



MAKING CONNECTIONS

JANUARY 30, 2013

HAPPY HOLIDAYS 2012

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Ten Ways to Increase Your Child's Ability to Be Flexible

By Lauren H. Kerstein, LCSW

Children with Autism Spectrum Disorders (ASDs) often experience enormous challenges in the area of flexibility. It is frequently believed that challenges with flexibility may be related to anxiety. Increasingly, the literature has focused on the role of anxiety in the world of a child on the autism spectrum. In an article by Rotheram-Fuller & MacMullen (2011), they state that 72%-80% of children with ASDs meet criteria for an axis I disorder with anxiety the most reported disorder (Bruin, Ferdinand, Meester, Nijs & Verheij, 2007; Leyfer et al., 2006.) Anxiety impacts many areas of development including social interactions, academic performance and general comfort in life's challenging circumstances. Anxiety also prevents children on the spectrum (and children who are not on the spectrum) from effectively managing the everyday requirement to be flexible in the face of change and transition. Children with and without a diagnosis on the autism spectrum can struggle with many challenges related to anxiety. Our world is moving at a very fast past. Information is abundant, and constantly bombarding us. Transitions and change are the norm rather than the exception. For many children including those on the autism spectrum, these transitions and changes can provoke discomfort and even intense anxiety. There are many strategies to assist children with increasing their ability to be more flexible overall. The following ten strategies may assist you with teaching your child how to be more flexible in the face of these ever increasing demands.

1. Assist your child with developing strategies for anxiety. This may include using Tamar Chansky's (2004) concepts of The Worry Bug, the worry tape or the Exaggerator. All of these concepts give us concrete ways to describe the anxiety that our child or adolescent is feeling. Describing anxiety in a concrete way is critical for helping a child or adolescent feel they have the power to conquer and take control of the anxiety.
2. Once you've identified the anxiety and named it, children or adolescents can draw pictures of their "worry bug" or their "exaggerator". They can write out the words on their "worry tapes". The next step is to determine strategies that might ameliorate the anxiety. If you are describing anxiety as a "worry bug" for example, you can then discuss "fly swatter" strategies to shoo the "worry bug" away.
3. It is critical to examine triggers of both anxiety and rigidity. You might look at times when your child or adolescent really dug in his/her proverbial heels and analyze the specific triggers that may have caused such a strong reaction. This is critical to do in calmer times, retrospectively or prospectively. If you attempt to examine the triggers when your child is too escalated, it will backfire.
4. Another strategy for tackling anxiety and thereby increasing flexibility that may work with younger children around ages 2 - 9 is to blow bubbles and POP...POP...POP their worry bubbles. You can simply call them worry bubbles with a very young child to introduce the concept. In the experience of popping them, the child can begin to see the power we have over tackling worry. For older children, you can talk about the specific worries that are floating in the air and how you can pop the worries to make them disappear.

What progress, you
ask, have I made? I
have begun to be a
friend to myself.
~Hecato, Greek
philosopher

5. Additionally, children often relate to the concept of an elevator when examining anxiety. The first floor represents an extraordinary low level of anxiety and the tenth floor represents a huge amount of anxiety. You can teach children to identify what floor they are on and what strategies might bring the elevator down again. You can also link the fact that our ability to be flexible decreases as our elevator travels higher.
6. Michelle Garcia Winner (2008) has designed a curriculum that works with children and adolescents to assist them with being more flexible. SuperFlex is a superhero that develops strategies to defeat the “Team of Unthinkables”. The “Team of Unthinkables” includes “rock brain” who represents a rigid, stuck brain. Many children love superheroes and can relate to SuperFlex. You can have your child make a superhero cape so that they can use their SuperFlex powers to be more flexible and defeat the “Team of Unthinkables.”
7. It is also quite helpful when teaching flexibility to get a rock and some clay. You can show your child how boring rocks are. They just sit on the table and do nothing. You can then take out the clay and stretch it and make things out of it and talk about how much more fun the flexible clay is. This is a very helpful demonstration of flexible versus rigid thinking.
8. Play games that provide you with the chance to change the rules. For example, with a younger child, you can play Candy Land and then periodically announce that you are changing the rules. This concept originates in the work of Drs. Steven Gutstein (2001) and Rachelle Sheely. The intent is to show a child that transitions and changes can be fun rather than anxiety-provoking. For older children, you can introduce rule changes in Uno, card games or any game that is interesting to them.
9. There are some very simple things that you can do to practice flexibility throughout your day. You can drive a different way home than you typically do from a particular location. If you have “assigned” seats at the kitchen table, switch seats around. You might have a backwards day in which you eat dinner for breakfast and breakfast for dinner. Silly little changes throughout the day can go a long way to building flexibility.
10. Finally, praise your child or adolescent when they are acting in a flexible manner. Name it, point it out and reinforce it. You might even start a system in which your child can earn pennies, nickels or quarters in a jar for flexibility. Once the jar is full you can have a family outing to your child’s favorite restaurant for a celebratory dinner. It is critical to name the flexibility and celebrate it so that being flexible is fun rather than frightening.

