

Module 5-Focusing on the Assets of Students in Poverty and Resilience Theory

One great way to think about the assets of a student in poverty is to list them through the SHARE model presented by Jensen (2009). If you remember this activity from the EDCO 200 course, you can refer to the document you created (remember you can access the document via LiveText). For those not taking the course, please refer to the figure below and the Rademaker (2015) article found in the very last section of the Resource Section of this document. The concepts are briefly described, but could be applied to a specific context or school.

For each of the sections below, review your observation field notes, teacher information, classroom activities, and analysis of experiences with your student to identify relevant assets and challenges likely to influence your student. Insert a concise list or summary for each cell. **Some cells may be blank. (List each information source in parentheses) Note: Your professor may direct you to use alternate Jensen SHARE classroom factors.**

Section 1: Context Analysis and SHARE Factors

SHARE FACTOR	School	Classroom	Self (you) if applicable
(S) Support the whole child: Non-academic supports for your student			
(H) Hard data: Information about your student's learning.			
(A) Accountability: Ways your student's learning is monitored and improved.			
(R) Relationship: Examples of relationship-building and positive relationships			
(E) Enrichment Mindset: Examples of enrichment opportunities outside classroom.			

Analysis question 1: Based on the information above, is the SHARE model being implemented well for your student? In what ways? Explain.

Analysis question 2: Based on the information above, what is one important thing the school or classroom could do to improve SHARE for your student?

Resilience and Resilience Theory: the concept of resilience is related to one's ability, despite all negative factors (such as those associated with poverty) to succeed in some significant way in life.

1. Resilience Theory specifically refers to the study of certain situations where an individual may have a certain number of assets (or protective factors) and a certain number of negative factors playing against those assets, but is still able to overcome despite it begin against the odds.
2. There is no one unified theory behind the study of reliance, but in order to become an advocate or asset, all teachers should understand the concept as it applies to their students.
3. Two important citations regarding the theory can be found in the Resources Section of this document.

Test your Knowledge:

1. List 5 assets that a student affected by poverty can have in their life (and cite the source).
2. What are 3 things you can do as a teacher to become an asset for a student?
3. Name one time your utilized reliance in your life. What were your assets, what were your negative factors? How can you promote this concept with your students?

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Citations for Resilience Theory:

Rutter, M. (1985). Resilience in the face of adversity. Protective factors and resistance to psychiatric disorder. *Journal of Behavioral Psychiatry*, 147, 598-611.

Resnick, M. (2000). Protective Factors, Resiliency, and Healthy Youth Development, Philadelphia, Hanley & Belfus, Inc.” *Adolescent Medicine: State of the Art Reviews Vol.II* (No.1, February).