

Tobacco Prevention & Cessation in the Culture of Poverty



*A brief guide to adapting written materials
and counseling approaches to better
meet the needs of people in poverty.*

The Wisconsin Network on Tobacco Prevention & Poverty

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Introduction: Background and Framework

Background on the Wisconsin Network on Tobacco Prevention and Poverty

In the 40 years since the release of the first Surgeon General's warning on the hazards of smoking, national tobacco use prevalence rates have decreased from 50% to 21%. During these same 40 years, astonishing tobacco-related disparities have developed in selected populations. As information about the dangers of tobacco abuse became known, individuals with higher incomes and education levels decreased their use and exposure to tobacco smoke. The national adult tobacco use prevalence rate among those with more than a college education is 8.4% while the tobacco use prevalence amongst those with a GED is 47%. Wisconsin data mirrors these national trends in equally alarming ways.

According to data from the Wisconsin Behavioral Risk Factor Survey, 2001-2005, Department of Health and Family Services, Division of Public Health, Bureau of Health Information and Policy, the current adult smoking rate in Wisconsin is 23%. Significant differences exist by race/ethnicity, education, income and age. African American (28%) and American Indian (35%) smoking rates are higher than the rates among Whites (22%) and Hispanic/Latinos (23%) while Asians have the lowest rate at 12%. The greatest disparity exists by education level, with college graduates smoking at a rate of 11% compared to 32% of those with less than a High School diploma. Smoking varies by income level and age and demonstrates that smoking tends to be a behavior choice of the young and the poor. Smoking rates decrease as income levels go up and smoking decreases as people get older.

To combat this disparity in Wisconsin, public health representatives and tobacco control advocates have joined with social service organizations to create the Wisconsin Tobacco Prevention and Poverty Network to address this health disparity. The Network brings together organizations serving the poor, the less educated and the disenfranchised with the purpose of incorporating tobacco control into their work. The goal is to reduce tobacco abuse and exposure among those with low incomes, those with a GED or less education, the uninsured, the unemployed and the working poor. This population's lack of a strong unified voice makes them an invisible constituency and presents special challenges in keeping the issue a priority. A guiding principle of the Network is to collaborate and forge linkages by combining local public health agencies and local tobacco coalition partners throughout the state to link existing resources, work on common projects and share best practice learning from the Network.

Framework on the Culture of Poverty

The body of work by Ruby K. Payne, PhD, provides exceptional insight and clarity for dealing with these issues of disparity. Two such works, "*A Framework for Understanding Poverty*" and "*Bridges out of Poverty*" provide an operational and inspirational framework and foundation for the Network. Training workshops on the culture of poverty have been offered statewide and technical assistance in incorporating this framework into the outreach efforts of the Network partner agencies has also occurred. This document is an outgrowth of the technical assistance efforts. It is a highly condensed and simplified guide to beginning to understand the culture of poverty, adapt written material and modify cessation approaches as well as interpersonal interactions, to be more relevant and satisfying to people in poverty.

As a "crash course" in this framework on the culture of poverty, Dr. Payne espouses twelve key points that should guide our work. (*Bridges out of Poverty*, pages 4-6)

1. Poverty is relative.
2. Poverty occurs in all races and in all countries.
3. Economic class is a continuous line, not a clear-cut distinction.
4. Generational poverty and situational poverty are different.
5. This work is based on patterns. All patterns have exceptions.
6. An individual brings with him/her the hidden rules of the class in which he/she was raised.
7. Schools and businesses operate from middle class norms and use the hidden rules of middle class.
8. For our clients to be successful, we must understand their hidden rules and teach them the rules that will make them successful at school, work and in the community.

Introduction: Background and Framework (Continued)

9. We can neither excuse persons from poverty nor scold them for not knowing; as professionals we must teach them and provide support, insistence and expectations.
10. In order to move from poverty to middle class or middle class to wealth, an individual must give up relationships for achievement (at least for some period).
11. We cannot blame the victims of poverty for being impoverished.
12. We cannot continue to support stereotypes and prejudices about the poor.

