



Hampton Elementary School April 2019 Newsletter



HAMPTON ELEMENTARY SCHOOL

82 School Street,
Hampton, N.B.
E5N 6B2

<http://hampton-elementary.nbed.nb.ca>

From the Main Office

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Anglophone South Website
<http://web1.nbed.nb.ca/sites/asd-s/Pages/default.aspx>

School Bus Transportation -
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MISSION:

Help and believe in,
Each student so
that he or she can
achieve his or her
highest potential in
a,
Safe, supportive
inclusive environ-
ment.

Upcoming Dates:

No School for students:

April 5th—Parent Teacher
April 19th—Good Friday
April 22—Easter Monday

Principal's Message

Our second round of Parent Teacher Meetings take place on Thursday evening and Friday morning this week and it is always wonderful to celebrate the incredible progress our students made. I do try to read most of the student report cards as they are completed by the teachers and I am very proud of the students on their achievements this term!

The big news this month is that HES is one of 10 elementary school finalists from Atlantic Canada in the Staples Ecopower competition. We anxiously await to find out if we won the grand prize which is announced in April to coincide with Earth Day but acknowledge all the work that is done on a daily basis by our whole school community including our Greenhouse program, recycling teams, classroom teachers, custodians and parent volunteers and staff members who make it a priority to teach our students about Earth Care. This is our fifth year as a finalist and we hope the panel of experts recognizes our consistency in being leaders in this area!

Our Spring Scholastic Book Fair takes place this week and during Parent Teacher interview times and is always a hit with families to celebrate the great work of our students! This month we are celebrating "Take Care of our Earth and Pay it Forward/Kindness month". Hampton Elementary staff and students would like to invite you to participate in one of these "Pay it Forward" activities. We hope you will help us continue to teach our children the importance of giving to others. No action is too small because every act of kindness returns to us over and over again. Here are some ideas to get you started:

- Pay for someone's coffee in the drive through
- Send a note, make a call or give a compliment unexpectedly 'just because'
- Create cards and deliver them to local seniors
- Participate in a Buy Nothing Group (give clothes, dinners, crock pots, plants—It's the services offered and off-beat requests that are perhaps the most touching, enabling people to give in the most precious ways.)

Coming up in April, (15th) we are so very pleased to invite all of our Hampton Families to an evening of learning regarding Mental Health: Growth Mindset—building resilience for our students through challenging our brains in our third annual Parent Power Night (see page 2 for ad). This event is open to all families in our ASD South schools. We have a wonderful panel of experts ready to share knowledge and answers your questions. This event is being held in advance of Mental Health Awareness Month which is recognized in May. Refreshments and treats will be served.

It is always nice to feel the warmth of Spring and our ducks have already returned! As always, thank you very much for the support you give to us. With only three months left, our goal is to work hard by staying focused and working together to achieve all that we can for students to continue to be their best at Hampton Elementary.

- Mrs. Blanchard

WORDS OF WITSDOM



Walk Away
Ignore
Talk it Out
Seek Help

My child is being victimized: when and how should I seek help?

Seeking help isn't just for kids. Parents sometimes need support when their children experience bullying or peer victimization. So how do you know it's time to seek help? Ask yourself the following:

- Could someone get hurt?
- Does the situation make you feel afraid or uneasy?
- Is this something you can't handle alone?
- Did your attempts to deal with the situation not work?

If you answer yes to any of the above, it's a good idea to seek help. Check out Your Pyramid of Support at www.witsprogram.ca/pdfs/families/pyramid-of-support.pdf for suggested sources of support. Every situation is different and every source of support offers different kinds of assistance, so you may need to seek help from multiple places before getting the appropriate assistance. Remember: if at first you don't get the help you need, keep seeking help until you do!

Want to know more? www.witsprogram.ca/families/using-wits-with-your-children/

Save the Date!

