



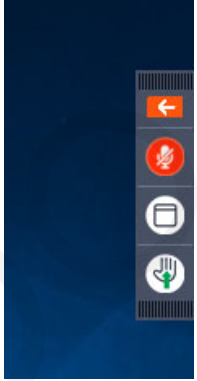


**Conscious Awareness Learning Model**  
Based on Conscious Discipline®

Session 4: The School Family & the Power of Unity and Skill of Encouragement

Funded by:  In partnership with:   

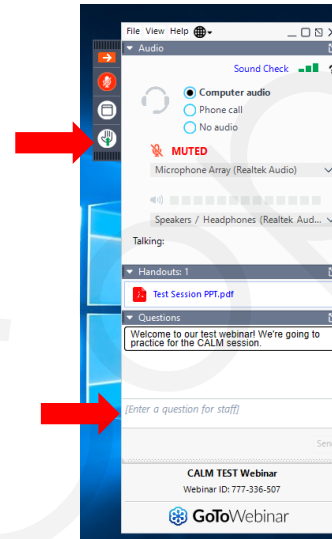
# GoToWebinar



- The orange arrow shows your Attendee Control Panel.
- The square makes the presentation full screen.
- The "Raise Hand" option is for if you wish to speak or comment when the speakers ask for participation.

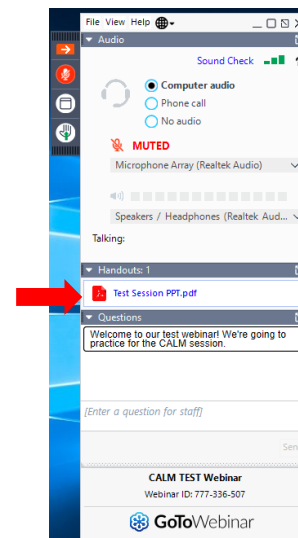
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- If you have a question at any point during the webinar, you can go to the "Questions" menu and type it out. We will have a time during the webinar to read and answer questions submitted through the "Questions" menu.



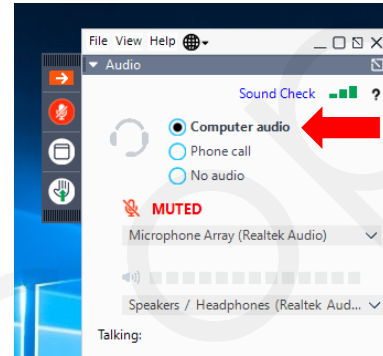
# GoToWebinar

- You will find the copy of the session PowerPoint available for you to download under the "Handouts" menu. (In English and Spanish)
  - All of the videos used in the presentation are linked in the handouts (click on the black box in the PDF file and it will open on YouTube)



## GoToWebinar

- If you have audio problems at any point during the session, make sure you are connected via "Computer audio"
  - For those on the mobile application make sure it says "You are connected using the internet" under the "Audio" tab
- Most of the audio problems are caused by a slow internet connection, you can always disconnect and rejoin the webinar from the link in the email



## Arrival Routine

- Greetings! 😊
- Complete pre-survey (**link closes at 9:30am**)
  - If not, complete it here:  
<https://www.surveymonkey.com/r/8P883TN>
- Get ready!



## Ready & Reflect “Cover Me in Sunshine”



## What is CALM?

The Conscious Awareness Learning Model (CALM) provides universal training to early education providers and families in social-emotional learning using the Conscious Discipline® approach. The program builds on this foundation integrating positive psychology and mindfulness.

