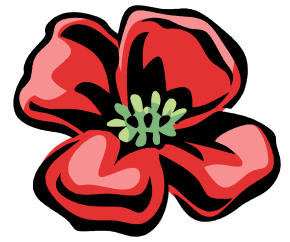




Hampton Elementary School

November 2018

Newsletter



HAMPTON ELEMENTARY SCHOOL

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

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

From the Main Office

Telephone - 832-6021

Principal - Sarah Blanchard

Vice Principal - Julie Stewart

Admin. Asst. - Nancy Long

PSSC Chair - Candace Muir
psscchair@gmail.com

Home & School President -
Krista Webb
hes.homeandschool@gmail.com

Hampton Education Centre
832-6143

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

School Bus Transportation -
832-6429

Principal's Message

This week we are looking forward to our 5th Annual Career Expo. Thank you to the many family and community members who donate their time for this event to represent the endless career opportunities available to students. This event is always a hit for our students as they tour and dream about their future!

Remembrance Day will soon be upon us. On November 8th, we will be having a short assembly to remember those brave men and women who were willing to sacrifice everything for our freedom. If you are able, please join us on November 8th at around 10:50 a.m. in the gym. Come early—just in case. Our students have worked to create a service that will be both thoughtful and age appropriate. Our choir has also been chosen to sing at the Hampton Remembrance Day service.

Thank you for your support of the Home and School Coffee fundraiser. The money raised will be used to support the build of our future playground upgrades.

The Fall Progress Reports (Report Cards) will be coming home on Monday, November 19th. This report provides students and parents with feedback on student's learning skills as well as the progress that has been made during the first two and a half months of the school year (10 weeks). This is an opportunity to find out early in the school year how your child is progressing, what the school is doing, and what you can be doing at home to support student learning. Our District adopted the Standards Based report card last year and the PSSC is hosting an info session November 14th at 6:30PM at the school for parents to find out more information and to ask any questions you may still have! The achievement scale, with numbers one through four indicate whether students are working below, approaching, meeting or excelling in learning goals. Learning habits are evaluated separately from learning achievement using Consistently, Usually, Sometimes and Rarely.

Every day, it gets a little colder and some of our students arrive at school unprepared to be out for half an hour or more. The expectation is that students go outside at least twice every day and they are expected to stay outside, even when the weather dips below zero. Please help us by reinforcing the need to be prepared (or to wear what you send them)!

There is a lot going on during the next few months. Stay up to date by checking out the school calendar on our website! Once again, thank you parents, students and staff! It's been a great year so far, thanks to you!

- Mrs. Blanchard

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.



Monday, November 12th—
No school for students
(Remembrance Day
observation)

WORDS OF WITSDOM



Walk Away
Ignore
Talk it Out
Seek Help

How can I help my child use WITS to solve problems?

Your child can likely recite the WITS acronym but may need help putting it in action. Use the tips below with your child to explore how WITS can help with peer conflict problems.

Walk away: Role-play walking away from the situation. Ask: What would happen if you walked away? Would it solve the problem? If not, try another strategy.

Ignore: Discuss ways to ignore, like leaving the situation or withdrawing eye contact. Ask: What would happen if you ignored? Would it solve the problem? If not, try another strategy.

Talk it out: Suggest statements to use to talk it out with the person bothering him or her. Sometimes saying "Stop" is enough. Maybe a joke would help. Ask: What would happen if you talked it out? Would it solve the problem? If not, try another strategy.

Seek help: Suggest other adults your child could ask for help, like a teacher. Ask: What would happen if you asked another adult for help? Would it solve the problem? If not, who else could you seek help from?

Explore the Using WITS with Your Child section of the WITS website at www.witsprogram.ca/families/using-wits-with-your-children/.

Mark Your Calendar!

November

5-9th Atlantic Career Week
8th—Remembrance Day Assembly
9th—No School for Students (Prof. Learning Day)
12th—Remembrance Day Holiday (No School)
14th—6:30p.m. Parent Info Session: Report Cards (Open to all!)
19th—Report Cards go home
20th-23rd—Book Fair in the Library
22nd/23rd—Parent Teacher Conferences (23rd is No School for Students)



Looking Ahead: December

Kids Helping Kids
Sat. 1st—Hampton Christmas Parade
Sat. 8th—District Chess Tournament
Mon. 10th—Christmas Concert **Rehearsal**
Weds. 12th—Christmas Concert (two showings) 9 a.m. (last name A-K) & 11:00a.m. (last name L-Z)
21st—Last Day for Students

Tuesday, January 8th
First day back for students

Skating

Important reminder: when students skate, they must have a properly fitted helmet, skates and gloves. Snow pants are also recommended by most teachers!



