

**Probation Training  
Becoming a Supervision Pro  
De-escalation Starts with YOU!**



**PARTICIPANT GUIDE**

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Favorite Actors and what it means to be a Pro

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Performance Objectives

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- Learn what is required to comply with the expectations of being a supervision professional
- Demonstrate the skills needed to identify a youth in crisis and the intervention skills needed to respond appropriately
- Given a scenario, apply the correct interventions to de-escalate a situation

Getting Into Character

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Looking the Part – Dress Code

Looking the Part - ID Badge

Looking the Part - Role Model what you Expect from Others

Know Your Role – Be Prepared

Know the Story – Policy, Procedures, TAC, Legislative Changes

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To start you have to read and comprehend the policies that are in place at your department and facility. This includes understanding how to perform the tasks outlined in the procedures portion of your policy manual. To go further you should become familiar with the applicable chapters of the Texas Administrative Code related facility operations, training and the code of ethics. Finally, be aware that the Texas Legislature convenes every two years and often result in changes that impact juvenile justice. All of these resources are accessible to you which should be a goal for you as a professional to stay up to date on the latest information regarding juvenile justice.



## Coaching Vocabulary



## Coaching Vocabulary:

Thank You  
 Please  
 Excuse Me  
 Mr. or Ms.  
 No Nicknames  
 Courtesy  
 Respectful

## No More Rehearsals

According to the Merriam-Webster dictionary the word imminent means, ready to take place. Some synonyms are looming, pending and threatening.



What, if any, are the emotions displayed in the picture?  
 Is there any indication of a imminent threat depicted in the picture?

Reactions to Pictures on Slides

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Reactions to Pictures on Slides

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Reactions to Pictures on Slides

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OAR Metrics

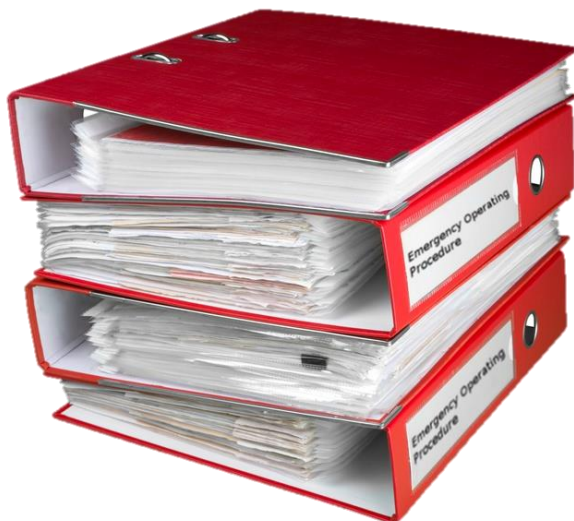
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While there is no systematic way to assess that is always and completely accurate it is important to have means by which to “size up” a situation in a quick way using basic metrics to guide you. The method I offer is captured in the acronym OAR. OAR represents three key metrics which are Opportunity, Ability and Risk (OAR).

**Opportunity** – whether the youth has a reasonable opportunity to carry out the threat.

**Ability** – whether the youth presents a threat to safety and security and has a reasonable ability to carry out the threat.

