

Parent Toolkit

Let's help every child
thrive ®

Thrive-Online Parent Toolkit

A FREE toolkit of strategies and activities to help you now!

Insights for parents during the Covid-19 lockdown

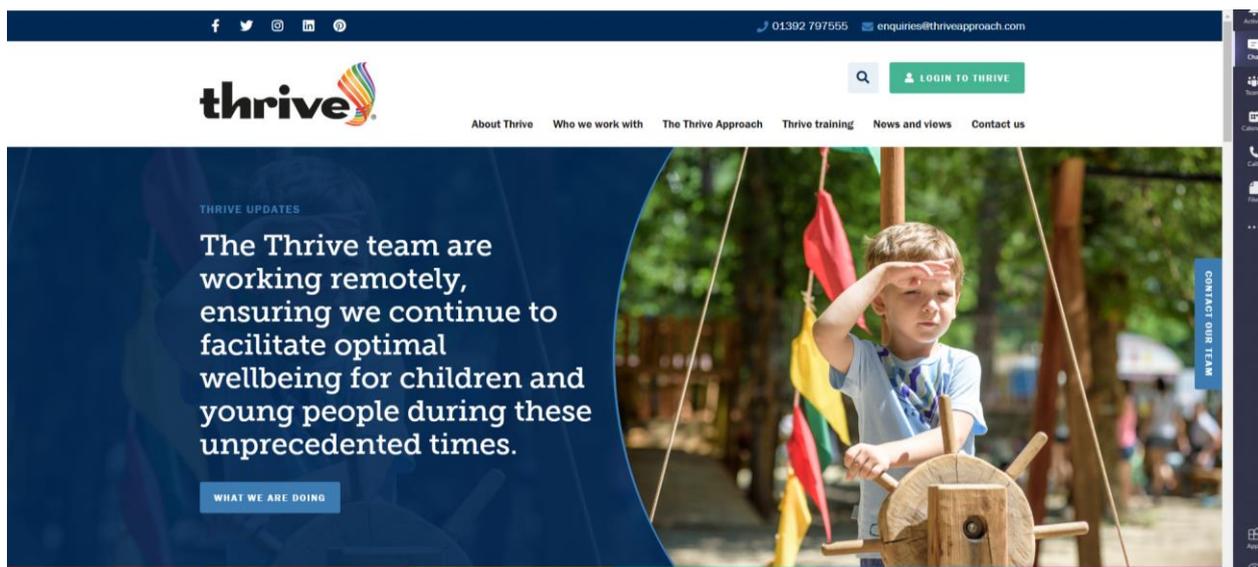
To help you through the lockdown, we have pulled together some hints and tips in this first, FREE release of the Thrive Online Parent Toolkit. It is specially designed for parents with children aged 4 to 11 years.

The parent toolkit provides:

- Information and an animation explaining the different, age-related stages of a child's social and emotional development
- Short films showing two families sharing the impact this knowledge of Thrive has had on them
- Hints and tips for looking after yourselves
- Carefully selected, age-appropriate strategies and activities for you to try with your children at home
- A facility for you to expand and personalise the toolkit for you and your children

Register with Thrive-Online

In order to access and use the Parent Toolkit, you will need to register with Thrive-Online. To do this please go to thriveapproach.com/login/ and the following page should appear



Now hover over 'Who we work with' and the following will appear



Click on Parents and Carers as shown above and the following screen will then appear

This page will provide further information relating to the parent toolkit and what it aims to provide for you and your children. Please read through this information and watch the clip.

Parents and Carers

Thrive can show you how to make your time and interactions with your children make a positive difference – supporting their wellbeing and building their emotional resilience.

We aim to help you know how to be with your children, not what to do. We can give you an insight in to why children behave like they do, and we can provide you with pointers to help create positive experiences. We are not offering a parenting programme or yet more activities to fill the time. We're offering you a guiding hand and reassurance.

Better understand what is happening for your children in their world

Experts tell us that our children's behaviour is their way of communicating an unmet need, often because they do not yet have the language to tell us. By helping you understand children's social and emotional development, we enable you to help your children become confident, curious, emotionally resilient and more engaged with both life and learning.

THRIVE-ONLINE PARENT TOOLKIT
A FREE toolkit of strategies and activities to help you now!

Insights for parents during the Covid-19 lockdown

To help you through the lockdown, we have pulled together some hints and tips in this first, FREE release of the Thrive-Online Parent Toolkit. It is specially designed for parents with children aged 4 to 11 years.

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- Information and an animation explaining the different, age-related stages of a child's social and emotional development
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- Carefully selected, age-appropriate strategies and activities for you to try with your children at home
- A facility for you to expand and personalise the toolkit for you and your children.

Learning, Language, Thinking, Networking, Connections, Storytelling, Social skills, Education, Being, Creativity, Best practice, Doing, Neuroscience, Wellbeing, Development, Emotions

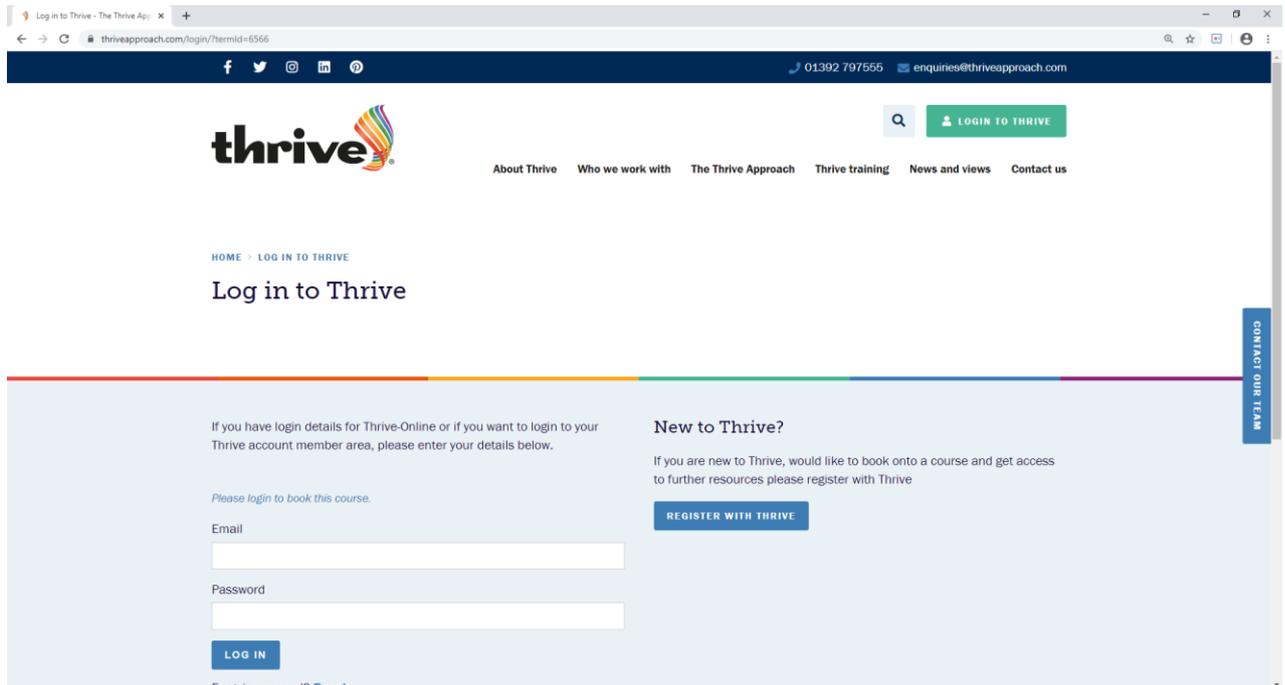
[WATCH TO SEE HOW](#)

[TRY OUT THE THRIVE-ONLINE PARENT TOOLKIT](#)

