



Curriculum-Based Support Group Program

Curriculum-Based Support Group (CBSG) Program Purpose:

The mission of Rainbow Days, Inc. (RDI) is *to help children and youth in adversity build coping skills and resilience to create positive futures*. The purpose of our Curriculum-Based Support Group (CBSG) Program is *“to provide children and youth who have had, or are at risk for having, adverse experiences, with the skills and support they need to rise above adversity and stay in school, and stay free of drugs, violence, and crime.”* The CBSG Program is a unique, evidence-based preventive intervention recognized by the Center for Substance Abuse Prevention (CSAP), the U. S. Department of Housing and Urban Development (HUD), and the National Registry of Evidence-Based Programs and Practices (NREPP).

“To provide children and youth

It is through the evaluation, enhancement, expansion, direct implementation, and training for replication of our CBSG Program that we fulfill our mission.

who have had, or are at risk for having, adverse experiences

The CBSG Program is designed for children and youth, ages 4-17, whose adverse situations, attitudes and behaviors place them at elevated risk for future behavioral health problems.

with the skills and support they need to rise above adversity,

High-risk situations are adverse childhood experiences that include: substance abusing/addicted parents/siblings; parents/siblings engaged in crime/violence or incarcerated; family/domestic violence; physical/ sexual/ emotional abuse; physical/emotional neglect; mentally ill/depressed/suicidal person in the home; homelessness or living in severe poverty; living in crime/drug affected neighborhoods. High-risk situations do not provide the essential “protective factors” known to inoculate children and youth against negative influences and psychological risks. Adverse childhood experiences can “overwhelm children’s coping abilities” and have profound effects on their psychological development or wellbeing (definition of “traumatic stress”).

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Children and youth who have adverse experiences are the least likely to possess essential coping and social skills or the emotional and social support necessary to rise above traumatic stress and “succeed in spite of adversity” (the definition of “resiliency”). Those with deficits in skills and support are less resilient and are at elevated risk for future behavioral health problems. The CBSG Program increases protective factors by teaching coping and social skills and providing the emotional support needed to reduce anti-social attitudes and rebellious behaviors (correlated risk factors).

CB = “Curriculum-Based”

Substance use is one of the most powerful predictors for future behavioral health problems, including delinquency and interpersonal violence. The earlier the substance use/experimentation begins, the higher the risks for future problems. Children and youth whose adverse childhood experiences overwhelm their ability to cope are more likely to use substances as a coping substitute. The CBSG Program provides substance abuse prevention information and skills that prevent the onset of use/experimentation and interrupt use/experimentation before it escalates to abuse.

SG = “Support Groups”

The CBSG Program provides a research-based, interactive, multi-cultural curriculum. Lesson content and intent are essentially the same across all age groupings, but discussions and experiential activities - which are the foundation for each lesson - are targeted to specific ages/developmental levels, and adapted to address the unique needs of different implementation settings (schools, communities, shelters, faith-based, etc.).

Outcomes:

The support group modality sets the CBSG Program apart from other preventive interventions and provides additional protective factors: small group numbers; time for discussion and skills practice; the emotional and social safety of a structured and supportive process, including group rules and confidentiality; opportunities for bonding; less stress; and the emotional support of a caring, trained group facilitator.

Empirical studies show that the CBSG Program reduces anti-social attitudes and rebellious behavior, increases anti-drug-use attitudes and intentions, reduces early substance use/experimentation and increases coping and social skills. Recent studies (2014) indicate that positive cognitive and developmental behaviors promoted by the CBSG Program will help mitigate Adverse Childhood Experiences (ACEs).

Curriculum-Based Support Group (CBSG) Program

Continued

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***
- ***Homeless & Domestic Violence Shelters, Group Homes & Other Transitional Living Environments***
- ***Christian Faith-Based Settings***

NOTE: To accommodate grant and contract requirements, the age groupings for schools and community-based settings are also available in separate volumes under the names *Kids' Connection* (For Children Ages 4-12) and *Youth Connection* (For Youth Ages 10-17).

