



coparenting

Coordinated. Cooperative. United.

Hybrid Implementation Facilitation Manual





Overview.....	1
Web-Based Thrive Initiative Universal Parenting Programs	3
Thrive Initiative Universal Supplemental Parent-Education Modules.....	4
Purpose of the Coparenting Hybrid Implementation Facilitation Manual.....	5
Objectives of the Coparenting Hybrid Implementation Facilitation Manual.....	5
Training.....	7
Hybrid Facilitation Training	9
Supplemental Module Training	10
Use of the Coparenting Hybrid Implementation Facilitation Manual.....	10
Planning.....	11
Roles of Facilitator(s).....	13
Initial Preparation	13
Format	13
Location	13
Recruitment and Attendance for Hybrid Implementation.....	14
Recruitment and Advertising Strategies.....	14
Registration	15
Attendance	15
Program Preparation.....	15
Prepare and Disseminate Meeting Information.....	15
Check Your Supplies.....	16
Implementation	17
Overview of Hybrid Implementation of the Supplemental Module	19
Online Supplemental Module – <i>Coparenting: Coordinated. Cooperative. United.</i>	19
Supplemental Module Meetings.....	19
Overview of the Types of Hybrid Implementation for Supplemental Module Meetings.....	20
Participation in Supplemental Module Meetings	21
Meeting Agenda	23
Facilitators’ Meeting Guide.....	25
Delivery Type 1: Supplemental Extension	27
Introduction to the Supplemental Module	29
Overview: Introduction Meeting.....	31
Supplemental Module Meeting 1	35
Supplemental Module Meeting 2	45
Delivery Type 2: Supplemental Stand Alone	55
Introduction to the Supplemental Module	57
Overview: Intake and Introduction Meeting.....	59
Supplemental Module Meeting 1	67
Supplemental Module Meeting 2	77
Appendices	87
Appendix A – Coparenting Recruitment Poster	A 1
Appendix B – Coparenting Participant Recruitment and Tracking Sheet	B 1
Appendix C – Coparenting Parent Welcome Letter	C 1
Appendix D – Coparenting Screen Share Text Example.....	D 1
Appendix E – Best Practices for Online Learning.....	E 1

Overview





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



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 Coparenting Hybrid Implementation Facilitation Manual

This facilitation manual offers professionals guidance regarding how to coordinate and deliver the **Coparenting: Coordinated. Cooperative. United.** 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 **Coparenting: Coordinated. Cooperative. United.** 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 Coparenting Hybrid Implementation Facilitation Manual

- Outline the components of the **Coparenting: Coordinated. Cooperative. United.** 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





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 *Hybrid Facilitation Training*. Please proceed to the next section in this facilitation manual titled ***Supplemental Module Training***.
- _____ If you are a new facilitator who has not facilitated a core, universal Thrive Initiative parenting program, you will need to complete the *Hybrid Facilitation Training* 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 **Coparenting: Coordinated. Cooperative. United.** 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 **Coparenting: Coordinated. Cooperative. United.** 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 **Coparenting: Coordinated. Cooperative. United.** 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 **Coparenting: Coordinated. Cooperative. United.** supplemental module.*

Planning





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 **Coparenting: Coordinated. Cooperative. United.** 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 individual(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 *Coparenting: Coordinated. Cooperative. United.* 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 **Coparenting: Coordinated. Cooperative. United.** 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 – *Coparenting: Coordinated. Cooperative. United.*

The *Coparenting: Coordinated. Cooperative. United.* 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:

- **Introduction**

This session includes information on understanding what coparenting is and why it is important.

- **Session 1: Coordinated**

This session includes topics such as parenting approaches and styles and coordinating and managing coparenting expectations and goals.

- **Session 2: Cooperative**

This session includes topics such as the division of caregiving roles and responsibilities and ways to promote supportive coparenting behaviors.

- **Session 3: United**

This session includes topics such as developing coparenting plans and bolstering coparenting unity.

- **Session 4: Moving Forward**

This session includes information on how coparenting evolves during a child's development and a wrap up of the module.

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 Coparenting supplemental module.
- Supplemental Module Meeting 1: Discuss the *Introduction* and *Sessions 1* and *2* (45- to 60-minute meeting). Assign *Sessions 3* and *4*, and the *Wrap-Up* as homework.
- Supplemental Module Meeting 2: Discuss *Sessions 3* and *4* and the *Wrap-Up* 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 *Sessions 1* and *2* (45- to 60-minute meeting). Assign *Sessions 3* and *4*, and the *Wrap-Up* as homework.
- Supplemental Module Meeting 2: Discuss *Sessions 3* and *4*, and the *Wrap-Up* and Resource Sharing (60-minute meeting).

