



grandfamilies

PROSPERing with 10- to 14-Year-Olds

Hybrid Implementation Facilitation Manual





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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 *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* Hybrid Implementation Facilitation Manual

This facilitation manual offers professionals guidance regarding how to coordinate and deliver the ***Grandfamilies: PROSPERing with 10- to 14-Year-Olds*** 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 ***Grandfamilies: PROSPERing with 10- to 14-Year-Olds*** supplemental module includes an introduction, four parts, and a wrap-up. The supplemental module can be accessed by parents on the Thrive Initiative's website: <https://thrive.psu.edu/modules/supplemental/>.

Objectives of the *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* Hybrid Implementation Facilitation Manual

- Outline the components of the ***Grandfamilies: PROSPERing with 10- to 14-Year-Olds*** 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 **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** 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 **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** 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 **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** 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 Grandfamilies: PROSPERing with 10- to 14-Year-Olds 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 **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** 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 ***Grandfamilies: PROSPERing with 10- to 14-Year-Olds*** 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 27](#) 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 grandparent should have completed one (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 **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** 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 – *Grandfamilies: PROSPERing with 10- to 14-Year-Olds*

The *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* supplemental module includes an introduction, four parts, and a wrap-up session. 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 demographics, challenges grandparents who are primary caregivers may face, and the Caregiver's Bill of Rights.

- **Part 1: Cultivating the Relationship with Your Grandchild**

This session includes topics such as parenting approaches and styles and developmental expectations of 10- to 14-year-olds.

- **Part 2: Communication**

This session includes topics such as communication approaches, techniques, and challenges grandparents may face.

- **Part 3: Identifying Supports for You and Your Grandchild**

This session includes topics such as negotiating systems of care and examples of navigating challenges.

- **Part 4: Caring for Yourself**

This session includes information on self-care, grief and loss, and stress management.

- **Wrap-Up**

This session includes additional resources 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

The following outline 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 *Part 1* and *2* of the Grandfamilies supplemental module.
- Supplemental Module Meeting 1: Discuss the *Introduction* and *Part 1* and *Part 2* (45- to 60-minute meeting). Assign *Parts 3* and *4* and the *Wrap-Up* as homework.
- Supplemental Module Meeting 2: Discuss *Parts 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, Part 1* and *Part 2* as homework.
- Supplemental Module Meeting 1: Discuss the *Introduction* and *Part 1* and *2* (45- to 60-minute meeting). Assign *Parts 3* and *4* and the *Wrap-Up* as homework.
- Supplemental Module Meeting 2: Discuss *Parts 3* and *4* and the *Wrap-Up* and *Resource Sharing* (60-minute meeting).

Participation in Supplemental Module Meetings

Throughout the online supplemental module, each page of the module provides the participant with the option to use narration to listen to the text. Participants also complete several “Stop and Think” questions, and they are encouraged to write them in a notebook and look for possible solutions throughout the module. Any other activities included within the module have accompanying voiceovers and the option to download the document to print, so the participant can fill out sections by hand. Encourage participants to ask for assistance with technology if they need it.

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 27](#)

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

Delivery Type 2: Supplemental Stand Alone



[Content begins on page 55](#)

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:

- _____ **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** is an online supplemental module for grandparents who are full-time caregivers of children between the ages of 10 and 14 years old.
- _____ This module is designed to help grandparents prepare for and overcome the difficulties that come with being a primary grandparent caregiver of an early adolescent child. While this module will discuss challenges encountered by many grandparent caregivers, each situation is unique. To help caregivers think about their unique situation, throughout the module, they will be asked to stop and consider how their individual situation compares to other grandparent caregiver situations. Topics like developing a positive caretaker relationship, understanding communication, and managing stress and health 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 grandparents build on their existing skills and strategies, so they can effectively care for their grandchild.
- _____ 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 grandchild, and their family.
- _____ **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** is an online supplemental module for grandparents who are the primary caregivers for their grandchildren ages 10 to 14 years old. It includes an introduction, four parts, and a wrap-up.



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

- Find ways to deal with the challenges of being a grandparent caregiver,
- Implement positive parenting techniques,
- Plan for and value spending time with your grandchild,
- Understand the developmental needs of your grandchild,
- Communicate effectively with your grandchild,
- Negotiate systems of care and ask others for help, and
- Identify useful coping and stress-management techniques.

Step 2: Review the Syllabus (5 minutes)

Provide copies or screen share a copy of the Parent Workbook and Syllabus for the **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** 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 grandparenting.



