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Summer 2015

In this issue

From the Director
page 2

Gone but Not Forgotten
page 3

History Continues
page 4

In Your Words
page 5

Stay Sharp this Summer
page 6

Workshops and More in
Half Moon Bay
page 7

EF Conference Recap
(Tooting Our Horn!)
pages 8-9

Groups for Kids
page 9

Thank You, Thank You,
THANK YOU!!!
pages 10-11

A Brief History of Learning Disabilities

by Erin Shinn Berg, M.Ed., Senior Educational Specialist

On April 10, my colleague, **Dr. Surina Basho**, and I gave a presentation entitled “Morrissey-Compton Educational Center Looks Back at 33 Years of Key Shifts in Student Needs and Intervention” at a Silicon Valley Education Network Meeting. The presentation included a brief introduction regarding our executive function research initiative.

In preparing for this meeting, we had the welcomed opportunity to reflect upon our agency’s work. In doing so, we noticed that Morrissey-Compton’s history of assessment and academic intervention has closely mirrored a sizeable slice of the evolution, deeper understanding, and greater appreciation of learning disabilities.

In the Beginning...

There is no doubt that individuals have always been keenly aware of when they could or could not pick up a concept as well as their peers. When, though, did our society start to think about how to conceptualize these learning challenges?

We do know that in 1877, the term “word blindness” was developed to describe a sort of text blindness even though the individual had intact intelligence and speech. Look ahead ten years, and the term “dyslexia” was coined to capture broader difficulty interpreting written words.

Fast Forward One Century

It was not until 1963 that the term “learning disability” was born. Thankfully, after this time, legislation centered on supporting students with learning disabilities began to surface.

continued on page 4

A Letter from the Director



Dear Friends of Morrissey-Compton,

Welcome to our Summer Newsletter! I hope you are able to wind down a bit from the frenetic pace of our lives in Silicon Valley and take some time to relax and enjoy your families and friends this summer.

Although the summer months are often associated with vacations and time off, the pace of work at Morrissey-Compton does not slow down. In fact, it's often the busiest time of the year as parents and students plan ahead for the coming school year. This past spring was also eventful at Morrissey-Compton. Our staff conducted several workshops and presentations across the country, culminating in our Executive Function (EF) and Learning West Coast Conference for professionals in education and mental health held at Santa Clara University on May 8 & 9. A number of our staff along with speakers from across North America presented on a variety of topics in the area of EF. You can read about it on page 8. We had more than 200 attendees each day, and the feedback we received was uniformly positive. We hope to have another conference like this in the future.

This issue will also provide updates on our various programs at Morrissey-Compton. Our outpatient services are alive and kicking. Services in our Half Moon Bay office are continuing to grow, thanks to grants provided by the Edmund and Jeannik Littlefield Foundation and, more recently, the Enlight Foundation to continue our Outreach to Latino Families program. Most of these services are provided through Half Moon Bay, but with the development of collaborative relationships with several community agencies on the Peninsula, we are providing more Spanish language services in our Redwood City Office. This issue also highlights our planned summertime groups for kids and workshops being conducted in Half Moon Bay.

More agency news: our consulting contracts with Santa Clara County Departments of Family and Child Services and Juvenile Probation have been renewed for the 2015-2016 fiscal year, and our Spanish language services are expanding with the addition of another Spanish-speaking psychologist. You'll read about this newest addition to our staff in our next newsletter.

This year, Silicon Valley Community Foundation's annual day of online giving, Silicon Valley Gives, was held the same week as our EF & Learning Conference. Similar to last year, the day was a big success, and I would like to thank all of our generous donors who helped. As you will read in this issue, we raised over \$80,000 through this event and our Spring Appeal with the help of generous matching grants from Angelo and Yvonne Sangiacomo, Sheri Sobrato, and several members of our Board of Directors. I thank you for your generosity and trust in us. Our happiness, however, was tempered by the news later that week of the death of one of our Board members, Rudie Tretten. Rudie brought his expertise and years of experience in the field of education to the Board and was a valued member. You can read more about Rudie and his life on the next page.

