PennState

raising siblings

Fostering Positive Relationships

Hybrid Implementation Facilitation Manual

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CLEARINGHOUSE FOR MILITARY FAMILY READINESS

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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.

<table>
<tr><th colspan="4">Thrive Initiative Program Areas</th></tr>
<tr><th colspan="4">Universal Parenting Programs</th></tr>
<tr><th>Take Root</th><th>Sprout</th><th>Grow</th><th>Branch Out</th></tr>
<tr><td>Infants
(0 to 6 months)</td><td rowspan="3">Preschool
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(10 to 18 years)</td></tr>
<tr><td>Infants
(6 to 12 months)</td></tr>
<tr><td>Infants & Toddlers
(1 to 3 years)</td></tr>
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Overview

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 *Raising Siblings: Fostering Positive Relationships* Hybrid Implementation Facilitation Manual

This facilitation manual offers professionals guidance regarding how to coordinate and deliver the ***Raising Siblings: Fostering Positive Relationships*** 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 ***Raising Siblings: Fostering Positive Relationships*** supplemental module includes an introduction, three sessions, 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 *Raising Siblings: Fostering Positive Relationships* Hybrid Implementation Facilitation Manual

- Outline the components of the ***Raising Siblings: Fostering Positive Relationships*** 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 ***Raising Siblings: Fostering Positive Relationships*** 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 ***Raising Siblings: Fostering Positive Relationships*** 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 ***Raising Siblings: Fostering Positive Relationships*** 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 Raising Siblings: Fostering Positive Relationships 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 ***Raising Siblings: Fostering Positive Relationships*** supplemental module.
- Facilitate the discussion at each hybrid implementation meeting.

Initial Preparation

Format

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

Location

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

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

Recruitment and Advertising for Hybrid Implementation

Recruitment and Advertising Strategies

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

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

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

Attendance

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

Program Preparation

Prepare and Disseminate Meeting Information

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

- The Parent Welcome Letter for the ***Raising Siblings: Fostering Positive Relationships*** 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.

Planning

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 – *Raising Siblings: Fostering Positive Relationships*

The ***Raising Siblings: Fostering Positive Relationships*** supplemental module includes an introduction, three sessions, and a wrap-up. 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:**
  - **Welcome and Introduction**
    This is a parenting program that is designed to offer support to parents and caregivers who have multiple children or who are looking to expand their family.
  - **Session 1: Introduction to the Sibling Relationship**
    This session includes topics such as understanding the sibling relationship, how unique the relationship is, and the developmental changes associated with this relationship.
  - **Session 2: How do Siblings Impact our Lives?**
    This session includes topics such as why the sibling relationship is so important and how it can cause growth and maturity or difficulties for us as we age.
  - **Session 3: External Influences on Sibling Relationships**
    This session includes topics such how age, parent involvement, and other variables influence and shape sibling relationships throughout the years.
  - **Wrap-Up**
    This session includes information on how to move forward in planning the future for you and your child(ren).

Supplemental Module Meetings

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

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

Overview of the Types of Hybrid Implementation for Supplemental Module Meetings

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

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

Delivery Type 1: Supplemental Extension

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

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

Meeting Agenda

Facilitator's Meeting Guide

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

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

Delivery Type 1: Supplemental Extension

Content begins on page 27

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

Delivery Type 2: Supplemental Stand Alone

Content begins on page 57

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

Delivery Type 1: Supplemental Extension

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

Introduction

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:

____ ***Raising Siblings: Fostering Positive Relationships*** is an online supplemental module for parents (and caregivers), of multiple children or those who are planning to increase their family size.

____ This supplemental module intends to help parents and caregivers better understand how sibling relationships change as their children grow older and how parenting multiple children will change because of their children's development. This module will encourage you to think about your own experiences with your siblings, look at how siblings can influence your children's lives and recognize how you can help your children develop their own siblings' relationships that can benefit them long term.

____ During the online supplemental module sessions and throughout the hybrid implementation meetings, information and parenting strategies that parents can use and adapt, as necessary, to fit their individual circumstances and family needs will be disseminated. The supplemental module content is designed to help parents build on their existing skills and strategies, so they can effectively parent multiple children either now or in the future.

____ Some of the content that is read and practiced in the supplemental module and discussed in the hybrid implementation meetings might be familiar to the parents, and they may already know about and use the disseminated information. Therefore, they may use the meeting time as an opportunity to realize, appreciate, and share what already works for them, their child, and their family.

____ ***Raising Siblings: Fostering Positive Relationships*** is an online supplemental module that can help you think about the experience of having multiple children, who, in turn, will then have siblings, and what raising siblings might look like including the "highs" and "lows" involved. It includes a welcome and introduction, three sessions, 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:

- Understand the dynamics of a sibling relationship and how it is unique from other close relationships.
- Examine how parenting and co-parental relationships can influence sibling dynamics.
- Identify the difference between favoritism and differential treatment in your inactions with your children, and understand how these behaviors can impact sibling relationships.
- Incorporate parenting practices that can improve sibling relationships, such as sensitive responding, establishing rules and boundaries, and holding family meetings.
- Use strategies to resolve common sibling conflicts.
- Recognize red flags in sibling conflicts and determine how you can intervene to prevent adverse outcomes in your children.
- Promote positive interactions among siblings to foster warm and supportive relationships.

Step 2: Review the Syllabus *(5 minutes)*

Provide copies or screen share a copy of the Parent Workbook and Syllabus for the ***Raising Siblings: Fostering Positive Relationships*** 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 parenting.

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 ***Raising Siblings: Fostering Positive Relationships*** supplemental module in advance of the second meeting:

- Welcome and Introduction
- Session 1: Introduction to the Sibling Relationship

If possible, show the pages in the Parent Workbook and Syllabus for the ***Raising Siblings: Fostering Positive Relationships*** 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 *Welcome* and *Introduction* and *Session 1 (Introduction to the Sibling Relationship)* and gives them time to practice some of the strategies they have learned.

