**Behaviors Change(s) Discussed:**

- 4. A great extent
- 3. A good deal
- 2. To some extent
- 1. Minimally
- 0. Not at all

Each number on the scale indicates the extent to which the action was carried out.

**Attention:**

Attached to each item is a number that corresponds to the degree to which the officer hesitantly completes the scale in their initial justice interactions. To use BECCI-CJ, circle a number on the scale in the initial justice interactions. This instrument is designed to provide feedback on the use of motivational interviewing.

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**BECCI-CJ - Criminal Justice Version**

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Officer opens rapport and encourages officer to express current behavior</strong>.</td>
<td>not all</td>
</tr>
<tr>
<td>2. <strong>Officer encourages officer to express current behavior</strong>.</td>
<td>not all</td>
</tr>
<tr>
<td>3. <strong>Officer encourages officer to express current behavior</strong>.</td>
<td>not all</td>
</tr>
<tr>
<td>4. <strong>Officer encourages officer to express current behavior</strong>.</td>
<td>not all</td>
</tr>
<tr>
<td>5. <strong>Officer uses open questions to elicit how officer thinks</strong>.</td>
<td>not all</td>
</tr>
<tr>
<td>6. <strong>Officer uses unstructured to show the here &amp; now</strong>.</td>
<td>not all</td>
</tr>
<tr>
<td>7. <strong>Officer encourages officer to express current behavior</strong>.</td>
<td>not all</td>
</tr>
<tr>
<td>8. <strong>When officer provides information, it is sensitive to officer</strong>.</td>
<td>not all</td>
</tr>
<tr>
<td>9. <strong>Officer actively supports officer's choice and personal responsibility</strong>.</td>
<td>not all</td>
</tr>
<tr>
<td>10. <strong>Officer and officer exchange ideas about how the problem could change behavior</strong>.</td>
<td>not at all</td>
</tr>
</tbody>
</table>
A high score: Officer uses mostly open-ended questions to draw out information about the probationer's thoughts and feelings about change.

4. Officer uses open-ended questions to elicit how probationer thinks and feels about change.

A low score: Officer relies on information-giving or advice in the interview to elicit about what changes the probationer could make and why he/she would like to make them.

A high score: Officer encourages probationer to talk about behavioral change.

The probationer's perspective on current behavior is considered.

Information about what the probationer likes and dislikes about current behavior and what the current behavior is like from the probationer's point of view.

A low score: Officer uses questions to document progress but does not ask for behavioral change.

A high score: Officer encourages probationer to talk about current behavior.

Domain 2: Behavior Change

and statements appear standard and are not specific to the interview.

A low score: Officer sets the agenda without considering the probationer's questions and progress from the probationer's point of view.

A high score: Officer personalizes the interaction to the needs of the probationer.

1. Officer picks up on issues that are important to the probationer.

Domain 1: Agenda Setting

Options may not be appropriate.

Gathering information is not focused on behavioral change; some of the questions do not.

If information or interactions are not focused on behavioral change, the CCL is not designed to test interactions primarily focused on assessment of information.

Typically, the BECCI-C is used to score 3-5 if the probationer is in an interview focused on behavior change or demonstrating positive progress, or making other positive changes.

The BECCI-C is designed to rate motivational interviewing skill in brief interactions.
A low score: Officer gives information and advice without asking whether the participant wants this information. The personal relevance of the information is not emphasized. Personal choice.

A high score: Officer asks for permission before providing advice, gives options, and/or personal reaction to information. When the officer gives information or advice he/she participates, knows and wants to know about change, and elicits the participant's understanding of what he/she is to understand what the participant may encounter in implementing change.

4. When officer provides information it is sensitive to participant concerns and strengthens.

A low score: Officer does not acknowledge the difficulties that the participant may have in implementing change. The officer helps the participant recognize potential solutions, and reminds the participant about personal strengths. The officer gives advice or suggestions regarding how to handle change. Participants may have in implementing change.

A high score: Officer uses questions and statements to explore the difficulties that the participant may have in implementing change.

5. Officer acknowledges challenges about behavior change that the participant has said.

A low score: Officer does not summarize or remind the participant of what he/she has said.

A high score: Key points in the discussion, the officer summarizes the participant’s point of view to remind the participant of what he/she has said.

6. Officer uses summaries to bring together what the participant has said.

A low score: Officer uses mostly questions, with little evidence that he/she understands what is important to the participant or is interested in the participant's reflections. Many more questions than reflections.

A high score: Officer uses reflective statements to show that he/she is listening.

5. Officer uses reflective statements to show that he/she is listening.

A low score: Officer uses mostly closed questions to gather surface-level thoughts and feelings about change.

A high score: Officer uses mostly open-ended questions to elicit the participant's understanding of what he/she is to understand what the participant may encounter in implementing change.
About the BECCI-C2

Interview. Ideally, the officer should be speaking less than 50% of the time. Check the box next to the item that describes how much the officer talked during the interview.

V1. Officer Talk Time

Planning.

Planning.

A low score: Officer does not work with the probationer to come up with solutions.

A high score: Officer and probationer work together to come up with ideas about how the probationer could change behavior.

10. Officer and probationer exchange ideas about how the probationer could change behavior.

A low score: Officer does not acknowledge or accept probationer's choice.

A high score: Officer accepts the probationer's decision even if it does not fit with the officer's agenda.

9. Officer actively supports probationer's choice and personal responsibility.

Domain 3: The Whole Interview