



Coaching for Excellence in Community Supervision Toolkit

Prepared by Carey Group for the Pennsylvania
Partnership for Criminal Justice Improvement

October 2024

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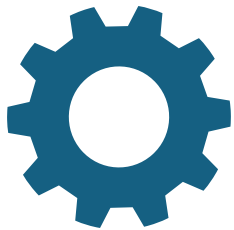
Purpose

To support adult probation and parole officer development through expectation setting, identification of coaching targets, and focused instructional coaching.

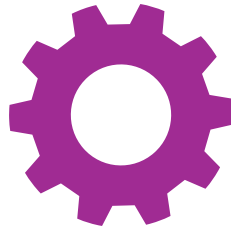
Topics

- Professional alliance and effective communication skills
- Case planning
- Targeted skill building
- Responses to behavior

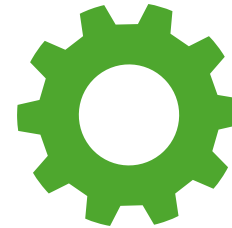
Resources and Tools



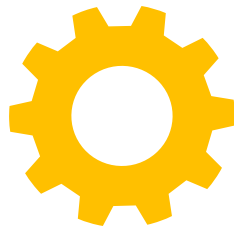
**Job
Aids**



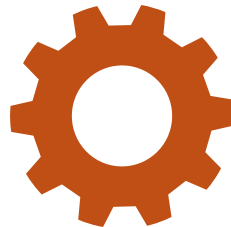
**Self
Assessment
Forms**



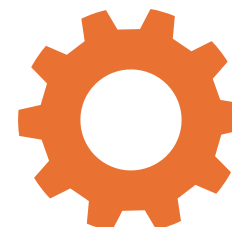
**Review Forms
Observation Forms**



Surveys



**Feedback
Forms**



**Goal Setting
Forms**

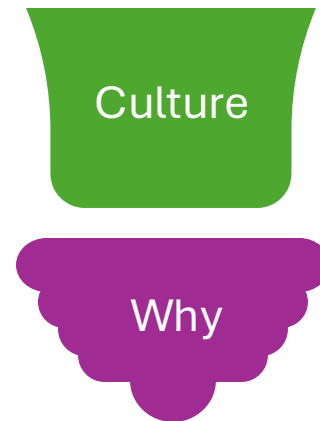
The Case for Coaching

- Coaching complements training.
- Coaching works.
 - Supports organizations in reaching their goals.
 - Individuals receiving coaching using strategies that met their needs had better **well-being**, **goal attainment**, and **self-efficacy** outcomes.
 - Research has demonstrated that officers who receive coaching are better able to use trained skills.
- Coaching allows us to be responsive to the needs of staff.



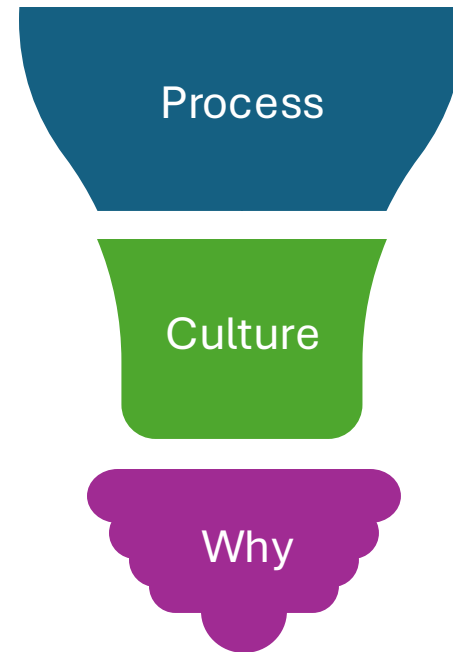
The Culture of Coaching

- Coaching can only succeed when officers are seen as key stakeholder and partners in creating the kind of environment they need to grow.
 - Asking questions is perceived as a tool for understanding, **not resistance**.
 - Trying new things is seen as **brave** and a sign of professional growth.
 - Observation and feedback are perceived as opportunities or tools for growth, **not as punishment**.
 - Setting and achieving goals is a sign of commitment, **not inadequacy**.

