Growth Mindset: When Making a Mistake is Good
by John T. Brentar, Ph.D., Executive Director

—Samuel Beckett

Dr. Carol Dweck’s research on motivation at Stanford University led her to develop the concept of “growth mindset.” According to Dr. Dweck, individuals with a growth mindset believe that their most basic abilities can be developed through dedication and hard work. She feels that students have a greater chance of succeeding in school if they understand that their brains are malleable and can change when working through, and even failing, at solving challenging problems.

Dr. Manu Kapur at the National Institute of Education in Singapore refers to this phenomenon as “productive failure.” His view is that students’ struggles with solving problems (and mistakes) are powerful learning experiences and serve as the core to his concept of “hidden efficacy.” He demonstrated this in a research project that compared two groups of students learning math: one group received considerable instructional support and feedback from teachers, the second group worked independently or with each other without help from the teacher. In a subsequent assessment of their ability to solve complex math problems based on the earlier simple problem set, the students in the second group “significantly outperformed” the first, regardless of their level of mathematical ability.

In his book, Outliers: The Story of Success, Malcolm Gladwell describes how the concept of persistence is related to success. He writes, “Success is a function of persistence and doggedness and the willingness to work hard

continued on page 4
Dear Friends,

I hope that you all had a wonderful holiday and were able to enjoy spending time with your families. Last year was certainly a memorable and busy one at Morrissey-Compton; our client base continued to grow, and we’ve been adding new staff to keep up with the demand, bringing our current total to 35 full- and part-time staff members! Meet the three latest additions to our team on page 4 of this issue.

At our annual fundraiser in October, when we honored our founders, Pat Morrissey and Carolyn Compton, we also made some great headway in our quest to reconnect with those who came to the agency years ago for help and who have grown into successful adults. A recap of the event and some photos are included on page 9.

The New Year is off to a brisk start, as we start a new round of Parent Education Classes and Skill-Building Groups for Kids (page 11), look forward to our 34th Annual Challenge Summer School (page 5), and prepare for our second Executive Function Conference for Parents on February 27 (page 10). Conference registration opened in November. This year’s venue, the Arrilaga Family Recreation Center, will allow us to accommodate twice as many attendees as last year. Don’t miss this information-packed day where experts will give you practical ways to effectively cope with EF difficulties, both academically and at home.

In addition, I thought it might be interesting to present a challenge to the parents of the children we at Morrissey-Compton are dedicated to helping succeed. Living in the Bay Area, where we are surrounded by some of the most brilliant minds in the world—minds that have brought forth astounding technological and academic advances—competition is fierce and expectations are high. It is a natural instinct for parents to want their children to develop into successful and happy adults, but a heightened pressure to succeed in students may be an unintentional consequence of individuals’ success and the affluence surrounding us. It is not uncommon for us to hear from students of the tremendous pressure they experience to succeed academically (e.g., from parents, teachers, peers, and themselves), as measured by taking advanced courses, being at the top of one’s class, and ultimately getting into the best colleges. However, the nature of academics is that the majority of students will be at neither the top nor the bottom, but somewhere in the middle. That pressure can take its toll both mentally and physically, particularly for a child who learns differently.

I would like to propose a New Year’s resolution to find ways to relax the pressure that students experience. To start this process, this newsletter includes an article I wrote that extolls the benefits of mistakes, which enable our children to learn by experience. We are also fortunate to have author Julie Lythcott-Haims submit a contributed article (page 6) on how parents of children with learning differences can promote independence and resourcefulness to guide them into adulthood. I hope that you find both articles, as well as the rest of this issue, helpful and informative.

John T. Brentar, Ph.D.
Growth Mindset
continued from page 1

for 22 minutes to make sense of something that most people would give up on after 30 seconds.” Indeed, he adds that practice trumps IQ: “You don’t need to be the smartest, you just need to practice for 10,000 hours.” In other words, commitment to practicing a skill for 10,000 hours differentiates success stories from those less successful.

