

TeachME Professional Development

The Impact of Poverty on Education

1. What are the factors most important in the two-generation solution to breaking the cycle of poverty?

- A. Ensuring parental and child education
 - B. Understanding and regulating risk and protective factors
 - C. Creating positive change through successful employment and fiscal responsibility
 - D. Strengthening and maintaining state and community programs to combat poverty
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2. Children who experience poverty may enter their school years with factors and experiences that could compromise their education. These factors will most likely include:

- A. Higher stressors, social-emotional issues, and potential health conditions
 - B. A lack of interest in extracurricular activities
 - C. Congenital or developmental deficiencies
 - D. Lower self-esteem, an inability to focus and increased introversion
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3. It's estimated that childhood poverty costs America about \$700 billion dollars per annum due to lost productivity, health crises, and:

- A. Negative impacts on cognitive and social growth
 - B. Homelessness
 - C. Increased crime rates that are associated with children living in poverty
 - D. Harmful effects on the environment
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4. The poorest age group in America is represented by:

- A. Minimum wage earners
 - B. Those aged 80+
 - C. Young adults just after college
 - D. Children
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5. Social oppression causes many higher-income people to wish to distance themselves from the poor if at all possible, and this results in systematic exclusion, mistreatment, and:

- A. Internal oppression
 - B. Exploitation
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- C. Prolonged distress**
 - D. Lack of identity**
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6. In addition to social oppression, each of the following are factors that perpetuate poverty EXCEPT:

- A. Unregulated capitalism**
 - B. Institutional racism**
 - C. Overcrowding in large cities**
 - D. Hoarding of resources**
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7. Which of these is NOT a protective parental benefit that can shield children from the effects of poverty?

- A. Epigenetics**
 - B. Formation of a larger vocabulary**
 - C. Assistance with academic problems**
 - D. Achievement-fostering practices in the home**
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8. Which of these is NOT a challenge that children from a low socioeconomic community naturally faces when first attending school?

- A. Lack of preparation for school**
 - B. Lack of access to medical care**
 - C. Lack of a stable home environment**
 - D. Lack of willingness to attend school**
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9. Schools that have a high number of impoverished students often expect less of those students, spend less on those students, and have:

- A. Poor parental involvement**
 - B. Less experienced and effective teachers**
 - C. Non-stimulating classrooms and school environments**
 - D. Non-existent community support**
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10. Which of these is NOT a non-financial contributor to a high-quality education?

- A. School autonomy**
 - B. Course rigor**
 - C. Teacher quality**
 - D. Student accountability**
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11. The adverse effects associated with chronic stress do not typically include the

following set of effects:

- A. Musculoskeletal**
 - B. Respiratory**
 - C. Cardiovascular**
 - D. Epithelial**
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12. Studies have shown that the more adverse childhood experiences (ACEs) that children undergo as they develop, the more likely they are as adults to have:

- A. Education and employment difficulties**
 - B. Unstable relationships**
 - C. Economic and health problems**
 - D. Experiences with high risk behaviors**
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13. What is a child's hippocampus responsible for?

- A. Regulating emotional responses**
 - B. Language development**
 - C. Motor skills**
 - D. Learning and retention of memories**
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14. The Food Action and Resource Center reported that the following effect is NOT a downstream repercussion of familial food insecurity:

- A. Asthma**
 - B. Depression and apathy**
 - C. Low birth weight**
 - D. Increased likelihood of birth defects**
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15. Which hormone regulates chronic (and even toxic) stress in impoverished children?

- A. Cortisol**
 - B. Progesterone**
 - C. Adrenaline**
 - D. Oxytocin**
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16. Which of these is NOT a typical issue that an under-resourced school might struggle with?

- A. Teacher issues**
- B. Lack of funding**
- C. Lack of student interest**

D. Lack of student readiness

17. Which of the following is an accurate statement about the achievement gap between students in low-income schools and high-income schools?

- A. The achievement gap, or the metrics that show just how much better high-income students tend to perform when compared to low-income students is becoming more narrow than in the past**
 - B. As this achievement gap narrows, experts predict that it will be much easier to allocate resources for the students who will be most in need of help**
 - C. One metric used to target these resources for low-income students is measuring the body of students who are eligible for free or low-priced lunch options**
 - D. Within the subset of students that qualify for reduced-price meals, there is little variation in test scores, which makes this metric a valuable one in addressing the needs of low-income students**
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18. The first step in taking actionable change to break the cycle of poverty is to:

- A. Help individuals change their decisions and actions related to finances**
 - B. Learn how to leverage individual resources for the common good**
 - C. Make sure that individuals and the community as a whole are educated on the reality of financial situations**
 - D. Help individuals make personal and monetary investments that will help in the short and long term**
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19. What is NOT a good step to help children in your classroom thrive?

- A. Teach your children emotional coping skills**
 - B. Leave them alone as a way to empower them in the classroom and beyond**
 - C. Develop relationships with them and their families**
 - D. Show them worlds outside your classroom**
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20. When is the best time for teachers to establish connections with the parents of their students?

- A. A few weeks after the school year begins, so that the teacher will have a little time to establish routines and to get to know the students**
 - B. When the student is exhibiting academic or behavioral concerns**
 - C. At the end of the quarter or semester, or whenever grades are finalized**
 - D. Immediately, at the beginning of the semester, regardless of any struggles**
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