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**CLEARINGHOUSE**  
FOR MILITARY FAMILY READINESS



# Hybrid Implementation of Universal Parent-Education Programming

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July 31, 2024

# Applied Research Center



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<https://militaryfamilies.psu.edu>

# The Thrive Initiative



-  **Positive Parenting Practices**
-  **Parent and Child Stress Management**
-  **Promoting Healthy Lifestyles**

**[thrive.psu.edu](https://thrive.psu.edu)**

# Thrive Universal Programming

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 and Toddlers (1 to 3 years)			
Parenting Programs for High-Needs Populations			
Take Root Home Visitation		Grow Safe and Secure	
Infants and Toddlers (0 to 3 years)		Grades K-5 (5 to 10 years)	



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**Terri L. Rudy, MPA**

# Objectives

- Distinguish the importance of universal parent-education programs.
- Differentiate between program delivery formats.
- Recognize the evidence-informed process for the development of the Thrive Initiative parent-education programs.
- Explain the available programming opportunities to families and those who might benefit from participating in a Thrive Initiative parent-education program.
- Recall how to access and use the Thrive resources for hybrid implementation and delivery.

# Parents and Caregivers

## Parental Influence

- Cognitive, Emotional, Social, and Physical Development (Sanders & Turner, 2018)



## Parenting Support

- Parent-focused Interventions that enhance parenting competencies and the parent-child relationship (Prinz, 2016)
  - Strengthen parent, child and family functioning (Sanders & Burke, 2018)

# The Importance of Parenting Programs

- Overarching goals (Prinz, 2016)
  - Enhance parents' efficacy and satisfaction
  - Build on parents' competencies and skills
  - Strengthen the parent-child relationship



# Universal Parent-Education Programming

- Promote the use of positive parenting practices
  - Positive communication
  - Developmentally appropriate discipline
  - Family routines
- Encourage nurturing behaviors
- Increase parents' knowledge of child development and communication skills





“Do the best you can until you  
know better. Then when you  
know better, do better.”

*-Maya Angelou*

# Thrive Initiative

The Thrive Initiative is a portfolio of evidence-informed, developmentally appropriate parenting programs that include a health promotion component.





# Thrive Development Overview



- Evidence-informed
- Utilizes a common components approach
- Programs include parenting strategies around health promotion
- Programs incorporate blended and multimodal environments into the program delivery

# Program Development Decision Points

12 decision points are used to develop the Thrive Initiative programs:

Decision #1: Identify and define target population and program focus

Decision #2: Define mode of delivery

Decision #3: Define method of delivery

Decision #4: Identify and select programs for Common Components Analysis

Decision #5: Common Components Analysis (CCA)

Decision #6: Research and identify health promotion components

Decision #7: Lay out theoretical framework

Decision #8: Develop program logic model

Decision #9: Identify and select curriculum writer

Decision #10: Research and identify barrier reduction strategies

Decision #11: Develop evaluation plan

Decision #12: Research and identify sustainability strategies

# Common Components Analysis

A process in which the individual strategies or parts of a program are identified with the aim of discovering those components that are shared across programs  
(Chorpita, Daleiden, & Weisz, 2005)





