



Hybrid Implementation Facilitation Manual





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Overview





Thrive is a portfolio of evidence-informed parenting programs that are 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 5 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)			



Sprout

The focus of this manual is Sprout online – the Thrive parenting program for parents and caregivers of children who are 3 to 5 years old.

Purpose of the Sprout Hybrid Implementation Facilitation Manual

The purpose of this facilitation manual is to offer guidance to professionals on how to implement the Sprout 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 Sprout 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 preprinted resources.

Training





Thrive will provide training to prepare you, the facilitator, for a hybrid implementation of Sprout. You'll begin by (1) taking the online General Facilitation Training, (2) completing the web-based Sprout 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. The training will prepare you with an introduction 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.



Sprout

When you are logged in through the Thrive Facilitator Portal, you are automatically enrolled into the available web-based Thrive programs. Click on the Sprout Overview, and begin the program by completing the Overview. Sprout content is shared in 6 Everyday Moments.

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

Sprout Hybrid Implementation Facilitation Manual

When you have completed the online General Facilitation Training and web-based Sprout program, continue using this manual as your guide as you prepare for a hybrid implementation of Sprout.



Do not move forward until you have completed the General Facilitator Training and the web-based Sprout 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 for the day of sessions, and providing 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 Sprout 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 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 Sprout, you'll be recruiting parents and caregivers of children who are 3 to 5 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 Sprout, 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 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. Sprout 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 *Sprout 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:

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

Details on how to prepare each item follow.

Sprout 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 Sprout. 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 *Sprout Participant Recruitment and Tracking Sheet*, or modify it to fit your needs. Specific instructions for completing each column are included with the tracking sheet.



Sprout Hybrid Implementation Participant Recruitment and Tracking Sheet										
1	2	3	4	5	6	7	8	9	10	11
Participant Name	Email Address	Child's Date of Birth	Today's Date	Child's Calculated Age (months, days)	Track Based on Child's Age	Sprout Parent Welcome Letter - Date Sent	Thrive Account Registration Confirmed (Y/N)	Track Confirmed	Registration in Hybrid Implementation Confirmed (Y/N)	Parent Workbook & Syllabus Sent
Example, Participant	email@address.com	3/11/21	9/3/21	6m 19d	6-12 months	9/29/21	Yes	6-12 months	Yes	<input checked="" type="checkbox"/>

Figure 1 The Sprout Participant Recruitment and Tracking Sheet (Appendix B)



Sprout Parent Welcome Letter (Appendix C)

Prepare the *Sprout 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 *Sprout Participant Recruitment and Tracking Sheet*. This letter includes instructions for registration, an overview of the days and times of the meetings, and brief details about the time commitment and expectations.

sprout | Welcome to Sprout!

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	Grew	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.

Sprout Online

Sprout Online is for parents and caregivers of children who are 2 to 5 years old.

The online Sprout program consists of an Overview, 6 Everyday Moments, and a Wrap-Up. It should take approximately 15-20 minutes to complete each Everyday Moment.

You'll walk through these topics with four different families and learn about the strategies they use, and you can use, in these and similar situations.

Hybrid Implementation of Sprout

The hybrid implementation of Sprout means you will complete the program based on a schedule. After you complete each session, you will meet with a facilitator and, possibly, other families to discuss the information from each session.

There are five meetings with a facilitator. Each Meeting will range from 45-60 minutes.

The sessions discuss the following:

Overview		
Everyday Moments		
• Morning Routine	• Shopping	• Rainy Day
• Bedtime Routine	• Play Date	• Dinnertime
Wrap-Up		

Location Hybrid Implementation

VIEW HERE (Example shown)

July 10, 2022 – February 7, 2022

from 9:00 a.m. -10:00 a.m. EST

Building 800 Room 15

Participate in online sessions of Sprout and come to meetings ready to discuss Everyday Moments and activities and answering provided questions, and share your experiences regarding the content, ask additional questions, and share their experiences.

Click on "For Parents" → Go to "Register for THRIVE"

Enter your name and password, and share your military affiliation (Yes/No).

In the upper right-hand corner → Choose Sprout by clicking on "Sprout" in the upper right-hand corner → Choose Sprout by clicking on "Sprout" in the upper right-hand corner.

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 Sprout Parent Welcome Letter (Appendix C)



Sprout Parent Workbook and Syllabus (Appendix D)

During your planning process, prepare the syllabus for your families. Fill in the information for the meetings and include 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 *Sprout Parent Workbook and Syllabus* upon registration.

