



Conscious Awareness Learning Model

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

Creating Safety Through Structure and Presence

February 7, 2026

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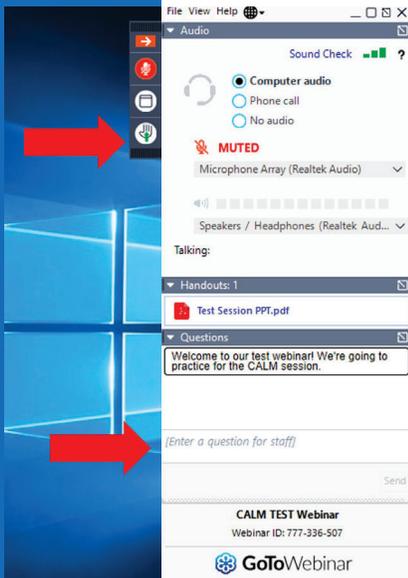
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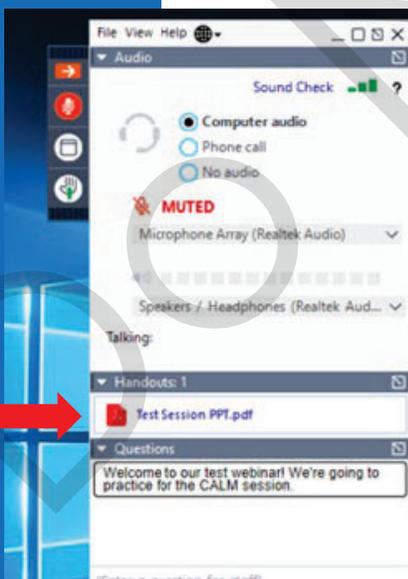
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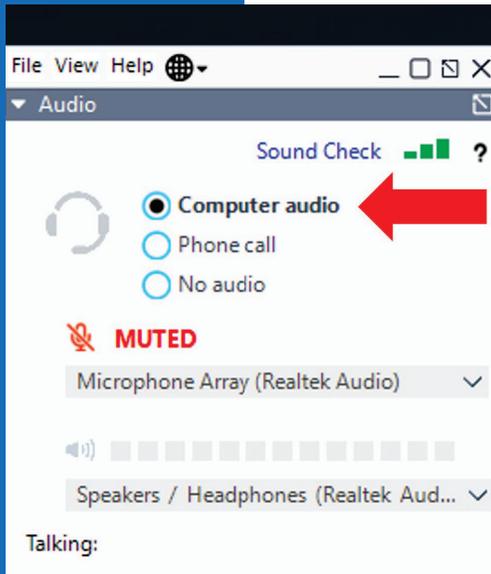
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Dear Laura,
Thank you for registering for "CALM TEST Webinar".
Test webinar for CALM session in April.
Please send your questions, comments and feedback to: lvillalobos@hccfl.edu

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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/MR5JQGR>
- Get ready!



Things you will learn today!

01 What is CALM and Why It Matters

02 Review from Session 3: Reframing for Growth

03 The Power of Perception and Skill of Composure

04 How Sensory Play Builds Self-Regulation

05 What is The Safekeeper Ritual?

06 The Power of Attention and Skill of Assertiveness

07 How Routines and Rituals Promote Safety

08 The Bridge Between Structure and Presence

09 The Power of Intention and Skill of Consequences

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



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

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

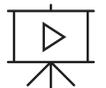
- changes the traditional classroom management system from **control** to **connection**.
- empowers the teacher as a self-disciplined adult who in turn, teaches children how to become self-disciplined.
- helps children become self-disciplined and ready to learn.



Guided Mindfulness Meditation

on Presence and Focus

Video #1



Review from Session 3

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.

REFRAMING A NEGATIVE MINDSET



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

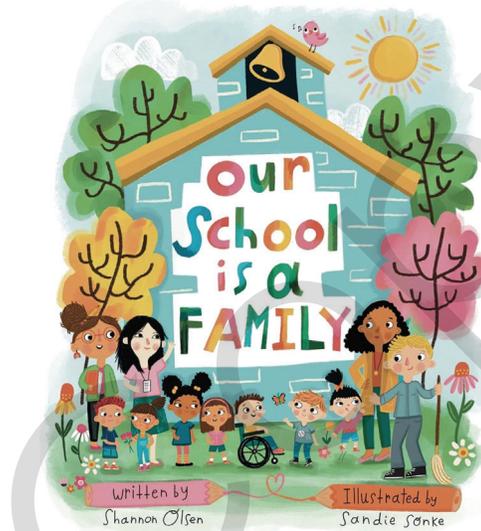
- Optimal State of Learning, goal achievement and problem-solving skills (relaxed alertness)
- **What can I Learn?**



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.

