

Table 1

Controlled ABT Treatment Outcome Studies

<b>Study</b>	<b>Dx</b>	<b>Groups</b>	<b>N</b>	<b>Measures</b>	<b>Variables</b>	<b>Outcome</b>
Bertolami (1981)	Self-selected	Outward Bound			Self-esteem	Tx > C at post
		Wait list control			Self-assertion	Tx > C at post
					Locus of Control	Tx > C at post
Burney (1992)	Special Ed. students	Ropes Program	10		Self-Concept	No differences
		Control	10		Self-Efficacy	Tx > C at post (p < .05)
					Problem-Solving Confidence	Tx > C at post (p < .05)
					Problem-Solving Ability	No differences
Castellano & Soderstrom (1992)	Adjudicated youth	Spectrum Wilderness	24	Court records	Recidivism	Tx < C at one year, but = at 2 years
		Wait list control	24			

Study	Dx	Groups	N	Measures	Variables	Outcome
Cuff & Radcliffe (1988)	Special Ed. students	(Grades 3-5) Adventure-Based Counseling	50	PHSC	Anxiety	Tx < C at post (p < .05)
		Control	27		Behavior, Intellectual and School Status, Physical Appearance and Attributes, Popularity, Happiness and Satisfaction, and overall self-concept	No differences
		(Grades 6-10) Adventure-Based Counseling	50	TSCS	Total Positive	Tx > C at post (p < .001) Tx > C at one year (p < .001)
		Control	26		Positive Identity, Positive Self-Satisfaction, Positive Behavior, Positive Physical Self, Positive Moral/Ethical Self, Positive Personal Self, Positive Social Self	Tx > C at post (p < .001) for all Tx > C at one year (p < .001) for all except Positive Moral/Ethical Self (p < .01)
				Positive Family Self	No differences at post Tx > C at one year (p < .001)	
					General Maladjustment, Psychosis, Personality Disorder, Neurosis, Personality Integration, Number of Deviant Signs	Tx < C at post (p < .001) for all Tx < C at one year (p < .001) for Gen. Mal., Neur., Pers. Int., Deviant Signs; (p < .01) for Psychosis; (p < .05) for Personality Disorder
Ewert (1987)	Self-selected	Outward Bound	352	STAI	Trait anxiety	Tx < C at post (p = .006), but not follow-up Tx (pre) > Tx (post) (p = .002)
		Wait list control	41			

Study	Dx	Groups	N	Measures	Variables	Outcome
Gass (1987)	Mandatory orientation (no Dx)	Summer Fireside Experience	32	SDTI-2	Developing Autonomy	SFE > FC, C at one year (p < .05)
		Freshman Camp	64		Interdependence	SFE > FC, C at one year (p < .05)
		Control	64		Developing Interpersonal Relationships	SFE > FC, C at one year (p < .01)
					Developing Appropriate Rel. With opposite sex	SFE > FC, C at one year (p < .01)
					Tolerance	SFE > FC, C at one year (p < .01)
					Developing purpose	No differences
				School records	Retention in school	SFE > FC, C after two semesters (p < .05)
			GPA	SFE > FC, C after two semesters (p < .05)		
Gass (1991)	Mandatory orientation (no Dx)	Summer Fireside Experience	32	School records	Retention in school	SFE 12% higher than FC and 20% higher than C at 3 1/2 years
		Freshman Camp	64			
		Control	64			

Study	Dx	Groups	N	Measures	Variables	Outcome
Gillett, Thomas, Skok, & McLaughlin (1991)	Self-selected (High School students)	Camping Program	61	TSCS	Self-concept	Tx > C at post (p = .01)
		Students who opted not to participate were control	16		Identity	Tx > C at post (p = .02)
					Behavior	Tx > C at post (p = .02)
					Physical, Ethical, Personal, Family, Social, Self-criticism, Self-satisfaction	No differences
SEI	General Self	Tx > C at post (p = .0002)				
				Home, School, Social Self	No differences	
Kolb (1988)	Mandatory school program (no Dx)	Discovery Program	41	PHSC	Self-esteem	Tx > C at post
		Wait list control	46		Physical Self	Tx > C at post
					Anxiety	No differences
					Popularity	Tx > C at post
Langsner & Anderson (1987)	Externalizing	Project Explore	14	SEI	Self-esteem	No differences
		Facilitated contact for control	17	N-SLCSC	Locus of Control	No differences
Ritter & Mock (1980)	Externalizing	Summer Program	17	CARS	Acting Out	Tx < C at one year (p < .01)
		Control	14		Withdrawn	Tx < C at one year (p < .05)
					Learning	No differences at one year
					Overall Adjustment	Tx > C at one year (p < .01)

Study	Dx	Groups	N	Measures	Variables	Outcome
Sakofs (1991)	Adjudicated youth	Wilderness Alternative	40	N-SLOCSC	Locus of Control	Tx > C at post (p = .001)
		Short course control	57	SDQ, Jesness Inventory, SAQ, and PRFMS used but unable to distinguish which variables were measured by each scale	Asocial Orientation	Tx < C at one year (p = .005)
					Manifest Aggression	Tx < C at one year (p = .002)
					Values Orientation	Tx > C at one year (p = .001)
					Immaturity	Tx < C at one year (p = .05)
					Withdrawal-depression	Tx < C at one year (p = .05)
					Social Anxiety	Tx < C at one year (p = .01)
					Repression	Tx < C at one year (p = .05)
		CAAP (parent)	Dependency	Tx > C at one year (p = .01)		
CAAP (court counselors)	Peer relations	Tx > C at one year (p = .03)				
Beh. Data Form (parents, teachers, court counselors)	Drug/alcohol Use	No differences				
	Discipline problems in school	No differences				
Wichmann (1991)	Adjudicated youth	Spectrum Wilderness	36	WABIS	Asocial Behavior	Tx (pre) > Tx (post) (p < .01) (No information about Tx compared to C)
		Spectrum Advocacy (wait list)	36			

All significance values at least  $p \leq .05$ .

**Note.** CAAP = Child and Adolescent Adjustment Profile; CARS = Classroom Adjustment Rating Scale; ICE = Instructor Checklist for Expectations for Youth at Risk; MEPS = Means-Ends Problem Solving Procedure; N-SLOCSC = Nowicki-Strickland Locus of Control Scale for Children; PHSC = Piers Harris Children's Self-Concept Scale; SDTI-2 = Student Developmental Task Inventory; SEI = Coopersmith Self-Esteem Inventory; STAI = State-Trait Anxiety Inventory; TSCS = Tennessee Self-Concept Scale; WABIS = Wichmann-Andrews Behavior Intervention.

Table 2

Controlled CBT Treatment Outcome Studies for Depressed and Anxious Adolescents

<b>Study</b>	<b>Dx</b>	<b>Groups</b>	<b>N</b>	<b>Measures</b>	<b>Variables</b>	<b>Outcome</b>
Clarke, Hawkins, Murphy, Sheeber, Lewinsohn, & Seeley (1995)	At-risk for depressive disorder	Cognitive group intervention	55	CES-D	Depressive Symptomatology	CGI < Usual care at posttest; At 12-months, neither significant
		Usual care control	70	HDRS	Depressive Symptomatology	No differences at posttest or 12-months
				GAF	Global functioning	CGI > Usual care at posttest; At 12-months, neither significant
Kahn, Kehle, Jenson, & Clark (1990)	Depression	CBT	17	RADS	Depressive symptomatology	CBT, Relaxation, S-M < Wait-list; Same at 1-month follow-up
		Relaxation	17	BID	Depressive symptomatology	CBT, S-M < Wait-list
		Self-Modeling	17			
		Wait-list control	17	CDI	Depressive symptomatology	CBT, Relaxation, S-M < Wait-list; Same at 1-month follow-up
				PHSC	Self-esteem	CBT > Wait-list; Same at 1-month follow-up

Study	Dx	Groups	N	Measures	Variables	Outcome	
Lewinsohn, Clarke, Hops, & Andrews (1990)	Depression	CWD-A only	19	<b>Adolescent</b> K-SADS-E	Depressive symptomatology	CWD-A & CWD-A + Parent < Wait-list; Same at 6-month follow-up	
		CWD-A + Parent	21				
		Wait-list control	<sup>a</sup> Follow-up data were not available for wait-list condition	19	BDI	Depressive symptomatology	CWD-A & CWD-A + Parent < Wait-list; Same at 6-month follow-up
					CES-D	Depressive symptomatology	CWD-A & CWD-A + Parent < Wait-list; Same at 6-month follow-up
					IC	Conflict Resolution	No differences at posttest
					SAQ	State anxiety	CWD-A & CWD-A + Parent < Wait-list
					SPQ	Depressogenic cognitions	CWD-A & CWD-A + Parent < Wait-list
					PBI	Depressogenic cognitions	CWD-A & CWD-A + Parent < Wait-list
					DAS	Depressogenic cognitions	CWD-A & CWD-A + Parent < Wait-list
					PES	Pleasant events	CWD-A & CWD-A + Parent < Wait-list
					<b>Parent</b>		
					CBCL	Internalizing	CWD-A + Parent < CWD; At 6-months, CWD = CWD-A + Parent
				Externalizing	CWD-A + Parent < CWD At 6-months, CWD = CWD-A + Parent		
				Depression	CWD-A + Parent < CWD At 6-months, CWD = CWD-A + Parent		
		IC	Conflict Resolution	No differences at posttest			

Study	Dx	Groups	N	Measures	Variables	Outcome
Lewinsohn, Clarke, Rohde, Hops, & Seeley (1996)	Depression	CWD-A only	32	BDI	Depressive Symptomatology	CWD-A & CWD-A + Parent < Wait-list
		CWD-A + Parent	32			<sup>a</sup> 67% of treated adolescents no longer met criteria posttreatment vs. 48% on wait-list
		Wait-list control	32			<sup>a</sup> By 12 months, 81.3% had recovered; 97.9% had recovered by 24 months
		3 Follow-up conditions including booster sessions and assessments				<sup>a</sup> Relapse at 12 months was 9.4% and 20.4% at 24 months
						<sup>a</sup> Recovery and relapse rates in the 3 follow-up conditions did not differ
Reynolds & Coats (1986)	Depression	CBT	9	RADS	Depressive Symptomatology	CBT & Relaxation < Wait-list; At 5-weeks, no significant differences
		Relaxation	11	BDI	Depressive Symptomatology	CBT & Relaxation < Wait-list; Same at 5-weeks
		Wait-list control	10			
				BID	Depressive Symptomatology	CBT & Relaxation < Wait-list; Same at 5-weeks
				RSES	Self-esteem	No differences at posttest; Same at 5-weeks
				ASCS-HS	Academic Self-Concept	CBT & Relaxation > Wait-list; At 5-weeks, CBT > Wait-list
				STAI	Trait Anxiety	Relaxation < Wait-list; Same at 5-weeks



Study	Dx	Groups	N	Measures	Variables	Outcome
Stark, Reynolds, & Kaslow (1987)	Depression	Self-Control	9	<b>Child</b>		
		Behavioral Problem-Solving	10	CDI	Depressive Symptomatology	SC & BPS (pre) > post; SC < Wait-list at post; SC (post) > SC (2 months)
		Wait-list control  <sup>a</sup> Follow-up data were not available for wait-list condition	9	CDS	Depressive Symptomatology	SC, BPS, & Wait-list (pre) > post; BPS (post) > BPS (2 months)
				CDRS-R	Depressive Symptomatology	SC & BPS (pre) > post; SC (post) > (2 months)
				<b>Parent</b>		
				CBCL	Internalizing	BPS (pre) > post; BPS (post) > BPS (2 months); BPS < SC at 2 months
					Depression	No differences; Same at 2 months
					Social Withdrawal	No differences; Same at 2 months
				7SEI	Self-Esteem	SC (pre) < post; SC (post) < SC (2 months)
	RCMAS	Manifest Anxiety	SC & BPS (pre) > post; BPS (post) > BPS (2 months)			
Stark (1990)	Depression	CBT	12	K-SADS	Depressive Symptomatology	CBT & Control (pre) > post; CBT < Control; No differences at 7 months
		Traditional Counseling Control	12	CDI	Depressive Symptomatology	CBT & Control (pre) > post; No differences at 7 months
				ATQ	Depressive Cognitions	CBT & Control (pre) > post; CBT < Control; No differences at 7 months

All significance values at least  $p \leq .05$ .

Note. ADIS-C = Anxiety Disorder Interview Schedule for Children; ADIS-P = Anxiety Disorder Interview Schedule for Children - Parent Form ; ASCS-HS = Academic Self-Concept Scale - High School; ATQ = Automatic Thoughts Questionnaire; BDI = Beck Depression Inventory; BID = Bellevue Index of Depression; CBCL = Achenbach Child Behavior Checklist; CBCL-TRF = Achenbach Child Behavior Checklist - Teacher Report Form; CDI = Children's Depression Inventory; CDRS-R = Children's Depression Rating Scale - Revised; CDS = Child Depression Scale; CES-D = Center for Epidemiological Studies -

Depression Scale; CQ-C = Coping Questionnaire - Child ; DAS = Dysfunctional Attitudes Scale; FSSC-R = Fear Survey Schedule for Children - Revised; GAF = Global Assessment of Functioning; HDRS = Hamilton Depression Rating Scale; IC = Issues Checklist; K-SADS-E = Children's Schedule for Affective Disorders and Schizophrenia; NASSQ = Children's Negative Affectivity Self-Statement Questionnaire; PBI = Personal Beliefs Inventory; PHSC = Piers Harris Children's Self Concept Scale; PES = Pleasant Events Schedule; RADS = Reynolds Adolescent Depression Scale; RCMAS = Revised Children's Manifest Anxiety Scale; RSES = Rosenberg Self-Esteem Scale; SAQ = State Anxiety Questionnaire; SEI = Coopersmith Self-Esteem Inventory; SPQ = Subjective Probability Questionnaire; STAI = State-Trait Anxiety Inventory; STAIC = State-Trait Anxiety Inventory for Children; STAIC-A-Trait-P = State-Trait Anxiety Inventory for Children - Modification of Trait Version for Parents.

Table 3

ABT Elements

Activity Goal(s)	Activity	Description
Ice Breakers	Groupings <sup>a</sup>	<p>Ask people to line up smallest to tallest. Pair them up using tallest and shortest, etc. Ask them to get to know each other in pair. Join two pairs and let them talk. Join until whole group is joined. (ADD: Get each original pair member to introduce their partner and tell something about them. Could ask them to tell their highest hope and deepest fear).</p> <p>Ground members stand in a circle and pass a ball around while remembering names. Must problem solve to reduce time.</p>
<p>Objective:</p> <p>Acquaintance with fellow group members, disinhibition, and the establishment of group work.</p>	Warp Speed <sup>c</sup>	
Communication	All Aboard <sup>c</sup>	<p>All group members must maintain balance on a 2' X 2" platform for 5 seconds together.</p> <p>Split group in half. Each half goes to opposite ends of a log on the ground. The two groups must walk toward each other and switch places without touching the ground.</p>
<p>Objective:</p> <p>Increase ability to communicate thoughts and feelings appropriately.</p>	TP Shuffle <sup>b</sup>	

Activity Goal(s)	Activity	Description
Trust	Yurt Circle <sup>c</sup>	Hold hands in a circle. Every other person leans in/out then switch.
Objective:  Increase physical and emotional trust between group members.	Willow in the Wind <sup>c</sup>	Form a circle shoulder to shoulder with hands out. One person gets in the center and closes eyes as passed around the circle. Alternate.
	Levitation <sup>c</sup>	Group kneels around person to lifted who is lying flat on the ground. On command, person is gently lifted a few feet and moved laterally back and forth until a height of 6' is reached. Person is then gently lowered in same fashion.
	2 Person Trust Lean <sup>c</sup>	Two individuals rehearse trust fall commands and procedure by falling back and being caught by one another on the ground.
	Trust Fall from Height <sup>c</sup>	One person on platform 5 feet off the ground while others get in position to catch. Must stay straight and cross arms in front of chest. Follow verbal sequence from two-person trust fall. May ask person falling to close eyes.
Problem-Solving	Spider's Web <sup>b</sup>	Move entire group through web without touching the web (bells or a pine cone can be attached to measure movement). A body can pass through a web opening only once, then the space is closed.
Objective:  Increase problem-solving skills through increased communication, cooperation, and compromise.	The Wall <sup>c</sup>	Move entire group over a wall.

Note. a - Forbess-Greene, S. (1983). The Encyclopedia of Icebreakers: Structured Activities That Warm-Up, Motivate, Challenge, Acquaint and Energize. San Diego, CA: Pfeiffer and Company; b - Rohnke, K. (1984). Silver Bullets: A Guide to Initiative Problems, Adventure Games, Stunts and Trust Activities. Dubuque, IA; Kendall/Hunt; c - Rohnke, K. (1989). Cowtails and Cobras: II: A Guide to Games, Initiatives, Ropes Courses, and Adventure Curriculum. Dubuque, IA: Kendall/Hunt.

Table 4

Measure Administration

<b>MEASURE ADMINISTRATION</b>				
<b>Screening</b>	<b>Pretest</b>	<b>Posttest</b>	<b>2-Week Follow-Up</b>	<b>2-Month Follow-Up</b>
Consent Form I BDI History Survey	BSI BDI POMS STAI-A-State STAI-A-Trait RSE ECA S-EFF ESG PSE GSE	POMS STAI-A-State ECA ESG PSE RSE  Treatment Integrity	BSI BDI POMS STAI-A-State STAI-A-Trait RSE ECA S-EFF ESG PSE GSE	BSI BDI POMS STAI-A-State STAI-A-Trait RSE ECA S-EFF ESG PSE GSE

Table 5

ABT Treatment for ABT-C Cohort

ABT Activity	Goals/Target Variables
Groupings All Aboard TP Shuffle Yurt Circle Willow in the Wind Levitation Two Person Trust Fall Trust Fall from Height	Acquaintance Disinhibition Group Identity/Cohesiveness Interpersonal Trust Depressive Symptomatology Anxiety Efficacy for Coping with Anxiety Social Self-Efficacy Physical Self-Efficacy Self-Esteem General Self-Efficacy
<b>Break</b>	
Spider's Web (Two iterations)	Interpersonal Trust Depressive Symptomatology Anxiety Efficacy for Coping with Anxiety Social Self-Efficacy Physical Self-Efficacy Self-Esteem General Self-Efficacy

Table 6

ABT Treatment - ABT-IC

ABT Activity	Goals/Target Variables
Groupings All Aboard TP Shuffle Yurt Circle Willow in the Wind Levitation Two Person Trust Fall Trust Fall from Height	Acquaintance Disinhibition Group Identity/Cohesiveness Interpersonal Trust Depressive Symptomatology Anxiety Efficacy for Coping with Anxiety Social Self-Efficacy Physical Self-Efficacy Self-Esteem General Self-Efficacy
<b>Break</b>	
Spider's Web The Wall	Interpersonal Trust Depressive Symptomatology Anxiety Efficacy for Coping with Anxiety Social Self-Efficacy Physical Self-Efficacy Self-Esteem General Self-Efficacy

Table 7

ABT-C Treatment Integrity-I Percentages

Category	Treatment Group						Control Group			
	Before		During		After		Total		Total	
	Occurred <sup>a</sup>	%	Occurred	%	Occurred	%	Occurred	%	Occurred	%
Goals	11/12	92	3/12	25	4/12	33	18/36	50	0/48	0
Verbal Assessment	3/24	13	6/24	25	19/24	79	28/72	39	0/96	0
Psychosocial Topics	15/28	54	14/28	50	12/28	43	41/84	49	0/112	0
Verbal Participation										
Positive	12/36	33	20/36	56	12/36	33	44/108	41	12/144	8
Negative <sup>b</sup>	0/12	0	1/12	8	0/12	0	1/36	3	7/48	15

<sup>a</sup> Occurred = Number of times behavior occurred/Total number of opportunities for behavior to occur.

<sup>b</sup> Includes Negative Feedback from Peers, Negative Feedback from Leader, and Group Members Complaining.



Table 8

ABT-IC Treatment Integrity-I Percentages

Category	Treatment Group						Control Group			
	Before		During		After		Total		Total	
	Occurred <sup>a</sup>	%	Occurred	%	Occurred	%	Occurred	%	Occurred	%
Goals	14/15	93	7/15	47	2/15	13	23/45	51	0/48	0
Verbal Assessment	8/30	27	9/30	30	17/30	57	34/90	38	0/96	0
Psychosocial Topics	21/35	60	20/35	57	10/35	29	62/105	59	2/112	2
Verbal Participation										
Positive	23/45	51	27/45	60	21/45	47	71/135	53	8/144	6
Negative <sup>b</sup>	4/15	27	3/15	20	0/15	0	7/15	47	6/48	13

<sup>a</sup> Occurred = Number of times behavior occurred/Total number of opportunities for behavior to occur.

<sup>b</sup> Includes Negative Feedback from Peers, Negative Feedback from Leader, and Group Members Complaining.

Table 9

Percentages for Treatment Integrity-II Measure

Question	Group	ABT-IC		ABT-C	
		Agree <sup>a</sup>	Percent	Agree <sup>a</sup>	Percent
Engage in problem-solving?	ABT	10/10	100%	11/11	100%
	Control	0/9	0%	1/11	9%
Group members work together?	ABT	10/10	100%	10/11	91%
	Control	1/9	11%	1/11	9%
Group members encourage?	ABT	7/10	70%	10/11	91%
	Control	1/9	11%	1/11	9%
Leader encourage discussion?	ABT	10/10	100%	11/11	100%
	Control	0/9	0%	1/11	9%
Application to life?	ABT	6/10	60%	10/11	91%
	Control	1/9	11%	1/11	9%
Set group and personal goals?	ABT	10/10	100%	11/11	100%
	Control	0/9	0%	0/11	0%
Discuss feelings about activity?	ABT	10/10	100%	11/11	100%
	Control	0/9	0%	0/11	0%
Did you walk around VT today?	ABT	0/10	0%	0/11	0%
	Control	9/9	100%	11/11	100%

<sup>a</sup> Agree = Number of subjects who answered "Yes"/Total number of subjects.

Table 10

Correlation Matrix for State and Trait Measures at Pretest for ABT-C Cohort (N = 22)

Measure	1	2	3	4	5	6	7	8	9	10	11	12	13
<u>State Measures</u>													
1. ECA	.----												
2. ESG	.513	.----											
3. POMS	-.584	-.653 <sup>a</sup>	.----										
4. POMS Dep.	-.597	-.628	.957 <sup>a</sup>	.----									
5. POMS Anx.	-.649	-.512	.684 <sup>a</sup>	.617	.----								
6. PSE	.317	.350	-.522	-.499	-.306	.----							
7. RSE	-.562	-.591	.688 <sup>a</sup>	.717 <sup>a</sup>	.599	-.672 <sup>a</sup>	.----						
8. STAI-A-State	-.505	-.521	.548	.503	.730 <sup>a</sup>	-.291	.606	.----					
<u>Trait Measures</u>													
9. BDI	-.552	-.402	.733 <sup>a</sup>	.774 <sup>a</sup>	.574	-.478	.634	.517	.----				
10. BSI	-.605	-.514	.671 <sup>a</sup>	.652	.755 <sup>a</sup>	-.424	.584	.564	.752 <sup>a</sup>	.----			
11. GSE	-.034	-.355	.325	.276	.269	-.487	.529	.191	.258	.328	.----		
12. S-EFF	.584	.796 <sup>a</sup>	-.644	-.631	-.729 <sup>a</sup>	.440	-.758 <sup>a</sup>	-.670 <sup>a</sup>	-.540	-.576	-.370	.----	
13. STAI-A-Trait	-.628	-.517	.754 <sup>a</sup>	.773 <sup>a</sup>	.608	-.557	.747 <sup>a</sup>	.548	.781 <sup>a</sup>	.648	.292	-.632	.----

<sup>a</sup>  $p \leq .0006$ .

Note. BDI = Beck Depression Inventory; BSI = Brief Symptom Inventory; ECA = Efficacy for Coping with Anxiety; ESG = Efficacy for Social Efficacy in a Group; GSE = General Self-Efficacy; POMS = Profile of Mood States; PSE = Physical Self-Efficacy; RSE = Rosenberg Self-Esteem Scale; S-EFF = Adolescent Social Self-Efficacy Scale; STAI = State-Trait Anxiety Inventory.

Table 11

Correlation Matrix for State and Trait Measures at Posttest for ABT-C Cohort (N = 22)

Measure	1	2	3	4	5	6	7	8
<u>State Measures</u>								
1. ECA	.----							
2. ESG	.731 <sup>a</sup>	.----						
3. POMS	-.724 <sup>a</sup>	-.627	.----					
4. POMS Dep.	-.717 <sup>a</sup>	-.545	.866 <sup>a</sup>	.----				
5. POMS Anx.	-.656 <sup>a</sup>	-.512	.887 <sup>a</sup>	.851 <sup>a</sup>	.----			
6. PSE	.532	.359	-.576	-.410	-.496	.----		
7. RSE	-.478	-.457	.467	.519	.485	-.552	.----	
8. STAI-A-State	-.767 <sup>a</sup>	-.824 <sup>a</sup>	.855 <sup>a</sup>	.781 <sup>a</sup>	.740 <sup>a</sup>	-.502	.550	.----

<sup>a</sup>  $p \leq .0006$ .

Note. BDI = Beck Depression Inventory; BSI = Brief Symptom Inventory; ECA = Efficacy for Coping with Anxiety; ESG = Efficacy for Social Efficacy in a Group; GSE = General Self-Efficacy; POMS = Profile of Mood States; PSE = Physical Self-Efficacy; RSE = Rosenberg Self-Esteem Scale; S-EFF = Adolescent Social Self-Efficacy Scale; STAI = State-Trait Anxiety Inventory.

Table 12

Correlation Matrix for State and Trait Measures at 2-Week Follow-Up for ABT-C Cohort (N = 22)

Measure	1	2	3	4	5	6	7	8	9	10	11	12	13
<u>State Measures</u>													
1. ECA	.----												
2. ESG	.650	.----											
3. POMS	-.393	-.487	.----										
4. POMS Dep.	-.420	-.531	.985 <sup>a</sup>	.----									
5. POMS Anx.	-.342	-.370	.964 <sup>a</sup>	.949 <sup>a</sup>	.----								
6. PSE	.619	.518	-.766 <sup>a</sup>	-.741 <sup>a</sup>	-.708 <sup>a</sup>	.----							
7. RSE	-.464	-.625	.823 <sup>a</sup>	.855 <sup>a</sup>	.770 <sup>a</sup>	-.761 <sup>a</sup>	.----						
8. STAI-A-State	-.450	-.541	.885 <sup>a</sup>	.862 <sup>a</sup>	.845 <sup>a</sup>	-.717 <sup>a</sup>	.825 <sup>a</sup>	.----					
<u>Trait Measures</u>													
9. BDI	-.517	-.603	.900 <sup>a</sup>	.893 <sup>a</sup>	.887 <sup>a</sup>	-.839 <sup>a</sup>	.815 <sup>a</sup>	.798 <sup>a</sup>	.----				
10. BSI	-.511	-.555	.918 <sup>a</sup>	.920 <sup>a</sup>	.934 <sup>a</sup>	-.798 <sup>a</sup>	.809 <sup>a</sup>	.811 <sup>a</sup>	.958 <sup>a</sup>	.----			
11. GSE	-.376	-.424	.776 <sup>a</sup>	.775 <sup>a</sup>	.740 <sup>a</sup>	-.711 <sup>a</sup>	.715 <sup>a</sup>	.749 <sup>a</sup>	.717 <sup>a</sup>	.689	.----		
12. S-EFF	.549	.857 <sup>a</sup>	-.566	-.621	-.490	.546	-.749 <sup>a</sup>	-.693	-.635	-.616	-.537	.----	
13. STAI-A-Trait	-.628	-.622	.895 <sup>a</sup>	.920 <sup>a</sup>	.847 <sup>a</sup>	-.814 <sup>a</sup>	.911 <sup>a</sup>	.834 <sup>a</sup>	.874 <sup>a</sup>	.898 <sup>a</sup>	.822 <sup>a</sup>	-.702 <sup>a</sup>	.----

<sup>a</sup>  $p \leq .0006$ .

Note. BDI = Beck Depression Inventory; BSI = Brief Symptom Inventory; ECA = Efficacy for Coping with Anxiety; ESG = Efficacy for Social Efficacy in a Group; GSE = General Self-Efficacy; POMS = Profile of Mood States; PSE = Physical Self-Efficacy; RSE = Rosenberg Self-Esteem Scale; S-EFF = Adolescent Social Self-Efficacy Scale; STAI = State-Trait Anxiety Inventory.

Table 13

ABT-C Means and Standard Deviations for State Measures From Pretest to 2-Week Follow-Up (N = 22)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	M	SD	Within Group <sup>i</sup>	Polynomial Contrasts
ECA <sup>a</sup>	ABT	21.27	3.77	25.82	3.43	26.91 <sup>ii</sup>	2.17	1, 2; 1, 3	iv
	Control	21.55	3.45	22.91	3.75	23.27 <sup>ii</sup>	3.29		iv
ESG <sup>a</sup>	ABT	18.18	2.52	20.18	2.88	19.45	2.38		
	Control	18.09	3.48	18.73	3.61	18.00	3.85		
POMS <sup>b</sup>	ABT	96.64	34.86	61.00	25.50	76.00	34.22		iv
	Control	97.18	33.56	71.64	29.01	100.91	47.24		iv

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 13 (continued)

ABT-C Means and Standard Deviations for State Measures From Pretest to 2-Week Follow-Up (N = 22)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	M	SD	Within Group <sup>i</sup>	Polynomial Contrasts
POMS (Anx.) <sup>b</sup>	ABT	11.82	7.83	2.64	4.27	5.00	6.23	1, 2; 1, 3	iv
	Control	7.45	5.80	3.00	3.32	9.82	10.02		iv
POMS (Dep.) <sup>b</sup>	ABT	14.73	11.30	5.27	8.26	8.91	11.21		iii
	Control	18.18	12.70	7.55	7.05	19.09	17.41		iii
PSE <sup>a</sup>	ABT	82.00	7.23	89.09	9.76	87.82	11.59		iii
	Control	78.91	14.30	81.82	14.42	80.64	15.96		iii

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 13 (continued)

ABT-C Means and Standard Deviations for State Measures From Pretest to 2-Week Follow-Up (N = 22)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	M	SD	Within Group <sup>i</sup>	Polynomial Contrasts
RSE <sup>b</sup>	ABT	23.00	3.79	22.09	6.58	19.91	4.35		iii
	Control	23.73	5.06	21.82	5.78	23.18	6.01		iii
STAI-A-State <sup>b</sup>	ABT	45.00	12.60	35.27	8.39	37.45	10.08		iii
	Control	45.64	10.35	36.45	10.79	45.55	16.24		iii

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .



Table 14

ABT-C Means and Standard Deviations for Trait Measures From Pretest to 2-Week Follow-Up (N = 22)

Dependent Measure	Group	Pretest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	Within Group <sup>i</sup>	Linear Contrasts
BDI <sup>b</sup>	ABT	14.82	6.03	10.64	7.37		iii
	Control	16.27	6.36	14.64	7.70		iii
BSI <sup>b</sup>	ABT	1.09	.72	.65	.57		iv
	Control	.98	.62	1.11	.77		iv
GSE <sup>b</sup>	ABT	127.73	41.06	108.27	34.53		
	Control	95.64	32.13	99.45	30.64		

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 14 (continued)

ABT-C Means and Standard Deviations for Trait Measures From Pretest to 2-Week Follow-Up (N = 22)

Dependent Measure	Group	Pretest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	Within Group <sup>i</sup>	Linear Contrasts
S-EFF <sup>a</sup>	ABT	114.45	25.31	124.18	23.68		
	Control	114.73	26.44	116.45	26.02		
STAI-A-Trait <sup>b</sup>	ABT	50.36	9.72	45.36	10.44		
	Control	50.36	11.00	50.27	12.37		

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 15

ABT-IC Means and Standard Deviations for State Measures From Pretest to 2-Week Follow-Up (N = 19)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	M	SD	Within Group <sup>i</sup>	Polynomial Contrasts
ECA <sup>a</sup>	ABT	21.90	4.61	24.60	2.95	25.10	4.15		iii
	Control	22.00	3.16	23.89	5.04	23.78	3.80		iii
ESG <sup>a</sup>	ABT	15.70 <sup>ii</sup>	2.98	18.80	3.05	18.20	3.43		
	Control	20.11 <sup>ii</sup>	3.06	20.33	3.20	19.33	3.61		
POMS <sup>b</sup>	ABT	95.10	50.81	108.40 <sup>ii</sup>	22.67	87.80	60.66		iv
	Control	88.22	28.85	74.00 <sup>ii</sup>	24.84	58.56	16.87		iv

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 15 (continued)

ABT-IC Means and Standard Deviations for State Measures From Pretest to 2-Week Follow-Up (N = 19)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	M	SD	Within Group <sup>i</sup>	Polynomial Contrasts
POMS (Anx.) <sup>b</sup>	ABT	8.00	8.55	12.20 <sup>ii</sup>	3.77	7.70	9.96		iv
	Control	6.78	3.03	2.56 <sup>ii</sup>	2.88	3.78	2.73	1, 2	iv
POMS (Dep.) <sup>b</sup>	ABT	17.60	18.28	20.70 <sup>ii</sup>	9.83	15.20	19.00		iii
	Control	13.44	9.26	8.33 <sup>ii</sup>	7.58	5.78	4.24		iii
PSE <sup>a</sup>	ABT	78.00	16.32	81.20	15.75	82.50	20.03		
	Control	89.78	16.12	91.89	11.42	93.78	15.30		

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 15 (continued)

ABT-IC Means and Standard Deviations for State Measures From Pretest to 2-Week Follow-Up (N = 19)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	M	SD	Within Group <sup>i</sup>	Polynomial Contrasts
RSE <sup>b</sup>	ABT	25.40	6.80	23.40	8.72	23.30	8.43		iii
	Control	21.44	5.64	19.33	4.42	17.56	5.46		iii
STAI-A-State <sup>b</sup>	ABT	45.50	15.28	39.80	14.62	42.40	16.34		iii
	Control	43.67	6.00	36.89	8.78	36.00	7.48		iii

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 16

ABT-IC Means and Standard Deviations for Trait Measures From Pretest to 2-Week Follow-Up (N = 19)

Dependent Measure	Group	Pretest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	Within Group <sup>i</sup>	Linear Contrasts
BDI <sup>b</sup>	ABT	15.80	12.24	13.10	12.40		iv
	Control	15.89	6.25	8.00	6.89	i	iv
BSI <sup>b</sup>	ABT	.93	.70	.95	.93		
	Control	.87	.30	.69	.44		
GSE <sup>b</sup>	ABT	127.90	40.06	117.00	45.59		iii
	Control	111.67	40.14	90.67	26.87		iii

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 16 (continued)

ABT-IC Means and Standard Deviations for Trait Measures From Pretest to 2-Week Follow-Up (N = 19)

Dependent Measure	Group	Pretest		2-Week Follow-Up		Statistical Significance	
		M	SD	M	SD	Within Group <sup>i</sup>	Linear Contrasts
S-EFF <sup>a</sup>	ABT	94.60 <sup>ii</sup>	21.73	107.50	24.64		
	Control	124.89 <sup>ii</sup>	12.77	124.11	22.50		
STAI-A-Trait <sup>b</sup>	ABT	50.60	13.38	46.60	15.81		iv
	Control	50.44	4.93	40.89	6.87	i	iv

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 17

ABT-C Means and Standard Deviations for State Measures From Pretest to 2-Month Follow-Up (N = 17)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance
		M	SD	M	SD	M	SD	M	SD	
ECA <sup>a</sup>	ABT	21.13	4.36	26.88	2.90	27.50	2.14	27.25	5.23	1, 2; 1, 4
	Control	21.56	3.84	23.44	3.28	23.67	3.46	23.89	4.08	
ESG <sup>a</sup>	ABT	18.25	2.38	20.50	2.93	20.00	2.39	20.50	2.73	
	Control	18.22	3.80	19.00	3.77	18.22	3.99	19.67	3.24	
POMS <sup>b</sup>	ABT	89.63	27.62	51.88	10.99	66.63	20.49	63.50	27.52	1, 2
	Control	98.89	35.85	73.44	30.91	108.11	49.50	89.56	32.92	

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up, 4 = 2-Month Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .



Table 17 (continued)

ABT-C Means and Standard Deviations for State Measures From Pretest to 2-Month Follow-Up (N = 17)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance Within-Subject Comparisons <sup>i</sup>
		M	SD	M	SD	M	SD	M	SD	
POMS-Anx. <sup>b</sup>	ABT	11.50	8.16	1.25	1.91	3.00	3.12	5.13	3.80	1, 2
	Control	8.33	6.10	3.22	3.53	11.44	10.44	9.33	6.30	
POMS-Dep. <sup>b</sup>	ABT	12.50	7.98	3.25	3.85	6.00	5.61	6.38	6.23	
	Control	18.00	13.61	7.33	7.66	20.89	18.84	14.11	12.22	
PSE <sup>a</sup>	ABT	82.63	8.52	89.63	11.55	88.38	13.45	86.88	19.46	
	Control	76.44	14.46	80.22	14.96	78.89	16.78	83.11	20.01	

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up, 4 = 2-Month Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 17 (continued)

ABT-C Means and Standard Deviations for State Measures From Pretest to 2-Month Follow-Up (N = 17)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance	Within-Subject Comparisons <sup>i</sup>
		M	SD	M	SD	M	SD	M	SD		
RSE <sup>b</sup>	ABT	22.25	3.58	21.75	7.09	19.00	3.59	17.88	5.28		
	Control	23.89	5.44	21.89	6.05	23.78	6.32	21.89	7.29		
STAI-A-State <sup>b</sup>	ABT	45.63	14.93	32.88	6.10	35.13	9.48	33.38	10.29		
	Control	46.00	10.99	37.00	11.61	46.11	17.66	37.78	10.41		

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up, 4 = 2-Month Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 18

ABT-C Means and Standard Deviations for Trait Measures From Pretest to 2-Month Follow-Up (N = 17)

Dependent Measure	Group	Pretest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance
		M	SD	M	SD	M	SD	
BDI <sup>b</sup>	ABT	15.13	5.69	10.50	7.75	8.25	8.26	1, 3
	Control	17.33	6.56	14.78	8.58	7.56	4.95	
BSI <sup>b</sup>	ABT	1.15	.68	.55	.39	.59	.54	
	Control	1.06	.66	1.20	.83	.73	.50	
GSE <sup>b</sup>	ABT	127.25	45.35	107.00	38.31	97.88	51.40	
	Control	96.22	34.00	100.78	32.36	89.56	37.71	

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 18 (continued)

ABT-C Means and Standard Deviations for Trait Measures From Pretest to 2-Month Follow-Up (N = 17)

Dependent Measure	Group	Pretest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance	Within-Subject Comparisons <sup>i</sup>
		M	SD	M	SD	M	SD		
S-EFF <sup>a</sup>	ABT	114.38	27.24	128.50	21.31	131.50	22.72		
	Control	113.00	28.33	117.44	28.13	125.11	28.00		
STAI-A-Trait <sup>b</sup>	ABT	50.75	9.02	43.88	10.58	41.13	13.80		
	Control	51.11	12.12	51.78	12.01	44.33	10.45		

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 19

ABT-IC Means and Standard Deviations for State Measures From Pretest to 2-Month Follow-Up (N = 15)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance Within-Subject Comparisons <sup>i</sup>
		M	SD	M	SD	M	SD	M	SD	
ECA <sup>a</sup>	ABT	23.50	2.62	25.75	1.91	26.13	3.87	24.75	4.17	
	Control	21.29	3.25	22.29	4.27	22.86	3.80	26.14	3.89	
ESG <sup>a</sup>	ABT	16.63	2.00	20.13	1.36	19.38	2.56	18.63	2.26	1, 2
	Control	19.86	3.44	20.14	2.85	19.57	4.04	19.57	2.88	
POMS <sup>b</sup>	ABT	78.13	25.39	100.25 <sup>ii</sup>	10.12	66.75	34.20	65.00	23.80	2, 4
	Control	88.86	32.77	67.29 <sup>ii</sup>	21.72	58.86	19.29	64.29	24.21	

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up, 4 = 2-Month Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 19 (continued)

ABT-IC Means and Standard Deviations for State Measures From Pretest to 2-Month Follow-Up (N = 15)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance Within-Subject Comparisons <sup>i</sup>
		M	SD	M	SD	M	SD	M	SD	
POMS-Anx. <sup>b</sup>	ABT	5.00	4.41	11.38 <sup>ii</sup>	2.92	4.63	6.23	5.88	4.42	1, 2; 2, 4
	Control	7.29	3.25	2.71 <sup>ii</sup>	3.25	4.29	2.87	4.86	4.22	
POMS-Dep. <sup>b</sup>	ABT	11.00	10.36	16.38	1.85	8.13	10.02	6.88	8.01	
	Control	13.29	8.99	5.86	6.67	5.71	4.75	8.43	9.02	
PSE <sup>a</sup>	ABT	82.13	14.81	85.63 <sup>ii</sup>	12.74	87.38	15.14	84.25	20.65	
	Control	87.43	17.74	90.71 <sup>ii</sup>	12.26	92.00	17.04	93.00	18.80	

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up, 4 = 2-Month Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 19 (continued)

ABT-IC Means and Standard Deviations for State Measures From Pretest to 2-Month Follow-Up (N = 15)

Dependent Measure	Group	Pretest		Posttest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance	Within-Subject Comparisons <sup>i</sup>
		M	SD	M	SD	M	SD	M	SD		
RSE <sup>b</sup>	ABT	22.88	4.16	20.13	5.74	20.25	5.70	19.88	5.41		
	Control	21.86	5.76	19.57	4.35	17.43	5.59	15.43	5.59		
STAI-A-State <sup>b</sup>	ABT	40.75	10.93	35.25	8.00	36.75	9.84	37.88	4.09		
	Control	45.71	4.68	36.29	9.43	35.43	6.78	33.14	10.98		

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up, 4 = 2-Month Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 20

ABT-IC Means and Standard Deviations for Trait Measures From Pretest to 2-Month Follow-Up (N = 15)

Dependent Measure	Group	Pretest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance
		M	SD	M	SD	M	SD	
BDI <sup>b</sup>	ABT	12.00	4.17	9.13	6.58	4.00	6.07	1, 3
	Control	17.86	5.64	9.29	7.34	7.14	7.34	
BSI <sup>b</sup>	ABT	.66	.27	.63	.47	.55	.46	
	Control	.95	.28	.79	.46	.42	.56	
GSE <sup>b</sup>	ABT	116.25	30.78	105.13	35.71	110.50	37.68	
	Control	116.43	32.52	90.00	26.44	82.00	30.88	

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .



Table 20 (continued)

ABT-IC Means and Standard Deviations for Trait Measures From Pretest to 2-Month Follow-Up (N = 15)

Dependent Measure	Group	Pretest		2-Week Follow-Up		2-Month Follow-Up		Statistical Significance
		M	SD	M	SD	M	SD	
S-EFF <sup>a</sup>	ABT	102.25	16.37	117.50	14.25	113.38	20.26	
	Control	120.43	10.31	124.43	21.20	138.00	23.56	
STAI-A-Trait <sup>b</sup>	ABT	45.63	8.52	40.75	10.14	39.75	8.81	
	Control	51.57	.65	42.00	6.63	38.00	8.79	1, 2

<sup>a</sup> Increase in score indicates improvement.

<sup>b</sup> Decrease in score indicates improvement.

<sup>i</sup> Within group differences between assessment times,  $p \leq .05$ : 1 = Pretest, 2 = Posttest, 3 = 2-Week Follow-Up.

<sup>ii</sup> Difference between ABT and Control group,  $p \leq .01$ .

<sup>iii</sup> Significant rate of change over time, independent of group,  $p \leq .05$ .

<sup>iv</sup> Significant difference in rate of change between ABT and Control groups over time,  $p \leq .05$ .

Table 21

Summary of Regression Analyses for Variables Predicting Trait Measure of Depressive Symptomatology (i.e., BDI) for the ABT-C Cohort (N = 22)

Group	Time	Variable	B	SE B	$\beta^a$	$R^2$
Treatment	Pretest	ECA	-.521	.635	-.326	.265
		ESG	-.575	.949	-.241	
	2-Week FU	ECA	3.040	1.585	.936	.536 <sup>a</sup>
		ESG	-4.414	1.560	-1.382 <sup>a</sup>	
Control	Pretest	ECA	-1.097	.545	-.594	.430
		ESG	-.222	.540	-.121	
	2-Week FU	ECA	-1.844	.801	-.788 <sup>a</sup>	.537 <sup>a</sup>
		ESG	.162	.685	.081	

<sup>a</sup>  $p \leq .05$ .

Table 22

Summary of Regression Analyses for Variables Predicting State Measure of Depressive Symptomatology (i.e., POMS Depression Subscale) for the ABT-C Cohort (N = 22)

Group	Time	Variable	B	SE B	$\beta^a$	$R^2$
Treatment	Pretest	ECA	-.556	1.035	-.186	.444
		ESG	-2.377	1.547	-.531	
	Posttest	ECA	-1.319	.714	-.705	.523 <sup>a</sup>
		ESG	-.071	1.103	-.024	
	2-Week FU	ECA	.581	2.554	.122	.438
		ESG	-3.582	2.513	-.765	
Control	Pretest	ECA	-1.927	.896	-.523	.614 <sup>a</sup>
		ESG	-1.464	.887	-.401	
	Posttest	ECA	-1.374	.630	-.732	.540 <sup>a</sup>
		ESG	-.009	.655	-.005	
	2-Week FU	ECA	-2.320	2.106	-1.102	.374
		ESG	-.981	1.801	-.217	

<sup>a</sup>  $p \leq .05$ .

Table 23

Summary of Regression Analyses for Variables Predicting Trait Measure of Anxiety (i.e., STAI-A-Trait) for the ABT-C Cohort (N = 22)

Group	Time	Variable	B	SE B	$\beta^a$	R <sup>2</sup>
Treatment	Pretest	ECA	-1.593	.921	-.618	.405
		ESG	-.107	1.377	-.028	
	2-Week FU	ECA	-1.245	2.499	-.274	.412
		ESG	-1.746	2.459	-.390	
Control	Pretest	ECA	-1.487	.874	-.466	.512
		ESG	-1.198	.866	-.379	
	2-Week FU	ECA	-2.316	1.447	-.616	.415
		ESG	-.126	1.237	-.039	

<sup>a</sup>  $p \leq .05$ .

Table 24

Summary of Regression Analyses for Variables Predicting State Measure of Anxiety Depressive (i.e., STAI-A-State) for the ABT-C Cohort (N = 22)

Group	Time	Variable	B	SE B	$\beta^a$	$R^2$
Treatment	Pretest	ECA	-2.693	.989	-.806 <sup>a</sup>	.592 <sup>a</sup>
		ESG	.290	1.478	.058	
	Posttest	ECA	-1.388	.559	-.650 <sup>a</sup>	.775 <sup>a</sup>
		ESG	-.911	.864	-.276	
	2-Week FU	ECA	4.171	1.987	.922	.624 <sup>a</sup>
		ESG	-6.445	1.955	-1.44 <sup>a</sup>	
Control	Pretest	ECA	.370	.927	.123	.378
		ESG	-1.957	.919	-.658	
	Posttest	ECA	-.775	.680	-.270	.771 <sup>a</sup>
		ESG	-1.999	.708	-.668 <sup>a</sup>	
	2-Week FU	ECA	-2.065	1.445	-.418	.662 <sup>a</sup>
		ESG	-1.947	1.235	-.461	

<sup>a</sup>  $p \leq .05$ .

Table 25

Summary of Regression Analyses for Variables Predicting Trait Measure of Depressive Symptomatology (i.e., BDI) for the ABT-IC Cohort (N = 19)

Group	Time	Variable	B	SE B	$\beta^a$	$R^2$
Treatment	Pretest	ECA	-2.340	.856	-.881 <sup>a</sup>	.784 <sup>a</sup>
		ESG	-.025	1.322	-.006	
	2-Week FU	ECA	-1.285	1.432	-.430	.411
		ESG	-.884	1.735	-.244	
Control	Pretest	ECA	-1.127	.664	-.570	.324
		ESG	.060	.686	.029	
	2-Week FU	ECA	-.469	.654	-.258	.491
		ESG	-.988	.689	-.517	

<sup>a</sup>  $p \leq .05$ .

Table 26

Summary of Regression Analyses for Variables Predicting State Measure of Depressive Symptomatology (i.e., POMS Depression Subscale) for the ABT-IC Cohort (N = 19)

Group	Time	Variable	B	SE B	$\beta^a$	R <sup>2</sup>
Treatment	Pretest	ECA	-3.104	1.620	-.782	.654 <sup>a</sup>
		ESG	-.191	2.501	-.031	
	Posttest	ECA	-1.422	1.195	-.427	.720 <sup>a</sup>
		ESG	-1.484	1.158	-.460	
	2-Week FU	ECA	-2.281	2.115	-.498	.453
		ESG	-1.138	2.562	-.205	
Control	Pretest	ECA	-.362	1.124	-.124	.118
		ESG	.983	1.162	.325	
	Posttest	ECA	.479	.758	.318	.226
		ESG	-1.516	1.192	-.640	
	2-Week FU	ECA	.349	.408	.313	.475
		ESG	-.970	.430	-.826	

<sup>a</sup>  $p \leq .05$ .

Table 27

Summary of Regression Analyses for Variables Predicting Trait Measure of Anxiety (i.e., STAI-A-Trait) for the ABT-IC Cohort (N = 19)

Group	Time	Variable	B	SE B	$\beta^a$	$R^2$
Treatment	Pretest	ECA	-2.712	.996	-.934 <sup>a</sup>	.756 <sup>a</sup>
		ESG	.349	1.538	.078	
	2-Week FU	ECA	-2.898	1.483	-.760	.612 <sup>a</sup>
		ESG	-.125	1.796	-.027	
Control	Pretest	ECA	-.642	.535	-.412	.293
		ESG	-.541	.553	-.336	
	2-Week FU	ECA	-.511	.594	-.284	.575
		ESG	-1.054	.626	-.555	

<sup>a</sup>  $p \leq .05$ .



Table 28

Summary of Regression Analyses for Variables Predicting State Measure of Anxiety Depressive (i.e., STAI-A-State) for the ABT-IC Cohort (N = 19)

Group	Time	Variable	B	SE B	$\beta^a$	R <sup>2</sup>
Treatment	Pretest	ECA	-3.620	1.528	-1.091	.560
		ESG	2.358	2.359	.460	
	Posttest	ECA	-1.102	2.504	-.223	.444
		ESG	-2.253	2.425	-.470	
	2-Week FU	ECA	-1.130	2.046	-.287	.308
		ESG	-1.427	2.478	-.299	
Control	Pretest	ECA	-.904	.673	-.476	.246
		ESG	-.240	.696	-.122	
	Posttest	ECA	-.387	.895	-.222	.195
		ESG	-.704	1.408	-.256	
	2-Week FU	ECA	-.640	.720	-.325	.478
		ESG	-.929	.758	-.448	

<sup>a</sup>  $p \leq .05$ .

Table 29

Summary of ABT-C Effects for Exploratory Analyses with Data Set Including 2-Month Follow-Up Assessment (N = 17)

Dependent Measure	Within-Subject Comparisons <sup>a</sup>	Between-Subject Comparisons <sup>a</sup>
State		
ECA <sup>b</sup>	Tx, Pre-post increase Tx, Pre-2MFU <sup>d</sup> increase	
POMS <sup>c</sup>	Tx, Pre-post decrease	
POMS - Anxiety <sup>c</sup>	Tx, Pre-post decrease	
Trait		
BDI <sup>c</sup>	C, Pre-2MFU decrease	

<sup>a</sup>  $p \leq .01$ .

<sup>b</sup> Increase in score indicates improvement.

<sup>c</sup> Decrease in score indicates improvement.

<sup>d</sup> 2MFU = 2-month follow-up.

Table 30

Summary of ABT-IC Effects for Exploratory Analyses with Data Set Including 2-Month Follow-Up Assessment (N = 15)

Dependent Measure	Within-Subject Comparisons <sup>a</sup>	Between-Subject Comparisons <sup>a</sup>
State		
ESG <sup>b</sup>	Tx, Pre-post increase	
POMS <sup>c</sup>	Tx Post-2MFU <sup>d</sup> decrease	Posttest, Tx higher
POMS - Anxiety <sup>c</sup>	Tx pre-post increase Tx Post-2MFU decrease	Posttest, Tx higher
POMS - Depression <sup>c</sup>		Posttest, Tx higher
Trait		
BDI <sup>c</sup>	C Pre-2MFU decrease	
STAI-A-Trait <sup>c</sup>	C Pre-2WFU <sup>e</sup> decrease	

<sup>a</sup>  $p \leq .01$ .

<sup>b</sup> Increase in score indicates improvement.

<sup>c</sup> Decrease in score indicates improvement.

<sup>d</sup> 2MFU = 2-month follow-up.

<sup>e</sup> 2WFU = 2-week follow-up.

Table 31

Summary of ABT-C Effects from Exploratory Analyses for State Measures (N = 22)

Dependent Measure	Repeated Measures ANOVA <sup>a</sup>	Within-Subject Comparisons <sup>b</sup>	Between-Subject Comparisons <sup>b</sup>	Contrasts <sup>a</sup>
ECA <sup>c</sup>	Time; Group; Time x Group	Tx, Pre-post increase Tx, Pre-2WFU <sup>e</sup> increase	2WFU; Tx higher	Tx increased more than C
ESG <sup>c</sup>	Time; Time x Group			Tx & C changed
POMS <sup>d</sup>	Time			Tx decreased; C increased
POMS-Anx. <sup>d</sup>	Time; Time x Group	Tx, Pre-post decrease Tx, Pre-2WFU decrease		Tx decreased; C increased
POMS-Dep. <sup>d</sup>	Time			Tx & C changed
PSE <sup>c</sup>	Time			Tx & C increased
RSE <sup>d</sup>	Time			Tx & C decreased
STAI-A-State <sup>d</sup>	Time			Tx & C decreased

<sup>a</sup>  $p \leq .05$ .<sup>b</sup>  $p \leq .01$ .<sup>c</sup> Increase in score indicates improvement.<sup>d</sup> Decrease in score indicates improvement.<sup>e</sup> 2WFU = 2-week follow-up.

Table 32

Summary of ABT-C Effects from Exploratory Analyses for Trait Measures (N = 22)

Dependent Measure	Repeated Measures ANOVA <sup>a</sup>	Within-Subject Comparisons <sup>b</sup>	Between-Subject Comparisons <sup>b</sup>	Contrasts <sup>a</sup>
BDI <sup>d</sup>	Time			Tx & C decreased
BSI <sup>d</sup>	Time x Group			Tx decreased; C increased
GSE <sup>d</sup>	Group			
S-EFF <sup>c</sup>	Time			
STAI-A-Trait <sup>d</sup>	Time			

<sup>a</sup>  $p \leq .05$ .

<sup>b</sup>  $p \leq .01$ .

<sup>c</sup> Increase in score indicates improvement.

<sup>d</sup> Decrease in score indicates improvement.

<sup>e</sup> 2WFU = 2-week follow-up.

Table 33

Summary of ABT-IC Effects from Exploratory Analyses for State Measures (N = 19)

Dependent Measure	Repeated Measures ANOVA <sup>a</sup>	Within-Subject Comparisons <sup>b</sup>	Between-Subject Comparisons <sup>b</sup>	Contrasts <sup>a</sup>
ECA <sup>c</sup>	Time			Tx & C increased
ESG <sup>c</sup>	Group		Pretest; C higher	
POMS <sup>d</sup>	Time; Time x Group		Posttest; Tx higher	C decreased more than Tx
POMS - Anx. <sup>d</sup>	Time x Group	C pre-post decrease	Posttest; Tx higher	Tx increased; C decreased
POMS - Dep. <sup>d</sup>	Time	Posttest; Tx higher		Tx increased; C decreased
PSE <sup>c</sup>				
RSE <sup>d</sup>	Time			Tx & C decreased
STAI-A-State <sup>d</sup>	Time			Tx & C decreased

<sup>a</sup>  $p \leq .05$ .<sup>b</sup>  $p \leq .01$ .<sup>c</sup> Increase in score indicates improvement.<sup>d</sup> Decrease in score indicates improvement.

Table 34

Summary of ABT-IC Effects from Exploratory Analyses for Trait Measures (N = 19)

Dependent Measure	Repeated Measures ANOVA <sup>a</sup>	Within-Subject Comparisons <sup>b</sup>	Between-Subject Comparisons <sup>b</sup>	Contrasts <sup>a</sup>
BDI <sup>d</sup>	Time; Time x Group	C Pre-2WFU <sup>e</sup> decrease		Tx & C decreased
BSI <sup>d</sup>				
GSE <sup>d</sup>	Time			Tx & C decreased
S-EFF <sup>c</sup>	Group		Pretest; C higher	
STAI-A-Trait <sup>d</sup>	Time; Time x Group	C Pre-2WFU decrease		C decreased more than Tx

<sup>a</sup>  $p \leq .05$ .<sup>b</sup>  $p \leq .01$ .<sup>c</sup> Increase in score indicates improvement.<sup>d</sup> Decrease in score indicates improvement.<sup>e</sup> 2WFU = 2-week follow-up.

## Figure Captions

- Figure 1. Cognitive processing of self-efficacy.
- Figure 2. Mean ECA scores over time for ABT-C cohort (N = 22).
- Figure 3. Mean ESG scores over time for ABT-C cohort (N = 22).
- Figure 4. Mean PSE scores over time for ABT-C cohort (N = 22).
- Figure 5. Mean POMS scores over time for ABT-C cohort (N = 22).
- Figure 6. Mean POMS Depression Subscale scores over time for ABT-C cohort (N = 22).
- Figure 7. Mean POMS Anxiety Subscale scores over time for ABT-C cohort (N = 22).
- Figure 8. Mean STAI-A-State scores over time for ABT-C cohort (N = 22).
- Figure 9. Mean RSE scores over time for ABT-C cohort (N = 22).
- Figure 10. Mean GSE scores over time for ABT-C cohort (N = 22).
- Figure 11. Mean S-EFF scores over time for ABT-C cohort (N = 22).
- Figure 12. Mean BDI scores over time for ABT-C cohort (N = 22).
- Figure 13. Mean STAI-A-Trait scores over time for ABT-C cohort (N = 22).
- Figure 14. Mean BSI scores over time for ABT-C cohort (N = 22).
- Figure 15. Mean ECA scores over time for ABT-IC cohort (N = 19).
- Figure 16. Mean ESG scores over time for ABT-IC cohort (N = 19).
- Figure 17. Mean PSE scores over time for ABT-IC cohort (N = 19).
- Figure 18. Mean POMS scores over time for ABT-IC cohort (N = 19).
- Figure 19. Mean POMS Depression Subscale scores over time for ABT-IC cohort (N = 19).
- Figure 20. Mean POMS Anxiety Subscale scores over time for ABT-IC cohort (N = 19).
- Figure 21. Mean STAI-A-State scores over time for ABT-IC cohort (N = 19).



Figure 22. Mean RSE scores over time for ABT-IC cohort (N = 19).

Figure 23. Mean GSE scores over time for ABT-IC cohort (N = 19).

Figure 24. Mean S-EFF scores over time for ABT-IC cohort (N = 19).

Figure 25. Mean BDI scores over time for ABT-IC cohort (N = 19).

Figure 26. Mean STAI-A-Trait scores over time for ABT-IC cohort (N = 19).

Figure 27. Mean BSI scores over time for ABT-IC cohort (N = 19).

Figure 28. Mean ECA scores over time for ABT-C cohort (N = 17).

Figure 29. Mean ESG scores over time for ABT-C cohort (N = 17).

Figure 30. Mean PSE scores over time for ABT-C cohort (N = 17).

Figure 31. Mean POMS scores over time for ABT-C cohort (N = 17).

Figure 32. Mean POMS Depression Subscale scores over time for ABT-C cohort (N = 17).

Figure 33. Mean POMS Anxiety Subscale scores over time for ABT-C cohort (N = 17).

Figure 34. Mean STAI-A-State scores over time for ABT-C cohort (N = 17).

Figure 35. Mean RSE scores over time for ABT-C cohort (N = 17).

Figure 36. Mean GSE scores over time for ABT-C cohort (N = 17).

Figure 37. Mean S-EFF scores over time for ABT-C cohort (N = 17).

Figure 38. Mean BDI scores over time for ABT-C cohort (N = 17).

Figure 39. Mean STAI-A-Trait scores over time for ABT-C cohort (N = 17).

Figure 40. Mean BSI scores over time for ABT-C cohort (N = 17).

Figure 41. Mean ECA scores over time for ABT-IC cohort (N = 15).

Figure 42. Mean ESG scores over time for ABT-IC cohort (N = 15).

Figure 43. Mean PSE scores over time for ABT-IC cohort (N = 15).

Figure 44. Mean POMS scores over time for ABT-IC cohort (N = 15).

Figure 45. Mean POMS Depression Subscale scores over time for ABT-IC cohort (N = 15).

Figure 46. Mean POMS Anxiety Subscale scores over time for ABT-IC cohort (N = 15).

Figure 47. Mean STAI-A-State scores over time for ABT-IC cohort (N = 15).

Figure 48. Mean RSE scores over time for ABT-IC cohort (N = 15).

Figure 49. Mean GSE scores over time for ABT-IC cohort (N = 15).

