

Does Coaching Matter?: An 18-Month Evaluation of a Community Supervision Model

Ryan M. Labrecque, ABD

Myrinda Schweitzer, ABD

Paula Smith, Ph.D.

Edward Latessa, Ph.D.

Community Supervision

- “Traditional” supervision
 - Compliance monitoring
 - Law enforcement aspects
- Punitive-based approaches “do not work”
(MacKenzie, 2006; Petersilia & Turner, 1993; Sherman et al., 1997)
- Recent evaluations raise doubts about the ability of P&P to reduce recidivism
(Bonta et al., 2008; Solomon, 2006)

Alternative Approaches to Community Supervision

- In response, several recent formalized attempts have been undertaken to incorporate “evidence-based practices” into community supervision:
 - STICS (Bonta et al., 2011)
 - EPICS (Smith et al., 2012)
 - STARR (Robinson et al., 2012)

Similarities Between Models

- Adhere to the RNR principles
- Improve officer use of CCPs
- Improve the offender-officer relationship
- Ensure program is implemented as intended
- Use of coaching

Coaching

- Facilitator led meetings after initial training
 - Approximately one per month
 - Include reviews of skills
 - Officers practice and get feedback
- Inherent in these models is the belief that coaching will improve fidelity to CCPs

Coaching Research

- Too few evaluations of coaching
- Problems with available research:
 - Interviews and surveys of POs
(Alexander et al., 2013; Lowenkamp et al., 2012; 2013)
 - IV is participation level, not just coaching
 - DV is long-term use of skills
(Bonta et al., 2011; Bourgon et al., 2012)

Current Study

- Effective use of CCPs is related to outcome
(Andrews & Bonta, 2010; Gendreau et al., 2010)
- The potential role that coaching may play in increasing the use of CCPs is monumental
- First study on coaching to:
 - examine the use of CCPs, by skill type
 - over multiple periods of time
 - with a control group

Method

- PPOs from four jurisdictions in Ohio:
 - Two adult probation
 - One adult parole
 - One juvenile probation
- Random assignment to EPICS training/
coaching
- Participation was voluntary

Sample

- 43 officers included in this study
 - 28 trained
 - 15 untrained
- In general, both groups were predominately white ($\approx 85\%$), female ($\approx 65\%$), and had approximately 10 years of service.

