

# Conscious Awareness Learning Model

Based on Conscious Discipline® and other Trauma-Informed Care Practices

Connection Before Correction:  
Building The School Family

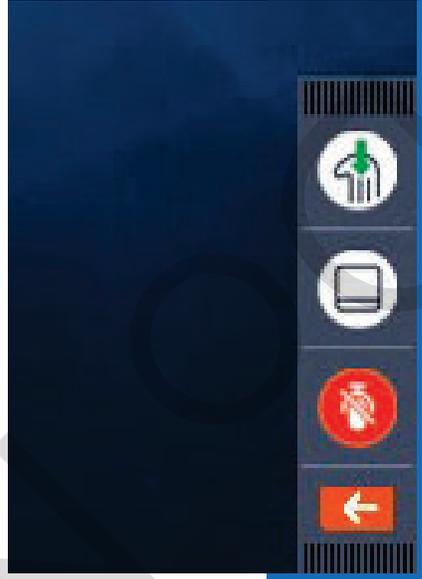
November 1, 2025

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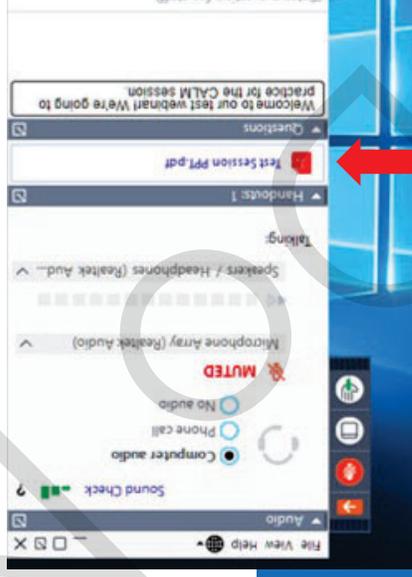
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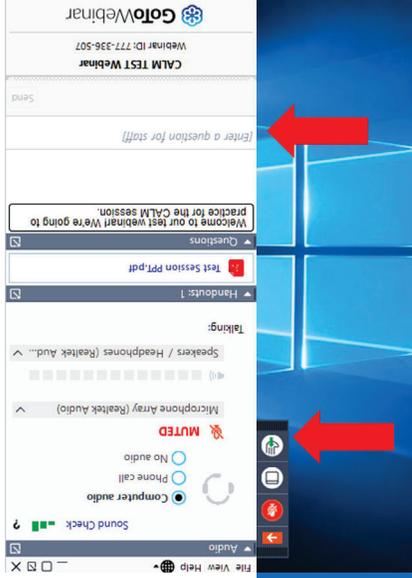
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- All videos used in the presentation are linked in the handouts (click on the image in the PDF file and it will open on YouTube)



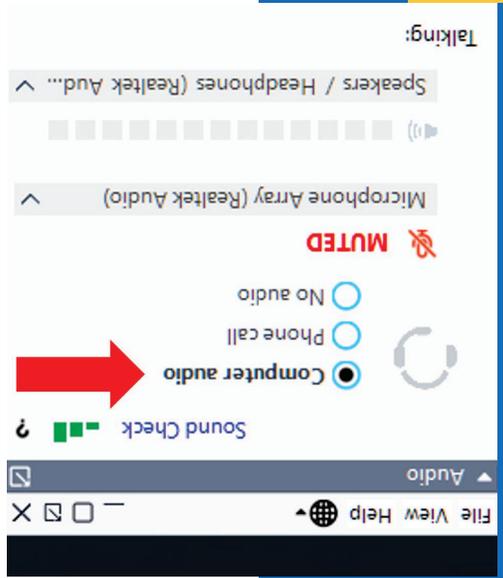
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Dear Laura,

Thank you for registering for "CALM TEST Webinar".

Test webinar for CALM session in April.

Please send your questions, comments and feedback to: [willaiobos@hcccl.edu](mailto:willaiobos@hcccl.edu)

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Wed, Apr 1, 2020 10:00 AM - 11:00 AM EDT

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- Get ready!

<https://www.surveymonkey.com/r/X5JY2DF>

- If not, complete it here:
- Complete pre-survey ([link closes at 9:30am](#))
- Greetings! ☺

## Arrival Routine



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## Go To Webinar



# Things you will learn today!

- 01 What is CALM and Why It Matters
- 02 Review from Session 1: Cultivating Inner Calm Basics
- 03 Attachment Theory
- 04 The School Family Concept
- 05 The Brain Smart Start and How to Use It
- 06 The Power of Unity and Skill of Encouragement
- 07 The Power of Love and Skill of Positive Intent

## What is CALM?

The Conscious Awareness Learning Model (CALM):