It takes time to help your child or adolescent be more flexible. There are so many factors that impact flexibility ranging from anxiety to sensory challenges. It is critical to recognize small successes and build many opportunities for flexibility into your day in a natural way. Take time to model flexibility in your daily activities.

As we approach the holiday, remember that this period of time includes positive and negative stress for all of us. We all tend to become a bit more rigid around the holidays. It is important to increase strategies during this time so as to both facilitate opportunities for flexibility, and offer lots of time to take breaks and refuel.

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We help
individuals
develop
strength-based,
individualized
approaches in
order to more
effectively
manage life's
challenges.

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How to survive the holidays after a loss...

By Jenna K. Smith, MSW, PLLC

I was recently reminded of how precious and fragile life is. My uncle passed away a few days before Thanksgiving. While it was a time of celebration, gatherings, and joy for many, it was a very sad time for my family. Holidays that come after the loss of a loved one have special meaning for us. These dates are painful reminders that we will never see our loved one again, and that life will go on without him or her, whether or not we like it.

While the holidays can be difficult, there are some things you can do to make it a little easier. Below are some tips on how to get through it.

- 1) **Plan ahead**-When you are grieving, your emotions are incredibly strong and unpredictable. Will I be having a good day or even a good afternoon? When you are grieving surprises are not always helpful. Plan ahead so that you and your family members are well aware of the events of the day. It will not only reduce the element of surprise, it will put your mind at ease.
- 2) **Make tentative plans**-The grieving process sometimes feels like you are on an emotional rollercoaster. It is hard to know how you will be feeling on any particular day. Therefore, if you are invited to a party or gathering, your response can be "that sounds like fun-let me give you a tentative yes". This allows you the opportunity to change your mind if necessary.
- 3) **Surround yourself with loved ones**-Be with those who love you and care about you. Let them know what you need-and be however you need to be that day.
- 4) **Take care of yourself physically-Make sure to get plenty of rest, and try and exercise if you feel up to it.** Taking care of our physical bodies helps our mental state as well.
- 5) **Take care of yourself mentally**-Be kind to yourself. Losing someone close to you is extremely painful. Allow yourself to just be. Whether you are angry, sad, in denial-you have a right to feel however you are going to feel. Do not judge your feelings. The sooner you let them in, the sooner you will be able to let them go.
- 6) **Set realistic and reasonable expectations**-The first holiday after a loss

*Kind words
are the music
of the world.
~F. W. Faber*

can be incredibly difficult. Set your own limits and take care of yourself. The more you can plan ahead and relax leading into the holiday, the easier it will be.

- 7) **Do what is most meaningful to you**-Think about what is going to make you the most comfortable and don't feel like you need to do anything more. This is your time to grieve-it is your own, personal process to go through.
- 8) **Be honest with yourself and those around you**-Let others know how you are doing. Whether you are sad, needing space, or needing more time to talk about your loved one-make sure to communicate how you are doing.
- 9) **Practice self-compassion**-This is going to be a hard day and that's okay. Don't judge yourself or compare yourself to others. Be kind to yourself. This is your grieving process-and you will get through it the best way you know how.
- 10) **Breathe**-As simple as this sounds, don't forget to stop and come up for air. Take a deep breath, reach out to a loved one, and take care of yourself.

Jenna Kerstein Smith, MSW, PLLC has been practicing social worker for the past 8 years. She has served the Denver and Highlands Ranch community in schools as well as in private practice. Jenna specialize in working with elementary aged children and families experiencing anxiety, depression, divorce, grief, life-transitions, ADHD, as well as other mental health needs. After receiving a Bachelors of Arts in Psychology at Scripps College, Jenna attended the Graduate School of Social Work at the University of Denver where she received my Masters in Social Work.

