 2 included

a review of professional development training related to Ruby Payne's work and its impact and critiques on Payne's work. The methodology of the study used to address the research questions stated in Chapter 1 is addressed in Chapter 3.

# Chapter 3

## Methods

The purpose of this study was to determine the extent certified staff members of School District B perceive they utilize Ruby Payne's Framework of Poverty actions. An additional purpose of the study was to determine if the staff members' perceptions of their utilization of Ruby Payne's Framework of Poverty Actions differ among school levels. The final purposes of this study were to determine to what extent staff members of School District B agree with Ruby Payne's Framework of Poverty key points and if the agreement differs among staff members from different school levels. This chapter contains information related to the methods used for the quantitative design of this study. The chapter begins with a description of the research design. This chapter also includes the selection of participants and the measurement. Data collection procedures and the data analysis and hypothesis testing, as well as the limitations of the study, are included in this chapter.

### Research Design

This study relied on a quantitative descriptive research design using a survey that was created by the researcher. Lunenburg and Irby (2008) explained descriptive research as a basic form of research, which "involves the description of phenomena in our world" (p. 30). For this study, the dependent variables were the perceptions of staff members' utilization of Ruby Payne's Framework of Poverty actions and staff members' agreement with Ruby Payne's Framework of Poverty key points. The independent variable was school levels: elementary (Pre-K-grade 5) and secondary (grades 6-12).

## Selection of Participants

Purposive sampling was used to identify the participants in this study. Lunenburg and Irby (2008) wrote, "Purposive sampling involves selecting a sample based on the researcher's experience or knowledge of the group to be sampled" (p. 175). The participants were chosen based on the researcher's knowledge as a teacher and trainer in District B. All staff within District B have received training over three years. Although the staff member population amount varies due to the population of students served in each participant's school, the potential sample participants in this study were the 1,036 certified staff members in District B during the 2018-2019 school year. The sample did not include administrators or classified staff. The sample consisted of certified staff members who had received the training and chose to complete the survey.

## Measurement

The instrument utilized in this study was an original survey created by the researcher. Lunenburg and Irby (2008) explained surveys as the most common instruments used in descriptive research studies. Creswell (2009) stated that "surveys could be a preferred type of data collection procedure because of the economy of design and rapid turnaround in data collection" (p. 146). The purpose for designing and using a survey (see Appendix B) was to collect data regarding the extent certified staff members perceived they utilize Ruby Payne's Framework of Poverty actions and if that perception differs among school levels. Additional purposes of the survey were to gather information to determine the extent certified staff members agree with Ruby Payne's Framework of Poverty key points and if those perceptions differ among school levels.

The survey was created based on criteria from Ruby Payne's (2017) *A Framework for Understanding Poverty Trainer Certification Manual* used by the trainers to provide certified staff with The Framework of Poverty professional development. The survey was created based on the knowledge of the researcher as a trainer for Ruby Payne's Framework of Poverty professional development and as a certified trainer by Payne's workshops attended. The researcher developed the survey using Ruby Payne's (2017) 10 actions (see Appendix C) and the training key points as content for the items on the survey.

The key points of the training were derived from Payne's (2017) *Trainer Certification Manual*. The first key point is "Generational poverty and situational poverty are different" (Payne, 2017, p. 20). The next key point emphasized by Payne (2017) is understanding under-resourced learners have limited exposure to varied experiences and events. Payne (2017) stated, "knowledge is a key form of privilege" (p. 22) as another key point. Perhaps the most notable key point is Payne's (2017) statement that "Three things help one move out of poverty: education, relationships and employment" (p. 30).

The survey used in the current study includes 19 items. The first 16 items were created to address the research questions of this study. Of those first 16 items, 1 through 11 (See Table 4) are a Likert-type scale with choices of *Never*, *Rarely*, *Often*, *Almost Always* and *Always* to determine the frequency certified staff members perceive they utilize the 10 Actions of the Ruby Payne model. Eleven items were needed instead of 10 due to Action 3 having multi-step actions in the sentence. Those 11 items were used to measure variables specified for RQ1 and RQ2 and the corresponding hypotheses.

Table 4

*Alignment of the Ruby Payne Actions, Survey Items, and Hypotheses for RQ1 and RQ2*

| | | Research Questions and Hypotheses | |
|---|---|---|---|
| Ruby Payne Actions[a] | Survey Items | RQ1 | RQ2 |
| 1. Build relationships of mutual respect | 1. I build relationships of mutual respect. | H1 | H12 |
| 2. Teach students the hidden rules of the school. | 2. I teach the hidden rules of the school to students. | H2 | H13 |
| 3. Analyze the resources of your students, and make interventions based on resources the students have access to. | 3. I analyze the resources of my students. | H3 | H14 |
| | 4. I make interventions based on the resources the students have available. | H4 | H15 |
| 4. Teach formal register, the language of school and work. | 5. I teach formal register, the language of school and work to students. | H5 | H16 |
| 5. Teach mental models. | 6. I teach mental models to students. | H6 | H17 |
| 6. Teach abstract processes. | 7. I teach abstract processes to students. | H7 | H18 |
| 7. Teach students how to plan. | 8. I teach students how to plan. | H8 | H19 |
| 8. Use the adult voice and reframing to change behaviors. | 9. I use the adult voice to change student behaviors. | H9 | H20 |
| | 10. I use reframing to change behaviors. | H10 | H21 |
| 10. Teach students how to ask questions. | 11. I teach students how to ask questions. | H11 | H22 |

*Note.* [a]Adapted from "Trainer Certification: A Framework for Understanding Poverty," by Ruby Payne, 2017. Action 9 is omitted because the response is a level of agreement rather than the frequency of use.

The next five items (see Table 5) are designed in a Likert-type scale with choices of *Strongly Disagree, Disagree, Neutral, Agree* and *Strongly Agree* to determine the degree certified staff perceive they agree with Ruby Payne's key points. These five items measured variables specified in RQ3, RQ4, and the corresponding hypotheses.

Table 5

*Alignment of Ruby Payne Key Points, Survey Items, and Hypotheses for RQ3 and RQ4*

| | | Research Questions and Hypotheses | |
|---|---|---|---|
| Ruby Payne Key Point[a] | Survey Items | RQ3 | RQ4 |
| Generational poverty and situational poverty are different. | 12. I understand the difference between generational poverty and situational poverty | H23 | H28 |
| The more under-resourced you are, the less exposure you have to experiences. | 13. I believe under-resourced learners have limited exposure to varied experiences. | H24 | H29 |
| Knowledge is a key form of privilege. | 14. I believe knowledge is a key form of privilege. | H25 | H30 |
| Understand the family resources and dynamics.[b] | 15. I understand the family dynamics of each of my students. | H26 | H31 |
| There are three key things that help one move out of poverty: education, relationships, and employment. | 16. I believe students need to be taught the three key components necessary to move beyond poverty (education, relationships, and employment). | H27 | H32 |

*Note.* [a]Adapted from "Trainer Certification: A Framework for Understanding Poverty," by Ruby Payne, 2017. [b]Action 9 is included because the response is a level of agreement rather than the frequency of use.

Of the last section of three items (17-19), only item 18 was only utilized in the hypothesis testing to determine the staff member's school level in a multiple choice format. The choices were *Pre-K – 5th grade, 6th grade- 12th grade,* and *OTHER*. Item 18

addresses research questions 2 and 4 and the corresponding hypotheses. Item 17 offers the participant to designate the correct title for his/her position. The choices were *Administration, Certified Teacher* or *Classified Staff Member*. Of these choices, only data from *Certified Teacher* was included in the study. This item was not used in the data analyses but was relevant to determine which respondents were certified teachers. This information was used in the descriptive statistics and was necessary due to the survey being sent to all employees in the district, regardless of position.

Item 19 was a *yes* or *no* question used as a filter to determine if the staff member had received professional development based on Ruby Payne's methods. The email with the survey link was sent to all employees in the district. Although all certified staff in District B were attending ongoing Ruby Payne training during the window the survey was administered, there were newly hired staff who received the survey. These individuals would not have received more than an introductory training, and their responses were not included in the analysis. However, this information was used in the descriptive statistics.

Validity from the survey determines "whether one can draw meaningful and useful inferences from scores on the instruments" (Creswell, 2009, p. 149). The survey used a two-phase field test. Once the survey tool was vetted through the researcher's major advisor and research analyst, it was then sent to an expert panel of trainers for the first phase. The second phase included a panel of certified educators to provide feedback on the survey tool.

The panel for phase one was comprised of 11 Ruby Payne trainers from District B who provided the professional development for certified staff in District B. This panel of

experts were asked to carefully read and analyze the survey to provide feedback to the researcher on content, wording, and format within a time frame of one month. The researcher emailed the experts (see Appendix D) the draft of the survey tool along with a feedback form (see Appendix E) to provide specific feedback to the researcher. Of the eleven trainers, five responded within the 30 days requested. The remaining five trainers responded when given an extra week to complete their review. Three trainers provided specific feedback on the form provided, and seven trainers provided informal approval via email response. One trainer did not respond. Specific feedback from the panel provided four minor suggested changes in the wording of questions and spacing of rows. Those proposed changes did not alter the meaning of the questions but did offer a better understanding for the readers. The researcher then applied these changes to the final draft of the survey tool.

Phase two provided additional evidence by surveying a volunteer group of 13 certified educators who had previously attended Ruby Payne trainings but did not work in District B. The newly updated survey was then sent out via email (see Appendix F) along with the same feedback form to this second field test panel. This group of volunteers was comprised of five certified teachers, five retired teachers, and three administrators.

Educators, who were part of the phase two review provided input based on how well they understood the survey items along with their interpretation of the response options. Revisions were made based on the feedback. Three questions did not explain to the audience who was being taught. To solve these vague references, the words “to students” were added to items 5, 6, and 7.

Lunenburg and Irby (2008) referred to "the degree to which an instrument consistently measures whatever it is measuring" as reliability (p. 182).

> Most commonly used single-item measures can be divided into two categories: (a) those measuring self-reported facts . . . and (b) those measuring psychological constructs, e.g., aspects of personality . . . measuring the former with single items is common practice. However, using a single-item measure for the latter is considered to be a "fatal error" in research. If the construct being measured is sufficiently narrow or is unambiguous to the respondent, a single item may suffice. (Sackett & Larson, 1990, p. 631)

A reliability analysis was not needed for the survey utilized in this research because a scale was not constructed from the survey items. The researcher used single-item measurement.

**Data Collection Procedures**

Before the survey was administered and data collected, permission was received from District B and Baker University. The researcher submitted and obtained permission to collect data from District B on October 15, 2018 (see Appendix G). Each building administrator gave verbal approval or approval through email for the staff to be administered the online survey. The proposal to conduct research was submitted to the Baker University Institutional Review Board (IRB) committee and was approved on October 19, 2018 (see Appendix H). Following the IRB approval by Baker University, the approval letter was then submitted to District B's Deputy Superintendent for final approval. Once the approval was granted, the researcher submitted the solicitation letter and embedded survey link (see Appendix I) to District B to be sent out via email. The

participants were assured the survey was for research purposes and that all responses would remain anonymous. The survey was available for one month from December 3, 2018 to January 5, 2019. Two reminders were sent with the survey link via email (see Appendix J) on December 12, 2018 by the researcher and on January 3, 2019 by District B's assistant superintendent. The survey was closed on January 5, 2019. The survey responses were downloaded to an Excel spreadsheet.

**Data Analysis and Hypothesis Testing**

The data for analysis were retrieved from Google Forms and uploaded to IBM SPSS Statistics Faculty Pack 25 Windows for analysis. The four research questions with the corresponding hypotheses and methods of analyses are included below.

**RQ1**. To what extent do certified staff members perceive they utilize Ruby Payne's Framework of Poverty actions?

***H1***. Certified staff members perceive they build relationships of mutual respect.

***H2***. Certified staff members perceive they teach the hidden rules of the school to students.

***H3***. Certified staff members perceive they analyze the resources of their students.

***H4***. Certified staff members perceive they make interventions based on the resources the students have available.

***H5***. Certified staff members perceive they teach formal register, the language of school and work.

***H6***. Certified staff members perceive they teach mental models.

***H7***. Certified staff members perceive they teach abstract processes.

***H8***. Certified staff members perceive they teach students how to plan.

***H9***. Certified staff members perceive they use the adult voice to change student behaviors.

***H10***. Certified staff members perceive they use reframing to change behaviors.

***H11***. Certified staff members perceive they teach students how to ask questions.

Eleven chi-square tests of equal percentages were conducted to test H1-H11. The observed frequencies were compared to those expected by chance. The level of significance was set at .05.

**RQ2.** To what extent do certified staff members' perceptions of their utilization of Ruby Payne's Framework of Poverty actions differ among school levels?

***H12***. The perceptions of certified staff members that they build relationships of mutual respect differs among school levels.

***H13***. The perceptions of certified staff members that they teach the hidden rules of the school to students differs among school levels.

***H14***. The perceptions of certified staff members that they analyze the resources of their students differs among school levels.

***H15***. The perceptions of certified staff members that they make interventions based on the resources students have available differs among school levels.

***H16***. The perceptions of certified staff members that they teach formal register, the language of school and work, differs among school levels.

***H17***. The perceptions of certified staff members that they teach mental models differs among school levels.

***H18***. The perceptions of certified staff members that they teach abstract processes differs among school levels.

***H19***. The perceptions of certified staff members that they teach how to plan differs among school levels.

***H20***. The perceptions of certified staff members that they use the adult voice to change student behaviors differs among school levels.

***H21***. The perceptions of certified staff members that they use reframing to change behaviors differs among school levels.

***H22***. The perceptions of certified staff members that they teach students how to ask questions differs among school levels.

**RQ3.** To what extent do certified staff members agree they understand Ruby Payne's Framework of Poverty key points?

***H23*.** Certified staff members agree they understand the difference between generational poverty and situational poverty.

***H24*.** Certified staff members agree they understand under-resourced learners have less exposure to varied experiences and events.

***H25*.** Certified staff members agree they believe knowledge is a key form of privilege.

***H26***. Certified staff members agree they understand the family dynamics of their students.

***H27*.** Certified staff members agree they believe students need to be taught the three components necessary to move beyond poverty (education, relationships, and employment).

Five chi-square tests of equal percentages were conducted to test H23-H27. The observed frequencies were compared to those expected by chance. The level of significance was set at .05.

**RQ4**. To what extent does certified staff members' agreement with Ruby Payne's Framework of Poverty key points differ among school levels?

***H28***. Certified staff members' agreement that they understand the difference between generational poverty and situational poverty differs among school levels.

***H29*.** Certified staff members' agreement that they believe under-resourced learners have less exposure to varied experiences and events differs among school levels.

***H30*.** Certified staff members' agreement that they believe knowledge is a key form of privilege differs among school levels.

***H31*.** Certified staff members' agreement that they understand family dynamics of their students differs among school levels.

***H32*.** Certified staff members' agreement that they believe students need to be taught the three components necessary to move beyond poverty (education, relationships, and employment) differs among school levels.

Five chi-square tests of independence were conducted to test H28-H32. The observed frequencies were compared to those expected by chance. The level of significance was set at .05.

**Limitations**

"Limitations of a study are not under the control of the researcher. Limitations are factors that may have an effect on the interpretation of the findings or on the

generalizability of the results" (Lunenburg & Irby, 2008, p.133). The following limitations may affect the study:

- The certified staff who chose to complete the survey could have different perspectives of the framework based on the individual who performed their professional development.
- The certified staff who chose to complete the survey may have attended more or fewer training sessions than others based on their time of employment.
- The certified staff who chose to complete the survey may have responded in the way they perceive is expected rather than how they personally feel.
- Certified staff participation in the survey was voluntary. Some staff members may not have participated.
- This study includes findings from one school district; therefore, results may not be generalized to other school districts.

**Summary**

This chapter provided detail regarding the methodology utilized in the study. Specifically, it provided a detailed explanation of the research design, the selection of participants, measurement, data analysis and hypothesis testing, and the limitations. The descriptive statistics and the results of the data analysis and hypothesis testing are included in Chapter 4.

# Chapter 4

## Results

The purpose of this study was to determine the extent certified staff members perceive they utilize Ruby Payne's Framework of Poverty actions and if their perceptions differ among school levels. An additional purpose of this study was to determine the extent certified staff members agree with Ruby Payne's Framework of Poverty key points and if their agreement differs among school levels. This chapter contains the descriptive statistics and the results of the data analysis conducted to test each hypothesis.

### Descriptive Statistics

Of the 1,036 certified staff members of District B, 365 participants completed the survey, a 35% rate of completion. Of the total respondents, 301 were analyzed with 64 being excluded. Those excluded were due to their responses to the demographics portion of the survey, as reported in Table 6. Forty-three responses were not included because the participant chose administration or classified staff member as their title in question 17, and their responses would not have been relevant to answering the research questions. Nine were not included in the hypothesis testing analyses because when responding to the survey, participants did not indicate they worked in either *grades pre-k-5* or *grades 6-12*. Additionally, in responding to the survey, 32 participants who indicated they had not received professional development on Ruby Payne's *A Framework for Understanding Poverty* were also not included in the hypothesis testing analyses.

Table 6

*Survey Participants' Demographics*

| | *n* | % |
|---|---|---|
| Position | | |
| Administration | 24 | 6.6% |
| Certified Teacher | 320 | 88.2% |
| Classified Staff Member | 19 | 5.2% |
| Level | | |
| Grades pre-k-5 | 202 | 55.5% |
| Grades 6-12 | 152 | 41.8% |
| Other | 9 | 2.5% |
| Ruby Payne Training | | |
| Yes | 333 | 91.2% |
| No | 32 | 8.8% |

**Hypothesis Testing**

Provided below are the research questions and the hypotheses to address each. A description of the type of hypothesis tests conducted and the statistical level of significance follows each of the research questions. The results of each hypothesis test are included after each hypothesis.

**RQ1**. To what extent do certified staff members perceive they utilize Ruby Payne's Framework of Poverty actions?

Eleven chi-square tests of equal percentages were conducted to test H1-H11. The observed frequencies were compared to those expected by chance. The level of significance was set at .05.

***H1***. Certified staff members perceive they build relationships of mutual respect.

The results of the chi-square test of equal percentages for H1 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 409.581$, $p = .000$. See Table 7 for the observed and expected frequencies. The observed frequencies for *almost always* ($n = 114$) and *always* ($n = 172$) were higher than those expected by chance ($n = 60.2$). Certified staff members perceive they build relationships of mutual respect almost always or always. H1 was supported.

Table 7

*Observed and Expected Frequencies for H1*

| Responses | Observed | Expected |
|---|---|---|
| Never | 0 | 60.2 |
| Rarely | 1 | 60.2 |
| Often | 14 | 60.2 |
| Almost Always | 114 | 60.2 |
| Always | 172 | 60.2 |

***H2***. Certified staff members perceive they teach the hidden rules of the school to students.

The results of the chi-square test of equal percentages for H2 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 132.750$, $p = .000$. See Table 8 for the observed and expected frequencies. The

observed frequencies for *often* (*n* = 105), *almost always* (*n* = 97), and *always* (*n* = 66) were higher than those expected by chance (*n* = 59.2). Certified staff members perceive they teach the hidden rules of the school to students *often*, *almost always* or *always*. H2 was supported.

Table 8

*Observed and Expected Frequencies for H2*

| Responses | Observed | Expected |
|---|---|---|
| Never | 4 | 59.2 |
| Rarely | 24 | 59.2 |
| Often | 105 | 59.2 |
| Almost Always | 97 | 59.2 |
| Always | 66 | 59.2 |

***H3***. Certified staff members perceive they analyze the resources of their students.

The results of the chi-square test of equal percentages for H3 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 167.003$, $p = .000$. See Table 9 for the observed and expected frequencies. The observed frequencies for *often* (*n* =99), *almost always* (*n* =113), and *always* (*n* = 71) were higher than those expected by chance (*n* =59.8). Certified staff members perceive they analyze the resources of their students often, almost always or always. H3 was supported.

Table 9

*Observed and Expected Frequencies for H3*

| Responses | Observed | Expected |
|---|---|---|
| Never | 0 | 59.8 |
| Rarely | 16 | 59.8 |
| Often | 99 | 59.8 |
| Almost Always | 113 | 59.8 |
| Always | 71 | 59.8 |

***H4***. Certified staff members perceive they make interventions based on the resources the students have available.

The results of the chi-square test of equal percentages for H4 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 179.886$, $p = .000$. See Table 10 for the observed and expected frequencies. The observed frequencies for *often* ($n = 87$), *almost always* ($n = 118$), and *always* ($n = 83$) were higher than those expected by chance ($n = 59.6$). Certified staff members perceive they make interventions based on the resources the students have available often, almost always or always. H4 was supported.