Figure 50. Mean S-EFF scores over time for ABT-IC cohort (N = 15).

Figure 51. Mean BDI scores over time for ABT-IC cohort (N = 15).

Figure 52. Mean STAI-A-Trait scores over time for ABT-IC cohort (N = 15).

Figure 53. Mean BSI scores over time for ABT-IC cohort (N = 15).

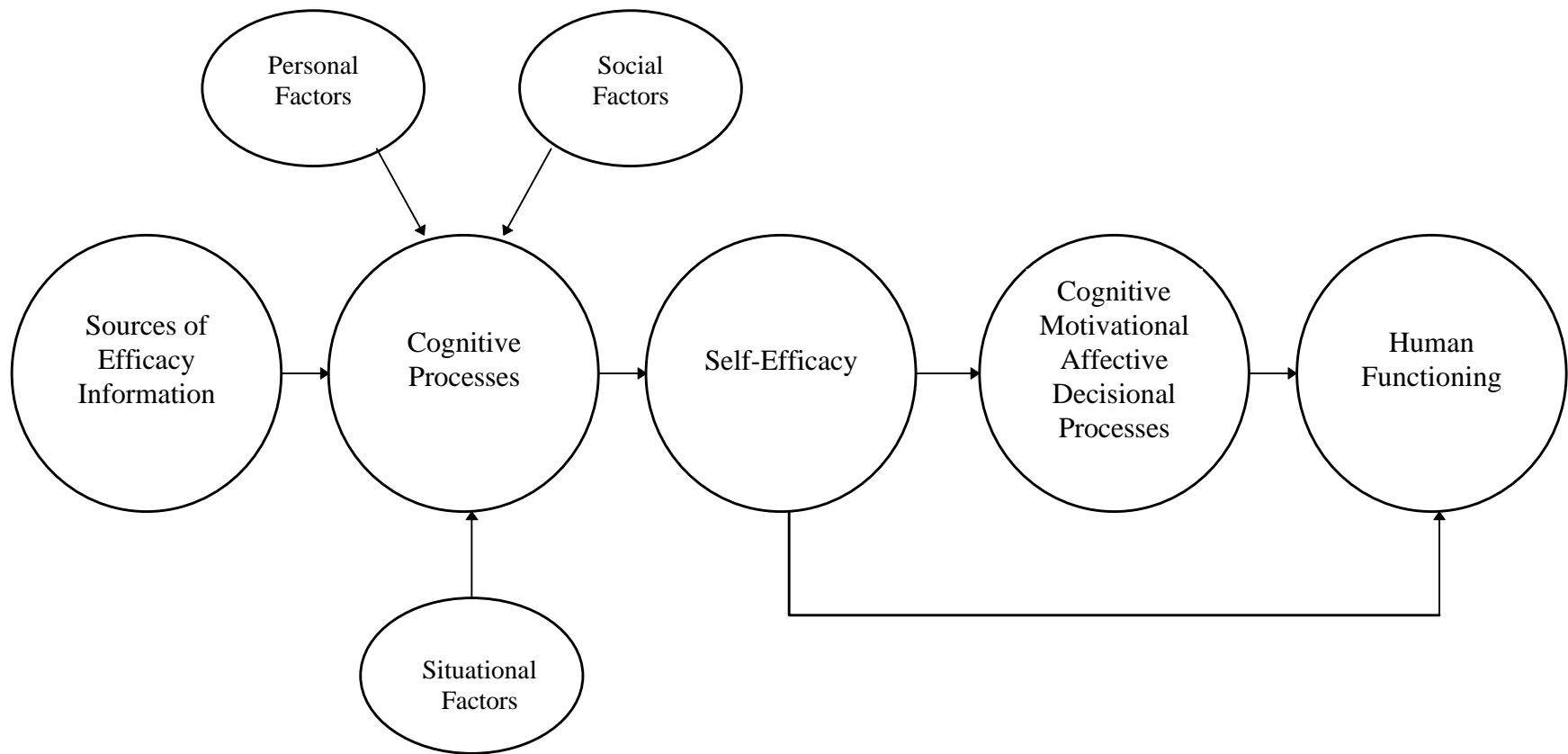


Figure 1. Cognitive processing of self-efficacy

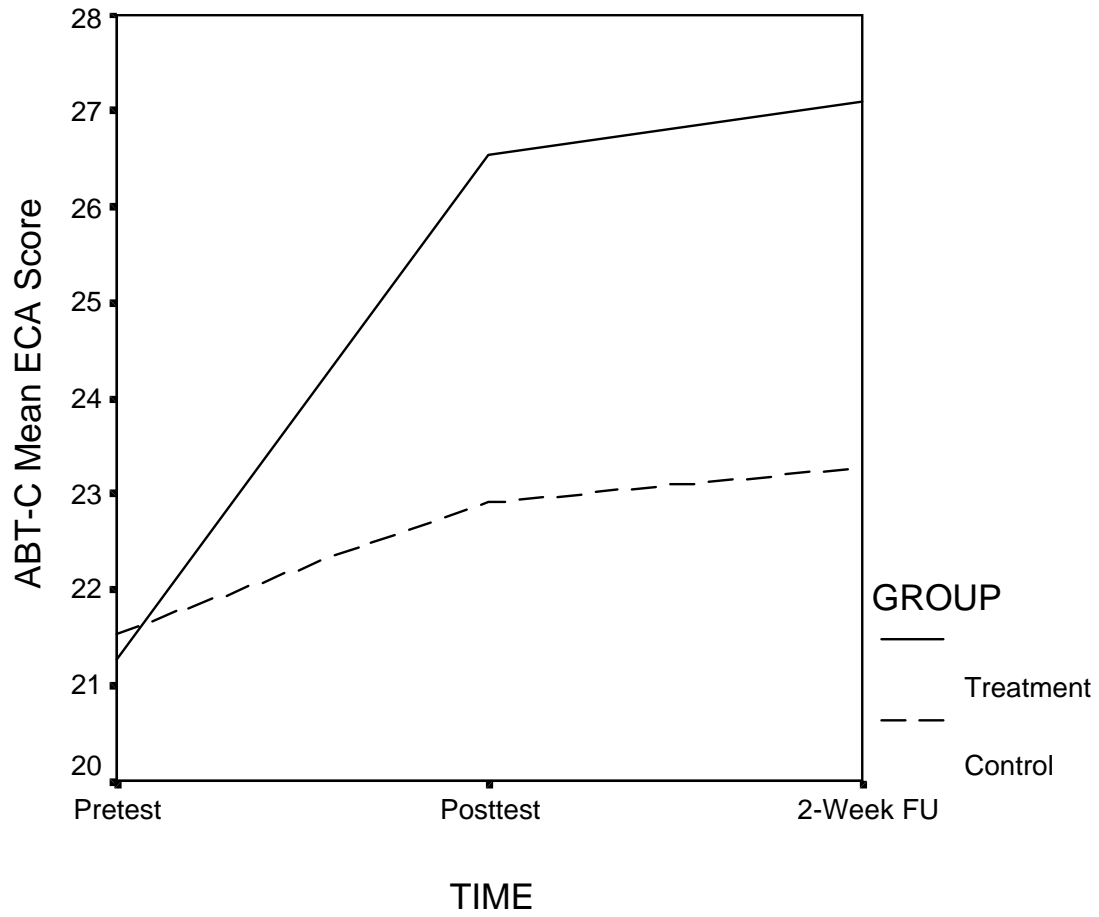


Figure 2. Mean ECA scores over time for ABT-C cohort (N = 22)

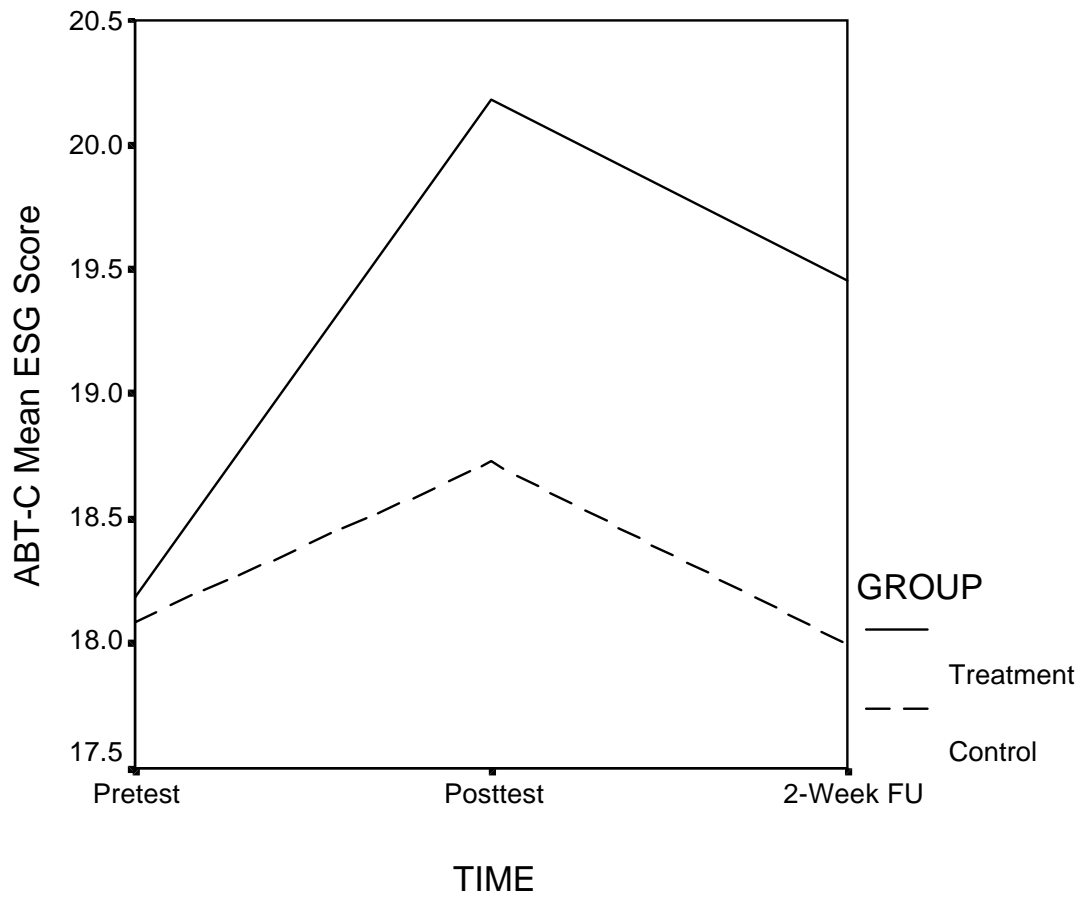


Figure 3. Mean ESG scores over time for ABT-C cohort (N = 22)

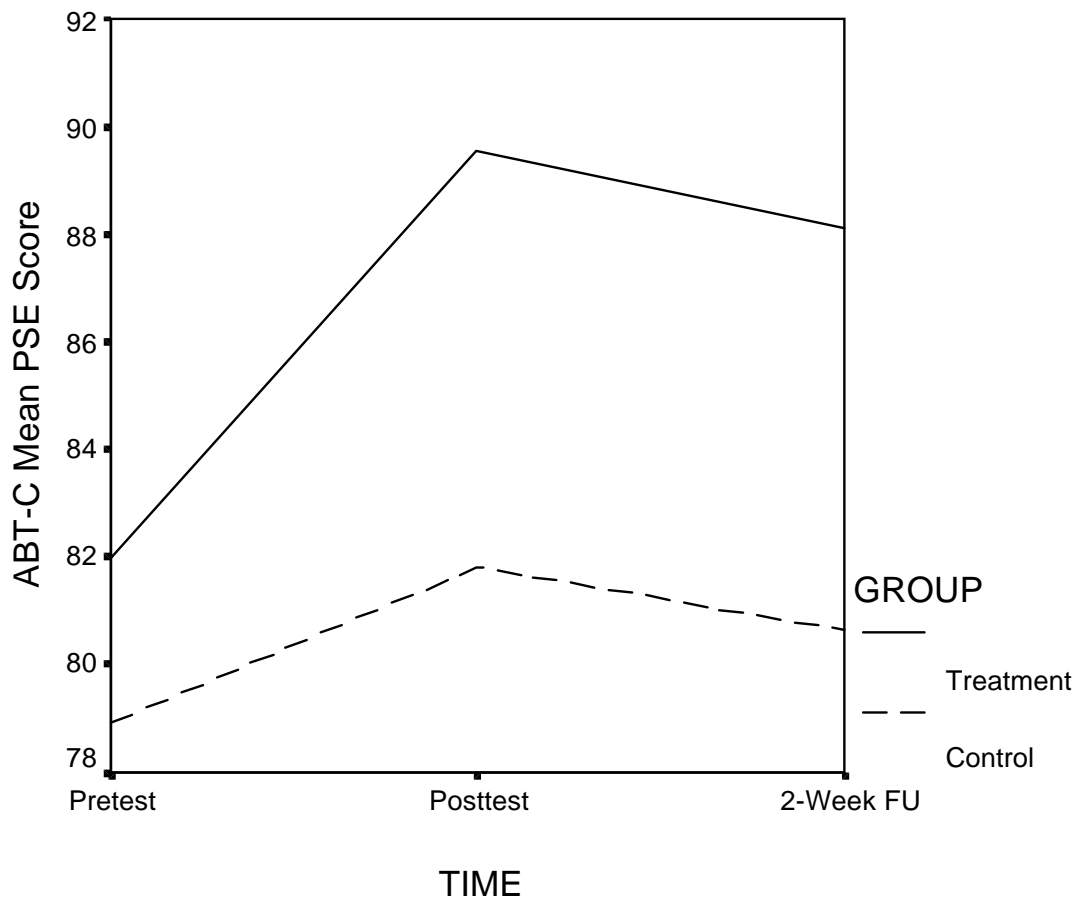


Figure 4. Mean PSE scores over time for ABT-C cohort (N = 22)

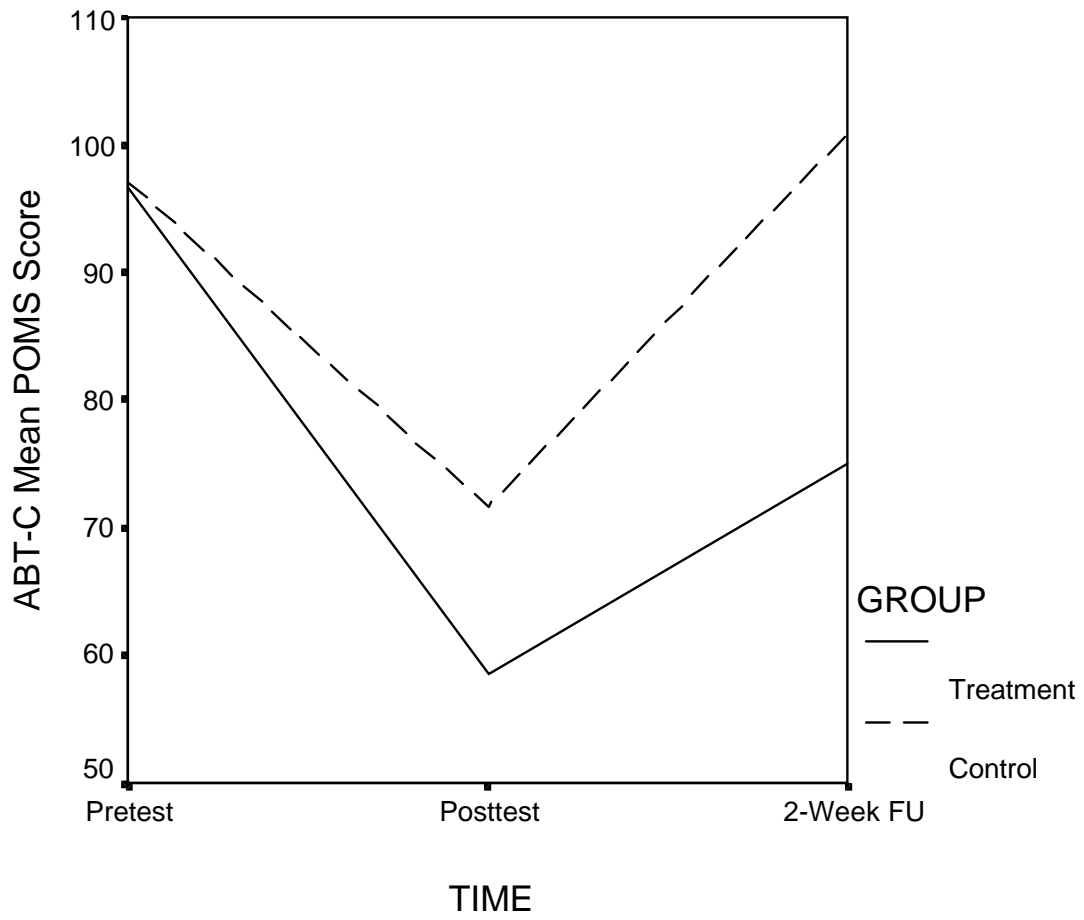


Figure 5. Mean POMS scores over time for ABT-C cohort (N = 22)

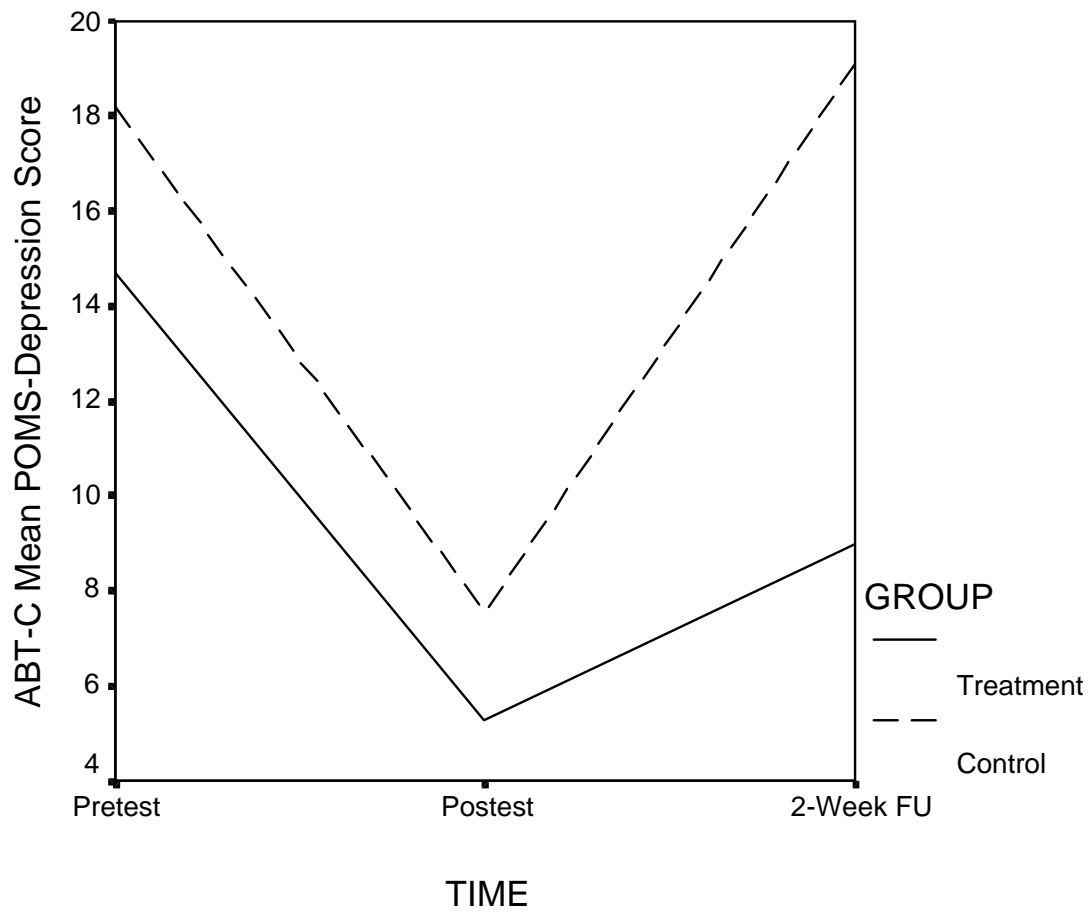


Figure 6. Mean POMS Depression Subscale scores over time for ABT-C cohort (N = 22)



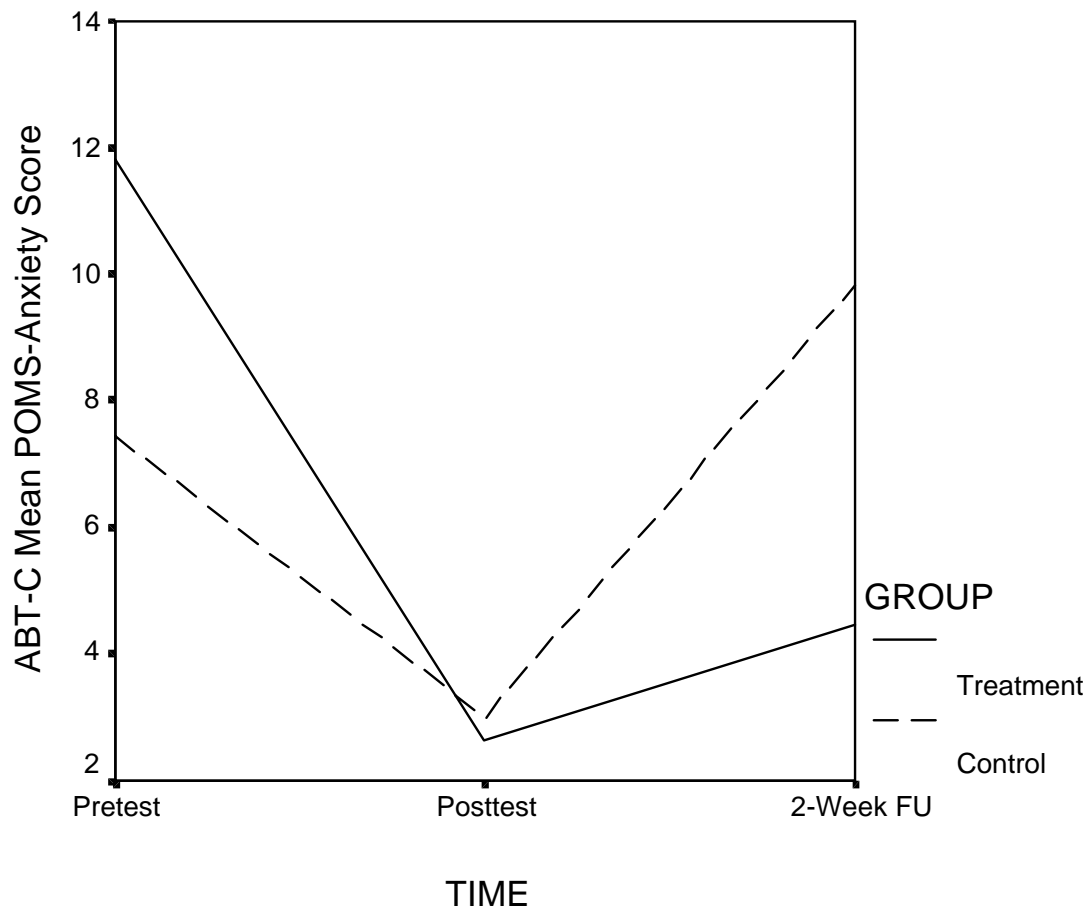


Figure 7. Mean POMS Anxiety Subscale scores over time for ABT-C cohort (N = 22)

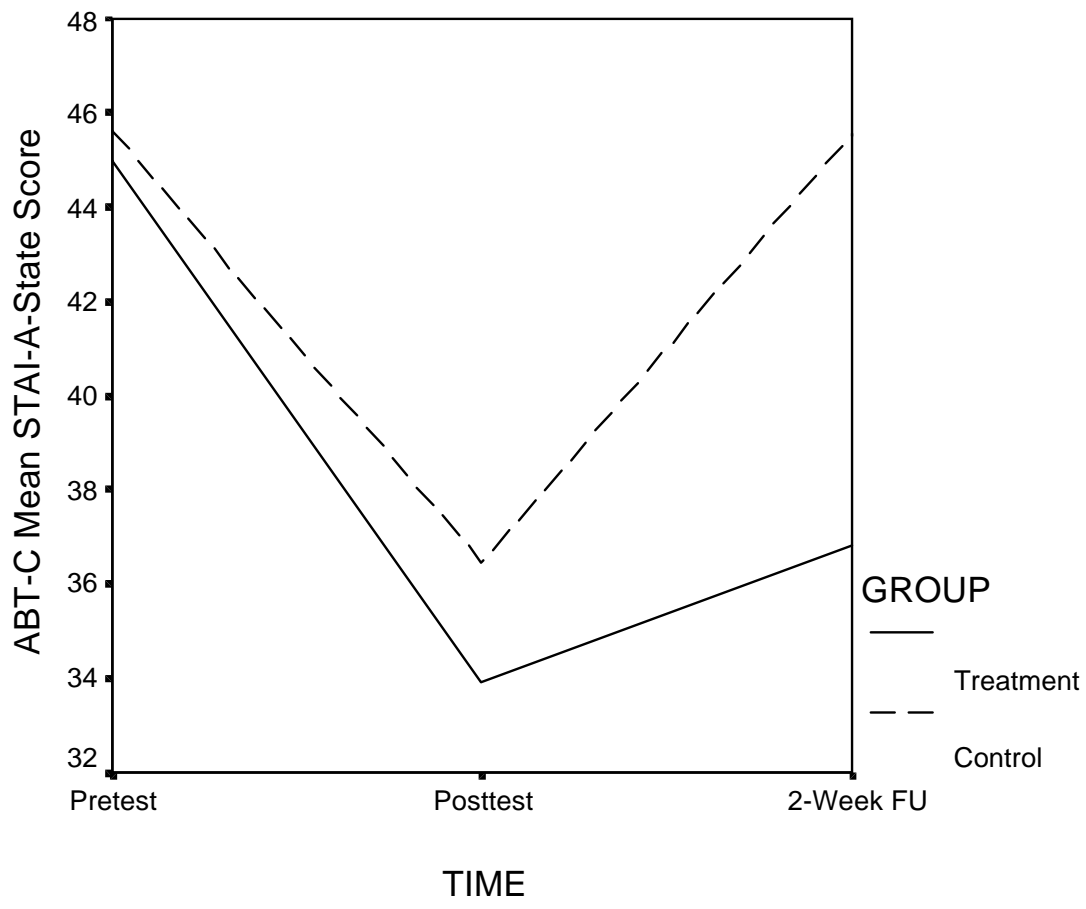


Figure 8. Mean STAI-A-State scores over time for ABT-C cohort (N = 22)

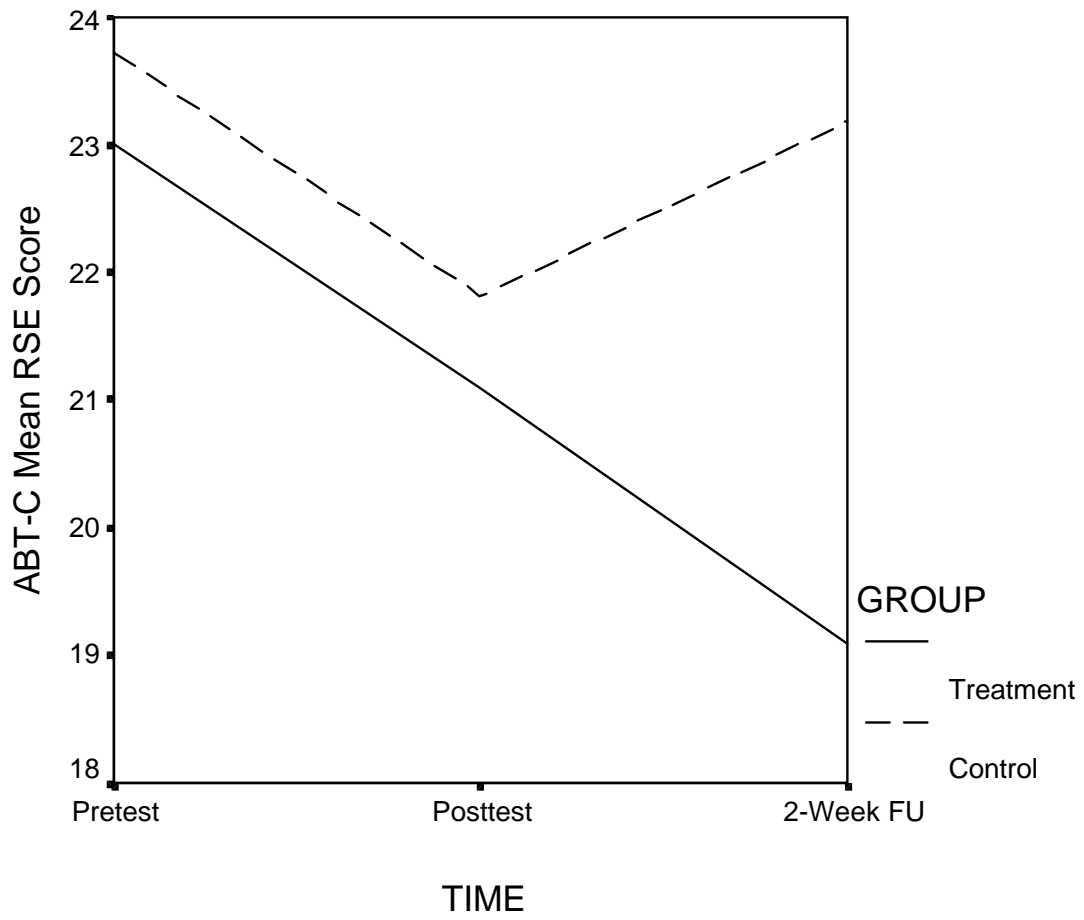


Figure 9. Mean RSE scores over time for ABT-C cohort (N = 22)