Real-World Applications

Silicon Valley is filled with success stories that rose out of failures. Increasingly, teachers are encouraging failure in the classroom to promote more dynamic and powerful learning experiences.

In her blog, New York City physics teacher Kelly O’Shea employs a teaching technique she describes as “The Mistake Game,” where students are encouraged to embed a mistake in their solution and others are encouraged to find it. She quickly recognized that her students were much more engaged in the learning process than when “simply watching perfection” (i.e. watching the correct answer being written on the board).

Similarly, in his “Essay on the Importance of Teaching Failure,” Dr. Edward Burger, a mathematician who is currently President of Southwestern University in Texas, invites his students to take risks and to try ideas without fear of failure by emphasizing the link between failure and creativity and the power and benefits of failure. In each of his classes, five percent of students’ final grades are based on their narrative of failure (i.e. how they learned from their failed attempts) written at the end of the semester. At the end of the narrative, each student is asked to provide their own grade on how they evolved through failure and mistakes in his class.

Dr. Burger judges the quality of their failure by the size of their risk and the amount of insight they generated from their mistakes. Surprisingly, he finds most students to be candid and restrained in the grades they give themselves. He writes, “To date, I’ve never had a student complain about their ‘quality of failure’ grade.”

Real-Life Lessons

In our lives, most if not all of us have likely learned a life lesson from a mistake. These researchers and teachers are encouraging us to transfer this important learning tool to the classroom environment because a growth mindset is a teachable skill. In order to do so, our educational system must create classroom cultures that value effort as well as success and embrace failure as part of the educational process.

In a video developed by the Teaching Channel (teachingchannel.org) in collaboration with Stanford University titled “Encouraging Students to Persist through Challenges,” the teacher checks in with a group of students who have not been able to solve the first problem assigned to them. When she asks one student how the group feels, he responds, “We are happy because we are growing our brains.”

Bringing it Home

These are some easy strategies you can employ at home to build your child’s growth mindset:

• Teach your children that brains are malleable (e.g. physical exercise creates new neurons, how a person can learn to speak another language).
• Model learning from mistakes.
• Praise the process and not the outcome (“All that practice helped your team reach the championship!”).
• Build in self-reflection exercises (what worked, what didn’t, what would you do differently).
• Encourage positive self-talk while working.
• Encourage creative activities at home (e.g. building, cooking, art) and help your child figure out how to handle a mistake.

• Teach your children that brains are malleable (e.g. physical exercise creates new neurons, how a person can learn to speak another language).
• Model learning from mistakes.
• Praise the process and not the outcome (“All that practice helped your team reach the championship!”).
• Build in self-reflection exercises (what worked, what didn’t, what would you do differently).
• Encourage positive self-talk while working.
• Encourage creative activities at home (e.g. building, cooking, art) and help your child figure out how to handle a mistake.

• Teach your children that brains are malleable (e.g. physical exercise creates new neurons, how a person can learn to speak another language).
• Model learning from mistakes.
• Praise the process and not the outcome (“All that practice helped your team reach the championship!”).
• Build in self-reflection exercises (what worked, what didn’t, what would you do differently).
• Encourage positive self-talk while working.
• Encourage creative activities at home (e.g. building, cooking, art) and help your child figure out how to handle a mistake.

• Teach your children that brains are malleable (e.g. physical exercise creates new neurons, how a person can learn to speak another language).
• Model learning from mistakes.
• Praise the process and not the outcome (“All that practice helped your team reach the championship!”).
• Build in self-reflection exercises (what worked, what didn’t, what would you do differently).
• Encourage positive self-talk while working.
• Encourage creative activities at home (e.g. building, cooking, art) and help your child figure out how to handle a mistake.
Lorretta Abbott, Ph.D.

