

Measuring Mobility: Power, Autonomy, and Being Valued in Community

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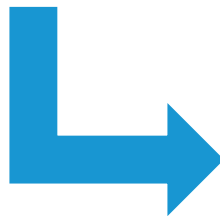
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#MobilityFromPoverty



Questions

Type your questions here!

Send



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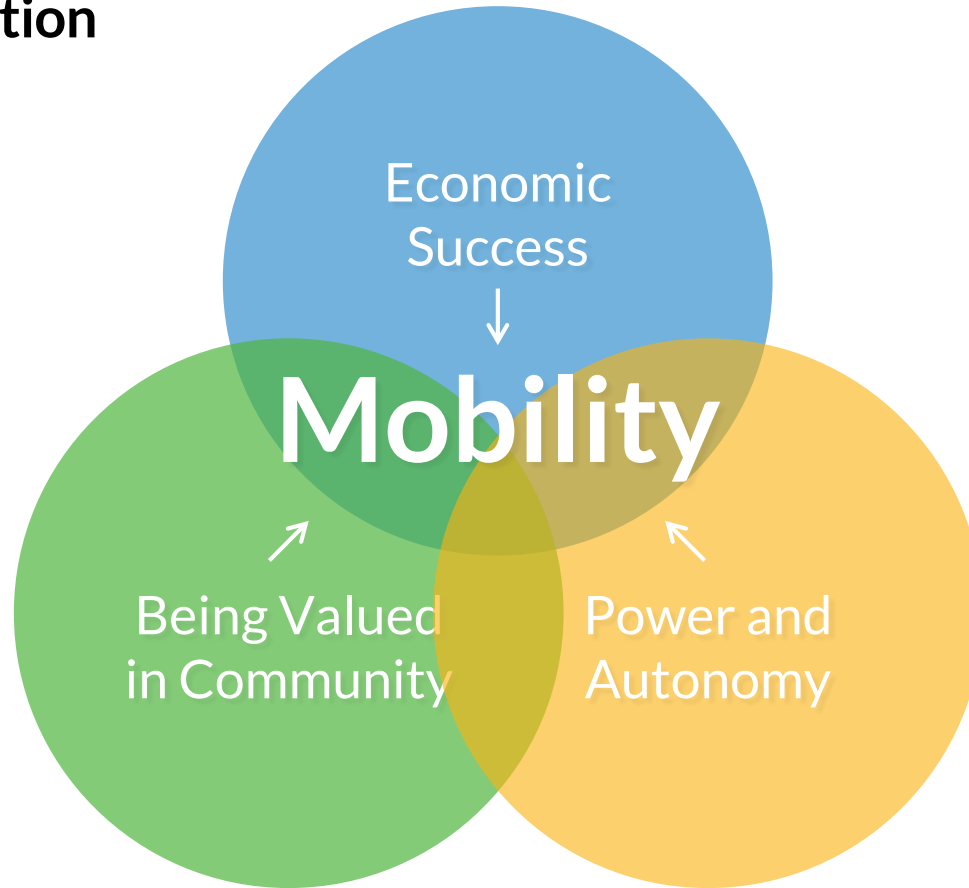
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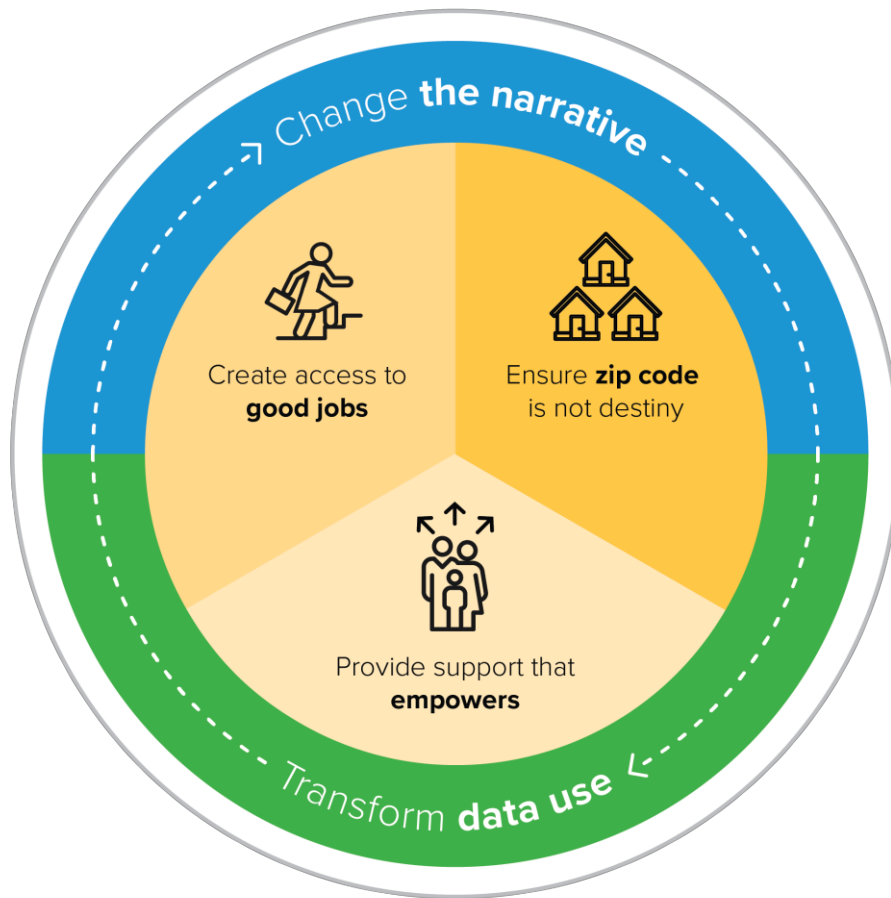
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Mobility Definition