- A holistic approach to support Early Childhood providers, children and families
  - Professional development
  - Coaching
  - Family supports
  - Community connection



## What is Conscious Discipline®?

- It is a social-emotional intelligence program
  - Based on brain research
  - Transformational process (**journey**) a "shift", that promotes permanent behavior change
  - Builds connections needed for optimal development and learning
  - Teaches the adult skills first, then adult teaches the children
  - Helps adult **Respond** vs. **React** (S.T.A.R.)
  - Pay it Forward Model

## Conscious Discipline® – Quick Review

- An emotional intelligence program based on brain research
- Gives teachers and adults the skills to help children become successful in school and in life
- Three core components of Conscious Discipline® are:



## 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?**



## Brain State Model Goals

- Remain in the **executive state** ourselves
  - Change our internal state from **upset** to **calm**
  - **"I am safe", keep breathing, "I can handle this"**



**S**top/**S**mile  
**T**ake a deep breath  
**A**nd  
**R**elax

- Identify which internal state the child is in
- Assist the child in achieving an **executive state** for optimal learning
- Address the behavior by teaching a new skill

## Brain Smart Principles Review

1. The **best exercise** for the brain is exercise
2. The brain is pattern seeking and survival oriented
3. Connections on the outside with other people build neural connections on the inside
4. The **brain functions optimally** when the child feels safe

## Setting Up Our Classrooms For Optimal Learning

Three types of classrooms:

- **Boot Camp** – drill sergeant that expects total obedience
- **Factory** – moves along as long as there's no real issue (good or bad)
- **Community** – everyone works together and classroom is self-regulated, results in children being more advanced in social moral development

*\*In DeVries and Zan's book on Moral Development*

## Group Commitment (Review – Skill of Assertiveness)

When I am upset, I will take a deep breath and switch my focus from what I **don't** want, to what I **do** want children to do. I will tell children (**demonstrate**) what I want them to do and why. My "why" will be related to **safety**.



