



## Supplemental Materials for

### Validation of group process assessment for youth who misuse substances: Group level coding

<https://doi.org/10.35502/jcswb.384>

Anthony Coetzer-Liversage, Aradhana Srinagesh, Shayna S. Bassett, Manshu Yan, Mary Clair-Michaud, Rosemarie A. Martin, Damaris J. Rohsenow, Christopher W. Kahler, Peter M. Monti, Warren Hurlbut and L. A. R. Stein

**Correspondence to:** L. A. R. Stein, Department of Psychology, The University of Rhode Island, 130 Flagg Road, Kingston, RI 02881, USA. Telephone: 401.874.4261. E-mail: [larstein@uri.edu](mailto:larstein@uri.edu)

### Listing of Supplemental Material(s):

- Data Analysis (full description)

## Data Analysis

Group-level analyses were performed using SPSS 22.0.0. Internal consistencies (coefficient  $\alpha$ ) were obtained for Deviancy, Positive Involvement, Peer Rejection, and Counselor Praise scales. Items were examined for deletion to improve  $\alpha$  values. Convergent validity (Carlson & Herdman, 2012) was assessed by correlating scale scores across adolescent, counselor, and observer versions, as well as the counselor and observer indices. Significant positive relationships between comparable scales (e.g., Positive involvement and Counselor praise) and significant negative relationships between disparate scales (e.g., Deviancy and Positive involvement) were expected. Additionally, scales (e.g., Deviancy) were expected to be moderately associated ( $r \geq .30$ ; Cohen, 1988) with similar constructs from other group-level measures (e.g., misbehaviors) to support criterion validity. Due to the number of correlations analyzed,  $p$  was set at .01 as Bonferroni corrections are known to overcorrect (Perneger, 1998).

Intra-class correlation coefficients (ICCs) were calculated (using 2-way random model, average measures, type = consistency) for double-coded group sessions to provide an estimate of inter-rater reliability (Cicchetti, 1994; Koo & Li, 2016). Analyses of Variance (ANOVA) were run for adolescent, counselor, and observer scales and indices to compare group treatments (CBT vs. SET); with no specific hypotheses established due to the exploratory nature of the analysis. However, because CBT was designed to be more interactive whereas SET was somewhat more didactic, it was expected that results would demonstrate a noticeable pattern (e.g., difference in Deviancy between treatments would be found consistently across youth, counselor, and observer versions). Group variables (average age of group members, average conduct disorder symptom count of members, and gender) posited to be related to group process (Dishion & Dodge, 2005; Gifford-Smith et al., 2005) were examined for inclusion as covariates in ANCOVA models. However, none met criteria for inclusion (i.e.,  $r > .30$ ; Harlow, 2005). Effect sizes are reported as  $\eta^2$ , where  $\eta^2 < .06$  is small,  $\eta^2$  between .06 and .13 is medium, and  $\eta^2 > .13$  is considered large (Cohen, 1988).

## References

1. Carlson, K. D., & Herdman, A. O. (2012). Understanding the impact of convergent validity on research results. *Organizational Research Methods*, 15(1), 17-32. <https://doi.org/10.1177/1094428110392383>
2. Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale: Lawrence Erlbaum Associates.
3. Perneger, T. V. (1998). What's wrong with Bonferroni adjustments. *BMJ*, 316(7139), 1236-1238.
4. Cicchetti, D. V. (1994). Guidelines, criteria, and rules of thumb for evaluating normed and standardized assessment instruments in psychology. *Psychological Assessment*, 6, 284-290. <https://doi.org/10.1037/1040-3590.6.4.284>
5. Koo, T. K., & Li, M. Y. (2016). A guideline of selecting and reporting intraclass correlation coefficients for reliability research. *Journal of chiropractic medicine*, 15(2), 155-163. <http://dx.doi.org/10.1016/j.jcm.2016.02.012>
6. Dishion, T. J., & Dodge, K. A. (2005). Peer contagion in interventions for children and adolescents: Moving towards an understanding of the ecology and dynamics of change. *Journal of Abnormal Child Psychology*, 33(3), 395-400. <https://doi.org/10.1007/s10802-005-3579-z>
7. Gifford-Smith, M., Dodge, K. A., Dishion, T. J., & McCord, J. (2005). Peer influences in children and adolescents: Crossing the bridge from developmental to intervention science. *Journal of Abnormal Child Psychology*, 33, 255-265. <https://doi.org/10.1007/s10802-005-3563-7>
8. Harlow, L. (2005). *The essence of multivariate thinking: Basic themes and methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates.