



ADVISER AGENDA

When	What	Adviser Role
8:45-9:10	Registration Name Tags Folders & Pencils Icebreakers	Settling in... 1. Establish your “lockers” for the day under your school name sign. Put your bags, coats and sack lunches here. 2. Help your students participate in the opening icebreakers. 3. Preview the agenda for the day. 4. <u>If you are a large school delegation</u> form your school group into two or three teams of 9-12 students with at least one adviser per team. These school groups will meet at 10:15 a.m. If you have time in the morning, let your students know which adviser will lead them during the school group time so at 10:15 we have a smooth transition.
9:10	Welcome • Theme Introduction • Icebreakers • Staff Introductions • Student Handouts: <i>Self Talk; Benefits of Being Bilingual</i>	Participate with the students in the bleachers/chairs. Overview of Day: <ul style="list-style-type: none"> • students will be in their school groups working with you 1/3 of the day. • students will be in mixed groups working with students from other schools led by a High School Mentor (HSM) 1/3 of the day. • students will be learning concepts in the large group setting 1/3 of the day. • Snack break around 10:15 am, lunch at 12:00 noon. • Adviser meeting from 11:05 am - 12:00 noon in a separate room.
9:40	Transition from Bleachers to Mixed School Groups	Help your students find their mixed school groups based on the numbered dot on their folders. By design, groups are composed of students from different schools. Once the students find their groups, please form an adviser group.
9:45	Mixed School Groups: • Student Handouts: <i>S3: Smile, Shake and Share; Alphabet Creations</i>	Participate in the activities as an adviser group. A facilitator will lead your group and prep you for the school team time at 10:18 a.m. <i>Reminder: If you are a large delegation</i> form your school group into two or three teams of 7-12 students with at least one adviser per team. Each team will need the supplies.
10:10	Transition to SCHOOL GROUPS & Snack Break	Organize your students on the gym floor in a circle with their snacks. The facilitator will announce the directions for the snack break. Help your students move through the snack line and then form a sitting circle on the gym floor with you.



<p>10:18</p>	<p>School Groups · Student Handouts: <i>ABC Relay; School Success</i></p>	<p>Lead your school group through the activities. A facilitator will give the opening directions from the microphone, as well as act as “time keeper.” Keep pace with the facilitator. School group supplies: 1 talking stick (stuffedie) and 1 newspaper per group</p> <p>1. <u>ABC: Teambuilding Activity</u> Follow the facilitator’s directions. The goal of the activity is to use the newspaper to find as many words as possible for each letter of the alphabet. Each student gets 1 sheet of newsprint.</p> <p>2. <u>School Success</u> Follow the facilitator’s directions. The goal of the activity is for students to identify their feelings regarding the factors that lead to school success: attendance, behavior, academic achievement, role models and mentors, school and community involvement.</p> <p>3. <u>Voices</u> Follow the facilitator’s directions. The goal of this activity is for students to share answers to two questions:</p> <ul style="list-style-type: none"> • Tell us about your family’s educational history (i.e.-who is in your family and what level of education have they attained?) • Tell us how you feel at school? <p>Remind students to listen as people share. Use the talking stick (stuffed animal) to focus on one person at a time. Continue the conversation until the facilitator introduces the additional teambuilding activities.</p> <p>4. <u>Additional Teambuilding Activities:</u> If there is available time, the facilitator will introduce one or two additional teambuilding activities.</p>
<p>11:05-12:00</p>	<p>Adviser Meeting</p>	<p>Attend the adviser meeting.</p> <p>A facilitator will join you during this time. We have planned an agenda, though feel free to steer the conversation as you deem appropriate.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Please fill out the e-mail contact list so we can keep you updated • Anyone leaving early? • Scheduled times when you can leave early without disrupting the flow of the conference: <ul style="list-style-type: none"> • 12:45 -Transition from group energizers to keynote address • 1:00 - Transition from keynote to school groups • 1:15 - Transition from school groups to closing activity <p>During the adviser meeting time, students will be in their mixed school groups to explore educational pathways, learn about servant leadership and gain more teamwork skills.</p>



