



## **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"> <li>• Self-worth and value</li> <li>• Self-efficacy and task mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Adaptive distancing from negative messages and conditions</li> </ul>
<i>Major Message: I AM likeable, capable, unique and valued.</i>	
SOCIAL COMPETENCE - I CAN	
<ul style="list-style-type: none"> <li>• Cooperation with others</li> <li>• Responsiveness</li> <li>• Ability to assert oneself</li> <li>• Empathy and caring</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Self-control</li> <li>• Listening skills</li> </ul>
<i>Major Message: I CAN treat others like I want to be treated.</i>	
INTERDEPENDENCE - I HAVE	
<ul style="list-style-type: none"> <li>• Pro-social bonding</li> <li>• Asking and receiving caring and support</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying safe people</li> <li>• Intimacy and trust</li> </ul>
<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"> <li>• Critical/creative thinking</li> <li>• Ability to plan</li> <li>• Positive coping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to generate alternative choices</li> <li>• Normative beliefs</li> </ul>
<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"> <li>• Goal direction</li> <li>• Educational &amp; career aspirations</li> <li>• Pro-social ideals / achievement motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Personal commitment</li> <li>• Faith / spiritual connectedness</li> </ul>
<i>Major Message: I BELIEVE I have a purpose.</i>	



## Kids Connection as Related to TEKS – First Grade

Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading
(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (C) determine what words mean from how they are used in a sentence, either heard or read
(15) 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) follow written multi-step directions with picture cues to assist with understanding
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (A) write brief compositions about topics of interest to the student
(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 attentively to speakers and ask relevant questions to clarify information; and (B) follow, restate, and give oral instructions that involve a short-related sequence of actions.
(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 share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
(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 follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
Chapter 113 – Texas Essential Knowledge and Skills for Social Studies
(7) Economics. The student understands how families meet basic human needs. The student is expected to: (A) describe ways that families meet basic human needs; and (B) describe similarities and differences in ways families meet basic human needs.
(11) Government. The student understands the purpose of rules and laws. The student is expected to: (A) explain the purpose for rules and laws in the home, school, and community; and (B) identify rules and laws that establish order, provide security, and manage conflict.
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to: (A) identify the responsibilities of authority figures in the home, school, and community
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to: (A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to: (A) express ideas orally based on knowledge and experiences; and (B) create and interpret visual and written material.
(19) 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, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.



## Chapter 115 – Texas Essential Knowledge and Skills for Health Education

(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise

(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

(A) identify and use protective equipment to prevent injury;

(B) name safe play environments;

(C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs;

(D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;

(E) identify safety rules that help to prevent poisoning;

(G) identify and practice safety rules during play; and

(H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.

(3) Health behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems;

(B) describe how decisions can be reached and problems can be solved; and

(C) explain the importance of goal setting and task completion.

(5) Health information. The student recognizes health information. The student is expected to:

(A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and

(B) list ways health information can be used such as knowing how to brush teeth properly.

(9) Personal/interpersonal skills. The student knows healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) demonstrate respectful communication;

(B) list unique ways that individuals use to communicate such as using body language and gestures;

(C) express needs, wants, and emotions in appropriate ways;

(D) describe and practice techniques of self-control such as thinking before acting;

(E) list ways of actively discouraging bullying; and

(F) practice refusal skills and replacement behaviors to avoid and resolve conflicts

(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) describe ways to build and maintain friendships; and

(B) practice refusal skills to avoid and resolve conflicts