Meeting 1

Discuss the Module's Welcome and Introduction and Session 1

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

Meeting 1 | Discuss the Module's Welcome and Introduction and Session 1

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

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

Step 2: Restate the Ground Rules *(5 minutes)*

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

Step 3: Start Discussion *(45 minutes)*

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

Welcome and Introduction *(10 minutes)*

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

- Raising multiple children—especially when they are at different developmental stages—can be a positive experience for a family and, at the same time, complicated! Understanding the uniqueness of sibling relationships and how these relationships change over time can help parents and caregivers foster the positive development of their children's relationships with one another.
- This module intends to help you, as parents and caregivers, understand how sibling relationships change as children grow older and enter different developmental stages and how parenting multiple children will change because of their children's development. You will learn about sibling relationships and what makes a sibling relationship unique. You will also learn about the role you can take in fostering positive sibling relationships through behaviors such as modeling positive interactions, establishing boundaries, and practicing a parenting strategy called "sensitive responding." Throughout the module, you will explore communication and conflict-management strategies that can help you navigate common sibling-related challenges and promote positive sibling relationships.

Meeting 1 | Discuss the Module's Welcome and Introduction and Session 1

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

- Understand the dynamics of a sibling relationship and how it is unique from other close relationships.
- Examine how parenting and co-parental relationships can influence sibling dynamics.
- Identify the difference between favoritism and differential treatment in your interactions with your children, and understand how these behaviors can impact sibling relationships.
- Incorporate parenting practices that can improve sibling relationships, such as sensitive responding, establishing rules and boundaries, and holding family meetings.
- Use strategies to resolve common sibling conflicts.
- Recognize red flags in sibling conflicts, and determine how you can intervene to prevent adverse outcomes in your children.
- Promote positive interactions among siblings to foster warm and supportive relationships.

Ask some, or all of, the following questions and solicit answers from participants to generate discussion:

____ Think about your own experiences growing up. Do you have a sibling or siblings?

____ If yes, what was that relationship like for you when you were a child? What is it like now? Do you want the same experience for your own child(ren)? Why or why not?

____ If you didn't have siblings, did you enjoy being an only child? Did you ever wish you had siblings? Do you want the same experience for your own child(ren)? Why or why not?

Session 1: Introduction to the Sibling Relationship

Siblings – Unique Relationship *(10 minutes)*

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

- Understanding the uniqueness of the sibling relationship and how it changes over time can help you, as a parent or caregiver, foster the positive development or your child's relationships with their siblings(s).

- Things to remember:
    - o A sibling relationship is typically the longest close relationship an individual will have throughout their life.
    - o A sibling relationship has a unique combination of features that make it similar and different from their relationship with their parents and their friends or romantic partners.
    - o Siblings have shared experiences and non-shared experiences, even when they are raised in the same family.
- The module talked about two types of close relationships–closed-field and open-field relationships.
    - o Close-field relationships are those that are constrained by genetics, social norms, or laws. These relationships can withstand more conflict. Examples are parent-child, sibling or marital relationships.
    - o Open-field relationships are those that are voluntary and they can form and dissolve quickly. Examples are friendships and dating relationships.
- Siblings can also be in a 'love-hate' relationship where feelings of positivity and negativity coexist due to the close-field nature. These can also be defined as ambivalent relationships.

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

____ If you have siblings or your children have siblings: Do you see relational ambivalence – that "love-hate" relationship – within your own sibling relationships or within your children's relationships with each other?

____ If you don't have siblings or your child doesn't have siblings: Do you know siblings who drive each other crazy because they know what buttons to push, but, if someone else outside of the family were to pick on one of them, they would immediately stick up for their brother or sister?

Different Types of Sibling Relationships *(5 minutes)*

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

- As explored in the module, there are different types of sibling relationships, including biological, adoptive, half-, or step-siblings. These different sibling types can vary in terms of the amount of contact the siblings have with each other, their age spacing, and their relationship qualities.

Ask the following questions, and solicit answers from participants to generate discussion:

____ If you have more than one child, how would you define the relationship between your children?

____ If you are a parent of one child and are considering adding another child, or awaiting the arrival of another child, what do you want their relationship to look like?

Development and Change in the Sibling Relationship *(5 minutes)*

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

- As mentioned in Session 1, the sibling relationship begins when one child becomes aware of the existence of another child. This usually occurs with the birth of a second child. There can be adjustment periods that the older sibling needs to go through, but when parents prepare for this change the adjustment can be made much easier. For example, you could spend time talking about the new sibling with your existing child and sharing expectations, you could establish a ritual with your existing child that can continue after the new sibling arrives, or you could involve your child in preparations for the new sibling, like setting up their bedroom.

Facilitator Tip

- Share the *Preparing Your Child for Their Sibling's Arrival* downloadable parent toolkit resource.

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

____ Would anyone like to share what they are doing, or what they did, to prepare existing children form the arrival of a new sibling?

____ Did anyone start a ritual with their existing child(ren)? If so, are you still doing that same ritual?

Siblings in Early Childhood *(5 minutes)*

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

- During the toddler and preschool years, older siblings tend to serve more as leaders in their interactions with their younger siblings. This can be a positive influence for both the older and the younger siblings. Older siblings learn leadership skills and prosocial behaviors, like helping and cooperation. Younger siblings gain many skills by imitating older siblings in terms of social interactions and cognitive or academic skills, like saying new words, starting to count, and learning the names of colors.

Ask some, or all of, the following questions and solicit answers from participants to generate discussion:

____ If you have siblings, what skills did you learn from your siblings, or what skills did you teach your siblings?

____ What skills have you seen your own children learn from one another or teach one another?

____ Were these positive or negative learning experiences?

Sibling Relationships – Gender and Age-Spacing *(5 minutes)*

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

- The dynamics between siblings will continue to change as siblings enter their elementary school years and into adolescence. When the first-born older sibling goes to school, they may become wrapped up in new friendships, and younger siblings can feel left behind. But, once the younger sibling starts elementary school, older siblings often reclaim their leadership status and act as a guide for the new-to-school younger siblings.
- During adolescence sibling relationships see changes that include increased school demands; more interest in peers outside of the family, like friends; and, sometimes, romantic partners. In early adolescence siblings spend less time together than they did in previous years; however, they still spend more non-school hours together than with any other person—friends and parents included. The sibling relationship is still very important! However, with all of that time spent together, sibling conflict often peaks in early adolescence.

Ask the following questions, and solicit answers from participants to generate discussion:

____ If you have a sibling, are you closest with your brother, your sister, or your sibling who is closer, or further apart, in age? How does this compare to your spouse/partner's sibling relationships or other sibling relationships you've seen?

____ Do you notice gender or age differences in your children's relationships with one another or in the sibling relationships of other families you know? For families with multiple children, do you notice more conflicts with any one sibling compared to another? What do you notice?