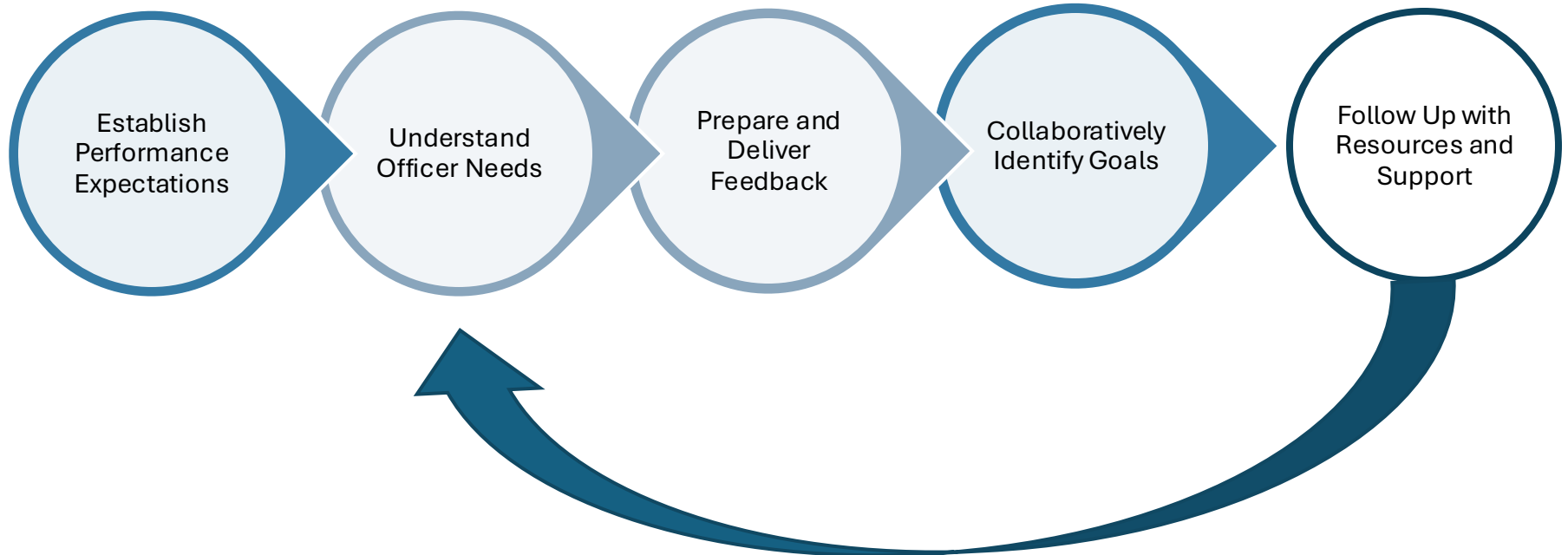


The Process of Coaching

Once performance expectations are clear, the role of the coach is to get a baseline understanding of the officer's needs, offer feedback, **support** them in identifying and reaching goals, and help them understand their progress and continue to **grow**.



Coaching Process



Responses to Behavior

Job Aid

Behavior change is more likely when community supervision officers reinforce positive behavior in addition to responding to noncompliance. In fact, long-term behavior change is most likely when positive reinforcements outnumber responses to noncompliant behavior.*

When reinforcing prosocial behavior, remember the following:

- Link reinforcements to goals and action steps that help the person address their criminogenic needs.
- Make sure the person can attain the behaviors that will be reinforced.
- Make reinforcements meaningful by individualizing them.
- Ensure that the reinforcements you are offering are available.
- Reinforce behaviors immediately or as soon as possible after they are known.
- Ensure the person understands the connection between reinforcements and their actions.
- Make sure reinforcements are proportional to behaviors.
- Be genuine, showing that you mean what you say and that you appreciate the behaviors that you are affirming.
- Reinforce new and desired behaviors frequently in the early stages and then taper off and replace with less frequent reinforcements.
- Recognize incremental progress, particularly when behaviors are more difficult.
- Use a structured method to identify and reinforce positive behaviors.


APPROACH MATTERS

In addition to specific reinforcers and responses, your approach with people on community supervision matters.

Use your *authority* effectively by identifying and focusing on the expected behavior—outlining the person's choices and the responses to each choice.

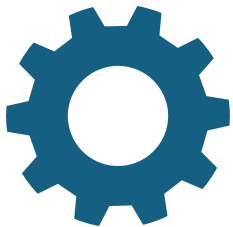
Use *approval* effectively by immediately letting a person know when they say or do something that is consistent with expectations, explaining why, and discussing the potential positive impacts if continued.