Hot Lunch and Milk Program

Our first round of milk ends on November 16th, 2018. The second term of milk will begin November 19th. The cost of milk is 50 cents per carton of white milk.

If you have any questions about ordering milk, please contact our school admin. assistant at 832-6021.

Our Hot Lunch Program is currently on hold while our Home and School members meet with our vendors to ensure we are meeting the updated Policy 711: Healthier School Food Environment.

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/711A.pdf>

Understanding Report Cards/Home Reports

The Hampton Elementary School Parent School Support Committee (PSSC) is hosting an information session regarding the new report cards on November 14th at 6:30PM in the school music room. A District representative, Ms. Christine Dumont will be sharing the history of the new report card, explaining "What is Standards Based Grading?", and "What is balanced assessment?" as well as sharing the rationale for the change. It is a GREAT opportunity to bring your questions!

Home Reports will be going home with students on **Monday, November 19th**. These reports will be issued in order for parents to become aware of the progress of their children since the beginning of the school year. Parent-Teacher interviews will take place on Thursday, November 22nd from 4:00 p.m.-7:00 p.m. and on Friday, November 23rd from 8:30 a.m.-11:00 a.m. Forms will be sent home with all students to indicate a preferred window of time as well as the opportunity to meet with specialist teachers. Homeroom teachers will contact you to confirm your appointment time. There is no school for students on Friday, November 23rd. At Hampton Elementary, the first report card meeting time is typically a traditional parent teacher meeting where teachers have the opportunity to discuss any concerns with parents.

Does your child hide out at the neighbor's house when it's report-card time? Before you go looking for her/him, read these five tips for dealing with the less-than-perfect report card.

#1. Don't lose your cool. Though many people see report cards as motivating, they can also be demoralizing. "They can sap a child of his confidence," says Dr. Kenneth Shore, school psychologist and author of the Parent's Public School Handbook. "The report card is not a measure of your child's worth or of your parenting skills." But grades can have an impact on a child's future. Make this point constructively.

#2. Accentuate the positive. Point out what your child is doing well, whether it's an academic subject or an extracurricular activity. "Children need to know where they show motivation because they may not be aware of their strengths," says Dorothy Rich, president of the Home and School Institute. If your child does poorly in math, but enjoys figuring out basketball players' free-throw averages, make the connection for him.

#3. Look behind the grade. The report card only indicates that there is a problem. Compare your child's papers over the year to see his progress. Discuss whether he's involved in too many extracurricular activities. "Kids need time to get their work done," says Rich. If your child is trying her hardest and still not understanding the material, contact the teacher immediately.

#4. Set goals for improvement. Goals help us get motivated, but be realistic. If a child is getting all C's on his report card now, expecting all A's the next time may be an unrealistic goal.

#5. Contact but do not attack the teacher. "If a parent has any questions at all, the first thing he or she should do is call the teacher for clarification -- not the guidance counselor or the vice principal," says Martie Fiske, a Distinguished Teacher. "A parent's first question should be: 'What's going on?'" Fiske suggests gathering more information before charging that something is wrong with the program or the teacher.

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

Mission Critical: Reading Together to Build Critical Thinking Skills

Critical thinking, the ability to think deeply about a topic or a book, is an essential skill for children to develop. Here are some helpful tips and recommended books to strengthen your child's ability to think critically.

As parents, we hope to develop many positive skills and traits in our children. Critical thinking, the ability to think deeply about a topic or a book, is an essential skill for children to develop. Critical thinking doesn't develop overnight. It's something that develops and builds through conversations and experiences. It's also something parents can nurture by sharing quality books with their children.

Even though your elementary-aged child may now be able to read on their own, reading together remains just as important as it was when your child was younger. Family read-alouds provide great opportunities to tackle more challenging books together. These longer chapter books may have plots that are more complex and more demanding vocabulary. Working through these books chapter by chapter helps teach persistence. And by reading together, you are there as an important source of support and information.

Reading critically involves slowing down, and taking the time to help your child reflect on what you've just read. Depending on the book, discussions may involve talking about what a character's actions tell us about his personality, or how the book's setting is important to the overall message. It might mean helping your child recognize something about the plot and the conflict that exists. It also means asking more open-ended questions to which there can be multiple correct answers.