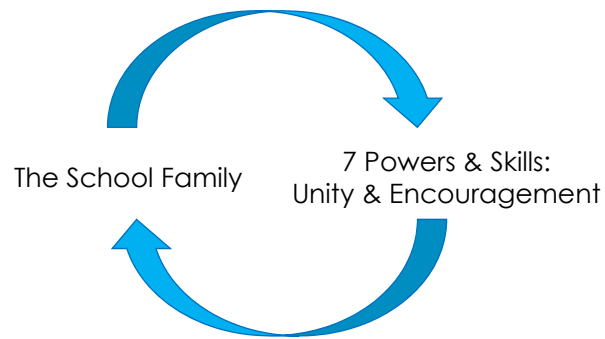


## Conflict Resolution Time Machine



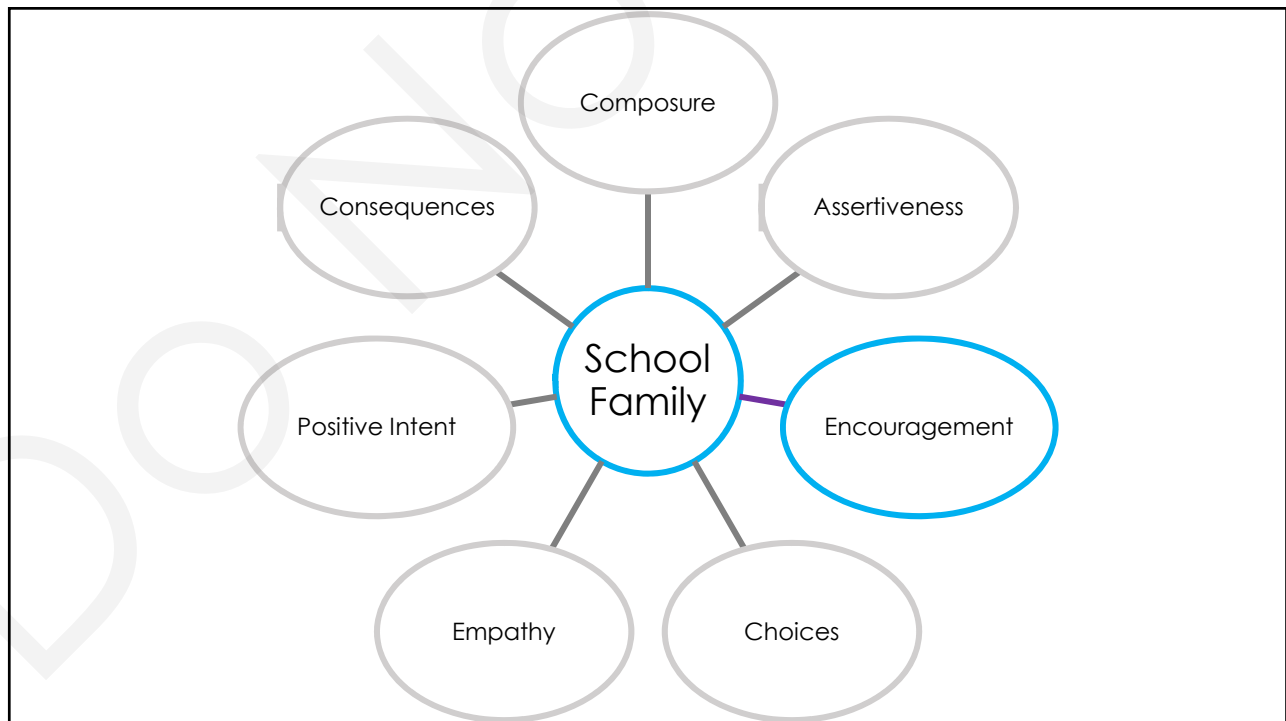
## The School Family

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



## 7 Powers & Skills of Conscious Discipline®

Power	Skill	Strategy
Perception	Composure	Safe Place
Attention	Assertiveness	Time Machine
Unity	Encouragement	Job Board, Wish Well, Kindness Tree, Ways to be Helpful Board
Free Will	Choices	
Love	Positive Intent	
Acceptance	Empathy	
Intention	Consequences	



# Creating The School Family

## Routines

Teach expected behaviors



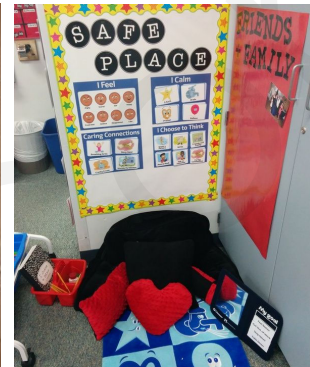
## Rituals

Build connections



## Structures

Meet needs of **all** children



# Brain Smart Start Sets the Tone for the day!

- UNITE – Greeting Song
- DISENGAGE STRESS – Breathe ★
- CONNECT – I Love You Ritual ♥
- COMMITMENT – To help keep it safe



## Activities to Unite

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



## Activities to Unite



## Activities to Disengage Stress

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



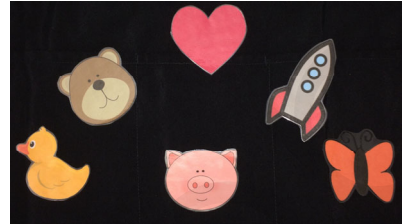
## Activities to Disengage Stress



# Activities to Connect

Components of connection activities:

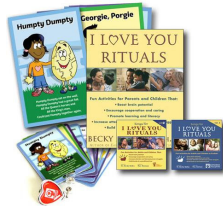
- face to face
- eye contact
- touch
- presence
- playfulness



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

# Activities to Connect

Eye contact, Touch, Presence, Playful



## Daily Buddy Reading



Enhances and strengthens:

- Connection
- Self-Regulation Skills
- Vocabulary and Comprehension Skills

*(Tools of the Mind Curriculum)*

## Activities to Commit

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

- Group (Safekeeper)
- Individual 



# Activities to Commit

Primes the brain for keeping it safe

## Individual



## Commitments Check-up



## Group





## Mindful Schools Video



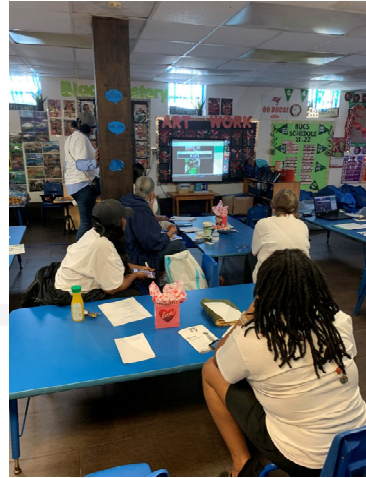
## Encouragement *Building the School Family*