This year at our annual fall event we will honor our founders, Pat Morrissey and Carolyn Compton, as outstanding community educators. We will provide you with additional information about this event in the near future. Over their long careers, Pat and Carolyn have helped a number of children and we are hoping to reconnect with some of their past clients. I hope to see you at this important event. Enjoy this issue, and thank you for your support.

With Warm Regards,

John T. Brentar, Ph.D.

Goodbye, Friend

Remembering Rudie

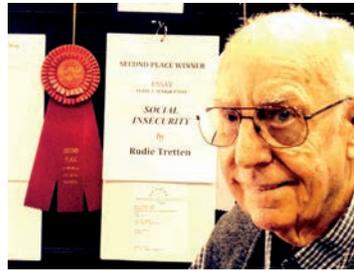
by John T. Brentar, Ph.D.

With great sadness, Morrissey-Compton lost a dear member of our family recently with the passing of Board Member **Rudolph ("Rudie") Tretten**.

Rudie joined our Board in 2008. He was a strong advocate for Morrissey-Compton's mission and, most importantly, for a fair and equal education for all students. His passion for education was rooted in a significant and multifaceted career as a teacher, counselor, college instructor, college program director, supervisor, and consultant. He also served as a school board member for 17 years in Pacifica's Laguna Salada School District. A lifelong writer, he contributed to writing social science textbooks curriculum for educational leadership and research on project-based learning.

After retirement, Rudie focused his literary energy in writing award-winning short essays on a variety of topics including education, politics, economics, aging, and sports that reflected his wry sense of humor, strong opinions, and intellectual curiosity. In 2011, his collective works were published in *Where Are We? Thoughts from an American Geezer*. The title is a nod to his self-deprecating humor in describing himself as an "eccentric, elderly man of some eighty years." Rudie's talent was recognized at the San Mateo County Fair, where his essays placed in the top three in the Literary Contest, including winning second place in 2014 (shown in photo at top).

Rudie brought his humor, world view, and broad experience to our Board meetings. He listened intently and made astute comments, and it was apparent to all of us that he enjoyed lively



Rudolph Weber Tretten
May 5, 1931 to May 8, 2015

discussions and debate. His big heart and commitment to education were always apparent, and he made sure to recognize our staff when they deserved congratulations for jobs well done.

Rudie's legacy lives on in our Half Moon Bay office, which was a top priority for him because of his dedication to provide educational services on the coast. He was always first to volunteer to attend planning meetings in Half Moon Bay and talk to school district officials and professionals. His excitement was palpable when we first received funding in 2014 to provide subsidized services to Latino families.

Rudie dedicated his book to "... anyone that enjoys a spirited discussion of life." I will personally miss our conversations before Board meetings or during his visits to the office. His deep intellect, wisdom, and passions were apparent in his ability to discuss a variety of topics from the "old days" in San Francisco to local sports and politics. Rudie was also funny and helped us look at the lighter side of life.

On behalf of our staff and Board of Directors, I would like to extend our heartfelt sympathy to the entire Tretten Family. We are grateful for Rudie's Board service and for his being such an energetic cheerleader for Morrissey-Compton.

Staff Expertise Is in High Demand

This spring, Morrissey-Compton staff members presented as far away as Cambridge, MA. In addition to those you'll read about elsewhere in this issue (Silicon Valley Education Network, page 1 and the EF & Learning West Coast Conference, page 8), take a look at where we've been recently:

On March 21, Surina Basho, Ph.D. spoke on the topic of "Memory: A Key Executive Function Process in Learning" at the 30th Annual Learning Differences Conference, Harvard Graduate School of Education, Cambridge, MA.

From April 18 to May 23, Janet Dafoe, Ph.D. gave four talks on ADHD during a special parent education series at Morrissey-Compton in Redwood City.

