
Poverty Informed Practice with Individuals and Families

— Lacey Sawyer, MSW, LCSW, LADC, CCS —

Lacey (she/her)



Lacey is a native Mainer has taught in academia and Social Work programs for many years and is currently a faculty member at the University of New England in the MSW program and an adjunct faculty member at Yeshiva and Columbia University MSW programs.

Lacey earned her MSW degree from University of New England and is a Licensed Clinical Social Worker, Licensed Alcohol and Drug Counselor and Certified Clinical Supervisor in multiple states.

Throughout her career, Lacey has worked in the majority of social work direct service roles from entry level personal support specialist, behavioral health specialist, home and community treatment, residential and outpatient clinical practice. Lacey has served as clinical director and program manager of multiple co-occurring programs for both adults and adolescence. Her passion is in grassroots organizing and social justice initiatives, identifying barriers and unmet needs and working to promote equity and inclusion by increasing trauma and poverty informed principles across all social environments. Lacey's expertise is in trauma and co-occurring mental health and substance use treatment. Lacey is a Licensed Clinical Social Worker, Licensed Alcohol and Drug Counselor and Certified Clinical Supervisor multiple states.

Summary

Explore the impacts of poverty on individuals and families through a trauma-informed lens by engaging in reflective practice to identify positionality and privilege that contribute to the disempowerment of individuals and families. Identify ways to engage in strength-based, person-centered approaches that include the voice of those experiencing poverty in order to elevate competency and awareness, and learn ways to advocate.

Objectives

- Identify the significance and prevalence of poverty
- Explore the impacts of poverty through the lens of traumatic stress
- Engage in reflective practice to identify positionality and privilege of self that contribute to disempowerment rather than empowerment
- Identify ways to engage in strength based, person centered approaches
- Elevate competency and awareness by fostering a poverty informed lens
- Connect with resources for poverty informed training and best practices
- Identify ways to advocate for equity and inclusion

What is Poverty?

- No universally accepted definition of poverty, though there are “guidelines” based on a formula from the 1960’s
- “The current official poverty measure was developed in the mid 1960s by Mollie Orshansky, a staff economist at the Social Security Administration. Poverty thresholds were derived from the cost of a minimum food diet multiplied by three to account for other family expenses” (Census.gov). For example, in 2017, a family of 4 had a threshold of \$24,000/year.
- Because this guideline has not been updated, the current guidelines still do not account for childcare, transportation, and healthcare.
- In 2019, the US had the third highest child poverty rate among the 25 richest industrialized nations with a rate of 16 percent compared to Denmark which had only 3 percent child poverty rate

(Confronting Poverty.org).

Journal of the American Medical Association, 2023

- 4th leading cause of death in America (only heart disease, cancer and smoking were before poverty)
- Obesity, diabetes, drug overdoses, suicides, firearms, and homicides, less lethal than poverty
- Estimated 183,000 deaths in the United States in 2019 among people 15 years and older.
- Considered conservative numbers because these were the years BEFORE the pandemic
- Have roughly the same survival rates until they hit their 40s, after which they die at significantly higher rates than people with more adequate incomes and resources.

“Poverty kills as much as dementia, accidents, stroke, Alzheimer’s, and diabetes,” said David Brady, the study’s lead author and a UCR professor of public policy. “Poverty silently killed 10 times as many people as all the homicides in 2019. And yet, homicide firearms and suicide get vastly more attention.”

Types of Poverty

- **Situational Poverty** - life event that created unstable financial situation (job loss, divorce, death, other emergencies - pandemic!)
- **Generational Poverty** - Family has lived in poverty for 2 generations or more
- **Absolute poverty** - “is defined as an absolute lack of resources, including food insecurity. The United States has one of the highest rates of food insecurity in developing nations. This also includes homelessness and lack of access to healthcare”
- **Relative Poverty** - Living at 50% or below the average income - working class poverty, living paycheck to paycheck
- **Urban Poverty** - structural issues, housing issues, overcrowding, sanitation, unsafe neighborhoods
- **Rural Poverty** - lack of access to resources (isolation, high speed internet, transportation expenses, childcare, education, healthcare, limited services, etc)

Federal Poverty Guidelines

According to the latest 2020 Census, 34 million Americans live below the federal poverty guideline.

“The federal poverty guideline also does not account for the rising cost of housing. In 2021, Americans are spending 37 percent of their incomes for shelter. The average rent in the United States for a two- bedroom apartment is \$784 (RENTcafe National Rent Report). The National Low-Income Housing Coalition’s July 2020 “Out of Reach” report states, ‘Full-time minimum wage workers cannot afford a two-bedroom rental anywhere in the US and cannot afford a one-bedroom rental in 95 percent of US counties.’” (combarriers.com)

Federal Poverty Guidelines, 2021

1 Person \$12,880

2 Persons \$17,420

3 Persons \$21,960

4 Persons \$26,500

5 Persons \$31,040



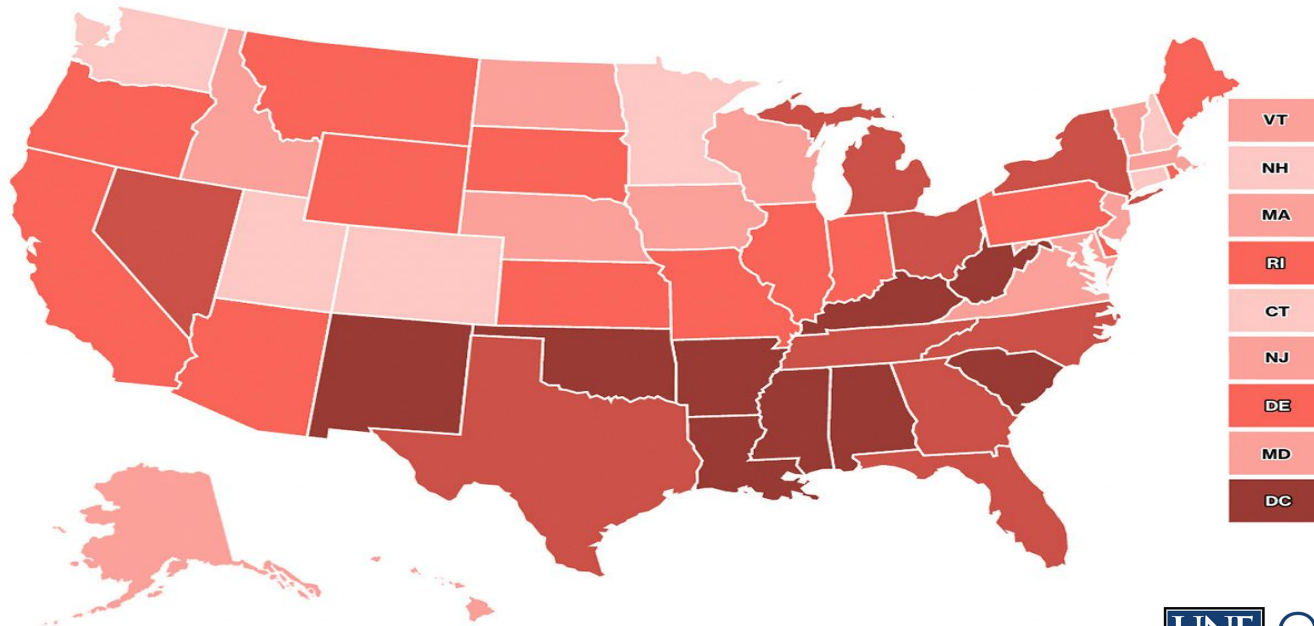
Center for American Progress

Official poverty rate ▾ **in** **2021** ▾

☰ [SEE RANKED LIST](#)

Percentage of people who fell below the poverty line – \$27,479 for a family of four – in 2021

[Explore the national data](#)





...Poverty in America today leads not only to anxiety, unhappiness, discomfort and a lack of material goods. It leads to death. Poverty in America today is a death sentence for tens and tens of thousands of our people.

— *Bernie Sanders* —

AZ QUOTES

Implicit Bias

“Implicit bias is a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors.” (NIH, n.d).



Causes of Poverty - Are not the people living in poverty

- Rooted and embedded in structural systems
- Sustained by the way we run society in America
- People of Color are disproportionately affected
- Meager, punitive, blames individuals for “shortcomings”
- Rooted in the idea of the “American Dream”, focusing on individual responsibility
- Earnings gaps in BIPOC, Women, etc
- Social structures drive inequity in accessing transportation, education, childcare, high quality jobs, affordable housing near work, justice system interaction and mass incarceration



Myths and Biases

MYTH: People in poverty are unmotivated and have weak work ethics.

Reality: People in poverty do not have weaker work ethics or lower levels of motivation than wealthier people. Although people in poverty are often stereotyped as lazy, two-thirds of people living in poverty work an average of 1.7 jobs; 83% of children from low-income families have at least one employed parent; and close to 60% of children have at least one parent who works full-time and year-round. According to the Economic Policy Institute, poor working adults spend more hours working each week than their wealthier counterparts.

MYTH: A huge chunk of my tax dollars supports welfare recipients.

Reality: Welfare costs about 1% of the Federal Budget. The majority of those living in poverty do not receive government welfare assistance.

MYTH: People in poverty tend to abuse drugs and alcohol.

Reality: People in poverty are no more likely than their wealthier counterparts to abuse alcohol or drugs. Although drug sales are more visible in poor neighborhoods, drug use is equally distributed across poor, middle class, and wealthy communities. Studies have found that alcohol consumption is significantly higher among upper middle class white high school students than among poor black high school students. This finding supports a history of research showing that alcohol abuse is far more prevalent among wealthy people than among poor people.

Myths and Biases

MYTH: Those who get on welfare stay on welfare.

Reality: Of those living in poverty that receive welfare assistance, more than half stop receiving benefits after a year, 70% within two years, and 85% within four years.

MYTH: Social mobility is possible by working hard.

Reality: This is not our grandfathers' era where people could simply "pull themselves up by their bootstraps," assuming that was ever really true. Our current economy requires workers to be more skilled than in the past. Meanwhile, jobs for unskilled workers simply don't pay enough. The minimum wage 50 years ago was worth \$15.29 in 2014 dollars. Today, an education provides the bootstraps people need for social mobility. However, many people who live in poverty cannot afford the costs associated with secondary education.

MYTH: Parents in poverty are uninvolved in their children's learning, largely because they do not value education.

Reality: Low-income parents hold the same attitudes about education that wealthy parents do. Low-income parents might be less likely to attend school functions or volunteer in their children's classrooms—not because they care less about education, but because they have less access to school involvement than their wealthier peers. They are more likely to work multiple jobs, to work evenings, to have jobs without paid leave, and to be unable to afford child care and public transportation.

Myths and Biases

MYTH: People in poverty have babies to get more welfare.

Reality: Welfare recipients in Pennsylvania receive \$83 per month for additional children is – well below the costs of raising a child – and in some states the amount is zero. The average welfare family is no larger than the average non-recipient American family. Welfare benefits are not a significant incentive for childbearing.

MYTH: Poverty has little lasting impact on children.

Reality: Research is clear that poverty is the single greatest threat to children’s well-being. Poverty can impede children’s ability to learn and contribute to social, emotional, and behavioral problems. Poverty also can contribute to poor physical and mental health, and poor self-esteem. Risks are greatest for children who experience poverty when they are young and/or experience deep and persistent poverty.

