



Rainbow Days' Curriculum-Based Support Group (CBSG®) Program for Children and Youth Developmental Ages 4-15

Scope and Sequence for Selective and Indicated Populations

Overview: The CBSG® Program Scope and Sequence consists a series of support group sessions, each devoted to a different research-based topic. The sessions provide for the delivery of the mediating variables targeted by the CBSG® Program. Each of the Session Topics has developmentally matched, interactive, and experiential activities for different age groupings, which are designed to explore, explain and reinforce the topic and major message for that Session. The same age groupings, topics, and format are used in all CBSG® Program implementation settings; only the guided discussions and activities change to meet the needs of different developmental age groupings.

Frequency and Duration: Sessions are conducted weekly or bi-weekly, depending on the developmental age of the group participants. For pre-school and early elementary ages, bi-weekly sessions are found to be more effective than weekly sessions, inasmuch as the retention and recall of younger participants is usually less than that of older participants. For middle elementary ages and older, weekly sessions are found to effective with regard to retention and recall. The duration of each session is approximately the same length as a regular school classroom period for the same developmental level. Such durations are found to be developmentally appropriate with regard to expectations for participants' attention, concentration, retention and recall, and when the CBSG® Program is delivered in school settings, consistency with classroom period durations are an important consideration in meeting school implementation needs.

Number of Sessions: There are a total of 12 sessions: 10 of the 12 sessions are designed to provide a "course" that meets the needs of most selective populations; the additional two sessions are provided to address the needs of indicated populations which go beyond the scope of the 10 session course. In order to meet the needs of a particular group of participants, who may require reinforcement in a specific topic, a provider may conduct more than one session on the same topic, thereby increasing the total number of sessions without changing the course content. In some settings, cycles of sessions are conducted on an ongoing basis, with the original sequence being repeated with different activities. When a provider conducts the CBSG® Program with multiple age groups over time, the repetitions of topic content serve as "boosters." *For an explanation of selective and indicated populations, please see the matrix entitled "CBSG Program Target Group Selection by Prevention System" – provided under "read more".*

Number of Sessions and Sequence for Selective Populations: The first 10 sessions, conducted in sequence, provide a complete CBSG® Program course for use by providers serving selective populations of children and youth. Each session provides different activities for each age grouping, allowing the 10-session course to be used with developmental ages 4 to 15.

Number of Sessions and Sequence for Indicated Populations and Mixed Populations of Selective and Indicated: Sessions 1 through 10 - plus the two sessions listed below - provide a course for use by providers serving indicated populations or a mix of selective and indicated populations. The 12-session course is most often used with indicated populations of upper elementary and early secondary students, ages 10-15. When implementing the 12-Session course, the session sequence changes slightly to accommodate the two additional sessions:

Sequence for the 12-Session Course:

- Sessions 1-8 are conducted in sequence without alteration
- Additional Sessions, “Chemical Dependency: A Family Disease” and “Changes and Challenges In My Life” are inserted and conducted as the new Sessions 9 & 10
- “Putting It All Together” becomes the 11th group session and is conducted with references to the two added sessions for consistency
- “Celebration and Commitment” becomes the 12th session and is conducted without alteration

CBSG[®] Program Matrix

The following CBSG[®] Program matrix lists the session titles, major messages, goals, key points and key knowledge and skills.

Session	Goal	Key Points	Key Knowledge & Skills
<p>1 – Getting to Know You</p> <p>Major Message:</p> <p>I AM Not Alone</p>	<p>To get acquainted and learn about the group process</p>	<p>Our group is:</p> <ul style="list-style-type: none"> • different from school and class - there are no right or wrong answers and there are no grades or tests; • a time to meet with others we may already know, make new friends, and have fun; • a time to learn about ourselves and about each other, and about important choices that can help us make a better life for ourselves; • a time for building trust with each other and a safe place where we can talk about our thoughts and feelings; • a chance to take a break from our usual routine and spend time thinking and talking about subjects different from the ones in our classroom. • Participants were selected and invited to be in group because they can benefit from and enjoy the group, not because they are “in trouble.” 	<ul style="list-style-type: none"> • Practicing group decision making; • Practicing teamwork and cooperative learning; • Practicing positive messages of reinforcement; • Practicing respectful behaviors; • Learning Group Rules; • Learning about trust and confidentiality “What’s said here stays here.”)

