

CBT Skill Acquisition: Transition Skills Version

Background

Interactive Journaling[®] is an evidence-based practice that is rooted in a cognitive-behavioral approach. Though several theories exist to describe why people improve as a result of participating in a CBT-based program, the acquisition of particular skills related to cognitive restructuring and behavioral activation scores are two factors that consistently predict behavior change.

With a foundation in cognitive-behavioral therapy, The Change Companies[®] *Transition Skills Journal* is designed to help participants achieve successful transition to the community. Participants learn about the stumbling blocks that often result in a return to custody and practice skills that will assist them in overcoming these obstacles.

Description

The CBTSA: Transition Skills instrument is a 97-item, self-report questionnaire that measures current CBT skills use among participants involved in the nine-week *Transition Skills* program. It is designed to be completed by participants at two time points: prior to orientation and following completion of the *Transition Skills* curriculum. It is estimated that it will take approximately 20 minutes for participants to complete this paper-pencil measure.

This measure is a modified version of the Cognitive-behavioral Therapy Skills Questionnaire (CBTSQ), an instrument with sound psychometric properties, including good overall internal consistency (overall: $\alpha = .91$; BA: $\alpha = .85$; CR: $\alpha = .88$). A validation study (Jacob, Christopher and Neuhaus, 2011) reported expected correlations with a variety of constructs among a large sample of patients receiving intensive CBT in a partial hospital setting.

There are three factors measured by this instrument: Behavioral Activation (BA: 7 items), Cognitive Restructuring (CR: 9 items) and Transition Skills (TS: 81 items).

Scoring

Sum the responses for each factor to compute a factor score:

Behavioral Activation items = 1 4 5 9 10 11 13

Cognitive Restructuring items = 2 3 6 7 8 12 14 15 16

Transition Skills Objectives = 17-97 (sequential)

Scoring can be further broken down by the nine different skills to create subscales of the Transition Skills Objectives:

Realistic Expectations (items 17-25)

Healthy Relationships (items 26-34)

Managing Your Time (items 35-43)

Handling Social Influences (items 44-52)

Roadblocks in Transition (items 53-61)

Thinking for a Change (items 62-70)

Authority Figures (items 71-79)

Managing Your Anger (items 80-88)

Your Safety Net (items 89-97)

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BA factor scores range from 0 to 35, and higher scores indicate greater use of BA skills.

CR factor scores range from 0 to 45, and higher scores indicate greater use of CR skills.

TS factor scores range from 0 to 405, with higher scores indicating greater understanding of *Transition Skills* program content.

TS subscale scores range from 0-45, with higher scores indicating greater understanding of specific content within the transition program.

Data Entry and Analysis

To understand changes in scores in participants completing the program, the appropriate statistical test is a paired t-test. A paired t-test measures whether means from a within-subjects test group vary prior to and after being exposed to the *Transition Skills* curriculum.

We recommend you store participant summary data at an item level (i.e., with all 97 items individually entered to allow computation of factor scores, Journal-specific scores and total scores) in an electronic spreadsheet, assigning participants a unique ID and storing data without identifying information for HIPAA compliance reasons. Note that in order to complete this analysis you must have matched data, meaning the same identifier must be used for patients at each time point.

Train for Change Inc.[®] offers comprehensive evaluation and reporting packages. Please contact us for further information.

Reporting Scores

A paired-samples t-test was conducted to compare pre- and post-test scores for (n=xx) people participating in our residential substance use program that utilized The Change Companies[®] *Transition Skills* curriculum. There was (a significant/not a significant) difference in pre-test scores (M=___, SD=___) and post-test scores (M=___, SD=___); $t(_) = _$, $p = _$.

References

Jacob, K. S., Christopher, M. S., & Neuhaus, E. C. (2011). Development and validation of the Cognitive Behavioral Therapy Skills Questionnaire (CBTSQ). *Behavior Modification*, 35, 595-611.