Credits and Related Resources

Payne, Ruby K. (2003). *A Framework for Understanding the Culture of Poverty* (Third Revised Edition). Highlands, TX: aha! Process.

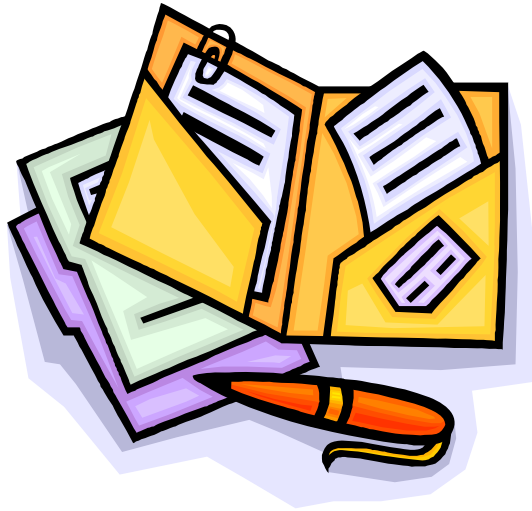
Payne, Ruby K., DeVol, Phillip, Dreussi Smith, Terie. (2001). *Bridges Out of Poverty: Strategies for Professionals and Communities*. (Revised Edition). Highlands TX: aha! Process.

DeVol, Philip E., (2004) *Getting Ahead in a Just-Getting-By World*, Highlands TX: aha! Process.

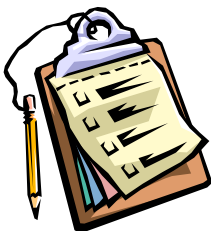
DeVol, Philip E., (2004) *Using the Hidden Rules of Class to Create Sustainable Communities*, Highlands TX: aha! Process.

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Guidelines for Assessing and Adapting Written Materials



The checklist and chart on the following pages can be used to help you assess existing materials and adapt them to be more effective in communities of poverty. It can also be used as a guide in the creation of new written materials.



Sample Assessment Checklist

- Does the message relate to relationships and survival?
- Is the conversational register of language used?
- Are concrete words used whenever possible? Are abstract terms explained with concrete examples?
- Could the program or concepts be illustrated with a mental model?
- Is the emotional importance given prominence?
- Is the written material brief and to the point?
- Do headings and listings contain complete concepts?
- Are procedural self-talk phrases and sentences included?
- Is “mediation” included? Does the information tell what to pay attention to? What is important? What to do?
- Does the information contain middle class ‘noise?’

Guidelines for Assessing and Adapting Written Materials

Assess	Example	Rationale
Does the message relate to relationships and survival?	“Quitting smoking is something good you can do for your unborn baby.”	The driving forces of poverty are relationships and survival. Being there for others is as important as having those people there for you.
Is the conversational register of language used?	<i>Instead of:</i> “You will gain knowledge about your unique trigger situations,” <i>consider:</i> “Figure out what makes you want to have a smoke.” <i>Instead of:</i> “the benefits of quitting,” <i>consider:</i> “what you will get.”	The primary register of language for generational poverty is casual; the words of formal language are either not learned or not comfortable to use.
Are concrete words used whenever possible? Are abstract terms explained with concrete examples?	Violence is abstract. Fight is concrete. Cessation is abstract, quit smoking is concrete. Symptom is abstract, what happens is concrete.	Vulnerability in so many aspects of life requires immediate and concrete responses. This reality, combined with the preferred use of casual language register, leaves no room for a vocabulary of abstract words.
Could the program or concepts be illustrated with a mental model?	Blueprints are the mental model that translates ideas about a house into concrete reality. A clock is a mental model of time.	Mental models are two-dimensional drawings, a story or an analogy that translate abstract concepts into the concrete. When mental models are used, abstract information can be more quickly learned because the mind has a way to contain it. A good mental model describes the concrete experience, is an abstract representation, shows the relationship of the part to the whole, and depicts the relative importance of elements.
Is the emotional importance given prominence? Is a story used to communicate a key message?	“I bought a color TV!” The week Jan quit smoking she put a TV on layaway. Each week she made a payment with the money she had been using to buy cigarettes.	Casual story structure begins with the end of the story or the part with the greatest emotional intensity.