Dr. Loretta Abbott completed her Bachelor’s Degree in Psychology at the University of Southern California in 1995. During her time at USC, she conducted research on the effect of racial bias on cooperation, particularly how individuals from different racial backgrounds respond to helping others from a different background. In 1998, she earned a Master’s Degree in Counseling Psychology from Chestnut Hill College in Philadelphia. Dr. Abbott next worked in an underserved community of children, adolescents, and adults, providing individual, family, play, and group therapy for a variety of problems, such as divorce, traumatic stress, social and emotional issues, and behavioral management.

Dr. Abbott is a recent graduate of the American School of Professional Psychology at Argosy University, where she earned her doctorate in Clinical Psychology. While at Argosy, she worked in both the school environment, providing mental health services to children with social, emotional, and behavioral problems, and led several school groups for children with difficulties related to divorce, anger management, and friendship.

(continued on facing page)

Emily Reich

Homework coach and tutor Emily Reich has a passion for teaching and particular experience with the inclusion model. She has a degree in Special Education from the University of Wisconsin, Madison. In addition to tutoring with Morrissey-Compton, Emily works with first through eighth grade students in Ravenswood City School District.

Emily will be working afternoons and early evenings out of Morrissey-Compton’s Redwood City Office and is open to seeing students from kindergarten through eighth grades. Her areas of focus include reading comprehension, written expression, math, and basic study skills.

Lety Arreola-Garcia

Lety Arreola-Garcia joined Morrissey-Compton in September as a Marriage and Family Therapy intern. Fluent in both Spanish and English, she is the newest member of a growing team of talented individuals who are steadily strengthening Morrissey-Compton’s ability to provide services to the Latino/Hispanic community as well as English-speaking clients.

Lety obtained her Bachelor’s in Human Services at Notre Dame de Namur University (NDNU) in 2011 with an emphasis in Counseling and Administration. She is currently in her third and final year at the MFT/LPCC program at NDNU.

Lety has experience providing individual therapy to adults and children, including adults who have been diagnosed with severe mental health issues and/or have co-occurring diagnosis. She has conducted family therapy, group therapy, couples therapy, and psychoeducation. Since May, Lety has been a case manager at Live in Peace, where she helps students earn their high school diploma/GED and prepare for college or a vocational program. She is also a case manager at the Mental Health Association of San Mateo County, where she connects clients with community and mental health resources and advocates to help them find stable housing. Lety spent four years working with children at Keys School in Palo Alto as a kindergarten associate teacher, after school assistant, and, most recently, after school director.
Coming Attractions

issues. Dr. Abbott completed her pre-doctoral internship at the Community Institute for Psychotherapy in San Rafael, where she served disadvantaged children, adolescents, and families with a variety of concerns including mood and anxiety disorders, relationship difficulties, parenting problems, and behavioral and learning difficulties. A main focus of her clinical training has centered on conducting psychoeducational assessments and psychological evaluations for both children and adolescents struggling with learning differences and emotional problems. She has strong clinical experience providing assessment services to children and adolescents with a variety of learning difficulties, particularly dyslexia and ADHD. In addition, Dr. Abbott completed her dissertation research on the treatment of self-regulation difficulties associated with ADHD using mentalization-based therapy. The mother of two teenaged daughters, Dr. Abbott enjoys working with children of all ages and their parents in order to support families with mental health challenges.
We at Morrissey-Compton were thrilled to have Julie Lythcott-Haims, author of How to Raise an Adult and host of the podcast “Getting In,” agree to answer four questions designed to help parents of children with learning differences let go of their own biases to strive towards guiding their child to become his or her own person:

Q: How does one encourage a child with learning challenges without taking on too much responsibility for his or her success?

A: We all have big—even lofty—dreams for our kids, but at their most concrete those dreams boil down to wanting our kids to be capable of thriving without us when the time comes. A kid with significant learning challenges may not be capable of the complete independence enjoyed by a person developing typically, but that doesn’t mean they shouldn’t do everything they possibly can for themselves. And that’s what we should want for them.

Framed that way, our definition of success has little to do with the specific college our kids attend or the career they undertake, and a whole lot to do with whether they have the wherewithal to be successful wherever they go. Things like the ability to get themselves up, care for themselves, keep track of their belongings and obligations, advocate for their own needs, treat others with kindness, work hard, act responsibly, and earn a living are the building blocks for real success. If we regularly handle things kids should learn to do for themselves—i.e. when we do some of their homework, remind them to put their stuff in their backpacks, ferry the forgotten lunch to school, track their upcoming deadlines, take an issue up with a teacher—sure, we’ll probably achieve a short-term win for them. But they aren’t learning to do for themselves, which can really come back to bite them in the long run, both because they won’t have the necessary skills and because our over-involvement will have taught them that they’re not capable of accomplishing things without us.

My point is, we aren’t responsible for achieving success for our child (and if we think we are, that’s our own ego getting in the way). We’re responsible for teaching our kids the habits, frame of mind, and techniques that pave the way for them to be successful in their own right. We should act as role models for hard work, perseverance, and resilience, and then teach them important tools such as time management, how to chunk big projects into small tasks, how to make checklists and to-do lists, how to move on from a setback, and how to relax and kick back for a bit after a job well done.

Q: How do you communicate with your high school children in a manner that increases their college options to include the types of colleges that aren’t elite, but can change your life?

A: Many of us have been duped by U.S. News & World Report into thinking that only a tiny number of colleges matter. If we’ve bought into that mindset, then we feel we have no choice but to try to engineer those college outcomes for our kids at all costs. The trouble is, the schools at the top of the U.S. News list require a level of perfection in high school that means the natural blips and bumps of life are not tolerated. Kids growing up with that kind of expectation are desperately afraid of failure (often mistakenly defining it as a “B”), and if parents are obsessed over every grade, kids can feel their very worth as humans comes down to their grades and scores. This harms kids. In some cases, tremendously.

The good news is, in a nation of 2,800 accredited four-year institutions (not to mention great
community colleges), there are at least a few hundred truly wonderful college options. In my own house or when I’m out on the stump for my book tour, I talk about how a college education is best when faculty are motivated to teach and mentor undergraduates, which happens all the time at small colleges, and also at community colleges, but happens less so at big universities where faculty are primarily engaged in research. Knowing that many parents lack an awareness of colleges other than those with the biggest brand names, I like to name drop the names of small colleges like Whitman College in Washington, Grinnell in Iowa, and Carleton in Minnesota. I also am a big fan of lists like the Fiske Guide to Colleges (fiskeguide.com), Colleges That Change Lives (ctcl.org), and The Alumni Factor (alumnifactor.com), which present data and information on what it’s actually like to be a student on a particular campus and to be a graduate of those places (U.S. News, in contrast, rates schools mostly on the high school grades/scores of incoming college students).

Even if we as parents are very informed about the high quality education to be had at many schools, we still tend to “ooh” and “aah” when someone’s kid has gotten into one of those most highly selective schools. To really walk the walk, we need to check our own subtle biases—for example, do we only wear Stanford sweatshirts? If so, we’re signaling to our kids that regardless of what we may say, we really hope they’ll go there.

Although I’m a graduate of Stanford, worked there for over a decade, and believe it is in fact a wonderful school, I’m incredibly excited about looking at other schools with my kids—schools with far more reasonable admission rates—because I don’t want them to mortgage their childhoods or adopt a perfection mentality that seems necessary for admission to a highly selective college these days. For example, my son—the kid with ADD who had the benefit of working with Dr. Ted Alper at Morrissey-Compton years ago—has a real penchant for biology, and thinks he might want to do bio research one day. So together, we’re looking into colleges that send the greatest number of graduates to Ph.D. programs in the life sciences (I found a great list at thecollegesolution.com/the-colleges-where-phds-get-their-start). One of the top ten schools on that list is Kalamazoo College in Michigan, which I’ll confess I’d never heard of! But I’m super excited to visit it with him when we go on a college tour later this year—he just might experience that all-important sense of fit and belonging when he’s there.

