



anger management

Family Conflict: Mindfully Creating Positivity

Hybrid Implementation Facilitation Manual







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Overview (C)



Web-Based Thrive Universal Parenting Programs

The Thrive Initiative, which 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), is a portfolio of evidence-informed parenting programs that are designed to empower parents (and caregivers) as they nurture children from the prenatal period through 18 years of age.

There are four developmentally age-appropriate core, universal parenting programs within the Thrive Initiative—Take Root, Sprout, Grow, and Branch Out—that are available in a web-based format at no cost to military and civilian parents. Each of the Thrive Initiative parenting programs convey knowledge, skills, and strategies within three overarching learning domains: positive parenting practices, stress management, and child physical-health promotion.

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 call the Clearinghouse Technical Assistance Team at 1-877-382-9185.

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





Thrive Initiative Universal Supplemental Parent-Education Modules

The Thrive Initiative's supplemental parent-education modules explore a variety of topics and offer families opportunities to build on information and strategies they have learned in any of the Thrive Initiative's four core, universal parenting programs. The supplemental modules are available in a web-based format at no cost to military and civilian parents, and each module takes approximately 2 hours to complete. Participating in an age-appropriate universal parenting program before engaging with any of the supplemental modules may help parents attain the most benefits as they work to reach the goals they set for their families.

As a professional, you can incorporate supplemental modules into your educational outreach for military or civilian families by using this manual. The manual should be used as a guide as you engage with families in the hybrid implementation of a supplemental module. This implementation can involve group-based, synchronous facilitation (i.e., face-to-face or virtual) while parents complete a supplemental module online. A description follows that explains how a supplemental module can be offered to participants in a hybrid implementation format.

Regardless of the type of delivery selected, facilitators must receive training, as outlined in this facilitation manual, prior to hybrid implementation.

Delivery Type 1: Supplemental Extension

If you are offering group-based, hybrid implementation of one of the Thrive Initiative's core, universal parenting programs, a supplemental module can be added as an extension to the existing virtual or face-to-face sessions. Just add two additional meeting times.

Delivery Type 2: Supplemental Stand Alone

You may have previously offered one or more of the Thrive Initiative's core, universal parenting programs to various groups. If so, you can recruit participants who have completed any of the four core, universal parenting programs to become part of a new group. These participants may have completed one or more universal parenting programs as a member of a hybrid implementation group(s), or they may have completed programming online independently. As a result of your recruitment efforts, a new group will be formed to complete the supplemental module online. This group will meet three times, face-to-face or virtually, to discuss the supplemental module's content.





Purpose of the Anger Management-Family Conflict: Mindfully Creating Positivity Hybrid Implementation Facilitation Manual

This facilitation manual offers professionals guidance regarding how to coordinate and deliver the **Anger Management-Family Conflict: Min**dfully Creating Positivity supplemental module in a hybrid implementation format. Specifically, this manual will provide the facilitator with implementation instruction for group-based—face-to-face or virtual—synchronous interactions while parents complete the supplemental module online asynchronously.

The **Anger Management-Family Conflict: Mindfully Creating Positivity** supplemental module includes an introduction and four sessions. The supplemental module can be accessed by parents on the Thrive Initiative's website: https://thrive.psu.edu/modules/supplemental/.

Objectives of the Anger Management-Family Conflict: Mindfully Creating Positivity Hybrid Implementation Facilitation Manual

- Outline the components of the **Anger Management-Family Conflict: Mindfully Creating Positivity** supplemental module.
- Provide guidance to professionals as they implement face-to-face or virtual group meetings with parents as the parents complete the supplemental module.
- Offer templates that can be used as or part of recruitment tools, parent workbooks, scheduling examples, and preprinted resources.

Training (2





Hybrid Facilitation Training



The Thrive Initiative provides general facilitation training to prepare you, the facilitator, for hybrid implementation of a supplemental module.

 If you have previously delivered a Thrive Initiative universal program or supplemental module in a hybrid implementation format, you likely completed the recommended <i>Hybrid Facilitation Training</i> . Please proceed to the next section in this facilitation manual titled <i>Supplemental Module Training</i> .
 If you are a new facilitator who has not facilitated a core, universal Thrive Initiative parenting program, you will need to complete the <i>Hybrid Facilitation Training</i> in order to offer a supplemental parent-education module in a hybrid format to parents and caregivers who have previously participated in a core, universal Thrive Initiative parenting program.

If you have not already done so, please complete the online *Hybrid Facilitation Training* to learn about the following aspects of quality facilitation:

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

To register for the *Hybrid Facilitation Training*, visit the Thrive Initiative's Facilitator Portal at https://thrivefacilitator.lms.militaryfamilies.psu.edu

Enter (or create) a user name and password to log in. Under "Thrive Facilitator Training," you will see a row titled "Hybrid Implementation Facilitation Training." Click on it, and select "Hybrid Facilitation Training" to access the course.

The *Hybrid Facilitation Training* takes approximately 2 hours to complete. You can complete this course at your own pace. It does not need to be completed all at once. You can take breaks as the online management system will recognize where you are in the completion process upon your return to the course.





Supplemental-Module Training

The next step in this training is to complete each web-based supplemental module that you wish to facilitate in a hybrid implementation format. This manual will guide you as you complete the web-based Anger Management-Family Conflict: Mindfully Creating **Positivity** supplemental module and will help prepare you to implement the supplemental module to a group of program participants using a hybrid approach.

When you are logged in to the Thrive Facilitator Portal, you are automatically enrolled in and have access to the Thrive Initiative's web-based universal parenting programs and supplemental parent-education modules. Click on the Anger Management-Family Conflict: Mindfully Creating Positivity supplemental module, and select "Go to course" to begin. As you complete the supplemental module, download the tools and resources provided. You can use these resources to learn more about a topic and to support your discussions during your face-to-face or virtual meetings with the group of participants you enroll in hybrid implementation of the supplemental module.

Use of the Hybrid Implementation Facilitation Manual

After you complete the online Hybrid Facilitation Training and the online Anger Management-Family Conflict: Mindfully Creating Positivity supplemental module, continue to use this facilitation manual as your guide to prepare for hybrid implementation of the supplemental module to a group of program participants.



Do not move forward until you have completed the Hybrid Facilitation Training and the Anger Management-Family Conflict: Mindfully Creating Positivity supplemental module.

Planning I





Roles of Facilitator(s)

In the Hybrid 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 perform both roles.

If an individual is the designated coordinating facilitator, this individual will likely support the following aspects of coordination for hybrid implementation of the supplemental module:

- Participant recruitment;
- Participant registration;
- Participant attendance tracking; and,
- General preparation for delivery of the face-to-face or virtual group meetings that will discuss the supplemental module, such as scheduling meeting times, conducting marketing efforts, setting up a meeting space (e.g., reserving a location, scheduling a teleconferencing platform like Zoom), preparing or purchasing supplies, providing technical assistance on the day of meetings, and offering general support for the delivery facilitator.

If an individual is the designated delivery facilitator, this individual will likely do the following:

- Prepare for each meeting according to this facilitation manual, which is specific to the Anger Management-Family Conflict: Mindfully Creating Positivity supplemental module.
- Facilitate the discussion at each hybrid implementation meeting.

Initial Preparation

Format

Determine if you will be offering face-to-face meetings, virtual meetings, or a combination of the two. When group-based hybrid programming is offered for supplemental modules in any format, the participant groups are intended to include 10 – 12 families. Depending on your organization's specifics and limitations, unique factors may influence your planning (e.g., limits on a face-to-face group size due to space restrictions). This facilitation manual provides a framework for small, multi-family group meetings. Remain flexible so you can focus on serving your families in the best way possible.

Location

 If you are offering face-to-face meetings in a group format, you will need to find a meeting space that can accommodate a group comfortably (e.g., ample tables and chairs; a safe, accessible location).



 If you are offering virtual meetings, choose a virtual or video conferencing platform (e.g., Microsoft Teams) that does not require paid access for your families and offers adequate privacy protection. Ensure that the individuals(s) who assume the role(s) of coordinating facilitator and delivery facilitator have ample training on utilizing the platform and/or they understand how to access technical support.

Recruitment and Advertising for Hybrid Implementation

Recruitment and Advertising Strategies

For hybrid implementation of the Anger Management-Family Conflict: Mindfully Creating Positivity supplemental module, recruit parents who have children between the ages of birth to 18 years. Recruitment will vary depending on the way you plan to offer hybrid programming. Consider the following delivery types:

Delivery Type 1: Supplemental Extension

If group-based, hybrid implementation of the supplemental module is being added as an extension of existing virtual or face-to-face sessions of one of the Thrive Initiative core, universal parenting programs, you will form your group at the time you recruit participants for that identified universal parenting program. Follow the recruitment guidance in the Hybrid Implementation Facilitation Manual for the selected core, universal parenting program, and proceed to page 29 of this facilitation manual to learn how to add two additional meeting sessions for this supplemental parent-education module.

Delivery Type 2: Supplemental Stand Alone

If you previously offered one, or more, of the Thrive Initiative's core, universal parenting programs to various groups, your recruitment efforts for facilitating this supplemental parent- education module will result in a new group being formed. Participants of this group will complete the web-based supplemental module independently and engage with you, the facilitator, as a group in three face-to-face or virtual meetings. The meetings will involve interactive discussions of the supplemental module's content. To recruit participants, use the contact information you have collected from previous program participants to market the parent-education module and create the new group. Consider creating a flyer and disseminating it and other invitational messaging via email, paper mail, or social media. You may also extend your marketing to families who have independently completed one or more of the Thrive Initiative's universal parenting programs.

