



Curriculum-Based Support Group (CBSG®) Program Resiliency Domains as Related to Texas Essential Knowledge & Skills (TEKS)

The Curriculum-Based Support Group (*CBSG*) Program is a multi-cultural preventive intervention for selective and indicated populations of children and youth, ages 4-17, whose adverse situations, attitudes and behaviors place them at elevated risk for substance abuse, delinquency and violence. The *CBSG Program* provides a research-based curriculum of coping, social and substance abuse prevention skills delivered in a highly-structured support group process by a trained, caring group facilitator.

CBSG Program Facilitator Manual: The same age groupings, topics, format and activities are used in all *CBSG Program* implementation settings. Spanish translations of program materials are available. Because different settings have unique needs, there is a separate *CBSG Program* Facilitator Manual for use in:

- Schools or Community-Based Settings
 - *Kids' Connection* for ages 4-12, and *Youth Connection* for ages 10-17
- Homeless & Domestic Violence Shelters, Group Homes & Other Transitional Living Environments
 - *Kids' Connection, Too* for ages 4-15
- Christian Faith-Based Settings
 - *Faith Connection* for ages 4-15

AUTONOMY - I AM	
<ul style="list-style-type: none"> • Self-worth and value • Self-efficacy and task mastery 	<ul style="list-style-type: none"> • Self-awareness • Adaptive distancing from negative messages and conditions
<i>Major Message: I AM likeable, capable, unique and valued.</i>	
SOCIAL COMPETENCE - I CAN	
<ul style="list-style-type: none"> • Cooperation with others • Responsiveness • Ability to assert oneself • Empathy and caring 	<ul style="list-style-type: none"> • Respect • Self-control • Listening skills
<i>Major Message: I CAN treat others like I want to be treated.</i>	
INTERDEPENDENCE - I HAVE	
<ul style="list-style-type: none"> • Pro-social bonding • Asking and receiving caring and support 	<ul style="list-style-type: none"> • Identifying safe people • Intimacy and trust
<i>Major Message: I HAVE strengths, capabilities and people who care about me.</i>	
PROBLEM-SOLVING SKILLS - I WILL	
<ul style="list-style-type: none"> • Critical/creative thinking • Ability to plan • Positive coping skills 	<ul style="list-style-type: none"> • Ability to generate alternative choices • Normative beliefs
<i>Major Message: I WILL make healthy choices and be alcohol, tobacco, and drug free.</i>	
SENSE OF PURPOSE & FUTURE - I BELIEVE	
<ul style="list-style-type: none"> • Goal direction • Educational & career aspirations • Pro-social ideals / achievement motivation 	<ul style="list-style-type: none"> • Personal commitment • Faith / spiritual connectedness
<i>Major Message: I BELIEVE I have a purpose.</i>	

Kids Connection as Related to TEKS – Fifth Grade

Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words
(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) interpret details from procedural text to complete a task, solve a problem, or perform procedures
(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose or perspective; (B) follow, restate, and give oral instructions that include multiple action steps; and (C) determine both main and supporting ideas in the speaker’s message.
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
Chapter 113 – Texas Essential Knowledge and Skills for Social Studies
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to: (A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States; (B) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and (C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences; (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
Chapter 115 – Texas Essential Knowledge and Skills for Health Education
(1) Health information. The student knows ways to enhance and maintain personal health throughout the life span. The student is expected to: (F) analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety.
(3) Health information. The student knows how to utilize health information. The student is expected to: (A) describe methods of accessing health information; and (B) demonstrate ways to communicate health information such as posters, videos, and brochures.
(5) Health behaviors. The student comprehends behaviors that reduce health risks throughout the life span. The student is expected to: (A) describe the use and abuse of prescription and non-prescription medications such as over-the-counter; (B) compare and contrast the effects of medications and street drugs; (C) analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences; (D) identify and describe alternatives to drug and substance use; (E) demonstrate strategies for preventing and responding to deliberate and accidental injuries; (F) explain strategies for avoiding violence, gangs, weapons and drugs; (G) describe response procedures for emergency situations; (H) describe the value of seeking advice from parents and educational personnel about unsafe behaviors; and (I) explain the impact of neglect and abuse.

Chapter 115 – Texas Essential Knowledge and Skills for Health Education (continued)

(6) Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships. The student is expected to:

- (A) distinguish between healthy and harmful influences of friends and others;
- (B) describe the characteristics of healthy and unhealthy friendships;
- (C) identify ways to enhance personal communication skills;
- (D) analyze respectful ways to communicate with family, adults, and peers;
- (E) demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English;
- (F) apply and practice strategies for self-control; and
- (G) describe strategies for stress management.

(8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span. The student is expected to:

- (A) explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;
- (B) describe daily and weekly activities that promote the health of a family;
- (C) describe how a safe school environment relates to a healthy community

(9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goalsetting and problem-solving skills for making healthy decisions. The student is expected to:

- (A) describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high-risk health behaviors or going to a doctor
- (B) assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving;
- (C) utilize critical thinking in decision making and problem solving;
- (D) describe benefits in setting and implementing short and long-term goals;
- (E) explain the necessity of perseverance to achieve goals; and
- (F) explain the importance of parent/trusted adult guidance in goal setting.