



# Conscious Awareness Learning Model

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

Eyes That See Behavior Differently:  
Reframing for Growth

January 10, 2026

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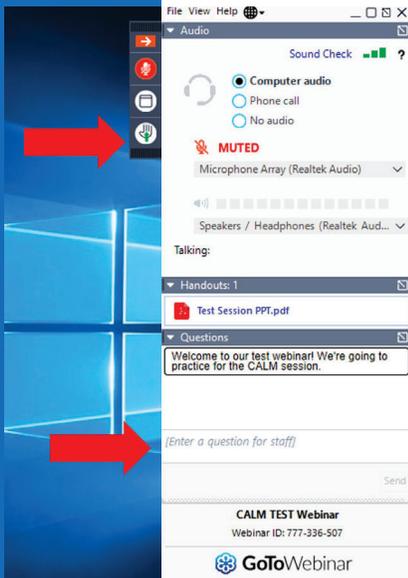
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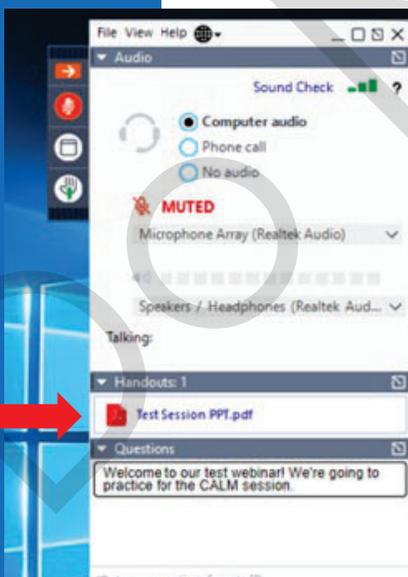
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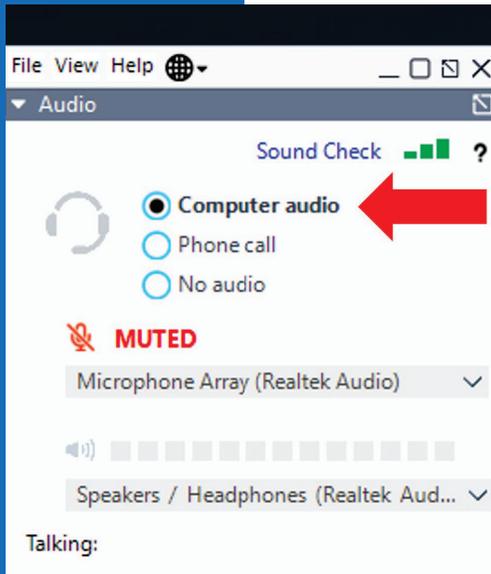
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- You will find the copy of the session PowerPoint available for you to download under the “Handouts” menu (in English and Spanish)
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# GoToWebinar



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: [lvillalobos@hccfl.edu](mailto:lvillalobos@hccfl.edu)

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

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## Arrival Routine

- Greetings! 😊
- Complete pre-survey ([link closes at 9:30am](#))
  - If not, complete it here:  
<https://www.surveymonkey.com/r/2CPG389>
- Get ready!



# Things you will learn today!

**01 What is CALM and Why It Matters**

**02 Review from Session 2: Building the School Family**

**03 What is Reframing? How it affects the brain.**

**04 Seeing Behaviors Through Judgement vs. Curiosity**

**05 The Power of Preception and Skill of Composure**

**06 What is Implicit Bias?**

**07 The Power of Love and Skill of Positive Intent**

**08 The Power of Acceptance and Skill of Empathy**

## 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, brain research and mindfulness



CALM is generously funded by:



**Children's Board**  
HILLSBOROUGH COUNTY

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



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

## **CALM is a series of sessions based on Conscious Discipline® that:**

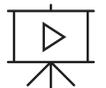
- changes the traditional classroom management system from **control** to **connection**.
- empowers the teacher as a self-disciplined adult who in turn, teaches children how to become self-disciplined.
- helps children become self-disciplined and ready to learn.



## **Feeling Unmotivated?**

4 Mindfulness Tricks to Restart Your Drive

Video #1



# Review from Session 2

- 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.”**

## Reflection/Discussion

***What behavior has challenged you the most this past week?***

# What is Reframing?

Reframing means looking at a behavior or situation from a different, more positive perspective.