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 **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** supplemental module in advance of the second meeting:

- Introduction
- Part 1: Cultivating the Relationship with Your Grandchild
- Part 2: Communication

If possible, show the pages in the Parent Workbook and Syllabus for the **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** 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*, *Part 1 (Cultivating the Relationship with Your Grandchild)*, and *Part 2 (Communication)* and gives them time to practice some of the strategies they have learned.

Meeting 1



**Discuss the Module's Introduction, Part 1,
and Part 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 (3 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 (2 minutes)

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

Step 3: Start Discussion (50 minutes)

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

Introduction (10 minutes)

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

- You are a proud grandparent, but, due to a difficult situation, you have become the primary caregiver for your grandchild. Whatever the situation, and whether it involves one or several factors, you are probably raising your grandchild with little to no assistance and involvement from the child's parent(s).
- The absence of your grandchild's parent in your life and in your grandchild's life can have rewards and challenges. However, your grandchild is not alone. They have you. They have your love, dedication, influence, wisdom, and advice. You have been given the opportunity to be a positive influence in your grandchild's life. You might be able to re-experience the joys of raising a child and take pride in their accomplishments, goals, and values that you help make possible. However, there will be challenges that you, and many other grandparents, face as a full-time caregiver of a young teen.



- You may have concerns about taking on the responsibilities (again) that come with being the primary caregiver of a child. You may be worried about the child's parent. You may wonder how you might be able to help them and what their relationship with your grandchild will be like. You may feel isolated or alone. In this course, we will examine strategies that you can use to help you think through and address these concerns, and we will discuss approaches you can use to overcome negative thoughts and feelings that may cause you stress.

After completing this learning module, you will be able to do the following:

- Develop a positive caretaker relationship with your grandchild,
- Understand how to effectively communicate and interact positively with your grandchild,
- Identify supports for your grandchild,
- Establish relationships to help your grandchild thrive,
- Manage your stress and your health, and
- Learn how to continue to meet your own needs while you plan for the future with your grandchild.



Ask the participants the following questions to generate discussion:

_____ What does your family make up, or situation, look like (e.g., incarceration, mental or physical health issues, addiction, parent is deceased)?

_____ What challenges or difficulties are you currently experiencing while you are raising your grandchild?



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?

Part 1: Cultivating the Relationship with Your Grandchild

Positive Parenting: Interaction and Discussion Questions (5 minutes)



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



- The way you act in your role as the primary caretaker of your grandchild impacts the interactions (positive and negative) you and your grandchild have and affects how your grandchild behaves. To enhance your role as the primary caretaker, you will probably want to practice positive parenting and adopt an effective parenting style. You completed a Stop and Think activity in which you were asked to consider positive parenting and how you may already use it.
- Remember that positive parenting is based on good communication and positive attention.
- Some ways to practice positive parenting are to be available, to encourage, to be supportive, to praise your grandchild when they accomplish tasks or overcome challenges, to demonstrate support and encouragement, and to show you are interested and invested in helping them problem solve.
- Remember the various strategies you learned in Branch Out, which include non-verbal language and actively listening to your grandchild.



Generate discussion among participants using the following questions:

_____ Can you think of a time when you used positive parenting in the last week?

_____ Would anyone like to share an idea or approach you could try in the next week to show positive support for your grandchild?

Parenting Styles: 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 learned about four different styles of parenting.
- The module discussed authoritative parenting and its advantages.
- Adopting an **authoritative parenting style** and using **positive parenting practices** can benefit the grandparent and the grandchild. Using this parenting style contributes to the grandparent's self-esteem and grandchild's self-esteem. Using an authoritative style can help to clarify what the grandparent and grandchild expect from one another.



Generate discussion among participants using the following questions:

- _____ What are some of the ways you have used an authoritative parenting practice with your grandchild?
- _____ What is an authoritative practice that you would like to use with your grandchild in the next week?

Developmental Needs: Interaction and Discussion (5 minutes)



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

- In addition to being an authoritative grandparent and adopting a positive approach to parenting your grandchild, you should be up to date on the developmental needs of your grandchild and the cultural factors that might influence them.
- Understanding current circumstances (or at least making an effort to) can make you a more effective and educated grandparent, and it will also show your grandchild that you are paying attention to people, situations, and feelings that are important to them.
- To understand where your grandchild might be developmentally, be sure to refer to the Developmental Expectations Chart (10- to 14-year-olds).
- Be sure to consider what might be best for your grandchild and their developmental needs when making decisions or setting guidelines and expectations.
- Remember to openly listen and discuss your grandchild's feelings about their parents.