- provides universal social-emotional training to early education providers and families
- uses the Conscious Discipline® approach
- integrates positive psychology, trauma-informed practices and mindfulness

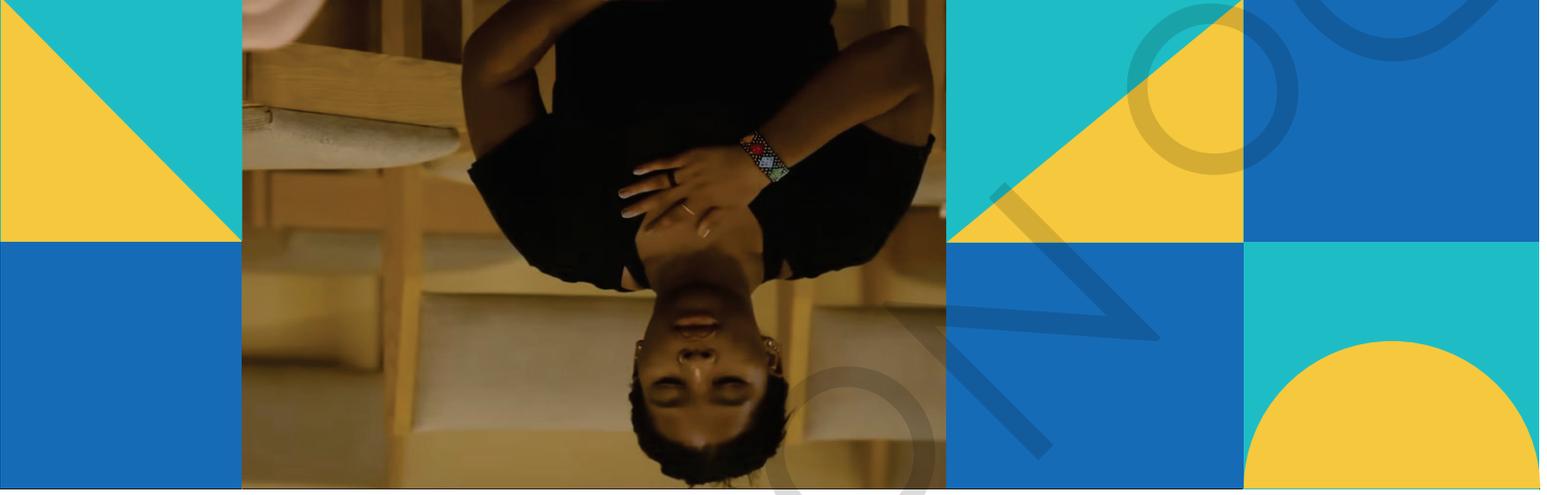




Video # 1

The Toolbox is You

# Mindfulness for Teachers



We are the CALM family! The community is our teacher.

[www.ChildrensBoard.org](http://www.ChildrensBoard.org)

Children's Board  
HILLSBOROUGH COUNTY



CALM is generously funded by:

- CALM is a series of sessions based on Conscious Discipline® that:**
- changes the traditional classroom management system from **control** to **connection**.
  - empowers the teacher as a self-disciplined adult who in turn, teaches children how to become self-disciplined.
  - helps children become self-disciplined and ready to learn.

# Review from Session 1

The adult's nervous system sets the tone for the child's nervous system. Cultivating calm within yourself is one of the most powerful tools for supporting children's emotional and cognitive development.

- **Morning Rituals:** Start the day with a calming routine—music, tea, or a short affirmation ("I bring calm to my classroom.").
- **5-Second Pause:** Before reacting, take a deep breath and count to five. This helps shift from reactive to responsive.
- **Micro-Journaling:** Jot down one sentence at lunch/nap/break time about how you're feeling or what went well.
- **Mini Walks:** Step outside for 2 minutes during lunch/break/nap time to reset your nervous system.

## Reflection/Discussion

*How or what did you do when trying to cultivate your inner calm this past month?*

# Core Objectives of the Brain State Model

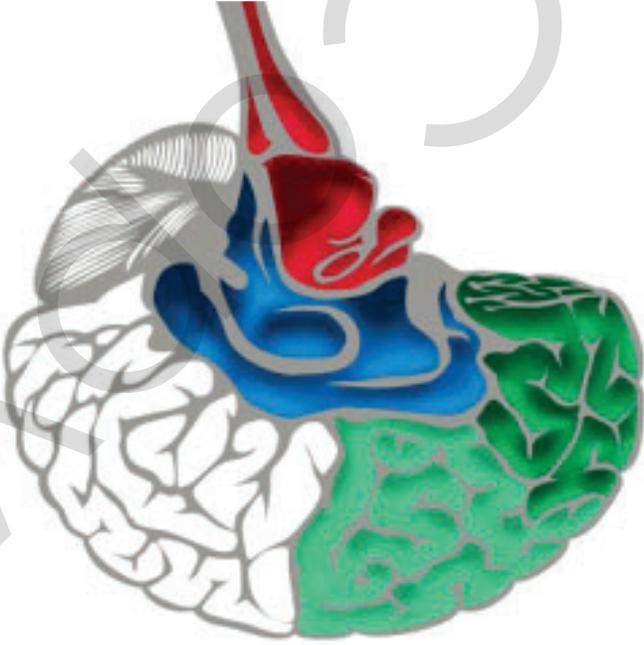
To remain in a relaxed, alert state while interacting with children.

