



## **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>	

# Youth Connection as Related to TEKS – Twelfth Grade

<b>Chapter 110 – Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<p>(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:</p> <ul style="list-style-type: none"> <li>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</li> <li>(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</li> <li>(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose</li> </ul>
<p>(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:</p> <p>(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions</p>
<p>(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, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</p>
<b>Chapter 113 – Texas Essential Knowledge and Skills for Social Studies</b>
<p>(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:</p> <ul style="list-style-type: none"> <li>(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</li> <li>(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.</li> </ul>
<b>Chapter 115 – Texas Essential Knowledge and Skills for Health Education</b>
<p>(1) Health information. The student applies technology to analyze and appraise personal health. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) generate a personal-health profile using appropriate technology such as stress reduction, body fat composition, and nutritional analysis; and</li> <li>(B) explain how technology can influence health.</li> </ul>
<p>(3) Health information. The student investigates the importance and significance of the reproductive process as it relates to the health of future generations. The student is expected to:</p> <ul style="list-style-type: none"> <li>(C) describe the harmful effects of certain substances on the fetus such as alcohol, tobacco, environmental hazards such as lead, and other drugs;</li> <li>(D) analyze roles of relationships and responsibilities relating to marriage; and</li> <li>(E) analyze behavior in romantic relationships that enhance dignity, respect, and responsibility.</li> </ul>
<p>(4) Health information. The student evaluates the validity of health information. The student is expected to:</p> <ul style="list-style-type: none"> <li>(B) analyze health information based on health-related standards; and</li> <li>(C) evaluate the impact of laws relating to the use of medication, alcohol, tobacco, and other drugs/substances.</li> </ul>
<p>(5) Health information. The student describes the effect of marketing and advertising on health behavior. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) analyze marketing and advertising techniques in health-product and service promotion; and</li> <li>(B) apply marketing and advertising techniques to health promotion.</li> </ul>
<p>(6) Health information. The student evaluates and utilizes communication skills in building and maintaining healthy relationships. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) apply effective communication skills for building and maintaining healthy relationships;</li> <li>(B) design strategies for implementing effective conflict resolution/mediation strategies; and</li> <li>(C) present a model for effective communication skills.</li> </ul>
<p>(7) Health behaviors. The student generates strategies that address health-risk behaviors. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) participate in school-related efforts to address health-risk behaviors;</li> <li>(B) develop a plan to participate in community efforts to address health-risk behaviors;</li> <li>(C) develop educational-safety models for children and adults for use at home, school, and in the community;</li> <li>(D) evaluate the impact of laws relating to tobacco, alcohol, drugs and other substances;</li> <li>(E) investigate treatment plans for drug addiction; and</li> <li>(F) describe the interrelatedness of alcohol and other drugs to health problems such as drugs and date rape, Human Immunodeficiency Virus (HIV)/Sexually Transmitted Disease (STD), and drinking and driving.</li> </ul>



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

(13) 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) create and apply strategies for communicating emotions, needs, and wants;
- (B) demonstrate leadership skills for advocating health;
- (C) investigate and summarize current laws relating to unacceptable behaviors such as harassment, acquaintance and statutory rape, and sexual abuse

(14) Personal/interpersonal skills. The student evaluates communication skills that show consideration and respect for self, family, friends, and others. The student is expected to:

- (A) appraise effective communication skills that demonstrate consideration and respect for self, family, and others;
- (B) associate effective communication with success in school and the workplace;
- (C) explain the detrimental effects of inconsiderate and disrespectful behavior;
- (D) apply criteria for using passive, aggressive, and assertive communication in relationships;
- (E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age

(15) Personal/interpersonal skills. The student synthesizes information and applies strategies for making health-promoting decisions. The student is expected to:

- (A) apply decision-making skills to health-promoting decisions;
- (B) interpret information provided by parents and other adults; and
- (C) determine causal connections that promote health in relationships.

(16) Personal/interpersonal skills. The student applies strategies for advocating and evaluating outcomes for health issues. The student is expected to:

- (B) design materials for health advocacy