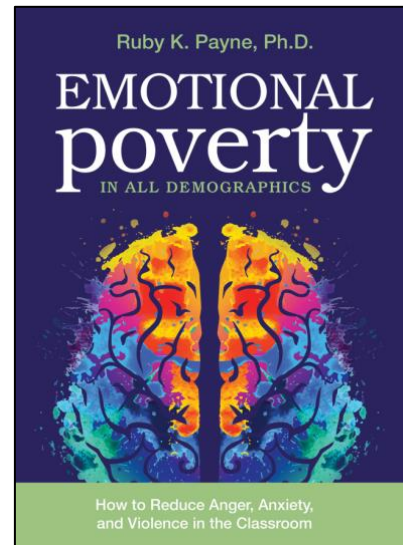


Emotional Poverty in All Demographics: How to Reduce Anger, Anxiety, and Violence in the Classroom

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Summary

School safety is now a primary concern for educators, who are increasingly frustrated by confrontations over students' disruptive and unproductive behaviours. But information about the emotional sources of this behaviour is lacking, as are tools for managing behaviour.

Consequences will always be needed. But we can change the approach.

In *Emotional Poverty*, brain and developmental science change the conversation. Payne discusses what motivates good behaviour and the underlying emotional causes of usage/disruptive behaviour.

Educators will learn to

- create safe classrooms by reducing “less than” and “separate from” experiences for students
- teach students about a regulated, integrated brain and how to calm themselves
- help build strong inner selves in students through validation
- identify and address insecure, emotionally unbonded students
- be aware of our own emotional realities as we promote the safety and well-being of students.

Developing a culture of caring and support isn't expensive. Every school has the resources to address emotional poverty.

Other Resources

- *Bridges Out of Poverty: Strategies for Professionals and Communities* (AHA8834)
- *A Framework for Understanding Poverty: A Cognitive Approach, Revised Edition* (AHA3146)
- *Achievement for All: Keys to Educating Middle Grades Students in Poverty* (AHA2885)
- *From Understanding Poverty to Developing Human Capacity* (AHA3085)
- *Boys in Poverty: A Framework for Understanding Dropout* (SOT7597)
- *Removing the Mask: Giftedness in Poverty* (AHA8850)