12:00	LUNCH	Check in with your students to see how the day is going.
12:20-12:43	Group Energizers	Participate with your students.
12:43	TRANSITION To BLEACHERS	Help students pick up lunch trash and move to bleachers. Transition for schools needing to leave early.
12:45-1:00	KEYNOTE ADDRESS Student Handout: <i>Note home to Parents</i>	Participate with your students and encourage good listening. America Needs You!
1:00-1:05		Transition for schools needing to leave early.
1:05	Forming ¡La Chispa! Clubs Student Handout: <i>¡La Chispa! Club Starter Kit</i>	Lead your school group through the activities. A facilitator will give the opening directions from the microphone. Students will be asked to hold a conversation about the situation of Latino students at their school and Latinos in their community; set some goals that would positively impact the situation; then brainstorm some possible projects they could help organize.
1:15		Transition for schools needing to leave early.
1:20-1:29	CLOSING ACTIVITY	Participate with your group in the activity: Leadership Boogie or Friend-a-thon A facilitator will give the opening directions from the microphone for this activity.
1:30	ADJOURN	Suggested follow up activities for after the conference: <ul style="list-style-type: none"> • Check in with your students in a month. Review their student handouts and notes from the day, especially the <i>School Success</i> handout. Ask them to share positive steps they are making towards their goals. • Form a Latino ¡La Chispa! club at your school. • Pick one of the icebreakers the students participated in at ¡La Chispa! and have them lead a group of students through it. • Plan a presentation regarding what was learned at ¡La Chispa! for the school board, staff or ASB student leaders. • Write a "thank you" letter to your principal for sponsoring ¡La Chispa! through the Association of Washington School Principals' Washington Student Leadership program.

Questions? Contact Vincent Perez, Latino Outreach Coordinator
phone: 360.497.5323 email: vincentp@awsp.org



ASSOCIATION OF WASHINGTON STUDENT LEADERS

A division of the Association of Washington School Principals

AWSL Programs Serving Latino Students

- [¡La Chispa! Middle Level One Day Workshops](#) Fall and Spring *Registration Open Now*
- [La Cima Bilingual Leadership Camps](#)
- [Custom Workshops and Trainings for students and staff](#)

What percent of students in your school district are Hispanic and what is your current graduation rate for Hispanic students?

- [Hispanic student population by school district](#): 2012-13 OSPI Report
- [Graduation rates of Hispanic students by district](#): 2012-13 OSPI Report:

Terms and Concepts Related to Latino Students

- **Latino/a**: People of Latin American descent (Salvadorians, Guatemalans, Hondurans, Mexicans, etc.) This is the predicated-to-be preferred term when referring to this demographic.
- **Hispanics**: Of or pertaining to Spain. Term used in the Western U.S. but not used as much in the Eastern U.S. Term used on the U.S. census.
- **Chicanos**: A person born in the United States of Mexican ancestry. Also a political term used widely on university campuses.
- **Bicultural/Multicultural**: Relating to or containing two or more cultures.
- **Acculturation**: A change in the cultural behavior and thinking of a person or group of people through contact with another culture while still maintaining parts of a native culture (salad bowl metaphor).
- **Assimilation**: The process in which one group takes on the cultural values and other traits of a larger group (melting pot metaphor)
- **1079 Student**: Washington States House Bill 1079 allows undocumented students who have lived in the state of Washington for three of more years to attend state colleges and universities as “residents” for purposes of paying fees.
- **Real Hope Act**: A new Washington state law that has expanded eligibility for the Washington State Need Grant to low-income, non-citizen students who meet the program’s eligibility requirements.
- **Dream Act**: The Dream Act is legislation on a national level advocating for access to higher education and pathways to citizenship for undocumented youth.
- **DACA: Deferred Action for Childhood Arrivals**: A national presidential order that allows undocumented youth who qualify to live and work in the U.S. for a period of two years; after two years, they may re-apply for additional two-year periods.