Generate discussion among participants using the following questions:

- _____ Consider your grandchild and their relationship with their parents. What topics should you educate yourself on to understand and support your grandchild better?
- _____ What opportunities do you know of that can help you educate yourself in those areas?



Spending Time with your Grandchild: Interaction and Discussion Questions (5 minutes)



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

- With all of the time and dedication you spend building strategies and strengths to engage and work through challenges with your grandchild, don't forget to have fun!
- Building upon your strengths and providing your grandchild with a loving, safe, and engaging home environment will help your grandchild feel safe, loved, and secure about the future.
- By cultivating your relationship with your grandchild, you will help them become resilient and develop skills that will empower them to think positively about themselves and about their life.



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

The module provided you with an outline that can help you plan for time to bond with your grandchild by finding activities you can do together.

_____ What are some activities that you like and/or your grandchild likes to do?

_____ What are some activities that you and your grandchild could do together?

_____ Over the next week, what are some activities you are going to try with your grandchild? What activities are you going to try over the next month?

Part 2: Communication

Communication Approaches: Interaction and Discussion Questions

(5 minutes)



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

- Everyone's communication styles differ. The module discussed passive, aggressive, and assertive communication styles. An assertive style of communication is the most effective form of communication and recognizes that communication is a two-way process. When you use an assertive style, you clearly communicate your feelings, needs, and opinions. Using this communication style can help you make your needs clear without insulting, criticizing, or talking down to others.



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

In the module, you completed a reflection activity in which you identified what type of communication you use in different situations.

- _____ What style of communication did you identify with the most?
- _____ What style of communication do you use with teachers or health professionals?
- _____ What style of communication do you use with family members and friends?
- _____ What style of communication do you want to use with your grandchild regarding their behaviors and needs?

Assertive Communication Techniques: Interaction and Discussion Questions (15 minutes)



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

- This module examined some assertive communication techniques including VCR, I Statements, problem-solving, breaking it down, and fogging. In addition, it provided activities for you to think about and to help you consider when and how you might use these techniques as you interact with your grandchild.



Facilitator Tip

Briefly review the five assertive communication techniques, and revisit the examples provided in the module if needed.

VCR

- Validate the person's feelings
- Challenge them to address the situation
- Reward (get the outcome)



I Statements

- Put the problems in terms of your own feelings.
- Differentiate between opinions and facts.
- "When you do ____ I feel ____."

Problem-solving

- Work toward a compromise. Try to find a solution in which you both win.

Break it down

- Try to find small things that you can agree to or get the other person to agree to.

Fogging

- When someone criticizes you, agree with it to a small degree.
- Doing this can take the sting out of the remarks.



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

- _____ Does anyone currently use any of the communication techniques discussed in the module? Which ones? How does using that technique help your interactions with your grandchild?
- _____ Which of those techniques would you like to start to incorporate into your communication with your grandchild? Why?
- _____ You were asked to think of a specific situation from your past, or one that you could foresee in the future, in which you have asked or want to ask for help or support from a family member/friend, and they were reluctant to agree. How could you use these assertive communication techniques to better communicate in a situation like that?



Step 4: Assign Homework (3 minutes)

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

- Part 3: Identifying Supports for You and Your Grandchild
- Part 4: Caring for Yourself
- Wrap-Up

Step 5: Adjourn (2 minutes)

Supplemental Module Meeting 2 should be scheduled **at least 1 week after *Supplemental Module Meeting 1* has occurred**. Using this timing allows your participants 1 week to complete the supplemental module content for *Parts 3* and *4*, and the *Wrap-Up*.

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 Parts 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 (4 minutes)

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

Step 2: Restate the Ground Rules (1 minute)

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

Step 3: Start Discussion (50 minutes)

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

Part 3: Identifying Supports for You and Your Grandchild Negotiating Systems of Care: Interaction and Discussion Questions (10 minutes)



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

- Part 3 focused on helping grandparents who are raising their grandchildren understand they may need help, services, and information.
- Knowing how to navigate the healthcare system, getting legal assistance, working with your grandchild's school, or finding sources of support in the community are important skills you will need as you create a positive and loving environment for your grandchild.
- Navigating systems of care can be difficult, but breaking these systems down into manageable steps can help you help your grandchild when they need specific services.