In addition, you could consider mass marketing strategies like advertising in child care centers, local schools, youth centers, gyms, shopping centers, grocery stores, family centers, community centers, websites, social media pages, local newspapers, and organizational newsletters.



Before you start recruiting and advertising, confirm how the group will meet (i.e., virtually or face-to-face), and secure the dates and the times you will be meeting. When recruiting and advertising, share how the group will meet and the location (if meeting in person); explain some basic information about the dates, times, structure, and time commitment; and list a Point of Contact (POC) for questions. Other information that you may want to consider adding could include whether child care will be provided, whether snacks or refreshments will be available, or whether there is a registration requirement (e.g., must have previously participated/completed a Thrive core, universal parenting program).

Registration

A participating parent should have completed (or more) of the Thrive Initiative age-graded core, universal parenting programs (i.e., Take Root, Sprout, Grow, or Branch Out) prior to engaging in any of the Thrive Initiative supplemental modules. Therefore, the participants you recruit will have already created a Thrive account prior to your first hybrid implementation meeting for the supplemental module, and they will understand the expectations of hybrid implementation. Upon registration, ensure parents have already participated in a Thrive core, universal program.



Note: Participants who participate in a Thrive Initiative core, universal program receive a Certificate of Completion upon finishing the program.

To help with any organizational paperwork that may need to be completed as you recruit and register participants, the Thrive Initiative has created a template for tracking participant recruitment. See Appendix B.

Attendance

During hybrid implementation meetings for the supplemental module, you are encouraged to take attendance in accordance with your organization's policies.

Program Preparation

Prepare and Disseminate Meeting Information

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

 The Parent Welcome Letter for the Anger Management-Family Conflict: Mindfully **Creating Positivity** supplemental module.



Note: There is a Parent Workbook and Syllabus for each delivery type (i.e., Supplemental Extension or Supplemental Stand Alone). Please be sure to access, download, and share the appropriate Parent Workbook and Syllabus with your participants.



This workbook provides detailed information on how to access the supplemental module on the Thrive Initiative website and specific information about the dates, times, location, topics, and homework for each meeting.

Prior to hosting the first session of your hybrid implementation meetings, prepare and disseminate a welcome letter to the registered participants. Include information such as the name and contact information of the facilitator(s), the dates and times of the meetings, and the meeting location (i.e., physical address or web link). See Appendix C: Parent Welcome Letter template.

In addition, list the specifics of your implementation, such as the dates and times of each meeting and homework due dates, in the Parent Workbook and Syllabus. After the file has been personalized with your delivery information, decide whether you will print and mail copies or share the file electronically with participants. Ensure all participants receive a copy of the Parent Workbook and Syllabus upon registration or before the first meeting.

Check Your Supplies

Hybrid implementation of the supplemental module in a face-to-face format will require the following:

- Computers for participants to sign in to the Thrive Initiative website and to use to complete the supplemental module,
- Internet access for participants and the facilitator(s),
- A physical meeting space with tables and chairs,
- A flip chart or whiteboard/blackboard with markers or chalk, and
- Pencils/pens for participants.

Hybrid implementation of the supplemental module in a virtual format will require the following:

- Computers for participants to sign in to the Thrive Initiative website and to use to complete the supplemental module;
- Internet access for participants and the facilitator(s) for the online meetings; and
- Access for participants and the facilitator(s) to a virtual or video-conferencing platform that includes shared workspaces such as screen sharing or a whiteboard feature.



Note: For virtual hybrid implementation, the facilitator or designated support person should have a telephone available and should have provided the telephone number to participants prior to the meetings in case they encounter technical difficulties in joining the virtual platform.

Implementation (**)



Overview of Hybrid Implementation of the Supplemental Module

During the hybrid implementation of a supplemental module, parents independently complete portions of a supplemental module online, and, then, they meet with you (or the delivery facilitator) either virtually or face-to-face to discuss the content and further their knowledge gains and skill acquisition.

Online Supplemental Module – Anger Management-Family Conflict: Mindfully **Creating Positivity**

The Anger Management-Family Conflict: Mindfully Creating Positivity supplemental module includes an introduction and four sessions. The supplemental module can be accessed on the Thrive Initiative website at https://thrive.psu.edu/modules/supplemental/.

- Below is a brief summary of the supplemental module content:
 - o Introduction

This session introduces anger and conflict as normal part of life.

o Session 1: An Introduction to Anger

This session includes information on understanding anger, including anger as a secondary emotion, and the Anger Cycle.

Session 2: Anger-Management Skills

This session includes topics such as what triggers anger and what you can do to better navigate through your anger.

o Session 3: Conflict Resolution Skills

This session includes topics such as different types of conflict and how to handle conflict in a beneficial and healthy manner.

o Session 4: Wrap-Up

This session includes information on how to manage anger in conflict in your life.

Supplemental Module Meetings

Interactions with parents related to the supplemental module can be completed in two or three group-based meetings, depending on the delivery type (i.e., in person, virtually, or a combination of the two).

In this facilitation manual, the schedule of events, potential discussion questions, and activity prompts are provided for the two types of groups that can be formed for hybrid implementation meetings.





Overview of the Types of Hybrid Implementation for Supplemental **Module Meetings**

An outline follows that discusses the two hybrid supplemental module implementation delivery types covered in this facilitation manual.



Please note, the agenda and delivery instructions for each type of implementation are color-coded in this facilitation manual. Delivery Type 1 is color-coded as green.

Delivery Type 1: Supplemental Extension

After the hybrid implementation of one of the Thrive Initiative core, universal parenting programs has occurred, a supplemental module can be added as an extension of the existing virtual or face-to-face sessions of that universal parenting program by adding two additional meeting times.

- In this delivery type, the facilitator introduces the supplemental module meeting content during the final session of hybrid implementation of the offered core, universal parenting program. Allow approximately 20 additional minutes to explain the supplemental module and provide instructions on how to access the module. At this time, assign participants homework that includes the Introduction and Sessions 1 and 2 of the Anger Management supplemental module.
- Supplemental Module Meeting 1: Discuss the Introduction and Sessions 1 and 2 (45- to 60-minute meeting). Assign Sessions 3 and 4 as homework.
- Supplemental Module Meeting 2: Discuss Sessions 3 and 4 and Resource Sharing (60-minute meeting).



Please note, the agenda and delivery instructions for each type of implementation are color-coded in this facilitation manual. Delivery Type 2 is color-coded as purple.

Delivery Type 2: Supplemental Stand Alone

This delivery type encompasses the formation of a new group of families that consists of individuals who previously participated in a Thrive Initiative core, universal parenting program. These participants may have completed one or more universal parenting programs as a member of a hybrid implementation group(s), or they may have completed programming online independently. As a result of your recruitment efforts, a new group will be formed to complete the supplemental module online. This group will meet three times, face-to-face or virtually, to discuss the supplemental module's content.



- Participants are recruited based on their completion of any of the Thrive Initiative core, universal parenting programs (i.e., group-based or independent completion). Note: Participants who participate in a Thrive Initiative core, universal program receive a Certificate of Completion upon finishing the program.
- Intake Meeting: Overview of the Supplemental Module (45- to 60-minute meeting). Assign participants the Introduction and Sessions 1 and 2 as homework.
- Supplemental Module Meeting 1: Discuss the Introduction and Session 1 and 2 (45- to 60-minute meeting). Assign Sessions 3 and 4 as homework.
- Supplemental Module Meeting 2: Discuss Sessions 3 and 4 and Resource Sharing (60-minute meeting).

Meeting Agenda



Facilitator's Meeting Guide

The next section of the facilitation manual will guide you through the meeting agendas, so you can engage participants in processing and practicing skills from each of the sessions of the online supplemental module. Before each meeting, read the appropriate meeting agenda thoroughly, and prepare to use the prompts to lead discussions.



Meeting Agenda | Facilitator's Meeting Guide



There are two parts for this section. You only need to review the part that reflects the hybrid implementation delivery type you have selected.

Delivery Type 1: Supplemental Extension



Content begins on page 27

This is an extension of a hybrid implementation of one of the Thrive Initiative core, universal parenting programs that should be delivered to an existing group.

Delivery Type 2: Supplemental Stand Alone



Content begins on page 57

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

Delivery Type 1: Supplemental Extension

This is an extension of a hybrid implementation of one of the Thrive Initiative core, universal parenting programs that should be delivered to an existing group.

Introduction (D)

Delivery Type 1: Supplemental Extension

The following instructions are only relevant to the Supplemental Extension of hybrid implementation of the supplemental module. Because your group is currently formed and already participating in active sessions, you will need less time to explain the meeting process or engage in participant introductions. Include the following steps in your final session of the hybrid implementation of the universal parenting program you are offering. Allow 20 additional minutes for these steps to be covered.