## Why Do We Use It?

- Helps us understand the child's needs instead of just the behavior.
- Turns "misbehavior" into an opportunity for teaching skills.

**Instead of:** "She's being defiant."

**Try to reframe it as:** "She's learning to express independence."

## Benefits:

- Builds empathy and patience.
- Supports social-emotional growth for children.
- Reduces stress for teachers and kids.



# All behavior is a form of communication.

- Why not shift our perception from seeing disobedience, disrespect or defiance as disruptive to asking ourselves why the child may be behaving that way?
- When we only seek to stop the behaviors, we ignore children's unmet needs and missing skills.



# What Happens in the Brain When We Reframe

## Reframing = Changing Perspective

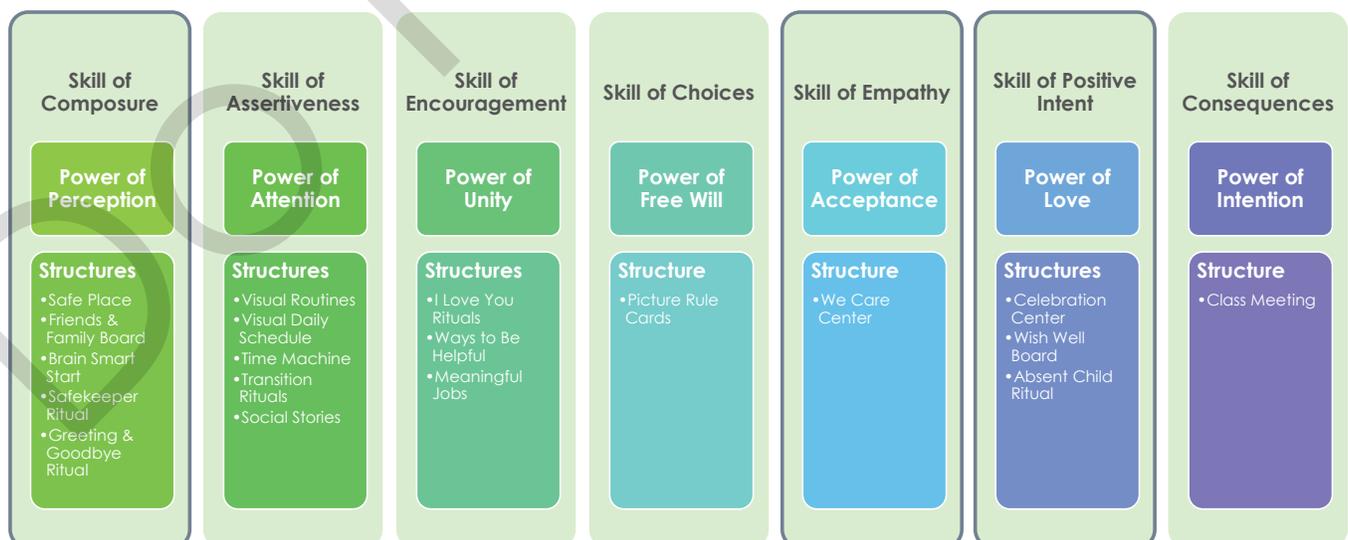
- When we help children see a situation differently, their brain shifts from reactive mode (stress, fight-or-flight) to thinking mode (calm, problem-solving).