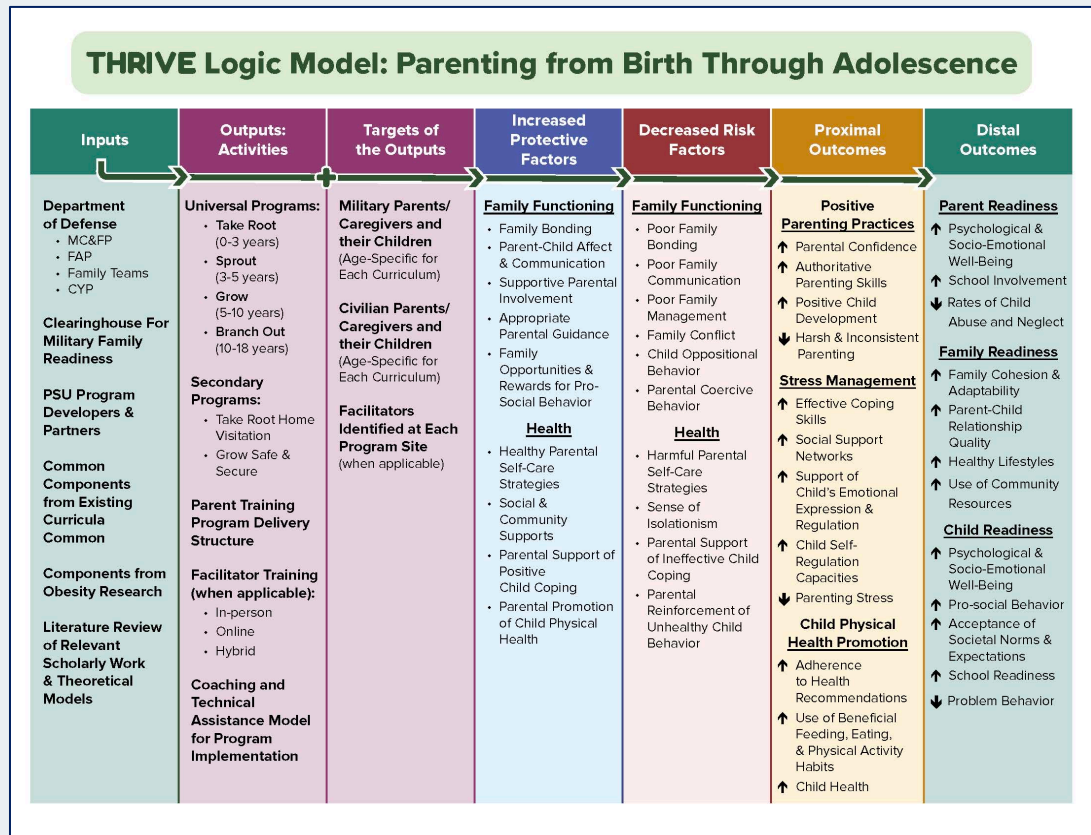
# Health Promotion Components

- Identify peer reviewed journal articles
- Review clinical trials/interventions to identify specific parenting strategies use to promote healthy behaviors
- Review references from articles to identify additional publications
- Search [clinicaltrials.gov](https://clinicaltrials.gov) for ongoing trials related to health promotion, childhood obesity prevention/intervention
- Pull evidence-based strategies from current health recommendations (e.g., American Academy of Pediatrics, Institute of Medicine)

