



Hybrid Implementation Facilitation Manual





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Overview





Thrive is a portfolio of evidence-informed parenting programs that is designed to empower parents and caregivers as they nurture children from the prenatal period until 18 years of age. The Thrive Initiative is a collaboration between the Department of Defense’s Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy (DoD MC&FP) and the Clearinghouse for Military Family Readiness at Penn State (Clearinghouse).

Web-Based Thrive Universal Parenting Programs

There are four developmentally age-appropriate universal parenting programs within the Thrive Initiative that are available in a web-based format. Each of the Thrive Initiative universal parenting programs conveys knowledge, skills, and strategies within three overarching learning domains: positive parenting practices, stress management, and child physical-health promotion. The four universal parenting programs are available online at no cost to military and civilian parents and caregivers. Parents and caregivers can register and complete a Thrive program by visiting the Thrive website at <https://thrive.psu.edu>. Anyone who requires assistance can contact the Clearinghouse Thrive Team at thrive@psu.edu or by calling the Clearinghouse Technical Assistance Team at 1-877-382-9185.

Thrive Initiative Program Areas			
Universal Parenting Programs			
Take Root	Sprout	Grow	Branch Out
Infants (0 to 6 months)	Preschool (3 to 6 years)	Grades K–5 (5 to 10 years)	Grades 6–12 (10 to 18 years)
Infants (6 to 12 months)			
Infants & Toddlers (1 to 3 years)			



Grow

The focus of this manual is Grow online - the Thrive parenting program for parents and caregivers of children who are 5 to 10 years old.

Purpose of the Grow Hybrid Implementation Facilitation Manual

The purpose of this facilitation manual is to offer guidance to professionals on how to implement the Grow parenting program in a hybrid format. Specifically, this manual will provide the facilitator with implementation instruction for group face-to-face or virtual synchronous interaction while parents and caregivers complete the online asynchronous program.

Objectives

- Outline the components of the Grow parenting program.
- Provide guidance for how to implement face-to-face or virtual group meetings in conjunction with parents and caregivers as they complete the online sessions.
- Present templates for recruitment tools, parent workbooks, scheduling examples, and pre-printed resources.

Training





Thrive will provide training to prepare you, the facilitator, for a hybrid implementation of Grow. You'll begin by (1) taking the online General Facilitation Training, (2) completing the web-based Grow parenting program, and (3) using this manual to guide your implementation.

General Facilitation Training

To prepare for the hybrid implementation of any web-based Thrive program, you must take General Facilitation Training through the Thrive portal. This training provides an introduction and overview to Thrive and an overview of the following:

- Fidelity;
- Program reach;
- Participant responsiveness;
- Logistics, dosage, and content adherence;
- Delivery quality; and
- Facilitation skills to assist during challenging situations.

To register for the General Facilitation Training, visit the Thrive Facilitator Portal at <https://thrivefacilitator.lms.militaryfamilies.psu.edu>

Create a user name and password, and sign in. Under Thrive Facilitator Training, Hybrid Implementation Facilitation Training, click on "General Facilitation Training," and take the course.

The General Facilitation Training takes approximately 2 hours to complete. You can complete this training at your own pace. You do not need to complete the General Facilitation Training in one sitting; you can break and continue later wherever you stopped.



Grow

When you are logged in through the Thrive Facilitator Portal, you are automatically enrolled into the available web-based Thrive programs. Click on the Grow Overview, and begin the program by completing the Overview. Grow content is shared in 8 online sessions.

Once you have completed the Overview, complete each session. As you complete each session, download the tools and resources provided. You can use these resources to learn more about a topic and support your discussions during your meetings with participants.

Grow Hybrid Implementation Facilitation Manual

Once you complete the online General Facilitation Training and web-based Grow program, continue using this manual as your guide as you prepare for a hybrid implementation of Grow.



Do not move forward until you have completed the General Facilitator Training and the web-based Grow program.

Planning





In the General Facilitation Training, you learned about two roles that a facilitator may fulfill – the coordinating facilitator and the delivery facilitator. These roles may be fulfilled by two separate individuals, or you may find yourself in a position where you need to perform both roles.

If an individual is the designated **coordinating facilitator**, this individual will likely be supporting these elements:

- Recruitment;
- Registration and attendance;
- General preparation for sessions, such as scheduling sessions, sending out invitations, providing technical assistance on the day of sessions, and offering general support for the delivery facilitator.

If an individual is the designated **delivery facilitator**, this individual will likely be doing the following:

- Preparing for each session according to the Grow Hybrid Implementation Facilitation Manual and
- Facilitating the discussion at each session.

Initial Preparation

Format

Thrive programming that is offered in a hybrid format intends to support 10-12 families in a group format. There may be limitations, such as group size or space restrictions (if held in person). This manual provides a framework for small, multi-family, multi-track group sessions. Remain flexible so you can focus on serving your families in the best way possible.

Location

Determine if you will be offering face-to-face in-person meetings, virtual online meetings, or a combination of the two. If you are offering face-to-face meetings in a group format, you'll need to find a location that accommodates a group. If you're offering virtual meetings, choose a teleconferencing program that does not require paid access for your families and offers adequate privacy protection.

Recruitment and Advertising for Hybrid Implementation

For the hybrid implementation of Grow, you'll be recruiting parents and caregivers of children who are 5 to 10 years old. Some suggestions for places to advertise or recruit include child care centers, gyms, shopping centers, grocery stores, family centers, community centers, websites, social media pages, the local newspaper, and organizational newsletters.



Be proactive. Know the dates and the times you will be meeting before you start recruitment and advertising. When recruiting and advertising the hybrid implementation of Grow, share how you will be meeting (i.e., virtually or face-to-face); explain some basic information about the dates, times, structure, and time commitment; and list a Point of Contact (POC) for questions. Other information you may want to consider adding could include whether child care is provided, whether snacks or refreshments are available, or whether there is a registration requirement. See an example of a recruitment and advertisement resource in Appendix A. *Grow Recruitment Poster*.

Registration and Attendance

Registration is recommended. Registration allows your participants to create a Thrive account prior to your first meeting and increases the chances that your families will understand the expectations of the hybrid implementation. It can also help with any organizational paperwork that may need to be completed. See the *Grow Participant Recruitment and Tracking Sheet* in Appendix B; this can be used as a recruitment and registration tool. Take attendance in accordance with your organization's policies.

Preparing and Disseminating Meeting Information

Before you start to recruit and register participants, you should prepare the following:

- *Grow Participant Recruitment and Tracking Sheet* (Appendix B),
- *Grow Parent Welcome Letter* (Appendix C), and
- *Grow Parent Workbook and Syllabus* (Appendix D).

Details on how to prepare each item follow.

Grow Participant Recruitment and Tracking Sheet (Appendix B)

This is a tool you can use to track individuals who are interested in learning more about the hybrid implementation of Grow. This sheet offers the steps you can take to provide the information your potential participants will need and guides you through the hybrid implementation process — from interest to registration. Work within your organization's rules and policies to maintain the *Grow Participant Recruitment and Tracking Sheet*, or modify it to fit your needs. Specific instructions for completing each column are included with the tracking sheet.



Grow Parent Welcome Letter (Appendix C)

Prepare the Grow Parent Welcome Letter by entering the following information:

- Dates and times for each meeting,
- Homework due dates, and
- POC information.

Send the letter when prompted according to the *Grow Participant Recruitment and Tracking Sheet*. This letter includes instructions for registration and an overview of the days/times of the meetings, and brief details about the time commitment and expectations.

grow | **Welcome to Grow!**

Overview of Thrive Initiative

Thrive is a group of parenting programs that are designed to help you, a parent or caregiver, as you care for your child—from pregnancy until your child reaches 18 years of age. There are four online parenting programs that are part of the Thrive Initiative.

Thrive Initiative Program Areas			
Universal Parenting Programs			
Take Root	Sprout	Grow	Branch Out
Infants (0 to 6 months)	Preschool (3 to 6 years)	Grades K-5 (5 to 10 years)	Grades 6-12 (10 to 18 years)
Infants (6 to 12 months)			
Infants & Toddlers (1 to 3 years)			

All Thrive programs share knowledge, skills, and strategies within three areas:

- positive parenting practices,
- stress management, and
- child physical-health promotion

Grow Online – *Grow Online is for parents and caregivers of children who are 5 to 10 years old.* The online Grow program consists of an Overview, 8 Sessions, and a Wrap-Up. It should take approximately 30 minutes to complete each session. The sessions discuss the following:

- Overview
- Session 1 – Parenting Styles: Why They Matter
- Session 2 – Using Praise and Encouragement to Help Children Thrive
- Session 3 – Your Daily Routine Matters
- Session 4 – Promoting Health at Home
- Session 5 – Preventing Misbehavior
- Session 6 – Positively Managing Misbehavior
- Session 7 – Listening: A Stress-Reduction Strategy
- Session 8 – Say What? Effective Communication & Healthy Thoughts
- Wrap-Up

Hybrid Implementation of Grow – *The hybrid implementation of Grow means you will complete the program based on a schedule. After you complete the assigned sessions, you will meet with a facilitator and, possibly, other families to discuss the information from the sessions.* There are six meetings with a facilitator. Each meeting will range from 45-60 minutes.