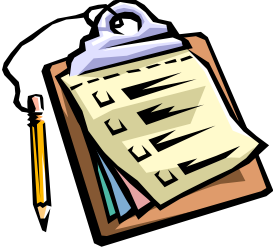
Guidelines for Assessing and Adapting Written Materials (Continued)

Assess	Example	Rationale
Is the written material brief and to the point?	<i>Instead of:</i> XYZ program will provide you with non-judgmental support during your quit attempt and will be by your side throughout this difficult time. <i>Consider:</i> XYZ program will be there for you. You will have someone to talk to when it is tough not to smoke.	When the primary register of language is casual, word usage is limited and statements are short and straightforward.
Do headings and listings contain complete concepts?	“Get ready to quit smoking” vs. “Get ready.”	The use of key words or summary phrases requires abstract thinking to complete the idea. It also opens the door to interpretation or misinterpretation.
Are procedural self-talk phrases and sentences included?	If you slip-up and smoke, don't give up. Say to yourself, “This was just a mistake. I will start over.” When you have the urge to smoke say, “I can do this and I'm worth it.”	Having coping strategies is a resource. Self-talk is a coping strategy. Teaching phrases of the “adult voice” is a tool clients can use.
Is “mediation” included? Does the information tell what to pay attention to? What is important? What to do?	“Once you decide to quit smoking, you need to make it hard to smoke. One thing that helps most people is getting rid of all cigarettes and ashtrays in their house and car.”	Mediation provides the ability to identify consequences – the causes and effects of behaviors or events. If an individual does not know cause and effect, then he/she cannot identify consequence. Mediation enhances the ability to plan for success.
Does the information contain middle class ‘noise?’	One example is referring to the money one will save by quitting tobacco use and suggesting ways to spend this money. The amount of money individuals in poverty might not spend on tobacco will <i>never</i> be enough to have any left over for rewards. Families in poverty live with a chronic shortage of cash. Instead of money that will be “saved” it is money that will be spent on something else such as gas or diapers. Other examples would be assumptions about time, planning for the future, and motivation.	Communication with clients is often based on the hidden rules of middle class; the assumption that everyone has the same mindsets and resources. Economic realities create “hidden rules.” These hidden rules reflect the mindsets and behaviors needed to survive in that economic reality. It is key to understand the hidden rules that families and individuals bring with them.

Guidelines for Establishing and Enhancing Relationships



The checklist and chart on the following pages can be used as a self-assessment for evaluating personal relationship building skills and for building rapport with clients and program participants.



Sample Assessment Checklist

- Do you get to know the person? Do you try to become familiar with the person's perspective?
- Do you respect the demands and priorities of the individual?
- Do you communicate in both casual and formal registers?
- Are you kind and courteous? Do you use the adult voice most of the time?
- Are you aware of personal mental model of poverty?
- Do you assist in goal setting?
- Do you assist in solving concrete problems?
- Do you use stories to educate?
- Do you analyze the eight resources of the individual and make interventions based on that resource?
- Do you identify ways to build resources that are low or missing?
- Do you keep promises? Do you respect confidentiality?