Table 10

*Observed and Expected Frequencies for H4*

| Responses | Observed | Expected |
|---|---|---|
| Never | 0 | 59.6 |
| Rarely | 10 | 59.6 |
| Often | 87 | 59.6 |
| Almost Always | 118 | 59.6 |
| Always | 83 | 59.6 |

***H5***. Certified staff members perceive they teach formal register, the language of school and work.

The results of the chi-square test of equal percentages for H5 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 129.645$, $p = .000$. See Table 11 for the observed and expected frequencies. The observed frequencies for *often* ($n = 100$), *almost always (*$n = 94$), and *always* ($n = 80$) were higher than those expected by chance ($n = 59.8$). Certified staff members perceive they teach formal register, the language of school and work often, almost always or always. H5 was supported.

Table 11

*Observed and Expected Frequencies for H5*

| Responses | Observed | Expected |
|---|---|---|
| Never | 6 | 59.8 |
| Rarely | 19 | 59.8 |
| Often | 100 | 59.8 |
| Almost Always | 94 | 59.8 |
| Always | 80 | 59.8 |

***H6***. Certified staff members perceive they teach mental models.

The results of the chi-square test of equal percentages for H6 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 137.156$, $p = .000$. See Table 12 for the observed and expected frequencies. The observed frequencies for *often* ($n = 126$) and *almost always* ($n = 81$) were higher than those expected by chance ($n = 58.8$). Certified staff members perceive they teach mental models often, or almost always. H6 was supported.

Table 12

*Observed and Expected Frequencies for H6*

| Responses | Observed | Expected |
|---|---|---|
| Never | 15 | 58.8 |
| Rarely | 29 | 58.8 |
| Often | 126 | 58.8 |
| Almost Always | 81 | 58.8 |
| Always | 43 | 58.8 |

***H7***. Certified staff members perceive they teach abstract processes.

The results of the chi-square test of equal percentages for H7 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 142.134$, $p = .000$. See Table 13 for the observed and expected frequencies. The observed frequencies for *often* ($n = 127$) and *almost always* ($n = 83$) were higher than those expected by chance ($n = 60.0$). Certified staff members perceive they teach abstract processes often, or almost always. H7 was supported.

Table 13

*Observed and Expected Frequencies for H7*

| Responses | Observed | Expected |
|---|---|---|
| Never | 9 | 59.6 |
| Rarely | 37 | 59.6 |
| Often | 127 | 59.6 |
| Almost Always | 83 | 59.6 |
| Always | 42 | 59.6 |

***H8***. Certified staff members perceive they teach students how to plan.

The results of the chi-square test of equal percentages for H8 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 162.9000$, $p = .000$. See Table 14 for the observed and expected frequencies. The observed frequencies for *often* ($n = 108$), *almost always* ($n = 99$), and *always* ($n = 78$) were higher than those expected by chance ($n = 60.0$). Certified staff members perceive they teach students how to plan often, almost always or always. H8 was supported.

Table 14

*Observed and Expected Frequencies for H8*

| Responses | Observed | Expected |
|---|---|---|
| Never | 0 | 60.0 |
| Rarely | 15 | 60.0 |
| Often | 108 | 60.0 |
| Almost Always | 99 | 60.0 |
| Always | 78 | 60.0 |

***H9***. Certified staff members perceive they use the adult voice to change student behaviors.

The results of the chi-square test of equal percentages for H9 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 131.559$, $p = .000$. See Table 15 for the observed and expected frequencies. The observed frequencies for *often* ($n = 123$) and *almost always* ($n = 49$) were higher than those expected by chance ($n = 59.0$). Certified staff members perceive they use the adult voice to change student behaviors often, almost always or always. H9 was supported.

Table 15

*Observed and Expected Frequencies for H9*

| Responses | Observed | Expected |
|---|---|---|
| Never | 2 | 59.0 |
| Rarely | 48 | 59.0 |
| Often | 123 | 59.0 |
| Almost Always | 73 | 59.0 |
| Always | 49 | 59.0 |

***H10***. Certified staff members perceive they use reframing to change behaviors.

The results of the chi-square test of equal percentages for H10 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 265.649$, $p = .000$. See Table 16 for the observed and expected frequencies. The observed frequencies for *often* ($n = 150$) and *almost always* ($n = 94$) were higher than those expected by chance ($n = 58.2$). Certified staff members perceive they use reframing to change behaviors often or almost always. H10 was supported.

Table 16

*Observed and Expected Frequencies for H104*

| Responses | Observed | Expected |
|---|---|---|
| Never | 1 | 58.2 |
| Rarely | 24 | 58.2 |
| Often | 150 | 58.2 |
| Almost Always | 94 | 58.2 |
| Always | 22 | 58.2 |

***H11***. Certified staff members perceive they teach students how to ask questions.

The results of the chi-square test of equal percentages for H11 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 165.200$, $p = .000$. See Table 17 for the observed and expected frequencies. The observed frequencies for *often* ($n = 106$), *almost always* ($n = 72$), and *always* ($n = 106$) were higher than those expected by chance ($n = 60.0$). Certified staff members perceive they teach students how to ask questions often, almost always of always. H11 was supported.

Table 17

*Observed and Expected Frequencies for H11*

| Responses | Observed | Expected |
|---|---|---|
| Never | 0 | 60.0 |
| Rarely | 16 | 60.0 |
| Often | 106 | 60.0 |
| Almost Always | 72 | 60.0 |
| Always | 106 | 60.0 |

**RQ2.** To what extent do certified staff members' perceptions of their utilization of Ruby Payne's Framework of Poverty actions differ among school levels?

Eleven chi-square tests of independence were conducted to test H12-H22. The observed frequencies were compared to those expected by chance. The level of significance was set at .05. Originally the hypotheses were formulated to compare perceptions among three grade-level categories (pre-k-grade 5, grades 6-12, and other).

When the surveys were analyzed the decision was made to use the two categories- and the other was eliminated due to a small sample size.

***H12***. The perceptions of certified staff members that they build relationships of mutual respect differ among school levels.

In the cross tabulation of level by the responses to survey item 1, the assumption that no more than 20% of the expected counts are less than 5 was violated. Therefore, the Fisher's exact test value was used to test H12. The results of the test indicated a marginally significant difference between the observed and expected frequencies, Fisher's exact test value = 5.841, $p = .084$. See Table 18 for the observed and expected frequencies. Although not significantly different, the frequency of grades pre-k-5 certified staff members' response *always* ($n = 113$) was greater than the frequency expected by chance ($n = 104.3$) and the frequency of grades 6-12 certified staff members' response *almost always* ($n = 54$) was greater than the frequency expected by chance ($n = 44.4$). The perceptions of certified staff members that they build relationships of mutual respect differ between grades pre-k-5 and grades 6-12. H12 was supported.

Table 18

*Observed and Expected Frequencies for H12*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K-Grade 5 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 1 | 0.6 |
| | Often | 9 | 8.5 |
| | Almost Always | 59 | 68.6 |
| | Always | 113 | 104.3 |
| Grade 6 - Grade 12 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 0 | 0.4 |
| | Often | 5 | 5.5 |
| | Almost Always | 54 | 44.4 |
| | Always | 59 | 67.7 |

***H13***. The perceptions of certified staff members that they teach the hidden rules of the school to students differ among school levels.

In the cross tabulation of level by the responses to survey item 2, the assumption that no more than 20% of the expected counts are less than 5 was violated. Therefore, the Fisher's exact test value was used to test H13. The results of the test indicated a statistically significant difference between the observed and expected frequencies, Fisher's exact test value = 9.329, $p = .045$. See Table 19 for the observed and expected frequencies. The frequency of grades pre-k-5 certified staff members' response *rarely*

($n$ = 19) was greater than the frequency expected by chance ($n$ = 14.6) and the frequency of their response *always* ($n$ = 47) was greater than the frequency expected by chance ($n$ = 40.3). The frequency of grades 6-12 certified staff members' response *often* ($n$ = 47) was greater than the frequency expected by chance ($n$ = 40.9) and the frequency of their response *almost always* ($n$ = 43) was greater than the frequency expected by chance ($n$ = 37.4). The perceptions of certified staff members that they teach the hidden rules of the school to students differ between grades pre-k-5 and grades 6-12. H13 was supported. The effect size for this analysis, Cramer's V = .178, indicated that 17.8% of the variability in staff members' responses to the survey can be explained by school level. According to Cohen's (1988) conventions, this is a small effect.

Table 19

*Observed and Expected Frequencies for H13*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 3 | 2.4 |
| | Rarely | 19 | 14.6 |
| | Often | 58 | 64.1 |
| | Almost Always | 47 | 40.3 |
| | Always | 53 | 58.6 |
| Grade 6 - Grade 12 | | | |
| | Never | 1 | 1.6 |
| | Rarely | 5 | 9.4 |
| | Often | 47 | 40.9 |
| | Almost Always | 19 | 25.7 |
| | Always | 43 | 37.4 |

***H14***. The perceptions of certified staff members that they analyze the resources of their students differ among school levels.

The results of the test for H14 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 13.769$, $p = .003$. See Table 20 for the observed and expected frequencies. The frequency of grades pre-k-5 certified staff members' response *often* ($n = 65$) was greater than the frequency expected by chance ($n = 59.9$), and the frequency of their response *always* ($n = 53$) was greater than the frequency expected by chance. The frequency of grades 6-12 certified staff members'

response *rarely* (*n* = 8) was greater than the frequency expected by chance (*n* = 6.2) and the frequency of their response *almost always* (*n* = 57) was greater than the frequency expected by chance (*n* = 44.0). The perceptions of certified staff members that they analyze the resources of their students differ between grades pre-k-5 and grades 6-12. H14 was supported. The effect size for this analysis, Cramer's V = .215, indicated that 21.5% of the variability in staff members' responses to the survey can be explained by school level. According to Cohen's (1988) conventions, this is a medium effect.

Table 20

*Observed and Expected Frequencies for H14*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 8 | 9.8 |
| | Often | 65 | 59.9 |
| | Almost Always | 56 | 69.0 |
| | Always | 53 | 43.4 |
| Grade 6 - Grade 12 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 8 | 6.2 |
| | Often | 33 | 38.1 |
| | Almost Always | 57 | 44.0 |
| | Always | 18 | 27.6 |

***H15***. The perceptions of certified staff members that they make interventions based on the resources students have available differ among school levels.

The results of the test for H15 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 10.812$, $p = .013$. See Table 21 for the observed and expected frequencies. The frequency of grades pre-k-5 certified staff members' response *always* ($n = 62$) was greater than the frequency expected by chance ($n = 50.3$). The frequency of grades 6-12 certified staff members' response *often* ($n = 42$) was greater than the frequency expected by chance ($n = 33.9$) and the frequency of their response *almost always* ($n = 49$) was greater than the frequency expected by chance ($n = 46.5$). The perceptions of certified staff members that they make interventions based on the resources students have available differ between grades pre-k-5 and grades 6-12. H15 was supported. The effect size for this analysis, Cramer's V = .191, indicated that 19.1% of the variability in staff members' responses to the survey can be explained by school level. According to Cohen's (1988) conventions, this is a small effect.