Quality books enable you and your child to talk about the book in depth and with substance. All of this will help your reader develop critical thinking skills that will last a lifetime. Below are a few recommended titles, by grade level, that you and your growing reader may enjoy reading together and talking about.

<http://www.readingrockets.org/article/mission-critical-reading-together-build-critical-thinking-skills>

Numbers, Numbers, Everywhere

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

November: Estimation strategies

Often students think that estimation is another, "extra" step they must complete in math class. They prefer to find the exact answer because it's not yet clear to them how estimation can help!

Estimation can save students time; in real life an exact answer is not always necessary. Why grab a pencil and paper when an estimate is sufficient? Estimation helps students determine the reasonableness of their answers, without this skill students often make computational errors that they aren't even aware of! Estimation can improve students' mental math skills, when estimating computations students get additional practice at mentally adding, subtracting, multiplying and dividing numbers. Direct estimating experiences are very easy for you to do in your child's daily life!

Grade 3: Students in grade 3 are working on estimating quantities of objects using a referent (a smaller known quantity). Some things you can do at home:

- Estimate the quantity of Halloween candy in a pile, use a smaller pile to make an accurate estimate.
- Estimate of the number of items in your shopping cart
- Determine the price of one object, then estimate how much 20 objects would be or 100 objects. (ex. One box of cereal is \$3, how much would 20 boxes be?)
- Count how many cars in a small section of parking lot, use that number to estimate how many cars in the entire parking lot. This example can be applied to other situations such as the number of flowers in a flower bed, the number of bricks in a wall.
- Estimate how much milk/oranges/juice boxes to buy to last a week.
- Weigh yourself/produce/object and estimate how much 25 of those things would weigh.

Grades 4 & 5: Students in grades 4 and 5 are applying estimation strategies to addition, subtraction, multiplication and division problems. You can help by modelling your personal estimation strategies and explaining your thinking.

For example: to estimate the difference of $487 - 264$, you might say "Instead of 487, I thought of 490 since it's only 3 more than 487 and instead of 264 I thought of 260 since it is only 4 less than 264 and $490 - 260$ is 230. So a reasonable estimate is 230".

Part of estimating is determining if your estimate is more or less than the exact answer (an over-estimate or an under-estimate). In the above situation, 230 is an over-estimate because I increased the number 487 by 3 and subtracted a lesser number than the original equation intended (264). You can explore ways to bring the estimate closer to the exact answer with your child, for example, trying $490-265$ or $485-260$ and comparing the answers.

Some things you can do at home:

- Popsicles cost 19 cents each, how much money for 52 popsicles (multiplication).
- A bus holds 57 passengers, how many buses are needed for 100 passengers? For 250 passengers? For 475 passengers? (multiplication)
- Renting a skating rink cost \$2.85/hour, how many hours can we skate for \$25? (Multiplication or division)
- It is 39 km from Hampton to Saint John, how far will you travel on a round trip? How far will you travel if you make the round trip 5 days a week? (addition)
- I'm reading a book of 934 pages. I've read 248 pages so far, about how many pages do I have left? (subtraction)

Submitted by Jillian Kiervin, former Numeracy Lead

PSSC—Parent School Support Committee

Next Meeting:

Mon. Nov. 14, 6:30p.m

In lieu of a November meeting, the PSSC is hosting a Parent Information session regarding Report Cards on Wednesday, November 14th 6:30PM in the H.E.S. Music Room. This is OPEN TO ALL K-8 Hampton Families!

One of the responsibilities of the PSSC is to monitor the School Improvement Plan.

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan is a tool used by schools to ensure there is continuous, incremental improvement in the learning of all students over time. School Improvement Plans are generally developed for three-year time periods. Questions to be considered in establishing a School Improvement Plan include:

- What should the school be able to do for all students?
- Is the school successful at doing it now?
- If not, what learning aspects need to be improved, and which should have the priority for improvement?
- How will the school get improvement in the identified priority areas?

ENGAGING WITH PARENTS AND THE COMMUNITY

Communicating and engaging parents is a key part of the PSSC's responsibilities. Parents play a critical role in their child's education, however, drawing them in to schools and forging constructive parent-school relationships can be challenging. Please let us know if there are ways you wish for us to better communicate with you.

For review of previous meeting minutes, you can find them under the "For Parents" dropdown 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

Java Moose Fundraiser: Thanks to everyone for another success coffee fundraiser. Over 550 bags of coffee were sold! The class winning the popcorn party is Mme Aubin-Martin's Grade 3 class who sold almost \$1000 of coffee! Proceeds will go to Classroom enhancement projects, Music room upgrades, and the new playground. Orders should be ready for pickup during Parent Teacher or at the Holiday Extravaganza.

