



All Special Kids

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ASK - All Special Kids  
 ASK - C.A.R.E. CENTER  
 150, Route de Ferney, 425a,  
 CH1202 - Genève  
<http://www.allspecialkids.org>

# All.Special.Kids

GENEVA, SWITZERLAND

ISSUE NO.18

SEPT/OCT/NOV2009

## Dear Parents,

ASK opened a new office in Geneva on 1st July 2009. After many years of offering assistance without a solid base, we are looking forward to providing more personable support services to our parents and children alike at our new premises.

We welcomed this new school year with an ASK Information Day on 26th September. We introduced all the programs and services that ASK offer to the families of children with special needs and learning difficulties in the Geneva region. In addition, as a joint community effort, we invited local support organizations and specialists to join us in introducing themselves, their programs and services.

Thank you to all the ASK volunteers and the 80 plus parents and teachers for making the Information Day a great success .

In this *quarterly* issue, we welcome Dr. Michael McManmon, who is the first speaker to open 2009-2010 ASK annual seminar series with a presentation on Asperger, NLD and Sensory Integration. As part of the CARE program, Dr. McManmon will also speak to the parents and share his personal story as an Asperger adult. The presentation will be followed by a Q&A and a small reception. Come join us for a glass of wine, relax and join in with other parents for a group discussion.

Furthermore, you will find inside this issue, all ASK programs and services for 2009-2010. We hope you will take full advantage of the services we offer.



For assessment this school year, Dr. Amanda Kirby, a Dyspraxia specialist from the Dyscovery Centre will join Dr. Gavin Reid, a Dyslexia specialist. Dr. Kirby will also provide interdisciplinary assessment with multi-specialists for a full comprehensive assessment, not only on Dyspraxia but also on Asperger and ADHD. Dr. Kirby's assessment will take place from 25th to 27th January and Dr. Reid's assessment will take place from 15th to 19th February 2010.

Lastly, we sadly say farewell to our dear colleague, Petal Jaffrey, ASK's Director of Children's Programming, who will be shortly leaving Geneva. Under her leadership, the children's programs has met many successful milestones. All of us at ASK wish Petal & Jeff, all the best in their new adventures in New York City.

*Happy Reading!*

*Joy and the ASK newsletter team*

*"We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet"*  
 - Margaret Mead -



## 2009-2010 ASK Programs & Services

Currently the following support programs and services are being offered by ASK in **Geneva, Vaud and Bern** .

### • **SUPPORTING THE PARENTS – Monthly Coffee Mornings**

1. **Geneva** - Every first Thursday of the month - ASK office -150 Rte de Freney, Rm 425a  
Dates: 1st October, 5th November, 3rd December.
2. **Nyon**: Gehl Crowe - 40 Route de Clementy, 1260 Nyon  
Dates: 1st October, 5th November, 3rd December.
3. **New! Francophone support group** to be launched in early 2010. This group will reach out to the French speaking parents and English speaking parents with children in the local school system.

### **In Vaud & Bern**

1. **Vaud** - Lynda Heffernan - Chalet de Brie, Ch de Bendes, 1806 St Legier  
Dates: Thurs, 29 Oct - Mon, 23 Nov - Thurs 17 Dec (With invited speakers)
2. **Bern** - Jennifer Hockley - St. Ursula Church , Bern  
Dates: November, December, TBA

### • **ASSESSMENT PROGRAM**

1. Dr. Gavin Reid – Educational Psychologist & Dyslexia Specialist  
Dates: 15th to 19th February, 2010
2. Dr. Amanda Kirby - Medical director of the Discovery Centre & Dyspraxia Specialist  
Dr. Kirby can offer interdisciplinary Assessment with your child's present O/T, P/T and SLP  
Dates: 25th to 27th January, 2010

### • **2009-2010 ASK ANNUAL SEMINAR SERIES (detailed program on page 8)**

### • **VOLUNTEER PROGRAMS - Parents, Specialists and Young Adults**

#### **PAID AND VOLUNTEER POSITIONS AVAILABLE**

- Do you possess a great vision and dream of making it happen?
- Do you love working with children or young adults to make a difference in their lives?
  - Do you want to work part time while doing what you love to do?
- Come share your dreams with us and see if you care to join the dream team.