Table 21

*Observed and Expected Frequencies for H15*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 5 | 6.1 |
| | Often | 44 | 52.1 |
| | Almost Always | 69 | 71.5 |
| | Always | 62 | 50.3 |
| Grade 6 - Grade 12 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 5 | 3.9 |
| | Often | 42 | 33.9 |
| | Almost Always | 49 | 46.5 |
| | Always | 21 | 32.7 |

***H16***. The perceptions of certified staff members that they teach formal register, the language of school and work, differ among school levels.

In the cross tabulation of level by the responses to survey item 5, the assumption that no more than 20% of the expected counts are less than 5 was violated. Therefore, the Fisher's exact test value was used to test H16. The results of the test indicated a statistically significant difference between the observed and expected frequencies, Fisher's exact test value = 9.859, $p = .038$. See Table 22 for the observed and expected frequencies. The frequency of grades pre-k-5 certified staff members' response *never*

($n$ = 5) was greater than the frequency expected by chance ($n$ = 3.6), and the frequency of their response *always* ($n$ = 58) was greater than the frequency expected by chance ($n$ = 48.6). The frequency of grades 6-12 certified staff members' response *rarely* ($n$ = 11) was greater than the frequency expected by chance ($n$ = 7.5), the frequency of their response *often* ($n$ = 44) was greater than the frequency expected by chance ($n$ = 38.9), and the frequency of their response *almost always* ($n$ = 39) was greater than the frequency expected by chance ($n$ = 36.9). The perceptions of certified staff members that they teach formal register, the language of school and work, differ between grades pre-k-5 and grades 6-12. H16 was supported. The effect size for this analysis, Cramer's V = .183, indicated that 18.3% of the variability in staff members' responses to the survey can be explained by school level. According to Cohen's (1988) conventions, this is a small effect.

Table 22

*Observed and Expected Frequencies for H16*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 8 | 11.5 |
| | Rarely | 11 | 7.5 |
| | Often | 55 | 60.1 |
| | Almost Always | 55 | 57.1 |
| | Always | 58 | 48.6 |
| Grade 6 - Grade 12 | | | |
| | Never | 1 | 2.4 |
| | Rarely | 11 | 7.5 |
| | Often | 44 | 38.9 |
| | Almost Always | 39 | 36.9 |
| | Always | 22 | 31.4 |

***H17***. The perceptions of certified staff members that they teach mental models differ among school levels.

The results of the test for H17 indicated there was not a significant difference between the observed and expected frequencies, $\chi^2(4) = 5.049$, $p = .282$. See Table 23 for the observed and expected frequencies. The perceptions of certified staff members that they teach mental models do not differ between grades pre-k-5 and grades 6-12 school levels. H17 was not supported.

Table 23

*Observed and Expected Frequencies for H17*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 10 | 9.2 |
| | Rarely | 17 | 17.1 |
| | Often | 70 | 77.0 |
| | Almost Always | 50 | 49.5 |
| | Always | 32 | 26.3 |
| Grade 6 - Grade 12 | | | |
| | Never | 5 | 5.8 |
| | Rarely | 11 | 10.9 |
| | Often | 56 | 49.0 |
| | Almost Always | 31 | 31.5 |
| | Always | 11 | 16.7 |

***H18***. The perceptions of certified staff members that they teach abstract processes differ among school levels.

The results of the test for H18 indicated a marginally significant difference between the observed and expected frequencies, $\chi^2(4) = 9.240$, $p = .055$. See Table 24 for the observed and expected frequencies. Although not significantly different, the frequency of grades pre-k-5 certified staff members' response *rarely* ($n = 27$) was greater than the frequency expected by chance ($n = 22.4$), and their response *always* ($n = 31$) was greater than the frequency expected by chance ($n = 25.5$). The frequency of grades 6-12

certified staff members' response *often* ($n$ = 52) was greater than the frequency expected by chance ($n$ = 49.6) and their response *almost always* ($n$ = 41) was greater than the frequency expected by chance. The perceptions of certified staff members that they teach abstract processes differ between grades pre-k-5 and grades 6-12 school levels. H18 was supported.

Table 24

*Observed and Expected Frequencies for H18*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 6 | 5.5 |
| | Rarely | 27 | 22.4 |
| | Often | 74 | 76.4 |
| | Almost Always | 42 | 50.3 |
| | Always | 31 | 25.5 |
| Grade 6 - Grade 12 | | | |
| | Never | 3.5 | 3.5 |
| | Rarely | 10 | 14.6 |
| | Often | 52 | 49.6 |
| | Almost Always | 41 | 32.7 |
| | Always | 11 | 16.5 |

***H19***. The perceptions of certified staff members that they teach how to plan differ among school levels.

The results of the test for H19 indicated there was not a significant difference between the observed and expected frequencies, $\chi^2(4) = 4.360$, $p = .225$. See Table 25 for the observed and expected frequencies. The perceptions of certified staff members that they teach how to plan do not differ between grades pre-k-5 and grades 6-12 school levels. H19 was not supported.

Table 25

*Observed and Expected Frequencies for H19*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 12 | 9.1 |
| | Often | 67 | 65.4 |
| | Almost Always | 53 | 59.3 |
| | Always | 49 | 47.2 |
| Grade 6 - Grade 12 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 3 | 5.9 |
| | Often | 41 | 42.6 |
| | Almost Always | 45 | 38.7 |
| | Always | 29 | 30.8 |

***H20***. The perceptions of certified staff members that they use the adult voice to change student behaviors differ among school levels.

In the cross tabulation of level by the responses to survey item 9, the assumption that no more than 20% of the expected counts are less than 5 was violated. Therefore, the Fisher's exact test value was used to test H20. The results of the test indicated there was not a significant difference between the observed and expected frequencies, Fisher's exact test value = 6.954, $p = .117$. See Table 26 for the observed and expected frequencies. The perceptions of certified staff members that they use the adult voice to change student behaviors do not differ between grades pre-k-5 and grades 6-12 school levels. H20 was not supported.

Table 26

*Observed and Expected Frequencies for H20*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 2 | 1.2 |
| | Rarely | 28 | 29.1 |
| | Often | 77 | 74.5 |
| | Almost Always | 36 | 43.6 |
| | Always | 35 | 29.7 |
| Grade 6 - Grade 12 | | | |
| | Never | 0 | 0.8 |
| | Rarely | 20 | 18.9 |
| | Often | 46 | 48.5 |
| | Almost Always | 36 | 28.4 |
| | Always | 14 | 19.3 |

***H21***. The perceptions of certified staff members that they use reframing to change behaviors differ among school levels.

In the cross tabulation of level by the responses to survey item 10, the assumption that no more than 20% of the expected counts are less than 5 was violated. Therefore, the Fisher's exact test value was used to test H21. The results of the test indicated there was a marginally significant difference between the observed and expected frequencies, Fisher's exact test value = 8.351, $p = .060$. See Table 27 for the observed and expected frequencies. Although not significantly different, the frequency of grades pre-k-5 certified staff members' response *rarely* ($n = 17$) was greater than the frequency expected by chance ($n = 14.6$) and their response *almost always* ($n = 65$) was greater than the frequency expected by chance ($n = 57.0$). The frequency of grades 6-12 certified staff members' response *often* ($n = 69$) was greater than the frequency expected by chance ($n = 58.6$). The perceptions of certified staff members that they teach abstract processes differ between grades pre-k-5 and grades 6-12 school levels. H21 was supported.

Table 27

*Observed and Expected Frequencies for H21*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 0 | 0.6 |
| | Rarely | 17 | 14.6 |
| | Often | 80 | 90.4 |
| | Almost Always | 65 | 57.0 |
| | Always | 14 | 13.4 |
| Grade 6 - Grade 12 | | | |
| | Never | 1 | 0.4 |
| | Rarely | 7 | 9.4 |
| | Often | 69 | 58.6 |
| | Almost Always | 29 | 37.0 |
| | Always | 8 | 8.6 |

***H22***. The perceptions of certified staff members that they teach students how to ask questions differ among school levels.

The results of the test for H22 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 11.057$, $p = .011$. See Table 28 for the observed and expected frequencies. The frequency of grades pre-k-5 certified staff members' response *always* ($n = 77$) was greater than the frequency expected by chance ($n = 64.2$). The frequency of grades 6-12 certified staff members' response *rarely* ($n = 7$) was greater than the frequency expected by chance ($n = 5.9$), the frequency of

their response *often* (*n* =52) was greater than the frequency expected by chance (*n* = 41.8), and the frequency of their response *almost always* (*n* = 30) was greater than the frequency expected by chance (*n* = 28.4). The perceptions of certified staff members that they teach students how to ask questions differ between grades pre-k-5 and grades 6-12. H22 was supported. The effect size for this analysis, Cramer's V = .192, indicated that 19.2% of the variability in staff members' responses to the survey can be explained by school level. According to Cohen's (1988) conventions, this is a small effect.

Table 28

*Observed and Expected Frequencies for H22*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 8 | 9.1 |
| | Often | 54 | 64.2 |
| | Almost Always | 42 | 43.6 |
| | Always | 77 | 64.2 |
| Grade 6 - Grade 12 | | | |
| | Never | 0 | 0.0 |
| | Rarely | 7 | 5.9 |
| | Often | 52 | 41.8 |
| | Almost Always | 30 | 28.4 |
| | Always | 29 | 41.8 |

**RQ3.** To what extent do certified staff members agree they understand Ruby Payne's Framework of Poverty key points?

***H23*.** Certified staff members agree they understand the difference between generational poverty and situational poverty.

The results of the chi-square test of equal percentages for H23 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 387.953$, $p = .000$. See Table 29 for the observed and expected frequencies. The observed frequencies for *agree* ($n = 134$) and *strongly agree* ($n = 153$) were higher than those expected by chance ($n = 60.2$). Certified staff members agree or strongly agree they understand the difference between generational poverty and situational poverty. H23 was supported.

Table 29

*Observed and Expected Frequencies for H23*

| Responses | Observed | Expected |
|---|---|---|
| Strongly Disagree | 3 | 60.2 |
| Disagree | 1 | 60.2 |
| Neutral | 10 | 60.2 |
| Agree | 134 | 60.2 |
| Strongly Agree | 153 | 60.2 |

***H24*.** Certified staff members agree they understand under-resourced learners have less exposure to varied experiences and events.