Introduction (20 minutes) **Homework**

Overview: Introduction Meeting

(20 minutes added to last universal program session)

Step 1: Provide Overview of the Supplemental Module

Step 2: Review Syllabus

Step 3: Share Expectations

Step 4: Registration and Check for Online Content Access

Step 5: Assign Homework



Introduction | Supplemental Extension



Step 1: Provide an Overview of the Supplemental Module (10 minutes)

Discuss the following topics with your participants:

Anger Management-Family Conflict: Mindfully Creating Positivity is an online supplemental module that is designed to help parents (and caregivers) understand and reduce anger and conflict in everyday moments and situations. This supplemental module focuses on addressing specific concerns individuals might have about how to navigate anger.
In order to reach your full potential as a parent, sometimes, you also have to parent yourself and manage your own emotions. When we feel emotions—like anger—or experience conflict with others, we must remember that our response in these moments could serve as a teaching tool for our children. Taking the time to tap into and understand your own feelings of anger and exploring areas of conflict in your life can help you become the best parent you can be and a positive role model for your child.
 During the online supplemental module sessions and throughout the hybrid implementation meetings, information and parenting strategies that parents can use and adapt, as necessary, to fit their individual circumstances and family needs will be disseminated. The supplemental module content is designed to help parents build on their existing anger-management and conflict-resolution skills and strategies, so they can effectively parent their child(ren).
Some of the content that is read and practiced in the supplemental module and discussed in the hybrid implementation meetings might be familiar to the parents, and they may already know about and use the disseminated information. Therefore, they may use the meeting time as an opportunity to realize, appreciate, and share what already works for them, their child, and their family.
 Anger Management-Family Conflict: Mindfully Creating Positivity is an online supplemental module for parents and caregivers of children of any age. It includes an introduction and four sessions. The module also has an Action Plan worksheet that can be completed as participants engage in the module. This worksheet is especially useful if the participant would like to develop an action plan to keep themself accountable and/or share with others to highlight their progress.



Introduction | Supplemental Extension



After participating in the online supplemental module sessions and the hybrid implementation meetings, parents and caregivers should be able to do the following:

- Understand how anger impacts you and those around you.
- Tap into underlying emotions that may contribute to your feelings of anger.
- Identify strategies and techniques to help you manage your anger.
- Focus on framing your thoughts in a more positive and productive way.
- Approach conflict in a healthy and constructive manner.
- Use identified strategies and techniques to change your behaviors.
- Put together an Action Plan for success!

Step 2: Review the Syllabus (5 minutes)

Provide copies or screen share a copy of the Parent Workbook and Syllabus for the Anger Management-Family Conflict: Mindfully Creating Positivity supplemental module. Review the Summary of Training, and highlight the section where the participants can find pertinent information.

Step 3: Set Expectations (2 minutes)

Set realistic expectations with your participants. Let them know they will be asked to independently complete the online supplemental module and come to meetings ready for discussion. Because the participants will be independently completing the module sessions, you must ensure your participants complete the supplemental module in its entirety. By completing the module, participants will gain valuable knowledge from the content and interaction activities.



In the two following meetings, you will use content, covered in the supplemental module, to facilitate interaction that provides participants opportunities for community building, reflection, and discussion with you and other participants who are trying to successfully navigate anger and conflict.



Introduction | Supplemental Extension



Step 4: [If needed] Registration and Check for Online Content Access (2 minutes)

Explain how participants can access the supplemental module online. Offer support to help with any technological questions. All participants will have previously set up a Thrive account, but you need to ensure they can log in and find the information they need to get started or progress in the supplemental module.

Step 5: Assign Homework (1 minute)

Ask participants to complete the following module sessions from the **Anger Management-Family Conflict: Mindfully Creating Positivity** supplemental module in advance of the second meeting:

- Introduction
- Session 1: An Introduction to Anger
- Session 2: Anger-Management Skills

If possible, show the pages in the Parent Workbook and Syllabus for the **Anger Management-Family Conflict: Mindfully Creating Positivity** supplemental module.

Encourage your participants to complete all of the exercises and discussion questions for the assignments **prior to each of the meetings.**

Supplemental Module Meeting 1 should be scheduled **at least 1 week** after the *Wrap-Up* and *Resource Sharing* meeting from the Thrive Initiative core, universal parenting program hybrid implementation has been completed. Using this timing allows your participants 1 week to complete the supplemental module content for the *Introduction, Session 1 (An Introduction to Anger)* and *Session 2 (Anger-Management Skills)* and gives them time to practice some of the strategies they have learned.



Meeting (60 minutes) **Homework**

Overview of Meeting 1

Step 1: Provide Reintroduction

Step 2: Restate the Ground Rules

Step 3: Start Discussion

Step 4: Assign Homework

Step 5: Adjourn





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

Lead a quick, fun, or positive icebreaker for additional community building. Revisit the list from the Intake Meeting section of the Thrive Initiative core, universal parenting program Hybrid Implementation Manual (i.e., Take Root, Sprout, Grow, Branch Out) that was implemented, and incorporate a new icebreaker that was not used during those meetings.

Step 2: Restate the Ground Rules (5 minutes)

Review the ground rules previously brainstormed, and ask if any new rules need to be added.

Step 3: Start Discussion (45 minutes)

During Supplemental Module Meeting 1, discuss the following questions as a group.

Introduction

Anger Management-Family Conflict: Mindfully Creating Positivity Interaction and Discussion Questions

Provide an overview of the supplemental module using the following points that are taught in the supplemental module:

- Anger and conflict are normal parts of life, and every person will experience these emotions and challenges.
- When we experience anger and conflict, understanding how these emotions and the situation(s) that has created these emotions make us feel can help us realize certain characteristics or traits in ourselves. We may find that the emotional response we exhibit when we feel anger or conflict highlights issues, behaviors, or situations that we should consider changing, so we can be a positive role model for our children and be a loving and thoughtful parent.
- This module intends to support you as the parents and caregivers by helping you learn about anger management, what causes anger, and how to navigate your anger effectively.





Session 1: An Introduction to Anger Interaction and Discussion Questions (5 minutes)



Review this section of the module with the participants by offering the following information:

- Even though anger and conflict are normal parts of life, how we handle our anger and conflict could cause serious problems in our lives. When we express our anger negatively—like yelling, throwing things, or using violence—we can make our lives, and the lives of our loved ones, unpleasant. However, when we find ways to use, or control, our anger reactions in a healthy way, we may be able to make positive changes in our lives.
- Managing anger and conflict in a positive way can be difficult. The stressors and challenges we encounter can make it hard for us to remain calm.
- Please look at the Action Plan Worksheet. You can use this worksheet to help you build and implement a plan and, then, use it as a tool as you complete the module.

Generate discussion among participants using the following questions:

 Think about the reasons/situations that brought you here. What is your goal for yourself related to managing your anger and conflict?
Think about that goal. What does success look like?

Consequences of Anger (5 minutes)



Review this section of the module with the participants by offering the following information:

- Everyone experiences anger; however, when you negatively respond to the anger you feel, difficult consequences for you and for those around you may arise. The module talks about what uncontrolled or unhealthy anger may look like.
- Uncontrolled or unhealthy anger can produce negative reactions in people, and these reactions could produce consequences that may impact these individuals' physical health, such as headaches or sleep problems; mental health, such as increased anxiety and/or depression; and relationships, such as yelling or shouting at others or name calling. In addition, consequences could affect finances, life stability, or sense of self.







Generate discussion among participants using the following questions:

What consequences have you experienced, or are you presently experiencing, due to your reactions from feeling anger? (Solicit responses such as physical health, mental health, relationship, and career consequences.)

Session 2: Anger-Management Skills **Identifying your Triggers to Anger** (10 minutes)



Review this section of the module with the participants by offering the following information:

- Anger is often referred to as a "secondary emotion," which means that anger is a reaction to a different, underlying emotion.
- In other words, we may show anger because we are trying to mask other emotions that we are experiencing, such as disappointment or humiliation. Consider this analogy: you can see the top of an iceberg, but most of the iceberg is below the surface of the water. Anger is like the top of the iceberg, and other feelings, such as sadness or embarrassment that drive the anger, lay under the surface.
- The Anger Cycle shows us the cyclical nature of anger. Understanding this cycle can help us manage our feelings of anger. (Facilitator Tip: See and/or share graphic of the Anger Cycle.)
 - o Typically, the cycle begins with a **triggering event**. This is when you experience a situation or event that is unpleasant or that does not feel good or upsets you. You cannot avoid all situations that distress you.
 - o After experiencing the trigger event, you may start to experience negative thoughts about yourself, other people, or the world in general.
 - o When you focus on negative thoughts that have been generated by a triggering event, you may begin to feel an intense **emotional response**. This emotional response will likely be produced by secondary emotions.
 - o Your reactions to your emotional responses can produce physical **symptoms**. Physical symptoms of feeling anger include experiencing an increased heart rate, shortness of breath, or feeling hot.
 - o The last part of the cycle is your behavioral response. During this aspect of the cycle, you may exhibit negative behaviors, such as yelling, shouting, making poor choices, or frightening others. This is the part of the anger cycle you should avoid!





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Generate discussion among participants using the following questions:

 What are some examples of anger triggers that you learned about (Solicit responses such as encountering people who are rude, disrespectful, or loud; visiting places that are associated with bad memories; being stuck in traffic; having conversations about polarizing topics [e.g., politics]; being late to an event; or having to clean up after others.)
 What are some of your personal triggers (e.g., people, places, conversations, situations)?