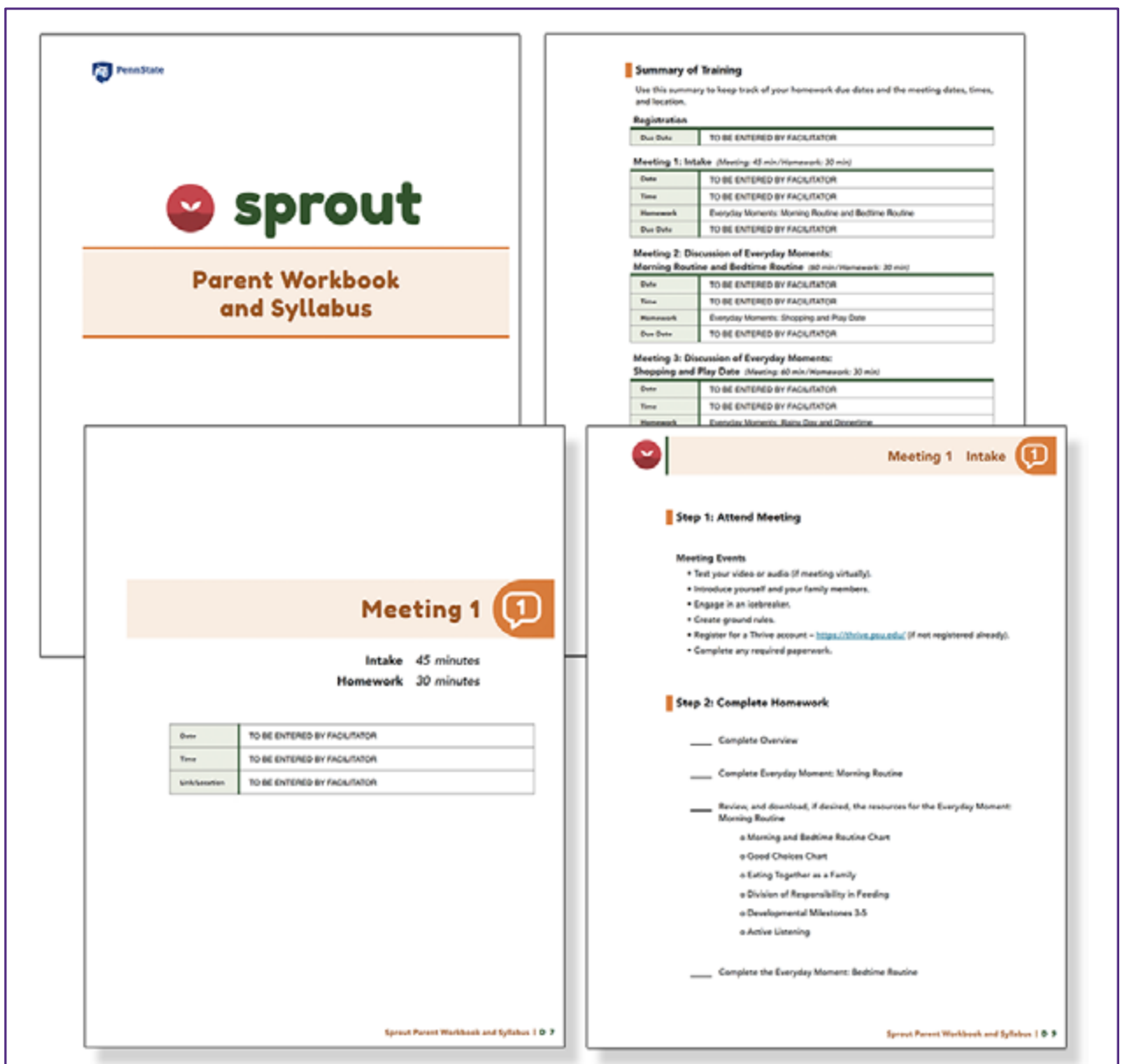


Figure 3
The Sprout Parent Workbook and Syllabus (Appendix D)



Supplies

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

- The *Sprout Parent Welcome Letter* and
- A printed or electronic copy of the *Sprout Parent Workbook and Syllabus*; the *Sprout 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 Sprout 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 Sprout 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 Sprout Hybrid Implementation and Meeting Agenda

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

Sprout Online Sessions

Sprout is separated into an Overview, 6 Everyday Moments, and a Wrap-Up session. Everyday Moments are completed by parents and caregivers **independently online**.

- **Sprout Overview**
- **Everyday Moments**
 - Morning Routine
 - Bedtime Routine
 - Shopping
 - Play Date
 - Rainy Day
 - Dinnertime
- **Wrap-Up**

Sprout Meetings

Interactions with your parents and caregivers can be completed in five 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 *Sprout Parent Workbook and Syllabus*.