Parent Power



Hampton Elementary School Presents:

A Panel Discussion—Child Mental Health K-8 Growth Mindset: Resilience & Grit

Led by the Hampton Child and Youth Team
Followed by Questions and Discussion

Parents will be empowered to help their children to:

- *Embrace challenges rather than avoid challenges*
- *Keep trying and never give up rather than giving up easily*
- *Feel bold to try new things*
- *Overall, practice a Growth Mindset rather than a Fixed Mindset!*

Monday, April 15, 2019

6:30 to 8:00 pm

Hampton Elementary School Music Room



Childcare for Students will be Available
With a School-Based Staff Member
(Please RSVP at 832-6021 as space is limited)



Mark Your Calendar!

April Care for the Earth & Kindness/Pay it Forward Month

April 1st—Term 2 Report Cards go home

April 3-5th—Scholastic Book Fair

April 4th—Parent Teacher Conference Meetings in the evening

April 5th—No School for Students—Parent Teacher Conference Meetings in the morning, Professional Learning in the afternoon.

April 19 & 22—Schools closed (Good Friday/Easter Monday)

April 22—Earth Day

April 28—Pay It Forward Day

Looking Ahead: May Mental Health Matters

Jump Rope for Heart

Friday, May 3—Provincial Council Day (No School for Students)

Monday, May 6—Teacher Branch 0619 Meeting Day (No School for Students)

Monday, May 20—Victoria Day (Schools Closed)

SAVE THE DATE:

Author Book Signing Event

May 9th 6:30 P.M

Hot Lunch and Milk Program

The current round of milk (round 3) is for the period of February 4th-April 12th.

The final round (round 4) will run from April 15th-June 14th.

All orders are now placed through the school cash online website. The cost of milk is 50 cents.

<https://asd-s.schoolcashionline.com/>

Our Hot Lunch Program is now up and running. It is being provided by Chartwells' delivers and is run independently from the school. Chartwells website (<http://www.schoollunchorder.ca>), sign-up your child and view the menu.

Please contact the Home and School Association for questions regarding Hot Lunch.

chartwells
eat. learn. live.



Chronic absenteeism is defined as a student missing 10% or more of school—approximately 18 days a year, or just two days every month. Attendance letters are prepared monthly when students have missed 10 or more days of school. The research on students who are considered chronically absent is alarming.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. By sixth grade, chronic absence becomes an early warning sign that a student may drop out of high school.

WHAT CAN WE DO?

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice. Don't permit missing school unless your child is truly sick. Use a thermometer to check for a fever. Remember that stomach aches and headaches may be signs of anxiety.

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason.

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class.

These are a few steps that communities and schools can take. How do you think you can help?



School Continuous Improvement Plan

The School Improvement Plan for Hampton Elementary encompasses four main areas. Literacy, Numeracy, School Climate and Enhancing Communication with parents about the School Improvement Plan. The plan is posted on our website and is reviewed monthly by staff and members of the PSSC. There will be updates in the monthly newsletters within areas of the School Improvement Plan.

Learning about Literacy

Goal #1 Literacy: To develop and improve instructional practices, assessment and intervention in Literacy

Guided Reading at Home, a Two-Part Series

by Cathy Puett Miller, The Literacy Ambassador®

Part I: Figuring Out Words

Reading is one of the things that every child must possess to be successful in life. Like walking, it is a skill that is learned, with lots of practice. It isn't a natural ability that we are born with. This two-part series by literacy expert Cathy Puett Miller is designed to give parents simple tools they can use at home to complement their child's school work, and offer additional one-on-one practice that is rewarding for everyone.

Today's parents often say, "They just don't teach reading the way I learned it." Yet, research overwhelmingly reports that parent involvement in children's learning is critical. So, what's a parent to do? How can you help your child get off to a strong start and succeed as a reader?

Today, many classroom teachers use an instruction method called *guided reading*. The ideas used in guided reading help children make sense of what they read, at first with help, and later on their own. Teachers often pick books that are just the right reading level for your child so he can have a lot of success in these activities. Although teachers are the experts, you can use a few of the same techniques at home with great results.