Use *disapproval* effectively by immediately letting a person know when they say or do something that is inconsistent with expectations, explaining why, discussing the potential negative impacts, and working with them to identify alternatives.



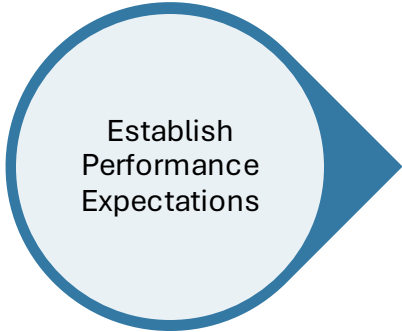
Establish
Performance
Expectations

- Review local training for each area of focus and update the job aids, observation forms, and self-assessments or review forms.



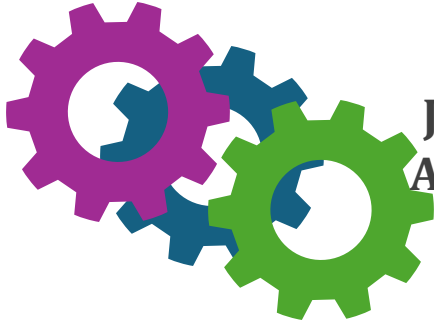
Job
Aids

* Wodahl, E. J., Garland, B., Culhane, S. E., & McCarty, W. P. (2011). Utilizing behavioral interventions to improve supervision outcomes in community-based corrections. *Criminal Justice and Behavior, 38*(4), 386–405. <https://doi.org/10.1177/0093854810397866>



Establish Performance Expectations

- Review local training for each area of focus and update the job aids, observation forms, and self-assessments or review forms.



Job Aids
Self Assessment,
Observation and
Review Forms

Observation Form

Review Form

Name of Officer	
Name of Person on Community Supervision	
Risk Level	
Name of Coach	

Rating Scale				
4	3	2	1	NA
Exceeds Expectations	Meets Expectations	Developing Skill	Opportunity for Growth	Not Applicable

Focus	Item Description	Rating	Rationale for Rating
<input type="checkbox"/>	1. Assessments required for case plan development were completed.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA	
<input type="checkbox"/>	2. Goals were established to address the criminogenic needs that most influence law violations.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA	
<input type="checkbox"/>	3. Each goal is simple and clear.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA	
<input type="checkbox"/>	4. SMART action steps detail what the person needs to do to reach each goal.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA	

		<input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA	
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Supervision Exit Survey

Name of Last Officer	
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Post-Supervision Appointment Survey

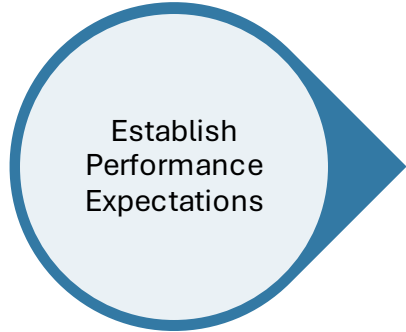
Officer Name	
My Name (Optional)	
Date of Appointment	

Rating Scale			
4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

Item	Rating
1. My appointment was helpful today.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
2. My officer listened to me today.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
3. My officer and I worked toward the same goal today.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4. My officer noticed when I made a good choice today.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
5. My officer helped me solve problems today.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
6. My officer was respectful to me today.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
7. I know what is expected of me after my appointment today.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

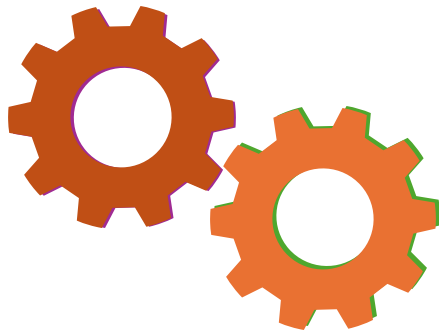
Additional Comments	
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Establish
Performance
Expectations

- Review local training for each area of focus and update the job aids, observation forms, and self-assessments or review forms.