Pew Research Center's Hispanic Trends Project:

Seeking to improve public understanding of the diverse Hispanic population in the United States and to chronicle Latinos' growing impact on the nation.

- **Web site:** <http://www.pewhispanic.org/>
- **Statistical Portrait of Hispanics in the United States, 2012**
These profiles focus on the demographic and economic characteristics of Hispanics and the foreign born in the U.S. Topics covered include racial self-identification, age, geographic dispersion, nativity, citizenship, origin, language proficiency, living arrangements, marital status, fertility, schooling, health insurance coverage, earnings, poverty and other labor market outcomes. Comparisons with the white, black and total populations are also available.
<http://www.pewhispanic.org/2014/04/29/statistical-portrait-of-hispanics-in-the-united-states-2012/>
- [PDF of All Tables from 2012 Report](#)
- **Snapshot of Data:**
 - What percent of the U.S. population in 2012 were Hispanic? **16.9%**
 - Of the 32 million people added to the U.S. Population between 2000-2012, what percent of the growth was Hispanic? **50.4%**
 - Can you name 20 countries that categorize Hispanic origin? **Mexico, Puerto Rico, Cuba, El Salvador, Dominican Republic, Guatemala, Columbia, Honduras, Spain, Ecuador, Peru, Nicaragua, Venezuela, Argentina, Panama, Costa Rica, Chile, Bolivia, Uruguay, Paraguay, Other Central and South American groups/countries.**
 - Based on highest Hispanic population by state, what rank is Washington? **12th**
 - Of the more than 300,000 people added to Washington's population between 2000-2012, what percent was Hispanic? **81.7%**
 - In 2012, what % of Hispanics ages 5 to 17 only spoke English in their homes (**36%**) and what % of Hispanics ages 5 to 17 spoke English "less than very well" in their homes? **13.1%**
 - In 2012, what percent of Hispanics 25 or older are college graduates? **13.9%**
 - The high school dropout rate for Hispanics decreased dramatically from 2000 to 2012.. What was the dropout rate in 2000 (**21.3%**) and 2012 (**6.7%**)?
 - In 2012, what % of Hispanics 18-24 enrolled in college? **34.7%**
 - What percent of Hispanics 18 years or younger in 2012 lived in poverty? **33.8%**

Scholarship Opportunities for Latino Students

- [The Wash Board](#)
- [College Success Foundation](#)
- [My College Dollars](#)
- [Hispanic Scholarship Fund Latino College Dollars](#)
- [Act Six Leadership and Scholarship Initiative](#)
- [The Alliance Scholars Fund - Ciencia Hispanic Scholars Program](#)
- [Great Minds in STEM](#)
- [Sea Mar Community Health Centers - Farm Worker Scholarship](#)
- [Washington State Scholarship Foundation](#)

Resources for Latino Students and School Staffs

- **HB1079.org** was created to help 1079 (undocumented) students understand the law that enables them to pay resident tuition and to learn the importance and benefits of a college education. It was also created to help adults and institutions support and advocate for students. <http://www.hb1079.org/>
- **Realhopewa.org** is a website explaining the new state law to provide financial assistance to undocumented students. <http://www.realhopewa.org>
- **The Latino/a Educational Achievement Project (LEAP)** was founded in 1998 to improve academic achievement for Latino/a students in Washington state. LEAP hosts an annual Education and Legislative Day Conference for Latino youth. The 2015 conference is February 26-28 in Tacoma. <http://www.leapwa.org/>
- **Ready Set Grad** helps students earn their high school and postsecondary diplomas. They are a resource to find, pay for and complete the education path that's right for each student. Ready Set Grad is a project of the Washington Student Achievement Council, created through the federally funded Washington GEAR UP program. <http://www.readysetgrad.org/wasfa>