## Key Brain Areas Involved

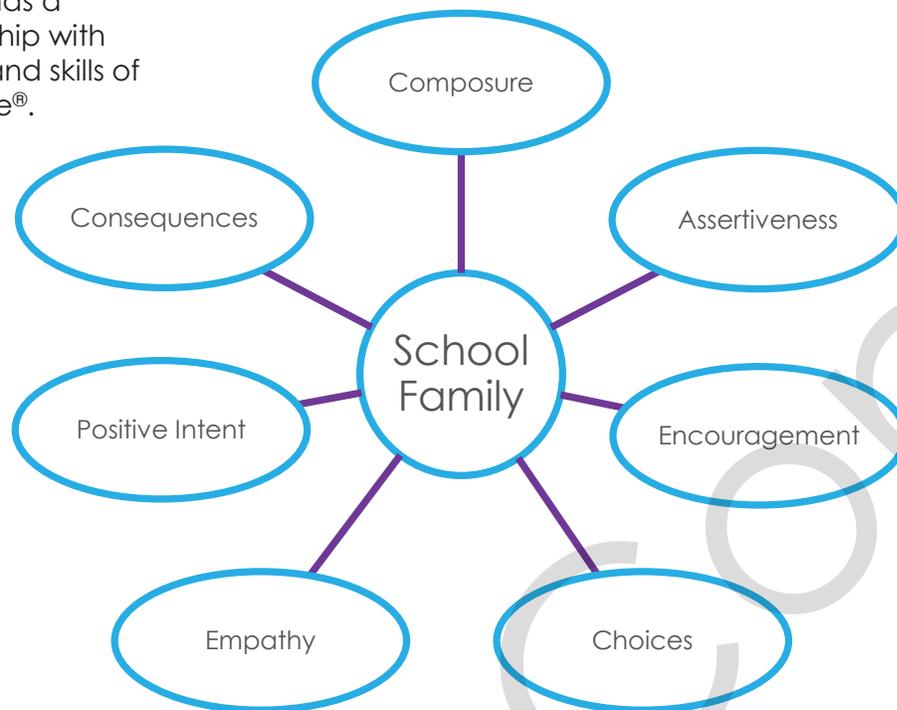
- **Amygdala:** Handles big emotions. Reframing helps calm it down.
- **Hippocampus:** Stores memories. Positive reframing helps create healthy patterns for future behavior.
- **Prefrontal Cortex:** The "thinking center." Reframing activates this area so kids can make better choices.



# Conscious Discipline® Skills, Powers, and Structures



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



## The Lens We Wear – Behavior Through Judgment vs. Curiosity

### Judgment Lens

- “They’re being defiant.”
- “They know better.”
- “They’re doing this on purpose.”

### Focus: **Control & Compliance**

- Feeling in the body: Tight, frustrated, rushed

### Likely adult response:

- React, punish, escalate.

### Curiosity Lens

- “What is this child telling me?”
- “What skill is missing?”
- “What does this child need right now?”

### Focus: **Connection & Teaching**

- Feeling in the body: Open, calm, grounded

### Likely adult response:

- Pause, connect, guide.

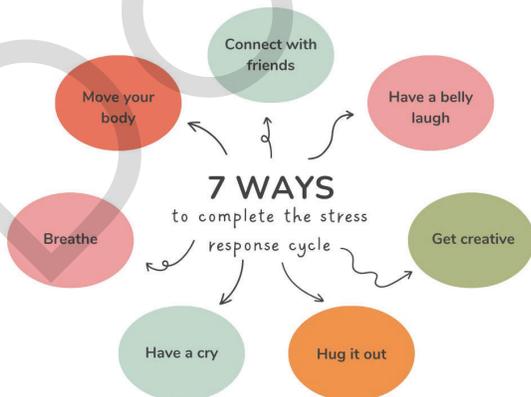


## Brain Connection

- Judgement activates the **survival brain**
- Curiosity invites the **executive brain**

**Calm adults create thinking children...**

## Understanding Stress Response Systems



The Stress Response System:

- Controlled by the amygdala and nervous system
- Designed to protect you—but can be triggered even when you're not in danger

Types of responses:

- **Fight:** Reacting with anger or frustration
- **Flight:** Avoiding or escaping the situation
- **Freeze:** Feeling stuck or unable to act
- **Fawn:** People-pleasing or over-accommodating to avoid conflict

# Common Triggers for Preschoolers

## Transitions

- Moving from one activity to another
- Clean-up, lining up, waiting
- Sudden changes or unclear expectations
- **What it feels like for the child:** "I don't know what's coming next."

## Fatigue

- Tired bodies and developing brains
- Hunger, overstimulation, long days
- Limited self-regulation reserves
- **What it feels like for the child:** "I can't handle this right now."

## Separation

- Drop-off from caregivers
- Missing familiar people or routines
- Changes in family or classroom
- **What it feels like for the child:** "Am I safe without you?"

## Key Takeaway

*Change the lens,  
change the outcome.*



# The Power of Perception

- No one can make you angry without your permission.
- If we perceive children are misbehaving out of meanness or disrespect instead of from lacking a skill, it activates an emotional internal state provoking a punitive response.
- Perception determines how we react or respond.



# The Skill of Composure

The state or feeling of being calm and in control of oneself.