Audio-Recordings

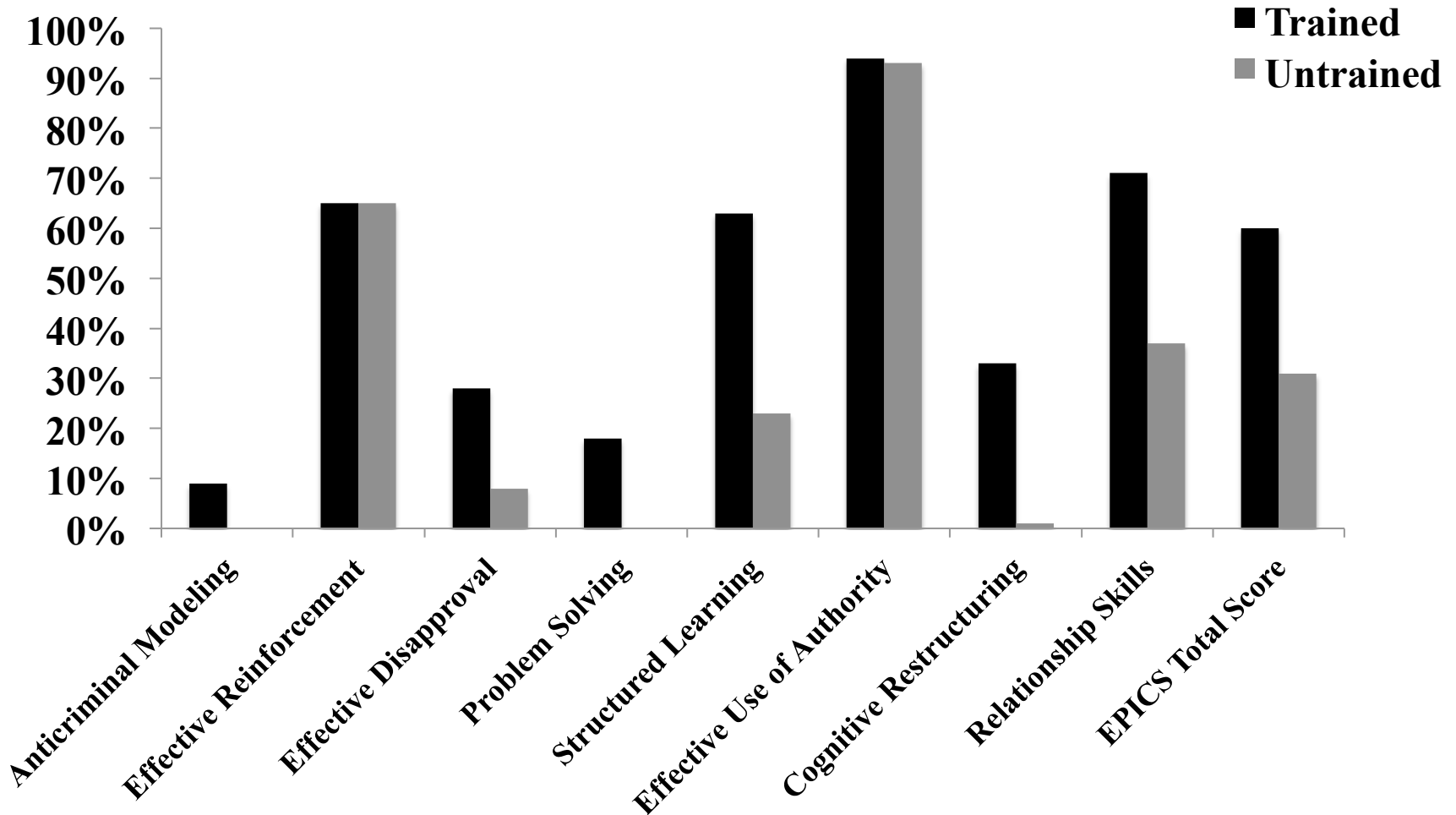
- All officers were asked to submit audio-recordings of interactions with offenders
- Audiotapes were scored by trained graduate students at the University of Cincinnati

Evaluating Officer Use of CCPs

- Adherence scores (0%-100%)
- Adopted from the CPAI-2010
 - *Anticriminal Modeling*
 - *Effective Reinforcement*
 - *Effective Disapproval*
 - *Problem Solving*
 - *Effective Use of Authority*
 - *Cognitive Restructuring*
 - *Relationship Skills*

(Gendreau et al. 2010)