Next Meeting:
Thurs. Nov. 8, 6:30PM

Election: Sarah Piercey was elected as our Secretary during our October meeting.

Healthy Lunches: We continue to wait for Chartwell's to get back to us to let us know when their online system is ready for orders. We will let everyone know when we find out.

Holiday Extravaganza: The third annual Holiday Shopping Extravaganza is being held on Saturday, November 24th from 10:00 AM-3:00 PM. We have lots of vendors signed up, but still have space for a few more. Please contact Katie Judge at hes.homeandschool@gmail.com if you are interested in more information. We will also be looking for a couple of volunteers to assist with the craft sale. If you are able to help for an hour or two, please let us know.

Next Meeting: The next Home & School Meeting will be Thursday, November 8 at 6:30 PM at the school library. Everyone is welcome.

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

Inclement Weather Procedures

Schools may be closed early on days when the weather conditions are anticipated to deteriorate significantly during the day. Every effort will be made to notify parents through our school Synrevoice system for students in Kindergarten to Grade 5. We use media (radio stations), voicemail and email. Families are reminded of the importance of ensuring alternate arrangements are in place for their child(ren) in cases when they or another adult will not be available to be home.

<http://web1.nbed.nb.ca/sites/ASD-S/Pages/Inclement-Weather-Policy.aspx>



Policy 711—Healthy Eating

November each year is 'Good Nutrition Month'! It is a great month to bolster your own efforts to eat healthier, a great time to try out new nutritious recipes and to teach your kids about eating better. Why not set a goal of eliminating another one of your food addictions this month? Commit to looking up nutrition tips each week and trying out a new healthier dish that you can add to your regular meal plan. Use this month to educate your kids about eating right. Remind them about the My Food Pyramid and find something they are passionate about to motivate them to join in your Good Nutrition Month mission. Perhaps they want to be better at a sport, may be they want to fit in to some new clothes or even get stronger or just look better. Help them look up the healthy foods that will help them reach their goals or even try out recipes from different types of diets like vegan or raw food diets. - See more at:

<http://www.foodenquirer.com/articles/november-is-good-nutrition-month-.html#sthash.nDSvA694.dpuf>

Have fun with it and enjoy Good Nutrition Month as a month for exploring new foods and tastes!

November Wellness Theme

November is Kindness Matters Week. We will be encouraging students to think about others and we urge you to continue this message at home.

Here are some activities/discussion points to consider:

- ⇒ What is your definition of kindness?
- ⇒ Create a kindness chain.
- ⇒ Find ways to "smile it forward" with kindness.
- ⇒ Create a kindness calendar.
- ⇒ Display the letters K I N D N E S S—how many words can you make using these letters?
- ⇒ Be a kindness spy—recognize acts of kindness.
- ⇒ Learn more about Kindness Challenge.

Here are some other links:

Kindness Challenge: <http://kindnessmattersblog.org/>

Kids for Peace:

http://kidsforpeaceglobal.org/events_overview.html

Pinterest Kindness activities:

<https://www.pinterest.com/sjww/teaching-kindness/>

Education Support Services at HES

Universal Accommodations:

Universal accommodations are strategies, technologies, or adjustments that allow a student to achieve prescribed outcomes. These accommodations are available to ALL students. A few examples of universal accommodations are:

- Manipulatives
- Spell checker
- Frequent activity breaks
- Simplified directions
- Extra time
- Practice test provided

Justified Accommodations:

These accommodations are only available to those students who follow a Personalized Learning Plan (PLP). A few examples of justified accommodations are:

- Braille
- Taped texts
- Scribe
- Speech/text device
- Oral testing
- Spelling not counted in daily work or test situations

If you have any questions or concerns please feel free to contact me at Julie.stewart@nbed.nb.ca or by phone at 832-6021.

What's Happening in the Gym?

The month of October has flown by while students have been working very hard on a variety of skills needed for them to be successful for Phys. Ed. November will continue to be a busy month, as students work on tactics for playing a variety of games, including throwing, catching, hitting targets and moving safely through the gym. Many classes have also started working on basketball skills. Another important part of our learning will be a focus on emotional and social skills. These skills include, showing persistence when learning a new skill, staying in control of our emotions when winning and losing, and accepting responsibility for our own actions.