Therapeutic Approach:

Jenna utilizes a strengths-based approach when working with her clients. At times, it might feel that the magnitude of problems troubling you or your family is daunting. Jenna's job is to help you not only define realistic goals, but realize your inherent strengths that can be used as a starting point for future growth. In addition, Jenna's job is to listen, support, and guide you through any challenges along the way. For more information, please visit my Jenna's website at jennasmiththerapy.com or email me at jenna@jennasmiththerapy.com.



Building Verbal and Narrative Skills Around Family Holiday Traditions By Caroline Mancuso, SLP-CCC

The holidays are a busy time filled with parties, special meals, and holiday activities. This time can be overwhelming for a young child with a communication delay. Listed below are some suggestions for activities that may allow your child to expand his or her language skills while participating in family traditions.

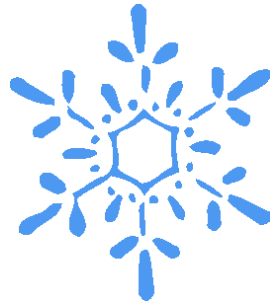
- If gift-giving is a part of your holiday celebrations, and thank you notes follow as a family tradition, consider sitting down with your child and writing them together. Thank you notes provide an

opportunity to work on describing objects and answering questions, in addition to formulating a message with a beginning, middle, and an end. To start, identify the gift received and the person who gave it. Use a picture of the person if that helps your child identify him or her. Then, together, talk through questions to help outline the content of the note such as “Who gave this to you? What is it? What do you like to do with it? Why do you like it?” If your child is not yet writing, write the note as you talk through the answers together. If your child is writing, guide him through the questions and have them write it. Answering questions helps children develop language processing skills by practicing the retrieval of information and the formulation of responses.

- If your child does not yet use verbal language, and holiday songs or story telling are parts of your tradition, use technology to aid your child in participation. Talking picture frames, toys that record and replay voice clips, or voice recording functions of smart phones are all easy ways to record parts of songs or stories. You may choose to record the parts yourself or have another child in your family record them. Then, when the time is right, your child can activate the device to “say” the part of the song or story. Assist her with timing and activation as needed and she can be an active participant in your family activity.
- Use holiday photos to work on sequencing. Sequencing allows a child to improve organization skills for language and literacy. Arrange four to five pictures, from individual activities or from your entire holiday season, in order from what happened first to what happened last. Then have your child describe each picture in order, thus creating a summary of the event. Depending on your child’s writing skills, he can write some or all of it, or you can do the writing. Using printed pictures, paper, and pens allows you to incorporate fine motor skills. If preferred, tech savvy kids can use presentation software such as Powerpoint or KeyNote to create their story. Arrange one picture per slide, with a typed description of each picture, and let the slide show play to relive your favorite holiday moments.

These are just a few examples of ways that holiday activities can be modified or expanded to encourage communication development. Building upon your child’s current skills allows him or her to be an integral part of these activities, and will help foster feelings of inclusion and the creation of childhood holiday memories.

Caroline is a certified Speech-Language Pathologist with expertise in the areas of treating Autism Spectrum Disorders, Apraxia, Receptive and Expressive Language, Articulation Disorder, and Communication delay. She has been practicing in Denver for eight years and specializes in Early Childhood, ages zero to eight years. She can be contacted at carolinemancuso@gmail.com or 720.253.7985.



***Loud noise, Bright Lights and Smelly Food, OH MY...
How to Prepare Children with an Autism Spectrum Disorder
(ASD) for the Sensory Overload of the Holidays***

Melyssa Zive, LCSW

From last minute shopping trips to holiday parties and family gatherings, the holiday season is a stressful time for parents. But for children with an ASD who rely on consistency, predictability and structure, the hustle and bustle of the holidays can be extremely difficult.

This is particularly true for children who also have sensory processing issues and may be overwhelmed by the overabundance of lights, sights, sounds and smells during the holidays. This distress can very often impact the entire family.

Maintaining the current structure and routine for your child may not always be possible during the holidays, but there are ways to help reduce your child's anxiety while increasing your family's enjoyment of the holiday season. It is recommended to keep as consistent of a schedule as possible but there are strategies for those times that a change is inevitable. A key to preparing for these inevitable changes that come with the holidays is to provide the child with early cues of what will be taking place. Visual schedules and social stories are great strategies to use in order to visually show your child what to expect for the day ahead.

Below are some situations that may cause sensory overload for children with an autism spectrum disorder and some effective

strategies to help your child be successful during the holiday season.

- **Visiting**

If you will be visiting relatives or friends, let the child know in advance where you are going, who will be there when you arrive, what you will do when you are there, and the time you plan to arrive and leave. Follow the same protocol if relatives or friends will be visiting your home. It may be helpful to discuss ahead of time with your child where their “safe zone” is so they can go and relax and reboot their sensory system if they get overstimulated.

- **Holiday shopping**

Holiday shopping with a child who has and ASD may present its own set of challenges, especially when the stores are crowded and noisy. Remember to make a list that identifies the items you’re shopping for and do not roam the stores trying to decide what to buy. If you must bring your child, remember to keep the trip short and be organized. Another strategy is to give your child a job for the shopping trip. For example, “your mission is to find Uncle Johnny a blue tie”. This will make the trip exciting for your child and will keep his/her mind occupied on the task at hand rather than all of the sensory stimulation they have around him/her. This will help minimize the potential for the child to become overwhelmed and have a “meltdown” in the middle of a store.

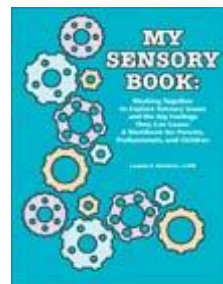
- **Decorations**

Holiday decorations inside the house, including bright and blinking lights, wreaths, trees, candles and stacks of presents , could be areas of concern. You know your child best and what your child enjoys and at what point things may become overwhelming. Even though you as a parent may have a higher tolerance around the holidays, you should not expect higher tolerance from your child because it’s the holidays. In fact, the holidays may trigger a lower threshold or tolerance in your child.

- **Preparing siblings**

Since the holidays are a time for the whole family to enjoy together, it's important to make siblings aware of how stressful this season can be for their brother or sister. Although the sibling knows very well what the triggers for their sibling with ASD are, a reminder during the holiday season is helpful. Before the holiday season I suggest parents take the time to remind children of their sibling's sensory issues, communication difficulties, low frustration tolerance, likes and dislikes. Parents can then share the family's strategy for avoiding potential issues and discuss what they will do if their best efforts are unsuccessful. Giving the sibling of the child with ASD say in how to handle different situations will help lessen his/her anxiety as well as remind them of the strategies they can use if a "meltdown" occurs.

Families often put pressure on themselves to make the holidays perfect. What is perfect anyway? The idea of perfect holiday season is unrealistic. Remember the holidays are times to celebrate the joy of family and to look back at the accomplishments of the year. Here's to celebrating the small steps that lead to big changes. Happy Holidays!



Grief and the Holidays **By Lynda Balas, LCSW**

While the holiday season is a time of expectation and joy, experiencing the holidays after the loss of a loved one can be difficult. The season may feel confusing and complicated as you look forward to celebrating with family and friends, but are also faced with grief. You may miss, not only your loved one, but also the traditions that were part of your celebration together.

If you have lost someone within the past year, the holiday season may

intensify your grief. You might experience feelings of deepened sadness, loneliness, anger, and guilt in addition to love and gratitude. Such confusing emotions may arise as you are trying to “move forward”, but feel held back by your loss.

Below are a few guidelines that may help provide comfort during this holiday season.

Give Yourself Permission to Grieve. Our culture does not handle grief well. There is an unrealistic and unjust expectation that one should “move on” within a year. When in reality, a “correct” time frame does not exist, nor is there a “right” or “wrong” way to grieve. Grieving is an individual process. One should not feel shame, guilt, or the need to apologize for their grieving process. It is important to acknowledge your emotions as they arise. Let yourself move in and out of painful feelings.

Caring for Yourself. It is helpful to maintain a normal routine during this time. Try to make it a priority to eat well, get enough rest, and exercise. Taking care of your self will allow you to make good decisions during the holiday season.

Make Plans Based on Your Needs. Take the time to think about your needs during this time. Ask yourself, “Would it be better spending the holidays alone or would I find comfort in the company of others?” For some, spending the holidays alone may intensify the feeling of aloneness; while for others, being among people may feel overwhelming. Only you know what is best for you. It is important to discuss your needs with key family members and ask for their support in your decision.