Anger Warning Signs (5 minutes)

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Review this section of the module with the participants by offering the following information:

- One way to break the anger cycle is for you to identify when you are becoming angry before your emotions become too intense, and a blow-up or angry outburst (reaction) ensues. The first step in stopping an angry outburst or letting your anger take control of your actions and reactions is to identify that you are feeling angry.
- To do this, at each step in the Anger Cycle, you can stop and examine your thoughts and reactions. Are your thoughts negative? Are you having emotional responses or physical symptoms? Are you engaging in negative, distressing, or regrettable behaviors?

(I)

Facilitator Tip

Provide some of the following examples of what constitutes negative thoughts, emotional responses, physical symptoms, and behaviors.

- Negative thoughts: "Stupid," "Worthless," "Selfish," "Bad Person," "Horrible,"
 "Disgusting," "Hate," or "Evil."
- Emotional Responses: Humiliated, Frustrated, Guilty, Jealous, Disrespected, Helpless, Powerless, Confused, Embarrassed, Anxious, Ashamed, Offended, Insecure, Hurt, Weak, Broken, Alone, or Betrayed.
- **Physical Symptoms:** increased heart rate, flushed cheeks, heavy breathing, sweating, light headedness, nausea, feeling hot, tense muscles, tearfulness, throat tightness, dizziness, or clenched jaw/grinding teeth.
- **Behaviors:** Pacing, yelling/talking loudly, arguing, only responding with short answers, becoming critical of others or yourself, crying, throwing things, clenching fists, increasing your use of curse words, or shutting down.





3	Generate discussion among participants using	g the following questions
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In the module, Ophelia initially had negative thoughts after her friends made
a joke about her appearance, then she felt ashamed, her cheeks began to
flush, and she shut down. What were her [Ophelia's] anger warning signs?
(Solicit the following responses: Negative Thoughts – I'm so disgusting;
Emotional Response – ashamed; Physical symptoms – flushed cheeks;
Behaviors – shut down.)
 Think about yourself. Do you know your anger warning signs? What are some of
the common experiences you have when you're angry? Do you have negative
thoughts, emotional responses, or physical symptoms? Do you engage in
certain behaviors?

Challenging Negative Thoughts Part 1 (10 minutes)

- Review this section of the module with the participants by offering the following information:
 - We all experience negative thoughts that can make us feel angry. There are tools and methods you can use to help you decrease the time you think about negative thoughts.
 - To pick the right tool to overcome a negative thought, you need to recognize the negative thinking patterns you are having. These patterns are called cognitive distortions. There are several cognitive distortions discussed in the module, including All or Nothing Thinking, Catastrophizing, Minimizing, Disqualifying the Positive, Fortune Telling, Labeling, Mind Reading, and Overgeneralizing.

Facilitator Tip

Review one or two distortions to get the conversation going.

3	Ge	nerate discussion among participants using the following questions:
_		Do you tend to use any of the cognitive distortions discussed in the module?
		Which ones pop up the most in your thought processes?





Challenging Negative Thoughts Part 2



- Cognitive distortions have a common theme and are united in the following ways: they do not incorporate all of the available evidence, they do not look at multiple perspectives, and they do not look at the complexities of life or specific situations.
- If and when you have cognitive distortions, you need to focus on how to replace them with more helpful thoughts by thinking through the evidence, different perspectives, and the complexities to counteract the distortions.
- You can challenge your negative thoughts by identifying the thought and recognizing you're having a negative cognition, challenging the validity of your thoughts, considering other perspectives, being fair to yourself, and validating your emotions.

Generate discussion among participants using all, or some, of the following questions:

In the module, you had a chance to examine some examples you could use to challenge negative thoughts. Practicing techniques, like mindfulness exercises or breathing exercises, can also help you relax, manage stress, and ultimately challenge those negative thoughts.

 Did anyone try a breathing technique—Box Breathing, Belly Breathing, Bumblebee Breathing, Alternative Nostril Breathing—that was mentioned in the module? If so, which one? When can you imagine yourself using that technique?
 Did anyone try the guided imagery and visualization strategy or the Calm, Safe Place Visualization Technique? When can you imagine yourself using these techniques?
 Did anyone try the Progressive Muscle Relaxation Technique? Did you like it? Why or why not?

Gratitude (5 minutes)

Review this section of the module with the participants by offering the following information:





- You may have heard individuals say that they "practice gratitude." Practicing gratitude means that you make deliberate choices to focus on people or circumstances in your life for which you are grateful. Sometimes, when you are stressed, upset, unhappy, or angry, you may find it difficult to focus on the people or circumstances for which we are grateful.
- The feelings you can get from practicing gratitude may be useful to you as you manage your anger.
- Focusing on gratitude, or people or circumstances in your life that you are thankful for, can have positive benefits, such as improving your overall well-being; increasing your optimism, empathy, positivity, and self-esteem; and reducing your negative emotions, such as anxiety and depression. Practicing gratitude is also related to having lower levels of aggression, and the feelings gratitude generates may be useful in helping you manage anger.

Generate discussion among participants using all, or some, of the following questions:

 The module mentioned that you could use a Gratitude Journal as a positive practice to help you alter your mindset.
 Does anyone currently use a Gratitude Journal, or does anyone journal in general? How does it help you?
 Is anyone who doesn't already journal interested in starting a Gratitude Journal?

Step 4: Assign Homework (3 minutes)

Ask your participants to complete the following supplemental module sessions before your next meeting:

- Session 3 (Conflict-Resolution Skills)
- Session 4 (Wrap-Up)

Step 5: Adjourn (2 minutes)

Supplemental Module Meeting 2 should be scheduled at least 1 week after Supplemental Module Meeting 1 has occurred. Using this timing allows your participants 1 week to complete the supplemental module content for Session 3 (Conflict-Resolution Skills) and Session 4 (Wrap-Up). The Wrap-Up section provides time for the participants to practice some of the strategies they have learned and reflect on their progress in achieving their parenting goals. In addition, during this meeting, the supplemental module content is wrapped up, and additional resources are provided.

Meeting 2

Discussion of Sessions 3 and 4 and Resource Sharing

Meeting (60 minutes)
Homework (none)

Overview of Meeting 2

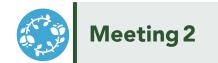
Step 1: Provide an Icebreaker

Step 2: Restate the Ground Rules

Step 3: Start Discussion

Step 4: Direct to Additional Resources/Register for Additional Thrive Initiative Programming

Step 5: Thank and Adjourn





Step 1: Engage Families in an Icebreaker Activity (4 minutes)

Lead 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 the earlier meetings.

Step 2: Restate the Ground Rules (1 minute)

Review the ground rules previously brainstormed, and ask if any new rules need to be added.

Step 3: Start Discussion (50 minutes)

During Supplemental Module Meeting 2, discuss the following questions as a group.

Session 3: Conflict-Resolution Skills Healthy versus Unhealthy Conflict (10 minutes)



Review this section of the module with the participants by offering the following information:

- Everyone experiences conflict in their relationships; however, how we handle this conflict is important. Healthy conflict can look different in different relationships, but healthy conflict always includes both of the people involved working toward a positive outcome together.
- We may experience unhealthy conflict in our lives that can be damaging for our relationships. Although we can't control how others handle conflict, we can work on how we handle conflict and how we can learn to resolve concerns in a healthy way.





Generate discussion among participants using the following questions:

 The module mentioned different types of healthy and unhealthy conflict. What were some of the healthy conflict examples that were discussed? (Solicit the following responses: Compromising, trying to resolve a problem as a team, expressing emotions, finding a win-win solution, and sharing experiences.)
 What were some of the unhealthy conflict examples that were discussed? (Solicit the following responses: Trying to make the other person look stupid, minimizing other's experiences, viewing conflict as a battle, shouting or yelling, belittling someone, name calling, trying to "beat" the other person in the argument, or pushing or shoving.)

Consequences of Unhealthy Conflict (10 minutes)



Review this section of the module with the participants by offering the following information:

- Much like anger, participating in unhealthy conflict or conflict too frequently can have many negative consequences for you and your relationships. Unhealthy conflict can impact you in a variety of ways. For example, it can have physical and mental health consequences, relationship consequences, and other consequences. Some examples mentioned in the module include the following:
 - o Physical Health Consequences: I struggle with high blood pressure because I am in constant conflict.
 - o Mental Health Consequences: I often think of myself in a negative light because I am in constant conflict with my partner.
 - o Relationship Consequences: When I was arguing with my partner, in anger, I said something I didn't mean, and I hurt them. I think they may still be a bit upset with me.
 - o Career Consequences: After that day when I was having a lot of problems and I exploded at Devon, it has been much harder to work with them.
 - o Other Consequences: I yelled at our waiter one time at my favorite restaurant and got kicked out. My partner has been too embarrassed to go back.





Generate discussion among participants using the following questions:
When you're in conflict with another, what are some of the consequences you have experienced? (Solicit responses like experiencing sleeping problems, having conflict take over thoughts, feeling unwell, or not talking to others.)
How Cognitive Distortions can Lead to Conflict (10 minutes)
Review this section of the module with the participants by offering the following information:
 Earlier in the module, we identified some common cognitive distortions people experience in collaboration with feeling anger. Although cognitive distortions can be focused on ourselves, they can also be focused on other people in our lives. These cognitive distortions can increase our chances of becoming angry or experiencing unhealthy conflict with someone.
Generate discussion among participants using all, or some, of the following questions:
The module asked you to complete an activity in which you had to consider different cognitive distortions that you might experience and that could contribute to unhealthy conflict. (<i>Facilitator Tip:</i> Review one or two cognitive distortions to get the conversation going.)
Did any of the cognitive distortions resonate with you as you thought about past conflicts in your life? Are there any you tend to use?
Now that you know more about yourself and the cognitive distortion(s) you often use, would anyone like to share what their plan is for the next time they notice themselves using that distortion(s)?

