PennState

harmful behaviors

Recognize. Respond. Repair.

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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(5 to 10 years)</td><td rowspan="3">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>

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 *Harmful Behaviors: Recognize. Respond. Repair.* Hybrid Implementation Facilitation Manual

This facilitation manual offers professionals guidance regarding how to coordinate and deliver the ***Harmful Behaviors: Recognize. Respond. Repair.*** 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 ***Harmful Behaviors: Recognize. Respond. Repair.*** supplemental module includes a welcome and introduction, three sessions, and a wrap-up session. The supplemental module can be accessed by parents on the Thrive Initiative's website: https://thrive.psu.edu/modules/supplemental/.

Objectives of the *Harmful Behaviors: Recognize. Respond. Repair.* Hybrid Implementation Facilitation Manual

- Outline the components of the ***Harmful Behaviors: Recognize. Respond. Repair.*** 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 ***Harmful Behaviors: Recognize. Respond. Repair.*** 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 ***Harmful Behaviors: Recognize. Respond. Repair.*** 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 ***Harmful Behaviors: Recognize. Respond. Repair.*** 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 Harmful Behaviors: Recognize. Respond. Repair. 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 ***Harmful Behaviors: Recognize. Respond. Repair.*** supplemental module.
- Facilitate the discussion at each hybrid implementation meeting.

Initial Preparation

Format

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

Location

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

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

Recruitment and Advertising for Hybrid Implementation

Recruitment and Advertising Strategies

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

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

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

Attendance

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

Program Preparation

Prepare and Disseminate Meeting Information

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

- The Parent Welcome Letter for the ***Harmful Behaviors: Recognize. Respond. Repair.*** 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 – *Harmful Behaviors: Recognize. Respond. Repair.*

The ***Harmful Behaviors: Recognize. Respond. Repair.*** supplemental module includes an introduction, three sessions, and a wrap-up session. The supplemental module can be accessed on the Thrive Initiative website at https://thrive.psu.edu/modules/supplemental/.

- **Below is a brief summary of the supplemental module content:**
  - **Welcome and Introduction**
    This session includes information on understanding harmful behaviors and what resources are available to help you navigate this journey with your child.
  - **Session 1: When Your Child is Targeted**
    This session includes topics such as understanding what to do if your child is targeted, learning to listen, identifying with your child, taking concrete steps to help your child, and forming protective relationships.
  - **Session 2: When Your Child Exhibits Unwanted Behaviors**
    This session includes topics such as how you, as the parent or caregiver, can understand the situation when your child is exhibiting unwanted behaviors, make repairs, and examine your family system in order to create an environment based on respect, connection, and healthy boundaries.
  - **Session 3: Bystanders, Secrets, and Intervention Resources**
    This session includes topics such as how you, as the parent or caregiver, can better understand the difference between secrets and surprises, prevent bullying at school, and intervene at home in your family system.
  - **Wrap-Up**
    This session includes information that discusses the importance of relationships with regard to addressing harmful behaviors and a wrap up of the module.

Supplemental Module Meetings

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

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

Overview of the Types of Hybrid Implementation for Supplemental Module Meetings

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

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

Delivery Type 1: Supplemental Extension

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

- In this delivery type, the facilitator introduces the supplemental module meeting content during the final session of hybrid implementation of the offered core, universal parenting program. Allow approximately 20 additional minutes to explain the supplemental module and provide instructions on how to access the module. At this time, assign participants homework that includes the *Welcome and Introduction* and *Session 1* of the Harmful Behaviors 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 61

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:

____ ***Harmful Behaviors: Recognize. Respond. Repair.*** is an online supplemental module that is designed to offer support to parents and caregivers as they help their children understand the impact of their behaviors and as they assist their children in recognizing actions their child could use if they experience or witness harmful behaviors such as bullying.

____ Making social mistakes is normal and expected as children practice building their social skills and navigate relationships with others.

____ 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 children who may have experienced, witnessed, or participated in harmful behaviors.

____ Some of the content that is read and practiced in the supplemental module and discussed in the hybrid implementation meetings may 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.

____ ***Harmful Behaviors: Recognize. Respond. Repair.*** is an online supplemental module for parents and caregivers of children who may have experienced, witnessed, or participated in harmful behaviors, such as bullying. It includes a welcome and introduction, three sessions, and a wrap-up session.

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

- Guide your child as they navigate social situations and make mistakes.
- Examine how your family system may contribute to or discourage bullying and other harmful behaviors.
- Model and talk with your child about appropriate ways to interact with others and handle conflicts.
- Encourage your child to disclose important information through open communication and active listening.
- Recognize bullying behaviors, and intervene when your child is a target.
- Respond, make repairs, and determine appropriate consequences when your child is the aggressor of harmful behaviors.
- Provide support to your child when your child is are a bystander to harmful behaviors.
- Identify what to look for in school- and community-based supports and anti-bullying programs.

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

Provide copies or screen share a copy of the Parent Workbook and Syllabus for the ***Harmful Behaviors: Recognize. Respond. Repair.*** 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.

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 ***Harmful Behaviors: Recognize. Respond. Repair.*** supplemental module in advance of the second meeting:

- Welcome and Introduction
- Session 1: When Your Child is Targeted

If possible, show the pages in the Parent Workbook and Syllabus for the ***Harmful Behaviors: Recognize. Respond. Repair.*** 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*: *When Your Child is Targeted* 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 *(3 minutes)*

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

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

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

Step 3: Start Discussion *(50 minutes)*

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

Welcome and Introduction Interaction and Discussion Questions *(5 minutes)*

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

- As children grow, they will face many contradictions in life. They may feel as though they are in the spotlight but also invisible. Perhaps, they will agonize over inconsequential details and, then, act impulsively on matters that could impact their well-being. However, they are also evolving as individuals and finding their place in society. They practice communication and social skills and develop their personalities and sense of humor. In addition, their brains are not quite ready for adult decision-making, but they still have to make many decisions every day. As they make these decisions, sometimes, children will make mistakes as they interact socially with others.

This module will address some of the following concepts:

- Identify how to help your child as your child practices using suitable behaviors in social situations and makes mistakes.
- Recognize social problems such as bullying.
- Determine how to respond when your child may be bullied.
- Recognize what to do when your child is the one who exhibits harmful behaviors.
- Provide support to your child when your child is a bystander.
- Identify what to look for in school- and community-based supports and programs.