Generate discussion among participants by asking the following question:

- _____ The four steps of getting help, assistance, and services involve determining what is needed, finding sources and information, setting goals, and evaluating your experiences.
- _____ Are there areas where you struggle in obtaining the help or services you or your grandchild need?
- _____ How can you use the four steps to work towards getting that service or assistance?



Facilitator Tip

Have scenarios/examples prepared in case caregivers are not prepared to or willing to discuss their own examples. A scenario based around Louisa (grandparent) and Fabine (grandchild) can be found within the module.

Part 4: Caring for Yourself

Caring for Yourself Interaction and Discussion Questions (10 minutes)



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

- Part 4 highlighted that grandparents who are raising grandchildren are more likely to experience poorer physical and mental health than non-caregivers. Such health concerns may cause custodial grandparents to fear for their grandchildren's well-being in the event of their own disability or death.
- Therefore, grandparents need to focus on caring for themselves as well!



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

- _____ Consider how the demands of raising a grandchild impact you and your health. Are you meeting your own needs? Why or why not?
- _____ What can you do better to meet your current needs (e.g., attend doctor's appointments, leverage circle of support, exercise, socialize)?



Grief and Loss: Interaction and Discussion Questions (10 minutes)



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

- Grandparent caregivers often must cope with a variety of losses or challenges caused by adverse family events that have necessitated their need to raise a grandchild.
 - o Loss of normalcy
 - o Change in relationship with grandchild's parent
 - o Change in life plans
 - o Change in other relationships
- Ideas to keep in mind when coping with grief and loss:
 - o Have patience and confidence in your ability to cope and adjust
 - o Coping with loss is easier when you have someone you can share your feelings, fears, and experiences with
 - o People grieve in their own ways; you will have good and bad days
 - o Grief is an ongoing process
 - o Give your grandchild opportunities to share their feelings
 - o Join a grief support group



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

- _____ Would anyone like to share their experience with grief and loss?
- _____ What types of losses have you experienced?
- _____ Do these losses stem from what used to be or what is yet to come or both?
- _____ What are some of the positive takeaways you have found as a result of the grief and loss you have experienced?



Caregiver Stress: Interaction and Discussion Questions (5 minutes)



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

- Parenting can be a source of stress, and it can be influenced by a grandparent's energy, health, and psychological distress, like depression and anxiety. You should understand there is no single right way to cope with stress, and there are several ways that individuals can and do cope with stress. Some common styles of coping include the following:
 - **Appraisal-focused:** This type of coping uses logic and mental preparation by reframing or redefining the situation.
 - **Problem-focused:** An individual using this type of coping seeks information and support, acts, and identifies new rewards.
 - **Emotion-focused:** Using this type of coping, the individual recognizes and finds ways to regulate their own emotional reactions to stress.
- Within each of these three categories of strategies, there are a variety of healthy techniques you can use to manage stress.



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

- _____ What is something that your grandchild does that causes you stress? How do you manage that stress?
- _____ What do you most enjoy about being a grandparent caregiver? What is your least favorite part? How can you reframe that thought into something positive?
- _____ Whom in your life could you ask for help? How do you think they would react to you asking?

Planning for the Future: Interaction and Discussion (5 minutes)



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



- Families often delay making important decisions until a crisis occurs. However, making decisions when you are under stress is not recommended. Planning before a crisis can help your family prepare for potentially difficult decisions. You may need to face issues with planning for the future such as examine your current and future financial situations, consider how caregiving may impact your marriage and relationships, make a plan for your and your grandchild's future should you become sick, and determine how much and how often you and your grandchild want your grandchild's parents to be involved in your and your grandchild's lives.



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

- _____ What do you want or need to plan for regarding the short term?
- _____ What do you want or need to plan for regarding the long term?

Wrap-Up (5 minutes)



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

- You are commended for completing the supplemental module and participating in these group meetings. Your participation reflects your commitment to learning and being the best caregiver you can be! Navigating this responsibility can be overwhelming. There may be many hurdles along the way, but, together, you and your grandchild can overcome obstacles. Remember to have fun and take time each day to enjoy yourself and enjoy each other.

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



Indicate to 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 caregiver? Why?
- _____ What strategies or skills did you learn in the supplemental module that will help you achieve the goals you have for you, your grandchild, and/or your family?



- _____ What has changed with your interactions with your grandchild or family since before you started to completed the supplemental module?
- _____ Have you noticed a difference in the way your grandchild is responding to your parenting?