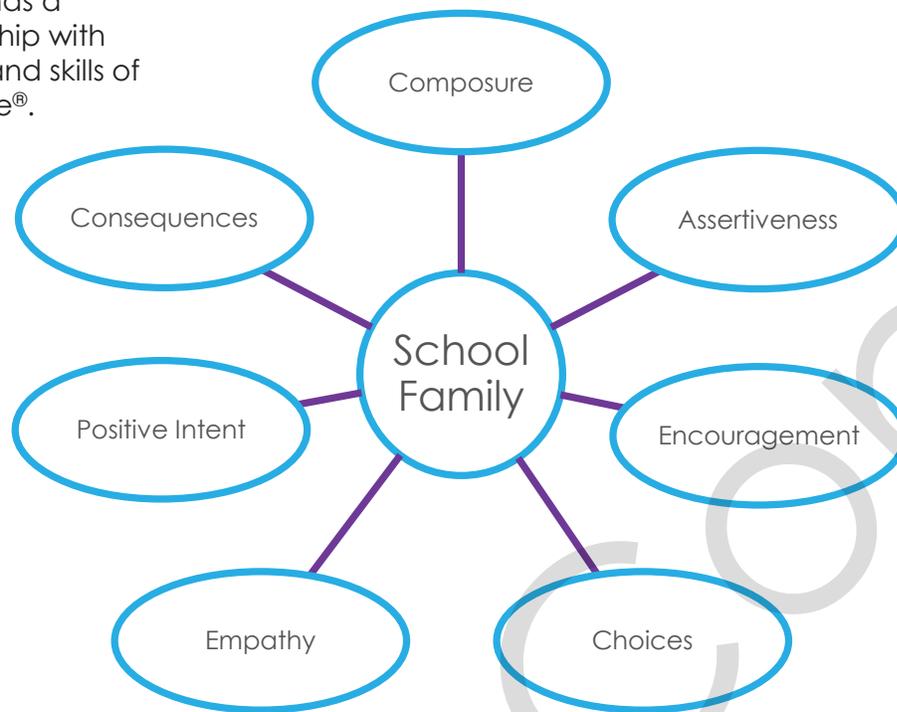
If a child has been **traumatized** or **lacks healthy relationships at home**, the **School Family Model** provides a sense of **safety** and **belonging**.



Conscious Discipline® Skills, Powers, and Structures

Skill of Composure	Skill of Assertiveness	Skill of Encouragement	Skill of Choices	Skill of Empathy	Skill of Positive Intent	Skill of Consequences
Power of Perception	Power of Attention	Power of Unity	Power of Free Will	Power of Acceptance	Power of Love	Power of Intention
Structures <ul style="list-style-type: none"> • Safe Place • Friends & Family Board • Brain Smart Start • Safekeeper Ritual • Greeting & Goodbye Ritual 	Structures <ul style="list-style-type: none"> • Visual Routines • Visual Daily Schedule • Time Machine • Transition Rituals • Social Stories 	Structures <ul style="list-style-type: none"> • I Love You Rituals • Ways to Be Helpful • Meaningful Jobs 	Structure <ul style="list-style-type: none"> • Picture Rule Cards 	Structure <ul style="list-style-type: none"> • We Care Center 	Structures <ul style="list-style-type: none"> • Celebration Center • Wish Well Board • Absent Child Ritual 	Structure <ul style="list-style-type: none"> • Class Meeting

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



The Power of Perception

- Remember, it is your perception of an experience that creates your feelings about it, not the event itself.
- We all have conscious or unconscious expectations of how things should work.
- When others fail to meet those expectations, we become upset because the world didn't work out as we thought it should.



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



Children Mirror Adult Emotions

- **Emotional States Are Contagious:** Children absorb adult emotions like sponges. A calm adult presence can soothe a dysregulated child, while adult stress or frustration can amplify a child's distress.
- **Behavioral Imitation:** Children mimic tone of voice, facial expressions, and body language. Calm, grounded adult behavior encourages similar responses in children.
- **Neural Synchrony:** In emotionally attuned interactions, adult and child brain activity can synchronize—especially in moments of shared calm or connection.

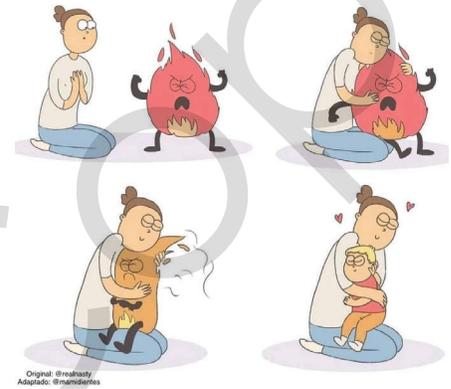
Calm Breeds Calm

- **Regulated Adults = Regulated Children**

When adults manage their own stress and emotions, they create a stable emotional climate that supports children's self-regulation.

- **Practical Impact in Classrooms and Homes**

- Lower behavioral disruptions
- Increased emotional safety
- Improved attention and learning
- Stronger relationships



Sensory Play Builds Self-Regulation

Regulated children make safer choices. Here is how hands-on activities directly reduce incidents:

Feature:	Impact on Safety:
Body Awareness	Children who engage in "heavy work" have better spatial awareness, leading to fewer accidental bumps and falls.
Reduced Impulsivity	Sensory play provides a healthy outlet for energy, reducing the urge to run, jump off furniture, or grab toys.
Emotional Transitioning	Using a "calm down bin" (water beads, squishy balls) during transitions reduces the friction that often leads to biting or pushing.
Focus & Mastery	Repetitive motions (pouring, scooping) build "muscle memory" and patience, lowering frustration levels during group tasks.

