



**THERAPY &  
FAMILY SERVICES**

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Kimberly Prendergast, LMFT

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Empire Therapy & Family Services is a social entrepreneurship established to meet the needs of the youth and families living in Ventura County. Our mission is to empower and educate youth and families through innovative, supportive, and individualized therapeutic services.

Our Vision for the community is to promote mental wellness and foster supportive relationships. We believe all children can develop a positive mind set and that parents and caregivers should feel invested and supported in their communities. Our goal is to partner with schools and families to address social-emotional needs of youth and work with community based organizations to create new and enriching experiences that promote mental wellness.

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Wesley has worked with children, adolescents and families in crisis since 2005. She specializes in behavioral therapy and behavior modification techniques. Wesley has therapeutic interests in the areas of parenting and family issues, relationships, child and adolescent groups, and clinical areas of ADHD, ODD, Anxiety, Addiction, and Mood Disorders. She holds a Bachelor's Degree in Psychology with a minor in Developmental Psychology, from the University of California Los Angeles. She also holds a Master of Arts in Counseling Psychology from California Lutheran University.



Kimberly has been assisting children, adolescents and families in crisis for over 25 years. Kimberly has therapeutic interests in the areas of mindfulness, parenting and family issues, child and adolescent development, drama-therapy and clinical areas of anxiety, depression, substance abuse and trauma. She holds a bachelor's degree in Psychology, from the California State University at Northridge. She also holds a Master of Arts in Clinical Psychology from Antioch University Santa Barbara. Additionally, she is a certified CBT clinician by the Academy of Cognitive Therapy.



Since 2001, Pat has counseled children, families, and adolescents in crisis. Services have been provided in school, home, community settings, residential treatment facilities, and group homes. Her therapeutic specialties include: parenting and family issues, child and adolescent development, women issues including pregnancy and postpartum concerns, and grief. She has clinical expertise in anxiety, depression, and trauma. She serves on the Board of Directors for Maternal Mental Health Coalition of Ventura County, and is certified in treating Perinatal Mood and Anxiety Disorders. She is also a foster/adopt advocate. Pat holds a Bachelor of Arts in Social Work from Texas Tech University, and a Master of Science in Counseling Psychology from California Lutheran University.



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# OUR STAFF

**All of our staff hold Master Degrees in Psychology or School Counseling and have been registered with the state licensing board. Our staff are comprised of Licensed and Pre Licensed Clinicians under supervision. They have all been screened, fingerprinted and meet the health code requirements of the school system. The staff attend supervision 2-3 times a week under a supervisor that has 2 decades of experience working with children and families.**

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# VENTURA SCHOOLS

**Empire Therapy is contracted to serve all schools in the Ventura Unified School District. Currently, we serve students at all of the high schools and middle schools and the following elementary school sites: Juana Maria, Atlas, Junipero Serra, Citrus Glen, Elmhurst, Lemon Grove, Loma Vista, Pierpont, Poinsettia, Portola, Sheridan Way and Will Rogers**

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# TYPES OF SERVICE

**Empire Therapy provides individual and group counseling services to students per their IEP's.**

**We also collaborate with on site school personnel and families to deliver the services as needed and requested.**

**Our primary counseling model is a combination of cognitive-behavioral therapy and play or art therapy.**

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# TYPES OF INTERVENTIONS

**Behavior Therapy-** Uses strategies to assist a student to adapt or change specific unwanted behaviors. This includes things like teaching, modeling and practicing preferred behaviors; coaching students to use strategies in the class or on the campus; learning and practicing coping skills.

**Cognitive Therapy-** Uses talk therapy to build insight into unwanted behaviors and patterns and uses interventions like cognitive restructuring to learn how to adapt ones self.

**Cognitive Behavioral therapy** uses a combination of both strategies to assist the student.

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# TYPES OF INTERVENTIONS

**Play Therapy-** Uses a variety of games, toys and interactions to assist a student to understand themselves better, build coping strategies and social skills out of naturally occurring resources.

**IE,** Teaching a student that the swing can be used as way to emotionally regulate oneself or using bubbles to teach breathe regulation.

**Art Therapy-**Uses many art forms for the same purpose as play therapy. Art therapy can include visual or performing arts.

