

CBT Skill Acquisition: Corrective Actions Journal System

Background

Interactive Journaling[®] is an evidence-based process 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[®]' Corrective Actions Journal System series is intended to help inmates move past self-destructive thoughts and patterns of behavior and develop a system of values and strategies that leads to responsible thinking and behavior.

Description

The CBTSA: Corrective Actions Journal System instrument is a 28-item self-report questionnaire that measures current CBT skills use among participants using *Interactive Journaling*[®]. It is designed to be completed by participants at two time points: prior to orientation and following completion of the Corrective Actions curriculum. It is estimated that it will take approximately 15 minutes for people 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 Corrective Action Objectives (CA: 12 items).

Note: Regardless of whether you are using one or all of the Journals in this series, the CBTSQ items should be included with each pre-post test you administer, along with the questions that correlate to the Journal(s) you are using.

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

Corrective Actions Journal System Objectives = 17 18 19 20 21 22 23 24 25 26 27 28

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.

CA factor scores range from 0 to 60, with higher scores indicating greater understanding of Journal content.

Journal-specific scores can be calculated in the following way:

Con Game: 17-19

Values: 20-22

Thinking Errors: 23-25

My Change Plan: 26-28

A total score can be calculated by summing the BA, CR, and CA factor scores.

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 Corrective Actions curriculum.

We recommend you store patient/offender summary data at an item level (i.e., with all 28 items individually entered to allow computation of factor scores, Journal specific scores and total scores) in an electronic spreadsheet, assigning patients 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 program that utilized The Change Companies[®] Corrective Actions 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.