# Program Development

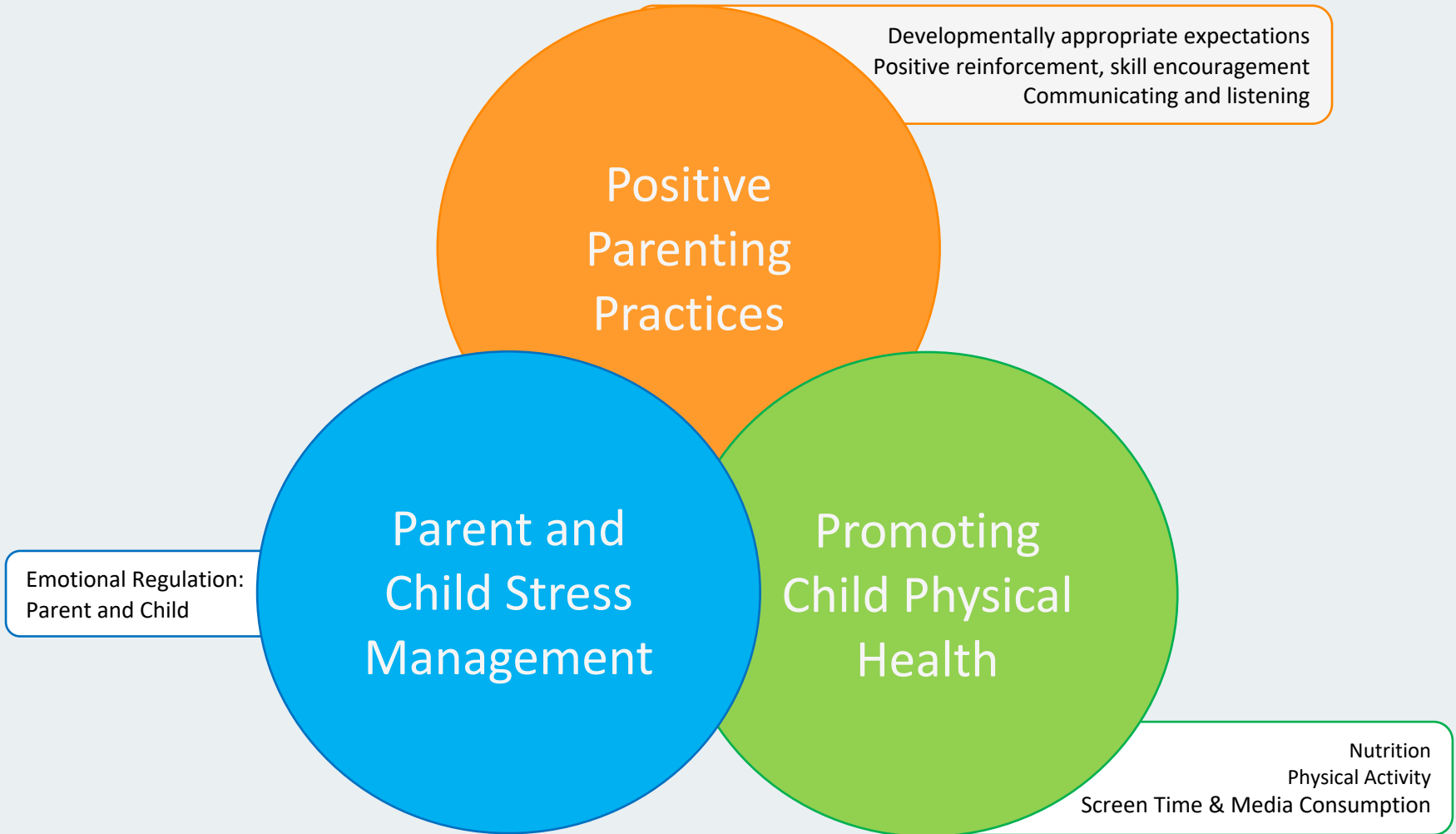
Draw on findings to develop:

- Logic model
- Theory of change
- Program curriculum
- Evaluation plan



# Initiative Domains

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📍 **take root**

🌱 **sprout**

🌿 **grow**

🌳 **branch out**

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# Thrive Universal Parenting Programs





0-3 years



#### Theoretical Foundations:

Social Cognitive Theory (Bandura, 1986)  
Attachment Theory (Bowlby, 1969)  
Anticipatory Guidance (Nelson et al., 2003)

#### CCA Components:

Positive parent-child interaction  
Socio-emotional and cognitive development  
Social support  
Parental care of infant health  
Nutrition  
Developmental expectations  
Routines  
Child safety  
Parental self-care



Take Root guides parents over the first three years of a child's life by dividing programming into separate age tracks to help families:

- Recognize and try to understand that their child's behavior is telling them something important
- Build skills to help manage stress so that they can enjoy their child, appreciate their strengths, and deal with parenting situations that they find more challenging
- Understand, practice, and adopt strategies to respond to their child in gentle, reassuring, and predictable ways



3-5 years



### Theoretical Foundations:

Social Cognitive Theory (Bandura, 1986)  
Positive Youth Development (Damon, 2004)  
Anticipatory Guidance (Nelson et al., 2003)

### CCA Components:

Discipline & parenting practice/skills  
Socio-emotional wellness  
Parent-child and peer relationships  
Child development and parental expectations  
Stress management: parent & child  
Family routines  
Media & violence  
Child health & wellness



Sprout follows four unique families through six everyday moments; families learn strategies to help:

- Understand age-appropriate expectations for preschoolers
- Develop routines at an early age so children know what is expected of them, or so daily tasks are predictable
- Guide developmental milestones