Strategies



Measuring Mobility from Poverty

Hazel Rose Markus

Gregory Acs, Amrita Maitreyi, Alana L. Conner, Sarah Lyons-Padilla, Nisha G. Patel, Jennifer L. Eberhardt



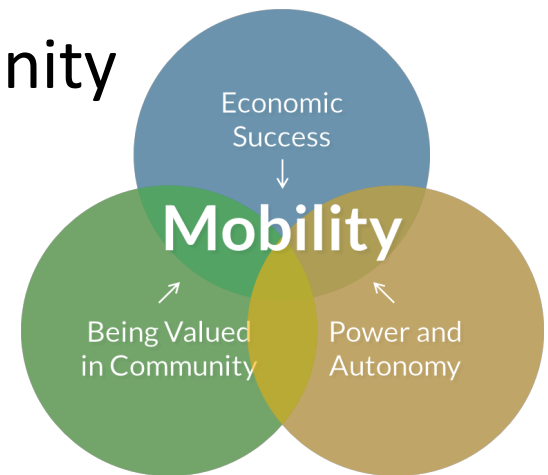
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*Social Psychological Answers
to Real-world Questions*



Overview

1. What is known about how low-income and poverty contexts influence psychological functioning
2. Measurement challenges
3. Measuring Power and Autonomy
4. Measuring Being Valued in Community
5. Measuring Mobility Toolkit



Poverty rates are unchanged since 1965

(US Census Bureau, 2014)

What can social psychology contribute?

- A fuller understanding of the psychological experience of poverty
- Ways to measure the psychology of people in low-income and poverty contexts
- Ideas and methods for increasing mobility from poverty

Less money, less education means

- Worse health, shorter lives
- More likely to experience trauma
- Often a target of negative stereotypes
- Work jobs with less choice and control
- Fewer choices, among fewer attractive options
- Interact more with family/long-time friends
- Teach children to fit in, observe hierarchy, follow norms
- More religious
- More empathy
- Give more
- More loyalty in relationships
- View self as strong, resilient

Self-oriented psychological tendencies

(Markus & Stephens, 2017)

Higher-income contexts	Lower-income contexts
<ul style="list-style-type: none">• Prioritize the individual: Expression of preferences, beliefs, choice, autonomy, standing out, norm challenging,• Focus on individual achievement• Higher self efficacy, self-esteem• Independent construal of self• Future-focus, planning• Promotion/growth motivation• Concern with control, influence, rights	<ul style="list-style-type: none">• Prioritize relationships: Social responsiveness, fulfilling roles and responsibilities, norm following, fitting in• Less focus on individual achievement• Lower self efficacy, self-esteem• Interdependent construal of self• Present-focus• Prevention motivation• Concern with disrespect• Sensitivity to threat, exclusion