Ask the following questions to generate discussion:

____ The module asks you to imagine that you are visiting with a friend of yours, and your child is nearby. You hear your child say, "She'd be really pretty if she wasn't so fat." What's your immediate reaction?

____ After you have had time to review the strategies listed on the *Prevention: Laying the Groundwork* page of the module, how might you now respond to your child differently?

Welcome and Introduction
Learning the Rules Interaction and Discussion Questions *(5 minutes)*

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

- The unwritten rules and familial attitudes you and your family members exhibit regarding the treatment of others can influence how your child interacts with others. Consider the information you have learned in this module regarding unwritten rules in families. How do these rules apply to your family?

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

____ How does your family talk about others and yourselves?

____ What is the role of "teasing" in your family?

____ What types of boundaries do you have in your family? Who can set them?

____ How does everyone in your family communicate? How do they express their feelings? How do they express when something good or bad happens?

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

- The module provided an activity in which you could reflect on the unwritten rules in your family.

Generate discussion among participants using the following questions:

____ Who completed this activity? Would you like to share what you discovered or learned by completing the reflection activity?

____ What is one unique and/or unwritten rule in your family?

Welcome and Introduction
Harmful Behaviors Interaction and Discussion Questions *(5 minutes)*

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

- Social mistakes are usually minor infractions that are easy to make and fix. These mistakes often reflect on the child's lack of experience or knowledge.
- Social mistakes can occur when a child acts a certain way in a situation based on their family norms, and this action violates the boundaries of a child who has different family norms.
- The module covers three action steps you can discuss with your child and help them understand and apply when they encounter a person who uses a different family rule or cultural norm. These three action steps are as follows: Acknowledge, Repair, and Problem Solve. Using these concepts can help you, the parent or caregiver, guide your child through emotional processing, empathy building, and problem-solving and can help your child learn how to make respectful and positive decisions. As parents or caregivers, we show respect for our child's opinion and viewpoint by asking questions and responding to our child's answers. Continue to engage calmly with your child in order to reach a mutually agreeable resolution.

Generate discussion among participants using the following questions:

____ Who chose to reflect on these concepts when they considered the Samuel scenario in which his fiance, Ingrid, displayed different personal-space expectations than what are commonplace in the United States?

____ How would you acknowledge, repair, and problem solve in this scenario?

____ Who chose to reflect on these concepts when they considered the Javon scenario in which Javon uses language that isn't acceptable in your home?

____ How would you acknowledge, repair, and problem solve in this scenario?

Welcome and Introduction
Bullying: Interaction and Discussion Questions *(5 minutes)*

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

- Bullying can be known by other terms including teasing, making fun of, harassing, joking with, or getting even.
- Bullying can involve or be the following:
    - o Threat of or actual harm to another individual.
    - o Unwanted attention that targets another individual.
    - o Aggressive behavior towards another individual.
    - o Imbalance of power between two individuals.
- Verbal, social, physical, face to face, without the person present, and in cyberspace.
- Remember, engaging in bullying is not a normal part of development, and it is NEVER okay.

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

- ____ Have you or your child faced instances of bullying? How did you respond? How would you like to respond?
- ____ The module asked you to complete scenario activities. Did you learn anything new or surprising when you completed these activities?

Session 1: When Your Child is Targeted Interaction and Discussion Questions *(5 minutes)*

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

- Individuals who bully or target others are often peers, but they can also be teachers or adults.
- When children describe others in obscure or concerning ways, or when you notice changes in your child's behaviors, you and your child's other caregivers should address this situation and encourage a conversation to learn more.

Facilitator Tip

- Review the *Disclosure Tips* for how to deal with unwanted behaviors from others when your child is targeted.
    - o Open the door to get more information.
    - o Remember to stay calm.
    - o Avoid making a fast promise to take care of the situation.

Generate discussion among participants using the following questions:

- ____ What are some ways that you have shown empathy for your child?
- ____ After participating in Session 1, in what new ways could you show empathy for your child in the future?

Learning to Listen: Interaction and Discussion Questions (*5 minutes*)

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

- Sometimes, we feel better when we share our worries and concerns with others because this action helps us release frustrations.
- Parents need to, first, be good listeners before they decide to move into roles as problem-solvers or advocates.
- Remember, you are a listener first not an investigator.
- You want your child to understand that your child's feelings matter and are real, and you care about your child and his or her thoughts and perspectives. If your child doesn't like how someone treats him or her, even if that person is an adult, your child needs to understand that your child should share feelings and discuss his or her ideas with you or another trusted adult.

Generate discussion among participants using the following questions:

The module discussed strategies parents can use with their children to help them expand on their ideas and connect to their emotions.

You can do this by using the following steps:

- o Reflect a feeling
- o Interpret their story
- o Encourage talking
- o Don't close the story too early
- o Ask questions

_____ Have you used any of these strategies with your child? How did they work?

_____ What strategies would you like to try to use?

Listening to Avoid Validating the Unwanted Behaviors: Interaction and Discussion Questions *(5 minutes)*

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

- Bullying can go by other terms including teasing, flirting, joking, or kidding. However, the behavior is always defined from the point of view of the child who is being teased or bullied. If the child is are the object, target, or victim of the joke instead of "in on the joke," the situation must be addressed.
- Treating someone badly should never be endorsed as "liking" someone.
- There are four steps to being an active listener:
    - o Step 1: Be present and limit distractions
    - o Step 2: Listen with intent
    - o Step 3: Pause and take a breath
    - o Step 4: Paraphrase what information was said

Generate discussion among participants using the following questions:

The module discussed how to listen to avoid validating the unwanted behaviors.

____ When your child comes to you, how can you acknowledge your child and let your child know that you're listening and hearing what your child is saying?

____ How could you better acknowledge what your child might be feeling and help your child problem solve?

Identifying with Your Child and Understanding Your Child's Perspective: Interaction and Discussion Questions *(5 minutes)*

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

- A parent may find it challenging to realize that their child is being bullied, may have been bullied, may be bullying others, or may be both.

- Parents may recall their own childhood experiences of being harassed and, in turn, may want to protect their child, or they may recall instances in which they bullied someone, even unintentionally, and experience regret or shame.

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

Recognize your experiences are separate from those of your child, and focus on the present. Take a moment to reflect on the following:

____ What did you learn about coping and surviving during your adolescence?

____ Who were you able to talk to and share your experiences with as a child, adolescent, or teen?

____ In what areas of your life, for example emotional or relationship health, do you still feel vulnerable? Who currently supports you?

Review this information with the participants:

- Even if you find it difficult to identify with your child's situation, or you think your child's perspective may be inaccurate, you must listen to and understand your child's perspective because it reflects your child's reality.
- Children crave their parents' approval, and your sense that their response is mismatched with "reality" might be because they are not disclosing everything about the situation.
- Remember, your first job is to listen and hear your child's story. After your child tells his or her story, your child may realize that he or she just needed to vent. You might agree that your child isn't in harm's way, and the situation could end there.

Protective Relationships: Interaction and Discussion Questions

(5 minutes)

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

- Actively listening to your child and ensuring your child knows you love, support, and understand your child are vital components of parenting. However, building resources that extend and encourage this relationship are also essential because children grow and must become independent in new environments.
- Children live, endure, and prevail in multiple environments. Including supportive and nurturing adults throughout their environments can help to protect and sustain them.
- For many children, navigating social situations can be challenging, and children may experience and witness different ways to steer through situations. However, some of these approaches may conflict with each other. Being aware of and understanding the types of models your child is exposed to are important first steps in helping your child navigate social information.

Generate discussion among participants using the following questions:

Think about where your child spends his or her time, including time spent in person and time spent virtually.

____ Where do you think your child might see positive and negative role models?

____ How is your child interacting socially? If online, what platforms, apps, or activities is your child using?

____ What activities does your child participate in that support socially smart decision-making? Which activities are you concerned about?

____ Who completed the Environmental Supports Activity? Where is your child well supported by other adults or individuals? In which environments might your child benefit from building additional supports?

Taking Concrete Steps: Interaction and Discussion Questions

(5 minutes)

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

- If your child is being bullied, your child may be reluctant to share this situation with you.
- When you learn that your child is the target of bullying or other harmful behaviors, first, thank your child for confiding in you. Then, provide reassurance to your child, and tell your child that, together, you will figure out how to handle this situation.

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

The module discussed concrete steps that you can take to put a stop to unwanted or bullying behavior. These steps are **Contact, Communicate, and Document.**

____ Think of a time when you needed to address unwanted behavior for your child. What actions did you take?

____ With that situation in mind, whom would you contact about the situation? Whom would you communicate with? How would you document the situation?

____ If you have done this, are there any steps or actions that you would have done differently?

Summary *(2 minutes)*

Review the following information with participants:

- As a parent, you cannot entirely shield your children from hurtful remarks and actions they may experience as they journey into adulthood. You can, however, help them understand what appropriate behavior looks and feels like and show them how you will support them to address unwanted or harmful behaviors that may be directed towards them.

Step 4: Assign Homework *(2 minutes)*

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

- Session 2: When Your Child Exhibits Unwanted Behaviors
- Session 3: Bystanders, Secrets, and Intervention Resources
- 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 *Session 2: When Your Child Exhibits Unwanted Behaviors*, *Session 3: Bystanders, Secrets, and Intervention Resources*, and the *Wrap-Up* section.

The *Wrap-Up* section provides time for participants to practice some of the strategies they have learned and reflect on their progress in achieving their parenting goals. In addition, during this meeting, the supplemental module content is wrapped up, and additional resources are provided.

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 *(4 minutes)*

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

Step 2: Restate the Ground Rules *(1 minute)*

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

Step 3: Start Discussion *(50 minutes)*

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

Session 2: When Your Child Exhibits Unwanted Behaviors Understanding the Situation: Interaction and Discussion Questions

(10 minutes)

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

- Many parents recognize their child may encounter bullies or be the target of unwanted behaviors in school, and they may even prepare for these scenarios.
- As children grow and develop, they will experience times when their feelings get hurt, and they will also experience times when they hurt someone else's feelings.
- These experiences are a natural part of navigating social encounters and maturing. However, while parents recognize their child may be bullied at some point, they may be less inclined to see their child as one who possibly bullies others.
- Earlier in this module, we discussed strategies regarding how to use good listening skills as you talk with your child when your child is the target of unwanted behaviors. These strategies can also be applied to working with your child when your child has bullied an individual or exhibited harmful behaviors.

- However, the dynamic of communicating with your child when your child has engaged in bullying behaviors can be slightly different as you may struggle with your own anger or embarrassment. In addition, you may rush to harshly discipline a child who has acted negatively towards another.
- Listen to your child's story and perspective. Absorbing what your child says can help deepen your understanding of the situation and aid you as you choose and impose consequences that are applicable and appropriate.

Generate discussion among participants using the following questions:

____ Think about a time when you were a child and were confronted about words you said or actions you did that were hurtful to another person. How did the adults who were involved handle the situation?

____ Did you experience emotional or thoughtful responses from your parent or caregiver? Were you able to share your side of the story? Did you feel loved and/or supported?

____ Would you have liked to have seen that situation handled differently? Why? What aspects of the situation do you feel were addressed appropriately?

Making Repairs: Content Review *(5 minutes)*

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

- The first follow-up conversation, after learning that your child has exhibited harmful or unwanted behaviors, examines how to move forward with the current circumstances.
- What needs to be addressed and repaired and with whom? Re-state the problem to your child, and ask, "How do we make this situation better?"
- You are not promising to allow your child to dictate what happens, but you are encouraging your child to have empathy with the child who was teased or bullied. Hearing their ideas can be a powerful moment for a parent.
- As a parent or caregiver, you will need to ask your child to focus on repairing what your child can and attending to the individual your child targeted. What words or actions could be meaningful or helpful for that child?

- A second topic discusses consequences for the child's actions or words or both. Natural consequences may clearly arise from the situation, so you may not need to impose any disciplinary actions.
- As you consider how to provide meaningful consequences, remember these consequences must be enforceable.
- Humiliation, shaming, and forced togetherness are not effective intervention techniques.

Generate discussion among participants using the following questions:

____ What are some examples of natural consequences, logical consequences, and legal consequences that were introduced in the module?