Participation in Supplemental Module Meetings

Throughout the online supplemental module, participants complete seven coparenting interaction activities, and they are encouraged to do so with their coparent. However, you may find that participants in your hybrid implementation meetings may not be able to engage their coparent in the completion of activities. Below are some strategies, which are also outlined in the programming module, you may highlight for participants to encourage the involvement of a reluctant coparent in the coparenting interaction activities.

- The participating coparent can download and email each activity handout and send them to their coparent. The learning management system can generate the email.
- The participating coparent can schedule a meeting time with their coparent to discuss one or more of the activity handouts. This meeting can be held as part of a fun or enjoyable activity such as eating a meal at a restaurant or having a beverage at a coffee shop.
- If parental absence or geographic distance is an issue for coparents, they can discuss the activity handouts by telephone or virtually.
- The non-participating coparent may be more open to meeting and completing the assignments if the activities are completed with a group of friends.
- If a non-participating coparent is unable or unwilling to partner in completing the online activities, the participating coparent can complete each activity a second time and reply how they believe their coparent might respond.

A participant who engages with the module without any involvement of a coparent may need additional facilitation support to navigate the online supplemental module content and dynamics with their coparent. Remain optimistic and encouraging as the participant can benefit from their own interaction with the supplemental module content as they continue to try to strengthen their coparenting relationship.

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.



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 29](#)

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



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



Step 1: Provide an Overview of the Supplemental Module

(10 minutes)

Discuss the following topics with your participants:

- _____ **Coparenting: Coordinated. Cooperative. United.** is an online supplemental module for parents (and caregivers), of children of any age, who have completed at least one of the Thrive Initiative's core, universal parenting program(s). The supplemental module focuses on building harmonious coparenting relationships.
- _____ Being able to coparent effectively depends, largely, on the teamwork of a child's parents and/or caregivers. The online supplemental module's sessions and the hybrid implementation meetings will explore factors that can positively impact the parents'/caregivers' working relationships for the well-being of the child. Topics like coordination, cooperation, and presenting a united front to the child, are examined.
- _____ 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 skills and strategies, so they can effectively coparent. Participants are encouraged to work with their coparenting partner(s) to nurture a relationship that centers around respect and promotes active coparenting collaboration for the well-being of the child.
- _____ 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.
- _____ **Coparenting: Coordinated. Cooperative. United.** is an online supplemental module for parents of children of any age. It includes an introduction and four sessions.



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 their childhood experiences influence their coparenting (e.g., beliefs, values, expectations);
- recognize the benefits of coparents embracing an authoritative parenting style;
- discuss differences in parenting expectations and goals, and develop a coparenting plan that reflects compromise;
- know when and how to cooperatively establish developmentally appropriate boundaries and guidelines for a child;
- cultivate in and model positive relationships for a child;
- discuss and divide caregiving responsibilities to increase parental and partnering satisfaction;
- promote supportive coparenting behaviors like active cooperation, coordination, investment with the child, warmth in interactions, positive overt and covert coparenting, and mutual respect;
- identify and practice strategies for improving the coparenting relationship and parental unity such as self-care; mental and emotional support; marital/couples' relationship quality, if applicable; and finding joy in parenting and time spent with the child; and
- consider child development and what strategies can be used to adapt coparenting skills and plans as a child ages.

Step 2: Review the Syllabus (5 minutes)

Provide copies or screen share a copy of the Parent Workbook and Syllabus for the **Coparenting: Coordinated. Cooperative. United.** 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 coparenting.

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 **Coparenting: Coordinated. Cooperative. United.** supplemental module in advance of the second meeting:

- Introduction
- Session 1: Coordinated
- Session 2: Cooperative

If possible, show the pages in the Parent Workbook and Syllabus for the **Coparenting: Coordinated. Cooperative. United.** 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 (Coordinated)* and *Session 2 (Cooperative)* and gives them time to practice some of the strategies they have learned.

Meeting 1



**Discuss the Module's Introduction
and Sessions 1 and 2**

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

Coparenting 101: Interaction and Discussion Questions (10 minutes)

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

- Coparenting refers to the coordination of care for children between two or more caregivers. It is separate from parenting.
- Every family and its make-up are unique.
- You, the parent or caregiver, should work with other adults in your child's life who share childrearing responsibilities in order to create a supportive environment that allows your child and your family to thrive.
- Being able to coparent effectively depends, largely, on the caregivers' teamwork.
- When coparents are working well together, the coparenting is supportive and harmonious.



Ask the following questions of all of the participants, and highlight the variety of coparenting relationships:

- _____ What does your coparenting make-up, or situation, look like (e.g., coparents living in separate houses, coparenting together in the same household, grandparent-coparent relationship)?
- _____ Are you completing this module independently of your coparent, or are they participating as well?
- _____ What does each coparents' participation look like (e.g., military parent deployed and completing activities virtually with the coparent)?



Ask the following question and solicit answers from a few participants to generate discussion:

- _____ What is one goal you hope to achieve by completing this supplemental module?