*Contact: [info@allspecialkids.org](mailto:info@allspecialkids.org) - Office: (022) 788 2102*

*"All men dream; but not equally. Those who dream by night in the dusty recesses of their minds awake to find that it was vanity; But dreamers of day are dangerous men, that they may act their dreams with open eyes to make it possible."*

*- T.E. Lawrence - 1888-1935*

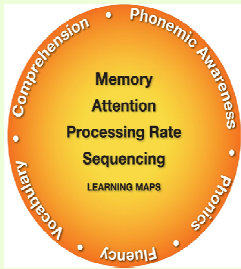




## Supporting Children & Teens

- **Fast For Words**

*Reading and Learning Intervention Program*



ASK is introducing a fun and engaging computer based program that enhances your child's reading skills and learning capabilities via intense and repetitive exercises that will adapt to your child's pace and ability.

[http://www.allspecialkids.org/pdf/General\\_FFW\\_0902.pdf](http://www.allspecialkids.org/pdf/General_FFW_0902.pdf)

- **Annual Summer Camps** (See below)
- **C.A.R.E. Program** – whole family approach (See page 11)

1. Monthly Kids and Family Social
2. Adolescent Programs
  - ~ Peer Mentoring
  - ~ Bi-Weekly Teen Chats
3. Weekly Social Drama for two age groups
4. Parents: Coping strategies, themed lectures by visiting speakers
5. Rachel Melville Thomas – What's on your mind? Q&A sessions

### Weekly Social Drama

**Every Monday**

**Crossroads Church, Ferney**  
16h30 - 18h15

### Monthly Family Social & Bi-Weekly Teen Chat

Program will start in January 2010.

RSVP: [info@allspecialkids.org](mailto:info@allspecialkids.org)

## 2010 ASK SUMMER CAMPS

*\*sharing\*communication\*cooperation\**  
*\*conflict resolution\*empathy\*self-control\**  
*\*self-awareness\*self-confidence\**

19th - 23rd July 2010  
26th - 30th July 2010  
2nd - 6th August 2010  
9th - 13th August 2010

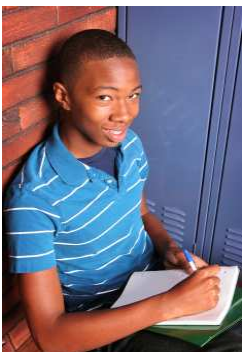
Choices of 1/2 day - Morning Tutoring (or)  
Full Day - Tutoring & Social Skills (or)  
Social Skills Development Program  
Information & Registration: [info@allspecialkids.org](mailto:info@allspecialkids.org)





*“They can be taught but only by those who have given them true understanding and affection, people who show kindness towards them and yes, humor”*

*Hans Asperger  
1944*



## A Reframing Curriculum for Students on the Spectrum

Young adults with Asperger’s Syndrome (ASD) and Nonverbal Learning Differences (NLD) have passed through a variety of social, educational, and psychological experiences. They may have spent most of their lives struggling to fit in and wondering what makes them so different from everyone else. Many miss the point that you cannot simply force yourself to become something that doesn’t fit, but rather must work from the inside out, building on the qualities that make you unique.

The College Internship Program, established in 1984, has a comprehensive college and careers curriculum for students on the spectrum. One part of the curriculum is the Reframing process. The Reframing Process is designed to assist in the understanding and assessing of young adults assets and differences, allowing for a new understanding of themselves, and in turn shifting their future direction and goals. Developed as a joint effort by Dr. Michael McManmon, Founder and Dr. Stephen Shore, Author of *Autism for Dummies* and other books, the Reframing Process is a comprehensive curriculum that emphasizes the benefits derived from student’s learning differences.