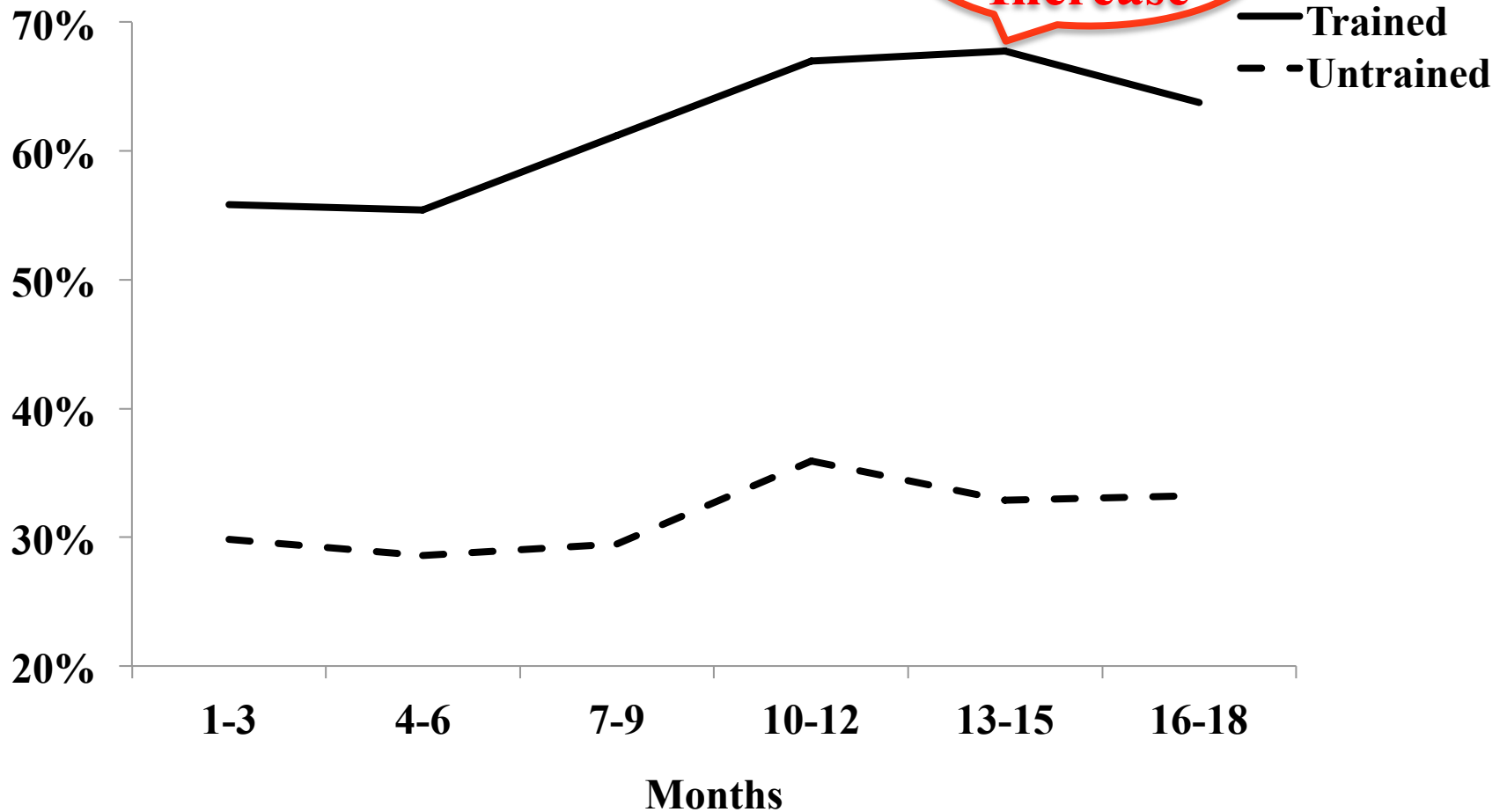
Adherence to CCPs by Group Type



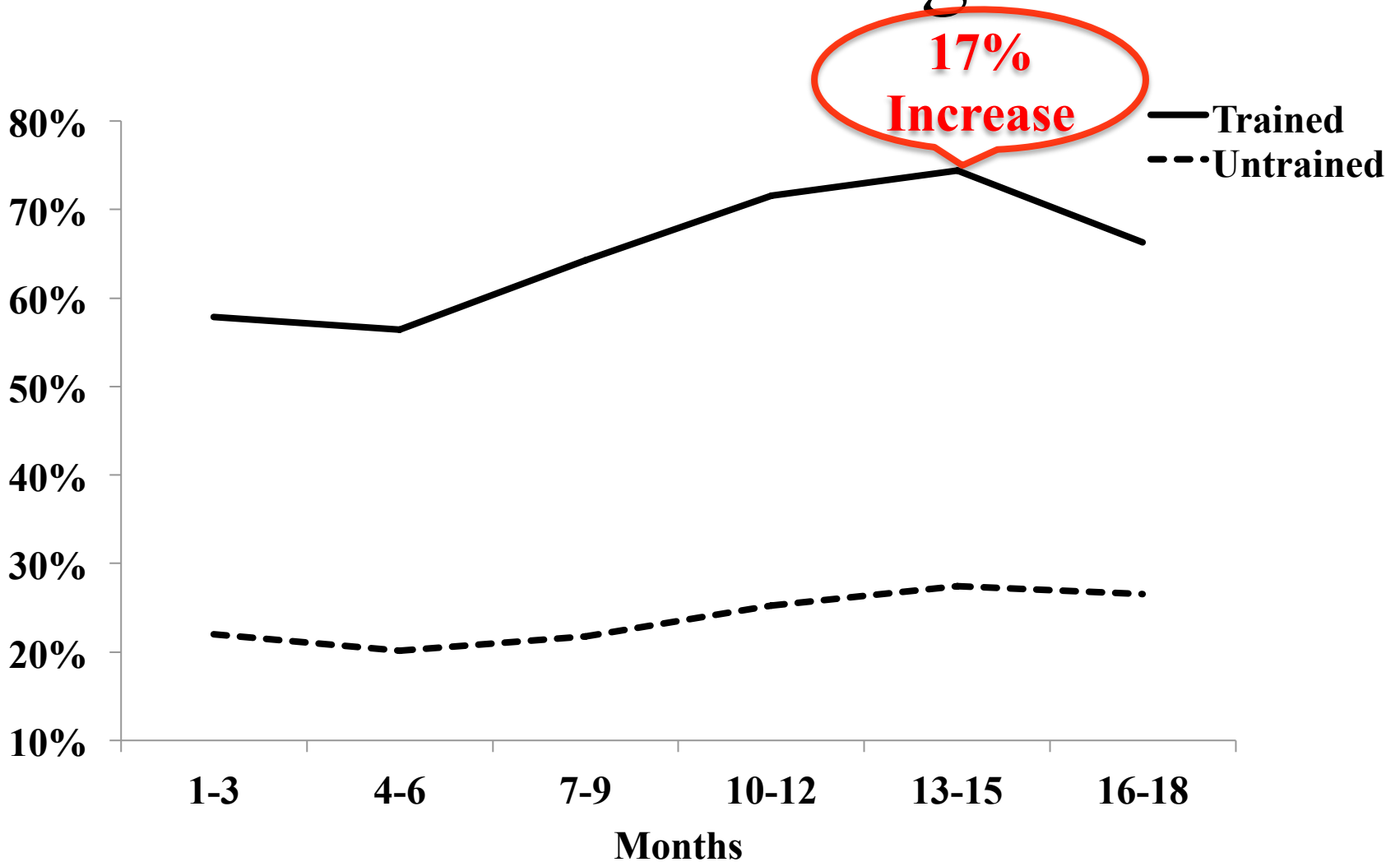
Audiotape Submissions Per 3-Month Interval Post-Training

	Trained (28)		Untrained (15)	
Month post-training	<i>n</i>	<i>Mean</i>	<i>n</i>	<i>Mean</i>
1-3	108	3.9	42	2.8
4-6	109	3.9	36	2.4
7-9	58	2.1	31	2.1
10-12	53	1.9	38	2.5
13-15	43	1.5	27	1.8
16-18	20	0.7	16	1.1