That’s what college admission all comes down to: fit and belonging. As a former college dean I know that this is critical. Do they want a huge school or a close-knit community? An urban environment or the hills in the middle of nowhere? Can they see themselves thriving in

More About Julie Lythcott-Haims

Julie majored in American Studies at Stanford University and studied law at Harvard. She practiced law in the Bay Area in the 1990s before returning to Stanford to serve in various roles including Dean of Freshmen, a position she created and held for a decade. In her final three years at Stanford she was Associate Vice Provost for Undergraduate Education and Dean of Freshmen and Undergraduate Advising, and in 2010 she received the university’s Lloyd W. Dinkelspiel Award for “creating the atmosphere that defines the undergraduate experience.” Since leaving Stanford in 2012, Julie has been pursuing an MFA at California College of the Arts in San Francisco. Here, in Julie’s own words, is how she came to write How to Raise an Adult:

“I am deeply interested in humans—all of us —living lives of meaning and purpose, which requires figuring out what we’re good at and what we love, and being the best version of that self we can be. So I’m interested in what gets in the way of that. I wrote this book because too many adolescents and young adults seem to be on a path of someone else’s making, while being subjected to a lot of hovering and lot of help to ensure that particular path is walked, all in furtherance of a very limited and narrow definition of “success.” I come at this issue from the dual vantage points of former university dean and parent of two teenagers, and with great empathy for humans.”

Julie also writes creative non-fiction, poetry, short stories, and plays. She lives in the San Francisco Bay Area with her husband, teenagers, and mother.

For additional information, visit howtoraiseanadult.com.

continued on next page
that classroom, library, laboratory, or dorm? I’m excited to take my son on a college tour of places that excel in bio, but that also differ from each other in terms of student life, environment, social and political mindset, and vibe. He’s the one who’s going to spend four precious years there. The college visit will give him a sense of whether he can be himself on any particular campus, which is what will help ensure that those four years feel wonderful and are well spent.

Q: How can parents encourage their children to follow their own dreams rather than forcing them to follow the parent’s dreams?

A: It’s tempting to want to force our kids to become a “this” or “that” (Doctor! Engineer! Lawyer!), because we think that’s what will lead to a successful life, or because we’ll feel better about ourselves if we can brag that our kid has pursued these professions.

But really, what each of us needs is to figure out what we’re good at, what we love, and what matters to us, and then to do work that plays on those strengths and taps into those values. I’ve worked with too many kids on a path of someone else’s making and really, regardless of how well they may have been doing, they felt pretty miserable about their life. And I know from my own professional journey, which began in corporate law, that money and prestige don’t fill your soul. Yes, you need a certain amount of money to pay your bills, but the more your work is aligned with your skills, passion, and values, the more rewarding it will be, and the more rewarding it is, the more you can feel satisfied from the work itself even if the paycheck isn’t huge. So, I want my two kids to feel fulfilled in a career that matters to them.

Mostly, at an existential level, I think we have to humble ourselves as parents and accept and embrace that our kid is their own human. Too many of us are still trying to please our parents or win their approval. Why put that burden on our kids? Too many of us are trying to make our kids into some perfect version of a kid we may have dreamed about, instead of embracing the kid we have. Let’s give our kids all the opportunities we can and create high expectations that they’ll be hard workers and of good character, while keeping firmly in mind that it’s their life, not ours, which means they get to dream their own dreams.

Q: Can you give us an example of a household activity or expectation to promote resourcefulness in a child?

A: There’s no substitute for chores (or a part time job) when it comes to inculcating a sense of responsibility and accountability in a kid. Resist the urge to let your kid off the hook when schoolwork or activities get busy—this is precisely the time to teach a kid that even in busy times, all of the mundane tasks of life must still get done. A kid who learns that they must pitch in and help no matter what will be a very valued contributor in the workplace one day.

