

Probation Training Emotional Intelligence: Making De-escalation Work



PARTICIPANT GUIDE

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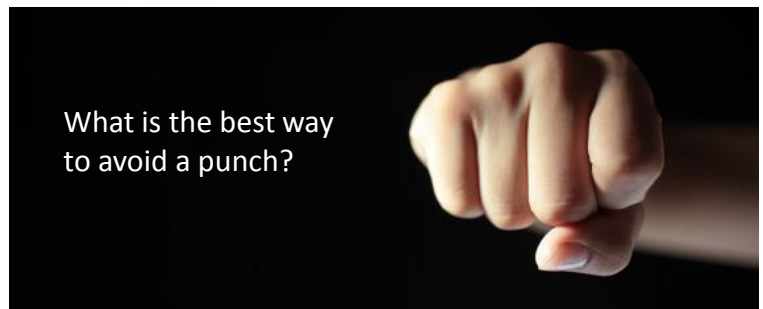


Introduction



Everyone during the course of their work day meet people. At some point every person that has ever been on your caseload or at your facility was a first contact. For most of us we might imagine the first “in person” experience was the “first contact’ but is this really the case. Perhaps it happens much sooner. All your previous and current kids you are working with become a metric, what you have been told about this person and what you have read in any reports are all “meetings.” All of these examples begin to create an emotional and cognitive reaction before you have even met or talked to someone for the first time.

Trainings you might have had:



Performance Objectives



Understand the terminology of Emotional Intelligence

Describe the four levels of Emotional Intelligence

Learn the connection between emotional intelligence and de-escalation

Learn two important skills you can pass on to youth to assist them to manage their own emotions

Demonstrate the skills of emotion recognition to determine the correct emotion displayed through facial expressions



Those who are the best at doing the work of rapport building, crisis management and de-escalation are what we are going to call “Emotion _____.”

Glossary of Terms

Emotions: organized responses that are short and intense that cross the boundaries of many psychological subsystems. Typically arise in response to internal and external events.

Intelligence: is the aggregate or global capacity of the individual to act purposely, to think rationally and to deal effectively with their environment.

Emotional Intelligence: the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.

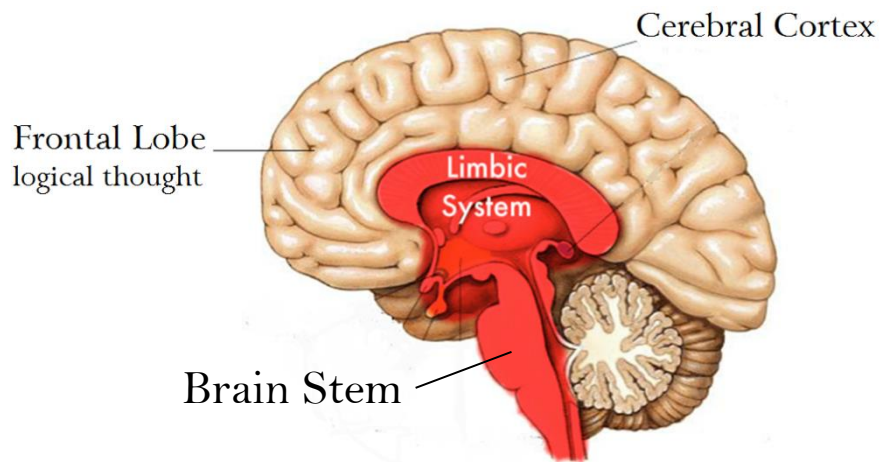
Perception: the way you think about or understand someone or something; the ability to understand or notice something easily; the way that you notice or understand something using one of your senses

Appraisal: the act of judging the value, condition, or importance of something : the act of appraising something

Empathy: the ability to comprehend another’s feelings and to re-experience them oneself.

Emotional Intelligence

Let's start with a short discussion about the brain. The physical pathway for emotional intelligence starts in the brain, at the spinal cord. Your primary senses enter the brain stem and must travel to the front of your brain (Frontal Lobe) before you can think rationally about your experience. But before making it to the frontal lobe the information must first travel through the Limbic System which is the place where emotions are experienced. The daily challenge of dealing effectively with emotions is critical because our brains are hard-wired to give emotions the upper hand.



Everything you see, smell, hear, taste and touch travels through your body as electrical signals. The pathway of brain stem-limbic system-frontal lobe ensures that you must experience things emotionally before rational thought begins.