Both Dr. McManmon and Dr. Shore have overcome a myriad of obstacles in their lives and have worked on their non-verbal and social behavior to improve their functioning in the neuro-typical world.

As students begin to understand the benefits gained from their learning differences they are able to develop goals and subsequent actions based on this new understanding. By utilizing their special interests to expand underdeveloped social and relationship areas they are essentially personally committing to social development. When they start to use their tremendous focusing ability and intelligence to work on social change for themselves, they break out of the isolating patterns that have kept them paralyzed for years. This can be the key to unlocking the ASD mind.

Having a clear understanding of oneself is the first step towards self-confidence and being able to self-advocate. Of course, without a good amount of practice, it is hard to feel comfortable in new situations.

The Yearly Reframing Curriculum has an overall theme, weekly themes and daily lesson plans. The areas that are covered include:

### **Understanding and acceptance of their self and their Learning Differences:**

Students learn that they are not defective or disordered but have many assets that neuro-typical individuals do not. They uncover the impact of the learning differences on past experiences and relationships and build upon their assets (if you do not know who you are and where you came from, how can you go forward confidently in the world?).

### **Understanding of their learning style:**

Students learn what type of learner they are and how to maximize the benefits that come along with that style of learning.

### **Emotional Regulation and Co-regulation:**

Through daily self appraisal and rating their own self care and wellness, students learn the relationship between this and social and emotional functioning in the real world.

### **Understanding about and learning to alter sensory issues:**

Students are affected by many sensory issues which they have no knowledge and understanding of and which affect them.

Students can learn to monitor their sensory input to prevent melt downs and achieve maximum performance.



## A Reframing Curriculum for Students on the Spectrum

### Self-advocacy skills:

Students can learn to advocate for themselves and developing their own mentors and support network

### Self-disclosure skills:

Student learn the when, where, how and why of self-disclosure.

### Executive Functioning Skills:

Through organization and time management skills students learn how to manage their schedules and projects and organize their academic and personal spaces.

### Hidden Curriculum:

Students learn to understand all the Hidden Curriculum of situations and circumstances which require a deeper level of perspective taking skills and may not be readily apparent to individuals on the spectrum.

### Building self efficacy and self control:

Building skill fluency through self discipline adds to one's personal effectiveness and ultimately their self esteem.

### The reattribution process:

Changing the way we view past learning experiences with our new found knowledge and understanding of self promotes personal effectiveness in student's daily lives and an increase in their self esteem

Another benefit to the daily Reframing curriculum is to that it pre-teaches students and gives them valuable insight into many of the difficult situations that may arise throughout their daily schedule and allows them to have a game plan for possible appropriate responses to make. They can apply a variety of acronyms and devices to problem solve and gain the social thinking expertise they need for good decision making.

This new context gained through the Reframing Process students take with them into the real world every day. They remember to come back to these principles upon leaving the program. Students have reported that they utilize the concepts taught in Reframing when they are out on their own and apply them with great success.

*Article contributed by Dr. Michael McManmon, a licensed psychologist, the founder and the Executive Director of TheCollege Internship Programs. Dr. McManmon has worked on Curriculum Development, Staff Training, Program Evaluation, and Administering Community Based Programming. He is a member of the International Learning Disabilities Association and the Independent Educational Consultants Association. He has an inside perspective as he himself was diagnosed with Asperger's Syndrome and grew up in a large family with several individuals on the spectrum.*

*"The teacher's underlying attitude influences, involuntarily and unconsciously, the mood and behavior of the child."  
Hans Asperger 1944*





*“It only becomes a sensory processing disorder when we are on extreme ends of the continuum or experience “disruptive, unpredictable fluctuations which significantly impact our developmental skills or everyday functioning”*”



## SENSORY INTEGRATION DISORDER

Sensory integration is a normal, neurological, developmental process which begins in the womb and continues throughout one's life. It is important to note, the most influential developmental time is in the first seven years of life. Sensory processing is the process by which our brain takes in sensory input and interprets this information for use.