**IE,**Using coloring as a meditative intervention; using music to shift ones mood, mask making to look a different points of view

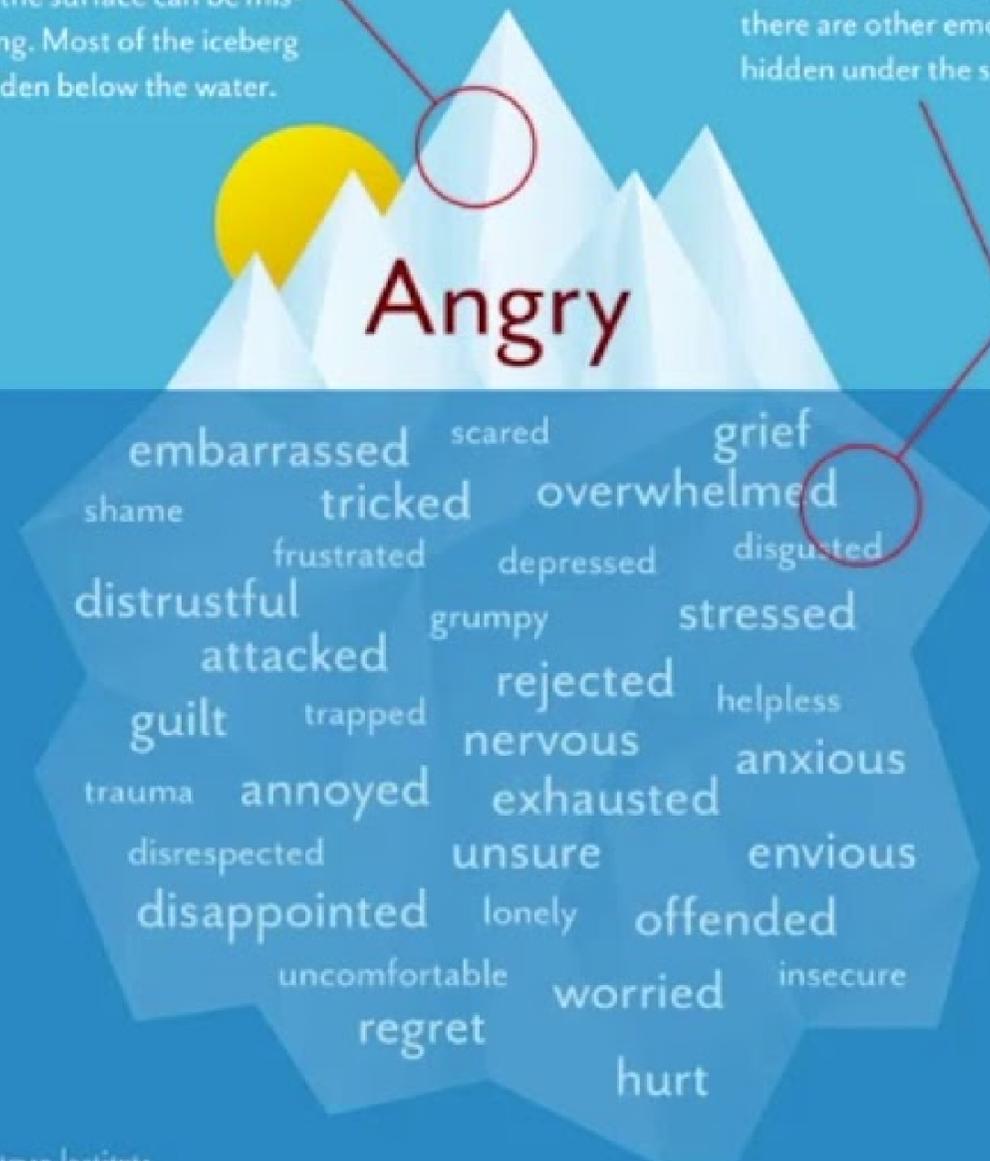
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## Intervention Example 1

# Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.



## Intervention Example 2



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# OTHER IMPORTANT FACTORS

**Services to youth should be developmentally appropriate. We strive to meet children where they are at by using play and art in a therapeutic manner and sensitive to their age and existing skill level.**

**Services should also be culturally sensitive. Obviously, this applies to race, ethnicity and language but also understanding the cultural norms of individual families.**

**If needed interventions can include pushing into class, coaching on the campus, crisis supports ie. Thomas Fire Example**

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# TYPICAL SESSION LOOK LIKE

- We arrive, check in with office, get assigned a private space
  - We check in with teacher or school psych if they are available for an update and to collaborate on tracking progress toward goals. If not possible, email check ins occur.
  - Student is pulled from class ( we try to avoid the harder academic classes) and the session begins
  - Session involves some combo of the clinical interventions noted earlier and involves a check for understanding at the end of the session
  - Follow up with parent is provided and this varies a lot by family
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**What we do not provide:**

- We are not a drop in counseling service. Students must have an IEP and be referred to our services.**
  - We do not provide on call crisis services. However, if we are with a student or on campus we do provide crisis assessment to the students we serve and collaborate with school personnel.**
  - We do not provide minor consent services. We do not see a student without parental consent.**
  - We do not provide substance abuse counseling or psychoanalysis.**
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