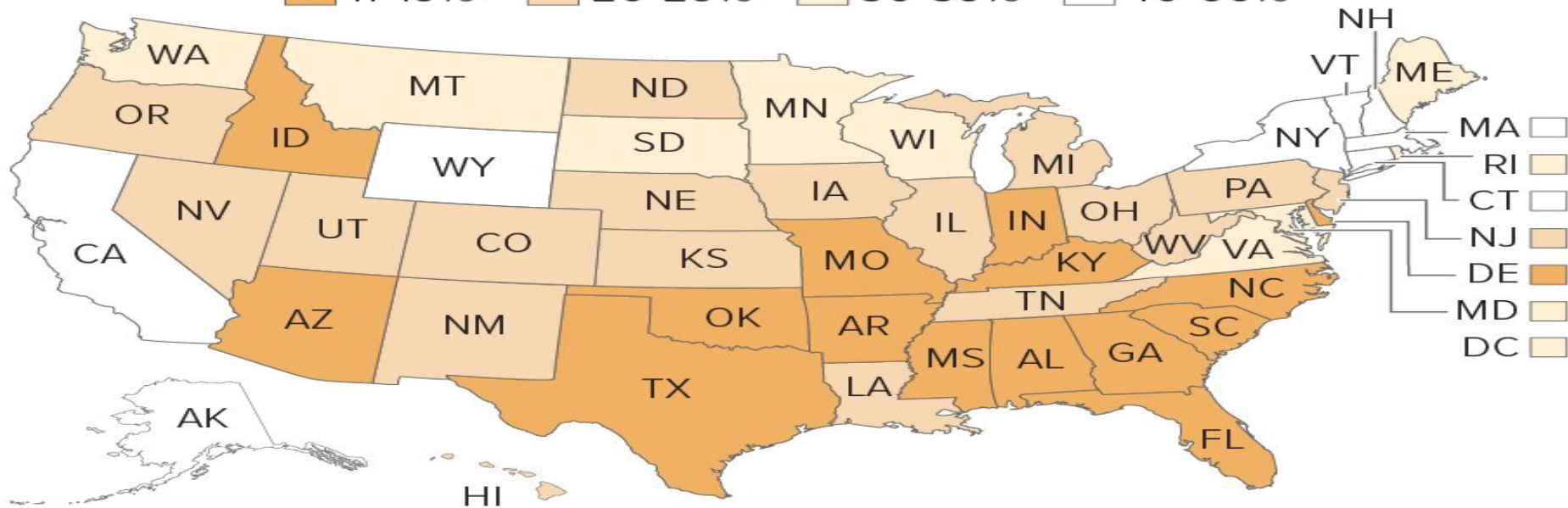
MYTH: Poverty is a minority issue.

Reality: Poverty is not solely a minority issue. Poverty affects people of all races. Of the Americans living in poverty today, 42% are White, 29% are Hispanic or Latino, 25% are Black or African American, and 4% are Asian. However, poverty has a disparate impact on people of color.

Despite Recent Increases, TANF Benefits Still Leave Families Well Below Federal Poverty Line

Maximum TANF benefit as a percent of poverty line (for a family of three), July 2022

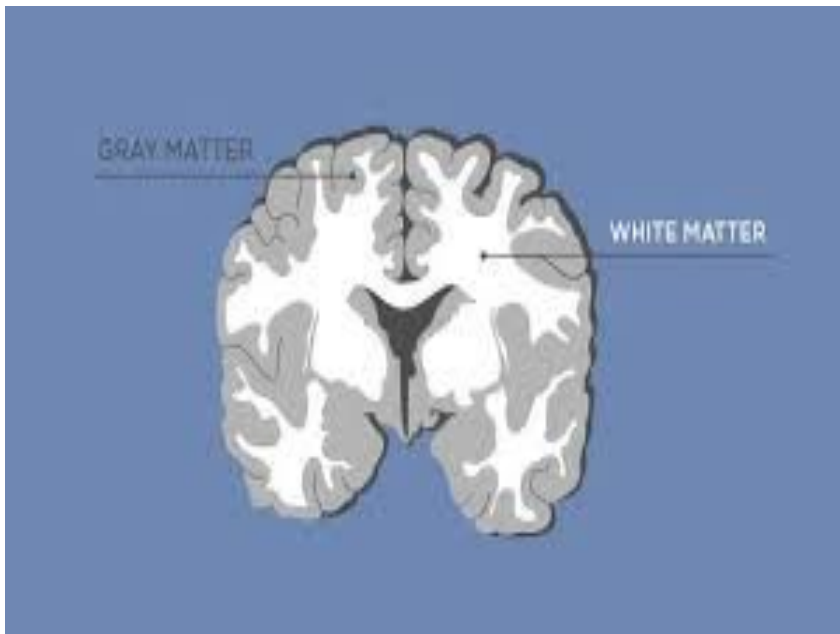
11-19% 20-29% 30-39% 40-60%



Note: TANF = Temporary Assistance for Needy Families. Federal poverty line for a family of three in 2022 is \$1,920 per month in the 48 contiguous states and the District of Columbia; \$2,400 in Alaska; and \$2,208 in Hawai'i.

Source: 2022 Health and Human Services Poverty Guidelines. TANF benefit levels for a family of three were compiled by CBPP from various sources and are current as of July 1, 2022.

White Matter Matters



“Poverty negatively impacts structural wiring in children’s brains, study indicates...Generally, children who grow up in poverty have a higher risk of obesity and score lower on tests of cognitive function than their peers in higher income neighborhoods and households. The latter could be due, in part, to limited access to enriching sensory, social and cognitive stimulation.”

University of Washington School of Medicine

Exploring the Use of Language in Combating Bias and Amplifying Strength Based Social Work Practice

DO NOT USE

- Victim
- Addict
- Manipulative
- Resistant/Non-compliant
- Weaknesses
- Suffering from
- Homeless
- Unmotivated
- Minimize risk
- Entitled
- User of the system

