Understanding and Engaging Under-Resourced College Students

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for

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CAUSES OF POVERTY			
Behaviors, Choices, and Characteristics of the Individual	**Human and Social Capital in the Community**	**Exploitation**	**Political/Economic and Social Structures**
Definition: Research on the choices, behaviors, characteristics, and habits of people in poverty.	***Definition:*** Research on the resources available to individuals, communities, and businesses.	***Definition:*** Research on how people in poverty are exploited because they are in poverty.	***Definition:*** Research on the economic, political, and social policies at the international, national, state, and local levels.
Sample topics: Dependence on welfare Morality Crime Single parenthood Breakup of families Intergenerational character traits Work ethic Racism and discrimination Commitment to achievement Spending habits Addiction, mental illness, domestic violence Planning skills Orientation to the present Language experience	***Sample topics:*** Intellectual capital Social capital Availability of jobs Availability of well-paying jobs Racism and discrimination Availability and quality of education Adequate skill sets Childcare for working families Decline in neighborhoods Decline in social morality Urbanization Suburbanization of manufacturing Middle-class flight City and regional planning	***Sample topics:*** Drug trade Racism and discrimination Payday lenders Subprime lenders Lease/purchase outlets Gambling Temp work Sweatshops Sex trade Internet scams	***Sample topics:*** Globalization Equity and growth Corporate influence on legislators Declining middle class De-industrialization Job loss Decline of unions Taxation patterns Salary ratio of CEO to line worker Immigration patterns Economic disparity Racism and discrimination

Note. From *Bridges Out of Poverty: Strategies for Professionals and Communities* workbook, by P. DeVol, R. Payne, and T. Smith, 2006, Highlands, TX: aha! Process. Adapted with permission. Also seen on p. 6 of *Understanding and Engaging Under-Resourced College Students,* by K. Becker, K. Krodel, and B. Tucker, 2009, Highlands, TX: aha! Process. Adapted with permission.

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Eleven Resources

INTERNAL RESOURCES	EXTERNAL RESOURCES
1) KNOWLEDGE OF HIDDEN RULES Knowing the unspoken cues and habits of a group	**8) LANGUAGE** Having the vocabulary, language ability, and negotiation skills to succeed in work and/or school environment
2) MENTAL/COGNITIVE Having the mental ability to learn in order to gain an education and compete in the workforce; having acquired the "readiness" skills necessary for success in college, including organization, not taking, sorting, and planning	**9) RELATIONSHIPS/ROLE MODELS** Having frequent access to adult(s) who are appropriate, who are nurturing, and who do not engage in destructive (including self-destructive) behavior
3) EMOTIONAL Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior	**10) SUPPORT SYSTEMS** Having friends, family, and backup resources available to access in times of need
4) MOTIVATION/PERSISTENCE A mindset that includes having the energy and drive to prepare for, plan, and complete projects, jobs, and personal changes; having a willingness to learn from mistakes	**11) FINANCIAL** Having the ability to earn and manage money to purchase needed goods and services
5) INTEGRITY/TRUST Related to predictability, reliability, and safety; having the desire to be accountable, to hold others accountable; trusting others and being trustworthy having insight about people and situations that will contribute to well-being	
6) PHYSICAL Having physical health and mobility	
7) SPIRITUAL Believing in divine purpose and guidance; having optimism and hope for the future	

Note. From *Getting Ahead in a Just-Gettin'-By World,* by P. DeVol, 2004, Highlands, TX: aha! Process. Reprinted with permission. Also seen on p. 27 of *Understanding and Engaging Under-Resourced College Students,* by K. Becker, K. Krodel, and B. Tucker, 2009, Highlands, TX: aha! Process. Reprinted with permission.

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Cognitive Development: Input Skills

1. Use planning behaviors
2. Focus perception on specific stimuli
3. Control impulsivity
4. Explore data systematically
5. Use appropriate and accurate labels
6. Organize space using stable systems of reference
7. Orient data in time
8. Identify constancies across variations
9. Gather precise and accurate data
10. Consider two sources of information at once
11. Organize data (parts of a whole)
12. Visually transport data

Cognitive Development: Elaboration Skills

1. Identify and define the problem
2. Select relevant cues
3. Compare data
4. Select appropriate categories of time
5. Summarize data
6. Project relationship of data
7. Use logical data
8. Test hypothesis
9. Build inferences
10. Make a plan using the data
11. Use appropriate labels
12. Use data systematically

Cognitive Development: Output Skills

1. Communicate clearly the labels and processes
2. Visually transport data correctly
3. Use precise and accurate language
4. Control impulsive behavior

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