

Sarge Truesdell—PESI Conference 11/27 & 11/28/2019

Day 1: Oppositional, Defiant & Disruptive Children and Adolescents

The day began with a couple hour intro and primarily diagnostics for ODD, conduct disorder, depressive disorder, anxiety, PTSD, and ASP. We spend significant time throughout the two-day course examining the brain. The prefrontal cortex, frontal cortex, temporal lobe, and limbic system and how they impact student behavior. Dr. Wilke-Deaton moved into functional behavior assessments and behavior plans for the remainder of the morning session. The main topics covered in FBA and BIP were creating plans that were positive. “Tell students what you want them to do instead of what you do not want them to do”. There was also a great deal of information pertaining to observation and recognizing the ABC’s (Antecedents, Behaviors, Consequences, Child Experiences). The afternoon session started with treatment strategies, dealing with tantrums, panic, and anxiety and worked into bullying and boundaries. One of the unexpected bonuses of the course was the access to worksheets at the back of the workbooks. The worksheets were real examples of things used to help student with a myriad of diagnosed behaviors. I found this portion of the conference to be very high in engagements and relevance to what I do as a school principal.

Day 2: ADHD, ASD, ODD & Mood Disorders

Day 2 started with a recap of how to diagnose multiple disabilities. There was a large portion of the room that did not attend the previous day so a detailed review was necessary. There was also a significant amount of time spent the brain but it didn’t feel as much like review but more like new information due to the change is behavior disorders for today’s workshop. There was about a 90 minute session dealing with students support net and how to help create that support net for children who need it. This felt like it was more relevant to the clinical workers in the audience than it would be for a school employee but it was still excellent knowledge for me to fill in the gaps as to what happens when our students are receiving services outside of the school. One of the most relevant portions of the final day of the workshop was the session dealing with aggressive media material. The presenter gave several ideas for limiting screen time. She also talked in detail about changing games from first person view to 3rd person view. The final session of the workshop was on brain based & self regulation techniques. There was some statistics used to show that self regulations techniques when done daily can significantly improve attention, transitions, and self awareness in students.

Summary:

Throughout my years as a school principal I have focused my career development on things like collaboration, technology integration, and personalized learning. The next few years I want to do more and more training in functional behavior assessments and behavior plans. This tyraining was an excellent way for me to start my own personal learning goal in that direction. I would gladly attend another training by Jennifer Wilke-Deaton.

Sean Deak

12/5/18