Thank you to all the parents and students of H.E.S. who participated in the cross country meets this fall! The H.E.S. students were excellent examples for others of appropriate behaviour and good sportsmanship during our meets. Great work Hawks! If you have not already returned your H.E.S. t-shirt to Mrs. Thorne or Mrs. Robinson, could you please return it as soon as possible. Thank you!

Mrs. Thorne & Mrs. Robinson

We have been working on Control of items, balls, and scoops and hitting targets. We have been working on being aware of our surroundings and others, playing various tag games, We have been working on cardio doing exercise warm ups as well as line running drills.

Ms. Driscoll

A Note from the Music Room...

Students have been practicing how to play the ukulele by learning how to hold, pick and strum.



Ms. Robinson

Guidance Corner

The month of October was dedicated to solidifying students' understanding of the Mindfulness, as well as various emotion-regulation tools. As a quick recap, we spoke of Mindfulness as being present, thankful, kind and patient. Essentially, students learned how to focus on the important things with love, as well as why incorporating daily mindful moments is so important.

Students should now know a little more about how their thoughts work, and different strategies to help control them. A quick introduction of the brain's limbic system was presented, where we explored the functions of the prefrontal cortex (the wise leader), the amygdala (the security guard) and the hippocampus (the saver of memories).

As the students learned and explored the concept of Mindfulness, they also learned strategies to help them manage their feelings in hopes of staying calm, focused and ready-to-learn. Deep breathing and a body scan meditation were repeatedly practiced with students.

As I prepare for my maternity leave, I reflect on the fantastic two months spent getting to know your child as the Guidance Counsellor. It has truly been a pleasure to work with every single student.

If you have any questions or concerns, please do not hesitate to contact me by phone or email:

506-832-6022 (DATL); 506-832-6021 (HES)

cynthia.veniot@nbed.nb.ca

Thank you!

ATTENTION: SPEEDING ZONE!

School Street has a speed limit of 15km/hr! Please use extra caution when driving down the hill to drop off your students!



Raz Kids is Mobile!

Our school has once again purchased access to the Raz Kids individualized reading program. This site delivers hundreds of books for students to read wherever they have access to the internet. There is an APP that can be downloaded for easier access as well. Students have the option of listening to books for modeled fluency, reading books for practice and then recording themselves reading so teachers can monitor progress. Each book also has an accompanying quiz to test reading comprehension. Your child can log into their class using the following:

- 2 Vallis & 2 Prosser—avallis1
- 3 N. Fougere-Leblanc—nleblanc
- 3 Aubin-Martin—kaubinmartin0
- 3 Salgado—jsalgado
- 4 Long—dlong29
- 4 Golding & 4 Creamer—kgolding5
- 4 Power & 4 Creamer—rpower3
- 5 Smith & 5 Kennedy—pkennedy12
- 5 Schofield—cschofield4
- 5 P. Melanson—pmelanson0

Classroom Newsletters

Please continue to follow our school website for updates on coming events and activities. Most teachers have posted their classroom newsletters and websites on our school webpage. All these changes are in support of our School Improvement Plan and enhancing regular communication to parents and families.

Lost and Found

Please take a moment to visit the lost and found at our school. This area is located near the change rooms outside the gym. It is full of clothing items that definitely should be missed by families! All items will be on display during parent teacher conferences so please take a peek along the hallway outside the gym!



Extra Clothes

As we head into November, it is always a good idea to send along some extra clothes with your child. An extra pair of dry socks and mittens is always a good thing to have tucked into the backpack. At this time of year, rubber boots can be a necessity for our playground!



Save the Date

Weds. 12th—Christmas Concert (two showings)

9 a.m. (last name A-K)

11:00 a.m. (last name L-Z)

VIP Best seat in the House Tickets will be on sale in December



It's not that I'm so smart, it's just that I stay with problems longer.

~Albert Einstein

~TALKING ABOUT MENTAL HEALTH~

13 Things Mentally Strong Parents Don't Do

<https://www.psychologytoday.com/ca/blog/what-mentally-strong-people-dont-do/201709/13-things-mentally-strong-parents-dont-do> Posted Sep 28, 2017

Raising mentally strong kids equipped to take on real-world challenges requires parents to give up the unhealthy — yet popular — [parenting](#) practices that are robbing kids of [mental strength](#). Of course, helping kids build mental muscle isn't easy — it requires parents to be mentally strong as well. Watching kids struggle, pushing them to face their fears, and holding them accountable for their mistakes is tough. But those are the types of experiences kids need to reach their greatest potential.

