

Rainbow Days Training Presents

# Curriculum-Based Support Group (CBSG®) Program Facilitator Training

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## Meet Your Trainers

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# Opening & Overview

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- ✓ Name
- ✓ Organization/School
- ✓ Role
- ✓ Time in Position

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## Training Agenda

**1st Day**

- Opening & Overview
- Purpose & Plan
- Overview of the CBSG Program
- The Effects of Adversity on Children & Youth
- Personal Resilience & Environmental Protective Factors
- The CBSG Program & Social and Emotional & Coping Skills
- CBSG in Action – Kids' Connection

**2nd Day**

- CBSG in Action – Youth Connection
- Mock Group
- Facilitators Make the Difference
- Walk Through the Facilitator's Manual
- Summary & Closing

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## Goal of the Rainbow Days' CBSG Program

The CBSG® Program increases **resilience** to build **positive futures** by creating **meaningful connections** with children and youth experiencing *adversity, trauma, anxiety, and toxic stress* through the development of **social, emotional, and coping** skills.

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### Training Objectives



- Theoretical Foundations & Major Messages of the CBSG Program
- Facilitator's Role in the CBSG Program
- The Effects of Adversity on Children & Youth
- Learn about, see and experience the CBSG Program
- Risk & Protective Factors and Building Resiliency
- Implementation Fidelity
- Social and Emotional Learning & CBSG Program Domains
- Certified CBSG Program Facilitator

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**For today we encourage ...**




- Participation
- Shared Learning Responsibility
- Respect Breaks

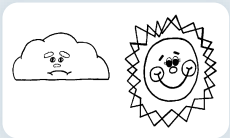
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### CBSG Program Implementation Guidelines



#### Opening Ritual (Check-In) Sunshine & Cloud



Suggestions:

- Highs & Lows
- Roses & Thorns
- Happy & Crappy
- Woo & Poo

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## CBSG Program Facilitator Training: Purpose & Plan






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### The Power of ONE






### The Power of CONNECTIONS

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**Connection = Belonging = Resilience**

Being **connected** is one of the single greatest protective factors humans have.

**“When we build children, who can connect; they build a connected society.”**

[www.nationalacademies.org](http://www.nationalacademies.org)

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**FROM RISK TO PROMISE**

**Kids can walk around trouble, if there is someplace to walk to, and someone to walk with.**


Milbrey W. McLaughlin, Urban Sanctuaries

”

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**Overview of The CBSG Program**

➔

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**CBSG Program History**

- Developed in 1982 by Cathey Brown, CBSG Program Developer & Founder of Rainbow Days, Inc.
- Over 23,000 individuals in 43 states and England, Brazil, Ecuador, and Puerto Rico have been trained as CBSG Program Facilitators.
- Through our local Direct Service more than 230,000 children and youth have participated in a CBSG Program in the Dallas/Ft. Worth metroplex.

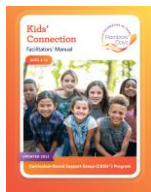


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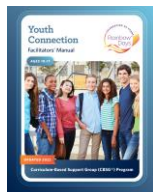
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**CBSG Program Adaptations**



Ages 4-12  
in school and  
community-based settings



Ages 10-17  
in school and  
community-based settings

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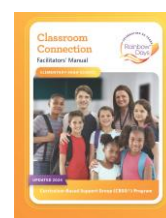
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**Additional CBSG Program Adaptations**



**Alternative Youth Prevention**

- Alternatives
- Prevention/Behavioral Health Promotion Presentations



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### CBSG Structure



- Curriculum-Based
- Led by trained facilitator/ co-facilitators
- 30, 45 & 60 minute group sessions
- Size-Limited to 6-12 participants
- Groups held once or twice a week
- **Closed Groups (KC/YC)**
  - 10 Sessions - **Selective**
  - 12 Sessions - **Indicated** (includes 2 Additional Sessions)

The two **Additional Sessions** *Substance Use Disorders & the Family and Changes in My Life* may also be implemented as **Positive Alternatives** or **ATOD Presentations**.