**R** is – how serious is the risk of harm to self, others, or damage to property if force is or is not used?



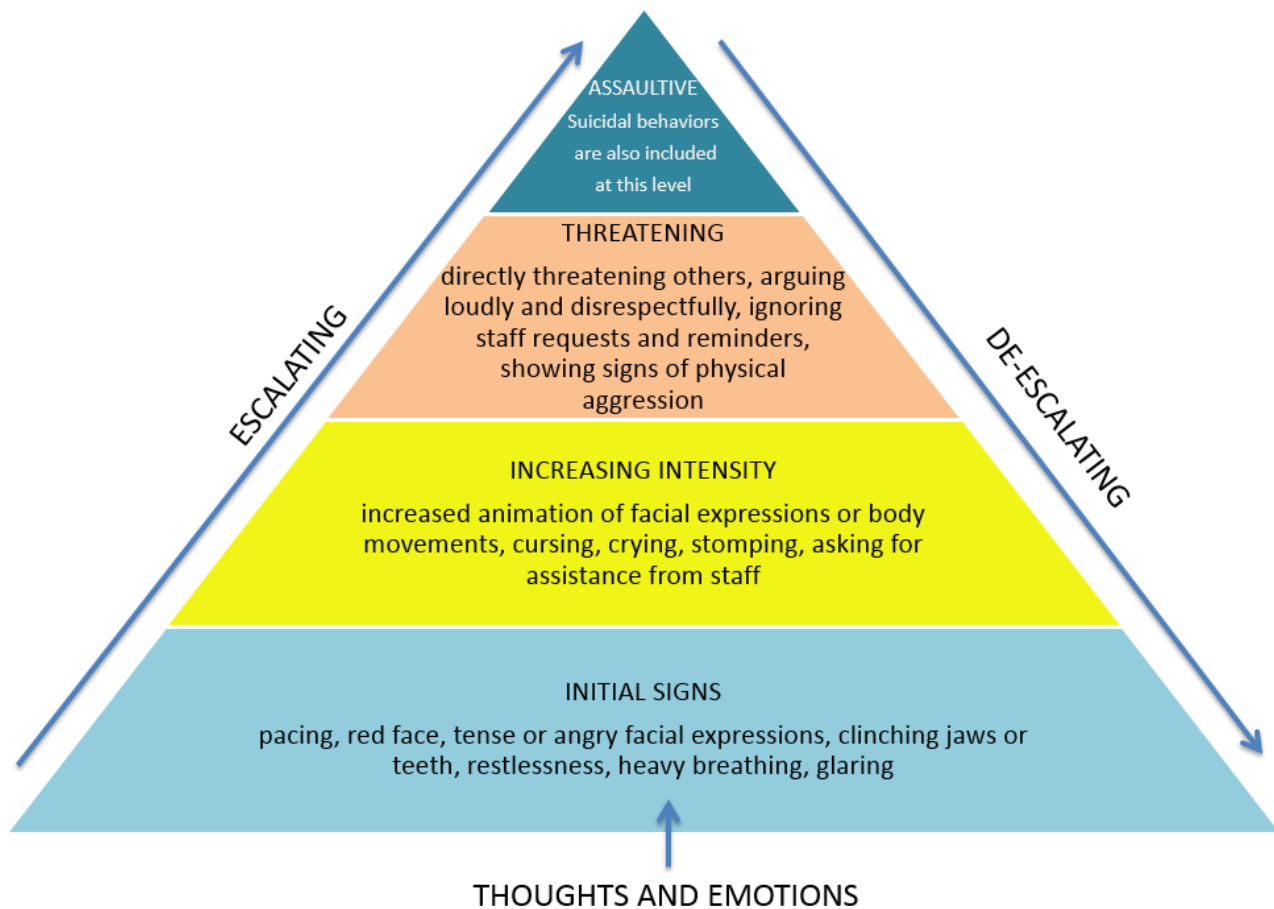


Group Activity Situations - OAR

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1. A youth yanks the phone from the wall. Seconds later, he walks toward the TV saying he is going to “smash it.”
2. A youth is refusing to come out of the shower. The sixteen hour schedule has been stopped and you cannot move your group to dinner.
3. You have been working in the POD the entire shift and a youth is serving seclusion for a major rule violation and this youth has been threatening from his cell to hurt you. You do not feel safe.
4. A male youth who is a whole foot shorter than you walks up, pushes you in the shoulder and dares you to hit him.
5. You arrive to assist another staff who is standing by while a female youth is pacing and screaming on the POD about the judge being an “jerk” and she will “get him” when she gets out.
6. On the way to rec a four foot ten inch high male youth yells. “those nets are comin down today!” He is been saying this all day off and on and he has tried it before on previous stays at detention.
7. A female youth is playing cards in the day area with two peers. She is getting agitated because she is losing. She starts talking loudly and accuses another peer of cheating. You ask her to lower her voice. She grunts loudly and says, “Why are you always in my business?”
8. A male youth on your unit discovers that you talked to his counselor about his behavior the previous day. As soon as you get to work, he calls you a “liar” and curses at you. He glares at you and says, “You don’t know me like you think you do, but you’re fixing to find out what I’m about.”
9. A female youth gets comes out of her cell holding a letter and appears upset. She sits on the couch and another peer comes to talk to her. The youth screams, “Get away from me!” The other youth backs away but the upset youth stands back up and walks toward you and starts sobbing.
10. Two male youth on your unit have been arguing on and off all day. When you return from dinner, you overhear the two having words again. Before you can get back to where the youth are standing, you see one youth throw a shoe at the other hitting him the face. The other youth says to you, “Did you see that?!” The thrower states, “It was an accident.” and goes to sit at a table to watch TV as if nothing happened.