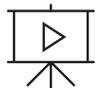
QEEES in Action: Hands-On Play



Calm Transition Circle Time

with Ms. Rachel, Ms. Cheryl and Friends

Video #2



Classroom Strategies Composure

Classroom Practices to Build Self-Regulation Skills

www.thepathway2success.com

Using Think Alouds 	Practicing Coping Skills 	Brain Breaks 	Using a Class Schedule
Emotions Check-In 	Developing Routines 	Organization Time 	Morning Meeting
Problem-Solving Together 	Using Music & Movement 	Providing Visual Cues 	Preparing for Transitions

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

Safe Place Progression

Mother's womb



Parent's chest



Parent's lap



Home or classroom Safe Place



Inner peace



Safe Place Materials

- Books (*Sophie is a Star*)
- Bean bag, pillows
- Breathing Icons/cubes, mats
- Sophie, Shubert, huggables
- Photos of families
- Photos of friendship
- Calming Cream
- Magic Mist



"The Safe Place is not a time-out—it's a time-in. It's where children learn to manage their emotions, not suppress them."

- Dr. Becky Bailey

The Safekeeper Ritual

WHY IT MATTERS (BRAIN LINK)

- Predictable words create felt safety
- Safety turns off the threat response
- Children can relax, trust, and learn

HOW IT BUILDS COMMUNITY

- Clarifies expectations
- Builds trust and belonging
- Shifts discipline from punishment to protection

What is the Safekeeper Ritual?



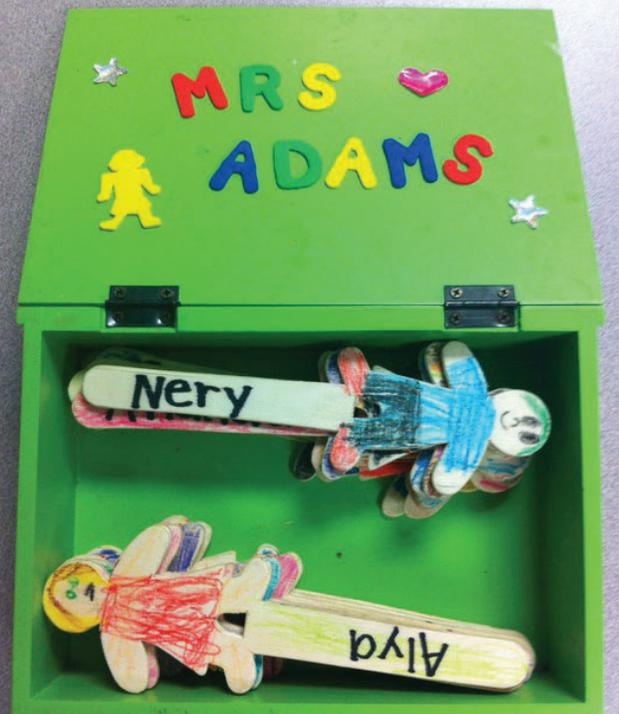
- A daily commitment that creates **physical, emotional, and psychological safety** in the School Family.
- The basic job description for a teacher in a Conscious Discipline® classroom is “My job is to keep you [the class] safe.”
- The children’s job is “To help keep it [the class] safe.”
- The Safekeeper rituals involves each child selecting or creating an item that represents them.
- A photo glued to a popsicle stick or foam core is ideal for younger children.

The Safekeeper Ritual

Each morning the teacher states the Safekeeper job description and asks the children to commit to keeping the class safe by putting their item/photo in a decorated Safekeeper box.

Throughout the day, relate everything you do to safety. “Leaving materials on the floor is not safe. Someone could trip, or the materials might get lost.”

Use conflict moments to repeat your job description. “Oliver, pushing Jamie is hurtful. My job is to help keep the classroom safe. What could you do now that is helpful instead of hurtful?”

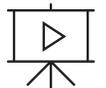




The Safekeeper Ritual

with Ms. Natasha at Smart Start Pre-Prep

Video #3



The Power of Attention

- What you focus on, you get more of.
- The understanding that **attention strengthens behavior** — for better or for worse.
- Attention is one of the most powerful tools we have.
- Children repeat what gets noticed.
- Encouragement fuels growth; attention fuels connection.



The Skill of Assertiveness

The ability to **set clear limits** while staying **connected and respectful**.

Assertiveness is...

- saying what you want and expect.
- using a calm, confident voice.
- protecting safety and dignity.

Assertiveness is not...

- yelling or threatening.
- lecturing or shaming.
- asking when it's not a choice.



DRY



Classroom Strategies Assertiveness

- Visual Routines
- Visual Daily Schedule
- Transition Rituals
- Social Stories
- Conflict Resolution Time Machine



How routines create safety...

- Routines provide kids with predictability, consistency and a sense of control (**structure not rigidity**).
- Why routines matter to the brain:
 - The brain feels safer when it knows what's next
 - Predictability lowers the threat response
 - Less stress = more access to thinking and learning
- What children feel with strong routines:
 - "I know what to expect."
 - "I know what to do."
 - "I am safe here."