Power of Unity

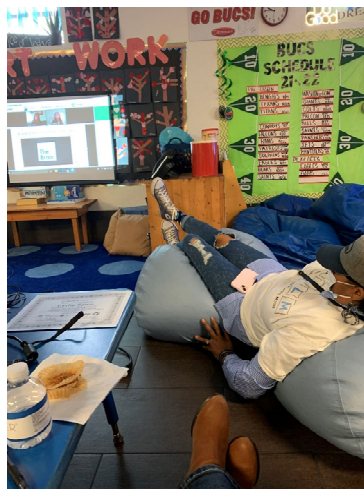


We are all in this together!

## Steps to Maturity Watch Party February 2022



## Steps to Maturity Watch Party February 2022



## Power of Unity

The Golden Rule: Treat others the way you want to be treated



## Power of Unity

### **Commitment:**

I am willing to acknowledge that on some level we are all interconnected to each other. This oneness cannot be seen, but is sensed and felt on a deeper level. I am willing to embrace everyone as part of my extended family, treating each person as I wish to be treated.



## 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**.

Compassion	Competition
It unites	It isolates and separates
Embraces differences	Seeks to make different
Based on shared power	Based on dominant power

## Power of Unity

- Classrooms based on **unity** (**connection**) teach children to focus on **giving** and being **helpful** to the **school family**

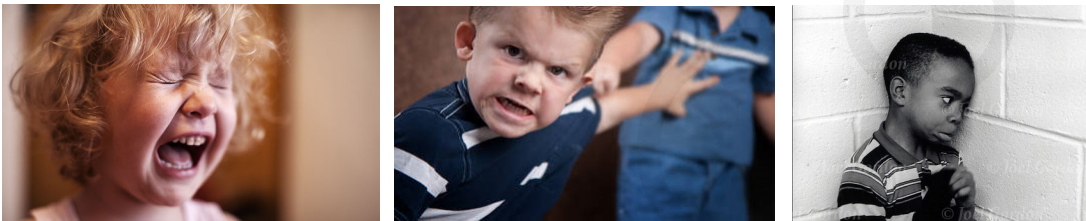


- Traditional (**competitive**) classrooms focus on **seeking to be the best**; or by seeking to be the **worst**, be **oppositional** or be **shut down**

## Power of Unity

- **Make the Shift – Learn a new language**
  - From having the intent to **punish** to focusing on “how can we **help** this child be successful?”

Attention-seeking behavior is a **call for help; a missing skill**



## Building Positive Relationships with Young Children



It is easier to **build** strong children  
than to repair **broken** adults



## 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**
- **Reactive Strategies**
  - Take place after an event or stimulus, usually in opposition to a force or influence

## Typical (**Reactive**) Discipline Strategies

1. Re-direction without intention
2. Talking **at** the child
3. Screaming at child
4. Time-out
5. Taking away a privilege/grounding
6. Making threats
7. Corporal Punishment

## **Avoid a power struggle...**

**...don't pick up the rope!**



## Establishing an environment for Positive Behavior

- Be a **S.T.A.R.**
- Step back and **listen**
- Use **Assertive Voice**
- **Redirect** to the **topic**
- Offer **choices and options**
- Consider a **reasonable middle ground**
- Work on becoming more **consistent**
- **Separate** the child and the behavior
- **Focus** on **solutions**



## The Skill of Encouragement

**Structures** that help us implement  
The Skill of **Encouragement**

Weave them into routine daily:

- Meaningful Jobs
- Kindness Tree
- Ways to be Helpful board or book
- Encouraging Language



# Skill of Encouragement

Structure: **Job Board**

*Jobs that support the Power of Unity and School Family*

- Greeter
- Center Safety Inspector
- Kindness Counter
- New Child Buddy
- S.T.A.R. Person
- Wish Well Leader



# Encouragement, The School Family and Jobs



# Encouragement

## Noticing for Encouragement

Reflecting the child's actions back to them comes from our executive state and stimulates executive state of children.