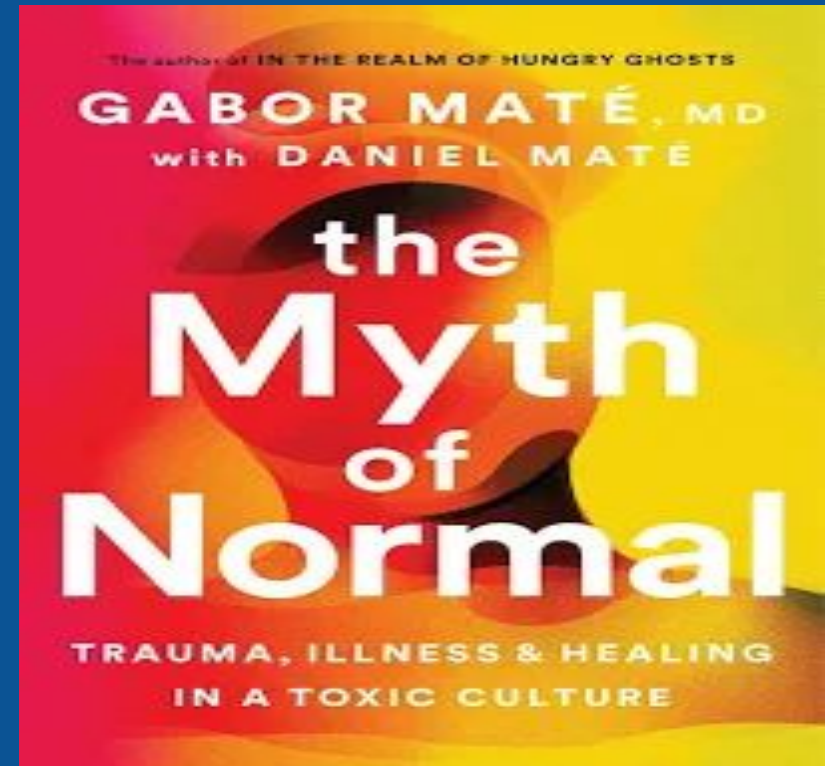
USE

- Survivor
- Person who uses substances
- Self advocate
- Ambivalent
- Barriers
- Experiencing
- Unhoused person
- Symptoms of
- Maximize growth
- Aware of one's rights
- Resourceful/Good self advocate

When we hear deficits based, shaming and blaming language, or hear ourselves using it, how can we reframe our thinking? How can we explore our own bias in that moment?

“If we could begin to see much illness itself not as a cruel twist of fate or some nefarious mystery but rather as an expected and therefore normal consequence of abnormal, unnatural circumstances, it would have revolutionary implications for how we approach everything health related.”

— Gabor Maté, *The Myth of Normal: Trauma, Illness, and Healing in a Toxic Culture*



What is Privilege?



“Take Another Step Back” - Starting in the Negative

- People are conditioned to only go as far as the “rope” will let them, and that hope only goes so far, sometimes the dream stays a dream
- If you started at a -36 it will take you much longer and will be much more difficult to reach 50 in their lifetime. Whereas others start at 50...
- Zip Codes - did you know that the zip code you are born into can influence your level of success?
- Live an average of 15 years less
- Have no social capital
- Financial literacy is a foreign language

(www.opportunityatlas.org)

Nickel and Dimed, “1 flat tire away”

What do you take for granted?

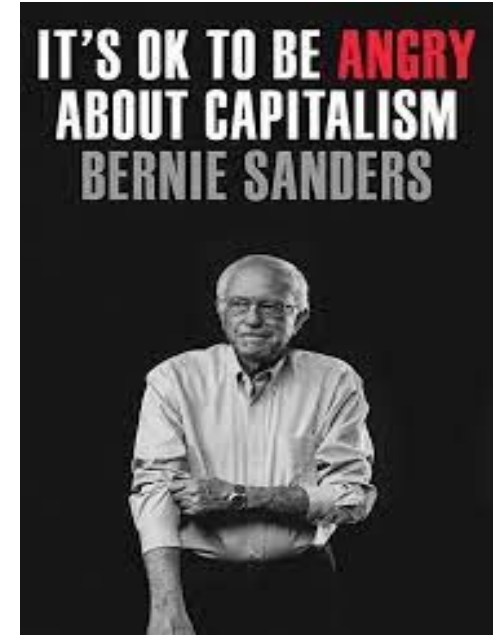
- Can you buy gas when you need it?
- Fix the car?
- Pay your rent? Utilities? Do you get disconnection notices? Eviction notices?
- Purchase toilet paper? Laundry detergent? Toothpaste and other necessities?
- Afford healthy food?
- Sleep in a bed in a room of your own?
- Feel safe?
- Relax?
- Go to appointments without your kids?
- Buy fuel to heat your home?
- Pay for repairs?
- Turn on the water in the kitchen and take a hot shower in the bathroom?
- Turn on the lights?
- Buy your kids back to school clothes and supplies?
- Give them money for book fairs and field trips?
- Take them to the movies?
- Sign them up for rec programs?
- Read forms and understand the language and directions?
- Have computer literacy?

Stories from People Living in Poverty

- “I heat the house with the oven because I can’t get fuel. There’s a \$20 emergency fee if I get less than 100 gallons and I can’t get 100 gallons, it’s too much money and don’t have the extra \$20 for the emergency fee either. I can’t get it on credit and pay it monthly because I don’t have credit. I get 5 gallons of diesel at a time at the gas station if I can get a ride there. But sometimes I need the furnace bled and I can’t afford to pay for that either when it runs dry. So I just use the oven because lights don’t get disconnected in the winter.”
- “I work full time and still can’t buy food for us. My neighbor works at the pantry and she brings me boxes because I can’t get there when they’re open because I’m always working.
- “I feel bad sending my son to school with the snacks I do, but I can’t buy healthy snacks, they’re too expensive and they don’t last as long. His teacher called and told me to stop sending snack cakes, but a box of Little Debbie’s is \$2.59 and fresh fruit is way more expensive.”
- “Even with a bachelor’s degree, working full time, I still qualified for some benefits. How does that make sense? I did everything they told me to do and still can’t make it on my own.”