____ Think about a situation in which your child exhibited unwanted behavior. What consequences did your child face? What would you do differently regarding the consequences that naturally took place or were imposed?

Looking at the Family System: Interaction and Discussion Questions *(5 minutes)*

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

- Parents' and caregivers' words and actions can promote respectful attitudes and behaviors and discourage disrespect and meanness in their families. Parents and caregivers can create a positive, bully-free family climate that is based on respect, connection, and healthy boundaries.
- When bullying, or harmful behaviors, emerge in the family system, parents and caregivers could explore how anti-bullying messages are represented at home.
- In addition to creating a climate in which bullying and unwanted or harmful behaviors are not tolerated in your home, you, as the parent or caregiver, need to have conversations with your child regarding these behaviors to help your child understand the results of your child's actions or words and the harm your child could inflict on others (and him or herself). Discussing your family's stance on bullying and unwanted or harmful behaviors can positively impact how your child engages with others.

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

- ____ What conversation have you had with your child about bullying or unwanted or harmful behaviors?
- ____ In what areas of your home life can you be more intentional about promoting anti-bullying messages within your family?
- ____ What questions does your child have about bullying and harmful behaviors? What questions do you still have?

Session 3: Bystanders, Secrets, and Intervention Resources Interaction and Discussion Questions *(5 minutes)*

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

- Some children may engage in bullying behaviors during childhood, while others may be bullied or become the target of unwanted behaviors. Some children may also experience both roles.
- Most children report being witnesses to bullying during their school years.
- The odds that your child will witness verbal, social, or physical aggression between peers are high, and witnessing these types of unwanted behaviors can be a confusing and frightening experience.

Generate discussion among participants using the following questions:

- ____ Can you remember a time from your childhood when you were a bystander to a bullying incident?
- ____ What actions did you take (or not take)?
- ____ How were you supported in the actions that you took?
- ____ What would you do the same or differently?

Secrets or Surprises?: Interaction and Discussion Questions

(5 minutes)

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

- An important part of social communication is understanding when to keep or break a confidence. Most people use the term "secrets" to represent a variety of harmless behaviors like secret ingredients in cooking or what's in a birthday gift.
- However, this term also has more troubling connotations as abusers often tell children to keep their inappropriate relationship "secret" from those who care about them.
- Children of every age should not be asked to keep secrets if someone is hurting them or someone else. They need direct instruction and practice to understand when and what to tell.
- Discussing the difference between "secrets" and "surprises" is a conversation many parents should have with their children.
- Teach and reinforce with your child that your child should not keep secrets if someone is hurting your child, someone else, or him or herself.

Generate discussion among participants using the following questions:

____ How do you use the term "secrets" in your home?

____ What are some examples of surprises that you have used or might use with your child?

____ How might you explain the difference between a surprise and a secret?

Tattling vs. Telling: Interaction and Discussion Questions *(5 minutes)*

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

- Tattling is another "telling" behavior that most parents and teachers would like to eliminate. A tattle is intended to draw attention to someone else's misbehavior and, likely, get that person in trouble.

- It can be exhausting to hear these types of complaints. Perhaps you've even tried to stop this behavior by saying, "No more tattling!" Learning the difference between tattling for control or revenge and telling to help someone can be difficult for children to comprehend, and, like most communication skills, understanding this difference takes practice and modeling.

Facilitator Tip

- Show a graphic of the **THINKS** model, and revisit the concepts.
  - o **True.** Simply, is what I'm saying rumor or speculation? This doesn't mean that the child needs to have evidence to be believed; it does mean that the child's information should be evaluated. The higher the risk, the lower the standard needs to be for the information to be "true." For instance, a child who hears that another child is suicidal doesn't need proof before telling an authority figure about the situation. The risk is too high to not tell.
  - o **Helpful.** Who is helped by what I'm saying if anyone?
  - o **Important.** What is the relevance of my information?
  - o **Necessary.** Is my information needed?
  - o **Kind.** Is saying something more kind than not saying something?

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

In the module, you learned about the **THINKS** model.

____ How could you use the **THINKS** model with your child?

____ How could you use it in your own social interactions?

Bullying Prevention and Intervention at School: Interaction and Discussion Questions *(10 minutes)*

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

- Children spend a significant amount of their time at school and school-related functions, so school is one of the most common venues for bullying to occur.

- Parents often want to know what sorts of social supports, including anti-bullying messaging, are available at the school. Understanding your child's school policies and procedures can help you determine how your child will be supported after a bullying experience—whether your child is the recipient of the unwanted behavior, the one who exhibited the harmful behavior, or a bystander.
- Teaching children to think about how to disclose information is essential. In addition, they need to understand the difference between surprises and secrets, so they know what information or incident to report and when to report that information or incident.
- Family involvement in the entire process, including participation in intervention programs is vital.

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

____ What do you know about your child's school bullying-prevention curriculum? What do you know about the school's policies and procedures for handling a bullying incident?

____ Have you spoken with your child about what your child has learned at school regarding bullying? If so, what information did your child provide?

Review the following information with participants:

- Children who have exhibited bullying behaviors, been the target of unwanted behaviors, or have witnessed violence can also benefit from services outside of the school system, particularly services that involve their families.
- Some parents or caregivers may be tempted to ask for services for the child only; however, including the family can be a powerful and important component. This may be especially true for families who have experienced bullying or violence at home.
- Including the family in a child's treatment after a bullying incident can be very important.

Wrap-up Module Discussion: Summary Questions *(5 minutes)*

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

- Relationships impact nearly every aspect of a child's life.
- Unfortunately, your child may experience a relationship that includes harmful or unwanted behaviors. Using the information and strategies covered in this module, you can help prepare your child for dealing with these types of behaviors and appropriately intervene and support your child if your child exhibits harmful or unwanted behaviors themselves.

Tell participants you are wrapping up, and generate discussion among participants using 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 participants 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 participants 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:

____ ***Harmful Behaviors: Recognize. Respond. Repair.*** is an online supplemental module that is designed to offer support to parents and caregivers as they help their children understand the impact of their behaviors and as they assist their children in recognizing actions their children could use if they experience or witness harmful behaviors such as bullying.

____ 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 children who have experienced, witnessed, or participated in harmful behaviors.

____ Some of the content that is read and practiced in the supplemental module and discussed in the hybrid implementation meetings may 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.