The results of the chi-square test of equal percentages for H24 indicated a statistically significant difference between the observed and expected frequencies,

$\chi^2(4) = 373.070$, $p = .000$. See Table 30 for the observed and expected frequencies. The observed frequencies for *agree* ($n = 137$) and *strongly agree* ($n = 147$) were higher than those expected by chance ($n = 60.2$). Certified staff members agree or strongly agree they believe under-resourced learners have less exposure to varied experiences and events. H24 was supported.

Table 30

*Observed and Expected Frequencies for H24*

| Responses | Observed | Expected |
|---|---|---|
| Strongly Disagree | 2 | 60.2 |
| Disagree | 1 | 60.2 |
| Neutral | 14 | 60.2 |
| Agree | 137 | 60.2 |
| Strongly Agree | 147 | 60.2 |

***H25*.** Certified staff members agree they believe knowledge is a key form of privilege.

The results of the chi-square test of equal percentages for H25 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 138.809$, $p = .000$. See Table 31 for the observed and expected frequencies. The observed frequencies for *neutral* ($n = 85$), *agree* ($n = 120$), and *strongly agree* ($n = 62$) were higher than those expected by chance ($n = 59.8$). Certified staff members are neutral, agree, or strongly agree they believe knowledge is a key form of privilege. H25 was supported.

Table 31

*Observed and Expected Frequencies for H25*

| Responses | Observed | Expected |
|---|---|---|
| Strongly Disagree | 6 | 59.8 |
| Disagree | 26 | 59.8 |
| Neutral | 85 | 59.8 |
| Agree | 120 | 59.8 |
| Strongly Agree | 62 | 59.8 |

***H26***. Certified staff members agree they understand the family dynamics of their students.

The results of the chi-square test of equal percentages for H26 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 226.824$, $p = .000$. See Table 32 for the observed and expected frequencies. The observed frequencies for *neutral* ($n = 77$) and *agree* ($n = 152$) were higher than those expected by chance ($n = 60.2$). Certified staff members are neutral or agree they understand the family dynamics of their students. H26 was supported.

Table 32

*Observed and Expected Frequencies for H26*

| Responses | Observed | Expected |
|---|---|---|
| Strongly Disagree | 1 | 60.2 |
| Disagree | 46 | 60.2 |
| Neutral | 77 | 60.2 |
| Agree | 152 | 60.2 |
| Strongly Agree | 25 | 60.2 |

***H27.*** Certified staff members agree they believe students need to be taught the three components necessary to move beyond poverty (education, relationships, and employment).

The results of the chi-square test of equal percentages for H27 indicated a statistically significant difference between the observed and expected frequencies, $\chi^2(4) = 340.100$, $p = .000$. See Table 33 for the observed and expected frequencies. The observed frequencies for *agree* ($n = 148$) or *strongly agree* ($n = 126$) were higher than those expected by chance ($n = 60.0$). Certified staff members agree or strongly agree they believe students need to be taught the three components necessary to move beyond poverty. H27 was supported.

Table 33

*Observed and Expected Frequencies for H27*

| Responses | Observed | Expected |
|---|---|---|
| Never | 1 | 60.0 |
| Rarely | 0 | 60.0 |
| Often | 25 | 60.0 |
| Almost Always | 148 | 60.0 |
| Always | 126 | 60.0 |

**RQ4**. To what extent does certified staff members' agreement with Ruby Payne's Framework of Poverty key points differ among school levels?

***H28***. Certified staff members' agreement that they understand the difference between generational poverty and situational poverty differs among school levels.

In the cross tabulation of level by the responses to survey item 12, the assumption that no more than 20% of the expected counts are less than 5 is violated. Therefore, the Fisher's exact test value was used to test H28. See Table 34 for the observed and expected frequencies. The results of the test indicated a statistically significant difference between the observed and expected frequencies, Fisher's exact test value = 8.282, $p = .043$. The frequency of grades pre-k-5 certified staff members' response *strongly agree* ($n = 103$) was greater than the frequency expected by chance ($n = 92.8$). The frequency of grades 6-12 certified staff members' response *agree* ($n = 63$) was greater than the frequency expected by chance ($n = 52.7$). Certified staff members' agreement that they understand the difference between generational poverty and situational poverty differs between grades pre-k-5 and grades 6-12. H28 was supported. The effect size for

this analysis, Cramer's V = .165, indicated that 16.5% of the variability in staff members' responses to the survey can be explained by school level. According to Cohen's (1988) conventions, this is a small effect.

Table 34

*Observed and Expected Frequencies for H28*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Strongly Disagree | 1 | 1.2 |
| | Disagree | 0 | 0.6 |
| | Neutral | 7 | 6.1 |
| | Agree | 71 | 81.3 |
| | Strongly Agree | 103 | 92.8 |
| Grade 6 - Grade 12 | | | |
| | Strongly Disagree | 1 | 0.8 |
| | Disagree | 1 | 0.4 |
| | Neutral | 3 | 3.9 |
| | Agree | 63 | 52.7 |
| | Strongly Agree | 50 | 60.2 |

***H29.*** Certified staff members' agreement that they believe under-resourced learners have less exposure to varied experiences and events differs among school levels.

In the cross tabulation of level by the responses to survey item 13, the assumption that no more than 20% of the expected counts are less than 5 was violated. Therefore, the Fisher's exact test value was used to test H29. See Table 35 for the observed and

expected frequencies. The results of the test indicated there was not a significant difference between the observed and expected frequencies, Fisher's exact test value = 1.649, $p$ = .925. Certified staff members' agreement that they believe under-resourced learners have less exposure to varied experiences and events does not differ between grades pre-k-5 and grades 6-12 school levels. H29 was not supported.

Table 35

*Observed and Expected Frequencies for H29*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Strongly Disagree | 2 | 1.2 |
| | Disagree | 1 | 0.6 |
| | Neutral | 8 | 8.5 |
| | Agree | 82 | 82.5 |
| | Strongly Agree | 89 | 89.2 |
| Grade 6 - Grade 12 | | | |
| | Strongly Disagree | 0 | 0.8 |
| | Disagree | 0 | 0.4 |
| | Neutral | 6 | 5.5 |
| | Agree | 54 | 53.5 |
| | Strongly Agree | 58 | 57.8 |

***H30*.** Certified staff members' agreement that they believe knowledge is a key form of privilege differs among school levels.

In the cross tabulation of level by the responses to survey item 14, the assumption that no more than 20% of the expected counts are less than 5 was violated. Therefore, the Fisher's exact test value was used to test H30. See Table 36 for the observed and expected frequencies. The results of the test indicated there was not a significant difference between the observed and expected frequencies, Fisher's exact test value = 3.387, $p$ = .498. Certified staff members' agreement that they believe knowledge is a key form of privilege does not differ between grades pre-k-5 and grades 6-12 school levels. H30 was not supported.

Table 36

*Observed and Expected Frequencies for H30*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Strongly Disagree | 3 | 3.6 |
| | Disagree | 16 | 15.7 |
| | Neutral | 56 | 50.7 |
| | Agree | 66 | 72.5 |
| | Strongly Agree | 39 | 37.4 |
| Grade 6 - Grade 12 | | | |
| | Strongly Disagree | 3 | 2.4 |
| | Disagree | 10 | 10.3 |
| | Neutral | 28 | 33.3 |
| | Agree | 54 | 47.5 |
| | Strongly Agree | 23 | 24.6 |

***H31.*** Certified staff members' agreement that they understand family dynamics of their students differs among school levels.

In the cross tabulation of level by the responses to survey item 15, the assumption that no more than 20% of the expected counts are less than 5 was violated. Therefore, the Fisher's exact test value was used to test H31. See Table 37 for the observed and expected frequencies. The results of the test indicated a statistically significant difference between the observed and expected frequencies, Fisher's exact test value = 43.957, $p = .000$. The frequency of grades pre-k-5 certified staff members' response *agree* ($n = 112$) was greater than the frequency expected by chance ($n = 92.2$) and *strongly agree* ($n = 20$) was greater than the frequency expected by chance ($n = 15.2$). The frequency of grades 6-12 certified staff members' response *disagree* ($n = 34$) was greater than the frequency expected by chance ($n = 17.7$) and the *neutral* ($n = 39$) was greater than the frequency expected by chance ($n = 30.3$). The certified staff members' agreement that they understand family dynamics of their students differs between grades pre-k-5 and grades 6-12. H31 was supported. The effect size for this analysis, Cramer's V = .384, indicated that 38.4% of the variability in staff members' responses to the survey can be explained by school level. According to Cohen's (1988) conventions, this is a small effect.

Table 37

*Observed and Expected Frequencies for H31*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Strongly Disagree | 1 | 0.6 |
| | Disagree | 11 | 27.3 |
| | Neutral | 38 | 46.7 |
| | Agree | 112 | 92.2 |
| | Strongly Agree | 20 | 15.2 |
| Grade 6 - Grade 12 | | | |
| | Strongly Disagree | 0 | 0.4 |
| | Disagree | 34 | 17.7 |
| | Neutral | 39 | 30.3 |
| | Agree | 40 | 59.8 |
| | Strongly Agree | 5 | 9.8 |

***H32*.** Certified staff members' agreement that they believe students need to be taught the three components necessary to move beyond poverty (education, relationships, and employment) differs among school levels.

The results of the test for H32 indicated there was not a significant difference between the observed and expected frequencies, $\chi^2 = 2.279$, $p = .520$. See Table 38 for the observed and expected frequencies. Certified staff members' agreement that they believe students need to be taught the three components necessary to move beyond

poverty (education, relationships, and employment) do not differ between grades pre-k-5 and grades 6-12 school levels. H32 was not supported.

Table 38

*Observed and Expected Frequencies for H32*

| School Level | Responses | Observed | Expected |
|---|---|---|---|
| Pre-K- Grade 5 | | | |
| | Strongly Disagree | 10 | 9.2 |
| | Disagree | 17 | 17.1 |
| | Neutral | 70 | 77.0 |
| | Agree | 50 | 49.5 |
| | Strongly Agree | 32 | 26.3 |
| Grade 6 - Grade 12 | | | |
| | Strongly Disagree | 5 | 5.8 |
| | Disagree | 11 | 10.9 |
| | Neutral | 56 | 49.0 |
| | Agree | 31 | 31.5 |
| | Strongly Agree | 11 | 16.7 |

**Summary**

The descriptive statistics, as well as the results of the data analysis related to the 32 hypotheses, were included in this chapter. Chapter 5 finalizes this study by including a study summary, findings related to the literature, and the conclusions. Additionally, the implications for action will be included as well as recommendations for future research and concluding remarks.