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### CBSG Program Design: Grouping of Participants



- By Developmental Level**  
Ideally no more than 2 years or 2 grade levels between participants
- By Gender**  
Ideally either an almost equal number of males and females OR same gender groups
- By Personality**  
A balanced mixture of "personalities"

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### KC/YC: YPS



#### 10 Session Sequence for Selective populations

- |                         |                                    |
|-------------------------|------------------------------------|
| 1 Getting to Know You   | 6 Making Healthy Choices           |
| 2 A Celebration of Me!  | 7 Friends                          |
| 3 Feelings              | 8 Resisting Negative Peer Pressure |
| 4 Managing Anger        | 9 Putting It All Together          |
| 5 Dreams & Goal Setting | 10 Celebration & Commitment        |

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### KC/YC: YPI



#### 12 Session Sequence for Indicated populations

- |                          |   |
|--------------------------|---|
| 1 Getting to Know You    | 6 Friends   |
| 2 A Celebration of Me    | 7 Resisting Negative Peer Pressure                |
| 3 Feelings               | 8 <b>Substance Use Disorders &amp; the Family</b> |
| 4 Managing Anger         | 9 <b>Changes In My Life</b>                       |
| 5 Dreams & Goal Setting  | 10 Putting It All Together                        |
| 6 Making Healthy Choices | 11 Celebration & Commitment                       |

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### Group Promises/Behaviors of Respect



- ★ One person talks at a time and talks only for himself/herself.
- ★ Please show respect to each other, yourself, and adults.
- ★ Only *put-ups* allowed, no *put-downs*. (1 put-down = 3 put-ups)
- ★ Keep our hands and feet to ourselves.
- ★ You have the right to pass.
- ★ What we say in group stays in group.

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### CBSG Program Session Format

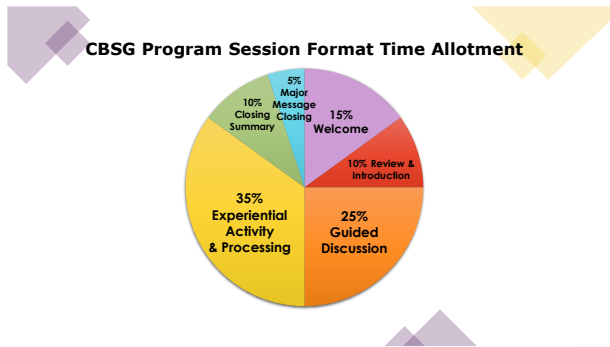


- Welcome**  
Review of Group Promises  
Sunshine & Cloud
- Review & Introduction**
- Guided Discussion**  
Introduce topic and brief teaching with group discussion
- Experiential Activity & Processing**  
"Art," games, written exercises, skill practice
- Closing Summary**  
Reviewing the topic and the activity as it relates to personal experiences
- Major Message Closing**  
I AM, I CAN, I HAVE, I WILL, I BELIEVE

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### CBSG Program Implementation Guidelines

#### Major Message Closing

- Repeat Major Messages
- *Today I learned...*
- *After group I feel...*
- Others?

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### CBSG Program significantly Increases:

- ↑ Anti-Substance Use Attitudes/Intentions
  - ↑ Coping Skills
  - ↑ Giving/Receiving Help
  - ↑ Healthy, Responsible Decision Making
  - ↑ Hope for the Future
  - ↑ Improved Classroom Behavior/Academic Success
  - ↑ Linking Behaviors & Consequences (+ & -)
  - ↑ Positive Behaviors & Self Control (decreased rebellious & delinquent behavior)
  - ↑ Positive Relationships/Empathy
  - ↑ Problem-Solving & Critical Thinking Skills
  - ↑ Self Awareness/Confidence
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CBSG Program Educational	vs	Therapy Groups Resolution
Focus is on teaching critical life skills and offering emotional support		Focus is on solving a personal problem
Objective is to build resiliency and protective factors		Objective is to probe, addressing the impact of risk factors
Conducted by trained facilitators		Conducted by licensed therapists
Provides support and a safety net		May be supportive, but also includes confrontation & probing
Process is "LOVEE" driven (Listen, Observe, Validate, Educate and Empower)		Process is diagnosis driven and dictated by psychological theory

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### The CBSG Program: Benefits & Opportunities for Participants

- ❖ Experience less isolation & know they are not alone
  - ❖ Increases hope, optimism, & personal resiliency
  - ❖ Build friendships, have a sense of belonging & connectedness
  - ❖ Non-judgmental support in safe, confidential setting
  - ❖ Learn from each other
  - ❖ Caring support of a safe, trustworthy adult
  - ❖ Cope with stress, anger, anxiety, & other hard feelings in healthy ways
  - ❖ Understand their decisions have consequences (+ & -)
  - ❖ Understand it is okay to ask for, accept, & give help
  - ❖ Be a kid and have FUN
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## The Effects of Adversity on Children & Youth

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What kind of world are children growing up in today?

What are the challenges facing children as they grow up?

The pandemic has changed our individual and global worlds forever.

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### Adverse Childhood Experiences (ACEs)

- Health & Social Effects over the Lifespan
- Largest Study
- Kaiser Permanente/CDC
  - Dr. Vincent J. Felitti, MD
  - Robert F. Anda, MD, MS
- Dr. Nadine Burke Harris – TEDTalk

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### ACEs Experiences Considered

The ACE score is the number of categories that apply to the child (0-10):

- 1 Mentally ill, depressed, or suicidal person in home
- 2 Drug addicted or alcoholic family member
- 3 Parental discord (divorce, separation, abandonment)
- 4 Witnessing domestic violence against either parent
- 5 Incarceration of any family member
- 6 Physical abuse
- 7 Sexual abuse
- 8 Emotional Abuse
- 9 Physical neglect
- 10 Emotional neglect

Legend: Family Dysfunction (purple), Abuse of Child (orange), Neglect (yellow)

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### ACEs Pyramid

To the right are mechanisms by which ACEs influence health & well-being throughout a person's lifespan.

Mechanism by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

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### Stress & Anxiety

- Some anxiety and stress are normal and necessary
- Anxiety disorders are characterized by extreme apprehension, feelings of impending doom

[www.stresshealth.org](http://www.stresshealth.org)

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### Trauma

- Results from one or more events
- Processed as overwhelming of life-changing
- Profoundly affects psychological development and/or wellbeing
- Experienced on an individual level

SAMHSA, [www.samhsa.gov](http://www.samhsa.gov)  
National Child Traumatic Stress Network [www.nctsn.org](http://www.nctsn.org)

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## Adversity

- Adverse events in childhood can undermine a child's sense of safety, stability, and bonding. These events can have lasting, negative effects on health, wellbeing, & opportunity.

www.stresshealth.org

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## Toxic Stress


- Our body's response to severe and/or lasting stress without support from a caring, trusted adult.
- Powerful stress hormones overwhelm a child's body and brain.

"Marinating in toxic and inflammatory chemicals, making sense how those experiences are tied to depression, autoimmune disease, heart disease and cancer during adulthood."  
- Donna Jackson Nakazawa

www.cdc.gov

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## Impact is NOT Universal

- Nature/Temperament
- Frequency
- Seriousness
- Prior History
- Available support

Preventing ACEs: Leveraging the Best Available Evidence: National Center for Injury Prevention and Control - Division of Prevention Violence CDC

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The impact of ACEs, trauma, anxiety, and toxic stress often last a lifetime, but they don't have to ...


- Healing can and does occur
- Cycles can be and are broken
- Safe, stable, nurturing relationships are healing

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## The CBSG Program Increases Personal Resilience and Environmental Protective Factors



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THEORETICAL FRAMEWORK

Increasing resiliency and protective factors, and thereby reducing the negative impact of adversity, trauma, anxiety, and toxic stress

Theoretical Framework of the CBSG Program

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“  
 Even when we cannot change the adversity in a child's life, we can *empower* the child to become resilient enough to *resist, persist, withstand, overcome, recover and rebound; to rise above and claim a life full of hope and promise.* PBSS, 2013  
 ”



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**The CBSG Program focuses on Strengthening Individual Resilience and Environmental Protective Factors**

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**The CBSG Program Increases Protective Factors**



**Caring Relationships**



**Opportunities for Participation**



**High Expectation Messages**

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**The CBSG Program Social and Emotional & Coping Skills**

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**CBSG Program Domains**



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**The Power of Affirmations**



Simply put, daily affirmations train your brain to think positively. They are one of the most effective ways to proactively and permanently change the way you think and behave.

Matthew D. Della Porta, Ph.D.

”

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MAJOR MESSAGES

**I AM**  
likeable, capable,  
unique and valued.

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**I AM Benefits**

- Influence of emotions, thoughts and values on behaviors
- Increased ability to regulate behaviors
- Increased self-confidence, coping skills and a growth mindset
- Recognizing our behaviors & actions impact outcomes
- Identification of strengths & limitations
- Ability to identify & appreciate differences in one another

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MAJOR MESSAGES

**I CAN**  
treat others like  
I want to be treated.

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**I CAN Benefits**

- Increased perspective and empathy for others
- Appreciation of different points-of-view
- Acceptance of others from different cultures, race, ethnicity language, & beliefs
- Recognize family, school and community resources & support
- Ability to adapt and accept what we cannot change and courage to change what we can
- Resilient children are more responsive, active, flexible & adaptable

