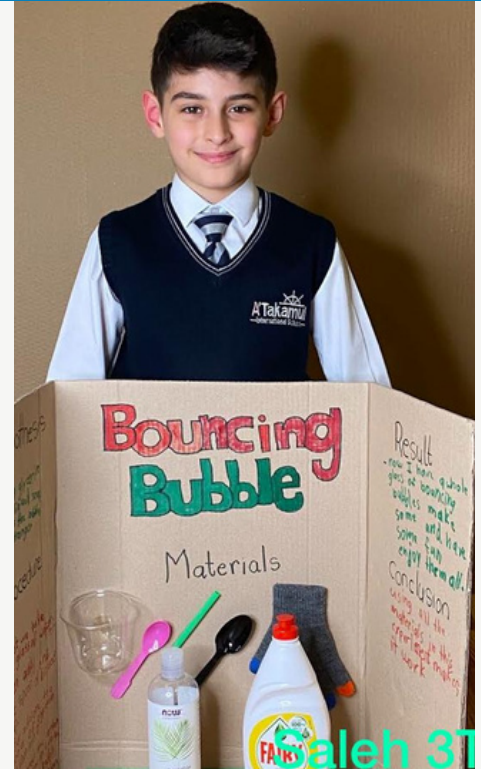
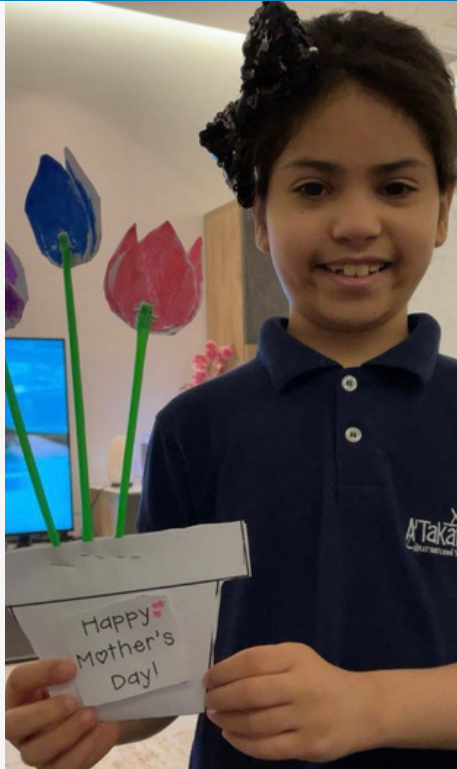


ATIS Elementary News

The Official Parent's Newsletter of A'Takamul's Elementary
Department



Important Upcoming Dates

- April 7-10:
Spring Break
- April 13:
Ramadan
Begins (TBC)
- April 26-27:
Grade 5
Graduation
- May 9 - 11:
Q4 Report Card
Distribution

The Last Full Month of School!

Time flies when we are having fun! The A'Takamul students only have a few short weeks left of the 2020-2021 school year! Learning is still going as we enter the last full month of school and we are proud of our students as they continue their hard work in the final stretch of the school year. This has been a unique school year and parents, teachers and students have met the challenge and overcome the obstacles. We are so proud of you!



**FROM ALL
OF US AT
ATIS:
WE WISH
YOU A
BLESSED
RAMADAN**

MARCH STUDENTS OF THE MONTH

ATTRIBUTES OF THE STUDENT OF THE MONTH:

- Displays excellent character
- Outstanding behavior
- Positive attitude towards others and learning
- Good citizenship throughout the year
- Demonstrates the 'Living Values'
- Respectful towards everyone
- Follows school rules and expectations