Session 1: Coordinated

Family of Origin: Interaction and Discussion Questions *(10 minutes)*



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

- As parents, we are sometimes unaware of how our experiences in our families of origin may have impacted ideas about and expectations regarding our coparenting relationships.
- A first step towards building a supportive coparenting relationship is to discuss how our childhood experiences may be shaping our expectations for the coparenting relationship.
- The supplemental module also explored strategies for effectively dividing parenting responsibilities. Your values and beliefs that are related to dividing parenting responsibilities might be influenced by your family of origin experiences. You reflected on this in the supplemental module.



Generate discussion among participants using the following questions:

- _____ Let's think about positive experiences and consider what coparenting behaviors, from your family of origin, you would like to replicate or do the same in your own family?
- _____ When you shared your coparenting experiences from your family of origin with your coparent, what did you learn about each other?

Comparing Parenting Styles and Attitudes: Interaction and Discussion Questions (5 minutes)



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

- The three most common approaches to parenting are authoritarian, authoritative, and permissive or indulgent. You learned that adopting an authoritative parenting style, which balances setting limits with showing love, benefits the child and the coparent. You completed an interaction activity to see how much you agreed with statements that reflect your use of each parenting style.



Generate discussion among participants using the following questions:

- _____ What did you learn about the parenting style you endorsed the most?
- _____ Would anyone like to share how your and your coparent's views on parenting styles are the same or different?



Review the following information with participants:

- Remember to show respect for your coparent's differing views, and negotiate compromises in your approaches to parenting in order to create more supportive coparenting alliances.
- Some ways to improve your coparenting relationship are to coordinate parenting attitudes, goals for your child's behavior, and the parenting strategies or approaches you both have. For example, coparents can agree on behavioral expectations and approaches to discipline, education, and standards of safety.
- Try to remain flexible, and, when you do not agree, be respectful and discuss differences outside of the presence of your child.



Developing a Parenting-Coordination Plan: Interaction and Discussion Questions (5 minutes)



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

- In the supplemental module, you completed a *Plan for Coordinating Parenting Ideas* in which you identified potential solutions to disagreements in your parenting ideas.



Example: An example of a disagreement in parenting ideas could be if one caregiver feels that children should be assigned household responsibilities at a young age (e.g., taking out the trash, making their bed), so they learn responsibility, but the other parent feels that young children should only have fun and play. This disagreement on parenting ideas may cause conflict in the family, so coparenting partners should list some ideas for how they might resolve their differences. For example, caregivers could discuss and determine at what age their child can start assuming household responsibilities, could identify and select appropriate household responsibilities that might be fun and helpful for their child to do, or could consult with experts regarding developmentally appropriate household responsibilities for their child.



Generate discussion among participants using the following questions:

_____ Is anyone willing to share one parenting goal or idea that you and your coparent agreed on?

_____ Is anyone willing to share one parenting goal or idea that you and your coparent disagreed on and what solutions you identified?



Review the following information with participants:

- Presenting a united front shows your child that you and your coparent agree on rules and consequences for behaviors, and your collaboration and consistency send a clear message to your child about what is expected of them.



Session 2: Cooperative Parenting Involvement: Interaction and Discussion Questions (10 minutes)



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

- Inequality in the division of responsibilities between partners can result in one (or more) coparent(s) feeling overburdened or overwhelmed.
- Satisfaction with the assignment of family or parenting responsibilities can lead to higher self-esteem, better marital quality, and lower parenting stress. In addition, when expectations for child care responsibilities are met, individuals generally perceive their coparenting as more positive.
- In the *Parenting Involvement* activity, you rated and discussed involvement in common parenting responsibilities like feeding and transportation.



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

- _____ Did you identify any caregiving tasks that you want to perform more or less often?
- _____ Has your coparent identified any areas they would like to change?
- _____ Would someone like to share a plan that you and your coparent developed to address either duties or tasks that cause conflict between you and your coparent or duties or tasks that are avoided or “forgotten” by you and your coparent?
- _____ If you haven’t done so already, how might you discuss concerns around the division of responsibilities with your coparent?
- _____ What systems have you established to address future conflicts that might arise related to performing various childrearing tasks?



Record and Reflect: Interaction and Discussion Questions (10 minutes)



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

- In Session 2, you learned about the importance of warmth, play, investment with your child, and cooperation and respect with your coparent. You were then asked to record a video of your family engaging in an activity or conversation. Then, you were instructed to watch and discuss the video with your coparent to identify times when you were and were not interacting in ways that benefited your coparenting relationship and your family.



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

- _____ How did you and your coparent feel regarding the tone you set in your family interaction?
- _____ How do you think your child would describe how the interaction went?
- _____ What could you and your partner have done differently to improve your teamwork as coparents?
- _____ What changes do you and your coparent plan to incorporate when you interact with each other or with your child?
- _____ What other strategies did you and your coparent identify to promote a sense of togetherness and harmony for everyone in your family?
- _____ Positive and active cooperation between you and your coparent, when interacting with your child or other individuals, will set a standard for your family's values and help show your child what supportive behaviors look like as they begin to develop their own relationships. What are some of the harmony-promoting coparenting behaviors you learned about in the supplemental module?



[Seek responses from participants such as complimenting a coparents' parenting; instilling positive images and feelings about the family and your coparent in the child; showing affection to your coparenting partner in front of the child; and promoting pleasant, positive exchanges between your child and your coparent.]



Step 4: Assign Homework (3 minutes)

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

- Session 3 (United)
- Session 4 (Moving Forward)

Step 5: Adjourn (2 minutes)

Supplemental Module Meeting 2 should be **scheduled at least 1 week after *Supplemental Module Meeting 1***. This timing allows your participants 1 week to complete the supplemental module content for *Session 3 (United)*, *Session 4 (Moving Forward)*, and the *Wrap-Up* section.

The *Wrap-Up* section provides time for 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, as needed.

Meeting 2



Discussion of Sessions 3 and 4 and the Wrap-Up 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 (5 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 (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 2, discuss the following questions as a group.

Session 3: United Parenting Behaviors: Interaction and Discussion Questions (15 minutes)



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

- Session 3 focused on the importance of a united team approach to coparenting. If coparents engage in positive overt and covert coparenting behaviors, they can help their child develop a harmonious perspective regarding their family. Based on your child's developmental age, you reflected on a list of positive and negative coparenting behaviors and assessed how frequently you engage in harmony-promoting coparenting behaviors.



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

_____ What coparenting behaviors do you and your coparent engage in that you feel proud of or feel will benefit your children?



_____ When you graded yourself on your promotion of coparenting harmony, what did you learn about your most frequent parenting behaviors?

_____ What affirmative, positive strategies do you now plan to engage in when your family is together to create a more harmonious atmosphere for your child?

_____ What are some of the positive statements you identified to say about your family and your coparent when you are alone with your child to create a positive family image for your child?

_____ How could you affirm your coparent's importance to you and your child?



[Seek responses from participants that reflect valuing the coparent's parenting opinions and engaging them in making suggestions for child-related difficulties.]



Facilitator Tip

Definitions are listed below for your reference:

- Overt coparenting behaviors are behaviors that are explicit and observable. They can be positive, such as active facilitation and cooperation between coparents, or they can be negative, such as coparenting conflict aired in front of a child.
- Covert coparenting behaviors involve comments a parent makes to their child while a coparenting partner is absent. These comments may be affirmations or compliments that create positive images and feelings for a child, or they may be harmful, critical comments that evoke a child's negative perceptions and feelings about the family. Even more subtle is a caregiver's covert act of simply not focusing on the absent parent or not affirming them when alone with the child.

Developing a Coparenting Plan: Interaction and Discussion Questions (15 minutes)



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

- In Session 3, you were introduced to a Coparenting Plan, which includes actionable steps to promote harmony and support, such as the following:



- o actively cooperating as coparents,
 - o expressing high levels of warmth,
 - o making positive and complimentary remarks, and
 - o being present and engaged with your child.
- A Coparenting Plan also addresses unsupportive coparenting behaviors to limit the following:
 - o competing for a child's attention,
 - o contradicting or critiquing a coparent,
 - o undoing or overriding limits or consequences a coparent has imposed on a child, and
 - o disagreeing with a coparent when a child is present.
- As you created your own Coparenting Plan, you were instructed to consider previously discussed goals and aspirations for parenting and your understanding of your and your coparent's parenting strengths.



Generate discussion among participants using some of the following questions:

- _____ What positive coparenting behaviors did you decide to practice more frequently?
- _____ What coparenting behaviors have you decided to decrease?
- _____ What solutions did you identify for overcoming any obstacles in modifying your selected parenting behaviors?
- _____ Session 3 also encourages coparents to engage in self-care and partner-care. Are there any strategies you plan to adopt to support mental well-being, relationship quality, and enjoyment with your family members?

**Review the following information with participants:**

- You may feel excited, or you may feel some anxiety about implementing your Coparenting Plan. It is normal for change to feel uncomfortable so start small and focus on only a few coparenting behavior changes at a time. This will help you be successful, and with time, you and your coparent can become a more united team!

Session 4: Moving Forward and Wrap-Up**Changes in Coparenting over the Course of a Child's Development****Discussion Questions** (10 minutes)**Review this section of the module with the participants by offering the following information:**

- Session 4 highlighted that coparenting relationships evolve over the course of a child's development. Examples were shared for what coparenting might look like at different age ranges for a child.
 - As a child ages, their needs change and their abilities—verbal, motor, and cognitive skills—expand, so their communications and interactions with their parents change.
 - Coparents must adapt their supervision, nurturance, and discipline style based on their child's increasing maturity and independence.
- Therefore, over time, changes in your parent-child relationship will influence changes in your coparenting relationship!