# Chapter 5

## Interpretation and Recommendations

District leaders are faced with identifying quality teacher professional development that can positively affect students in the classroom. Analyzing the benefit from teacher professional development provides school districts information to determine how best to utilize trainings and decide which trainings to continue. This study was designed to determine the perceptions of certified staff members from District B following several years of training with Payne's model. Additionally, the results of this study provided District B data to determine if responses differed between school levels. This chapter includes a study summary, findings related to the literature, and the conclusions.

### Study Summary

Students from poverty may have achievement problems due to a lack of resources (Payne, 2013). Teachers need to improve their understanding of students from poverty to meet their diverse learners' needs in the classroom. District leaders choose professional development that is impactful for staff and will positively affect all students, including those from poverty. They need to know the information is being understood and utilized. The following section contains a summary of the key components of the study. An overview of the problem, which focused on educating students from poverty and preparing teachers for the challenge as well as an overview of Payne's model is presented. Also, the purpose of the study and research questions, a review of the methodology, and the major findings of the study are provided.

**Overview of the problem.** "Poverty has an effect on students, schools, and communities" (O'Doan, 2012). Teachers and administrators must acknowledge and address the needs of students from poverty, both culturally and academically, so that all children are given the opportunity to succeed (Johnston, 2001). By learning about the poverty culture, educators gain awareness and an understanding so that they are able to serve economically disadvantaged students and their families better. Once district administration invests in a program or model, they must determine if the training has positively impacted the staff, and therefore, affected students so that they can succeed at higher levels than they did prior to the implementation of the training.

**Purpose statement and research questions.** The first purpose of this study was to determine the extent certified staff members perceive they utilized Ruby Payne's Framework of Poverty actions. The second purpose was to determine the extent to which certified staff members' perceptions of their utilization of Ruby Payne's Framework of Poverty actions differ among school levels: grades pre-k-5 and grades 6-12. The third purpose of this study was to determine the extent certified staff members agree with Ruby Payne's Framework of Poverty key points. The final purpose of this study was to determine the extent to which certified staff members' agreement with Ruby Payne's Framework of Poverty key points differs among school levels. Four research questions were posed, and 32 hypotheses were tested to address the purposes of the study.

**Review of the methodology.** A quantitative descriptive research design obtained data through a web-based survey administered in December 2018 in District B. The instrumentation was an original survey created by the researcher for this study. The dependent variables were the perceptions of certified staff members' utilization of Ruby

Payne's Framework of Poverty actions and certified staff members' agreement with Ruby Payne's Framework of Poverty key points. The independent variable was school level elementary (pre-k-grade 5) and secondary (grades 6-12). The 2018-2019 District B certified staff who completed the survey were the participants. The perceptions of certified staff members were analyzed regarding the extent they agree they understand key points of Payne's model and if that perception varied by school level. Chi-square tests of equal percentages and Fisher's exact test values were used to test the hypotheses.

**Major findings.** The findings are the result of addressing the four research questions in this study. Research question one was used to assess the extent certified staff members perceive they utilize Ruby Payne's Framework of Poverty actions. The results from the analyses of the hypotheses that addressed this question indicated they build relationships of mutual respect, teach the hidden rules of the school to students, analyze the resources of their students, make interventions based on the resources the students have available, teach formal register, the language of school and work, teach mental models, they teach abstract processes, they teach students how to plan, use the adult voice to change student behaviors, use reframing to change behaviors, and they teach students how to ask questions.

Research question two was used to assess the extent certified staff members' perceptions of their utilization of Ruby Payne's Framework of Poverty actions differ based on school levels. The results of the analyses of the hypotheses that were tested to address this question were mixed. Marginal differences were found between certified staff members from grades pre-k-5 and grades 6-12 school levels in their perceptions that they build relationships of mutual respect, teach abstract processes to students, and use

reframing to change behaviors. Significant differences were found between certified staff members from grades pre-k-5 and grades 6-12 school levels in their perceptions that they teach the hidden rules of school, analyze the resources of their students, choose interventions based on the resources the students have available, teach formal register, and teach students how to ask questions. No differences were found between certified staff members from grades pre-k-5 and grades 6-12 school levels in their perceptions that they teach mental models to students, teach students how to plan, and they use the adult voice to change student behavior.

Research question three was used to assess the extent certified staff members agree they understand Ruby Payne's Framework of Poverty key points. The results of the data analysis indicated that certified staff members agree or strongly agree they understand the difference between generational poverty and situational poverty, they believe under-resourced learners have less exposure to varied experiences and events, believe knowledge is a key form of privilege, understand family dynamics of their students, and believe students need to be taught the three components necessary to move beyond poverty (education, relationships, and employment).

The final research question, four, was used to assess the extent certified staff members' agreement with Ruby Payne's Framework of Poverty key points differs based on school level. The results of the analyses of the hypotheses that were tested to address this question were mixed. Differences were found between certified staff members from grades pre-k-5 and grades 6-12 school levels in their perceptions that they understand the difference between generational poverty and situational poverty, and they understand the family dynamics of each of their students. No differences were found between certified

staff members from grades pre-k-5 and grades 6-12 school levels in their agreement that under-resourced learners have limited exposure to varied experience and events, knowledge is a key form of privilege, and they believe students need to be taught the three key components necessary to move beyond poverty (education, relationships, and employment).

**Findings Related to the Literature**

In this section are the findings from this study as they relate to the literature and previous studies that have been conducted. However, the amount of research available to compare the results of this study was limited. Topics linked to previous studies include the extent certified teachers perceive they utilized Payne's *A Framework of Poverty* actions, the extent certified teachers agree with Ruby Payne's key points, and if teachers' agreements and perceptions of utilization differs among school levels.

In the current study certified staff members perceived they often, almost always, or always utilize all the Ruby Payne Framework of Poverty actions. These findings support Magee (2005) who found 100% of teachers surveyed perceived relationships between teachers and students impact academic achievement and 93.3% of teachers perceived they teach hidden rules. Additionally, these findings support Covert (2007) whose study determined economically disadvantaged students benefited from the use of mental models and the relationships between economically disadvantaged students and teachers were more important to gaining proficiency and mastery achievement levels than advantaged students. The results of this study support Zinn's (2007) conclusions, which indicated many of Payne's key points resonated with teachers such as the importance of building relationships, analyzing the resources of their students, reframing to change

behaviors and using the adult voice when speaking to students. The results of this study also supported D'Silva (2009) who found trainers agreed the resources of students and adults should be analyzed before creating interventions. In contrast, the findings of the current study do not support Smiley and Helfenbein (2011), who concluded educators relying on Payne's work see themselves as different from their students in various ways rather than building relationships of shared experiences

Additional results of the current study provided evidence that certified staff members agree or strongly agree with all of Ruby Payne's key points: they understand the difference between generational poverty and situational poverty, believe under-resourced learners have less exposure to varied experiences and events, believe knowledge is a key form of privilege, understand family dynamics of their students, and believe students need to be taught the three components necessary to move beyond poverty (education, relationships, and employment). These findings support Magee's (2005) results that 87.5% of teachers reported a moderate or significant positive change in their beliefs following Ruby Payne trainings. The findings from the current study also support D'Silva (2009), whose study revealed Ruby Payne trainers expressed a change in their perception of poverty after the training sessions as well as agreeing there is a difference between generational and situational poverty, and the three keys to getting out and staying out of poverty are: education, relationships, and employment. The findings of the current study also support Myers (2012), who found 96% of teachers agreed or strongly agreed that students from generational poverty have a limited world view and 83% of teachers agreed or strongly agreed that students from generational poverty fail to connect school success with success in life. Also, the results of the current study support

Smiley and Helfenbein (2011) who found preservice teachers expressed enthusiasm for Payne's work and a better understanding of students living in poverty as well as stating it had a positive impact on their development as educators.

The final results from this study indicated certified teachers' agreement with Ruby Payne's Framework of Poverty key points differs between pre-k-5 and 6-12 school levels. Additionally, the results of the current study were used to assess if certified staff members' perceptions of their utilization of Ruby Payne's Framework of Poverty actions differ based on school levels. No research was found that disaggregated teachers' perceptions of utilization of Ruby Payne's Framework of Poverty actions or agreement with Ruby Payne's Framework of Poverty key points based on grade level; therefore, there was no literature to compare with findings from the current study.

## Conclusions

This section is a summary of conclusions drawn from the study of District B's certified staff's perceptions of the implementation of the framework and agreement with the key points of Ruby Payne's Framework for Understanding Poverty. Implications for actions are included as well as recommendations for future research. Finally, this section closes with concluding remarks.

**Implications for action.** This section examines the findings from this study as they relate to District B and other districts who have implemented or continually train certified staff using Payne's Framework for Understanding Poverty. Professional development for educators, with emphasis on the various methods and strategies for teaching different concepts, should be a priority for school districts who educate students from poverty. The results of the study illustrated that nearly all the participants perceived

they agreed with Ruby Payne's Framework of Poverty key points and they utilized Ruby Payne's Framework of Poverty actions.

The participants in this study generally perceived they utilize the key points from Payne's model in their classroom. Using this information, district leadership can investigate ways to integrate Ruby Payne's Framework of Poverty actions into the mandated teacher evaluation program or professional development plan to determine the extent it truly is being implemented. District B could require staff to implement key points and assess the implementation within each certified staff member's yearly evaluation. This action could give educators areas for growth which would help district leaders design professional development over staff members' areas of weakness.

Certified staff members' perceptions of their utilization of eight of Ruby Payne Framework of Poverty actions differed based on school level. Additionally, certified staff members' agreement with one of the Ruby Payne Framework of Poverty key points differed by school level. District B could use this information to tailor future training to the needs of each school level. This information could guide district leaders to design a refresher training for those who indicate a need for more instruction for better implementation. Additionally, District B could use this information to continue recertifying trainers and continue the current model as new educators join the district staff.

**Recommendations for future research.** To guide future research efforts, recommendations for further study are offered. The first recommendation for future research is to replicate the current study and add a demographic question related to years of teaching experience. By determining whether years of experience affect

teachers' perceptions of the utilization of Ruby Payne's Framework of Poverty actions and the extent to which they agree with Ruby Payne's key points, school district B might be able to modify future training.

Further research is needed to determine the impact of Payne's model on student achievement. Graduation rates could be used to evaluate the effectiveness of poverty training in the schools by comparing to previous years, prior to Ruby Payne training. Additionally, state standardized assessment scores could be used to determine growth when comparing student scores from years before training to scores with Ruby Payne trained teachers.

A study could be conducted to determine the differences in students' perceptions of their teachers' implementations of Payne's model. The comparison could be made between students in poverty taught by teachers who have been trained in Payne's model and teachers who have not been trained in Payne's model. Students' perceptions of teachers' utilization of Payne's actions, such as which actions were implemented, and which actions positively impacted their achievement could provide concrete evidence that implementation of Payne's model positively impacts student achievement. The addition of a qualitative component to the study could provide specific feedback for trainers and district leaders when planning future training.

