

Parent Council Meeting Agenda: For Parents of Students Identified as GT

April 30, 2018 6:00pm-7:00pm

Celebrating the diversity that is LCS



Welcome, Housekeeping, Review of Agenda, Introductions

Time Keeper- Deb Allen

Future Planning

- Continue with 4 evening meetings or return to 2 day meeting and 2 evening meetings?
 - Remain with evening meetings
- Suggestion of topics for future meetings
 - What progress was made with cluster grouping in the homeschools?
 - How has training gone, how many teachers are GT licensed? How many teachers have been trained?
 - Parent perspective of goals on WEP. How to support their student's goal(s).
 - Information regarding how a twice exceptional students is evaluated and served.

*13 students have qualified for self-contained. We have a few other students who are continuing with assessment.

Presentation

“Supporting the Emotional and Social needs of Gifted Children” by Dr. Rob Adams, Psy.D.

- Dr. Adams is a clinical psychologist with Meghan Barlow and Associates
 - Dr Adams can be reached at 440-409-0307 or rob@drmeghanbarlow.com.

*Giftedness is more than intelligence-Intensity and Overexcitability

*Emotional Intensity-this is not a disorder, but it is part of how they interact with the world. Internal and external factors that play into the intensity

*Strength and speed of their emotions-how do they self regulate these emotions?
Fair vs Equal; Right vs Wrong; need help learning perspective and flexibility

*Sense of perfectionism (can be academic and/or social skills)

*Mastery makes us feel safe. When something can't be mastered, such as social settings, we feel bad and possibly choose to avoid the situation (avoidance of birthday parties)

*Introverts need time on their own to "reset" during the day.

*Can be seen by others as withdrawn

*Benefit from learning emotion regulation strategies and social communication skills.

*Social-Emotional Difficulties-different interests than peers

*can appear arrogant or disconnected

*hide skills to fit in (pressure to conform can lead to internal insecurity)

*Perfectionism-unhealthy, rigid, thought patterns; Always or never

*Anxiety about being gifted-different than the "norm"

*increases anxiety, insecurity, isolation

*trouble relating to same-aged peers

*Adults may assume they will figure it out because being smart is "great"

*Self-Image vs Self-Esteem

*Image is how a child perceive their ability to do something. Esteem is the importance the child places on the child's ability to do something.

*May need to talk about the difference between esteem vs image with children

*Emotional Intelligence is a better predictor of lifetime success than IQ

*Self-awareness, impulse-control, empathy, self-motivation, social skills, tolerance of frustration. These are skills that need to be learned and worked on.

*Uneven development means that students need time to practice and rehearse their skills in this area.

*Dualities-2 sides of a coin

*asks questions, but asks too many in class/has trouble moving on

*Be proud, but not too proud-have confidence but in a way that doesn't put others down (arrogance).

*This can be hard for children to see the fine line with peers.

*Lessening Emotional Distress-time to unwind and process the day; consistent messages about one's value, belonging, and responsibility (are my grades enough, am I enough); see them as kids first-gifted in some areas second; control our own emotions. Our emotions will trigger theirs.

"We belong where our worthiness is not dependent upon our easiness. We belong where we can be a burden without feeling like a burden. We belong where we can be needy and still feel wanted. We belong where we can be messy and loved, broken and embraced, complicated and celebrated." Dr. Kelly Flanagan

- This is the link to the blog post from Kelly Flanagan for the quote <https://drkellyflanagan.com/2018/01/23/how-to-recognize-where-you-truly-belong/#more-5605>

*How much you teach your child about their emotional overexcitabilities will depend on the child. Have an emotional vocabulary that is used by all in the home. We need to be aware of our differences in how we handle emotions vs our child.

*Providing Support-competitive vs non competitive opportunities; develop problem solving skills; highlight areas of resilience and affirm their strengths to build hope; In vs out of my control (helping children identify what is within their control and what is not).

*Self-Esteem; But vs and/yet (when we praise then follow up with "but" and they don't hear the positive.); Find a way to be concrete with gratefulness. This builds mindfulness. A gratefulness jar is a good tool.

*Encourage Emotion Regulation-Teach ways to share emotions-verbally and non verbally. Awareness and acceptance of feelings. Provide "I wonder" statements (I wonder why your face is red right now?); AABB-Aware, Accept, Breath, Break

*Power struggles-Can turn into arguments/threats. Where is there flexibility in our rules? Be consistent with what you say and do.

*Perfectionism-point out and praise flexibility (may have to teach what this means). Use a "flexibility jar" and students can earn rewards. Celebrate failures with them and yourself. Let them see how you overcame the challenge. Teach about negative and positive self-talk; thought bubbles can be useful to help them separate their thoughts. Daily challenge-kids can give mom or dad a flexibility challenge and parents give one to kids. Then talk later in the day and compare

how you both did.

*Excellence vs Perfectionism-find analogies to demonstrate (baseball avg .300 is excellent, but not perfect.)

Q:How to we our children interact with others in a tough situation?

A:Help coach/role play students when they struggle with social situations with peers and teachers. Also, reflect on whether or not the situation is appropriate for the child to self advocate or whether or you should be involved.

References from Dr. Adams:

www.sengifted.org

Raising Cain: Protecting the Emotional Lives of Boys, by Kindlon and Thompson

Loveable, by Dr. Kelly Flanagan

Cross, T. (2005) Social emotional lives of gifted kids: Understanding and guiding their development.Waco, TV: Prufrock Press, Inc.

Daniels, S. Piechowski, M. (Eds.) (2009). Living with intensity. Tucson, AZ. Great Potential Press.

Fonseca, C. (2016). Emotional intensity in gifted students: Helping kids cope with explosive feelings. Waco, TX: Prufrock Press, Inc.

Galbraith, J. & Delisle, J. (2015). When gifted kids don't have all the answers. Minneapolis, MN. Free Spirit Publishing.

Kinkel, M. Chapa, B., Petterson, G., & Walling D. (1992). Experience of giftedness: Eight great gripes six years later. Roper Review, 15 (1), 10-14.

Parent suggested resource:

Untangled: Guiding Teenage Girls Through the Seven Transitions into Adulthood by Lisa Damour

Closing

Thanked Dr. Adams for his time and for coming to Lakewood

Next Meeting: Look for a postcard in September with our 2018-2019 dates!