Location – Hybrid Implementation

OVERVIEW HERE (Example shown)

January 10, 2023 – February 7, 2023
 Monday from 9:00 a.m. -10:00 a.m. EST
 Building 800 Room 15

Participate in online sessions of Grow and come to meetings ready to discuss questions and activities and answering provided questions, you will be asked to share your experiences.

Registration

Navigate to "For Parents" → Go to "Register for THRIVE"

Enter your name and password, and share your military affiliation

Select "Joining Grow: Overview and then selecting "Start Course."

Contact your Facilitator!

Facilitator's Name
 ENTER NAME HERE

Phone Number/Email
 ENTER CONTACT INFO HERE

The Thrive Initiative is a collaboration between the Department of Defense's Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy (DoD MC&FP) and the Clearinghouse for Military Family Readiness at Penn State (Clearinghouse). All programs are available free of charge.

Figure 2
The Grow Parent Welcome Letter (Appendix C)



Grow Parent Workbook and Syllabus (Appendix D)

During your planning process, prepare the syllabus for your families. Fill in the information for the meetings, and including the following:

- Registration deadline (if applicable),
- Dates and times for each meeting *in the Meeting Summary area and for each meeting*, and
- Homework due dates.

Mail or email your families the *Grow Parent Workbook and Syllabus* upon registration.

Summary of Training

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

Registration

Due Date	TO BE ENTERED BY FACILITATOR
----------	------------------------------

Meeting 1: Intake (Meeting: 45 min/Homework: 60 min)

Date	TO BE ENTERED BY FACILITATOR
Time	TO BE ENTERED BY FACILITATOR
Homework	Complete Session 1 and 2
Due Date	TO BE ENTERED BY FACILITATOR

Meeting 2: Discussion of Session 1 and 2 (Meeting: 60 min/Homework: 60 min)

Date	TO BE ENTERED BY FACILITATOR
Time	TO BE ENTERED BY FACILITATOR
Homework	Complete Sessions 3 and 4
Due Date	TO BE ENTERED BY FACILITATOR

Meeting 3: Discussion of Sessions 3 and 4 (Meeting: 60 min/Homework: 60 min)

Date	TO BE ENTERED BY FACILITATOR
Time	TO BE ENTERED BY FACILITATOR
Homework	Complete Sessions 5 and 6

Meeting 1 Intake

Step 1: Attend Meeting

Meeting Events

- Test your video or audio (if meeting virtually).
- Introduce yourself and your family members.
- Engage in an icebreaker.
- Create ground rules.
- Register for a Thrive account – <https://thrive.psu.edu/> (if not registered already).
- Complete any required paperwork.

Step 2: Complete Homework

___ Complete Session 1: Parenting Styles: Why They Matter

___ Review, and download, if desired, the resources for Session 1

- o Grow: 7 Cs
- o Developmental Milestones Chart
- o Parenting Styles
- o Grow: Session 1 Strategy Card
- o Grow: Session 1 Summary

___ Complete Session 2: Using Praise and Encouragement to Help Children Thrive

___ Review, and download, if desired, the resources for Session 2

- o Grow: Playing Games with your Child
- o Positive Praise
- o Grow: Giving Effective Verbal Praise
- o Grow: Reward Chart

Figure 3
The Grow Workbook and Syllabus (Appendix D)



Supplies

Whether your hybrid implementation is face-to-face or virtual, you will need to provide your participants with the following:

- The *Grow Parent Welcome Letter* and
- A printed or electronic copy of the *Grow Parent Workbook and Syllabus*; the *Grow Parent Workbook and Syllabus* provides clear instructions on how to register for a Thrive account and detailed information about the dates, times, location, topics, and homework for each meeting.

A face-to-face hybrid implementation of Grow will require the following:

- A computer for participants to use to sign in on the Thrive website and use to complete sessions,
- Internet access, and
- A flip chart or whiteboard/blackboard.

A virtual hybrid implementation of Grow will require these items:

- A computer,
- Internet access, and
- A virtual platform for online meetings that has the ability for shared workspaces such as screen sharing.

Implementation





Overview of Grow Hybrid Implementation and Meeting Agenda

For the hybrid implementation of Grow, the participants will complete independent online sessions on their own time *and* will meet with you either virtually or face-to-face.

Grow Online Sessions

Grow is separated into an Overview, 8 sessions, and a Wrap-Up session and is completed by parents and caregivers **independently online**.

- **Grow Overview**
- **Sessions 1- 8**
 - **Session 1: Parenting Styles and Why They Matter**
 - **Session 2: Using Praise and Encouragement to Help Children Thrive**
 - **Session 3: Your Daily Routine Matters**
 - **Session 4: Promoting Health at Home**
 - **Session 5: Preventing Misbehavior**
 - **Session 6: Positively Managing Misbehavior**
 - **Session 7: Listening: A Stress-Reduction Strategy**
 - **Session 8: Say What? Effective Communication & Healthy Thoughts**
 - **Wrap Up**

Grow Meetings

Interactions with your parents and caregivers can be completed in six meetings. These meetings optimally occur in a group and are either face-to-face or virtual.

The schedule of events, potential questions, and prompts are provided for each meeting. The meeting agenda aligns with the *Grow Parent Workbook and Syllabus*.



Overview of Hybrid Implementation

- Meeting 1: Intake
(45- to 60-Minute Meeting/60 Minutes of Homework)
- Meeting 2: Discussion of Sessions 1 and 2
(60-Minute Meeting/60 Minutes of Homework)
- Meeting 3: Discussion of Sessions 3 and 4
(60-Minute Meeting/60 Minutes of Homework)
- Meeting 4: Discussion of Sessions 5 and 6
(60-Minute Meeting/60 Minutes of Homework)
- Meeting 5: Discussion of Sessions 7 and 8
(60-Minute Meeting/60 Minutes of Homework)
- Meeting 6: Wrap-Up and Resource Sharing
(45-Minute Meeting)

Meeting Agenda



Facilitators Meeting Guide

This section of the manual will guide you through each of your sessions for Grow. Before each meeting, read the meeting agenda thoroughly, and prepare to discuss the questions and prompts.

Meeting 1



Intake (45–60 minutes)
Homework (60 minutes)

Overview

Step 1: Welcome

Step 2: Provide Overview of Grow

Step 3: Introductions/Ice Breaker(s)

Step 4: Set Ground Rules

Step 5: Share Expectations

Step 6: Review Syllabus

Step 7: Assign Homework

Step 8: [If needed] Register for Grow Online Course



Step 1: Welcome your Families (10 minutes)

Face-to-Face Meetings

Welcome your family or families as they walk in the door. For the first meeting, consider preparing reusable name tags for the adults so you can call each person by name. You can collect them at the end of the session for use at each meeting or ask the participants to bring them to each meeting. Help each person get settled and comfortable in the space. Track attendance if needed.

Virtual Meetings

If you choose to complete your meetings virtually, it is highly recommended that you partner with a coordinating facilitator or co-host. Your partner can help you with technological issues and serve as an additional POC for your families in case they have any issues joining or participating in the meeting. This will ensure you can fully focus on your families during the meeting while you also provide support for those families who may need extra help with technology.

Join the meeting early so individuals can test their computers (i.e., video and audio) before the start of the session. Consider using music and a simple message via screen share as a digital waiting room so families can troubleshoot their audio. An example can be found in *Appendix E*.

Welcome your families as they join the virtual platform. Encourage each participant to have their camera on and to enter their preferred name in the platform so you can call each individual by name. If you are tracking attendance, let your coordinating facilitator help you with this task.



Step 2: Provide Overview of Grow (10 minutes)

Take time to discuss the following topics with your participants:

- _____ Grow is an online parenting program for parents and caregivers of children who are ages 5 to 10 years old.

- _____ Grow helps parents learn positive parenting techniques, stress management strategies, and health-promotion skills that can be used to help children be happy and healthy.

