



harmful behaviors

Recognize. Respond. Repair.

Parent Workbook and Syllabus

Delivery Type 2:

Supplemental Stand Alone

This encompasses the formation of a new group of families that consists of individuals who have participated in a Thrive Initiative core, universal parenting program.



Summary of Training

Use this summary to keep track of your homework due dates and meeting dates, times, and location(s).

Thrive Initiative Account and Course Registration

Due Date	
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Intake and Introduction Meeting *(Meeting: 60 min/Homework)*

Date	
Time	
Homework	Complete the Module's Welcome and Introduction and Session 1
Due Date	

Supplemental Module Meeting 1: Discussion of the Module's Welcome and Introduction and Session 1 *(Meeting: 60 minutes/Homework)*

Date	
Time	
Homework	Complete Sessions 2 and 3 and the Wrap-up
Due Date	

Supplemental Module Meeting 2: Discussion of Sessions 2 and 3 and the Module's Wrap-Up *(Meeting: 60 minutes/Homework: optional)*

Date	
Time	
Homework (optional)	Visit the Thrive Initiative's website for additional parenting resources: https://thrive.psu.edu

Supplemental Module Registration

Complete these steps prior to the Intake and Introduction meeting.

Create a Thrive Initiative Account and Register for the Course

- Use this link to access the Thrive Initiative’s website: <https://thrive.psu.edu/>.
- Navigate to and select “Modules.”
- Select “Supplemental Modules” in the drop-down menu.
- Identify the module on Harmful Behaviors, and select the “Learn More” button.
- A new web page will open. Select the blue button that reads “Get this course.”
- A pop-up box will ask you to login or sign up. If you do not have an existing account, select the “Sign up” button.
- In the pop-up box, enter your first name, last name, and an email address. Next, create a username and password. Select your military affiliation, and check that you are not a robot; then, click the blue “Create account” button.



Tip: To help you remember your username, you may want to use your email address as your username.

- You will now be able to login and access the Thrive parent-education programs. Click “Login” at the top of the web page. In the pop-up box, enter your username and your password; then, click on the blue “Login” button.
- After you login, you will be able to view the course catalog (upper right-hand corner) and select the supplemental module you would like to participate in.
- Select the blue “Go to Course” button to start the online **Harmful Behaviors** supplemental module.

If you have any difficulty registering for an account or accessing a Thrive Initiative parent-education program or supplemental module, we would be happy to assist you!



The Thrive Initiative Team can be emailed at thrive@psu.edu.



Phone inquiries can be directed to **1.877.382.9185**.

Intake and Introduction Meeting



Intake and Introduction Meeting *60 minutes*
Homework

Date	
Time	
Link/Location	



Step 1: Attend Meeting

- Review the supplemental module welcome materials provided by your facilitator.
- At the first meeting, your facilitator will provide an Welcome and Introduction of the program and ensure you have access to the Thrive Initiative website and supplemental module.

Step 2: Complete Homework [For Supplemental Module Meeting 1]

Please complete the following activities in preparation for the next meeting:

- _____ Complete the **Harmful Behaviors: Recognize. Respond. Repair.** supplemental module's Welcome and Introduction.
- _____ Complete Session 1: When Your Child is Targeted
- _____ Download and review the materials mentioned from the Parent Toolkit resources in the supplemental module.
- _____ Prepare to discuss the topics addressed in the Welcome and Introduction and Session 1 during the next meeting by answering the questions in *Step 3: Prepare Community-Building Activities/Discussion Questions*. If you have any questions you would like to ask during the discussion, note them in Step 4.

Step 3: Prepare Community-Building Activities/Discussion Questions

Write your responses in the blue boxes on the next few pages as you prepare for the *next meeting*. During the *Supplemental Module Meeting 1* group discussion, record your notes in the magenta boxes.

As you complete the questions and activities, recognize that understanding and implementing the information we are learning will not happen immediately. You will need to use the strategies and skills you have learned throughout **Harmful Behaviors: Recognize. Respond. Repair.** consistently and make them part of your everyday life in order to see desired changes in your child's or your reactions or behaviors. Keep practicing what you have learned!