When talking about typical sensory processing, a productive, normal and “adaptive response” happens as our neurological system takes in sensory information the brain organizes and makes sense of it which then enables us to use it and act accordingly within our environment to achieve “increasingly complex, goal-directed actions”.

It is this “adaptive response” which facilitates normal development. We, therefore use our sensory processing abilities for:

- social interaction
- motor skill development
- focusing and attending so we can learn

If this neurological process becomes disrupted somewhere in the loop of intake, organization or output, then normal development and adaptive responses will not be achieved. Learning, physical and emotional development, as well as behavior will thus be impacted; sometimes severely!

It is this disruption which yields a neurological dysfunction called Sensory Integration Dysfunction/Sensory Processing Disorder.

Keep in mind, sensory processing functions on a continuum. Please understand that we all have difficulty processing certain sensory stimuli (a certain touch, smell, taste, sound, movement etc.) and we all have sensory preferences. \*\*It only becomes a sensory processing disorder when we are on extreme ends of the continuum or experience “disruptive, unpredictable fluctuations which significantly impact our developmental skills or everyday functioning” \*\*

That being said, it is important for us to break the sensory integration dysfunction symptoms down into categories based on each of the senses. These categories are:

**Tactile:** the sense of touch; input from the skin receptors about touch, pressure, temperature, pain and movement of the hairs on the skin.

**Vestibular:** the sense of movement; input from the inner ear about equilibrium, gravitational changes, movement experiences and position in space.

**Proprioception:** the sense of "position"; input from the muscles and joints about body position, weight, pressure, stretch, movement and changes in position.

**Auditory:** input relating to sounds; one's ability to correctly perceive, discriminate, process and respond to sounds.

**Oral:** input relating to the mouth; one's ability to correctly perceive, discriminate, process and respond to input within the mouth

**Olfactory:** input relating to smell; one's ability to correctly perceive, discriminate, process and respond to different odors.

**Visual:** input relating to sight; one's ability to correctly perceive, discriminate, process and respond to what one sees.

It is a careful observer (the one I wish for in every child's life!) who will pay close attention to which senses are affected and the frequency, duration, and intensity of these sensory integration dysfunction symptoms.

As I have said, we all have some types of sensory preferences and perhaps even a mild case of "dysfunction". However, it is the frequency, intensity, duration and functional impact of these symptoms which determines dysfunction.

*Adapted from: <http://www.sensory-processing-disorder.com/sensory-integration-dysfunction-symptoms.html> and <http://www.sensory-processing-disorder.com/sensory-integration-dysfunction-symptoms2.html>*

## SIGNS & SYMTOMS: SENSORY INTETRATION DYSFUNTION

Sensory	Symtoms
<b>Attention, Behavior and Social</b>	Jumps from one activity to another frequently and it interferes with play Has difficulty paying attention Is overly affectionate with others Seems anxious Is accident prone Has difficulty making friends, does not express emotions
<b>Auditory</b>	Responds negatively to unexpected or loud noises Holds hands over ears Cannot walk with background noise Seems oblivious within an active environment
<b>Body Position</b>	Continually seeks out all kinds of movement activities Hangs on other people, furniture, objects, even in familiar situations Have weak muscles, tires easily, has poor endurance Walks on toes
<b>Movement</b>	Becomes anxious or distressed when feet leave the ground Avoids climbing or jumping Avoids playground equipment Seeks all kinds of movement and this interferes with daily life Takes excessive risks while playing, has no safety awareness
<b>Taste/Smell</b>	Avoids certain tastes/smells that are typically part of chidren's diets Routinely smells nonfood objects Seeks out certain tastes or smells Does not seem to smell strong odors
<b>Touch</b>	Avoids getting messy in glue, sand, finger paint, tape Is sensitive to certain fabrics (clothing, bedding) Touches people and objects at an irritating level Avoids going barefoot, especially in grass or sand Has decreased awareness of pain or temperature
<b>Visual</b>	Prefers to be in the dark Hesitates going up and down steps Avoids bright lights Stares intensely at people or objects Avoids eye contact  <i>(Reproduced with permission from the Apraxia-Kids Web page)</i>