- _____ Grow is divided into 8 sessions, and each one covers a different topic. By the end of the program, parents and caregivers will be able to do the following:
 - o appropriately praise and encourage their child;
 - o understand how to help their child manage emotions;
 - o set healthy routines and schedules in their home;
 - o manage stress and reactions due to anger; and
 - o promote physical health for themselves and their child.

- _____ After participants complete each online session independently, your group will meet and discuss some questions related to the content. Further directions will be provided in *Step 5: Set Expectations*.



Step 3: Complete Introductions and Icebreakers (10 minutes)

Start with a brief and modest introduction of yourself. Share any expertise you have regarding child development and include any other relevant characteristics about you that can help you relate to your audience (e.g., community member, organization, military affiliation).

For brevity, you can combine the families' introductions and icebreaker activity. **Note which icebreaker questions you ask. You may want to revisit questions or icebreakers, which you did not previously use, in future meetings when prompted.**

Examples of icebreaker questions include the following:

-  Tell me your name, your partner's name, your child's name, your child's age, and (one of the following):

_____ The hospital/state/country your child was born
(adjust based on your population).

_____ Your child's birthday.

_____ Your child's favorite book.

_____ Your favorite thing about your child.



If you want your families to answer a few more questions to become more comfortable with talking, try one or two of these ice breaker questions.

_____ What was your least favorite food as a child? Do you still dislike it?

_____ What's the best piece of advice you've ever been given?

_____ What is your favorite item that you've purchased this year?

_____ What fictional family would you like to be a member of?

_____ What's your favorite tradition or holiday?

_____ What was your favorite game to play as a child?

_____ If you could rename yourself, what name would you pick?

_____ Would you rather be able to run at 100 miles per hour or fly at 10 miles per hour?

_____ What are you most excited about this year?

You can also start each meeting with an icebreaker if you find your group or family is reserved or quiet. Use your judgement, and avoid controversial topics.



Step 4: Set Ground Rules (10 minutes)

Stating some ground rules and coming up with a few together as a group may help your families feel safe and supported as they share about their parenting journey. Offer a few ground rules, such as these:

- You will always start on time.
- You will always end on time.
- You will turn your cell phone on vibrate and would like everyone to do the same.
- If a group member must take a call, let them know they may quietly excuse themselves (mute themselves, if in a virtual session) from the room.

Other rules you may come up with, as a group, include the following:

- Limit judgement about other participants' parenting habits or lack of knowledge in a particular area.
- One person speaks at a time.
- Assume positive intent.



This is also a great time to discuss your organization's confidentiality clauses regarding statements that are related to abuse- or neglect-mandated reporting with your participants.

Things to Cover:



Ground Rules Set at Meeting:

A large, empty rectangular box with a thin blue border, intended for recording the ground rules established during the meeting.



Step 5: Set Expectations (5-10 minutes)

Set realistic expectations with your families. Let them know they will be asked to independently complete online sessions of Grow and come to meetings ready for discussion. Because the parents and caregivers will be independently completing the sessions, you must ensure your parents and caregivers complete each session in its entirety. By doing this, your participants will gain valuable knowledge from each session. In other words, rather than covering the content again, the meetings should provide an opportunity for community building, reflection, and discussion with other parents and caregivers of children who are 5 to 10 years old.

Step 6: Review Syllabus (5 minutes)

Provide copies or screen share a copy of the *Grow Parent Workbook and Syllabus*. Review the *Summary of Training*, and highlight the section where the families can find pertinent information. Encourage your families to complete all of the exercises and discussion questions for all of the meeting sessions.

Step 7: Assign Homework (5 minutes)

Ask your participants to complete the following Grow Online sessions:

- Session 1: Parenting Styles: Why They Matter
- Session 2: Using Praise and Encouragement to Help Children Thrive

Show the page in the *Grow Parent Workbook and Syllabus* if possible. Completing these sessions includes preparing answers to the questions listed in the *Grow Parent Workbook and Syllabus* under *Step 3: Prepare Community Building Activities/Discussion Questions*.

Step 8: [If needed] Assist with Registration for the Online Course

If your participants are registered, dismiss them so you can provide support to those who are not registered.

If your participants are not registered, walk them through the process. Ensure they can log in and find the information they need to get started. Detailed instructions for creating a Thrive account and registering for Grow are in *Appendix D: Grow Parent Workbook and Syllabus*.



FAQ for Participants

How long will it take me to complete a session?

Individuals who have completed a session of Grow report that it takes approximately 30 minutes to complete each session.

What happens if I am not able to access the content once I get home?

You can try the “Forgot your password” option in the Log In area. If that is not successful, contact the Thrive Team by emailing thrive@psu.edu or call 1-877-382-9185.

What if I finish the session and I want more information?

Visit the Thrive [website](#). Blogs, [resources](#), and updated information are released regularly. You can also follow Thrive on Facebook at: <https://www.facebook.com/thriveparents>

Meeting 2



Discussion of Session 1 and 2 **Parenting Styles: Why They Matter and** **Using Praise and Encouragement to Help Children Thrive**

Meeting (60 minutes)
Homework (60 minutes)

Overview

Step 1: Reintroduction

Step 2: Restate the Ground Rules

Step 3: Start Discussion

Step 4: Assign Homework

Step 5: Adjourn



Meeting 2 should be scheduled *at least 1 week after intake*. This timing allows your participants 1 week to review the content and resources for Sessions 1 and 2 and practice some of the strategies that are shared.

Step 1: Allow Families an Opportunity to Reintroduce Themselves (5 minutes)

If the group was hesitant to talk during the Intake Meeting, consider doing a quick fun or positive icebreaker for additional community building. Revisit the list from the Intake Meeting section, and incorporate an icebreaker that was not used during that meeting.

Step 2: Restate the Ground Rules (5 minutes)

Ask if any new rules need to be added.

Step 3: Start Discussion (45 minutes)

During Meeting 2, discuss these questions as a group.

Session 1: Development Discussion Questions

Throughout the elementary years, children develop many skills.

_____ What have you noticed about your own child's development during the last few weeks or months?

_____ Are they able to do new things like button a shirt, ride a bike without training wheels, or carry on a back-and-forth conversation more naturally?

[Optional]: Display the Developmental Milestones Chart to reference physical, cognitive, social, and emotional milestones for children 5-10 years of age.



? Session 1: Resiliency Discussion Questions

Resiliency is the ability to bounce back after experiencing stress, enduring a crisis, or encountering a setback. Families can be a source of strength, and they can grow stronger and better in the face of challenges.

_____ Can you identify past situations in which you showed resiliency? What strengths or knowledge did you gain from those situations?

? Session 1: Parenting Styles Discussion Questions

In this session, you witnessed three parenting styles. Think about your interactions with your own parents when you were a child, and reflect on the following questions:

_____ Which parenting style do you think your parent or caregiver displayed with you, and how do you think that may impact the way you enforce limits with your child?

Research shows that an authoritative style is most effective. Authoritative parenting balances two important goals - showing love and setting and enforcing reasonable limits. Based on this information, let's discuss the following questions:

_____ What are some ways in which you show affection, love, and attention to your child?

_____ What new skills can you help your child master as you continue to supervise and maintain clear boundaries?

_____ What behaviors are you positively modeling for your child?

_____ Are there any behaviors you would like to change that may allow you to be a more positive role model?



In this session, you were asked to set a goal for how you can parent with more warmth and structure during a challenging situation.

_____ Did you set a goal?

_____ Does anyone want to share information about their goal?

Session 2: Child-Directed Play Discussion Questions

One of the best ways to create a loving and nurturing home environment is to play with your child.

_____ What activities or interests does your child have?

_____ In what ways could you increase or enhance your involvement with your child in those activities?

Session 2: Positive Praise Discussion Questions

When parents encourage their children, their children's confidence and competence grow. Praise that genuinely encourages children and promotes positive development is specific, effort-focused, genuine, timely, and fitting.

_____ Share a recent example of positive praise that you have given to your child. How did your child respond?

[Optional]: Display the *Grow: Giving Effective Verbal Praise* resource for reference.



Step 4: Assign Homework (5 minutes)

Ask your participants to complete the following Grow online sessions before your next meeting:

- Session 3: Your Daily Routine Matters
- Session 4: Promoting Health at Home

Completing these sessions includes preparing answers to the questions listed in their *Grow Parent Workbook and Syllabus* under Step 3: Prepare Community Building Activities/ Discussion Questions.