**Generate discussion among participants using some of the following questions:**

_____ Consider the current age of your child. How have your responsibilities as a coparent changed in the last year or two?

_____ In what ways has your parenting approach changed as your child has aged?



- _____ You were asked to imagine your child as an adult....
- _____ What about your coparenting teamwork would you like your child to remember from their childhood?
- _____ What childhood experiences or feelings do you hope your child will replicate with your grandchildren?



Review the following information with participants:

- You are commended for completing the supplemental module and participating in this group program. Your participation reflects a commitment to learning and being the best coparent you can be! Remember, as your child ages, communication is key to building a coparenting relationship that is coordinated, cooperative, and united. Throughout your coparenting journey, continue to reflect and dialogue with your coparent, so you can focus on using positive parenting behaviors.

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



Tell participants you are wrapping up, and generate discussion among participants using all, or some, of the following questions:

- _____ Which topic discussed in the supplemental module was the most beneficial to you as a coparent? Why?
- _____ What strategies or skills did you learn in the supplemental module that will help you achieve the goals you have for your family?
- _____ Would anyone like to share a moment when you used a coparenting 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 coparent or child since before completing the supplemental module?
- _____ Have you noticed a difference in the way your child is responding to your coparenting?



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

- **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.

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:

- _____ ***Coparenting: Coordinated. Cooperative. United.*** is an online supplemental module for parents (and caregivers), of children of any age, who have completed at least one of the Thrive Initiative's core, universal parenting programs. The supplemental module focuses on building harmonious coparenting relationships.
- _____ Being able to coparent effectively depends, largely, on the teamwork of a child's parents and/or caregivers. The online supplemental module's sessions and the hybrid implementation meetings will explore factors that can positively impact the parent's/caregivers' working relationships for the well-being of the child. Topics like coordination, cooperation, and presenting a united front to the child are examined.
- _____ 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 skills and strategies, so they can effectively coparent. Participants are encouraged to work with their coparenting partner(s) to nurture a relationship that centers around respect and promotes active coparenting collaboration for the well-being of the child.
- _____ 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.
- _____ ***Coparenting: Coordinated. Cooperative. United.*** is an online supplemental module for parents of children of any age. It includes an introduction and four sessions.



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 their childhood experiences influence their coparenting (e.g., beliefs, values, expectations);
- recognize the benefits of coparents embracing an authoritative parenting style;
- discuss differences in parenting expectations and goals and develop a coparenting plan that reflects compromise;
- know when and how to cooperatively establish developmentally appropriate boundaries and guidelines for a child;
- cultivate in and model positive relationships for a child;
- discuss and divide caregiving responsibilities to increase parental and partnering satisfaction;
- promote supportive coparenting behaviors like active cooperation, coordination, investment with the child, warmth in interactions, positive overt and covert coparenting, and mutual respect;
- identify and practice strategies for improving the coparenting relationship and parental unity such as self-care; mental and emotional support; marital/couples' relationship quality if applicable; and finding joy in parenting and time spent with the child; and
- consider child development and what strategies can be used to adapt coparenting skills and plans as a child ages.

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:

_____ Tell me your name, your coparent's name, your child's name, your child's age, 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 coparenting 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 themselves from the room (mute themselves 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 Cover:

Ground Rules Set at Meeting:



Step 5: Review Syllabus (5 minutes)

Provide copies or screen share a copy of the *Parent Workbook and Syllabus* for the **Coparenting: Coordinated. Cooperative. United.** 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**. This timing allows your participants 1 week to complete the supplemental module content for the *Introduction* and *Session 1 (Coordinated)* and *Session 2 (Cooperative)* 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 opportunities for community building, reflection, and discussion with you and other participants who are also trying to successfully navigate coparenting.

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 **Coparenting: Coordinated. Cooperative. United.** supplemental module content in advance of the second meeting:

- Introduction
- Session 1: Coordinated
- Session 2: Cooperative

If possible, show the pages in the of the Parent Workbook and Syllabus for the **Coparenting: Coordinated. Cooperative. United.** supplemental module. Encourage your participants to complete all of the exercises and discussion questions for the assignments prior to each of the meetings.

Meeting 1



**Discuss the Module's Introduction
and Sessions 1 and 2**

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

Coparenting 101: Interaction and Discussion Questions (10 minutes)

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

- _____ Coparenting refers to the coordination of care for children between two or more caregivers. It is separate from parenting.
- _____ Every family and its make-up are unique.
- _____ You, the parent or caregiver, should work with other adults in your child's life who share childrearing responsibilities in order to create a supportive environment that allows your child and your family to thrive.
- _____ Being able to coparent effectively depends, largely, on the caregivers' teamwork.