Each time you meet with the other program participants as a group, share and celebrate the small, short-term, positive changes you see in your interactions with your child. Consider what the long-term benefits may be for your family as you continue to use the skills and strategies you have learned and are learning in the **Harmful Behaviors: Recognize. Respond. Repair.** module.



? Harmful Behaviors Supplemental Module: Introduction Interaction and Discussion Questions

In the supplemental module's introduction, you were asked to imagine that you are visiting with a friend of yours, and your child is nearby. You hear your child say, "She'd be really pretty if she wasn't so fat."

- A. What is your immediate reaction?
- B. After you had time to review the strategies listed on the *Prevention: Laying the Groundwork* page of the module, how might you respond differently to your child?

Reflection:



Group discussion notes:



Welcome and Introduction: Learning the Rules Interaction and Discussion Questions

This section discussed how unwritten rules and family attitudes towards the treatment of others can influence how your child interacts with other people. Consider how the unwritten rules discussed earlier apply to your family.

- A. How does your family talk about others and yourselves?
- B. What is the role of "teasing" in your family?
- C. What types of boundaries do you have in your family? Who can set them?
- D. How does everyone in your family communicate? How do they express their feelings?
How do they express when something good or bad happens?
- E. What is one unique and/or unwritten rule in your family?

Reflection:



Group discussion notes:



Welcome and Introduction

Harmful Behaviors Interaction and Discussion Questions

This section examined what social mistakes are, why children may make these mistakes, and action steps parents or caregivers can use to help a child understand and avoid these types of mistakes in future situations.

- A. Reflect on these concepts using the Samuel scenario in which his fiance, Ingrid, displayed different personal-space expectations than what are commonplace in the United States. How would you acknowledge, repair, and problem solve in this scenario?
- B. Reflect on these concepts using the Javon scenario in which Javon uses language that isn't acceptable in your home. How would you acknowledge, repair, and problem solve in this scenario?

Reflection:



Group discussion notes:



Welcome and Introduction **Bullying Interaction and Discussion Questions**

This section discusses what bullying is and how bullying can be directed towards and affect others. In addition, the module reminds parents and caregivers that bullying is not a normal part of development.

- A. Have you or your child faced instances of bullying? How did you respond? How would you like to respond?
- B. The module asked you to complete scenario activities. Did you learn anything new or surprising when you completed these activities?

Reflection:

 *Group discussion notes:*



Session 1: When Your Child is Targeted Interaction and Discussion Questions

Session 1 discussed that those who bully or target others are often peers but can also be teachers or adults. You, as the parent or caregiver, should address situations your child talks about and encourage conversation to learn more about the events of an incident.

- A. What are some ways that you have shown empathy for your child?
- B. Consider what you have learned in this module. Have you discovered new ways that you may show empathy in the future?

Reflection:



Group discussion notes:



Learning to Listen: Interaction and Discussion Questions

Session 1 highlighted that sometimes we feel better when we share our worries and concerns with others because this action helps us release frustrations. This session also discussed strategies parents can use to help their children expand on their ideas and connect to their emotions.

- A. Have you used any of the strategies mentioned in the module with your child?
How did they work?
- B. What strategies would you like to try to use?

Reflection:

 *Group discussion notes:*



? Listening to Avoid Validating the Unwanted Behaviors: Interaction and Discussion Questions

Bullying can go by other terms including teasing, flirting, joking, or kidding. However, the behavior is always defined from the point of view of the child who is being teased or bullied. If the child is the object, target, or victim of the joke instead of “in on the joke,” the situation must be addressed. Children need to understand that their feelings matter when they experience situations like this.

- A. When your child comes to you, how can you acknowledge your child and let your child know that you’re listening and hearing what your child is saying?
- B. How could you better acknowledge what your child might be feeling and help your child problem solve?

Reflection:



Group discussion notes:



Identifying with Your Child and Understanding their Perspective: Interaction and Discussion Questions

The module discusses how a parent may find it challenging to realize that their child is being bullied, may have been bullied, may be bullying others, or may be both. Recognize your experiences are separate from those of your child, and focus on the present. Take a moment to reflect on the following:

- A. What did you learn about coping and surviving through your own adolescence?
- B. Who were you able to talk to and share your experiences with as a child, adolescent, or teen?
- C. In what areas of your life, for example emotional or relationship health, do you still feel vulnerable? Who currently supports you?