5-10 years



grow

### Theoretical Foundations:

Social Cognitive Theory (Bandura, 1986)  
 Positive Youth Development (Damon, 2004)  
 Seven C's Model of Positive Development (Ginsburg & Jablow, 2011)  
 Anticipatory Guidance (APHA, 1955)

### CCA Components:

Praise/positive reinforcement  
 Applying appropriate rewards/consequences  
 Knowledge of child development  
 Skill encouragement; Problem solving  
 Realistic, high expectations  
 Parental influence on youth  
 Limit setting & monitoring  
 Emotion regulation/coaching  
 Accessing community resources  
 Healthy parental involvement  
 Managing (parent's own) strong emotions  
 Healthy feeding & eating practices  
 Effective communication with child



By using a variety of scenario-based videos, Grow helps families learn how to:

- Praise and encourage their child in appropriate ways
- Help their child learn coping strategies
- Manage their stress and regulate their emotions
- Establish or build upon existing routines
- Enact behavior modification strategies, and set limits
- Promote physical health for themselves and their child





10-18 years



### Theoretical Foundations:

Social Development Model – Social Learning Theory (Bandura, 1977)  
Developmental Assets Framework (Benson et al., 2011)  
Anticipatory Guidance (Nelson et al., 2003)

### CCA Components:

Positive Parenting  
Family Life Management  
Socio-Emotional Competence  
Social Connections  
Self-Care  
Nutrition  
Physical Activity  
Risky Behavior Prevention  
Adolescent Competencies Enhanced by Health  
Promotion





# branch out

By using real family experiences and scenarios, Branch Out will help families learn strategies to:

- Foster open and honest communication
- Support their adolescent's development and independence
- Understand their adolescent's development
- Establish boundaries and guidelines
- Cultivate positive relationships
- Establish safety measures
- Recognize the benefits and risks of digital media




# (In-person) Parent-Education Programming

In-Person  
Programming

Online or  
Web-Based  
Programming

Hybrid  
Programming


- 
- Strong evidence-base (Sanders, 2019)
  - Limitations (MacDonnel & Prinz, 2017)
    - Poor Reach
    - High Cost
    - Low Participation
    - Stigma
    - Inaccessibility

# (Web-based) Parent-Education Programming

In-Person  
Programming

Online or  
Web-Based  
Programming

Hybrid  
Programming

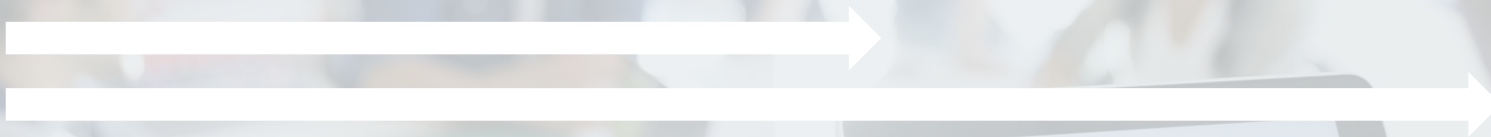
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- Benefits
    - Cost-effective
    - Building evidence for positive outcomes (Chesnut et al., 2020)
    - Increased reach (e.g., military families, global health crises)
  - Limitations
    - Lack of interpersonal relationship (Czymoniewicz-Klippel et al., 2019)
    - Limited research (Owen et al., 2017)