The Foundation of Safety: Visual Routines & Daily Schedules



Reducing "Transition Trauma"

Most classroom accidents and behavioral outbursts occur during transitions (e.g., moving from playtime to lunch).

Predictability = Calm: When children know what is coming next, their nervous systems remain regulated.

Visual Cues: Using photos of the actual students performing tasks helps them internalize the "Safety Steps" of the day.

The Foundation of Safety: Visual Routines & Daily Schedules



Preventing Physical Hazards

A clear schedule manages the **flow of traffic** within the classroom.

Crowd Control: Visual schedules prevent "bottlenecks" at the cubby area or bathroom, reducing the risk of trips, falls, and collisions.

Wait-Time Management: Visual timers or "First/Then" boards prevent the restlessness that leads to unsafe "climbing or running" behaviors.

The Foundation of Safety: Visual Routines & Daily Schedules

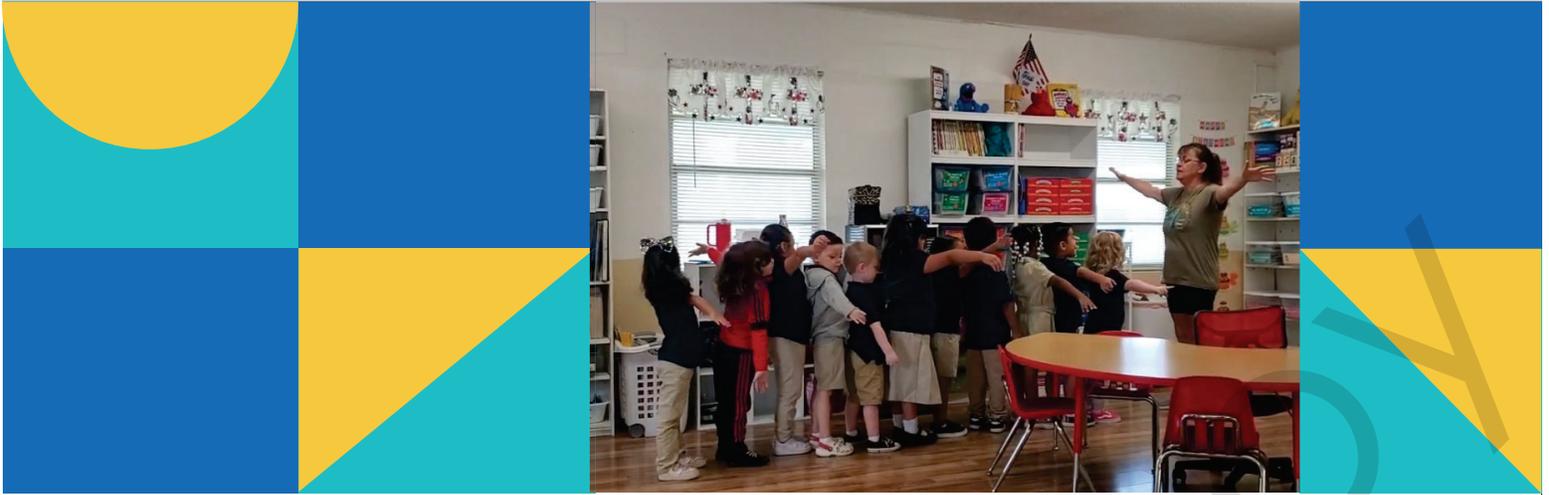


Safety isn't just physical; it's psychological.

The "When is Mom/Dad/Caregiver coming?" Factor:

A visual schedule allows a child to see exactly where they are in the day, reducing separation anxiety that can lead to elopement (running out of the room).

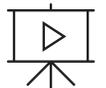
Consistency for Staff: It ensures all educators are on the same page, maintaining **consistent supervision** during high-risk activities.



Transitions in a Preschool Class

with Ms. Naomi and friends at Liberty Christian Preschool

Video #4



Step 1: Regulate First

- Pause and breathe, soften your body and voice
- Safety starts with the adult

Step 2: Get Curious

- What changed today? Was the routine unclear/rushed/new?
- Is the child tired, hungry, or overwhelmed?

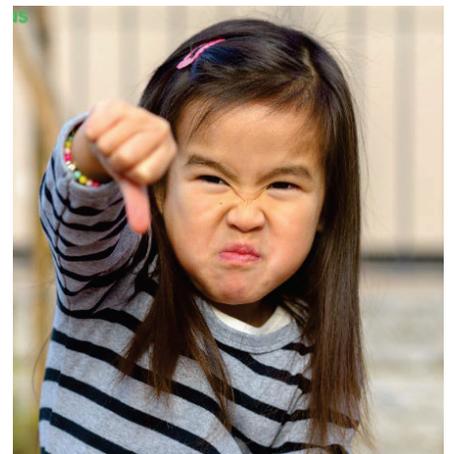
Step 3: Rebuild Structure

- Re-teach the routine, slow down the moment
- Use visuals, modeling, and practice

Step 4: Reconnect

- Offer empathy before correction
- "This is different today. I'm here."