The next time I notice I am using the distortion of_____, I will

wasn't true.)

overgeneralization, I will try to remember a time when the generalization

___ (Example: The next time I notice I am using





Taking an Anger Timeout (5 minutes)



Review this section of the module with the participants by offering the following information:

Earlier in the module, you identified some of your personal anger warning signs. If you notice yourself experiencing any of your personal warning signs, an additional skill or strategy you could use is to take an anger timeout. The module discusses seven steps for taking the timeout.

- Step 1: Recognize your internal warning signs that indicate you are becoming angry.
- Step 2: Recognize the need for a timeout.
- Step 3: Communicate to the other person that you need a timeout.
- Step 4: Do your best to ensure the other individual understands you need to take a break.
- Step 5: Determine how long the timeout will be.
- Step 6: Use relaxation techniques during the break.
- Step 7: Return to the conversation.

Taking a timeout allows you time to work on managing your anger and behaviors, so you can return to the conversation in a calmer manner.

Generate discussion among participants using the following questions: Have you ever had an argument and regretted something that you said in the heat of the moment? How might that interaction have gone differently if you had paused and taken a timeout?

Positive Conflict-Resolution Strategies (10 minutes)



 Session 3 mentions additional positive conflict-resolution strategies that you can use when you are engaged in conflict with another person. Those strategies include reflective listening, using "I" Statements, understanding the underlying emotions of conflict, setting healthy boundaries, and changing your behaviors.





- Review each strategy as follows:
 - o Reflective Listening. Reflective listening is not just repeating what the other person says, but it is also trying to demonstrate that you really listened and heard what the other person was trying to communicate to you.
 - o "I" Statements. An "I" statement is when you start your sentence with "I" and focus on your emotions and experiences. The concept of using "I" statements can help you avoid using "you" statements during conflict. "You" statements can make others feel defensive or as if you are blaming them, which can halt positive conversations and stop healthy conflict.
 - o Understanding the Underlying Emotions of Conflict. Have you ever found yourself very irritated over something seemingly small? We all have, and, typically, there is a deeper hurt, or the small action is part of a larger pattern that is causing you hurt or distress. You need to try to discover either the (1) underlying emotion of the conflict or (2) the larger pattern of behavior that is causing you distress. Taking these actions can help you engage in a healthy conversation about what is truly bothering you!
 - o Setting Healthy Boundaries. A healthy boundary involves creating a limit or rule that protects yourself while also allowing the other person to make decisions about their life. Setting a healthy boundary is NOT telling another person what to do or how to live their life. A healthy boundary is when you determine a limit of what you will and won't do or tolerate. You may express this limit or limits to others, and, if anyone does not respect a boundary you set, you need to be clear that consequences may occur.
 - o Changing your Behaviors. There are many behavioral strategies that you can use to help reduce conflict in your life. Some of those mentioned in the module include waiting and talking in person, writing a letter to explore your feelings, attending therapy, practicing gratitude, communicating about issues before they grow, and apologizing when warranted.

Which strategies might be the most challenging for you to use and why?

3	nerate discussion among participants using all, or some, of the owing questions:
_	 Consider these strategies. Are there any you currently use?
_	 Are there any strategies that you'd like to start using?





Wrap-Up Module Discussion: Summary Questions (5 minutes)

par	ticipants using all, or some, of the following questions:
	Which topic discussed in the supplemental module was the most beneficial to you as a parent? Why?
	What strategies or skills did you learn in the supplemental module that will help you achieve the goals you have for yourself as a parent?
	Would anyone like to share a moment when you used an anger-management strategy that you learned in the supplemental module and how your actions compared to your actions prior to engaging in the supplemental module?
	What has changed in your interactions with your child since before completing the supplemental module?
	Have you noticed a difference in the way your child is responding to

Tell participants you are wrapping up, and generate discussion among

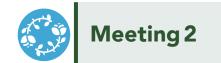
Step 4: Direct to Additional Resources and/or Register for Additional **Thrive Initiative Programming** (4 minutes)

Provide support and encouragement to your participants to explore other Thrive Initiative programming. Share and/or register participants for any additional hybrid implementation options that you plan to offer. Thrive Initiative programming may include any of the following:

Universal Programs

your parenting?

- 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.
- Grow is available for parents and caregivers of children who are between 5 and
- Branch Out is available for parents and caregivers of children who are between the ages of 10 and 18 years old.





Supplemental Modules

Additional supplemental modules are available on a variety of topics and can be accessed online at https://thrive.psu.edu/modules/supplemental/.

Encourage participants to continue to visit the Thrive website, https://thrive.psu.edu, as their child develops and grows. They can access additional resources and materials like mini-booster modules, blog postings, parenting handouts and guides, an inclusivity toolkit, and newsletters.

Step 5: Thank and Adjourn (1 minute)

Thank the participants for their involvement in the hybrid implementation group program.

Delivery Type 2: Supplemental Stand Alone

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

Intake and Introduction



Delivery Type 2: Supplemental Stand Alone

The following instructions are only relevant to the Supplemental Stand Alone hybrid implementation of the supplemental module. Because you are forming a new group, the participants will meet for three sessions, which begin with an Intake and Introduction Meeting. This meeting time will allow for rapport-building activities at the beginning of implementation, such as engaging in participant introductions and setting ground rules. Two overarching goals of implementing Thrive programming in a hybrid format are setting a positive tone and warmly engaging participants in the process.

Intake and Introduction (60 minutes) **Homework**

Overview: Introduction Meeting (60 minute session)

Step 1: Welcome

Step 2: Provide Overview of the Supplemental Module

Step 3: Complete Introductions and /or Ice Breaker(s)

Step 4: Set or Remind Participants of the Ground Rules

Step 5: Review Syllabus

Step 6: Share Expectations

Step 7: Offer registration and Check for Online Content Access

Step 8: Assign Homework





Step 1: Welcome your Families (10 minutes)

Face-to-Face Meetings

- Welcome family members or families as they walk in the door. Smile, be friendly, and take a genuine interest in each participant and their comfort level.
- Consider preparing reusable name tags so you can call each person by name. You can collect the name tags at the end of the meeting for use at the second meeting or ask the participants to bring them back to the second meeting.
- Help each person get settled and comfortable in the space. Be certain to prepare in advance. For example, have ample tables/desks and chairs, and set them up in an arrangement that will promote eye contact and ease of conversation.
- Track attendance if needed.

Virtual Meetings

If you (acting as a delivery facilitator) choose to complete group meetings virtually, you should partner with a coordinating facilitator or a co-host. Your partner can help you with technological issues and serve as an additional point-of-contact for your families in case they have any technological issues when joining or participating in the virtual meeting. This assistance will allow you to fully focus on interacting with your families during the meetings, and it will ensure adequate support is available for those families who may need extra help with technology.

Open the virtual meeting space early so participants can test their computer technology (i.e., video and audio) before the start of the meeting. Consider using music and a simple message via screen share as a digital waiting room so families can troubleshoot their audio as they enter the virtual space. A screen share example can be found in Appendix D.

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. You might also have a Chat box prompt available to encourage friendly interaction (e.g., ask participants to share the name and age of their child).

If you are tracking attendance, let your coordinating facilitator help you with this task.





Step 2: Provide an Overview of the Supplemental Module (10 minutes)

Take time to discuss the following topics with your participants:

 Anger Management-Family Conflict: Mindfully Creating Positivity is an online supplemental module that is designed to help parents (and caregivers) understand and reduce anger and conflict in everyday moments and situations. This supplemental module focuses on addressing specific concerns individuals might have about how to navigate anger.
 In order to reach your full potential as a parent, sometimes, you also have to parent yourself and manage your own emotions. When we feel emotions—like anger—or experience conflict with others, we must remember that our response in these moments could serve as a teaching tool for our children. Taking the time to tap into and understand your own feelings of anger and exploring areas of conflict in your life can help you become the best parent you can be and a positive role model for your child.
 During the online supplemental module sessions and throughout the hybrid implementation meetings, information and parenting strategies that parents can use and adapt, as necessary, to fit their individual circumstances and family needs will be disseminated. The supplemental module content is designed to help parents build on their existing anger-management and conflict-resolution skills and strategies, so they can effectively parent their child(ren).
 Some of the content that is read and practiced in the supplemental module and discussed in the hybrid implementation meetings might be familiar to the parents, and they may already know about and use the disseminated information. Therefore, they may use the meeting time as an opportunity to realize, appreciate, and share what already works for them, their child, and their family.
Anger Management-Family Conflict: Mindfully Creating Positivity is an online supplemental module for parents and caregivers of children of any age. It includes an introduction and four sessions. The module also has an Action Plan worksheet that can be completed as participants engage in the module. This worksheet is especially useful if the participant would like to develop an action plan to keep themself accountable and/or share with others to highlight their progress.