Siblings Becoming Adults Together *(5 minutes)*

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

- When siblings become adults, their relationship will again, change, but they may be able to maintain (and even grow) their relationship by making decisions together about their aging parents or asking each other for relationship or parenting advice. During older age, siblings who have a close and positive relationship with one another tend to experience much lower rates of depression than older adults who do not have a close and supportive sibling relationship.

Ask the following questions, and solicit answers from participants to generate discussion:

- ____ How have the sibling experiences described in this session been similar or different than your own experience or your experience with your child(ren)?
- ____ What factors (i.e., gender, age spacing, developmental) do you think may have influenced your relationship with your siblings? What factors are influencing your child(ren)'s relationships now?
- ____ Would anyone like to share the one word that came to their mind that represents what you learned in Session 1 of the module?

Step 4: Assign Homework *(3 minutes)*

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

- Session 2: How do Siblings Impact our Lives?
- Session 3: External Influences on Sibling Relationships
- 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.** This timing allows your participants 1 week to complete the supplemental module content for *Sessions 2 (How do Siblings Impact our Lives?)* and *3 (External Influences on Sibling Relationships)* 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.

Meeting 2

Discussion of Sessions 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 *(5 minutes)*

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

Step 2: Restate the Ground Rules *(5 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.

Session 2: How do Siblings Impact our Lives? Sibling Conflict and Negativity *(5 minutes)*

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

- As mentioned in Session 1, the sibling relationship is often considered the quintessential "love-hate relationship" because it frequently bounces back-and-forth between bouts of conflict to moments of support and affection.
- Research indicates that, on average, siblings between 3 and 7 years old engage in some kind of conflict 3.5 times per hour. Children who are 2 to 4 years old experience about 6.3 conflicts per hour - or more than one clash every 10 minutes. This conflict peaks in early adolescence and then begins to decline. The teen years can feel like there is always conflict with someone in the house!
- Conflict can be a sign of healthy development, but too much and larger conflict between siblings can be associated with greater depression, anxiety and problem behaviors in the child. These sibling relationships also have a greater influence on individuals than the impact of marital or parent-child conflict.
- If there are conflicts that are heated, intense, and consistent over time or physically unsafe can be signs of unhealthy conflict. Also be on the lookout for conflicts where one sibling is always 'winning' and the other 'losing'.
- Constructive conflicts are helpful and healthy for children to learn, especially in a situation with a sibling. The characteristics of the sibling relationship can be a safe space for siblings to rest their conflict-resolution skills when disputes occur.

Ask some, or all of, the following questions and solicit answers from a few participants to generate discussion:

Session 2 had you examine some issues of frequent conflict between siblings (i.e., one sibling borrowing a toy or article of clothing without asking first, whose turn it is to sit in the front seat of the car or other favored spot, what game to play or how to play a particular game, whose turn it is to perform a household chore or task, going into another sibling's room or space without knocking or asking permission).

____ If you had siblings growing up, which of these situations did you experience with your siblings? Which do you find yourself refereeing with your own children?

____ As a parent, which of these disagreements between your children, frustrates you the most?

____ How do you typically try to settle that argument? Does it work? For the short term or long term?

Sibling Warmth and Conflict

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

- While conflict may be common in sibling relationships, positive qualities such as warmth, support, play, help, and disclosure are also characteristics of these relationships. Children with warm and supportive sibling relationships tend to have better mental and emotional well-being and may have stronger relationships with other people outside of the family compared to children who do not have siblings.

Ask some, or all of, the following questions and solicit answers from a few participants to generate discussion:

____ Think about your own siblings growing up. Would anyone like to share what some of your favorite memories with them? Was it playing a particular game? Was it a special family vacation? Was it when they helped you to learn a new skill?

____ If you did not have siblings growing up, consider the special memories your children are making together. Are there any new experiences or memories you would like your children to create with each other as they grow up together?

The Impact of Warmth and Conflict on Sibling Relationships

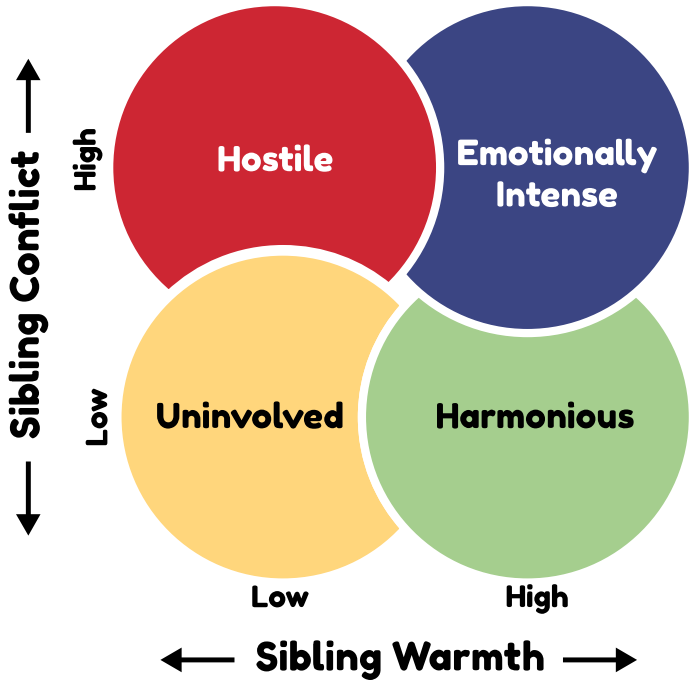
(5 minutes)

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

- Session 2 described four types of sibling relationships and told us that the best sibling relationships are high in warmth and support, regardless of how much conflict they have.

Facilitator Tip

- Show a graphic of the *Sibling Warmth and Conflict Chart*.



Emotionally Intense:
High Warmth, High Conflict

Harmonious:
High Warmth, Low Conflict

Hostile:
Low Warmth, High Conflict

Uninvolved:
Low Warmth, Low Conflict

Ask some, or all of, the following questions and solicit answers from a few participants to generate discussion:

____ Of the four types of relationships described in the module, would anyone like to share the sibling relationship your children have with each other? If you have multiple children, do you see differences between one sibling relationship and another?

____ If you had siblings growing up, how would you classify your relationship(s)? Are there differences between one sibling relationship and another? In other words, would you classify your relationship with your older brother as high in warmth and high in conflict and your relationship with your younger sister as high in warmth and low in conflict? Did your relationship move between quadrants as you grew into adulthood?