**Self Assessment
Observation and
Review Forms
Coaching and
Supervision Surveys**

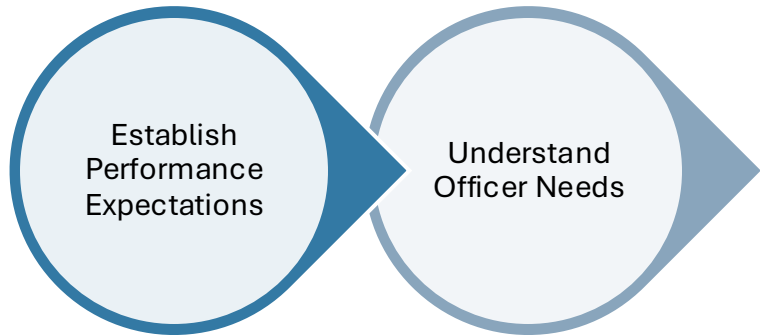


Establish
Performance
Expectations

- Meet with the officer you are coaching.



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- Explain the process.
 - Decide on area(s) of focus.
 - Review the job aids and self assessment /observation, and review forms.
 - Explain forms and surveys will be used.
 - Explain how coaching review and feedback will be used.
 - Answer questions as helpful.



- Observe officer's contacts.
- Rate officer's skills.
- Review officer's self assessment.
- Review officer's case documentation.
- Rate officer's documentation.
- Review officer's supervision surveys and ratings.

- Skills that are well-demonstrated
 - 4 *Exceeds Expectations*
 - 3 *Meets Expectations*
- Areas of opportunity for further improvement
 - 2 *Developing Skill*
 - 1 *Opportunity for Growth*
- Not relevant to the observation or review
 - NA *Not applicable*

Rating Scale				
4	3	2	1	NA
Exceeds Expectations	Meets Expectations	Developing Skill	Opportunity for Growth	Not Applicable



Feedback Preparation Form

Coach Name	
Officer Name	
Date of Meeting	
Location of Meeting	
Focus of Coaching	

- Fill out sections 1-3 of the feedback preparation form.
- Ensure that your feedback is:
 - Specific.
 - Focused on the skill or behavior.
 - Balanced.

Section 1: Strengths and Progress

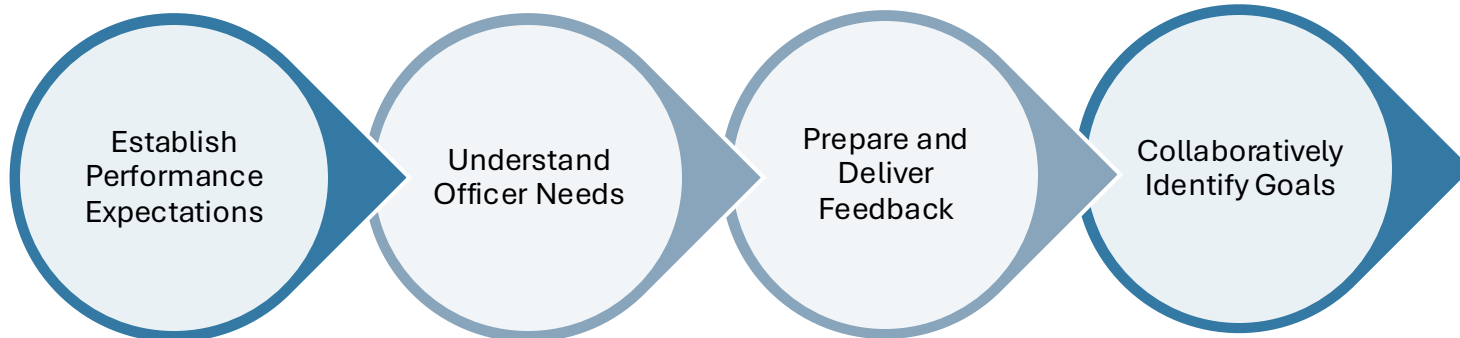
Source (e.g., observation, review, self-assessment)	Description/Evidence

Section 2: Opportunities for Development

Source (e.g., observation, review, self-assessment)	Description/Evidence



- Schedule a meeting to deliver and discuss feedback.
 - When and where matters.
- Make the meeting a two-way conversation.
 - Start by asking the officer you are coaching how they think they are doing.
 - Reinforce their perceptions of strengths and what is going well and add any that you have noted.
 - Provide your objective feedback and examples based on your observations, building on their self-assessment as appropriate.



- Support the officer as they fill out the goal development form.

Goal Development Form

Think about your opportunities for development. What do you want to work on?