Overview of Hybrid Implementation

- **Meeting 1: Intake**
(45- to 60-Minute Meeting / 30 Minutes of Homework)
- **Meeting 2: Discussion of Everyday Moments: Morning and Bedtime Routines**
(60-Minute Meeting / 30 Minutes of Homework)
- **Meeting 3: Discussion of Everyday Moments: Shopping and Play Date**
(60-Minute Meeting / 30 Minutes of Homework)
- **Meeting 4: Discussion of Everyday Moments: Rainy Day and Dinnertime**
(60-Minute Meeting / 30 Minutes of Homework)
- **Meeting 5: 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 Sprout. Prior to each meeting, read the meeting agenda thoroughly, and prepare to discuss the questions and prompts.

Meeting 1



Intake 45-60 minutes
Homework 30 minutes

Overview of Intake

Step 1: Welcome

Step 2: Provide Overview of Sprout

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 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 also providing 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 meeting 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 Sprout (10 minutes)

Take time to discuss the following topics with your participants:

_____ Sprout is an online parenting program for parents and caregivers of children who are 3 to 5 years old.

_____ Sprout features four families in the Everyday Moments. Participants share moments in these families' everyday lives, such as mealtimes; morning and bedtime routines; and activities that take them out of the house, such as play dates or shopping at the grocery store.

By reading the featured families' Everyday Moments, parents and caregivers will gain information about holding developmentally appropriate expectations for their child and will explore ways in which each family uses different strategies to make these moments more enjoyable. One great aspect of Sprout is that the lessons learned throughout the 6 Everyday Moments can be generalized across various daily happenings in a family's life.

_____ After participants complete sessions 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 that are not asked in future meetings when prompted.**

Examples of icebreaker questions include the following:

 Tell me your name, your partner's name, your child's name and 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.

_____ A favorite thing about your child.



 If you want your families to answer a few more questions to get 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 reticent. 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 that you may come up with together 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 related to abuse- or neglect-mandated reporting.

Things to Cover:



Ground Rules Set at Meeting:

A large, empty rectangular box with a light blue background and a thin blue border, intended for recording the ground rules set 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 Sprout and come to meetings ready for discussion. Because the parents and caregivers will be independently completing the Everyday Moment sessions, you must ensure your parents and caregivers complete each Everyday Moment in its entirety. By doing this, your participants will gain valuable knowledge from each Everyday Moment. In other words, rather than covering the content again, the meetings provide an opportunity for community building, reflection, and discussion with other parents and caregivers of children who are 3 to 5 years old.

Step 6: Review Syllabus (5 minutes)

Provide copies or screen share a copy of the *Sprout 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 Everyday Moments: Morning Routine and Bedtime Routine. Show the page in the *Sprout Parent Workbook and Syllabus* if possible. Completing these includes preparing answers to the questions listed in their *Sprout Parent Workbook and Syllabus* under *Step 3: Prepare Community Building Activities/Discussion Questions*.

Step 8: [If needed] Register for Online Course

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

If any of 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 Sprout are in *Appendix D: Sprout Parent Workbook and Syllabus*.



FAQ for Participants

How long will it take me to complete an Everyday Moment?

Individuals who have completed Everyday Moments in Sprout report that it takes approximately 5-10 minutes to complete each scenario within an Everyday Moment.

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 calling 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 Everyday Moments	<i>60 minutes</i>
Morning Routine and Bedtime Routine	
Homework	<i>30 minutes</i>

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 for *at least 1 week after intake*. This timing allows your participants 1 week to review the content and resources for the Everyday Moment: Morning Routine and the Everyday Moment: Bedtime Routine and practice 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 rules need to be added.

Step 3: Start Discussion (45 minutes)

 **Remember:** Remind your participants that changes in thoughts and behaviors do not happen overnight. Parents and caregivers should continue to implement these strategies consistently and assess changes in their child's thoughts or reactions and behaviors over time.

Encourage your participants to use other strategies that can be found in the same, or even different, Everyday Moments, if they find that a strategy they have tried consistently is not as effective as they had hoped.



During Meeting 2, discuss these questions as a group.

Everyday Moments: Morning Routine Discussion Questions

- _____ Which family's Everyday Moment most closely mimics your morning?
How or why?
- _____ Do you have any morning routines that you are already using in your everyday family life? If yes, what are they?
- _____ Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:
- o Providing structure with a routine using a visual chart;
 - o Offering appropriate choices for the division of responsibility in feeding;
 - o Providing one or two clear, concise, and developmentally appropriate tasks at a time; or
 - o Practicing active listening.
- _____ Did you try any of these suggestions or strategies?
- _____ What was the outcome?
- _____ Do you plan to try any other strategies or suggestions?