Session	Goal	Key Points	Key Skills
<p>2- A Celebration of Me</p> <p>Major Message:</p> <p>I AM special, capable, unique and valued.</p>	<p>To recognize and celebrate the unique and special qualities of each participant</p>	<ul style="list-style-type: none"> • Each of us is “one-of-a-kind” (unique). There is no one else exactly like me. • We are special because of who we are, not because of what we do or what we have. • Using alcohol and other drugs will not make me feel better about myself. • Part of how we feel about ourselves is how we feel about our family. There are many different kinds of families. Every family is special in some way, but no family is perfect. 	<ul style="list-style-type: none"> • Identifying personal attributes/assets; • Sharing personal attributes/assets; • Practicing respect; • Practicing tolerance.
<p>3 – Feelings</p> <p>Major Message:</p> <p>All my feelings are okay and I CAN choose how to express them.</p>	<p>To identify feelings and learn appropriate, healthy ways to express them</p>	<ul style="list-style-type: none"> • All of us have feelings. All our feelings are okay. • We can learn how to handle and show our feelings in healthy, positive ways – even feelings we don’t like to have. • Drinking alcohol or using tobacco or other drugs to change our feelings is never okay for us to do. 	<ul style="list-style-type: none"> • Identifying/explaining feelings; • Sharing thoughts and feelings; • Practicing skills for dealing with uncomfortable feelings.

<p>4 – Handling Anger</p> <p>Major Message:</p> <p>I CAN stay calm when I feel angry and not get into fights.</p>	<p>To identify ways to stay calm and stay out of fights</p>	<ul style="list-style-type: none"> • When we lose control and react to situations with an angry behavior like fighting, there can be negative consequences. • Steps to handling anger: S = Stop – cool down and gain control. I = Identify – what are you feeling and why? T = Take Action – respond to your feelings in an appropriate way that shows respect for yourself and others. • Alcohol and other drugs can cause us to lose control over the way we feel and act 	<ul style="list-style-type: none"> • Practicing skills for emotional and personal control and self-mastery; • Practicing handling anger in challenging situations.
<p>5 – Dreams and Goal Setting</p> <p>Major Message:</p> <p>I BELIEVE there is a purpose for my life.</p>	<p>To gain or strengthen our sense of purpose and feel more confident in setting goals and taking steps that will help us in achieving our dreams</p>	<ul style="list-style-type: none"> • Dreams can give us hope and give us a sense of purpose for our future. • There are steps we can take to help us set goals and achieve our dreams: Identify our dreams. Develop a plan. Ask for help. Be flexible. • Getting into fights and using alcohol and other drugs can keep us from reaching our dreams or achieving our goals. 	<ul style="list-style-type: none"> • Practicing skills in goal setting and steps toward attainment; • Linking dreams and goals with behavior and consequences.

<p>6 – Making Healthy Choices</p> <p>Major Message:</p> <p>I WILL be alcohol tobacco and drug free.</p>	<p>To recognize that we have the freedom to make choices and that most people our age want to make healthy choices</p>	<ul style="list-style-type: none"> • Everyone makes choices every day and all our choices have consequences. • Consequences can either be positive (healthy) or negative (unhealthy). • Most people your age want to make healthy choices and have chosen not to use alcohol, tobacco, or other drugs. • Using alcohol, tobacco, and other drugs is never a healthy choice 	<ul style="list-style-type: none"> • Exploring social influences to use ATOD, including the media; • Correcting misperceptions about prevalence of ATOD use; • Practicing identifying who and how to ask for help.
<p>7 – Friends</p> <p>Major Message:</p> <p>I CAN treat others like I want to be treated.</p>	<p>To identify ways to make and maintain healthy friendships</p>	<ul style="list-style-type: none"> • To have good friends, we must first BE a good friend. • There are some positive, healthy things we can do to have the friendships we want: <ul style="list-style-type: none"> ➤ Be yourself and like yourself. ➤ Be a good listener. ➤ Be reliable and trustworthy. ➤ Understand that having conflict is normal. Friends can disagree and still be friends. ➤ Forgive one another. • A true friend will respect our choice not to use alcohol, tobacco, and other drugs 	<ul style="list-style-type: none"> • Naming the attributes of a “true friend” ; • Naming own assets as a “true friend”; • Describing the value of true friendship; • Practicing giving and receiving compliments.