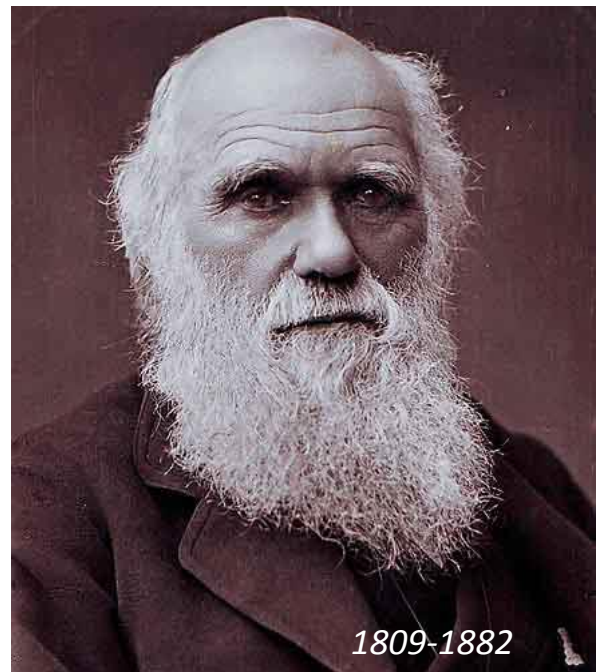
LOOK OUT FOR THAT SNAKE!!

Is your heart racing just a little bit?

Sensory Feeling ≠ Emotion

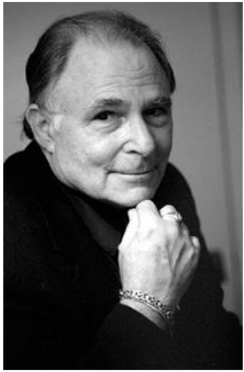
Who is smiling?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Emotional Intelligence

Moods may be able to motivate persistence to challenging tasks. Channeling anxiety properly can assist with problem solving. When people approach life tasks with emotional intelligence they will be at an advantage for problem solving adaptively. For example such individuals are more likely to ask not how much they will earn in a career but rather whether they will be happy in a career. Mood may also assist problem solving by virtue of its impact on the organization and use of information in memory. Having a positive mood can enhance our abilities to organize information. When powerful emotions occur attention can be swayed to new more pressing problems and the creativity needed to solve these problems can be supported by a positive mood. Research shows that people with positive mood outlooks can be more future oriented to see more probable options and outcomes. De-escalation is accomplished by making the most out of the connection between emotional intelligence and its relationship to mood.

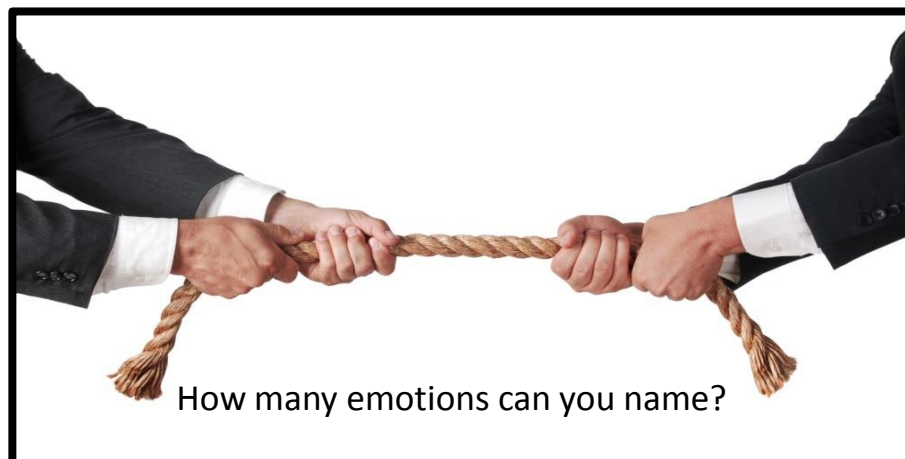


Dr. Paul Ekman



Dr. Jaak Panksepp

Does emotional intelligence cross cultural lines? In a way, because there are some universal emotional themes that span across cultures. Through the work of Dr. Paul Ekman and his studies on facial expressions he has identified seven biological themes which are fear, anger, disgust, enjoyment, sadness, surprise and contempt. These seven have been identified in multiple cultures and even in cultures that have not been contaminated by the outside world. There is also the neuroscience research of Dr. Jaak Panksepp who has identified seven primal emotions that include seeking, rage, fear, lust, care, panic and play. Their work has demonstrated that there are common emotional reference points that belong to all human beings and can be identified despite differences in culture.