After participating in the online supplemental module sessions and the hybrid implementation meetings, parents and caregivers should be able to do the following:

- Understand how anger impacts you and those around you.
- Tap into underlying emotions that may contribute to your feelings of anger.
- Identify strategies and techniques to help you manage your anger.
- Focus on framing your thoughts in a more positive and productive way.
- Approach conflict in a healthy and constructive manner.
- Use identified strategies and techniques to change your behaviors.
- Put together an Action Plan for success!

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 yourself that can help you relate to your participants (e.g., community member, organization, military affiliation). Then, engage the group in a strengths-based icebreaker to build relationships. Have the participants introduce themselves and answer an icebreaker question.

Examples of introduction and icebreaker questions follow:

	and (pick one of the following):
_	what you enjoy most about parenting,
_	a word you could use to describe one of your child's strengths,
_	one aspect of your parenting that is working well,
_	a skill you use effectively in your parenting, or
_	an activity you enjoy doing with your child.





Facilitator Tip

 You can also start future meetings with an icebreaker if you find the families you are working with are reserved or quiet or would benefit from rapport building. Use your judgment, and avoid controversial topics. Note, for future meetings, consider using new or unused icebreakers from the list above.

Step 4: Set Ground Rules (5 minutes)

Stating some ground rules and, then, brainstorming a few together as a group may help families feel safe and supported as they share their parenting journey. You can start the brainstorming by offering a few sample ground rules, such as the following:

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

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

- Adopt an open and supportive stance. Avoid judgment about other participants' parenting. We are all learning new parenting strategies and gaining new knowledge!
- One person speaks at a time.
- Assume positive intent.
- Use a respectful tone.
- Celebrate small wins when practicing new parenting skills!

This is also a good time to discuss with your participants your organization's confidentiality clauses. Briefly explain how mandated reporting requirements apply to statements made by participants related to child abuse or neglect.





Things to (
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Step 5: Review Syllabus (5 minutes)

Provide copies or screen share a copy of the Parent Workbook and Syllabus for the Anger Management-Family Conflict: Mindfully Creating Positivity supplemental module. Review the Summary of Training, and highlight the section where the participants can find pertinent information.

Supplemental Module Meeting 1 should be scheduled at least 1 week after the Intake/ Introduction Meeting has occurred. This timing allows your participants 1 week to complete the supplemental module content for the Introduction, Session 1 (An Introduction to Anger) and Session 2 (Anger-Management Skills) and gives them time to practice some of the strategies they have learned.

Step 6: Set Expectations (5 minutes)

Set realistic expectations with your participants. Let them know they will be asked to independently complete the online supplemental module and come to meetings ready for discussion. Because the participants will be independently completing the module sessions, you must ensure your participants complete the supplemental module in its entirety. By completing the module, participants will gain valuable knowledge from the content and interaction activities.

In the two following meetings, you will use content, covered in the supplemental module, to facilitate interaction that provides participants with opportunities for community building, reflection, and discussion with you and other participants who are trying to successfully navigate parenting.

Step 7: [If needed] Registration and Check for Online Content Access (10 minutes)

Complete any registration requirements for your organization. Then, explain how participants can access the supplemental module online. Offer support to help with any technological questions. All participants will have previously set up a Thrive Initiative account, but you need to ensure they can log in and find the information they need to get started or progress in the supplemental module.





Step 8: Assign Homework (5 minutes)

Ask participants to complete the following module sessions from the **Anger Management-Family Conflict: Mindfully Creating Positivity** supplemental module content in advance of the second meeting:

- Introduction
- Session 1: An Introduction to Anger
- Session 2: Anger-Management Skills

If possible, show the pages in the of the Parent Workbook and Syllabus for the **Anger Management-Family Conflict: Mindfully Creating Positivity** supplemental module. Encourage your participants to complete all of the exercises and discussion questions for the assignments prior to each of the meetings.



Meeting (60 minutes) **Homework**

Overview of Meeting 1

Step 1: Provide Reintroduction

Step 2: Restate the Ground Rules

Step 3: Start Discussion

Step 4: Assign Homework

Step 5: Adjourn





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

Lead a quick, fun, or positive icebreaker for additional community building. Revisit the list from the Intake/Introduction Meeting section, and incorporate an icebreaker that was not used during that meeting.

Step 2: Restate the Ground Rules (5 minutes)

Review the ground rules previously brainstormed, and ask if any new rules need to be added.

Step 3: Start Discussion (45 minutes)

During Supplemental Module Meeting 1, discuss the following questions as a group.

Introduction

Anger Management-Family Conflict: Mindfully Creating Positivity Interaction and Discussion Questions (5 minutes)

Provide an overview of the supplemental module using the following points that are taught in the supplemental module:

- Anger and conflict are normal parts of life, and every person will experience these emotions and challenges.
- When we experience anger and conflict, understanding how these emotions and the situation(s) that has created these emotions make us feel can help us realize certain characteristics or traits in ourselves. We may find that the emotional response we exhibit when we feel anger or conflict highlights issues, behaviors, or situations that we should consider changing, so we can be a positive role model for our children and be a loving and thoughtful parent.
- This module intends to support you as the parents and caregivers by helping you learn about anger management, what causes anger, and how to navigate your anger effectively.





Session 1: An Introduction to Anger Interaction and Discussion Questions (5 minutes)



Review this section of the module with the participants by offering the following information:

- Even though anger and conflict are normal parts of life, how we handle our anger and conflict could cause serious problems in our lives. When we express our anger negatively—like yelling, throwing things, or using violence—we can make our lives, and the lives of our loved ones, unpleasant. However, when we find ways to use, or control, our anger reactions in a healthy way, we may be able to make positive changes in our lives.
- Managing anger and conflict in a positive way can be difficult. The stressors and challenges we encounter can make it hard for us to remain calm.
- Please look at the Action Plan Worksheet. You can use this worksheet to help you build and implement a plan and, then, use it as a tool as you complete the module.

3	Gei	nerate discussion among participants using the following questions:
_		Think about the reasons/situations that brought you here. What is your goal for yourself related to managing your anger and conflict?
		Think about that goal. What does success look like?

Consequences of Anger (5 minutes)



Review this section of the module with the participants by offering the following information:

- Everyone experiences anger; however, when you negatively respond to the anger you feel, difficult consequences for you and for those around you may arise. The module talks about what uncontrolled or unhealthy anger may look like.
- Uncontrolled or unhealthy anger can produce negative reactions in people, and these
 reactions could produce consequences that may impact these individuals' physical
 health, such as headaches or sleep problems; mental health, such as increased
 anxiety and/or depression; and relationships, such as yelling or shouting at others or
 name calling. In addition, consequences could affect finances, life stability, or sense
 of self.







Generate discussion among participants using the following questions:

What consequences have you experienced, or are you presently experiencing, due to your reactions from feeling anger? (Solicit responses such as physical health, mental health, relationship, and career consequences.)

Session 2: Anger-Management Skills **Identifying your Triggers to Anger** (10 minutes)



Review this section of the module with the participants by offering the following information:

- Anger is often referred to as a "secondary emotion," which means that anger is a reaction to a different, underlying emotion.
- In other words, we may show anger because we are trying to mask other emotions that we are experiencing, such as disappointment or humiliation. Consider this analogy: you can see the top of an iceberg, but most of the iceberg is below the surface of the water. Anger is like the top of the iceberg, and other feelings, such as sadness or embarrassment that drive the anger, lay under the surface.
- The Anger Cycle shows us the cyclical nature of anger. Understanding this cycle can help us manage our feelings of anger. (Facilitator Tip: See and/or share graphic of the Anger Cycle.)
 - o Typically, the cycle begins with a triggering event. This is when you experience a situation or event that is unpleasant or that does not feel good or upsets you. You cannot avoid all situations that distress you.
 - o After experiencing the trigger event, you may start to experience negative **thoughts** about yourself, other people, or the world in general.
 - o When you focus on negative thoughts that have been generated by a triggering event, you may begin to feel an intense **emotional response**. This emotional response will likely be produced by secondary emotions.
 - o Your reactions to your emotional responses can produce physical symptoms. Physical symptoms of feeling anger include experiencing an increased heart rate, shortness of breath, or feeling hot.
 - o The last part of the cycle is your behavioral response. During this aspect of the cycle, you may exhibit negative behaviors, such as yelling, shouting, making poor choices, or frightening others. This is the part of the anger cycle you should avoid!





? Generate discussion among participants using the following questions:

What are some examples of anger triggers that you learned about (Solicit
responses such as encountering people who are rude, disrespectful, or loud;
visiting places that are associated with bad memories; being stuck in traffic;
having conversations about polarizing topics [e.g., politics]; being late to an
event; or having to clean up after others.)

____ What are some of your personal triggers (e.g., people, places, conversations, situations)?

Anger Warning Signs (5 minutes)

Review this section of the module with the participants by offering the following information:

- One way to break the anger cycle is for you to identify when you are becoming angry before your emotions become too intense, and a blow-up or angry outburst (reaction) ensues. The first step in stopping an angry outburst or letting your anger take control of your actions and reactions is to identify that you are feeling angry.
- To do this, at each step in the Anger Cycle, you can stop and examine your thoughts and reactions. Are your thoughts negative? Are you having emotional responses or physical symptoms? Are you engaging in negative, distressing, or regrettable behaviors?

Facilitator Tip

Provide some of the following examples of what constitutes negative thoughts, emotional responses, physical symptoms, and behaviors.

