

BVPAGE Meeting 3/1/19

Board members: Jeannie, Amy, Erin, Lynn, Christy

District attendees: Kristin Asquith, Presenters: Tara Walrod-Sunrise Point Elementary Counselor, Sara Elkins, Tiffany Lowry- Stillwell Elementary Counselor, Krista Meacham- BV High School Counselor

Attendance including board members: 22

- I. Announcements
 - a. Summer Ops Fair was a great success. Please check our FB page for camp information!
 - b. Brain Blizzard on Sunday March 1 from 1-3pm at Scheels.
 - c. Evening meeting in April 11th at Hilltop 7pm. – Don't Ask Alexa, Siri, or Google, Ask me!
The Parent Panel —THERE WILL BE NO DAYTIME MEETING THAT MONTH!
 - d. Friday, April 12th- Robotic Share Fair for 5th graders at CAPS
- II. Supporting Friendship in Gifted Children
 - a. School Programs that Support Friendship Building
 - i. Tier 1: Guidance Lessons, Class meetings, integration into ILit
 - ii. Tier 2: Social Skills Groups, lunch bunch, interventions, and support in gifted classroom
 1. Your child will not necessarily be friends with everyone in gifted class, but it's a great place to practice social skills
 - iii. Tier 3: Individual or Daily support, Accommodations, Communications goals
 - b. Finding Your Tribe – how to help kids find friends they connect with
 - i. Role Play – model it for them
 - ii. Handout: Cactus friends vs. flower friends – if they're not helping you grow, you have to be careful. Don't have cut them off completely. Or if your child is a cactus—you can point it out.
 - c. Building Friendships
 - i. Gifted kids tend to have fewer friends but they are deep.
 - ii. It's hard to find connections with kids of same chronological age
 - iii. Finding something in common is key- especially activities with a range of ages
 - iv. Sensitivity to slight makes keeping friends more difficult- they tend to have no patience for them at all
 1. Encourage them to push through the slights and talk about them.
 - v. Structure playdates a bit more
 - vi. Remind friendships take time – notice progress
 - vii. Share your own stories about friendships
 - viii. Discuss persistence and how proud you are that they put themselves out there
 - d. Maintaining Friendships
 - i. Stage 1 – play partner
 - ii. Stage 2 – people to chat to
 - iii. Stage 3 – help and encouragement
 - iv. Stage 4 – intimacy/empathy
 - v. Stage 5 – the sure shelter – they have your back

- vi. TEDx speech – Being gifted from kid perspective – 15 years of being gifted- Braden Oh
- e. Ending Friendships with Grace and Dignity
 - i. Fade them out – non-confrontational
 - ii. Formally end it – sit down and let them know. Role play and use I statements
- f. Pitfalls in Supporting Your Child
 - i. Don't overwhelm them with too many kids – they don't need a large group of friends
 - ii. Don't assume they want advice on how to fit in – it's ok for them to feel different
 - iii. Let them have time alone. They may need it.
 - iv. Being popular doesn't mean being happy – extroverted parents shouldn't assume their kids want a big group of friends
- g. What to Do?
 - i. Promote different types of friendships- gifted and non-gifted, different ages
 - ii. Help normalize experiences
 - iii. Help them develop empathy and seeing different points of view
 - iv. Promote volunteerism and giving back
 - v. Help them foster a relationship with an adult at school to navigate social situations
 - vi. Avoid heightened responses – it will encourage them to talk to you
- h. Handling Specific Situations
 - i. Bossiness
 - 1. Satisfy their need to be in charge
 - 2. Practice/ model – asking instead of telling, being assertive, proper tone of voice
 - 3. Role play proper behavior and over the top
 - ii. Shyness
 - 1. Don't worry – they don't need to jump into every situation
 - 2. Accommodate rather than enable- help with transitions
 - 3. Choose comfortable environments for making new friends
 - 4. Have them attend new activities with a friend they know
 - 5. Rehearse situations that make them nervous – introductions, asking someone to play
 - iii. Supporting a Child When Friends Turn Mean
 - 1. Have them think about “what could I have done differently?” – three sides to every conflict
 - 2. Remove themselves from situation- sit somewhere else, avoid social media, skip a party. They don't have to be friends with everyone
 - 3. Continue to make wise choices-
 - iv. Too Intense With Friends
 - 1. Patience—this is a long road. Help them keep their self esteem up.
 - 2. Keep it simple – limit the time
 - v. When Other Kids Don't Understand Them

1. Find social groups that interest them
- vi. What to do When You Don't Approve of a Friend
 1. Why don't you approve? Where is it coming from? Is it valid? Is it bringing joy to my child? Don't base it on who you think they should socially hang out with
 2. Plant a seed
 3. Lay Down the Law – this isn't healthy for you. It's ok to cut ties.
- vii. Recommended resources
- viii. Questions:
 1. How do you respond to friends who say "why didn't you get an A?"
 - a. Tell them I'm not perfect, I just think differently
 - b. The Gifted Kids Survival, Galbraith and Delisle
 - c. How Rude! – book with interactive sections
 2. How do you help them break into groups they don't have as much in common?
 - a. It just may take time. Some may not find their group until high school
 - b. Encourage them to put themselves out there – find a sponsor and make their own club
 - c. Ask for help from the counselor to help you find connections
 3. Finding a mentor
 - a. In high school the classroom is blended 9-12 so that can be a place to start
 - b. Reach out to gifted ed teacher to connect to older kids – needs to be organic
 - c. Start as "tutoring" so they don't feel set up
 4. What do we do until they find their tribe? Especially if it takes until high school?
 - a. Ask for help from gifted teacher or counselor
 - b. Get them volunteer and helping others