Sara Abdullah
AlKhars 1U



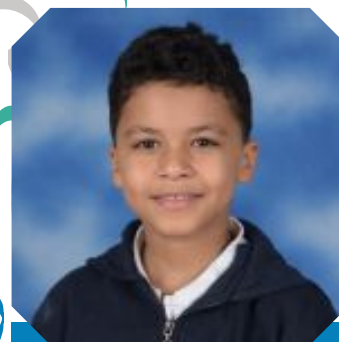
Hasan Mahdi
AlDashti 2J



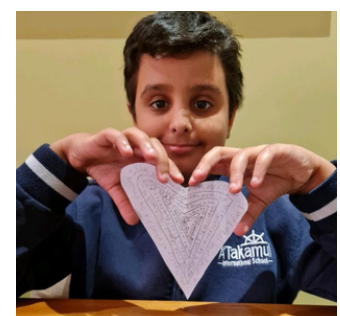
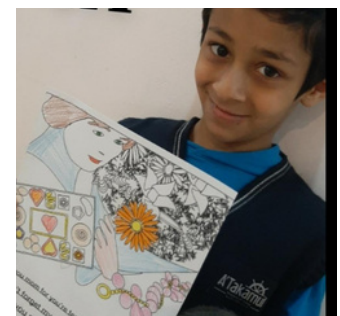
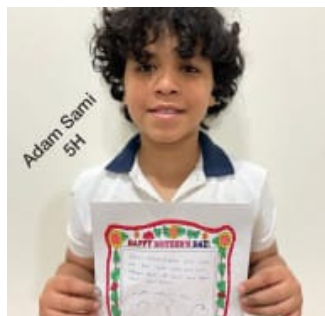
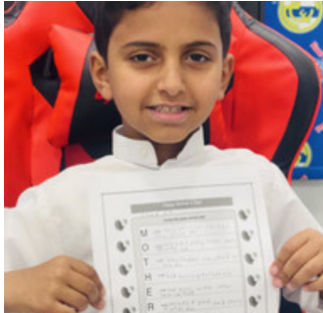
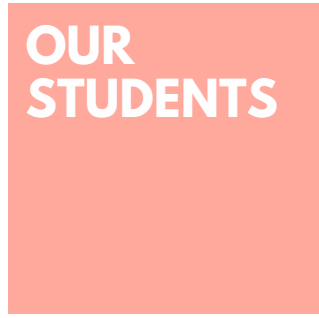
Saad Mansour
AlJamaan 3I



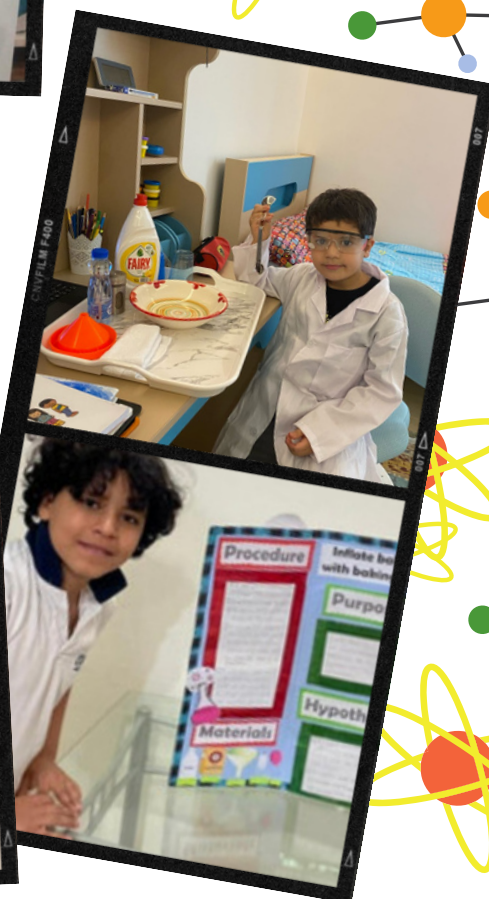
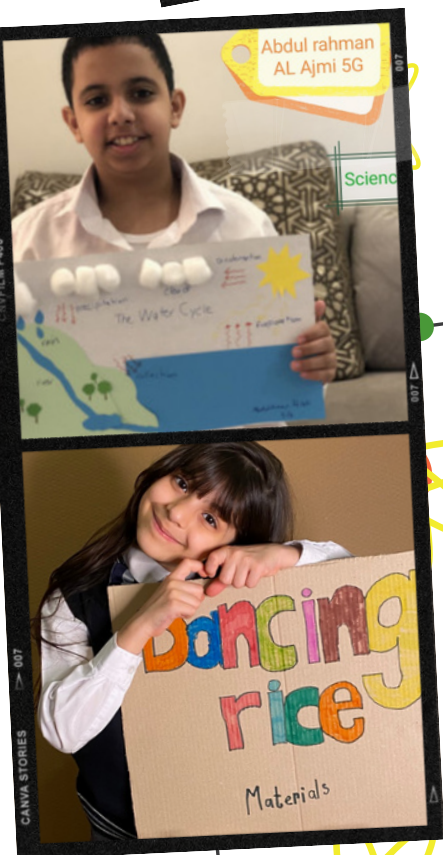
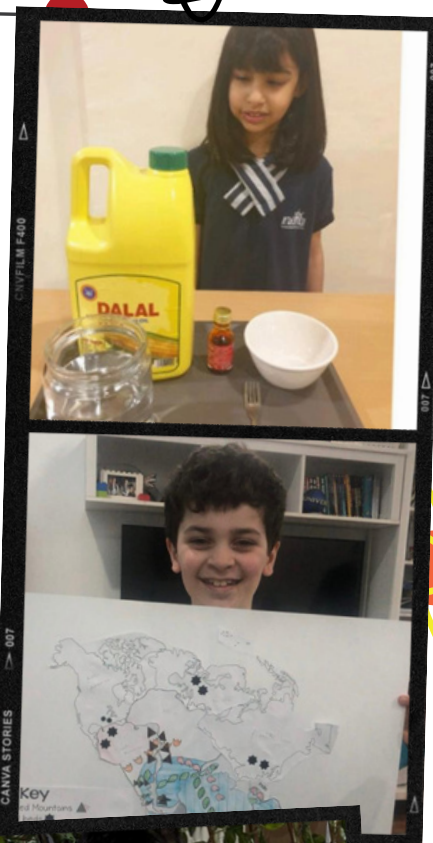
Laila Ahmed
Abdulreda 4N