Reflection:

 *Group discussion notes:*



? Protective Relationships: Interaction and Discussion Questions

The module discusses the idea that children live, endure, and prevail in multiple environments. Including supportive and nurturing adults throughout their environments can help to protect and sustain them. Think about where your child spends his or her time, including time spent in person and time spent virtually.

- A. Where do you think your child might see positive and negative role models?
- B. How is your child interacting socially? If online, what platforms, apps, or activities is your child using?
- C. What activities does your child participate in that support socially smart decision-making? Which activities are you concerned about?
- D. After completing the Environmental Supports Activity, consider in which environments your child is being well supported by other adults or individuals. In which environments might your child benefit from building additional supports?

Reflection:



Group discussion notes:



? Taking Concrete Steps: Interaction and Discussion Questions

The module discusses that if your child is being bullied, your child may be reluctant to share this situation with you. The modules also highlights concrete steps that you, as parent or caregiver, can take to put a stop to unwanted or bullying behavior.

- A. Think of a time when you needed to address unwanted behavior for your child. How did you do that?
- B. With that situation in mind, whom would you contact about the situation? Whom would you communicate with? How would you document the situation?
- C. If you have done this, are there any steps or actions that you would have done differently?


Reflection:



Group discussion notes:



Step 4: Prepare Additional Questions for Supplemental Module Meeting 1

 Note any additional questions you may have for the group or the facilitator.

Reflection:

 *Group discussion notes:*

Supplemental Module Meeting 1



**Discussion of Welcome and
Introduction and Session 1**

60 minutes

Homework

Date	
Time	
Link/Location	



Step 1: Attend Meeting

Return to Introduction Meeting, *Step 3: Prepare Community-Building Activities/Discussion Questions* to discuss the activities and questions on the previous pages as a group. If new ideas are mentioned during the group meeting, note them in the magenta boxes under your prior homework responses.



To engage in discussion, go back to the homework you completed after the Intake and Introduction Meeting.

Step 2: Complete Homework [For Supplemental Module Meeting 2]

Please complete the following activities in preparation for the next meeting:

- _____ Complete Session 2: When Your Child Exhibits Unwanted Behaviors
- _____ Complete Session 3: Bystanders, Secrets, and Intervention Resources
- _____ Complete the Wrap-Up
- _____ Download and review materials mentioned from the Parent Toolkit resources in the supplemental module.
- _____ Prepare to discuss the topics addressed in Sessions 2 and 3 during the next meeting by answering the questions in *Step 3: Prepare Community-Building Activities/Discussion Questions*. If you have any questions you would like to ask during the discussion, note them in Step 4.

Step 3: Prepare Community-Building Activities/Discussion Questions

Write your responses in the blue boxes on the next few pages as you prepare for the *next meeting*. During the *Supplemental Module Meeting 1* group discussion, record your notes in the magenta boxes.



? Session 2: When Your Child Exhibits Unwanted Behaviors Understanding the Situation: Interaction and Discussion Questions

Session 2 discussed the idea that, although parents may prepare to help their children in situations where they are the target of bullies, parents must also be prepared to communicate with their children if they are the ones exhibiting the unwanted behaviors towards others.

- A. Think about a time when you were a child and were confronted about words you said or actions you did that were hurtful to another person. How did the adults who were involved handle the situation?
- B. Did you experience emotional or thoughtful responses from your parent or caregiver? Were you able to share your side of the story? Did you feel loved and/or supported?
- C. Would you have liked to have seen that situation handled differently? Why? What aspects of the situation do you feel were addressed appropriately?

Reflection:

 *Group discussion notes:*



Session 2: When Your Child Exhibits Unwanted Behaviors **Making Repairs Interaction and Discussion Questions**

Following up with your child after your child has exhibited harmful or unwanted behaviors involves examining and discussing how to move forward with the current circumstances.

- A. What are some examples of natural consequences, logical consequences, and legal consequences that were introduced in the module?
- B. Think about a situation in which your child exhibited unwanted behavior. What consequences did your child face? What would you do differently regarding the consequences that naturally took place or were imposed?