Intensity of Feelings: Five Core Emotions

Intensity of Feelings	HAPPY	SAD	ANGRY	AFRAID	ASHAMED
HIGH	Elated Excited Overjoyed Thrilled Exuberant Ecstatic Fired Up Passionate	Depressed Agonized Alone Hurt Dejected Hopeless Sorrowful Miserable	Furious Engaged Outraged Boiling Irate Seething Loathsome Betrayed	Terrified Horrified Scared Stiff Petrified Fearful Panicky Frantic Shocked	Sorrowful Remorseful Defamed Worthless Disgraced Dishonored Mortified
MEDIUM	Cheerful Gratified Good Relieved Satisfied Glowing	Heartbroken Somber Lost Distressed Let Down Melancholy	Upset Mad Defended Frustrated Agitated Disgusted	Apprehensive Frightened Threatened Insecure Uneasy Intimidated	Cheerful Gratified Good Relieved Satisfied Glowing
LOW	Glad Contented Pleasant Tender Pleased Mellow	Unhappy Moody Blue Upset Disappointed Dissatisfied	Perturbed Annoyed Uptight Resistant Irritated Touchy	Cautious Nervous Worried Timid Unsure Anxious	Bashful Ridiculous Regretful Pitied Silly

The five core emotions run left to right across the top of the table. Manifestations of each emotion based upon the intensity felt are described down each of the columns in the table.

Four Levels of Emotional Intelligence

Four Levels of Emotional Intelligence: Level One

Perception, Appraisal and Expression of Emotion

Ability to identify emotion in one's physical states, feelings and thoughts

Ability to identify emotions in other people, designs, artwork through language, sound, appearance and behavior

Ability to express emotions accurately and to express needs related to those feelings

Ability to discriminate between accurate and inaccurate or honest versus dishonest expressions of feelings

On this slide is a description of the first level of emotional intelligence. This is emotional intelligence at the most basic psychological function. Included are the abilities one would need to demonstrate to show competency. As an infant you begin to learn and identify your own emotions and emotional content. Emotional facial expressions can be distinguished. A mature person can carefully monitor internal feelings. Feelings can be recognized not only in oneself but in other people as well. With imagination children can attribute feelings to animate and inanimate objects as well. An individual at this level can express feelings accurately so as to be able to describe the needs connected to those feelings as well.

Four Levels of Emotional Intelligence

Four Levels of Emotional Intelligence: Level Two

Emotional Facilitation of Thinking

Emotions Prioritize thinking by directing attention to important information

Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings

Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view

Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity

Level two of emotional intelligence contains a description of emotional events that assist intellectual processing. As a person matures, emotions at level two begin to shape and improve thinking by directing a person's attention to important changes. For example, a youth is watching TV but worries about getting their homework done and the worry pushed the youth to finally stop procrastinating and do their homework. A second contribution of emotion to thinking is to generate emotions on demand. For instance, when reading a book and a person is asked how the character in the book feels the person can generate that same emotion in order to create understanding and empathy. This is a critical tool to learn for the youth in juvenile justice. Being able to anticipate how a person may feel and react can help with de-escalation. The last two abilities for level two are connected to mood. Mood swings can change perspective and actions. A youth coming to you with a pessimistic view may behave negatively. This negative mood can influence their emotions and create feeling of anxiety and despair but with a change to a more optimistic outlook by talking to a staff member the youth may begin to behave according to the rules.

Four Levels of Emotional Intelligence

Four Levels of Emotional Intelligence: Level Three

Understanding and Analyzing Emotions; Employing Emotional Knowledge

Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving

Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies loss

Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise

Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame

This third branch as we move up through the levels concerns the ability to understand emotions and use that emotional knowledge. At level three emotions are recognized and labeled and a stronger sense of the relationships between sets of emotions that indicate levels of intensity. Similarities and differences among emotions are being discovered. Some examples are the pairs like and love, annoyance and anger, sadness and despair. Learning about emotions through the connection to a situation. An example would be sadness and loss. A youth may need to learn these connections in order to learn appropriate emotional expressions. Sometimes the subtleties of complex and often conflicting emotions can be lost on youth. The concept that you can both love and hate a person at the same time. For a youth they may love their parent but hate them because of the parents addiction or the way the parent treats them. Blends and combinations of emotions are acknowledged. The ability to reason about the consequences of emotion and the progression of feelings is central to emotional intelligence.

