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Low SES Students: Closing Achievement Gaps and Reducing Special Education Referrals **(8 PDPs/CEUs for general pedagogy or special education)**

There is now a large body of research that shows students from low income families can achieve in school and career at the same levels as students from high income families. Many have learning gaps resulting from their home experiences when compared to their higher SES (socio-economic status) classmates. However, high quality instruction and overcoming unconscious bias (that often misplaces them on IEPs) results in eliminating the gap caused by family income status.

By age 3 children from professional, educated families have heard at least 30 million more words than children from less educated, welfare families. B.Hart and T.R. Risley, "Meaningful Differences in the Everyday Experiences of Young American Children: The Early Catastrophe."

The Child Trends Data Bank (2007), Learning Disabilities, Child Trends of National Health Interview Survey data, 1998-2004 reported that, in 2004, the average per student cost was \$7,552 and the average cost for special education was an additional \$9,369 - \$16,921. In 2004, it cost twice as much to educate a special education student as it did a "regular" student. Between 1997 and 2004, a consistently higher percentage of children diagnosed as LD came from low SES households. ... the increase in the percentage of low SES students identified as LD is because their behaviors, learning styles, and attending patterns – which differ from those exhibited by middle-and upper-class white students- influence their inappropriate referral to special education" (Howard, Grogan, Dresser, and Dunklee, 2013, pg 2)

Often, low SES students have no stable adult role models, so teachers need to embrace the "parent" (matriarch or patriarch) role in school. Treating your class as a family can reduce discipline issues and improve learning. For example, social bonding and trust help mitigate the adverse effects of chronic stress by prompting the brain to release oxytocin, a neuropeptide that suppresses the "classic" stress hormones, such as cortisol. Kosfeld, M., Heinrichs, M., Zak, P.J., Fischbacher, U. and Fehr, E. (2005) "Oxytocin Increases Trust in Humans," *Nature*, 435(2), 673-676

A longitudinal study analyzing MRI scans of 389 typically developing children and adolescents at 6 U. S. Cities found that children from poor families showed systematic structural differences in brain development, specifically in the hippocampus, and the frontal, and temporal lobes.

By the conclusion of this workshop, participants will be able to:

1. Explain the 7 classroom components for the success with students from low SES households
2. Have at least 10 concrete, easy to implement, strategies that will increase the success of your students from low SES households
3. Reduce the over identification of low SEL students as special education

The program contains two modules. Each module takes approximately four hours to complete for a total of approximately 8 hours. The program is divided into the following 7 components.

Component 1: Connecting the curriculum to student lives, prior learning, future learning

Component 2: Interpersonal Relationships and Social-Emotional Learning

Component 3: Growth Mindset

Component 4: Differentiating Instruction

Component 5: Teacher Enthusiasm

Component 6: Engaging Teaching: Effort and Relationships

Component 7: Parent/Guardian Involvement

This program has been designed and pilot tested to insure it takes the average participant about 8 hours to complete the program. Contained within the program are two modules. Each module contains the following pieces.

1. A power point that includes slides narrated by the author of book on which this program is based
2. Media videos embedded in various powerpoint slides
3. Forum posts in which you reflect on the learning and share that reflection with your course mates and the instructor. Each forum post is graded as pass or fail.
4. A 10 question self-scoring quiz at the end of each module. You are able to take the quiz as often as you wish until you receive a passing grade. of 9 out of 10.

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