<p>8- Resisting Negative Peer Pressure</p> <p>Major Message:</p> <p>I WILL resist negative peer pressure and stay out of trouble.</p>	<p>To develop the confidence and skills needed to resist negative peer pressure that could lead to unhealthy choices.</p>	<ul style="list-style-type: none"> • Pressure from our peers can influence us to make healthy choices or unhealthy choices. • We can learn skills that can help us say “no” when we are pressured: The “5-B’s of Saying No” – •Beware •Bad idea •Better one •Bye for now •Buzz me later • Resisting peer pressure to use alcohol, tobacco, and other drugs is a healthy choice and keeps us from getting in trouble 	<ul style="list-style-type: none"> • Practicing skills for resisting peer influence and refusing substance use and other anti-social, rebellious, negative, dangerous or self-defeating behaviors.
<p>9 – Putting It All Together</p> <p>Major Message:</p> <p>I HAVE learned many things about myself that will help me now and in the future.</p>	<p>To review all the major messages and key points from the previous eight sessions</p>	<ul style="list-style-type: none"> • Review of key point from previous sessions. 	<ul style="list-style-type: none"> • Exploring attitudes, opinions and behaviors; • Analyzing and reframing all that has been learned.

<p>10 – Celebration and Commitment</p> <p>Major Messages: I AM likeable, capable, unique and valued; I CAN treat others like I want to be treated; I HAVE strengths, capabilities and people who care about me; I WILL be alcohol, tobacco and drug free; I BELIEVE I have a purpose.</p>	<p>To celebrate one another and our group experience and to make a commitment not to use alcohol, tobacco and other drugs</p>	<ul style="list-style-type: none"> • It is important to take time to celebrate our accomplishments. • I promise to be alcohol, tobacco and drug free. • Each one of us can decide how this group will affect our choices and the way we act both now and in the future. 	<ul style="list-style-type: none"> • Practicing making a public commitment to be alcohol, tobacco and drug free.
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<p>Additional Session: Chemical Dependency: A Family Disease</p> <p>Major Message: I CAN ask for help.</p>	<p>To learn how to take care of ourselves if living in a family impacted by chemical dependency.</p>	<ul style="list-style-type: none"> • Chemical Dependency (or Alcoholism) is a disease. • Chemical Dependency affects the person physically, emotionally and spiritually. • The whole family is impacted when someone in the family is chemically dependent. • There are four “C’s” to remember about Chemical Dependency: <ul style="list-style-type: none"> ➢ We cannot Cause someone to be chemically dependent. ➢ We cannot Control the person or the disease. ➢ We cannot Cure the disease. ➢ We can Cope. • There are people to help us and ways we can take care of ourselves if Chemical Dependency is in our family. 	<ul style="list-style-type: none"> • Exploring ways to take care on ourselves; • Practicing identifying who and how to ask for help.
<p>Additional Session: Changes and Challenges In My Life</p> <p>Major Message: I CAN handle the changes in my life in healthy ways.</p>	<p>To identify ways to handle change and challenging situations, especially change over which we have no control.</p>	<ul style="list-style-type: none"> • Change happens to everyone – some changes can be good and we like them, while others can be hard and we don’t like them. • Some changes in our lives we have control over while others we do not. • We can always control how we react to change. • We can find safe people who can support us and help us cope 	<ul style="list-style-type: none"> • Analyzing and reframing the changes we face • Practicing handling changes in healthy ways.