It is also important to research how this information on teaching students from poverty could be integrated into the new-teacher training provided by the district with new staff, or with student teachers from local university's teacher preparation program. A future study could investigate the extent educators' implementation of Payne's Framework of Poverty actions increases with additional and training. Cuthrell et al.

(2010) stated, “it is imperative that teacher-preparation programs and public schools continue to explore the effect and strategies that affect the development of children. Strategies must be used by teachers, modeled by professors, and applied by pre-service students” (p. 109). Districts are required to provide new teacher orientations and training throughout the early stages of their career. Implementing the initial training would allow all teachers to begin teaching from an even playing field. Following the initial training, educators could be surveyed incrementally throughout additional training to determine if implementation increases with continual exposure to Payne’s Model.

A final recommendation would be to conduct this study as a qualitative study to determine how or if becoming a trainer impacted their teaching. Another study could add a qualitative component to the quantitative study to make it mixed methods for all certified staff. Interviews with either of these studies would provide additional information to districts to improve professional development so that educators could positively impact students in a greater way.

**Concluding remarks.** The results of the current study were drawn from the survey of District B’s certified staff’s perceptions of the implementation of the framework and the agreement with the key points of Ruby Payne’s Framework for Understanding Poverty. The data collected and analyzed revealed that although certified staff members perceive they utilize training information, perceptions may differ between grade levels. Given this data, it would indicate that when providing district-wide training, the information should be tailored to fit grade levels so that information applies to various student ages and subjects.

Although more research is needed, the examination of the data from the current study indicates that when educating students from poverty, providing training to educators improves teacher perceptions of students from poverty. This research encourages school districts to provide opportunities for staff to learn instructional strategies such as the actions from Payne's model to improve the education of under-resourced students. Such training should challenge teachers' thinking, knowledge, and beliefs so that they may improve their skills to be able to meet the individual needs of students from all socioeconomic classes.

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# Appendices

# Appendix A: Hidden Rules of Economic Class

| CATEGORY | POVERTY | MIDDLE CLASS | WEALTH |
|---|---|---|---|
| POSSESSIONS | People. | Things. | One-of-a-kind objects, legacies, pedigrees. |
| MONEY | To be used, spent. | To be managed. | To be conserved, invested. |
| PERSONALITY | Is for entertainment.<br>Sense of humor is highly valued. | Is for acquisition and stability.<br>Achievement is highly valued. | Is for connections.<br>Financial, political, social connections are highly valued. |
| SOCIAL EMPHASIS | Social inclusion of the people they like. | Emphasis is on self-governance and self-sufficiency. | Emphasis is on social exclusion. |
| FOOD | Key question: Did you have enough?<br>Quantity important. | Key question: Did you like it?<br>Quality important. | Key question: Was it presented well?<br>Presentation important. |
| CLOTHING | Clothing valued for individual style and expression of personality. | Clothing valued for its quality and acceptance into the norms of middle class. Label important. | Clothing valued for its artistic sense and expression.<br>Designer important. |
| TIME | Present most important.<br>Decisions made for moment based on feelings or survival. | Future most important.<br>Decisions made against future ramifications. | Traditions and past history most important.<br>Decisions made partially on basis of tradition/decorum. |
| EDUCATION | Valued and revered as abstract but not as reality.<br>Education is about facts. | Crucial for climbing success ladder and making money. | Necessary tradition for making and maintaining connections. |
| DESTINY | Believes in fate. Cannot do much to mitigate chance. | Believes in choice. Can change future with good choices now. | Noblesse oblige. |
| LANGUAGE | Casual register. Language is about survival. | Formal register. Language is about negotiation. | Formal register.<br>Language is about connection. |
| FAMILY STRUCTURE | Tends to be matriarchal. | Tends to be patriarchal. | Depends on who has/controls money. |
| WORLDVIEW | Sees world in terms of local setting. | Sees world in terms of national setting. | Sees world in terms of an international view. |
| LOVE | Love and acceptance conditional, based on whether individual is liked. | Love and acceptance conditional, based largely on achievement. | Love and acceptance conditional, related to social standing and connections. |
| DRIVING FORCES | Survival, relationships, entertainment. | Work and achievement. | Financial, political, social connections. |

*Note.* Adapted from *Trainer Certification: A Framework for Understanding Poverty*, by Ruby Payne, 2017.

# Appendix B: Staff Perceptions Survey

# STAFF PERCEPTIONS SURVEY

Please answer the following questions to assess your perceptions on The Ruby Payne Framework Key points. Both the surveyor and the district value the information you provide. Please take the time to read each statement carefully and respond with your honest feedback. Responses are anonymous and the information you provide will not be associated with work performance evaluations.

Please read statements 1-11 and indicate how often you implement each of them.

| | Never | Rarely | Often | Almost Always | Always |
|---|---|---|---|---|---|
| 1. I build relationships of mutual respect. | | | | | |
| 2. I teach the hidden rules of the school to students. | | | | | |
| 3. I analyze the resources of my students. | | | | | |
| 4. I choose interventions based on the resources the students have available. | | | | | |
| 5. I teach formal register, the language of school and work, to students. | | | | | |
| 6. I teach mental models to students. | | | | | |
| 7. I teach abstract processes to students. | | | | | |
| 8. I teach students how to plan. | | | | | |
| 9. I use the adult voice to change student behaviors. | | | | | |
| 10. I use reframing to change behaviors. | | | | | |
| 11. I teach students how to ask questions. | | | | | |

Please read statements 12-16 and indicate your level of agreement.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 12. I understand the difference between generational poverty and situational poverty. | | | | | |
| 13. I believe under-resourced learners have limited exposure to varied experiences and events. | | | | | |
| 14. I believe knowledge is a key form of privilege. | | | | | |
| 15. I understand the family dynamics of each of my students. | | | | | |
| 16. I believe students need to be taught the three key components necessary to move beyond poverty (education, relationships, and employment). | | | | | |

Please read statements 17-19 and respond.

17. Please choose the correct title for your position:

ADMINISTRATION CERTIFIED TEACHER CLASSIFIED STAFF MEMBER

18. Please choose the level you work within the school district:

Pre-K – 5th grade 6th grade- 12th grade OTHER (please specify)

19. Have you received Professional Development on Ruby Payne's A Framework for Understanding Poverty as the subject?

YES NO

**THANK YOU FOR YOUR PARTICIPATION: IT IS GREATLY APPRECIATED.**

## Appendix C: Ruby Payne's 10 Actions

| Action | | Why? |
|---|---|---|
| **1** | Build relationships of mutual respect. | Motivation for learning. |
| **2** | Teach students the hidden rules of school. | Hidden rules break relationships, and without relationships learning is decreased. |
| **3** | Analyze the resources of your students, and make interventions based on resources the students have access to. | Interventions do not work if they are based on resources that are not available. |
| **4** | Teach formal register, the language of school and work. | To understand written text, which is essential for success at school and work. |
| **5** | Teach mental models. | Mental models translate between the abstract representational world and the sensory concrete world. |
| **6** | Teach abstract processes. | All learning involves *what, why,* and *how.* The *how* piece must be directly taught for tasks to be done. |
| **7** | Teach students how to plan. | To control impulsivity for task completion. |
| **8** | Use the adult voice and reframing to change behaviors. | To maintain relationships and get the appropriate behaviors. |
| **9** | Understand the family resources and dynamics. | To better understand the resources the child has access to and better select interventions. |
| **10** | Teach how to ask questions. | So students can get past the third grade reading level so they can get inside their head and know what they know and what they don't know. |

*Note.* Adapted from *Trainer Certification: A Framework for Understanding Poverty*, by Ruby Payne, 2017.

# Appendix D: Expert Panel Emails

First Email to Ruby Payne Expert Panel (Phase 1)

Fri 6/15/2018 2:04 PM
**From:** Marlaine Boyd

**Subject:** Ruby Payne Expert panel

Hello fellow Ruby Payne Trainers; hope your summer is going well!

I am working on my dissertation and the topic is the perception our [redacted] staff has- relating to what extent they implement the Ruby Payne actions into their classroom. Because I created my own tool I need to have an 'expert panel' to help me review my survey tool. I would like to give you the survey tool to digest *now* and will send you a survey monkey soon to give me your feedback. I am looking to see if you feel the questions are clear and if I am missing any sub points to the main actions. You will notice a few had to be broken down into separate lines.

PS- you will not be able to participate in the actual survey when it comes out since you are a trainer.

Thank you so much- be looking for the feedback form and survey next week!

**Marlaine S. Boyd** • **Fourth Grade Teacher**
[redacted]

Doctoral Student, Baker University
Classroom links:
[redacted]

Second Email to Ruby Payne Expert Panel (Phase 1)

**From:** Marlaine Boyd
**Sent:** Thursday, June 18, 2018 12:02 PM
**Subject:** Ruby Payne Expert Panel Survey Tool Feedback

Hello again fellow Ruby Payne trainers!

Attached is the survey form I had emailed you about last week for you to input your feedback as experts in Ruby Payne. In lieu of a survey monkey, I created a form for you to type directly in.

The actual survey tool I will be sending out to all [redacted] staff is titled "Staff Survey Final 61418." Would you please go over it carefully and comment with your thoughts on the word document labeled "Marlaine Boyd Expert Panel Feedback for Staff Survey 061818". Please don't hold back any feedback, comments, preferences, criticism- you are my expert panel and I highly value your input. My study and research will be awaiting your feedback. If you can provide your analysis on this tool by July 2nd, I would greatly appreciate it.
THANK YOU SO MUCH!

**Marlaine S. Boyd** • **Fourth Grade Teacher**
[redacted]

Doctoral Student, Baker University
Classroom links:
[redacted]

Third (Reminder) Email to Ruby Payne Expert Panel (Phase 1)

Date: 7/2/18 3:06 PM (GMT-06:00)
From: Marlaine Boyd <[redacted]>
Subject: Expert Panel Survey tool Feedback Reminder

**Hello [redacted] Ruby Payne Trainers!**
This email is to remind you to carefully read over my survey tool (attached to this email as "STAFF SURVEY final") and provide me with your thoughts. This tool will be used later in my study to determine the extent the staff in [redacted] perceives they utilize Ruby Payne's Framework of Poverty actions. This is in no way a reflection of you as a trainer, but merely insight to how beneficial teachers perceive her teachings to be. Please don't hesitate to provide feedback, preferences or criticism on the survey's wording, content and more on the feedback form (also attached to this email as "Marlaine Boyd Expert Panel Feedback for Staff Survey") provided. You are considered my experts to help fine tune my survey and ultimately contribute to the research!