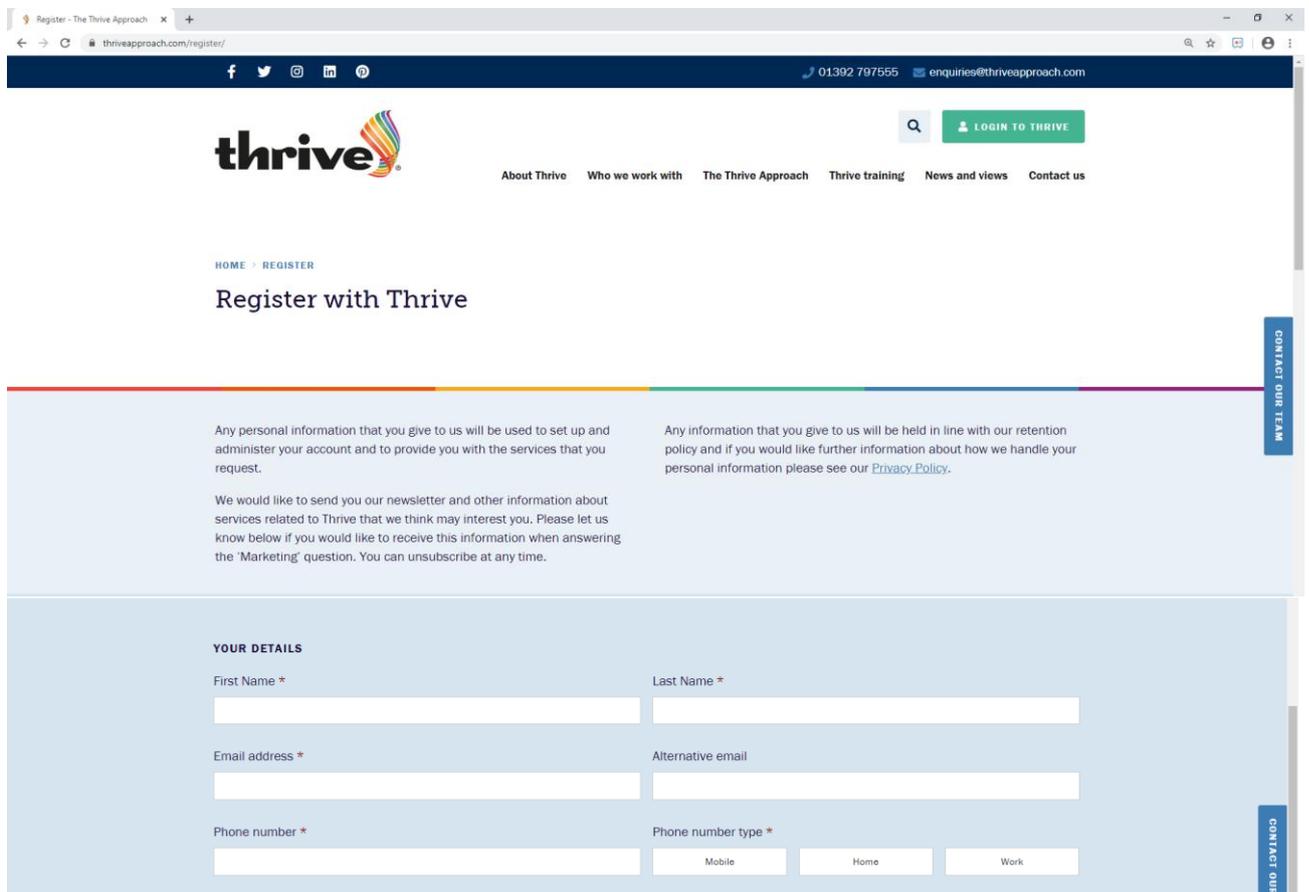
Once you have watched the clip and read the information please press the blue button 'Try out the Thrive-Online Parent Toolkit'

This will then take you to the log in page – if you are not already registered you will need to do so by following a few simple steps. If you already have log in details to Thrive-Online please enter them and continue from page 5.

Click on the Blue 'Register with Thrive' button



You will then come to a page which states 'Register with Thrive' Scroll down the page and you will see a section which needs to be completed.



Fill in the details with your personal information

Please note the following

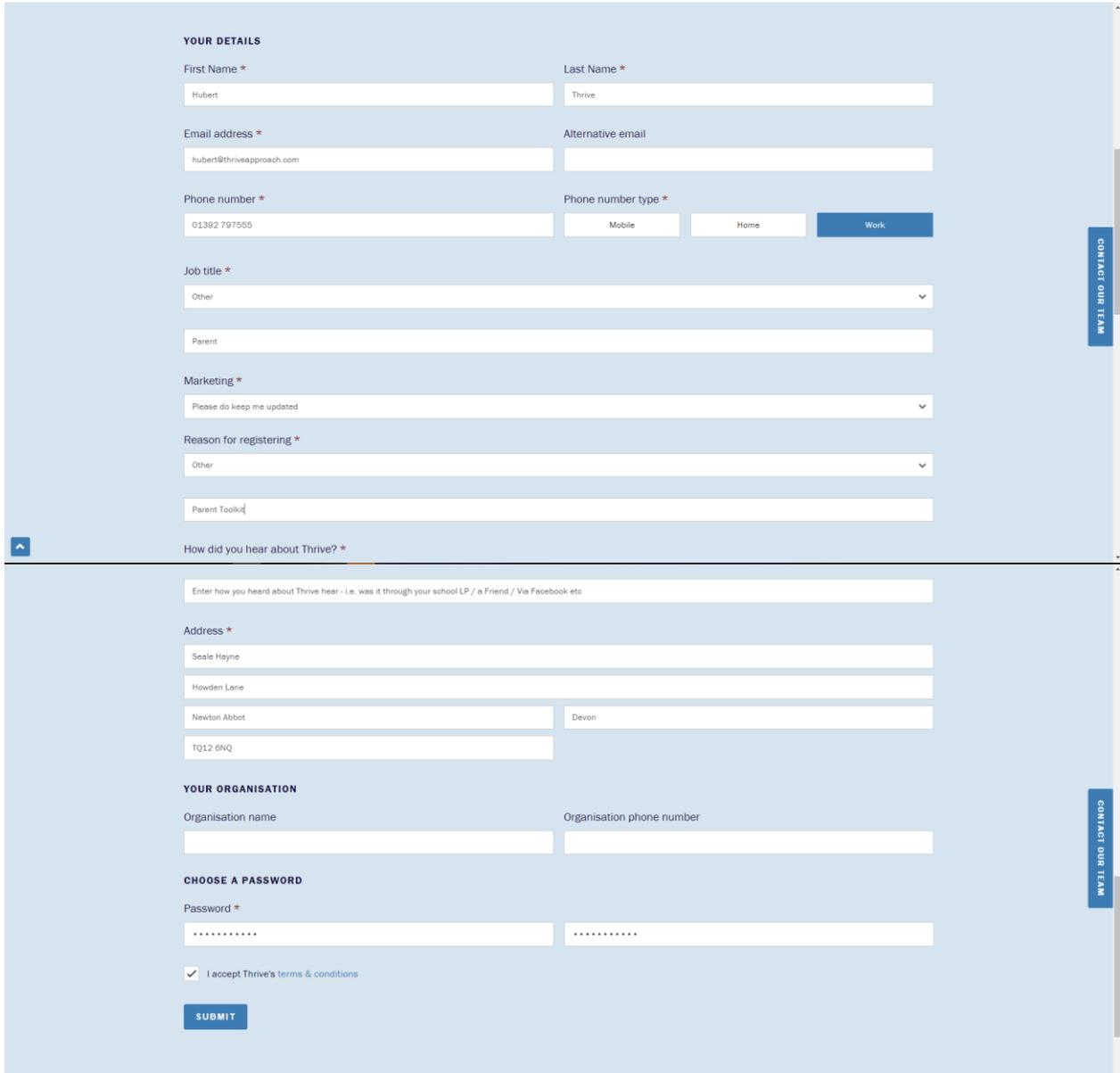
Job Title – please enter other – a further box will then appear for you to enter Parent

Reason for registering – please enter other – a further box will appear for you to enter Parent Toolkit

How did you hear about Thrive? Please complete this as best you can using something like School, Friend, facebook etc.

Organisation – please leave these fields blank

Password – Please enter a password which must be at least 10 characters and must contains lower case, upper case, numerical and special characters



YOUR DETAILS

First Name * Last Name *

Email address * Alternative email

Phone number * Phone number type *

Job title *

Marketing *

Reason for registering *

How did you hear about Thrive? *

Enter how you heard about Thrive hear - i.e. was it through your school LP / a Friend / Via Facebook etc

Address *

YOUR ORGANISATION

Organisation name Organisation phone number

CHOOSE A PASSWORD

Password *

I accept Thrive's terms & conditions

Once you have completed the form, please read and accept the terms & conditions then press the blue 'submit' button