As for resourcefulness, a person only becomes resourceful when they have to figure out how to solve a problem on their own. When my husband was sick for a few days and I was traveling on my book tour, he told our two teens that they were on their own to make breakfast and lunch for themselves. They grumbled until they realized they had no choice, and they figured it out. And from that one moment of discomfort, a little frustration, and a tolerance for imperfection, they now know they’re capable of making a simple meal. And they don’t balk anymore when we ask them to help out around the kitchen.

This is the really beautiful thing: kids want to be useful, to help out, and to feel the satisfaction of a job well done. When we stop doing for them, and teach them to do for themselves, we reap this benefit—and then some.
Fundraising

Good Times, Great Cause
by Lyn Balistreri, Director of Fund Development

October 8, 2015 was a special evening for those who gathered to honor our Founders, Carolyn Compton, Ph.D. and Patricia Morrissey, Ed.D. as our 2015 Outstanding Educators.

Held at the University Club in Palo Alto, the event was a wonderful dinner celebration of Pat and Carolyn’s decades of service to individuals with learning differences, culminating in their founding the agency 33 years ago.

The more than 130 guests included staff, Board members, agency supporters, educators, and others. It was also an evening of joyous reunions; several former clients, now adults, who were helped by Pat and Carolyn years ago were in attendance. Some even made it a family affair, with both parents and children attending. The evening’s presentations are available for viewing at morrissey-compton.org.

Oh, and by the Way...
We are very pleased to report that the event was also one of our most successful fundraisers to date, raising more than $110,000 to provide scholarships to individuals who would not otherwise be able to afford our services in 2016. Thanks to all who helped make the event so memorable.

Outreach to Latino Families Continues

In late 2014, Morrissey-Compton received a $100,000 grant to provide services to the Latino community, particularly in Half-Moon Bay and surrounding coastal areas. The community’s response to the project was immediate and overwhelming, and it quickly became apparent that we had struck a chord in an area where services were greatly needed but had been unavailable to date.

In June, the Enlight Foundation awarded us a $60,000 grant for continued program funding. All told, more than 150 students and parents have been helped by the program thus far, benefiting from scholarships for tutoring, evaluations, and Challenge School, as well as individual parent consultations and parent classes.

Our Half Moon Bay staff members continue to tutor several students from the program, and regularly collaborate with community groups to provide coastal programs for Latino families and for Spanish, English-speaking, and mixed-language groups.

Finding new means of support will be key to the continued success of this amazing program. If you know of a company that might be interested in sponsorship opportunities, or if you would like to make a special gift to help, please contact Lyn Balistreri (info provided in the green box at left).

Call for Nominations
If you would like to nominate someone to be honored as a future Outstanding Educator, call (650) 322-5910 ex. 117 or email Lyn.Balistreri@morrcomp.org.

Guests enjoyed a unique version of Morrissey-Compton’s logo—in the form of a delicious cake—for dessert.
Executive Function Research Program

Space is Limited!
Reserve Your Spot Today at Morrissey-Compton’s Second

Executive Function Workshop for Parents
One-day workshop for parents of children with Executive Function (EF) Challenges

Saturday, February 27, 2016, 9:30am to 5pm
Location: Arrilaga Family Recreation Center
700 Alma Street, Menlo Park 94025

• This workshop is for parents of children 3rd grade to college level.
• This event is not for students with EF challenges to attend.

Cost: $125 per person*
Continental breakfast and lunch will be provided.

*Scholarships are available for those who qualify for financial aid. Pre-approval is required.

To Register: Visit http://www.morrissey-compton.org/efri_parents.php

Chair: Dr. Surina Basho,
Morrissey-Compton
Director of Research

Questions?
Contact Megan Fok,
Conference Coordinator, at
EFparents2016@gmail.com

Agenda
Experts will present engaging talks on various EF topics:
• Metacognition and self-awareness
• Interventions and strategies for EF
• Google apps and assistive technology
• Emotional awareness and coping
• Problem solving between parents and child
• Classroom accommodations and IEPs
• The brain and how to use critical thinking

Also, hear from two different panels:
• Students with EF challenges
• Parents of students with EF challenges

Co-Sponsors
Parents Helping Parents
Children’s Health Council

Staff Talks
The experts on Morrissey-Compton’s staff regularly conduct talks in the community on a variety of topics.

