



IDOC Probation & Parole Officer Direct Observation Form

OBSERVATION DATE OBSERVER PPO IDOC #

DATE FEEDBACK GIVEN OBSERVER'S INITIALS PPO'S INITIALS

Effective Use of Authority (Manner of Being with Offender)

	Proficient	Satisfactory	Minimal	None	N/A
Introduced self or greeted offender in a confident, friendly manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posture and physical gestures (e.g., handshakes, eye contact, non-verbal communication) were deliberate, dignified, and conveyed interest and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was organized and prepared with case materials, recent test results, and identified session goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refrained from confrontation or appearing judgmental, sarcastic, or punitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minimized use of teaching or advice (without permission) throughout the interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledged challenges about behavior change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieved goal of contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ended contact with review of immediate action plan for offender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanked the offender for their time and effort when closing the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Treatment and Service Referral

Adequately discussed referral needs, jointly planned goals, identified obstacles, and guided through the stages of change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified and reinforced skills learned in treatment to problem-solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment and Planning

	Proficient	Satisfactory	Minimal	None	N/A
Used appropriate communication skills to decrease tension, reinforced positive behavior, minimized interruptions, and avoided raising voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewed and updated the offender's progress towards previously established caseplan goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified the offender's high criminogenic need(s) (from current LSI-R), reviewed current stage of change around need(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognized opportunities to use change agent skills (MI, Effective Disapproval, Effective Reinforcement, Modeling, etc.) that can improve the offender's stage of change for the need(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explored offender's ambivalence to change, additional criminogenic need(s), and relevant circumstances of the case.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verified current case information and status (e.g., address, employment) and accurately documented case information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewed any additional assessments specific to the case (GAIN-R, STABLE, STATIC, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Role Clarification, Sanctions, Rewards, and Incentives

Clarified the dual role of the PPO and the role of the offender.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When appropriate, as indicated by the Idaho Response Matrix, provided swift, certain and graduated sanctions and rewards in a fair and genuine manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When appropriate, provided Effective Disapproval of behaviors linked to the offender's criminogenic need(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When appropriate, provided Effective Reinforcement of behaviors linked to the offender's criminogenic need(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Officer Communication Skills

	Proficient	Satisfactory	Minimal	None	N/A
Used open-ended questions effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited use of closed-ended questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used affirmations genuinely, with respect and accurate empathy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used reflections effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used summarizations effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used reflective listening appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided feedback, which allowed the offender to see the discrepancy between current and desired outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used skills to depersonalize conflict whenever possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used skills to personalize the therapeutic partnership between the officer and offender whenever possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECT OBSERVATION SCORE

Roadblocks (*check if occurred*)

- | | | |
|---|--|--|
| <input type="checkbox"/> Ordering, directing, commanding | <input type="checkbox"/> Moralizing, preaching | <input type="checkbox"/> Interpreting, analyzing |
| <input type="checkbox"/> Warning or threatening | <input type="checkbox"/> Judging, criticizing, disagreeing, blaming | <input type="checkbox"/> Reassuring, sympathizing, consoling |
| <input type="checkbox"/> Giving advice, making suggestions, providing solutions | <input type="checkbox"/> Shaming, ridiculing, labeling, name-calling | <input type="checkbox"/> Questioning, probing |
| <input type="checkbox"/> Persuading with logic, arguing, lecturing | <input type="checkbox"/> Agreeing, approving, praising | <input type="checkbox"/> Withdrawing, distracting |

Comments / Feedback

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for providing comments or feedback.