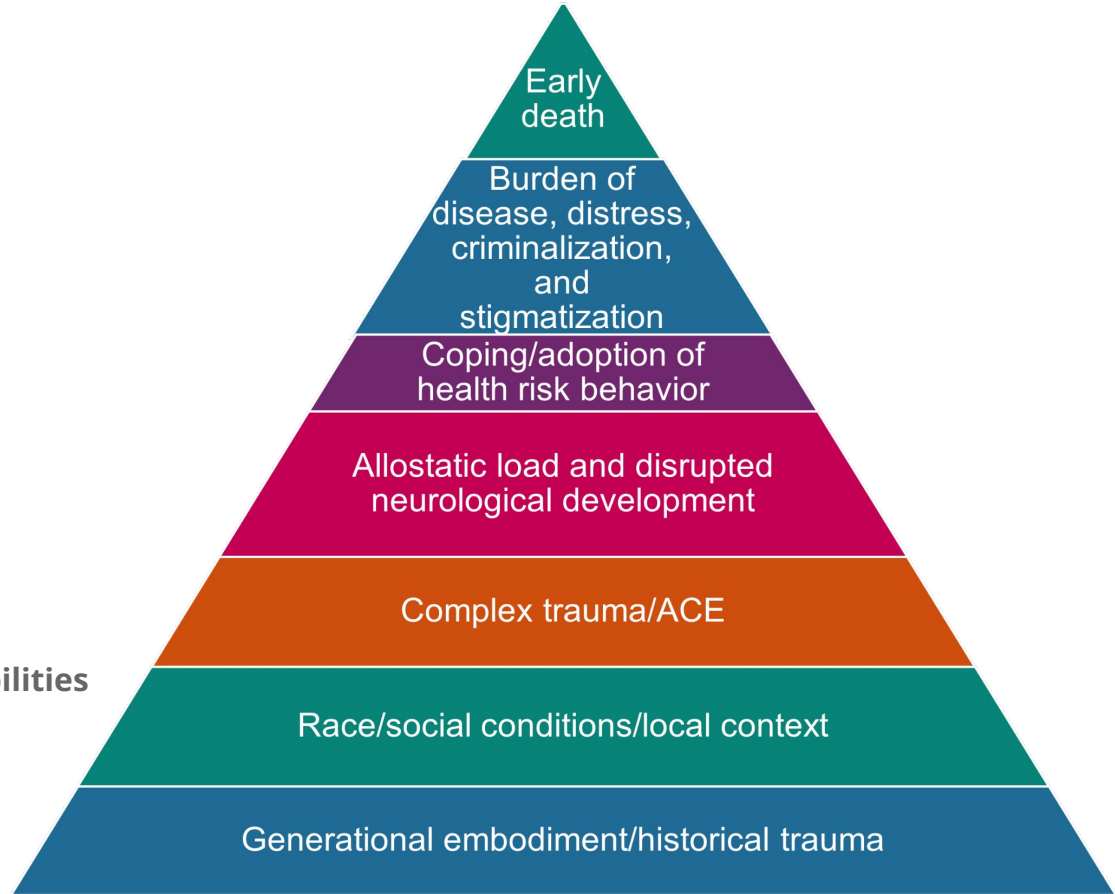
The Physiology of Poverty

“Poor people struggle everyday just to survive, live under enormous levels of stress day after day, month after month, year after year. This never ending stress impacts not only their psychological wellbeing but their physiology as well. Stress makes us sick. Stress kills. It’s a factor in heart disease, cancer, high blood pressure, gastrointestinal problems, migraines, obesity, disrupted sleep patterns, and all too often alcohol and drug addiction. Wealthy and middle class people don’t worry much about whether there will be food on the table, whether there will be a roof over their heads or whether they will be able to get to the doctor when they are sick, poor people do...everyday is a painful and stressful struggle just to survive.”



Risk Factors

- Race
- Age
- Gender
- Generational
- Epigenetics
- Education
- Zip code
- Economic stress
- Marital Status
- Homelessness
- Gender
- Intellectual and developmental disabilities



Biopsychosocial Impacts of Poverty, Chronic Stress and “Weathering”

- Increased trauma, multigenerational trauma
- Children reared in poverty are more likely to live in poverty as adults
- Increased mental and behavioral health symptoms and diagnoses
- Increased risk of addiction
- Decreased life expectancy
- Decreased brain volume due to chronic stress
- Increased bullying
- Under resourced schools
- Decreased parental attunement (due to parental increased stress)
- Increased ACE Scores
- Remember, behaviors are symptoms (from kids and their parents)

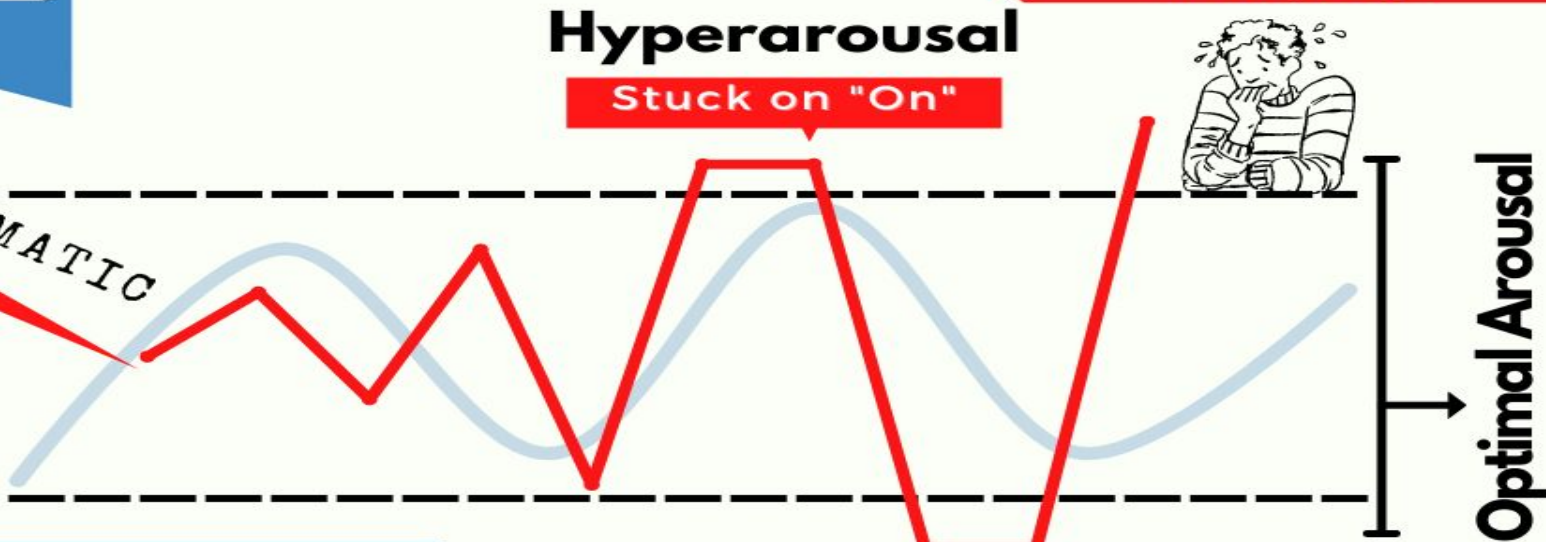
Symptoms of Undischarged Traumatic Stress