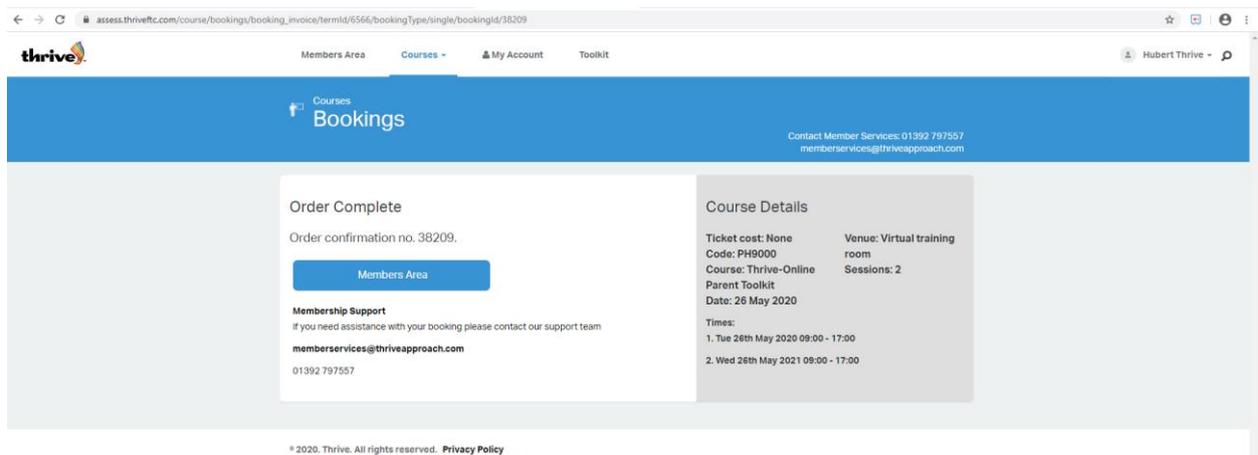
Once you have submitted your information, you will then see the following page

The screenshot shows the '1. Booking' step of the booking process. The page title is 'Thrive-Online Parent Toolkit'. On the right, there is a 'Course Details' sidebar with the following information: Ticket cost: None; Code: PH9000; Course: Thrive-Online Parent Toolkit; Date: 26 May 2020; Venue: Virtual training room; Sessions: 2; Places Available: 960. The main form area includes: 'A. Your account' (hubert@thriveapproach.com), 'B. Booking for' (radio buttons for 'For Yourself' and 'For Others'), a checkbox for 'I have read the Terms & conditions', and a 'Next' button. The progress indicator shows '1 Booking' and '2 Profile Info'.

Complete the booking form stating that it is for yourself and again read and tick the Terms & conditions – now press ‘Next’ and the following page will appear. Check the information contained in the above page is correct and add any additional information that may be required e.g. alternative email address and other telephone numbers.

The screenshot shows the '2. Profile information' step of the booking process. The page title is 'Thrive-Online Parent Toolkit'. On the right, the 'Course Details' sidebar is identical to the previous page. The main form area includes: 'A. Details' with fields for Name (Hubert Thrive), Forum name (Hubert Thrive), Job Title (Other), Parent, Marketing (Please do keep me updated), Email (hubert@thriveapproach.com), Alternative Email, Work Telephone (01392 797555), Home Telephone, Mobile, and 'B. Address' with fields for Address line 1 (Seale Hayne), Address line 2 (Howden Lane), Address line 3, Town or city (Newton Abbot), County (Devon), and Postcode (TQ12 6NQ). The progress indicator shows '1 Booking' and '2 Profile Info'. At the bottom, there are 'Back', 'Book now', and 'Step 2 of 2' buttons.

Once you have completed the form above, click 'Book now' and the following page will appear.



Once the booking has been made you will receive an email as follows

.....

Thank you for booking onto **Thrive-Online Parent Toolkit (PH9000)** on **2020-05-26**, at **Virtual training room**.

Your booking reference is **38209**, and further details will be sent to you in due course.

You can view your bookings, course attendance, and review other personal profile information by logging in at www.thriveapproach.com using this email address and your password.

If you have any questions or would like any further information, then please do not hesitate to contact us.

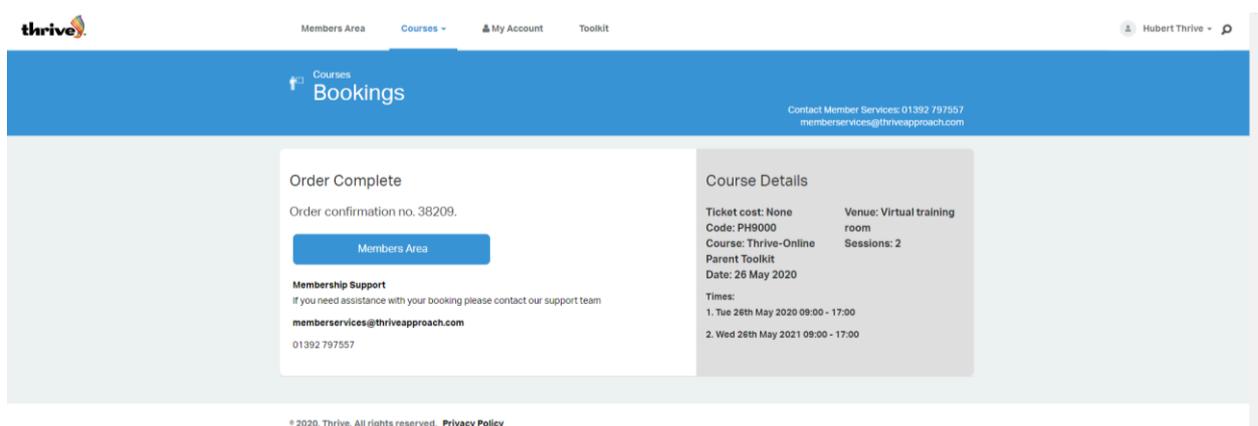
Please click on this [link](#) to read a notice regarding COVID-19

If you cannot access the URL above for any reason, please copy and paste this URL below into your address bar

<https://www.thriveapproach.com/app/uploads/2020/03/COVID-19-Delegates.pdf>

.....

You can now enter the members area by clicking the Blue 'Members Area' button



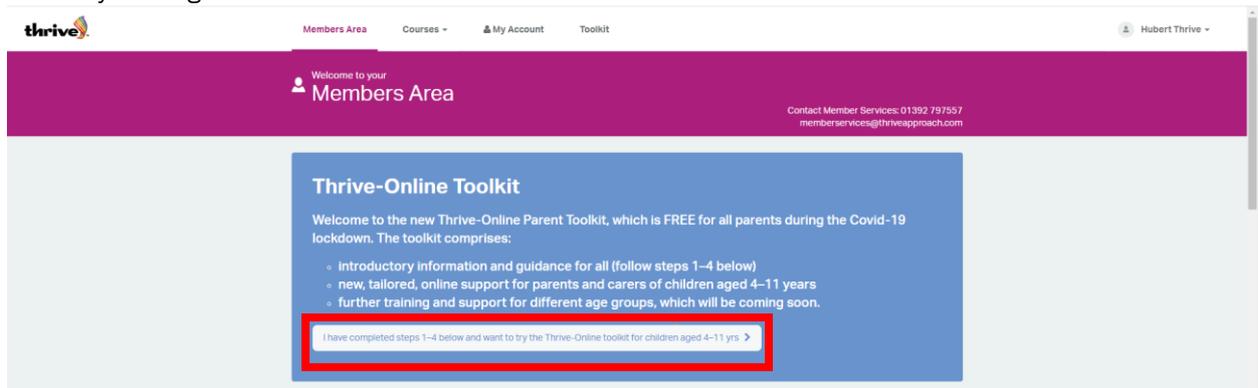
The following page will appear. Please follow and read steps 1 to 4 as shown below.

The screenshot shows the Thrive Members Area interface. At the top, there is a navigation bar with 'Members Area', 'Courses', 'My Account', and 'Toolkit'. A purple banner at the top of the main content area says 'Welcome to your Members Area' and includes contact information for Member Services. The main content is divided into sections:

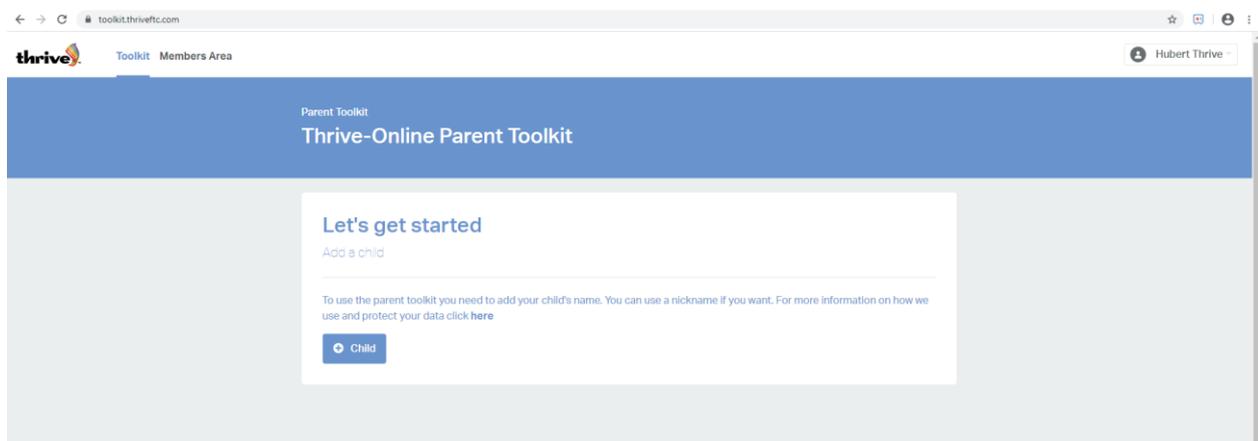
- Thrive-Online Toolkit:** A blue box with the heading 'Thrive-Online Toolkit' and a welcome message. It lists three points: introductory information and guidance for all (follow steps 1-4 below), new, tailored, online support for parents and carers of children aged 4-11 years, and further training and support for different age groups, which will be coming soon. Below this is a button that says 'I have completed steps 1-4 below and want to try the Thrive-Online toolkit for children aged 4-11 yrs >'.
 - Introductory information and guidance for all (follow steps 1-4 below)
 - new, tailored, online support for parents and carers of children aged 4-11 years
 - further training and support for different age groups, which will be coming soon.
- Download Key Resources:** A section with the heading 'Download Key Resources' and four numbered steps:
 - Step 1 Learn about the different stages of development:** Includes a video player for 'Learn about the different stages of development' with a duration of 00:25. The video content lists: Skills and Structure, Power and Identity, Talking, Doing.
 - Step 2 Find out about the difference Thrive can make:** Includes two video players: 'Emma's experience' (01:18) and 'Sania's experience' (05:48).
 - Step 3 Focus on the number one priority – looking after yourself!** Includes text about self-care and a list of 8 postcard links for parents and caregivers (1-8).
 - Step 4 Discover what the next step will bring:** Includes text about next steps and a list of actions: add your child's name (a nickname is fine) and age (must be in the age range 4-11 years), learn about their age-related developmental needs, practise meeting these needs with carefully chosen strategies and activities, use the guidance provided to add your own activities that work for you and your child, repeat your experiences using the progress bars provided, and add another child.

Under the above steps you will also see the course booking which is for the Parent Toolkit – this is for information only.

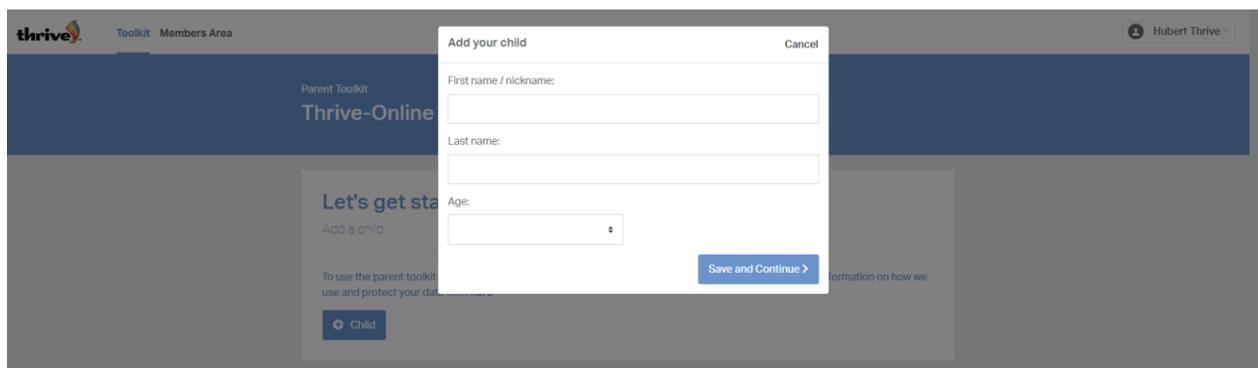
Once you have watched the clips and read the information above scroll to the top of the page and enter the toolkit by clicking as indicated below



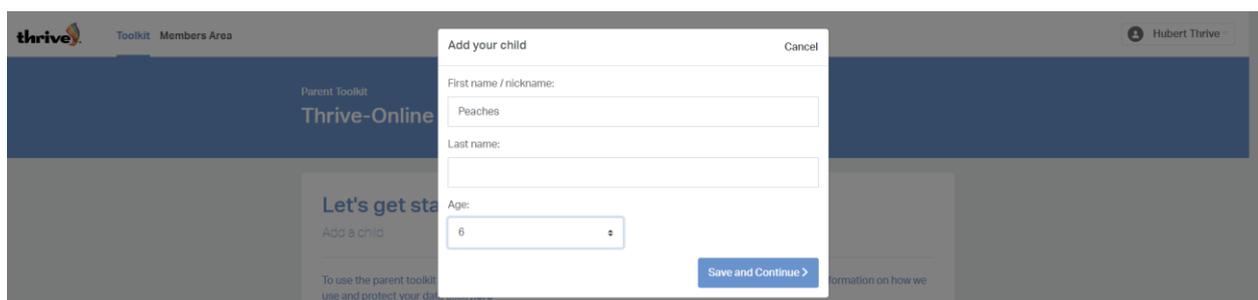
You will then be taken to the following Screen



Click on the blue + Child button and the following Screen will appear

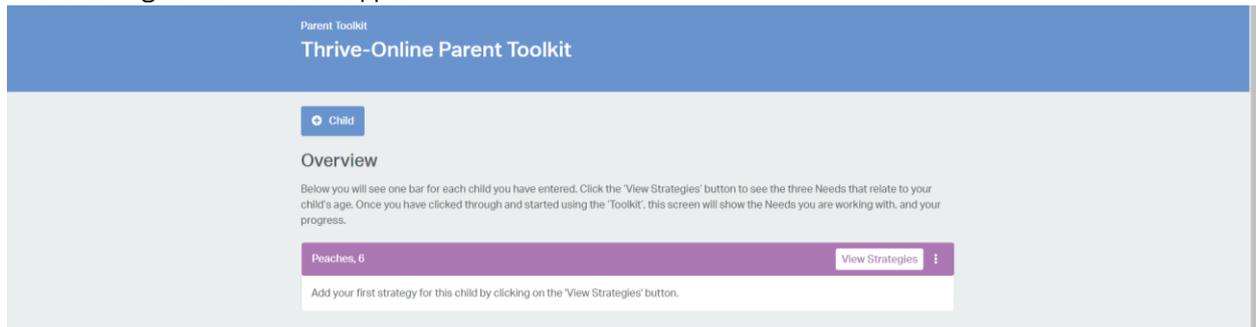


Enter the child's information as shown below



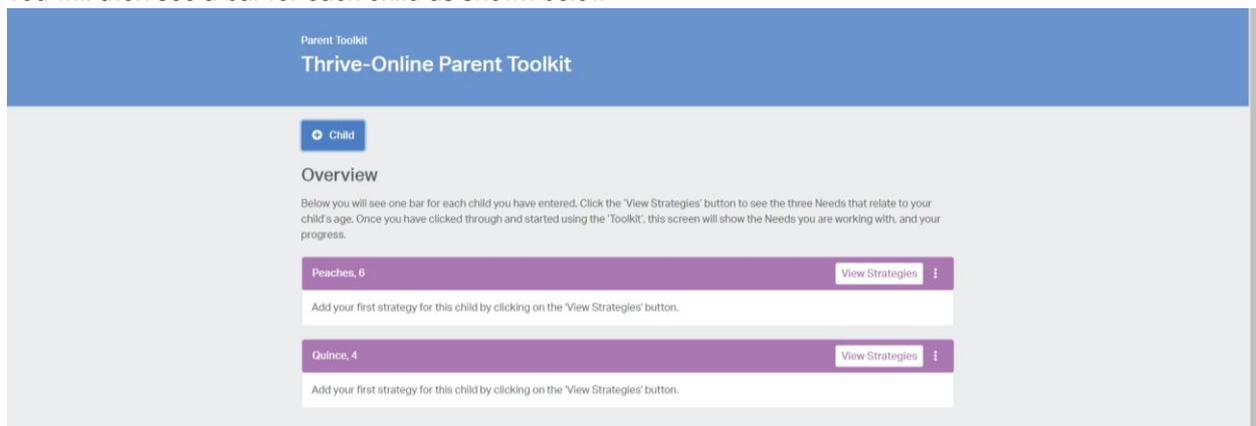
Once you have entered the information press the blue 'Save and Continue' button