On April 25, John T. Brentar, Ph.D. gave three talks in Napa to mark the start of Mental Health Awareness Week: "Child & Adolescent Depression: Myths and Realities," "Anxiety Disorders," and "Stress Management for Parents."

On April 25, Surina Basho, Ph.D. gave a talk on "Refining Our Understanding of Executive Function" at Education Revolution 2015 at AT&T Park, San Francisco.

On May 11, Sue Garber, M.A and Cassandra Golding, Ph.D. gave a tailored assembly ("Practical Skills for Handling Middle School Girl Drama: How to respect others, understand social situations, and the steps to take when it gets 'complicated' with friends") at Redeemer Lutheran School in Redwood City.

Bring a Speaker to Your School, Parent Group, or Other Organization

We offer a variety of subjects for you to choose from, or you can request topics customized to fit your needs. **For info, contact Sue Garber at (650) 322-5910 or sue.garber@morrcomp.org.**

A Brief History of Learning Disabilities

continued from page 1

In 1975, the Education for All Handicapped Children Act (PL 94-142) mandated a Free and Appropriate Education (FAPE) for all students. In other words, eligible students could receive special education services. These services were to be individualized, hence the term Individual Education Plan, or IEP.

FAPE is still a pillar for our students, and those of us who attend IEP meetings as a clinician, parent, or advocate often cite FAPE when making an argument as to why a student requires certain special education services.



Evolution of an IDEA—and an Agency

In 1990, PL 94-142 was renamed to the Individuals with Disabilities Education Act (IDEA), and autism and traumatic brain injury were added as eligibility areas in which a student could qualify for special education support. IDEA continues today, though it was reauthorized in both 1997 and 2004.

Morrissey-Compton shifted its assessment offerings to coincide with changes in IDEA. For example, when Other Health Impairment (OHI) was added as an eligibility category with

the 1997 reauthorization of IDEA, Morrissey-Compton added more staff psychologists who could make formal diagnoses such as Attention Deficit Hyperactivity Disorder (ADHD). To this day, some, but not all, students with ADHD may qualify for special education services through the OHI category.

Apart from special education, Morrissey-Compton has ensured that our assessments and academic intervention offerings are in line with the latest research. For instance, as research solidified the robust connection between

phonological awareness and reading, Morrissey-Compton required the tools to assess phonological awareness such as the Comprehensive Test of Phonological Processing, now in its second edition. Similarly, we continue to expand our academic intervention offerings to include not only individualized, strategy-based tutoring but also more formal educational therapy with the use of various evidenced-based intervention methods such as Slingerland and Orton-Gillingham. Both programs are designed to bolster reading and spelling skills in students with dyslexia.

Still a Work in Progress

Beyond acknowledging the development of better assessment and intervention in either a clinic or school setting, it is important to highlight noteworthy advancements in the understanding of learning disabilities from neurological and genetic perspectives. In the late 1990s, the National Institute of Health used functional Magnetic Resonance Imaging (fMRI) to pinpoint regions of the brain that work differently in struggling readers. The early 2000s brought us a new appreciation of the link between genes and learning disabilities, particularly dyslexia. Specifically, researchers and scientists have found that variations in a particular gene pose a greater risk for dyslexia.

To learn more about the history of learning disabilities, see the following resources used to help write this article:

- US Department of Education: “The Office of Special Education and Rehabilitative Services Celebrates 35 Years of IDEA,” www2.ed.gov/about/offices/list/osers/idea35/index.html.
- LDOnline: “Timeline of Learning Disabilities,” <http://www.ldonline.org/article/11244/>.
- YaleNews: “Yale Researchers Unravel Genetics of Dyslexia and Language Impairment,” <http://news.yale.edu/2013/06/12/yale-researchers-unravel-genetics-dyslexia-and-language-impairment>.