Working with Latino Students and Families

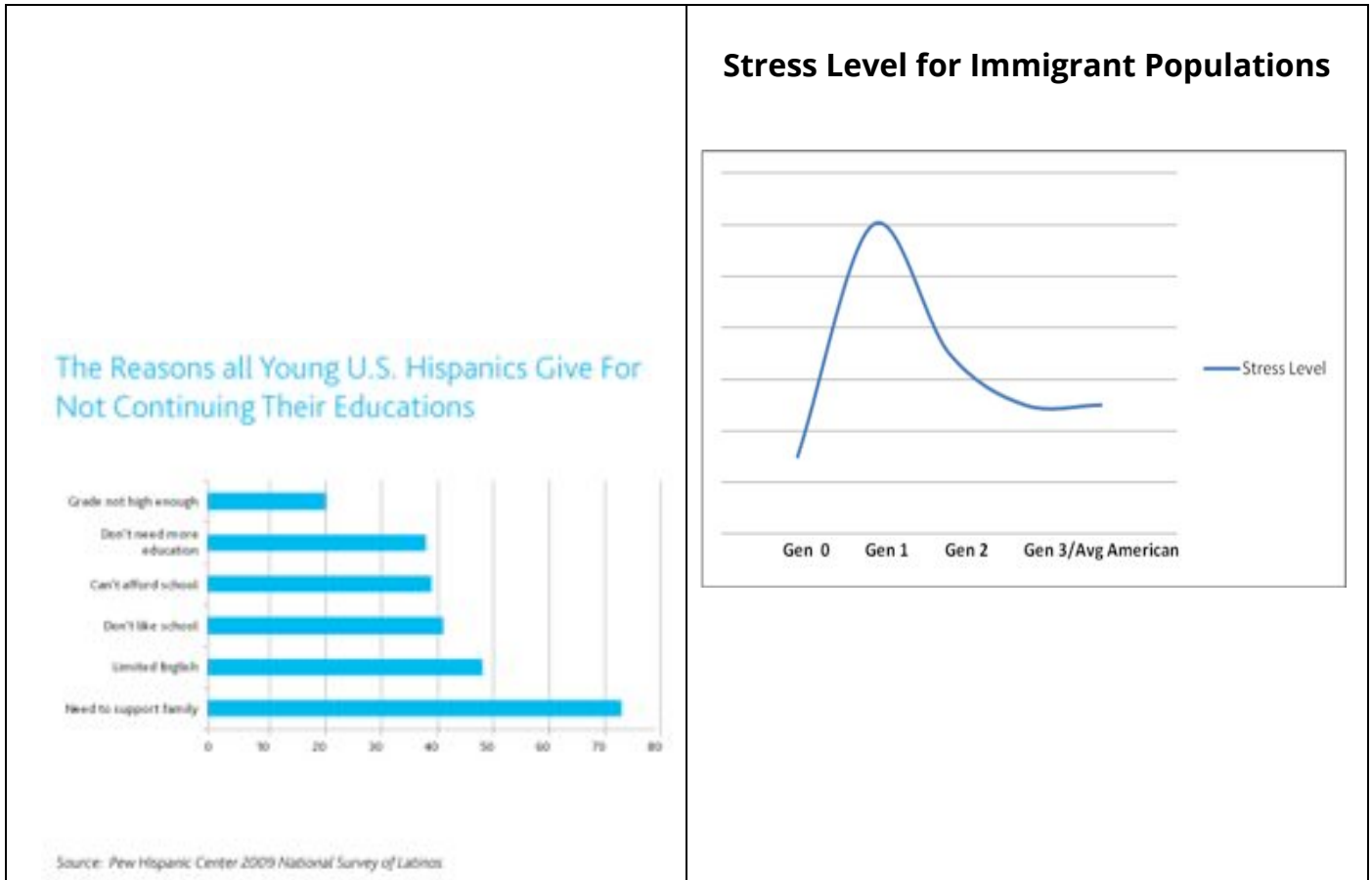
Every Latino family is different in regards to the degree they embrace a bicultural existence in the United States. For some Latino students, they are the first generation immigrants; for other Latino students, their families have lived in the United States for more than 500 years! Though each family is different, a majority of Latino students will be experiencing a part of the immigrant experience.