# 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 \_\_\_\_\_.

"Jonas, you saw that Becca needed some paper so you offered her some of yours. That was **helpful!**"

## Encouragement

**Noticing** – describe the efforts and accomplishments

It tends to connect us with children.

- “You did it! You put on your backpack and stood by the front door.” “Way to go!”
- “You helped Jade up off the floor. That was helpful.”
- “Liam, you’ve cleaned up so nicely. Would you be willing to help Jeremy pick up the blocks?”

## Encouragement

Structure: Kindness Tree – Noticing acts of kindness



# Encouragement



# CALM Parent Connections



## CALM Parent Connections



## Kindness Tree with Pre K Special Needs



# Encouragement

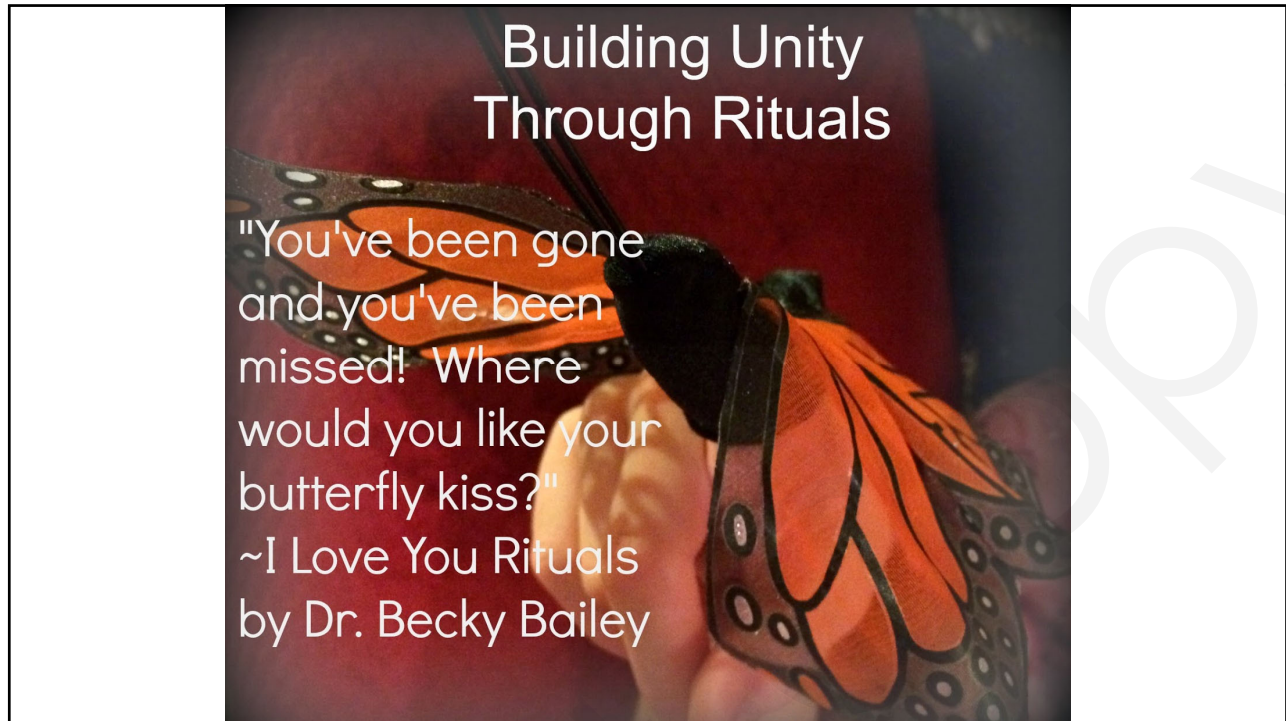
Structure: “Ways to be Helpful” bulletin board or book  
“I help my School Family by \_\_\_\_\_.”