# (Hybrid) Parent-Education Programming

In-Person  
Programming

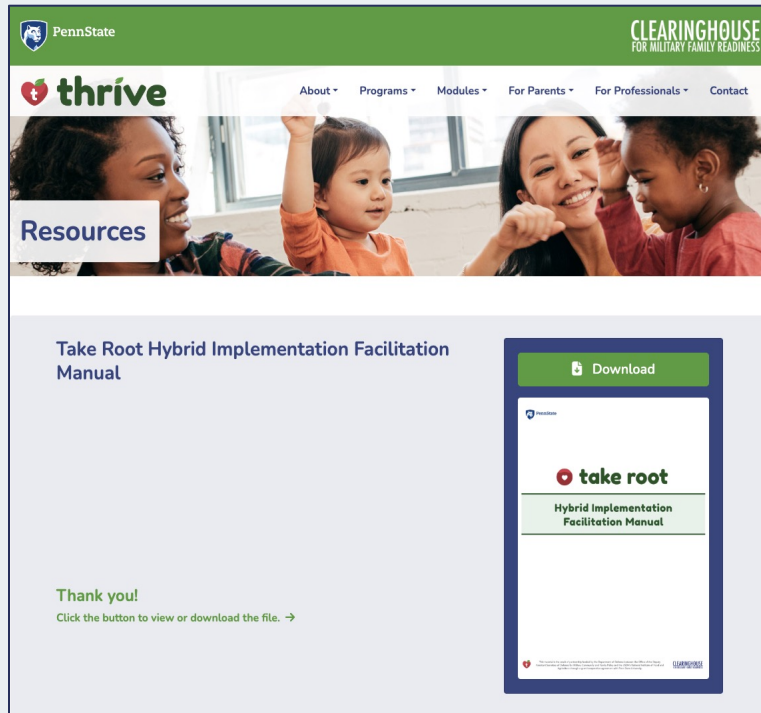
Online or  
Web-Based  
Programming

Hybrid  
Programming

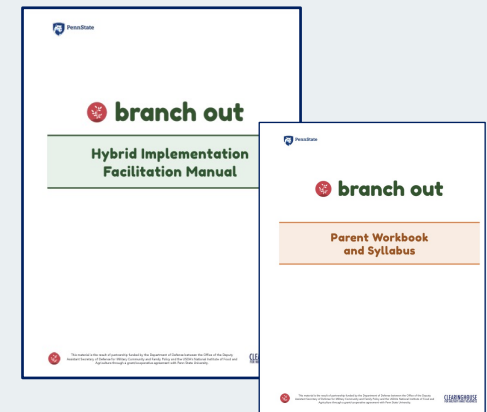
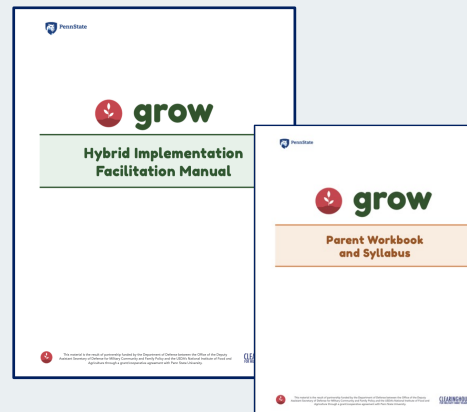
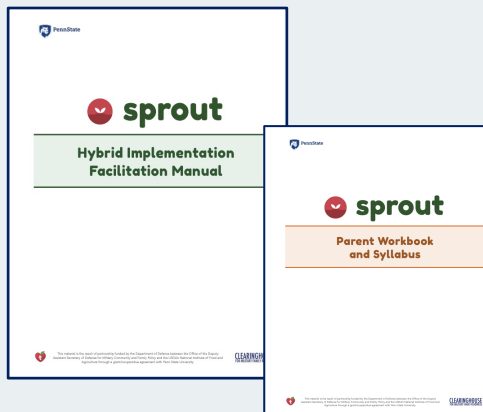


- Benefits (potential)
  - Blend the best of both worlds? (e.g., online and community-building)
- Limitations
  - How much interpersonal relationship building is enough versus too much? (Czymoniewicz-Klippel et al., 2019)
  - Limited research

# Hybrid Implementation Resources



- Hybrid Implementation Facilitation Manuals
  - Training
  - Planning
  - Implementation
- Thrive Parent-Education Universal Programming
- Additional Resources
  - Parent Workbook





# Hybrid Implementation Example



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## Identify...