Four Levels of Emotional Intelligence

Four Levels of Emotional Intelligence: Level Four

Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

Ability to stay open to feelings, both those that are pleasant and those that are unpleasant

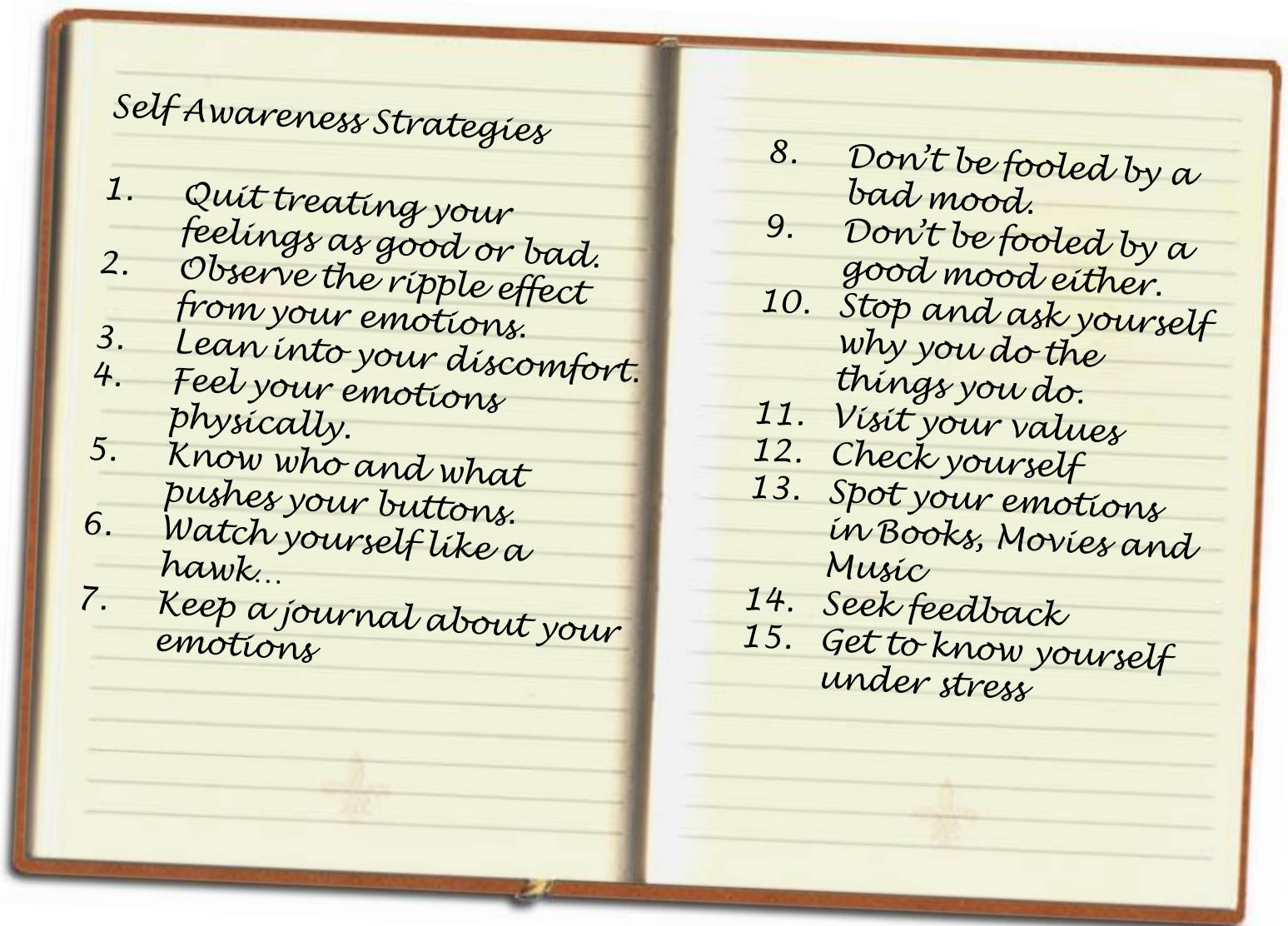
Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility

Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are

Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey

Level four which is the highest level of emotional intelligence concerns the conscious regulation of emotions to enhance emotional and intellectual growth. It begins with openness to feelings whether pleasant or unpleasant. Level four is about being able to disengage from emotions at appropriate times. Learning to separate emotions from actions. An example would be to smile in public even if you are sad. The feeling of rage at injustice is good to motivate work towards ending it but not always a successful strategy when arguing the case in court. The ability to evaluate an emotional state or at least to try to question what it might be in order to accurately identify the emotion or mood. Using the skill to disengage from an emotion can put you into a better position to use that energy into coming up with a solution. For instance, instead of reacting angrily to a youth that is violating the rules disengage from that emotion and work with the youth to find alternatives to their current behavior. Assist them to understand the consequences of their emotional display.