The following screen will then appear



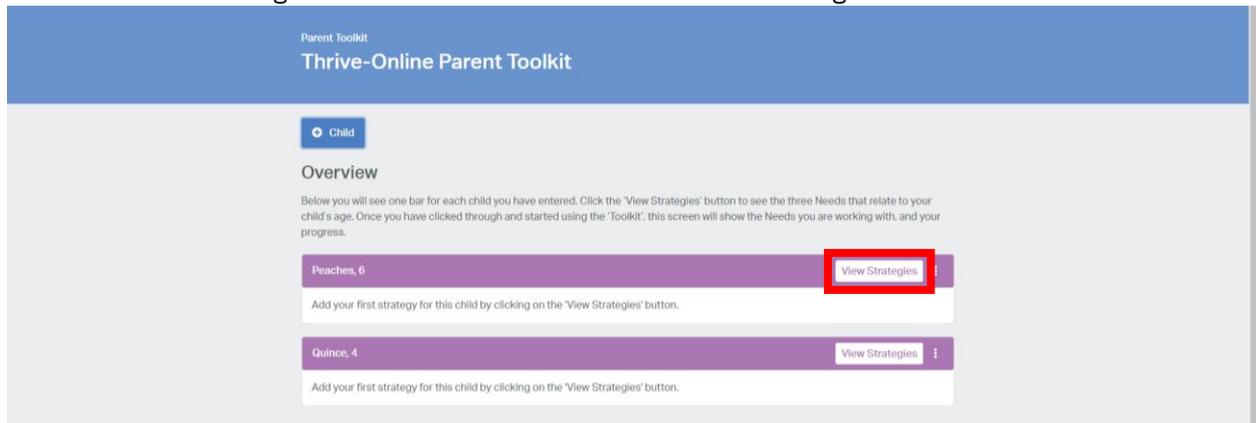
If you have more than one child press the blue + Child button and add the next child.

You will then see a bar for each child as shown below

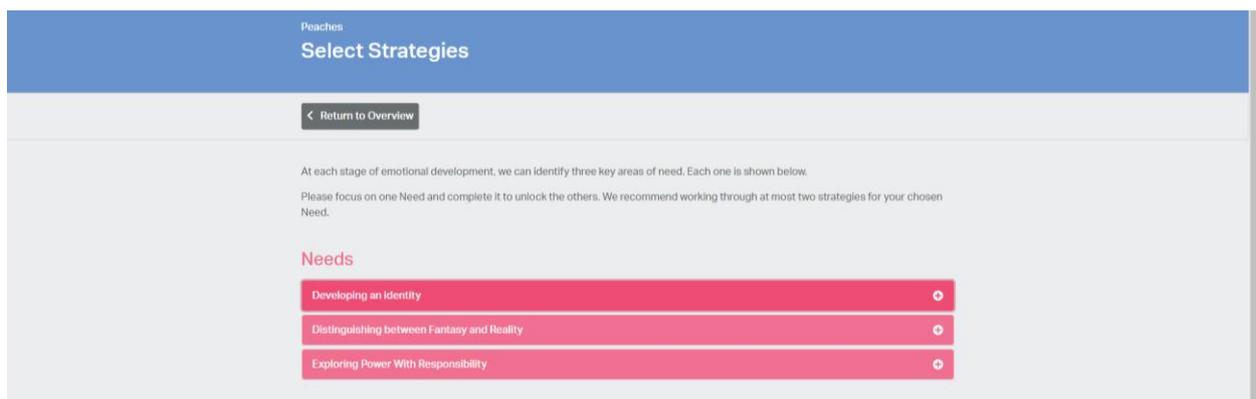


You can now start to select the needs and activities for each child – we will be concentrating on Peaches for the purpose of this How to Guide.

Click on the View Strategies button in the bar with the child's name and age as shown below



The following screen will then appear



As you can see the system will bring up three Needs, you can work through each of these needs – you do not have to start with the top one, you can work on which ever one you would like, however, the system will not allow you to move onto a different need until the one selected has been completed.

For the purposes of this How to Guide we are going to look at ‘Developing an identity’ – Click on the pink banner for Developing an identity and the following will appear.

We recommend that you choose two of the options available by clicking on the + sign in the box

At each stage of emotional development, we can identify three key areas of need. Each one is shown below.

Please focus on one Need and complete it to unlock the others. We recommend working through at most two strategies for your chosen Need.

Needs

Developing an identity
+

Children enjoy finding out what it feels like to be someone else through play. In this way they can begin to decide what they like and who they are. Through this process, children begin to notice how they can be different from others as well as what similarities they share.

Available

- +

Notice and appreciate your child's unique character, this re-enforces their growing sense of self. Child's voice: 'I feel warm inside when you notice special things about me and tell me you love me'.
- +

Talk with your child about how their ideas and actions may be different from other people. Child's voice: 'I'm learning that other people are different. How am I different and how am I the same?'
- +

Create opportunities that help your child to contribute towards doing household tasks (laying/clearing the table, preparing veg etc) this raises self-esteem and contributes to a child's development of skills. Child's voice: 'I feel important when I can help with jobs at home'
- +

Help your child learn how to be kind and caring about themselves. Child's voice: 'Sometimes having your hair brushed and doing your teeth isn't much fun'.
- +

Talk with your child about their experience of difference and diversity to support their understanding. Child's voice: 'Why are people different colours? Why don't I look like my friends?'
- +

Children will have their own ways of responding to pressure. Explore with them what they need at these times so they can become more resilient. Child's voice: 'My tummy's hurting and I can't get to sleep and I need you.'

Once you have made your selection, your choices will go into ‘In progress’ as shown below

Needs

Developing an Identity
+

Children enjoy finding out what it feels like to be someone else through play. In this way they can begin to decide what they like and who they are. Through this process, children begin to notice how they can be different from others as well as what similarities they share.

You can explore all strategies, choosing 2 at a time.

In progress

- +

Notice and appreciate your child's unique character, this re-enforces their growing sense of self. Child's voice: 'I feel warm inside when you notice special things about me and tell me you love me'.
- +

Help your child learn how to be kind and caring about themselves. Child's voice: 'Sometimes having your hair brushed and doing your teeth isn't much fun'.

Available

- +

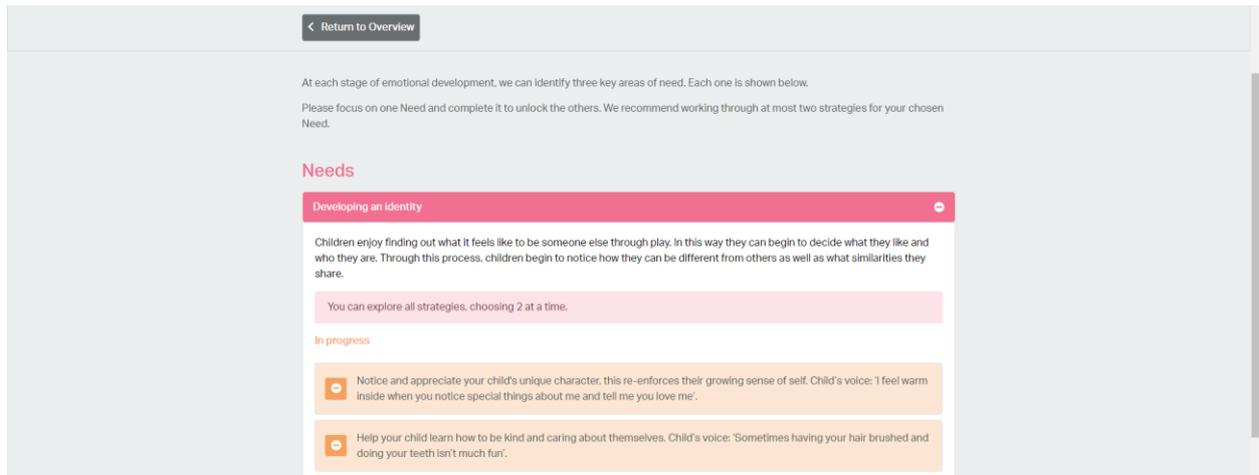
Talk with your child about how their ideas and actions may be different from other people. Child's voice: 'I'm learning that other people are different. How am I different and how am I the same?'
- +

