

Springfield Public School District 186



Iles School News

Iles School, 1700 South Fifteenth Street, Springfield, IL 62703
217-525-3226
Mrs. Susan Rhodes, Principal



JANUARY 11
YEARBOOK ACTIVITY
PICTURES

JANUARY 12
REPORT CARDS
PTO SCRIP ORDERS DUE

JANUARY 15
NO SCHOOL-MARTIN
LUTHER KING DAY

JANUARY 18
PTO PIZZA HUT AT
PARK SOUTH

JANUARY 24
11:30 DISMISSAL
Teacher Workshop

PTO CHUCK-E-CHEESE
NIGHT 3:00 - 9:00

JANUARY 25
5TH GRADE PARENT
MEETING
8:00 AM - 9:00 AM Library

FEBRUARY 6
PTO MEETING
6:30 PM Library

SENG Supporting Emotional Needs of the Gifted

Resources for Parents of Gifted Students

SENG-Supporting Emotional Needs of the Gifted is an organization that provides support to families of gifted children. Each month the organization sends out an electronic newsletter. Beginning in December this newsletter is now posted on the Iles School Web site at <http://www.springfield.k12.il.us/schools/iles/> The October 2006 electronic newsletter contained an article that is worthy of sharing with you.

Each month a different member of SENNG's Board of Directors describes a personal passion in the realm of social and emotional needs of the gifted.

Steven Pfeiffer Encouraging Emotional Intelligence

We know that in the U.S. today, the prevalence of mental health problems among children and youth, including those who are gifted, is alarmingly high. Some authorities estimate as many as one in five students has significant psychological problems such as depression, anxiety, low self esteem, eating disorders and social maladjustment. Although growing up has never been easy, today's youth face new and more challenging social pressures. Gifted children are not impervious to developing psychological problems. And, in some instances, what makes gifted children special

paradoxically can serve to increase their risk for social and emotional difficulties.

I've written elsewhere on parenting principles that can help serve to protect a gifted child from developing psychological problems. At the upcoming 2006 NAGC conference in Charlotte, N.C., I will be speaking about how these very principles promote healthy psychological development among gifted children and youth. I would like to take this opportunity to introduce SENNG readers to one of the principles, encouraging social intelligence. I will include a brief description of a gifted child who I worked with in my clinical practice to help illustrate the relevance of the principle.

Encouraging social intelligence ensures that your gifted child develops the important skills to be courteous, a good listener, likable, helpful, trustworthy, a team player, able to get along with others, and empathic. These important social skills have been variously labeled in the professional literature as emotional intelligence, social competence, social maturity, and interpersonal intelligence. In my clinical practice, I like to consider these skills part of social intelligence. These skills do not automati-

cally develop. In working with gifted children and their parents in my consulting office and during my tenure as director of Duke University's summer gifted program, I have encountered many extraordinarily gifted and talented children with extraordinarily underdeveloped social intelligence. Guiding your gifted child to develop social intelligence will increase the likelihood that your son or daughter will enjoy a rich, meaningful, and successful life.

Gifted children with well-developed social intelligence are at ease with peers and adults, self-confident, able to rein in emotional impulse and master stress, and accurately read social cues and tolerate frustrating situations. They present themselves as friendly and appealing, almost as if they have taken a Dale Carnegie course in "How to Make Friends and Influence People!"

Margot (this child's name has been disguised to protect her anonymity) was an intellectually gifted 7-year old who was quickly developing a bad reputation in her private school as a troubled student. At the headmaster's encouragement, I was invited by her parents to observe Margot in her classroom. I quickly observed that her problems represented underdeveloped social intelligence. Margot was reluctant to share with others or respect her classmates, property, would not wait her turn, was uncooperative in group activities, and demonstrated little respect for teacher authority.

Rather than viewing Margot as a troubled child with deep-seated emotional problems (or conversely, as a

misunderstood gifted child), her parents and I embarked upon a course of treatment that focused on teaching Margot important social skills. In less than three months, combining individual, family and parent counseling sessions, we identified friendship-making problems and how to correct them, instructed Margot in social etiquette and good sportsmanship, and provided Margot with a vocabulary of emotional words to help her better identify the feelings of others. Outside of sessions, I assigned Margot's parents literature and popular movies to further reinforce social skills and deepen our work in building social intelligence. For example, while watching a movie at home with her parents, Margot was asked to identify good and bad social behavior among the various actors.

Margot and other gifted children do not come into the world knowing these important skills. Even highly gifted children need to learn from their parents about virtuous habits, good manners, and how to get along with others. This is an important component of what we consider character development. The ingredients for teaching social intelligence include:

- Set a good example. There is nothing more powerful than teaching by quiet example.
- Make standards clear and expectations high, but not unreasonable.
- Talk about right and wrong. Don't preach but rather hold Socratic dialogues with your gifted child.
- Avoid rescuing your child. Although it is tempting to want to solve your child's

problems, it robs your son or daughter of the opportunity to develop problem-solving skills, confidence and self-sufficiency.