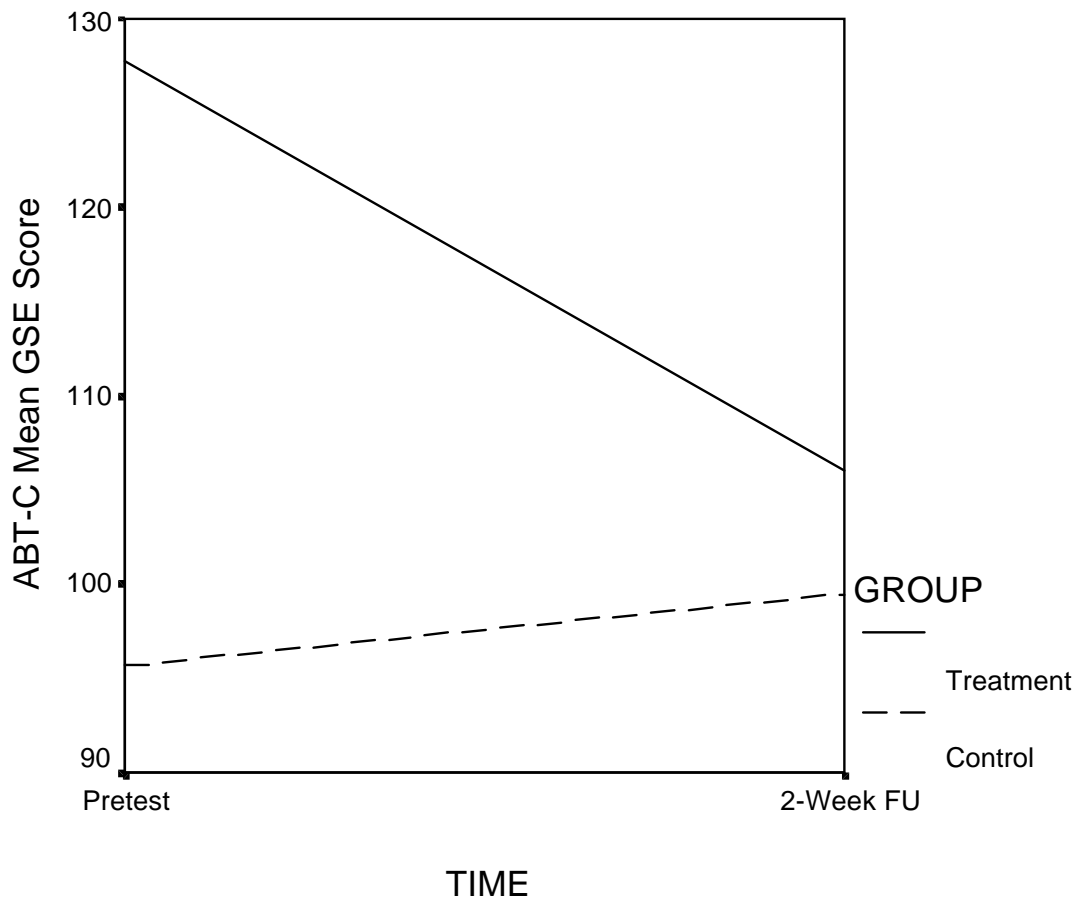


Figure 10. Mean GSE scores over time for ABT-C cohort (N = 22)

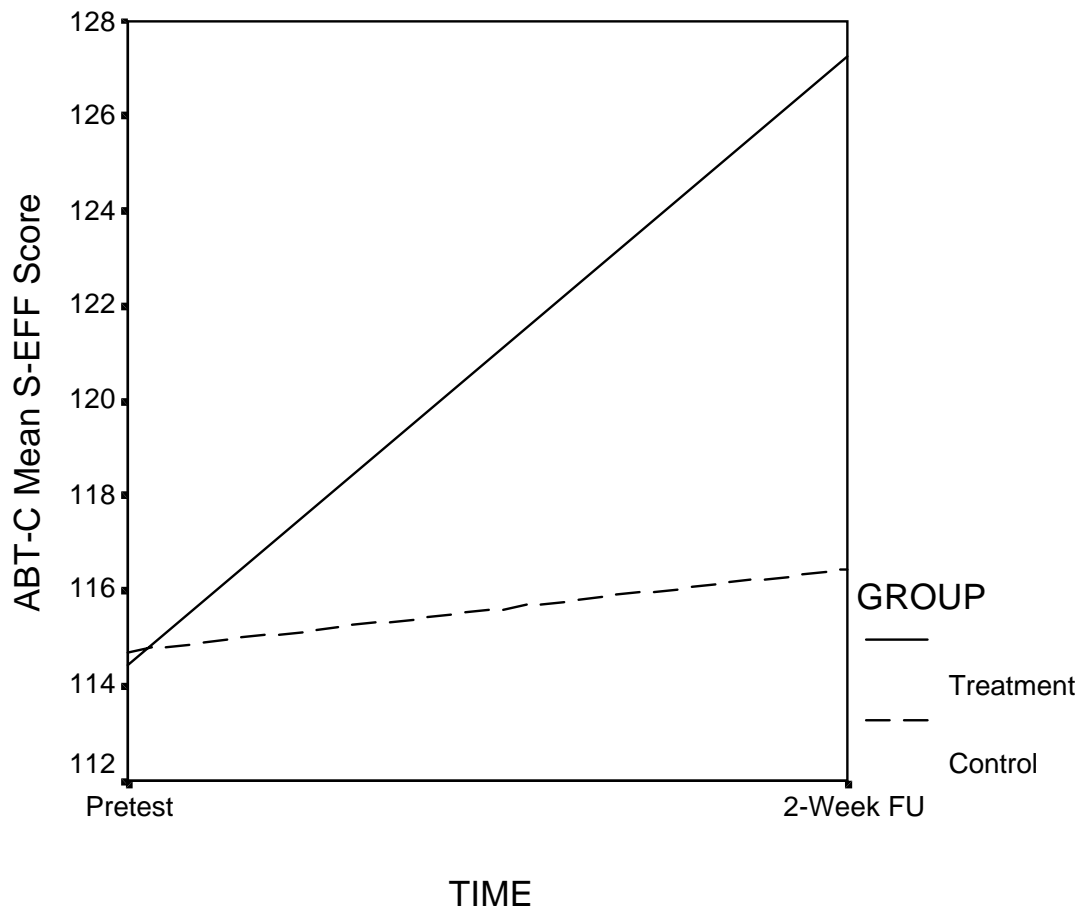


Figure 11. Mean S-EFF scores over time for ABT-C cohort (N = 22)

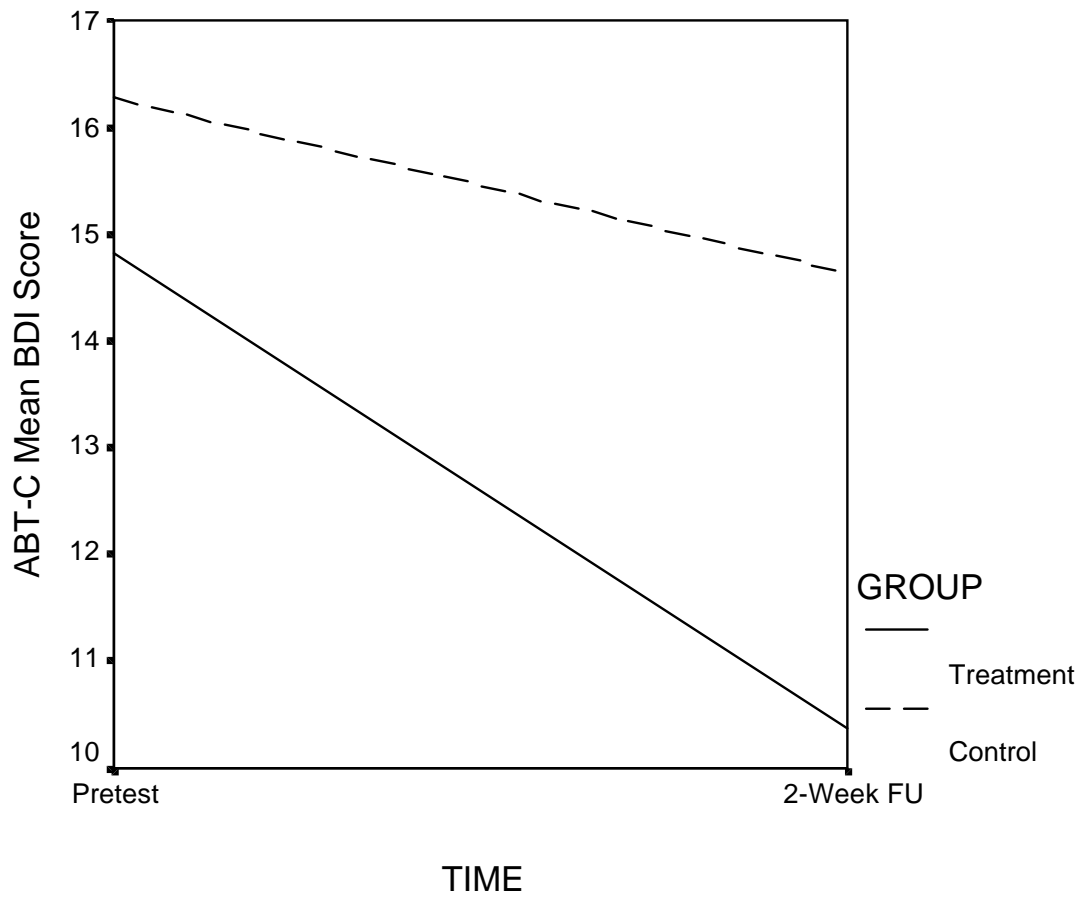


Figure 12. Mean BDI scores over time for ABT-C cohort (N = 22)

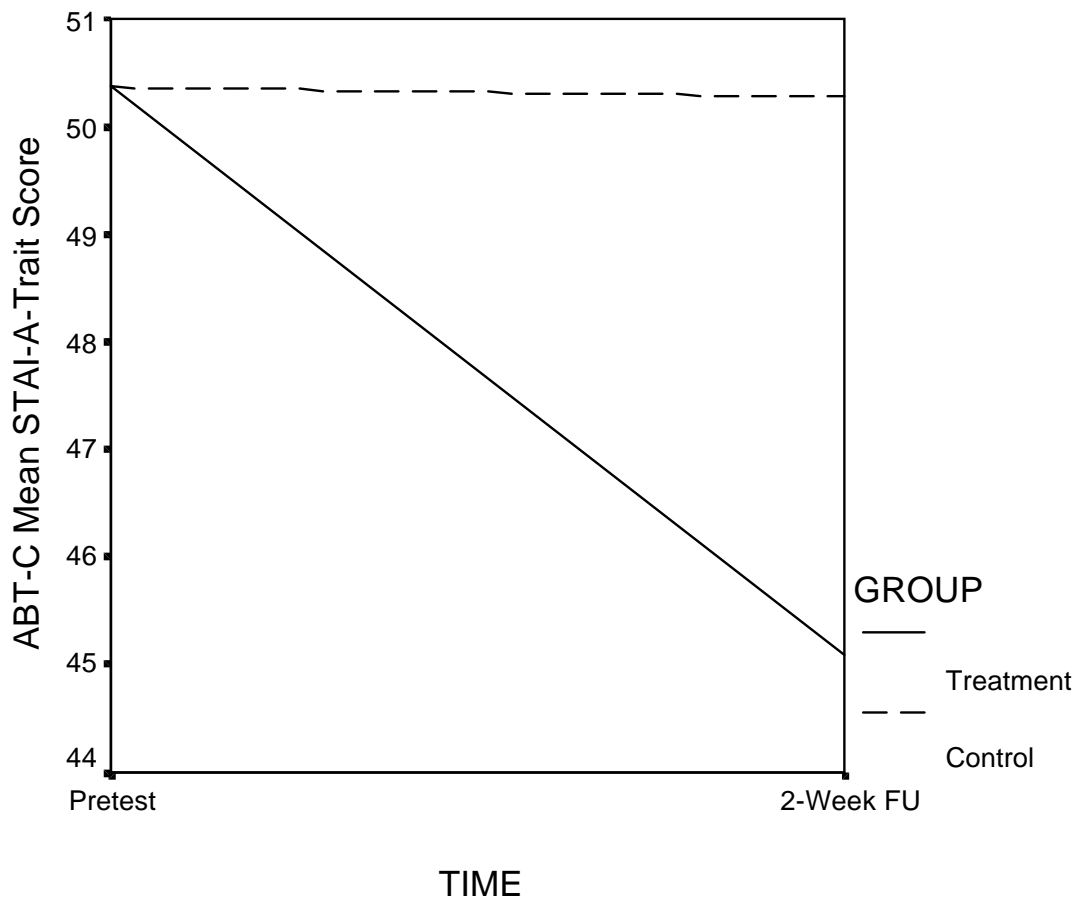


Figure 13. Mean STAI-A-Trait scores over time for ABT-C cohort (N = 22)

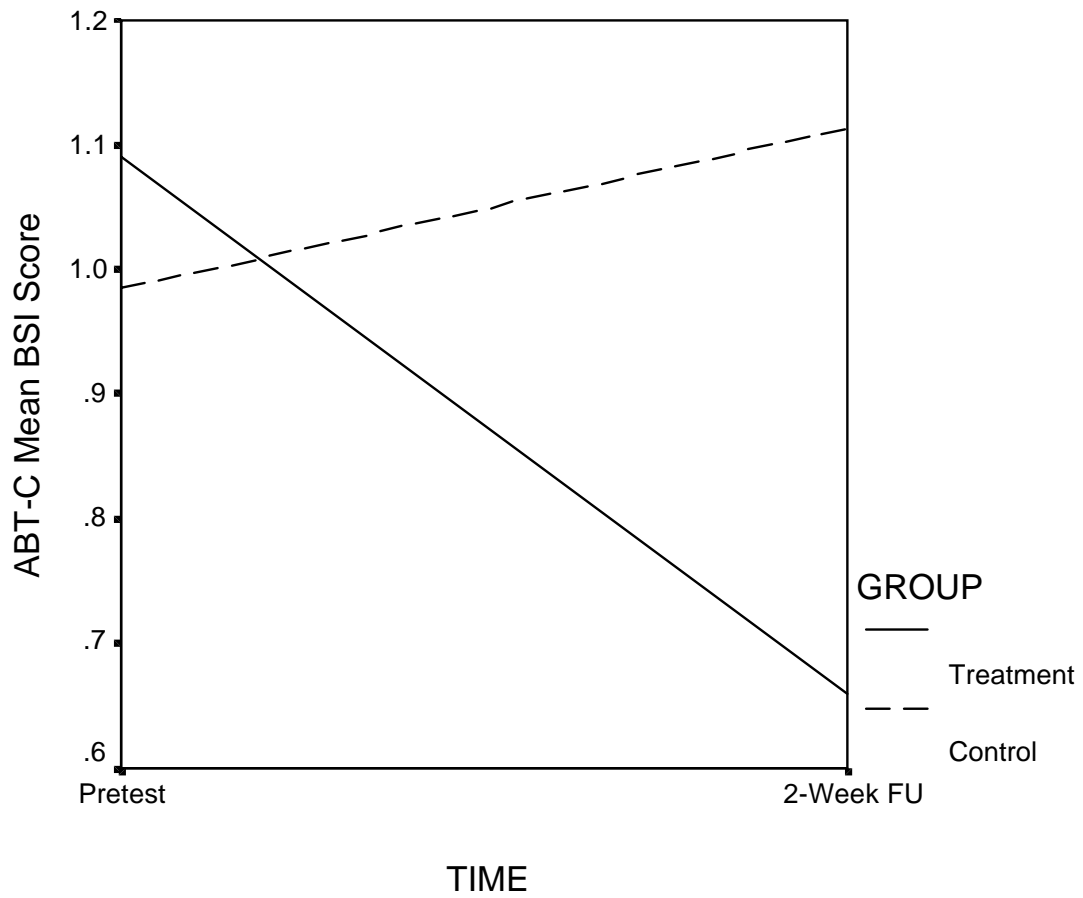


Figure 14. Mean BSI scores over time for ABT-C cohort (N = 22)



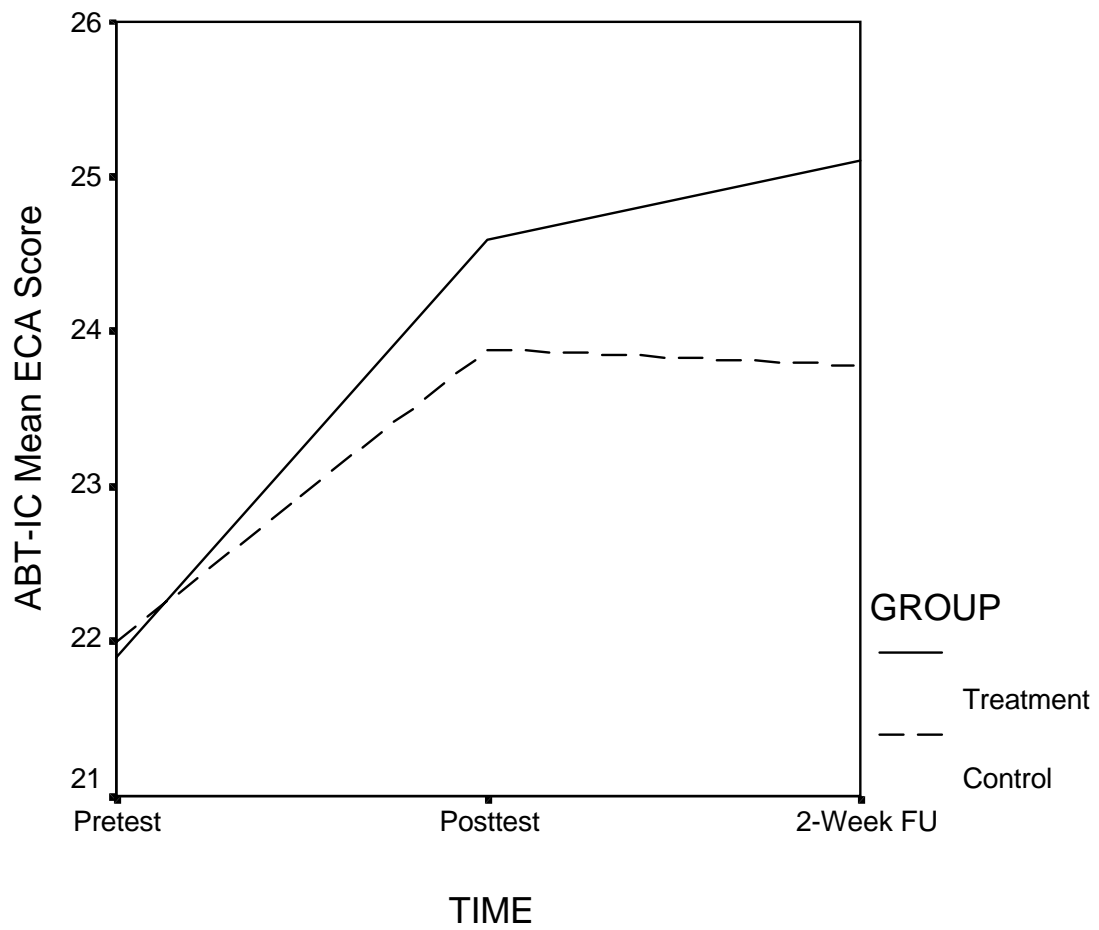


Figure 15. Mean ECA scores over time for ABT-IC cohort (N = 19)

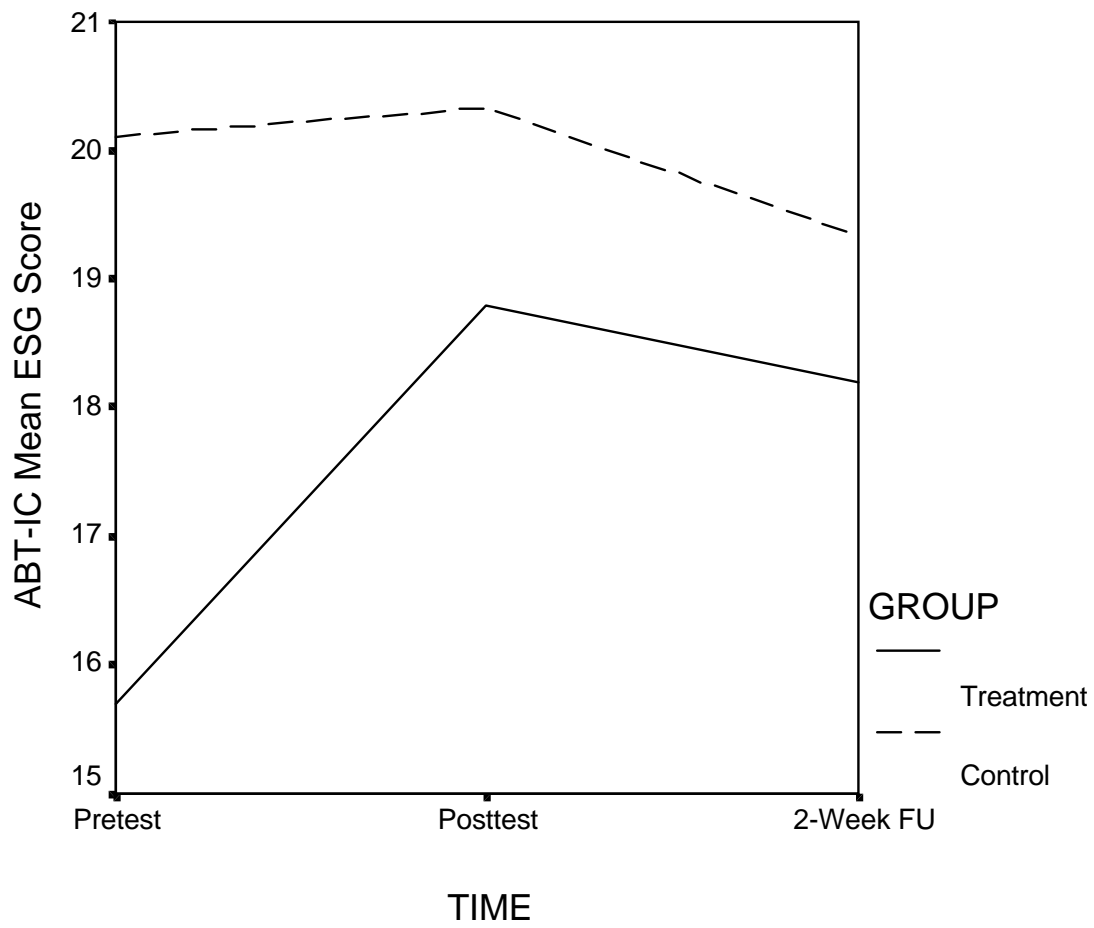


Figure 16. Mean ESG scores over time for ABT-IC cohort (N = 19)

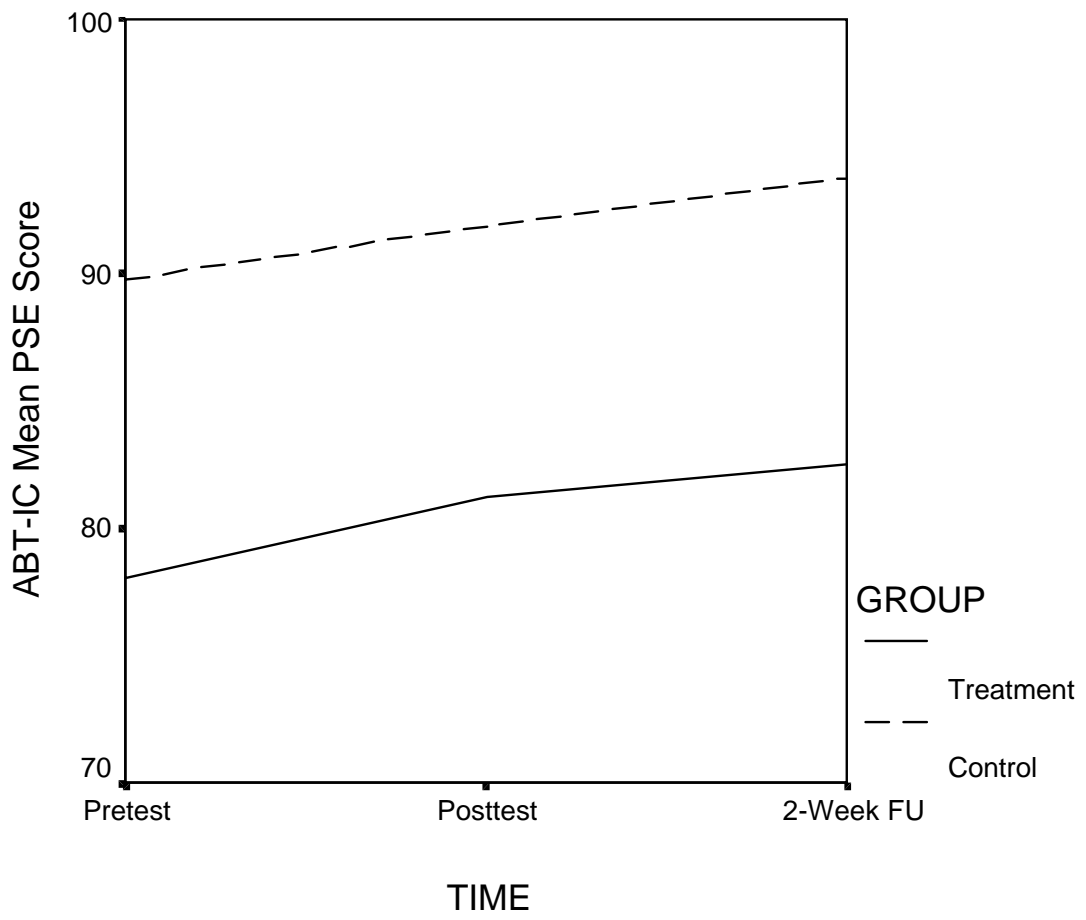


Figure 17. Mean PSE scores over time for ABT-IC cohort (N = 19)

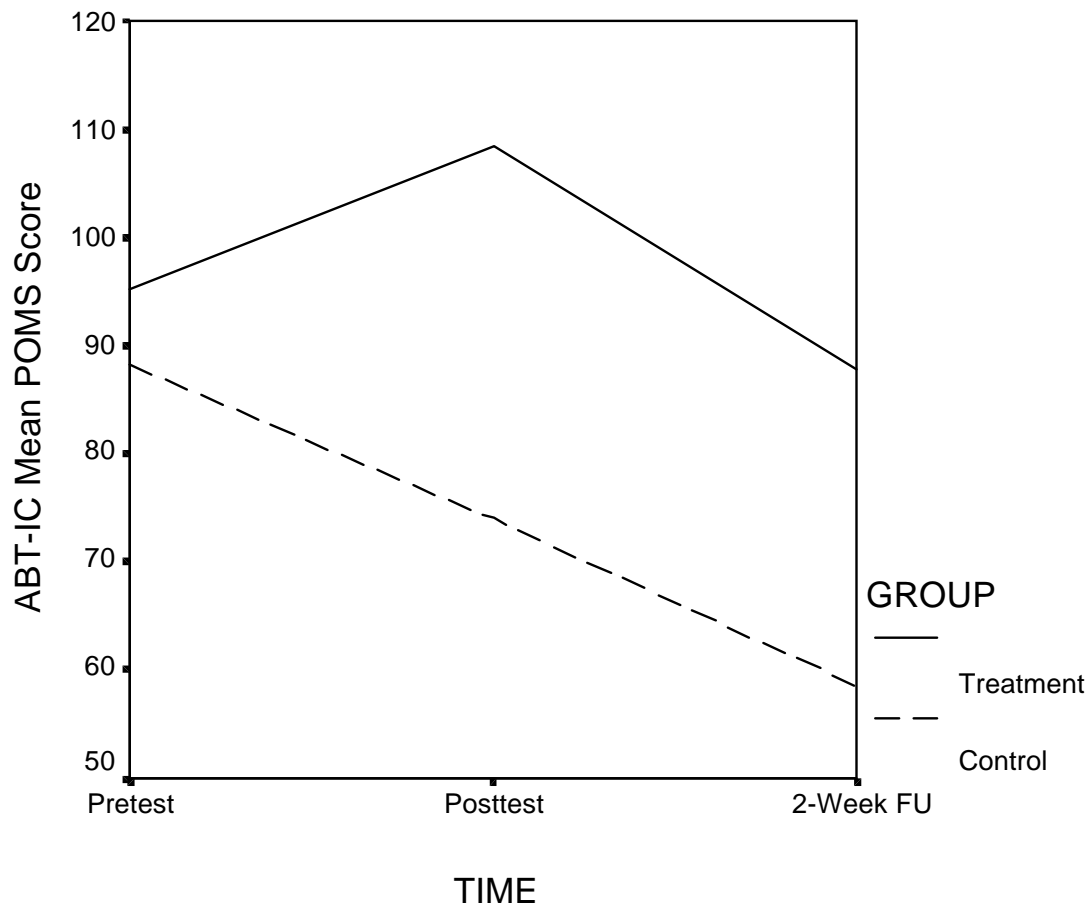


Figure 18. Mean POMS scores over time for ABT-IC cohort (N = 19)

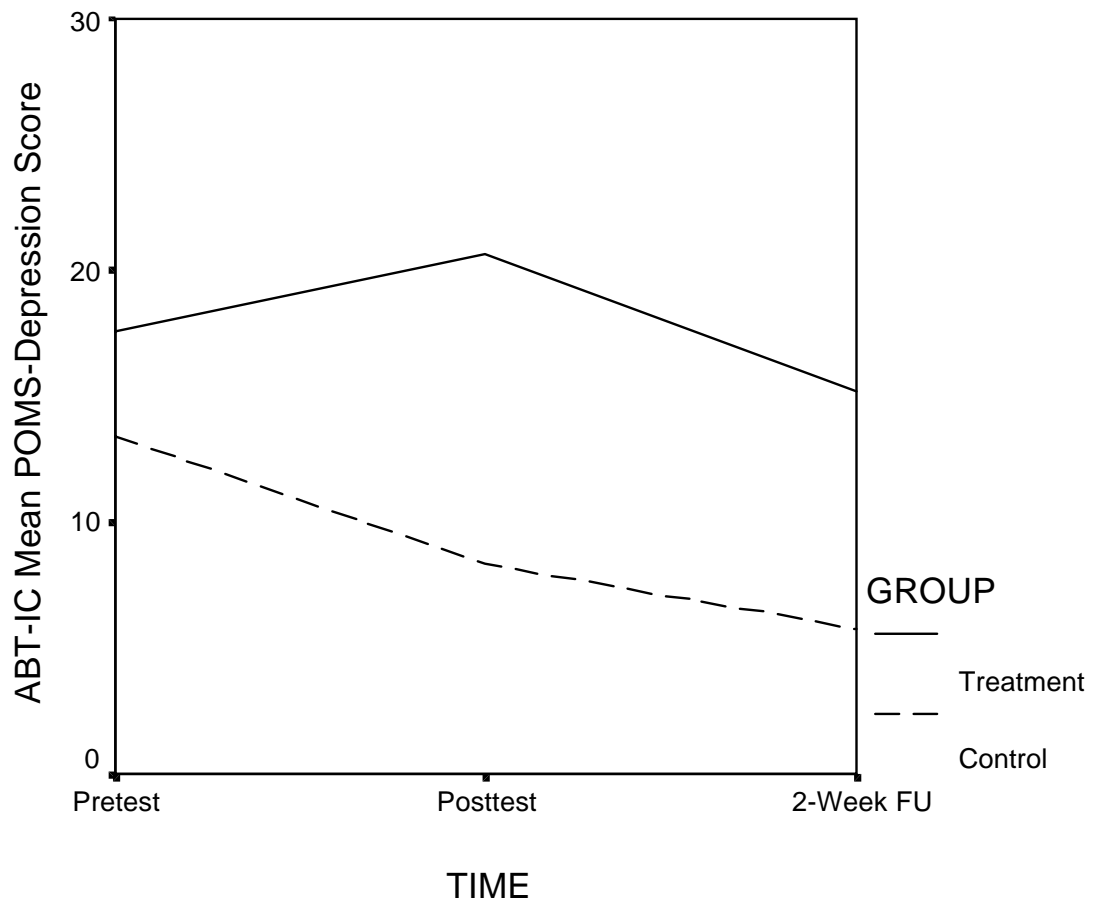


Figure 19. Mean POMS Depression Subscale scores over time for ABT-IC cohort (N = 19)