____ If you did not have siblings as a child, are there examples of sibling relationships that you remember from your friends, other family members (i.e., cousins), or books or movies? How would you classify these relationships? What do you notice about these relationships? Does one sibling relationship appear or feel closer or more disconnected compared to the other?

Promoting Positive Sibling Relationships *(5 minutes)*

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

- As a parent, how can you help to encourage and promote positive sibling relationships. The module talks about a few ways: nurture mutual interests, incorporate or establish family traditions, complete household responsibilities together, and enjoying special experiences together.

Ask some, or all of, the following questions and solicit answers from participants to generate discussion:

____ Would anyone like to share as a child what they did together with their siblings that made them feel close to their sibling?

____ What have you done, or what might you do or try, to help promote a positive relationship between your children? What did your children tell you they enjoyed the most about what you did or tried?

Session 3: External Influences on Sibling Relationships

How Parents Influence Siblings *(5 minutes)*

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

- As parents, you may feel like your children are best friends one minute and the worst enemies the next. This is normal! Many siblings act this way and as parents we can significantly influence their relationships with one another in both positive and negative ways. You can influence your children's relationship by how you treat your spouse and/or co-parent as well as how you treat each individual child. If your family have warm and supportive marital relationships, your children's sibling relationships will also be warm and supportive.
- Remember that this doesn't mean you should never fight in front of your children. Children of parents who model behaviors that represent constructive conflict- behaviors that include reasons and explanations for and attempts at resolution- are more likely to try to handle conflicts constructively. Couples who model loud, angry, name-calling or physical-conflict styles are more likely to have children who handle conflicts destructively.

Ask some, or all of, the following questions and solicit answers from participants to generate discussion:

____ Have you ever noticed your child imitating something you've said or done that was positive? How did seeing this behavior in your child make you feel?

____ How about a behavior that was unflattering (we've all been there)? How did seeing this behavior in your child make you feel?

Fair and Equal Parenting Though Sensitive Responding *(5 minutes)*

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

- Favoritism, especially when dealing with a conflict, is associated with more youth depression, anxiety and problem behavior as well as poorer sibling relationships. An exception to this would be if your child knows why you are treating a sibling differently. An example of this would be if the sibling had a disability or if household chores were sorted based on gender- the key here is that they understand the WHY.

- If a child doesn't know why they are being treated differently than another sibling, they are more likely to experience depressing and problematic behavior outbursts. The favored child can also begin to feel more anxious and uncomfortable due to the special attention.

Ask some, or all of, the following questions and solicit answers from participants to generate discussion:

____ Consider your interactions with your children. Are there words you say or actions you do with one child that differ from what you say or do with another child? How do you think your children perceive these differences? Is there anything you say or do that may be perceived as favoritism?

Parenting for Stronger Sibling Relationships *(5 minutes)*

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

- We have learned that sibling relationships can be influenced by the other relationships within a family—including co-parental and parent-child relationships. Children observe and interpret these relationships and apply what they learn to their own sibling relationships. With this in mind, parents could consider how they can directly impact sibling relationships through how they deal with sibling conflicts.
- The module talked about 4 steps to conflict-resolution with siblings:
    1. Create space for siblings to calm down. They could sit on opposite sides of the room, go to different rooms but they need a second to remove themselves from whatever is causing them to be frustrated.
    2. Gather the information from both siblings. Sit down with them and ask each child to tell their side of the story. After hearing each side, you could repeat back and state your understanding of their perspectives.
    3. Encourage perspective-taking from both sides. Help them to see why the other was feeling the way they were and bring together the disconnect. It's an effort to understand the other's side, but that understanding is helpful for resolution.
    4. Brainstorm solutions together. Ask each child how they would fix the situation and if there is no resolve in playing together, they might need to change what they are playing or play separately.

Ask some, or all of, the following questions and solicit answers from a few participants to generate discussion:

_____ How is your current method of resolving conflicts with your children similar to the conflict-resolution strategies shared in this module? How are they different?

_____ What new or learned strategies might you plan to incorporate into your conflict resolution with your children?

The Family Meeting *(5 minutes)*

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

- Over 95% of conflicts between siblings are about property, especially in young children. With older-aged siblings, family or household rules help to proactively avoid conflict. Household chore calendars are one way to help disputes between older siblings. Other rules put in place could address respecting each other's privacy and property, but everyone in the house including parents need to follow these rules along with the children.
- Session 3 talked about the many benefits of family meetings, including:
    - o Teach children (and parents) how to listen without judgment;
    - o Learn how to see other people's perspectives and respect them;
    - o Learn how to give time to others even when they are busy; and
    - o Recognize that each person is an individual but they are also part of a unit.

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

_____ Does anyone do family meetings, or did they try a family meeting? How did that go for you and your family?

Wrap-Up
Building Positive Relationships *(5 minutes)*

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

- Look at how impactful sibling relationships can be in our lives! This dynamic relationship can be quite an amazing topic to explore.
- In this module, we learned how sibling relationships are unlike any other relationships we may experience. The sibling relationship can impact us positively and negatively. Siblings can offer support and comfort to each other, and they can also engage in and create conflict and strife! Furthermore, we explored how parents and caregivers can influence the sibling relationship by how they interact with their children and how they interact with their spouse, partner, or coparent. Practices such as modeling positive behaviors; building positive relationships through shared activities; encouraging constructive conflict resolution; and incorporating parenting strategies, such as sensitive responding and regular family meetings, can benefit the sibling relationship.

Wrap-Up Module Discussion: Summary Questions

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 parent? Why?

____ What strategies or skills did you learn in the supplemental module that will help you achieve the goals you have for your child or your family?

____ What has changed in your interactions with your child since before completing the supplemental module?

____ Have you noticed a difference in the way your child is responding to your parenting?

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

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

____ ***Raising Siblings: Fostering Positive Relationships*** is an online supplemental module for parents (and caregivers), of multiple children or those who are planning to increase their family size.

____ This supplemental module intends to help parents and caregivers better understand how sibling relationships change as their children grow older and how parenting multiple children will change because of their children's development. This module will encourage you to think about your own experiences with your siblings, look at how siblings can influence your children's lives and recognize how you can help your children develop their own siblings' relationships that can benefit them long term.