## Supervision Pro – Identify the Behaviors

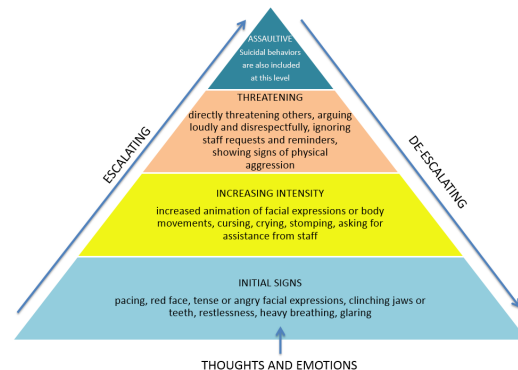


The graph on this slide depicts what signs you should be looking for to identify escalating behavior. Keep in mind what you have learned in the trauma training related to neuroscience research, how the brain works and how many of the youth in juvenile justice have a trauma history. As our senses pour information from the environment into the brain, the brain processes first through the emotional center, the amygdala, before it can get to the logic, problem solving frontal lobe. If overwhelmed, a youth can go into alarm mode where the options become limited by the bodies' fight, flight or freeze response. Critical to avoiding this is to intervene as early as possible to avoid further escalation. Looking for and identifying the early initial behavior signs is a skill every JSO must become competent at to create effective outcomes. Remember, that left unchecked, you too may be escalating and those around you including the youth will see those initial signs in you creating an escalating reaction cycle.

A Professional Onstage - LEAPS

LEAPS:

- Listen
- Empathize
- Ask Questions
- Paraphrase
- Summarize



“The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.”  
- Dr. Ralph Nichols