Krieger, 1997; Kusserow, 1999; Lamont, 2000; Markus, Curhan, Ryff & Palmersheim, 2004; Snibbe & Markus, 2005; Savani, Stephens, & Markus, 2011; Stephens et al., 2007, 2009; Stephens, Markus, & Phillips, 2014; Guinote, 2007; Magee, Galinsky, & Gruenfeld, 2007; Smith, 2008; Kraus, Côté, & Keltner, 2010; Kraus & Park, 2014; Kraus & Chen, 2014; Kraus, Piff, Mendoza-Denton, Rheinschmidt, & Keltner, 2012; Piff, 2014

Other-oriented psychological tendencies

(Markus & Stephens, 2017)

Higher-income contexts	Lower-income contexts
<ul style="list-style-type: none">• Loose networks of sociality• Relationships as chosen• Focus on change, development, planning, progress• Comparative advantage or role in maintaining inequality often unseen• Outgroup derogation to justify advantaged position of ingroup• Less interest in redistribution	<ul style="list-style-type: none">• Tight networks of sociality• Relationships as binding• More empathy, compassion, prosocial behavior, loyalty• Less trust• Concern with reputation, honor• Connection with place, tradition• System justification• Outgroup derogation in response to low control/power• More interest in economic redistribution

Krieger, 1997; Kusserow, 1999; Lamont, 2000; Markus, Curhan, Ryff & Palmersheim, 2004; Snibbe & Markus, 2005; Savani, Stephens, & Markus, 2011; Stephens et al., 2007, 2009; Stephens, Markus, & Phillips, 2014; Guinote, 2007; Magee, Galinsky, & Gruenfeld, 2007; Smith, 2008; Kraus, Côté, & Keltner, 2010; Kraus & Park, 2014; Kraus & Chen, 2014; Kraus, Piff, Mendoza-Denton, Rheinschmidt, & Keltner, 2012; Piff, 2014



Researchers need reliable, valid, and culturally equivalent scales

- **Reliable:** Consistently measures a construct across components of the scale, population groups, and time.
- **Valid:** Accurately and completely measures the construct.
- **Culturally equivalent:** Reliably and validly measures the same construct in different cultural groups.

Scale selection for Americans with low incomes

- Does this capture what we want to measure?
- Has it been validated with people in low-income contexts?
- Does it predict outcomes for people in low-income contexts?
- Will participants understand the questions (e.g., reading level)?

Power and autonomy (agency)

- **Power:** A person's ability to influence their environment, other people, and their own outcomes.
- **Autonomy:** A person's capacity to act according to their own decisions.
- Measurements quantify what people are trying to do as well as situational constraints

People everywhere need a sense of power, but what gives rise to power varies.

Necessary to consider the circumstances and contexts of people's lives.

