

## **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> |
|--|---|

*Major Message: I AM likeable, capable, unique and valued.*

### 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> |
|--|---|

*Major Message: I CAN treat others like I want to be treated.*

### 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> |
|---|---|

*Major Message: I HAVE strengths, capabilities and people who care about me.*

### 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> |
|---|--|

*Major Message: I WILL make healthy choices and be alcohol, tobacco, and drug free.*

### 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> |
|--|--|

*Major Message: I BELIEVE I have a purpose.*

## Kids Connection as Related to TEKS - Kindergarten

### Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading

- (4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
- (B) ask and respond to questions about texts read aloud.
- (5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
- (A) identify and use words that name actions, directions, positions, sequences, and locations;
- (11) 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 pictorial directions (e.g., recipes, science experiments)
- (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) dictate or write sentences to tell a story and put the sentences in chronological sequence
- (16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (B) speak in complete sentences to communicate; and
  - (C) use complete simple sentences.
- (21) 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 by facing speakers and asking questions to clarify information; and
  - (B) follow oral directions that involve a short-related sequence of actions.
- (22) 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 by speaking audibly and clearly using the conventions of language.
- (23) 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 taking turns and speaking one at a time.

### Chapter 113 – Texas Essential Knowledge and Skills for Social Studies

- (6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:
- (A) identify basic human needs of food, clothing, and shelter;
  - (B) explain the difference between needs and wants
- (8) Government. The student understands the purpose of rules. The student is expected to:
- (A) identify purposes for having rules; and
  - (B) identify rules that provide order, security, and safety in the home and school
- (9) Government. The student understands the role of authority figures. The student is expected to:
- (A) identify authority figures in the home, school, and community; and
  - (B) explain how authority figures make and enforce rules.
- (11) Culture. The student understands similarities and differences among people. The student is expected to:
- (A) identify similarities and differences among people such as kinship, laws, and religion; and
  - (B) identify similarities and differences among people such as music, clothing, and food.
- (12) Culture. The student understands the importance of family customs and traditions. The student is expected to:
- (A) describe and explain the importance of family customs and traditions; and
  - (B) compare family customs and traditions.
- (15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:
- (A) express ideas orally based on knowledge and experiences; and
  - (B) create and interpret visuals, including pictures and maps.
- (16) 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 the decision.

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

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

- (A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;
- (B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and
- (C) identify types of exercise and active play that are good for the body.

(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:

- (C) name the harmful effects of tobacco, alcohol, and other drugs;
- (D) identify ways to avoid harming oneself or another person;
- (F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;
- (G) demonstrate procedures for responding to emergencies including dialing 911; and
- (H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.

(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:

- (A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems

(5) Health information. The student understands how to recognize health information. The student is expected to:

- (A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and
- (B) explain the importance of health information.

(8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others.

The student is expected to:

- (A) recognize and describe individual differences and communicate appropriately and respectfully with all individuals;
- (B) explain the importance of showing consideration and respect for teachers, family members, friends, peers, and other individuals; and
- (C) recognize and explain the importance of manners and rules for healthy communication and treating others with respect.

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

- (A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and
- (B) demonstrate skills for making new acquaintances.