 **Everyday Moments: Bedtime Routine Discussion Questions**

- _____ Which family's Everyday Moment most closely mimics your bedtime or nighttime routine? How or why?

- _____ Do you have any nighttime routines that you are already using in your everyday family life? If yes, what are they?

- _____ Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:
 - o Limiting screen time, co-viewing shows or videos, and providing time between screen time and bedtime;
 - o Sticking with a bedtime routine, including hygiene or story time; or
 - o Practicing a stress management technique, such as deep breathing?

- _____ Did you try any of these suggestions or strategies?
 - _____ What was the outcome?
 - _____ Do you plan to try any other strategies or suggestions?



Step 4: Assign Homework (5 minutes)

Ask your participants to complete the Everyday Moments: Shopping and Play Date.

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

Step 5: Adjourn

Meeting 3



Discussion of Everyday Moments Shopping and Play Date	<i>60 minutes</i>
Homework	<i>30 minutes</i>

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 for *at least 1 week after Meeting 2*. This timing allows your participants 1 week to review the content and resources for the Everyday Moment: Shopping and the Everyday Moment: Play Date and practice 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)



Remember: Remind your participants that changes in thoughts and behaviors do not happen overnight. Parents and caregivers should continue to implement these strategies consistently and assess changes in their child's thoughts or reactions and behaviors over time.

Encourage your participants to use other strategies that can be found in the same, or even different, Everyday Moments, if they find that a strategy they have tried consistently is not as effective as they had hoped.



During Meeting 3, discuss these questions as a group.

? Everyday Moment: Shopping

_____ Have you had any experiences at a store or other location outside of your home that are like the experiences of the Sprout families?

For example, has your child been unagreeable, has your child experienced a temper tantrum or other strong emotions, or has your child acted in a way that led you to use errand time as your alone time?

_____ Do you have any routines that you are already using in your everyday family life for shopping-style events or other related activities outside of the home?

_____ What were they, and were they successful?

_____ Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:

- o Assessing whether your child is **Hungry, Angry, Lonely, or Tired** and then addressing the need;
- o Providing other appropriate choices for your child;
- o Communicating with clear, positive, concise, and developmentally appropriate language;
- o Practicing self-care or stress management techniques; or
- o Carving out time for yourself, even if you use the time to do errands.



_____ Did you try any of these suggestions or strategies?

_____ What was the outcome?

_____ Do you plan to try any other strategies or suggestions?

_____ As you complete your Wellness Wheel, consider these additional uses for the activity:

_____ If you are co-parenting or receiving help from another family member as you raise your child(ren), what do their Wellness Wheels look like?

_____ Is there anything you can do within your family unit to increase areas that need attention?

_____ Are there any additional resources that can help you increase your wellness in areas where you perceive it to be lacking?



Note to facilitator – if the family identifies a need, try to provide a resource in follow-up or during the Wrap-Up.



? Everyday Moment: Play Date

- _____ Have you experienced any play date or play-related woes like the Sprout families did in these Everyday Moments? If yes, what are they?
- _____ Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:
- o Allowing children to resolve the conflict with appropriate support and guidance;
 - o Providing praise that is specific, in the moment, and about the effort;
 - o Making physical activity a priority; or
 - o Having open and developmentally appropriate conversations about diversity and inclusivity.
- _____ Did you try any of these suggestions or strategies?
- _____ What was the outcome?
- _____ Do you plan to try any other strategies or suggestions?
- _____ Can anyone tell me what the 5, 2, 1, and 0 mean according to the program or the 5210 website?
- o **Answer:** 5 or more servings of fruits or vegetables a day, 2 or fewer hours of recreational screen time each day, 1 or more hours of physical activity per day, and 0 sweetened beverages.



Step 4: Assign Homework (5 minutes)

Ask your participants to complete the Everyday Moments: Rainy Day and Dinnertime. Completing these includes preparing answers to the questions listed in their *Sprout Parent Workbook and Syllabus* under *Step 4: Prepare Community Building Activities/Discussion Questions*.

Step 5: Adjourn

Meeting 4



Discussion of Everyday Moments Rainy Day and Dinnertime	<i>60 minutes</i>
Homework	<i>30 minutes</i>

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 for *at least 1 week after Meeting 3*. This timing allows your participants 1 week to review the content and resources for the Everyday Moment: Rainy Day and the Everyday Moment: Dinnertime and practice 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 complete an icebreaker that was not used during Meetings 1 through 3.

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

Use your professional judgment based on Meeting 3.