____ During the online supplemental module sessions and throughout the hybrid implementation meetings, information and parenting strategies that parents can use and adapt, as necessary, to fit their individual circumstances and family needs will be disseminated. The supplemental module content is designed to help parents build on their existing skills and strategies, so they can effectively parent multiple children either now or in the future.

____ Some of the content that is read and practiced in the supplemental module and discussed in the hybrid implementation meetings might be familiar to the parents, and they may already know about and use the disseminated information. Therefore, they may use the meeting time as an opportunity to realize, appreciate, and share what already works for them, their child, and their family.

____ ***Raising Siblings: Fostering Positive Relationships*** is an online supplemental module that can help you think about the experience of having multiple children, who, in turn, will then have siblings, and what raising siblings might look like including the "highs" and "lows" involved. It includes a welcome and introduction, three sessions, 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:

- Understand the dynamics of a sibling relationship and how it is unique from other close relationships.
- Examine how parenting and co-parental relationships can influence sibling dynamics.
- Identify the difference between favoritism and differential treatment in your inactions with your children, and understand how these behaviors can impact sibling relationships.
- Incorporate parenting practices that can improve sibling relationships, such as sensitive responding, establishing rules and boundaries, and holding family meetings.
- Use strategies to resolve common sibling conflicts.
- Recognize red flags in sibling conflicts and determine how you can intervene to prevent adverse outcomes in your children.
- Promote positive interactions among siblings to foster warm and supportive relationships.

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

Facilitator Tip

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

Step 4: Set Ground Rules *(5 minutes)*

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

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

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

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

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

Things to Cover:

Enter your notes here

Ground Rules Set at Meeting:

Enter your notes here

Step 5: Review Syllabus *(5 minutes)*

Provide copies or screen share a copy of the *Parent Workbook and Syllabus* for the ***Raising Siblings: Fostering Positive Relationships*** 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 *Welcome* and *Introduction* and *Session 1 (Introduction to the Sibling Relationship)* and gives them time to practice some of the strategies they have learned.

Step 6: Set Expectations *(5 minutes)*

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

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

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

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

Step 8: Assign Homework *(5 minutes)*

Ask participants to complete the following module sessions from the ***Raising Siblings: Fostering Positive Relationships*** supplemental module content in advance of the second meeting:

- Welcome and Introduction
- Session 1: Introduction to the Sibling Relationship

If possible, show the pages in the of the Parent Workbook and Syllabus for the ***Raising Siblings: Fostering Positive Relationships*** supplemental module. Encourage your participants to complete all of the exercises and discussion questions for the assignments prior to each of the meetings.

Meeting 1

Discuss the Module's Introduction and Session 1

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

Meeting 1 | Discuss the Module's Introduction and Session 1

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

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

Step 2: Restate the Ground Rules *(5 minutes)*

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

Step 3: Start Discussion *(50 minutes)*

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

Welcome and Introduction *(10 minutes)*

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

- Raising multiple children—especially when they are at different developmental stages—can be a positive experience for a family and, at the same time, complicated! Understanding the uniqueness of sibling relationships and how these relationships change over time can help parents and caregivers foster the positive development of their children's relationships with one another.
- This module intends to help you, as parents and caregivers, understand how sibling relationships change as children grow older and enter different developmental stages and how parenting multiple children will change because of their children's development. You will learn about sibling relationships and what makes a sibling relationship unique. You will also learn about the role you can take in fostering positive sibling relationships through behaviors such as modeling positive interactions, establishing boundaries, and practicing a parenting strategy called "sensitive responding." Throughout the module, you will explore communication and conflict-management strategies that can help you navigate common sibling-related challenges and promote positive sibling relationships.

Meeting 1 | Discuss the Module's Introduction and and Session 1

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

- Understand the dynamics of a sibling relationship and how it is unique from other close relationships.
- Examine how parenting and co-parental relationships can influence sibling dynamics.
- Identify the difference between favoritism and differential treatment in your interactions with your children, and understand how these behaviors can impact sibling relationships.
- Incorporate parenting practices that can improve sibling relationships, such as sensitive responding, establishing rules and boundaries, and holding family meetings.
- Use strategies to resolve common sibling conflicts.
- Recognize red flags in sibling conflicts, and determine how you can intervene to prevent adverse outcomes in your children.
- Promote positive interactions among siblings to foster warm and supportive relationships.

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

____ Think about your own experiences growing up. Do you have a sibling or siblings?

____ If yes, what was that relationship like for you when you were a child? What is it like now? Do you want the same experience for your own child(ren)? Why or why not?

____ If you didn't have siblings, did you enjoy being an only child? Did you ever wish you had siblings? Do you want the same experience for your own child(ren)? Why or why not?

Session 1: Introduction to the Sibling Relationship
Siblings – Unique Relationship *(10 minutes)*

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

- Understanding the uniqueness of the sibling relationship and how it changes over time can help you, as a parent or caregiver, foster the positive development or your child's relationships with their siblings(s).
- Things to remember:
  - o A sibling relationship is typically the longest close relationship an individual will have throughout their life.
  - o A sibling relationship has a unique combination of features that make it similar and different from their relationship with their parents and their friends or romantic partners.
  - o Siblings have shared experiences and non-shared experiences, even when they are raised in the same family.
- The module talked about two types of close relationships–closed-field and open-field relationships.
  - o Close-field relationships are those that are constrained by genetics, social norms, or laws. These relationships can withstand more conflict. Examples are parent-child, sibling or marital relationships.
  - o Open-field relationships are those that are voluntary and they can form and dissolve quickly. Examples are friendships and dating relationships.
- Siblings can also be in a 'love-hate' relationship where feelings of positivity and negativity coexist due to the close-field nature. These can also be defined as ambivalent relationships.

Ask the following questions, and solicit answers from participants to generate discussion:

____ If you have siblings or your children have siblings: Do you see relational ambivalence – that "love-hate" relationship – within your own sibling relationships or within your children's relationships with each other?

____ If you don't have siblings or your child doesn't have siblings: Do you know siblings who drive each other crazy because they know what buttons to push, but, if someone else outside of the family were to pick on one of them, they would immediately stick up for their brother or sister?

Different Types of Sibling Relationships *(5 minutes)*

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

- As explored in the module, there are different types of sibling relationships, including biological, adoptive, half-, or step-siblings. These different sibling types can vary in terms of the amount of contact the siblings have with each other, their age spacing, and their relationship qualities.