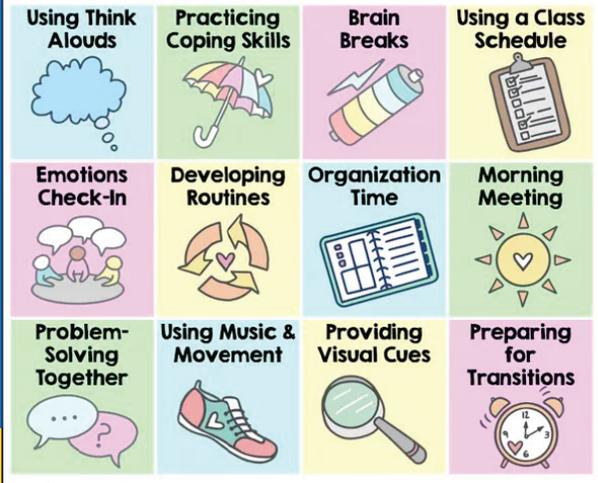
- Self-regulation in action
  - The prerequisite skill adults need before disciplining children
- Be the person you want others to become
- Gives you access to the higher centers of your brain



# Classroom Strategies Composure

## Classroom Practices to Build Self-Regulation Skills

www.thepathway2success.com



- Brain Smart Start Routine (Morning Meeting)
  1. Unite
  2. Disengage Stress
  3. Connect
  4. Commit
- Safekeeper Ritual
- Friends and Family Board/Book
- Safe Place

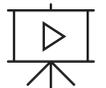
## Reframing Examples – See Things Differently

Instead of:	Reframe as:
“He’s being defiant and refusing to listen.”	“He’s telling me he’s overwhelmed and needs help managing his emotions.”
“She’s just trying to get attention.”	“She’s seeking connection and reassurance. I can respond with presence and empathy.”
“They’re being manipulative.”	“They’re using the skills they have to get their needs met. I can teach more helpful ways.”
“He’s out of control.”	“His nervous system is dysregulated. My calm presence can help him feel safe and settle.”
“They never follow directions.”	“They may not understand or feel safe enough to comply. I can check in and offer support.”

# Research-Backed Strategies

for Better Classroom Management.

Video #2



## What is Implicit Bias?

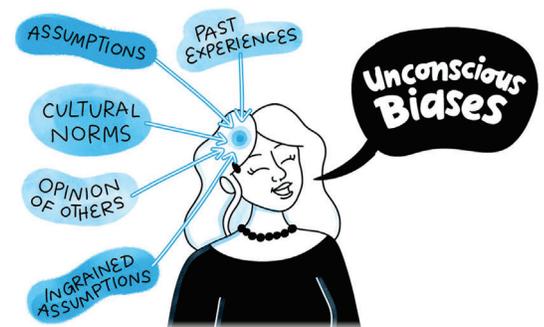
Implicit bias is an automatic thought or assumption shaped by experience, culture or past learning (often unconscious and unintentional).

### Where Bias Comes From

- Our own childhood experiences
- How we were disciplined or treated
- Stress, trauma, and repeated patterns
- Stories we've been told about "good" and "bad" behavior

### How it Shows Up in the Classroom

- Interpreting the same behavior differently
- Responding faster or more strongly to some children
- Assuming intent before understanding



**Bias isn't a flaw — it's a signal to pause, reflect, and choose differently.**

# 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**

# 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."

## Positive Intent Reduces the Threat Response

### POSITIVE INTENT

SEE THE BEST IN OTHERS



POWER OF LOVE

"You wanted \_\_\_\_. When you want \_\_\_\_ say/do \_\_\_\_ (this) \_\_\_\_."

### When Adults Assume Negative Intent

- Voice tightens, body stiffens
- Child senses danger or disapproval

### Survival brain activates

- Fight, Flight, Freeze behaviors increase

### When Adults Assume Positive Intent

- Voice softens, body relaxes
- Child feels safe and understood

### Threat response turns off

- Executive brain comes back online

# The Bridge: From Positive Intent to Acceptance

*Positive intent changes how we see the child. Acceptance changes how we respond to what we see.*

## **Positive Intent answers:**

“What am I telling myself about this child?”

**Positive Intent calms the brain.**

## **Acceptance answers:**

“Can I be with what’s happening without trying to fix or fight it?”

**Acceptance keeps it calm.**

# What is acceptance?

Acceptance says: "This is what's happening right now – and I can handle it."

- Acceptance is **not** approval.
- Acceptance is **not** giving up.