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

Provide support and encouragement to your participants to explore other Thrive Initiative programming. 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:

- _____ **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** is an online supplemental module for grandparents who are full-time caregivers of children between the ages of 10 and 14 years old.
- _____ This module is designed to help grandparents prepare for and overcome the difficulties that come with being a primary grandparent caregiver of an early adolescent child. While this module will discuss challenges encountered by many grandparent caregivers, each situation is unique. To help caregivers think about their unique situation, throughout the module, they will be asked to stop and consider how their individual situation compares to other grandparent caregiver situations. Topics like developing a positive caretaker relationship, understanding communication, and managing stress and health 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 grandparents build on their existing skills and strategies, so they can effectively care for their grandchild.
- _____ 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 grandchild, and their family.
- _____ **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** is an online supplemental module for grandparents who are the primary caregivers for their grandchildren ages 10 to 14 years old. It includes an introduction, four parts, and a wrap-up.



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

- Find ways to deal with the challenges of being a grandparent caregiver,
- Implement positive parenting techniques,
- Plan for and value spending time with your grandchild,
- Understand the developmental needs of your grandchild,
- Communicate effectively with your grandchild,
- Negotiate systems of care and ask others for help, and
- Identify useful coping and stress-management techniques.

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(s), your grandchild's name, your grandchild's age, and (pick one of the following):

_____ what you enjoy most about parenting,

_____ a word you could use to describe one of your grandchild's strengths,

_____ one aspect of your grandparent-grandchild relationship that is working well,

_____ a skill you use effectively in your parenting, or

_____ an activity you enjoy doing with your grandchild.



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 **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** supplemental module. Review the Summary of Training, and highlight the section where the participants can find pertinent information.

Supplemental Module Meeting 1 should be scheduled **at least 1 week after the Intake/Introduction Meeting has occurred**. This timing allows your participants 1 week to complete the supplemental module content for the *Introduction, Part 1 (Cultivating the Relationship with Your Grandchild)*, and *Part 2 (Communication)* and gives them time to practice some of the strategies they have learned.

Step 6: Set Expectations (5 minutes)

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



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

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 **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** supplemental module content in advance of the second meeting:

- Introduction
- Part 1: Cultivating the Relationship with Your Grandchild
- Part 2: Communication

If possible, show the pages in the of the Parent Workbook and Syllabus for the **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** 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,
Part 1 and Part 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 (3 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 (2 minutes)

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

Step 3: Start Discussion (50 minutes)

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

Introduction (10 minutes)

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

- You are a proud grandparent, but, due to a difficult situation, you have become the primary caregiver for your grandchild. Whatever the situation, and whether it involves one or several factors, you are probably raising your grandchild with little to no assistance and involvement from the child's parent(s).
- The absence of your grandchild's parent in your life and in your grandchild's life can have rewards and challenges. However, your grandchild is not alone. They have you. They have your love, dedication, influence, wisdom, and advice. You have been given the opportunity to be a positive influence in your grandchild's life. You might be able to re-experience the joys of raising a child and take pride in their accomplishments, goals, and values that you help make possible. However, there will be challenges that you, and many other grandparents, face as a full-time caregiver of a young teen.



- You may have concerns about taking on the responsibilities (again) that come with being the primary caregiver of a child. You may be worried about the child's parent. You may wonder how you might be able to help them and what their relationship with your grandchild will be like. You may feel isolated or alone. In this course, we will examine strategies that you can use to help you think through and address these concerns, and we will discuss approaches you can use to overcome negative thoughts and feelings that may cause you stress.

After completing this learning module, you will be able to do the following:

- Develop a positive caretaker relationship with your grandchild,
- Understand how to effectively communicate and interact positively with your grandchild,
- Identify supports for your grandchild,
- Establish relationships to help your grandchild thrive,
- Manage your stress and your health, and
- Learn how to continue to meet your own needs while you plan for the future with your grandchild.



Ask the participants the following questions to generate discussion:

- _____ What does your family make up, or situation, look like (e.g., incarceration, mental or physical health issues, addiction, parent is deceased)?
- _____ What challenges or difficulties are you currently experiencing while you are raising your grandchild?



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?

Part 1: Cultivating the Relationship with Your Grandchild

Positive Parenting: Interaction and Discussion Questions (5 minutes)



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



- The way you act in your role as the primary caretaker of your grandchild impacts the interactions (positive and negative) you and your grandchild have and affects how your grandchild behaves. To enhance your role as the primary caretaker, you will probably want to practice positive parenting and adopt an effective parenting style. You completed a Stop and Think activity in which you were asked to consider positive parenting and how you may already use it.
- Remember that positive parenting is based on good communication and positive attention.
- Some ways to practice positive parenting are to be available, to encourage, to be supportive, to praise your grandchild when they accomplish tasks or overcome challenges, to demonstrate support and encouragement, and to show you are interested and invested in helping them problem solve.
- Remember the various strategies you learned in Branch Out, which include non-verbal language and actively listening to your grandchild.