Ask the following questions, and solicit answers from participants to generate discussion:

____ If you have more than one child, how would you define the relationship between your children?

____ If you are a parent of one child and are considering adding another child, or awaiting the arrival of another child, what do you want their relationship to look like?

Development and Change in the Sibling Relationship *(5 minutes)*

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

- As mentioned in Session 1, the sibling relationship begins when one child becomes aware of the existence of another child. This usually occurs with the birth of a second child. There can be adjustment periods that the older sibling needs to go through, but when parents prepare for this change the adjustment can be made much easier. For example, you could spend time talking about the new sibling with your existing child and sharing expectations, you could establish a ritual with your existing child that can continue after the new sibling arrives, or you could involve your child in preparations for the new sibling, like setting up their bedroom.

Facilitator Tip

- Share the *Preparing Your Child for Their Sibling's Arrival* downloadable parent toolkit resource.

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

____ Would anyone like to share what they are doing, or what they did, to prepare existing children form the arrival of a new sibling?

____ Did anyone start a ritual with their existing child(ren)? If so, are you still doing that same ritual?

Siblings in Early Childhood *(5 minutes)*

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

- During the toddler and preschool years, older siblings tend to serve more as leaders in their interactions with their younger siblings. This can be a positive influence for both the older and the younger siblings. Older siblings learn leadership skills and prosocial behaviors, like helping and cooperation. Younger siblings gain many skills by imitating older siblings in terms of social interactions and cognitive or academic skills, like saying new words, starting to count, and learning the names of colors.

Ask some, or all of, the following questions and solicit answers from participants to generate discussion:

____ If you have siblings, what skills did you learn from your siblings, or what skills did you teach your siblings?

____ What skills have you seen your own children learn from one another or teach one another?

____ Were these positive or negative learning experiences?

Sibling Relationships – Gender and Age-Spacing *(5 minutes)*

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

- The dynamics between siblings will continue to change as siblings enter their elementary school years and into adolescence. When the first-born older sibling goes to school, they may become wrapped up in new friendships, and younger siblings can feel left behind. But, once the younger sibling starts elementary school, older siblings often reclaim their leadership status and act as a guide for the new-to-school younger siblings.
- During adolescence sibling relationships see changes that include increased school demands; more interest in peers outside of the family, like friends; and, sometimes, romantic partners. In early adolescence siblings spend less time together than they did in previous years; however, they still spend more non-school hours together than with any other person—friends and parents included. The sibling relationship is still very important! However, with all of that time spent together, sibling conflict often peaks in early adolescence.

Ask the following questions, and solicit answers from participants to generate discussion:

____ If you have a sibling, are you closest with your brother, your sister, or your sibling who is closer, or further apart, in age? How does this compare to your spouse/partner's sibling relationships or other sibling relationships you've seen?

____ Do you notice gender or age differences in your children's relationships with one another or in the sibling relationships of other families you know? For families with multiple children, do you notice more conflicts with any one sibling compared to another? What do you notice?

Siblings Becoming Adults Together *(5 minutes)*

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

- When siblings become adults, their relationship will again, change, but they may be able to maintain (and even grow) their relationship by making decisions together about their aging parents or asking each other for relationship or parenting advice. During older age, siblings who have a close and positive relationship with one another tend to experience much lower rates of depression than older adults who do not have a close and supportive sibling relationship.

Ask the following questions, and solicit answers from participants to generate discussion:

____ How have the sibling experiences described in this session been similar or different than your own experience or your experience with your child(ren)?

____ What factors (i.e., gender, age spacing, developmental) do you think may have influenced your relationship with your siblings? What factors are influencing your child(ren)'s relationships now?

____ Would anyone like to share the one word that came to their mind that represents what you learned in Session 1 of the module?

Step 4: Assign Homework *(2 minutes)*

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

- Session 2: How do Siblings Impact our Lives?
- Session 3: External Influences on Sibling Relationships
- Wrap-Up

Step 5: Adjourn *(1 minute)*

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 *Sessions 2 (How do Siblings Impact our Lives?)* and *3 (External Influences on Sibling Relationships)* 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.

Meeting 2

Discussion of Sessions 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

Meeting 2 | Discussion of Sessions 2 and 3 and the Wrap-Up and Resource Sharing

Step 1: Engage Families in an Icebreaker Activity *(5 minutes)*

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

Step 2: Restate the Ground Rules *(5 minutes)*

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

Step 3: Start Discussion *(45 minutes)*

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

Session 2: How do Siblings Impact our Lives? Sibling Conflict and Negativity *(5 minutes)*

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

- As mentioned in Session 1, the sibling relationship is often considered the quintessential "love-hate relationship" because it frequently bounces back-and-forth between bouts of conflict to moments of support and affection.
- Research indicates that, on average, siblings between 3 and 7 years old engage in some kind of conflict 3.5 times per hour. Children who are 2 to 4 years old experience about 6.3 conflicts per hour - or more than one clash every 10 minutes. This conflict peaks in early adolescence and then begins to decline. The teen years can feel like there is always conflict with someone in the house!

Ask some, or all of, the following questions and solicit answers from a few participants to generate discussion:

Session 2 had you examine some issues of frequent conflict between siblings (i.e., one sibling borrowing a toy or article of clothing without asking first, whose turn it is to sit in the front seat of the car or other favored spot, what game to play or how to play a particular game, whose turn it is to perform a household chore or task, going into another sibling's room or space without knocking or asking permission).

____ If you had siblings growing up, which of these situations did you experience with your siblings? Which do you find yourself refereeing with your own children?

____ As a parent, which of these disagreements between your children, frustrates you the most?

____ How do you typically try to settle that argument? Does it work? For the short term or long term?

Negative Impacts of Sibling Conflict *(5 minutes)*

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

- Conflict can be a sign of healthy development, but too much and larger conflict between siblings can be associated with greater depression, anxiety and problem behaviors in the child. These sibling relationships also have a greater influence on individuals than the impact of marital or parent-child conflict.
- If there are conflicts that are heated, intense, and consistent over time or physically unsafe can be signs of unhealthy conflict. Also be on the lookout for conflicts where one sibling is always 'winning' and the other 'losing'.
- Constructive conflicts are helpful and healthy for children to learn, especially in a situation with a sibling. The characteristics of the sibling relationship can be a safe space for siblings to rest their conflict-resolution skills when disputes occur.