Step 5: Adjourn

Meeting 3



Discussion of Session 3 and 4 Your Daily Routine Matters and Promoting Health at Home

Meeting (60 minutes)
Homework (60 minutes)

Overview

Step 1: [Optional] Reintroduction

Step 2: [Optional] Restate the Ground Rules

Step 3: Start Discussion

Step 4: Assign Homework

Step 5: Adjourn



Meeting 3 should be scheduled *at least 1 week after Meeting 2*. This timing allows your families 1 week to review the content and resources for Sessions 3 and 4 and practice some of the strategies that are shared.

Step 1: [Optional] Allow Families an Opportunity to Reintroduce Themselves (5 minutes)

If a reintroduction is not needed, consider doing a fun or positive icebreaker for additional community building. Revisit the list from the Intake Meeting section, and incorporate an icebreaker that was not used during Meeting 1 or Meeting 2.

Step 2: [Optional] Restate the Ground Rules (5 minutes)

Use your professional judgment and new skills learned through the Facilitator Training. Is there a need to restate or revisit the ground rules based on the outcomes of Meeting 2?

Ask if any new rules need to be added.

Step 3: Start Discussion (45 minutes)

During Meeting 3, discuss these questions as a group.

? Session 3: Establishing Routines Discussion Questions

Establishing and using structure, in the form of routines at home, can help reduce struggles and provide a safe environment for your child.

_____ Do you have any routines in your family?

_____ If so, what are they, and what do they look like? Examples of routines may include bedtime routines, mealtime routines, or another structured time in your family's day.



Session 3: Establishing Routines Activity Discussion Questions

You were asked to select a new routine to implement with your family and practice the routine over the course of the week. Let's share about those experiences.

_____ What worked well with establishing the routine?

_____ What challenges did you face?

_____ Do you think this routine will become a common practice in your family?

Session 3: Family Chores Activity Discussion Questions

During Session 3, you watched a video about one parent who shared with another parent how she makes family chores fun. You were then asked to select a chore you would like to make more fun for your family and try it out during the week. Let's share about this experience.

_____ How did your child respond to your fun family chore?

_____ Do you think you will continue with this new way of completing this chore?

Session 3: Screen Time Activity Discussion Questions

Research has identified many negative consequences of screen time, and these include attention problems, school difficulties, sleep and eating disorders, obesity, and an increased risk for a variety of unhealthy and risky behaviors. Parents can help decrease screen time by practicing the following strategies:

1. Ensure your child has 1 hour of physical activity each day
2. Limit recreational screen time to less than 2 hours per day
3. Remove all screens from your child's bedroom
4. Encourage physical activity



You were asked to put a star next to each strategy that you practiced with your family and circle the strategy or strategies you want to incorporate into your family life.

- _____ Raise your hand if you encourage physical activity with or for your child or if you ensure your child engages in 1 hour of physical activity each day.

- _____ Raise your hand if you limit screen time to less than 2 hours per day in your home. How many of you also restrict screens in your child's bedroom?

- _____ What activities did you brainstorm that can do with your child to replace screen time?

- _____ After participating in this session, what changes might you make to screen time usage in your home?



Session 4: Physical Activity Discussion Questions

You were asked to list the aerobic, bone-strengthening, and muscle-strengthening activities you can or already participate in as a family.

- _____ What activities did you list?

- _____ What new activities would you like to participate in with your child?

- _____ Did anyone try out any of the new activities?

- _____ Does anyone want to share about this experience?



Session 4: Eating Behaviors Discussion Questions

You were asked to brainstorm a few phrases your child typically says during mealtimes.

[Optional]: Display the *Phrases that Help and Hinder* resource for reference.

An example response to a common statement such as “I’m full” is “Great job paying attention to your belly. Let’s wrap that up and you can finish it later if you get hungry after our walk.”

_____ What statements can you use with your child to encourage internal cues?

You were also asked to actively think about what you are saying to your child about their internal and external hunger cues during a family meal.

_____ Did anyone practice using statements that draw attention to internal cues?

_____ Does anyone want to share about their experience?

Session 4: Promoting Healthy Behaviors Discussion Questions

A strategy that can promote healthy eating behaviors is to avoid restricting foods or using food as a reward.

_____ What rewards did you list, which are not food-related, that would create positive reinforcement for your child?



Step 4: Assign Homework (5 minutes)

Ask your participants to complete the following Grow online sessions before your next meeting:

- Session 5: Preventing Misbehavior
- Session 6: Positively Managing Misbehavior

Completing these sessions includes preparing answers to the questions listed in their *Grow Parent Workbook and Syllabus* under Meeting 4, Step 4: Prepare Community Building Activities/Discussion Questions.

Step 5: Adjourn

Meeting 4



Discussion of Session 5 and 6 Preventing Misbehavior and Positively Managing Misbehavior

Meeting (60 minutes)
Homework (60 minutes)

Overview

Step 1: [Optional] Icebreaker

Step 2: [Optional] Restate the Ground Rules

Step 3: Start Discussion

Step 4: Assign Homework

Step 5: Adjourn



Meeting 4 should be scheduled *at least 1 week after Meeting 3*. This timing allows your families 1 week to review the content and resources for Sessions 5 and 6 and practice some of the strategies that are shared.

Step 1: [Optional] Icebreaker (5 minutes)

Consider doing a fun or positive icebreaker for additional community building. Revisit the list from the Intake Meeting, and incorporate an icebreaker that was not used during Meetings 1 through 3.

Step 2: [Optional] Restate the Ground Rules (5 minutes)

Use your judgment based on Meeting 3.

Ask if any new rules need to be added.

Step 3: Start Discussion (35 minutes)

During Meeting 4, discuss these questions as a group.

? Session 5: Effective Discipline Discussion Questions

The first step in understanding and using effective discipline is defining the behaviors you desire. The components of effective discipline follow:

- Be proactive rather than reactive
- Recognize needs, temperament, and strengths
- Communicate clearly, concisely, and positively
- Give with respect, empathy, and support
- Teach the reason for the rule



Think about the rules you have in your home.

_____ Are there any rules that may need to be improved?

_____ Restate the rule that needs to be improved using the components of effective discipline. For example, if a rule in your home is that children help around the house, you can rephrase the rule to describe the specific child-appropriate chores you expect your child to complete and when you expect the chores to be completed.

Session 5: Preventing Misbehavior by Planning Ahead **Discussion Questions**

Sometimes, you can prevent the need for discipline by simply planning ahead. Think about a scenario or actual event you have coming up.

_____ What actions or activities could you plan ahead and initiate to prevent misbehavior?

Session 5: Discipline Discussion Questions

During Session 5, you were introduced to a discipline plan. You were also asked to write three words that you would like your child to use to describe you. Think about a recent situation in which you had to discipline your child.

_____ Based on your behavior and actions, do you think your child would use those same words to describe you?

_____ If not, what could you have done differently?



? Session 6: Consequences Discussion Questions

You were presented with some common childhood situations and were asked to think about what you would do in each situation. Can you think of a natural or logical consequence for each scenario, or would you use planned ignoring?

[Optional]: Display the *Discipline Strategies* resource.

- _____ A 9-year-old child leaves her diary on the couch, which she has been told repeatedly not to do, and it gets damaged by the family dog. Now there is a mess, the dog is sick, and the diary is unusable.

- _____ A 7-year-old child knows he is expected to put his dirty cup and plate in the sink after breakfast, but he forgot...again.

- _____ Eight-year-old twins are allowed to walk on the sidewalk on their street without supervision. When their mom checks on them, she finds them both in the street instead of on the sidewalk.

- _____ A 6-year-old child is whining and begging for a candy bar in the check out at the grocery store. The parent just gave him two healthy snacks in the car and told him, before going in the store, they were not going to get anything that was not on the list.

You were asked to think about a situation that you and your child continuously struggle with, or a situation that you might have struggled with more in the past few days than usual. What consequences could you use in that situation?

- _____ Did any of you get the opportunity to try out these consequences?

- _____ Does anyone want to share about their experience?



Step 4: Assign Homework (5 minutes)

Ask your participants to complete the following Grow online sessions before your next meeting:

- Session 7: Listening: A Stress-Reduction Strategy
- Session 8: Say What? Effective Communication & Healthy Thoughts

Completing these sessions includes preparing answers to the questions listed in their *Grow Parent Workbook and Syllabus* under Meeting 5, Step 3: Prepare Community Building Activities/Discussion Questions.

Step 5: Adjourn

Meeting 5



Discussion of Session 7 and 8

Listening: A Stress-Reduction Strategy and
Say What? Effective Communication & Healthy Thoughts

Meeting (60 minutes)
Homework (60 minutes)

Overview

Step 1: [Optional] Icebreaker

Step 2: [Optional] Restate the Ground Rules

Step 3: Start Discussion

Step 4: Assign Homework

Step 5: Adjourn



Meeting 5 should be scheduled *at least 1 one week after Meeting 4*. This timing allows your families 1 week to review the content and resources for Sessions 7 and 8 and practice some of the strategies that are shared.