Guide Point #1: Don't give your child the answer.

Guided reading is about equipping your child. Think about teaching him to tie his shoes; you want him to eventually do it on his own. When she is reading to you, it may seem positive to just tell him the word she's struggling with. Instead, try asking questions to help your child do it on her own.

Guide Point #2: Enjoy the reading experience by being conversational and supportive. Praise their efforts and celebrate their successes.

Just because you are helping with homework or reading doesn't mean you have to turn your house into a classroom. Relax and make your questions conversational, a natural part of the reading process. Be positive and encouraging to your youngster and reward him whenever he tries hard.

Guide Point #3: Be consistent; practice makes perfect.

Choosing to spend time reading with your child every night (both letting them read to you and you reading to them) takes a commitment. When you weigh the benefits, however, you'll soon see that carving out this time is well worth it.

http://www.thereadingtub.com/pdfs/our_guided_reading_set.pdf

Numbers, Numbers, Everywhere

Goal #3 Numeracy: To develop and improve instructional practices, assessment and intervention for Numeracy

Measurement: Perimeter, Area and Volume

Measurement is an important human activity; it is an every day skills that allows us to quantify and understand the world around us. Simply put, measurement is the comparison of an attribute with a standard unit of measure (i.e. seconds, metres, kg, cm² etc.).

Grade 3: students learn to use a ruler to measure length and to measure perimeter

Grade 4: students learn to measure area of regular and irregular shapes

Grade 5: students continue to work with perimeter and area and learn to measure volume of prisms and capacity.

Things you can do at home:

Measurement scavenger hunt. Have your child search for items of a given length, mass or capacity. Example: find something that is 12 cm long; find something that weighs 1 kg. You could also hunt for objects that are about each measure, example: find something that is about 1 L. This will help your child improve his/her estimation strategies.

Pantry measurement: write the dimensions of pantry items on sticky notes. Have kids measure and stick the dimensions to the right object.

Ask your child to estimate and measure the length, width, height, or perimeter of objects around the house. For example, when your child is setting the table, ask for an estimate, then work together to measure the perimeter of the table, or a place mat.

When shopping, have your child identify items sold by mass (g or kg).

Candy Bar volume: measure and record the length, width and height of a candy bar, then multiply to calculate the volume. This can be done with various items (food and not!)

Construct a zoo: use gride paper and have your child design a zoo for our community. Once done, have your child calculate the total amount of fencing required (perimeter) and the total area needed for the zoo. This activity can be made more challenging when you place a limit of the amount of fencing used, or the amount of space allocated, for example, you only have 200 m of fencing, how many enclosures can you make and which animals will be included? Or there is only 1000 m² allocated for the zoo, how will that impact which enclosures can be made, and which animals can be included?

Measure the perimeter, area and volume of your bedroom and compare to other rooms in your home.

PSSC—Parent School Support Committee

Next Meeting:

Monday, April 15, 2019
6:30 P.M.

The Parent School Support Committee (PSSC) works successfully by: • Encouraging parental involvement, • Focusing on the needs of all students in their school, • Promoting open, effective, and timely communication, • Building partnerships in the school and community, and • Setting priorities and goals for the school year in accordance with the School Improvement Plan.

How are PSSCs funded? The District Education Council provides funding for PSSC operations. Generally, the amount of money is determined by the number of students in the school. The DEC may set minimum and maximum amounts to ensure fairness where some schools have either very small or very large student populations.

At Hampton Elementary we have invested this money in the purchase of "Growth Mindset" books. Titles such as: *The Adventures of Everyday Geniuses* (6 books), *I Think, I Am!: Teaching Kids the Power of Affirmations*, *The Brilliant Deep: Rebuilding The World's Coral Reefs: The Story Of Ken Nedimyer And The Coral Restoration Foundation*, *A Splash Of Red: The Life And Art Of Horace Pippin*, *Nothing Stopped Sophie: The Story Of Unshakable Mathematician Sophie Germain and How to Build a Hug: Temple Grandin and Her Amazing Squeeze Machine*.