_____ When coparents are working well together, the coparenting is supportive and harmonious.



Ask the following questions of all of the participants, and highlight the variety of coparenting relationships:

_____ What does your coparenting make-up, or situation, look like (e.g., coparents living in separate houses, coparenting together in the same household, grandparent coparent relationship)?

_____ Are you completing this module independently of your coparent, or are they participating as well?

_____ What does each coparents' participation look like (e.g., military parent deployed and completing activities virtually with the coparent)?



Ask the following question and solicit answers from a few participants to generate discussion:

_____ What is one goal you hope to achieve by completing this supplemental module?

Session 1: Coordinated

Family of Origin: Interaction and Discussion Questions (10 minutes)



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

- As parents, we are sometimes unaware of how our experiences in our families of origin may have impacted ideas about and expectations regarding our coparenting relationships.
- A first step towards building a supportive coparenting relationship is to discuss how our childhood experiences may be shaping our expectations for the coparenting relationship.
- The supplemental module also explored strategies for effectively dividing parenting responsibilities. Your values and beliefs that are related to dividing parenting responsibilities might be influenced by your family of origin experiences. You reflected on this in the supplemental module.



Generate discussion among participants using the following questions:

- _____ Let's think about positive experiences, and consider what coparenting behaviors, from your family of origin, you would like to replicate or do the same in your own family?
- _____ When you shared your coparenting experiences from your family of origin with your coparent, what did you learn about each other?

Comparing Parenting Styles and Attitudes: Interaction and Discussion Questions (5 minutes)



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

- The three most common approaches to parenting are authoritarian, authoritative, and permissive or indulgent. You learned that adopting an authoritative parenting style, which balances setting limits with showing love, benefits the child and the coparent. You completed an interaction activity to see how much you agreed with statements that reflect your use of each parenting style.



Generate discussion among participants using the following questions:

- _____ What did you learn about the parenting style you endorsed the most?
- _____ Would anyone like to share how your and your coparent's views on parenting styles are the same or different?



Review the following information with participants:

- Remember to show respect for your coparent's differing views, and negotiate compromises in your approaches to parenting in order to create more supportive coparenting alliances.
- Some ways to improve your coparenting relationship are to coordinate parenting attitudes, goals for your child's behavior, and the parenting strategies or approaches you both have. For example, coparents can agree on behavioral expectations and approaches to discipline, education, and standards of safety.



- Try to remain flexible, and, when you do not agree, be respectful and discuss differences outside of the presence of your child.

Developing a Parenting-Coordination Plan: Interaction and Discussion Questions (5 minutes)



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

- In the supplemental module, you completed a Plan for Coordinating Parenting Ideas in which you identified potential solutions to disagreements in your parenting ideas.



Example: An example of a disagreement in parenting ideas could be if one caregiver feels that children should be assigned household responsibilities at a young age (e.g., taking out the trash, making their bed), so they learn responsibility, but the other parent feels that young children should only have fun and play. This disagreement on parenting ideas may cause conflict in the family, so coparenting partners should list some ideas for how they might resolve their differences. For example, caregivers could discuss and determine at what age their child can start assuming household responsibilities, could identify and select appropriate household responsibilities that might be fun and helpful for their child to do, or could consult with experts regarding developmentally appropriate household responsibilities for their child.



Generate discussion among participants using the following questions:

_____ Is anyone willing to share one parenting goal or idea that you and your coparent agreed on?

_____ Is anyone willing to share one parenting goal or idea that you and your coparent disagreed on and what solutions you identified?



Review the following information with participants:

- Presenting a united front shows your child that you and your coparent agree on rules and consequences for behaviors, and your collaboration and consistency send a clear message to your child about what is expected of them.



Session 2: Cooperative

Parenting Involvement: Interaction and Discussion Questions

(10 minutes)



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

- Inequality in the division of responsibilities between partners can result in one or more coparent(s) feeling overburdened or overwhelmed.
- Satisfaction with the assignment of family or parenting responsibilities can lead to higher self-esteem, better marital quality, and lower parenting stress. In addition, when expectations for child care responsibilities are met, individuals generally perceive their coparenting as more positive.
- In the Parenting Involvement activity, you rated and discussed involvement in common parenting responsibilities like feeding and transportation.



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

_____ Did you identify any caregiving tasks that you want to perform more or less often?

_____ Has your coparent identified any areas they would like to change?

_____ Would someone like to share a plan that you and your coparent developed to address either duties or tasks that cause conflict between you and your coparent or duties or tasks that are avoided or “forgotten” by you and your coparent?

_____ If you haven’t done so already, how might you discuss concerns around the division of responsibilities with your coparent?

_____ What systems have you established to address future conflicts that might arise related to performing various childrearing tasks?