Generate discussion among participants using the following questions:

_____ Can you think of a time when you used positive parenting in the last week?

_____ Would anyone like to share an idea or approach you could try in the next week to show positive support for your grandchild?

Parenting Styles: 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 learned about four different styles of parenting.
- The module discussed authoritative parenting and its advantages.
- Adopting an **authoritative parenting style** and using **positive parenting practices** can benefit the grandparent and the grandchild. Using this parenting style contributes to the grandparent's self-esteem and grandchild's self-esteem. Using an authoritative style can help to clarify what the grandparent and grandchild expect from one another.



Generate discussion among participants using the following questions:

- _____ What are some of the ways you have used an authoritative parenting practice with your grandchild?
- _____ What is an authoritative practice that you would like to use with your grandchild in the next week?

Developmental Needs: Interaction and Discussion (5 minutes)



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

- In addition to being an authoritative grandparent and adopting a positive approach to parenting your grandchild, you should be up to date on the developmental needs of your grandchild and the cultural factors that might influence them.
- Understanding current circumstances (or at least making an effort to) can make you a more effective and educated grandparent, and it will also show your grandchild that you are paying attention to people, situations, and feelings that are important to them.
- To understand where your grandchild might be developmentally, be sure to refer to the Developmental Expectations Chart (10- to 14-year-olds).
- Be sure to consider what might be best for your grandchild and their developmental needs when making decisions or setting guidelines and expectations.
- Remember to openly listen and discuss your grandchild's feelings about their parents.



Generate discussion among participants using the following questions:

- _____ Consider your grandchild and their relationship with their parents. What topics should you educate yourself on to understand and support your grandchild better?
- _____ What opportunities do you know of that can help you educate yourself in those areas?



Spending Time with your Grandchild: Interaction and Discussion Questions (5 minutes)



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

- With all of the time and dedication you spend building strategies and strengths to engage and work through challenges with your grandchild, don't forget to have fun!
- Building upon your strengths and providing your grandchild with a loving, safe, and engaging home environment will help your grandchild feel safe, loved, and secure about the future.
- By cultivating your relationship with your grandchild, you will help them become resilient and develop skills that will empower them to think positively about themselves and about their life.



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

The module provided you with an outline that can help you plan for time to bond with your grandchild by finding activities you can do together.

_____ What are some activities that you like and/or your grandchild likes to do?

_____ What are some activities that you and your grandchild could do together?

_____ Over the next week, what are some activities you are going to try with your grandchild? What activities are you going to try over the next month?

Part 2: Communication

Communication Approaches: Interaction and Discussion Questions

(5 minutes)



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

- Everyone's communication styles differ. The module discussed passive, aggressive, and assertive communication styles. An assertive style of communication is the most effective form of communication and recognizes that communication is a two-way process. When you use an assertive style, you clearly communicate your feelings, needs, and opinions. Using this communication style can help you make your needs clear without insulting, criticizing, or talking down to others.



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

In the module, you completed a reflection activity in which you identified what type of communication you use in different situations.

- _____ What style of communication did you identify with the most?
- _____ What style of communication do you use with teachers or health professionals?
- _____ What style of communication do you use with family members and friends?
- _____ What style of communication do you want to use with your grandchild regarding their behaviors and needs?

Assertive Communication Techniques: Interaction and Discussion Questions (15 minutes)



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

- This module examined some assertive communication techniques including VCR, I Statements, problem-solving, breaking it down, and fogging. In addition, it provided activities for you to think about and to help you consider when and how you might use these techniques as you interact with your grandchild.



Facilitator Tip

Briefly review the five assertive communication techniques, and revisit the examples provided in the module if needed

VCR

- Validate the person's feelings
- Challenge them to address the situation
- Reward (get the outcome)



I Statements

- Put the problems in terms of your own feelings.
- Differentiate between opinions and facts.
- "When you do ____ I feel ____."

Problem-solving

- Work toward a compromise. Try to find a solution in which you both win.

Break it down

- Try to find small things that you can agree to or get the other person to agree to.