Self Awareness Strategies



By working on attaining the abilities listed for each level you can become a competent "Emotion Manager." However, to really make the most of your new found knowledge you should take it upon yourself to teach others and mentor those to progress through the four levels as well. I want to encourage you to pass on the abilities and skills you have learned today. This is a high priority for those working with youth who need to begin work on the four levels to have any chance of not allowing unchecked emotion to rule their lives.

Skills to Pass On...



Emotional intelligence is the foundation for critical skills.

Helping the youth you come into contact with learn emotional intelligence can be of benefit for the youth and the staff that might be working with that youth. Finding ways to educate and train youth on emotional intelligence can support de-escalation efforts. It is important for anyone trying to become an emotion manager to not see emotion and intelligence as adversaries so they can actually contribute to recognizing what a priority it is for youth to become emotionally intelligent. As a juvenile justice emotion manager you can assist youth to understand how emotions are generated, felt, manipulated and realistically examined. You can guide youth to a better understanding on how to generate emotions on demand so they become better at labeling emotions to determine appropriate ways to respond to emotional situations.

You can help youth to understand the existence of complex and sometimes contradictory emotions. How it is possible to love and hate someone at the same time for example. Also, support the understanding of blended emotions as well as to learn how to engage and disengage from emotions at appropriate times. Finally, by becoming an emotion manager you can help a youth consider other perspectives also known as empathy and use this knowledge to make better choices.

Why it does not happen...

Emotional intelligence like most skills and abilities are acquired and improved on through education and experience. In an optimal situation emotional skills begin in the home with good parent-child interactions. Parents can help youth identify and label their emotions, to respect their feelings and to connect them to social situations. Parents can help pass on cultural and religious observances that further define expected emotions. However, the reality is that people start from different emotional starting lines. These can be considered their emotional knowledge base. The opportunities for learning emotional skills are not always equal. Due to a parents own limitations or an absent parent altogether emotion abilities may not get taught or demonstrated correctly or at all.

School Connectedness

We know that a large percentage of juvenile justice youth have difficulties with school connectedness. Some of the most important learning that addresses emotions takes place in informal relationships between a youth and their teacher. Teachers can serve in the role of an important and potentially wise adult role model. Particularly useful is the natural emotional teaching that comes with many school reading lessons that involve engaging stories that are learned and illustrate the feelings of the characters. As youth progress through school the stories become more complex and so to does the emotional learning. Literature is probably the first home of emotional intelligence as is art, music and theater. Values taught in subjects like ethics, history and social studies and the emotional connection to their own personal belief system can build emotional intelligence.



Finally, in school settings youth are required and expected to follow rules and respect the rights of others which requires emotion management. At times youth come into conflict so it is valuable to learn to creatively solve problems and emotions can promote that creativity. Positive connections to home and school are the pathway to emotional learning.

Reading Faces

Five Face Slide

1. _____
2. _____
3. _____
4. _____
5. _____

Seven Face Slide

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

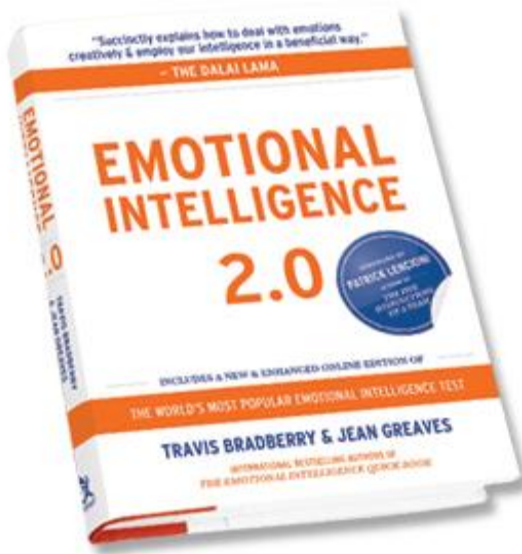
Six Face Slide

1. _____
2. _____
3. _____
4. _____
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6. _____

Scenario 1: What Four Level Abilities would you use?

Scenario 2: What Four Level Abilities would you use?

Next Steps...



Having had the opportunity to apply what you have learned through the training today I hope that each of you now feel like you have the abilities to become competent emotion managers. Given that your work continually involves handling people in situations that are emotionally charged you will certainly have the opportunity to practice the emotional intelligence abilities taken from the four levels. For juvenile justice professionals the desire is for you to take the information about why emotional intelligence does not happen and be able to apply it to the work that you do to assist youth to grow and become competent emotion managers in the future. Remember also that passing on this training to coworkers can spread the benefits of making the work day slightly less difficult should you find it necessary to implement de-escalation efforts in future emotion filled situations.

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