



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 – Third Grade

Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading
(4) 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 distinguish among multiple meaning words and homographs
(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 and explain a set of written multi-step directions
(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
(29) 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, ask relevant questions, and make pertinent comments; and (B) follow, restate, and give oral instructions that involve a series of related sequences of action.
(30) 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 speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
(31) 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 teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.
Chapter 113 – Texas Essential Knowledge and Skills for Social Studies
(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. 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 and explain the importance of individual acts of civic responsibility, including obeying laws
(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to: (A) give examples of community changes that result from individual or group decisions; (B) identify examples of actions individuals and groups can take to improve the community
(13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to: (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities
(18) 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; (B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas
(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, identify options, predict consequences, and take action to implement a decision.
Chapter 115 – Texas Essential Knowledge and Skills for Health Education
(1) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (A) explain how personal-health habits affect self and others; (B) describe ways to improve personal fitness (E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music; and (F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.
(2) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to: (A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons; (B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them; (C) identify reasons for avoiding violence, gangs, weapons and drugs; (D) identify examples of abuse and describe appropriate responses; and (E) describe the importance of taking personal responsibility for reducing hazards, avoiding accident, and preventing accidental injuries.

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

- (5) Health information. The student knows how to access health information. The student is expected to:
 (A) demonstrate the ability to locate resources from parents and family members, school, and the community; and
 (B) demonstrate the ability to locate school and community health helpers.
- (6) Influencing factors. The student understands factors that influence individual and community health. The student is expected to:
 (A) relate how protecting the environment promotes individual and community health; (B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;
 (C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws; and
 (D) describe roles and responsibilities of family members in promoting and practicing health behaviors.
- (8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:
 (A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and
 (B) describe ways in which peers and families can work together to build a healthy community.
- (9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy and respectful relationships. The student is expected to:
 (A) demonstrate effective verbal and nonverbal communication
 (B) demonstrate strategies for resolving conflicts;
 (C) explain how to be a good friend;
 (D) demonstrate effective listening skills;
 (E) identify ways to communicate with parents/trusted adults about health concerns; (F) demonstrate refusal skills; and
 (G) describe ways to help build self-esteem for oneself, friends, and others.
- (10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
 (A) demonstrate respectful communication with family members, peers, teachers, and others;
 (B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and
 (C) express needs, wants, and emotions in healthy ways.
- (11) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goalsetting, and problem-solving skills for making health-promoting decisions. The student is expected to:
 (A) practice critical-thinking skills when making health decisions;
 (B) gather data to help make informed health choices;
 (C) explain the positive and negative consequences of making a health-related choice; (D) explain the importance of seeking assistance in making decisions about health;
 (E) practice assertive communication and refusal skills;
 (F) describe goal-setting skills; and
 (G) explain the importance of time passage with respect to a goal.