# **SUPPORTING THE SCHOOLS**

## **2009-2010 ANNUAL ASK SEMINAR SERIES**

**Saturday, 14<sup>th</sup> November 2009**

Overview of **Asperger's** and **NLD** (NON-VERBAL LEARNING DISORDER)  
&

**Sensory Integration**: theory and practice

By **Dr. Michael McManmon**,  
Founder and Exec Director of College Internship Program

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**Saturday, 23<sup>rd</sup> January 2010**

School-based **Assessment** and Intervention for Children and  
Adolescents with **ADHD**

By **Prof. George DuPaul**,  
College of Education, Lehigh University

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**Saturday, 13<sup>th</sup> March 2010**

“Universal Design for Learning and **Accessible Technology**:  
Building a Plan for Learning Diversity”

**“Tools for Literacy:**

Removing Barriers, Empowering Learners, Achieving Results”

By **Kathleen H. McClaskey, M.Ed.**  
President, EdTech Associates

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**Saturday, 24<sup>th</sup> April 2010**

**The Visual-Spatial Classroom:**

Differentiation Strategies that Engage Every Learner

By **Alexandra Golon**

Author, Former Educator & an Internationally recognized Expert on Learning Styles

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ASK subscriber: CHF200, including breakfast & lunch

Non-subscriber: CHF325, inclusive of 1 year membership & meals

Pay at door : CHF350

Special group rate for ASK's School Affiliates

Website: <http://www.allspecialkids.org>, / [info@allspecialkids.org](mailto:info@allspecialkids.org)



**2009-2010 ANNUAL ASK SEMINAR SERIES**  
**OVERVIEW OF ASPERGER'S AND NLD,**  
**THROUGH PERSONAL STORIES (morning)**  
**SENSORY INTEGRATION (afternoon)**

**By Dr. Michael McManmon**  
**Founder and Director of College Internship Program**



**Webster University, Rm B14, Saturday, 14th November 2009,**  
**Time: 9h – 16h30**

**Fees inclusive of breakfast & lunch: ASK: CHF200,**  
**Non-ASK: CHF325 (include one year membership), Pay at door CHF350**

This presentation uses personal stories to illustrate and give an overview of a comprehensive curriculum for young adults on the spectrum. The areas explored will include: Diagnosis, Anxiety/Depression, Setting Priorities, Comprehensive Services, Cognitive Flexibility, Clinical Supports, Person-Centered Planning, Theory of Mind – Hidden Curriculum, Executive Functioning, Reframing, Developing a Social Fit, Social Thinking, Social Mentoring, Academics, Self-Advocacy and Self-Disclosure, Advising Supports, Internship/Employment and Community Service, Career Services, Career Supports, Learning to be in a partnership and work as a team member, Relationship Development, Human Sexuality, Sensory Integration, Structure, Developing Life Skills and the Family's Role. Participants will be given some advice as to what action they can take now.

Objectives:

Participants will:

- gain an understanding of the comprehensive supports necessary for a young adult on the spectrum
- learn the critical variables for successful skill development from a personal perspective
- learn about accommodations and tools for employment retention

**Sensory Integration:** Learning about sensory integration and the impact it has on everyday tasks. This will give an overview of how CIP uses both lecture and active class participation which include gross and fine motor movement activities as well as sensory activities. CIP sets out to study each individual sense (tactile, vestibular, proprioceptive, auditory, visual, and olfactory) and complete sensory activities targeted for each. Calming and alerting strategies are also discussed as part of the curriculum.