Adam Sami Salem
5H



Elementary Science Week!



MANAGING CHILD BEHAVIOUR

COUNSELOR'S CORNER

MS. NANCY ALVARADO - ELEMENTARY COUNSELOR

When little people are overwhelmed by big emotions, it's our job to share our calm, not to join their chaos.

L.R. Knost



One of the challenges parents face is managing difficult behaviour. Most children can be disruptive at times when they behave in a challenging way. It helps to have options that can be used to help manage their behaviour.

Typically, young children do not “misbehave” without reason.

Behaviour can be viewed as resulting from a variety of factors, which can help to give some perspective on why a child may be acting a certain way.

Here are some things to consider when looking at children's behaviour:

Biological and physical needs — This can include hunger, sleep, illness, discomfort, and much more.

Emotional state — Children have bad days and good days, just like adults. They have less ability to regulate and control these emotions on their own.

Temperament — Children are born with their own temperament, which includes their intensity, adaptability, reactivity, persistence, and distractibility.

Family — Family structure, lifestyle, habits and so forth can also have an impact on a child's behaviour.

Relationship — Children act differently with different people, in different settings based upon their relationships with the individuals involved and their knowledge of the expectations.

Knowing this helps you look at behaviour management more objectively and less reactively.

Positive reinforcement and praise

Try to avoid being critical and use praise whenever possible. This will encourage children to continue behaving in an acceptable manner. Reinforcement should be focused on promoting a child's self-esteem and feelings of accomplishment and cooperation. Children can be rewarded through star charts, playing a game, going to the park, or simply give verbal praise and appreciation.

TIPS & STRATEGIES

Clear guidelines

Be clear about the rules you have set around acceptable behaviour. With younger children give one very clear statement rather than a lot of rules together works best.

Ages and stages

Be sure that you know what your child is capable of doing depending on his or her age and stage of development. Sometimes we think a child is misbehaving but the behaviour can be quite natural for the developmental stage they are at.



Consequences and Consistency

If rules and guidelines are not followed by your child then consequences will need to be given. These must be realistic, fit with child's age and stage of development and teach a lesson. Most importantly they must be consistently enforced. Start with small, time-limited consequences, and then slowly increase the time or intensity of the consequence for repeating the same behaviour.

Set SMART goals:

- **Specific:** What is the expected behaviour? (example: "in bed by 9PM" vs. "sleeping early")
- **Measurable/Observable:** How can we agree the behaviour happened? What counts?
- **Achievable:** Is this goal behaviour appropriate for the child's current age/cognitive maturity?
- **Relevant:** Is this goal behaviour something we want to achieve? As a parent, there are only so many rules you can enforce – which ones are the most important to you/your family?
- **Timely:** When will we administer rewards/consequences for this behaviour?

Choose your battles

Try to ignore trivial things and focus on the important things. Remember that you are a role model to your child and so you should aim to model the behaviours you expect to see from them.



Sources:
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