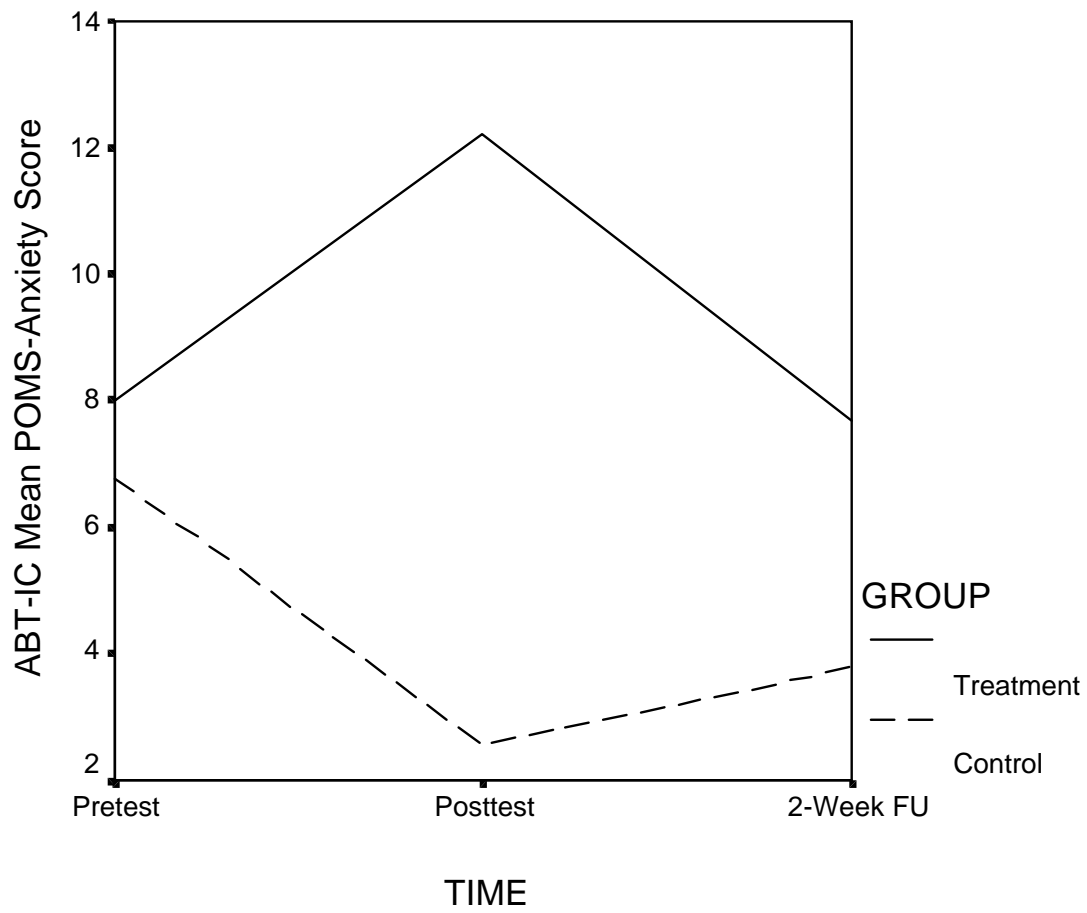


Figure 20. Mean POMS Anxiety Subscale scores over time for ABT-IC cohort (N = 19)

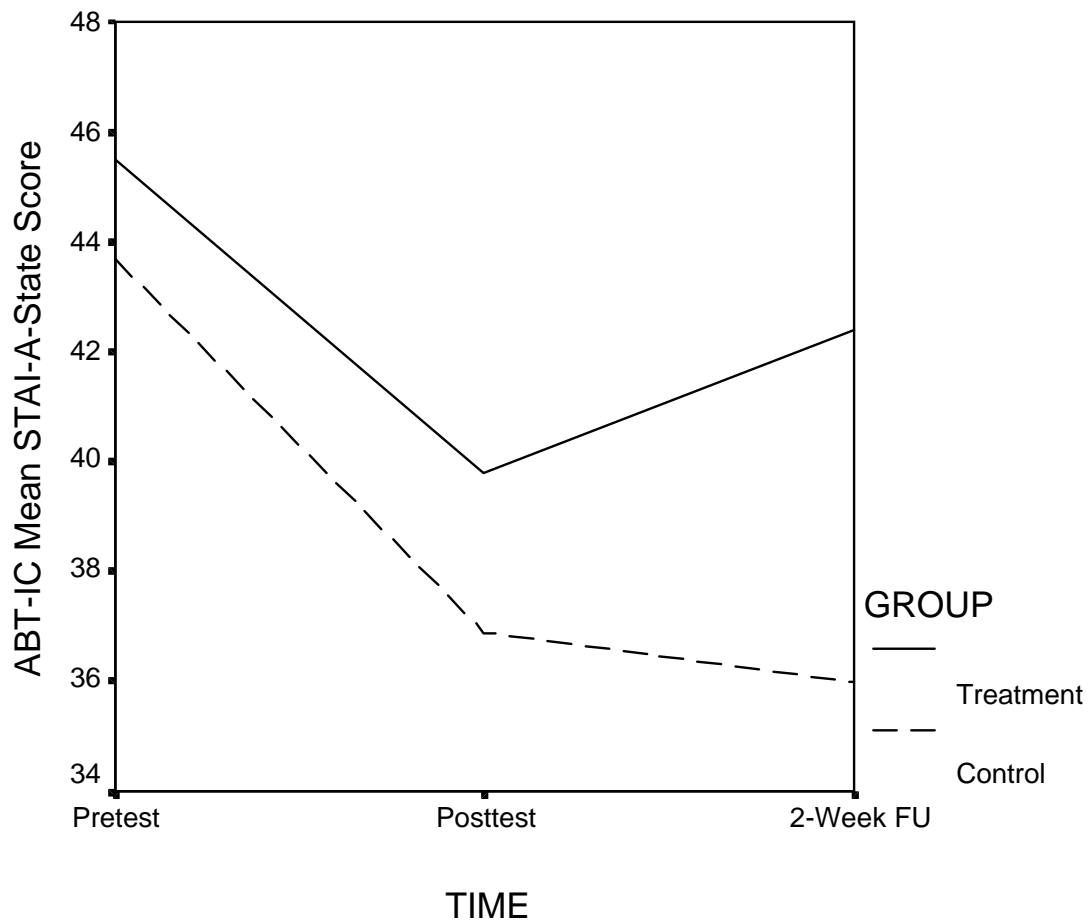


Figure 21. Mean STAI-A-State scores over time for ABT-IC cohort (N = 19)

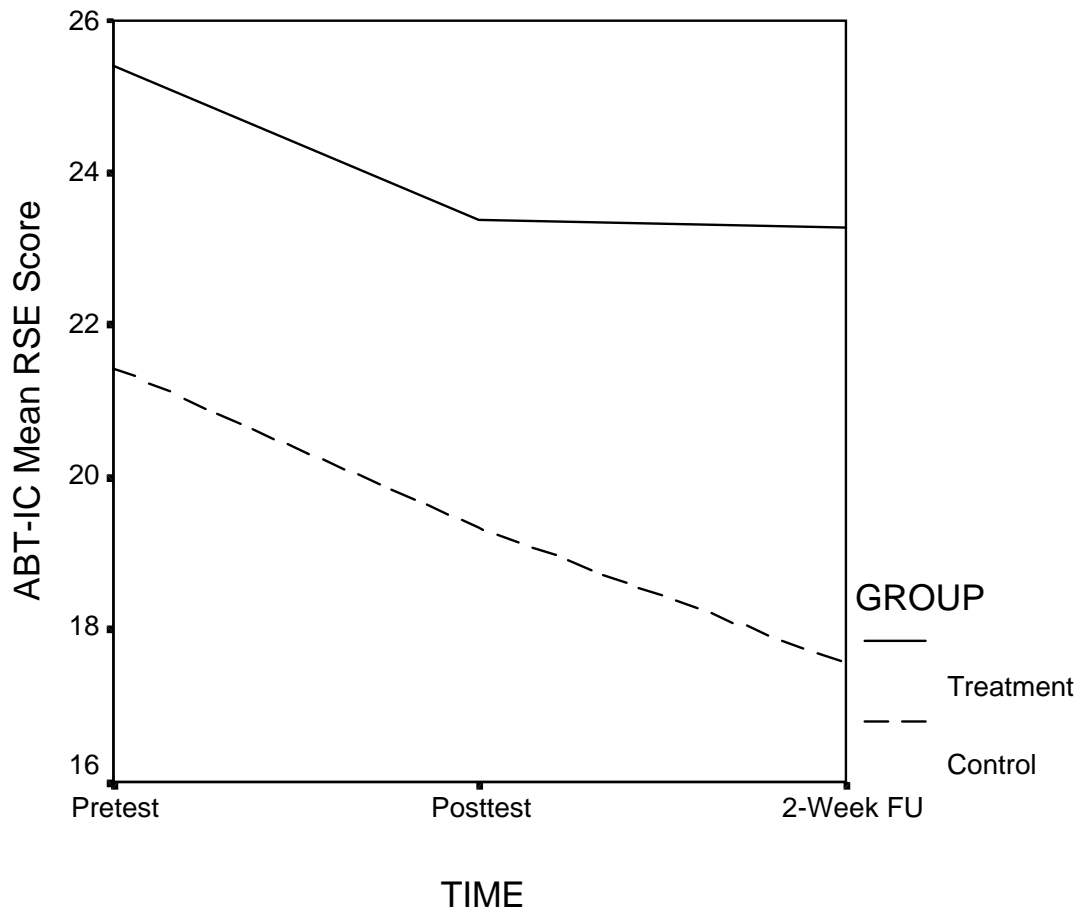


Figure 22. Mean RSE scores over time for ABT-IC cohort (N = 22)



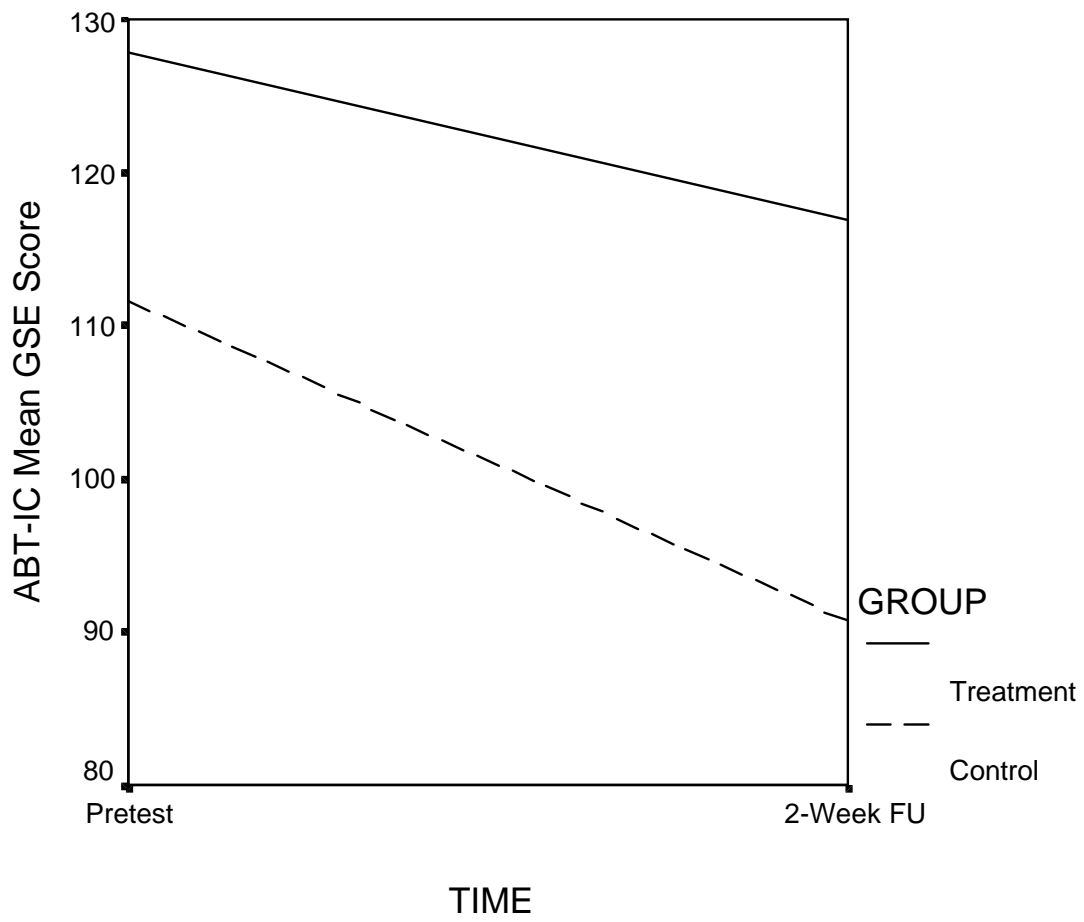


Figure 23. Mean GSE scores over time for ABT-IC cohort (N = 19)

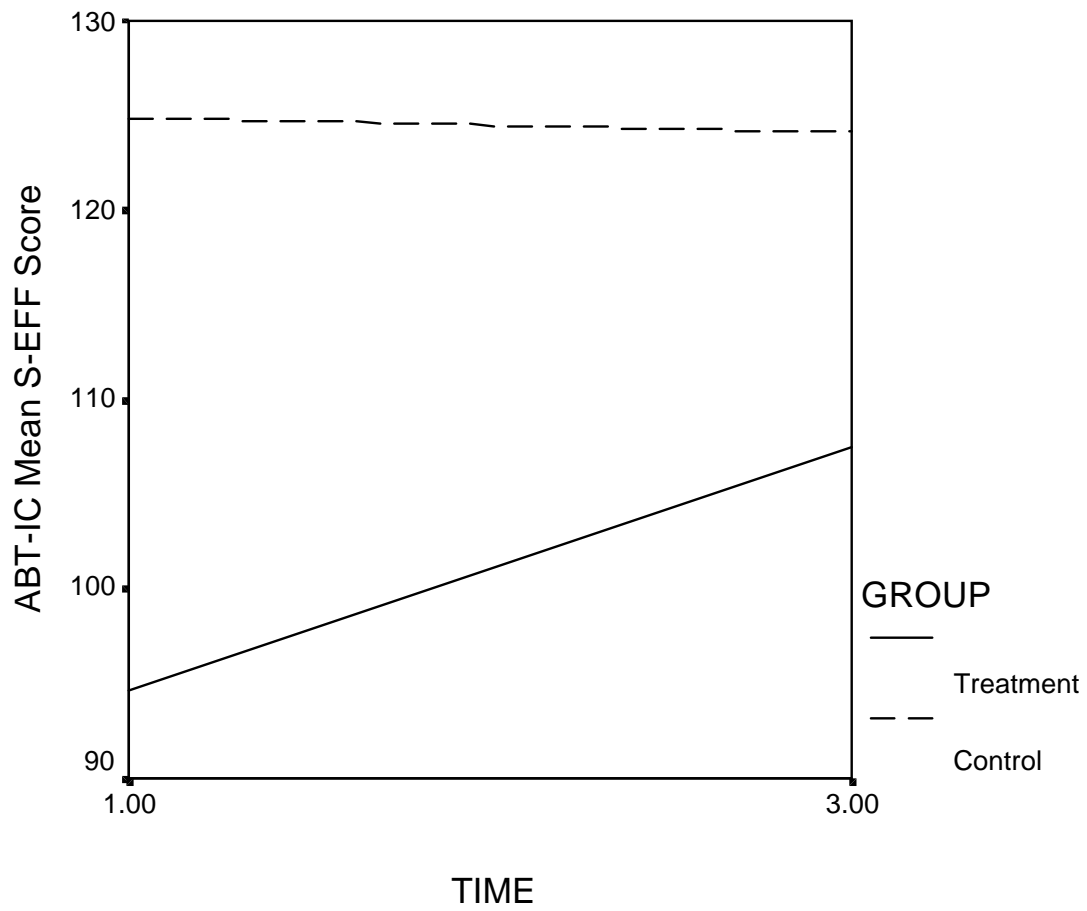


Figure 24. Mean S-EFF scores over time for ABT-IC cohort (N = 19)

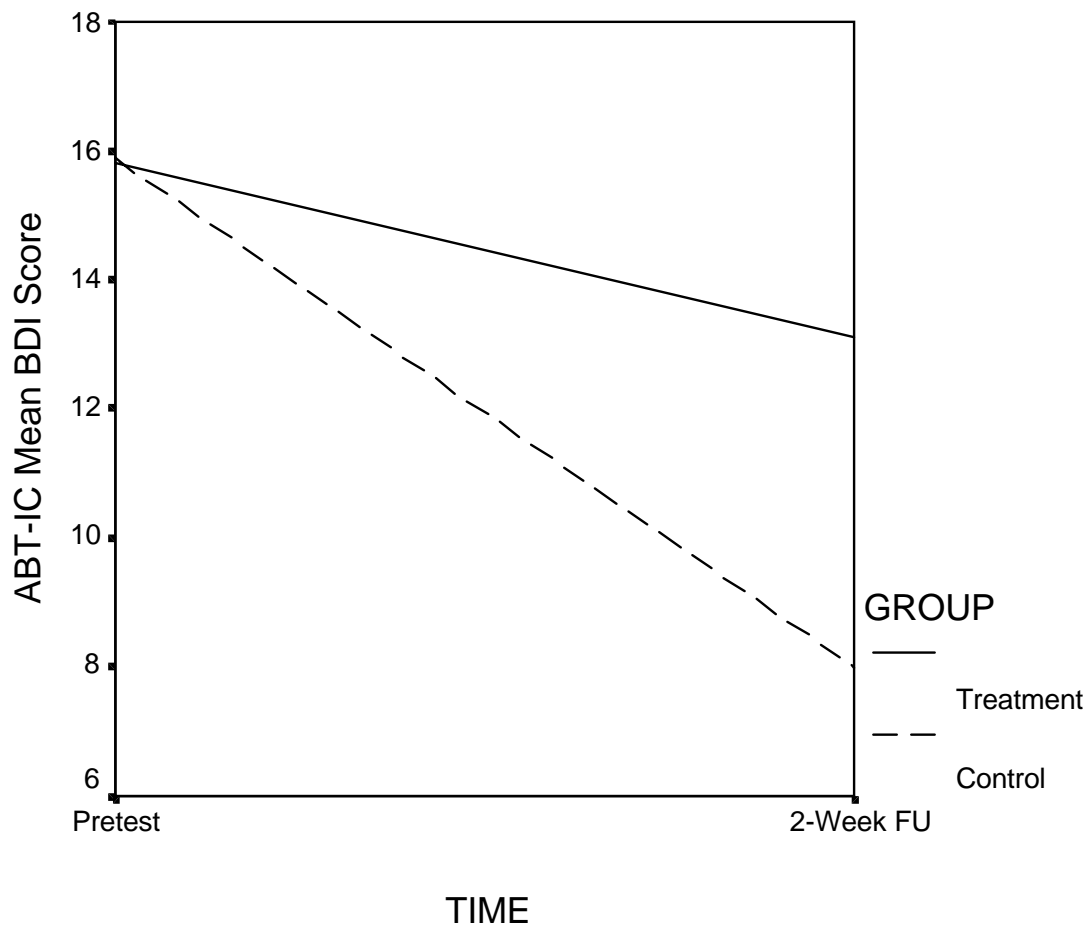


Figure 25. Mean BDI scores over time for ABT-IC cohort (N = 19)

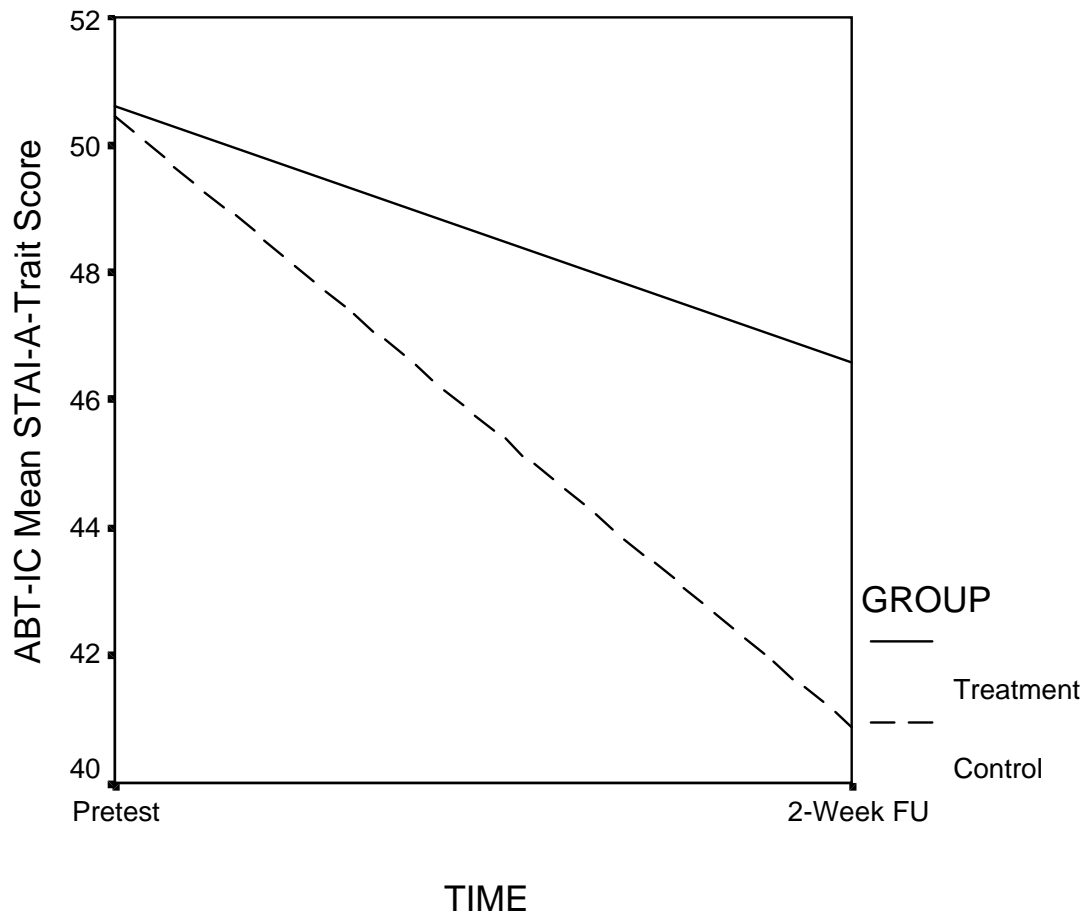


Figure 26. Mean STAI-A-Trait scores over time for ABT-IC cohort (N = 19)

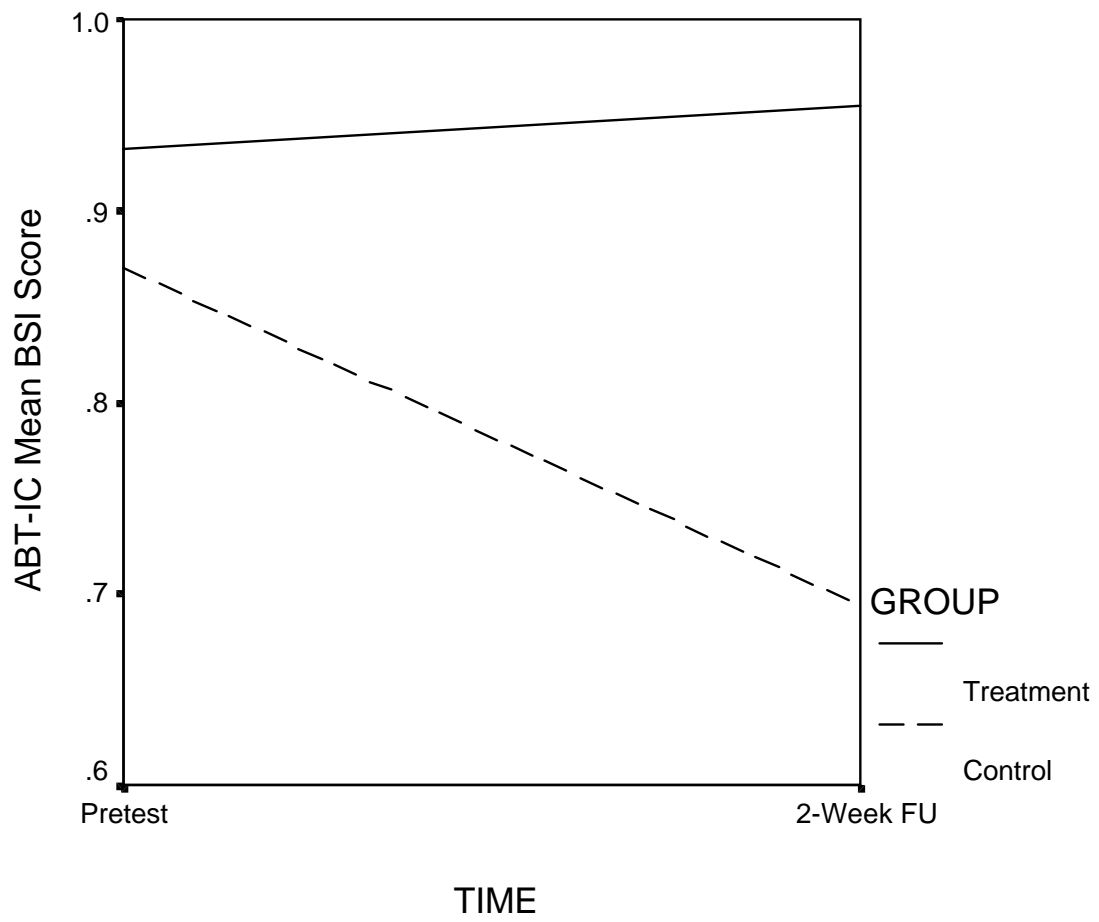


Figure 27. Mean BSI scores over time for ABT-IC cohort (N = 19)

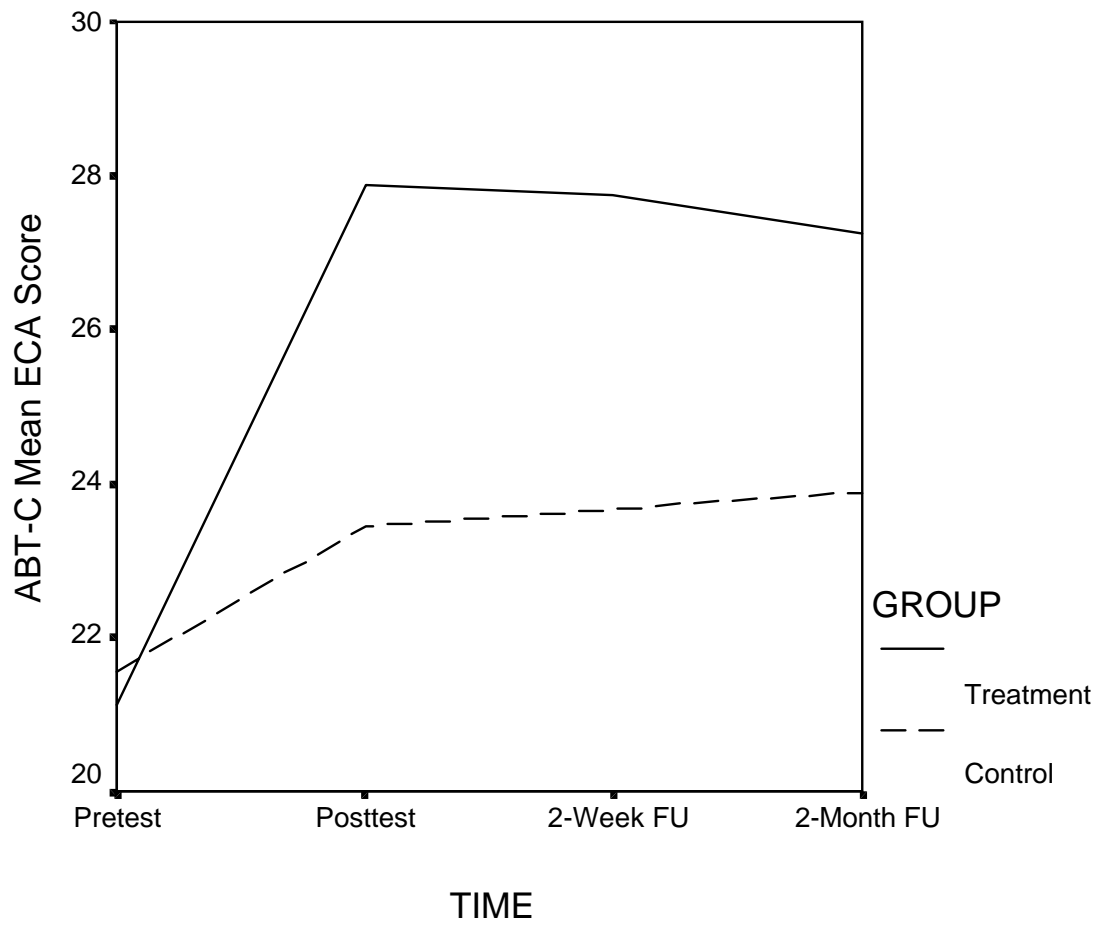


Figure 28. Mean ECA scores over time for ABT-C cohort (N = 17)