____ ***Harmful Behaviors: Recognize. Respond. Repair.*** is an online supplemental module for parents and caregivers of children who may have experienced, witnessed, or participated in harmful behaviors, such as bullying. It includes a welcome and introduction, three sessions, and a wrap-up session.

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

- Guide your child as your child navigates social situations and makes mistakes.
- Examine how your family system may contribute to or discourage bullying and other harmful behaviors.

- Model and talk with your child about appropriate ways to interact with others and handle conflicts.
- Encourage your child to disclose important information through open communication and active listening.
- Recognize bullying behaviors, and intervene when your child is a target.
- Respond, make repairs, and determine appropriate consequences when your child is the aggressor of harmful behaviors.
- Provide support to your child when your child is a bystander to harmful behaviors.
- Identify what to look for in school- and community-based supports and anti-bullying programs.

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

- ____ what you enjoy most about parenting,
- ____ a word you could use to describe one of your child's strengths,
- ____ one aspect of your 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 members must take a call, let them know they may quietly excuse themselves from the room (mute themselves if in a virtual meeting).

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

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

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

Things to Cover:

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 ***Harmful Behaviors: Recognize. Respond. Repair.*** supplemental module. Review the Summary of Training, and highlight the section where the participants can find pertinent information.

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 a child with a disability.

Step 7: [If needed] Registration and Check for Online Content Access *(5 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 ***Harmful Behaviors: Recognize. Respond. Repair.*** supplemental module content in advance of the second meeting:

- Welcome and Introduction
- Session 1: When Your Child is Targeted

If possible, show the pages in the of the Parent Workbook and Syllabus for the ***Harmful Behaviors: Recognize. Respond. Repair.*** 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

Discussion 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 | Discussion the Module's Welcome and Introduction and Session 1

Step 1: Allow Families an Opportunity to Reintroduce Themselves *(3 minutes)*

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

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

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

Step 3: Start Discussion *(50 minutes)*

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

Welcome and Introduction Interaction and Discussion Questions *(5 minutes)*

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

- As children grow, they will face many contradictions in life. They may feel as though they are in the spotlight but also invisible. Perhaps, they will agonize over inconsequential details and, then, act impulsively on matters that could impact their well-being. However, they are also evolving as individuals and finding their place in society. They practice communication and social skills and develop their personalities and sense of humor. In addition, their brains are not quite ready for adult decision-making, but they still have to make many decisions every day. As they make these decisions, sometimes, children will make mistakes as they interact socially with others.

This module will address some of the following concepts:

- Identify how to help your child as they practice using suitable behaviors in social situations and make mistakes.
- Recognize social problems such as bullying.
- Determine how to respond when your child may be bullied.
- Recognize what to do when your child is the one who exhibits harmful behaviors.
- Provide support to your child when your child is a bystander.
- Identify what to look for in school- and community-based supports and programs.

Ask the following questions to generate discussion:

____ The module asks you to imagine that you are visiting with a friend of yours, and your child is nearby. You hear your child say, "She'd be really pretty if she wasn't so fat." What's your immediate reaction?

____ After you have had time to review the strategies listed on the *Prevention: Laying the Groundwork* page of the module, how might you now respond to your child differently?

Welcome and Introduction
Learning the Rules Interaction and Discussion Questions *(5 minutes)*

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

- The unwritten rules and familial attitudes you and your family members exhibit regarding the treatment of others can influence how your child interacts with others. Consider the information you have learned in this module regarding unwritten rules in families. How do these rules apply to your family?

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

____ How does your family talk about others and yourselves?

____ What is the role of "teasing" in your family?

____ What types of boundaries do you have in your family? Who can set them?

____ How does everyone in your family communicate? How do they express their feelings? How do they express when something good or bad happens?

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

- The module provided an activity in which you could reflect on the unwritten rules in your family.

Generate discussion among participants using the following questions:

____ Who completed this activity? Would you like to share what you discovered or learned by completing the reflection activity?

____ What is one unique and/or unwritten rule in your family?

Welcome and Introduction
Harmful Behaviors Interaction and Discussion Questions *(5 minutes)*

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

- Social mistakes are usually minor infractions that are easy to make and fix. These mistakes often reflect on the child's lack of experience or knowledge.
- Social mistakes can occur when a child acts a certain way in a situation based on the child's family norms, and this action violates the boundaries of a child who has different family norms.
- The module covers three action steps you can discuss with your child and help your child understand and apply when your child encounters a person who uses a different family rule or cultural norm. These three action steps are as follows: Acknowledge, Repair, and Problem Solve. Using these concepts can help you, the parent or caregiver, guide your child through emotional processing, empathy building, and problem-solving and can help your child learn how to make respectful and positive decisions. As parents or caregivers, we show respect for our child's opinion and viewpoint by asking questions and responding to our child's answers. Continue to engage calmly with your child in order to reach a mutually agreeable resolution.

Generate discussion among participants using the following questions:

____ Who chose to reflect on these concepts when they considered the Samuel scenario in which his fiance, Ingrid, displayed different personal-space expectations than what are commonplace in the United States?

____ How would you acknowledge, repair, and problem solve in this scenario?

____ Who chose to reflect on these concepts when they considered the Javon scenario in which Javon uses language that isn't acceptable in your home?

____ How would you acknowledge, repair, and problem solve in this scenario?

Welcome and Introduction
Bullying: Interaction and Discussion Questions *(5 minutes)*

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

- Bullying can be known by other terms including teasing, making fun of, harassing, joking with, or getting even.
- Bullying can involve or be the following:
    - o Threat of or actual harm to another individual.
    - o Unwanted attention that targets another individual.
    - o Aggressive behavior towards another individual.
    - o Imbalance of power between two individuals.
- Verbal, social, physical, face to face, without the person present, and in cyberspace.
- Remember, engaging in bullying is not a normal part of development, and it is NEVER okay.

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

- ____ Have you or your child faced instances of bullying? How did you respond? How would you like to respond?
- ____ The module asked you to complete scenario activities. Did you learn anything new or surprising when you completed these activities?

Session 1: When Your Child is Targeted Interaction and Discussion Questions *(5 minutes)*

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

- Individuals who bully or target others are often peers, but they can also be teachers or adults.
- When children describe others in obscure or concerning ways, or when you notice changes in your child's behaviors, you and your child's other caregivers should address this situation and encourage a conversation to learn more.