Ask if any new rules need to be added.

Step 3: Start Discussion (45-50 minutes)



Remember: Remind your participants that changes in thoughts and behaviors do not happen overnight. Parents and caregivers should continue to implement these strategies consistently and assess changes in their child's thoughts or reactions and behaviors over time.

Encourage your participants to use other strategies that can be found in the same, or even different, Everyday Moments, if they find that a strategy they have tried consistently is not as effective as they had hoped.



During Meeting 4, discuss these questions as a group.

? Everyday Moment: Rainy Day

_____ Have you had any experiences on a rainy day or during a time when you were in your home for an extended period that are similar to what the Sprout families experienced?

For example, has your child asked for extra screen time, shown frustration while playing a game or completing a task, had excessive energy to burn, or misbehaved intentionally to get attention from you?

_____ There were two resources shared to create a Family-Media Action Plan, one from Thrive and one from the American Academy of Pediatrics. Do you anticipate using either of these resources to create a family-media plan?

_____ What are your thoughts about the family-media plan?

_____ How do you think your child react?

_____ Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:

- o Monitoring screen time or developing a Family-Media Action Plan;
- o Providing emotion coaching during a time of struggle;
- o Providing physical activities that are safe and appropriate for inside or a small environment; or
- o Acknowledging and validating your child's feelings and providing attention and support.



 **Everyday Moment: Dinnertime**

_____ Have you experienced similar dinnertime- or family mealtime-related woes like the Sprout families did in these Everyday Moments?

For example, do you like your child to clean their plate before being excused, or do you allow them to determine when they feel full? Is your child resistant to trying new foods, or do they want to help with meal preparation? What happens when you serve your child a non-preferred meal?

_____ Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:

- o Using what you know about the Division of Responsibility in Feeding to communicate with your child;
- o Establishing consistent mealtimes;
- o Modeling healthy eating behaviors;
- o Offering a new food with a preferred food;
- o Providing praise or encouragement for trying new foods;
- o Providing opportunities to learn life skills related to food preparation; or
- o Analyzing a troublesome situation using the ABC Method.

_____ Did you try any of these suggestions or strategies?

_____ What was the outcome?

_____ Do you plan to try any other strategies or suggestions?



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 Sprout.

Step 5: Adjourn

Meeting 5



Wrap-Up and Resource Sharing 45 minutes

Overview

Step 1: [Optional] Icebreaker

Step 2: Start Discussion

Step 3: Register for Next Thrive Program

Step 4: Thank and Adjourn



Meeting 5 should be scheduled **1 week after Meeting 4**. This scheduling keeps the meeting intervals consistent, allows your participants time to focus on the goals they set during Sprout, 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 complete an icebreaker that was not used during any previous meetings.

Step 2: Start Discussion (40 minutes)



Remember: Remind your participants that changes in thoughts and behaviors do not happen overnight. Parents and caregivers should continue to implement these strategies consistently and assess changes in their child's thoughts or reactions and behaviors over time.

Encourage your participants to use other strategies that can be found in the same, or even different, Everyday Moments, if they find that a strategy they have tried consistently is not as effective as they had hoped.



During Meeting 5, here are some questions and prompts you can use to facilitate the discussion:

Activity

- _____ Your participants were instructed to choose one strategy to revisit during the Wrap-Up. For example, if they chose the Division of Responsibility in Feeding, they would see that the skills associated with the Division of Responsibility are in three areas: Morning Routine (Jackson Family), Dinnertime (Kym Family), and Dinnertime (Jones Family). Participants were instructed to review the topics and strategies and consider how the strategies can be applied across different scenarios. So, in this example, Division of Responsibility in Feeding can be applied at any mealtime!

- _____ Ask your participants about the topic they chose to review and have them share one way or situation in which they can imagine applying the same strategies.



Summary Questions

- _____ Has anything changed regarding 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 share a moment when they used a strategy learned in Sprout and discuss how their current reaction compares to how they may have reacted prior to engaging in the Sprout training?
 - _____ What was different?

 - _____ How did your child respond?

- _____ What's next? If your participants have multiple children:
 - o Take Root is available for parents and caregivers of children who are between 0 and 3 years old.

 - o Grow is available for parents and caregivers of children who are between 5 and 10 years old.

 - o Branch Out is available for parents and caregivers of children who are between 10 and 18 years old.



Step 3: Register for Next Thrive Program

As the facilitator, provide support and encouragement to continue with other 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 as their child develops and grows.

Appendices



Appendix A



Sprout Recruitment Poster



A program for parents and caregivers of children who are 3 to 5 years old.