Research is full of data documenting the stress on both the child and parent. Each generation in the process—first, second or third—experience slightly different stressors. For the parents, an often quoted feeling is that they are "losing their children" to another culture. For many kids, they feel like they do not fit anywhere; they are removed from the culture of their parent's homeland yet they don't feel like they fit into their new American culture.

A school can help develop a support network for both students and parents. Working with HB 1079 students involves building a safe environment based on trust, understanding and positive thinking. Each HB 1079 student has a unique story and set of challenges and opportunities. At the same time, they also share a common need – a space where they can freely express, learn and grow without fear of exclusion or retribution. Teachers and principals must constantly give thought to the question of how they will engage the parents of Latino students. Often, they need a little more help in learning what the school is offering their children.

Listed below are a few ideas to facilitate parent engagement:

- Always consider offering child care service when inviting parents to participate in an event at the school.
- Saturday mornings are often the only times some Latino parents have the ability to participate in an event because of work demands.
- Consider offering a "family meal" around 6:00 p.m. for any evening events.
- Create the expectation that the students are responsible for talking to their parents about what they are learning and doing at school. A standard opening question to help make this a practice for students is to ask: "What did your parents say about what we are doing in school?"
- Student empathy for their parent's experience and parent empathy for their student's experience can foster better communication. This can lead to improved student success and more parental support. Facilitating opportunities for parents and children to share their stories of success and failure, can help build empathy.



Generation 0: The parents who have immigrated have some level of stress from economic challenges, but are secure in their cultural beliefs.

Generation 1: Stress levels skyrocket as first generation children of immigrants often don't fit into either the culture in their homes and the culture being taught at school. Often these children are the translators for their households and the connection to the U.S. Anglo world for all social, economic, medical, legal and educational issues.

Generation 1.5: Refers to students who immigrate to a new country before or during their early teens. They earn the label the "1.5 generation" because they bring with them characteristics from their home country but continue their socialization in the new country, thus being "halfway" between the 1st generation and the 2nd generation.

Generation 2 & 3: Stress levels of third generation children of immigrants are on par with the stress levels of the average American kid.



For more information on how the Association of Student Leaders can help you serve your Latino students, contact:

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LOSS OF CONTROL



What is trauma?
Emotional and

psychological trauma are the result of extraordinarily stressful events that shatter your sense of security, making you feel helpless and vulnerable in a dangerous world. Psychological trauma is an affliction of the powerless. At the moment of trauma, the victim is rendered helpless by overwhelming force. Traumatic events overwhelm the ordinary symptoms of care that give people a sense of control, connection, and meaning.

Definition (NASMHPD, 2004): The personal experience of interpersonal violence including sexual abuse, physical abuse, severe neglect, loss, and/or the witnessing of violence, terrorism, and disasters.

DSM IV-TR (APA, 2000):

- Person's response involves intense fear, horror and helplessness
- Extreme stress that overwhelms the person's capacity to cope

What does trauma do?

Trauma shapes a child's basic beliefs about identity, world view, and spirituality. Symptoms are ADAPTATIONS that respond to trauma.

Not what's wrong with you but what happened to you.

Traumatic Mastery

Many children have primarily experienced abusive and neglectful relationships. Extreme behaviors within children's relationships can be seen as defensive or self-protective. Traumatized children respond to their trauma history in the present. They are not able to discern that the context has changed. This behavior must be seen as an attempt to master extremely difficult environments. In this way, traumatized children are "doing the best that they can"

Attachment and Relational Deficits

- Appear guarded & anxious
- Difficult to re-direct, reject support
- Highly emotionally reactive
- Hold on to grievances
- Do not take responsibility for behavior
- Make the same mistakes over and over
- Repetition compulsion / traumatic re-enactment

Conclusions

- Response to traumatic stress is learned behavior, mediated by the brain & the social environment
- Traumatic stress brings the past to the present
- The survival response impacts the mind, body, behavior & speech "... the amygdala leads a hostile takeover of consciousness by emotion." (LeDoux, 2002)
- To change the response, create new learning & skills: – Analyze & Adapt, Buffer
- Trauma occurs when action is of no avail—when neither resistance nor escape is possible.