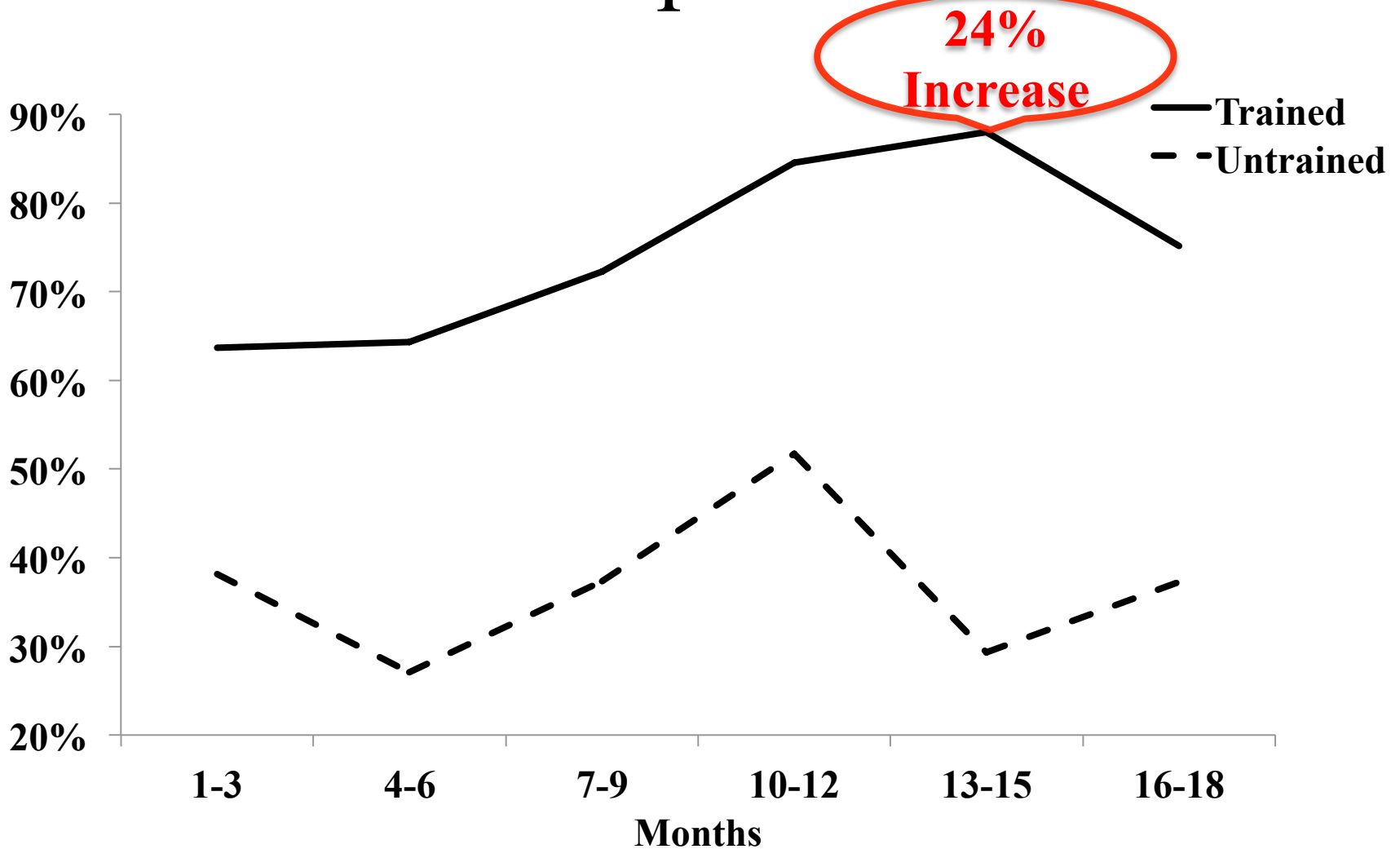
EPICS Total Score



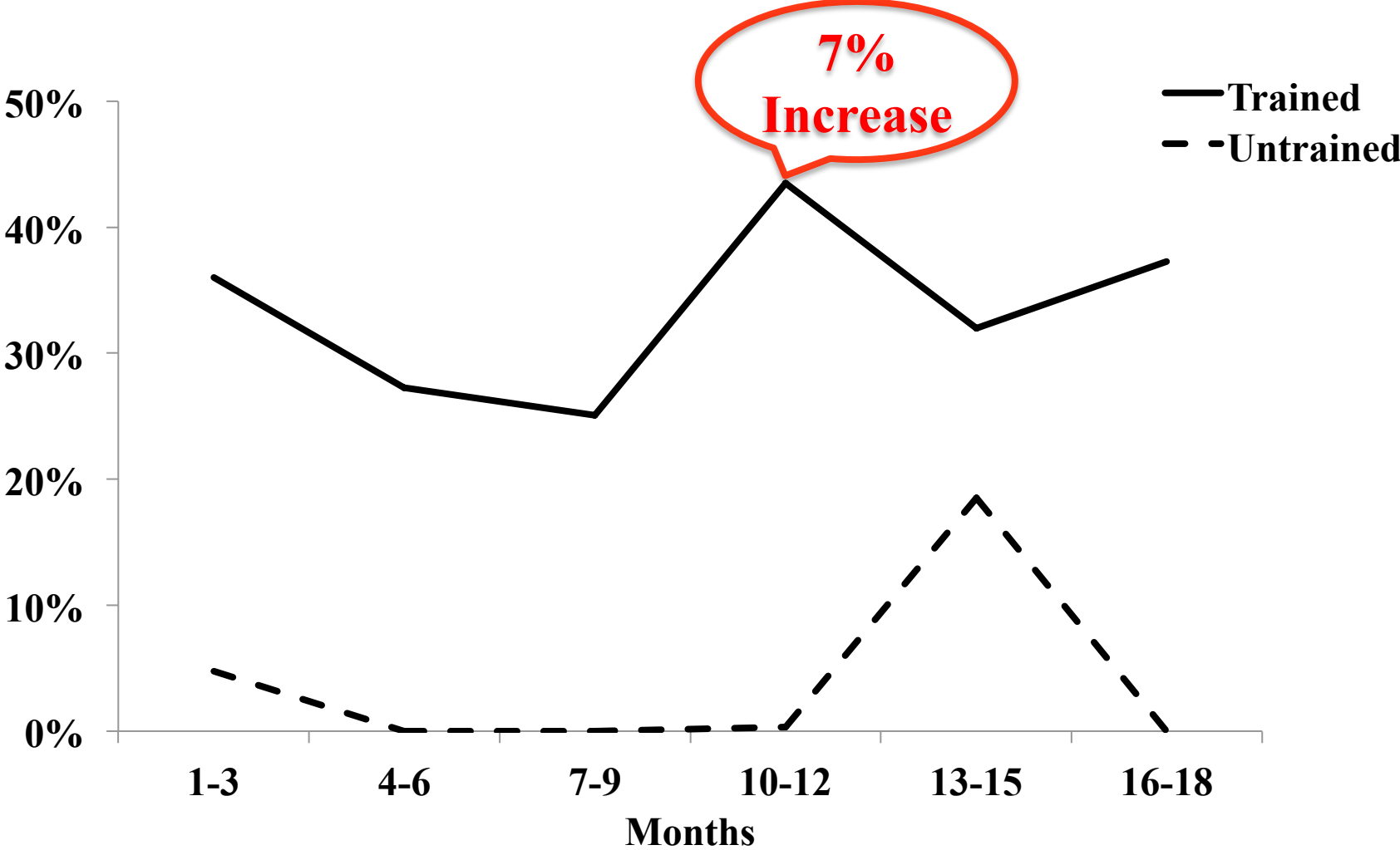
Structured Learning Score



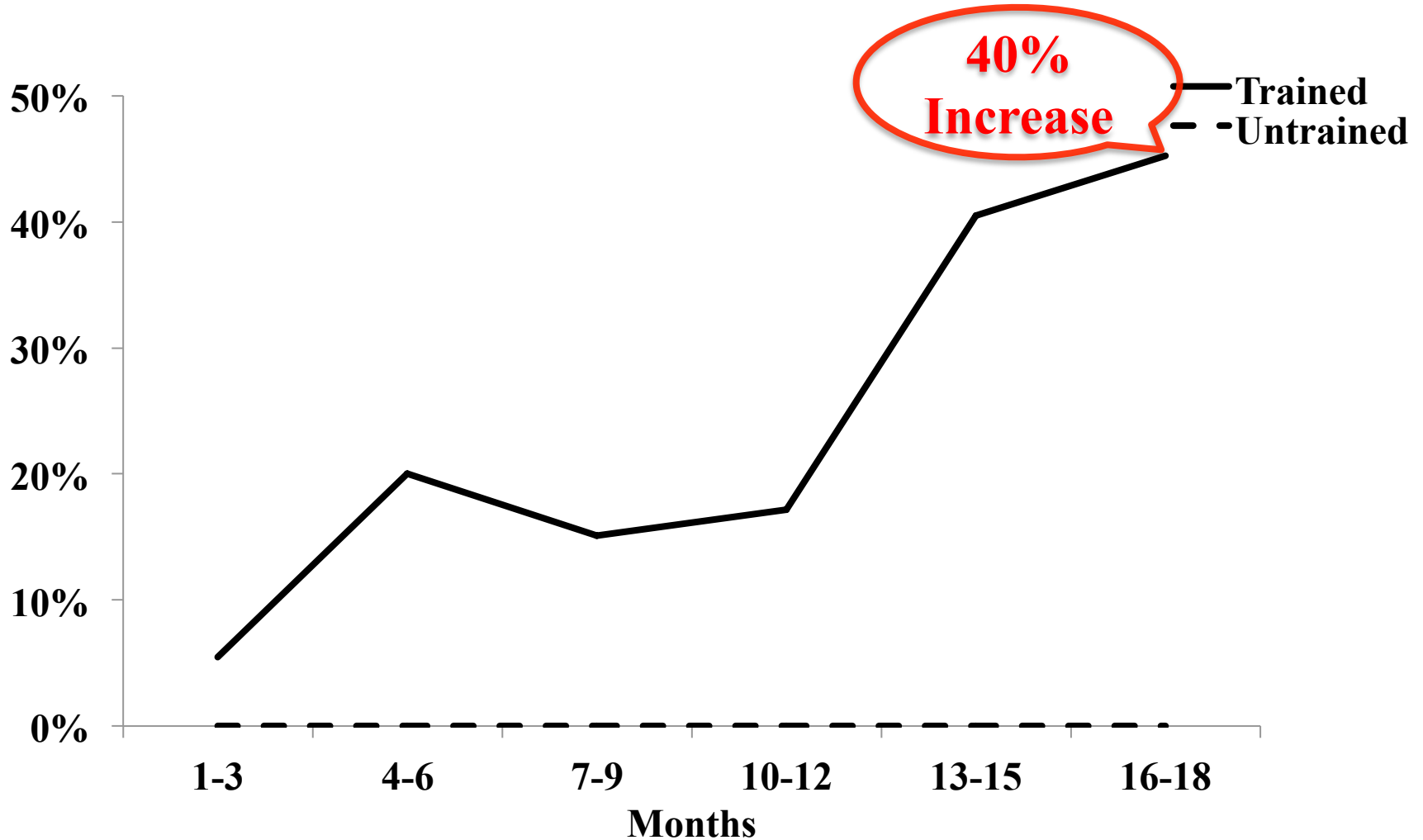
Relationship Skills Score



Cognitive Restructuring Score



Problem Solving Score



Summary

- Training/coaching associated with increased use of CCPs
- Increased benefit over time
- Rate of skill acquisition varied by skill type

Implications

- Coaching should occur for at least one year
- Future training/coaching should:
 - Focus less on effective use of authority and effective use of reinforcement
 - Change little in structured learning, relationship skills, and cognitive restructuring
 - Focus more on anticriminal modeling, effective disapproval, and problem solving

Contact Information

Ryan M. Labrecque, ABD

School of Criminal Justice

University of Cincinnati

P.O. Box 210389

Cincinnati, OH 45221-0389

E-mail: ryan.labrecque@uc.edu