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

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

Learn more about Sprout and other Thrive programs at:

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

Meet with us!

Appendix B



Sprout Participant Recruitment and Tracking Sheet

Instructions for Completing the Sprout 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 Sprout 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 Sprout).

Complete Column 5-6 [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 Sprout is the correct program for their family.

Complete Columns 7-10

- Send the *Sprout Parent Welcome Letter* to the email address provided, and enter the date the letter is sent.
 - By sending the *Sprout 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 Sprout.
- Follow up with the potential participant to see if they would like to register and attend the hybrid implementation of Sprout.

Complete Column 11

Send the *Sprout Parent Workbook and Syllabus*.

Appendix C



Sprout 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 5 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.

Sprout Online

Sprout Online is for parents and caregivers of children who are 3 to 5 years old.

The online Sprout program consists of an Overview, 6 Everyday Moments, and a Wrap-Up. It should take approximately 15-20 minutes to complete each Everyday Moment.

The sessions discuss the following:		
Overview		
Everyday Moments		
• Morning Routine	• Shopping	• Rainy Day
• Bedtime Routine	• Play Date	• Dinnertime
Wrap-Up		

You'll walk through these topics with four different families and learn about the strategies they use, and you can use, in these and similar situations.

Hybrid Implementation of Sprout

The hybrid implementation of Sprout means you will complete the program based on a schedule. After you complete each session, you will meet with a facilitator and, possibly, other families to discuss the information from each session.

There are five meetings with a facilitator. Each Meeting will range from 45-60 minutes.

Sprout Date/Time/Location Hybrid Implementation

Expectations

You will be asked to independently participate in online sessions of Sprout and come to meetings ready for discussion. *By completing the Everyday Moments 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 → Navigate to Course Catalog in the upper right-hand corner → Choose Sprout by selecting Sprout "Click here to access this course."
- Click "Start Course."

Still have Questions? Contact your Facilitator!

Sprout Facilitator's Name

Phone Number/Email

Appendix D



Sprout 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: 45-60 min/Homework: 30 min)*

Date	
Time	
Homework	Everyday Moments: Morning Routine and Bedtime Routine
Due Date	

Meeting 2: Discussion of Everyday Moments: Morning Routine and Bedtime Routine *(60 min/Homework: 30 min)*

Date	
Time	
Homework	Everyday Moments: Shopping and Play Date
Due Date	

Meeting 3: Discussion of Everyday Moments: Shopping and Play Date *(Meeting: 60 min/Homework: 30 min)*

Date	
Time	
Homework	Everyday Moments: Rainy Day and Dinnertime
Due Date	

Meeting 4: Discussion of Everyday Moments: Rainy Day and Dinnertime *(Meeting: 60 min/Homework: 15 min)*

Date	
Time	
Homework	Wrap-Up Sprout Online
Due Date	

Meeting 5: 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 Sprout

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

Meeting 1



Intake 45-60 minutes

Homework 30 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 [For discussion in Meeting 2]

_____ Complete Overview

_____ Complete Everyday Moment: Morning Routine

_____ Review, and download, if desired, the resources for the Everyday Moment: Morning Routine

- o Morning and Bedtime Routine Chart
- o Good Choices Chart
- o Eating Together as a Family
- o Division of Responsibility in Feeding
- o Developmental Milestones 3-5
- o Active Listening



- _____ Complete the Everyday Moment: Bedtime Routine

- _____ Review, and download, if desired, the resources for the Everyday Moment: Bedtime Routine
 - o Weekly Screen-Time Tracker
 - o AAP Sleep Guidelines
 - o Reading to your Child
 - o Troubleshooting Bedtime Challenges
 - o The Importance of a Bedtime Routine
 - o Bedtime Routine Chart
 - o Age-Appropriate Hygiene Chart
 - o Understanding Sexual Development in Children Ages 3 to 5
 - o Stress Management

- _____ Prepare to discuss these Everyday Moments during the next meeting by answering the questions in Step 3. 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 group discussion of Meeting 2, 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 Sprout 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 Sprout!



Everyday Moment: Morning Routine Discussion Questions

 Which family's Everyday Moment most closely mimics your morning? How or why?

 *Group discussion notes:*



 Do you have any routines that you were already using in your everyday family life?

 *Group discussion notes:*



Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:

- Providing structure with a routine using a visual chart;
- Providing appropriate choices for the division of responsibility;
- Providing one or two clear, concise, and developmentally appropriate tasks at a time; or
- Practicing active listening.



Group discussion notes:



Did you try any of these suggestions or strategies? What was the outcome?
Do you plan to try any other strategies or suggestions?