Facilitator Tip

- Review the *Disclosure Tips* for how to deal with unwanted behaviors from others when your child is targeted.
    - o Open the door to get more information.
    - o Remember to stay calm.
    - o Avoid making a fast promise to take care of the situation.

Generate discussion among participants using the following questions:

- ____ What are some ways that you have shown empathy for your child?
- ____ After participating in Session 1, in what new ways could you show empathy for your child in the future?

Learning to Listen: Interaction and Discussion Questions (*5 minutes)*

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

- Sometimes, we feel better when we share our worries and concerns with others because this action helps us release frustrations.
- Parents need to, first, be good listeners before they decide to move into roles as problem-solvers or advocates.
- Remember, you are a listener first not an investigator.
- You want your child to understand that your child's feelings matter and are real, and you care about your child and his or her thoughts and perspectives. If your child doesn't like how someone treats him or her, even if that person is an adult, your child needs to understand that your child should share feelings and discuss his or her ideas with you or another trusted adult.

Generate discussion among participants using the following questions:

The module discussed strategies parents can use with their children to help them expand on their ideas and connect to their emotions.

You can do this by using the following steps:

- o Reflect a feeling
- o Interpret their story
- o Encourage talking
- o Don't close the story too early
- o Ask questions

____ Have you used any of these strategies with your child? How did they work?

____ What strategies would you like to try to use?

Listening to Avoid Validating the Unwanted Behaviors: Interaction and Discussion Questions *(5 minutes)*

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

- Bullying can go by other terms including teasing, flirting, joking, or kidding. However, the behavior is always defined from the point of view of the child who is being teased or bullied. If the child the object, target, or victim of the joke instead of "in on the joke," the situation must be addressed.
- Treating someone badly should never be endorsed as "liking" someone.
- There are four steps to being an active listener:
    - o Step 1: Be present and limit distractions
    - o Step 2: Listen with intent
    - o Step 3: Pause and take a breath
    - o Step 4: Paraphrase what information was said

Generate discussion among participants using the following questions:

The module discussed how to listen to avoid validating the unwanted behaviors.

____ When your child comes to you, how can you acknowledge your child and let your child know that you're listening and hearing what your child is saying?

____ How could you better acknowledge what your child might be feeling and help your child problem solve?

Identifying with Your Child and Understanding their Perspective: Interaction and Discussion Questions *(5 minutes)*

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

- A parent may find it challenging to realize that their child is being bullied, may have been bullied, may be bullying others, or may be both.
- Parents may recall their own childhood experiences of being harassed and, in turn, may want to protect their child, or they may recall instances in which they bullied someone, even unintentionally, and experience regret or shame.

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

Recognize your experiences are separate from those of your child, and focus on the present. Take a moment to reflect on the following:

____ What did you learn about coping and surviving during your adolescence?

____ Who were you able to talk to and share your experiences with as a child, adolescent, or teen?

____ In what areas of your life, for example emotional or relationship health, do you still feel vulnerable? Who currently supports you?

Review this information with the participants:

- Even if you find it difficult to identify with your child's situation, or you think your child's perspective may be inaccurate, you must listen to and understand your child's perspective because it reflects your child's reality.
- Children crave their parents' approval, and your sense that their response is mismatched with "reality" might be because they are not disclosing everything about the situation.
- Remember, your first job is to listen and hear your child's story. After your child tells his or her story, your child may realize that he or she just needed to vent. You might agree that your child isn't in harm's way, and the situation could end there.

Protective Relationships: Interaction and Discussion Questions

(5 minutes)

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

- Actively listening to your child and ensuring your child knows you love, support, and understand him or her are vital components of parenting. However, building resources that extend and encourage this relationship are also essential because children grow and must become independent in new environments.
- Children live, endure, and prevail in multiple environments. Including supportive and nurturing adults throughout their environments can help to protect and sustain them.
- For many children, navigating social situations can be challenging, and children may experience and witness different ways to steer through situations. However, some of these approaches may conflict with each other. Being aware of and understanding the types of models your child is exposed to are important first steps in helping your child navigate social information.

Generate discussion among participants using the following questions:

Think about where your child spends his or her time, including time spent in person and time spent virtually.

____ Where do you think your child might see positive and negative role models?

____ How is your child interacting socially? If online, what platforms, apps, or activities is your child using?

____ What activities does your child participate in that support socially smart decision-making? Which activities are you concerned about?

____ Who completed the Environmental Supports Activity? Where is your child well supported by other adults or individuals? In which environments might your child benefit from building additional supports?

Taking Concrete Steps: Interaction and Discussion Questions

(5 minutes)

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

- If your child is being bullied, your child may be reluctant to share this situation with you.
- When you learn that your child is the target of bullying or other harmful behaviors, first, thank your child for confiding in you. Then, provide reassurance to your child, and tell your child that, together, you will figure out how to handle this situation.

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

The module discussed concrete steps that you can take to put a stop to unwanted or bullying behavior. These steps are **Contact, Communicate, and Document.**

____ Think of a time when you needed to address unwanted behavior for your child. What actions did you take?

____ With that situation in mind, whom would you contact about the situation? Whom would you communicate with? How would you document the situation?

____ If you have done this, are there any steps or actions that you would have done differently?

Summary *(2 minutes)*

Review the following information with participants:

- As a parent, you cannot entirely shield your child from hurtful remarks and actions your child may experience as your child journeys into adulthood. You can, however, help your child understand what appropriate behavior looks and feels like and show your child how you will support him or her to address unwanted or harmful behaviors that may be directed towards your child.

Step 4: Assign Homework *(2 minutes)*

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

- Session 2: When Your Child Exhibits Unwanted Behaviors
- Session 3: Bystanders, Secrets, and Intervention Resources
- Wrap-Up

Step 5: Adjourn *(1 minutes)*

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

Supplemental Module Meeting 2 should be scheduled **at least 1 week after *Supplemental Module Meeting 1* has occurred.** This timing allows your participants 1 week to complete the supplemental module content for *Session 2: When Your Child Exhibits Unwanted Behaviors*, *Session 3: Bystanders, Secrets, and Intervention Resources*, and the *Wrap-Up* section.