Morrissey-Compton's staff experts provide consultations, evaluations, and advocacy for students with learning differences, and coaching for parents, to ensure that, as legally required, their school program includes appropriate special education services and accommodations. For information, call (650) 322-5910.

As a community of students, parents, educators, psychologists, researchers, and scientists, we have come a long way in understanding and addressing learning disabilities. There is a long way to go, however, to continue to improve the lives of students with learning disabilities, and Morrissey-Compton is proud to be part of this evolution.

Expressions

How We've Helped: A Parent's Testimonial

Aside from very minor edits and changes to identifying details, we made no modifications to this touching note that we recently received from a grateful parent.

In 2013, I brought my daughter, Allie, to be evaluated by your facility. I'm writing to you today to let you know how well she has progressed since then.

Since Allie started preschool up until first grade, I was told repeatedly she wasn't "up to par" with her peers and the school couldn't do anything for me. It broke my heart when four-year-old Allie would tell me she didn't like school and that she was "stupid." I knew I had to do something even though I was a single mom, going to school full-time, and didn't have any money. That's when I was referred to you.

I was grateful I applied for and received your scholarship. I still remember the unsettling, paralyzing fear and anxiety that day when your staff psychologist informed me Allie had a Mixed Expressive-Receptive Language Disorder and that she could develop dyslexia in the future. First, I didn't even know how to communicate with the school

or district and what I would do with that information. Second, Allie's teacher disregarded my input. Third, I didn't know the steps to get help from the school district. That's when your educational specialist stepped in and sent a letter to assist me in asking Allie's school district for speech language services. And it worked.

Now, Allie is a changed and engaged learner. She is confident, eager to learn, and participates actively in class. She has reached 90% of her IEP goals and even received an "Honor Roll Award" last quarter. The combination of speech language services and outside tutoring sessions has truly made an impact in the enthusiastic learner she is today. However, she wouldn't be where she is without the help of Morrissey-Compton. I am so thankful for your work and what you continue to do. Please continue to shine your light on other children and

make a difference in their lives. So many children could benefit from your services.

I'm not the perfect parent, but I'm sure glad I listened to my gut when most people thought I was just a crazy overachiever who had a child that wasn't like me. Most importantly, I've learned from this whole situation that we are our child's first advocate. It doesn't matter what race, education, or socioeconomic status we belong to. Our priority is our children.

Share Your Story

We are always looking for stories about past and current clients. The more we know, the more we can spread the word about how we've helped others—and continue to do so for years to come.

If you would like to share a personal story with us about how Morrissey-Compton helped you or your child, please email lyn.balistreri@morrcomp.org or call (650) 322-5910 ex. 117.

Summer Learning

Have a Blast, Together!

by Erin Shinn Berg, M.Ed., Senior Educational Specialist

As many students with and without learning challenges can take a step back in terms of key reading, writing, and math skills over the summer, our newsletter two years ago included ideas for staying academically sharp over the summer. This year, we have brought back some of those workbook-free ideas—and thrown in a few new ones specifically centered on developing executive function (EF).

Event Planning: Students of all ages need opportunities to develop EF, such as planning. Let your child plan a simple outing, and help him to think about the budget, people involved, timing, and transportation.

Design! In addition to planning, organization of ideas, concepts, and tangible items is a key EF skill. Help your child to redesign her room. Encourage her to think about what she likes. Is there anything she no longer needs and would like to donate? What about overall layout; would moving furniture make her room better? Work with her to develop a small budget for new items or decor.

Board Games: Many games out there can help bolster EF. The card game SET, for example, can help students with cognitive flexibility. Mastermind requires planning, predicting, and cognitive flexibility. Monopoly, Clue, and chess are also great opportunities for fun, challenge, and an EF workout.