Guidelines for Establishing and Enhancing Relationships

Assess	Action	Rationale
<p>Do you get to know the person? Do you try to become familiar with the person's perspective?</p>	<p>Instead of "getting down to business," add 10 minutes for getting acquainted and gathering information.</p> <ul style="list-style-type: none"> ▪ Ask the individual what they would like to be called; invite them to call you by your first name. ▪ Call the person by their first name. ▪ Use casual register and non-verbal language. ▪ Find a way to say "I'm glad you're here," or "I like you." <p>Appreciate humor and entertainment style. Accept the importance of freedom of speech and personality.</p> <ul style="list-style-type: none"> ▪ Anticipate jokes and unique comments. ▪ Use humor. 	<p>There is a need for emotional warmth to feel comfortable. Generally, individuals will work hard if they like you.</p> <p>In poverty, individual personality is what one brings to any setting. The ability to tell stories and be funny is valued. Humor tends to focus on people and sexuality.</p>
<p>Do you respect the demands and priorities of the individual?</p>	<p>Accept that the needs of family and friends will be given priority over attending or arriving on time.</p> <p>Plan for the fact that the individual may not give priority to time issues or live by clocks and calendars.</p> <ul style="list-style-type: none"> ▪ Anticipate that the individual may miss sessions or arrive late. ▪ Build in flexibility in scheduling. 	<p>The driving force in poverty is relationships and survival. Many in poverty live in the tyranny of the moment – thus can only focus on today or the first crisis of the day – theirs or someone else's. In order to move from one class to another, an individual must change the dynamics of their relationships for achievement.</p>
<p>Do you communicate in both casual and formal registers?</p>	<p>Use formal register to teach content; use casual register to clarify content.</p> <p>Example: Formal register – "Withdrawal from nicotine can cause you to feel nervous and tense." Casual register – "When you quit smoking your body misses the nicotine. This could give you the jitters and you may be uptight for about a week or two."</p>	<p>In poverty, the primary language register is casual. Individuals may not know or feel comfortable using the words of formal register.</p>

Guidelines for Establishing and Enhancing Relationships (Continued)

Assess	Action	Rationale
<p>Are you kind and courteous? Do you use your “adult voice” most of the time?</p> <p>Note: We typically converse in one of three different “voices” – parent, adult or child. The parent voice can be condescending or demanding, and the child voice can be defensive or emotional, The adult voice is the voice of a counselor, facilitator or teacher who is open, direct, exchanges information and respects the other person.</p>	<p>Use and teach adult voice phrases that the individual can use.</p> <ul style="list-style-type: none"> ▪ “You can decide,” “I want...” “What would you be willing to do?” <p>Offer choices.</p> <ul style="list-style-type: none"> ▪ Help identify options. ▪ Remember that “no” is an option. <p>Reframe negative experiences into learning opportunities.</p> <ul style="list-style-type: none"> ▪ “What else could you do?” ▪ “What did you do?” “What did you want?” “What are four other things you could have done?” “What will you do next time?” <p>Allow participants to create the ground rules.</p>	<p>Individuals in poverty may have parented themselves most of their life and do not take kindly to the parent voice. Using the adult voice communicates respect.</p> <p>Conflict resolution skills are not typically taught in the culture of poverty. As a result, the feelings of the moment tend to rule and emotion can be explosive.</p> <p>If cause and effect is not explored, it is difficult to see options.</p>
<p>Are you aware of the personal mental model of poverty?</p>	<p>Examine your own mental model of poverty.</p> <ul style="list-style-type: none"> ▪ Ask yourself if it is based on stereotypes, belief systems, opinions, and/or observations? ▪ Become aware of your use of phrases like, “those people” or “they always” which can be indicators. ▪ Expand your knowledge of poverty. <p>Acknowledge assumptions based on hidden rules of socio-economic class.</p> <ul style="list-style-type: none"> ▪ Understand the hidden rules of your agency/work setting and your programs. ▪ Understand the hidden rules that individuals bring with them. ▪ Identify the individual’s gifts, talents, and skills. 	<p>We cannot blame the people who are in poverty for being in poverty. We cannot continue to support stereotypes and prejudices about the poor.</p> <p>Knowledge of the mindset and hidden rules of each class leads to an understanding of others and ourselves.</p> <p>It is helpful to realize that people in poverty are extremely resourceful and are capable of identifying solutions to their own problems.</p>
<p>Do you clarify your expectations?</p>	<p>Use mental models to help individuals understand the process and describe the change process.</p> <ul style="list-style-type: none"> ▪ Create a mental model of the program or change that will help the individual understand what to expect in action steps and processes of change. <p>Use mediation – explain the why, how, and what.</p> <p>Example: Successful quitters use cigarette substitutes. Substitutes give you something to put in your mouth instead of a cigarette. Two substitutes you can carry with you are chewing gum and toothpicks.</p>	<p>To translate the concrete into the abstract, the mind needs to hold the information in a mental model. A mental model can be a 3-D picture, a story, a metaphor or an analogy. When mental models are taught, abstract information can be learned much more quickly.</p> <p>One of the hidden rules of poverty is a belief in fate and destiny.</p>

