

Empowering Youth



MANAGING THE
EMOTIONAL AND SOCIAL
HEALTH OF OUR YOUTH

START WITH YOURSELF

**When I was young and free and my imagination had no limits,
I dreamed of changing the world. As I grew older and wiser,
I discovered the world would not change. So I shortened my sights
somewhat and decided to change only my country.
But it, too, seemed immovable.**

**As I grew into my twilight years, in one last desperate attempt,
I settled for changing only my family, those closest to me, but alas,
They would have none of it.**

**And now as I lie on my deathbed, I suddenly realize:
If only I had changed myself first,
Then by example I would have changed my family.
From their inspiration and encouragement,
I would then have been able to better my country,
and, who knows, I may have even changed the world.**

Anonymous

**These words were written on the tomb of an
Anglican Bishop (1100A.D.) in the crypts of Westminster Abbey**

Managing the Emotional and Social Health of Our Youth

Many of the issues facing young people, schools and communities are symptoms of the real problem impacting our society today. The real problem is underdeveloped emotional intelligence and social intelligence skills. Emotional and Social Intelligence skills have been on the decline in the U.S. for almost 100 years, accelerating to the downside over the last 30 years. The following are some of the symptoms of underdeveloped emotional and social intelligence skills:

- 1) Bullying. Bullies victimize those individuals they perceive to be weak due to a lack of interpersonal communication skills. Socially and emotionally skilled individuals are much less likely to be victimized.
- 2) Most school shootings involve shooters experiencing alexithymia. Alexithymia means “no words to describe their emotions.” Unable to manage emotional pain, the emotional mute has two courses of action: lash out with violence toward those they perceive to be responsible for their emotional pain; or, commit suicide. We know that most shooters are alexithymic because they commit suicide when the police arrive. They do not engage police with deadly force.
- 3) #2 is the same reason for the rising incidence of suicide among young people.
- 4) A study in the early 1980s revealed students with teachers trained in social and emotional intelligence skills advanced one full grade faster than students without training. Trained teachers were skilled at managing the emotions of students and had significantly less disruptive behavior in the classroom. Emotional and social intelligence is taught vicariously through modeling.
- 5) We have become a society of emotional mutes because we don’t effectively teach emotional intelligence. Students struggle to learn in the classroom because they are unable to manage their emotions. Whether they are emotionally struggling from events at home, with their peers, or situations in the classroom, they are unable to concentrate because they are trapped in the amygdala. According to cognitive psychologist and neuroscientist, emotional reactions occur in the amygdala. Trapped in the amygdala by their emotional reactions to events blocks access to the brain’s neocortex. The neocortex is where learning and rational thinking occurs.
- 6) Emotional and social intelligence skills are essential for reading people accurately and helping to avoid high risk situations.
- 7) Emotional and social intelligence skills are essential for building and maintaining healthy relationships.
- 8) Emotional and social intelligence skills are the foundation for effective leadership and relationships.

Tentative Course Schedule

Day 1

8:00-8:50	Introduction
9:00-9:50	Nonverbal communication
10:00-11:00	Emotional Intelligence
11:00-12:00	Lunch
12:00-12:50	Emotional Intelligence (continued)
1:00-1:50	Unmasking the face and emotions behind it
2:00-2:50	Interpersonal observation skills
3:00-3:50	Reading micro-expressions
4:00-4:50	Engaged listening skills

Day 2

8:00-8:50	Responding and the power of empathy
9:00-9:50	Asking questions
10:00-11:00	Challenging your belief system: pessimism to optimism
11:00-12:00	Lunch
12:00-1:50	Encouraging appropriate behavior
1:00-1:50	Confrontation
2:00-2:50	Building and maintaining trust-minimizing distrust
3:00-3:50	Establishing subconscious rapport
4:00-5:00	Motivating behavior through subconscious rapport

Detailed Description of Managing the Emotional and Social Health of Our Youth

Respect-disrespect through nonverbal communication

This block begins the process of sharpening participant's skills in reading people and situations quickly and accurately. How nonverbal cues communicate respect/disrespect and why it is important in the adult-child relationship. Understanding and applying chronemic and haptic nonverbal cues in the workplace. Arranging the environment, posturing and positioning. This instruction strengthens the foundation for understanding specific nonverbal cues used in later blocks of instruction.

Managing emotions: yours and theirs

Raising emotional self-awareness is a fundamental emotional intelligence skill and is the cornerstone of effective leadership. Instruction enhances the participant's ability to manage their own emotions and the emotions of others. Numerous research studies have identified an intermediate emotional intelligence skill as the most important leadership skill.

Unmasking the face and emotions behind it

What are the seven universal emotional facial expressions? What muscles are used in the face to accurately communicate these specific emotions? Become more attuned to reading emotions and gain the confidence to quickly and accurately read facial expressions.

