

PDE: Poverty and the Brain

Course at a Glance

Instructor/Presenter: Kristen Votava, PhD, CCC-SLP

Length: 30 hours

Dates: Enroll anytime - Complete in 4 months

Number of Graduate Professional Development Credits: 2

Introduction

This course is appropriate for anyone working in the field of education. This course is designed to introduce you to the latest research on poverty and how it affects students' cognitive development and academic performance.

Course Blackboard Site: The UND Blackboard System will be utilized to support the structure of the course including, but not limited to, posting of the course at a glance, grades, and electronic communications.

Learning Objectives

Participants will

- 1) Cultivate resilience with a four-part framework based on 12 key habits.
- 2) Uncover your true self, understand emotions, and use your energy where it counts.
- 3) Adopt a mindful, story-telling approach to communication and community building.
- 4) Keep learning, playing, and creating to create an environment of collective celebration.

Course Overview

Course participants will be able to do the following:

- Articulate their personal perceptions of poverty and whether their perceptions have changed by the end of the course.
- Identify the six types of poverty described in the course and determine which is prevalent in their school.
- Describe how poverty affects students' behavior and academic performance.
- Implement strategies to increase fluid intelligence.
- Differentiate between the factors of the SHARE model that are used on a school-wide basis and on a classroom basis.

Course Overview

The course content is organized into eight weeks. Each week contains a purpose, learning outcomes, and a variety of links to articles, video/audio, and other instructional resources selected to enhance the

learning experience and support the various topics. A variety of activities will be used to assess your comprehension and application of those materials.

Text and/or Other Materials

1. Jensen, Eric. (2009). *Teaching with Poverty in Mind*. Alexandria, VA: ASCD ISBN: 978-1-4166-0884-4
2. Jensen, Eric. (2013). *Engaging Students with Poverty in Mind*. Alexandria, VA: ASCD ISBN: 978-1-4166-1572

Lesson Topics and Assignments

The full description of assignments is within the lesson in the Blackboard site:

1. **Lesson Readings** (3 instructional hours per lesson/18 total instructional hours) Complete weekly readings.
2. **Lesson Activities:** (9 activities/10 instructional hours/10 points each) Complete the activity posed in the lesson following the appropriate rubric.
3. **Self-Reflection with future goals:** (2 instructional hours/20 points) Articulate your personal perceptions of poverty and whether these perceptions have changed by the end of the course. What can you do differently in your practice to make a difference? What are your personal goals? Write in APA format using 750-1200 words.

Requirements for Participant Accountability

This course contains 6 lessons designed to focus your study of poverty and the brain to assist you in achieving the course learning objectives/outcomes. You will work through a combination of required readings, captioned videos, and assignments.

Each lesson contains:

- Lesson Learning Outcomes/Objectives and To-Do List
- Required Reading
- Video and Supporting Material
- Assessment (questions, activities, case studies, and assignments)

Course Outline

Lesson	Lesson Objectives	Lesson Assessment
Lesson 1 5 <i>Instructional Hours</i>	Course Orientation <ul style="list-style-type: none"> • Complete Introductions • Review online discourse via Netiquette 	<ul style="list-style-type: none"> ✓ Acquire books ✓ Practice accessing course features on Blackboard ✓ Review syllabus ✓ View video ✓ Upload Introduction ✓ Read the Introduction and Chapter 1 in <i>Teaching with Poverty in Mind</i>
Lesson 2 5 <i>Instructional Hours</i>	Understanding the Nature of Poverty <ul style="list-style-type: none"> • Compare and contrast aspects of the six categories of poverty • Research the levels and types of poverty existing in a local school community 	<ul style="list-style-type: none"> ✓ Read Chapter 2 in <i>Teaching with Poverty in Mind</i> ✓ View videos and resources ✓ Upload Poverty in My Community ✓ Upload Myths of Poverty

<p>Lesson 3 5 Instructional Hours</p>	<p>How Poverty Affects Behavior and Academic Performance</p> <ul style="list-style-type: none"> ✓ Explore the effects of emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues on student behavior and performance ✓ Research the effects of poverty on student academic performance in a local student community 	<ul style="list-style-type: none"> ✓ Read Chapter 3-5 in <i>Teaching with Poverty in Mind</i> ✓ Read Chapter 1-2 <i>Engaging Students with Poverty in Mind</i> ✓ View video ✓ View resources ✓ Complete Abecedarian Project activity ✓ Upload Mindset response
<p>Lesson 4 5 Instructional Hours</p>	<p>Embracing the Mindset of Change</p> <ul style="list-style-type: none"> ✓ Explore ways in which academic intervention and enrichment can make it possible for students in challenging circumstances to grow and achieve ✓ Describe the importance of a positive mindset 	<ul style="list-style-type: none"> ✓ Read Chapter 6 in <i>Teaching with Poverty in Mind</i> ✓ Read Chapter 3-4 <i>Engaging Students with Poverty in Mind</i> ✓ View video ✓ Upload Schoolwide Success Factors
<p>Lesson 5 5 Instructional Hours</p>	<p>Explore School-Wide Success Factors</p> <ul style="list-style-type: none"> • Explore school-level steps to help students affected by poverty 	<ul style="list-style-type: none"> ✓ Read Chapter 5-6 <i>Engaging Students with Poverty in Mind</i> ✓ View videos ✓ Complete Resilience ✓ Upload discussion question response
<p>Lesson 6 5 Instructional Hours</p>	<p>Classroom-Level Success Factors to Provide Engaging Instruction</p> <ul style="list-style-type: none"> • Explore classroom-level steps to empower students affected by poverty • Describe use of the 7 Engagement Factors and the 5 Rules of Engagement in your current professional environment. 	<ul style="list-style-type: none"> ✓ Read Chapter 7-9 <i>Engaging Students with Poverty in Mind</i> ✓ Upload Engagement assignment ✓ Upload self-reflection with goals

Activity Response Rubric

	9-10 Points Excellent	7-8 Points Good	5-6 Points 5-7 Marginal	0-4 Points Below Standards
Description	Specific, detailed response based on critical analysis and/or evidence. No errors in grammar, spelling, or usage. Reference to text or readings with citation.	Organized information based on readings. Few errors in grammar, spelling, or usage. References text and readings with APA citation.	Limited response with inadequate information within the discussion. Several errors in grammar, spelling, or usage. References text and readings with APA citation with errors.	Minimal organization to support discussion with no critical analysis. Contains consistent errors in grammar, spelling, or usage. No reference to text or readings.

Grading and Evaluation Activities:

The following grading scale will be used based on total number of points:

A	100% to 90%
B	89% to 80%
C	79% to 70%
D	69% to 60%
F	Below 59%

Upon completion of your course, your final grade will be posted in Blackboard. Please allow 3-5 business days for your final grade to appear on your transcript in Campus Connection. You will receive a confirmation email when the final grade is officially posted on your transcript.

If you have an administrative question regarding course enrollment dates, extensions, withdrawals, questions regarding your transcript, or need other assistance, please contact the **Office of Extended Learning** at und.courses@und.edu or 701-777-0488.

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>