Write a goal for each area. Make sure it's clear and concise, stated in the affirmative, and reflective of a behavior that will continue to benefit you in the future.

For each goal, identify action steps that meet these criteria:

Specific	<i>What specific steps will help me accomplish my goal?</i>
Measurable	<i>How will I know I have accomplished the steps? How frequently should I reflect on my progress?</i>
Attainable	<i>What will I need to do to attain each step? Is each step doable?</i>
Relevant	<i>Is each step relevant to my goal?</i>
Time-bound	<i>When can I realistically accomplish each step?</i>

Finally, indicate what resources and support from your coach will help you reach your goal.

My Plan

Officer Name	
Coach Name	
Date of Goal Development	

Goal 1

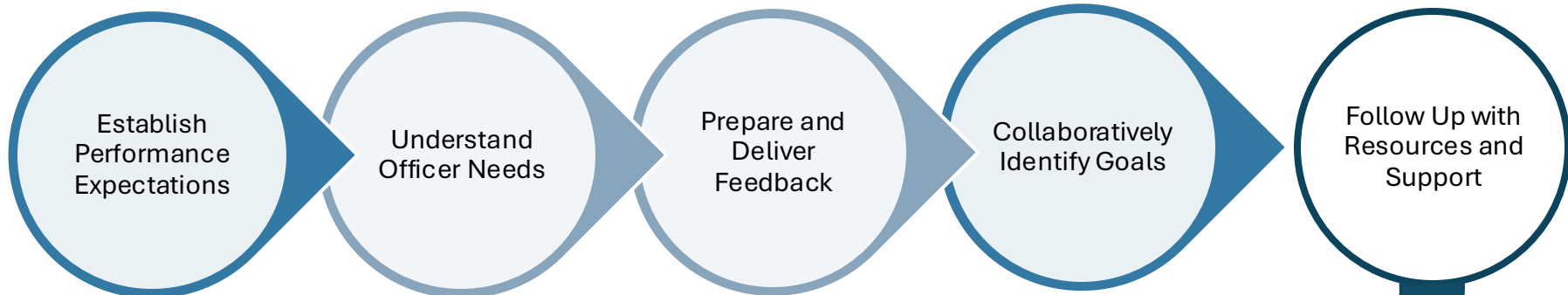
What's my goal?	
Why do I want to work on this?	

Action step 1:	
Action step 2:	
Action step 3:	
Action step 4:	

What resources do I need?	
What do I need from my coach?	