# Group Commitment

Between today and our next session, **notice (and describe)** at least 5 kind and helpful acts per day. Write them in your journal.





## Unity and Encouragement



### **Wish You Well Ritual**

1. Take a deep breath in.
2. Put your hands on your heart while filling your heart with love.
3. Send that love out to others while opening your arms and exhaling.

## Peter, Peter, Pumpkin-Eater

Peter, Peter, pumpkin-eater,  
Had a wife and couldn't keep her;  
He put her in a pumpkin shell,  
And there he kept her very well.



PETER, PETER, PUMPKIN-EATER

PETER, Peter, pumpkin-eater,  
Had a wife and couldn't keep her;  
He put her in a pumpkin shell,  
And there he kept her very well.

## Encouragement Ritual

### “Peter, Peter, Pumpkin Eater”

Peter, Peter, Pumpkin Eater, ← smiling at eye level with the child  
Had a friend he loved to greet. ← shake the child's hand  
Treated her [him] with kind respect, ← your left arm on their right shoulder  
And in the morning hugged her [his] neck. ← gentle hug

From the book *I Love You Rituals* by Dr. Becky Bailey

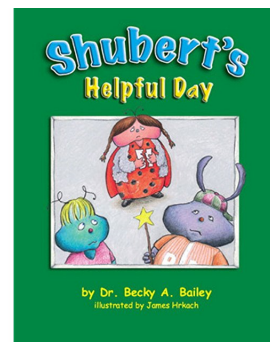
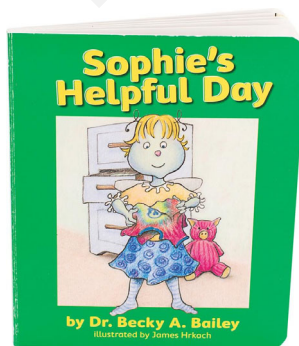


## Encouragement Summary

Encouragement	Connection and belonging prime the brain for academic achievement
<b>Power</b>	Unity: We are all in this together!
<b>Skill</b>	Notice instead of judge as the basis for encouragement, "You did it! You _____ so _____. That was helpful."
<b>Structures (Strategies)</b>	<ul style="list-style-type: none"> <li>• Connecting rituals ("Peter, Peter, Pumpkin Eater")</li> <li>• Ways to be Helpful Board/Book</li> <li>• Kindness Tree</li> <li>• Job Board</li> <li>• Wish Well</li> </ul>

## Conscious Discipline® Books

### *Sophie's/Shubert's Helpful Day*



## Power of Unity Reflection

- Treat others as we wish to be treated
- Become consciously aware of our tendency to **judge** instead of **notice**
- Observe how **willing** or **resistant** we are to **see a call for help** instead of **misbehavior**
- Help children **be of service**



Remember to always...let your light shine

As we let our own light shine, we unconsciously give other people permission to do the same.

Nelson Mandela

## The School Family Power of Encouragement Checklist

- Encourage through noticing
- Shift to “You did it!” “Way to go!” or “Good for you!”
- Consciously notice helpful acts daily “You \_\_\_ so \_\_\_. That was helpful.”
- Encourage children who make poor choices. “You almost did it. Try again. You can do it!”
- Implement a Job Board – every child has a job.
- Create Ways to be Helpful bulletin board/book.
- Create a Kindness Tree
- Set aside time for connecting rituals
- Add more music, movement and brain breaks into the day.