Let's Cook. Not only is cooking a creative and hands-on activity, it also requires many academic skills. Researching recipes requires organization, word reading, and reading comprehension. Depending on your child's age, he may want to do an internet search, thumb through a cook book, or choose from a list of recipes you have pre-selected. Together, make a shopping list and pull together all those pots



and pans. When it is time to stir, mix, knead, and blend, your child can work on his math skills. Think fractions!

Dear Journal: Many teachers encourage their students to keep a journal over the summer. This open-ended activity is an opportunity to reflect and to fine tune written expression skills. Students who struggle with writing

can be understandably reluctant to face that blank journal page, so make journaling less open-ended by providing specific questions or prompts. Allow your child to dictate her thoughts using dictation software such as Dragon Naturally Speaking by Nuance. Get out the scissors, glue, and old magazines and make a collage of words of the day.

Quick Tip: Summer can be a great time to practice using new assistive technology in a pressure-free manner with topics/activities of your child's choosing.

Sneak Preview: Students with learning differences often benefit from a preview of material before more sophisticated learning takes place. Check with next year's teacher or your child's school website to see if the book list for next year is out. Consider watching the movie version and/or reading a book summary, which can provide an organizational framework of the novel. Moreover, your child may feel a boost of confidence when the material is covered in class ("I remember this!"). The same concept is true for textbooks. Documentaries are an excellent means for introducing history and science material in a different, sometimes more meaningful, format.

Sit back and listen. Audio books and/or text-to-speech software are great ways to absorb a good story or nonfiction material. In fact, listening to text and following along can help boost reading accuracy, vocabulary, and fluency.

Half Moon Bay

Coastal Connections

Half Moon Bay is a unique coastal community—and the creative staff members at Morrissey-Compton’s downtown satellite office have fashioned an equally unique summer program of educational workshops to keep your student engaged and give him or her a leg up when he or she returns to school this fall! Take a look at the rich variety of workshops listed at right, and be sure to register early!

Morrissey-Compton
Educational Center
Half Moon Bay Office
840 Main Street, Suite B2
(650) 729-3033

Strong Community Ties & Commitment to Serving Whole Families

The office is fully engaged in supporting the growth of literacy in our diverse coastal communities in our ongoing work with students of all ages to develop reading comprehension and writing skills. Regular collaborations with local schools in Half Moon Bay, El Granada, and the Pescadero and La Honda communities at the southern reach empower us to make strides in our mission, as do strong relationships with the **Half Moon Bay Library**, local businesses, and community service organizations.

We provide skilled, focused training in everything from mastering the basics of English phonology to solid and fluid engagement of reading endeavors at all grade levels. In addition, our bilingual tutor, **Edwige Gamache, Ph.D.** supports student literacy in Spanish. We are dedicated to the whole family, and so we very much enjoyed staff Educational Specialist **Meredith Feinberg’s** April Parent Education class “Making Sense of Executive Function for your Child,” where diverse participants put their heads together to address the challenges they share in educating their students.

Summer Workshops

As with all Morrissey-Compton offerings, scholarships for workshops are available for families in need of financial aid.

For registration info, please contact Erin Shinn Berg at (650) 322-5910 or erin.shinn@morrcomp.org.

Learning Skills and Math

Developing Learning Skills with Heroes (Grades 6-10)
Instructors: Edwige Gamache, Ph.D. & Denali St. Amand, Ph.D.

August 3 to 6, Grades 6 to 8: 8:30 to 10:30am;
Grades 9 & 10: 1 to 3pm, \$400

Myths and other short stories offer an adventure in strengthening language skills, organization, time management, and focus. Students develop and practice strategies for reading comprehension and written



expression and return to school with a toolbox of skills that fosters independent learning and self-monitoring.

Math Fun (Grades 3 & 4)

Instructor: Edwige Gamache, Ph.D.

August 10 to 13, 9 to 11am, \$400

In this math immersion workshop, students will review and solidify the most important basics of addition, subtraction, multiplication, division, measurement, fractions, shapes and word problems in creative ways.