- Negative thoughts: "Stupid," "Worthless," "Selfish," "Bad Person," "Horrible," "Disgusting," "Hate," or "Evil."
- Emotional Responses: Humiliated, Frustrated, Guilty, Jealous, Disrespected, Helpless, Powerless, Confused, Embarrassed, Anxious, Ashamed, Offended, Insecure, Hurt, Weak, Broken, Alone, or Betrayed.
- **Physical Symptoms:** increased heart rate, flushed cheeks, heavy breathing, sweating, light headedness, nausea, feeling hot, tense muscles, tearfulness, throat tightness, dizziness, or clenched jaw/grinding teeth.



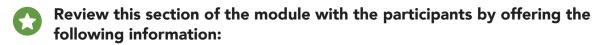


• **Behaviors:** Pacing, yelling/talking loudly, arguing, only responding with short answers, becoming critical of others or yourself, crying, throwing things, clenching fists, increasing your use of curse words, or shutting down.

Generate discussion among participants using the following questions:

 In the module, Ophelia initially had negative thoughts after her friends made a joke about her appearance, then she felt ashamed, her cheeks began to flush, and she shut down.
 What were her [Ophelia's] anger warning signs? (Solicit the following responses: Negative Thoughts – I'm so disgusting; Emotional Response – ashamed; Physical symptoms – flushed cheeks; Behaviors – shut down.)
 Think about yourself. Do you know your anger warning signs? What are some of the common experiences you have when you're angry? Do you have negative thoughts, emotional responses, or physical symptoms? Do you engage in certain behaviors?

Challenging Negative Thoughts Part 1 (10 minutes)



- We all experience negative thoughts that can make us feel angry. There are tools and methods you can use to help you decrease the time you think about negative thoughts.
- To pick the right tool to overcome a negative thought, you need to recognize the
 negative thinking patterns you are having. These patterns are called cognitive
 distortions. There are several cognitive distortions discussed in the module,
 including All or Nothing Thinking, Catastrophizing, Minimizing, Disqualifying the
 Positive, Fortune Telling, Labeling, Mind Reading, and Overgeneralizing.

Facilitator Tip

Review one or two distortions to get the conversation going.





? Generate discussion among participants using the following questions:
Do you tend to use any of the cognitive distortions discussed in the module?
Which ones pop up the most in your thought processes?
Challenging Negative Thoughts Part 2
Review this section of the module with the participants by offering the

- following information:
- Cognitive distortions have a common theme and are united in the following ways: they do not incorporate all of the available evidence, they do not look at multiple perspectives, and they do not look at the complexities of life or specific situations.
- If and when you have cognitive distortions, you need to focus on how to replace them with more helpful thoughts by thinking through the evidence, different perspectives, and the complexities to counteract the distortions.
- You can challenge your negative thoughts by identifying the thought and recognizing you're having a negative cognition, challenging the validity of your thoughts, considering other perspectives, being fair to yourself, and validating your emotions.

Generate discussion among participants using all, or some, of the following questions:

In the module, you had a chance to examine some examples you could use to challenge negative thoughts. Practicing techniques, like mindfulness exercises or breathing exercises, can also help you relax, manage stress, and ultimately challenge those negative thoughts.

 Did anyone try a breathing technique—Box Breathing, Belly Breathing, Bumblebee Breathing, Alternative Nostril Breathing—that was mentioned in the module? If so, which one? When can you imagine yourself using that technique?
 Did anyone try the guided imagery and visualization strategy or the Calm, Safe Place Visualization Technique? When can you imagine yourself using these techniques?
 Did anyone try the Progressive Muscle Relaxation Technique? Did you like it? Why or why not?





Gratitude (5 minutes)



Review this section of the module with the participants by offering the following information:

- You may have heard individuals say that they "practice gratitude." Practicing
 gratitude means that you make deliberate choices to focus on people or
 circumstances in your life for which you are grateful. Sometimes, when you are
 stressed, upset, unhappy, or angry, you may find it difficult to focus on the people or
 circumstances for which we are grateful.
- The feelings you can get from practicing gratitude may be useful to you as you manage your anger.
- Focusing on gratitude, or people or circumstances in your life that you are thankful
 for, can have positive benefits, such as improving your overall well-being; increasing
 your optimism, empathy, positivity, and self-esteem; and reducing your negative
 emotions, such as anxiety and depression. Practicing gratitude is also related to
 having lower levels of aggression, and the feelings gratitude generates may be
 useful in helping you manage anger.

Generate discussion among participants using all, or some, of the following questions:

 The module mentioned that you could use a Gratitude Journal as a positive practice to help you alter your mindset.
 Does anyone currently use a Gratitude Journal, or does anyone journal in general? How does it help you?
Is anyone who doesn't already journal interested in starting a Gratitude Journal?

Step 4: Assign Homework (3 minutes)

Ask your participants to complete the following supplemental module sessions before your next meeting:

- Session 3 (Conflict-Resolution Skills)
- Session 4 (Wrap-Up)





Step 5: Adjourn (2 minutes)

Thank the participants for their involvement in Meeting 1 and reiterate the date and time of Meeting 2.

Supplemental Module Meeting 2 should be scheduled at least 1 week after Supplemental Module Meeting 1 has occurred. This timing allows your participants 1 week to complete the supplemental module content for Session 3 (Conflict-Resolution Skills) and Session 4 (Wrap-Up). The Wrap-Up section provides time for the participants to practice some of the strategies they have learned and reflect on their progress in achieving their parenting goals. In addition, during this meeting, the supplemental module content is wrapped up, and additional resources are provided.

Meeting 2 (2)

Discussion of Sessions 3 and 4 and Resource Sharing

Meeting (60 minutes)
Homework (none)

Overview of Meeting 2

Step 1: Provide an Icebreaker

Step 2: Restate the Ground Rules

Step 3: Start Discussion

Step 4: Direct to Additional Resources/Register for Additional Thrive Initiative Programming

Step 5: Thank and Adjourn



Discussion of Sessions 3 and 4 and Resource Sharing



Step 1: Engage Families in an Icebreaker Activity (4 minutes)

Lead 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 the earlier meetings.

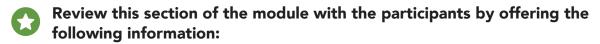
Step 2: Restate the Ground Rules (1 minute)

Review the ground rules previously brainstormed, and ask if any new rules need to be added.

Step 3: Start Discussion (50 minutes)

During Supplemental Module Meeting 2, discuss the following questions as a group.

Session 3: Conflict-Resolution Skills **Healthy versus Unhealthy Conflict** (10 minutes)



- Everyone experiences conflict in their relationships; however, how we handle this conflict is important. Healthy conflict can look different in different relationships, but healthy conflict always includes both of the people involved working toward a positive outcome together.
- We may experience unhealthy conflict in our lives that can be damaging for our relationships. Although we can't control how others handle conflict, we can work on how we handle conflict and how we can learn to resolve concerns in a healthy way.



Discussion of Sessions 3 and 4 and Resource Sharing



Generate discussion among participants using the following questions:

 The module mentioned different types of healthy and unhealthy conflict. What were some of the healthy conflict examples that were discussed? (Solicit the following responses: Compromising, trying to resolve a problem as a team, expressing emotions, finding a win-win solution, and sharing experiences.)
 What were some of the unhealthy conflict examples that were discussed? (Solicit the following responses: Trying to make the other person look stupid, minimizing

other's experiences, viewing conflict as a battle, shouting or yelling, belittling someone, name calling, trying to "beat" the other person in the argument, or

Consequences of Unhealthy Conflict (10 minutes)

pushing or shoving.)

Review this section of the module with the participants by offering the following information:

- Much like anger, participating in unhealthy conflict or conflict too frequently can have many negative consequences for you and your relationships. Unhealthy conflict can impact you in a variety of ways. For example, it can have physical and mental health consequences, relationship consequences, and other consequences. Some examples mentioned in the module include the following:
 - o Physical Health Consequences: I struggle with high blood pressure because I am in constant conflict.
 - o Mental Health Consequences: I often think of myself in a negative light because I am in constant conflict with my partner.
 - o Relationship Consequences: When I was arguing with my partner, in anger, I said something I didn't mean, and I hurt them. I think they may still be a bit upset with me.
 - o Career Consequences: After that day when I was having a lot of problems and I exploded at Devon, it has been much harder to work with them.
 - o Other Consequences: I yelled at our waiter one time at my favorite restaurant and got kicked out. My partner has been too embarrassed to go back.



Discussion of Sessions 3 and 4 and Resource Sharing



3	Generate discussion among participants using all, or some, of the following questions:	1e

When you're in conflict with another, what are some of the consequences you have experienced? (Solicit responses like experiencing sleeping problems, having conflict take over thoughts, feeling unwell, or not talking to others.)

How Cognitive Distortions can Lead to Conflict (10 minutes)

- Review this section of the module with the participants by offering the following information:
 - Earlier in the module, we identified some common cognitive distortions people experience in collaboration with feeling anger. Although cognitive distortions can be focused on ourselves, they can also be focused on other people in our lives. These cognitive distortions can increase our chances of becoming angry or experiencing unhealthy conflict with someone.

Generate discussion among participants using the following questions:

The module asked you to complete an activity in which you had to consider different cognitive distortions that you might experience and that could contribute to unhealthy conflict. (*Facilitator Tip*: Review one or two cognitive distortions to get the conversation going.)

