



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>	

Youth Connection as Related to TEKS – Ninth Grade

Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts; (C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet)
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration; (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
Chapter 113 – Texas Essential Knowledge and Skills for Social Studies
(32) 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 analyzes health information and applies strategies for enhancing and maintaining personal health throughout the life span. The student is expected to: (A) relate the nation's health goals and objectives to individual, family, and community health; (G) analyze strategies to prevent suicides; (H) examine causes and effects of stress and develop strategies for managing stress and coping with anxiety and depression
(3) Health information. The student recognizes the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to: (C) analyze the harmful effects of certain substances on the fetus such as alcohol, tobacco, other drugs, and environmental hazards such as lead
(4) Health information. The student investigates and evaluates the impact of media and technology on individual, family, community, and world health. The student is expected to: (A) analyze the health messages delivered through media and technology; and (B) explain how technology has impacted the health status of individuals, families, communities, and the world.
(5) Health information. The student understands how to evaluate health information for appropriateness. The student is expected to: (A) develop evaluation criteria for health information; (B) demonstrate ways to utilize criteria to evaluate health information for appropriateness; (C) discuss the legal implications regarding sexual activity as it relates to minor persons; and (D) demonstrate decision-making skills based on health information.
(6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the life span. The student is expected to: (A) examine the effects of health behaviors on body systems;

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

- (7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the life span. The student is expected to:
- (A) analyze the harmful effects of alcohol, tobacco, drugs, and other substances such as physical, mental, social, and legal consequences;
 - (B) explain the relationship between alcohol, tobacco, and other drugs and other substances used by adolescents and the role these substances play in unsafe situations such as Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), unplanned pregnancies, and motor vehicle accidents;
 - (C) develop strategies for preventing use of tobacco, alcohol, and other addictive substances;
 - (D) analyze the importance of alternatives to drug and substance use;
 - (E) analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;
 - (F) analyze strategies for preventing and responding to deliberate and accidental injuries;
 - (G) analyze the relationship between the use of refusal skills and the avoidance of unsafe situations such as sexual abstinence;
 - (H) analyze the importance and benefits of abstinence as it relates to emotional health and the prevention of pregnancy and sexually-transmitted diseases;
 - (J) analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape
- (8) Influencing factors. The student analyzes the effect of relationships on health behaviors. The student is expected to:
- (A) evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends
- (9) Influencing factors. The student differentiates between positive and negative family influences. The student is expected to:
- (A) describe the roles of parents, grandparents, and other family members in promoting a healthy family; and
 - (B) analyze the dynamics of family roles and responsibilities relating to health behavior.
- (13) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the life span. The student is expected to:
- (A) demonstrate communication skills in building and maintaining healthy relationships;
 - (B) distinguish between a dating relationship and a marriage;
 - (C) analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;
 - (D) evaluate the effectiveness of conflict resolution techniques in various situations;
 - (E) demonstrate refusal strategies;
 - (F) explore methods for addressing critical-health issues; and
 - (G) evaluate the dynamics of social groups.
- (14) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. The student is expected to:
- (A) demonstrate strategies for communicating needs, wants, and emotions;
 - (B) examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse; and
 - (C) communicate the importance of practicing abstinence.
- (15) Personal/interpersonal skills. The student appraises communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:
- (A) apply communication skills that demonstrate consideration and respect for self, family, and others;
 - (B) demonstrate empathy towards others; and
 - (C) analyze ways to show disapproval of inconsiderate and disrespectful behavior.
- (16) Personal/interpersonal skills. The student synthesizes information and applies critical-thinking, decision-making, and problem-solving skills for making health-promoting decisions throughout the life span. The student is expected to:
- (A) identify decision-making skills that promote individual, family, and community health;
 - (B) summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;
 - (C) classify forms of communication such as passive, aggressive, or assertive; and
 - (D) associate risk-taking with consequences such as drinking and driving.