Anxiety, exaggerated startle response, hypervigilance, inability to relax, digestive problems, emotional flooding, chronic pain, sleeplessness, hostility / rage

Hyperarousal

Stuck on "On"



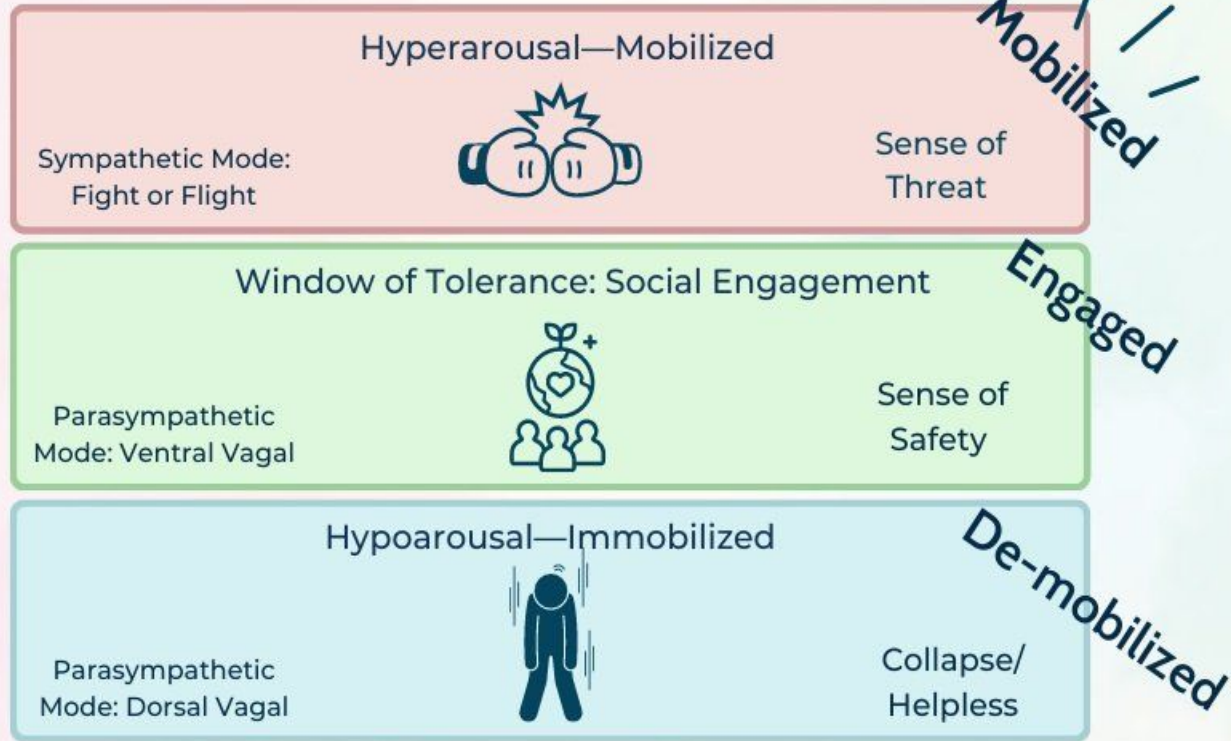
Stuck on "Off"

Hypoarousal



Exhaustion, flat affect (anhedonia), leathery, emotional deadness disconnection, disorientation, chronic fatigue, dissociation, low blood pressure

↑
Arousal
↓



THE WINDOW OF TOLERANCE:

How to Better Handle Stress

Immersive Experience - “It’s just the laundry”

1. Do I have a washer?
2. Do I have a dryer?
3. Do I have laundry baskets? Or trash bags to carry them in?
4. Can I carry it all myself up and down the stairs?
5. Do I have a vehicle to get to the laundromat?
6. Do I have the gas to get to the laundromat?
7. If I don't have a car or gas, do I have someone who can take me?
8. Can I get a ride back if I can get a ride there?
9. Can I afford a taxi or Uber?
10. Do I have the time to sit there and do it with all of my other responsibilities?

1. Do I have money for the machines?
2. Do I have the laundry soap and dryer sheets?
3. Can I just bring my dish soap if I have it instead since I don't have laundry soap? What if someone sees me use it?
4. Do I have childcare or do I have to bring the kids with me?
5. I need help watching them while I do the laundry, Johnny is too hyper!
6. Can I get a ride back if I can get a ride there?
7. What if I can't get there and the kids don't have clean clothes for school? Will they make a DHHS report?
8. What else?

Social Determinants of Health

Social Dislocation Theory

Dr. Bruce Alexander is credited with the theory of social dislocation. Alexander contends that when people are dislocated from society, they suffer. When jobs, housing, education, equitable opportunity, safe connections, are not available to people because of social policies that reinforce systemic oppression, they experience greater risk of adversity and deaths of despair.

SDoH

How and where can we get involved in these domains to promote diversity, equity and inclusion for all?

Social Determinants of Health



Education - The American “Meritocracy”

- Meritocracy requires education and skills, no longer training, ethic, merit, etc
- College is not paid for (tuition and loans are terrifying)
- Barriers to attending college that average middle class person does not have (housing, transportation, childcare, healthcare, food, utilities, skills, literacy, social support)
- We don't teach kids how to be successful. We teach English and Math...
- Socioemotional development and learning are stunted due to chronic stress and limited resources, impacting performance in school (white brain matter)
- Support with networking, communication and strategic planning are needed early on
- Support toward long term thinking to remove from short term survival mode thinking
- Increase hope and confidence with growth fostering relationships
- Build on strengths, passion and personal skill sets
- Guidance counseling!