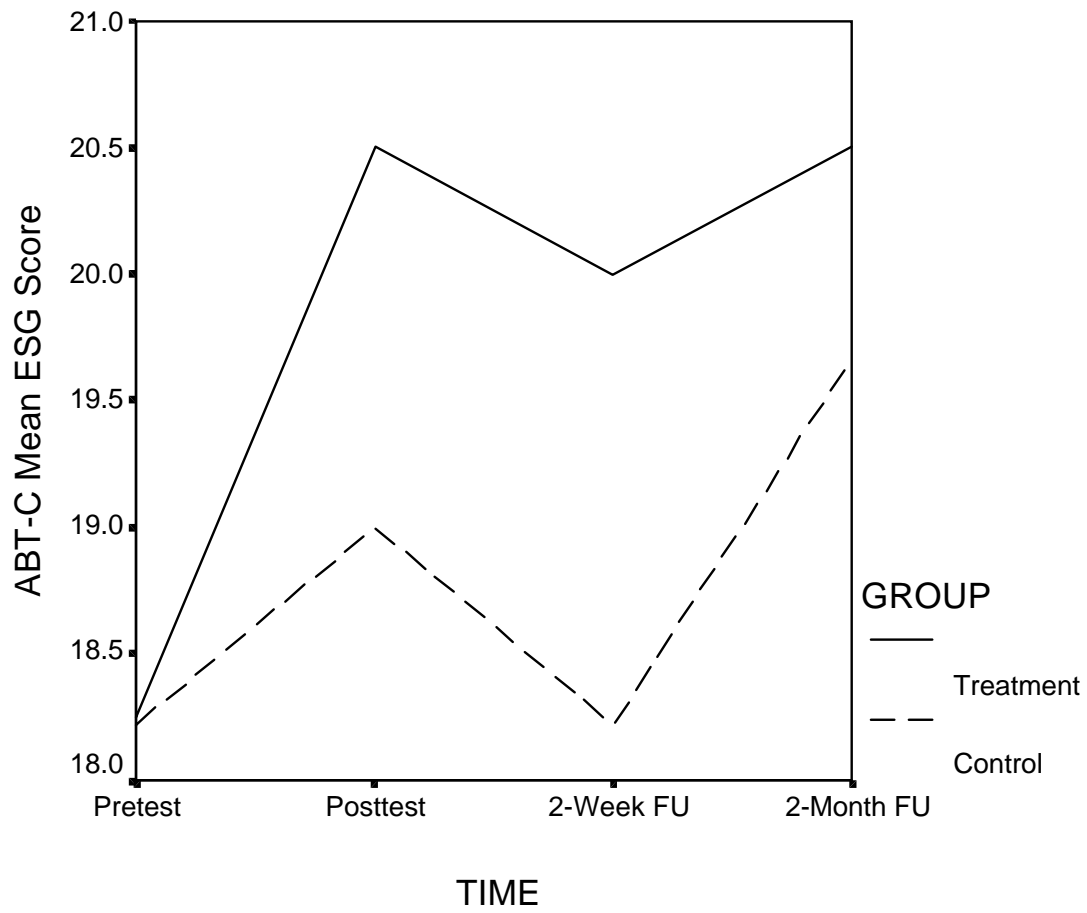


Figure 29. Mean ESG scores over time for ABT-C cohort (N = 17)

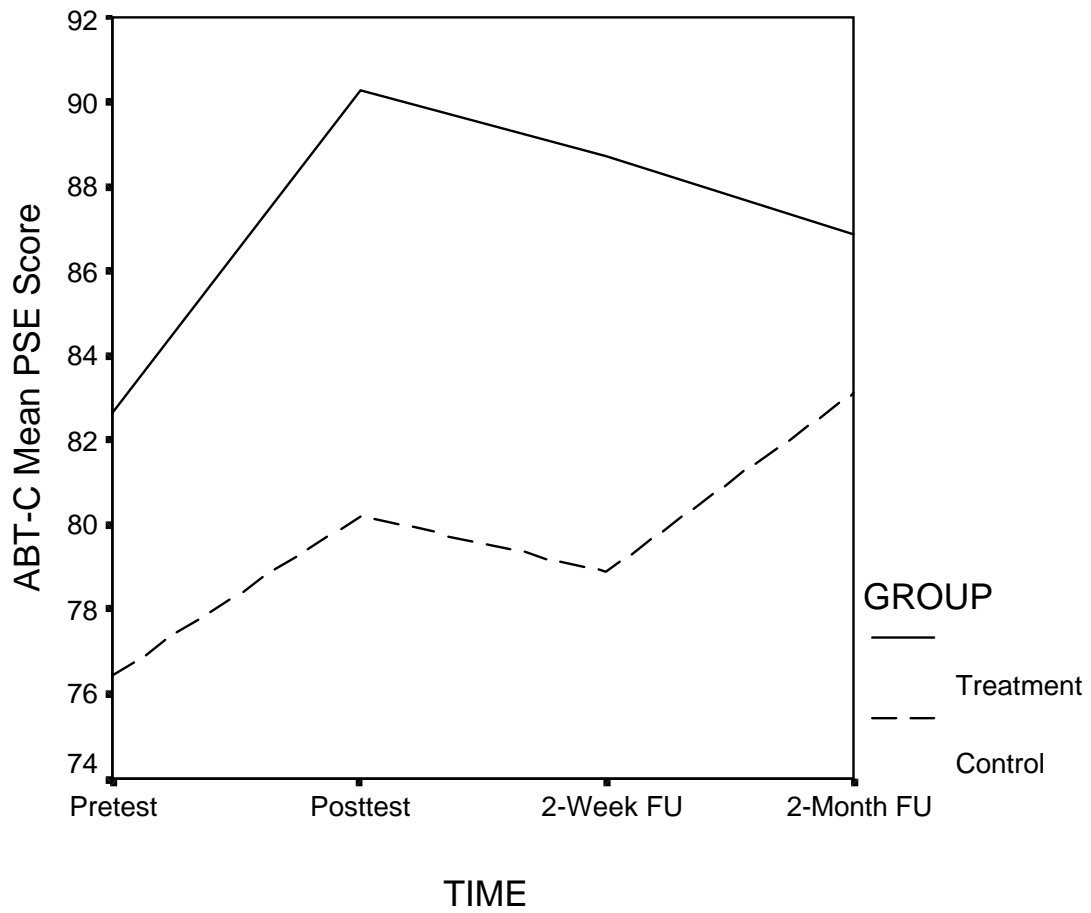


Figure 30. Mean PSE scores over time for ABT-C cohort (N = 17)



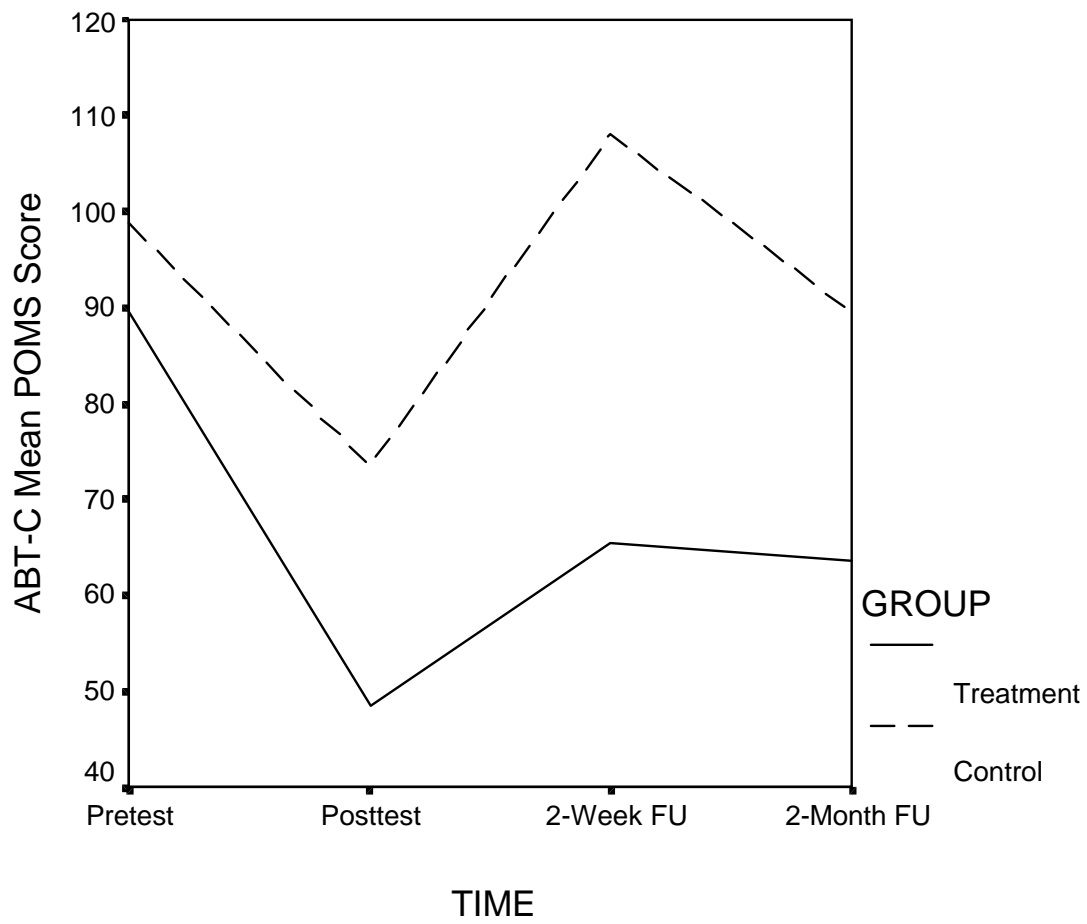


Figure 31. Mean POMS scores over time for ABT-C cohort (N = 17)

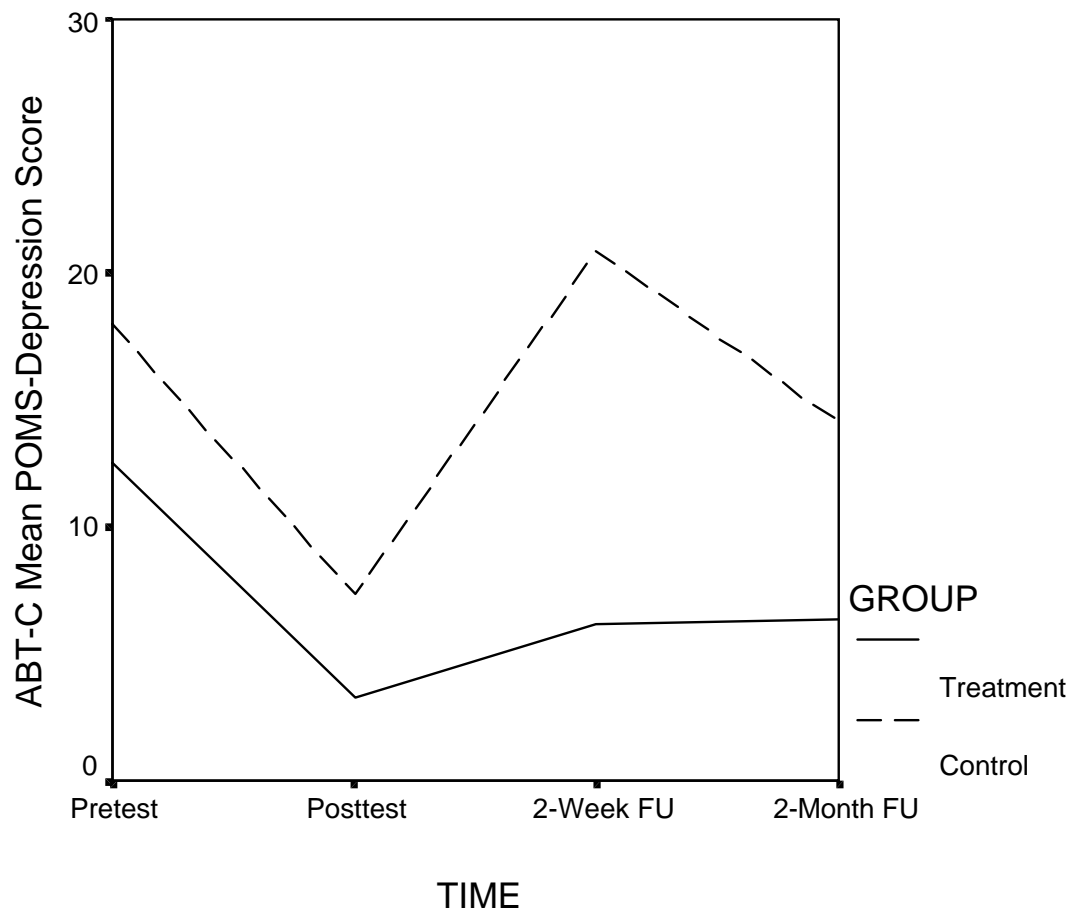


Figure 32. Mean POMS Depression Subscale scores over time for ABT-C cohort (N = 17)

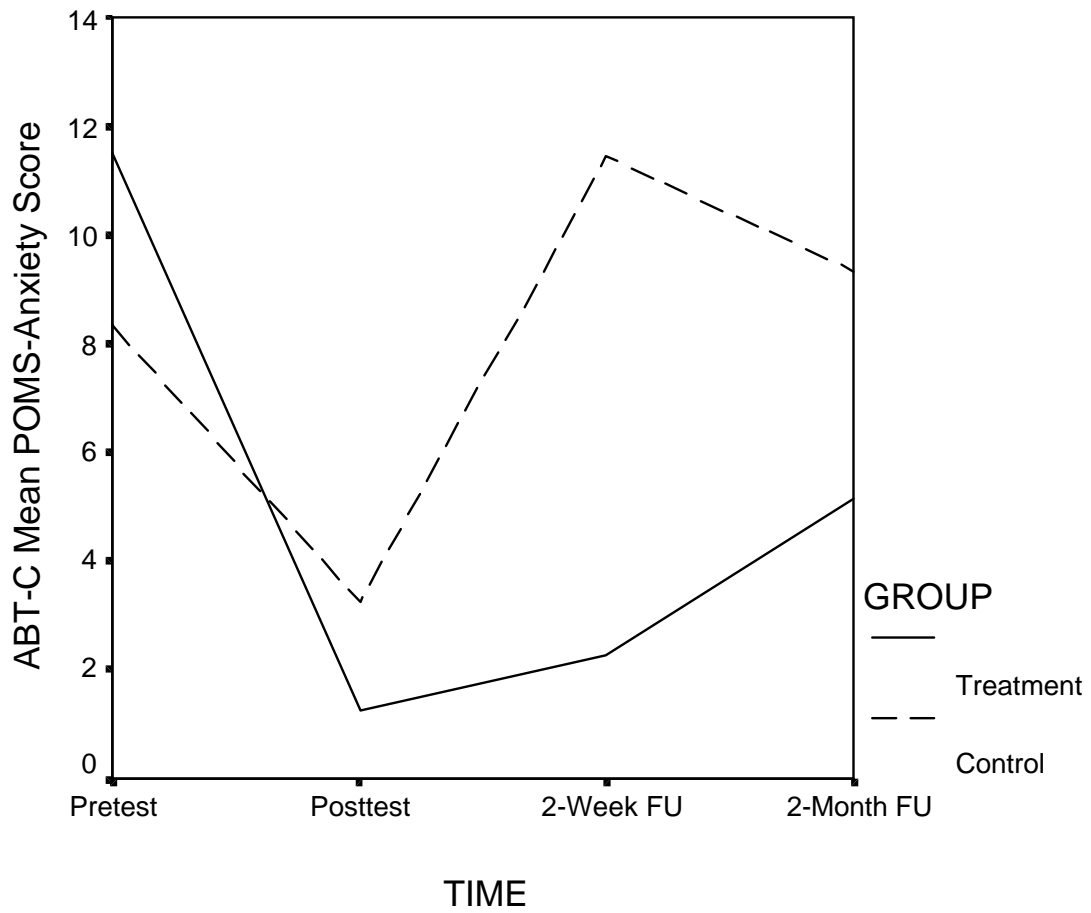


Figure 33. Mean POMS Anxiety Subscale scores over time for ABT-C cohort (N = 17)

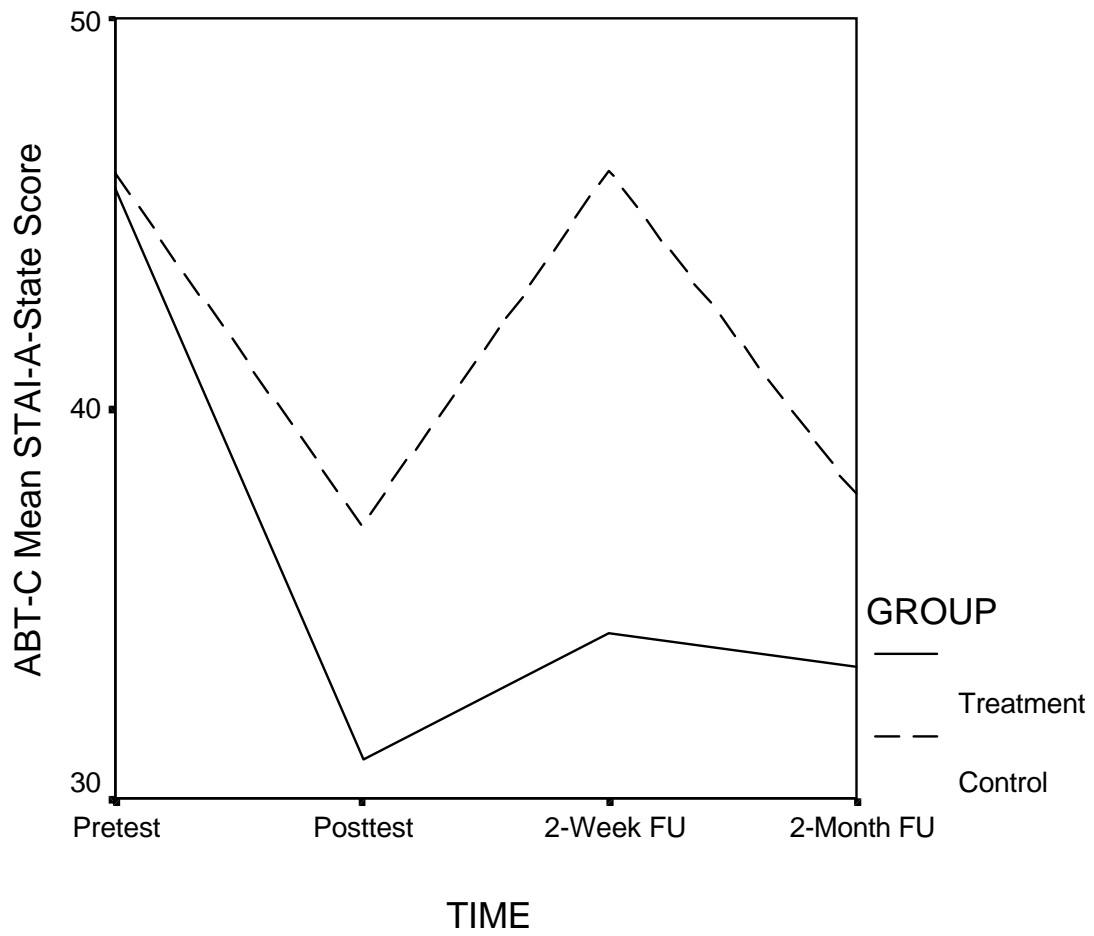


Figure 34. Mean STAI-A-State scores over time for ABT-C cohort (N = 17)

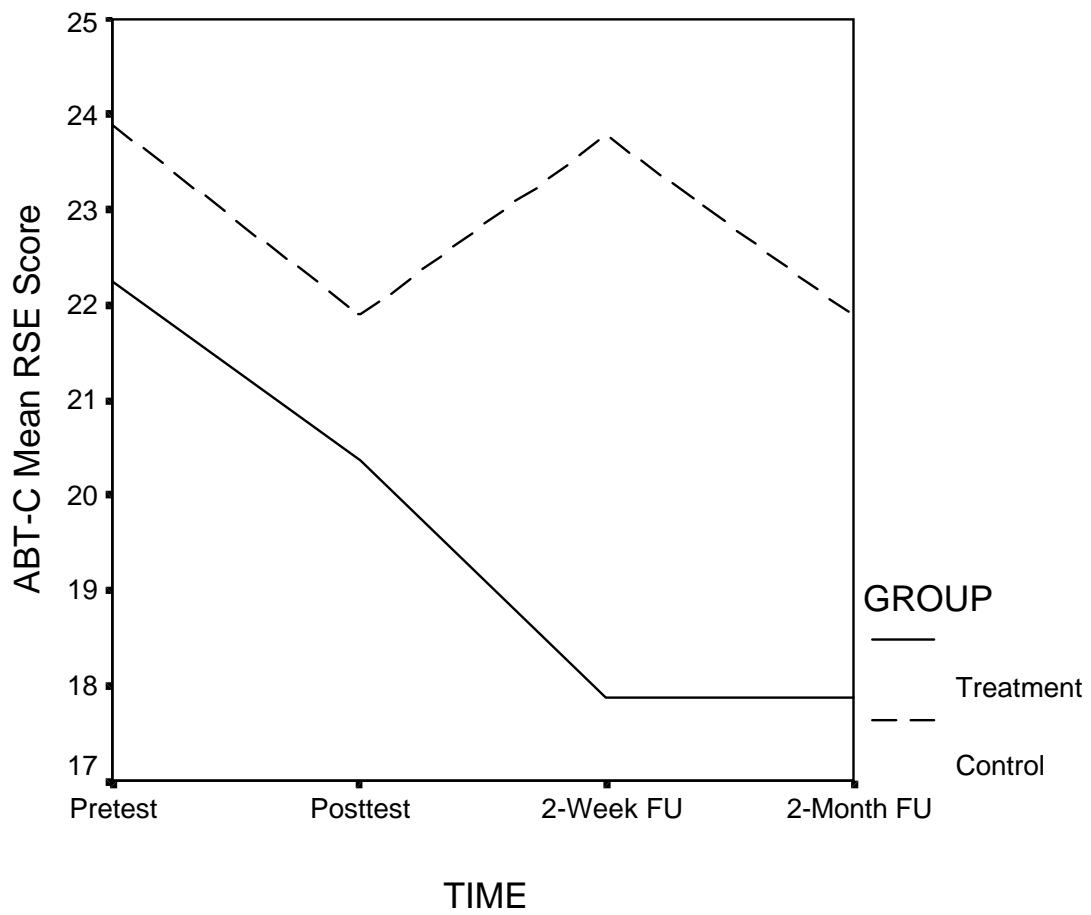


Figure 35. Mean RSE scores over time for ABT-C cohort (N = 17)

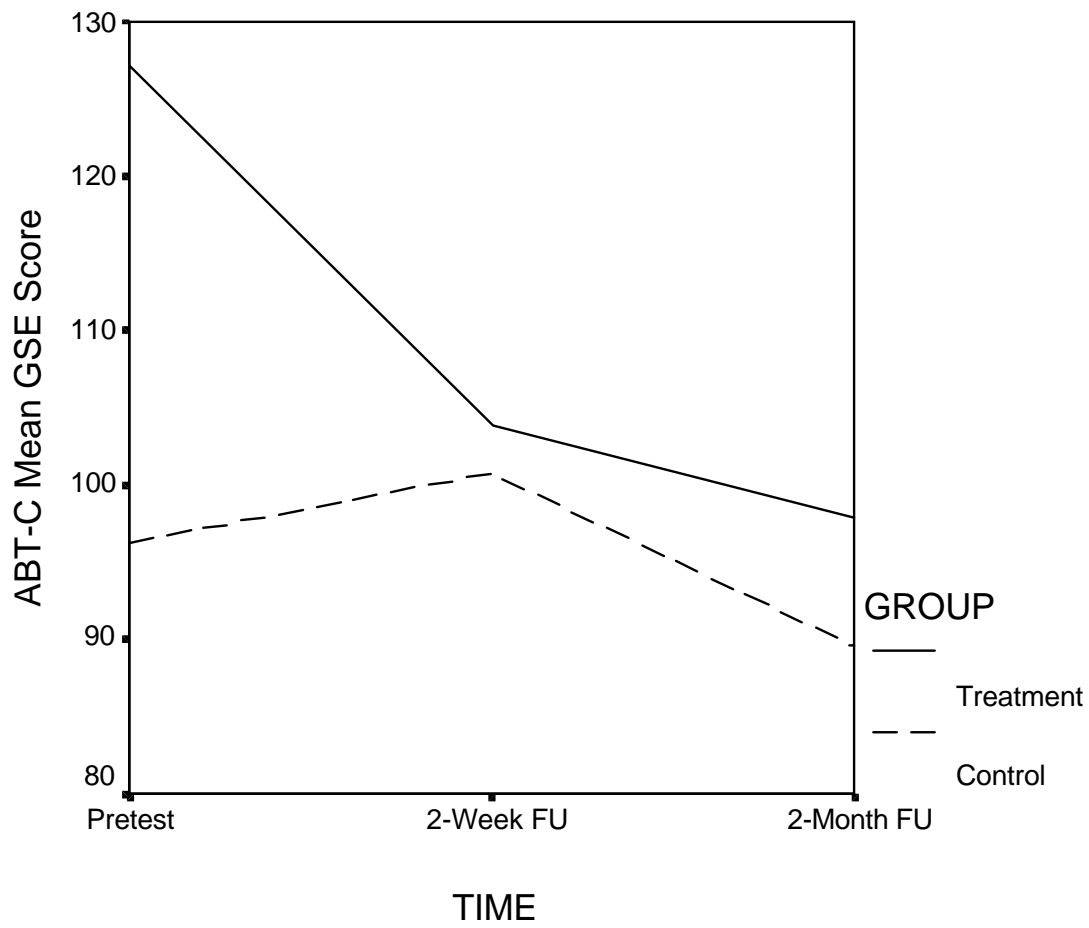


Figure 36. Mean GSE scores over time for ABT-C cohort (N = 17)

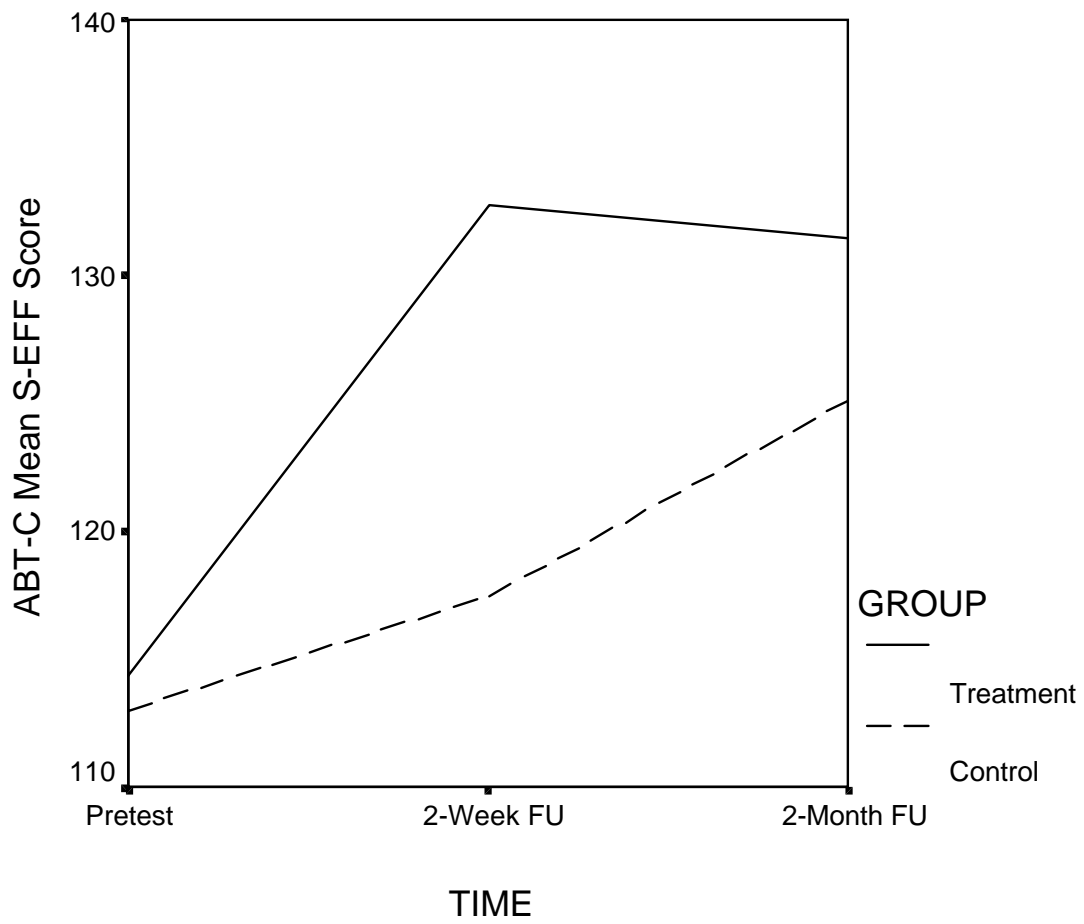


Figure 37. Mean S-EFF scores over time for ABT-C cohort (N = 17)

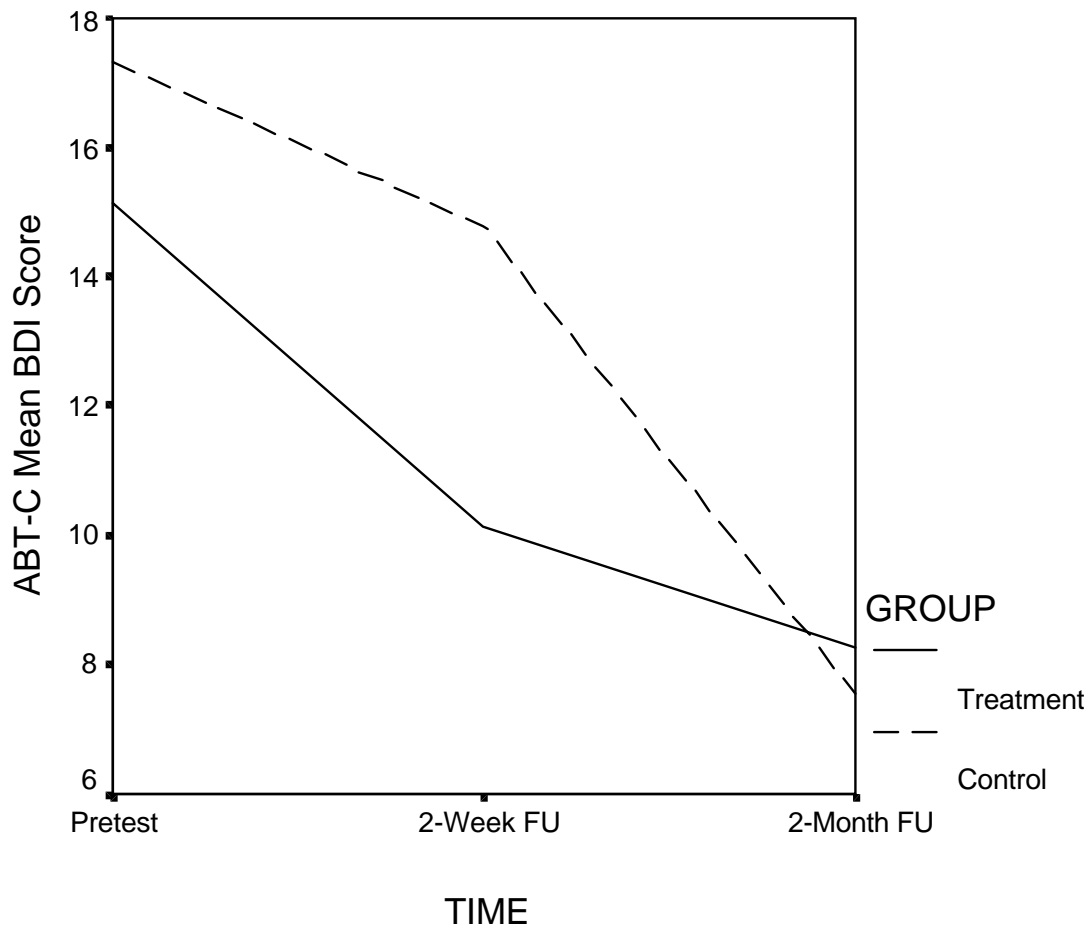


Figure 38. Mean BDI scores over time for ABT-C cohort (N = 17)