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MAJOR MESSAGES

**I HAVE**  
meaningful relationships and  
people who care about me.

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**I HAVE Benefits**

- Enhanced skills to make friends and build healthy peer & family relationships
- Improved communication skills including attentive listening, awareness of nonverbal cues, increased empathy, & personal introspection
- Working cooperatively including giving & taking, compromising, working together to achieve a common goal
- Improved conflict resolution skills
- Recognizing benefits of asking for, receiving, & giving help
- Identifying safe & caring people

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MAJOR MESSAGES

**I WILL**  
make healthy,  
responsible decisions.

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**I WILL Benefits**

- Identifying problems & utilizing analytical, critical thinking, & other effective skills to solve them
- Recognizing we have the freedom to make choices & all choices have consequences
- Identifying differences between positive, healthy consequences, & negative, unhealthy consequences
- Understanding most of their peers want to make healthy choices to not use alcohol, tobacco, & other drugs & using them is never a healthy choice kids
- Resisting risky behaviors & negative peer pressure

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MAJOR MESSAGES

**I BELIEVE**  
in my purpose  
and future.

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**I BELIEVE Benefits**

- Understanding they have some control over their future
- Having hope that the future can be better than what they may currently be experiencing
- Recognizing the importance of "grit", sticking with it even when its hard
- Accepting benefits of delayed gratification & resisting negative influences in achieving aspirations
- Believing in a power greater than themselves to turn to for help

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Major Message Affirmations of the *CBSG Program*

<b>I AM</b>	<b>I CAN</b>	<b>I HAVE</b>	<b>I WILL</b>	<b>I BELIEVE</b>
likeable, capable, unique, and valued.	treat others like I want to be treated.	meaningful relationships and people who care about me.	make healthy, responsible decisions.	in my purpose and future.

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**CBSG In Action**  
*Kids' Connection*

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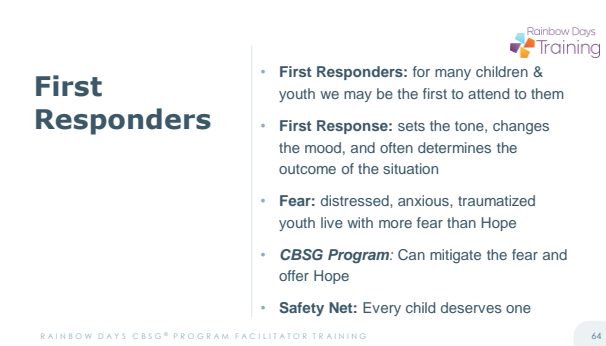
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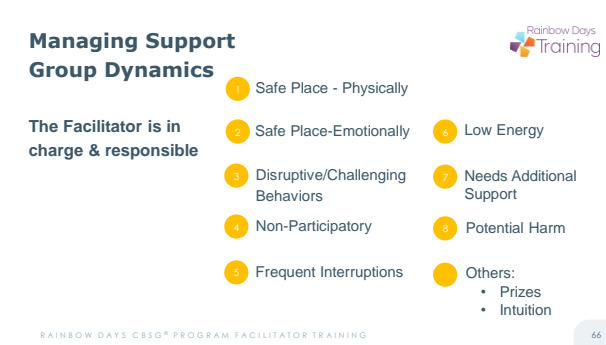
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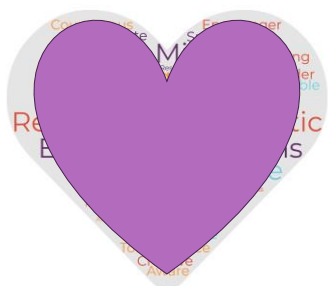
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I am only one, but I am one.  
I cannot do everything, but I can do something.  
And I will not let what I cannot do interfere with what I can do.



Edward Hale



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## Where to Look



### Table of Contents

#### Introduction:

- Foreword
- About the CBSG Program
- A Note of Gratitude
- What Others are Saying

#### Overview:

- CBSG Program Overview
- CBSG Program Domains, Major Messages, Objectives & Protective Factors
- Theory Approach Logic Model
- The CBSG Program & Substance Use Disorders
- Session Overviews

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## Where to Look, Cont.