Our April meeting coincides with our Parent Power Night (hosted by PSSC so we hope all our members are able to attend.

In May we will resume our regular meetings looking at data and policies.

For review of previous meeting minutes, you can find them under the "For Parents" dropbox on our Hampton Elementary School website or follow the link here: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/PSSC.aspx>

Home and School Association

Home and School had a successful breakfast fundraiser with the Lion's Club on March 30, 2019. We raised \$1648 for the playground. Thanks to everyone who came out and supported the playground project by coming to the breakfast last Saturday. It was a huge success with 270 people served.

A big thank you to the Hampton Lions Club for their incredible support as well as the St. Alphonsus Church, Spuds n Things, and Subway for their donated items.

In April we have an afterschool movie planned for April 11, 2019. We will be playing *Ralph Breaks the Internet*. You should have received a permission form home with your child this week.

We will also have a popcorn day on April 26, 2019.

Our next home and school meeting is April 11, 2019 @6:30pm in the library. As always, all are welcome to attend.

Hampton Elementary School Home & School Association presents:

Wreck It Ralph 2: Ralph Breaks the Internet

Date: Thursday, April 11, 2019

Time: 2:45 PM – 4:30 PM

Cost: \$5 (includes a bag of popcorn and a bottle of water)

Children must be picked up on time as there is no supervision after 4:30 PM.

Please return the completed form and \$5 by Tuesday, April 9, 2019

Our Home and School Meeting Minutes can be found under Home and School on the HES school website: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/Home-and-School.aspx> Questions? Email hes.homeandschool@gmail.com

Next Meeting:

Monday, April 11, 2019
6:30 P.M.

Celebrate Our Volunteers

Heartfelt 
THANKS
TO OUR VOLUNTEERS!

National Volunteer Recognition is usually the last week in April. The students and staff wish to thank all of our hard working volunteers for their tireless efforts in making Hampton Elementary School a great place to work, learn and play. To show our appreciation to all our volunteers, we will be hosting a volunteer breakfast celebration in May. All volunteers are welcome to attend this breakfast in their honor. An invitation will be forthcoming. We hope you are able to make it so we can shower you in thanks!



Policy 711—Healthy Eating

Secrets to Making Healthy and Fun School Lunches

Pick a theme

Tap into your kids' creative side by following a theme.

- The dip: Cut a baked chicken breast into strips, and pack them with honey mustard for dipping. Add carrots and broccoli to dip in fat-free or low-fat ranch dressing.
- Backwards: Make an inside-out sandwich using lettuce to wrap turkey, fat-free or low-fat cheese, and tomato.
- Mexican food Mondays: Let your child build healthy burritos or tacos with: whole-wheat tortillas, lettuce, fat-free or low-fat sour cream, salsa, brown rice, and beans (not refried).

Keep it interesting

Pack a small amount of many foods. Use lots of containers or a bento-type lunch box to keep things interesting. Cut sandwiches into fun shapes, add colorful fruits and vegetables in different sizes, and pack yummy dips such as fat-free or low-fat yogurt or hummus.

Skip the white bread

Mix it up. Use whole-grain breads, pitas, and tortillas. And try new fillings.

- Fill a pita with your kid's favorite veggies. Add hummus for flavor.
- Spread pizza sauce on a whole-wheat tortilla, add low-fat or fat-free mozzarella cheese, then melt, roll, and slice.

Mix up the sides Go past pretzels!

- Dip apple slices in honey. Pack snap peas, sliced bell peppers, or cucumbers for color and crunch!
- Add some variety with air-popped, low-fat popcorn.