**Acceptance is seeing clearly without resistance.**

- Positive Intent calms the adult's perception.
- Acceptance calms the adult's body and nervous system.
- Empathy calms the child's nervous system.



# The Power of Acceptance

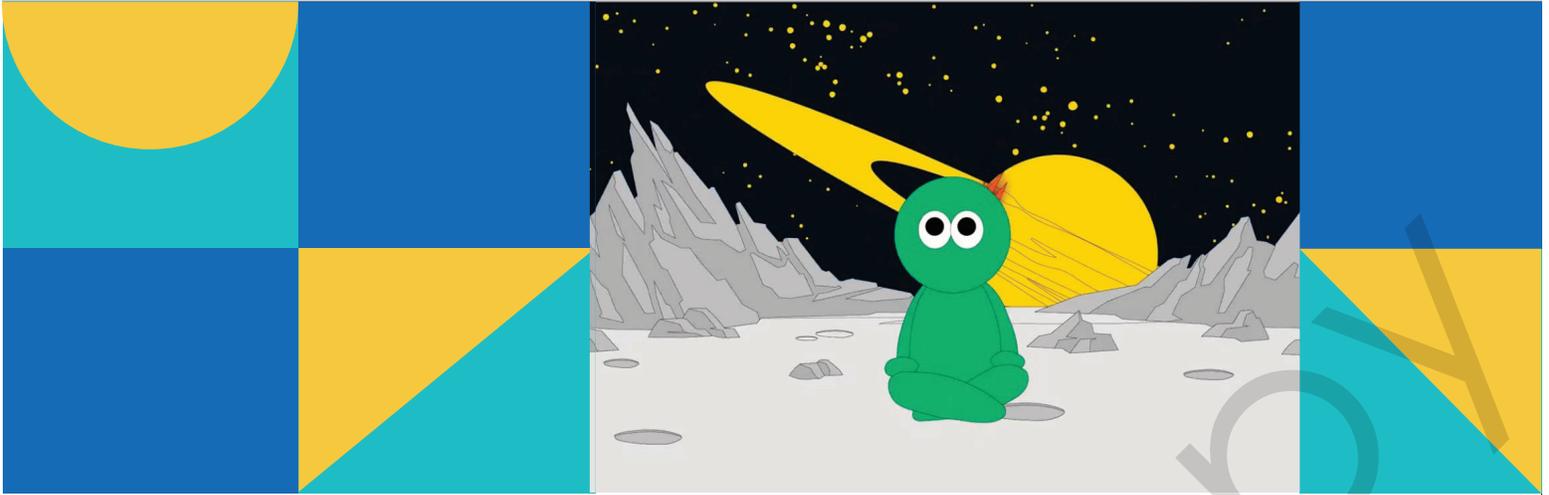
**Goal:** To learn to respond to what life offers instead of attempting to make the world go our way.

- Resisting the moment as it is, creates upset. Upset prevents you from giving empathy to others.

**Resistance = tension = threat**

**Acceptance = calm presence = safety**

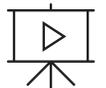
**Children regulate in the presence of regulated adults.  
Acceptance creates space for problem-solving.**



# Mindful Acceptance Practice

Radical Acceptance

Video #3



## The Skill of Empathy

- Empathy is not fixing. Empathy is not questioning. Empathy is emotional presence.
- Empathy says: "I see you. I hear you. I'm with you."
- Empathy is the ability to identify with or understand the perspective, experiences, or motivations of another individual and to comprehend and share another individual's emotional state.
- Empathy releases oxytocin. Oxytocin increases safety and connection. Safety allows the executive brain to engage.

# Sympathy vs. Empathy



The most used meanings of these two terms:

**Sympathy** is showing compassion, sorrow, or pity for the hardships that another person encounters.

**Empathy** is putting yourself in the shoes of another and feeling their feelings.

## Common Practices instead of Empathy

- Sharing similar experiences from your own life
- Gushing with sympathy
- Giving “Fix-it” advice
- Offering humor to lighten the situation
- Reassuring

### COMMON UNHELPFUL REACTION STYLES

Reaction Style	Why It Backfires
 <b>Denial/Minimizing</b> “It’s not that bad.”	• Makes feelings seem unnecessary; person feels unheard
 <b>Philosophy/Lecturing</b> “That’s life.”	• Implies moral superiority; no empathy
 <b>Advice-Giving</b> “Here’s what you should do...”	• Feels condescending, misses real issue
 <b>Rapid-Fire Questions</b> “Did you clarify the scope?”	• Puts speaker on defensive; shifts focus from feelings
 <b>Defense of the Other Person</b> “Luis is under pressure.”	• Seems like taking sides; invalidates feelings
 <b>Pity</b> “Oh, you poor thing!”	• Patronizing; positions listener above



## Immature Empathy Styles

**Ignoring** – A person avoids or pretends not to notice the other's distress, often to avoid feeling discomfort or being emotionally involved.