Objectives:

Participants will:

- learn the Stages of Integration, Sensory Integration Difficulties and how does SI help
- what a sensory diet is
- what a sensory profile looks like

Link to online registration: [http://www.allspecialkids.org/ask.php?x=Event\\_Seminar](http://www.allspecialkids.org/ask.php?x=Event_Seminar)

*The slightest change in our brain processes can influence how we manage daily living skills, academic progress and social interaction. Sensory integration dysfunction is one example of what can go wrong in the processes of the brain.*



**C.A.R.E. PROGRAM**  
**Specialist's Lectures & Q&A - Group discussion**  
**With a special focus on the Parents and their children**

<b>GENEVA</b>	<b>TOPICS</b>	<b>SPEAKER</b>
Friday, 13 Nov 2008 19h30 - 21h30	Overview of Asperger's and NLD, through personal stories	Dr. Michael McManmon Founder and Ed. Psych
<b>Tuesday, 1 Dec 2008</b> <b>19h30 - 21h30</b>	<b>Supporting the Parents: What's on your mind?</b> <b>Q&amp;A session</b>	<b>Rachel Melville Thomas</b> <b>WRS, Kids on Mind</b>
Friday, 22 Jan 2010 19h30 - 21h30	Self-management of classroom preparedness and homework: for children with ADHD	Dr. George DuPaul Professor, Lehigh University
<b>Tuesday, 9 Feb 2010</b> <b>19h30 - 21h30</b>	<b>Supporting the Parents: What's on your mind?</b> <b>Q&amp;A session</b>	<b>Rachel Melville Thomas</b> <b>WRS, Kids on Mind</b>
Friday, 12 Mar 2010 19h30 - 21h30	Tools for Literacy; Strategies for home	Kathleen McClaskey President, Ed-Tech
<b>Friday, 23 April 2010</b> <b>19h30 - 21h30</b>	<b>Raising Topsy-Turvy Kids: Successfully Parenting Your Visual-Spatial Child</b>	<b>Alexandra Golon</b>
Tuesday, 4 May 2010 19h30 - 21h30	Supporting the Parents: What's on your mind? Q&A session	Rachel Melville Thomas WRS, Kids on Mind

Where: Webster University, Room A13/15, Time: 19h30 - 21h30  
 Lecture/Q&A/Group discussion is followed by a small reception with wine and refreshments  
 RSVP a must. Fees: ASK parent - CHF25, Non-ASK parent - CHF40, Drop in: CHF50

<b>VAUD</b>	<b>TOPICS</b>	<b>SPEAKER</b>
<b>Thursday, 29th Oct, 2008</b> <b>10h - 12h</b>	Welcome back Coffee	
<b>Monday, 23rd Nov, 2008</b> <b>10h-12h</b>	<b>Supporting the Parents: What's on your mind?</b> <b>Q&amp;A session</b>	<b>Rachel Melville Thomas</b> <b>WRS, Kids on Mind</b>
<b>Thursday, 17th Dec, 2008</b> <b>10h-12h</b>	How to develop Social Skills & Social Language?	Specialist Presenter

Where: Chalet de Brie, Chemin de Bendes, 1806 St Legier La Chiesaz, Time: 10h-12h,  
 Lecture/Q&A/Group discussion is accompanied by tea/coffee & refreshments  
 RSVP a must. Fees: ASK parent - CHF25, Non-ASK parent - CHF40, Drop in: CHF50

**RSVP: GENEVA - [info@allspecialkids.org](mailto:info@allspecialkids.org)**  
**RSVP: VAUD - [info.vaud@allspecialkids.org](mailto:info.vaud@allspecialkids.org)**



# C.A.R.E.

## A family approach

### COMMUNITY ASSISTANCE RESOURCE ENRICHMENT

ASK - C.A.R.E. Center, 150 Rte de Ferney, Rm 425a, 1202 Genève  
Telephone: + 41 (0) 22 788 2102 Contact: info@allspecialkids.org

Parenting is a tough job.