<https://www.nhlbi.nih.gov/health/educational/wecan/downloads/>

April Wellness Theme—Declutter

Here are the Ground Rules for decluttering your house:

1. Everything you own should have value, either because it's functional or beautiful or you just love it. Remember the question of what you'd grab if your house were on fire; that's your baseline for determining an object's worth.
2. Every item needs a place where it "lives." Setting things down on the coffee table or kitchen counter creates piles and confusion. People may laugh when you say, "Where do your keys live? They live in a bowl or on a hook by the front door"—but you never lose anything when you put it where it lives.
3. Focus on one thing at a time. Multitasking is supposed to help you get more things done quickly, but when you try to do 19 things at once, everything ends up incomplete. You're trying to simplify your life, so simplify your approach to getting organized.



EARTH DAY 2019

Earth Day is just around the corner! **April 22nd** has been recognized as Earth Day since the early 1970's and was originally created to highlight the need for all of us to be involved with environmental protection.



Although many of our communities organize neighborhood clean-ups and earth friendly activities for us to participate in on Earth Day, more and more schools are trying to make the environment a focus in the day to day lives of students and staff.

Schools that have opted to participate in this rigorous

program create a "Green Team" consisting of students and teachers. In some cases, parents, principals and custodians also participate to create a team that truly reflects the entire school community. This Green Team takes a leadership role in the school. Students are empowered to take a close look at how the school is conserving energy, minimizing waste, greening up the school grounds, engaging in environmental stewardship and environmental leadership. The goal is to create environmentally conscious citizens who think about their impact on the environment as they walk through their day-to-day life at school, at home and in the community. By supporting our children to grow up green, we are helping to create a more sustainable future.

Provincial Math “Big Ideas”:

The Province of New Brunswick has released Grade level brochures for Mathematics. The brochures are aimed at parents and provide “The Big Ideas” for each grade level.

Grade 3—

<http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Math/MathParentBrochure-Grade3.pdf>

Grade 4—

<http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Math/MathParentBrochure-Grade4.pdf>

Grade 5—

<http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Math/MathParentBrochure-Grade5.pdf>

What's Happening in the Gym?

During March, several Phys. Ed. classes took part in a lacrosse workshop from the Kings County Lacrosse association. Students were very excited about this sport, and many are now playing on local lacrosse teams. This month we played a variety of games to work on skills such as running, throwing, jumping and using activity specific equipment. As part of our well-being strand, we are working on observing others, giving feedback, and using that feedback to improve our performance. We are now looking forward to nicer weather that will allow us to move our classes outside!

Curriculum Outcomes:

Grade 2:

1.1: I can move over/under, around/through and alongside equipment of different heights.

I can leap over different objects.

1.4: I can manipulate different objects.

I can catch an object at various levels and different distances with two hands.

2.1: I can find ways to score a point.

3.1: I can give positive feedback.

I can cooperate with others.

I can give cues to others to help them get better.

Grade 3:

1.3: I can run and roll an object.

I can run and jump or leap.

2.1: I can find ways to approach an opponent.

I can vary the distance of my shots.

3.1: I can use cues from others.

I can observe others and give them feedback.

Grade 4:

1.3: I can experiment with activity specific equipment.

I can connect together two skills in a variety of activity specific contexts.

3.1: I can observe others and give them feedback.

I can use feedback from others to improve my performance.

Mrs. Robinson

Grade 4

1.3: I can experiment with activity specific equipment

2.1:

I can select the right time to stay on base

I can vary the distance of my shots (i.e. near, far)

I can vary the direction of my shots (i.e. right, left, high, low)

I can select the right throw to hit a target

3.1: I can monitor my fitness progress

Grade 5

1.3: I can use appropriate skills with activity specific equipment

2.1:

I can position myself to receive an object

I can use open space to get on base.

I can make basic choices on where best to place an object to reach a target

3.1: I can monitor my fitness progress

Mrs. Marks

A Note from the Music Room...