Record and Reflect: Interaction and Discussion Questions (10 minutes)



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

- In Session 2, you learned about the importance of warmth, play, investment with your child, and cooperation and respect with your coparent. You were then asked to record a video of your family engaging in an activity or conversation. Then, you were instructed to watch and discuss the video with your coparent to identify times when you were and were not interacting in ways that benefited your coparenting relationship and your family.



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

- _____ How did you and your coparent feel regarding the tone you set in your family interaction?
- _____ How do you think your child would describe how the interaction went?
- _____ What could you and your partner have done differently together to improve your teamwork as coparents?
- _____ What changes do you and your coparent plan to incorporate when you interact with each other or with your child?
- _____ What other strategies did you and your coparent identify to promote a sense of togetherness and harmony for everyone in your family?
- _____ Positive and active cooperation between you and your coparent, when interacting with your child or other individuals, will set a standard for your family's values and help show your child what supportive behaviors look like as they begin to develop their own relationships. What are some of the harmony-promoting coparenting behaviors you learned about in the supplemental module?



[Seek responses from participants such as complimenting a coparents' parenting; instilling positive images and feelings about the family and your coparent in the child; showing affection to your coparenting partner in front of the child; and promoting pleasant, positive exchanges between your child and your coparent.]

Step 4: Assign Homework (3 minutes)

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

- Session 3 (United)
- Session 4 (Moving Forward)

Step 5: Adjourn (2 minutes)

Supplemental Module Meeting 2 should be ***scheduled at least 1 week after Supplemental Module Meeting 1***. This timing allows your participants 1 week to complete the supplemental module content for *Session 3 (United)*, *Session 4 (Moving Forward)*, and the *Wrap-Up* section. It also provides time for 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 the Wrap-Up 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 (5 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 (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 2, discuss the following questions as a group.

Session 3: United Parenting Behaviors: Interaction and Discussion Questions (15 minutes)



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

- Session 3 focused on the importance of a united team approach to coparenting. If coparents engage in positive overt and covert coparenting behaviors, they can help their child develop a harmonious perspective regarding their family. Based on your child's developmental age, you reflected on a list of positive and negative coparenting behaviors and assessed how frequently you engage in harmony-promoting coparenting behaviors.



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

_____ What coparenting behaviors do you and your coparent engage in that you feel proud of or feel will benefit your children?



- _____ When you graded yourself on your promotion of coparenting harmony, what did you learn about your most frequent parenting behaviors?
- _____ What affirmative, positive strategies do you now plan to engage in when your family is together to create a more harmonious atmosphere for your child?
- _____ What are some of the positive statements you identified to say about your family and your coparent when you are alone with your child to create a positive family image for your child?
- _____ How could you affirm your coparent's importance to you and your child?



[Seek responses from participants that reflect valuing the coparent's parenting opinions and engaging them in making suggestions for child-related difficulties.]



Facilitator Tip

Definitions are listed below for your reference:

- Overt coparenting behaviors are behaviors that are explicit and observable. They can be positive, such as active facilitation and cooperation between coparents, or they can be negative, such as coparenting conflict aired in front of a child.
- Covert coparenting behaviors involve comments a parent makes to their child while a coparenting partner is absent. These comments may be affirmations or compliments that create positive images and feelings for a child, or they may be harmful, critical comments that evoke a child's negative perceptions and feelings about the family. Even more subtle is a caregiver's covert act of simply not focusing on the absent parent or not affirming them when alone with the child.

Developing a Coparenting Plan: Interaction and Discussion Questions

(15 minutes)



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



- In Session 3, you were introduced to a Coparenting Plan, which includes actionable steps to promote harmony and support, such as the following:
 - o actively cooperating as coparents,
 - o expressing high levels of warmth,
 - o making positive and complimentary remarks, and
 - o being present and engaged with your child.
- A Coparenting Plan also addresses unsupportive coparenting behaviors to limit the following:
 - o competing for a child's attention,
 - o contradicting or critiquing a coparent,
 - o undoing or overriding limits or consequences a coparent has imposed on a child, and
 - o disagreeing with a coparent when a child is present.
- As you created your own Coparenting Plan, you were instructed to consider previously discussed goals and aspirations for parenting and your understanding of your and your coparent's parenting strengths.



Generate discussion among participants using some of the following questions:

- _____ What positive coparenting behaviors did you decide to practice more frequently?
- _____ What coparenting behaviors have you decided to decrease?
- _____ What solutions did you identify for overcoming any obstacles in modifying your selected parenting behaviors?
- _____ Session 3 also encourages coparents to engage in self-care and partner-care. Are there any strategies you plan to adopt to support mental well-being, relationship quality, and enjoyment with your family members?



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

- You may feel excited, or you may feel some anxiety about implementing your Coparenting Plan. It is normal for change to feel uncomfortable so start small and focus on only a few coparenting behavior changes at a time. This will help you be successful, and with time, you and your coparent can become a more united team!