So ASK is offering monthly topics for parents to discuss issues over a glass of wine.

In addition, we offer *'What's on your mind? - Q&A sessions'* facilitated by **Rachel Melville Thomas**, Child Psychotherapist, WRS - Kids in Mind  
~ Feeling burned out? ~ Squabbles and fights in the house? ~ Trouble at school?  
~ Don't know whether to love or hate your teenagers? ~ Parents not agreeing?



#### **Supporting Parents & Families**

~ Rachel Melville Thomas Q&A sessions:  
1st Dec, 9th Feb, 4th May

~ Lectures by Invited Speakers:  
13th Nov, 22nd Jan, 12th Mar, 23rd April

~ Time: 19h30 - 21h30 ~ Location: Webster Uni



#### **Supporting Adolescents & Children**

~ Weekly Social Drama: Every Monday  
Crossroads Church, Ferney, 16h30 - 18h

~ Monthly Family Social: consult our website

~ Sibling Workshop: 20th March 2010



# CALENDAR OF EVENTS

<http://www.allspeicalkids.org> - contact: [info@allspecialkids.org](mailto:info@allspecialkids.org)

## ASK-Geneva Upcoming Events

### SEPTEMBER 2009

#### **ASK INFORMATION DAY**

Saturday, 26th September 10h -14h, Webster Uni

#### **ASSESSMENT WITH DR. GAVIN REID**

29 -30 September (By appointment only)

**WEEKLY SOCIAL DRAMA**, Every Monday,  
Crossroads Church, Ferney, 16h30-18h

### OCTOBER 2009

#### **MONTHLY COFFEE MORNINGS**

Thursday, 1st October, 10h -12h

ASK's office; 150 Rte de Ferney, Genève  
Gehl Crowe's resident in Nyon

#### **ASSESSMENT WITH DR. GAVIN REID**

1-2 Oct. (By appointment only)

**WEEKLY SOCIAL DRAMA**, Every Monday,  
Crossroads Church, Ferney, 16h30-18h

### NOVEMBER 2009

#### **MONTHLY COFFEE MORNINGS**

Thursday, 5th November, 10h -12h

ASK's office; 150 Rte de Ferney, Genève  
Gehl Crowe's resident in Nyon

**WEEKLY SOCIAL DRAMA**, Every Monday,  
Crossroads Church, Ferney, 16h30-18h

#### **CARE-Parents Lecture series**

Friday, 13th November, 19h30-21h30

Overview of Asperger, through personal stories by  
Dr. Michael McManmon (followed by reception)

#### **ASK ANNUAL SEMINAR SERIES**

Saturday, 14th November, 9h-16h30

Overview of Asperger's and NLD & Sensory Inte-  
gration: theory and practice By Dr. Michael  
McManmon,

*For RSVP and registration please visit*  
<http://www.allspecialkids.org>

## ASK-VAUD SUPPORT

### MONTHLY COFFEE MORNINGS

Thurs 29 Oct, Mon 23 Nov, Thurs 17 Dec

Chalet de Brie, Chemin de Bendes,  
1806 St Legier La Chiesaz,

Tel: 021 6525783

[Lynda.haffernan@allspecialkids.org](mailto:Lynda.haffernan@allspecialkids.org)

[info.vaud@allspecialkids.org](mailto:info.vaud@allspecialkids.org)



## ASK-BERN SUPPORT

Dates: November, December, TBA  
St. Ursula Church , Bern

RSVP: [info.bern@allspecialkids.org](mailto:info.bern@allspecialkids.org)  
Jennifer Hockley

### NEW ADDRESS

#### **All Special Kids**

ASK - C.A.R.E. CENTER

The Ecumenical Centre

150, Route de Ferney, Room 425a,  
CH1202 - Genève

Telephone: (022) 788 21 02

Office hours: Mon, Wed: 9h to 16h,  
Thurs: 9h -18h