Create opportunities that help your child to contribute towards doing household tasks (laying/clearing the table, preparing veg etc) this raises self-esteem and contributes to a child's development of skills. Child's voice: 'I feel important when I can help with jobs at home'
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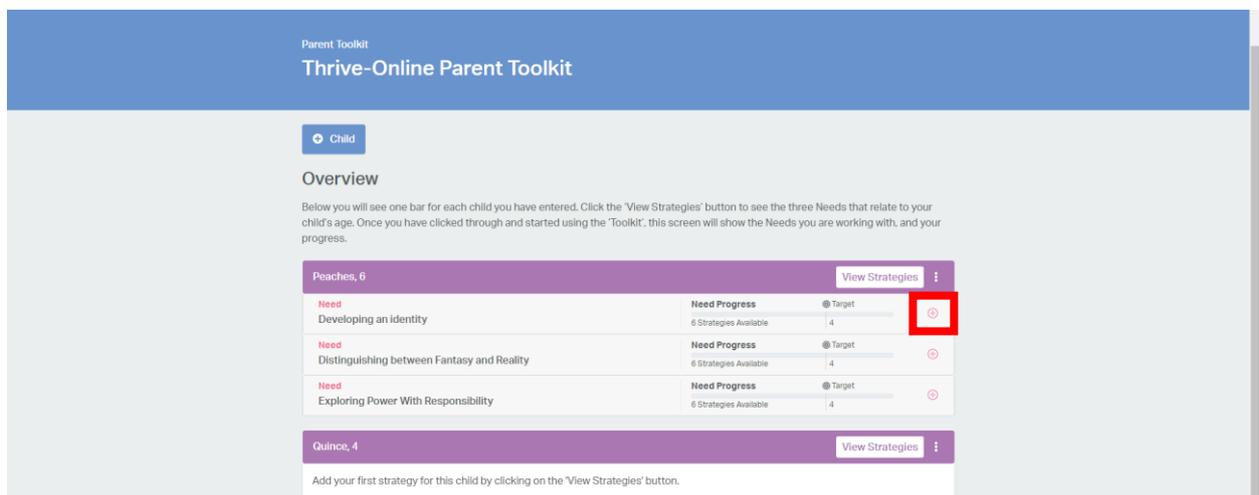
Talk with your child about their experience of difference and diversity to support their understanding. Child's voice: 'Why are people different colours? Why don't I look like my friends?'
- +

Children will have their own ways of responding to pressure. Explore with them what they need at these times so they can become more resilient. Child's voice: 'My tummy's hurting and I can't get to sleep and I need you.'

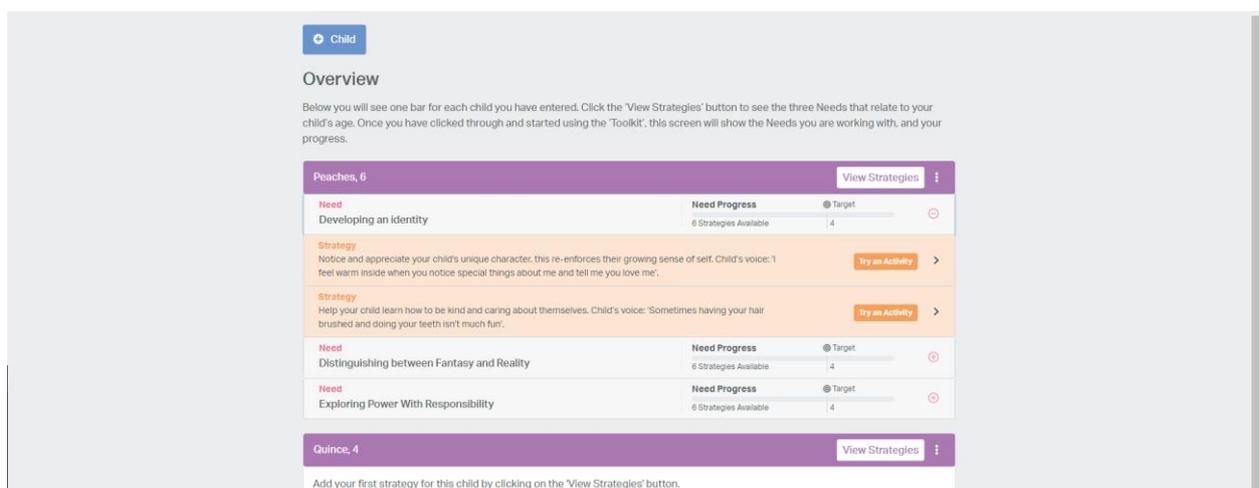
You now need to return to the overview by clicking on the 'return to Overview' at the top of the page



The overview will now look like the below



As we are working with Peaches and we have selected Developing an identity press the + sign at the end of that Need as indicated above. The following screen will then appear.



We can now click on Try an Activity

Once you have clicked 'Try and Activity' you will see the following page.

As you can see from the page below there are some downloads available for example there is a Power and Identity mp3 available – we recommend you listen to this information as it will give you more information on the age appropriate level of learning.

This page also provides you with information relating to the Need you have chosen – the strategy within that need and two Activities – Activity A and Activity B. Next to each activity there is a description of what to do.

Once you have read the information on the different activities choose which activity you are going to do. Once you have done the activity you can log the information into the toolkit.

Please note you may log out of the toolkit and do the activities as and when you like. You may choose to do both activities shown. You may find that your child responds better to a specific activity and may prefer to do this activity several times.

The toolkit allows you to log information on how you and your child enjoyed an activity, this is done by answering the questions as shown.

Sorry you didn't enjoy this. No worries. Why not try another activity or create one of your own that you will enjoy.

5. Thinking about your own self-care, have you remembered to be kind to yourself today?

Yes
 No

Submit

Once you have finished answering the questions click the submit button and the following page will appear.

Developing an identity

Strategy
Notice and appreciate your child's unique character, this re-enforces their growing sense of self. Child's voice: 'I feel warm inside when you notice special things about me and tell me you love me'.

0 of 4 Activities Logged Downloads
Power and Identity.mp3

[Return to Overview](#)

You have chosen to support this developmental Need using the strategy shown above. Two activities (A) and (B) are provided to help you get started. In addition, you can add your own activities. Repetition is important and the 'Toolkit' encourages you to repeat this strategy using your favoured activities.

Activity A: Either you or your child write the child's name on a piece of paper and they then decorate their name paper with whatever is available. Put the picture somewhere special.

Activity B: Draw around your child's hands or feet. The child can decorate them how they like. Older children can write or tell you to write things that they like (people, activities, foods and so on) on each of the fingers or toes.

[Try another activity >](#)

Activities you and your child have done so far	Date	Status	
Activity A	2 Jun, 2020, 16:17	Unsuccessful	Repeat Activity >

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As one of the answers given was negative it has stated that the activity was Unsuccessful. You can now either do the same activity again by pressing the Repeat Activity button or you can choose a different activity. In the example I have chosen to do the same activity and have now answered the questions with all positive responses as shown below

thrive Cancel

Strategy
Notice and appreciate your child's unique character, this re-enforces their growing sense of self. Child's voice: 'I feel warm inside when you notice special things about me and tell me you love me'.

Your toolkit

1. Was the activity one of the Thrive defaults or one you created?

Activity A
 Activity B
 Add your own activity

2. Describe the activity you and your child have carried out (in 20 words or less)

Activity A

3. Did you remember the strategy while you were doing the activity?

Yes
 No

4. Did you and your child enjoy this activity?

You

Yes
 No

Child

Yes
 No

Brilliant! You both enjoyed it.

5. Thinking about your own self-care, have you remembered to be kind to yourself today?

Yes
 No

[Submit](#)

Once you press submit the following page will appear and as you can see it has stated that the activity was successful

toolkit.thriveftc.com/child/67/need/10/solution/3716

Developing an identity

Strategy

Notice and appreciate your child's unique character, this re-enforces their growing sense of self. Child's voice: 'I feel warm inside when you notice special things about me and tell me you love me'.

1 of 4 Activities Logged Downloads
Power and identity.mp3

[Return to Overview](#)

You have chosen to support this developmental Need using the strategy shown above. Two activities (A) and (B) are provided to help you get started. In addition, you can add your own activities. Repetition is important and the 'Toolkit' encourages you to repeat this strategy using your favoured activities.

Activity A: Either you or your child write the child's name on a piece of paper and they then decorate their name paper with whatever is available. Put the picture somewhere special.

Activity B: Draw around your child's hands or feet. The child can decorate them how they like. Older children can write or tell you to write things that they like (people, activities, foods and so on) on each of the fingers or toes.

[Try another activity >](#)

Activities you and your child have done so far	Date	Status	
Activity A	2 Jun, 2020, 16:17	Unsuccessful	Repeat Activity >
Activity A	2 Jun, 2020, 16:20	Successful	Repeat Activity >

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You can now repeat the activity, or you could try Activity B. Once you have completed the activity enter the outcomes into the toolkit

thrive Cancel

Strategy

Notice and appreciate your child's unique character, this re-enforces their growing sense of self. Child's voice: 'I feel warm inside when you notice special things about me and tell me you love me'.

Your toolkit

1. Was the activity one of the Thrive defaults or one you created?

Activity A
 Activity B
 Add your own activity

2. Describe the activity you and your child have carried out (in 20 words or less)

Activity B

3. Did you remember the strategy while you were doing the activity?

Yes
 No

4. Did you and your child enjoy this activity?

You

Yes
 No

Child

Yes
 No

Brilliant! You both enjoyed it.

5. Thinking about your own self-care, have you remembered to be kind to yourself today?

Yes
 No

[Submit](#)

Again, once completed click Submit

thrive Toolkit Members Area Hubert Thrive

Need
Developing an identity

Strategy
Notice and appreciate your child's unique character, this re-enforces their growing sense of self. Child's voice: 'I feel warm inside when you notice special things about me and tell me you love me'.