Sense of Control

- **Personal Mastery:**

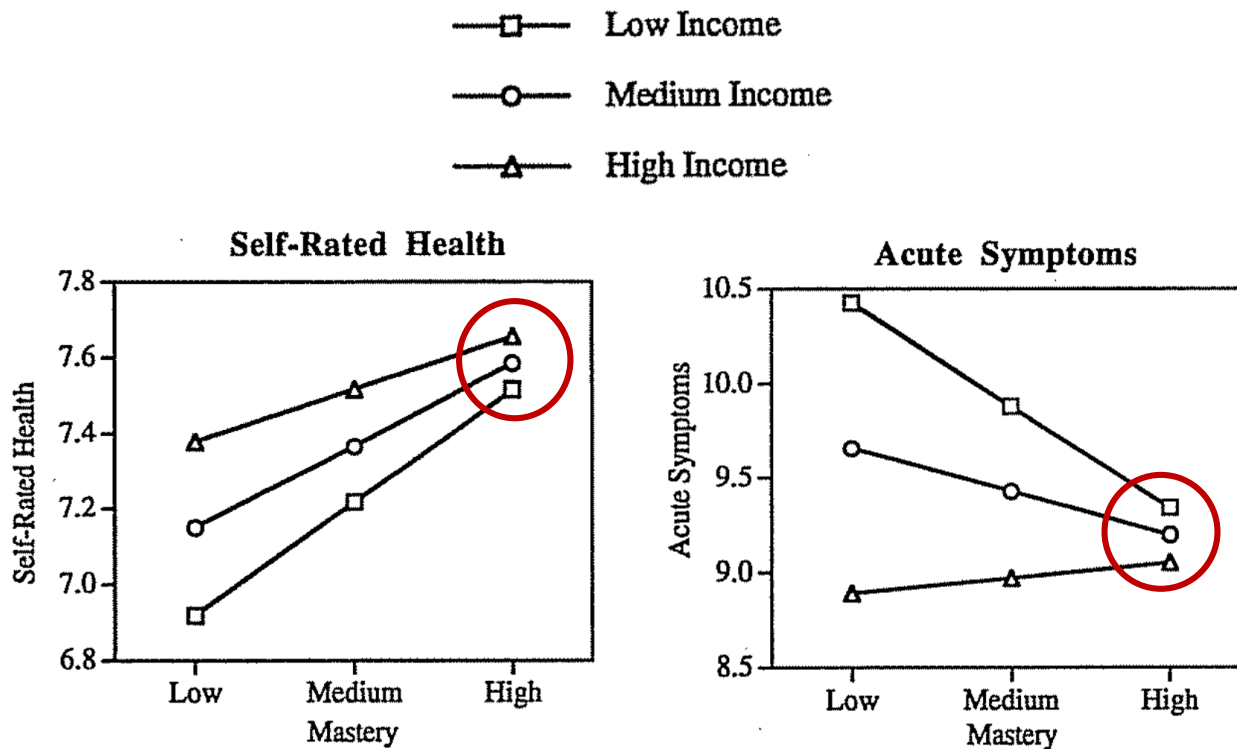
- “I can do just about anything I really set my mind to.”
- “When I really want to do something, I usually find a way to succeed at it.”
- “Whether or not I am able to get what I want is in my own hands.”
- “What happens to me in the future mostly depends on me.”

- **Perceived Constraints:**

- “There is little I can do to change the important things in my life.”
- “I often feel helpless in dealing with the problems of life.”
- “Other people determine most of what I can and cannot do.”
- “What happens in my life is often beyond my control.”
- “There are many things that interfere with what I want to do.”
- “I have little control over the things that happen to me.”
- “There is really no way I can solve the problems I have.”
- “I sometimes feel I am being pushed around in my life.”

Sense of Control:

Higher levels of **Personal Mastery** narrow the SES-health gap

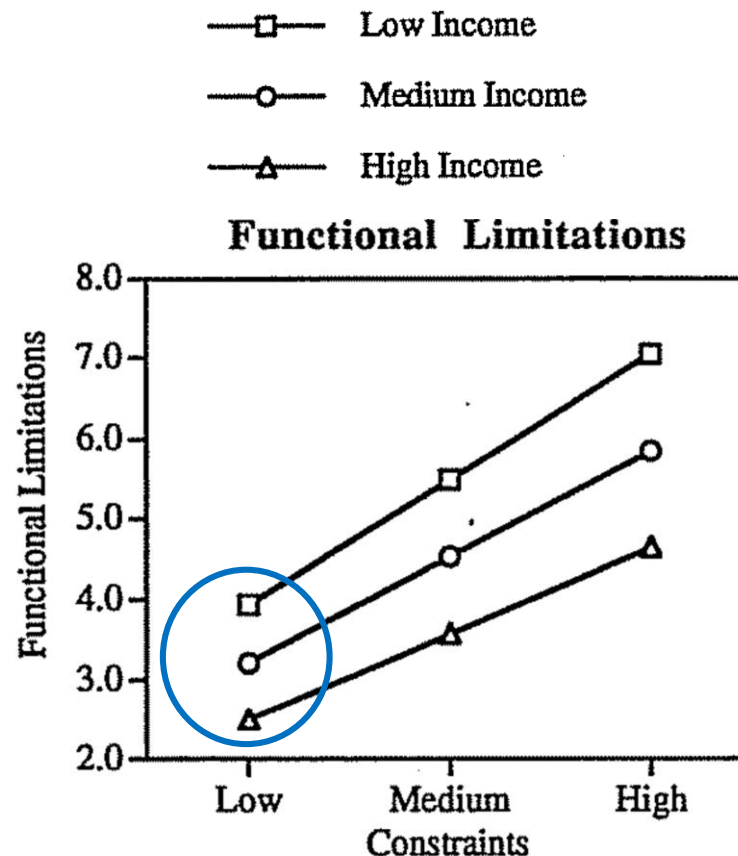


Lachman & Weaver, 1998

Power and
Autonomy

Sense of Control:

Lower levels of Perceived Constraints narrow the SES-health gap



Lachman & Weaver, 1998

Power and
Autonomy

Shift and Persist

- Measures two beneficial strategies for dealing with stressful situations:
 - **shifting**, which means accepting stress and adapting oneself to it
 - **persisting**, which means finding meaning and optimism in the face of adversity.

Shift and Persist

Shift:

When something stressful happens in your life...

I think about what I can learn from the situation.

I think about the positive aspects, or the good that can come from the situation.

When something doesn't turn out the way you want, and you are not able to change it...

I think about what good things could come from the situation.

I think about what I can learn from the situation.

Persist:

I feel my life has a sense of purpose.

My life feels worthwhile.

I believe there is a larger reason or purpose for my life.

I feel my life is going nowhere. (R)

Shift and Persist

Low-SES children who have higher **shift** and **persist** scores have lower levels of inflammation (linked to multiple diseases) and lower BMIs

- No effects among high-SES children
- Positive health effects depend on the combination of **shift** *and* **persist** strategies

Being Valued in Community

- A person's sense that they belong and are included among family, friends, coworkers, neighbors, other communities, and society.
- Measurements quantify:
 - a persons' sense that they are valued in community and society, their social standing
 - barriers to belonging in community (e.g., perceived discrimination)

Belongingness – Sense of Fit

People at [work/community/school] accept me.

I fit in well at [work/community/school].

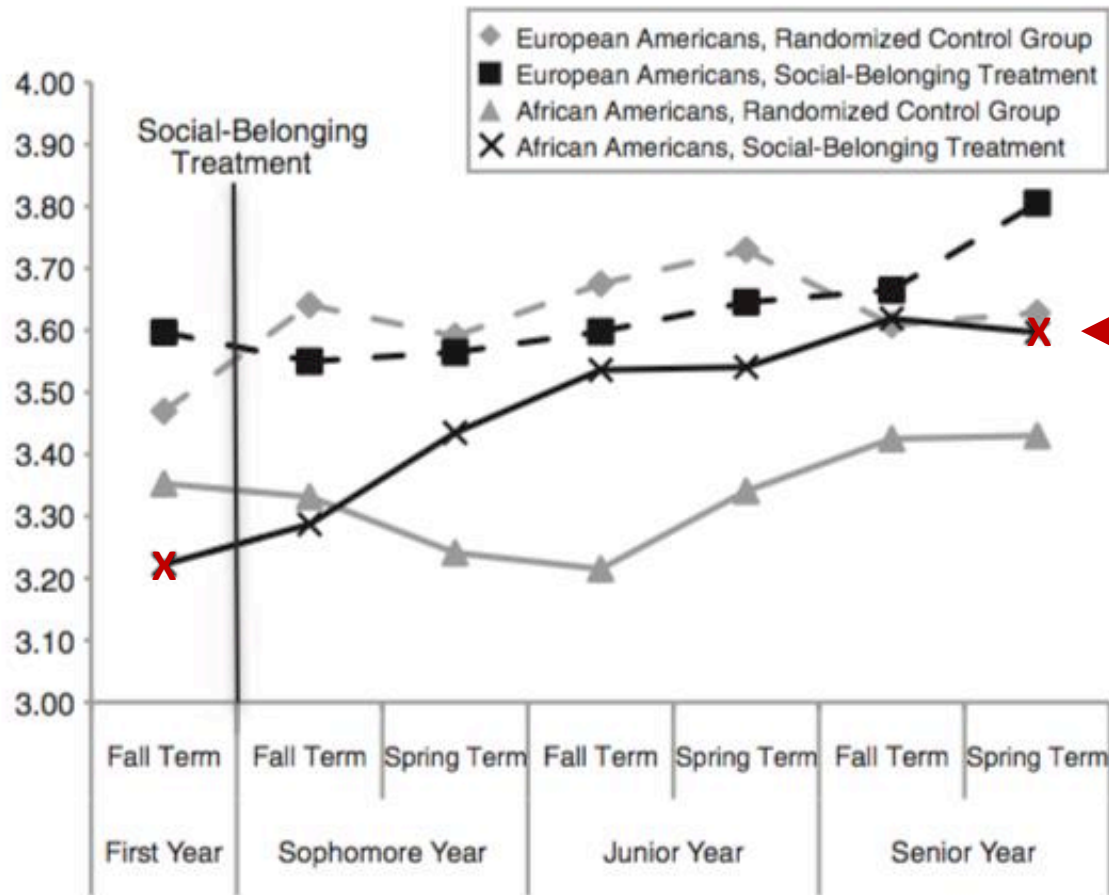
I am similar to the kind of people who succeed at [work/community/school].