What to do when routines break down...



If I have routines, visuals, and rules... why do things still fall apart sometimes?

Because structure without presence feels controlling, not safe.

The Bridge Between Structure and Presence

- **Structure** organizes the environment
- **Presence** regulates the nervous system
- **Safety** allows children to use the structure



Structure tells children *what to do*.

Presence tells them *you are safe while you do it*.

What is Presence?

Regulated

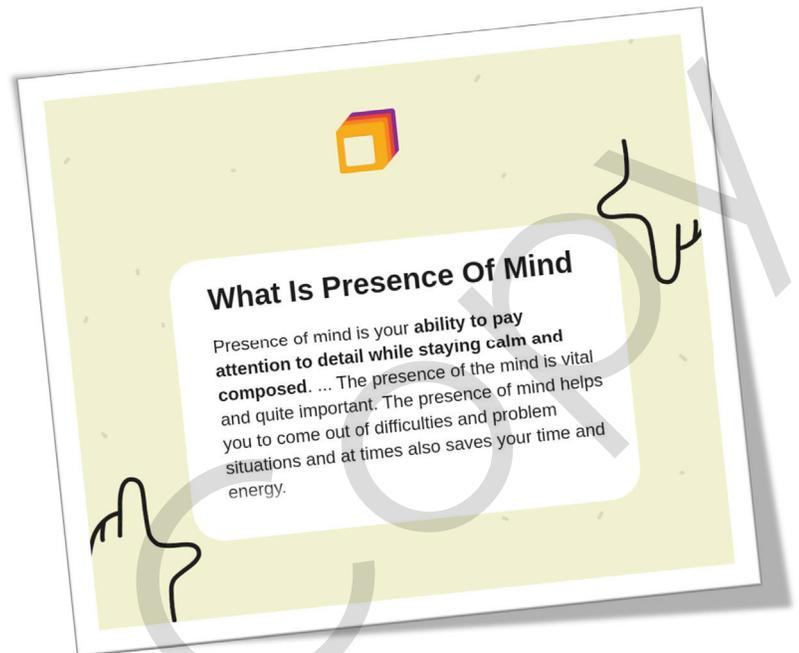
- Calm body and steady breath
- Soft face, relaxed shoulders
- Responding instead of reacting

Attentive

- Fully in the moment
- Eye contact and listening
- Focused on the child, not the clock

Connected

- Warm tone and respectful words
- Emotional availability
- "I'm here with you" energy



Fostering Adult-Child Connections

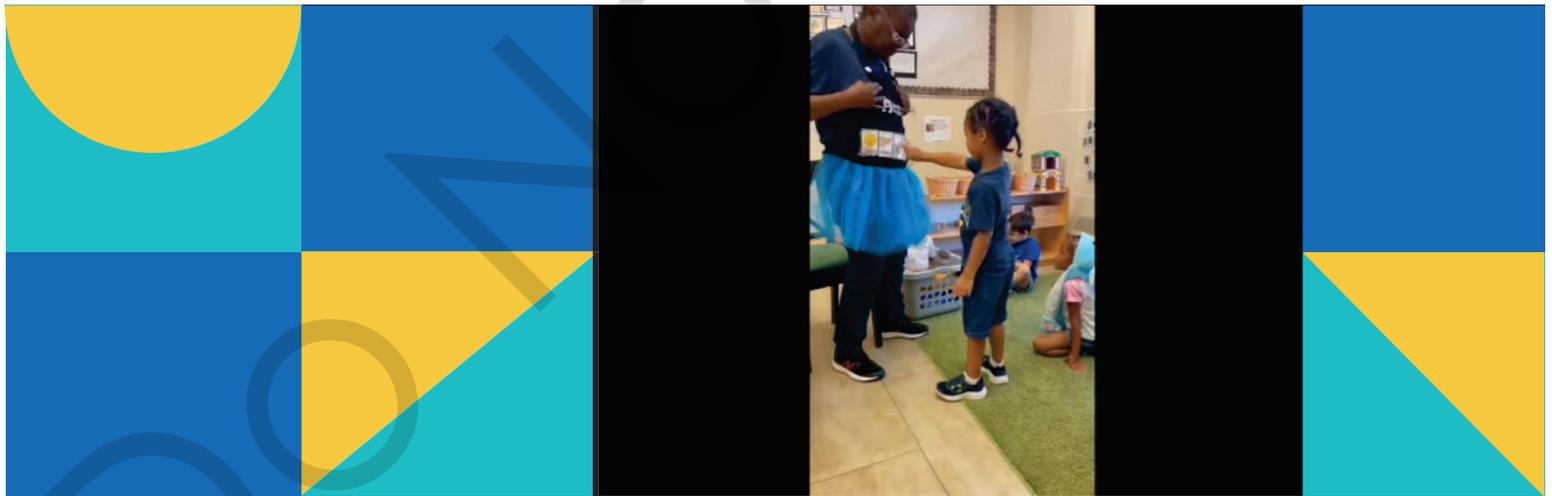
Through responsiveness and attunement:

- Eye Contact
- Touch
- Presence
- Playfulness

Connection

Healthy connections promote problem-solving and thriving. Unhealthy connections promote defensive survival skills in efforts to feel safe.