Group discussion notes:



Everyday Moment: Bedtime Routine Discussion Questions



Which family's Everyday Moment most closely mimics your bedtime or nighttime routine? How or why?



Group discussion notes:



 Do you have any routines that you were already using in your everyday family life?

 *Group discussion notes:*



Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:

- Limiting screen time, co-viewing shows or videos, and providing time between screen time and bedtime;
- Sticking with a bedtime routine, including hygiene; or
- Practicing a stress management technique, such as deep breathing?



Group discussion notes:



Did you try any of these suggestions or strategies? What was the outcome?
Do you plan to try any other strategies or suggestions?

A large, empty rectangular box with a light blue gradient background and a thin blue border, intended for writing answers to the questions above.




Group discussion notes:

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



Step 4: Prepare Any 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 Everyday Moments *60 minutes*
Morning Routine and Bedtime Routine
Homework *30 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.



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

Step 3: Complete Homework [For discussion in Meeting 3]

_____ Complete Everyday Moment: Shopping

_____ Review, and download, if desired, the resources for the Everyday Moment: Shopping

- o HALT and Other Prevention Strategies
- o HALT Card
- o Punishment vs. Positive Discipline
- o Normal vs. Abnormal Temper Tantrum
- o Positive Communication
- o ABC Model
- o Stress and Wellness
- o Babysitter Checklist

_____ Complete the Everyday Moment: Play Date



_____ Review, and download, if desired, the resources for the Everyday Moment: Play Date

- o Conflict Resolution
- o Active Listening
- o Parenting Styles
- o Growth Mindset vs. Fixed Mindset
- o Positive Communication
- o Physical Activity Guidelines
- o SHAPE Guidelines
- o Moving to THRIVE
- o 5210 Website (<https://5210.psu.edu/>)
- o Inclusivity Website (<https://inclusivity.psu.edu/>) – Download the Toolkit

_____ Prepare to discuss these Everyday Moments 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 3, 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 Sprout 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 Sprout!



Everyday Moment: Shopping Discussion Questions



Have you had any experiences at a store or other location outside of your home that are similar to what the Sprout families experienced? For example, has your child been unagreeable, has your child had a temper tantrum or other strong emotions, or has your child acted in a way that led you to use errand time as your alone time?



Group discussion notes:



Do you have any routines that you were already using in your everyday life for shopping or other related activities outside of the home? What were they, and were they successful?



Group discussion notes:



Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:

- Assessing whether your child is **Hungry, Angry, Lonely, or Tired** and then addressing the need;
- Providing other appropriate choices for your child;
- Communicating with clear, positive, concise, and developmentally appropriate language;
- Practicing self-care or stress management techniques; or
- Carving out time for yourself, even if you use the time to do errands



Group discussion notes:



Did you try any of these suggestions or strategies? What was the outcome?
Do you plan to try any other strategies or suggestions?



Group discussion notes:



As you complete your Wellness Wheel, consider these additional uses for the activity:


- If you are co-parenting or receiving help from another family member as you raise your child(ren), what do their Wellness Wheels look like?
- Is there anything you can do within your family unit to increase areas that need attention?
- Are there any additional resources that can help you increase your wellness in areas where you perceive it to be lacking?



Group discussion notes:



Everyday Moment: Play Date Discussion Questions

 Have you experienced any play date or play-related woes like the Sprout families did in these Everyday Moments? Which ones?

 *Group discussion notes:*



Did any of the suggestions provided throughout the family's Everyday Moments seem like they would work for you? Examples include the following:

- Allowing the children to resolve the conflict with appropriate support and guidance;
- Providing praise that is specific, in the moment, and about the effort;
- Making physical activity a priority;
- Having open and developmentally appropriate conversations about diversity and inclusivity.



Group discussion notes:



Did you try any of these suggestions or strategies? What was the outcome?
Do you plan to try any other strategies or suggestions?



Group discussion notes:



Visit the 5210 website: <https://5210.psu.edu/>. Fill in the blanks for each number.

5 -

2 -

1 -

0 -



Group discussion notes:

Large empty rectangular box for group discussion notes.



Step 5: Prepare Any 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 Everyday Moments *60 minutes*
Shopping and Play Date
Homework *30 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.



To engage in discussion, go back to the homework you completed after Meeting 2.