Guidelines for Establishing and Enhancing Relationships (Continued)

Assess	Action	Rationale
<p>Do you assist in goal setting?</p>	<p>Recognize that the driving force in poverty tends to be relationships and survival.</p> <ul style="list-style-type: none"> ▪ Identify the individual's motivation. In middle class there is an emphasis on self, vs. others. ▪ Assist individual in framing goals in terms of driving force. "If you know or do...you will have....." <p>Do not impose middle class solutions.</p> <ul style="list-style-type: none"> ▪ Be open to unique ideas and solutions. ▪ Help individuals explore their own strategies for dealing with urges to smoke, relapse, stress, etc. 	<p>The driving force in poverty is people and survival.</p> <p>Being proactive, setting goals and planning ahead are not part of generational poverty, but can be taught and learned.</p> <p>Individuals are often in crisis or survival mode; live in the moment.</p> <p>A hidden rule of poverty is a belief in fate and destiny.</p> <p>Knowledge of the mindsets and rules of each class leads to an understanding of others and us.</p> <p>One of the hidden rules of poverty is that money is to be spent and shared vs. saved for the future.</p>
<p>Do you assist in solving concrete problems?</p>	<p>Give all of the procedural steps.</p> <ul style="list-style-type: none"> ▪ Write out the steps; provide a checklist. ▪ Number the steps. <p>Use learning structures.</p> <ul style="list-style-type: none"> ▪ Directly teach processes for sorting. Example: Use fingers as a visual to sort reasons why you want to quit smoking. ▪ Teach question-making skills. Use question stems to help individual formulate questions on making it hard to smoke. "How does ___affect___? What would happen if_____?" ▪ Directly teach planning skills - planning backwards and labeling the steps. Start with the desired end result and list the necessary steps back to the present. ▪ Assist the individual in practicing procedural self-talk. "First I will, then...." <p>Provide organizational aids - lists, calendars, charts, mental models, etc.</p> <p>Do not rely on conceptual self-assessment, like - "think about..."</p> <ul style="list-style-type: none"> ▪ Use check-lists, record keeping or other tangible forms of assessment. 	<p>Planning, processes and procedures are middle class rules and values. Living in the moment of poverty, there is no need or time for these skills. However, without them, people may not have the pro-cedural self talk needed to get started - what to do first, second, etc.</p> <p>A hidden rule is belief in fate and destiny.</p> <p>Polarized thinking makes it difficult to see options.</p>

Guidelines for Establishing and Enhancing Relationships (Continued)