During the month of March, students in all grades have been learning new songs on the xylophone. Students are doing very well at playing as a group, and we are starting to focus more on being able to play alone. This month, we were introduced to concept of improvising. Improvising alone in front of the class can be intimidating, but most students are enjoying this chance to express their creativity. In addition to playing and creating music, students are learning about the traditional music of Atlantic Canada, classical composers, and child prodigies in music. In April, students will begin a unit on composing, and will work on writing their own songs.

Curriculum Outcomes:

Grade 2:

2.1.5: Improvise simple melodic and rhythmic ostinato accompaniments.

2.3.2: Explore instruments from a variety of cultures including those found in the music of Atlantic Canada.

Grade 3:

3.2.1: Improvise simple melodic and rhythmic ostinato accompaniments.

3.3.2: explore and make connections between the culture and music of Atlantic Canada

Grade 4:

4.2.1: Improvise simple rhythmic/melodic elaborations.

4.1.4: Sight-read simple melodies from traditional notation with emphasis on stepwise movement and dynamics.

4.4.1: Use their knowledge and experience to respect and value the musical contributions of cultural groups in their own community.

Grade 5:

5.2.1 Improvise short songs and instrumental pieces using a variety of sound sources.

5.1.4 read simple melodies from traditional notation with emphasis on stepwise movement and articulation.

5.2.2 combine reading and singing/playing skills in their music making

Mrs. Robinson



Guidance Corner

This month we will be learning about the benefits of having a "**Growth Mindset**". Our explorations will include neuroscience as we discuss how to strengthen our brains by practicing new skills each day.

So how then can parents and educators foster a growth mindset in children?

Research shows that if we praise children for being "*smart*" or "*talented*", it can contribute to the development of a fixed mindset. Children with fixed mindsets (i.e. an "I can either do it or I can't" mentality) are more likely to fear failure and be less willing to take risks and persevere when challenges are presented.

In contrast, educators and parents that encourage *effort* and *persistence* contribute to a growth mindset. Children with a growth mindset know that challenges are an important part of the learning process. They are more resilient when faced with obstacles in the path to their goals.

The following are tips for parents and educators:

- Instead of saying, "You are so smart", try saying, "You really worked hard and it paid off!"
- Instead of saying, "You are so athletic!", try saying, "You gave it your all today! I love watching you grow as an athlete!"

As always, if you feel your child would benefit from Guidance Teacher support, please contact me at kate.johnson@nbed.nb.ca or 832-6021.

Please don't hesitate to contact me at kate.johnson@nbed.nb.ca or 832-6021 if you feel your child would benefit from support from Guidance this year.

Kate Johnson
506-832-6022 (DATL)
506-832-6021 (HES)

Education Support Services

7 MUST HAVE APP AND TOOLS FOR STUDENTS WITH LEARNING DISABILITIES

ModMath. ModMath is a free app for the iPad, targeted at helping students with dyslexia and dysgraphia do math. It was created by parents of a child with dysgraphia, and remains focused on providing a clear tool to solve math problems without ever picking up a pencil.

MyTalkTools Mobile. This is an innovative app which enables students with communication difficulties to say what they want, using a sequence of words, sounds and images. It can be configured to feature certain images and play certain sounds, so it can be set up for a particular student to best aid them.

Dyslexia Toolbox. Marketed as being "by dyslexic people, for dyslexic people", this toolbox features a whole host of assistive technology features for K-12 students with dyslexia. Type pads, word prediction, digital overlays and text readers are all included, along with many more neat features designed with dyslexia in mind.

If... The Emotional IQ Game. An excellent example of gamification in action, *If...* helps children aged between 6-12 years develop the skills that lead to emotional intelligence. Parents and teachers can view reports on a student's progress, potentially opening further productive conversations and opportunities.

Stop, Breathe & Think. Fantastic for students with anxiety and stress disorders, this is a meditation app which encourages users to think about how they're feeling, while also providing short mindfulness and meditation exercises tailored to their mood.

Voice Dream Reader. For children and adults with reading disabilities and ADD/ADHD, Voice Dream Reader allows a student to highlight text which will then be read to them. For a learner who comprehends things better aurally, Voice Dream Reader is a must have.