The CBSG Program includes the following features:

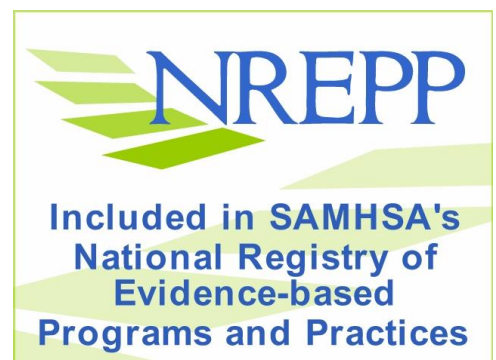
- Participants are grouped by age and developmental level, with group size being limited to 6 to 12 members, depending on age and development.
- The *CBSG Program* versions for schools and community-based sites and Christian faith-based settings do not allow new members after the second session. The version for shelters, group homes and transitional settings allows an exception to this rule.
- Typically, there are 10 sessions, plus optional pre/post evaluation survey sessions. Session duration is the same period of time as one regular school class period. Sessions are conducted either weekly or bi-weekly depending on the setting.
- All group sessions are held in private, child-appropriate settings.
- Group rules provide for member confidentiality.

Implementation Training: The Trans4m Center, the training division of Rainbow Days, conducts a required, comprehensive *CBSG Program Facilitator Training*, which prepares participants to implement the program and includes a *CBSG Program Facilitator's Manual*. Information about the *CBSG Program Facilitator Training* and other training opportunities is available at Trans4mCenter.org.

HISTORY:

Cathey Brown, M. Ed., a teacher and counselor in Dallas, Texas, developed the *CBSG Program* in 1981, personally conducting the program throughout Dallas. By 1982, the demand for the program moved her to found the non-profit organization, Rainbow Days, Inc., (RDI) to develop, expand and disseminate the *CBSG Program*.

Additional information about Rainbow Days and the *CBSG Program* is available at RainbowDays.org.



Application of Protective Factors in CBSG Program

The *CBSG Program* has created a set of “Major Messages,” based on protective factor research, which are repeated aloud by participants at the close of each support group session. These Major Messages provide a verbal reinforcement of the spirit of each protective factor, which is also incorporated into several session topics for reinforcement.

Below is a chart illustrating the reinforcing relationships between each protective factor, Major Message, and curriculum sessions:

PROTECTIVE FACTORS & MAJOR MESSAGES	Reinforced in CBSG Program Sessions:	
Autonomy Major Message: "I Am"	Session 1: Session 2: Session 3: Session 5: Session 10:	Getting To Know You A Celebration of Me Feelings Dreams & Goals Setting Celebration & Commitment
Social Competence Major Message: "I Can"	Session 1: Session 2: Session 3: Session 4: Session 5: Session 6: Session 7: Session 8: Session 10: Additional Session: Additional Session:	Getting To Know You A Celebration of Me Feelings Handling Anger Dreams & Goal Setting Making Healthy Choices Friends Resisting Negative Peer Pressure Celebration & Commitment Chemical Dependency Changes & Challenges
Interdependence Major Message: "I Have"	Session 1: Session 2: Session 7: Session 9: Session 10: Additional Session: Additional Session:	Getting To Know You A Celebration of Me Friends Putting It All Together Celebration & Commitment Chemical Dependency Changes & Challenges
Problem Solving Major Message: "I Will"	Session 3: Session 4: Session 5: Session 6: Session 8: Session 10: Additional Session: Additional Session:	Feelings Handling Anger Dreams & Goal Setting Making Healthy Choices Resisting Negative Peer Pressure Celebration & Commitment Chemical Dependency Changes & Challenges
Sense of Purpose and Future: Major Message: "I Believe"	Session 1: Session 2: Session 3: Session 5: Session 6: Session 10:	Getting To Know You A Celebration of Me Feelings Dreams & Goal Setting Making Healthy Choices Celebration & Commitment