Assess	Action	Rationale
<p>Do you use stories to educate?</p>	<p>Create stories to convey information and guide behavior.</p> <ul style="list-style-type: none"> ▪ Use stories as examples of skills or techniques used, to motivate success, to outline the process, etc. ▪ Allow for participation in writing and telling of stories. ▪ When creating stories and examples, use familiar places - churches, neighborhood, grocery store, schools, etc. <p>Example of creating a story and allowing participation in the telling:</p> <ul style="list-style-type: none"> ▪ Amy started smoking when she was 15. "Why do you think she started to smoke?" When she found out she was pregnant she wanted to quit. "Why do you think she wanted to quit?" 	<p>Communication in poverty is largely participatory. Casual register is the primary discourse for many.</p> <p>Both formal and casual story structures need to be used as a part of instruction.</p> <p>In poverty, the world is very local.</p>
<p>Do you analyze the eight resources of the individual and makes interventions based on those resources?</p>	<p>Assess an individual's resources and identify the resources needed to work toward the individual's desired goal.</p> <p>Do a behavioral analysis:</p> <ul style="list-style-type: none"> ▪ What behaviors does the individual need in order to be successful? ▪ What will help the individual repeat successful behaviors? ▪ Does the individual have the resources to develop those behaviors? ▪ How can we teach the needed behaviors? ▪ Are the needed resources available through the agency? The community? <p>Use care in suggesting quit strategies that require expenditures.</p>	<p>Poverty is defined as the extent to which one does without resources. The eight resources are: financial, emotional, mental, spiritual, physical, support systems, relationships/role models, and knowledge of hidden rules.</p>

Guidelines for Establishing and Enhancing Relationships (Continued)

Assess	Action	Rationale
<p>Have you identified ways to build resources that are low or missing?</p>	<p>Teach coping strategies.</p> <ul style="list-style-type: none"> ▪ “if...then,” reframing, self-talk. ▪ Give specific examples of positive self-talk, assign self-talk exercises and practice them in every encounter. <p>Use the mental model of support systems to help the individual identify who will/will not help in their effort to quit.</p> <p>Build support systems by keeping individuals with the same staff person for as long as possible.</p> <p>Consider providing transportation, child care and food.</p>	<p>Poverty is defined as the extent to which one does without resources. The eight resources are: financial, emotional, mental, spiritual, physical, support systems, relationships/role models, knowledge of hidden rules, coping strategies.</p> <p>For many individuals in poverty, low social capital is a barrier to change. Support systems include having social networks of trustworthiness and reciprocity that includes people from outside one’s immediate circle.</p> <p>Knowledge of the mindset and hidden rules of each class leads to an understanding of others and us.</p>
<p>Are you keeping promises? Are you respecting confidentiality?</p>	<p>Follow through on everything you say you will do.</p> <p>Become aware of the resources within the community that the participants trust.</p> <p>Do not refer unless you are certain the agency will provide the appropriate service.</p>	<p>The culture of poverty has a distrust of authority; many see the system as inherently dishonest and unfair.</p> <p>Change hinges on relationships. Trustworthiness is a key to establishing and maintaining relationships.</p>

References: Payne, Ruby K., DeVol, Philip and Smith, Teri Druessi, Bridges Out of Poverty: Strategies for Professional and Communities, Aha! Process, Inc. 2001

Traditional Behavioral Strategies for Smoking Cessation: Issues and Implications in the Culture of Poverty



Some of the traditional behavioral strategies, techniques and recommendations common to smoking cessation programs and related materials, may not be as effective in the culture of poverty. The attached chart provides some insight to these issues and the suggested adjustments can be considered and evaluated to determine effectiveness.

Traditional Behavioral Strategies for Smoking Cessation: Issues and Implications in the Culture of Poverty