Poverty Rate in the US in 2021, by level of education

- **No High School Diploma:**
27.2%
- **High School; No College:**
13.2%
- **Some College:** 9.2%
- **Bachelor's Degree or Higher:** 4.1%



statista.com

From the Mouth of a Mom

A mom had no transportation. She rode the school bus to and from school with her daughter in the 1980's in order to volunteer in her daughter's classroom. This mother did not graduate high school, was married at 17 and had her first child at 18. Now divorced and a single mom, she was doing the best she could with what she had so she could support her two children. She never missed a parent teacher conference either, until grade 4.

"I don't even know why you're here," said the teacher. "You're wasting my time. Your daughter is doing fine"

That was a turning point

"I never went back after that," she told me. "I never went to another parent teacher conference again. I was just doing what I thought I was supposed to do because I was their mom. I was so ashamed and embarrassed and felt so stupid that I never went back again."

Her older son ended up not graduating high school. Her daughter almost didn't either.

Social Capital: Social and Community Context

- America is segregated by class according to poverty expert Dr. Donna Beegle
- You don't know what you don't know - often no opportunity for being introduced either. How many people living in poverty do you and/or your children spend time with on the regular?
- Positive and influential relationships that mentor, influence, guide and teach educational literacy, financial literacy, social literacy, physical, mental and emotional wellbeing
- Not only paid professionals - natural supports!
- Connecting people to people - not just the resources - is essential

Middle Class Language, Sentence Structure and Words

“I had a dream that you were using big words and I couldn’t understand them.”

“I was signing up for college and the person asked me what I wanted to declare for a major and I was sitting there at 19 with my baby on my knee. I didn’t know what she meant. I didn’t know what a major was.”

“I’m stupid. I don’t read real good.” She said, while at the same time she could build mission style furniture and fix anything.

Neighborhood and Environment



- Decrease high rates of violence
- Increase safe air and water
- Increase access to safe and affordable housing
- Increase access to safe and affordable neighborhoods and school districts
- Racial/ethnic minorities feel disproportionate impacts
- Decrease risk of harm in the workplace by increasing safety standards

Health Care and Quality

- Affordable Healthcare, clinics and hospitals
- Eligibility and equitable access to healthcare
- Transportation
- Decreased wait lists
- Increased providers and decrease turnover
- Affordable premiums, co-pays, co-insurances, deductibles
- Affordable prescription medications
- Remove healthcare from being tied to employment
- Why are people going bankrupt when friends, family and loved ones can't "Go Fund Me" enough!?

Economic Stability

- Living Wages
- Curb bloated profiteering and price gouging
- Remove higher education requirements from jobs where they are not necessary
- Increase access to education and training programs
- Affordable housing
- Remove the “nickel and dime” apparent and transparent, unnecessary fees

The Myth of Normal

In his seminal work released in September 2022, Dr. Gabor Mate contends that:

“this society traumatizes a lot of people by its standards and that the so called illnesses, dysfunctions, are often normal responses to what fundamentally is an abnormal culture.”

**WHAT IF WE SAW ILLNESS
AS AN IMBALANCE IN THE
ENTIRE ORGANISM?**

What if we applied the findings of
Western research and medical science
in a systems framework, seeking all
the connections and conditions that
contribute to illness and health?

#THEMYTHOFNORMAL



Social Work Mission

“The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” www.socialworkers.org

Values and Principles

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social Workers Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.04 Social and Political Action

Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully.



Parable of the River

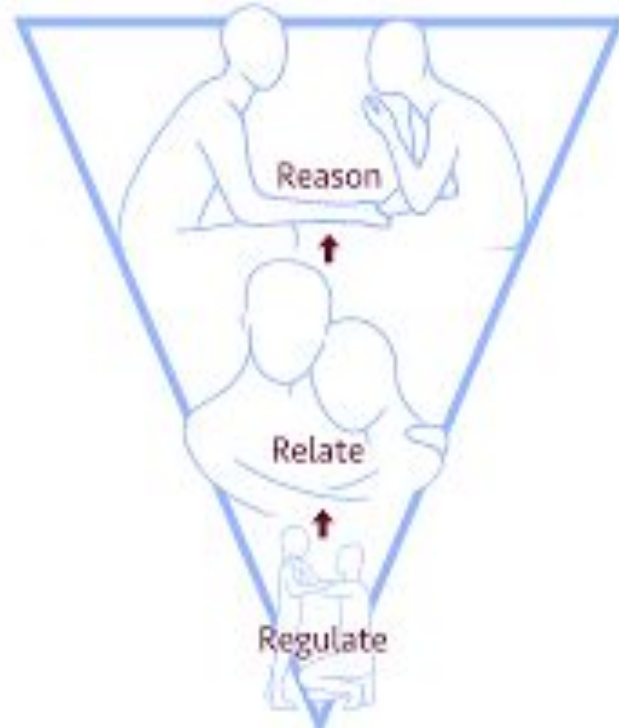


10 Commandments for Improving Communication and Relationships

1. Develop relationships and trust based on identification
2. Help the client see you as a real person by self disclosing something that is not known to others
3. Ensure that there is a communication feedback loop by paraphrasing, restating and asking clarifying questions to best understand their needs
4. End power dynamics, role conflicts, and stereotypes by sharing information that you know and following through on what you say you are going to do
5. Do not expect those you are working with to know what may be obvious to you. Use your expertise to coach or mentor them to get their needs met
6. Hearing and actively listening is not the same thing. Active listening requires putting yourself in the position of the person you are working with
7. One solution does not fit everyone. Obtain enough information to customize your services to those you are working with
8. Promote two way communication (not just what you think would work for those you are working with, but what do they think would work best for them)
9. Use familiar words and examples that people you work with can relate to
10. Ask open ended questions to discover motives and passion. Try to stay away from questions that ask why because they can put people on the defense, instead use I statements that allow for other perspectives.