Step 1: [Optional] Icebreaker (5 minutes)

Consider doing a fun or positive icebreaker for additional community building. Revisit the list from the Intake Meeting, and incorporate an icebreaker that was not used during any previous meetings.

Step 2: [Optional] Restate the Ground Rules (5 minutes)

Use your professional judgment and new skills learned through the Facilitator Training. Is there a need to restate or revisit the ground rules based on the outcomes of Meeting 4?

Ask if any rules need to be added or modified.

Step 3: Start Discussion (45-50 minutes)

During Meeting 5, discuss these questions as a group.

? Session 7: Taking Care of You Discussion Questions

In Session 7, you learned about some of the harmful effects of stress and some strategies you could use to combat stress and keep yourself calm.

_____ What are some of your sources of stress?

_____ What strategies do you use to reduce your stress?



_____ Describe a strategy or activity you have tried recently to reduce your stress, and explain how that worked for you (e.g., what did you like or not like about the strategy or activity).

[Optional]: Display the *Taking Care of Emotions* resource.

Session 7: When Children Feel Stressed Discussion Questions

During Session 7, you were provided examples of things that could cause stress for a child. The examples include the following:

- Overscheduling
- Disruptions such as divorce or moving
- Concern about their own or loved ones' safety
- Temporary or long-term separation from a parent or caretaker
- Unrealistic expectations

_____ What similar experiences have you had?

_____ How have you responded when your child has exhibited signs of stress?

_____ How might you respond differently now that you've completed Session 7?

Session 7: Coping: A Stress-Reduction Strategy

Coping is one of the most important skills you can teach your child. Coping skills can help to create a caring environment in which your child is listened to and in which your child's emotions are validated. Statements like, "Tell me how you feel," can help a child feel comfortable sharing.

_____ What are some statements you can say to initiate a conversation when your child is upset or exhibiting stress?



? Session 8: Healthy Thinking Patterns and Thought Catching

Healthy thinking patterns promote the confidence and competency that a child needs to overcome challenges. Children who are resilient may use thought catching to help manage their emotions and behaviors before their story becomes catastrophic.

_____ What negative thinking patterns have you seen in your child?

[Optional]: Display the *Thought Catching* resource.

_____ How can you help your child use thought catching to reframe their thought patterns?

? Session 8: Active Listening Discussion Questions

Session 8 introduced you to 6 steps that will lead you through *actively listening* to your child. The steps follow:

1. Relax yourself
2. Reassure your child
3. Be present
4. Summarize what you just heard
5. State the child's feelings back to them
6. Empower the child

_____ Describe a recent situation in which you went through each of the steps and practiced actively listening to your child.

_____ How did it feel?

_____ Did your child respond differently to you?



Session 8: Calming your Child Discussion Questions

In Session 8, you learned the steps needed to calm your child.

1. Remove your child to a quiet place.
2. Explain to your child that the behavior is disliked but you care about them, and their feelings matter.
3. Name your child's feelings.
4. Guide your child in releasing strong emotions, if needed.
5. Practice deep breathing exercises after the energy has been released.
6. Engage your child in a conversation when they are calm to help them problem solve.

_____ In the last week, did the opportunity present for you to try this strategy with your child?

_____ How did it work for you?

_____ How did your child respond?

Step 4: Assign Homework (5 minutes)

Ask your participants to complete the Wrap-Up.

Encourage your participants to visit the Thrive website to see if there is another program they may want to complete for another child or to plan for the next step with the child they focused on during Grow.

Step 5: Adjourn

Meeting 6



Wrap-Up and Resource Sharing Meeting (45 minutes)

Overview

Step 1: [Optional] Icebreaker

Step 2: Start Discussion

Step 3: Register for Next Thrive Program

Step 4: Thank and Adjourn



Meeting 6 should be scheduled *1 week after Meeting 5*. This scheduling keeps the meeting intervals consistent, allows your participants time to focus on the goals they set during Grow, and gives them time to reflect on their progress. This meeting serves to wrap up the content and provide additional resources as needed.

Step 1: [Optional] Icebreaker (5 minutes)

Consider doing a fun or positive icebreaker for additional community building. Revisit the list from the Intake Meeting, and incorporate an icebreaker that was not used during any previous meetings.

Step 2: Start Discussion (40 minutes)

Here are some questions and prompts you can use to facilitate discussion.

? Wrap-Up Session Discussion Questions

The Wrap-Up session of Grow shared five videos that highlighted the most important aspects of the Grow program.

- Praise that Matters!
- Understanding Feelings
- Routines Provide Structure & Reduce Stress
- Don't Lose your Cool
- Eating Together: Any Meal Counts

_____ Which aspect of Grow was the most beneficial to you as a parent?

_____ Why?



Summary Questions

_____ Has anything changed about your interactions with your child since we started? Do you notice a difference in the way you respond to your child's behaviors?

_____ Would anyone like to talk about a moment when you used a strategy you learned in Grow and discuss how your current reaction compared to how you may have reacted prior to engaging in Grow training?

_____ What was different?

_____ How did your child respond?

_____ What's Next? If your participants have multiple children:

- Take Root is available for parents and caregivers of children who are between 0 and 3 years old.
- Sprout is available for parents and caregivers of children who are between 3 and 5 years old.
- Branch Out is available for parents and caregivers of children who are between 10 and 18 years old.

Step 3: Register for the next Thrive Program

As the facilitator, provide support and encouragement to continue with Thrive programming. Share any additional hybrid implementation options with your participants at this time.

Step 4: Thank and Adjourn

Thank your parents and caregivers for their participation. Encourage them to continue to visit the Thrive website, <https://thrive.psu.edu>, as their child develops and grows.

Appendices



Appendix A



Grow Recruitment Poster



**A Universal Parenting Program for
Parents of Children Ages 5-10 Years**

Gain knowledge, skills, and strategies in
the following areas:

- positive parenting practices,
 - stress management, and
 - child physical-health promotion.
-

**Learn more about Grow and
other Thrive programs at:**

<https://thrive.psu.edu/>

Meet with us!



Appendix B



Grow Participant Recruitment and Tracking Sheet

Instructions for Completing the Grow Participant Recruitment and Tracking Sheet

The goal of this tracking sheet is to track individuals who would like more information about the hybrid implementation of Grow and to provide information about the dates and times for meetings.

Download the Participant Recruitment and Tracking Sheet

Ensure you are following your organization's privacy protocols with all information that is collected and stored. You can complete this form on a computer or print it to handwrite your responses. You may also choose to move the data to a spreadsheet.

Complete Columns 1-4

- Enter the potential participant's name, email address, child's date of birth, and today's date.
- If the potential participant has multiple children, enter the date of birth for the focal child (i.e., the child whom the participant is focusing on with Grow).

Complete Columns 5 [Optional]

- To calculate the age, you can use an online age calculator.
- If the age is close to a cut-off, you may need to check in with the participant after they have registered for a Thrive account and have reviewed the introduction video to confirm that Grow is the correct program for their family.

Complete Columns 6-8

- Send the *Grow Parent Welcome Letter* to the email address provided, and enter the date the *Grow Parent Welcome Letter* is sent.
 - By sending the *Grow Parent Welcome Letter*, you'll provide the potential participant with the information they need to make a decision about attending the hybrid implementation, such as the date, time, and location of meetings. It also provides information about how to create an account on the Thrive website.
- Encourage participants to create a Thrive account and enroll in Grow.
- Follow up with the potential participant to see if they would like to register and attend the hybrid implementation of Grow.

Complete Column 9

Send the *Grow Parent Workbook and Syllabus*.

Appendix C



Grow Parent Welcome Letter



Overview of Thrive Initiative

Thrive is a group of parenting programs that are designed to help you, a parent or caregiver, as you care for your child—from pregnancy until your child reaches 18 years of age. There are four online parenting programs that are part of the Thrive Initiative.