To identify the internal state the child is experiencing so we know which responses will more likely be helpful.

To assist the child in achieving a relaxed, alert state of learning **before** we attempt to teach a new skill or deliver a consequence.

To address the behavior by teaching an effective new skill.

# The Three Brain States



## Survival State

- Fight, Flight or Freeze (non-verbal)
- Am I safe?

## Emotional State

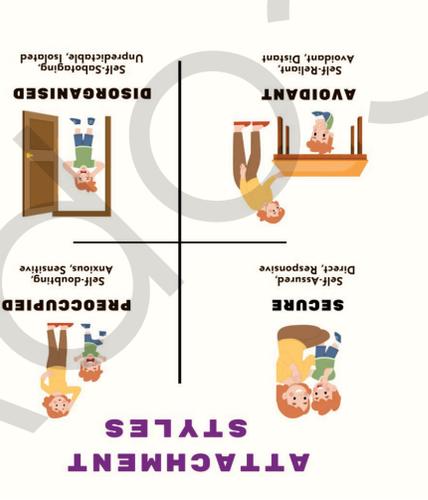
- The world is not going my way
- Am I loved?

## Executive State

- Optimal State of Learning, goal achievement and problem-solving skills (relaxed alertness)
- What can I learn?

# Attachment Theory Basics

- Developed by John Bowlby, attachment theory explains how early relationships with caregivers shape a child's emotional and social development.
- The role of the teacher:** Teachers can serve as secondary attachment figures.
- Connection before correction:** Children regulate behavior and engage in learning when they feel emotionally connected to their teacher.
- Impact on brain development:** Secure relationships support healthy brain development, especially in areas related to emotion regulation, empathy, and executive function.



# Attachment Styles in Young Children

- |  |  |
|--|--|
| <p><b>Secure Attachment</b></p> <ul style="list-style-type: none"> <li>• <b>Behaviors:</b> Seeks comfort from adults when upset, explores confidently when caregivers present.</li> <li>• <b>Classroom Implication:</b> These children tend to be more resilient, cooperative, and open to learning.</li> <li>• <b>Support Tip:</b> Maintain consistent, warm, and responsive interactions.</li> </ul> | <p><b>Avoidant Attachment</b></p> <ul style="list-style-type: none"> <li>• <b>Behaviors:</b> Appears independent, may avoid seeking help or comfort even when distressed.</li> <li>• <b>Classroom Implication:</b> May seem "easy" or self-sufficient but could be suppressing emotional needs.</li> <li>• <b>Support Tip:</b> Gently offer connection and validate feelings without pushing closeness.</li> </ul>   |
| <p><b>Insecure Attachment</b></p> <ul style="list-style-type: none"> <li>• <b>Behaviors:</b> Clingy, anxious, hard to soothe, may struggle with transitions or separation.</li> <li>• <b>Classroom Implication:</b> May have difficulty focusing or trusting that adults will return.</li> <li>• <b>Support Tip:</b> Provide predictable routines and reassure consistently.</li> </ul>                | <p><b>Disorganized Attachment</b></p> <ul style="list-style-type: none"> <li>• <b>Behaviors:</b> Confused or contradictory behaviors (e.g., approaching then freezing or fleeing), often linked to trauma or inconsistent caregiving.</li> <li>• <b>Classroom Implication:</b> May show fear, aggression, or withdrawal; often misunderstood.</li> <li>• <b>Support Tip:</b> Create a calm, safe environment and collaborate with families and specialists when needed.</li> </ul> |



# How Babies Form Attachments

Four Stages by Schaffer & Emerson

Video #2



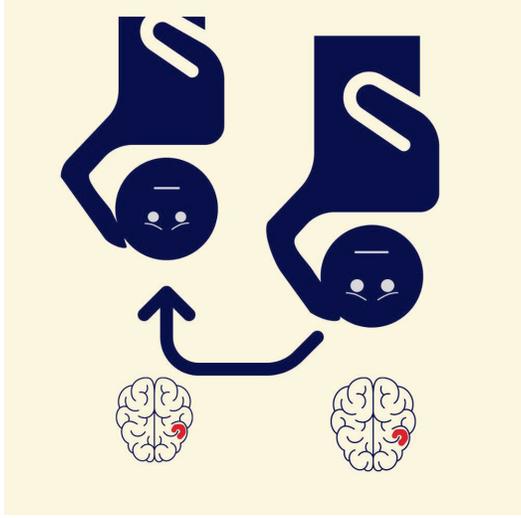
## Mirror Neurons - Revisited

### What Are Mirror Neurons?

Specialized brain cells that activate both when we perform an action and when we observe someone else performing it—especially emotional expressions and behaviors.