Thank you so much for your time!!!
~Marlaine Boyd

**Marlaine S. Boyd** ● **Fourth Grade Teacher**
[redacted]

Doctoral Student, Baker University
Classroom links:
[redacted]

Fourth (Reminder) Email to Ruby Payne Expert Panel (Phase 1)

**From:** Marlaine Boyd
**Sent:** Thursday, July 12, 2018 4:15 PM
**Subject:** Expert Panel Survey tool Feedback Reminder

Hello Ruby Payne experts!
I hope you are enjoying your summer (despite my emails!)
I would like to ask those of you who haven't been able to respond to take a look at my survey and provide me with your feedback. Should you be unable to respond in the feedback form an informal email will suffice for me to move forward. A required step in creating your own research tool is having expert feedback prior to the study being conducted. This is where you come in. I so very appreciate your time and value your thoughts.
Stay cool in this heat!
~Marlaine Boyd

**Marlaine S. Boyd** • **Fourth Grade Teacher**
[redacted]

Doctoral Student, Baker University
Classroom links:
[redacted]

Fifth (Reminder) Email to Ruby Payne Expert Panel (Phase 1)

From: Marlaine Boyd
**Sent:** Thursday, July 16, 2018 3:32 PM
**Subject:** Expert Panel Survey tool Feedback Needed

Hello there Ruby Payne Trainers!
I am extending the feedback window until Friday of this week (July 20th) to collect feedback from my expert panel (that's you!) before moving forward with my research. I promise it is a quick 19 question survey and you only have to give me your expert opinions! You will not be eligible for the actual survey when it is sent out to the district later this Fall since you are the experts…So think of doing this now as saving yourself time later.
Thank you all for your time – I know your summer is valuable!

~Marlaine Boyd

**Marlaine S. Boyd** • **Fourth Grade Teacher**
[redacted]

Doctoral Student, Baker University
Classroom links:
[redacted]

## Appendix E: Survey Feedback Form

## Expert Panel Feedback-Final 06.17.18

Please read each of the following statements and indicate any changes you think should be made in the wording for the item to provide the best possible measurement of the key behaviors associated with the Ruby Payne framework. Please indicate if you think an item should be omitted and explain why. Spaces are included at the bottom of the table for you to insert any additional items that you think should be included.

| **The following items are rated on this Likert-type scale:** | **Never** | **Rarely** | **Often** | **Almost Always** | **Always** |
|---|---|---|---|---|---|
| I build relationships of mutual respect. | | | | | |
| I teach the hidden rules of the school to students. | | | | | |
| I analyze the resources of my students. | | | | | |
| I make interventions based on the resources the students have available. | | | | | |
| I teach formal register, the language of school and work. | | | | | |
| I teach mental models. | | | | | |
| I teach abstract processes. | | | | | |
| I teach students how to plan. | | | | | |
| I use the adult voice to change student behaviors. | | | | | |
| I use reframing to change behaviors. | | | | | |
| I teach students how to ask questions. | | | | | |
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Please read each of the following statements and indicate any changes you think should be made in the wording for the item to provide the best possible measurement of the key indicators of the understanding necessary to implement the Ruby Payne framework. Please indicate if you think an item should be omitted and explain why. Spaces are included at the bottom of the table for you to insert any additional items that you think should be included.

| **The following items are rated on this Likert-type scale:** | **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
|---|---|---|---|---|---|
| I understand the difference between generational poverty and situational poverty. | | | | | |
| I believe under-resourced learners have less exposure to varied experiences and events. | | | | | |
| I believe knowledge is a key form of privilege. | | | | | |
| I understand family dynamics of my students. | | | | | |
| I believe students need to be taught the three key components necessary to move beyond poverty (education, relationships, and employment). | | | | | |
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Thank you so much for your feedback and time!

# Appendix F: Field Test Emails

First Email to Field Test Participants (Phase 2)

Wednesday 7/25/2018 10:28 PM
From: Marlaine Boyd

**Subject:** Ruby Payne Field Test

Hello!
Thank you for agreeing to take part in a field test study of my survey tool for my upcoming research! I am working on my dissertation and the topic is the extent certified staff perceive that they implement the Ruby Payne Actions into their classroom. The final survey will be sent out to teachers in 'District B' that have been attending ongoing poverty training using Ruby Payne's method. Due to the fact that I created my own survey tool, I need to prove validity by putting it through a field test. This is where you come in! Having been through Ruby Payne trainings yourself, you will be giving your expert thoughts on the survey. Please carefully read the survey (titled "*STAFF SURVEY final 72418*") and respond on the feedback form also attached to this email (titled "*Marlaine Boyd Expert Panel feedback for Staff Survey 061818*"). I am looking to see if you feel the questions are clear, succinct and if the questions and format seem complete.
I realize your time is precious and appreciate your contribution to my research. If possible, I would like to have your responses by **Friday, August, 10th**. Again, thank you for your time!
If you have any questions, please feel free to email or call me: (913) 915-7600.
Thank you, Marlaine Boyd

**Marlaine S. Boyd** ● **Fourth Grade Teacher**
[redacted]
Road ●
Phone: [redacted] ● email: mboyd@[redacted].net ● web: www.[redacted]

Doctoral Student, Baker University
Classroom links:
[redacted]

Second Email (reminder) to Field Test Participants (Phase 2)

Wednesday 8/1/2018 10:28 PM
From: Marlaine Boyd

**Subject:** Reminder: Ruby Payne Field Test

**Hello Field Test Participants!**
Again, thank you for agreeing to take part in a field test study of my survey tool for my upcoming research! This email is to remind you to please carefully read the survey (titled "*STAFF SURVEY final 72418*") and respond on the feedback form also attached to this email (titled "*Marlaine Boyd Expert Panel feedback for Staff Survey 061818*"). I am looking to see if you feel the questions are clear, succinct and if the questions and format seem complete. I want to explain that this survey is designed to gauge the perception of educators in 'district B' that have been participating in ongoing Ruby Payne trainings for the past 1-9 years- depending on their employment time. I hope to have all your responses back by Friday, August 10th. If you have questions please do not hesitate to call (913) 915-7600 or email me. Thank you for contributing to the research!

Thank you so much for your time!!!
~Marlaine Boyd

**Marlaine S. Boyd** • **Fourth Grade Teacher**
[redacted]
Phone: [redacted]

Doctoral Student, Baker University
Classroom links:
[redacted]

## Appendix G: Site Approval to Collect Data Letter

**SITE APPROVAL LETTER**

Baker University
Graduate School of Education
7301 College Blvd., Suite 120
Overland Park, KS 66210

**Subject:** Site Approval Letter

To whom it may concern:

This letter acknowledges that I have received and reviewed a request by Marlaine Boyd to conduct a research project entitled "*Perceptions of Staff Implementation of Ruby Payne's Framework of Understanding Poverty*" with the staff in the [redacted] district and I approve of this research to be conducted in our district.

When the researcher receives approval for his/her research project from Baker University's Institutional Review Board, I agree to provide access for the approved research project. If we have any concerns or need additional information, we will contact Susan Rogers at 785-230-2801or susan.rogers@bakeru.edu.

Sincerely,

[redacted]

## Appendix H: Institutional Review Board Approval Letter

*Baker University Institutional Review Board*

October 19, 2018

Dear Marlaine Boyd and Susan Rogers,

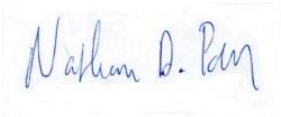
The Baker University IRB has reviewed your project application and approved this project under Expedited Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at npoell@bakeru.edu or 785.594.4582.

Sincerely,



*Nathan Poell*, MA
Chair, Baker University IRB

Baker University IRB Committee
Scott Crenshaw
Jamin Perry, PhD
Susan Rogers, PhD
Joe Watson, PhD

## Appendix I: Solicitation Email with Survey Link

Dear [redacted] Employee:

Over the past several years, the [redacted] District has provided professional development to staff on Ruby Payne's Framework of Poverty. You have been selected to participate in a study of staff members' perceptions of their implementation of the Ruby Payne strategies.

Your participation in this study is extremely important for the completion of my research and requirements of my Ed.D. Please complete the survey by clicking on the link at the end of this email by December 20th, 2018. Your participation in this research is voluntary and you may choose to withdraw at any time without penalty or repercussion. You may choose not to respond to some or all of the items. There are no risks from your participation and no direct benefit from your participation is expected. There is no cost to you except your time. The survey will take less than ten minutes for you to complete. You may be assured of complete anonymity and confidentiality. I will not have your name or the name of your school. Under no circumstances will individual data be shared or reported.

If you have any questions or concerns about your rights as a research participant, contact me, Marlaine Boyd (marlainesboyd@stu.bakeru.edu or 913-915-7600) or my major advisor, Dr. Susan Rogers (srogers@bakeru.edu or 785-230-2801). Thank you for your time and willingness to respond to the survey.

When you click on the link you are acknowledging that you have been informed about the risks and benefits of the survey and you are agreeing to participate.

Click here to take the short survey.

Sincerely,

Marlaine S. Boyd
Baker University Doctoral Candidate

## Appendix J: Reminder Emails with Survey Link

Hello [redacted]!
Just a reminder, if you have not completed the brief survey below, it is available through December 20th, 2018. Thank you so much for your time!
~Marlaine Boyd

Dear [redacted] Employee:

Over the past several years, the [redacted] District has provided professional development to staff on Ruby Payne's Framework of Poverty. You have been selected to participate in a study of staff members' perceptions of their implementation of the Ruby Payne strategies.

Your participation in this study is extremely important for the completion of my research and requirements of my Ed.D. Please complete the survey by clicking on the link at the end of this email by December 20th, 2018. Your participation in this research is voluntary and you may choose to withdraw at any time without penalty or repercussion. You may choose not to respond to some or all of the items. There are no risks from your participation and no direct benefit from your participation is expected. There is no cost to you except your time. The survey will take less than ten minutes for you to complete. You may be assured of complete anonymity and confidentiality. I will not have your name or the name of your school. Under no circumstances will individual data be shared or reported.

If you have any questions or concerns about your rights as a research participant, contact me, Marlaine Boyd (marlainesboyd@stu.bakeru.edu or 913-915-7600) or my major advisor, Dr. Susan Rogers (srogers@bakeru.edu or 785-230-2801). Thank you for your time and willingness to respond to the survey.

When you click on the link you are acknowledging that you have been informed about the risks and benefits of the survey and you are agreeing to participate.

Click here to take the short survey.

Sincerely,

Marlaine S. Boyd
Baker University Doctoral Candidate