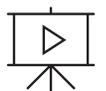
Caring or willingness comes from a relationship with others (connection). Disconnected children don't care, so no consequence or punishment will work. This is one reason we often see the same children punished over and over.



Ms. Cheryl's Greeting Apron

at HCC Ybor Lab School

Video #5



What is Intention?

- Choosing responses rather than reacting from impulse or habit.
- Bringing awareness to your tone, body language, and internal state.
- Aligning actions with the goal of creating safety, connection, and problem-solving.
- Educators make purposeful decisions about environments, interactions, and experiences.
- Learning opportunities are designed with clear developmental goals in mind.
- Children's interests and identities guide planning and teaching.

Intention:

noun

1. a determination to act a certain way.
2. the thing you plan to do or achieve; an aim or purpose.

The Power of Intention

- Your intention directs your attention and your energy.
- Clear, positive intent allows you to respond proactively rather than reactively.
- Children thrive when adults give clear, positive directions.
- Focusing on what you don't want often leads to more of that behavior.
- Your intention impacts tone, body language, and emotional energy.

Consequences – Power of Intention

Intentions	Goals
Intent to Punish	To make children feel guilty, wrong or bad
Intent to Save	To save children from intense feelings of discomfort, generally because they are uncomfortable to us
Intent to Teach	To <u>help</u> children to feel, reflect and be responsible for their choices

The Skill of Consequences

- Mistakes are opportunities to learn responsibility
- Punishment and rewards rely on judgment
- Consequences rely on reflection – how we feel
- Your intention in administering consequences will determine their effectiveness
- Consequences delivered with empathy allow children the opportunity to learn how to be responsible for their choices (motivate)



The Skill of Consequences Language

In terms of behavior:

- Instead of language of **rewards or punishments** (judgment) like “good” or “bad”
- Use **conscious language** like “helpful” or “hurtful”
- Refer to behaviors as being “safe” or “unsafe”

Skill of Consequences Commitment

"I am willing to let go of the myths and outdated beliefs about **consequences**. When I find myself reverting to my old ways of thinking and behaving (punishing, etc.), I will take a deep breath, renew **my intent to teach** and approach consequences more consciously."

 Conscious Discipline®

Types of Consequences

Natural: all children

Imposed/Logical: connected children only

Problem-solving: all children

NIP..... it in the bud!

Three Types of Consequences

1. **Natural Consequences**- Motivate connected kids to learn a new skill and put it in their "backpack."
2. **Logical Consequences**- Prearranged by adults and motivate children to use skills they already have.
3. **Problem-Solving**: A helpful tool for chronic problems or for issues that involve the whole class.

 Conscious Discipline®

Natural Consequences

- Happen naturally
- Help children who break rules or disregard routines (disconnected)
- **Motivate** children to want to do things differently
- Our job is to **teach** new skills

Natural consequences are the **most powerful teacher.**



Imposed/Logical Consequences

Logical consequences are prearranged by adults and motivate (connected) children to use skills they already have.

The three Rs of Logical Consequences:

- **Related** – to safety, helpfulness, or other class agreements
- **Respectful** – with assertive voice & intent to teach
- **Reasonable** – in terms of duration and severity

When delivered with empathy they help the child reflect, claim ownership, and feel motivated to change.

Imposed/Logical Consequences “Formula”

“You can choose to _____ (positive action you desire) and _____ (positive consequence), OR you can choose to _____ (negative action) and _____ (negative consequence), so everyone is safe, including you.”

Example: Jordan is running with scissors at center time.

Teacher: I know you were so excited to show James the car picture you cut out but running with scissors is **not safe**. We talked about this earlier. You will have to sit with me while using the scissors for the rest of center time, so everyone is **safe**. **(Effective)**

vs.

Teacher: You know better than that to run with scissors, now you will have to a) miss recess, b) call your parents c) turn your card, etc. **(Ineffective)**

Problem-Solving

Problem-solving, motivates children to become part of the solution through the use of shared power.

- Class meetings or the Conflict Resolution Time Machine

Problem-solving is a helpful tool for chronic problems (a child who always responds, “I don’t care!”) or for issues that involve the whole class (the bathroom is consistently messy).

If you can’t think of a natural or logical consequence that makes sense, this is an indication that problem-solving may help.