I belong at [work/community/school].

I feel comfortable at [work/community/school].

If I wanted to, I could potentially do very well at [work/community/school].

Providing a new narrative – “you belong here”: Reframing college struggles as normal, rather than a sign of not belonging, improves school performance



Black students in particular improve with belonging intervention

Walton & Cohen, 2011

Being Valued
in Community

Perceived Discrimination (Lifetime)

How many times in your life have you been discriminated against in each of the following ways because of such things as your race, ethnicity, gender, age, religion, physical appearance, sexual orientation, or other characteristics?

- “You were discouraged by a teacher or advisor from seeking higher education.”
- “You were not hired for a job.”
- “You were fired.”
- “You were prevented from renting or buying a home in the neighborhood you wanted.”
- “You were prevented from remaining in a neighborhood because neighbors made life so uncomfortable.”
- “You were hassled by the police.”
- “You were denied a bank loan.”
- “You were denied or provided inferior medical care.”
- “You were denied or provided inferior service by a plumber, care mechanic, or other service provider.”

MIDUS-II; Williams et al., 1997; Kessler, Mickelson, & Williams, 1999



Being Valued
in Community

Perceived Discrimination (Daily)

“You are treated with less courtesy than other people.”

“You are treated with less respect than other people.”

“You receive poorer service than other people at restaurants or stores.”

“People act as if they think you are not smart.”


“People act as if they are afraid of you.”

“People act as if they think you are dishonest.”

“People act as if they think you are not as good as they are.”

“You are called names or insulted.”

“You are threatened or harassed.”



Why America's Black Mothers and Babies Are in a Life-or-Death Crisis

The answer to the disparity in death rates has everything to do with the lived experience of being a black woman in America.

By LINDA VILLAROSA APRIL 11, 2018

Being Valued
in Community

Women who report the most experiences of racism have higher levels of preterm birth



Being Valued
in Community

MacArthur Scale of Subjective Social Status

Think of this ladder as representing where people stand in the United States.

At the **top** of the ladder are the people who are the best off - those who have the most money, the most education, and the most respected jobs. At the **bottom** are the people who are the worst off - who have the least money, least education, and the least respected jobs or no job. The higher up you are on this ladder, the closer you are to the people at the very top; the lower you are, the closer you are to the people at the very bottom.

Where would you place yourself on this ladder?

Please place a large “X” on the rung where you think you stand at this time in your life, relative to other people in the United States.



Being Valued
in Community

The **MacArthur Scale of Subjective Social Status** is better at predicting self-rated health than many objective measures



Being Valued
in Community

Operario, Adler, & Williams, 2004; Ostrove et al., 2000

How to make a difference

- Measure power and autonomy & being valued in community – identify and use appropriate measurement scales
- Gather data before and after program or intervention and where possible, include a control group
- Communicate the results

Measuring Mobility from Poverty Toolkit Website

- Background on psychological constructs measured
- Complete and useable versions of all measures
- Instructions on how to implement measures and use the resulting data



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What are your reactions and questions?



Type your **questions** or **comments** into the Questions box. Be sure to include your **name** and **organization**.

A screenshot of a web interface for submitting questions. It consists of a window titled "Questions" with a close button in the top right corner. Inside the window is a large, empty text area for input. Below this area is a smaller text box containing the placeholder text "Type your questions here!". At the bottom right of the window is a "Send" button.

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For further information



www.MobilityPartnership.org



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