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WHAT IT'S LIKE WHEN ANXIETY TELLS YOU EVERYONE IS GOING TO LEAVE YOU

I'm afraid of the people I love in my life leaving me. I suppose you could call that "abandonment issues" or whatever popular catch phrase you would like to go with, but it's the truth. Moreover, I'm afraid that the reason they will leave me is because of me. I'm too needy, weird, crazy or complicated to deal with, and because of all these factors they will pack their suitcases and run to the nearest airport. I am the reason they left, and there is something profoundly wrong with me.

One of the biggest lies anxiety tells us is that everything is about you or because of you.

There is nothing wrong with me. I have a chronic anxiety disorder, and it tells me lies all the time. It's an annoying nuisance, but it manages to convince me that everything is about me. I caused terrible things to happen to the people I adore in my life, and because I did such awful things they have chosen to abandon *me*.

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IDEA Parent Guide

Written by NCLD Team in 2014

The National Center for Learning Disabilities created the IDEA Parent Guide to help you become an informed and effective partner with school personnel in supporting your child's special learning and behavioral needs. Use this guide to understand:

How the federal law, the Individuals with Disabilities Education Act (IDEA), generally works in most states;

- What the law requires to determine whether your child has a learning disability;
- What is new to IDEA since Congress last updated the law in 2004;

What questions you should ask and what information you should prepare in order to be a full and active advocate for your child, and

- What resources are available to you.

In developing the IDEA Parent Guide, we worked with parents of students with learning disabilities from around the country. NCLD is thankful to these parents for their invaluable input. Together, we have tried to address the questions, challenges and barriers parents face as they navigate their way through the special education process. Parents have also contributed their own personal stories so that you can hear firsthand that you are not alone in this journey.

Click [Here](#) to go to the NCLU website and download the pdf of the Parent Guide

IFAPA's Spring Training Schedule Coming Soon

Second Semester Strategies

Is your learning-disabled child getting along with his teachers and his classmates? Is she developing strong friendships? Enjoying her after-school activities?

No matter how your son or daughter is faring, winter break is a perfect time to take stock — and to think about parenting strategies that will make the second half of the school year even more rewarding and productive than the first.

Here are a few points to consider:

Teacher Communication

Finding out whom your child spends time with will give you a better idea of her social and academic progress. Ask the teacher whom your child eats lunch with, if she raises her hand to ask questions, if he's keeping his desk neat.

Don't hesitate to share your concerns as soon as they arise. Some teachers are happy to receive calls or e-mail from parents. Others prefer to send notes back and forth in children's folders. However you communicate, let the teacher know how much you appreciate her help and insight.

Family Time

Spending time with parents and siblings is essential for reinforcing social skills — exercising self-control, sharing, expressing feelings, reacting to failure, and so on. It also gives parents an opportunity to give kids positive feedback about good behavior.

Extracurricular Activities

Soccer on Wednesdays, karate on Fridays, Scouts on Saturdays...sound familiar? Extracurricular activities are a fun way for kids to learn key social skills, such as taking turns and sharing. But children, like grownups, need some unstructured time to rest and regroup.

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How to Help Kids Who Are Too Hard on Themselves

We hear kids say negative things about themselves all the time: "I'm so stupid!" "Nobody likes me." And, of course, "I'm fat." Or "I'm ugly." Sometimes these things are throwaway lines, or fishing for reassurance. They may be harmless. But what experts call negative self-talk can also reflect an unhealthy tendency in kids to think the worst of themselves, and that can lead to—or be a sign of—something more serious.

What is self-talk?

Self-talk is essentially our inner monologue, explains Rachel Busman, PsyD, a clinical psychologist at the Child Mind Institute. It can be a way of narrating what is happening around you, practicing language, and guiding yourself through a task.

While self-talk is often constructive, it can also go the other way. We all engage in self-critical behavior from time to time, and it isn't an immediate cause for concern. But it's useful to think about why your child might be talking herself down, and when it might reflect a problem.

Globalized thinking

Kids often make statements about themselves that reflect "all or none thinking," explains Lisa Brown, PsyD, a private practitioner and psychologist at the Rodeph Sholom Day School in New York. For example, when a child doesn't do well in one soccer game and exclaims, "I stink at soccer!" When this kind of globalized thinking persists, she says, it "can affect how children think and feel about themselves in general." [Click Here to Read More](#)

IFAPA
wishes
you
good
times,
good
cheer
and a
happy
new
year.

