CBT Skill Acquisition: Changing Offender Behavior

Background
Interactive Journaling® is an evidence-based process 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®' *Changing Offender Behavior* curriculum is designed to help participants examine past behaviors that led to involvement in the criminal justice system and learn alternative ways of thinking. Participants learn about the stumbling blocks that often result in a return to custody and practice skills that will help them in overcoming these obstacles.

Description
The CBTSA: Changing Offender Behavior instrument is a 76-item, self-report questionnaire that measures current CBT skills use among participants involved in the 20-session cognitive-behavioral curriculum. It is designed to be completed by participants at two time points: prior to beginning the program and following completion of the *Changing Offender Behavior* 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), Changing Offender Behavior: Recognizing Responsible Behavior (COB-RRB: 30 items) and Changing Offender Behavior: Practicing Responsibility (COB-PR: 30 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
Changing Offender Behavior: Recognizing Responsible Behavior = 17-46
Changing Offender Behavior: Practicing Responsibility items = 47-76

Scoring can be further broken down on a session level by the 20 sessions comprising Volumes 1 and 2 of *Changing Offender Behavior*. Subscale scores can be calculated for each volume in the series as well as individual scores for each session:

Recognizing Responsible Behavior:
    Session 1:   17-19
    Session 2:   20-22
    Session 3:   23-25
    Session 4:   26-28
    Session 5:   29-31
    Session 6:   32-34
    Session 7:   35-37
    Session 8:   38-40
    Session 9:   41-43
    Session 10: 44-46
Changing Offender Behavior: Recognizing Responsible Behavior Objectives (COB-RRB) = 17-46 (sequential)

Practicing Responsibility:
    Session 11: 47-49
    Session 12: 50-52
    Session 13: 53-55
    Session 14: 56-58
    Session 15: 59-61
    Session 16: 62-64
    Session 17: 65-67
    Session 18: 68-70
    Session 19: 71-73
    Session 20: 74-76
Changing Offender Behavior: Practicing Responsibility Objectives (COB-PR) = 47-76 (sequential)

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. COB (Volume 1 and 2) factor scores range from 0 to 300. COB: RRB factor scores range from 0 to 150, with higher scores indicating greater understanding of Changing Offender Behavior: Recognizing Responsible Behavior content. COB: PR factor scores range from 0 to 150, with higher scores indicating greater understanding of Changing Offender Behavior: Practicing Responsibility content. Session 1-10 subscale scores range from 0-15, with higher scores indicating greater understanding of specific content within the Changing Offender Behavior: Recognizing Responsible Behavior content. Session 11-20 subscale scores range from 0 to 15, with higher scores indicating greater understanding of specific content within the Changing Offender Behavior: Practicing Responsibility content.

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 *Changing Offender Behavior* curriculum.

We recommend you store participant summary data at an item level (i.e., with all 76 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 participants at each time point.

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

Reporting Scores Sample
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®' *Changing Offender Behavior* curriculum. There was a significant/not a significant) difference in pretest 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.