Notes on Progress

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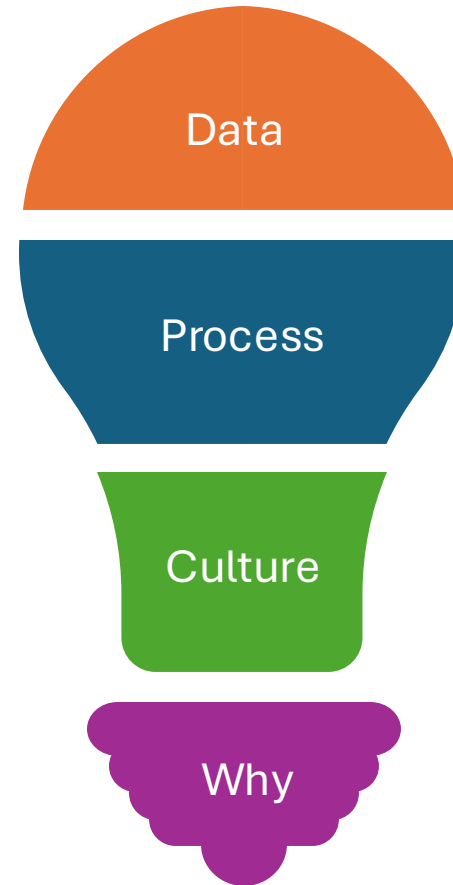
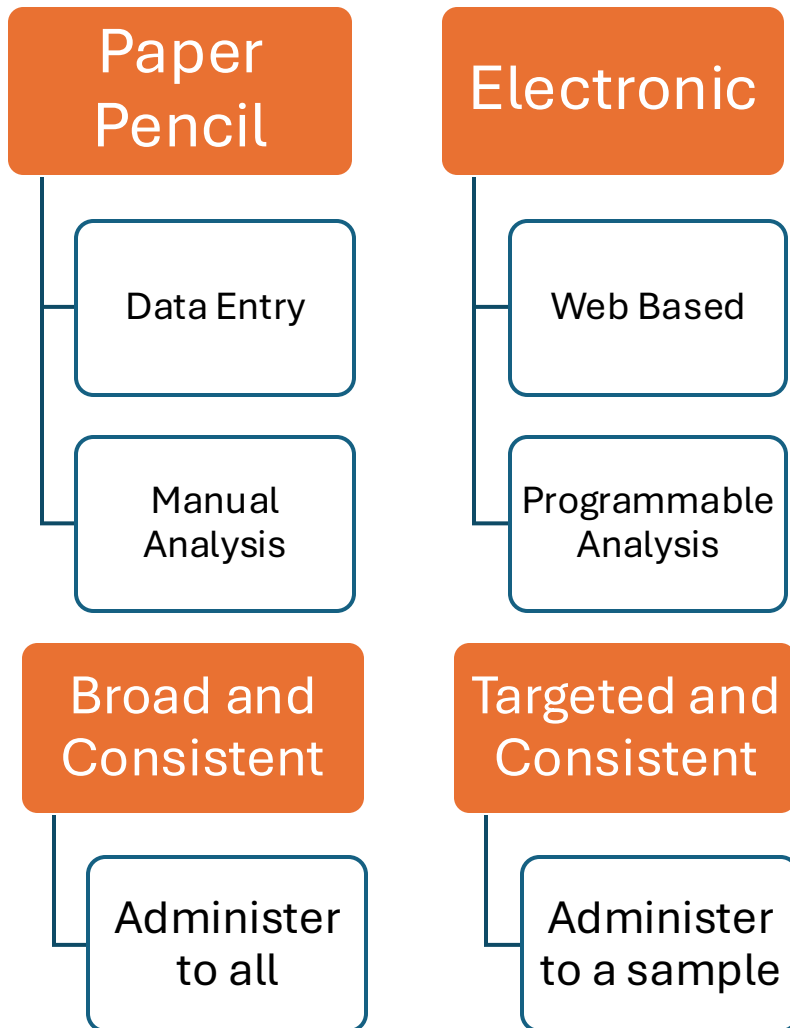
- Meet routinely.
- Develop a plan.
- Integrate a variety of approaches.

ONGOING COACHING

Keep in mind that ongoing observations and routine feedback will support attainment of goals. Tailoring observations to the goals of the officer with whom you are working will help you both focus on what matters most.