Modify Your Expectations. Give yourself permission to skip holiday events and activities. For some, it is relief to avoid or reduce the number of holiday gatherings that focus on family and togetherness during a period when they are experiencing loss.

Create Something New or Different. Consider doing something a bit different this holiday season. For many, the absence of a loved one is all the more painful if usual traditions and celebrations are followed. While holiday traditions are important, it may be helpful to introduce something new this year. For example, you may want to consider lighting a candle in remembrance, taking a walk while appreciating nature, making a donation to your loved one’s favorite charity, or taking a family trip or special outing.

Give Others Permission to Share Stories. Other people may not know how to respond to your grief. Many believe that the best way to help someone who is grieving is to avoid talking about the loved one. Let others know that it is important to honor your loved one by remembering good times, sharing stories, laughing together over funny things said or done, and to openly acknowledge that he or she is missed. This can be difficult, but it is an important part of healing. Tears are cleansing while laughter is replenishing.

With time, the loss will become less painful. Reminiscing will bring a smile. Conversations will revolve around pleasant memories, perhaps flavored with humor and nostalgia. With each new season, new traditions will take shape while our loved ones live on in our memories.

Lynda Balas, LCSW, is a Licensed Clinical Psychotherapist in private practice. She works with children, adolescents, adults, couples and families. Her office is located at 5347 So. Valentia Way, Ste. 120, Greenwood Village, CO. 303-594-3602.



THE PROFESSIONALS WITH: **Lauren H. Kerstein LCSW, P.C.**

Lauren H. Kerstein, LCSW: *Lauren Kerstein, LCSW* is a Licensed Clinical Social Worker who specializes in working with children, adolescents, adults and families. After receiving Bachelors of Arts in both Education and Psychology at Washington University in St. Louis, Lauren attended George Warren Brown School of Social Work and received a Masters in Social Work. Lauren completed a post-masters fellowship at JFK Partners, the University Affiliated Program at the University of Colorado Health Sciences Center where she received multi-disciplinary training from psychologists, psychiatrists, occupational therapists, speech/language pathologists, developmental pediatricians, neuropsychologists, and social workers at JFK Partners. Lauren specializes in working with children diagnosed with Autism Spectrum Disorders and particularly Asperger's syndrome. She also works with children experiencing anxiety, depression, relationship skill difficulties, divorce and other adjustments, developmental or mental health needs. Lauren is an Adjunct Professor for the Graduate School of Social Work at the University of Denver. Lauren is the author of *My Sensory Book: Working Together to Explore Sensory Issues* and the *Big Feelings They Can Cause: A Workbook for Parents, Professionals, and Children (AAPC)*, and a textbook entitled *Asperger's Syndrome-- Diagnosis, Treatment Issues and Intervention Options* which is available as an on-line course through Western Schools Publishing. Lauren is under contract with AAPC for a children's picture book tentatively titled, *A Week of Gray Thinking*.

Kelly Chavanu, BA: *Kelly Chavanu* has a B.A. in Human Services. She has a teaching certificate and is nearing completion of a Master's program in Special Education. Kelly specializes in Autism Spectrum Disorders, behavioral issues and relationship skill development. Kelly provides in-home consultation through Colorado's Early Intervention Program as well as assistance around behavioral issues.

Mara Trager, LPC: *Mara Trager, LPC, NCC* is a psychotherapist who specializes in the

relationship skill development of children ages 2-18. She holds a B.A. in Art History and an M.A. in Counseling Psychology. Mara provides in-home therapy for families and children through Colorado's Early Intervention Program. In her private practice, she offers individual, family and group therapy. She is particularly passionate about the group process in which her clients can problem-solve, practice social interaction and develop friendships. Mara is also a child yoga instructor and loves to teach children cooking and art.

Melyssa Mayer Zive, LCSW: *Melyssa Zive*, LCSW is a Licensed Social Worker who holds a B.A. in Psychology and Sociology, and a Masters in Social Work. In her private practice, Melyssa specializes in working with individuals with Autism Spectrum Disorders, relationship skill development, mental health issues and school consultations. Melyssa also provides home-based therapy through Colorado's Early Intervention Program. Melyssa builds upon the strengths of the individuals with whom she works in order to create a successful intervention plan.