The *Wrap-Up* section provides time for the participants to practice some of the strategies they have learned and reflect on their progress in achieving their parenting goals. In addition, during this meeting, the supplemental module content is wrapped up, and additional resources are provided.

Meeting 2

Discussion of Sessions 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 *(4 minutes)*

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

Step 2: Restate the Ground Rules *(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: When Your Child Exhibits Unwanted Behaviors Understanding the Situation: Interaction and Discussion Questions

(10 minutes)

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

- Many parents recognize their child may encounter bullies or be the target of unwanted behaviors in school, and they may even prepare for these scenarios.
- As children grow and develop, they will experience times when their feelings get hurt, and they will also experience times when they hurt someone else's feelings.
- These experiences are a natural part of navigating social encounters and maturing. However, while parents recognize their child may be bullied at some point, they may be less inclined to see their child as one who possibly bullies others.
- Earlier in this module, we discussed strategies regarding how to use good listening skills as you talk with your child when your child is the target of unwanted behaviors. These strategies can also be applied to working with your child when your child has bullied an individual or exhibited harmful behaviors.

- However, the dynamic of communicating with your child when your child has engaged in bullying behaviors can be slightly different as you may struggle with your own anger or embarrassment. In addition, you may rush to harshly discipline a child who has acted negatively towards another.
- Listen to your child's story and perspective. Absorbing what your child says can help deepen your understanding of the situation and aid you as you choose and impose consequences that are applicable and appropriate.

Generate discussion among participants using the following questions:

____ Think about a time when you were a child and were confronted about words you said or actions you did that were hurtful to another person. How did the adults who were involved handle the situation?

____ Did you experience emotional or thoughtful responses from your parent or caregiver? Were you able to share your side of the story? Did you feel loved and/or supported?

____ Would you have liked to have seen that situation handled differently? Why? What aspects of the situation do you feel were addressed appropriately?

Making Repairs: Content Review *(5 minutes)*

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

- The first follow-up conversation, after learning that your child has exhibited harmful or unwanted behaviors, examines how to move forward with the current circumstances.
- What needs to be addressed and repaired and with whom? Re-state the problem to your child, and ask, "How do we make this situation better?"
- You are not promising to allow your child to dictate what happens, but you are encouraging your child to have empathy with the child who was teased or bullied. Hearing your child's ideas can be a powerful moment for a parent.
- As a parent or caregiver, you will need to ask your child to focus on repairing what your child can and attending to the individual your child targeted. What words or actions could be meaningful or helpful for that child?

- A second topic discusses consequences for the child's actions or words or both. Natural consequences may clearly arise from the situation, so you may not need to impose any disciplinary actions.
- As you consider how to provide meaningful consequences, remember these consequences must be enforceable.
- Humiliation, shaming, and forced togetherness are not effective intervention techniques.

Generate discussion among participants using the following questions:

____ What are some examples of natural consequences, logical consequences, and legal consequences that were introduced in the module?

____ Think about a situation in which your child exhibited unwanted behavior. What consequences did your child face? What would you do differently regarding the consequences that naturally took place or were imposed?

Looking at the Family System: Interaction and Discussion Questions *(5 minutes)*

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

- Parents' and caregivers' words and actions can promote respectful attitudes and behaviors and discourage disrespect and meanness in their families. Parents and caregivers can create a positive, bully-free family climate that is based on respect, connection, and healthy boundaries.
- When bullying, or other harmful behaviors, emerge in the family system, parents and caregivers could explore how anti-bullying messages are represented at home.
- In addition to creating a climate in which bullying and unwanted or harmful behaviors are not tolerated in your home, you, as the parent or caregiver, need to have conversations with your child regarding these behaviors to help your child understand the results of your child's actions or words and the harm your child could inflict on others (and him or herself). Discussing your family's stance on bullying and unwanted or harmful behaviors can positively impact how your child engages with others.

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

- ____ What conversation have you had with your child about bullying or unwanted or harmful behaviors?
- ____ In what areas of your home life can you be more intentional about promoting anti-bullying messages within your family?
- ____ What questions does your child have about bullying and harmful behaviors? What questions do you still have?

Session 3: Bystanders, Secrets, and Intervention Resources Interaction and Discussion Questions *(5 minutes)*

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

- Some children may engage in bullying behaviors during childhood, while others may be bullied or become the target of unwanted behaviors. Some children may also experience both roles.
- Most children report being witnesses to bullying during their school years.
- The odds that your child will witness verbal, social, or physical aggression between peers are high, and witnessing these types of unwanted behaviors can be a confusing and frightening experience.

Generate discussion among participants using the following questions:

- ____ Can you remember a time from your childhood when you were a bystander to a bullying incident?
- ____ What actions did you take (or not take)?
- ____ How were you supported in the actions that you took?
- ____ What would you do the same or differently?

Secrets or Surprises?: Interaction and Discussion Questions

(5 minutes)

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

- An important part of social communication is understanding when to keep or break a confidence. Most people use the term "secrets" to represent a variety of harmless behaviors like secret ingredients in cooking or what's in a birthday gift.
- However, this term also has more troubling connotations as abusers often tell children to keep their inappropriate relationship "secret" from those who care about them.
- Children of every age should not be asked to keep secrets if someone is hurting them or someone else. They need direct instruction and practice to understand when and what to tell.
- Discussing the difference between "secrets" and "surprises" is a conversation many parents should have with their children.
- Teach and reinforce with your child that your child should not keep secrets if someone is hurting your child, someone else, or him or herself.

Generate discussion among participants using the following questions:

____ How do you use the term "secrets" in your home?

____ What are some examples of surprises that you have used or might use with your child?

____ How might you explain the difference between a surprise and a secret?

Tattling vs. Telling: Interaction and Discussion Questions *(5 minutes)*

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

- Tattling is another "telling" behavior that most parents and teachers would like to eliminate. A tattle is intended to draw attention to someone else's misbehavior and, likely, get that person in trouble.
- It can be exhausting to hear these types of complaints. Perhaps you've even tried to stop this behavior by saying, "No more tattling!" Learning the difference between tattling for control or revenge and telling to help someone can be difficult for children to comprehend, and, like most communication skills, understanding this difference takes practice and modeling.