Neurosequential Model

Regulate, Relate, Reason



Consider in your Work Setting with Parents and Youth

- Empathy and compassion not judgement based on behavior
- Consider meeting days and times
- Consider childcare
- Consider transportation
- Consider language - verbal and written (even if it's still English)
- Recognize trauma and fear responses
- Become poverty informed
- Practice strength based, growth fostering, relationship building
- Poverty doesn't have a "look," let go of stereotypes
- Consider differences in strengths and learning styles
- Ask, how can I meet this child/family where they are at instead of contributing to the problem with social expectations that they cannot currently fit into?
- Increase feelings of safety, love and belonging
- Restore hope and decrease shame and blame
- Foster dreaming
- Build community, educate others
- Operate through passion
- Build on strengths, personal and professional experiences
- Look upstream and work on the root causes - prevention instead of intervention
- Keep families out of the river in the first place

Maine Equal Justice: From Poverty to the State House



Btw...that little girl was me

The stories I shared were about me and and my mother.

But I had protective factors. I had social capital because my teachers loved me. They mentored me. They kept me safe. They invested in me. I had people like you.

If I did not have people in my life, teachers, mentors, advocates, social workers, I would not be where i am today.



And here is what society tells me to leave out...

Lacey grew up in generational poverty and family addiction in rural Northern Maine. Her family lived in a school bus with no running water or toilet. Her family melted snow in the winter and got water out of the brook in the summer in order to have water to use. When the family moved into the “tar paper shack,” they still lived without plumbing, walls, and hung sheets for doors in the unfinished home. Her family slept on a mattress on the floor in the living room next to a wood stove to stay warm in the winter because they could not heat the home sufficiently. Lacey was the only person in her immediate family to graduate high school and then go on to become a first-generation college student. During that time, Lacey was also a single teen mom and on welfare (TANF, SNAP, ASPIRE, PaS, LiHEAP, etc). Lacey is a survivor of many traumas, stigmas and social shames. This was not because Lacey's family didn't love her, her mother rode the bus to school with her to volunteer after working 3rd shift in the local mill all night. 35 years later, her mother still works at that same mill. She worked hard and did her best. This is the common outcome of generational poverty and Lacey just happened to somehow break the cycle, because of resilience factors and because of you. Thank you for pulling me out of the river. Now go do some work upstream.

This is where I grew up



**“Wage the war on
poverty, not on the
people living in it.”**

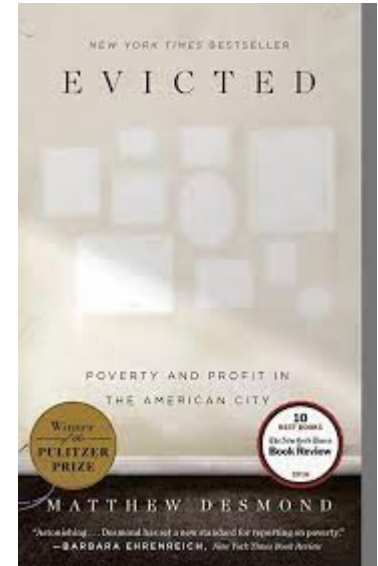
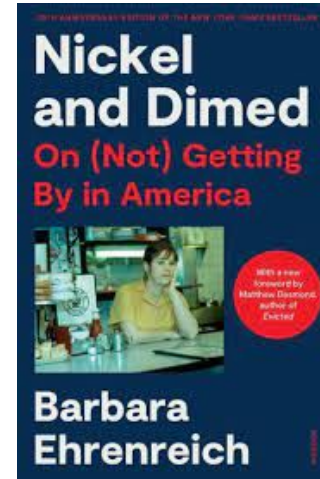
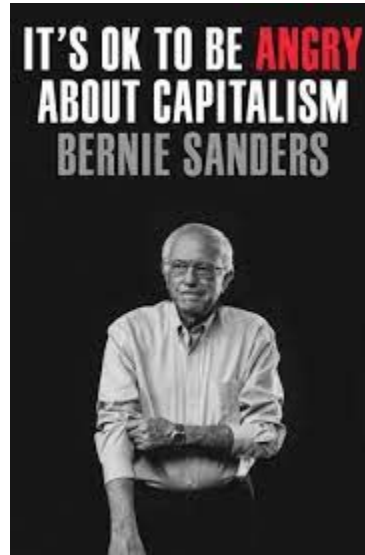
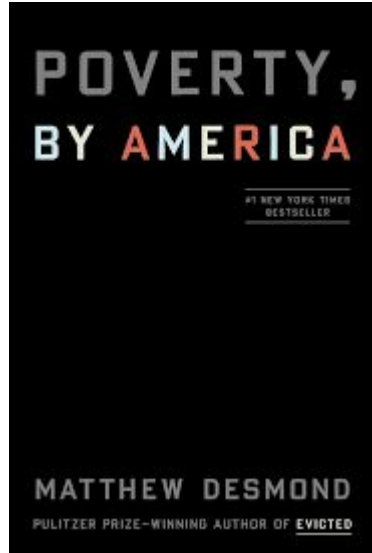
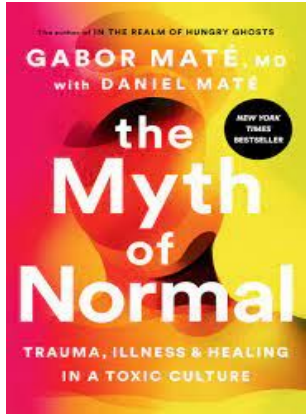
-Dr. Donna Beegle



How To Get Involved!

- **Beegle Poverty Immersion Training:**
<https://online.une.edu/blog/virtual-poverty-institute/>
- **Maine Equal Justice**
<https://maineequaljustice.org/>
- **Rural Behavioral Health Workforce Development Center**
<https://www.mcd.org/focus-areas/featured-projects/rural-behavioral-health-workforce-center>
- **Preble Street:**
<https://www.preblestreet.org/>
- **NASW Maine:**
Email Chris the ED:
cmclaughlin.naswme@socialworkers.org
- **Maine Prisoner Re-Entry Network:**
www.mprn.org

Books!



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