**Child Example:** A child sees another child fall and start crying but walks away to keep playing, pretending they didn't notice because they don't know how to respond.

**Teacher Example:** A teacher sees a child visibly upset during circle time and says, "Let's focus on the story," without acknowledging the child's emotional state.



## Immature Empathy Styles

**Saving** – A person tries to fix the other's problem quickly, often to stop the emotional discomfort, without allowing space for the other to process their feeling.

**Child Example:** A child sees a peer crying and immediately gives them a toy, saying, "Here, take it, don't cry!" not out of shared feeling, but to stop the crying quickly.

**Teacher Example:** A teacher notices a child is sad about missing their parent and quickly says, "Don't be sad! Look at this fun puzzle!" to distract rather than help the child name or feel the emotion.





## Immature Empathy Styles

**Punishing** – A person responds critically or with anger toward someone expressing emotion, often out of their own discomfort or judgment.

**Child Example:** A child sees another child crying and says, “Stop being a baby!” This often happens when the child feels uncomfortable with emotions or has heard similar messages at home.

**Teacher Example:** A teacher reacts to a child’s tears with, “You need to stop crying or you’ll miss outside time,” using consequences to try to shut down the feeling.



## Immature Empathy Styles

**Dismissing** – A person minimizes or rationalizes the other’s feelings, subtly implying that their emotions are invalid or exaggerated.

**Child Example:** A child says, “That’s nothing to cry about,” when a friend gets upset over a broken toy — minimizing their feelings because they don’t share them.

**Teacher Example:** A teacher responds to a child upset about a torn picture with, “It’s just paper, don’t get upset,” rather than validating the child’s attachment to their work.



# Classroom Strategies Empathy

Conscious Empathy with D.N.A.

DESCRIBE

NOTICE

ACKNOWLEDGE

## IT'S IN THE D.N.A!

Using the Conscious Discipline Skill of Empathy to describe, notice and acknowledge children's big feelings



### DESCRIBE:

"Your face is going like this"

### NOTICE:

"You seem angry"

### ACKNOWLEDGE:

"You wanted the blue plate"



Using the DNA strategy helps adults provide empathy to children and validate their feelings, helping them feel connected and move into their executive (thinking) brain

Adults help children notice their own emotional state, and accept their feelings and their current situation. As adults, sometimes we feel like we have to "fix" or "resolve" a child's feelings, but the DNA skill is about noticing and accepting feelings without having to offer a solution immediately.

Instead, adults reflect back what they SEE (describe), what they sense a child FEELS (notice), and what they HEARD from the child (acknowledge), to communicate to a child that they are seen and understood.

## Empathy and Brain Integration

Based on our conscious, loving decision to be present with one another during moments of discomfort and pain.

D.

**Brain Stem | Survival State**

**Active calming, Noticing:**

"Your face is going like this."



Wait for eye contact. Download.

N.

**Limbic System | Emotional State**

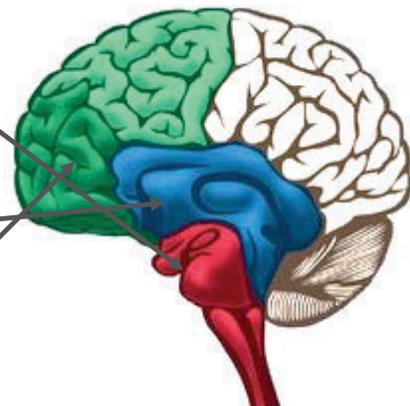
**Empathy:** "You seem \_\_\_\_."

A.

**Prefrontal Lobes | Executive State**

**Problem-Solving:** "You wanted \_\_\_\_."

"You were hoping \_\_\_\_."