For instance, A. Cassandra Golding, Ph.D. gave a talk in November for the Redeemer Middle School girls, “Talking to Middle Schoolers about Suicide, Stress, and Gaining and Giving Support.” She will be back at Redeemer Middle School on January 21, 2016 to give a talk on “How to Be a Good Friend Amidst the Drama of Middle School.”

Bring a Speaker to Your School, Parent Group, or Other Organization
We offer several 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.
Parent Education

Redwood City
595 Price Avenue, 94063

Supporting Your Child in the School Setting (All Ages)
Monday, February 1, 6:30 to 8pm

Persistence Makes A Difference: Helping Children and Adolescents Develop an Academic Mindset (Grades K-12)
Wednesday, February 10, 6:30 to 8pm

New! Monthly Support Group for Parents of Children with ADHD
Join our email list for details.

Enhancing Focusing Skills Through Mindfulness, for Children who Struggle with ADHD, Learning Differences, or Anxiety (Grades 1-5)
Saturday, March 19, 1 to 3pm

Peer Relationships in Adolescence: Understanding Healthy and Unhealthy Relationships Among Teens and Young Adults (Middle & High School)
Wednesday, March 30, 6:30 to 8pm

Talking With Kids About Scary News (Violence, Disasters) while Providing Appropriate Reassurance and Support (Grades K-5)
Date TBD

Making Sense of Executive Function for Your Child (Ages 7-18)
Monday, April 18, 6:30 to 8pm

Connect to Correct: The Importance of Emotional Connection in Parenting (All Ages)
Wednesday, May 4, 6:30 to 8pm

Our popular ADHD Series, presented by Dr. Janet Dafoe, will be offered on four Saturdays from 1 to 3pm (dates TBD).

Topics:
1. ADHD and Executive Functions (Grades 4-12)
2. Behavior Plans for ADHD Children: Managing Problems and Increasing Desirable Behaviors Using Rewards Instead of Punishments (All Ages)
3. Advocating for Your ADHD Child at School (All Ages)
4. Classroom accommodations and IEP goals for Executive Functioning Difficulties (Grades 4-12)

Pre-Registration Required for all classes
Visit www.morrissey-compton.org/parent_classes.php for workshop descriptions, presenter biographies, additional dates & topics, and links to pre-register via Eventbrite (required). For info, contact Sue Garber, M.A. at sue.garber@morrcomp.org.
Dates for classes indicated TBD will be emailed as soon as they are available.
To join our email distribution list, send your email address to info@morrcomp.org.

Half Moon Bay
840 Main Street, Suite B2, 94019

Persistence Makes A Difference: Helping Children and Adolescents Develop an Academic Mindset (Grades K-12)
Thursday, February 11, 6:30 to 8pm

Parenting Adolescents with Depression (Middle & High School)
Thursday, March 24, 6:30 to 8pm

Groups for Kids

Groups are filling up, so register today!
Based on interest and need, new groups may also be formed at different times. For more info or to register your child, email sue.garber@morrcomp.org.
Please include:
• Your name and contact information
• Your child’s name, DOB, age, and grade
• The group that you are interested in joining

12-week Winter/Spring group sessions begin the week of January 11th.

Social Skills: Making and Keeping Friends
Grades 2 & 3: Tuesdays, 4 to 5:15pm
Grades 4 & 5: Tuesdays, 5:30 to 6:45pm
Grades 3 & 4: Wednesdays, 3 to 4:15pm
(meets in Palo Alto)
Grades 3 & 4: Wednesdays, 4:30 to 5:45pm
(meets in Palo Alto)
Grades 1 & 2: Thursdays, 4:30 to 5:45pm

Girl Drama!
Middle School Girls: Mondays, 3:45 to 5pm

Emotion Regulation/Impulse Control
Middle School Boys: Mondays, 5:30 to 6:45pm
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.