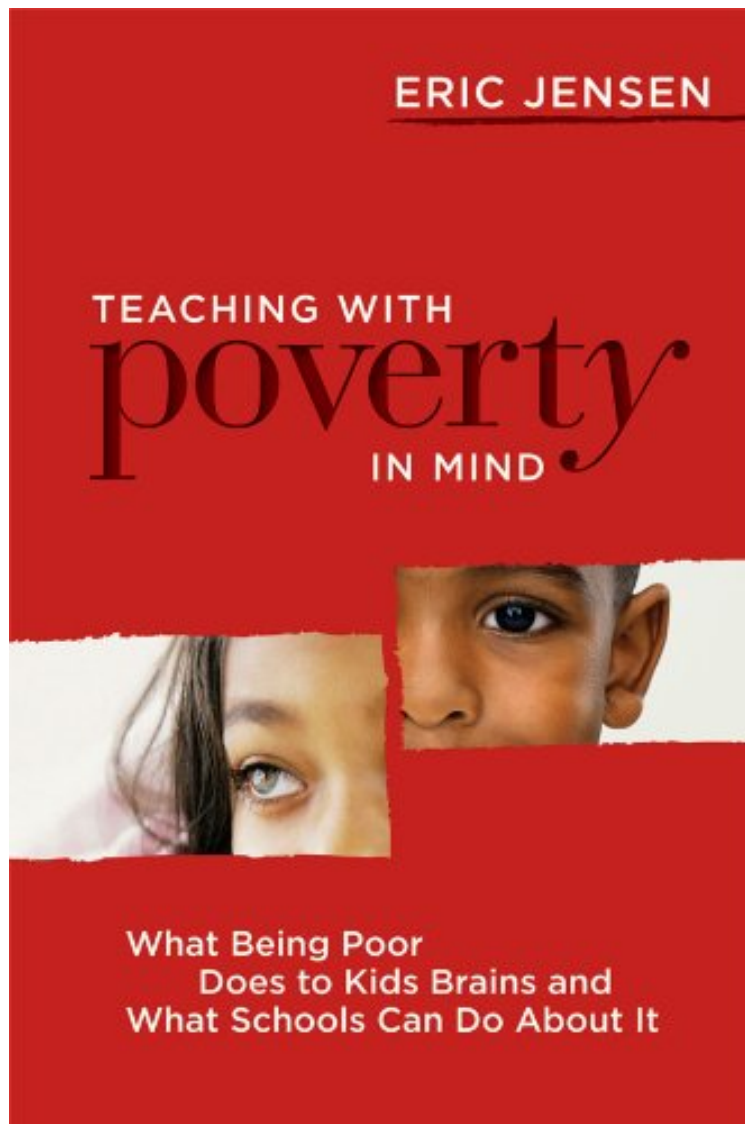


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Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It

Eric Jensen

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Eric Jensen : Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It before purchasing it in order to gage whether or not it would be worth my time, and all praised Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It:

7 of 7 people found the following review helpful. An Invaluable ResourceBy Queen"Until your school finds ways to address the social, emotional, and health-related challenges that your kids face every day, academic excellence is just a

politically correct but highly unlikely goal." Eric Jensen Teaching with Poverty in Mind is perhaps the most important book I've read since I began teaching in a Title 1 middle school 11 years ago. Children reared in generational poverty have special needs. Eric Jensen identifies those needs, explains the science behind them, and offers practical strategies for addressing them. I appreciate the value of this book so much, I gave copies of it to my principal, assistant principal, and the school district's superintendent. I heartily recommend this book for any educator who serves the needs of Title 1 students. 45 of 46 people found the following review helpful. Educators Must Read If You Teach Even a Single Child of Poverty By PattycakeBrain research is somewhat new and fascinating. Eric Jensen made it understandable for someone who has no interest nor aptitude in the sciences. As a person who grew up in poverty, I could relate to much of what he said. Because of this book, I am going to change the way I do some things in the classroom. I was running things in much too an authoritative style, but that's not surprising, considering I was brought up in an authoritative household. While the first couple of chapters are kind of depressing, because it tells of the deficits children of poverty will have, the hopeful parts come next. There are things we can do to help these kids be successful. I'm going to make a presentation to my principal about this book and I'm hoping we'll do a study on it. Too many of our staff members don't seem to know how to deal with these kids and tend to marginalize them. Times have changed and they can't continue to do this. I am going to be these children's advocate. I couldn't do that without this book. :) 3 of 3 people found the following review helpful. Wow! By Imnotacyborg I have done a lot of self reflecting on my teaching philosophy after reading this text. We often think of children of poverty as being "those kids" or incapable of completing certain tasks, when in reality we have to provide additional nurturing for them, even as they reach their teenage years, because they are lacking that from a young age. I hadn't thought deeply before reading this text about the psychological development of children of poverty but this was the first of many texts on children of poverty that I will read I think.

In Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character. Drawing from research, experience, and real school success stories, Teaching with Poverty in Mind reveals* What poverty is and how it affects students in school; * What drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain); * Effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and* How to engage the resources necessary to make change happen. Too often, we talk about change while maintaining a culture of excuses. We can do better. Although no magic bullet can offset the grave challenges faced daily by disadvantaged children, this timely resource shines a spotlight on what matters most, providing an inspiring and practical guide for enriching the minds and lives of all your students.