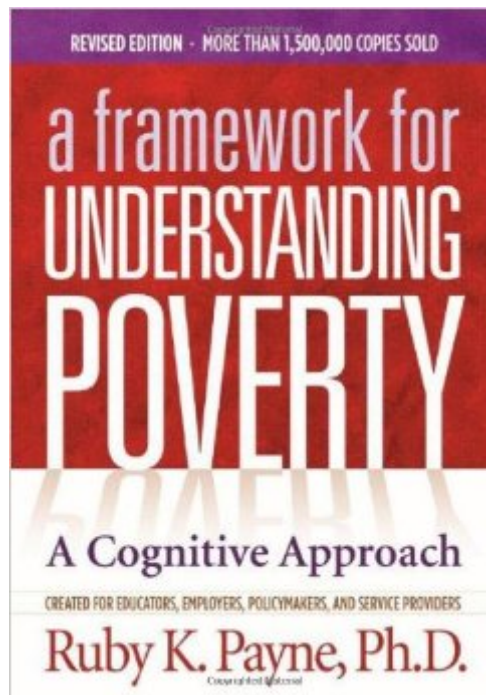# A Framework For Understanding Poverty; A Cognitive Approach

Synopsis

2014 Revere Awards - Golden Lamp WinnerWhen viewed through an economic lens, poverty can be defined as an absence of resources. Since 1995, Framework's basic premise is that the middle-class understandings of those who work with children and adults in poverty are often ill-suited for connecting with and helping people build up resources and rise out of poverty. Now, 18 years and 1.5 million copies later, Framework: A Cognitive Approach has been revised, updated and expanded. The 5th edition features an enhanced chapter on instruction and achievement; greater emphasis on the thinking, community, and learning patterns involved in breaking out of poverty; plentiful citations, new case studies, and data: more details findings about interventions, resources, and causes of poverty, and a review of the outlook for people in poverty and those who work with them.

Book Information

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Customer Reviews

"Indeed, the interests of the oppressors lie in 'changing the consciousness of the oppressed, not the situation which oppresses them', for the more the oppressed can be led to adapt to that situation, the more easily they can be dominated". (Pedagogy of the Oppressed, page 74.)I wish, so sincerely, that I could collect every copy of this book and destroy them all. This book - and the ideology that informs it - is racist, classist, and contributes to the continued marginalization of disenfranchised groups. Having read and studied the book in a graduate teacher education program, my best summary of Payne's philosophy is: we can fix poverty by teaching poor people to stop acting so poor and uneducated. (Biggest eye roll of all time).Look up basically any

peer-reviewed study or article written by the big voices in multicultural/social justice education. Shortcut: they're all extremely critical of Ruby Payne's work. Although she has a reputation with schools as being quite progressive, her work is actually doing a lot of harm. In one study, researchers found that teachers who have been exposed to Payne's work actually are much more likely to perpetuate racism and classism in their schools.Here's a great article (peer-reviewed! By a qualified scholar in the field!) that helped me understand:http://www.edchange.org/publications/Peddling-Poverty-Payne.pdfIt also turns out that Payne's work, unlike the work of her critics, is based on absolutely no real research - she admits that she has not engaged in any structured inquiry, that no data exist to back her theories, and that her work is based on her own casual observations.

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