

OPEN THE GATE

FALL ISSUE

October 2019

Dates to Remember

Scary Story Night

October 29th @6:00

**Noetic Learning
Math Competition**

Week of November 18th

Next Page Meeting

December 10th
6-7 P.M

Access Building Room 6
490 N. Diamond St.

**Don't forget to sign
up for SENG parent
book study.**

Beginning in January



Please visit our Facebook site: <https://www.facebook.com/CCSGATE/>

Anxiety in Gifted Children: 3 Simple Steps Parents and Educators Can Take

AVOID SAYING, "DON'T WORRY ABOUT IT."—Understanding that gifted children will be anxious about events and issues you may find groundless, unreasonable, or even ridiculous is critical here. For you, the gifted child's fear is unwarranted, but for her, it is very real and concerning. Telling a gifted child not to worry trivializes her fear and can belittle the child who is struggling with anxiety. Saying not to worry can humiliate her, cause her to feel bad about herself, and make her feel her anxiety is yet another way she is very different from her same-age peers. You may also end up with a child who begins to worry about her worries—being anxious over her anxiety. Acknowledging the fears of a gifted child, validating her concerns and showing empathy may help her work towards making peace with her fears.

DON'T HOLD THEM TO UNREASONABLE EXPECTATIONS—Gifted children most likely are already keenly aware of the need to follow the rules, comply with educational expectations, and to excel in school. We do not need to add to this acute awareness by holding unreasonably high expectations of our gifted children that may only be important to us as teachers and parents. Yet, what parent or teacher can help but visualize all the great successes of which a gifted child is capable? But not all gifted children will attain success and happiness by achieving that assumed eminence. We should not feel anger or regret if our gifted child decides he does not want to go to college or decides to quit piano even though he is a piano prodigy. We should only help him achieve what makes him happy and support him in his efforts to reach his vision of success.

AVOID THREATENING WITH NEGATIVE CONSEQUENCES—Naturally, as parents and teachers of gifted students, we see the vast potential these children have, and sometimes, as in #2, we hold unreasonable expectations for our gifted children. When our gifted children do not fulfill our expectations, many adults tend to voice to our children the negative consequences of not reaching these expectations. Threatening a gifted child with future adverse outcomes like, "you won't get into college with those grades," or "you are going to be embarrassed if you don't make Honor Roll" can only compound their anxiety and propel them further away from attaining their success and happiness.

Article by *Celi Trépanier*

For full article visit:

<https://crushingallpoppies.com/2015/04/01/anxiety-in-gifted-children-3-simple-steps-parents-and-educators-can-take/>



5 STEPS TO TEACH YOUR CHILD HOW TO MAKE FRIENDS



Article By : JoAnn Crohn

Have you ever wonder why your child is able to have advanced conversations with adults, but struggles to fit in with their peers? This is a result of asynchronous development (development of traits at an inconsistent rate, some advanced development and some delayed) that occurs in the development of many gifted students. The article to the left describes tips for parents to help support their child's social development with their peers.



Groups at Harrison had to work together as a team to flip a rug completely over without ever touching the ground.



ENCOURAGE ACTIVE LISTENING

How many times have you been in a conversation with someone who only talks about themselves? No matter what you do, you feel like you're constantly nodding your head while simultaneously planning your escape from the conversation. It's a social skill issue. We can help our kids in this situation by teaching them how to be active listeners. How do we teach this skill? Easy. We practice it at home with every interaction we have with our child.

HOW TO INTRODUCE HIS OR HERSELF

It's hard to insert yourself in a conversation. We know this as adults and sometimes our own insecurities influence how our kids react. Ok.. our own insecurities affect our kids ALL THE TIME. That's why the best

time to approach someone is when they're alone.

*The kid getting something out of his backpack before lunch recess.

*The girl who is walking out of the classroom late.

*Someone waiting without anyone to talk to in the lunch line.

These are the most low-risk people to start a conversation with. Point out these types of people when you're out in public with your child. It's easy to start a conversation with someone standing behind you in the grocery line.

HOW TO ASK QUESTIONS

Now, I'm not saying that your child needs to be a rapid fire interviewer, but asking questions of others is a great conversational skill. Not just

asking question, but knowing **which** questions to ask. Kids can't just walk up to a peer and ask, "Hey, what's your dog's name? Mine is Benji" And there lies the skill. The best questions to ask are usually about topics that the child knows they both have in common,

Such as:

*"Hey... what did you think of the homework last night?"

*"Did you do that book report yet?" Or if they start that conversation with the person behind them in the lunch line.

*"Yes, pizza! Don't you love pizza day?"

It sounds silly, but what your child needs is a low-risk question to start a conversation and simple comments like these open the door.

For Full Article visit:
<https://www.noguiltmom.com/teach-child-make-friends/>

Students at CCMS combined their love of candy with developing a deeper understanding of ratios.