Culture of Poverty Issues	Cessation Implications
Time issues – clocks and calendars are not central to lifestyle	<ul style="list-style-type: none"> ▪ Accept tardiness in groups. ▪ Attendance may be sporadic - review of previously covered information and skills is important. ▪ The concept of setting a quit date may not have the same impact. It might be a moving target that is set and re-set.
Often or usually operate in crisis mode	<ul style="list-style-type: none"> ▪ Quit dates are typically set to coincide with periods of low stress (increasing the ability to focus on the quit process). Since crisis mode is often a constant, there may never be a “good time” to stop. Assist in selecting a reasonable quit date and remain flexible about shifting it. ▪ When discussing crisis or stress management, examples must be relevant to the population. Middle class examples of stress would be viewed as ridiculous.
Short term focus, reactive vs. proactive	<ul style="list-style-type: none"> ▪ There may be a disconnect with the concept of long term planning to stop smoking – especially relapse prevention planning. ▪ Plan backwards: permanently quit, relapse, quit, quit week/day, preparing, planning. ▪ Focus on one day at a time during the process.
Pleasure focus, enjoy the moment	<ul style="list-style-type: none"> ▪ Difficulty dealing with urges to smoke and delaying gratification. Urge management will need emphasis. ▪ Focus on relationships as motivation to resist urges, link into humor or other motivators.
Relationships highly valued	<ul style="list-style-type: none"> ▪ Social support can be key to success. ▪ A sponsor, mentor or buddy system might enhance success. ▪ The matriarch has the greatest power and influence in the culture of poverty.
People are most valued possession	<ul style="list-style-type: none"> ▪ Avoid examples linked to materialism – having stuff. ▪ When setting up rewards for successes, incorporate people into the plan. ▪ In middle class, there is an emphasis on stopping smoking for yourself – you have to do it “for you.” In the culture of poverty, it may be a successful strategy to stop for someone else.

**Traditional Behavioral Strategies for Smoking Cessation:
Issues and Implications in the Culture of Poverty (Continued)**

Culture of Poverty Issues	Cessation Implications
Enabling culture	<ul style="list-style-type: none"> ▪ Need to discuss and explore cessation sabotage in a very non-judgmental way. Sabotage is an action that impairs or interferes with the quit process and quit success. In a culture of rescuing, friends or family members may view offering a cigarette during a strong urge to smoke as helpful because they are alleviating an immediate problem – not realizing they are interfering with long term success. ▪ Enabling or quit smoking sabotage isn't usually intentional, it is often an attempt to be nice. ▪ Explore cause and effect in relation to how support persons behave. ▪ The poverty culture tends to punish and forgive, while middle class examines consequences and encourages change.
Belief in fate and destiny vs. empowerment for behavior change	<ul style="list-style-type: none"> ▪ Need to teach empowerment strategies. ▪ Motivate change and build confidence to act through small steps and small successes. ▪ Reinforce action and outcome.
Culture of story telling	<ul style="list-style-type: none"> ▪ Use stories as examples of cessation skills or techniques to motivate success or to describe a process. ▪ Bring in someone to tell their personal story of success
Money is to be spent and shared vs. saved for the future	<ul style="list-style-type: none"> ▪ Do discuss cost of smoking, but do not emphasize money saved by stopping – it is money to be spent elsewhere. ▪ Give examples of more fun ways to spend cigarette money. ▪ There is a perception that stopping costs more than smoking - be careful in suggesting quit strategies that require expenditures.
World view is very local	<ul style="list-style-type: none"> ▪ In creating stories and examples, use familiar places – church, neighborhood, beauty shop, etc.
Food = Love Quantity is important	<ul style="list-style-type: none"> ▪ Be aware of this in discussing weight control related to stopping smoking. ▪ Focus on daily nutrition choices with flexibility for special occasions, like dinner at mother's house or other family traditions. ▪ Diet recommendations must be realistic given financial constraints, food availability, and cultural preferences.

**Traditional Behavioral Strategies for Smoking Cessation:
Issues and Implications in the Culture of Poverty (Continued)**

Culture of Poverty Issues	Cessation Implications
Negative feedback very common	<ul style="list-style-type: none"> ▪ Give a lot of concrete, specific, positive feedback. ▪ Teach the concept of negative and positive self-talk. ▪ Give specific examples of positive self-talk, assign self-talk exercises and continue to practice it in every encounter.
Distinct gender roles; Male=fighter and lover Female=rescuer and caretaker	<ul style="list-style-type: none"> ▪ There may be value in gender specific cessation groups to help work through these issues. ▪ Same gender support systems might be most helpful.

Acknowledgments

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