Mindful March 2022

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1 Set an intention to live with awareness and kindness	2 Notice three things you find beautiful in the outside world	3 Start today by appreciating your body and that you're alive	4 Notice how you speak to yourself and choose to use kind words	5 Bring to mind people you care about and send love to them	6 Have a 'no plans' day and notice how that feels	
	7 Take three calm breaths at regular intervals during your day	8 Eat mindfully. Appreciate the taste, texture and smell of your food	9 Take a full breath in and out before you reply to others	10 Get outside and notice how the weather feels on your face	11 Stay fully present while drinking your cup of tea or coffee	12 Listen deeply to someone and really hear what they are saying	13 Pause to watch the sky or clouds for a few minutes today
	14 Find ways to enjoy any chores or tasks that you do	15 Stop. Breathe. Notice. Repeat regularly	16 Get really absorbed with an interesting or creative activity	17 Look around and spot three things you find unusual or pleasant	18 If you find yourself rushing, make an effort to slow down	19 Appreciate nature around you, wherever you are	20 Focus on what makes you and others happy today <small>dayofhappiness.net</small>
	21 Listen to a piece of music without doing anything else	22 Notice something that is going well, even if today feels difficult	23 Tune into your feelings, without judging or trying to change them	24 Appreciate your hands and all the things they enable you to do	25 Focus your attention on the good things you take for granted	26 Choose to spend less time looking at screens today	27 Cultivate a feeling of loving-kindness towards others today
	28 Notice when you're tired and take a break as soon as possible	29 Choose a different route today and see what you notice	30 Mentally scan your body and notice what it is feeling	31 Discover the joy in the simple things of life			

ACTION FOR HAPPINESS

Happier · Kinder · Together



## CALM Site Supports FY2022

- Must have a minimum of 8 regular cycle trainings since October 1, 2020
- 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 [bstechly@hccfl.edu](mailto:bstechly@hccfl.edu)
- Contact Brittany Stechly with any questions

# QEES Resources

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



# YouTube Channel

**QEES Learning Line**  
255 subscribers • 710 videos

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT

About QEES with Program Director Marni Fuente

The Quality Early Education System (QEES) is generously funded by The Children's Board of Hillsborough County in partnership with Hillsborough Community College. Program funding supports QEES in offering essential services to early childhood educators, students and families. Visit us at [www.qees.org](http://www.qees.org) for more information!

Uploads

Reading When We Go Camping with Ms. Michelle 7:19

Reading Over in the Ocean In a Coral Reef with Ms... 8:37

Reading We're Going to the Beach with Ms. Pat 6:45

Reading Cheers for a Dozen Ears with Ms. Lynn 5:59

Connecting Parents to the Classroom with Naomi 4:28

Camping Inside with Ms. Kellie 5:14

CALM in Action at The Growing Tree Academy wit... 4:27

Chalk Drawing with Ms. Amy 2:38

¿Cómo me siento? con la Sra. Esther 1:42

Using the We Care Center with Ms. Natasha 5:58

Reading Shuber's New Friend with Ms. Amy 14:45

Reading One fish, two fish, red fish, blue fish with Ms... 7:00

Playlist

Lecturas en voz alta y actividades en español Add description 39

Videos for Child Care Providers Add description 14

QEES Community Corner - Guest Read Alouds Add description 6

## Prizes



## 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

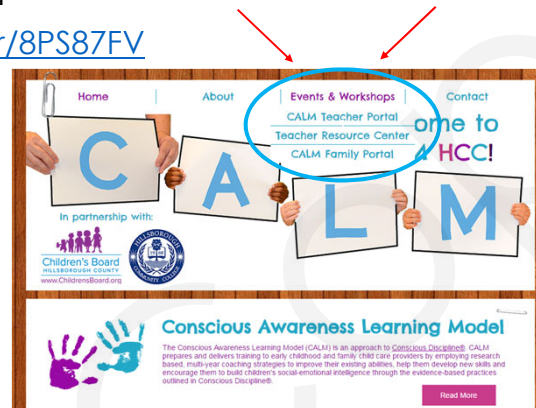
<https://www.surveymonkey.com/r/8PS87FV>

- Register for other workshops:

- ELM March 23<sup>rd</sup>
- ELM March 24<sup>th</sup>
- Pathways March 26<sup>th</sup>
- ELM March 31<sup>st</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](#)



## Contact Us

Marni Fuente

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

813-259-6415

Denise Pullano

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

813-259-6474

Laura Villalobos

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

813-259-6555