Fogging

- When someone criticizes you, agree with it to a small degree.
- Doing this can take the sting out of the remarks.



Generate discussion among participants using the following questions:

- _____ Does anyone currently use any of the communication techniques discussed in the module? Which ones? How does using that technique help your interactions with your grandchild?
- _____ Which of those techniques would you like to start to incorporate into your communication with your grandchild? Why?
- _____ You were asked to think of a specific situation from your past, or one that you could foresee in the future, in which you have asked or want to ask for help or support from a family member/friend, and they were reluctant to agree. How could you use these assertive communication techniques to better communicate in a situation like that?



Step 4: Assign Homework (3 minutes)

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

- Part 3: Identifying Supports for You and Your Grandchild
- Part 4: Caring for Yourself
- Wrap-Up

Step 5: Adjourn (2 minutes)

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

Supplemental Module Meeting 2 should be scheduled at least 1 week after Supplemental Module Meeting 1 has occurred. This timing allows your participants 1 week to complete the supplemental module content for *Part 3 (Identifying Supports for You and Your Grandchild)*, *Part 4 (Caring for Yourself)*, 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 Parts 2 and 3 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 (4 minutes)

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

Step 2: Restate the Ground Rules (1 minute)

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

Step 3: Start Discussion (45 minutes)

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

Part 3: Identifying Supports for You and Your Grandchild Negotiating Systems of Care: Interaction and Discussion Questions (10 minutes)

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

- Part 3 focused on helping grandparents who are raising their grandchildren understand they may need help, services, and information.
- Knowing how to navigate the healthcare system, getting legal assistance, working with your grandchild's school, or finding sources of support in the community are important skills you will need as you create a positive and loving environment for your grandchild.
- Navigating systems of care can be difficult, but breaking these systems down into manageable steps can help you help your grandchild when they need specific services.



? Generate discussion among participants by asking the following question:

- _____ The four steps of getting help, assistance, and services involve determining what is needed, finding sources and information, setting goals, and evaluating your experiences.
- _____ Are there areas where you struggle in obtaining the help or services you or your grandchild need?
- _____ How can you use the four steps to work towards getting that service or assistance?



Facilitator Tip

Have scenarios/examples prepared in case caregivers are not prepared to or willing to discuss their own examples. A scenario based around Louisa (grandparent) and Fabine (grandchild) can be found within the module.

Part 4: Caring for Yourself

Caring for Yourself Interaction and Discussion Questions (10 minutes)



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

- Part 4 highlighted that grandparents who are raising grandchildren are more likely to experience poorer physical and mental health than non-caregivers. Such health concerns may cause custodial grandparents to fear for their grandchildren's well-being in the event of their own disability or death.
- Therefore, grandparents need to focus on caring for themselves as well!



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

- _____ Consider how the demands of raising a grandchild impact you and your health. Are you meeting your own needs? Why or why not?
- _____ What can you do better to meet your current needs (e.g., attend doctor's appointments, leverage circle of support, exercise, socialize)?



Grief and Loss: Interaction and Discussion Questions (10 minutes)



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

- Grandparent caregivers often must cope with a variety of losses or challenges caused by adverse family events that have necessitated their need to raise a grandchild.
 - o Loss of normalcy
 - o Change in relationship with grandchild's parent
 - o Change in life plans
 - o Change in other relationships
- Ideas to keep in mind when coping with grief and loss:
 - o Have patience and confidence in your ability to cope and adjust
 - o Coping with loss is easier when you have someone you can share your feelings, fears, and experiences with
 - o People grieve in their own ways; you will have good and bad days
 - o Grief is an ongoing process
 - o Give your grandchild opportunities to share their feelings
 - o Join a grief support group



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

- _____ Would anyone like to share their experience with grief and loss?
- _____ What types of losses have you experienced?
- _____ Do these losses stem from what used to be or what is yet to come or both?
- _____ What are some of the positive takeaways you have found as a result of the grief and loss you have experienced?



Caregiver Stress: Interaction and Discussion Questions (5 minutes)



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

- Parenting can be a source of stress, and it can be influenced by a grandparent's energy, health, and psychological distress, like depression and anxiety. You should understand there is no single right way to cope with stress, and there are several ways that individuals can and do cope with stress. Some common styles of coping include the following:
 - **Appraisal-focused:** This type of coping uses logic and mental preparation by reframing or redefining the situation.
 - **Problem-focused:** An individual using this type of coping seeks information and support, acts, and identifies new rewards.
 - **Emotion-focused:** Using this type of coping, the individual recognizes and finds ways to regulate their own emotional reactions to stress.
- Within each of these three categories of strategies, there are a variety of healthy techniques you can use to manage stress.



