



Impact of Poverty on Learning

Effective Practices and Strategies

Practices	Strategies
1. Create a bond between students and school. 2. Foster a sense of belonging.	Class meetings
	Home rooms
	Advisories
	Placement in higher-level courses
	Extracurricular opportunities
3. Teach, model, and provide experiences that develop creative and critical thinking skills.	Higher-order questioning
	Problem-based learning
	Socratic seminars
	Cross-disciplinary unit
4. Provide opportunities to build short-term working memory.	Multisensory instruction
	Memory aids, such as mnemonic devices
5. Provide specific opportunities for the development of social skills.	Cooperative learning (roles)
	Peer tutoring
	Mentoring
6. Expand knowledge by accessing and building on prior knowledge.	Brainstorming
	Semantic mapping
	Advance organizers
	Autobiographical activities
7. Mediate and scaffold learning experiences.	Reciprocal teaching
	Thinking aloud

	Visual organizers/models
	Guided practice
	Sheltered instruction
8. Personalize learning based on background, learning styles and interests.	Learning styles inventory
	Intelligences inventory
	“Getting to know you” activities
	Tiered interventions (MTSS)
9. Accelerate and enrich rather than remediate learning.	Talent development
	College-prep courses for all
	AP/honors courses for all
	Arts education
10. Engage students in authentic, meaningful learning.	Project-based learning
	Place-based learning
	Authentic assessments
11. Connect physical activity, exercise, and motor development for learning.	PE focused on life-long sports and fitness
	School-wide fitness goals and progress monitoring
	Sensory motor labs
12. Provide learning experiences that help students envision their futures and foster hope.	Service learning
	Community-based internships
	Mentoring
13. Teach thinking processes (sequencing, backward planning) explicitly.	Demonstration with visual cues; thinking aloud re: writing process, conflict resolution, goals and action steps, etc.

Parrett & Budge, 2012, [Turning High-Poverty Schools into High-Performing Schools](#), p. 160-161 and Jensen, 2009, p. 39