World Language Explorations (Grades 6-12)

Spanish Refresher Course

Instructor: Edwige Gamache, Ph.D.

Choose from two sessions: 1) July 20 to 23, 1 to 3pm;
2) August 10 to 13, 1 to 3pm, \$400

If your student studies Spanish at school this past year but needs to refresh his knowledge of vocabulary and grammar and rebuild his confidence in spoken and written Spanish, join us!

French

Instructor: Edwige Gamache, Ph.D.

Choose from two sessions: 1) July 20 to 23, 3 to 5pm;
2) August 10 to 13, 3 to 5pm, \$400

Students begin to learn basic French or rebuild their confidence in their speaking and writing skills.

Latin

Instructor: Denali St. Amand, Ph.D.

July 20 to 23, Middle School Students: 9 to 11am;
High School Students: 3 to 5pm, \$400

An ancient language for a modern purpose! Students enjoy strengthening their command of English vocabulary and grammar while gaining an introduction to Latin and Roman civilization. In addition, they develop word decoding skills, which help to improve spelling and comprehension.

EF & Learning West Coast Conference

“AMAZING!” Conference Attendees Offer High Praise

On May 8 & 9, Morrissey-Compton presented the first ever **Executive Function & Learning West Coast Conference** at Santa Clara University.

“Fantastic conference, smart presenters, and well organized!”

Over the course of two days, **225** psychologists, teachers, learning specialists,

Co-Chairs
Dr. Surina Basho
Dr. John Brentar
Event Manager
Lyn Balistreri
Administrator
Suzy Music

speech/language pathologists, psychiatrists, and other forward-thinkers in the field of EF and learning differences came together to hear **29** experts from across

North America present the latest on current research and applied work in EF and learning differences.

“It was a real pleasure to attend. It effectively connected the fields of neuroscience, neuropsychology, and education. Thank you for a deeper and insightful perspective on EF and learning differences.”

Attendees walked away with valuable knowledge to better help the students they work with in their respective professional fields.

“This is such valuable information for regular education teachers—so impressive!”

The multi-disciplinary topics included assessment and diagnosis of EF; treatment and intervention of EF; teaching EF in the classroom; and brain/

behavior research in EF.

“The knowledge and ability of the presenters was excellent!”

Our keynote speakers were renowned EF experts, **Dr. Lynn Meltzer**, author of *Promoting Executive*



Dr. Richard Guare

Function in the Classroom, and **Dr. Richard Guare**, co-author of *Smart but Scattered*.

“I don’t know if I’ve ever been to such a well-thought out conference with such good applicable strategies/take-aways.”

Several members of Morrissey-Compton’s staff presented at the conference: **Dr. Surina Basho**, **Erin Shinn Berg, M.Ed.**, **Dr. John Brentar**, **Kathy Button, M.Ed.**, **Dr. Janet Dafoe**, **Meredith Feinberg, M.Ed.**, and **Ashley Koedel, M.A.**

“I enjoyed the two days and have come away with A LOT of new information that is relevant to my teaching.”

Presenters also came from as far as Massachusetts and as close as Palo Alto. Local specialists included **Donna Dagenais, M.A.**, **Dr. Philip Erdberg**, **Rachael Kaci**,

All of our conference sessions were well-attended. Here, speech pathologist Donna Dagenais, M.A., gives a presentation on the role language plays in EF.



Thanks to Our Sponsors

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BARULICH DUGONI



PAR
Creating Connections.
Changing Lives.

Thanks to the following individuals for sponsoring teachers to attend:

John T. Brentar, Ph.D.
Susan and Arthur Chait
Carolyn Compton, Ph.D.
Kristin Donato, M.F.T., I.
Patricia Morrissey, Ed.D.
Rachel and Adam Paley
Simon and Rachel Segars



Conference Co-Chair Dr. Surina Basho with keynote speaker Dr. Lynn Meltzer (3rd from left), and presenters

Wendy Stacey, M.S. (far left) and Michael Greschler, who travelled from Massachusetts to speak about the innovative SMARTS EF teaching curriculum.