Autism Xpress. A simple app designed to help young people with autism express their emotions, Autism Xpress uses a feeling finder and games in a fun and easy-to-use package.

Mrs. Stewart
Resource Teacher

Parent Corner: Table Talk

Ways to extending conversations at the dinner table!

Effective Prompts and Questions to Extend Conversations:

- ◆ Say a little more about that
- ◆ Tell me more.
- ◆ I wonder why...(parent thinking aloud)
- ◆ Tell me why you think or feel that way.
- ◆ So you think that...
- ◆ I remember...(parent thinking aloud)
- ◆ Let's see, what do I know or think I know about that? (parent thinking aloud)
- ◆ I wonder what makes e.g., a good friend (parent thinking aloud)
- ◆ How many points of view do we have? Let's share.
- ◆ Tell me why you think or feel that way.
- ◆ Convince me that...
- ◆ Let's think of another perspective on this—another point of view.

Taken from Miriam Trehearne "Multiple Paths to Literacy"

LOST AND FOUND ALERT: The H.E.S. Lost & Found has been growing and is starting to take over our hallways! You name it—we've got it! We have boots, shoes, random clothing items and believe it or not—a ton of hats, mittens and SNOW PANTS! We will have it on display in our front lobby during Parent Teacher meetings. We encourage you to have your child(ren) take a look through it. You are also welcome to pop into the school to take a look! Anything unclaimed will be donated Friday, April 12th.



SPEAKING OF SPEECH AND LANGUAGE...

(FROM THE ASD-S SPEECH-LANGUAGE PATHOLOGY DEPARTMENT)

What is stuttering?

Stuttering is a communication disorder in which the flow of speech is broken by repetitions (li-li-like this), prolongations (lllllike this), or abnormal stoppages (no sound) of sounds and syllables. There may also be unusual facial and body movements associated with the effort to speak. We often refer to "stuttering" as "dysfluency".

What causes stuttering?

The onset of stuttering is typically during the period of intense speech and language development as the child is progressing from 2-word utterances to the use of complex sentences, generally between the ages of 2-5 but sometimes as early as 18 months.

About 5% of all children go through a period of stuttering that lasts six months or more. Three-quarters of those who begin to stutter will recover by late childhood, leaving about 1% of the population with a long-term problem, where the child may begin to exhibit longer and more physically tense speech behavior as they respond to their speaking difficulties with embarrassment, fear, or frustration. If referral to a speech-language pathologist for parent counseling and treatment is made before the child has developed a serious social and emotional response to stuttering, prognosis for recovery is good.

In the preschool years and kindergarten, young children who repeat s-s-sounds or syl-syl-syllables or words like-like-like this, may be exhibiting what we refer to as "normal nonfluency". In their haste to express their thoughts and needs, the speech of young children sometimes contains repetitions and prolongations which may sound like stuttering. Although some of the characteristics of stuttering may be present, this is not true stuttering. These normal nonfluencies reflect attempts to cope with the increasing linguistic demands in the classroom. As the child's language skills improve, these nonfluencies often disappear.

Suggestions for handling nonfluent speech:

1. **Speak slowly:** Slowing your own speech down will slow down your child's speech much more effectively than telling them to slow down.
2. **Give your child lots of time to finish what they are saying:** Try not to interrupt or finish sentences for them.
3. **Do not call extra attention to your child's speech:** You don't want your child to start trying to not stutter. This can make their speech worse, because they will be thinking too hard about how they are talking instead of what they want to say.
4. **Reduce the number of questions you ask your child.** Instead of asking question, simply comment on what your child has said.
5. **Use your facial expressions and other body language to convey to your child that you are listening to the content of his message, not how he's talking.**

Some Facts about stuttering: More boys stutter than girls. Stuttering is not caused by psychological differences. Children do not begin stuttering because they are more anxious, or more shy than other children. The amount of stuttering heard in a child's speech will vary across speaking situations and partners.