Thrive Initiative Program Areas			
Universal Parenting Programs			
Take Root	Sprout	Grow	Branch Out
Infants (0 to 6 months)	Preschool (3 to 6 years)	Grades K–5 (5 to 10 years)	Grades 6–12 (10 to 18 years)
Infants (6 to 12 months)			
Infants & Toddlers (1 to 3 years)			

All Thrive programs share knowledge, skills, and strategies within three areas:

- positive parenting practices,
- stress management, and
- child physical-health promotion

Grow Online – *Grow Online is for parents and caregivers of children who are 5 to 10 years old.*

The online Grow program consists of an Overview, 8 Sessions, and a Wrap-Up. It should take approximately 30 minutes to complete each session. The sessions discuss the following:

- Overview
- Session 1 – Parenting Styles: Why They Matter
- Session 2 – Using Praise and Encouragement to Help Children Thrive
- Session 3 – Your Daily Routine Matters
- Session 4 – Promoting Health at Home
- Session 5 – Preventing Misbehavior
- Session 6 – Positively Managing Misbehavior
- Session 7 – Listening: A Stress-Reduction Strategy
- Session 8 – Say What? Effective Communication & Healthy Thoughts
- Wrap-Up

Hybrid Implementation of Grow – *The hybrid implementation of Grow means you will complete the program based on a schedule. After you complete the assigned sessions, you will meet with a facilitator and, possibly, other families to discuss the information from the sessions.*

There are six meetings with a facilitator. Each meeting will range from 45-60 minutes.

Grow Date/Time/Location – Hybrid Implementation

Expectations

You will be asked to independently participate in online sessions of Grow and come to meetings ready for discussion. *By completing the sessions and activities and answering provided questions, you will be prepared to engage in discussion regarding the content, ask additional questions, and learn from other parents and caregivers and their experiences.*

How to Create a Thrive Account

- Visit <https://thrive.psu.edu/> → Navigate to “For Parents” → Go to “Register for THRIVE online” → Click “Sign Up.”
- Enter your name, create a username and password, and share your military affiliation (Yes/No).
- Log In → Choose Grow by selecting Grow: Overview and then selecting “Start Course.”

Still have Questions? Contact your Facilitator!

Grow Facilitator’s Name

Phone Number/Email

The Thrive Initiative is a collaboration between the Department of Defense’s Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy (DoD MC&FP) and the Clearinghouse for Military Family Readiness at Penn State (Clearinghouse).

All programs are available free of charge.

Appendix D



Grow Parent Workbook and Syllabus



Parent Workbook and Syllabus



Summary of Training

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

Registration

Due Date	
----------	--

Meeting 1: Intake *(Meeting: 45 min/Homework: 60 min)*

Date	
Time	
Homework	Complete Session 1 and 2
Due Date	

Meeting 2: Discussion of Session 1 and 2 *(Meeting: 60 min/Homework: 60 min)*

Date	
Time	
Homework	Complete Sessions 3 and 4
Due Date	

Meeting 3: Discussion of Sessions 3 and 4 *(Meeting: 60 min/Homework: 60 min)*

Date	
Time	
Homework	Complete Sessions 5 and 6
Due Date	

Meeting 4: Discussion of Sessions 5 and 6 *(Meeting: 60 min/Homework: 60 min)*

Date	
Time	
Homework	Complete Sessions 7 and 8
Due Date	

Meeting 5: Discussion of Sessions 7 and 8 *(Meeting: 60 min/Homework: 15 min)*

Date	
Time	
Homework	Wrap-Up Grow Online
Due Date	

Meeting 6: Wrap-Up and Resource Sharing (Meeting: 45 min)

Date	
Time	

Registration

If you have not done so already, complete these steps prior to Meeting 1.

Step 1: Create a Thrive Account

- Visit <https://thrive.psu.edu/>
- Navigate to "For Parents."
- Go to "Register for THRIVE online."
- Click "Sign Up."
- Enter your name, create a username and password, and share your military affiliation (Yes/No).
- An automated email will be sent to you that tells you that you now have an active username and password. Keep that email for your records.

Step 2: Choose Grow

- Log In → Navigate to Course Catalog in the upper right-hand corner → Choose Grow.
- Click "Start Course" to begin, and review the Grow Overview. After you have reviewed the overview video and chosen Grow, you can expect to do the following:
 - Read a welcome statement, and learn the goals of Grow.
 - Decide if you would like to consent to complete assessments throughout the program for research purposes.
 - Complete introductory assessments if consent was provided.

Meeting 1



Intake 45-60 minutes
Homework 60 minutes

Date	
Time	
Link/Location	



Step 1: Attend Meeting

Meeting Events

- Test your video or audio (if meeting virtually).
- Introduce yourself and your family members.
- Engage in an icebreaker.
- Create ground rules.
- Register for a Thrive account – <https://thrive.psu.edu/> (if not registered already).
- Complete any required paperwork.

Step 2: Complete Homework

_____ Complete Session 1: Parenting Styles: Why They Matter

_____ Review, and download, if desired, the resources for Session 1

- o Grow: 7 Cs
- o Developmental Milestones Chart
- o Parenting Styles
- o Grow: Session 1 Strategy Card
- o Grow: Session 1 Summary

_____ Complete Session 2: Using Praise and Encouragement to Help Children Thrive

_____ Review, and download, if desired, the resources for Session 2

- o Grow: Playing Games with your Child
- o Positive Praise
- o Grow: Giving Effective Verbal Praise
- o Grow: Reward Chart



- Prepare to discuss the topics addressed in Sessions 1 and 2 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

Use the blue boxes on the next few pages to prepare your responses for the next meeting. During the Meeting 2 group discussion, you can use the magenta boxes to record your notes.

As you complete these questions and activities, recognize that changes will not happen overnight. You will need to use the strategies and skills learned throughout Grow consistently in your everyday life to see the desired changes in your child's reactions or behaviors. Keep practicing.

When you meet as a group, share and celebrate the small, short-term positive changes you see with your child, and consider what the long-term benefits may be with continued use of the skills and strategies you are learning with Grow!



Session 1: Development Discussion Questions



Throughout the elementary years, children develop many skills. What have you noticed about your own child's development during the last few weeks or months? Are they able to do new things like button a shirt, ride a bike without training wheels, or carry on a back-and-forth conversation more naturally? Refer to the Developmental Milestones Chart to reference physical, cognitive, social, and emotional milestones for children 5-10 years of age.



Group discussion notes.



Session 1: Resiliency Discussion Questions

- ?** Resiliency is the ability to bounce back after experiencing stress, enduring a crisis, or encountering a setback. Families can be a source of strength, and they can grow stronger and better in the face of challenges. Can you identify past situations in which you showed resiliency? What strengths or knowledge did you gain from those situations?

 *Group discussion notes:*



Session 1: Parenting Styles Discussion Questions



In this session, you witnessed three parenting styles. Think about your interactions with your own parents when you were a child, and reflect on the following questions:

- Which parenting style do you think your parent or caregiver displayed with you and how do you think that may impact the way you enforce limits with your child?



Group discussion notes:



? Research shows that an authoritative style is most effective. Authoritative parenting balances two important goals - showing love and setting and enforcing reasonable limits. Based on this information, reflect on the following questions:

- What are some ways in which you show affection, love, and attention to your child?

? *Group discussion notes:*



What new skills can you help your child master as you continue to supervise and maintain clear boundaries?



Group discussion notes:



What behaviors are you positively modeling for your child? Are there any behaviors you would like to change that may allow you to be a more positive role model?



Group discussion notes:



In this session, you were asked to set a goal for how you can parent with more warmth and structure during a challenging situation. Did you set a goal? If so, describe your goal and the steps you plan to take to meet your goal.



Group discussion notes:



Session 2: Child-Directed Play Discussion Questions

-  One of the best ways to create a loving and nurturing home environment is to play with your child. What activities or interests does your child have? In what ways can you increase or enhance your involvement with your child in those activities?

 *Group discussion notes:*



Session 2: Child-Directed Play Discussion Questions



When parents encourage their children, their children’s confidence and competence grow. Praise that genuinely encourages children and promotes positive development is specific, effort-focused, genuine, timely, and fitting. Use the space below to describe a recent example of positive praise that you have given to your child. How did your child respond? Refer to the *Grow: Giving Effective Verbal Praise* resource as a guide.



Group discussion notes:

Step 4: Prepare Additional Questions for Meeting 2



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



Group discussion notes:

Meeting 2



Discussion of Session 1 and 2 Parenting Styles: Why They Matter and Using Praise and Encouragement to Help Children Thrive

Meeting (60 minutes)
Homework (60 minutes)

Date	
Time	
Link/Location	



Step 1: Attend Meeting

Step 2: Discuss Community Building Activities/Discussion Questions

Return to *Meeting 1, Step 3: Prepare Community Building Activities/Discussion Questions*. Discuss the activities and questions as a group. What new ideas are mentioned during the group meeting? Note them in the magenta boxes under your responses.