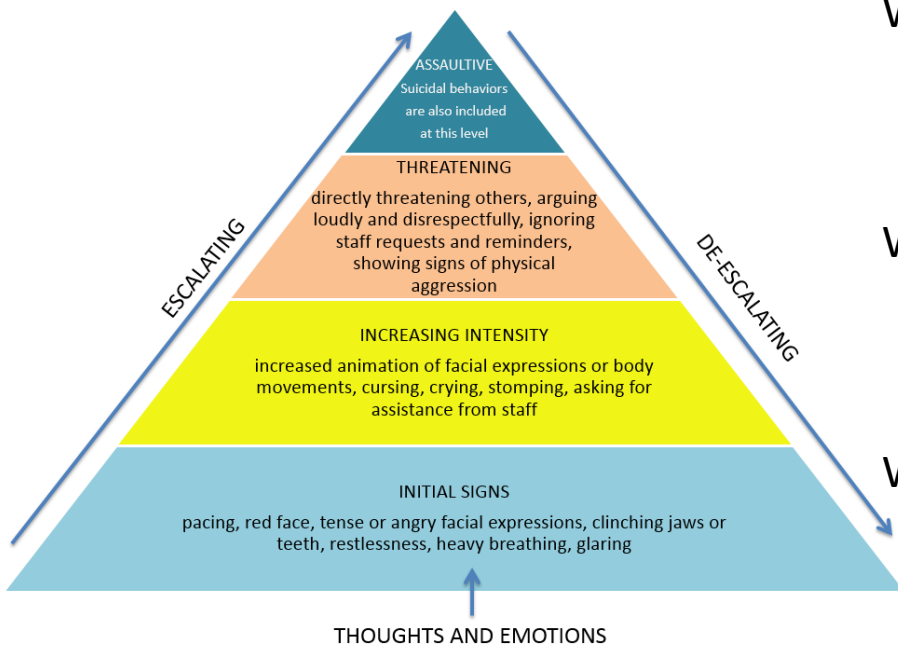
The goal of listening is to allow the youth to express their thoughts and feelings. We want them to communicate negative emotions verbally instead of acting out. Think about listening as a skill. We all hear, but do we really listen? There is a difference between listening and just standing there waiting to interrupt! As with any skill, you must practice to become a good listener. Suspending judgment by not letting your mind wonder about the person speaking; focus on the content of what they are saying. You will not be focused on what the youth is saying if you are busy thinking to yourself, “He’s such a jail house lawyer.” You need to pick out and take note of words that may indicate the youth’s behavior is escalating. Empathy is not the same as sympathy. Sympathy is “feeling sorry” for a person. Empathy is demonstrating understanding and appreciation for a person’s emotions. Open-ended questions require more than a one-word response. Ask questions that can’t be answered with just “yes” or “no.” Open-ended questions encourage the youth to express him or herself verbally, instead of acting out. Paraphrasing is reflecting back what you think the youth is trying to tell you. If you are wrong, the youth will correct you. That is okay. The point is to understand! You summarize by recapping what was said in no more than a few statements. A summary bridges together and connects to a possible direction that will provide an option and de-escalate a situation.

A Professional Onstage – Response to youth Behaviors

Recognition	Time Out	Resident Initiated Separation
Officer Presence	Cool Down	Room Restriction
Discussion away from Peers	Journaling	Safety – Based Seclusion
Check - In	Point Deductions	Physical Restraint

Scenario Activity – Apply what you have learned

This is the first time Steven has been in detention. Steven is large for a fifteen year old. He is 180 pounds and almost six feet tall. Steven has been detained for several months now while the court sorts out his case for assaulting his mother in their home. He likes to horseplay in the day area and in general follows the rules. He has had bouts of anger when provoked by other youth. Steven has not had many write ups but he does have other youth “tryin” him since he is the biggest youth on the pod. On this day Steven came back from court in the afternoon and the probation officer passed on to you that his mother told the judge she did not feel safe around Steven. When Steven returned from court he went to his cell and stayed there for about half an hour. When he came out of his cell one of the youth that has been taking verbal shots at Steven yelled out for the group to hear, “your mom doesn’t want you man!” and “only a punk would hit his mom.” Steven had almost reached a table in the dayroom when this was said. After the youth yelled Steven walked to the table where the youth was sitting and cursed him out. Steven then pushed the board game off the tables around the unit and headed to his cell. While in his cell he continued to curse, pace and began to tear up the books he had in this cell. The youth that made the statements, challenged Steven to come out and said, “to scared to fight a man?” The other youth is older but smaller than Steven. His name is Jackson and he has been to detention two previous times.



Where is Steven on the graph?

Where is Jackson on the graph?

What is the OAR for each youth?

Scenario Activity – Response to Situation

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Summary: De-escalation starts with YOU!

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A good shift starts with coming to work with a positive attitude ready to assume the role of a JSO and looking the part. The work of a JSO requires a dedication and commitment to accepting your role, dressing for the part, immersing yourself into the role of a JSO and doing all you can to get to know your audience which of course, at times, can be some very tough critics. As difficult as it may be sometimes getting to know and building rapport with the youth under your care is essential to any de-escalation efforts you may be required to implement on the job. Acknowledging that many youth you work with have a trauma history is important to make the connection that how you respond will either lessen or heighten the alarm response that many youth experience as part of their everyday lives at home and in their communities. Being a professional and a role model on stage will create the opportunities you need to be a caring adult that many juvenile justice youth lack in their own lives.



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