### Why They Matter in Child Development?

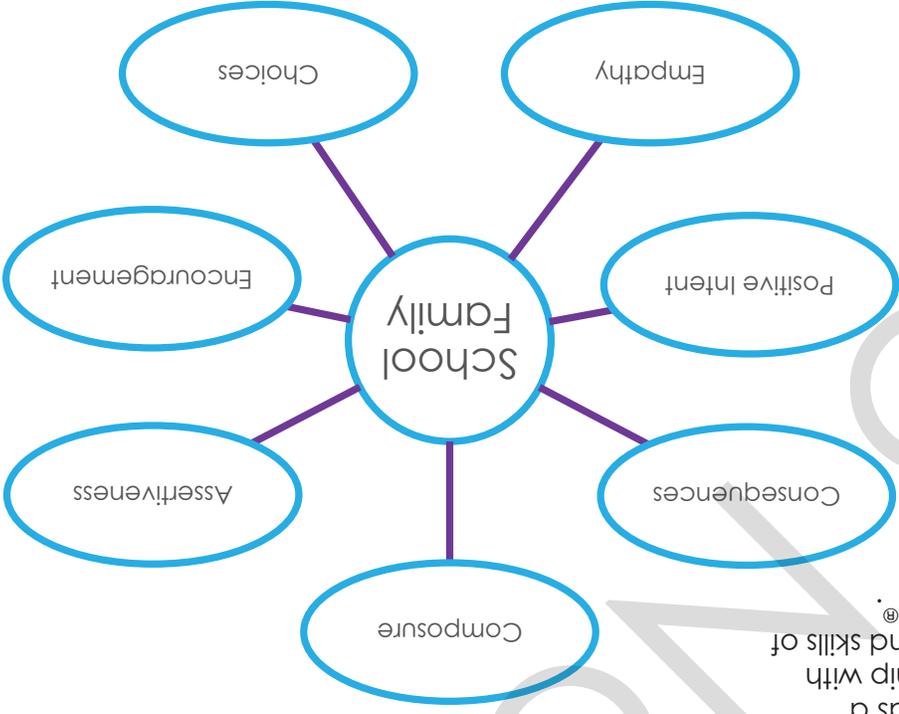
Mirror Neurons help children internalize and replicate the emotional states of adults around them. This is foundational for empathy, social learning, and emotional regulation.



# Conscious Discipline® Skills, Powers, and Structures



The School Family has a **reciprocal** relationship with the seven powers and skills of Conscious Discipline®.



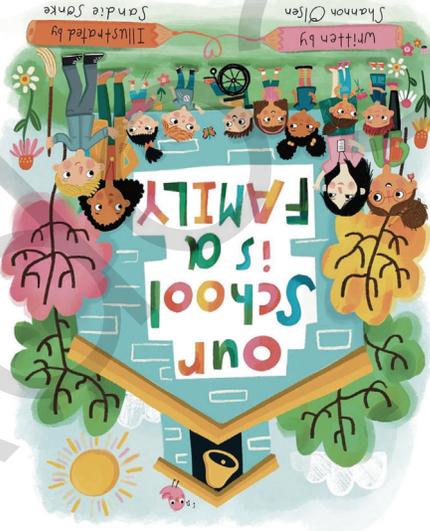
## The 4 Cs of The School Family

- Caring
- Connection
- Contribution
- Conflict resolution



## The School Family Concept

For children who already have a balanced family life, the School Family Model strengthens the skills they bring to the classroom. If a child has been traumatized or lacks healthy relationships at home, the School Family Model provides a sense of safety and belonging.



is much more than a strategy or intervention.

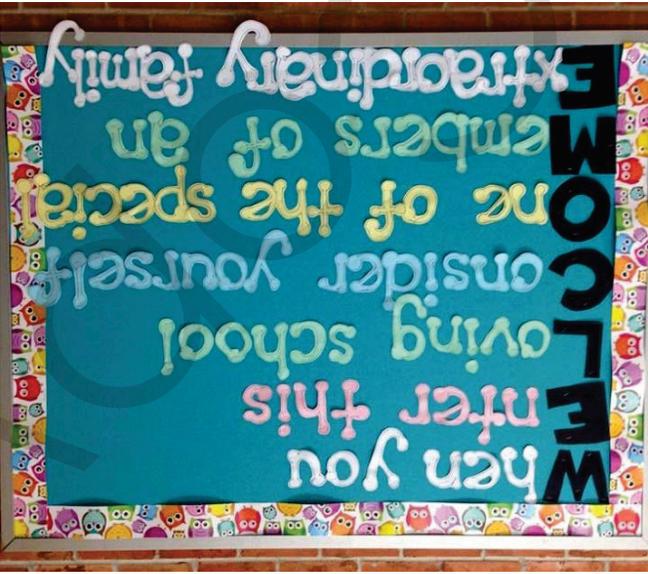


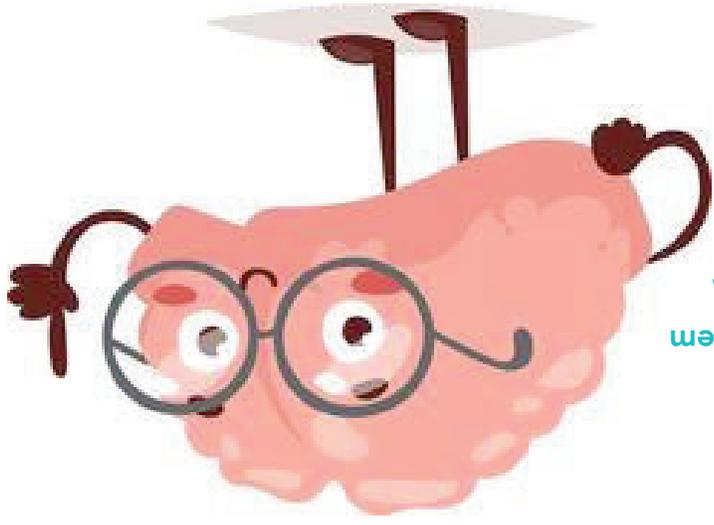
# How building The School Family



## Introduce The School Family

1. Call your classroom a School Family
2. Post a "Welcome to our School Family" sign on your door
3. Display a framed photo of School Family
4. Say "Welcome to our School Family" whenever someone new comes in
5. Name or have your students name your School Family
  - The Red Robin School Family
  - The Buddy Bear School Family





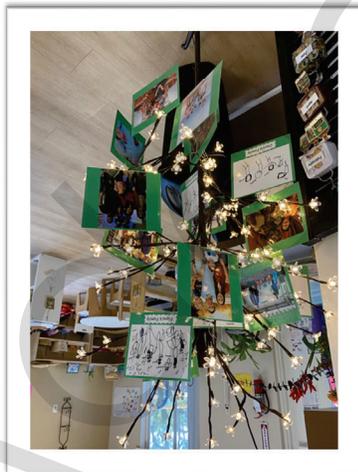
# Start every morning the Brain Smart Start way!

- UNITE – Bring group together
- DISENGAGE STRESS – Calm the nervous system
- CONNECT – Playful interaction face to face
- COMMITMENT – To help keep it safe



The foundation of emotionally intelligent classrooms.

## The School Family Structures



- Celebration Center
- We Care Center
- Class Meetings
- Kindness Tree

- Friends and Family Board
- Greetings Ritual
- The Safekeeper
- Brain Smart Start
- Visual Rules and Routines
- Ways to be Helpful Board
- Safe Place
- Wish Well Rituals
- School Family Rituals
- Job Board
- Time Machine



## Activities to Unite

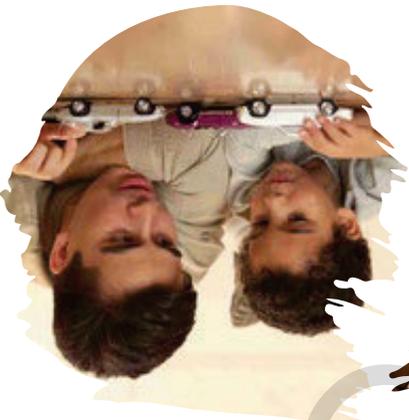
- Attendance Ritual
- Uniting Song
- Pledge
- Class Chants
- Stories
- Celebrations/Successes



## Activities to Disengage Stress

- Belly-breathing activities
- STAR, Balloon, Drain & Pretzel
- breathing
- Stretching
- High energy songs
- Yoga moves





- Eye Contact
- Touch
- Presence
- Playfulness

Through responsiveness and attunement:

## Fostering Adult-Child Connections

- Greeting Rituals
- I Love You Rituals
- Wish Well Ritual
- Absent Ritual
- Reading Together

## Activities to Connect



# Reflection/Discussion

## When do you feel most connected to your students?

### Activities to Commit

Prime the brain for success and actively engage the prefrontal lobe with commitments.

- Group (Safekeeper)
- Individual



# The Power of Unity



- The School Family is based on compassionate classrooms that develop connections and relationships with adults and peers as part of a community.
- Classrooms based on unity (**connection**) teach children to focus on giving and being helpful to the school family.
- Make the shift from having the intent to punish to focusing on “How can we help this child be successful?” – **Be proactive!**

## Focus on Proactive Interventions

### Proactive Strategies

- Take place before an event occurs, usually based on previous experience or learning
- Setting up and being aware of the environment
- Know the children and their triggers
- Take place after an event or stimulus, usually in opposition to a force or influence

### Reactive Strategies

- Clear Expectations and Rules
- Positive Reinforcement
- Consistent Routines
- Modeling Positive Behavior
- Teaching Emotional Regulation
- Individualized Support
- Engaging Activities
- Conflict Resolution Skills

in early childhood education.

# The power of interactions



*By focusing on these proactive strategies, early childhood educators can build a positive, supportive classroom environment that minimizes the need for reactive discipline and promotes healthy emotional and social development.*

# The Skill of Encouragement



- Encouraging children to help others creates a sense of belonging in which the intrinsic desire to be of service outshines attention-seeking behaviors.
- Encouragement is...
  - motivating someone
  - convincing someone of their capabilities
  - lifting someone's spirits

# 10 Tips for Offering Encouragement

Start with yourself	Learn to listen	Be There Fully	Be Self-Aware
Ask Yourself if They Really Want Encouragement	Be Authentic	Don't Limit Yourself to Words	Practice
Don't Seek Perfection	Be Wary of Offering Advice		



# Classroom Strategies

## Encouragement

Structure: Kindness Tree or Counter

### Noticing acts of kindness.

1. Make the Kindness Tree, Jar or Board a living, breathing structure in your classroom.
2. Write down what the kind act was and have the child hang it up or put it in the jar.
3. Count the kind acts at the end of day/week/month to extend the activity into math. Then celebrate!



# Classroom Strategies

## Encouragement

Structure: Ways to Be Helpful Board

"I help my School Family by \_\_\_\_\_"



# Encouragement Language



Noticing to encourage **kindness** and **helpfulness**:

- Step 1: Start with child's name or pronoun "you"
- Step 2: Describe what the child did in detail
- Step 3: Relate the child's behavior to how it helped someone else or the entire class
- Step 4: End the description with a tag

You \_\_\_\_\_ so \_\_\_\_\_ . That was \_\_\_\_\_ .

"Riley, you saw that James was crying, so you offered him a hug. That was **kind** and it **helped** him feel better!"

# Encouragement Language



Notice the missteps and guide children to solve problems without focusing on the negative action(s).

This helps us to maintain our connection with children and fosters a sense of belonging and self-worth.

**Scenario:** Sam took the paintbrush from Penny's hand.

Examples of responses:

- "Sam, I know you. Inside, you don't like to be hurtful. Let's figure out a way to be kind and helpful."
- "Oops! Sam, we all make mistakes. What could you do now that would be kind and helpful?"

## Group Commitment

*Between today and our next session, notice (and describe) at least 1 kind and helpful act each day. Write them in your journal. Remember you GET MORE of what you're LOOKING FOR.*

## The Power of Love

- The Power of Love helps us see children as lovable, capable beings, even in their worst moments.
- It asks us to choose connection over control, recognizing behavior as communication.
  - Love is a choice, not just a feeling. We can choose to extend empathy and compassion.
  - When we see the best in children, we nurture their sense of worth and safety.
  - Children mirror how they are perceived. If we see them as bad, they internalize that identity.

## The Skill of Positive Intent says:

- See the best in others. They're doing the best they can with the skills they have.
- What you offer to others, you strengthen in yourself.
- Children cannot behave differently, until they are seen differently. – **Reframing**

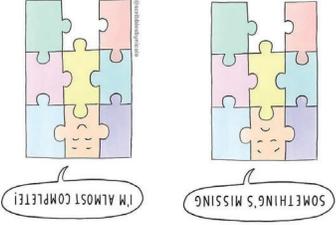


## The Skill of Positive Intent - Reframing

<b>Negative Intent – Encourages children to be more oppositional.</b>	Children are just mean.	They are just trying to get my attention.	They sure know how to push my buttons.	He's hurtful for no reason.
<b>Positive Intent – Transforms opposition into cooperation.</b>	Children need social skills.	This child needs help in learning to focus.	I must learn to stay calm.	He needs help managing his frustration.

# Classroom Strategies Positive Intent

- Teach the aggressor a new skill (A.C.T.) – Language of Reframing



- School Family Assemblies
- Celebration Center (Time, Jar or Bin)



# What positive intent looks like

in real moments of conflict.

Video #5



# Classroom Strategies

## Positive Intent

Teach the aggressor a new skill.

**ACT** when time is short.

**A – Acknowledge** the child's deepest desire and intent.

"You wanted \_\_\_\_\_," or "You were hoping \_\_\_\_\_."

**C – Clarify** what skills to use.

"When you want \_\_\_\_\_ then say \_\_\_\_\_."

**T – Take time** to practice.

"Say it now for practice."



# Classroom Strategies

## Positive Intent

Structure: School Family Assemblies

**Brain Smart Start**

- Contribute to School Family culture safety, connection and problem-solving
- Foster school-wide implementation of Conscious Discipline®
- Link school to homes and community



# Classroom Strategies

## Positive Intent

Structure: Celebration Center

Put it on the schedule or make a jar/bin.

These celebrations help foster a positive learning environment, recognize individual talents, and encourage social connections among students.

"You raised your hand..."  
"You worked so hard..."  
"You waited for your turn..."



# How to Structure Celebration Center Time

## 1. Beginning

Begin with a song or chant to **unite** the group. This will be a signal that it's time to **celebrate**. You could create a class song or use a 30 second clip from a song such as "Celebration" by Kool & the Gang, "Let's Celebrate" from It Starts in the Heart (CD), or "I Just Want to Celebrate" by Rare Earth.

## 2. Middle

Next, it's time to celebrate the individual with props and/or by sitting in a "Celebration Chair." Most celebrations fall into two categories: **event celebrations** (losing a tooth, arrival of a new sibling, birthdays) and **achievement celebrations** (academic, learning a new skill, or accomplishing a personal goal).

## 3. Ending

As you celebrate individuals for their accomplishments or events, it's vital to end the process by showing how the celebration relates to **every student**. If you celebrate someone learning to read, you might end by celebrating everyone who's worked hard on something.

If you celebrate a new baby in the family, you can end by extending that to celebrating all new things, from babies, to pets and experiences. In this way, the celebration starts with **individuality** and ends with **unity**. The close of the celebration is a moment to celebrate **all people**.

## Group Commitment

We are willing to take the first step in building The School Family by making that shift from rewards to relationships and from control to connection. We understand this is not an easy process. When we make mistakes, which we will, we will allow ourselves an "OOPS!"

## Benefits of The School Family Model

- Optimizes brain development
  - Embeds resilience into the school culture
  - Helps heal the cycle leading from loss to violence
  - Fosters conflict resolution skills
  - Promotes the effectiveness of consequences
  - Models and teaches our highest values
  - Models shared power and democracy
- Reignites the inherent joy of teaching and learning



## Attention is the currency of love.

- Connection requires **presence**. You cannot truly connect when your mind is elsewhere.
- Mindfulness is not just about calm — it's about being fully present with ourselves and others.
- In the classroom, your attention is the most valuable gift you can give a child.
- When we give children our full attention — eye contact, listening, acknowledgment — their brains release oxytocin, the “bonding chemical.”
- This sense of being seen and valued builds safety and belonging, which are prerequisites for learning.

“When I am present, I connect. When I connect, I influence. When I influence, I teach.”

## Personal Action Step – November

- A ritual is a predictable, meaningful act that strengthens relationships. Rituals differ from routines — routines organize, but rituals connect.
- Reflect silently or journal** using prompts:
- What moments in my day could become more intentional?
  - What ritual will help me create safety or belonging?
  - How will I make this ritual consistent and meaningful?

N - Notice small things.  
O - Offer kindness.  
V - Value quiet time.  
E - Enjoy each day.  
M - Make time to rest.  
B - Breathe deeply.  
E - Embrace change.  
R - Relax and let go.



# Conscious Discipline® Skills – Resources

Download online at [www.calmhc.org](http://www.calmhc.org) or <https://www.calmhc.org/web/sites/other-resources>



## New Ways November 2025

### ACTION FOR HAPPINESS

### Happier · Kinder · Together

	24 Share with a friend something helpful you learned recently	25 Use one of your strengths in a new or creative way	26 Try out a different radio station or new TV show	27 Join a friend doing their hobby and find out why they love it	28 Discover your artistic side. Design a friendly greeting card	29 Enjoy new music today. Play, sing, dance or listen	30 Look for new reasons to be hopeful, even in tough times				
	17 Try a new way to practice self-care and be kind to yourself	18 Connect with someone from a different generation	19 Broaden your perspective: read a different paper, magazine or site	20 Make a meal using ingredients you've not tried before	21 Learn a new skill from a friend or share one of yours with them	22 Find a new way to tell someone you appreciate them	23 Set aside a regular time to pursue an activity you love				
	10 Be curious. Learn about a new topic or an inspiring idea	11 Choose a different route and see what you notice on the way	12 Find out something new about someone you care about	13 Do something playful outdoors – walk, run, explore, relax	14 Find a new way to help or support a cause you care about	15 Build on new ideas by thinking "Yes, and what if..."	16 Look at life through someone else's eyes and see their perspective				
	3 Get outside and observe the changes in nature around you	4 Sign up to join a new course, activity or online community	5 Change your normal routine today and notice how you feel	6 Try out a new way of being physically active	7 Be creative. Cook, draw, write, paint, make or inspire	8 Plan a new activity or idea you want to try out this week	9 When you feel you can't do something, add the word "yet"				
	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	SATURDAY	SUNDAY

# CALM Parent Connection Requests

Fill out the form online if you are interested in having a coach come to speak to your families. Once you have completed the form a coach will contact you to discuss details.

<https://www.calmhcc.org/calm-connection-requests>

**CALM Connection Requests**

Many of you have heard about our "CALM Connectors" at our CALM trainings. These events are delivered on-site by one of our CALM specialists as an opportunity to share CALM programming and the basics of Conscious Discipline.

This is a wonderful way to speak to the families about the social-emotional learning and simple strategies they can use at home. Parent education and building the home-school connection is critical in supporting our teachers in delivering quality care.

The CALM team is always striving to support providers and we are now accepting interest forms. Please fill out the form if you are interested in having a coach come to speak to your families. Once you have completed the form a coach will contact you to discuss details.

We will make every effort to serve everyone and will start a waitlist once slots are filled.

\* Full Name (First & Last)

\* Email Address

\* Center Name

Center Based  
 Family Child Care Home

\* Center Address

\* Street Address

\* Address line 2

# CALM Site Support Requests FY26

- Must have a minimum of 8 regular cycle trainings since October 1, 2024
- Request forms can be submitted while working to complete 8 trainings
- Request form can be found on our website, [www.calmhcc.org](http://www.calmhcc.org)
- The request form must be completed in its entirety; please do not leave any areas blank
- Submit your completed request form via email to [calm@hccfl.edu](mailto:calm@hccfl.edu)
- Contact Chloe Bogdajewicz or Lisa Eckenrode (email above) with any questions



## QEEs Resources

- [QEEs Learning Line](#)
- [CALM Learning Line Resources](#)
- [ELM Learning Line Resources](#)
- [YouTube Channel](#)

We're here for you.

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QEEs Learning Line

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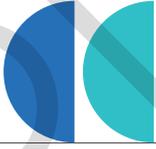


QEEs - Quality Early Education System

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# End of Session Instructions

1. Complete the session evaluation that will pop up after the webinar
  - A follow up email will also contain the link to the evaluation and post-assessment
2. Check for a follow up email from **Laura** regarding the post-Assessment **in 1 hour**
3. After submitting the post-assessment on Survey Monkey, you will receive an email with your session certificate
  - Certificates can take up to a week to be sent out



## Prizes

- October Winners:
- Tiffany C.
  - Quanee G.
  - Andrea M. (not pictured)
  - Amanda R.



# End of Session Info

- Post-Assessment & Evaluation  
<https://www.surveymonkey.com/r/W22RYC7>
- Register for other workshops:
  - ELM November 13th
  - CALM/ELM January 8th
  - CALM January 10th
- Website
- Register
- [www.calmhcc.org/register](http://www.calmhcc.org/register)
- Teacher Portal
- [www.calmhcc.org/calm-teacher-portal](http://www.calmhcc.org/calm-teacher-portal)
- Resource Center Password: [calmhcc](http://calmhcc.org)



# In-Person Sessions

**November 13th 6pm-8pm**  
 HCC Collaboration Studio  
 1602 N 15th St, Tampa, FL 33605

**Wonder Works: Building Curiosity through Science**  
**In Service only** (English & Spanish)

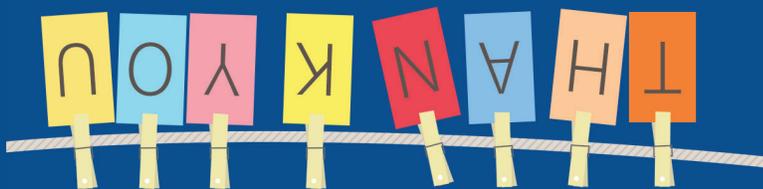


**January 8th 6pm-8pm**  
 HCC Collaboration Studio  
 1602 N 15th St, Tampa, FL 33605

**Talk it Out: Positive Guidance for Preschoolers**  
**In Service only** (English & Spanish)



Space is limited. Register at [www.gees.org/registration](http://www.gees.org/registration).



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Laura Villalobos

# Contact Us

Video # 6

"May we all feel safe. May we all feel loved. May we all feel connected."

# We Wish You Well