### Implementation Guidelines:

- The CBSG Session Format
- Facilitator Tips
- Sunshine & Cloud
- Major Message Closing Activity

### Sessions:

KC/YC Sessions 1-10

Additional Sessions: KC & YC

Quality Assurance – On USB

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## CBSG Program Session Format



**Welcome**  
Review of Group Promises  
Sunshine & Cloud



**Experiential Activity & Processing**  
"Art," games, written exercises, skill practice



**Review & Introduction**



**Closing Summary**  
Reviewing the topic and the activity as it relates to personal experiences



**Guided Discussion**  
Introduce topic and brief teaching with group discussion



**Major Message Closing**  
I AM, I CAN, I HAVE, I WILL, I BELIEVE

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**Session 1 – Getting to Know You**

**Key Points:**

- Our group is called *Kids' Connection* and is:
  - 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 each other, and about important choices which can help us now, and in the future;
  - a time for building trust with each other and a safe place to talk about our thoughts and feelings in confidence; and
  - a chance to take a break from our usual routine and spend time thinking about and discussing topics different from the ones in school.
- You were invited to be in group because you can benefit from and enjoy the group, not because you are "in trouble."
- In group, there are Behaviors of Respect to help us feel safe and comfortable.

**Major Message:** *I AM not alone.*

**Key Knowledge & Skills:**  
group decision-making  
teamwork and cooperative learning  
positive messages of reinforcement  
respectful behaviors  
trust and confidentiality

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## Activity Layout



**Name of ACTIVITY**

Ages: ALL

Supplies: Worksheet KC 1:1, markers, glue, pens, etc.

Prior to group, copy **Worksheet KC 1:1** for each participant.  
Ask participants to write their responses to the Major Messages (I AM..., I CAN..., I HAVE..., I WILL..., I BELIEVE...) on the Handout.

**To Process:**  
Ask each participant to share their I AM response with the group.  
Discuss what they learned about each other from doing this activity.  
What did they learn about themselves?

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## CBSG Program Implementation Guidelines



- Aa** **Key Points** are identified in each session and are to be incorporated into the Guided Discussion. The Key Points of the session are underlined.
- Aa** Discussion Questions are bulleted (★) and **bolded** within the body of the Guided Discussion.
- (Aa)** Facilitator Notes are (**bolded, italicized and in parentheses**). They are designed to give directions or suggestions to the Facilitator.

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## CBSG Program Facilitator Tips



- ❖ Affirmations
- ❖ Bookmarks
- ❖ Brainstorming Guidelines
- ❖ Challenging Behaviors
- ❖ Flexibility & Facilitator Intuition
- ❖ Group Promises
- ❖ Group Supplies
- ❖ Guided Discussion Questions
- ❖ Incentives
- ❖ Options for Activity Implementation
- ❖ "Settling In" Breathing Exercises

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## Activity Glossary



- ✓ **Facilitator Templates**  
*Information just for the Facilitator (ex: Scenarios or Role plays)*
- ✓ **Worksheets**  
*Copy for each participant to use during group (ex: Major Message Rainbow)*
- ✓ **Handouts**  
*Copy for each participant to take with them (ex: Affirmation cards or Bookmarks)*

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**Affirmations**

I AM learning to make choices that are good for me.

I CAN learn new ways to cope with problems

**Bookmarks**

*Changes in My Life*  
Major Message

*I CAN cope with changes in my life in healthy ways.*

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**Randomization Options**

- Paper Bag or Container
- Cards on the Table
- Musical Cards

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**Implementing Scenario Discussions**

- Individual Responses
- Pair Off
- Role Play
- Group Brainstorm

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**Challenging Behaviors**

- Refer to Group Promises/Behaviors of Respect
- Stretch Break/Round Robin/Koosh Ball
- Change Seating Arrangement
- Individual Contact Before or After Group
- Talk with Counselor/Site Contact
- Last Resort – Remove from Group

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**Additional Tips**

- Intuition
- Group Supplies (page 32)
- “Settling In” (page 34)

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**CBSG Program Implementation Guidelines**

*Kids' Connection*  
Activity Guide Age Key

Age Key	Developmental Ages
A	Ages 4-5
B	Ages 6-7
C	Ages 8-9
D	Ages 10-11
E	Age 12
All	All Ages

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## CBSG Program Implementation Guidelines

### Youth Connection

Activity Guide Age Key



Age Key	Developmental Ages
D	Ages 10-11
E	Ages 12-13
F	Ages 14-17
All	All Ages

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## Quality Assurance Forms



### List of Forms

1. Referring Individual's Assessment of Risks/Needs - School	10. Observation Form for Children in Grades K – 3 <sup>rd</sup> - Pre/Post
2. Referring Individual's Assessment of Risks/Needs - Community	11. CBSG Program Outcome Evaluation Survey Grades 4 & Up – Pre/Post
3. Session Plan	12. Fac's Assess. of Improvement – School
4. Participant Attendance	13. Fac's Assess. of Improvement – Com.
5. Fidelity Observation – Logistics	14. Ref. Ind. Assess. of Improvement – School
6. Fidelity Observation – Process	15. Ref. Ind. Assess. of Improvement – Com.
7. Fidelity Observation – Content	16. Parent/Guardian Evaluation
8. Individual Progress Notes	17. Collaborating Org. Feedback – School
9. Group Progress Notes	18. Collaborating Org. Feedback – Comm.