Reflection:

 *Group discussion notes:*



? Session 2: When Your Child Exhibits Unwanted Behaviors
Looking at the Family System Interaction and Discussion Questions

When bullying, or harmful behaviors, emerge in the family system, parents may want to explore how anti-bullying messages are represented at home.

- A. What conversation have you had with your child about bullying or unwanted or harmful behaviors?
- B. In what areas of your home life can you be more intentional about promoting anti-bullying messages within your family?
- C. What questions does your child have about bullying and harmful behaviors? What questions do you still have?

Reflection:

 *Group discussion notes:*



Session 3: Bystanders, Secrets, and Intervention Resources **Interaction and Discussion Questions**

The odds that your child will witness verbal, social, or physical aggression between peers are high, and witnessing these types of unwanted behaviors can be a confusing and frightening experience.

- A. Can you remember a time from your childhood when you were a bystander to a bullying incident?
- B. What actions did you take (or not take)?
- C. How were you supported in the actions that you took?
- D. What would you do the same or differently?

Reflection:

 *Group discussion notes:*



? Session 3: Bystanders, Secrets, and Intervention Resources
Secrets or Surprises? Interaction and Discussion Questions

Discussing the difference between “secrets” and “surprises” is a conversation many parents should have with their children. Teach and reinforce with your child that he or she should not keep secrets if someone is hurting your child, someone else, or him or herself.

- A. How do you use the term “secrets” in your home?
- B. What are some examples of surprises that you have used or might use with your child?
- C. How might you explain the difference between a surprise and a secret?

Reflection:

 *Group discussion notes:*



Session 3: Bystanders, Secrets, and Intervention Resources **Tattling vs. Telling: Interaction and Discussion Questions**

Tattling is another “telling” behavior that most parents and teachers would like to eliminate. A tattle is intended to draw attention to someone else’s misbehavior and, likely, get that person in trouble.

In this module, you learned about the THINKS model.

- A. How could you use the THINKS model with your child?
- B. How could you use it in your own social interactions?

Reflection:

 *Group discussion notes:*



? **Session 3: Bystanders, Secrets, and Intervention Resources**
Bullying Prevention and Intervention at School:
Interaction and Discussion Questions

Children spend a significant amount of their time at school and school-related functions, so school is one of the most common venues for bullying to occur.

- A. What do you know about your child's school bullying-prevention curriculum? What do you know about the school's policies and procedures for handling a bullying incident?
- B. Have you spoken with your child about what your child has learned at school regarding bullying? If so, what did your child talk about?

Reflection:

 *Group discussion notes:*



Wrap-Up: Module Discussion Summary Questions

- A. Which topic discussed in the supplemental module was the most beneficial to you as a parent? Why?
- B. What strategies or skills did you learn about in the supplemental module that you will use to help you achieve the goals you have for your child or your family?
- C. What has changed in your interactions with your child since you began to complete the supplemental module?
- D. Have you noticed a difference in the way your child is responding to your parenting since participating in this module?


Reflection:



Group discussion notes:



Step 4: Prepare Additional Questions for Supplemental Module Meeting 2

 Note any additional questions you may have for the group or the facilitator.

Reflection:

 *Group discussion notes:*

Supplemental Module Meeting 2



**Discussion of Sessions 2 and 3
the Wrap-Up and Resource Sharing**

60 minutes

Homework

(optional)

Date	
Time	
Link/Location	



Step 1: Attend Meeting

Return to *Supplemental Meeting 1, Step 3: Prepare Community-Building Activities/ Discussion Questions* to discuss the activities and questions on the previous pages as a group. If new ideas are mentioned during the group meeting, note them in the magenta boxes under your prior homework responses.



To engage in discussion, go back to the homework you completed after Meeting 1.

Step 2: Complete Homework [optional]

Consider registering for additional Thrive Initiative universal parenting programs or supplemental modules.

- Information about the Thrive Initiative universal parenting programs can be accessed at <https://thrive.psu.edu/>.
- Supplemental modules can be accessed at <https://thrive.psu.edu/modules/supplemental/>.

Visit the Thrive Initiative website at <https://thrive.psu.edu> to access additional resources and materials.

