

APRIL 2021



Dr. A.T. LEATHERBARROW PRIMARY

**D**ream **A**chieve **T**each **L**earn

Be Kind

Be Safe

Be Responsible

Be Respectful



## Important Dates to Remember

**Thursday, April 1** — Parent Teacher Virtual Conferences 2:30 PM to 7:00 PM

**Friday, April 2**—Good Friday, No School

**Monday, April 5**—Easter Monday, No School

**Saturday, April 10**—EYE-DA testing

**Wednesday, April 14**— Parent Teacher Conferences in the morning and Professional Learning Day in the afternoon  
No school for Students

**Monday, April 19**— PSSC Meeting 6:30 PM

**Monday April 19 to April 23rd**—Heart Healthy Challenge Week

**Monday, April 26**—Hot Lunch forms go home

**Wednesday, April 28**—Pay it forward Kindness Day

**Thursday, April 29**—Hot Lunch forms Due



# SPRING

Spring weather is here and students soon will be wearing spring jackets and shoes to school.

Please remember that the mornings are still chilly and our playground will be wet with lots of mud. We ask that our children wear splash pants to protect their clothing and to be dry and comfortable. Boots are also essential.

It is a great time to ensure your child has an extra set of clothing here at school so that, if he or she becomes wet or muddy, a change of clothing is available.



# We're ALLERGY AWARE!

Welcome to our  
Peanut/Nut-Free &  
Scent-Free  
Facility



We are excited to share that Dr. A. T. Leatherbarrow Primary School has been selected by @CTJumpstart to receive a grant from their Sport Relief Fund. The fund helps community organizations and schools like ours continue to provide access to sport and play for Canadian kids. This grant will go a long way towards helping us to replace and update physical education equipment and to provide outdoor recess items for our students to use in our play spaces. Thank you, Canadian Tire Jumpstart!!!



## Heart Healthy Schools



We've done a great job with our first two Heart Healthy Challenges so far! Thank you for your support! Our 3<sup>rd</sup> challenge week for the Heart Healthy Schools Program will take place April 19 to 23. The challenge this week is for students and staff to drink only beverages with 0 sugar added. We have water bottle refilling stations at school now instead of fountains. If you haven't been doing so already, please send a filled water bottle with your child each day to encourage them to drink and stay hydrated. Morning announcements will include information about why drinking beverages without added sugar is a healthy choice. Recipe alert! Has your family ever tried infused water? Simply add slices of lemon and cucumber to a jug of cold water and let it sit for at least 4 hours. Very refreshing!





Dear DATL families,

In March, I completed the Zones of Regulation curriculum. Students should now have a better understanding of the vocabulary words, strategies, and emotional self-regulation tools discussed during these lessons. Once again, I encourage you to reinforce the ideas offered in the Zones of Regulation, by continuing to ask your child what zone they are in, what feelings they are experiencing, and to remind them to use self-regulation strategies at home, such as deep breathing, journaling, talking to a friend or adult, and positive visualization.

Looking ahead to April, I will begin to explore growth mindset. We will explore the brain and discuss how neuron connections form as we practice new skills. We will discuss how things that are challenging at first can get easier if we persist. We will also see how changing our response to a difficult task (e.g., "I can't do this" vs. "I can't do this *yet*") can positively influence the outcome.

In addition to exploring growth mindset, we will practice perspective taking. We will use communication exercises to help us see situations using different perspectives. Students will explore how others may have different tastes and preferences than themselves and that our words and reactions matter. We will practice replacing words like "weird" and "ew" with words such as "unique" and "interesting."

This year, the Pay It Forward Day is April 28<sup>th</sup>. The Pay It Forward Day, an initiative celebrated worldwide, aims at making a difference by creating a huge ripple of kindness. In April, students will learn how impactful small acts of kindness can be, and how, when multiplied by millions of people, these acts can change the world for the better.

*Cynthia Veniot*

DATL Guidance Counsellor



## **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.