

Behavior Change Counseling Index (BECCI) – Criminal Justice Version

This instrument is designed to provide feedback on the use of motivational interviewing in brief criminal justice interactions. To use BECCI-CJ, circle a number on the scale attached to each item to indicate the degree to which the officer has carried out the described action.

Each number on the scale indicates that the action was carried out:

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

Behavior change(s) discussed: _____

| Item | Score | | | | |
|--|-----------------|---|---|---|---------------------|
| 1. Officer picks up on issues that are important to the probationer | not at all 0 | 1 | 2 | 3 | a great extent 4 |
| 2. Officer encourages probationer to talk about current behavior | not at all 0 | 1 | 2 | 3 | a great extent 4 |
| 3. Officer encourages probationer to talk about behavior change | not at all 0 | 1 | 2 | 3 | a great extent 4 |
| 4. Officer uses open questions to elicit how probationer thinks and feels about change | not at all 0 | 1 | 2 | 3 | a great extent 4 |
| 5. Officer uses reflective statements to show that he/she is listening | not at all 0 | 1 | 2 | 3 | a great extent 4 |
| 6. Officer uses summaries to bring together what the probationer has said | not at all 0 | 1 | 2 | 3 | a great extent 4 |
| 7. Officer acknowledges challenges about behavior change that the probationer faces | not at all 0 | 1 | 2 | 3 | a great extent 4 |
| 8. When officer provides information, it is sensitive to probationer concerns and understanding | not at all 0 | 1 | 2 | 3 | a great extent 4 |
| 9. Officer actively supports probationer choice and personal responsibility | not at all 0 | 1 | 2 | 3 | a great extent 4 |
| 10. Officer and probationer <i>exchange</i> ideas about <i>how</i> the probationer could change behavior | not at all 0 | 1 | 2 | 3 | a great extent 4 |

Total Score: _____

Officer speaks for (approximately):

More than half the time

Half the time

Less than half the time

Scoring the BECCI-CJ

The BECCI-CJ is designed to rate motivational interviewing skill in brief interactions. Typically, the BECCI-CJ is used to score a 5-10 minute portion of an interview focused on behavior change. Behavior change might include completing conditions of probation, maintaining positive progress, or making other positive changes. The BECCI-CJ is not designed to rate interactions primarily focused on assessment or information-gathering. If the interactions are not focused on behavior change, some of the scoring options may not be appropriate.

Domain 1: Agenda Setting

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

A high score: Officer personalizes the interaction to the needs of the probationer, including integrating information about what topics are important to the probationer and progress from the probationer's point of view.

A low score: Officer sets the agenda without consulting the probationer. Questions and statements appear standard, and not specific to the interview.

Domain 2: Behavior Change

2. Officer encourages probationer to talk about current behavior.

A high score: Officer uses questions and reflections to gather information about current behavior, including what the probationer likes and/or 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 information about what the probationer likes and/or dislikes about current behavior. The probationer's perspective on current behavior is typically ignored.

3. Officer encourages probationer to talk about behavior change.

A high score: Officer uses questions and statements to help the probationer think about what changes he/she could make and why he/she would like to make them.

A low score: Officer relies on information-giving or advice as the main strategy to influence probationer change.

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

A high score: Officer uses mostly open-ended questions to draw out information from the probationer about his or her thoughts and feelings about future behavior.

A low score: Officer uses mostly closed questions to gather surface-level information about progress, and does not pay much attention to the probationer's thoughts and feelings about change.

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

A high score: Officer uses statements to paraphrase what the probationer has said. Many more reflections than questions.

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

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

A high score: At key points in the discussion, the officer summarizes the probationer's point of view to remind the probationer of what he/she has said.

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

7. Officer acknowledges challenges about behavior change that the probationer faces.

A high score: Officer uses questions and statements to explore the difficulties that the probationer may have in implementing change. The officer helps the probationer to brainstorm potential solutions, and reminds the probationer about personal strengths.

A low score: Officer does not acknowledge the difficulties that the probationer may encounter in implementing change, and does not remind the probationer of personal strengths. The officer gives advice or suggestions regarding how to handle challenges instead of helping the probationer to identify solutions.

8. When officer provides information, it is sensitive to probationer concerns and understanding.

A high score: Officer uses questions and statements to try to understand what the probationer knows and wants to know about change, and elicits the probationer's personal reaction to information. When the officer gives information or advice he/she typically asks for permission before providing advice, gives options, and/or emphasizes personal choice.

A low score: Officer gives information and advice without asking whether the probationer wants this information. The personal relevance of the information is not drawn out of the probationer, but provided by the officer.

Domain 3: The Whole Interview

9. Officer actively supports probationer choice and personal responsibility.

A high score: Officer accepts the probationer's decision even if it does not fit with the court's/officers agenda. The officer is explicit about the sanctions the offender will receive if he/she engages in behavior inconsistent with the court/agent's desires, but does not try to bully the probationer into change.

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

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

A high score: Officer and probationer work together to come up with ideas about how the probationer will change behavior. The officer helps the probationer to brainstorm solutions, but most of the solutions appear to come from the probationer.

A low score: Officer does not work with the probationer to come up with solutions, but instead tells the probationer what he/she must do, or offers no help with planning.

Officer Talk Time

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

About the BECCI-CJ

© BECCI, University of Wales College of Medicine 2002. The BECCI-CJ scoring sheet and manual were modified with the permission of the authors. For more information about the BECCI, visit <http://www.sahealthinfo.org/motivational/resources.htm> or contact Dr. Claire Lane at laneca1@Cardiff.ac.uk. For information about the BECCI-CJ version, contact Dr. Scott Walters at scott.walters@utsouthwestern.edu