[MORE RESOURCES](#)

DATA

- In the general population, 61% of men and 51% of women reported exposure to at least one lifetime traumatic event, but majority reporting more than one traumatic event. (Kessler, et al, 1995)
- 90% of public mental health clients have been exposed to trauma (Mueser et al, 2004; Mueser et al, 1998)
- Being abused or neglected as a child increases the likelihood of arrest as a juvenile by 59% (Widom, 1995)
- Arrest rates of trauma-exposed youth are up to 8 times higher than community samples of same-age peers (Saigh et al, 1999; Saltzman et al, 2001)
- 70% - 92% of incarcerated girls reported sexual, physical, or severe emotional abuse in childhood (DOC, 1998; Chesney & Sheldon, 1997)

Consequences of Trauma: Adaptive Responses

Faulty control methods:

- Over-control
- Self-blame
- Passivity
- Addictive behavior
- Self-harm

Impaired attachments:

- Warmth by friction
- Interpersonal skill deficits



PTSD
The

development of characteristic symptoms, following exposure to a traumatic stressor involving direct personal experience or witnessing another persons' experience of:

- Actual or threatened death
- Actual or threatened serious injury
- Threat to physical integrity

SAFETY AND BELONGING



Healing can only take place in the context of a relationship.

CONNECTIONS

Moses Lake AVID graduating class of 2013:

- “Sometimes I would sit in class, even if nobody was in there, just to feel safe.”
• “Mrs. Ramirez is my second mom.”
• “I am more afraid of disappointing you [Mrs. Ramirez], than disappointing my own parents.”
• “You actually know my grades.”

HEALING

- Recovery is based upon the empowerment of the survivor and the creation of new connections. It can take place only in the context of a relationship.
• The survivor must be the author and arbiter of her own recovery.
• We should begin to seek healing from a strengths perspective and focus on resiliency and coping
• Not everyone will have symptoms – this is where resiliency and strength are evident in individuals
• Recovery is different for everyone

DO SOMETHING

In moments of distress resilient people make use of any opportunity for purposeful action in concert with others. Purposeful action can be anything you can do

to keep from being a victim or a passive witness in a crisis.

Among survivors of disasters at sea, those who had escaped by collaborating with others had little evidence of PTSD afterwards. Survivors who had 'frozen' or dissociated became more symptomatic. Highly symptomatic as well, were the 'Rambo' survivors who had plunged into impulsive, isolated action, without affiliating with others.

In women who have encountered a rapist, those who remained calm, used many active strategies and fought to the best of their ability were not only more likely to thwart the attack, but also less likely to suffer from severe distress symptoms after; even if their efforts ultimately failed.

SERVICE LEARNING

7 Cs: The Essential Building Blocks of Resilience

Competence: When we notice what young people are doing right and give them opportunities to develop important skills, they feel competent. We undermine competence when we don't allow young people to recover themselves after a fall.

Confidence: Young people need confidence to be able to navigate the world, think outside the box, and recover from challenges.

Connection: Connections with other people, schools, and communities offer young people the security that allows them to stand on their own and develop creative solutions.



Character: Young people need a clear sense of right and wrong and a commitment to integrity.

Contribution: Young people who contribute to the well-being of others will receive gratitude rather than condemnation. They will learn that contributing feels good and may therefore more easily turn to others, and do so without shame.

Coping: Young people who possess a variety of healthy coping strategies will be less likely to turn to dangerous quick fixes when stressed.

Control: Young people who understand privileges and respect are earned through demonstrated responsibility will learn to make wise choices and feel a sense of control.



RHYTHMIC PATTERN REPETITIVE MOTION

RPRM establishes emotional regulation. When a baby cries, what do we do? We rock them, right. Those rhythmic repetitive movements like rocking, patting and sucking send soothing signals to the brain, restoring equilibrium, returning the baby to a calm, continuous state. RPRM creates important building blocks in the brain.