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

- _____ What is something that your grandchild does that causes you stress? How do you manage that stress?
- _____ What do you most enjoy about being a grandparent caregiver? What is your least favorite part? How can you reframe that thought into something positive?
- _____ Whom in your life could you ask for help? How do you think they would react to you asking?

Planning for the Future: Interaction and Discussion (5 minutes)



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



- Families often delay making important decisions until a crisis occurs. However, making decisions when you are under stress is not recommended. Planning before a crisis can help your family prepare for potentially difficult decisions. You may need to face issues with planning for the future such as examine your current and future financial situations, consider how caregiving may impact your marriage and relationships, make a plan for your and your grandchild's future should you become sick, and determine how much and how often you and your grandchild want your grandchild's parents to be involved in your and your grandchild's lives.



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

_____ What do you want or need to plan for regarding the short term?

_____ What do you want or need to plan for regarding the long term?

Wrap-Up (5 minutes)



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

- You are commended for completing the supplemental module and participating in these group meetings. Your participation reflects your commitment to learning and being the best caregiver you can be! Navigating this responsibility can be overwhelming. There may be many hurdles along the way, but, together, you and your grandchild can overcome obstacles. Remember to have fun and take time each day to enjoy yourself and enjoy each other.

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 caregiver? Why?

_____ What strategies or skills did you learn in the supplemental module that will help you achieve the goals you have for you, your grandchild, and/or your family?



- _____ What has changed with your interactions with your grandchild or family since before you started to completed the supplemental module?
- _____ Have you noticed a difference in the way your grandchild is responding to your parenting?

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

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

Universal Programs

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

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



Grandfamilies Recruitment Poster



grandfamilies

PROSPERing with 10- to 14-Year-Olds

A supplemental parent-education module that is designed for grandparents who are full time caregivers of children between the ages of 10 and 14 years old.

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

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

Learn more about *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* and other Thrive programs at:
<https://thrive.psu.edu/>

Meet with us!

Appendix B



Grandfamilies Participant Recruitment and Tracking Sheet

Grandfamilies: PROSPERing with 10- to 14-Year-Olds
Hybrid Implementation Participant Recruitment and Tracking Sheet

[illegible]

Instructions for Completing the *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* 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 *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* 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 *Grandfamilies: PROSPERing with 10- to 14-Year-Olds*).

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 *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* is the correct program for their family.

Complete Columns 6-8

- Send the *Grandfamilies: PROSPERing with 10- to 14-Year-Olds Parent Welcome Letter* to the email address provided, and enter the date the *Grandfamilies: PROSPERing with 10- to 14-Year-Olds Parent Welcome Letter* is sent.
 - By sending the *Grandfamilies: PROSPERing with 10- to 14-Year-Olds 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 *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* supplemental module.
- Follow up with the potential participant to see if they would like to register and attend the hybrid implementation of *Grandfamilies: PROSPERing with 10- to 14-Year-Olds*

Complete Column 9

Send the *Grandfamilies: PROSPERing with 10- to 14-Year-Olds Parent Workbook and Syllabus*.

Appendix C



Grandfamilies 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.

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

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

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

Grandfamilies: PROSPERing with 10- to 14-Year-Olds Online

Grandfamilies: PROSPERing with 10- to 14-Year-Olds is an online supplemental module for parents (and caregivers) of adolescents who experience mental health challenges. This supplemental module focuses on addressing specific concerns parents may have regarding an adolescent who is facing mental health challenges. Since *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* is online, you can complete it at your own pace.

Hybrid Implementation of *Grandfamilies: PROSPERing with 10- to 14-Year-Olds*

The hybrid implementation of *Grandfamilies: PROSPERing with 10- to 14-Year-Olds* 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.

Grandfamilies - Date/Time/Location Hybrid Implementation

Expectations

You will be asked to independently participate in online sessions of **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** 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 **Grandfamilies: PROSPERing with 10- to 14-Year-Olds** by selecting **Grandfamilies: PROSPERing with 10- to 14-Year-Olds Overview** and then selecting "Start Course."

Still have Questions? Contact your Facilitator!

Grandfamilies Facilitator's Name

Phone Number/Email

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



Grandfamilies Screen Share Text Example



Thank you for joining our meeting for



grandfamilies

PROSPERing with 10- to 14-Year-Olds

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.