Step 3: Complete Homework [For discussion in Meeting 4]

_____ Complete Everyday Moment: Rainy Day

_____ Review, and download, if desired, the resources for the Everyday Moment: Rainy Day

- o Family Media Action Plan
- o Weekly Screen Time Tracker
- o AAP Family-Media Action Plan Builder
- o Active Listening
- o Breathe to THRIVE
- o Moving to THRIVE
- o Physical Activity Guidelines
- o SHAPE Guidelines
- o Conflict Resolution



_____ Complete the Everyday Moment: Dinnertime

_____ Review, and download, if desired, the resources for the Everyday Moment: Dinnertime

- o Division of Responsibility in Feeding
- o Cooking to THRIVE
- o Phrases that Help and Hinder
- o Food Allergies
- o Developmental Milestones 3-5
- o Age-Appropriate Chores
- o Eating together as a Family
- o ABC Model

_____ Prepare to discuss these Everyday Moments 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 Sprout 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 Sprout!



Everyday Moment: Rainy Day Discussion Questions

 Have you had any experiences on a rainy day or during a time when you were in your home for an extended period that are similar to what the Sprout families experienced? For example, has your child asked for extra screen time, shown frustration while playing a game or completing a task, had excessive energy to burn, or misbehaved intentionally to get attention from you?


 *Group discussion notes:*



- ?** There were two resources shared to create a Family-Media Action Plan, one from Thrive and one from the American Academy of Pediatrics. Did you use either of these resources to create a media plan? What were your thoughts? How did your child react?

 *Group discussion notes:*




 Did any of the suggestions provided throughout the family's Everyday Moment, which you are not already using, seem like they would work for you? Examples include the following:

- Monitoring screen time or developing a Family-Media Action Plan;
- Providing emotion coaching during a time of struggle;
- Providing physical activities that are safe and appropriate for inside or a small environment; or
- Acknowledging and validating your child's feelings and providing attention and support.

 *Group discussion notes:*



Everyday Moment: Dinnertime Discussion Questions

-  Have you experienced similar dinnertime- or family mealtime-related woes like our Sprout families did in these Everyday Moments? For example, do you like your child to clean their plate, or do you allow them to share when they feel full? Is your child resistant to trying new foods, or do they want to help with meal preparation? What happens when you serve your child a non-preferred meal?

 *Group discussion notes:*



Did any of the suggestions provided throughout the family's Everyday Moment, which you are not already using, seem like they would work for you? Examples include the following:

- Using what you know about Division of Responsibility in Feeding to communicate with your child;
- Establishing consistent mealtimes;
- Modeling healthy eating behaviors;
- Offering new food with a preferred food;
- Providing praise or encouragement for trying new foods;
- Providing opportunities to learn life skills related to food preparation; or
- Analyzing a troublesome situation using the ABC Method.



Group discussion notes:




Did you try any of these suggestions or strategies? What was the outcome?
Do you plan to try any other strategies or suggestions?



Group discussion notes:



Step 5: Prepare Any 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 Everyday Moments *60 minutes*
Rainy Day and Dinnertime
Homework *15 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.



To engage in discussion, go back to the homework you completed after Meeting 3.

Step 3: Complete Homework [For discussion in Meeting 5]

_____ 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 group discussion of Meeting 5, 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 Sprout 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 Sprout!



? Review the topics that are revisited in the Wrap-Up.

- **Choose one to revisit.** For example, you may choose the Division of Responsibility in Feeding. You'll see that the skills associated with the Division of Responsibility are in three areas: Morning Routine (Jackson Family), Dinnertime (Kym Family), and Dinnertime (Jones Family). Revisit those sections.
- **By reviewing the topics and strategies, notice how the strategies can be applied across different scenarios.** So, in our example, the Division of Responsibility in Feeding can be applied at any mealtime!
- **Now, it's your turn** – choose another topic and think of another way or situation in which you can apply the strategy.

? *Group discussion notes:*



Discuss your answers to the following questions:




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



Group discussion notes:



-  Would anyone like to share a moment when they used a strategy learned in Sprout and discuss how their current reaction compares to how they may have reacted prior to participating in the Sprout training? What was different? How did your child respond?

 *Group discussion notes:*

Meeting 5



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 program from that would be most appropriate for your family to complete next.

- _____ Share a timeline for when you think you'll start the next program [Optional].

- _____ 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.



To engage in discussion, go back to the homework you completed after Meeting 4.



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

For more in-depth exploration of specified topics related to school age children, visit the Thrive website (<https://thrive.psu.edu/>), and review the supplemental module content for the most up-to-date offerings.

Visit the Thrive website, and, if interested, register for the next Thrive initiative that is applicable for your developing child(ren).

Thrive Initiative Program Areas			
Universal Parenting Programs			
Take Root	Sprout	Grow	Branch Out
Infants (0 to 6 months)	Preschool (3 to 5 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 Sprout! 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



Sprout Screen Share Text Example

Thank you for joining our meeting for



sprout

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 whom 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.