- Look for warning signs. The following behaviors may suggest that you need to give greater attention to your child's social intelligence: acts like a poor loser, lacks confidence, plays too aggressively, doesn't have a friend, upsets easily or quickly becomes angry, acts bossy, doesn't share or respect others' property, uncooperative, doesn't do well in group situations, doesn't respect authority, rarely compromises, shows little or no empathy for others' feelings, acts discourteously. If you think that your gifted child is exhibiting one or more of these warning signs to a degree that is excessive, unreasonable, and/or adversely impacting upon their school, family or social life, consider seeking a professional consultation.

Conclusion

Although the great majority of gifted children enjoy better-than-average social adjustment, some gifted do experience stressful psychological problems. As a parent, you have the responsibility and opportunity to teach your gifted son or daughter a myriad of social skills to help him or her more successfully navigate the often turbulent social and emotional waters of childhood and adolescence. Encouraging social intelligence is one important parenting principle that provides your child with an important set of social skills that increases the likelihood that he or she will enjoy a rich,

meaningful, and successful life.

Steven Pfeiffer is a professor in the Psychological Services in Education program in the Department of Educational Psychology and Learning Systems at Florida State University. Prior to attaining tenure at FSU, Dr. Pfeiffer was at Duke University, where he served as Executive Director of Duke's internationally renowned Talent Identification Program for gifted students (TIP). Professor Pfeiffer is lead author of a new scale to identify multiple types of giftedness, the *Gifted Rating Scales*. He also coauthored the *Devereux Scales of Mental Disorders* and the *Devereux Behavior Rating Scale-School Form* and he recently co-edited a popular book for parents of young gifted children entitled *Gifts: Recognizing and Nurturing Children's Abilities*. Dr. Pfeiffer maintains a private practice where he works with children, adolescents and families.

To Send or Not to Send Tips

By Valerie Rogers, RN School Nurse

Sometimes it is difficult to know when your child is ill. Keep the following in mind when deciding if you should send your child to school:

- Your child should be free of a fever for 24 hours before returning to school.
- Your child should have had no vomiting or diarrhea for 24 hours before returning to school. Diarrhea is runny, watery, or bloody stools. Vomiting is defined as two or more episodes in a 24 hour period. Call your child's physician if these symptoms persist longer than 2 days.
- If your child is unusually tired, he or she is too sick to take part in classroom activities.
- A cough that is bad enough to make your child red or blue in the face or a cough that is fol-

lowed by whooping sounds is a reason to keep your child home.

- Ear pain / discharge present - call your doctor.
- Persistent green or yellow nasal drainage - call your child's doctor.
- Thick mucous or pus draining from the eye is another reason to call your child's physician.

Remember that frequent and proper hand washing is the best way to prevent the spread of germs. Keep in mind that doorknobs, faucets, and telephones can have many germs on them.

Writers Needed for Annual Iles School Writer's Conference

Plans are underway for the fourth annual Iles School writing conference to be held on Friday, April 20, 2007. The instructional focus for Iles School is to improve the writing skills for all students. The goal for this day is to provide students with the opportunity to listen to



professional writers and to learn more about the writing process. Thirty minute sessions are held throughout the day. If you would like to volunteer to be a presenter for the day or would like to recommend an author, please contact Susan Rhodes at 525-3226 or through e-mail at srhodes@springfield.k12.il.us.

Sangamon Valley Youth Symphony News

Auditions for the Sangamon Valley Youth Symphony will be held on January 17 and 18, 2007 from 3:00 PM to 7:00 PM at the Hoogland Center for the Arts located at 420 South 6th Street. Call Richard Haglund at 217-753-8000 for audition time and additional information. For audition requirements please refer to the SVYS web site, www.svys.org.

Thank You Swinging Singers

Thank you to Mrs. Amy Taylor and all of the Singing Singers for their fine

performances that were held in December. The fourth and fifth grade students represented Iles School in an excellent fashion. On December 15th the group performed at White Oaks Mall and at the Cordelia Dammann Early Learning Center. On December 21st the group performed again for the Iles students, staff, and family members. All of the efforts of Mrs. Taylor, parents, students, and staff members to make the performance such a success is greatly appreciated.

PTO News and Events

By Sabrena Campbell, PTO President

It's time for Iles Intramural Basketball to begin! Look for the registration form, permission form and parent code of ethics form in your child's weekly folder. **Registration due date is Friday, January 12.** Once all of the registration forms have been collected, you will be notified regarding team assignments and practice schedules.

Stock up on SCRIP gift cards for the Pizza Hut monthly fundraisers and the Chuck-E-Cheese event on January 24. This allows the PTO to collect money for SCRIP sales AND a percentage of sales of the events. You need to order this Friday to have your SCRIP cards for the January events.

The regular schedule for SCRIP orders will resume with orders due every Friday to the school office and cards will be delivered on the following Thursday.

If you have any questions about SCRIP, please call Amy Peterson 544-9471 or Tracey Wobig.

Effective Immediately Changes on Submission of Campbell Soup Labels

Campbell Soup Company is now requiring that the UPC barcode must be submitted. Soup labels without the barcode are no longer accepted. Look for additional information on Campbell products and new submission rules to come home with your child.

Contest Ends February 28 Boxtops for Education

Continue to save and send in the unexpired "Boxtops for Education" with your child.