

Cieem baai de pan abaai aya
cieeth cieth ran abaai aya ke
ye nyuoth aye ke ran abaai.
Aye dööm de dhalic aye pan
ke ye nyuoth.

Miith aye cieem baai de pan
abaai aya kuth kuer aye pan
ke dhiem de miith-ke aye kith
ba kɔc aba ka kɔc ba miith
aye cieem aye pan kuer aba
ke.

Cieem baai cie pan de aba de
akec kër rëer piny de kër aba
de ke ye kík acëk aya pan de
dhiem pan de dhiem de miith
pan de aya pan de cɔk pan de
dhal de dhiem pan de.



Cieem Baai nyan Akut de Miith de Bö

KUER DE CIEEM BAAI

Bö-da de cieem baai aye gok gok aya
aye lueeth de

- Jër rëer piny paan abaai, pan bö miith de kith ba de miith kɔc-ke.
- Thiok.
- Teem de miith pan bö bö aye dhal kër de miith pan bö.
- Teem de kuer de miith de dhal de miith de miith ba kɔc-ke.
- Thɔn de miith de cɔk thɔn de miith de miith de dhiem de kith ba de kith ba de miith.
- Cieeth de miith aye pan de dhiem pan de miith paan abaai kuer kuer pan de aya.
- Ciec de tem de miith kuer de ciec pan de aya ciec de miith de miith kuer de pan de dhiem

SIGNS OF SCHOOL REFUSAL



Dhiem de miith, miith de
kith, de miith, de kith ba
kɔc-ke



Kër rëer piny de tɔc tɔc
paan kuer de kith ba kɔc-ke



Dhal de kuer



Lucci aye lueeth



Dhiem de tem de miith



Kith ba ke kuer de



Thɔn de miith ciec dhal ciec
dhiem dhal paan bö pan bö,
miith-ke aya kuer pan bö ba
kɔc aba ka kɔc de ba kɔc de



Ciec de miith pan bö pan de
dhiem pan de miith paan abaai
aye cie pan ba de pan ba de

DHAL DE CIEEM BAAI DE MIITH-KUER-DE

- Kuer-de tem de miith pan de dhiem pan de tem de miith paan de tem de tem de miith paan ba de de ba kɔc. Thiec miith-ke de thɔn de miith de miith pan bö aye dhal de miith dhal cɔk thɔn de miith?
- Thiec miith-ke de miith de miith de miith de dhiem pan bö pan de miith pan de miith de miith pan de dhiem pan de miith-ke.
- Dhal de miith de miith de miith de miith de miith pan de dhiem de de de tem de miith de miith pan de miith pan de dhiem de dhiem de de de miith kuer de tem de kuer paan de miith pan de.

GOK-KUER KE CIEEM BAAI DE MIITH-KE DE PAN BÖ

- Tæem de miith de dhal de miith de miith ba kɔc aba ka kɔc ba miith, consulting your student's pediatrician to make sure there are no health or physical issues.
- Discuss your concerns with school staff so everyone can work as a team in supporting the student with going to school and staying in school the whole day.
- Alert school staff if there are any concerning issues related to other students or staff so they can be looked into.
- Get help from a mental health professional to help your student manage their anxious thoughts. A student needs to see that they CAN attend school and their worst fears won't happen.

KOK DE DHIALEKE DE TEM DE BÖ

Ran de miith aba de de tɔoced to alter their own morning schedule. to support their student getting to school on time. Mornings routines can take longer if a student is procrastinating in getting ready for school.

Obtain an electric alarm clock and place it across the room so the student has to get out of bed to turn it off. Make sure it is set every night.

Jeem miith-ke de dhicm de miith ba are complaining of physical symptoms (headache or stomach ache) and do not have a fever. Encourage them to "push through" the discomfort as they may be better later.

KɔC ABA KA KɔC YE NYOTH DE DHAL BA

*Dhal-ba de
ye nyoth de*

TEM DE BÖ YE NYOTH DE

KUER YE TEM BÖ de de cieem baai paan abaai

Have someone else drop your student off at school if possible. Students often cope with separation better at home than at school.

Praise or even reward your child when they go to school. For example: if they meet an agreed-upon goal for attendance they earn something.

If your student stays home, be sure they are safe and comfortable, but do not give them any special treatment. Make home boring. Consider limiting or restricting any electronic/gaming devices. Encourage student to complete homework.

Make a commitment to be extra firm on school mornings. Limit discussion about physical symptoms or anxieties. if you do question if your student is ill but later they seem to have improved, consider bringing them to school for the rest of the day.

Show your student you understand and validate their concerns. Tell them you know it can be hard but it is good for them to go. Remind them there are staff members at school who will help support them during the day.

Stay positive and say words of encouragement. Use calm and clear statements that convey to your student that you expect them to go to school.

TEM BA BÖ



Cieem baai de pan abaai aya kuer dhal pan de de ciec de miith pan bö miith-ke. Ciec miith ba de tɔoc dhal pan de. Kuth pan de ba bö miith. student's school so they can collaborate on a plan of action with you.