Classroom Strategies

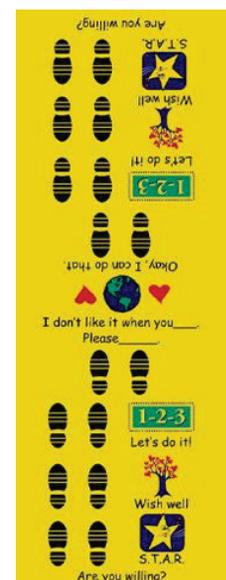
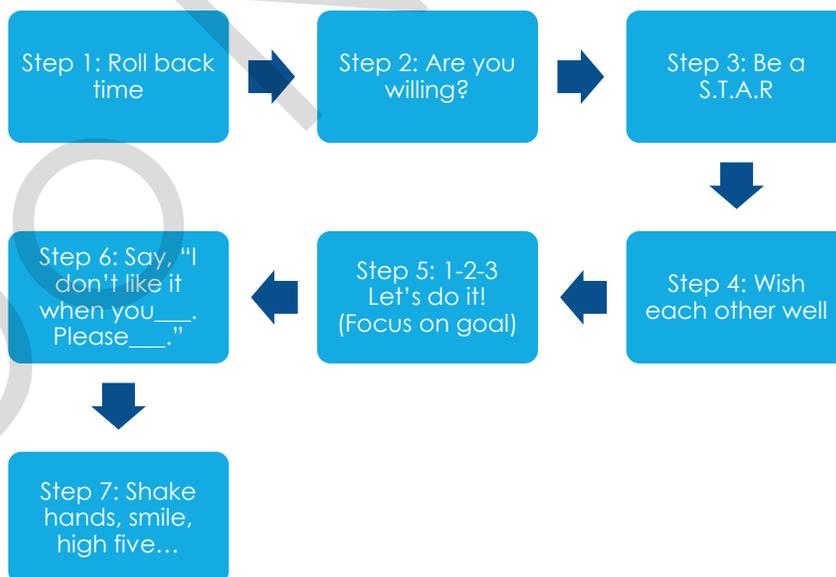
Consequences

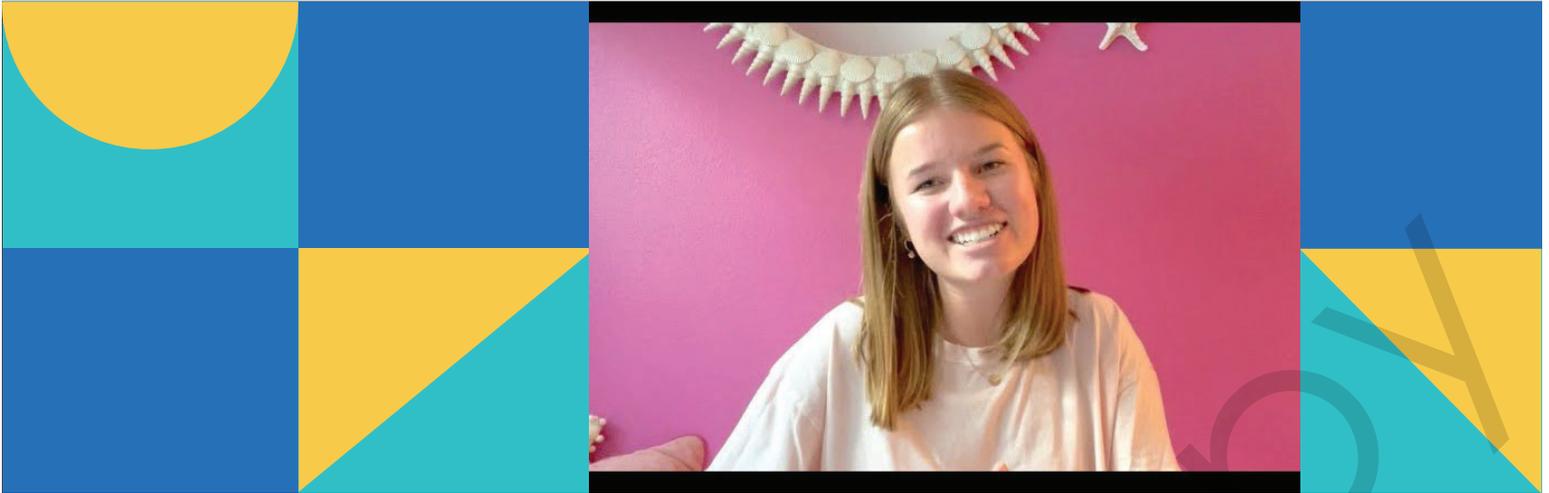


- Conflict Resolution Time Machine
- Class Meetings
 - P.E.A.C.E. Process
 - Relationship Repair Ritual



Conflict Resolution Time Machine

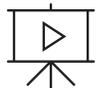




Using the PEACE Method

with Ms. Jourdain

Video #6



Classroom Strategy – P.E.A.C.E.

(**Class Meetings** – choice from **hurtful** to **helpful**)

Problem is stated

- *"I've noticed pushing when you are lining up and my friends are getting hurt."*

Encourage children to own their part of the problem

- *"Have any of you noticed..."*

Affirm the problem & state what you want to happen

- *"So, the problem is keeping it safe when we are lining up"*

Collect helpful solutions to solve problem

- *"What would help you keep it safe when lining up?"*

Encourage children to come up with their own solutions

- *"What if we keep our arms down at our sides like this?"*



Relationship Repair Ritual



Any ritual that represents the following:

- We are all in this together
- We commit to work the plan
- We have repaired or are willing to repair any damaged relationships that occurred during the problem-solving discussion.

Key Take Aways

Safety is the foundation for learning — children thrive when they feel secure, seen, and supported.

Structure creates predictability through routines, schedules, and clear expectations.

