

## Bridges Continuum Materials and Solutions from aha! Process

### BIRTH–6

**Reading by Age 5**, which presents a balanced blend of American Sign Language and Tucker Signing Strategies, helps caregivers teach children as young as 9 months to sign words and concepts, the building blocks of reading. As children grow and learn, the transition into signing sounds and blending those sounds together to make words

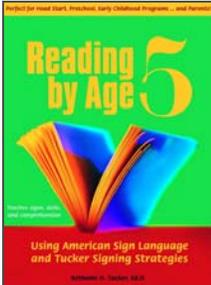
becomes easier. This program helps children:

- Develop language acquisition, phonemic awareness, and decoding skills
- Prepare a foundation for reading-comprehension skills
- Outperform fellow students on a variety of reading and pre-reading measurements
- Communicate their needs with less stress
- Bond with caregivers through eye contact and positive interactions
- Absorb knowledge more readily in other subject areas as well.

This is a one-day workshop designed for preschool and elementary educators.

**Tucker Signing Strategies for Reading** provides a mental model that students need in order to decode words easily, accurately – and fast! Using a system of 44 hand signs that prompt associations between letters or word “chunks” and their sounds, readers see the letter(s), make a sign, and say the sound at the same time. This multi-sensory approach works wonders with students who struggle with regular reading programs.

aha! Process offers a one-day workshop in *Tucker Signing Strategies for Reading* for up to 100 participants. Intended audiences include administrators, teachers or tutors who work with students reading at third grade level or below, Special Education teachers, speech therapists, ELL instructors, and parents.



**Getting Ahead in a Just-Gettin'-By World** is a



workbook for adults in poverty that shows them how to use the hidden rules of class to build up financial, emotional, social, and other resources. Understanding the hidden rules of the middle class and wealth, and choosing to use them, can open doors to such resources as new relationships

and new jobs, among others. Working in a group with a facilitator, adults who use this workbook will develop a series of mental models to examine their own lives and create new future stories. In 15–20 sessions the participants explore the impact that poverty has had on them, investigate economic realities, complete a self-assessment of their own resources, make plans to build their own resources, and develop a mental model of community prosperity. Organizations that want to offer **Getting Ahead** in their communities can train facilitators in one- or two-day training events in their own community.

The workshop, **A Framework for Understanding Poverty**, can be customized for early childhood and Head Start educators. Understanding the hidden rules of class, as well as issues around language development, is central when working with students at an early age. Sorting strategies can also be taught at this early age.

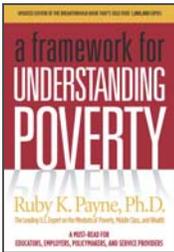
### K–12

aha! Process offers numerous workshops, as well as technical assistance to implement strategies from its workshops. For a complete listing of workshops, please visit the website at [www.ahaprocess.com/School\\_Programs/Workshops.html](http://www.ahaprocess.com/School_Programs/Workshops.html)

Foundational workshops include **A Framework for Understanding Poverty**, **Learning Structures**, and **Meeting AYP with 5 Simple Processes**. These workshops comprise the foundation for the Payne School Improvement Model (see related research results to understand the impact this model has on student achievement).

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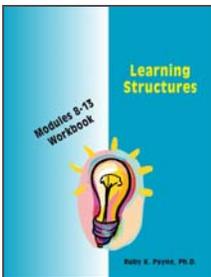
### A Framework for Understanding Poverty, a



one-day workshop, is designed for elementary and secondary staffs, including counselors, administrators, and support staff. Since most teachers today come from middle-class backgrounds, economic class differences can create conflict and challenges for both teachers and students alike. This seminar provides practical, real-world support and guidance for overcoming barriers and helping others succeed. Participants learn “hidden rules” or social cues that differ among the classes, the impact of economic class difference on communication, interactions, and expectations, poverty-related behaviors and mindsets that affect learning, and more.