Dr. Caryn Kovar, Dr. Irene Loe, Hilary McCarty, B.A., M.A. (in progress), Dr. Aarthi Padmanabhan, Dr. Vinod Menon, Dr. Jenna Rinsky, and Joanne Walsh, B.A.

"This was a great conference to obtain a ton of information—thank you, thank you!!"

In addition, local high school and post-graduate students participated on an inspiring student panel.

"Thank you to each and every one of you. A phenomenal opportunity!"

The conference committee offers their sincere thanks to all of the staff, speakers, sponsors, and **nearly 30 volunteers** who helped support the conference.

"Thank you for all of your work in making this valuable conference come to the West Coast!"

We look forward to presenting the next EF & Learning West Coast Conference.

If you are interested in giving your time or funds to help make the next conference a success, please contact Dr. Surina Basho at surina.basho@morrcomp.org.

Groups for Kids

Build Skills this Summer

Morrissey-Compton's ongoing skill-building groups take place at our **Redwood City office (595 Price Avenue)** and are for kids who struggle with issues



such as making/ keeping friends, impulse control, anxiety, emotion regulation, and managing stress. There are typically three to five boys or girls in a group, who are close in age and have similar challenges and goals. **Starting in June**, we're offering the following groups:

Social Skills: Making and Keeping Friends (Grades K-8)

For children who have difficulty navigating the social dynamics involved in peer relationships. Topics include active listening, perspective taking, reading social cues, noticing feelings in themselves and others, understanding how their behavior affects others, and problem solving with peers.

Impulse Control: Learning to Slow Down and Think (Grades K-8)

Some children need extra support to improve self-control, recognize emotions in themselves and others, and understand how their behavior affects their peers. Through fun activities, children will practice skills to help them slow down and think before acting, as well as get along better.

Conquering Anxiety and Worries (Grades K-8)

This group will help children identify their fears and understand how to manage anxiety. Children will learn to recognize the situations that trigger their worried feelings, and will practice strategies to help decrease their anxiety.

Just for Girls: Avoiding "Girl Drama" (Separate Groups: Grades 4-5 & 6-8)

Upper elementary and middle school can be a very stressful and challenging time for girls. This group will address social challenges that many girls face such as feeling left out, dealing with jealousy, trust, rumors, and bullying through social media. This group will focus on building self-esteem, confidence, and self-advocacy.

For more info or to register your child, email Sue Garber, M.A. at sue.garber@morrcomp.org. Indicate your child's age, current grade, the group that you are interested in joining, and phone number. Note that it is not too early to get your name on the list for fall groups!

Generosity Abounds in Morrissey-Compton's Community

by Lyn Balistreri, Director of Fund Development

Fundraising at any nonprofit organization is always a challenge, but particularly in these uncertain times. Whatever one's income bracket, it's understandable to want to hang on to your money, to save it for a rainy day (so to speak).

That's why it's so inspiring to see that at Morrissey-Compton Educational Center, our donor base has remained not only loyal, but extraordinarily generous. We've seen several examples of that lately that I'm thrilled to share with you now, to get your summer off to an inspiring start.



Because of the tremendous response to the availability of these services, grant funds are quickly running out. We are committed to continuing to help those individuals who have started receiving tutoring, parent

education, and other services. Finding new means of support will be key to our continued success in this much-needed program, and this spring, the **Enlight Foundation** made a special gift of \$60,000 to help.

Funding Our Executive Function (EF) Research Program

Morrissey-Compton's EF Research Program is committed to furthering the field of EF and the role it plays in learning differences. Many of the educators who attended our EF & Learning Conference were only able to do so thanks to financial assistance provided through donors.

