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
- 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
- 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
- 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
- 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
- C. Prolonged distress
- D. Lack of identity

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

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

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

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

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

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
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
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
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
15. Which hormone regulates chronic (and even toxic) stress in impoverished children?
A. Cortisol
B. Progesterone

16. Which of these is NOT a typical issue that an under-resourced school might struggle with?

17. Which of the following is an accurate statement about the achievement gap between students in

C. Adrenaline D. Oxytocin

A. Teacher issues B. Lack of funding

C. Lack of student interest D. Lack of student readiness

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

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

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

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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