## His Mommy Just Left! D.N.A.

**Describe:** "I see tears and you're holding your backpack tightly."

**Name:** "It looks like you're feeling sad and missing your mommy."

**Acknowledge:** "It's hard to say goodbye. Your mommy will come back after school, and we have a lot of fun activities to do together now."

Walk over to the visual daily schedule together for review if child's behavior allows.



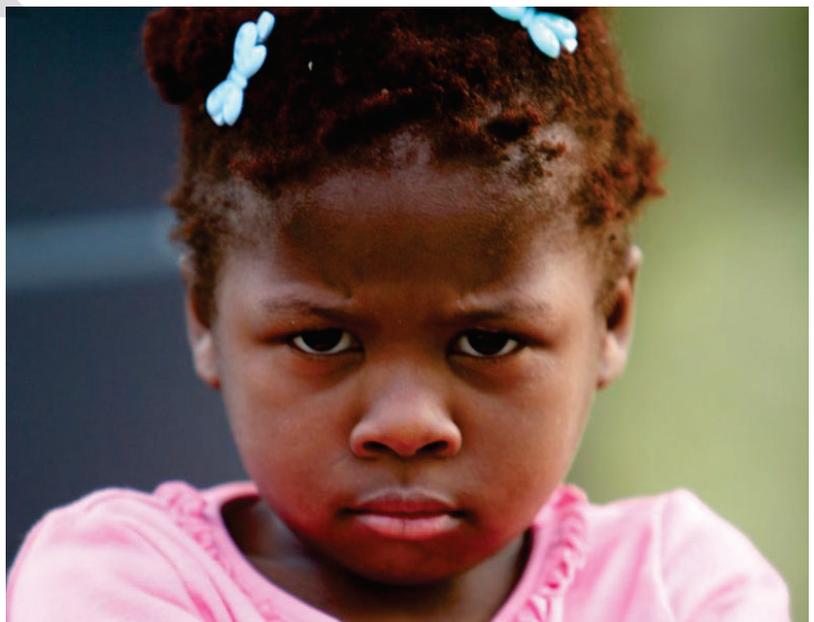
## She Wants the Red Crayon! D.N.A.

**Describe:** "I hear both of you saying you want the red crayon."

**Name:** "It sounds like you're both feeling upset because you want the same thing."

**Acknowledge:** "It's hard when you both want the same color. Let's find a way to share or choose another color."

Provide conflict resolution language for both children to use and/or two positive choices.



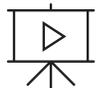
# THE IMPORTANCE OF EMPATHY



## The Importance of Empathy

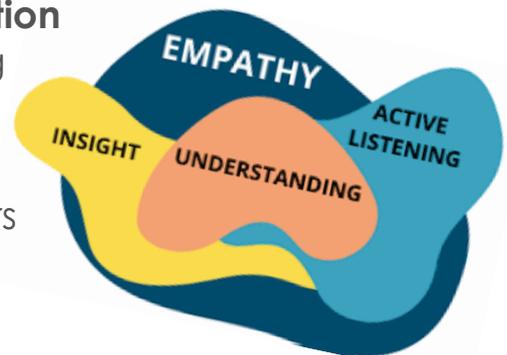
Trying to understand how other people experience the world.

Video #4



## Tips to Help You Build Empathy

- Practice **active listening** – listen with intent to **hear** not to reply
- Pay **attention** to non-verbal cues
- Empathy requires that you **care**
- You should have a **natural emotional reaction** to the suffering of others – if not, something is blocking the way of your ability to feel
- Take personal interest in people's lives and stories – your ability to recognize others will help you in developing strong **connections** and **relationships**



## Reflection/Discussion

*What behavior has challenged you the most this past week?*

*Instead of: "They're being difficult."*

*Try: "They're communicating a need or missing skill."*

- *What might this child be feeling?*
- *What might they need in this moment?*
- *What skill could I help them practice?*

## The way we reframe children is the way we must also reframe ourselves.

- Adults are the models of regulation. If we judge ourselves, we're more likely to judge children. Self-compassion strengthens consistency and follow-through.
- Self-judgment activates the threat response. Self-compassion activates the learning brain.
- You are not expected to be perfect – just present.
- Every pause is a success. When we reframe ourselves, we stay open instead of shut down.
- "I can't give children what I don't give myself."