2 of 4 Activities Logged Downloads
Power and identity.mp3

[Return to Overview](#)

You have chosen to support this developmental Need using the strategy shown above. Two activities (A) and (B) are provided to help you get started. In addition, you can add your own activities. Repetition is important and the 'Toolkit' encourages you to repeat this strategy using your favoured activities.

Activity A: Either you or your child write the child's name on a piece of paper and they then decorate their name paper with whatever is available. Put the picture somewhere special.

Activity B: Draw around your child's hands or feet. The child can decorate them how they like. Older children can write or tell you to write things that they like (people, activities, foods and so on) on each of the fingers or toes.

[Try another activity >](#)

Activities you and your child have done so far	Date	Status	
Activity A	2 Jun. 2020, 16:17	Unsuccessful	Repeat Activity >
Activity A	2 Jun. 2020, 16:20	Successful	Repeat Activity >
Activity B	2 Jun. 2020, 16:41	Successful	Repeat Activity >

Each time you log your outcomes it will record them on the Activities Logged page – you must log 4 successful activities. Once you have logged four successful activities a pop-up box will appear as shown below

4 Activities Logged Downloads
Power and identity.mp3

[Return to Overview](#)

You have chosen to support this developmental Need using the strategy shown above. Two activities (A) and (B) are provided to help you get started. In addition, you can add your own activities. Repetition is important and the 'Toolkit' encourages you to repeat this strategy using your favoured activities.

Activity A: Either you or your child write the child's name on a piece of paper and they then decorate their name paper with whatever is available. Put the picture somewhere special.

Activity B: Draw around your child's hands or feet. The child can decorate them how they like. Older children can write or tell you to write things that they like (people, activities, foods and so on) on each of the fingers or toes.

[Try another activity >](#)

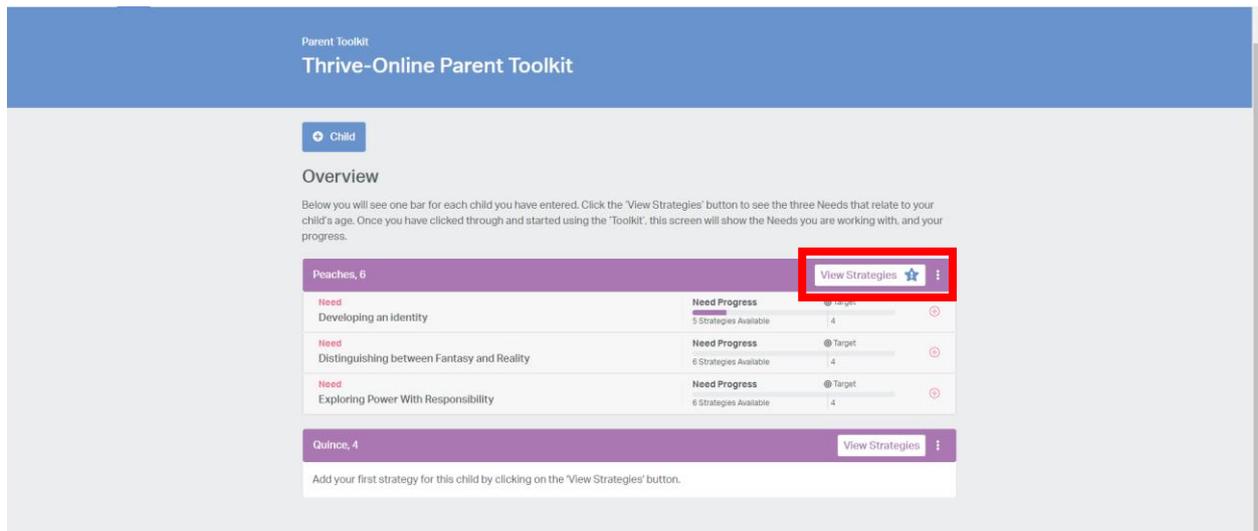
Congratulations!
You've logged 4 successful activities

But don't stop there... choose another strategy and activities. You are providing valuable experiences for your child's emotional learning.

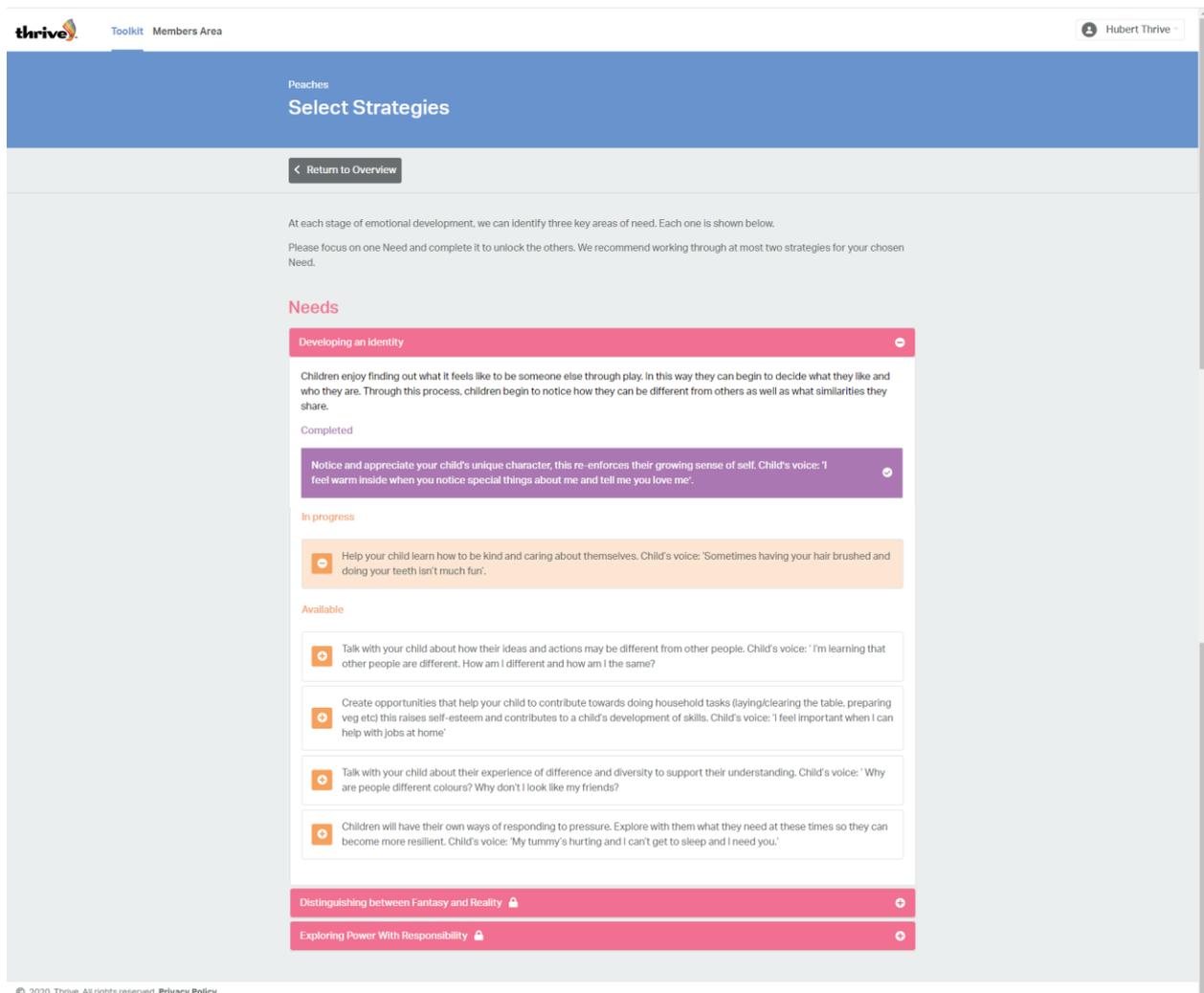
[OK](#)

Activities you and your child have done so far	Date	Status	
Activity A	2 Jun. 2020, 16:17	Unsuccessful	Repeat Activity >
Activity A	2 Jun. 2020, 16:20	Successful	Repeat Activity >
Activity B	2 Jun. 2020, 16:41	Successful	Repeat Activity >
Activity B	2 Jun. 2020, 16:43	Successful	Repeat Activity >
Activity A	2 Jun. 2020, 16:44	Successful	Repeat Activity >

Click the OK button and it will then take you to the child overview page as shown below



Now click on the View Strategies as indicated above and the following page will appear



