Bottom-up rehabilitation in schizophrenia
Appelo, Martinus

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version
Publisher's PDF, also known as Version of record

Publication date:
1996

Link to publication in University of Groningen/UMCG research database

Citation for published version (APA):

Copyright
Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

Take-down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): http://www.rug.nl/research/portal. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.
References.


Grant DA & Berg EA. (1948). A behavioral analysis of degree of reinforcement and ease of shifting to new responses in a Weigl type card sorting problem.
Journal of Experimental Psychology, 38, 404-411.


Sciences, 239, 366-369.


Reich WP & Cutting J. (1982). Picture perception and abstract thought in schizophrenia. Psychological Medicine, 12, 91-96.


Saccuzzo DP. (1986). An information processing interpretation of theory and research in schizophrenia. In: RE Ingram (ed). Information processing approaches


APPENDIX 1.

Pilot study:
Percentile-scores of Cognitive Variables at first testing, adjusted to a normal population (n=8).
Results printed boldface are above normal medium.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Percentile-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>STROOP</td>
<td>24.3</td>
</tr>
<tr>
<td>TRAIL-B</td>
<td>29.3</td>
</tr>
<tr>
<td>MAZE-T</td>
<td>31.4</td>
</tr>
<tr>
<td>MAZE-F</td>
<td>24.3</td>
</tr>
<tr>
<td>WAIS-PA</td>
<td>51.7</td>
</tr>
<tr>
<td>GIT-VC</td>
<td>50.0</td>
</tr>
<tr>
<td>RALT-C</td>
<td>34.3</td>
</tr>
<tr>
<td>RALT-R</td>
<td>38.6</td>
</tr>
<tr>
<td>RCF-C</td>
<td>67.9</td>
</tr>
<tr>
<td>RCF-R</td>
<td>28.6</td>
</tr>
<tr>
<td>WAIS-DS</td>
<td>26.6</td>
</tr>
<tr>
<td>GIT-WF1</td>
<td>28.8</td>
</tr>
<tr>
<td>GIT-WF2</td>
<td>31.3</td>
</tr>
</tbody>
</table>
APPENDIX 2.

Pilot study:
Correlation Coefficients of the Cognitive Variables used in the Pilot-Study (n=8).

<table>
<thead>
<tr>
<th></th>
<th>STROOP</th>
<th>TRAIL-B</th>
<th>MAZES-T</th>
<th>MAZES-F</th>
<th>GIT-WF1</th>
<th>GIT-WF2</th>
<th>RALT-C</th>
<th>RALT-R</th>
<th>RCF-R</th>
<th>WAIS-DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STROOP</td>
<td>1.00</td>
<td>.79*</td>
<td>.10</td>
<td>-.33</td>
<td>.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRAIL-B</td>
<td>.79*</td>
<td>1.00</td>
<td>.51</td>
<td>.15</td>
<td>.17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAZES-T</td>
<td>.10</td>
<td>.51</td>
<td>1.00</td>
<td>.73</td>
<td>.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAZES-F</td>
<td>-.33</td>
<td>.15</td>
<td>.73</td>
<td>1.00</td>
<td>.46</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIT-WF1</td>
<td>.03</td>
<td>.17</td>
<td>.11</td>
<td>.46</td>
<td></td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIT-WF2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.36</td>
<td>-.39</td>
<td>.33</td>
<td>.24</td>
<td>.80*</td>
</tr>
<tr>
<td>RALT-C</td>
<td></td>
<td>-.37</td>
<td>-.41</td>
<td>-.18</td>
<td>.51</td>
<td>.36</td>
<td>.39</td>
<td>-.04</td>
<td>.80*</td>
<td></td>
</tr>
<tr>
<td>RALT-R</td>
<td></td>
<td>-.18</td>
<td>-.29</td>
<td>-.26</td>
<td>.57</td>
<td>-.04</td>
<td>-.04</td>
<td>-.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCF-R</td>
<td></td>
<td>-.18</td>
<td>-.26</td>
<td>-.26</td>
<td>.33</td>
<td>-.15</td>
<td>-.19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WAIS-DS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-.15</td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
</tbody>
</table>

Significance: 
* = p < .01  ** = p < .001
## APPENDIX 3.

Mean Scores (and standard deviations) of Cognitive Variables used in the Pilot-Study (n=7 / T1-T2 n=9).

<table>
<thead>
<tr>
<th></th>
<th>T0</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>F.U.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STROOP n=7</td>
<td>24.3 (29.4)</td>
<td>54.3 (43.9)</td>
<td>50.0 (29.4)</td>
<td>42.9 (38.6)</td>
<td>37.1 (36.8)</td>
</tr>
<tr>
<td>n=9</td>
<td>44.4 (42.8)</td>
<td>42.2 (29.9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAZES-T n=7</td>
<td>31.4 (26.7)</td>
<td>28.6 (26.7)</td>
<td>42.9 (35.9)</td>
<td>32.9 (36.8)</td>
<td>38.6 (40.2)</td>
</tr>
<tr>
<td>n=9</td>
<td>24.4 (24.6)</td>
<td>** 42.2 (34.6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAZES-F n=7</td>
<td>24.3 (23.0)</td>
<td>21.4 (15.7)</td>
<td>* 38.6 (33.9)</td>
<td>28.6 (33.4)</td>
<td>34.3 (30.5)</td>
</tr>
<tr>
<td>n=9</td>
<td>18.9 (14.5)</td>
<td>* 38.9 (35.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIT-WF1 n=7</td>
<td>30.0 (20.8)</td>
<td>31.4 (12.2)</td>
<td>37.1 (11.1)</td>
<td>31.6 (22.5)</td>
<td>33.0 (27.3)</td>
</tr>
<tr>
<td>n=9</td>
<td>28.9 (11.7)</td>
<td>* 35.6 (11.3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RALT-C n=7</td>
<td>34.3 (28.8)</td>
<td>68.6 (38.5)</td>
<td>82.9 (22.2)</td>
<td>* 57.1 (35.9)</td>
<td>68.6 (34.9)</td>
</tr>
<tr>
<td>n=9</td>
<td>55.6 (42.2)</td>
<td>** 75.6 (26.0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCF-R n=7</td>
<td>28.6 (9.5)</td>
<td>35.7 (13.4)</td>
<td>** 67.9 (23.8)</td>
<td>50.0 (28.9)</td>
<td>57.1 (27.8)</td>
</tr>
<tr>
<td>n=9</td>
<td>33.3 (12.5)</td>
<td>** 61.1 (25.3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WAIS-DS n=7</td>
<td>26.6 (14.2)</td>
<td>28.6 (18.0)</td>
<td>39.1 (29.0)</td>
<td>* 21.3 (14.6)</td>
<td>35.0 (20.4)</td>
</tr>
<tr>
<td>n=9</td>
<td>29.3 (18.1)</td>
<td>39.1 (29.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTCOG n=7</td>
<td>28.5 (11.3)</td>
<td>38.4 (12.1)</td>
<td>** 51.2 (17.6)</td>
<td>* 37.8 (18.2)</td>
<td>43.4 (23.5)</td>
</tr>
<tr>
<td>n=9</td>
<td>33.6 (14.3)</td>
<td>** 48.0 (18.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = Two-Tailed-Probability < .10 (Wilcoxon Signed Ranks Test)

** = Two-Tailed-Probability < .05 (Wilcoxon Signed Ranks Test)

C.S.T. = Cognitive Skills Training

S.S.T. = Social Skills Training

F.U. = Follow Up