

# CBT Skill Acquisition: RDAP Version Guide

## 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® Residential Drug Abuse Treatment (RDAP) series is intended to help participants learn how to recognize, make and maintain changes in specific maladaptive thoughts and behaviors related to substance use.

## Description

The CBTSA: RDAP Version instrument is a 37-item, self-report questionnaire that measures current CBT skills use among participants using *Interactive Journaling*®, and specifically the RDAP series. It is designed to be completed by participants at two time points: prior to orientation and following completion of the RDAP curriculum. It is estimated that it will take approximately 15 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 RDAP Objectives (RDAP: 21 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

RDAP = 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

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.

RDAP factor scores range from 0 to 105, with higher scores indicating greater understanding of Journal content.

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

Orientation: 17-19

Lifestyle Balance: 29-31

Rational Thinking: 20-22

Recovery Maintenance: 32-34

Criminal Lifestyles: 23-25

Transition: 35-37

Living with Others: 26-28

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

# CBT Skill Acquisition: RDAP Version Guide

## 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 RDAP curriculum.

We recommend you store participant summary data at an item level (i.e., with all 37 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.<sup>®</sup> 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<sup>®</sup> Residential Drug Abuse Treatment 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.