Session 4: Moving Forward and Wrap-Up

Changes in Coparenting over the Course of a Child's Development

Discussion Questions (10 minutes)



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

- Session 4 highlighted that coparenting relationships evolve over the course of a child's development. Examples were shared for what coparenting might look like at different age ranges for a child.
 - As a child ages, their needs change and their abilities—verbal, motor, and cognitive skills—expand, so their communications and interactions with their parents change.
 - Coparents must adapt their supervision, nurturance, and discipline style based on their child's increasing maturity and independence.
- Therefore, over time, changes in your parent-child relationship will influence changes in your coparenting relationship!



Generate discussion among participants using some of the following questions:

_____ Consider the current age of your child. How have your responsibilities as a coparent changed in the last year or two?

_____ In what ways has your parenting approach changed as your child has aged?



- _____ You were asked to imagine your child as an adult....
- _____ What about your coparenting teamwork would you like your child to remember from their childhood?
- _____ What childhood experiences or feelings do you hope your child will replicate with your grandchildren?



Review the following information with participants:

- You are commended for completing the supplemental module and participating in this group program. Your participation reflects a commitment to learning and being the best coparent you can be! Remember, as your child ages, communication is key to building a coparenting relationship that is coordinated, cooperative, and united. Throughout your coparenting journey, continue to reflect and dialogue with your coparent, so you can focus on using positive parenting behaviors.

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



Indicate to participants that you are wrapping up, and generate discussion among participants using all, or some, of the following questions:

- _____ Which topic discussed in the supplemental module was the most beneficial to you as a coparent? Why?
- _____ What strategies or skills did you learn in the supplemental module that will help you achieve the goals you have for your family?
- _____ Would anyone like to share a moment when you used a coparenting 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 coparent or child since before completing the supplemental module?
- _____ Have you noticed a difference in the way your child is responding to your coparenting?



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.

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.

Appendices



Appendix A



Coparenting Recruitment Poster



coparenting

Coordinated. Cooperative. United.

A supplemental parent-education module designed to offer support to parents and caregivers as they coparent their children alongside other adults.

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

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

Learn more about *Coparenting: Coordinated. Cooperative. United.* and other Thrive programs at:
<https://thrive.psu.edu/>

Meet with us!

Appendix B



Coparenting Participant Recruitment and Tracking Sheet

Coparenting: Coordinated. Cooperative. United.
Hybrid Implementation Participant Recruitment and Tracking Sheet

[illegible]

Instructions for Completing the Coparenting: Coordinated. Cooperative. United. 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 *Coparenting: Coordinated. Cooperative. United.* 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 *Coparenting: Coordinated. Cooperative. United.*).

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 *Coparenting: Coordinated. Cooperative. United.* is the correct program for their family.

Complete Columns 6-8

- Send the *Coparenting: Coordinated. Cooperative. United. Parent Welcome Letter* to the email address provided, and enter the date the *Coparenting: Coordinated. Cooperative. United. Parent Welcome Letter* is sent.
 - By sending the *Coparenting: Coordinated. Cooperative. United. 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 *Coparenting: Coordinated. Cooperative. United.* supplemental module.
- Follow up with the potential participant to see if they would like to register and attend the hybrid implementation of *Coparenting: Coordinated. Cooperative. United.*

Complete Column 9

Send the *Coparenting: Coordinated. Cooperative. United. Parent Workbook and Syllabus*.

Appendix C



Coparenting Parent Welcome Letter



Overview of Thrive Initiative

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

Infants (0 to 6 months)	Preschool (3 to 5 years)	Grades K–5 (5 to 10 years)	Grades 6–12 (10 to 18 years)
Infants (6 to 12 months)			
Infants & Toddlers (1 to 3 years)			

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

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

Coparenting: Coordinated. Cooperative. United. Online

Coparenting: Coordinated. Cooperative. United. Online is 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 **Coparenting: Coordinated. Cooperative. United.** is online, you can complete it at your own pace.

Hybrid Implementation of Coparenting: Coordinated. Cooperative. United.

The hybrid implementation of *Coparenting: Coordinated. Cooperative. United.* 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.

Coparenting Date/Time/Location – Hybrid Implementation

Expectations

You will be asked to independently participate in online sessions of **Coparenting: Coordinated. Cooperative. United.** 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 **Coparenting: Coordinated. Cooperative. United.** by selecting **Coparenting: Coordinated. Cooperative. United.** Overview and then selecting "Start Course."

Still have Questions? Contact your Facilitator!

Assistant Secretary of Defense for Military Community and Family Policy (DoD MC&FP) and the Clearinghouse for Military Family Readiness at Penn State (Clearinghouse).

All programs are available free of charge.

Appendix D



Coparenting Screen Share Text Example

Thank you for joining our meeting for



coparenting

Coordinated. Cooperative. United.

The meeting will start at



You should hear soft music playing.

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

If you need technical assistance:

Email

or

Call

at

Appendix E



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.