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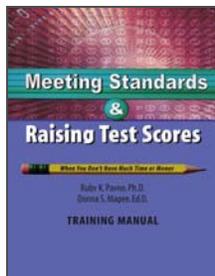
### Learning Structures is a one-day workshop that



helps educators understand that it’s not intelligence or potential that many struggling students lack, but rather the *cognitive structures* so vital to learning and academic success. Students from poverty especially often miss out on these mental building blocks. Packed with powerfully effective, easy-to-use

strategies based on Dr. Ruby K. Payne’s book *Understanding Learning: the How, the Why, the What*, this seminar hands you tools to help students learn vital content while building new cognitive abilities into their brains. Topics in this training include identifying and using mental models, teaching planning, labeling, sorting strategies, and question making. This one day workshop will enable you to reach students who are often unable to explain what help they need.

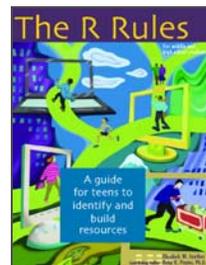
### Meeting AYP with 5 Simple Processes is a



one-day workshop that will provide teachers and administrators simpler processes that give a payoff in student achievement! You will learn **teacher-friendly** strategies to disaggregate data and determine its impact on AYP. Quick and highly collaborative curriculum alignment and

spacing techniques will be taught, along with alternatives to monitor students’ progress throughout the year. Included in this progress monitoring are **teacher-developed** assessments by grading period so that students who are not being successful are identified immediately and interventions can be made at that time. Specific systemic interventions that can be adapted for any campus are also offered. And then you are provided a strategy to establish a plan to embed these processes. This workshop is specifically beneficial when an entire campus participates together; if this is not possible, include a grade level, department, or campus vertical team, along with a campus administrator!

### The R Rules: A Guide for Teens to Identify and Build Resources

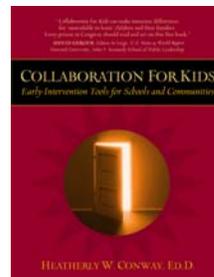


provides a curriculum for teens that can be used as a “for credit course,” integrated into Life Skills, Consumer or Business classes, leadership, or advisory. It is designed to build life skills, provide targeted interventions, and support school or program goals.

**The R Rules** includes concepts from Dr. Payne’s work

and is aligned to components from High Schools That Work, GEAR UP, American School Counselor Association Model, 21<sup>st</sup> Century Skills, and Academic and Vocational Standards. Students will be supported as they identify and increase their individual resources, develop a future story or plan for their life, explore career pathways and postsecondary opportunities, and design a person plan for learning, earning, and leading. Workshops of one or two days are available to campuses, or simply purchase the Facilitator Guide and begin your students on a new path of discovery and self-awareness!

### Collaboration for Kids training provides a new



structure for reaching out to children and families early in a child’s life, when a difference can truly be made for the child, the family, and community. Special training emphasis is placed on the child who is “unavailable to learn” due to issues outside of school. Positive, proven, long-term

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changes are being experienced when the CFK structure is put into place. The training will also reduce truancy, student behavior problems, diminish juvenile crime, make better use of community services, reduce recidivism rates, stabilize families, and increase academic success. CFK provides a new collaboration in its purest form among parents, schools, and community human service agencies. This workshop is designed for either one or two days of training, dependent upon the needs of those involved.

**Preventing Dropouts: Engaging and Graduating Your Secondary Students** is a two-day workshop for educators in grades 7–12 who want to design programs for student success, with special emphasis on under-resourced learners. Topics and strategies address cost of dropouts, relational learning, instructional strategies, Generation Y characteristics, immigrant student issues, school-wide processes to monitor student learning, interventions, and more. Participants benefit most when attending as a team from the campus.

### Summary of Research of Impact of Payne School Improvement Model on Student Achievement

- National study that determined impact of model on student achievement in grades 2, 4–8, and 10 in mathematics and English/reading/literacy/language arts.
- Analysis of covariance was used, along with determination of model fidelity with teachers at each site.
- Schools in Arkansas, Kansas, New York, Tennessee, and Wisconsin were included in the study.
- The large number of statistically significant findings for the model strongly supports the efficacy of the model in improving student achievement in mathematics and English/reading/literacy/language arts.
- Research reports available at [www.ahaprocess.com/School\\_Programs/Research\\_&\\_Development/](http://www.ahaprocess.com/School_Programs/Research_&_Development/)
- Download of Ridgeroad Middle Charter School and impact of Payne School Improvement Model is available at <http://www.ahaprocess.com/Downloads.html>