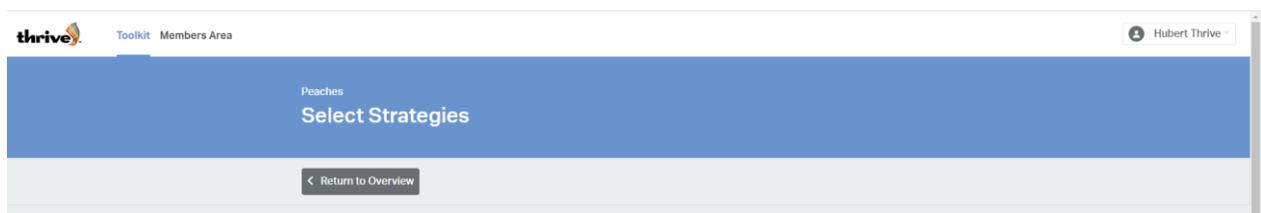
As you can see the first Strategy has been completed 'Notice and appreciate your child's unique character'

Now you can click on one of the other available Strategies by clicking on the plus sign at the beginning of the paragraph. This will then be shown in the 'In progress' section as shown below

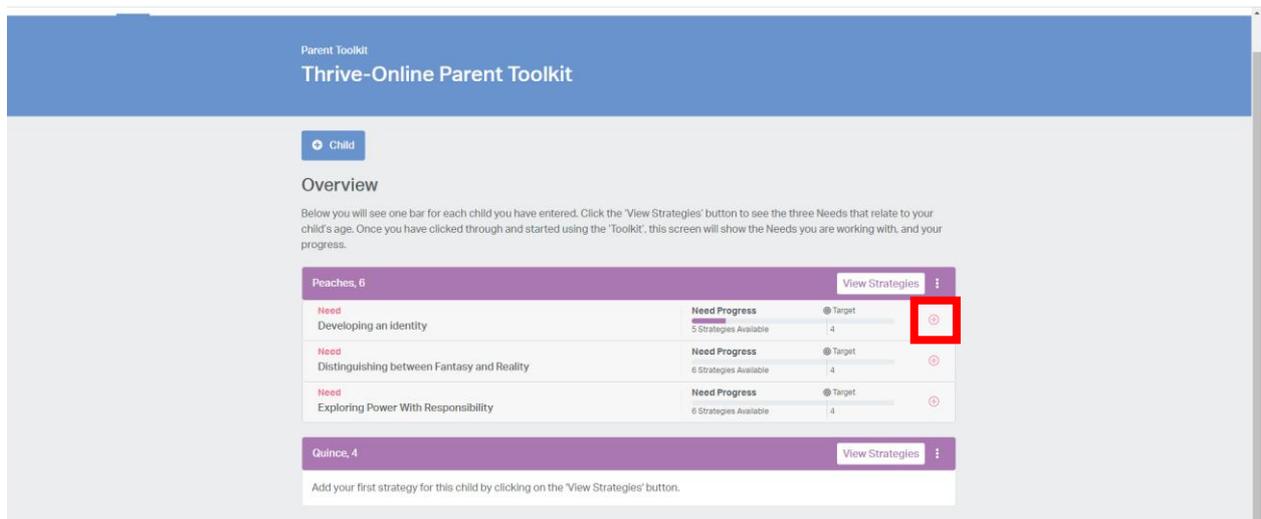


If there are activities that you do not like or you wish to change your mind you can deselect one of the strategies in the 'In progress' section and then click a different available strategie.

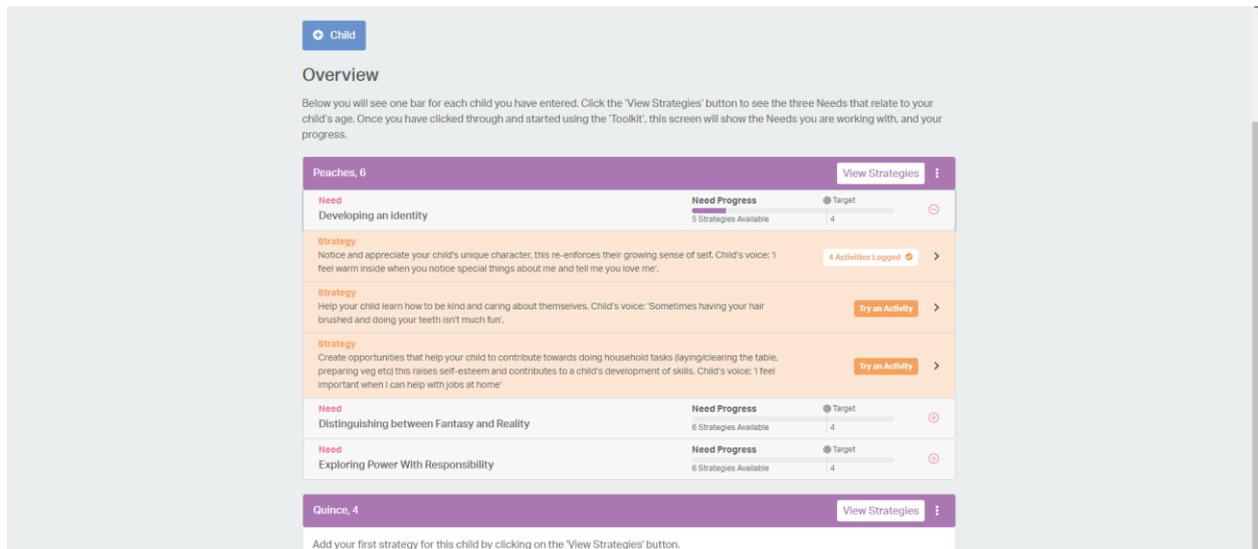
Now return to the overview by clicking on the Return to Overview button as shown below



The following page will appear



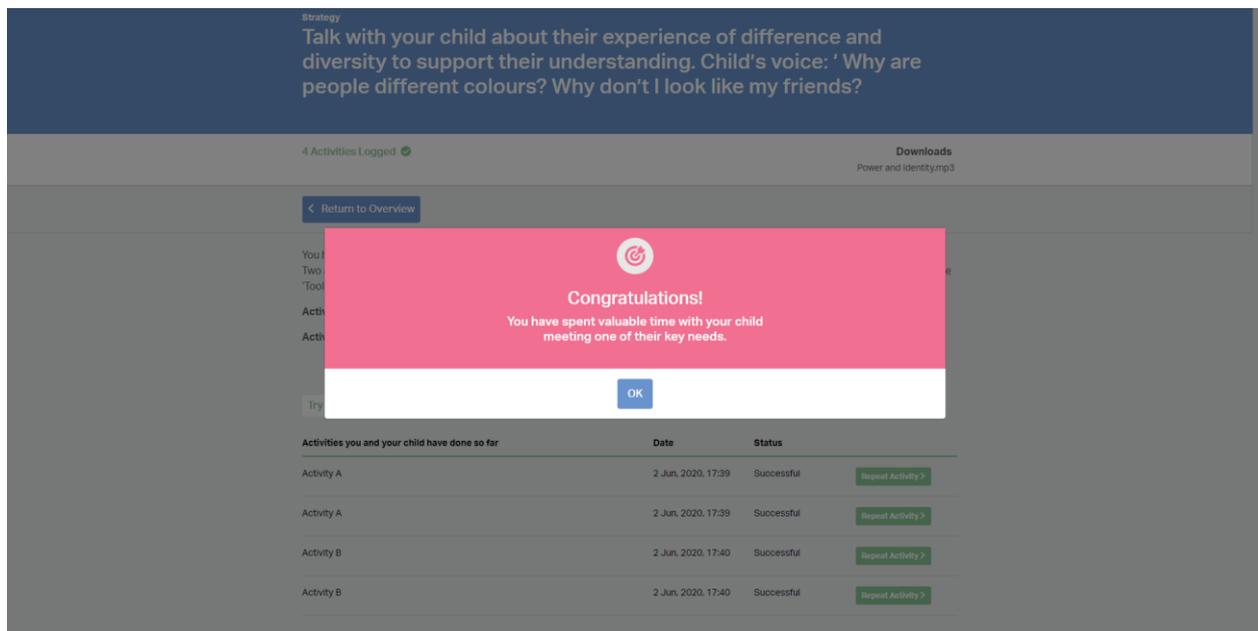
Click on the + sign at the end of the Developing an identity as shown above and the following page will appear



This page is showing the first strategy selected has had four activities logged and therefore is complete. You can now work on the other two which are shown.

To move onto one of the other needs i.e. 'Distinguishing between Fantasy and Reality' or 'Exploring Power with Responsibility' you must complete at least four strategies within the current need 'Developing an Identity'

Once you have worked through and done four strategies the following page will appear.



At this point you can choose to do the other two strategies for this need or you can choose to start to work on another need.

This process is followed for each child and for each need at the age appropriate level.