Sibling Warmth and Conflict

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

- While conflict may be common in sibling relationships, positive qualities such as warmth, support, play, help, and disclosure are also characteristics of these relationships. Children with warm and supportive sibling relationships tend to have better mental and emotional well-being and may have stronger relationships with other people outside of the family compared to children who do not have siblings.

Ask some, or all of, the following questions and solicit answers from a few participants to generate discussion:

____ Think about your own siblings growing up. Would anyone like to share what some of your favorite memories with them? Was it playing a particular game? Was it a special family vacation? Was it when they helped you to learn a new skill?

____ If you did not have siblings growing up, consider the special memories your children are making together. Are there any new experiences or memories you would like your children to create with each other as they grow up together?

The Impact of Warmth and Conflict on Sibling Relationships

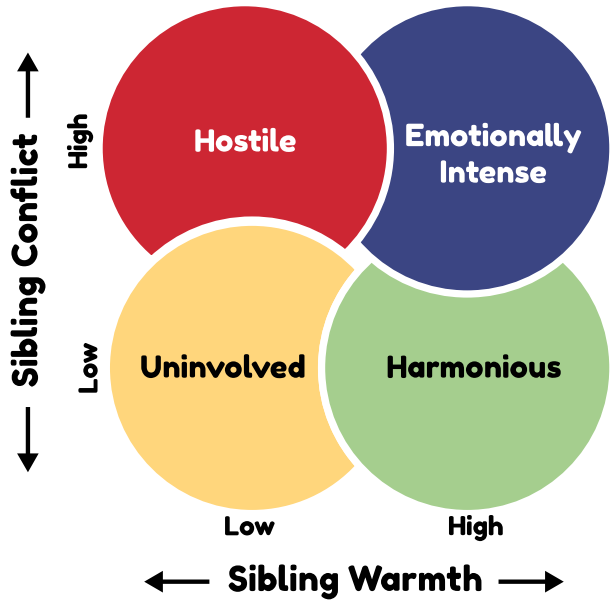
(5 minutes)

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

- Session 2 described four types of sibling relationships and told us that the best sibling relationships are high in warmth and support, regardless of how much conflict they have.

Facilitator Tip

- Show a graphic of the *Sibling Warmth and Conflict Chart*.



Emotionally Intense:
High Warmth, High Conflict

Harmonious:
High Warmth, Low Conflict

Hostile:
Low Warmth, High Conflict

Uninvolved:
Low Warmth, Low Conflict

Ask some, or all of, the following questions and solicit answers from a few participants to generate discussion:

____ Of the four types of relationships described in the module, would anyone like to share the sibling relationship your children have with each other? If you have multiple children, do you see differences between one sibling relationship and another?

____ If you had siblings growing up, how would you classify your relationship(s)? Are there differences between one sibling relationship and another? In other words, would you classify your relationship with your older brother as high in warmth and high in conflict and your relationship with your younger sister as high in warmth and low in conflict? Did your relationship move between quadrants as you grew into adulthood?

____ If you did not have siblings as a child, are there examples of sibling relationships that you remember from your friends, other family members (i.e., cousins), or books or movies? How would you classify these relationships? What do you notice about these relationships? Does one sibling relationship appear or feel closer or more disconnected compared to the other?

Promoting Positive Sibling Relationships *(5 minutes)*

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

- As a parent, how can you help to encourage and promote positive sibling relationships. The module talks about a few ways: nurture mutual interests, incorporate or establish family traditions, complete household responsibilities together, and enjoying special experiences together.

Ask some, or all of, the following questions and solicit answers from participants to generate discussion:

____ Would anyone like to share as a child what they did together with their siblings that made them feel close to their sibling?

____ What have you done, or what might you do or try, to help promote a positive relationship between your children? What did your children tell you they enjoyed the most about what you did or tried?

Session 3: External Influences on Sibling Relationships
How Parents Influence Siblings *(5 minutes)*

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

- As parents, you may feel like your children are best friends one minute and the worst enemies the next. This is normal! Many siblings act this way and as parents we can significantly influence their relationships with one another in both positive and negative ways. You can influence your children's relationship by how you treat your spouse and/or co-parent as well as how you treat each individual child. If your family have warm and supportive marital relationships, your children's sibling relationships will also be warm and supportive.
- Remember that this doesn't mean you should never fight in front of your children. Children of parents who model behaviors that represent constructive conflict-behaviors that include reasons and explanations for and attempts at resolution- are more likely to try to handle conflicts constructively. Couples who model loud, angry, name-calling or physical-conflict styles are more likely to have children who handle conflicts destructively.

Ask some, or all of, the following questions and solicit answers from participants to generate discussion:

____ Have you ever noticed your child imitating something you've said or done that was positive? How did seeing this behavior in your child make you feel?

____ How about a behavior that was unflattering (we've all been there)? How did seeing this behavior in your child make you feel?

Fair and Equal Parenting Though Sensitive Responding *(5 minutes)*

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

- Favoritism, especially when dealing with a conflict, is associated with more youth depression, anxiety and problem behavior as well as poorer sibling relationships. An exception to this would be if your child knows why you are treating a sibling differently. An example of this would be if the sibling had a disability or if household chores were sorted based on gender- the key here is that they understand the WHY.
- If a child doesn't know why they are being treated differently than another sibling, they are more likely to experience depressing and problematic behavior outbursts. The favored child can also begin to feel more anxious and uncomfortable due to the special attention.

Ask some, or all of, the following questions and solicit answers from participants to generate discussion:

____ Consider your interactions with your children. Are there words you say or actions you do with one child that differ from what you say or do with another child? How do you think your children perceive these differences? Is there anything you say or do that may be perceived as favoritism?

Parenting for Stronger Sibling Relationships *(5 minutes)*

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

- We have learned that sibling relationships can be influenced by the other relationships within a family—including co-parental and parent-child relationships. Children observe and interpret these relationships and apply what they learn to their own sibling relationships. With this in mind, parents could consider how they can directly impact sibling relationships through how they deal with sibling conflicts.
- The module talked about 4 steps to conflict-resolution with siblings:
    1. Create space for siblings to calm down. They could sit on opposite sides of the room, go to different rooms but they need a second to remove themselves from whatever is causing them to be frustrated.
    2. Gather the information from both siblings. Sit down with them and ask each child to tell their side of the story. After hearing each side, you could repeat back and state your understanding of their perspectives.
    3. Encourage perspective-taking from both sides. Help them to see why the other was feeling the way they were and bring together the disconnect. It's an effort to understand the other's side, but that understanding is helpful for resolution.
    4. Brainstorm solutions together. Ask each child how they would fix the situation and if there is no resolve in playing together, they might need to change what they are playing or play separately.