Interpersonal observation skills

What are we looking for to make inferences about energy levels, quality of relationships, what people value, and feelings? Used in conjunction with other skills taught in this course. Develop the ability to identify interpersonal problems at their earliest stages.

Engaged listening skills

Take active listening to a higher level. What are we listening for to assist in asking pertinent, detailed questions? Techniques used to train doctoral students in counseling psychology help participants become more proficient at engaged listening. Engaged listening reduces the effect of interjecting our own biased perception into what the other person is actually saying. Avoid making questionable decisions based on misperception. Why suspending judgment is a misnomer. Help prevent others from pushing your buttons!

Responding and the power of empathy

This powerful and pivotal skill builds on all previous blocks of instruction to help leaders understand what followers are saying, feeling and doing. *Responding is a key component to effective leadership.* Responding determines the true proficiency of a leader and is the foundation for all subsequent blocks of instruction. Learn the art of empathy while holding people accountable for their behavior.

Reading micro-expressions

Participants are trained to read facial expressions lasting the blink of an eye (1/5th of a second). Micro-expressions reveal either hidden emotions or deception. Micro-expressions are a powerful source of information to identify what people are really feeling and thinking.

Challenging your belief system: optimism versus pessimism

Why we don't follow pessimist. We are often our own worst critic, learn how to speak to yourself about setbacks constructively. Manage pessimistic attitudes in the workplace. Our belief system influences the success or failure of confrontations before they even occur. Your worst enemy cannot harm you as much as your own unguarded thoughts.

Asking Questions to enhance decision-making

It's all about asking the right questions! Experience one of the most comprehensive and powerful blocks of questioning techniques taught in any training course. Quality decision-making is dependent upon obtaining detailed, accurate, truthful information. Feel assured and capable of what to say and questions to ask when you don't know what to ask next. The power is in its simplicity!

Confrontation

Confrontation has been considered the weakest link in leadership. Supervisors often lack proficiency with specific interpersonal communication skills needed to successfully and constructively confront others in a civil and productive manner; often misunderstand confrontation; fail to provide timely feedback; and in some cases, avoid confrontation altogether. When adults do confront children, the confrontation is usually an expression of frustration, not of skilled leadership. Learn the power of G.R.I.P.E.

Constructive feedback

Providing Constructive Feedback requires the consistent application of confrontation model to help ensure consistency. Consistency builds trust, minimizes distrust and reduces allegations of favoritism and unfair treatment.

Supportive feedback

One of the most damaging and erroneous assumptions that many supervisors make is that good performance and appropriate behavior are to be expected from the employee and that the only time feedback is needed is when the employee does something wrong. Our research study suggested Supportive Feedback is the most important skill in leadership. Neuroscience now explains why Supportive Feedback is much more effective than Constructive Feedback.

Building and maintaining trust-minimizing distrust

Approximately 150 research studies over a period of 100 years have identified the three primary components of trust and distrust. How do we manage these three primary components to build trust, minimize distrust? The latest research resulted in a powerful paradigm shift in our understanding of trust and distrust. What research in neuroscience tells us about distrust.

Establishing subconscious rapport

Discusses and demonstrates a wide range of subconscious rapport building techniques. How to build effective rapport quickly. Why is rapport important for encouraging children's participation?

Transformational leadership

What is an anchor? How to use the power of anchors to help motivate others and strengthen relationships.

Instructor Biographies



Tab W. Cooper is quickly becoming internationally recognized for his skills-based approach to modifying participant behavior to enhance a wide range of interpersonal skills, personally and professionally.

During his 20-year law enforcement career, Tab served as patrol officer, investigator, firearms instructor and commander. He held a Master Peace Officer certification through the Texas Commission on Law Enforcement. Tab earned a Bachelor's of Science in Criminal Justice - Law Enforcement and Police Science from Sam Houston State University. While working as a police officer, he completed a Master's Degree in Business Administration from SHSU. He later completed additional post-graduate courses in management, communication studies and business communication.

Tab is a graduate of the 9-week Texas Leadership and Command College (LCC). While a police captain at SHSU, he expanded the required LCC research paper "Crime on Texas University Campuses" and created a statistical model that could predict the number of Part I UCR offenses on individual University campuses based on specific demographic characteristics of the University and the local community. The study was designed to help University police departments refine their crime prevention strategies. The results of the study and the statistical model were published in 1995.

In 1997, Tab joined the Law Enforcement Management Institute of Texas (LEMIT), a Texas state agency, as Project Coordinator developing and coordinating the first mandatory police chief management and leadership training program in the U.S. He also helped develop and coordinate the New Chief Development Program and the Command Staff Leadership Series. Tab finished his 4½ year tenure with LEMIT as coordinator of the 9-week Leadership and Command College (LCC).