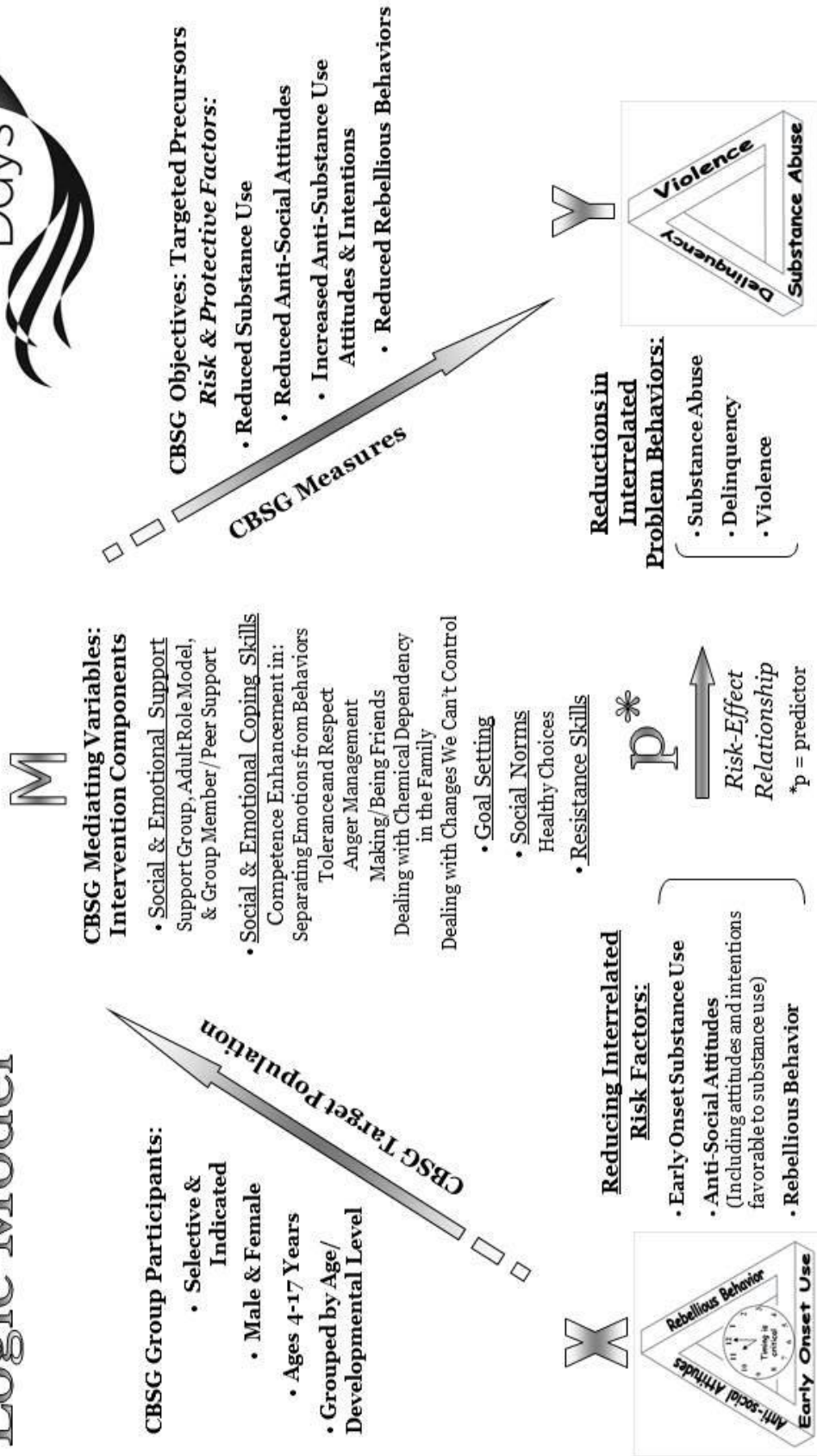
Additional Sessions: These two sessions are added to the 10-session course for selective populations to create a 12-session course for use with indicated populations or a mix of selective and indicated populations. See the *CBSG Program* Scope and Sequence for additional information on the use of these sessions.

Curriculum-Based Support Group (CBSG®) Program

Long Term Goal: To Reduce Substance Abuse, Delinquency & Violence



Logic Model



TO READ: Start at "X" (lower left), follow the up-arrow to "M", then follow the down-arrow to "Y". The CBSG Program is based on the mediating variable framework (Hansen & McNeal, 1996; Baranowski et al., 1997, 1998), which states that in the risk-effect relationship (X-p-Y) risk factors are not "causes", they are "predictors." By targeting the reduction of interrelated risk factors (X) among specific populations at specific times within the developmental pathway (P), and intervening with evidence-based mediating variables (M) that produce significant changes in known precursors to the targeted riskfactors (P), an intervention is predicted (p*) to impact the long term goal (Y).