## POSTSECONDARY

**Helping Under-Resourced Learners Succeed at the College and University Level: What Works, What Doesn't, and Why**, a white paper, helps today's educators at the postsecondary level understand some of the needs of the increasingly diverse student population now enrolled at these institutions. To achieve maximal effectiveness in reaching these students, paradigm shifts are needed in the ways teaching and learning are understood and actualized on campuses. This white paper outlines key conditions for change, as well as strategies for success, in this new era of higher education. The complete paper can be found at [www.ahaprocess.com/files/HelpingUnderResourcedLearnersSucceed\\_708.pdf](http://www.ahaprocess.com/files/HelpingUnderResourcedLearnersSucceed_708.pdf)

**Addressing the Needs of the Under-Resourced College Student** is a one- or two-day training designed to assist colleges that are seeing an increasing number of under-resourced students enrolled on their campuses. While college culture traditionally wants students to conform to and meet standards, a deeper understanding of the challenges—and strengths—that students from poverty bring to college will help faculty, staff, and administration create the conditions that make success achievable, not merely accessible. Based in part on Dr. Ruby Payne's myth-shattering *A Framework for Understanding Poverty* and Phil DeVol and Teri Dreussi-Smith's collaboration with Payne in *Bridges Out of Poverty*, this workshop provides practical solutions and innovative possibilities for those working with the under-resourced college student.

The professional development moves faculty and staff through a transformational process by first building understanding of the “what and why” of under-resourced college students, to developing the “how-to” teaching and program design strategies to help students succeed.

**Getting Ahead, College Edition** (in development) will be similar to the training provided for adults in poverty, but the focus will be on under-resourced college students. Watch for this training companion to **Addressing the Needs of the Under-Resourced College Student**. The results can be transformational.

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### WORKFORCE PREP/PLACEMENT

**Getting Ahead in a Just-Gettin'-By World** is a workbook for adults in poverty that shows them how to use the hidden rules of class to build up financial, emotional, social, and other resources. Understanding the hidden rules of the middle class and wealth, and choosing to use them, can open doors to such resources as new relationships and new jobs, among others.

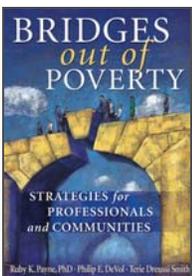


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Facilitator training includes the following topics: philosophy, theory, motivation and incentives, long-term support, mental models, content and process, and practice sessions.

### SELF-SUFFICIENT INCOME

**Bridges Out of Poverty** represents a powerful tool for change. The one-day workshop and book reaches out to the millions of service providers and businesses whose daily work connects them with the lives of people in poverty.



Specific solutions and strategies are provided to assist organizations in redesigning programs to

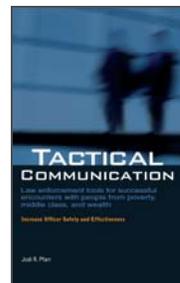
better serve people in poverty, build skill sets for management to help guide employees, upgrade train-

ing for front-line staff like receptionists, case workers, and managers, improve treatment outcomes in health care and behavioral health care, and increase the likelihood of moving from welfare to work.

The book **Bridges Out of Poverty** is used as a training manual in the seminars and includes chapters on relationship building, mentoring, redesigning programs, and community collaboration.

### WELLNESS

#### Understanding Class for Law Enforcement



helps law enforcement personnel better understand unique aspects of the three economic classes that they encounter on calls. Increased understanding allows officers to be more successful on each call, keeping themselves and the community safe while receiving fewer complaints. This workshop explains in detail why

officers may receive a much different reaction from people in poverty than from those in middle class or wealth. The workshop also describes the “hidden rules” of each class and provides officers with tools they can use while on duty to help them stay out of the reactive mode and maintain their ability to be in control throughout a call. The course also explores how language is used differently in all economic classes and how that affects communication between officers and civilians. This information is also available in the book titled **Tactical Communication**.