- Facilitator

## Preparation...

- Training
- Format (i.e., in-person or virtual meeting sessions)
- Location
- Recruitment/Advertising

## Rollout...

- 5 Meeting Sessions/1X per Week

# Hybrid Implementation Beta Testing

## Preliminary Beta Testing

- Penn State Extension
- Community Partnership

## Facilitator Usage and Participant Engagement

- Facilitators Usage
  - Comfort with facilitating and leading the virtual/in-person meeting sessions
  - Adherence to the developed hybrid implementation manual and resources
- Participant Engagement
  - Displayed positive behaviors signaling engagement in the meeting sessions

## Lessons Learned

- Identify ways to keep parents and caregivers engaged (e.g., send “teaser” emails prior to program start)





# Questions?

<https://thrive.psu.edu>

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## Training Modules



Applied Neuroscience for Helping Professionals

→ Request Resource



Motivational Interviewing and Values Clarification Module

→ Request Resource



Trauma-Informed Care in Parent Education Module

→ Request Resource

Motivational Interviewing and Values Clarification



Trauma-Informed Care in Parent Education

START COURSE



Applied Neuroscience for Helping Professionals

START COURSE

Motivational Interviewing, an Introduction

What is Motivational Interviewing?



Reflection

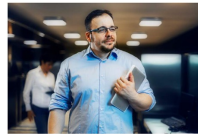
Change is a hard word, so it is understandable why people may resist change and prefer to stay in their comfort zone. However, in the health care setting, change is often necessary for the best outcomes for patients.

Motivational Interviewing is an evidence-based practice.

Motivational Interviewing is a collaborative approach that helps people find the motivation and commitment to change. It is a client-centered, non-confrontational approach that helps people find the motivation and commitment to change. It is a client-centered, non-confrontational approach that helps people find the motivation and commitment to change.

SELF-REGULATION OVERREGULATION COGNITIVE DYSREGULATION EMOTIONAL DYSREGULATION

A person's ability to control and moderate their negative, emotional, and/or sensory experiences in response to their current needs, goals, events, or situations.



## Thrive Educational Series Presentations



Helping Families to Build Supportive Coparenting Relationships

March 19, 2024

→ Request Resource



Typical, Harmful, or Both? Attending to Critical Behaviors Presentation

January 22, 2024

→ Request Resource



Trauma-Informed Care for Helping Professionals Presentation

October 17, 2023

→ Request Resource



Promoting the Mental Health of Military Parents Presentation

July 11, 2023

→ Request Resource



Mental Health Challenges of Military-Connected Children Presentation

April 3, 2023

→ Request Resource



Motivational Interviewing and Values Clarification Presentation

January 17, 2023

→ Request Resource

# Resources for Professionals: Professional Learning Modules and Development

# Supplemental Modules Universal Parenting Programs




A supplemental parent-education module that is designed to provide support to parents and caregivers who are part of a blended family system.

[Learn More](#)

More - THRIVE A. Instructor - Messages - Help - Search

Home / Stepfamilies: Blending Bonds, Building Harmony

**Stepfamilies: Blending Bonds, Building Harmony**  
Welcome to Stepfamilies: Blending Bonds, Building Harmony! This is a parent-education module for parents and caregivers who are part of a blended stepfamily system. This supplemental module is intended to provide support to parents or caregivers... [more](#)

**Content**  
[View a list of available courses](#)

[Add](#) [1 Recorder](#) [Edit course](#) [View as Learner](#) [...](#)

**SESSION 1: INTRODUCTION**

- Welcome
- Introduction
- Consent Form
- Demographics
- Program Objectives

**SESSION 2: BECOMING A STEPFAMILY**

- Becoming a Stepfamily
- Meet the Module Stepfamilies
- Becoming a Stepfamily: From the Child's Perspective
- Becoming a Stepfamily: Examples from a Child's Perspective
- Session 2 Summary

**SESSION 3: MAKING THE TRANSITION**

- Making the Transition
- Strategies for Easing the Transition to Stepfamily
- Apply a Parenting Team Approach
- Implement a Gradual Pace
- Have Open Discussions
- Include the Child in Decision-making Processes
- Honor the Child's Relationship with the Non-residential Biological Parent
- Manage Parenting Expectations
- Session 3 Summary