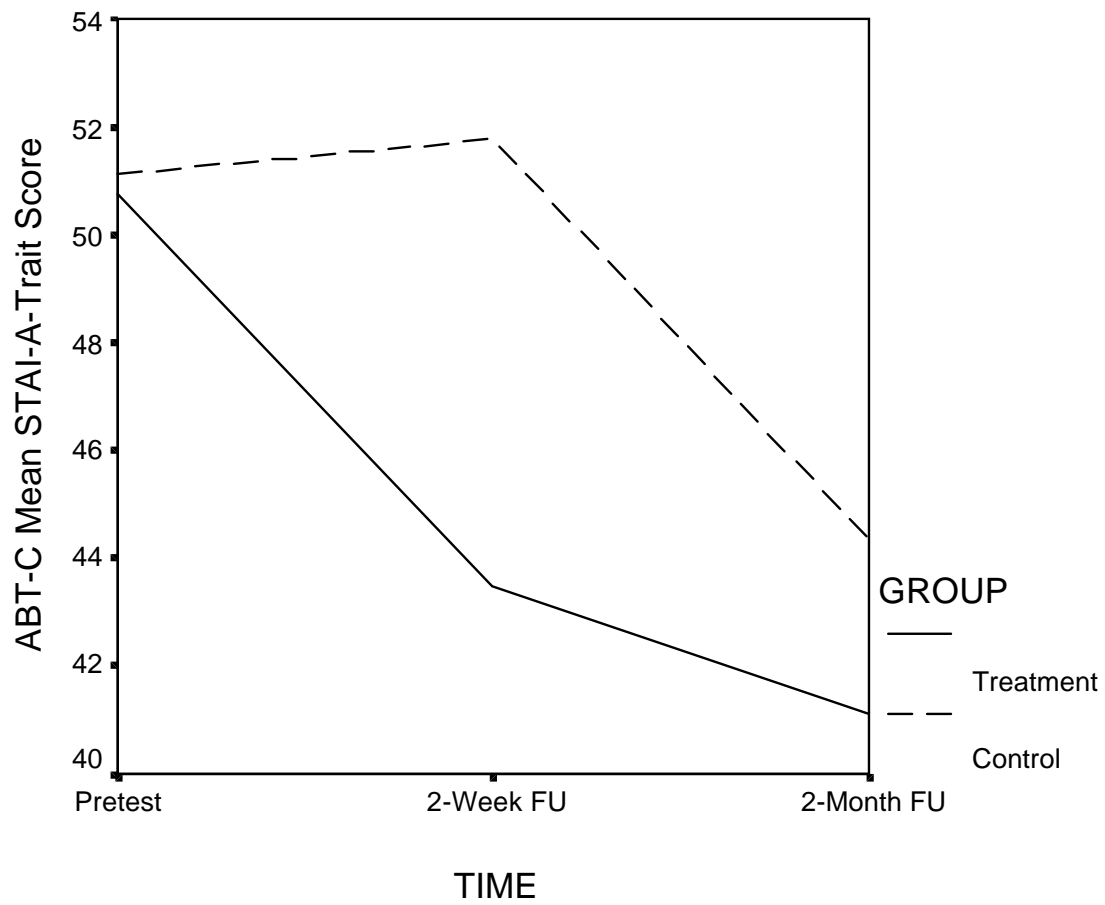


Figure 39. Mean STAI-A-Trait scores over time for ABT-C cohort (N = 17)

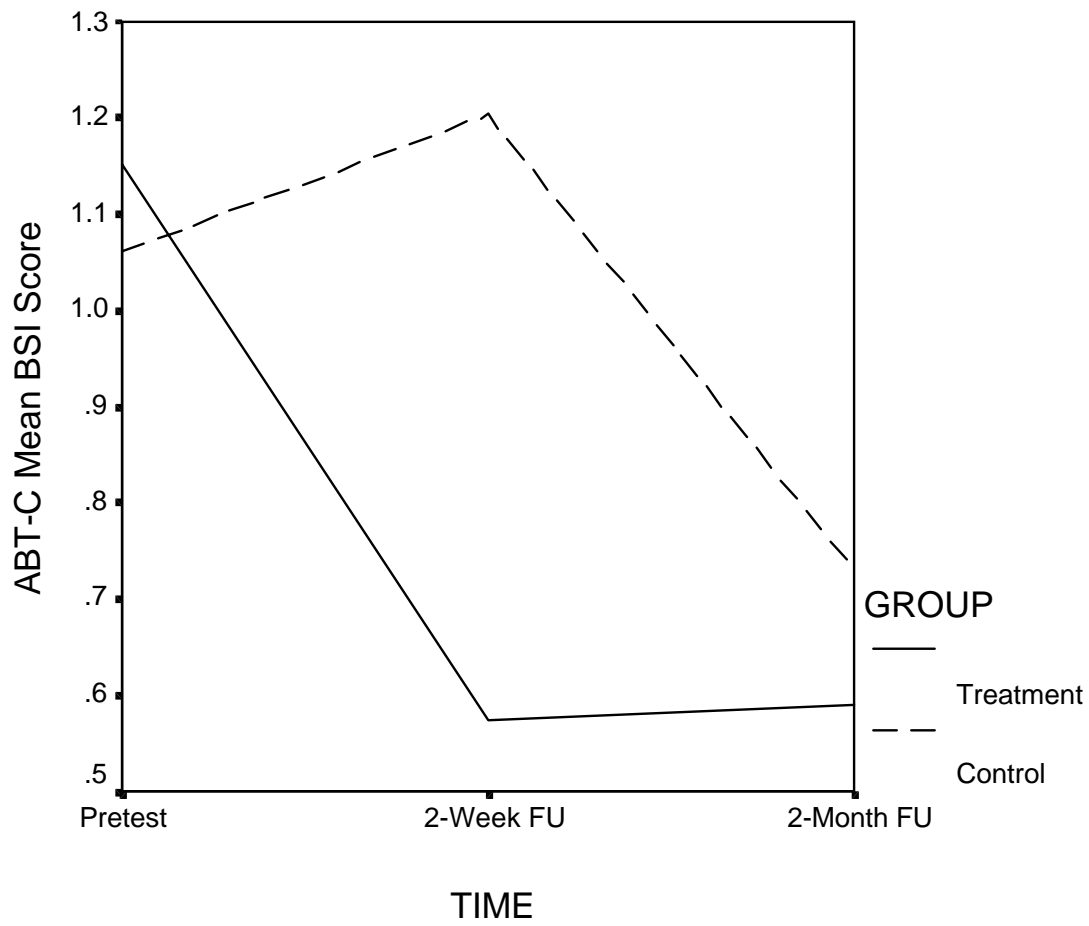


Figure 40. Mean BSI scores over time for ABT-C cohort (N = 17)

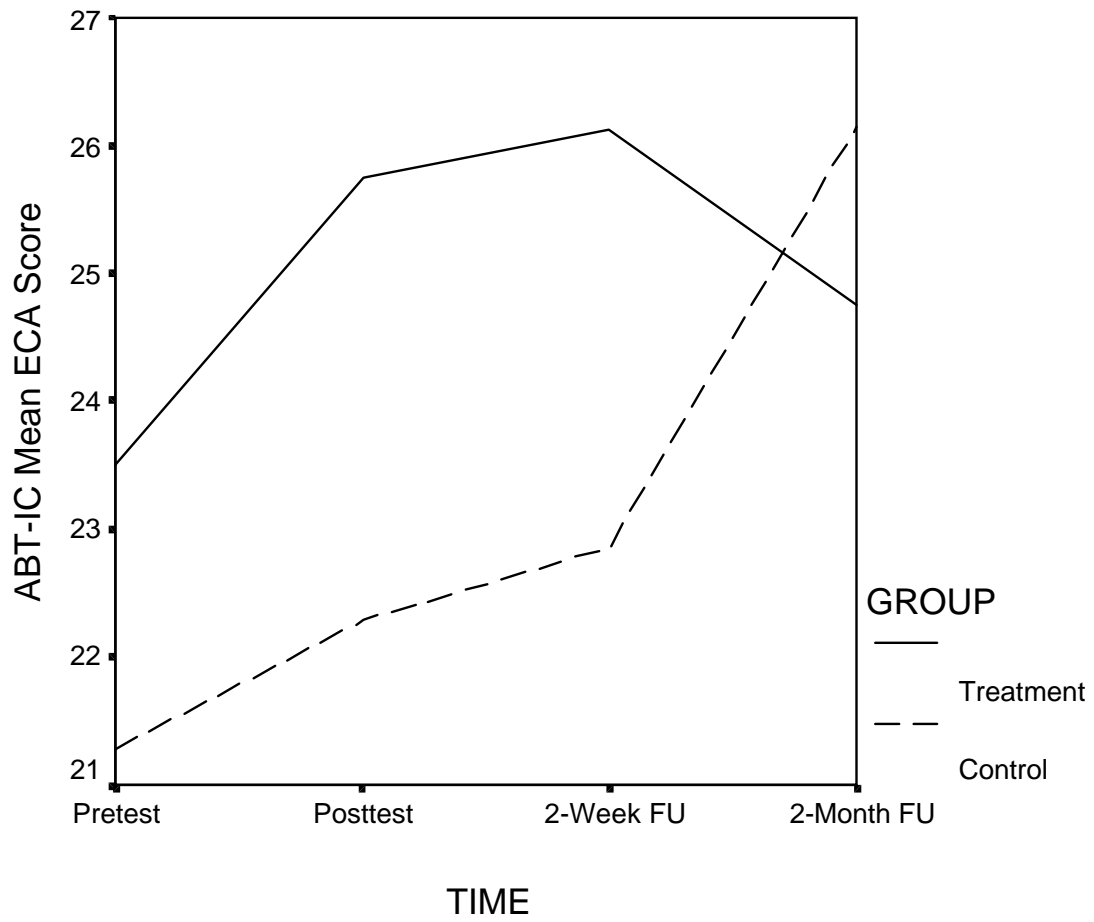


Figure 41. Mean ECA scores over time for ABT-IC cohort (N = 15)

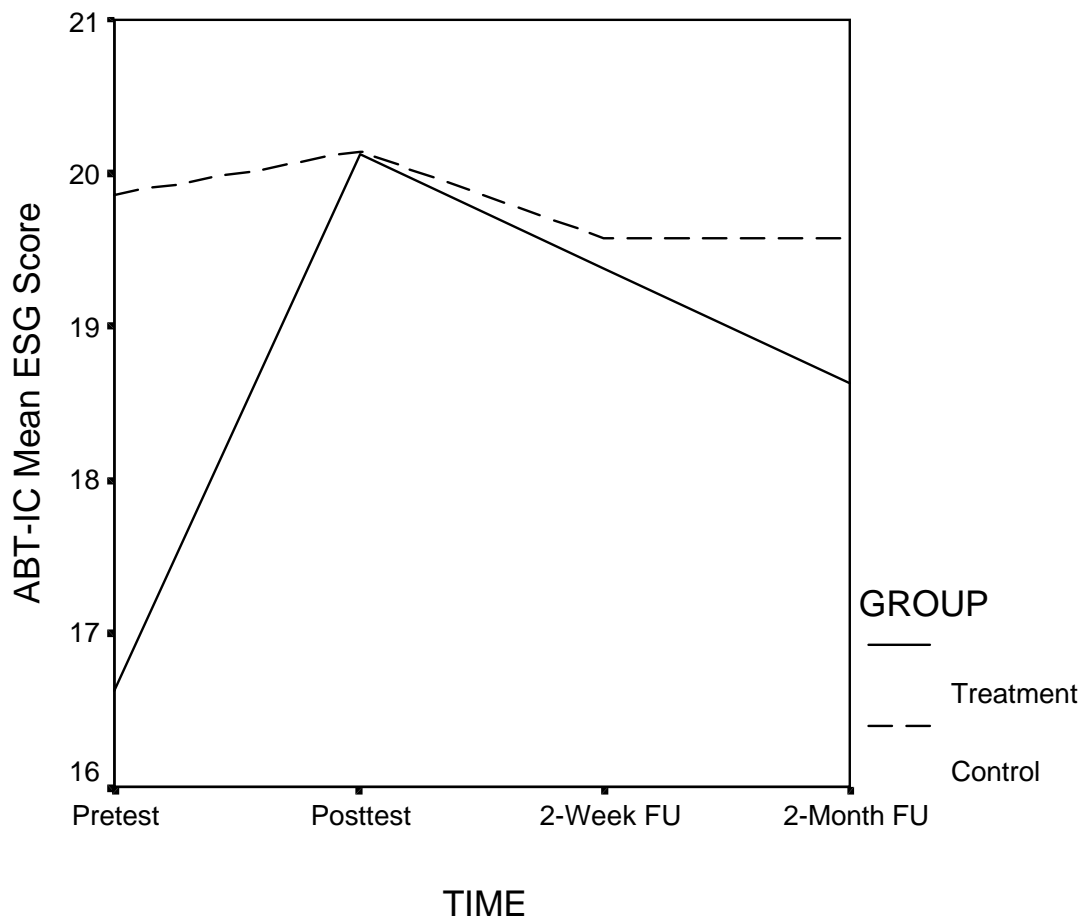


Figure 42. Mean ESG scores over time for ABT-IC cohort (N = 15)

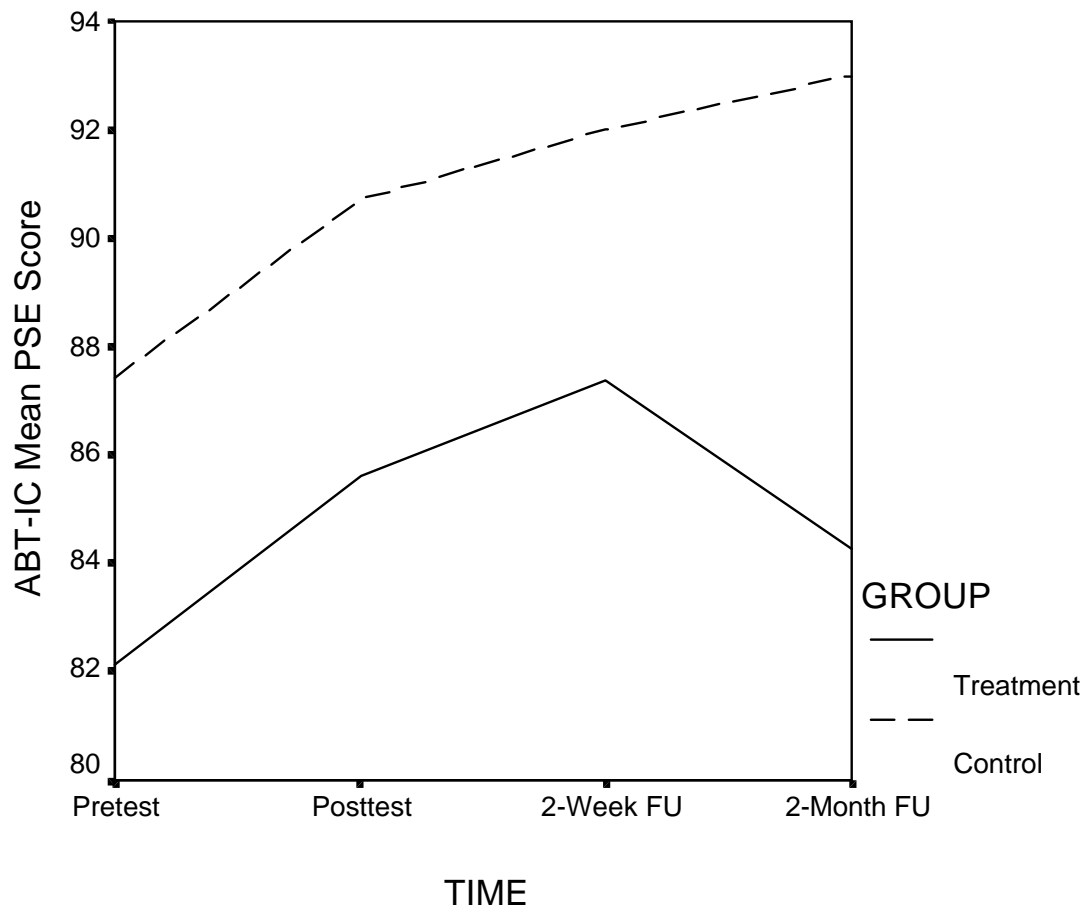


Figure 43. Mean PSE scores over time for ABT-IC cohort (N = 15)

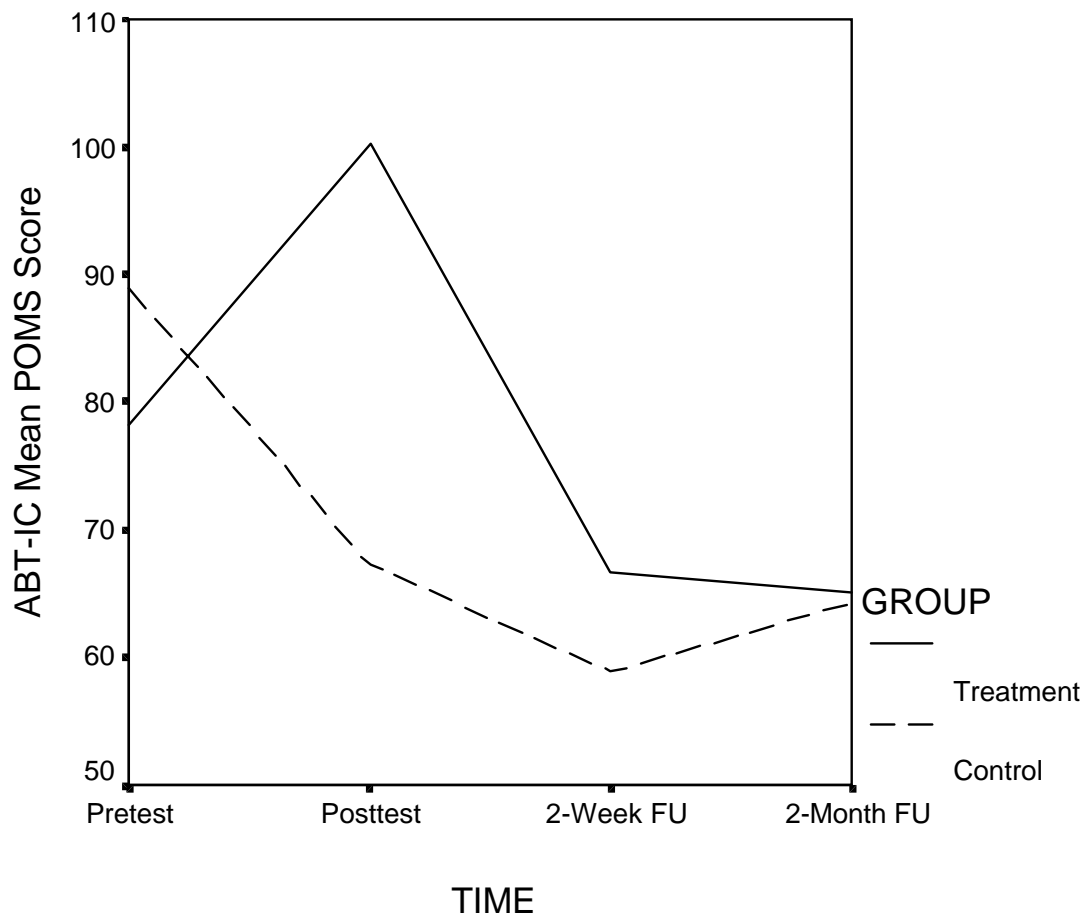


Figure 44. Mean POMS scores over time for ABT-IC cohort (N = 15)

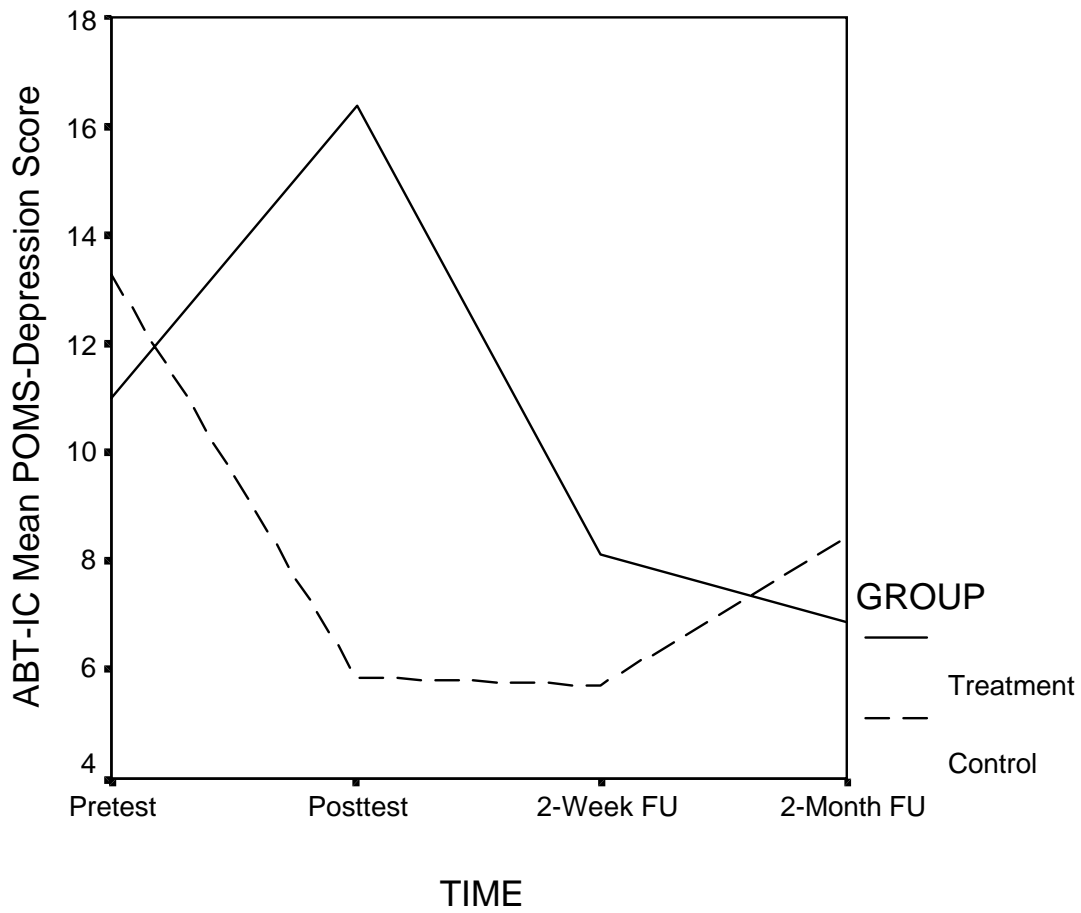


Figure 45. Mean POMS Depression Subscale scores over time for ABT-IC cohort (N = 15)

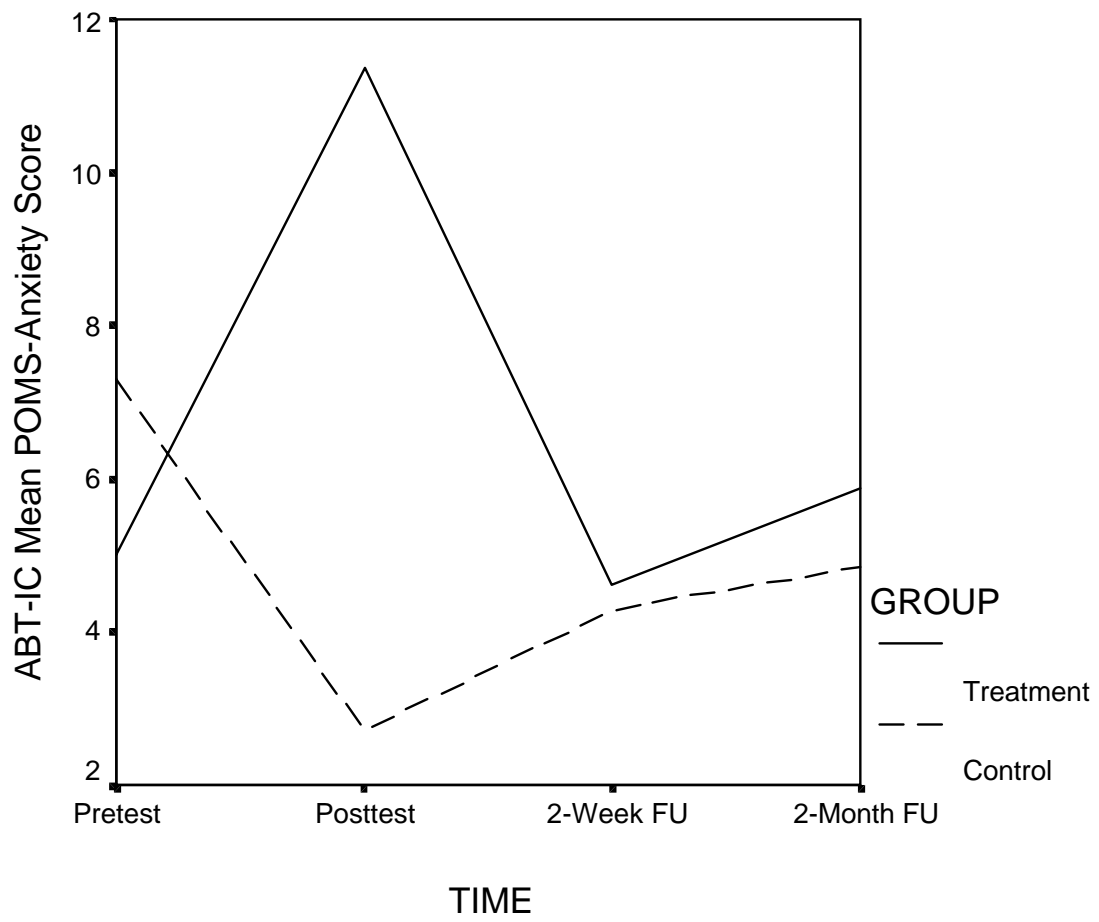


Figure 46. Mean POMS Anxiety Subscale scores over time for ABT-IC cohort (N = 15)



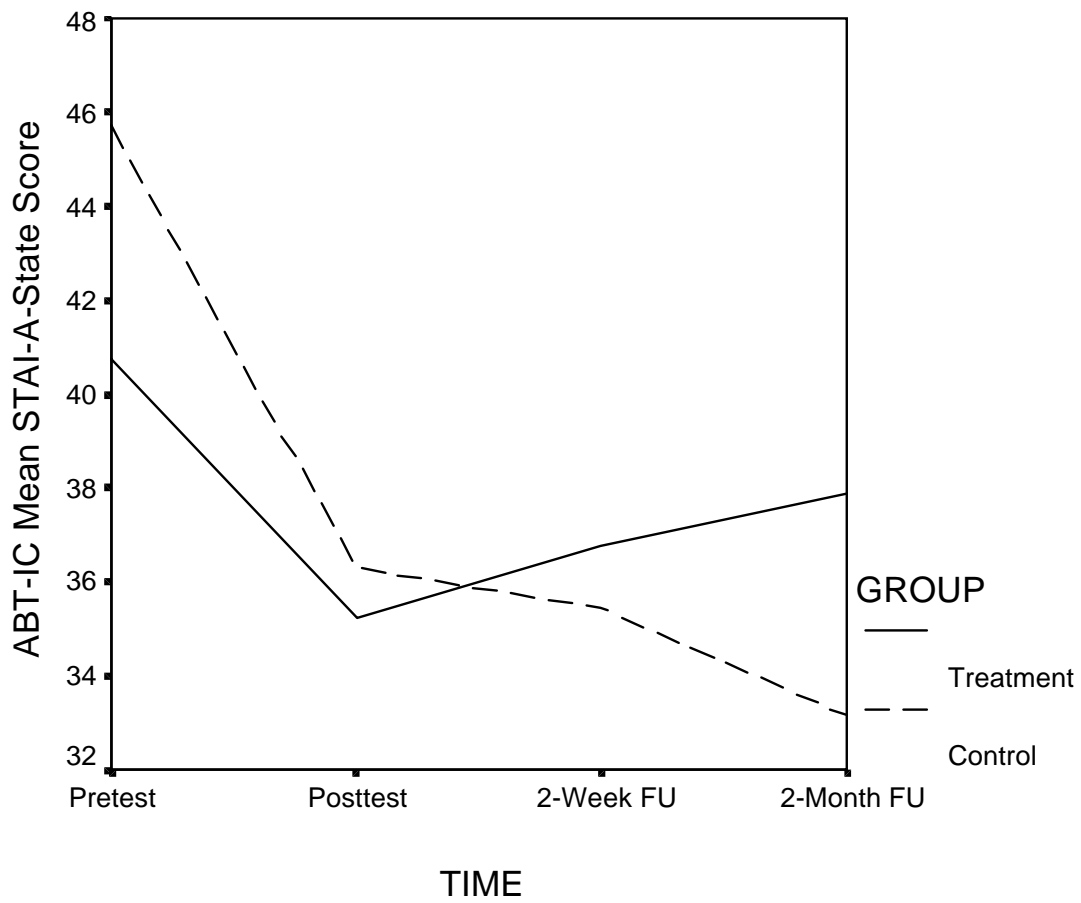


Figure 47. Mean STAI-A-State scores over time for ABT-IC cohort (N = 15)