In May, the program received \$15,000 from the **Wintercreek Foundation**. This particular gift was designated to build teacher-training programs in schools; however, funding the EF Research Program also enables researchers to further our understanding of EF and to provide the following:

- develop specialized programs to address the needs of children with learning differences
- deliver parent education
- provide cutting-edge information to professionals in the field

 **You Did it AGAIN!**
On May 5, during the second annual day of online giving hosted by **Silicon Valley Community Foundation**, Morrissey-Compton's donors came through for us far beyond what we'd dared to hope. Here is the breakdown of what was raised that day:

\$25,000 Matching gifts
+ \$35,231 Day-of gifts
+ \$11,190 Day-of hourly matches courtesy of the **Skoll Foundation**
\$71,421 Total raised

What can we say...besides THANK YOU!

Another Gift to Help Spanish-Speaking Families on the Coast

In 2014, Morrissey-Compton received a \$100,000 grant from the Edmund and Jeannik Littlefield Foundation to help Spanish-speaking individuals with learning differences, primarily those living in Half Moon Bay and surrounding coastal areas. Since then, dozens of students and parents have been very grateful to get the help they need to thrive in school and advocate for their children.

Morrissey-Compton's scholarship fund, Latino families outreach fund, and EF Research Program will continue to need ongoing support. Please consider making a recurring gift to one of these worthy endeavors at www.morrissey-compton.org/donate.php.

For donor questions and information, contact Lyn Balistreri at (408) 396-8953 or lyn.balistreri@morrcomp.org.



Save the Date!

We are very pleased to share with you that at our annual fall fundraiser, we will be honoring our founders, **Patricia Morrissey, Ed.D.** and **Carolyn Compton, Ph.D.** as **Outstanding Educators**.

Be sure to mark your calendar for the evening of **Thursday, October 8**, and plan to join us for a dinner celebration. Details will follow in the next newsletter.

Please Help Us Reconnect!

We know that there are many clients who were helped by Pat and Carolyn during Morrissey-Compton's early days, but who have since grown up, moved away, and lost touch with the agency. We're continuing to reach out to you for help finding these clients—and it's important that we do so as soon as possible, since they will want to participate in our celebration this fall. **If you know of any current addresses for past Morrissey-Compton clients, please email lyn.balistreri@morrcomp.org or call 408-396-8953.**

Where Your Donor Dollars Go

All told, including gifts made via Silicon Valley Gives, Morrissey-Compton's Spring Appeal has generated more than **\$80,000 in gifts** thus far—**enough to help 40 families this year** in the following ways:

- **Eight children** having difficulties in regular classes can discover their potential by attending **Challenge Summer School**.
- **Psychotherapy Services can help nine adolescents** who are suffering from self-esteem issues, social/emotional problems, and ineffective behaviors do better in school, work, and life.
- Through **Psychoeducational Evaluations, eight individuals** can learn the nature of their learning differences—thereby gaining access to the tools they need to overcome them.
- By attending **Social Skills Groups, five kids** who are struggling to fit in can learn to thrive.
- **Ten students** diagnosed with learning differences can get closer to attaining their dreams of attending college by getting **Educational Therapy/Tutoring**.

Thanks to Our SILICON VALLEY GIVES Donors!

Please know that we truly appreciate and thank you for every gift we receive, year-round. But in May, we asked you to not only give to Morrissey-Compton, but to take time out of your busy lives to give during a specific day—even at specific times. We realize that this is a lot to ask, so we'd like to give a special shout-out to those who made an extra effort to help us by giving online on May 5 through Silicon Valley Gives—some of which resulted in TRIPLED gifts thanks to special hourly matches by the Skoll Foundation:

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Challenge School

Our 33rd Annual Challenge Summer School filled to capacity early, and is happening now! Be sure to look for our recap of this wonderful program—which never fails to inspire—in our next newsletter.

It is the mission of the Morrissey-Compton Educational Center to enable children and adults with learning disabilities and school-related difficulties to achieve their goals by providing the highest quality diagnostic and intervention services in a supportive environment.

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