



## **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 – Second Grade**

<b>Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words
(15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) follow written multi-step directions
(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
(28) 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.
(29) 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 that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
(30) 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.
<b>Chapter 113 – Texas Essential Knowledge and Skills for Social Studies</b>
(11) Government. The student understands the purpose of governments. The student is expected to: (A) identify functions of governments such as establishing order, providing security, and managing conflict;
(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 (C) identify other individuals who exemplify good citizenship; and (D) identify ways to actively practice good citizenship
(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to: (A) identify the significance of various ethnic and/or cultural celebrations; and (B) compare ethnic and/or cultural celebrations.
(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) express ideas orally based on knowledge and experiences; and (B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
(20) 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.
<b>Chapter 115 – Texas Essential Knowledge and Skills for Health Education</b>
(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to: (A) explain actions an individual can take when not feeling well; (E) define stress and describe healthy behaviors that reduce stress such as 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 describe the harmful effects of alcohol, tobacco, and other drugs on the body; (B) identify ways to avoid deliberate and accidental injuries; (C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming; (D) explain the importance of avoiding dangerous substances; (E) explain ways to avoid weapons and report the presence of weapons to an adult; and (F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.

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

<p>(6) Health information. The student understands how to recognize health information. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify people who can provide health information; and</li> <li>(B) identify various media that provide health information.</li> </ul>
<p>(8) Influencing factors. The student understands how relationships influence personal health. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe how friends can influence a person's health; and</li> <li>(B) recognize unsafe requests made by friends such as playing in the street.</li> </ul>
<p>(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify characteristics needed to be a responsible family member or friend;</li> <li>(B) list and demonstrate good listening skills; and</li> <li>(C) demonstrate refusal skills.</li> </ul>
<p>(10) Personal/interpersonal skills. The student understands healthy and appropriate ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe how to effectively communicate;</li> <li>(B) express needs, wants, and emotions in healthy ways;</li> <li>(C) explain the benefits of practicing self-control;</li> <li>(D) describe how to effectively respond to bullying of oneself or others; and</li> <li>(E) explain the benefits of treating friends, teachers, family members, and peers with respect.</li> </ul>
<p>(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goalsetting and problem-solving skills for making health-promoting decisions. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) explain steps in the decision-making process and the importance of following the steps;</li> <li>(B) describe how personal-health decisions affect self and others;</li> <li>(C) list the steps and describe the importance of task completion and goal setting; and</li> <li>(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.</li> </ul>