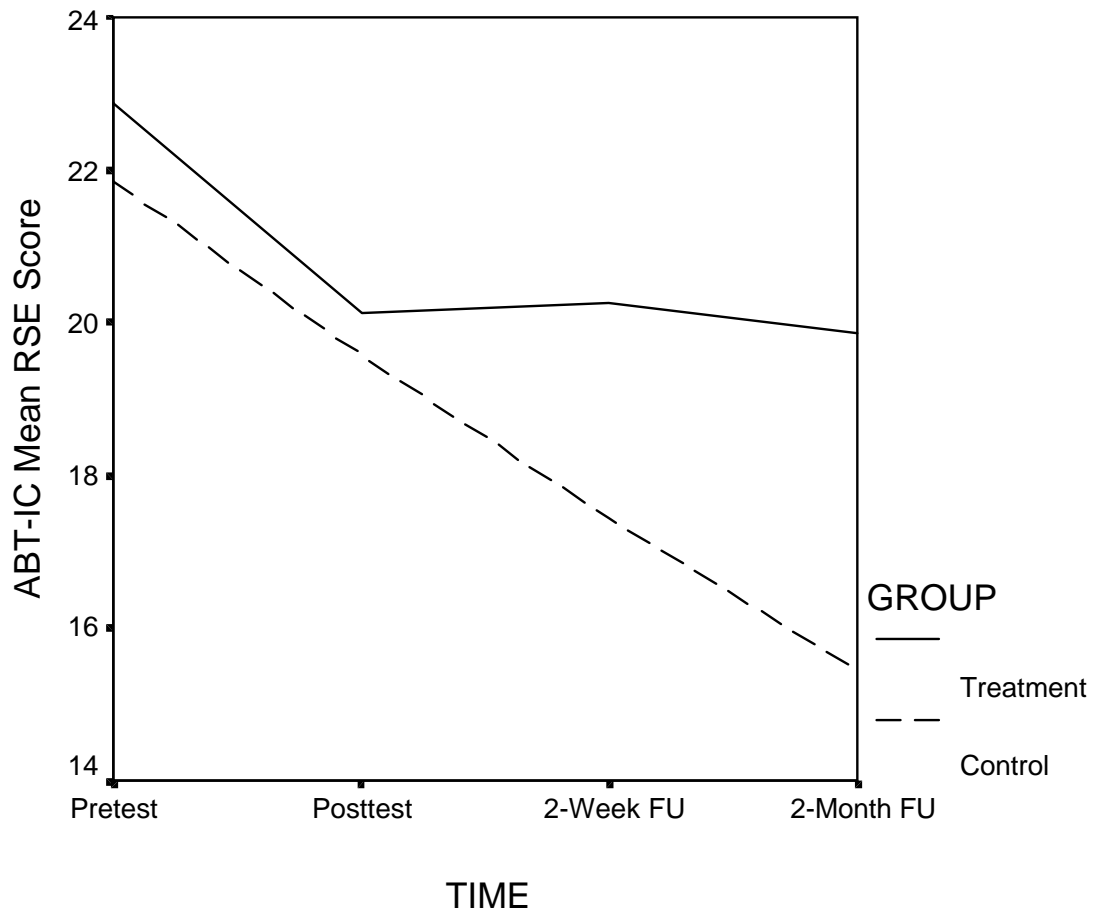


Figure 48. Mean RSE scores over time for ABT-IC cohort (N = 15)

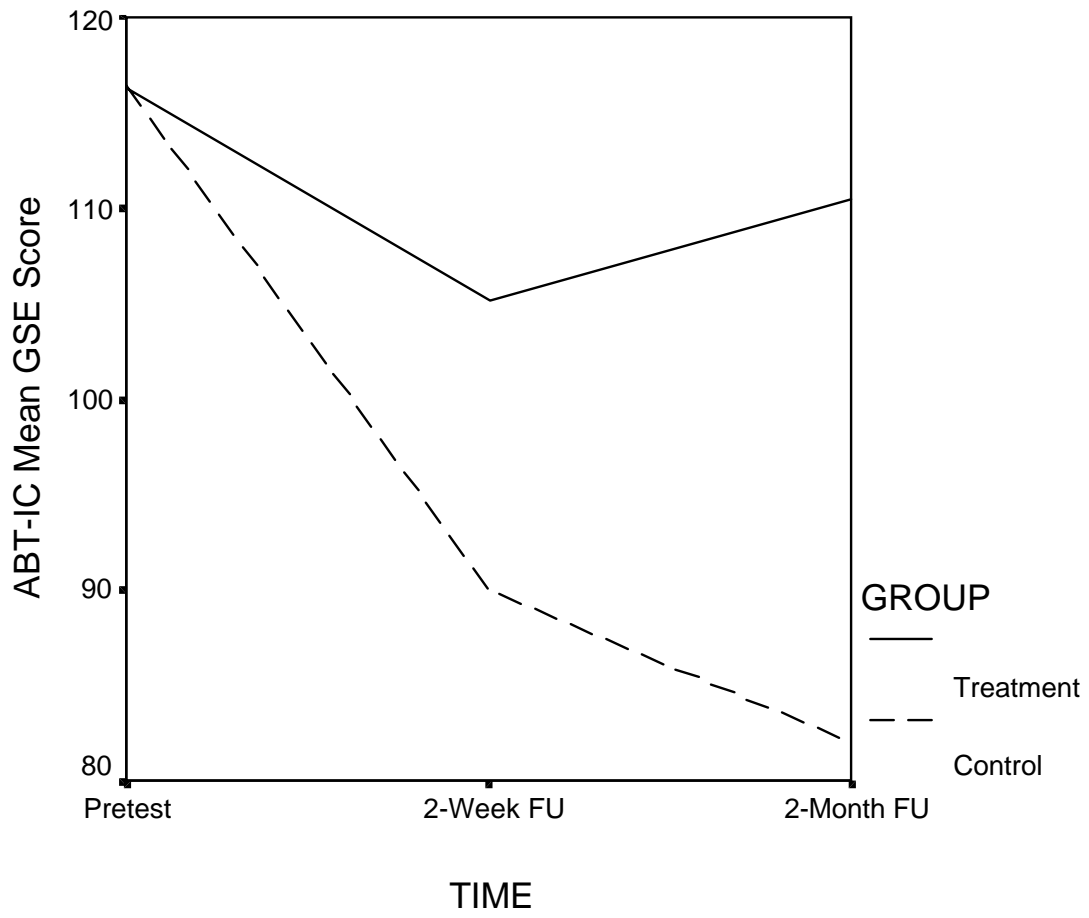


Figure 49. Mean GSE scores over time for ABT-IC cohort (N = 15)

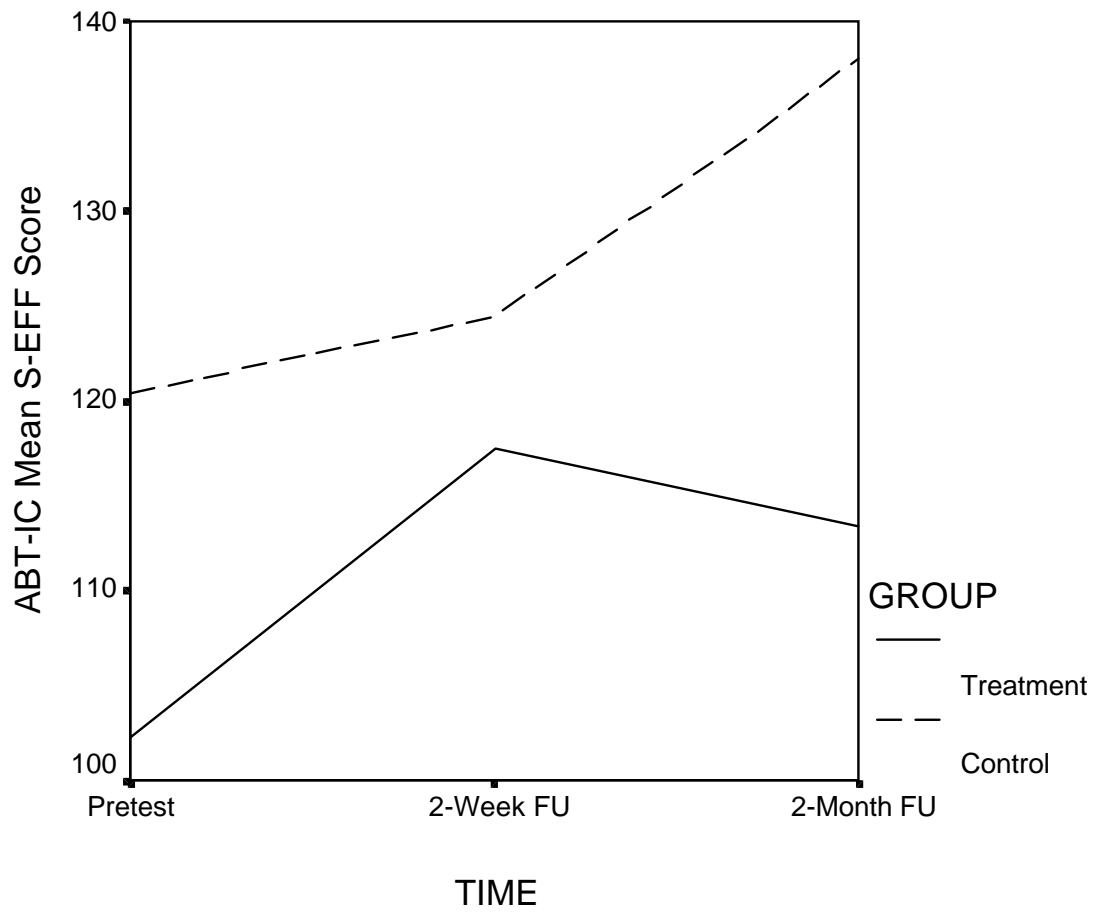


Figure 50. Mean S-EFF scores over time for ABT-IC cohort (N = 15)

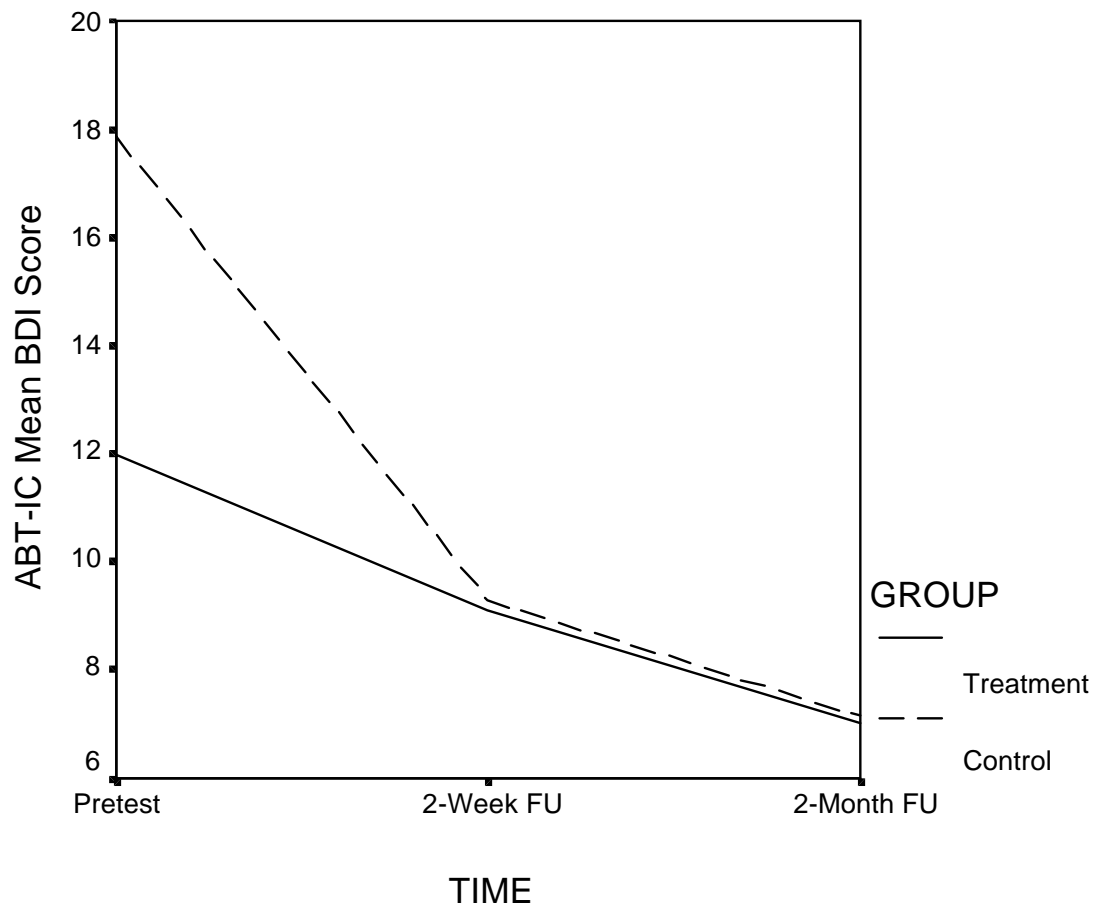


Figure 51. Mean BDI scores over time for ABT-IC cohort (N = 15)

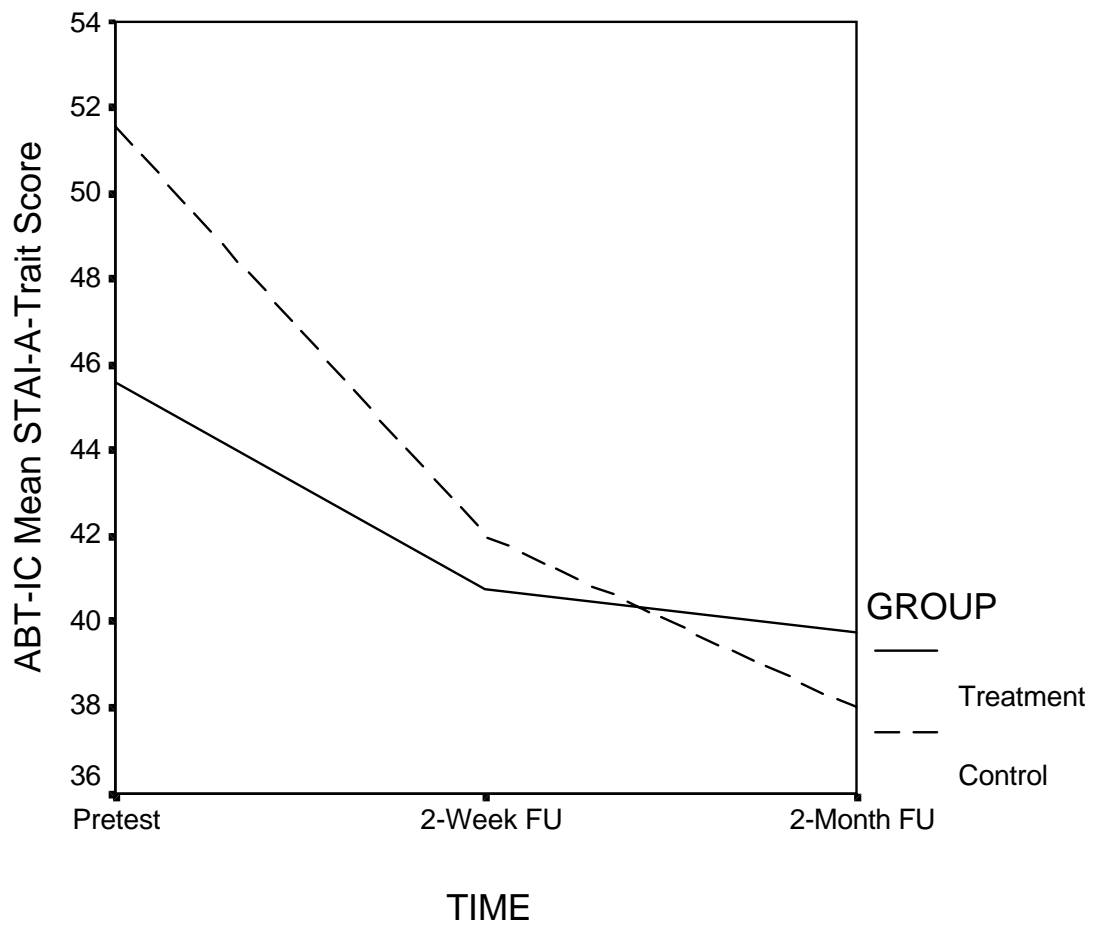


Figure 52. Mean STAI-A-Trait scores over time for ABT-IC cohort (N = 15)

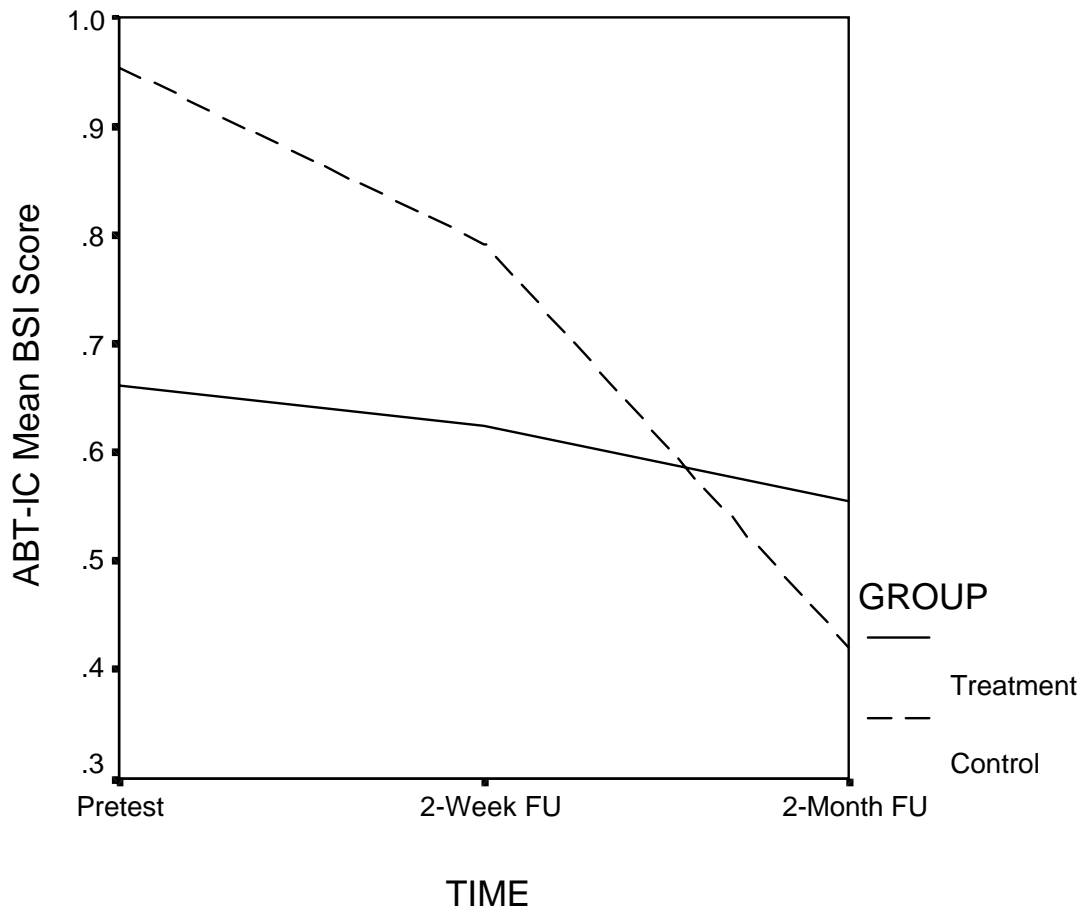


Figure 53. Mean BSI scores over time for ABT-IC cohort (N = 15)

# Curriculum Vita

## Elizabeth DeHart Richardson

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4126 South Webber Drive  
Pearland, Texas 77584  
(281) 489-8119  
edrichar@jetson.uh.edu

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### EDUCATION

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- 1/95 - Present    **Doctor of Philosophy** in Clinical Psychology.  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia.  
Degree expected May 14, 1999.
- 8/92 - 12/94    **Master of Science** in Developmental Psychology.  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
- 8/86 - 5/90    **Bachelor of Arts** in Biology.  
Minor in Psychology.  
Randolph-Macon Woman's College, Lynchburg, Virginia.  
Study Abroad Program, Spring Semester, 1989.  
Sea Education Association, Woods Hole, Massachusetts, Sponsored by Boston University.
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### PROFESSIONAL EXPERIENCE

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- 8/98 - Present    **University of Houston, Counseling and Psychological Services**  
Houston, Texas - **APA Accredited Internship Site**  
PRE-DOCTORAL PSYCHOLOGY INTERN: 40hrs/week  
*Individual Supervisors: Leonard Bohanon, Ph.D. and Sherri Terrell, Ed.D. = 2hrs/week*  
*Group Supervision: Karen Nelson, M.Ed. = 1hr/week*

- Provide individual counseling for culturally diverse student population.
- Co-facilitate mixed therapy group.
- Conduct ADHD, LD, Personality, and Vocational assessments.
- Participate in grand rounds and staffing meetings with Psychiatry.
- Participate in peer review and case presentations.
- Supervise masters level practicum students.
- Participate on multicultural committee and needs assessment research.
- Lead academic and personal growth workshops.
- Participate in campus outreach and crisis intervention.
- Participate in weekly clinical training and assessment seminars.
- Participate in National Screening Days.
- Organized state-wide conference for psychology interns (TACCTA)



- 8/96 - 5/97 **Psychological Services Center (PSC) and Child Study Center (CSC)**  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
FOURTH YEAR CLINICAL PRACTICUM  
*Supervisor: Russell Jones, Ph.D.*
- Provided individual therapy for children, adolescents, and adults, as well as couples and family therapy in a rural university community.
  - Provided crisis intervention to all populations.
  - Participated in treatment team and made formal case presentations.
  - Supervised first and second year clinical practicum students.
  - Conducted ADHD, LD, and Personality assessments for children, adolescents, and adults.
  - Created template currently used at the PSC and CSC for extended intake reports.
- 9/96 - 2/97 **Southwest Virginia Mental Health Institute: Forensic Unit**  
Marion, Virginia  
CLINICAL EXTERNSHIP  
*Supervisor: Colin Barrom, Ph.D.*
- Provided individual therapy to diverse adult forensic population.
  - Provided crisis intervention.
  - Participated in multidisciplinary treatment team.
  - Conducted LD and Personality assessments.
  - Developed and co-facilitated depression management group.
- 5/96 - 8/96 **Duke University Medical Center: ADHD Program**  
Durham, North Carolina  
CLINICAL EXTERNSHIP  
*Supervisor: C. Keith Conners, Ph.D.*
- Conducted ADHD and LD assessments for children, adolescents, and adults.
  - Participated in feedback sessions with Dr. Conners.
  - Co-developed data entry system for improved data management.
- 8/95 - 5/96 **Psychological Services Center and Child Study Center**  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
SECOND YEAR CLINICAL PRACTICUM  
*Supervisor: Richard Eisler, Ph.D..*
- Provided individual therapy for children, adolescents, and adults, as well as couples and family therapy in a rural university community.
  - Provided crisis intervention to all populations.
  - Participated in treatment team and made formal case presentations.
  - Conducted ADHD, LD, and Personality assessments for children, adolescents, and adults.

- 1/95 - 8/95      **Psychological Services Center and Child Study Center**  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
FIRST YEAR CLINICAL PRACTICUM  
*Supervisors: Richard Eisler, Ph.D., Jack Finney, Ph.D. and Bob Stephens, Ph.D.*
- Provided individual therapy for children, adolescents, and adults, as well as couples and family therapy in rural university community.
  - Participated in treatment team and made formal case presentations.
  - Conducted ADHD, LD, and Personality assessments for children, adolescents, and adults.
- 8/94 - 12/94      **RAFT Hotline Volunteer**  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia
- Attended volunteer staff training.
  - Crisis phone intervention for student and community populations.
- 6/93 - 8/93      **Administrative Staff, Camp Seafarer (YMCA)**  
Arapahoe, North Carolina  
DIRECTOR OF CAMPER SERVICES  
*Supervisor: Cille Griffith, M.Ed.*
- Conducted staff training for administrative staff members.
  - Supervised and evaluated administrative staff members.
  - Provided individual counseling PRN for 1120 females ages 7-16.
  - Provided group counseling as needed.
  - Facilitated adventure-based experiential group therapy using ropes course.
  - Developed age-appropriate programming.
  - Motivated administrative and Junior and Senior staff members through leadership.
- 6/92 - 8/92      **Administrative Staff, Camp Seafarer (YMCA)**  
Arapahoe, North Carolina  
HEAD COUNSELOR  
*Supervisors: Judy Bright, M.S. and Lynn Moss, Ph.D.*
- Conducted staff training for 30 Junior and Senior Counselors.
  - Supervised and evaluated staff members.
  - Provided individual counseling PRN for 280 13-year old females.
  - Provided group counseling as needed.
  - Developed age-appropriate programming.
  - Motivated staff and counselors through leadership.

10/91 - 5/92 **Adolescent Inpatient Program, Marshall I. Pickens Psychiatric Hospital**  
Greenville, South Carolina  
TEACHER'S AIDE  
*Supervisor: Carol Stubbs, Ph.D.*

- Administered and scored psychological and educational tests.
- Taught a variety of academic subjects for grades 3-12.

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## **SUPERVISORY EXPERIENCE**

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1/99 - Present **Supervision of Masters Students**  
University of Houston, Counseling and Psychological Services, Houston, Texas  
*Supervisor: Gail Hudson Gillan, Ph.D., LMSW-ACP*

- Primary supervisor for masters level practicum counseling psychology students.
- Provide 1.5 hours of weekly individual supervision.
- Review of student case notes, audio-tapes, and intake/termination summaries.
- Assist students with development of workshops and presentations.
- Participate in group supervision of supervision.

11/98 **Supervision Workshop by Harlene Anderson**  
Houston/Galveston Institute, Houston, Texas.

- Collaborative Language Systems approach to supervision.
- Participated as primary focus of role play exercises.

8/96 - 5/97 **Supervision of Practicum Students**  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
*Supervisor: Russell Jones, Ph.D.*

- Primary supervisor for first and second year Ph.D. practicum students.
- Provided 2 hours of weekly individual supervision.
- Observed live therapy sessions and reviewed videotapes.
- Reviewed case notes and intake/termination summaries.
- Assisted students with preparation of case presentations.
- Assisted students with ADHD, LD, and Personality assessments.

6/93 - 8/93 &  
6/92 - 8/92 **Supervision of Administrative Staff and Junior and Senior Counselors**  
Camp Seafarer, Arapahoe, North Carolina  
*Supervisors: Cille Griffith, M.Ed.(1993), Judy Bright, M.S. (1992), and Lynn Moss, Ph.D. (1992)*

- Provided on-going informal evaluations of staff members.
- Provided formal verbal and written evaluations for staff members 4 times throughout summer.

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## RESEARCH EXPERIENCE

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8/98 - Present **Multicultural Needs Assessment**

University of Houston, Houston, Texas.

RESEARCH ASSISTANT

*Supervisor: Lily Escobar, Psy.D.*

- Phone survey assessing degree to which the Counseling Center is meeting the needs of students from minority populations at the University of Houston.
- Participate in weekly team meetings.
- Revision of proposed protocol.
- Conducted training for student participants.

8/97 - 8/98 **Dissertation: Adventure-Based Therapy and Self-Efficacy Theory: Test of a Treatment Model for Late Adolescents with Depressive Symptomatology**

Virginia Polytechnic Institute and State University, Blacksburg, Virginia

*Supervisor: Jack Finney, Ph.D.*

- Treatment outcome study involving original data collection.
- Development of original treatment protocol.
- Multivariate analyses of variance and regression analyses performed using SPSS.
- Familiarity with Human Subjects committee requirements.

8/97 - 5/97 **Adolescent Mothers and Attention to Child Safety**

Virginia Polytechnic Institute and State University, Blacksburg, Virginia

RESEARCH ASSISTANT

*Supervisor: Chuck Gulotta, M.S.*

- Conducted home visits for data collection which involved interviews of adolescent mothers, recording of behavioral observations during specified time periods, and videotaping of mother and child interaction.
- Contributed to theoretical and methodological conceptualization of study at weekly research team meetings.

- 1/95 - 8/95     **Assessment of Self-Esteem, Confidence, Adherence to Personal Values, and Decision-Making in Males and Females Ages 7-16**  
 RESEARCH CONSULTANT  
 Capital Area YMCA: Raleigh, North Carolina
- Original data collection.
  - Development of assessment measure which was administered to over 2000 males and females ages 7-16 at a summer camp.
  - Measure was factor analyzed and then administered to a second cohort of 2000 males and females ages 7-16 at a summer camp.
  - Analyzed data using SPSS.
  - Presented data/results to over 400 staff members in the summer of 1996 during staff training.
- 1/94 - 12/94     **Masters Thesis: Developmental Changes in the Female Adolescent Body Image**  
 Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
*Supervisor: Ellie Sturgis, Ph.D.*
- Correlational research involving original data collection.
  - Analyses of variance and regression analyses performed using SPSS.
  - Familiarity with Human Subjects committee requirements.

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## WORKSHOPS AND PRESENTATIONS

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- Richardson, E. D.** (March, 1999). How to be a good student. Workshop presented to students in Campus Ministeries, University of Houston, Houston, Texas.
- Richardson, E. D.** (March, 1999). Body image workshop. Workshop for students. University of Houston, Houston, Texas.
- Richardson, E. D.** (February, 1999). Adjustment to college. Workshop for freshmen at the Center for Mexican American Studies. University of Houston, Houston, Texas.
- Richardson, E. D. & Lee, K.** (February, 1999). Time management and study skills. Presentation to freshman English class at the University of Houston, Houston, Texas.
- Richardson, E. D., Adam, S., & Vriesendorp, P.** (September and October, 1998). Body image workshop. Workshops for students. University of Houston, Houston, Texas.
- Richardson, E. D.** (October, 1998). Vocational workshop. Workshop for students. University of Houston, Houston, Texas.
- Richardson, E. D.** (September, 1998). Leaving home workshop. Workshop for freshmen having difficulty adjusting to the college environment. University of Houston, Houston, Texas.

**DeHart, E. L. & Sturgis, E. T.** (March, 1995). Developmental changes in the female adolescent body image. Poster presentation at the Society of Behavioral Medicine in San Diego, CA.

**DeHart, E. L. & Zeskind, P. S.** (April, 1993). Developmental onset of changes in body image and self-esteem in adolescent females. Paper presented at the Conference on Human Development in Pittsburg, Pennsylvania.

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## TEACHING EXPERIENCE

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- 8/94 - 5/95      **Advanced Developmental Psychology**  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
TEACHING ASSISTANT
- Provided support for students outside of class by reviewing class notes or explaining concepts on an individual basis.
  - Responsible for grading all research papers.
  - Lectured on several occasions.
- 1/94 - 5/94      **Office of Academic Enrichment**  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
ACADEMIC TUTOR  
Courses: Research Methods and Introductory Psychology
- Provided individual tutoring for Research Methods and Introductory Psychology classes.
  - Prepared study guides based on individual student need.
- 1/94 - 5/94      **Introductory Psychology**  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
TEACHING ASSISTANT
- Provided support for students outside of class by reviewing class notes or explaining concepts on an individual basis.
  - Attended to administrative details of class organization for two sections consisting of 500 students each.
- 8/93 - 12/93,      **Introductory Psychology Laboratory**  
1/93 - 5/93 &      Virginia Polytechnic Institute and State University, Blacksburg, Virginia  
8/92 - 12/92      INSTRUCTOR
- Each semester taught two sections of 40 students each.
  - Attended and made presentations at weekly teaching seminars.
  - Overall teaching evaluation from students: 3.6/4.0 (Fall & Spring, 1993), 3.9/4.0 (Fall 1992).

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**PROFESSIONAL AFFILIATIONS**

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American Psychological Association (APA).

American Psychological Association, Division 12.

Association for the Advancement of Behavioral Therapy.

Houston Psychological Association (Pending).

Texas Psychological Association (Pending).