Ask some, or all of, the following questions and solicit answers from a few participants to generate discussion:

_____ How is your current method of resolving conflicts with your children similar to the conflict-resolution strategies shared in this module? How are they different?

_____ What new or learned strategies might you plan to incorporate into your conflict resolution with your children?

The Family Meeting *(5 minutes)*

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

- Over 95% of conflicts between siblings are about property, especially in young children. With older-aged siblings, family or household rules help to proactively avoid conflict. Household chore calendars are one way to help disputes between older siblings. Other rules put in place could address respecting each other's privacy and property, but everyone in the house including parents need to follow these rules along with the children.
- Session 3 talked about the many benefits of family meetings, including:
    - o Teach children (and parents) how to listen without judgment;
    - o Learn how to see other people's perspectives and respect them;
    - o Learn how to give time to others even when they are busy; and
    - o Recognize that each person is an individual but they are also part of a unit.

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

____ Does anyone do family meetings, or did they try a family meeting? How did that go for you and your family?

Wrap-Up
Building Positive Relationships *(5 minutes)*

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

- Look at how impactful sibling relationships can be in our lives! This dynamic relationship can be quite an amazing topic to explore.
- In this module, we learned how sibling relationships are unlike any other relationships we may experience. The sibling relationship can impact us positively and negatively. Siblings can offer support and comfort to each other, and they can also engage in and create conflict and strife! Furthermore, we explored how parents and caregivers can influence the sibling relationship by how they interact with their children and how they interact with their spouse, partner, or coparent. Practices such as modeling positive behaviors; building positive relationships through shared activities; encouraging constructive conflict resolution; and incorporating parenting strategies, such as sensitive responding and regular family meetings, can benefit the sibling relationship.

Wrap-Up Module Discussion: Summary Questions

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 parent? Why?
- ____ What strategies or skills did you learn in the supplemental module that will help you achieve the goals you have for your child or your family?
- ____ What has changed in your interactions with your child since before completing the supplemental module?
- ____ Have you noticed a difference in the way your child is responding to your parenting?

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

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

Universal Programs

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

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

Raising Siblings Recruitment Poster

thrive

raising siblings

Fostering Positive Relationships

A supplemental parent-education module that is designed to support parents and caregivers who have multiple children or those who are planning to increase their family size.

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

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

Learn more about *Raising Siblings: Fostering Positive Relationships* and other Thrive programs at:
https://thrive.psu.edu/

Meet with us!

Date: Tuesday, August 3rd

Time: 6:00 pm

Location: (Link if virtual)

Point of Contact: Name and Contact Information

Appendix B

Raising Siblings Participant Recruitment and Tracking Sheet

Raising Siblings: Fostering Positive Relationships
Hybrid Implementation Participant Recruitment and Tracking Sheet

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

Instructions for Completing the *Raising Siblings: Fostering Positive Relationships* 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 *Raising Siblings: Fostering Positive Relationships* 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 *Raising Siblings: Fostering Positive Relationships*).

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 *Raising Siblings: Fostering Positive Relationships* is the correct program for their family.

Complete Columns 6-8

- Send the *Raising Siblings: Fostering Positive Relationships Parent Welcome Letter* to the email address provided, and enter the date the *Raising Siblings: Fostering Positive Relationships Parent Welcome Letter* is sent.
    - o By sending the *Raising Siblings: Fostering Positive Relationships 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 *Raising Siblings: Fostering Positive Relationships* supplemental module.
- Follow up with the potential participant to see if they would like to register and attend the hybrid implementation of *Raising Siblings: Fostering Positive Relationships*

Complete Column 9

Send the *Raising Siblings: Fostering Positive Relationships Parent Workbook and Syllabus*.

Appendix C

Raising Siblings Parent Welcome Letter

raising siblings

Welcome to Raising Siblings: Fostering Positive Relationships

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.

<table>
<tr><th colspan="4">Thrive Initiative Program Areas</th></tr>
<tr><th colspan="4">Universal Parenting Programs</th></tr>
<tr><th>Take Root</th><th>Sprout</th><th>Grow</th><th>Branch Out</th></tr>
<tr><td>Infants
(0 to 6 months)</td><td rowspan="4">Preschool
(3 to 5 years)</td><td rowspan="4">Grades K–5
(5 to 10 years)</td><td rowspan="4">Grades 6–12
(10 to 18 years)</td></tr>
<tr><td>Infants
(6 to 12 months)</td></tr>
<tr><td>Infants & Toddlers
(1 to 3 years)</td></tr>
</table>

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

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

Raising Siblings: Fostering Positive Relationships Online

***Raising Siblings: Fostering Positive Relationships* Online is for parents and caregivers as they coparent their children alongside other adults**. Parents and caregivers will learn strategies and gather insights into what they might be experiencing as coparents and will explore how they can work together to create a coparenting plan. When you sign up for an online Thrive account, there are tools to help you choose the best track for you and your child. Since *Raising Siblings: Fostering Positive Relationships* is online, you can complete it at your own pace.

Hybrid Implementation of *Raising Siblings: Fostering Positive Relationships*

The hybrid implementation of *Raising Siblings: Fostering Positive Relationships* 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.

Raising Siblings - Date/Time/Location
Hybrid Implementation

ENTER OVERVIEW HERE (Example Shown)
Raising Siblings
June 1, 2025 through July 7, 2025
Every Monday from 9:00 a.m. - 10:00 a.m. EST
Building 800 Room 15

Expectations

You will be asked to independently participate in online sessions of ***Raising Siblings: Fostering Positive Relationships*** 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 *Raising Siblings: Fostering Positive Relationships* by selecting *Raising Siblings: Fostering Positive Relationships* Overview and then selecting "Start Course."**

Still have Questions? Contact your Facilitator!

ENTER NAME HERE

Phone Number/Email

ENTER CONTACT INFO HERE

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

Raising Siblings Screen Share Text Example

Thank you for joining our meeting for

raising siblings
Fostering Positive Relationships

The meeting will start at **12:00 p.m. EST**

You should hear soft music playing.

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

If you need technical assistance:

Email **TA@email.com** *or*

Call **TA Person** at **X-XXX-XXXX**

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.