Sarah Sutherland, MA, NCC: *Sarah Sutherland* is a psychotherapist who holds a B.A. in Human Development and a Master of Arts degree in Clinical Mental Health Counseling. Sarah offers therapy to individuals, children, and families. She specializes in working with those struggling in areas such as relationship skill development, mental health, and behavioral issues. She provides in home therapy through Colorado's Early Intervention Program and is also a part-time preschool teacher. She has had the privilege to work with children in a school setting for over 8 years.

Ali Lewis, MSW: *Ali Lewis* received her Master of Social Work degree at the University of Denver with an emphasis in family therapy. After receiving her B.S. in Psychology and Elementary Education from the University of Colorado, Ali taught in the Cherry Creek School District as an elementary teacher. Ali has previously worked in the psychiatric unit at Children's Hospital Colorado as an extern where she provided family therapy and individual therapy to patients both in the inpatient and day-treatment programs. Ali also ran support groups for parents who had a child in the day-treatment program. In addition to her work at Children's Hospital, Ali was an intern in the Fostering Healthy Futures program at The Kempe Center. Her time at The Kempe Center was spent working individually with children who had been removed from their biological homes due to abuse and/or neglect. In her private practice, Ali offers individual, family and group therapy while specializing in anxiety, depression, difficulties with adjustments, autism spectrum disorders, social and relational skills, and mental health needs. Ali's background in both teaching and therapy provides a unique awareness and understanding of the difficulties faced by today's youth. Her ability to navigate the educational system with parents aids her work with families.

MAKING CONNECTIONS

RELATIONSHIP SKILLS GROUPS

“Making Connections” began in 1999 to create an opportunity for individuals struggling with relationship skills to come together to find friends. The groups are designed to work on the numerous skills involved in interacting with others, creating friendships and sustaining fulfilling satisfying relationships. Most importantly, “Making Connections” was designed to make interactions meaningful and fun! The groups incorporate the following skills into fun activities:

- Interaction and friendship skills
- Reading nonverbal cues
- Recognizing one’s areas of challenge
- Understanding one’s strengths and the ways in which to build upon those strengths
- Sensory awareness and strategies
- Cooperation
- Executive Function
- Big picture thinking vs focusing on the small details (Central Theory of Cohesion)
- Bullying
- Effective problem solving

For more information, to fill out intake forms, or to confirm your child will be continuing groups, please visit our website at: www.LaurenKerstein.com or call 303.284.3603.

“SIBLING SUPPER CLUBS”

This group will meet 5:15 pm -7:15 pm on **The Third Thursday of Every Month** for dinner and dessert. The group members will have the opportunity to begin to create a group project recording, illustrating and discussing the ups and downs of having a sibling with unique needs. The group will also include games and an opportunity to have FUN!



Continued Professional Development

Lauren H. Kerstein LCSW, P.C. will be offering Professional Development Workshops for LCSW's, LSW's and LPC's who are seeking Continuing Education in 2013. The workshops will also be helpful for Speech/Language Pathologists, Occupational Therapists and other professionals. The workshops were very successful in 2012 and Lauren is excited to be offering them again in 2013. Lauren is a National Speaker on Asperger's Syndrome and other Autism Spectrum Disorders. She also presents regarding many other topics including but not limited to, anxiety, depression, sibling issues, behavioral interventions and early intervention. Lauren is the author of *My Sensory Book: Working Together to Explore Sensory Issues and the Big Feelings They Can Cause: A Workbook for Parents, Professionals, and Children*. *My Sensory Book* is a comprehensive, practical tool for assisting individuals with developing a better understanding of their sensory systems and the impact sensory experiences can have on their emotions. Lauren is also the author of a textbook entitled *Asperger's Syndrome—Diagnosis, Treatment Issues and Intervention Options* which was published by Western Schools Publishing in 2010. Lauren is under contract for a new children's picture book about flexible thinking with Autism Asperger Publishing Company. The 2013 schedule will be posted at www.LaurenKerstein.com.



Lauren's Reflections

The world has been a particularly scary and unpredictable place. I have tried to freeze moments with my children to just hear their laughter or feel their soft skin. It is these simple moments that get us through each day. I look forward to a time when peace is the norm rather than the exception, when we all see our strengths before our weaknesses and when we love ourselves more than we ever thought possible.

I wish you a holiday season filled with the warmth of loved ones and the joy of simple pleasures.

- Lauren



Please call today to receive more information regarding our specialized services including:

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- Sibling Groups/Interventions
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- Executive Function Support
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- Early Intervention
- Parent Support and Therapy
- Training/Presentations
- Professional Development

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