Step 3: Complete Homework

_____ Complete Session 3: Your Daily Routine Matters

_____ Review, and download, if desired, the resources for Session 3

- Grow: Bedtime Routines
- Cooking to THRIVE
- Grow: Rules and Routines
- Screen Time Tracking Chart
- Session 3 Strategy Card
- Session 3 Summary

_____ Complete Session 4: Promoting Health at Home



- _____ Review, and download, if desired, the resources for Session 4
 - o 5210 Tips for Families
 - o 5210 Definitions and Recommendations
 - o Phrases that Help and Hinder
 - o Division of Responsibility in Feeding Coaching Resource
 - o Session 4 Strategy Card
 - o Session 4 Summary Card

- _____ Prepare to discuss the topics addressed in Sessions 3 and 4 during the next meeting by answering the questions in Step 4. If you have any questions you would like to ask during the discussion, note them in Step 5.

Step 4: Prepare Community Building Activities/Discussion Questions

Use the blue boxes on the next few pages to prepare your responses for the next meeting. During the Meeting 3 group discussion, you can use the magenta boxes to record your notes.

As you complete these questions and activities, recognize that changes will not happen overnight. You will need to use the strategies and skills learned throughout Grow consistently in your everyday life to see the desired changes in your child's reactions or behaviors. Keep practicing.

When you meet as a group, share and celebrate the small, short-term positive changes you see with your child, and consider what the long-term benefits may be with continued use of the skills and strategies you are learning with Grow!



Session 3: Establishing Routines Discussion Questions



Establishing and using structure, in the form of routines at home, can help reduce struggles and provide a safe environment for your child. Do you have any routines in your family? If so, what are they, and what do they look like? Examples may include bedtime, mealtime, or another time in your family's day.



Group discussion notes:



Session 3: Establishing Routines Activity



Select a new routine you would like to implement with your family. Practice this routine as much as possible in the next week, and reflect on that process below. You can choose to share about your experience at our next meeting.



Group discussion notes:



Session 3: Family Chores Activity

-  During Session 3, you watched a video about one parent who shared with another parent how she makes family chores fun. Select a chore you would like to make more fun for your family, and try it out this week. Describe your experience below.

-  *Group discussion notes:*



Session 3: Screen Time Activity



Research has identified many negative consequences of screen time, and they include attention problems, school difficulties, sleep and eating disorders, obesity, and an increased risk for a variety of unhealthy and risky behaviors. Parents can help decrease screen time by practicing the following strategies:

1. Ensure your child has 1 hour of physical activity each day
2. Limit recreational screen time to less than 2 hours per day
3. Remove all screens from your child's bedroom
4. Encourage physical activity

Put a star next to each strategy that you practice with your family. Circle the strategy or strategies you want to incorporate into your family life. Use the space below to write down some activities you can do with your child to replace screen time.



Group discussion notes:



Session 4: Physical Activity Discussion Questions



List the aerobic, bone-strengthening, and muscle-strengthening activities you can or already participate in as a family. What new activities would you like to participate in with your child? Put a star next to any activities you tried this week.



Group discussion notes:



Session 4: Eating Behaviors Activities



Brainstorm a few phrases your child typically says during mealtimes. What statements can you use to encourage internal cues? An example response to a common statement such as "I'm full" is, "Great job paying attention to your belly. Let's wrap that up and you can finish it later if you get hungry after our walk." Refer to the *Phrases that Help and Hinder* resource from the Parent Toolkit for suggestions.



Group discussion notes:



The next time your family sits down for a meal, actively think about what you are saying to your child about their internal and external hunger cues. Practice using statements that draw their attention to internal cues.

Describe this experience below.



Group discussion notes:



Session 4: Promoting Healthy Behaviors Activity



A strategy that can promote healthy eating behaviors is to avoid restricting foods or using food as a reward. Compile a list of rewards, which are not food-related, that would create positive reinforcement for your child.



Group discussion notes:



Step 5: Prepare Additional Questions for Meeting 3

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

 *Group discussion notes:*

Meeting 3



Discussion of Session 3 and 4 Your Daily Routine Matters and Promoting Health at Home

Meeting (60 minutes)
Homework (60 minutes)

Date	
Time	
Link/Location	



Step 1: Attend Meeting

Step 2: Discuss Community Building Activities/Discussion Questions

Return to Meeting 2, Step 4: Prepare Community Building Activities/Discussion Questions. Discuss the activities and questions as a group. What new ideas are mentioned during the group meeting? Note them in the magenta boxes under your responses.

Step 3: Complete Homework

_____ Complete Session 5: Preventing Misbehavior

_____ Review, and download, if desired, the resources for Session 5

- Session 5 Strategy Card
- Session 5 Summary

_____ Complete Session 6: Positively Managing Misbehavior

_____ Review, and download, if desired, the resources for Session 6

- Discipline Strategies
- Correcting Misbehavior
- Session 6 Strategy Card
- Session 6 Summary

_____ Prepare to discuss the topics addressed in Sessions 5 and 6 during the next meeting by answering the questions in Step 4. If you have any questions you would like to ask during the discussion, note them in Step 5.



Step 4: Prepare Community Building Activities/Discussion Questions

Use the blue boxes on the next few pages to prepare your responses for the next meeting. During the group discussion of Meeting 4, you can use the magenta boxes to record your notes.

As you complete these questions and activities, recognize that changes will not happen overnight. You will need to use the strategies and skills learned throughout Grow consistently in your everyday life to see the desired changes in your child's reactions or behaviors. Keep practicing.

When you meet as a group, share and celebrate the small, short-term positive changes you see with your child, and consider what the long-term benefits may be with continued use of the skills and strategies you are learning with Grow!

Session 5: Effective Discipline Discussion Questions



The first step in understanding and using effective discipline is defining the behaviors you desire. The components of effective discipline follow:

- o Be proactive rather than reactive
- o Recognize needs, temperament, and strengths
- o Communicate clearly, concisely, and positively
- o Give with respect, empathy, and support
- o Teach the reason for the rule



- Think about the rules you have in your home. Are there any rules that may need to be improved? Restate the rule or rules in need of improvement using the components of effective discipline. For example, if a rule in your home is that children help around the house, you can rephrase the rule to describe the specific child-appropriate chores you expect your child to complete and when you expect the chores to be completed.

Group discussion notes:



Session 5: Preventing Misbehavior by Planning Ahead Questions

-  Sometimes, you can prevent the need for discipline by planning ahead. Think about a scenario or actual event you have coming up. What actions or activities could you plan ahead and initiate to prevent misbehavior? Brainstorm some ideas below.

 *Group discussion notes:*



Session 5: Discipline Discussion Questions



During Session 5, you were introduced to a discipline plan. You were also asked to write three words that you would like your child to use to describe you. Think about a recent situation in which you had to discipline your child. Based on your behavior, do you think your child would use those same words to describe you? If not, what could you have done differently?



Group discussion notes:



Session 6: Consequences Discussion Questions

-  Review the scenarios below. Think about what you would do in each situation. Can you think of a natural or logical consequence for each scenario, or would you use planned ignoring? Use the *Discipline Strategies* resource as a guide.

A 9-year-old child leaves her diary on the couch, which she has been told repeatedly not to do, and it gets damaged by the family dog. Now there is a mess, the dog is sick, and the diary is unusable.

 *Group discussion notes:*



A 7-year-old child knows he is expected to put his dirty cup and plate in the sink after breakfast, but he forgot...again.



Group discussion notes:



- ?** Eight-year-old twins are allowed to walk on the sidewalk on their street without supervision. When their mom checks on them, she finds them both in the street instead of on the sidewalk.

A large, empty rectangular box with a light blue gradient background and a thin blue border, intended for a group discussion or response to the scenario above.

 *Group discussion notes:*

A large, empty rectangular box with a light pink gradient background and a thin purple border, intended for taking notes during a group discussion.



A 6-year-old child is whining and begging for a candy bar in the check out at the grocery store. The parent just gave him two healthy snacks in the car and told him, before going in the store, they were not going to get anything that was not on the list.



Group discussion notes:



- ?** Think about a situation that you and your child continuously struggle with, or a situation you might have struggled with more in the past few days than usual. List one or two consequences you could use in this situation. If you encounter this situation in the next week, try out these consequences and describe your experience below.

 *Group discussion notes:*



Step 5: Prepare Additional Questions for Meeting 4

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

 *Group discussion notes:*

Meeting 4



Discussion of Session 5 and 6 Preventing Misbehavior and Positively Managing Misbehavior

Meeting (60 minutes)
Homework (60 minutes)

Date	
Time	
Link/Location	



Step 1: Attend Meeting

Step 2: Discuss Community Building Activities/Discussion Questions

Return to *Meeting 3, Step 4: Prepare Community Building Activities/Discussion Questions*. Discuss the activities and questions as a group. What new ideas are mentioned during the group meeting? Note them in the magenta boxes under your responses.