As a result of thousands of conversations with police administrators and thousands of hours of personal leadership and management training, Tab began a quest to develop an innovative new leadership training course. The goal of the leadership course was to close the gap between management and leadership theory and their practical application for police supervisors on the street.

In 2002, Tab left LEMIT and began working with Dr. Stephen Sampson, renowned Counseling Psychologist, social intelligence instructor, and protégé of Dr. Carl Rogers and Dr. John "Jack" Blakeman. Tab travelled with Dr. Sampson throughout the United States assisting with training seminars teaching techniques to enhance social and emotional intelligence skills.

He continued his professional development as a Business Communication lecturer at Sam Houston State University in 2006. Tab taught a variety of business communication courses during his seven years with the College of Business Administration applying his experience, advanced training, research and extensive post-graduate education in the fields of management, leadership, communication studies, business communication and counseling psychology.

Tab has published a number of research articles in police and academic journals. Tab spent over a year conducting the first quantitative research study of its kind and was published in the International Journal of Management & Information Systems, "Constructive Supervisory Confrontation: What Employees Want." The study identified the most important leadership behaviors from the employee perspective. The study revealed the most important behavior a leader can exhibit that inspires employees to follow.

Tab is also certified as an instructor by the Institute of Analytic Interviewing.



Mary Daugherty, Senior Special Agent with the Bureau of Alcohol, Tobacco and Firearms, has been called the best of the best by the founder of Analytic Interviewing in Analytic Interviewing. The Analytic Interviewing technique was the basis for the FOX television series "Lie to Me". FOX network was not given permission to identify the name of the interviewing technique for the television series. Until recently, Analytic Interviewing was only available to select criminal investigators, intelligence officers and military intelligence.

Researchers in psychotherapy bestowed the title of "*Truth Wizard*" upon Mary as she can accurately detect deception over 80% of the time in all three areas of deception. In a study across the United States testing 13,000 law enforcement officers, judges and psychologist's ability to detect deception, only 29 could detect deception over 80% of the time in all three areas of deception. These 29 individuals are recognized as *Truth Wizards*.

Agent Daugherty began her 24-year career at ATF with the Arson and Explosive group. Later she worked as an undercover agent for ten years infiltrating the most violent and dangerous criminal organizations in Texas: including the Jamaican Posse street gang; Chinese organized crime; Mexican Mafia; Bandito motorcycle gang; street gangs involved in violent home invasions, etc. An 18-month undercover investigation, where Agent Daugherty personally purchased weapons and narcotics, resulted in 140 felony convictions for members of the Texas Syndicate. She was honored by the 100 Club of Houston as "Officer of the Year" for the Gulf Coast region of Texas.

Agent Daugherty became involved in an investigation of a group converting semi-automatic rifles to fully automatic assault rifles. In addition to conducting surveillance and debriefing the undercover agent, she acted in the capacity as the undercover agent's girlfriend. On February 28, 1993, Federal Agents with the Bureau of Alcohol, Tobacco and Firearms were ambushed while executing a lawful search warrant on the compound where the group lived. Assault rifles opened fire as agents dismounted from their vehicles. Agent Daugherty was the last agent to exit the cattle trailer as it was being destroyed by .223 and .50 caliber weapons fire. During the intense 90-minute gun battle, 4 agents were killed and 19 were wounded. Agent Daugherty only sustained a rifle round through the pocket of her uniform pants which struck an agent behind her. After being involved in the largest gun battle in U.S. law enforcement history, Mary was one of the last ATF agents to leave the grounds of the compound. On the third day of the ensuing standoff, Agent Daugherty and another agent met with members of the Branch Davidians to remove the first two children from the compound. She was able to obtain invaluable intelligence concerning casualties and conditions inside the compound. As result of this experience, she became a negotiator attached to a Federal Special Response Team.

Mary became an internationally renowned instructor with the Institute of Analytic Interviewing, Inc. (IAI), training the trainers for government agencies in the U.S. and abroad. As one of the leading instructors with IAI, Mary worked with Dr. Paul Ekman, Dr. Mark Frank, Dr. Maureen O'Sullivan and Dr. Ed Geiselman learning and applying the latest and most advanced scientific research available in interviewing techniques.

In addition to her case load, she instructed Interviewing and Undercover Schools for ATF for 20 years at the Federal Law Enforcement Training Center (FLETC) in Glynco, GA. As a certified instructor for the Department of the Treasury and Department of Justice, Mary has instructed thousands of Law Enforcement officers/agents at numerous conferences and training programs.

Senior Special Agent Daugherty finished her career as an ATF Intelligence Officer assigned to the FBI Joint Terrorism Task Force.

The remainder of her biography is still classified top secret by the U.S. Government.