**SESSION 4: PARENTING ROLES**

- Parenting Roles
- Providing Positive Reinforcement and Discipline
- The Role of the Residential Biological Parent
- The Role of the Non-Residential Biological Parent
- Session 4 Summary

**SESSION 5: CO-PARENTING IN STEPFAMILIES**

- Co-parenting in Stepfamilies
- Co-parenting Using Authoritative Principles
- Effective (Step)parenting Discipline
- Co-parenting Considerations for the Stepfamily Parent
- Session 5 Summary

**SESSION 6: STEPFAMILIES AND FAMILY DEVELOPMENT**


- Stepfamilies and Family Development
- Supporting your Coparent
- Stepfamilies Develop and Change with Time

**WRAP-UP**

- Tell Us What You Think
- Congratulations!

**Homework: Implement a Parenting Strategy**

Select one strategy to implement with your stepfamily this week. It can be one you haven't tried, a strategy you would like to focus more effort on, or one that you've struggled with. For example, if you would like to focus on the strategy of using an authoritative parenting style, you may decide to focus on setting clear expectations around homework with your school-age children who are having difficulty completing homework. You, as the (step)parent, can communicate the importance of completing homework but allow the child some autonomy in choosing when and where to do the homework. You also provide support if needed and establish a reasonable consequence if the children do not complete their homework on time. Remember, authoritative parenting combines warmth and responsiveness with clear expectations and consistent discipline.

**Activity: Strategies to Incorporate when Transitioning to a Stepfamily**

Read through each scenario below. Then, match the appropriate strategy that can help a family ease the transition to becoming a stepfamily to the corresponding scenario.


Dax has been struggling with some new concepts in math. His dad used to help him with homework, but Dax is living with his mom and stepdad. Randy, during the week now that his parents are divorced, Randy offers to help, but Dax declines. Randy then suggests that Dax use his tablet to video chat with his dad to get help with his math homework. Dax agrees, and Randy helps him make the call.

☐ Include the Child in Decision-Making Processes

☐ Honor the Child's Relationship with the Non-Residential Biological Parent

**All Families**

All families are unique, and stepfamilies, of course, are not limited to mixed-sex couples. Same-sex couples who have children may also become stepfamilies. For example, a parent in a same-sex couple relationship may have entered that relationship with pre-existing children. As in any stepfamily, coparents should recognize that a stepparent enters the family as an "instant" parent to the children of the other parent.

**Reflection: Our Stepfamily Dynamics**

Who are you in your family's stepfamily dynamic? Please type in your dynamic.

- Residential biological parent
- Residential non-biological parent (stepparent with stepchildren who live in your home for the majority of the time)
- Non-residential biological parent
- Non-residential non-biological parent (stepparent with stepchildren who visit your home but do not live in your home)

Type your family's stepfamily dynamic here.

Submit

Who are the children in your stepfamily household?

- Biological children from your previous relationship only (mine)
- Stepchildren only (yours)
- Biological children from your previous relationship and stepchildren (yours and mine)
- Biological children from your previous relationship and children from your current relationship (mine and ours)
- Stepchildren and children from your current relationship (yours and ours)
- Biological children from your previous relationship, stepchildren, and biological children from your current relationship (yours, mine, and ours)

Type the children in your stepfamily household here.

Submit

What are the goals you have for your family by participating in this module?

Type your response here.

Submit

35

# Upcoming event:

## ADOPTION

**Dr. Jennifer Crissman Ishler**

- **Wednesday, September 25th**
- **12 pm ET**
- **Registration information coming soon!**



# Clearinghouse Office Hours



**Monday, August 26th  
@ 3pm ET**

<https://bit.ly/3LjXlc2>

- **Monthly collaborative learning sessions.**
- **Real-time guidance and resources from researchers and implementation specialists.**
- **Open to anyone who supports military families**
- **30- to 45-minute microlearning sessions over Teams**





# Presentation survey

<https://bit.ly/3S0rVAU>

*\* Slide deck and recorded presentation will be available on the Thrive website.*



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# Thank You

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## Contact Us



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