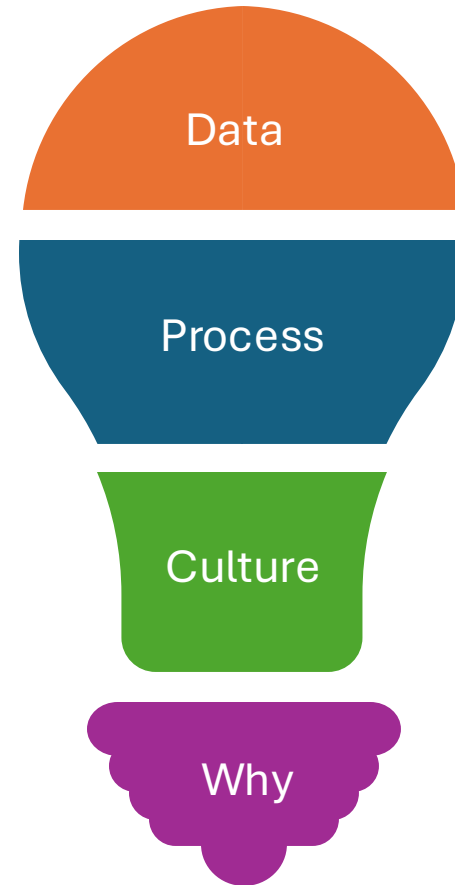
Collection and Use of Data

Survey Administration Approaches



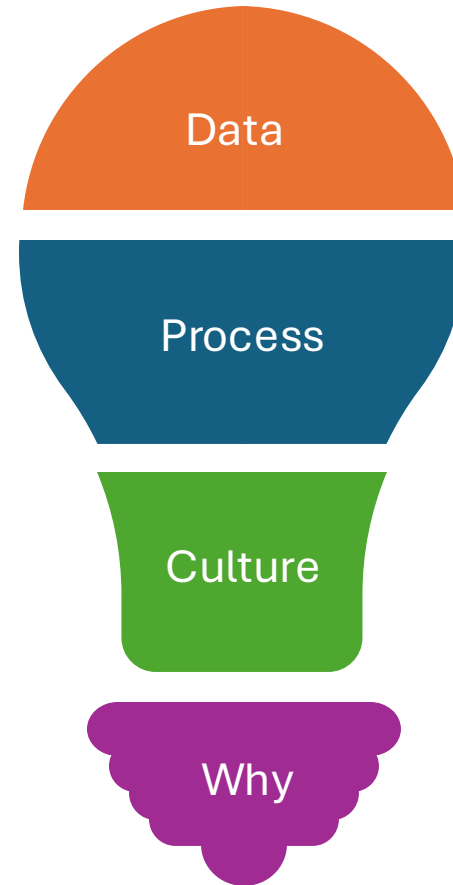
Survey Administration Approaches

- Be prepared to act.



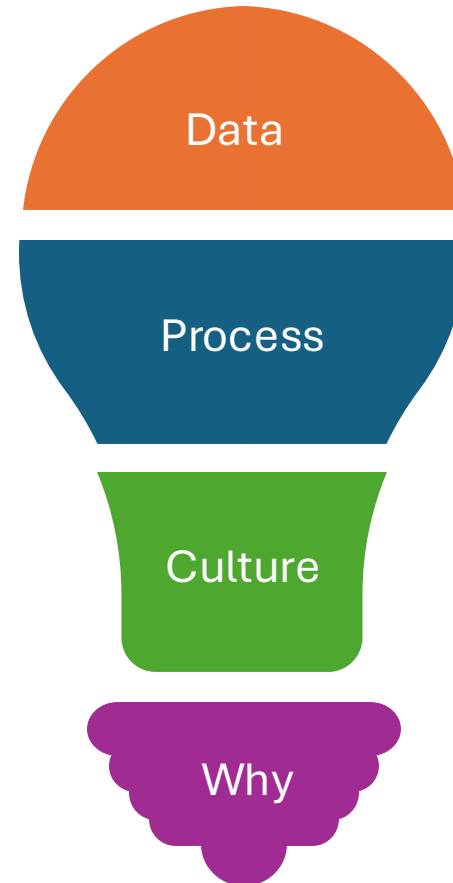
Expanding the Practice of Coaching

- Create tools to support coaching on a skill with which your team is struggling.
- Work with those training on new topics to create coaching tools.



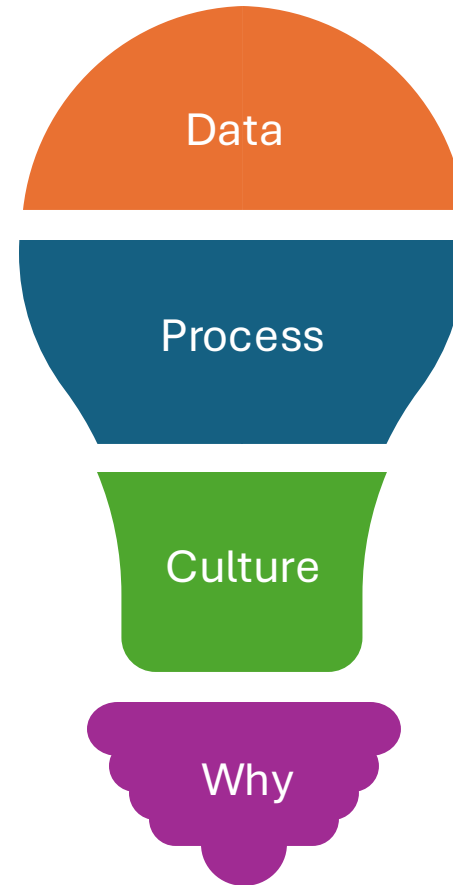
Tips for Expanding the Practice of Coaching

- Keep job aids simple.
- Make sure that the items on review forms address things that coaches can easily access and review.
- Ensure that self-assessments use and that they offer opportunities to explore strengths and areas for development.
- Make sure that job aids and observation and review forms are based on information that everyone can access and that the expectations for how a skill or tool is used are made clear.
- Keep surveys short.



Panel Discussion

- Ann Beckman
 - Oregon Department of Corrections
- Hope Cooper
 - The Moss Group
- Jennifer Welch
 - Kansas Department of Corrections



Questions?

Thank you!

