

PEPSA



PROFESSIONAL DEVELOPMENT

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Partnership for Effective Programs for Students with Autism

Jacksonville, FL

PREVENTION, DE-ESCALATION, AND INFORMATION FOR ADMINISTRATORS

Presented by: Merrill Winston, Ph.D. Hosted by: UF Jacksonville CARD and FDLRS, FDLRS/Crown, and Duval County Schools

June 21, 2017

9:00 am – 4:00 pm
Registration begins at 8:15 am

UNF University Center

12000 Alumni Dr.
Jacksonville, FL 32224

Registration Information:

REGISTRATION IS MANDATORY

DEADLINE: June 12, 2017
Limited to first 100 participants

Register online at:

<http://doepartnership.fmhi.usf.edu/trainings.html>

For more information contact:

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904-633-0801

Directions:

For directions click [HERE](#)

Be sure to contact your ESE District Staff or Staff Development Contact to determine the process for receiving in-service.

About the Presenter

Merrill Winston Ph.D., is a board-certified behavior analyst who has worked in the field of developmental disabilities for over 20 years. He earned his Ph.D. in 1992, after which he worked for nine years as the senior behavior analyst at a state-run residential facility for adults with developmental disabilities. He has been with the Professional Crisis Management Association since 2002. Dr. Winston specializes in developmental disabilities, behavior disorders, and the analysis and treatment of severe behavior disorders with special populations. Dr. Winston has worked in a variety of settings, including private homes, group homes, large institutions, secured facilities, schools, and day treatment programs. He is an experienced expert witness and frequently consults with attorneys, parents, and advocates of persons with disabilities. He has worked hands-on with a variety of individuals with severe aggression and self-injury, and has worked side-by-side with direct care staff in a variety of settings.

Training Description

Target Audience: Administrators, Teachers, Therapists, and Caregivers of students with autism with significant behaviors

In the morning, Dr. Winston will outline a variety of strategies used to prevent the need for restraint, which will include strategies to be used for students who are stable as well as strategies to be used in three different stages of “pre-crisis.” Staff will be shown a variety of strategies involving staff behavior, environment, student skills, basic needs, medical/mediation issues, and the role of leadership. There will also be a discussion of “on-task” behavior and engagement, and how these things relate to reduced restraint use.

In the afternoon, Dr. Winston will review means of setting teacher expectations when those teachers are working with individuals with challenging behavior. It will also cover ways to reduce restraint-related litigation by gaining an understanding of the expectations parents bring with them and then setting clear expectations with parents regarding the use of restraint at school. Finally, there will be a discussion of how parents, advocates, and attorneys may view the use of restraint by teachers in schools, including a discussion of the temporary removal of an individual’s rights and how this parallels society in general.

Training Objectives

Participants will be able to:

Morning

- List two reasons for using prevention strategies.
- Explain the concept of “stable functioning” and what teachers should be doing when the student is stable.
- Describe two things staff should stop doing immediately.
- List the characteristics of the student’s behavior during three stages of “pre-crisis.”
- List two downsides of excessive use of de-escalation strategies.

Afternoon

- Fully explain the role of motivation and skills for general education teachers working with students with special needs.
- List three “motivation killers” for general education teachers.
- List three of the primary complaints in restraint lawsuits.
- List three questions to ask parents when setting expectations about the use of restraint.



Regional Trainings are hosted by the Center for Autism and Related Disabilities, through the Partnership for Effective Programs for Students with Autism (PEPSA), a program funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. www.DOEpartnership.org