Facilitator Tip

- Show a graphic of the **THINKS** model, and revisit the concepts.
    - o **True.** Simply, is what I'm saying rumor or speculation? This doesn't mean that the child needs to have evidence to be believed; it does mean that the child's information should be evaluated. The higher the risk, the lower the standard needs to be for the information to be "true." For instance, a child who hears that another child is suicidal doesn't need proof before telling an authority figure about the situation. The risk is too high to not tell.
    - o **Helpful.** Is anyone being helped by what I'm telling or saying? Who is the person being helped? Important. What is the relevance of my information?
    - o **Important.** What is the relevance of my information?
    - o **Necessary.** Is my information needed?
    - o **Kind.** Is saying something more kind than not saying something?

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

In the module, you learned about the **THINKS** model.

____ How could you use the **THINKS** model with your child?

____ How could you use it in your own social interactions?

Bullying Prevention and Intervention at School: Interaction and Discussion Questions *(5 minutes)*

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

- Children spend a significant amount of their time at school and school-related functions, so school is one of the most common venues for bullying to occur.
- Parents often want to know what sorts of social supports, including anti-bullying messaging, are available at the school. Understanding your child's school policies and procedures can help you determine how your child will be supported after a bullying experience—whether your child is the recipient of the unwanted behavior, the one who exhibited the harmful behavior, or a bystander.
- Teaching children to think about how to disclose information is essential. In addition, they need to understand the difference between surprises and secrets, so they know what information or incident to report and when to report that information or incident.
- Family involvement in the entire process, including participation in intervention programs is vital.

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

____ What do you know about your child's school bullying-prevention curriculum? What do you know about the school's policies and procedures for handling a bullying incident?

____ Have you spoken with your child about what your child has learned at school regarding bullying? If so, what information did your child provide?

Review the following information with participants:

- Children who have exhibited bullying behaviors, been the target of unwanted behaviors, or have witnessed violence can also benefit from services outside of the school system, particularly services that involve their families.
- Some parents or caregivers may be tempted to ask for services for the child only; however, including the family can be a powerful and important component. This may be especially true for families who have experienced bullying or violence at home.
- Including the family in a child's treatment after a bullying incident can be very important.

Wrap-up Module Discussion: Summary Questions *(5 minutes)*

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

- Relationships impact nearly every aspect of a child's life.
- Unfortunately, your child may experience a relationship that includes harmful or unwanted behaviors. Using the information and strategies covered in this module, you can help prepare your child for dealing with these types of behaviors and appropriately intervene and support your child if your child exhibits harmful or unwanted behaviors.

Tell participants you are wrapping up, and generate discussion among participants using 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

Harmful Behaviors Recruitment Poster

thrive

harmful behaviors

Recognize. Respond. Repair.

A supplemental parent-education module that is designed to offer support to parents and caregivers as they help their children understand how their behavior can impact themself and others.

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

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

Learn more about *Harmful Behaviors: Recognize. Respond. Repair.* 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

Harmful Behaviors Participant Recruitment and Tracking Sheet

Harmful Behaviors: Recognize. Respond. Repair.

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)**	**Harmful Behaviors 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 *Harmful Behaviors: Recognize. Respond. Repair.* 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 *Harmful Behaviors: Recognize. Respond. Repair.* 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 *Harmful Behaviors: Recognize. Respond. Repair.*).

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 *Harmful Behaviors: Recognize. Respond. Repair.* is the correct program for their family.

Complete Columns 6-8

- Send the *Harmful Behaviors: Recognize. Respond. Repair. Parent Welcome Letter* to the email address provided, and enter the date the *Harmful Behaviors: Recognize. Respond. Repair. Parent Welcome Letter* is sent.
    - By sending the *Harmful Behaviors: Recognize. Respond. Repair. Parent Welcome Letter*, you are providing the potential participant the information the participant needs 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 *Harmful Behaviors: Recognize. Respond. Repair.* supplemental module.
- Follow up with the potential participant to see if the participant would like to register and attend the hybrid implementation of *Harmful Behaviors: Recognize. Respond. Repair.*

Complete Column 9

Send the *Harmful Behaviors: Recognize. Respond. Repair. Parent Workbook and Syllabus*.

Appendix C

Harmful Behaviors Parent Welcome Letter

harmful behaviors
Recognize. Respond. Repair.

Welcome to Harmful Behaviors: Recognize. Respond. Repair.

Overview of Thrive Initiative

Thrive is a group of parenting programs that are designed to help you, a parent or caregiver, as you care for your child—from pregnancy until your child reaches 18 years of age. There are four online parenting programs that are part of the Thrive Initiative. The intent of the supplemental modules is to build on information and strategies discussed in the four universal Thrive parenting programs — Take Root, Sprout, Grow, Branch Out. Therefore, by participating in the age-appropriate Thrive parenting program before engaging with any of the supplemental modules, you will reap the most benefits.

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

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

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

Harmful Behaviors: Recognize. Respond. Repair. Online

Harmful Behaviors: Recognize. Respond. Repair. is an online supplemental parent-education module that is designed to offer support to parents and caregivers as they help their children understand how their behavior can impact themself and others. This module also addresses unwanted or harmful behaviors, such as bullying, and offers suggestions regarding what children can do if they experience or witness these behaviors. When you sign up for an online Thrive account, there are tools that can help you choose the best track for you and your child. Since *Harmful Behaviors: Recognize. Respond. Repair.* is online, you can complete it at your own pace.

Hybrid Implementation of *Harmful Behaviors: Recognize. Respond. Repair.*

The hybrid implementation of *Harmful Behaviors: Recognize. Respond. Repair.* 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.

Harmful Behaviors - Date/Time/Location
Hybrid Implementation

ENTER OVERVIEW HERE (Example Shown)
Harmful Behaviors
June 1, 2026 through July 7, 2026
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 ***Harmful Behaviors: Recognize. Respond. Repair.*** 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 *Harmful Behaviors: Recognize. Respond. Repair.* by selecting *Harmful Behaviors: Recognize. Respond. Repair.* Overview and then selecting "Start Course."**

Still have Questions? Contact your Facilitator!

ENTER NAME HERE

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

Harmful Behaviors Screen Share Text Example

Thank you for joining our meeting for

harmful behaviors

Recognize. Respond. Repair.

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.