Parents who train their children's brains for a life of meaning, [happiness](#), and success, avoid these 13 things:

- 1. They don't condone a victim mentality.** Getting cut from the soccer [team](#) or failing a class doesn't make your child a victim. Rejection, failure, and unfairness are part of life. Rather than allow kids to host pity parties or exaggerate their misfortune, mentally strong parents encourage their children to turn their struggles into strength. They help their children identify ways in which they can take positive action, no matter their circumstances.
- 2. They don't parent out of guilt.** Guilty feelings can lead to a long list of unhealthy parenting strategies — like giving in to your child after you've said no, or overindulging your child on the holidays. Mentally strong parents know that although [guilt](#) is uncomfortable, it's tolerable. They refuse to let their guilty feelings get in the way of making [wise](#) choices.
- 3. They don't make their children the center of the universe.** It can be tempting to make your life revolve around your child. But kids who think they're the center of the universe grow up to be self-absorbed and entitled. Mentally strong parents teach their kids to focus on what they have to offer the world — rather than what they're owed.
- 4. They don't allow [fear](#) to dictate their choices.** Keeping your child inside a protective bubble could spare you a lot of anxiety. But keeping kids too safe stunts their development. Mentally strong parents view themselves as guides, not protectors. They allow their kids to go out into the world and experience life, even when it's scary to let go.
- 5. They don't give their children power over them.** Kids who dictate what the family is going to eat for dinner, or who orchestrate how the family will spend their weekends, have too much power. Becoming more like an equal — or even the boss — isn't healthy for kids. Mentally strong parents empower kids to make appropriate choices while maintaining a clear hierarchy.
- 6. They don't expect perfection.** High expectations are healthy, but expecting too much from kids will backfire. Mentally strong parents recognize that their kids are not going to excel at everything. Rather than push their kids to be better than everyone else, they focus on helping them become the best versions of *themselves*.
- 7. They don't let their children avoid responsibility.** You won't catch a mentally strong parent saying things like, "I don't want to burden my kids with chores. Kids should just be kids." They expect children to pitch in and learn the skills they need to become responsible citizens. They proactively teach their kids to take responsibility for their choices, and assign them age-appropriate duties.
- 8. They don't shield their children from pain.** It's tough to watch kids struggle with hurt feelings or anxiety. But kids need practice and first-hand experience with tolerating discomfort. Mentally strong parents provide their kids with the support and help they need when coping with pain so their kids can gain [confidence](#) in their own ability to deal with whatever hardships life throws their way.
- 9. They don't feel responsible for their children's emotions.** It can be tempting to cheer your kids up when they're sad or to calm them down when they're angry. But regulating your kids' emotions for them prevents them from gaining important social and emotional skills. Mentally strong parents teach their children how to be responsible for their own emotions, so they don't have to depend on others to do it for them.
- 10. They don't prevent their children from making mistakes.** Whether your child gets a few questions wrong on his math homework, or forgets to pack his cleats for soccer practice, mistakes can be life's greatest teacher. Mentally strong parents let their kids mess up — and allow them to face the natural consequences of their actions.
- 11. They don't confuse discipline with [punishment](#).** Punishment is about making kids suffer for their wrongdoing. Discipline is about teaching them how to do better in the future. And while mentally strong parents do give out consequences, their ultimate goal is to teach kids to develop the [self-discipline](#) they'll need to make better choices down the road.
- 12. They don't take shortcuts to avoid discomfort.** Giving in when a child whines, or doing your kids' chores for them, is fast and easy. But those shortcuts teach kids unhealthy habits. It takes mental strength to tolerate discomfort and avoid those tempting shortcuts.
- 13. They don't lose sight of their values.** It's easy to get wrapped up in the day-to-day business of homework, chores, and [sports](#) practices. Those hectic schedules — combined with the pressure to look like Parent of the Year on social media — cause many people to lose sight of what's really important. Mentally strong parents know their values, and ensure that their family lives according to them.

Build Your Mental Muscle—Parenting is never perfect. But the key to becoming a mentally stronger parent is to learn and grow from your mistakes. By making mental strength a top priority, you'll give your children the skills and confidence they'll need to reach their greatest potential.

References Morin, A. (2017). 13 Things Mentally Strong Parents Don't Do: Raising Self-Assured Children and Training Their Brains for a Life of Happiness, Meaning, and Success. New York, NY: William Morrow, an imprint of HarperCollins.