

Brains, Schools and a Vicious Cycle of Poverty

May 14, 2015

The Wall Street Journal:

A fifth or more of American children grow up in poverty, with the situation worsening since 2000, according to census data. At the same time, as education researcher Sean Reardon has pointed out, an “income achievement gap” is widening: Low-income children do much worse in school than higher-income children.

Since education plays an ever bigger role in how much we earn, a cycle of poverty is trapping more American children. It’s hard to think of a more important project than understanding how this cycle works and trying to end it.

Neuroscience can contribute to this project. In a new study in *Psychological Science*, John Gabrieli at the Massachusetts Institute of Technology and his colleagues used imaging techniques to measure the brains of 58 14-year-old public school students. Twenty-three of the children qualified for free or reduced-price lunch; the other 35 were middle-class.

Read the whole story: [The Wall Street Journal](#)