Step 3: Complete Homework

_____ Complete Session 7: Listening: A Stress-Reduction Strategy

_____ Review, and download, if desired, the resources for Session 7

- Taking Care of Emotions
- Grow: Session 7 Strategy Card
- Grow: Session 7 Summary

_____ Complete Session 8: Say What? Effective Communication & Healthy Thoughts

_____ Review, and download, if desired, the resources for Session 8

- Thought Catching
- Coping Strategies for Children
- Coping Styles
- Signs of Trouble in Youth
- Grow: Session 8 Strategy Card
- Grow: Session 8 Summary



- _____ Prepare to discuss the topics addressed in Sessions 7 and 8 during the next meeting by answering the questions in Step 4. If you have any questions you would like to ask during the discussion, note them in Step 5.

Step 4: Prepare Community Building Activities/Discussion Questions

Use the blue boxes on the next few pages to prepare your responses for the next meeting. During the Meeting 5 group discussion, you can use the magenta boxes to record your notes.

As you complete these questions and activities, recognize that changes will not happen overnight. You will need to use the strategies and skills learned throughout Grow consistently in your everyday life to see the desired changes in your child's reactions or behaviors. Keep practicing.

When you meet as a group, share and celebrate the small, short-term positive changes you see with your child, and consider what the long-term benefits may be with continued use of the skills and strategies you are learning with Grow!



Session 7: Taking Care of You Discussion Questions



In Session 7, you learned about some of the harmful effects of stress and some strategies you could use to combat stress and keep yourself calm. What are some of your sources of stress? What strategies do you use to reduce your stress?



Group discussion notes:



- ?** Describe a strategy or activity you have tried recently to reduce your stress and how that worked for you (e.g., what did you like or not like about the strategy or activity). Refer to the *Taking Care of Emotions* resource as a guide to select an activity or strategy you can use to reduce stress and maintain a sense of emotional well-being.

 *Group discussion notes:*



Session 7: When Children Feel Stressed Discussion Questions

 During Session 7, you were provided examples of things that could cause stress for a child. The examples include the following:

- o Overscheduling
- o Disruptions such as divorce or moving
- o Concern about their own or loved ones' safety
- o Temporary or long-term separation from a parent or caretaker
- o Unrealistic expectations

What similar experiences have you had? How have you responded when your child has exhibited signs of stress? How might you respond differently now that you've completed Session 7?

 *Group discussion notes:*



Session 7: Coping: A Stress-Reduction Strategy Discussion Questions

-  Coping is one of the most important skills you can teach your child. Coping skills can help to create a caring environment in which your child is listened to and in which your child's emotions are validated. Statements like, "Tell me how you feel," can help a child feel comfortable sharing. What are some statements you can say to initiate a conversation when your child is upset or exhibiting stress?

 *Group discussion notes:*



Session 8: Healthy Thinking Patterns and Thought Catching Discussion Questions

 Healthy thinking patterns promote the confidence and competency that a child needs to overcome challenges. Children who are resilient may use thought catching to help manage their emotions and behaviors before their story becomes catastrophic.

What negative thinking patterns have you seen in your child? How can you help them use thought catching to reframe their thought pattern? Use the *Thought Catching* resource as a guide.

 *Group discussion notes:*



Session 8: Active Listening Discussion Questions

 Session 8 introduced you to 6 steps that will lead you through *actively listening* to your child. The steps follow:

1. Relax yourself
2. Reassure your child
3. Be present
4. Summarize what you just heard
5. State the child's feelings back to them
6. Empower the child

Describe a recent situation in which you went through each of the steps and practiced actively listening to your child. How did it feel? Did your child respond differently to you?

 *Group discussion notes:*



Session 8: Calming your Child Discussion Questions



Session 8 introduced you to 6 steps that will lead you through actively listening to your child.

The steps follow:

1. Remove your child to a quiet place.
2. Explain to your child that the behavior is disliked, but you care about them, and their feelings matter.
3. Name your child's feelings.
4. Guide your child in releasing strong emotions, if needed.
5. Practice deep breathing exercises after the energy has been released.
6. Engage your child in a conversation when they are calm to help them problem solve.

In the last week, did the opportunity present for you to try this strategy with your child? How did it work for you? How did your child respond?



Group discussion notes:

Meeting 5



Discussion of Session 7 and 8 Listening: A Stress-Reduction Strategy and Say What? Effective Communication & Healthy Thoughts

Meeting (60 minutes)
Homework (60 minutes)

Date	
Time	
Link/Location	



Step 1: Attend Meeting

Step 2: Discuss Community Building Activities/Discussion Questions

Return to Meeting 4, Step 4: Prepare Community Building Activities/Discussion Questions. Discuss the activities and questions as a group. What new ideas are mentioned during the group meeting? Note them in the magenta boxes under your responses.

Step 3: Complete Homework

_____ Complete the Wrap-Up.

_____ Prepare to discuss the Wrap-Up during the next meeting by answering the questions in Step 4.

_____ Review the Thrive website (<https://thrive.psu.edu/>), and tell your facilitator what track or Thrive initiative is most appropriate for your family to complete next.

Step 4: Prepare Community Building Activities/Discussion Questions

Use the blue boxes on the next few pages to prepare your responses for the next meeting. During the Meeting 5 group discussion, you can use the magenta boxes to record your notes.

As you complete these questions and activities, recognize that changes will not happen overnight. You will need to use the strategies and skills learned throughout Grow consistently in your everyday life to see the desired changes in your child's reactions or behaviors. Keep practicing.

When you meet as a group, share and celebrate the small, short-term positive changes you see with your child, and consider what the long-term benefits may be with continued use of the skills and strategies you are learning with Grow!



Wrap Up Session Discussion Questions



The Wrap-Up session of Grow shared five videos highlighting the most important aspects of the Grow program.

1. Praise that Matters!
2. Understanding Feelings
3. Routines Provide Structure & Reduce Stress
4. Don't Lose your Cool
5. Eating Together: Any Meal Counts

Which aspect of Grow was the most beneficial to you as a parent? Why?



Group discussion notes:

Meeting 6



Wrap Up and Resource Sharing 45 minutes

Date	
Time	
Link/Location	



Step 1: Attend Meeting

Meeting Events

- _____ Complete any required follow-up paperwork.

- _____ Share the Thrive track or program that would be most appropriate for your family to complete next.

- _____ Share a timeline for when you think you will start the next track or program.

- _____ Download your Certificate of Completion.

- _____ Collect any additional resources that the facilitator has prepared for you.

Step 2: Discuss Community Building Activities/Discussion Questions

Return to Meeting 4, Step 4: Prepare Community Building Activities/Discussion Questions. Discuss the activities and questions as a group. What new ideas are mentioned during the group meeting? Note them in the magenta boxes under your responses.



Discuss your answers to the following questions.

- ?** What has changed about your interactions with your child since we started? Do you notice a difference?

- ?** Think about a recent situation in which you used a strategy you learned in Grow. How does your current reaction compare to how you may have reacted prior to engaging in Grow training? What was different? How did your child respond?



Step 3: [Optional] Register for the Next Thrive Program

Visit the Thrive website (<https://thrive.psu.edu/>), and register for the next Thrive initiative that is applicable for your developing child.

Thrive Initiative Program Areas			
Universal Parenting Programs			
Take Root	Sprout	Grow	Branch Out
Infants (0 to 6 months)	Preschool (3 to 6 years)	Grades K–5 (5 to 10 years)	Grades 6–12 (10 to 18 years)
Infants (6 to 12 months)			
Infants & Toddlers (1 to 3 years)			

Thank you for completing this hybrid implementation of Grow! We hope you will frequently visit the Thrive website to continue to learn positive parenting practices, stress management techniques, and ways to promote physical health throughout your child's development.

Appendix E



Grow Screen Share Text Example

Thank you for joining our meeting for



The meeting will start at

 ***You should hear soft music playing.***

Take this opportunity to test your microphone, video, and other settings.

If you need technical assistance:

Email

or

Call

at

Appendix F



Best Practices for Online Learning



Best Practices for Online Learning

You can enhance your experience of this training by doing the following:



Joining the meeting early to test settings.



Testing your technology with a friend or family member prior to your meeting.



Finding a quiet place to complete the meetings.



Using a headset or headphones for voice clarity.



Knowing who to contact, and how, if you cannot connect or are having technical difficulties.



Having a backup plan if your computer won't connect to the meeting. Perhaps there is a call-in number so you can hear the meeting.