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## Summary & Closing

- Implementation Fidelity
- Support & Resources
- Evaluation



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## CBSG Program Implementation Fidelity



- Be a Trained Facilitator (Rainbow Days' Training)
- Follow the CBSG® Program Session Format
- All Sessions facilitated in sequence
- Cover all Key Points (KC & YC)
- Group held once or twice a week
- Follow group size recommendations
- Practice Confidentiality
- Participants complete 80% of Sessions (**YPS: 8 out of 10 or YPI: 10 out of 12**)

NOTE: Request in writing permission to modify implementation fidelity requirements at [info@rainbowdaystraining.org](mailto:info@rainbowdaystraining.org).

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## CBSG Program Support & Resources



- Virtual CBSG® Program Facilitator Training
- Additional Virtual Trainings: CBSG Refresher and/or Workshops
- Additional CBSG Program Manual Adaptations: Kids' Connection, Too & Classroom Connection
- Evaluation Resources
- Major Message Domain Articles
- Monthly Newsletters – "Training Connects"
- Eblasts

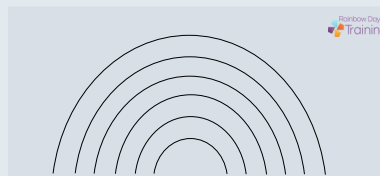
Rainbow Days Training Website  
[www.rainbowdaystraining.org](http://www.rainbowdaystraining.org)

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## Facilitator Major Message Activity



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## Facilitator Major Messages



I AM Self-Awareness	I CAN Social Awareness & Competence	I HAVE Relationship Skills	I WILL Responsible Decision Making	I BELIEVE Sense of Purpose & Future
<ul style="list-style-type: none"> <li>What are my strengths?</li> <li>What are areas I can improve?</li> <li>How do I express emotions appropriately?</li> <li>How do I show I value myself?</li> </ul>	<ul style="list-style-type: none"> <li>How do I demonstrate empathy?</li> <li>How do I want to be treated?</li> <li>How do I demonstrate respect for differences?</li> </ul>	<ul style="list-style-type: none"> <li>What makes me a safe person?</li> <li>Who was/is my "person?" How did/do they show their support?</li> <li>Who is in my circle of support?</li> </ul>	<ul style="list-style-type: none"> <li>What is a healthy decision I made or can make for my well-being?</li> <li>As a CBSG Facilitator, it is my ethical responsibility to...</li> </ul>	<ul style="list-style-type: none"> <li>What is one purpose for my life?</li> <li>What do I believe the future holds for those I influence?</li> <li>What is an aspiration I have for myself?</li> </ul>

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## Gentle Reminders



1. You are not alone. There is a community to support you.
2. It is okay to ask for help. Asking for help is a strength and takes courage.
3. All your feelings are OK. Incorporate daily activities which bring you joy, contentment, peace, and can help release difficult feelings.
4. Helping others has been proven to be beneficial to the one offering help.
5. Practicing gratitude is one way to combat depression or negativity.

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## Gentle Reminders cont.



6. Tears can be healing. Laughter really is the best medicine.
7. *This too shall pass.* Circumstances change and/or our ability to adapt and cope with difficult circumstances increases.
8. *What can I learn from this?* A good question to consider after an experience or event - positive or negative.
9. Technology is helpful. Technology is harmful. Where is the balance for you?
10. What daily practices do you have in place to nurture and replenish your mind and soul?

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## The Power of ONE



It only takes **ONE** caring adult to make a difference in a child's life.

It only takes **ONE** school or community organization to make a difference in that entity

It only takes being willing to be that **ONE**.

Be the CONNECTION. Be the **ONE**.

Join us on the Journey.

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## Q&A



- ✓ Questions?
- ✓ Next Steps
- ✓ Evaluations

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## Thank you for attending the CBSG Program Facilitator Training!



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