**Calm adults create calm classrooms.**



# Happier January 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1 Find three things to look forward to this year	2 Make time today to do something kind for yourself	3 Do a kind act for someone else to help brighten their day	4 Write a list of things you feel grateful for and why
5 Look for the good in others and notice their strengths	6 Take five minutes to sit still and just breathe	7 Learn something new and share it with others	8 Say positive things to the people you meet today	9 Get moving. Do something active (ideally outdoors)	10 Thank someone you're grateful to and tell them why	11 Switch off all your tech at least an hour before bedtime
12 Connect with someone near you - share a smile or chat	13 Take a different route today and see what you notice	14 Eat healthy food which really nourishes you today	15 Get outside and notice five things that are beautiful	16 Contribute positively to your local community	17 Be gentle with yourself when you make mistakes	18 Get back in contact with an old friend
19 Focus on what's good, even if today feels tough	20 Go to bed in good time and allow yourself to recharge	21 Try out something new to get out of your comfort zone	22 Plan something fun and invite others to join you	23 Put away digital devices and focus on being in the moment	24 Take a small step towards an important goal	25 Decide to lift people up rather than put them down
	26 Choose one of your strengths and find a way to use it today	27 Challenge your negative thoughts and look for the upside	28 Ask other people about things they've enjoyed recently	29 Say hello to a neighbour and get to know them better	30 See how many people you can smile at today	31 Write down your hopes or plans for the future

ACTION FOR HAPPINESS

Happier · Kinder · Together



## Conscious Discipline® Skills – Resources



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

# 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 Connections" 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 Type

Center Based

Family Child Care Home

\* Center Address

\* Street Address

Address line 2

# CALM Site Support Requests FY26

## CALM Site Support Information

Chloe Bogdajewicz and Lisa Eckenrode

FY26

[calm@hccfl.edu](mailto:calm@hccfl.edu)

- 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.

## Follow us!



@ hccqees

<https://www.instagram.com/hccqees/>



QEES Learning Line

<https://www.youtube.com/channel/UCJRIHnWOW78wMDhufUp0mTg>



@ hcc\_ qees

[https://x.com/hcc\\_ qees](https://x.com/hcc_ qees)



QEES - Quality Early Education System

<https://www.facebook.com/qeeshcc>



## Prizes

November Winners:

- Monica B.
- Lashawnda C.
- April H.
- Tonia H.
- Gwen N.



## 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

# End of Session Info

- Post-Assessment & Evaluation  
<https://www.surveymonkey.com/r/2J368RR>
- Register for other workshops:
  - CALM/ELM January 22<sup>nd</sup>
  - QEES January 24<sup>th</sup>
  - CALM/ELM February 5<sup>th</sup>
  - CALM February 7<sup>th</sup>
- 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://www.calmhcc.org)



# In-Person Sessions

HCC Collaboration Studio  
1602 N 15<sup>th</sup> St, Tampa, FL 33605

**January 22<sup>nd</sup> 6pm-8pm**



The Benefits of Puppetry in the  
Early Childhood Classroom

**In Service only** (English & Spanish)

HCC Collaboration Studio  
1602 N 15<sup>th</sup> St, Tampa, FL 33605

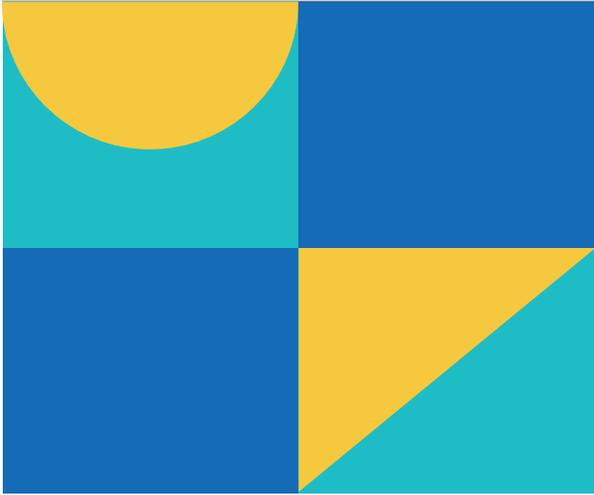
**24 de enero 9am-11am**



Mantenerlo legal: Dominar el  
papeleo del DCF para FCCHs

**Solo en servicio** (solo en español)

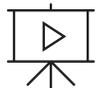
Space is limited. Register at [www.qees.org/registration](http://www.qees.org/registration).



# We Wish You Well

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

Video #5



## Contact Us

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