Presence brings structure to life — a regulated, attentive, connected adult makes safety felt.

The powers of attention and intention shape behavior — noticing strengths with empathy builds confidence and cooperation.

Assertiveness provides guidance — clear, calm limits protect safety without fear or control.

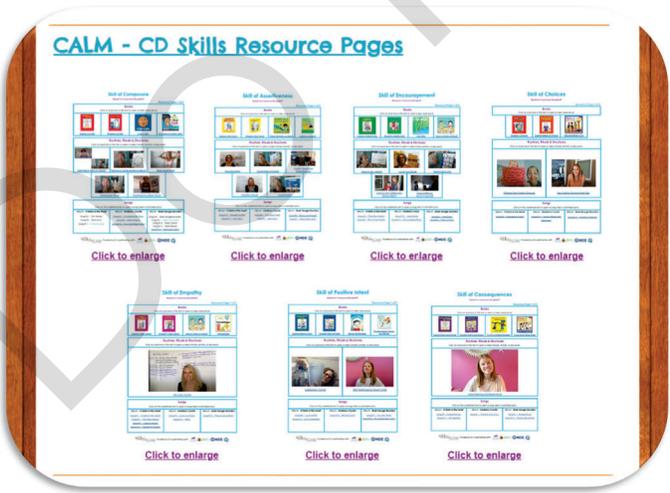
Rituals and routines build trust — consistency helps children know what to expect and what's expected.

Friendly February 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						
2 Ask a friend how they have been feeling recently	3 Do an act of kindness to make life easier for someone	4 Invite a friend over for a 'tea break' (in person or virtual)	5 Make time to have a friendly chat with a neighbour	6 Get back in touch with an old friend you've not seen for a while	7 Show an active interest by asking questions when talking to others	8 Share what you're feeling with someone you really trust
9 Thank someone and tell them how they made a difference for you	10 Look for good in others, particularly when you feel frustrated with them	11 Send an encouraging note to someone who needs a boost	12 Focus on being kind rather than being right	13 Smile at the people you see and brighten their day	14 Tell a loved one or friend why they are special to you	15 Support a local business with a positive online review or friendly message
16 Check in on someone who may be struggling and offer to help	17 Appreciate the good qualities of someone in your life	18 Respond kindly to everyone you talk to today, including yourself	19 Share something you find inspiring, helpful or amusing	20 Make a plan to connect with others and do something fun	21 Really listen to what people say, without judging them	22 Give sincere compliments to people you talk to today
 23 Be gentle with someone who you feel inclined to criticise	24 Tell a loved one about the strengths that you see in them	25 Thank three people you feel grateful to and tell them why	26 Make uninterrupted time for your loved ones	27 Call a friend to catch up and really listen to them	28 Give positive comments to as many people as possible today	

ACTION FOR HAPPINESS Happier · Kinder · Together

Conscious Discipline® Skills – Resources



Download online at 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

- 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
- 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
- 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!



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



QEES Learning Line

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



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https://x.com/hcc_ qees



QEES - Quality Early Education System

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



Prizes

January Winners:

- Alison B.
- Dalvis R.
- Fania C.
- Leeann C.
- Nahla B.



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/MTVJDSC>
- Register for other workshops:
 - CALM/ELM February 19th
 - CALM March 7th
 - CALM/ELM March 12th
 - ELM/Pathways March 26th
- Website
 - Register
www.calmhcc.org/register
 - Teacher Portal
www.calmhcc.org/calm-teacher-portal
 - Resource Center Password: [CalmHCC](#)



In-Person Sessions

HCC Collaboration Studio
1602 N 15th St, Tampa, FL 33605

February 19th 6pm-8pm



Nurturing Young Minds: Combining
CALM with Early Literacy

In Service only (English & Spanish)

HCC Collaboration Studio
1602 N 15th St, Tampa, FL 33605

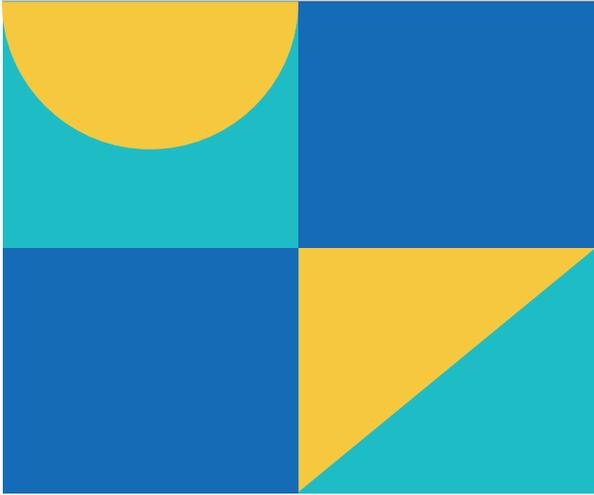
March 12th 6pm-8pm



Little Explorers: Mindfulness and DAP
for Infants and Toddlers

In Service only (English & Spanish)

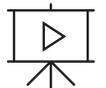
Space is limited. Register at www.gees.org/registration.



We Wish You Well

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

Video #7



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