Did any of the cognitive distortions resonate with you as you thought about past conflicts in your life? Are there any you tend to use?
 Now that you know more about yourself and the cognitive distortion(s) you often use, would anyone like to share what their plan is for the next time they notice themselves using that distortion(s)?
 The next time I notice I am using the distortion of, I will (Example: The next time I notice I am using
overgeneralization, I will try to remember a time when the generalization wasn't true



| Discussion of Sessions 3 and 4 and Resource Sharing



Taking an Anger Timeout (5 minutes)



Review this section of the module with the participants by offering the following information:

Earlier in the module, you identified some of your personal anger warning signs. If you notice yourself experiencing any of your personal warning signs, an additional skill or strategy you could use is to take an anger timeout. The module discusses seven steps for taking the timeout.

- Step 1: Recognize your internal warning signs that indicate you are becoming angry.
- Step 2: Recognize the need for a timeout.
- Step 3: Communicate to the other person that you need a timeout.
- Step 4: Do your best to ensure the other individual understands you need to take a break.
- Step 5: Determine how long the timeout will be.
- Step 6: Use relaxation techniques during the break.
- Step 7: Return to the conversation.

Taking a timeout allows you time to work on managing your anger and behaviors, so you can return to the conversation in a calmer manner.

Generate discussion among participants using the following questions: Have you ever had an argument and regretted something that you said in the heat of the moment? How might that interaction have gone differently if you had paused and taken a timeout?

Positive Conflict-Resolution Strategies (10 minutes)



Review this section of the module with the participants by offering the following information:

 Session 3 mentions additional positive conflict-resolution strategies that you can use when you are engaged in conflict with another person. Those strategies include reflective listening, using "I" Statements, understanding the underlying emotions of conflict, setting healthy boundaries, and changing your behaviors.



Discussion of Sessions 3 and 4 and Resource Sharing



- Review each strategy as follows:
 - o **Reflective Listening.** Reflective listening is not just repeating what the other person says, but it is also trying to demonstrate that you really listened and heard what the other person was trying to communicate to you.
 - o "I" Statements. An "I" statement is when you start your sentence with "I" and focus on your emotions and experiences. The concept of using "I" statements can help you avoid using "you" statements during conflict. "You" statements can make others feel defensive or as if you are blaming them, which can halt positive conversations and stop healthy conflict.
 - o **Understanding the Underlying Emotions of Conflict.** Have you ever found yourself very irritated over something seemingly small? We all have, and, typically, there is a deeper hurt, or the small action is part of a larger pattern that is causing you hurt or distress. You need to try to discover either the (1) underlying emotion of the conflict or (2) the larger pattern of behavior that is causing you distress. Taking these actions can help you engage in a healthy conversation about what is truly bothering you!
 - o **Setting Healthy Boundaries.** A healthy boundary involves creating a limit or rule that protects yourself while also allowing the other person to make decisions about their life. Setting a healthy boundary is NOT telling another person what to do or how to live their life. A healthy boundary is when you determine a limit of what you will and won't do or tolerate. You may express this limit or limits to others, and, if anyone does not respect a boundary you set, you need to be clear that consequences may occur.
 - o **Changing your Behaviors.** There are many behavioral strategies that you can use to help reduce conflict in your life. Some of those mentioned in the module include waiting and talking in person, writing a letter to explore your feelings, attending therapy, practicing gratitude, communicating about issues before they grow, and apologizing when warranted.

3	nerate discussion among participants using all, or some, of the owing questions:
_	 Consider these strategies. Are there any you currently use?
_	 Are there any strategies that you'd like to start using?

Which strategies might be the most challenging for you to use and why?



| Discussion of Sessions 3 and 4 and Resource Sharing



Wrap-Up Module Discussion: Summary Questions (5 minutes)

participants using all, or some, of the following questions:

Tell participants you are wrapping up, and generate discussion among

 Which topic discussed in the supplemental module was the most beneficial to you as a parent? Why?
 What strategies or skills did you learn in the supplemental module that will help you achieve the goals you have for yourself as a parent?
 Would anyone like to share a moment when you used an anger-management strategy that you learned in the supplemental module and how your actions compared to your actions prior to engaging in the supplemental module?
 What has changed in your interactions with your child since before completing the supplemental module?
 Have you noticed a difference in the way your child is responding to your parenting?

Step 4: Direct to Additional Resources and/or Register for Additional **Thrive Initiative Programming** (4 minutes)

Provide support and encouragement to your participants to explore other Thrive Initiative programming. Offer information about and/or register participants for any additional hybrid implementation options that you plan to provide. Thrive Initiative programming may include any of the following:

Universal Programs

- 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.
- Grow is available for parents and caregivers of children who are between 5 and 10 years old.
- Branch Out is available for parents and caregivers of children who are between the ages of 10 and 18 years old.



Discussion of Sessions 3 and 4 and Resource Sharing



Supplemental Modules

Additional supplemental modules are available on a variety of topics and can be accessed online at https://thrive.psu.edu/modules/supplemental/.

Encourage participants to continue to visit the Thrive website, https://thrive.psu.edu, as their child develops and grows. They can access additional resources and materials like minibooster modules, blog postings, parenting handouts and guides, an inclusivity toolkit, and newsletters.

Step 5: Thank and Adjourn (1 minute)

Thank the participants for their involvement in the hybrid implementation group program.

Appendices



Anger Management Recruitment Poster





anger management

Family Conflict: Mindfully Creating Positivity

A supplemental parent-education module that is designed to help parents and caregivers understand and reduce anger and conflict in everyday moments and situations.

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

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

Learn more about Anger Management-Family Conflict: Mindfully Creating Positivity and other Thrive programs at: https://thrive.psu.edu/

Meet with us!



Anger Management Participant Recruitment and Tracking Sheet

Anger Management-Family Conflict: Mindfully Creating Positivity Hybrid Implementation Participant Recruitment and Tracking Sheet

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1	2	3	4	5	6	7	8	9
Participant Name	Email Address	Child's Date of Birth	Today's Date	Child's Calculated Age (Years)	Anger Management Parent Welcome Letter - Date Sent	Thrive Account Registration Confirmed (Y/N)	Registration in Hybrid Implementation Confirmed (Y/N)	Parent Workbook and Syllabus Sent
Example, Participant	email@address.com	3/11/19	5/30/25	6 Years	4/14/25	Yes	Yes	Ø

Instructions for Completing the Anger Management-Family Conflict: Mindfully Creating Positivity 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 *Anger Management-Family Conflict: Mindfully Creating Positivity* 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 of the 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 who the participant is focusing on with Anger Management-Family Conflict: Mindfully Creating Positivity).

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 Anger Management-Family Conflict: Mindfully Creating Positivity is the correct program for their family.

Complete Columns 6-8

- Send the Anger Management-Family Conflict: Mindfully Creating Positivity Parent
 Welcome Letter to the email address provided, and enter the date the Anger
 Management-Family Conflict: Mindfully Creating Positivity Parent Welcome Letter is sent.
 - o By sending the Anger Management-Family Conflict: Mindfully Creating Positivity Parent Welcome Letter, you are providing the potential participant 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 Anger Management-Family Conflict: Mindfully Creating Positivity supplemental module.
- Follow up with the potential participant to see if they would like to register and attend the hybrid implementation of Anger Management-Family Conflict: Mindfully Creating Positivity

Complete Column 9

Send the Anger Management-Family Conflict: Mindfully Creating Positivity Parent Workbook and Syllabus.



Anger Management Parent Welcome Letter



Welcome to Anger Management Family Conflict: Mindfully Creating Positivity

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. The intent of the supplemental modules is to build on information and strategies discussed in the four universal Thrive parenting programs — Take Root, Sprout, Grow, Branch Out. Therefore, by participating in the age-appropriate Thrive parenting program before engaging with any of the supplemental modules, you will reap the most benefits.

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

Anger Management-Family Conflict: Mindfully Creating Positivity Online

Anger Management-Family Conflict: Mindfully Creating Positivity is an online supplemental parenteducation module for parents and caregivers as they coparent their children alongside other adults. Parents and caregivers will learn strategies and gather insights into what they might be experiencing as coparents and will explore how they can work together to create a coparenting plan. When you sign up for an online Thrive account, there are tools to help you choose the best track for you and your child. Since Anger Management-Family Conflict: Mindfully Creating Positivity is online, you can complete it at your own pace.

Hybrid Implementation of Anger Management-Family Conflict: Mindfully **Creating Positivity**

The hybrid implementation of Anger Management-Family Conflict: Mindfully Creating Positivity 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 2-3 meetings with a facilitator. Each meeting will range from 45-60 minutes.

Anger Management - Date/Time/Location Hybrid Implementation

Expectations

You will be asked to independently participate in online sessions of **Anger Management-Family Conflict: Mindfully Creating Positivity** 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 Anger Management-Family Conflict: Mindfully Creating Positivity by selecting Anger Management-Family Conflict: Mindfully Creating Positivity and then selecting "Start Course."

Still have Questions? Contact your Facilitator!

Anger Management Facilitator's Name

Phone Number/Email



Anger Management 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



Best Practices for Online Learning

Best Practices for Online Learning

You can enhance your experience during 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 you could use so you can hear the meeting.